



**LIVIA MALCANGIO** is an Italian journalist and a human rights activist, who has served the Permanent Secretariat of the World Summit of Nobel Peace Laureates as the director of institutional relations for twenty years. She maintains a master's degree in international relations and protection of human rights, and believes in the power of international interactive platforms to educate and inspire young people, such as the stage provided by the Nobel Peace Summit. To strengthen her belief, she has written this educational book as a tribute to the many inspiring Nobel Peace Laureates and to their untiring work to bring peace worldwide. As the KidsRights Foundation's director in Italy for seven years, she has lobbied tirelessly for children's rights. Previously, she has worked at the UN Food and Agriculture Organization (FAO); at G8 Summits; World Social Forum; and took part in humanitarian missions such as the one to stop the war against Iraq back in 2002.

From the vast number of peace-builders in the world worth being acknowledged, the unique group of individuals described in this book have touched Livia's heart and inspired her in times of personal growth. Her life-long passion for music and photography has played the creative role in this colourful volume.



Livia Malcangio



**THE NOBEL PEACE PRIZE** is the most prestigious internationally recognised award in the world. Its recipients are extraordinary individuals, each of whom has had a significant and positive impact on our world today – in many instances they have changed it at great personal risk and sacrifice affecting untold lives in the process. Yet, at a time in our history when we need their voices most, the citizens of the world, especially youth, know precious little about them. This book, featuring the fascinating stories of some of the latest Nobel Peace Laureates, seeks to change that.

Being Nobel has been meticulously arranged, continent by continent, with separate chapters with carefully integrated marches of those who, by accident or design, shaped the world history of the last sixty years. Everyone is illustrated by vivid **PHOTOGRAPHY** and illuminated in equally compelling text. In emotional interviews, the reader will find true inspiration and several unifying traits: courage, dedication, and selflessness. Throughout the pages of Being Nobel, readers also learn about solidarity actions of influential **CELEBRITIES** who are using their fame to support humanitarian causes directly connected to the Nobel Peace Laureates. Not everyone will agree with each of the connections, but all will be entertained and, in most cases, educated by this book.

The groundbreaking stories of the International **CHILDREN'S PEACE PRICE** winners are also reported. By receiving this yearly world-renowned recognition from a Nobel Peace Laureate, these incredibly courageous kids get an outstanding permanent platform to speak out for children's rights.

# BEING NOBEL

Livia Malcangio



Marymount Paris



Marymount Paris

Marymount Paris

www.beingnobel.org  
www.nobelpeacesummit.com

*“Livia Malcangio started to work with Green Cross in 2001. Since then, she has never abandoned the values and the spirit with which our initiatives are brought forward. She is a woman of outstanding talent and curiosity, driven by a strong passion for international politics and human rights. During her time with the Permanent Secretariat of the World Summit of Nobel Peace Laureates, I have come to appreciate her professionalism and her smart sense of humour.”*  
Mikhail Gorbachev

*“This book, Being Nobel by Livia Malcangio, enables readers to learn more about recent Nobel Laureates, most of them still living, and each of whom has the potential to make some positive contributions to society. Each of their stories vividly shows how an individual can make a difference. Positive change in the world occurs because of the combined efforts of individuals and it is something in which we can all take part.”*

His Holiness The Dalai Lama

*“The play on words in the title is quite thought-provoking because in order to effect positive change in this world, you should aspire to have **A NOBLE SPIRIT**. The winners of the Nobel Peace Prize have shown themselves to possess qualities of the highest moral character such as courage, generosity and compassion... I wish the best of success to this inspiring and educational book. I hope that the eventful stories of these extraordinary people, their dedication and sacrifice, their suffering and their triumphs, will motivate you to perform noble deeds of your own.”*  
Mikhail Gorbachev

*The mission of the Global Network of RSHM Schools is to foster the gift of internationality and to broaden our commitment to transformation of the world through education.*

*We commit ourselves to :*

- *Educating for a multi-cultural and multi-religious world*
- *Working to educate and act for the causes of humanity and creation*
- *Mentoring our professionals and forming our school communities in the history, charism and spirituality of the RSHM*
- *Preparing our students to become leaders who are agents of transformation for justice and peace*



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This is an ongoing project that will  
constantly be updated each year.

