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# EXECUTIVE SUMMARY

The world is reach with natural, cultural heritage and diversity. It is heritage inherited from long generations to today. They stress our identity, values and has Outstanding Universal Value. UNESCO worldwide leader on management of natural and cultural proclaimed seven (7) conventions, protocols and recommendations for conserving, preserving and safeguarding and promoting cultural heritage. Members States has sovereignty of their territories, however, they cannot hinder heritage but has responsibility to create mechanisms, policies, legislation and measures for protecting that heritage. The complexity of heritage requires additional universal legal instruments to ensure the protection and safeguarding of cultural heritage.

Cultural Diversity is a world heritage that all humanity should preserve and cannot be alienated. It is the motto for creativity and hence creative economy. Cultural Diversity is expressed through performing arts, architecture, software’s and fashion design, cars models, etc. being a natural feature, creativity should be stimulated and have education to put it on motion. Therefore, education, being a social inclusion stream in the society is called to teach cultural diversity to children since early childhood, at garden school, to the university, including technical and professional education. Cultural diversity is understanding, respecting the culture of the other. Countries should enact policies, measures and mechanisms for promoting cultural diversity that respect creativity inclusion and practices.

Peace is respect of human rights, solidarity, tolerance, social and economic development; cultural rights. Peace is not absence of war and conflict but abandon of hate messages and bring of mutual understanding and living together. Conditions for all people addressing roots of conflicts. The remains of conflicts and wars such as the World War I remains underwater, like shipwrecks, are elements that, should be used and taught in schools. The rationale is that, apart from learning to know, to be, to do and to live together as principle of education, learning to see is a condition that, contribute for education, learning and produce transformation. Therefore, UNESCO support the initiative of countries to use remains of wars for Peace Education and reconciliation based on the understanding of heritage.

Gender issues are constructions of culture and relate to human rights. Both affect and interact with local development strategies. Culture is present in all development progress and might respect human rights to ensure inclusion of all social extracts, leave no one behind towards achievement of social cohesion, peace, reconciliation and gender equality. Therefore, planners and users apply these elements in development programmes, policies, strategies and plans to ensure more culturally appropriate gender-sensitive and human rights approach.

The assignment ends with the chapter addressing on Sustainable Development Goals. The rationale is the nowadays perspective of development that call for all countries to implement public policies taking into consideration the SDG’s to ensure quality life of people by 2030. Also, indicate the linkage between cultural heritage and diversity, collaboration and peace cross-cutting all the 17 SDG’s.

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# INTRODUCTION

Culture, cultural heritage, diversity, arts education, peace, SDG’s, non-violence and reconciliation are related concepts present in all our daily life and UNESCO principles. They are related to the life of people, are recreated in the communities and are transmitted to young generations during the process of enculturation. Cultural heritage, diversity and peace should use formal and informal education to transmit these knowledge, respective values to young generations, be inclusive and not allow that only a small group of people, in a society have privilege to learn and access culture.

The world proclaimed conventions, international instruments, the conventions, for safeguarding, protection and promotion of cultural heritage. This assignment view to bring to all readers, the knowledge on cultural heritage, diversity the relation with education, peace and reconciliation as well as the need of streaming it into development programme, policies, strategies and measures. As well, the assignment intends to bring to the knowledge of policy-makers the need to ratify these instruments for implementation in each territory. The rationale is that, any success is possible only when culture, diversity, peace, SDG’s gender and human rights are mainstreamed within development programme, left no one behind.

This assignment focus mainly on the subject around cultural heritage and diversity for peace and sustainable development, mainly in the UNESCO perspective. It analyses issues related to the contribution of the cultural heritage to promote peace, reconciliation and the ways by which culture and cultural heritage can be an important asset for sustainable development looking at the SDGs, thus, how culture and education are all related and should always be aligned side by side. It also goes around the gender subject, demonstrating how cultural heritage can be a guide to mainstream gender and promote human rights, through inclusiveness and equality for all approach as well as the respect for the culture of others, addressing the diversity of our Planet Earth. The objective is to raise awareness and bring to the mind and knowledge of people the world heritage richness and responsibility of each and every one by one side and to consolidate the knowledge of the writer about cultural heritage and diversity motors for peace, non-violence, and reconciliation, by the other side.

The assignment is divided in eleven parts: I) Executive summary, II. Introduction; III. The richness of cultural heritage and diversity; III. Cultural diversity, heritage, creative economy and Education for All; IV. Culture of Peace, non-violence and reconciliation; V. Heritage, Peace and reconciliation: Underwater cultural heritage; VI. Peace Education based on the understanding of heritage; VII. Application of Heritage, Peace, Diversity and SDG; VIII. Mainstreaming Culture, Gender and Human Rights and IX. Sustainable Development Goals; X. Conclusion and XI. Bibliography.

# BUILDING PEACE IN THE MIND OF MEN AND WOMEN THROUGH CULTURAL HERITAGE AND DIVERSITY FOR PEACE AND SUSTAINABLE DEVELOPMENT

## The Richness Humanity Cultural Heritage and Diversity: Means of Preservation and Safeguarding World Heritage and Diversity through the *1954, 1970, 1972, 2001, 2001, 2003 e 2005 CONVENTIONS*

## Natural and Cultural Heritage Characteristics

Natural heritage is a set of natural features, physical and biological formations or groups of such formations, geological and physiographical formations as well as natural sites from point of view of science, conservation or natural beauty.

Cultural heritage are all resources with historical, art and scientific value with an outstanding universal value place in each territory of each nation. Cultural heritage can be monuments, group of buildings and sites constituted by architectural design, arts work, painting and caving. It is work developed by men, which includes archaeological history, ethnology, identity, ethnicity and more. Cultural Heritage is constituted by elements that, communities consider their history and culture, cave dwellings and combination of features with outstanding universal value from point of view of art, history and science. As well, the homogeneity of buildings in the space and landscape; works of men, Outstanding Universal Value; art, history, science, works of man, combined with nature and man; archaeological sites with Outstanding universal value from history, ethnology or anthropological point of view.

Both natural and cultural heritage that territory members feel proud and get inspired of them. It is the responsibility of each state part leadership to undertake measure to identify, inventory, protect and safeguard, with their own resources and with international assistance, where applicable (conservation, presentation and transmission to future generations) as well as promoting cooperation in particular, financial, artistic, scientific and technical to protect and safeguard this heritage.

