

Manifesto for a Culture of Peace and Non-Violence



RCE Basque Country – Navarre
Hiroshima Peace Memorial Park

On the occasion of United Nations Day
24 October 2025

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1. Introduction

This manifesto stems from the collective commitment of the member organisations of RCE Basque Country–Navarre to promoting a Culture of Peace and Non-Violence. Within the framework of the International Year of Peace and Trust (2025), we are depositing this document in the Hiroshima Peace Memorial Park as a symbol of our collective and educational commitment to global peace.

2. Purpose of the Manifesto

Declare the indispensable role of RCE Basque Country-Navarre as a catalyst for Education for Sustainable Development (ESD) and Education for Global Citizenship (EGC), committing ourselves to activating empathy and knowledge-based dialogue as essential tools for achieving SDG 16 and peace in the post-2030 scenario.

3. Principles

We are guided by the values of justice, respect, empathy, solidarity, fairness, sustainability and active participation. We understand peace as a dynamic, positive and participatory process that requires dialogue, listening and mutual cooperation.

Principles guiding our manifesto:

- ✓ **Principle of unity in diversity:** we recognise that the immense cultural diversity in our classrooms and communities is the greatest source of learning and the foundation of peace. We must rise above the boundaries that perpetuate us in the nation state.
- ✓ **Principle of educational co-responsibility:** we affirm that peace is a task that requires the commitment of schools, families, institutions and civil society. No one can ignore this responsibility.
- ✓ **Principle of inquiry:** we teach students to seek the root of problems ('the cause'), whether in a playground conflict or a global war. Only by understanding the root causes can a sustainable solution be proposed.

4. Diagnosis

We live in a global context marked by conflict, inequality and hate speech. Education must be a transformative tool that promotes peace, justice and coexistence from the local to the global level.

Schools run the risk of becoming a 'disjointed mosaic'. Often, by focusing on the transmission of curriculum, we waste the great potential that children from diverse backgrounds have as ambassadors for their cultures, failing to lay the foundations for true mutual understanding.

We are failing to teach young people to distinguish between noise and dialogue, which weakens respect and trust in institutions such as the United Nations, which are so questioned today.

5. Key definitions of terminological nature

What do we mean by a **holistic culture of peace**?

It is more than just the absence of war. It is an active state that rests on three interconnected pillars:

- ✓ **Informed dialogue:** this is not simply 'chit-chat' or conflict management; it is the ability to hold a conversation with deep respect and knowledge of the other person's reality and needs.
- ✓ **Applied empathy:** this means translating respect into action. It is the ability to actively put ourselves in the other person's shoes to recognise their desires and frustrations as legitimate. It is a skill that can be trained, not a passive feeling.
- ✓ **Eco-social justice:** recognising that peace between people is impossible without peace with nature and without an equitable distribution of resources. Peace is SDG 16, but it can only be achieved when the others are fulfilled, because it should be a cross-cutting theme in our lives.

6. Shared vision

We aspire to a fair, inclusive and sustainable society, where peace is understood as a collective endeavour based on respect for human rights, diversity and intercultural dialogue.

Education cannot be limited to mere transmission or innovation without evidence, as is so common today; on the contrary, it must be the architect of a new paradigm.

Our shared vision is an education (in all its forms) that forges citizens capable of seeing others, regardless of their origin, as equals with identical aspirations, that is, citizens of the world with local action and a global vision. A world where the pillars of school and family build a deep understanding, not just a truce.

We dream of a generation that, thanks to education, develops 'binocular vision': one to recognise the humanity that unites us (our shared desires) and another to value the culture that differentiates us. We dream of educational centres that are laboratories of peace where empathy is the core subject.

7. Our 5 educational pillars

1. Learning to be: Inner peace/outer peace – Self-awareness, emotional management, self-acceptance and forgiveness as the basis for personal and social harmony.
2. Learning to do: Non-Violent Communication – Use of Non-Violent Communication (NVC) for empathetic, assertive and collaborative relationships.
3. Learning to listen and respond: Hate speech and fake news – Development of critical thinking and media literacy.
4. Learning to learn: Current and forgotten armed conflicts – Critical understanding of armed conflicts to promote peaceful alternatives.
5. Learning to participate and engage: Activism for peace – Promoting social and educational activism for peaceful conflict resolution.