# BEING NOBEL

## Nobel Peace Laureates and the Courageous Pursuit of Peace

“Society is a succession of interwoven rings  
in which each generation has the duty to  
contribute to the next generation in order  
to live in the world peacefully fraternally.

On your shoulders, dear young people  
of the entire world, weigh the responsibility  
to transform tomorrow’s world into  
a society where peace, harmony  
and fraternity reign.”

Bishop Carlos Filipe Ximenes Belo  
Nobel Peace Laureate

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and the Courageous Pursuit of Peace*

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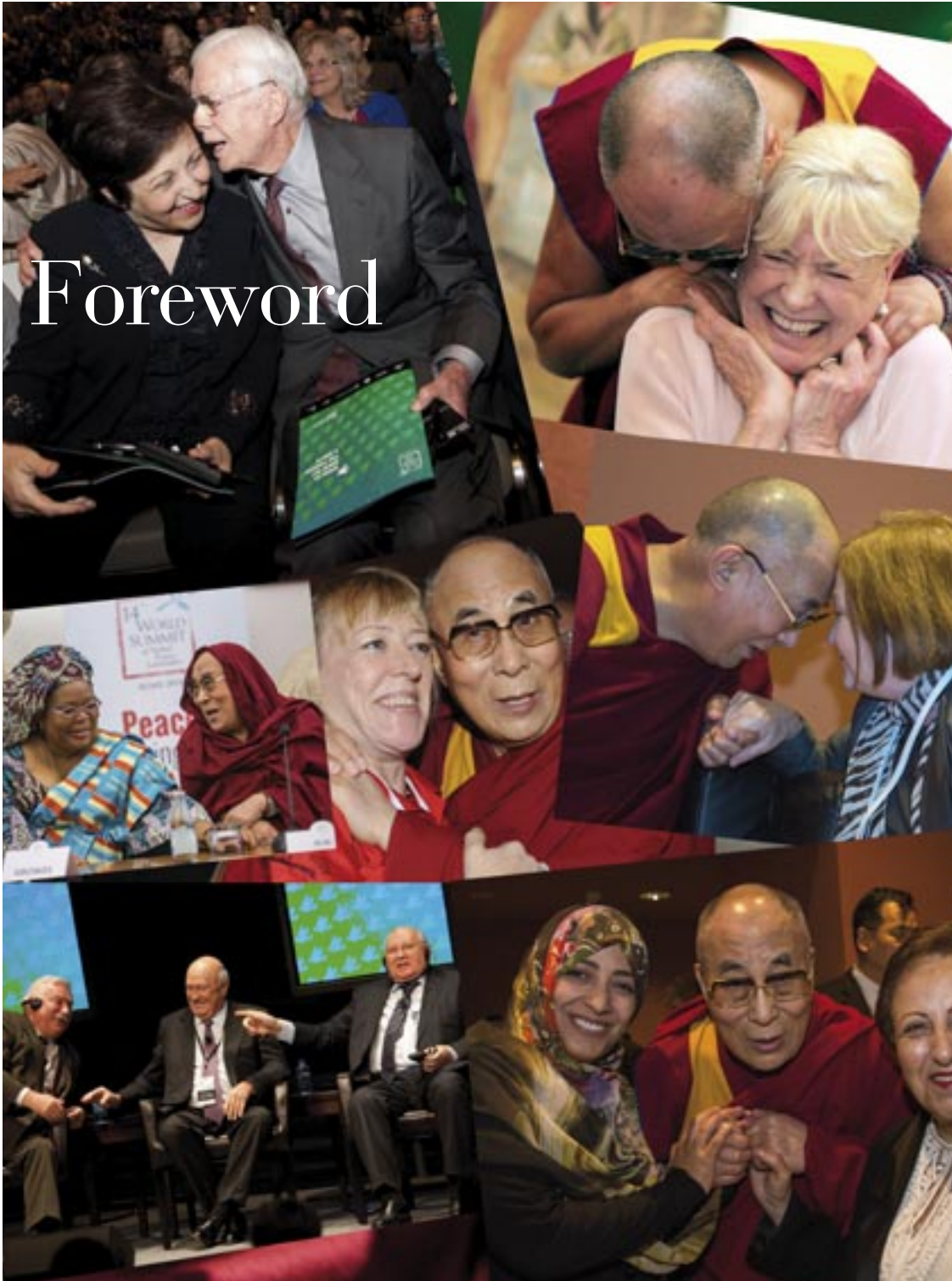
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# Foreword



THE DALAI LAMA

## FOREWORD

It was an honour to receive the Nobel Peace Prize and the subsequent warm friendship that has grown up among us fellow Nobel Peace Laureates has been an equally gratifying experience.