Natural and cultural heritage are in permanent danger from destruction. Danger is natural disasters, traditional causes of decay, social, economic and political conditions. The danger of disappearance of heritage is harmful and impoverish all world nations. Therefore, people all over the world, wherever they are, they must be concerned with protection and safeguarding of natural and cultural heritage. However, many countries face challenges of all levels from scientific, technological, human and financial resources, in places heritage is situated.

World conventions, recommendations and protocols are conditions sine-quo-non and starting point for protection of cultural heritage. International Organizations are called to provide international assistance without taking leadership seat of interventions but supporting states leadership. These instruments provide all natural and cultural heritage rights for their preservation and safeguarding as part of humankind in its totality, while all making decisions are called to support the safeguarding and preservation of cultural heritage.

UNESCO together with its Members States approved seven (7) conventions for protecting, safeguarding, conserving and promoting cultural heritage and diversity. State Parties should ratify them, identify and inventory all heritage in their territory. They might design political and strategic instruments for safeguarding and protecting heritage and integrate them within development programmes; and preservation services. All Conventions view the protection of natural and cultural heritage as mandatory in all state's parties. They provide operational guidelines for implementing the instruments. While the Conventions view the protection of natural and cultural heritage, each instrument has its own function. Although the number of existing conventions and other instruments, like protocols, recommendations and declarations, more conventions and instruments are needed to address the complexity of protection of cultural heritage, reinforce and support their implementation.

## UNESCO Natural and Cultural Heritage Conventions

### Cultural Heritage

The Conventions play the following roles and functions: 1954 ‘*protection of cultural property in case of armed conflict*’; 1970 ‘*Means of prohibiting and preventing the illicit import, export and transfer of ownership of cultural property*’ placed in museums, religious monuments and archives, libraries of states parties of the Convention. These conventions view prevention, restitution and cooperation amongst states parties. The Conventions emerged from countries that are prone to black market of cultural property and prevent by all means, stolen or trafficking cultural heritage, either illicitly imported or exported.

The 1971 Convention on universal copyrights, ‘*protect arts, scientific and literature works; music, writing, dramatic and cinematographic works; painting, engravings, sculptures and unpublished works.’* Protected work in one contracting party is protected in all contracting, State Party of the Convention. This convention supported the 1952, the Berna Convention, which only protected art literary and scientific works.

The 1972 ‘*Protection of World Natural and Cultural Heritage*’; 1995 ‘UNIDROIT is a convention proclaimed by private law to support the UNESCO 1970 Convention and UNESCO encourage negotiations for returning cultural heritage illicitly exported and imported cultural property.

The 2001 ‘*Protection of Underwater Cultural Heritage*’ set conditions and principles for safeguarding of underwater cultural heritage. It set States cooperation, systems and provide rules and procedures, methodology for safeguarding Underwater Cultural Heritage (UCH); treatment and research in situ. UCH refers to all human traces with history, cultural or archaeological historical and natural context character, partially or totally submerged for more than 100 years.

UCH are the sites, structures, crafts, vessels and respective cargo, coins, bullion and industrial loads as having archaeological and natural context. It includes shipwrecks but also many cities submerged swallowed by waves or tsunamis; ships that have been perished at sea. UCH is not visible in the surface of earth but are under bed of lakes, seas, and oceans preserved by submarine environment. Like land heritage, UCH trace testimony of long period of life and aspects of shared history. The UCH elements are aspects that should, morally, be respected, preserved in situ, researched, raise awareness and allow access to public *in situ*. The convention prevents the removal of UCH and encourage any measure to be undertaken *in situ* as the first option and placed in underwater museums. As per other conventions like the 1972, national underwater heritage belongs to the people of the State Party but is part of the World Heritage. Therefore, all humanity has responsibility to protect it for today and future generations. The discovery of similar object in different places of the world does not mean the same significant as the context and territories are different.

## UNESCO Cultural Heritage and Diversity

2003 Convention ‘*Safeguarding of Intangible Cultural Heritage*’. The, Intangible Cultural Heritage (ICH) is an universal cultural heritage, where communities play an important role in safeguarding, recreation, maintenance, production, dissemination and transmission of this heritage to young generations, towards the enrichment of cultural diversity and creativity.

It is the humanity responsibility to safeguard ICH through internal mechanisms but also cooperation and collaboration with other States Parties through ratification of ICH convention. ICH is important as it brings people together, through exchanges, interactions, festivals, festivities, cultural exchanges and cultural markets.

UNESCO role is to support the State Parties of the Convention to safeguard and raise awareness of their ICH to local, national and international levels. UNESCO convention 2003 defines ICH as all forms of representations, practices, knowledge, artefacts and cultural spaces associated. All of this give a sense of identify and continuity in recreation with environment, individuals, and groups, thus, promoting respect of human rights, cultural diversity and continuity. Intangible cultural heritage, performing arts, festivals, festivities, rituals; knowledge and practices are manifestations that represent ICH. Safeguarding measures include inventories, documentation, protection and transmission.

The integration of ICH into school curriculum and reinforcement of education is to ensure Education for Sustainable Development, long life safeguarding and perpetuation of cultural heritage. ICH is linked to other tangible heritage if considering ICH definition by 2003 Convention, that all representations, practices and knowledge that used in building tangible heritage, vessels, the treasure it has human traces, knowledge and practices. Therefore, one can speak on ICH alone but cannot speak on tangible heritage without Intangible. Therefore, communities recognize and valorise all aspects of their heritage.

2005 Convention ‘*Protection of Diversity of Cultural’.*Cultural Diversity is a common heritage for humanity. It has expression in people, individuals and groups of society, within territories from which together, with cultures of other countries form plurality of nations. Cultural diversity is expressed in cultural heritage and artistic works, creativity, artistic creation, freedom of expression, technological and transformational systems. Furthermore, cultural diversity is transmitted to young generations. Cultural Diversity is the component of the culture development sector. It is the umbrella of cultural and creative industries operating within the framework of the Creative Economy, known as one of the most growing economies in the world and is inclusive as employing youth from 15 to 29 years old, contribute to reduce inequality towards the achievement of SDGs (Agenda 2030). Cultural diversity expressions, includes artefacts, objects, built heritage, museology properties, sculptures and other cultural materials social, cultural meanings, values that contribute for enjoyment. It has sense of identity, peace, but also commercial and economic value, bringing income generation together. Creates rich wealth, worldwide, and it is motto of community sustainable development.

