

EDUCATION FOR STRENGTHENING OF CULTURE OF PEACE AND CULTURE OF COMPLIANCE

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Abstract: *Nowadays, the world lives in a constant and deeper reconstruction movement seeking for ensure the friendly relationship among the individuals as the foundation of the democratic societies, in civil and political context, whose fundamental element is the universal education in all level that can get closer the people by dialogue, tolerance, and respect through the responsible and true information in the sense of construct the positive awareness focused on peace and compliance. So, the paper intends to analyze the last resolutions from the General Assembly of United Nations to try contribute with the discuss about the question: is it possible to approach culture of peace and culture of compliance by the education's purposes while contribute to fulfill of the set on the 2030 Agenda?*

Keywords: *Awareness in a sustainable development, Education, Culture of peace and compliance.*

1. INTRODUCTION

Information and respect are two words that overtake – or, must overtake – the country border and yours powers (like as the institutional public powers, sovereignty, self-determination, etc.), and should be used as a powerful gun against the intolerance and extremism based on the hate speech, often sustained by the fake opinion, demagogical speech, or xenophobia with no reason; thus as should contribute to approach rich and poor refraining the bad use of economic power, like as savage economic policies or, even bad, criminality based on illicit financial flows.

In fact, the information seeking and respect among the equals are instinctive and innate human feeling that must be revealed, inspired and feed by the good and true information focused into the respect, tolerance and dialogue, that is, the education's values and practices can take the individuals until the there. Thus, analyzing the last UN's speeches about the education, it is possible to understand not only your high importance, but the function as instrument to contribute to the ordered progress of humankind, and sustainable development (by example, A/RES/74/223 linked to A/RES/70/1² and A/RES/71/8³).

At this point, the education's values and practices in harmony with culture of peace and culture of compliance can be approached to strengthen the awareness to „doing the right things”, and go beyond to facilitate the development sustainable. So, this paper intends to reflect about the question: is it possible to approach culture of peace and culture of compliance by the education's purposes while contribute to fulfill of the set on the 2030 Agenda? (it is important to note that the three dimensions of the sustainable development – economic, social and environmental – will be present).

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² A/RES/70/1. Link: <<<https://undocs.org/en/A/RES/70/1>>>, last access 26/06/2020.

³ A/RES/71/8. Link: <<<https://undocs.org/en/A/RES/71/8>>>, last access 26/06/2020.

The reflection will base in the UN's speeches as approved by the General Assembly of United Nations, mainly the last resolutions about the relationship among culture and education⁴ in the scope of the education for sustainable development⁵ as provided in the 2030 Agenda⁶, specially the intention to form and disseminate the consciousness for peace and compliance as vital element to set up of the most important systems, to ensure the good practices, to lead a sustainable development: culture of peace, and culture of compliance.

2. TALKING ABOUT EDUCATION IN THE FIELD OF SUSTAINABLE DEVELOPMENT

In 2015 it was published by the General Assembly of United Nations a resolution titled „Transforming our world: the 2030 Agenda for Sustainable Development”, that has been important to ensure the education as one of the priorities of the millennium sustainable development (A/RES/70/1, item 17). Ever since, it is possible to affirm that education is one of the guidelines to set up a wide range of economic, social and environmental objectives in the sense of build peaceful and inclusive societies; but it is not any education, the Resolution refers to the universal access to a quality education at all levels, in all countries, and for all people with no distinction.

One year later, in the politics overview, the A/RES/71/8 („Education for Democracy”) of November 16, 2016, has settled the education has surpassed the condition of a universal right to be made available to all, especially in the context of public policies (UNUDHR⁷, art. 26), to constitute a pillar of democracy understood as „universal value based on the freely expressed will of people to determine their own political, economic, social and cultural systems and their full participation in all aspects of their lives” with the caveat that „while democracies share common features, there is no single model of democracy and that democracy does not belong to any country or region”⁸ (A/RES/71/8).

This has led to a series of recommendations, with emphasis on encouraging Member States and national, regional and local educational authorities to engage in public policies to strengthen „education for democracy” by public education, human rights education and education for sustainable development in their educational systems, with a focus on promoting and consolidating values and democratic governance, and human rights, taking into account innovative to facilitate the empowerment of citizens and to promote their participation in political life at all levels (A/RES/71/8, par. 6); responsibility that must be shared by all.

Nowadays, at 74th Session of General Assembly of United Nations this idea has been detailed at least into two ways: a) Culture and sustainable development (A/RES/74/230); and, b) Education for sustainable development (A/RES/74/223). So, education as one of the priorities of the millennium sustainable development and education for democracy can be linked with culture in all of your forms, including culture of peace and culture of compliance.

⁴ A/RES/74/230, article 3. Link: <<<https://undocs.org/en/A/RES/74/230>>>, last access 26/06/2020.

⁵ A/RES/74/230, article 3. Link: <<<https://undocs.org/en/A/RES/74/230>>>, last access 26/06/2020.