President Mikhail Gorbachev and Mayor Walter Veltroni had the foresight to initiate the World Summit of Nobel Peace Laureates that has provided us with the forum to apply our collective minds to some issues that affect the world. Not all of us are able to attend every one of these annual meetings, but some of us have attended enough to know each other quite well. Between us we represent a wide variety of the world's peoples and cultures. The Nobel Peace Laureates represent a broad range of interests: promotion of democracy and freedom, the elimination of dreadfully destructive weapons, demilitarization, reconciliation among former foes; the list is long and whenever possible we can support each other's work. What we all share in common is an active wish to encourage and support simple warm-heartedness, peace and human well-being in the world in which we all live.

This book, *Being Nobel* by Livia Malcangio, enables readers to learn more about recent Nobel Peace Laureates, most of them still living, and each of whom has the potential to make some positive contribution to society. Each of their stories vividly shows how an individual can make a difference. Positive change in the world occurs because of the combined efforts of individuals and it is something in which we can all take part.

April 4, 2014



# Preface

*Dear students and friends  
from all over the world,*

receiving the Nobel Prize is, of course, recognition of an individual or organisation’s outstanding contribution to the advancement of mankind in the fields of physics, chemistry, medicine, literature, economics or world peace.

The title of this book is *Being Nobel* and the play on words in the title is quite thought-provoking because in order to effect positive change in this world, you should aspire to have **a noble spirit**. The winners of the Nobel Peace Prize have shown themselves to possess qualities of the highest moral character such as **courage, generosity and compassion**.

I have had the privilege of meeting many of the recipients of the Nobel Peace Prize. They are wonderful, selfless people who have spared no effort in their campaigns to end violent conflict and to foster peace and respect among people all over the world.

Achieving peace has never been easy. It is just as difficult as discovering a complex physics formula to explain how the universe works or solving a challenging medical problem to save thousands of future lives. And it is just as important to the future of mankind.

Some Nobel Peace Prize winners, like **Martin Luther King, Jr.**, or **Yitzhak Rabin**, paid with their lives for their fearless dedication to their causes. Others have had their lives taken in different ways, like **Nelson Mandela**, who sacrificed decades of his life in South Africa to the fight against apartheid. Even 27 years in prison could not shake his belief. There is also the example of **Aung San Suu Kyi**, who spent two decades under house arrest in Burma, hoping that one day democracy could flourish in her beloved nation. The country’s military dictators offered her a chance to leave the country to join her ailing husband and two sons in England. She refused, knowing that if she left,



she would never be allowed to go back to her motherland and to her people, for whom she remained a beacon of hope. Being noble also means having the capacity to learn from our mistakes - something we should also try to do. A great example is the Nobel Peace Laureate, my compatriot, **Andrei Sakharov**. He was originally a physicist who helped to create nuclear weapons of enormous destructive power but later became one of the toughest and most uncompromising advocates of nuclear disarmament, risking his own health and freedom in the process. Another example is **Frederik Willem de Klerk** of South Africa, the last President of the apartheid regime, who initiated the dismantling of that system of segregation while he was in office.

In my case, I understood that war and violence were no longer acceptable methods in modern world politics and that no nation should live in fear of another’s power. So I worked to transform my ideas into policy and once I was elected leader of the Soviet Union, I began a fresh round of Soviet-American negotiations, in the hope of seeing noble deeds as a result. The lesson I learned in those years was that whoever brings peace to others also receives it. Only after we had stopped threatening each other did we no longer feel threatened ourselves. Then, as leaders, we could begin to bring the interests of our own people in line with those of the world. My policy of **Perestroika**, which means restructuring, constituted real changes in attitudes, in ideas and in practices that entail a radical alternation of both domestic and foreign policy.

I wish the best of success to this inspiring and educational book. I hope that the stories of these extraordinary people, their dedication and sacrifice, their suffering and their triumphs, will motivate you to perform noble deeds of your own. I also invite all students around the world to participate in our annual conference, the **World Summit of Nobel Peace Laureates**,

where curiosity is a must and faith in humanity is always on the agenda and every action is driven by solidarity.