Cultural diversity production requires intellectual property rights, important to sustain the diversity of activities, goods, products and services. The rationale is the massification of products brought by globalization, interaction and exchanges reinforced by the communication, information and technologies, which constitute an added-value for development but, may create imbalances between rich and poor countries. Cultural diversity has also expression in communication, information and technology as a pre-requisite condition for respect of freedom of expression and access to culture.

There is need to work to address the freedom of expressions, restrictions, censorship and constraining limited by freedom of expression. Similar to other conventions, countries need leadership, cooperation and involvement to create environmental conditions for implementation of the 2005 Convention; to show the impact of cultural diversity into SDGs and its importance into social and economic development. Design policies that will demonstrate culture contribution into social and national economy and mechanisms to show the need of stakeholders, at all levels; and investment from private sector. Therefore, cultural diversity might be implemented within a spirit of democracy, tolerance, social justice and mutual understanding, respecting the traditional systems as sources of traditional knowledge, wealth, and knowledge as a source of Intangible Cultural Heritage, embodied into plurality of identities and cultural expressions, as motto for peace. It reinforces the status and role of women in society, nurtured by flowing of ideas, constant exchanges and interaction between culture and thought information, freedom of expressions, the diversity of media and information. Cultural expressions and traditional cultural expressions allow people to express their ideas and values, linguistic expressions, etc. Education is fundamental for protection and promotion of diversity of cultural expressions.

Why UNESCO? UNESCO exists to support its member’s states and states parties of the convention to ensure respect for the diversity of cultures and recommend agreements for cooperation and to promote free flow of ideas by world and or image. Its essence is to protect and promote diversity of cultural expressions, to create conditions for culture to flourish ideas and free interactions. It fosters interculturality and multiculturality, promoting plurality of ideas; raise awareness of its value, at all levels. Cultural diversity reassures link between culture and development. UNESCO urges state parties of the convention to establish policies and measures to strengthen international cooperation and solidarity. The objective is to viewing the spirit partnership and cultural diversity guided by the respect of human rights, dignity, sovereignty of states, equal access of culture, complementarity of economic and cultural aspects of development; dignity, equality and respect of culture and principle of solidarity, cooperation and principles of open and balance.

UNESCO also exists to give framework of governance of the sector of culture and establish mechanisms for transparent and informed decisions as well as establishment of systems that allows the implementation and monitoring of the convention, all based in human rights, freedom of expressions and participatory systems of governance. Government and CSO are the actors in the implementation of this Convention. This convention contributes in the establishment of mechanism to promote culture value chain, mobility of artists, balanced and flow of ideas, promotion of freedom of expressions, social and economic rights of artists defended by the Statutes of Artists. The challenge is to ensure freedom of expressions of artists to ensure fulfilment of human rights, peace and access of culture. The existing of the 7 conventions express the importance of heritage and the need of its preservation and safeguarding, as well as involvement of all humanity.

## Cultural Diversity, Heritage, Creative Economy and Education for All

Cultural diversity is a heritage of humanity that must be safeguarded by all members of humanity, regardless of their location, culture, race, ethnicity, religion, etc. Cultural diversity is a cultural right provided by the Constitution of the Republic, so it cannot be alienated or withdrawn even by the State. Cultural diversity refers to the different ways of doing and being of a certain group of individuals and/or society that are found in a certain national or international territory. It expresses itself in cultural heritage and cultural expressions through the performing arts, software design, fashion, among other forms of Diversity. Also, it includes, among other aspects: 1. Identity, diversity and pluralism; 2. Cultural diversity, human rights; 3. Cultural diversity and creativity; 4. Cultural Diversity and Internal Solidarity; 5. Diversity Culture and the construction of society (Castiano, 2010 adapted from DUDC, 2001).

Cultural diversity means respect and understanding for others and must be practiced by all of humanity. It is part of culture, cultural traditions and cultural heritage. In this context, it belongs to everyone and must be valued and protected by all generations today and tomorrow. Living in a plural world, cultural diversity that is expressed in various ways and dynamics, countries must enact policies that respect creativity, inclusion and participation of all, as well as guaranteeing social cohesion, the vitality of the CSO and Peace. Cultural diversity, as a factor of development, expands choices; source of economic, intellectual, affective, moral and spiritual development. Cultural diversity introduces and enforces respect for human rights without making excesses in the name of diversity, but which violate human rights. Hence the need to respect the fundamental freedoms of Man. The full realization of creativity requires respect for Human Rights. Everyone must express with their language and have quality education through culture and language and respect their cultural identity.

Culture and cultural diversity must be known, accessible to all and must be expressed within limits because free circulation of ideas, freedom of expression, pluralism and the media. Multilingualism, equal access to artistic expressions, scientific and technological knowledge are guarantees of cultural diversity.

Diversity and creativity guarantee the creation of conditions for the cultural production and circulation of ideas through the cultural and creative industries. Creativity and all human creation is expressed in cultural heritage, cultural traditions and it develops in contact with other cultures. Therefore, cultural diversity must be preserved by all, valued and passed on to generations, thus nurturing the dialogue between cultures. Cultural goods are fruit of creativity therefore must respect the rights of authors and artists, the character of cultural goods as they are bearers of identities, values and goods although not consumable goods like others.

Cultural policies come into play to ensure the circulation of these goods and ideas, but also to preserve the cultural identity, diversity and function of these objects in society as social, cultural, economic, intellectual cohesion, dialogue, vitality and peace. Because no country develops without solidarity and collaboration with others, and taking into account the imbalances that exist between countries in the flow and exchange of cultural goods worldwide, it is necessary to imprint and strengthen international cooperation and solidarity so that all countries have balance and that they can establish viable and competitive cultural industries at a time that requires the strengthening of viable and competitive cultural and creative industries on the one hand, and at a time when the creative economy is growing visibly and that is why the UN declared 2021, the international year of the creative economy. The rationality is that, the creative economy is one of the fastest growing economy in the world with a prediction to account up to 10 per cent of the global GPD by 2030. The development of the Creative Economy is combined with technologies and innovation that together create a favourable environment for the development of business in the future, based on creativity and cultural diversity.