⁶ A/RES/74/223. Link: <<<https://undocs.org/en/A/RES/74/223>>>, last access 26/06/2020.

⁷ Universal Declaration of human Rights. Link: <<<https://www.un.org/en/universal-declaration-human-rights/>>>, last access 26/06/2020.

⁸ In this case democracy is linked to education, even that the idea of democracy has a universal mean based in local and particular values since A/RES/60/1, item 135.

First, culture and education are two sides of the same coin because are each one enriched by other with values, knowledge, and skills (A/RES/74/230); so, they should walk together, be stimulates and taken to action by all (intergovernmental bodies and organizations of the United Nations system, within their respective mandates and resources, relevant non-governmental organizations and all other relevant stakeholders). To accomplish this mission, it is important „To raise public awareness of the importance of cultural diversity for sustainable development, promoting its positive value through education and media tools” (A/RES/74/230, article 16, a), and (b) „To ensure a more visible and effective integration and mainstreaming of culture into economic, social and environmental development policies and strategies at all levels” (A/RES/74/230, article, 16, b).

Second, education and culture are supplemented by peace to accomplish the sustainable development goals (A/RES/74/230, article 5). This would be possible inside of the culture of peace system (let see ahead), how we can understand from the A/RES/74/230, article 16, „o”: „To mobilize culture as a vehicle to foster tolerance, mutual understanding, peace and reconciliation in the context of conflict-prevention, conflict-resolution and peacebuilding processes”.

Third, when the A/RES/74/230, article 16, „e” refers to entrepreneurship in the same context of inclusive equitable economic growth to acquire the cultural development, it is also possible to analyze the compliance environment, specially the culture of compliance as a strong mechanism to contribute with the strengthening of culture of peace inside the education with culture. Thus, here we have the four elements working together to ensure the sustainable development goals.

Therefore, education is linked to culture, peace and compliance, what in summary admits to consider the education as the higher element to contribute with the formation of a universal and positive awareness to ensure the sustainable development⁹. So, knowledge, respect among equals, instruction for good practices, and orientation of how to proceed are fundamental to build a universal awareness over what will be possible the sustainable development in culture of compliance as one of the mechanisms to guarantee the culture of peace.

3. MEANING OF A CULTURE OF PEACE

The Declaration on a Culture of Peace (A/RES/53/243¹⁰, first part), inspired and made possible by the end of the Cold War, is based on triple recognition: One, that wars are born in the minds of human beings, so that it is there that peace must be strengthened (a premise previously declared in the Constitution of the United Nations Educational, Scientific and Cultural Organization); two, the perception that peace, more than the simple absence of conflict, requires a positive, dynamic and participatory process of promoting dialogue in the process of seeking a negotiated solution in a spirit of understanding and cooperation of all actors; and three, the concrete need to seek the elimination of all forms of discrimination and intolerance.

⁹ A/RES/74/223, article 3, is the inspiration when stipulates: “Calls upon the international community to provide inclusive and equitable quality education at all levels – early childhood, primary, secondary, tertiary and distance education, including technical and vocational training – so that all people, irrespective of sex, age, race or ethnicity, and persons with disabilities, migrants, indigenous people, children and youth, especially those in vulnerable situations, may have access to lifelong learning opportunities that help them to acquire the knowledge and skills needed to exploit opportunities to participate fully in society and contribute to sustainable development;”

¹⁰ A/RES/53/243. Link: <<<https://undocs.org/en/A/RES/53/243>>>, last access 26/06/2020.

Furthermore, the Declaration assumes that success in implementing the culture of peace is only possible through the dissemination of values, attitudes, behaviors, and lifestyles dedicated exclusively to fostering peace among people, groups, and nations (Article 2); education, at all levels and aimed at the dissemination of human rights, is the fundamental means for its edification (Article 4), while all must commit themselves to its strengthening, that is, governments have the primary function of promoting it (Article 5), civil society is committed to its full development (Article 6), the major media must contribute to the dissemination of qualified and educational information (Article 7), the United Nations must continue with its mission of performing the critical function leading to the strengthening of the movement (Article 9), and parents, teachers, politicians, journalists, religious bodies and groups, intellectuals, all those who carry out scientific, philosophical, creative and artistic activities, sanitary, humanitarian, directors of governmental and non-governmental organizations, who assist in the key function of promoting the culture of peace (Article 8).

Likewise, the culture of peace, as a set of values, attitudes, traditions, behaviours and lifestyles is based on:

- a) Respect for life, an end to violence, and the promotion of the practice of non-violence through education, dialogue and cooperation (Article 1, a);
- b) Respect for the principles of sovereignty, territorial integrity, the political independence of States, and non-interference in matters of internal jurisdiction of States (Article 1, b);
- c) Unrestricted respect for dissemination of human rights and fundamental freedoms (Article 1, c);
- d) Commitment to peaceful conflict resolution (Article 1, d);
- e) Efforts to satisfy development needs and protect the environment (art. 1, e);
- f) Respect and promote the right to development (art. 1, f);
- g) Respect and promotion of equal rights and opportunities, especially among women and men (Article 1, g);
- h) Respect and promotion of the right of all persons to freedom of expression, opinion and information (Article 1, h); and,
- i) Adherence to the principles of freedom, justice, democracy, tolerance, solidarity, cooperation, pluralism, cultural diversity, dialogue and understanding at all levels of society and among nations (Article 1, i).