Livia Malcangio started to work with Green Cross in 2001. Since then, she has never abandoned the values and the spirit with which our initiatives are brought forward. She is a woman of outstanding talent and curiosity, driven by a strong passion for international politics and human rights. During her time with the Permanent Secretariat of the World Summit of Nobel Peace Laureates, I have come to appreciate her professionalism and her smart sense of humour.

I wish all the best to the development of the legacy programs of which this book is an integral part, and I hope it will continue to bring the stories of Nobel Peace Laureates to classrooms across the world with our present and future partners centered on **peace, social justice and activism**.

A handwritten signature in dark ink, appearing to read 'Livia Malcangio', written in a cursive style.

# Opening remarks

## How does global cooperation impact global health?

Invest especially in the young for they are the hope of the future

Père Jean-Gailhac, Founder of the RSHM

A Marymount education is based upon a commitment to the integral development and liberation of the human person. We are called to educate every child, each with their own intellectual and moral faculties, so they become agents of transformation for justice and peace in a multicultural and multi-religious world.

Meaningful, experiential learning is a hallmark of this educational model - experience, nurtured by reflection, results in discovery and then action. The RSHM Student Leadership Retreat tackles current global issues and incites students to harness their individual intellects for collective action and change. The program is a beautiful example of how experiential learning can shape the spiritual, intellectual, and cultural development of young people, and is a collaborative labor of love that was designed and is led by the Eastern American Providence Marymount schools in England, France, and Italy.

The theme of the 2020 RSHM Student Leadership Retreat is a unifying objective and a call to action: How does global cooperation impact global health? For our students, normal life became a very poignant experiential learning curve as we navigated the global COVID-19 pandemic from a place of relative stability and safety. The direct impact of the critical issue of global health - and its link to global peace - was felt indiscriminately in every school and home. It has also laid bare the vast inequities in global health, education and income that linger over our children's future.

As the students grapple with existential questions such as 'how does the bigger world impact my life?',



"how can I affect positive and principled change?", "how can I stand up for what is right, even when - and especially if - it is hard?", they are guided by the principles of the RSHM Student Leadership:

- Inspire and empower students to regard themselves as social advocates for peace and justice within their local and global communities

- Help students realize that the best understanding of an issue stems from gathering and listening to multiple perspectives

- Foster reflection and dialogue with other student leaders on best practices that invite, maximize and sustain community partners in our social justice mission

- Provide students with practical tools to design, manage and carry out service projects that address identified, well-researched community service projects

This year, it is a unique privilege for Marymount schools to partner with the Permanent Secretariat of the World Summit of Nobel Peace Laureates. The Leading by Example program, which was started by the Permanent Secretariat in 2012, has gathered over 4500 youth worldwide to create and develop their own projects for peace at a community level by providing educational opportunities for them to engage in dialogue about peace and human rights. When the seeds of our collaboration were first sowed in 2018, it was abundantly clear how the objectives of our respective institutions converged and I felt personally and professionally compelled to foster a meeting of young minds. The inspiration and example of Nobel Peace Laureates, and exposure to their challenges and triumphs, are vital reminders that youth is not an obstacle for change - quite the opposite.

As we embark on this partnership, my personal thanks go to Ekaterina Zagladina - President of the Permanent Secretariat of the World Summit of Nobel Peace Laureates. Ekaterina is a unique woman whose humility belies her remarkable achievements. Her commitment to peace education and her confidence in the ability of young people to affect

Sarah Thomas with Livia Malcangio



positive change are inspirational.

We are indebted to Livia Malcangio for accepting to tell the unique stories of Nobel Peace Laureates and share her first-hand experience with our students, and for publishing this Youth Workbook Edition of Being Nobel as a symbol of our shared commitment to global peace.

We also thank Victoria Devdariani, and Irina Tutberidze from the Permanent Secretariat for their vision, dedication and influence.

Finally, I would like to take the opportunity to salute Lisa Huet, the Middle School Social Studies teacher and Student Implementation Committee Advisor. Ms Huet's intellect, expertise and generosity of spirit make her an exceptional international educator and role model. The ongoing development of the RSHM Student Leadership Retreat would not have been possible without her.