Mozambique is an example of how cultural diversity and its ethnic, linguistic, religious and subcultural diversity is recognized. Their coexistence must be cared for, respectful and valued; that this diversity is an asset for social cohesion, the vitality of society and for peace. It is a multicultural country and the intercultural relationship and the development of pluralistic spirituality, mutual respect, justice, equal rights, is a premise to ensure good coexistence and to maintain peace, maintaining permanent dialogue between the peoples of the same country and others. UNESCO must continue to play its role of incorporating the principles set out in the Universal Declaration of Cultural Diversity, of conventions, recommendations, protocols, among other standards, legal instruments; and development of strategies and plans, worldwide. Also, promote diversity spirit among different social, cultural and economic actors and authors in countries. Thus, it will contribute through culture and cultural diversity to building peace in the minds of Men, thus guaranteeing world peace, non-conflict and non-violence.

## Cultural Diversity, Creativity and SDG's

SDG's refer to the fullness of life of people and animals, living beings, which complete the cultural and biological diversity so that the planet Earth has balance for its sustainability. On the other hand, where human creativity is necessary for, allying the scientific and intellectual capacity of the moment, together they must be used for the full and effective implementation of SDGs such that they create conditions for informed decision-making, policies, prevention measures and jobs for young people, women and men.

*SDG's, Diversity Culture and Creativity: What are they and how do they relate to culture?*

Culture, cultural heritage, cultural diversity are cross-cutting and are present in all SDG's. There is a need for good articulation so that culture is a link par excellence. Technology and innovation are the result of creativity, from *Xiphefu[[1]](#footnote-1)* to solar energy and from *Xingufu[[2]](#footnote-2)* to the leather ball. Thus, inclusive and participatory cultural policies include the inclusion of all aspects of the SDG's to ensure peace, social cohesion, equality, cultural and economic development, perhaps improving the living conditions of groups and society through quality education for all, respecting and mainstreaming culture, gender and Human Rights in Development programmes.

*Heritage, Creativity and Education for All*

Arts Education for All is a Concept and Field of Application of arts and culture. Arts plays role in lives of communities, societies and the humanity as artistic creative endeavour. It is central to the evolution and development of human beings and human civilization. Creative works like architecture, literature, poetry, music, drama, choreography or the fine arts oral or written are real treasures that express the vast spectrum of men and women’s intellectual and creative powers and bear witness to human vitality. Arts and culture are essential for education as they have impact to social, moral values and knowledge of people. It fosters groups to express critical innovative and thinking; provides participation and experiential learning opportunities across school curriculum. It develops creativity, the informant of any task in the field of requiring originality, innovation, imagination and improvisation. Therefore, development of curriculum should emphasizes self-reliance and entrepreneurships (Education for All, 2010).

Creativity is a natural feature of human beings and it exists in all life of people. It has universal functions and is latent in each human being. Education exists to put it in motion. Creativity applies across the full range of socio-economic development and across the full range of development through the implementation of SDGs. The method for creativity to flow in children is i) Start with play and repletion for child under 2 years and ii) Introduce arts activities from the age 3. Also, teach them artistic creativity activities: plastic and visual arts, musical and verbal expression and poetry. Children of 21st century might be educated to adapt to a constantly changing world, contrary to the past teaching to ensure social continuity and stability by transmitting over generation rules and teaching to apply in future.

Now, the global phenomena causes radical upheavals and varies effects in political, economic and cultural stability and instability. Therefore, there is need to cultivate, in each individual, a sense of creativity and initiative, a fertile imagination capacity of critical reflection, sense of communication autonomy, freedom of though and action. All this should base on moral and ethical values. In this way, all children and adolescents should benefit from this new education needs and not only a group that have already conditions of creativity and artistic development, at home. The issue is to have an education that make people inventive capable of personal creativity and able to adapt, mentally, while reserving their identity and culture values. In summary the foundations of creativity lies in artistic activity, upheld by cultural and family traditions that surround children.

## Arts Education, Cultural and Artistic Traditions

All arts Education that are made to achieve directives must be progressive and 1st year children should be thought and adapted to their social, cultural and economic environment. Education for arts should be in such a way that children will decide on the choice will make in their life and work, for instance: i) Introduce material world and cultural environmental and mental development. ii) Construction and deconstruction of a cultural environment related to use of natural resources; use of existing local resources, produce creative products, i.e. bola *xingufo*, drums and guitars, usually made with cans, this means to use the cultural and natural resources to produce some useful and creative assets for their livelihoods. iii) Learning of artistic techniques and theories easy to use always the experience of creativity is stimulated and acquired.

*Arts education and the multicultural society*

Multiculturalism is a reality and communication progress erased the geographical borders but we do still need to address it. Therefore, Arts Education might teach children since the beginning, the notion of convergence of cultural expressions. The culture of the other is borrowing in form of traditions and cultural hybrid forms as predominance of national or universally arts forms. Multiculturalism is recognized by all politicians but no action to teach children in schools to learn how to deal with it is taken. In this context, schools are called to play a role, introducing arts and creativity in education areas; teach culture based on interdisciplinary approach; developing Methodological Guidelines for teachers training to integrate not only cultural diversity and heritage but also peace, reconciliation and non-violence and sustainable development. Also, to develop policies and measures for good governance. Authorities should create mechanisms to teach arts education in nursery, primary, secondary school, Technical and Universities. As the contribution for strengthening capacities of nationals towards teaching arts education into schools, Methodological Guidelines should integrate multiculturalism, identity, peace, development and creativity, into curriculum; and include secondary education.

In this context, all countries should protect, safeguard, promote and transmit all cultural heritage present in their territory to young generations. The ratification of the conventions is the starting point for safeguarding and protecting cultural heritage. Members States and States Parties of the Convention might undertake measures within their territories to design political and strategic instruments for safeguarding and protecting Heritage. As well, integrate those cultural and diversity expression into school curriculum; within development programmes; set preservation services, develop technical and Scientific mechanisms, studies on heritage; take all measures, administration, legal, scientific, technical, financial for identification, protection, conservation, preservation and rehabilitation of heritage.