In short, among this values, attitudes, traditions, behaviours and lifestyles the right now most important reflection is the conception about the respect for life, an end to violence, and the promotion of the practice of non-violence through education, on the way to acquire the respect and promote the right to development, ever on respect and promotion of equal rights and opportunities, especially among women and men. Once more, it is necessary to build a positive consciousness based on dialogue, tolerance, and respect among the equals that can be learnt under the pillars of education¹¹ (knowledge, respect among equals, instruction for good practices, and orientation of how to proceed).

4. MEANING OF A CULTURE OF COMPLIANCE

In the context of the first part of A/RES/53/243 (Declaration on Culture of Peace), when it is proposed that „the fuller development of a culture of peace is integrally linked to” promote „a sustainable economic and social development” (A/RES/53/243, „g”), and work to increase

¹¹ This is the standard that marks the A/RES/53, 243, Article 4: “Education at all levels is one of the principal means to build a culture of peace. In this context, human rights education is of particular importance”.

„transparency and accountability in governance” (A/RES/53/243, „k”), it is born a necessary linkage with culture of compliance.

By now, culture of compliance means the commitment to build a consciousness, into a corporative and entrepreneurial world, public and private, with commercial, financial, and assistance activities (or any other with necessary linkage), to compliance practice. Furthermore, compliance practice is used in its most universal concept, which is the commitment to comply with statutory rules qualified by ethics and integrity to do the right thing with priority („doing the right thing”).

From six steps to take a culture of compliance (awareness, communication, education, effective technology, incentives, and incident reporting and case management), education in the context of awareness has special importance as a double instrument: instruction and training:

- a) The instruction indicates the dissemination of the importance of commitment with fulfill standards for good entrepreneurial relations in which compliance facilitates dialogue and respect between individuals, fostering sustainable development. After all, commitment with fulfill standards brings legal certainty and brings individuals closer together.
- b) training aims to ensure that employees, managers, directors, etc., are aware of the organization’s internal policies and the external norms that influence their activity, as well as learn how to act, ethically, integrally and efficiently, within the limits of their function under moderate external guidance and supervision.

5. CONCLUSION

This paper has intended to reflect about the question: is it possible to approach culture of peace and culture of compliance by the education’s purposes while contribute to fulfill of the set on the 2030 Agenda? After the convergent analyze, that is the considerations followed up by the last words.

- a) Education is one of the priorities of the millennium sustainable development (A/RES/70/1, item 17), focused in the three dimensions of the sustainable development (economic, social and environmental).
- b) The good and universal education is linked with democracy (A/RES/71/8, and A/RES/60/1, item 135).
- c) Education as one of the priorities of the millennium sustainable development and education for democracy can be linked with culture in all of your forms, including culture of peace and culture of compliance (A/RES/223, and A/RES/74/230). So, culture and education can be considered two sides of the same coin because are each one enriched by other with values, knowledge, and skills (A/RES/74/230).
- d) Education and culture are supplemented by peace to accomplish the sustainable development goals (A/RES/74/230, article 5), what is possible inside of the culture of peace system (A/RES/74/230, article 16, „o”).
- e) The culture of compliance is a strong mechanism to contribute with the strengthening of culture of peace inside the education with culture (A/RES/74/230, article 16). Here, we have the four elements working together (education, culture, peace and compliance).
- f) The four elements working together allow to consider the education as the higher element to contribute with the formation of a universal and positive awareness to ensure the sustainable development based on knowledge, respect among equals, instruction for good practices, and orientation of how to proceed.

- g) This construction of awareness makes possible the sustainable development in culture of compliance as one of the mechanisms to guarantee the culture of peace.
- h) The construction of awareness is also present inside the culture of peace system (A/RES/53/243); insofar it is necessary to build a positive consciousness based on dialogue, tolerance, and respect among the equals that can be learnt under the pillars of education (knowledge, respect among equals, instruction for good practices, and orientation of how to proceed).
- i) Like as education and culture of peace, culture of compliance also has the commitment to construct of awareness through six steps (awareness, communication, education, effective technology, incentives, and incident reporting and case management). The education in the context of awareness has special importance as a double instrument: instruction and training.

So, if this paper should have a last conclusion, the reflection allows affirming that not only it is possible to approach culture of peace and culture of compliance by the education's purposes while contribute to fulfill of the set on the 2030 Agenda, but, a little more, the construction of a positive awareness to sustainable development by education, peace and compliance is the way to get it.

NORMATIVE REFERENCES

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