Sarah Thomas

**Head of School**  
**Marymount International School, Paris**



# Introduction

**Ekaterina Zagladina**  
President of the Permanent Secretariat  
of the World Summit of Nobel Peace Laureates



In a world where the path to the future is constantly threatened by inequality and injustice, each of us has a vitally important role to play in furthering the cause of peace. That is why the mission of the World Summit of Nobel Peace Laureates places special emphasis on engaging and empowering youth to take action in their respective communities at both the local and global levels.

As an organization, our goal is to give young people direct access to the experiences and networks of the Nobel Peace Laureates who have inspired the world through their heroic leadership. We believe that the moral principles and courage of these humanitarians will change the attitude of each young individual, giving them inspiration to live by each day. Through the examples of the Laureates, we believe that the youth will be motivated to promote a culture of peace as a means to affect positive change for all of humanity.

As part of this commitment, we have developed the *Leading by Example* programme, centered on the legacies of the Nobel Peace Prize Winners. Starting with interactive workshops at the Summits, we then bring the Laureates' stories to classrooms worldwide, through programmes created with partners, and other curricula based on peace, social justice, and activism.

We are extremely pleased to present the book *Being Nobel* by our friend and colleague, Livia Malcangio, as one of the main tools of our educational programme. This fascinating and informative book recounts the gripping stories of recent Nobel Peace Laureates and other extraordinary personalities, all committed to a future in which equality and freedom from oppression are the rule, rather than the exception.

Through the many emotional and uplifting interviews with the author – in which these humanitarians eloquently discuss their

motivations, their lives, and their work – the reader will find true inspiration and several common traits among the Laureates: courage, dedication, and selflessness. This book will serve as an invaluable tool for the Summit's participants and the schools connected to the Leading by Example programme. The online version will continue to grow with every edition of the World Summit of Nobel Peace Laureates, becoming an 'encyclopedia for peace,' with links to additional information, lectures, and videos. The United Nations Educational, Scientific and Cultural Organization (UNESCO) has identified peace education as essential in ensuring a future without war and free of the mistakes and problems of the past. The World Summit of Nobel Peace Laureates vows to continue to play its part in bringing peace education to as many students, in as many countries as possible, through inspiring educational projects like the book *Being Nobel*.



Mikhail Gorbachev  
with Jimmy Carter,  
Pavel Palachenko  
and Ekaterina Zagladina



# Presentation

Livia Malcangio  
author



## THE NOBEL PEACE PRIZE, AN ETHICAL NORTH STAR

History is all too often a story emphasising the pursuit of war and power, while the stories of most of the Nobel Peace Prize Winners illuminate another historical perspective — the non-violent pursuit of peace. The importance of changing the way that history is taught to youth — and learnt by them — around the world is the idea behind this book. The importance of conceptualizing history through peace rather than war is a factor that could serve to eradicate the perpetual legacies of disaster currently engrained in so many education systems. The curriculum study based on this book will be used to inform the world’s youth about how to responsibly look to the past in order to understand how to pave the way for a more harmonious and sustainable future. Through the stories of these bearers of guiding values, students may find their own ethically correct reference points, and will eventually learn to self-identify as human rights defenders who, when faced with injustice and inequality, can stand up and let their voices be heard. From the vast number of peace-builders in the world worth being acknowledged, I have had the honour of meeting most of the recent Nobel Peace Laureates in the last two decades. With their stories and sacrifices, they have touched my heart and inspired me in times of personal growth. Seeing now students coming each year to the World Summit of Nobel Peace Laureates, from different parts of the world, to meet and discuss about their future with «living history», because that’s what these extraordinary personalities are, makes my ethical north star brighter every time.

*Being Nobel* goes through the integrated journeys of those who, by accident or design, shaped the world history of the last 60 years. These visionaries of peace, besides sharing the most prestigious prize in the world, have in common a sincere desire to strive for a better life for all. It

is with this spirit that I started to meticulously arrange the book, continent by continent, with separate chapters, each dedicated to a Nobel Peace Laureate, illustrated by vivid and sometime rare photography through which I could best convey my perception of these talented peacemakers. I decided to connect to them the solidarity actions of influential celebrities who are using their fame to support humanitarian causes directly related the ones of the Nobel Peace Laureates. Not everyone will agree with each of the connections, but hopefully all will be inspired and, in most cases, enriched. A significant example is rock star **Bono**, the leader of U2, known as much for his charity work and political activism as he is for his music. Over the years, he has put his fame to good use, raising awareness and money for humanitarian efforts, particularly ones involving Africa, starting in 1984, when he sang on the first of the all-star charity singles *Do They Know it’s Christmas?*, produced by **Bob Geldof**. The U2 band also lent public support to the **Good Friday**

**Agreement**, bringing **John Hume** and **David Trimble** onstage at their concert in Belfast, just a few days before the historic peace agreement in Northern Ireland was signed. That is why I connected him to these two political opponents who received the Nobel Peace Prize in 1998. «...When a celebrity like Bono and Bob Geldof talks, the world listens. These people play an extremely important role and it is important to appreciate and not trivialize what they do,» once remarked **Wangari Maathai**.