Finally, yet importantly, develop regional and national centres for acting in protection, conservation and preservation of cultural heritage as well as institutions that encourage research in the field. States Parties have sovereignty of heritage in their territory, but they not allowed to take, deliberately, measures that may hinder heritage. They have responsibility to undertake national measures, through legislation, to protect heritage as World Heritage. The rationale is that, heritage is a resource in due territories but belongs not only to them, only, but belong also to the humanity. Our national heritage contributes to the world and universal heritage. It is our responsibility to identify, inventory, document, preserve it and transmit it to young generations. Therefore, the international community had responsibility to assist with different means and resources, either human, financial, technology and update heritage lists.

Challenges: National human and institutional capacities, at all levels. The country should undertake sustainable measures to protect and safeguard all heritage in the national territory. Education, Science, Culture, Technology, Innovation, Communication and Information as well as Peace and Cooperation between countries are the pillars to ensure preservation and safeguarding of cultural heritage and cultural diversity in Mozambique but also worldwide.

## Culture and Culture of Peace, Non-violence and Reconciliation

## Culture and Culture of Peace

UNESCO defines culture of peace as an element of understanding, solidarity and promotion of tolerance; a way of free and flow of ideas, information and knowledge; foster of democratic participation, respect of human rights, sustainable of economic and social development as well as a supporter of participatory communication. Culture and culture of peace are human rights, hence, human security. Everyone need to build peace and abandon hate messages, distortions, prejudice and negative bias, from textbooks and education material, media and ensure the basic knowledge and understanding of main world messages of peace, culture civilizations and religious. By the other side, promote desk information and communication technology to bring everybody in long life perspectives. In summary, peace is an approach to address mutual understanding, respect of human rights and living together in harmony and peace. It is respect of human rights, freedom of expressions, non-conflict and understanding each other.

Today, the world is in conflict due to the economic approach that, it turns to speculation. Therefore, there is need to turn off to opened economy and sustainable development that will increase the number of clients, benefiting larger number of people who no longer despairing; migrants or those one breeding grounds due to their bad living conditions that end revolving into violence. It is urgent to address the roots of conflicts to amend and rectify mistakes that led to a situation of confusion, making problems of planet to become worse. Let’s continue building peace so that, we do establish peace and let it grows along with years and become are reference and great social movement worldwide.

UNESCO promotes Peace and search for peace building the values and norms of peace in the mind of people through Education, Science, Culture, Communication and Information. It also searches for peace through diplomacy and liberalism as well, integration approach of primordia’s of peace within development programmes with involvement of all stakeholders. According to Federico Mayor (……………), former UNESCO Director General, Peace is in hands of each and every one. Therefore, he advises that, “we do need to commit to build peace. In this sense, we do need to abandon a culture of force, war and imposition”. The rationale and according to Mayor, is that, conflict and war had benefiting producers of arms; violence in favour of dialogue and consensus. We are all called to promote the Security of Peace as the only way that ensure equal dignity of all human beings and where everyone put into practice the distinguish faculty of the human race that is enormous creativity, ability to invent to decide, by oneself, and to act in accordance to own thoughts.

## Messages of Peace

Culture is in relation to humans-humans, and humans-nature. Peace in earth allows a sense of interconnected and interdependence in promoting peaceful societies, while opposing tribal and sovereignty indicating that it crosses boarders. Culture of Peace is not homogeneous as its expression lye in cultural diversity. Culture of peace is not imposition, control and violence, but culture of meeting, dialogue, peace and reconciliation, dialogue among civilization. In summary, Culture of Peace and Sustainable Development are the core of UNESCO and prioritize training and research in Sustainable Development, Education on Human Rights, Skills for peaceful relations, good governance, holocaust, remembrance, prevention for conflicts and peace building (Manonelles, Manuel s/d).

## **Heritage, Peace and Reconciliation:** Underwater Cultural Heritage

Underwater Cultural Heritage raises awareness about tolerance, inter-cultural dialogue and international understanding to fostering an open and tolerant society. Education and Culture are powerful tools to achieve peace and sustainable development. The World War I is source of inspiration for promoting peace and human rights across ethnic, religious and political boundaries as well, long lasting contribution to the protection of our common cultural legacy and to move peace future for all.

The two wars boost the need of preservation of heritage for lasting peace. UNESCO was created, with the objective to raise awareness of future generations, the need of peace. It alerted about the horrors of war to ensure the rights of every human being to happiness, freedom and living in peace, happy and free through Education, Science, Culture and Communication & Information as well as knowledge on the importance of conserving and protecting the world inheritance, general peace and wellbeing of humanity. The question of peace and war led to the creation of an Organization ‘the League of Nations’ before the United Nations. Celebrations created opportunities to address the issues of the importance of peace and strengthen the knowledge and an understanding of the history on research and preservation of heritage.The creation of the United Nations for Peace and Nonviolence called everyone to research and preserve peace and reconciliation through Education, Science, Culture and Communication and Information as they are indispensable elements for justice, freedom and peace; for human dignity. Therefore, it is everyone's task to preserve peace for all nations to promote knowledge looking to the preservation of cultural heritage.

Cultural heritage is in danger due to treasure hunters and preservation is important to enable humanity to understand the horrors of wars bringing human consequences and encourage everyone to endeavour to preserve for lasting peace. Heritage offers a remind for peace, need of reconstruction, understanding and for all nations together peacefully. UNESCO was created for peace through the International Peace and common welfare of making. Objectives advanced through ED/SC and Culture relations, since Culture and Education considered by justice, liberty and peace are indispensable for human beings dignity, sacred task for all nations UNESCO for that purpose. UNESCO promote knowledge and overseeing the projection of the World Common Heritage.

## Peace Education Based on the Understanding of Heritage

## Sharing and protecting heritage, way of fostering understanding knowledge

The history and the heritage past show us how to behave, format us on who we are. The past guides us for future. Heritage history influence how we evolve, passing knowledge to future generations and provide basis for tradition and value. Books, tangible heritage and artefacts tell us the story. History of who won the war, heritage witness the reality. Books tend to leave out voices of less power or not involved in political discourse, women, workers and minorities. Also, human beings tend to forget stories of life, suffering, loss and anxiety and leave out horrors of World War I. As well, the official history, the lived experiences by women and men. Heritage allows us to remember, reconcile, feel and understand. Brings participants and victims together, experiences in battle or conflict in a tangible and touching way. So, through Underwater Cultural Heritage, the remains trucks in central and northern regions, Cabo Delgado building destruction are special witness to these stories. There is a need to bring visible, researched and understood the horrors of war: the History of WWI tells us about battles, strategies, technologies and power, but tells nothing about wrecks with remains of those who fell in battle, tell us a tragically history. Telling us about human tragedy of war, in every single tale, the reports stand as telling and calling us for peace and reconciliation. They tell us about strategies of war, used technology but when we speak about the people perished in battle and that they are in shipwrecks, it tell us about peace and reconciliation (UNESCO, 2015).