8. Five educational axes



9. Commitments

- ✓ We are committed to integrating the five educational axes into our practices, fostering spaces for dialogue and reflection, and promoting concrete actions that strengthen the Culture of Peace and Non-Violence.
- ✓ In the local dimension of our work as an RCE, we will seek to promote ‘cultural comparison’ projects, as well as develop monitoring tools to measure the impact of Applied Empathy and Informed Dialogue on reducing school conflicts and developing community resilience.
- ✓ At the global level, we will focus on reinforcing the concept of “United Regions” within the Global Network of RCEs to create dialogue between regions, extrapolating the dynamics of classroom diversity to a global scale.

10. Examples of specific actions undertaken by RCE organisations

Action	Educational objective	Related axis
Adi-adian	Active listening to victims of terrorism	Education for peace and non-violence
Artivism	Artistic expression for social transformation	Education for global citizenship
Talks by former prisoners	Reflection on restorative justice	Education for human rights
Talks by migrants	Promotion of empathy and inclusion	Intercultural education
Talks by UNRWA refugees	Awareness of forced displacement	Education for human rights
Dynamics of creating peace discourses	Young people's reflections on war and peace	Education for global citizenship
IHESA Escape Room	Experiential learning about migration	Intercultural education
Euskrania	Working with the Ukrainian population	Education for human rights
Gernika Peace Museum	Historical education and visits to vulnerable groups	Education for peace and non-violence
Namana Project	School twinning	Education for sustainable development
Peace Awareness Week	Raising awareness about conflicts and the culture of peace	Education for peace and non-violence
Theatre with migrants	Promotion of cultural diversity	Intercultural education
Theatre of the oppressed	Empowerment and conflict resolution	Education for peace and non-violence
Practising active listening	Promotion of empathy and communication	Education for peace and non-violence
ZAS	Historical memory and peaceful anti-militarism	Education for peace and non-violence

11. Ideas and proposals from our learners

1. What are we doing well as a society in building peace, and what have we learned that can help us improve in the future?

- ✓ **Awareness and historical memory:** We highlight the impact of nuclear weapons through initiatives like the Hiroshima Peace Memorial Park and how commemorative events helps raise awareness.
- ✓ **Symbolic actions and international agreements:** We agree with the nuclear non-proliferation treaty and recognize the use of peace symbols (e.g., the thousand cranes, seeds from surviving trees) are meaningful steps.
- ✓ **Exploring alternatives:** We promote non-nuclear energy sources and recognizing that the most powerful or cheapest option is not always the best.

2. What values and ways of acting should we share in schools and communities to build a more peaceful world after 2030?

- ✓ **Education in values and human rights:** We propose schools focusing on teaching values and human rights to foster future commitment.
- ✓ **Empathy and accountability:** We suggest being empathetic toward all countries and encourage powerful nations to acknowledge their mistakes under public pressure.
- ✓ **Rejecting violence as progress:** We perceive creating dangerous weapons to intimidate not as development; military superiority does not make a country better.

3. What tools do we have to work together toward this common goal, and how can we organize, critically review, and improve our peacebuilding efforts?

- ✓ **Social engagement and critical thinking:** We recognize the world as a community and using critical tools to influence decisions collectively.
- ✓ **International cooperation and equity:** We propose developing technology through cooperation rather than dominance and striving for social equity.
- ✓ **Democratizing global decision-making:** We suggest removing the right of veto within the UN to ensure all countries can contribute equally to building a better world.

12. Monitoring

The manifesto will be shared with all RCE organisations and monitoring mechanisms will be established to evaluate its implementation and gather new proposals.

13. Call for support

We invite all individuals, organisations and institutions to join this commitment to a Culture of Peace and Non-Violence, and to sign this manifesto as a sign of their support.

This signature in Hiroshima, on UN Day, is not a mere formality, but an existential commitment. The 'United Regions' of the global network of RCEs must commit themselves to promoting SDG 16, demonstrating that the best way to honour the memory of destruction is through ongoing, daily education for peacebuilding.

14. Signatures

Name: SAMUEL FERNÁNDEZ DIEKERT

Organization: UN ETXEA – BASQUE COUNTRY ASSOCIATION FOR UNESCO

Date: 22/10/2025

Signature: Samuel Fdez.

Name: _____

Organization: _____

Date: _____

Signature: _____