Having worked for children’s rights for almost a decade, for **KidsRights Foundation**, I had the privilege to meet courageous teenagers in different parts of the world, who strive to improve their own circumstances, but also those of other children in their surroundings and even the world. That’s why I decided to also include the ground-breaking stories of the winners of the **International Children’s Peace Prize**, an award launched by KidsRights in 2005. By receiving this







yearly world-renowned recognition from a Nobel Peace Laureate, these incredibly courageous kids get an outstanding permanent platform to speak out for children's rights. An inspiring example is **Chaeli**, who received the prize for her commitment to the rights of children with disabilities in South Africa, or **Malala**, who received the prize because she stands up for every child's right to an education. As Nobel Peace Laureate and patron of KidsRights, Archbishop **Desmond Tutu** has said: "KidsRights seeks to give a voice to the voiceless."

Getting closer to the history of the Nobel Peace Prize, one discovers that this prestigious award has encouraged many of the winners to persevere in their noble aims, and has brought to the international spotlight countless hidden conflicts and ignored abuses. As in the case of the 1984, the Nobel Prize was awarded to Desmond Tutu for his work against apartheid, which immediately gained the attention of the international community. This quickly and significantly helped support for the ongoing political and economic sanctions placed on South Africa that pressured and helped overthrow the apartheid regime. Standing against the injustices of «inferior» education, Tutu used his prize money to establish a bursary program for non-white South African students to attend school and study in the United States.

The 1996 prize serves as an example of how the Nobel Prize can make a significant contribution to international peace. In the year 1975, while the whole world was asleep, a Muslim-governed Indonesia invaded their small Catholic neighbour, Timor-Leste, which had recently liberated itself from Portuguese colonisation. For years, the island of Timor-Leste was brutalised by the new invaders, or at least until the Nobel Committee decided to award the prize to **José Ramos-Horta**, its exiled Foreign Minister who later became President of the island, and **Carlos Filipe Ximenes Belo**, the island's spiritual leader, who over the years survived numerous

assassination attempts on his life for having sheltered entire families. «In the hope that this Prize will spur efforts to find a diplomatic solution based on the people's right to self-determination,» the Prize managed to turn the spotlight on a just cause ignored by the media.

**Mairead Corrigan** and **Betty Williams** from Northern Ireland, and the Guatemalan **Rigoberta Menchú** were young women when they received the Nobel Peace Prize. They all suffered and witnessed terrible abuses; in Ireland, the killing of family members by the Irish Republican Army and the British forces, and in Guatemala, the torturing and killing of the loved ones by the dictatorship. These women never wavered in their selfless commitment to fight for justice and human rights and were able to lead hundreds of thousands of people in peaceful protests. **They challenged those who love power with the unflinching power of caring and love.**

Being Italian, I often remind students of the extraordinary gestures of solidarity from **Ernesto Teodoro Moneta** from Milan, who, in 1907, became the first — and only — Italian to have won the Nobel Peace Prize. In the mid-19th century, Lombardy was under the rule of Austria, and inspired by Giuseppe Mazzini, one of the greatest political thinkers of the 1800's, Moneta created the **Italian Peace Movement**, involving hundreds of Italians in the noble aim of unifying the nation. The uprising of 1848 in Milan and the bloody consequences of those events left an indelible mark on him. He was then 15 years old and was already fighting on the front line with his father and brothers. One day he saw three Austrian soldiers fatally wounded. «This sight froze the blood in my veins, and I was overcome by a great compassion. In these three soldiers I no longer saw enemies but men like myself... In that instant I felt all the cruelty and inhumanity of war» Moneta related when awarded the Prize in Oslo. After fighting alongside Giuseppe Garibaldi, his passion for truth and information

led him to journalism, and as editor, he prompted *Il Secolo di Milano* [*The Century of Milan*] to be the most widely read daily newspaper in Italy for almost 30 years.