History of heritage bring hope when shared with nations. How nations analyse victims and defeats, experience and effects on people and heritage can help foster peace and reconciliation. Humanity share the responsibility of protecting the past memory, contributing to more aware and peaceful society. Sharing heritage, those involved in war can embrace a shared part of their identity. Tolerating, respecting and showing compassion for different cultures, including enemies, foster peace (Idem). Trucks, shipwrecks contain human remaining perished during the war. Their belonging, clothes, books and personal items. Research is needed to foster peace building and reconciliation. We do need to preserve all those destroyed trucks as heritage to unable humanity understand and remember the horror of wars and devastating human consequences. Heritage in danger and threat: Archaeological heritage. No research, no protection legislation, no ratification, forgotten relics and threatened; countries how concerns of archaeological heritage put at risk this heritage and no visibility; as result of ignorance and profit, heritage is treated carelessly. Heritage, trucks are scraped and destroyed without record, research or consultation of states while low irradiation metals and supposed values cargos attract treasure hunters. Need historical and educational, values and of these sites materials for education to raise public awareness of young generations about their significant, information contained importance for scientists and humanity (Ibidem).

## Learning about underwater cultural heritage, reconciliation and peace

The remaining artefacts, trucks, cemetery, battlefield and shelters are tangible traced of wars; museums, traditions and written personal testimonies are reminders of the past, to use for museums, dramatic events to past to new generations. These heritage helps and form our identity, who we are and affects our response to the world. All stakeholders are assigned to the sites: journalists, CSO, communities, politicians, associations, heritage workers, artists, amongst others (Idem…)

Education has an important role in perception and appreciation of heritage and response and it reaches all future citizens. In Education, at school, young’s learn about peace, respect and tolerance, work together, whom they are and how to relate with war. Education builds future of the country and international community. The History, heritage and past ensure a safe and peaceful future. Teaching on war can create intense reactions. Therefore, teachers should encourage young’s to reflection attitude towards peace, heritage and reconciliation. In this context, students should be encouraged to think on war and consequences. Help commemorate WWI through UCH, innovatory reflections on peace, reconciliation, human rights and tolerance (UNESCO, 2015).

## Peace education towards better future for all

Engaging in peaceful education means made through conflict management, Sustainable development, justice, teaching things like prejudice, human rights, respect and discrimination. While, explaining about freedom is possible with rules, make students aware about their rights and obligations and help them to become citizens, we engage in education for peace – called global education.

Horrors of war led leaders to take initiatives to encourage world peace and creation of UNESCO. Influenced by technological progress, radio, TV, internet, transport, etc., which become us to be global citizens, becoming us as intercultural society calling us to teach children on this matter. Therefore, we all need to understand and teach children to deal with heritage. Therefore, is crucial to protect and understand heritage considering that it is important to deal with peace but also to achieve reconciliation. The goal is to raise children to become peaceful, to be cosmopolitan citizens who can participate in events, at all levels.

Then, we need to provide children with knowledge, values and skills. “If peace is the house where people life safely and comfortably stay, what building blocks should we use to construct it”, education, school and out of school are the blocks through integration of culture of peace, heritage and diversity into curriculum programme and linked to education objective. Establish policies on peace education – transversal on curricular framework. Teach history but also interpret contemporary problems; CV turn young people into citizen, able to participate in democratic debates and aware of social challenges not only to teach history knowledge but also challenge conflict areas close home, school or elsewhere and place them in social, human and historical context. Lead young to understand their past and their heritage in relation to and dialogue with citizens of different nations. Summary. There are plenty of human traces related to war i.e. artefacts, cemeteries, trucks, shipwrecks, testimony and all stakeholders involved in sites. When this help to define our identity and who we are, education has important role in perception and knowledge and appreciation of heritage. We do need to ensure that education reaches all future citizens and learn about peace, tolerance and work together.

*Challenges and follow up*

Mozambique is weak in tracing cultural heritage protection, safeguarding, promotion and transmission to young generations due to weak institutional and human capacities. The country needs to establish a national programme for human and institutional capacity building; establishment of Cultural Management Information Systems; Policies and Cultural Development Strategies; Ratification of UNESCO Cultural Instruments; establishment of databases, National Peace Museums and Develop a project to show that cultural heritage and diversity are vehicles of peace and sustainable development. Most importantly, integration of cultural heritage and diversity into local schools, Cultural Festivals, festivities and cultural markets are events, per Excellency, that not only promote cultural heritage and diversity but also, bring people of different nationalities, cultures and traditions together. Also, promote dialogue, exchanges, interaction and build peace and cooperation, which in the end contribute for better understanding of the culture of the ‘Other’ and the need to live together in peace.

## Application of Heritage, Peace, Diversity and Sustainable Development Goals

Education is fundamental right, peace and stability, economy and motto for sustainable development divided in four parts: learning to do, learning to be, learning to live together and learning to know. Parties are indivisible and should have equal treatment. Therefore, changes in one it changes all the structure needed to achieve quality education. Education faces many problems in all aspects from gender teaching equality, disease that decimate teachers, lack of studying material, desistence’s, early marriages, distance school, but most important are school curriculum, teachers training and quality education. There is need transformation of curricula that gives appreciation of diversity and dynamism of cultures as culture plays an important role in learning process.

The Promotion of artistic creativity and of the arts becomes essential because creativity is the basis of any artistic activity and also because knowledge in culture diversity is rooted in same source that of creations of mind and appreciation of local culture. The lack of staff and teachers for arts education is a handicap. The essence of arts in education is detrimental to the mental and psychological balance of Africans who loose not only the cultural and aesthetic value of their traditional environmental but also left untrained in values of modern civilization. Africans due to lack of Arts Education in school, they become passive consumers of industrial culture. Introducing arts education in school is pedagogical; role of developing the individual personality and reinforcing social cohesion (UNESCO, 2002).

Arts, Economy and Society are new stakes and challenges for integration in school as an attainment for art sake and benefits for children. The rationale is that, arts education contribute to perceptions, expressions, building language, communication skills, critical thinking, time management and problem solving. Arts are playing role in industry, economy, especially in cultural and collective industries such as media, cinema, video, the sound-recording, publishing industry etc; tourism, cultural entertainment and advertising, making contribution to economic growth towards poverty relief. Job creation, HIV/AIDS social control, rural and urban regeneration, non-formal economic empowerment, social delivery and the renascence for women and youth. Arts also play a role in social and development; it is participatory research and communication strategies, implemented with full participation of the community. Historic role in struggle for social justice, equity, democratic values and Human Resources; struggle of marginalized communities and affirmation heritage and history. At the time of globalization, arts role is promoting the recognition and value of different cultures and their diversity. Understanding the access of culture is vital; it helps us to discover cultural heritage forgot to establish a common culture. Arts help to reinforce the dynamic of social integration based on mutual benefits of artistic expression; art provides means of exploring our cultural identity building future of nations with citizens who are given opportunity to share what they have, know and understand the world they live. In summary, Art is a way of living and through it; each one knows the world it lives. It cross-cut all aspects of life and contribute for development of a better world.

## Mainstreaming Culture, Human Rights and Gender

Culture, Gender and Human Rights (CGHR) affect and interact with local development strategies. Users and planners apply these elements to ensure more culturally appropriate gender-sensitive development strategies consistent with Human Rights based approach, within design, implementation and evaluation of development, worldwide, many programmes and projects well designed failed implementation due to absence of mainstreaming culture, gender, and human rights. This approach will assist most disadvantages in obtaining access to their right to development. CGHR should help to assess whether current policies empower people and build ownership of development programmes or they exclude some individuals, groups or communities while favouring others. Therefore, planners should evaluate subordination based on gender, class, ethnicity, race, cast, age disability and other.

In this way, mainstreaming CGHR allows planners to understand nuances related to sociocultural aspects that can success or fail intervention programmes. CGHR deals with identity and relations amongst people and analyse how these CGHR aspects balance individual interest with the group, nation, community, family or couple aspects. CGHR interfered and influence the way status, privileges, power, rewards and resources are distributed and determine how and when change is to take place. In development, programmes CGHR are either the facilitators, gatekeepers or the obstacles of change. They belong to the soft side of development and represents a vital dimension of development (Barbara & Rodrigues, s/d).

The integration of CGHR into design and implementation of development programmes result in comprehensive approach that in turn guarantee that social and cultural underpin development that can be addressed. Also ensure that development strategies creates an enabling environment: social, governmental structure, political will, legislation favourable people , receptive to a particular change, where the absence of this enabling environment can minimize or even jeopardize the impact and made environment and increase expected results, crucial for sustainability of change. CGHR presence in planning, implementation programmes and enabling environment provides space for diverse cultural perspectives respect and protection of universal norms. Therefore, planning and programming centred in people will ensure not only equitable social development but also sustainability (Idem).

*Conceptual framework*

Designing and implementing development programmes, first, one should know how these people, beneficiaries construct the notion of justice, respect of human rights and values and importance of gender issues as a condition for improving aspects of governance. Cultural rights and related rights are addressed in human rights but also goes beyond this framework if considering anthropological aspects like relations development between the individual, the collective, the environment and the sacred such as solidarity and reciprocity are understood and expressed. For instance, the respect of cultural diversity, as ultimate consequence, indicates that addressing issues of development, including CGHR is the way of looking for success, understanding and sustainability. This means that all our development we do need to integrate CGHR no matter characteristics of culture, if traditional, modern, local or universal, simples or complex.

Gender is an important organizing principle in all societies due to its importance in a society. Therefore, it crosses culture and human rights. Gender has cultural dimension that cannot be ignored. Gender are universal dimension of culture and Human Rights but goes beyond them. Ex. How ideas of femininity and masculinity are constructed, experienced and transmitted. How aspects of love and sexuality are socially constructed. They are not aspects of human rights but relevant for human rights (Ibidem).

The introduction, conceptual framework, challenges and opportunities for integration of human rights, culture and gender indicates the willing to address the issue into development programme due to their importance relevance and nowadays challenges. All humans are equal as human beings and they should be respected as such and their rights should be respected as such; their rights should be entitled without discrimination, independently their origin, race, ethnicity, religious, sex, etc. Culture is present in all aspects of life. Culture is are right to all people and cannot be used to discriminate anybody either education opportunities, power and influence their bearers in decision they take.

The freedom of expressions, cultural diversity and creativity are elements that should be respected as different culture contribute for social cohesion, peace and reconciliation, playing an important role in the community life. Culture are human rights and influence gender equality issues. The rationale is that gender issue is moved by cultural principles. The acceptance of violence against women, the opportunities given to young boys to continue studies in country capital provides the access of resources by man outside the community; the responsibility of men to take decisions for women and for family and women limited freedom of expressions are gender issues based in culture. Therefore, it should be addressed in all development programmes, policies, strategies and plans.

Everybody should have equal participation into social, cultural, economic life and realize full its fundamental freedom and rights community not only participate but also inclusion, being consulted in development education, health and use of human resources to ensure integration of local knowledge and cultural heritage to ensure sustainability. Elder condition of decision power cannot exclude youth in decision-making and participation in the community life. Therefore, all community members need to know their rights and all mechanisms of participation.

Accountability and rule of law. All service providers should provide service and information in cultural based manner within respect and duty bearers are accountable to ensure the fulfilment of human rights, gender and culturally approach on implementing development of community programmes. The integration of CGHR approach should ensure outcomes and sustainability of those elements. For instance, the integration women in local decision making is gender and human right women respect. Including culture into education is respecting collective human rights. Therefore, CGHR should be included within all dimensions of programme design, planning, implementing and M&E of development programmes. Culture and gender are linked as all forms of general exclusion are based on culturally construction. Therefore, understanding the dimension of culture is a condition one need to understand to resolve the gender issues and understanding the need to respect Human Rights.

To integrate either culture, gender and human rights into design and implementation of development programmes, one need to know the concept and definition of each element. Then analyse how each element can influence the programme and also how the 3 relate each other. Analysing SDG’s, one understand the influence of those elements for successfully or failing results. Mainstreaming means to see the concept of each one and analyse how to interlink each other; how one can impact other cultural aspects. The worldview of traditional community, negatively, impact on education, gender and human rights.

When a girl finishes primary school, she stays in the community, while the boy goes to the provincial capital or main city to continue studies then we are discriminating the girls because of gender and culture perception being discrimination is Human Rights violation. The participation, contribution and enjoyment of social, cultural, political development includes inclusion and participation. In this way, we can talk about respect of human rights when the interest of minorities, cultural and gender are integrated in development programmes but also if that inclusion respect human rights. Hence, planning should ensure that integration of CGHR is a condition sine-qua-non of for successes.

## Sustainable Development Goals (SDG’s)

Sustainable Development Goals (SDG’s) in the perspective of the UN Resolution on ‘Transforming the World, Agenda 2030, September 2015, the goals are worldwide agenda to address social, economic and environmental issues under five pillars: Planet, People, Peace, Prosperity and Partnership. SDG’s preconize that, all people be free from poverty, no hunger, have good and quality health, quality education and ensure gender balance, empowering women and girls. SDG’s also preconize that all people of humanity have quality water, sanitation and electricity; decent jobs and people living in prosperous, fulfilling their lives and that, social economic and technology can occur in an harmony environment. The objectives of the goals through industrialization, with involvement of technology is to drive the world inclusive and without inequality.

The cities should be inclusive, resilient, safe and sustainable, where the citizens should use creativity as the motto for integrated actions towards sustainable development. SDG’s, by another way, indicate that, people of the world have controlled production and consumption mainly with tourism and undertake urgent measures for reduction of effects of climate changes, while working towards the prevention of earth degradation.

The world might conserve and preserve terrestrial life to ensure sustainable development and ensure that, the planet and people have resources for today and for future generations. The world do expects that, the planet be safe and that, people live in an environment of peace without fear and non-violence; where peace is the condition sine-qua-non for sustainable development, taking into account that both are interdependent, no peace without sustainable development and vice-verse. The effectiveness of SDG’s are possible with solidarity and involvement of all planet people, acting in an integrated way and harmony (idem). In summary, the five P’s of the agenda 2030 means that, all efforts undertaken by each and every one focus to the fight of better improvement of living conditions of people, free them from hunger and poverty to ensure that people fulfil their dignity, human security and fulfil basic human rights. Everybody was born to enjoy prosperous therefore, the goals must contribute for the achievement of this need and, goals, should contribute for the human beings and human security. The rationale is that, goals are people-centred and transformative goals and target. The implementation of these goals call for solidarity and collaboration of all countries worldwide, at all levels with involvement of stakeholders, where the focus might need to be for poorest and, If we realize the goals, together in a peace environment, we will be able to transform the world for the better place where lives of people will improve profoundly.

The world Chief of States met 25-27 September 2015, in New York compromised to implement these goals, effectively. However, after five years of SDG’s implementation, the world witnessed limited progress in achievement and progress in lives of people but witness perpetuation of poverty, corruption, hunger, violence, conflicts, criminality, rape, bad governance, poor education and health, exacerbation of natural resources by Chine indicating that, strategies might be reinforced. All lie in poor education and prosperous concentrated in the hands of minorities that keep the money gain with corruption and criminality in tax heavens. In this way, we do need to change strategies to ensure that we get support through collaboration and solidarity. We realize that, donors, those one that signed the SDG’s agreements, refrain to support developing countries due to corruption and that, countries produce less than needs, perpetuating countries to poverty.

The Chief of States compromised to develop and implement the new agenda. There is no collaboration, partnership and solidarity. This means that there are main challenges to implement the new Agenda, with 17 Goals and 169 targets to be implemented by each country based on its own reality, priority, and capacity, level of development, national policies and priorities. There is need improvement of management structures and infrastructures, solidarity and collaboration, if the world need to achieve Sustainable Development and effective Peace. While cultural heritage and diversity cross all SDG’s, the two contribute for better understanding the others and contribute for peace and non-conflict.

# Conclusion

Cultural heritage and cultural diversity are two concepts that are part of our living conditions. They have expression in communities, architectural buildings, design of software’s, performing arts and all aspects of social, economic and environment life. Cultural heritage and cultural diversity are so crucial that people should perpetuate them in the life of people through education since primary education to university, including professional and technical education. Cultural heritage and diversity are World Heritage and each and every one has responsibility to protect, safeguard and promote for today and future generations.

It is worth to indicate that, planners and government officials as well as all people should integrate heritage and diversity within development plans. Similar to culture, gender and human rights, cross all life aspects and are all influenced by culture. Therefore, culture is so important, not only social and economic, but also peace, non-violence and reconciliation. This way we count on understanding and commitment to integrate cultural heritage and diversity in all aspect of life taking SDG’s, Education ad Peace, into perspective.

The richness of heritage and diversity call upon the attention of all society members to use education to perpetuate cultural heritage and diversity. The rationale is that, education has impact to social, moral values and knowledge as well it ensure sustainability. It is inclusive and a participatory mechanism for knowledge transmission.

The world and the country, in particular is suffering with conflicts of various dimensions. Education and Culture should be used to build minds of people with primordium of peace. The use of heritage shows potential of success if considering that, people reflect themselves in culture, heritage and values. Therefore, new policies and strategies should ensure that, these aspects are integrated in all national development programmes. The use of heritage buildings destroyed by wars, the heritage underwater and the conflicts worldwide originated by conflicts and wars are the first strategy to use to introduce the thematic heritage and peace. This will bring to the attention of people, mainly young people the impact of conflicts. It is our responsibility to ensure that, all children is educated on the negative consequences of wars and conflicts. Peace is in our hands and we are called to promote the Security of Peace using all means at our disposal.

SDG’s is another way and strategy to ensure that, all human conditions are met and it cross-cut all aspects of life since education, including heritage, diversity, gender and human rights amongst other aspects crucial for improving living conditions of people. Therefore, there is need to integrate them in our development programmes.

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1. A traditional light commonly used in rural areas. [↑](#footnote-ref-1)
2. A ball for soccer, traditionally made using old clothes, lines and plastic [↑](#footnote-ref-2)