This book does not exhaust the many acts, deeds and heroic gestures of its protagonists. But from many examples one can see a common message: **peace is an absolute value to be pursued with persistence and dialogue.**

I would like to conclude with a quote by Father Belo from Timor-Leste, which I believe summarises the essence of this project: «Society is a succession of interwoven rings in which each generation has the duty to contribute to the next generation in order to live in the world peacefully fraternally. On your shoulders, dear young people of the entire world, weigh the responsibility to transform tomorrow's world into a society where peace, harmony and fraternity reign.»

I dedicate this book to **Rosa Parks**, the queen mother of a movement whose single act of heroism sparked a movement for freedom, justice and equality. Her greatest contribution is that **she told us how a regular person can make a difference.**

I also dedicate this book to all students of the world, including my two boys Nicola and Giovanni.

*There is nothing noble in being superior to your fellow man; true nobility is being superior to your former self.*

Ernest Hemingway



# Introduction to the Nobel Prize



Europe’s wealthiest Vagabond.  
Victor Hugo

**Awarded yearly since 1901 - although in 13 years the Prize was not given, for various reasons - the Nobel Prize was established by Alfred Nobel (1833-1896), a Swedish chemist, inventor, and industrialist who received over 300 patents in his lifetime and made a fortune from his most famous invention, dynamite.**

**As stipulated in his last will, most of Nobel’s estate was used to establish a fund from which prizes would be awarded in his name for those who had done “the most or best work” for peace, as well as for those achievements in physiology or medicine, chemistry, physics, and literature had “conferred the greatest benefit on mankind”. A prize for economics was added in 1969.**

**Alfred Nobel** was born in Stockholm, Sweden, on 21 October 1833, to a wealthy family. Trained as a chemical engineer, he was passionate about chemistry and related sciences. He was able to combine his passion with strong entrepreneurial instincts to make a fortune by first inventing and patenting dynamite production at the age of 30 and then developing this into a business empire. An extremely wealthy industrialist by the time of his death in 1896, he was the first person in the world to create an international holding company, establishing factories in more than 20 countries. Nobel’s close relationship with peace professional Baroness Bertha von Suttner, who later won a Nobel Peace Prize herself, greatly influenced his thinking. Von Suttner was a driving force in the international peace movement that was establishing itself in Europe towards the end of the 19th century. Such was her influence on Nobel that he became a member of the Austrian Peace Association and supported it financially. Besides his passion for chemistry and social issues, he wrote his own poetry and plays, and had a great interest in literature. Alfred Nobel never attended a university, but a more broadly educated person is hard to imagine. He was an extremely generous guy - no wonder - especially with young investors who needed some seed money to get going. He was an advocate of equal opportunity, individualism and liberty.

## THE TESTAMENT

“The whole of my remaining realizable estate shall be dealt with the following way: the capital, invested in safe Securities by my executors, shall consist in a fund, the interest of which shall be annually distributed in the form of prizes to those who, **during the preceding year, shall have conferred the greatest benefit to mankind.** The said interest shall be divided into five equal parts, which shall be apportioned as follows: one part to the person who shall have made the most important discovery or invention within the field of physics; one part to the person who shall have made the most important chemical discovery or improvement; one part to the person who shall have made the most important discovery within the domain of physiology or medicine; one part to the person who shall have produced in the field of literature of the most outstanding work of an idealistic tendency; **and one part to the person who shall have done the most or the best work for fraternity between nations, for the abolition or reduction of standing armies and for the holding and promotion of peace congresses.** The prizes for physics and chemistry shall be awarded by the Swedish Academy of Sciences; that for physiological or medical works by the Karolinska Institutet in Stockholm; and that for champions of peace by a committee of five persons to be elected by the Norwegian Storting. It is my express wish that in awarding the prizes no consideration whatever shall be given to the nationality of candidates, but that the most worthy shall receive the prize, whether he be a Scandinavian or not”.

**Alfred Nobel**  
Paris, 27 November 1895  
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## SELECTIONS

All proposals for candidates for the Nobel Peace Prize, to be awarded December 10th in Oslo, must be presented to the Norwegian Nobel Committee before February 1st. In order to be accepted, proposals must be submitted from qualified persons from the following categories:

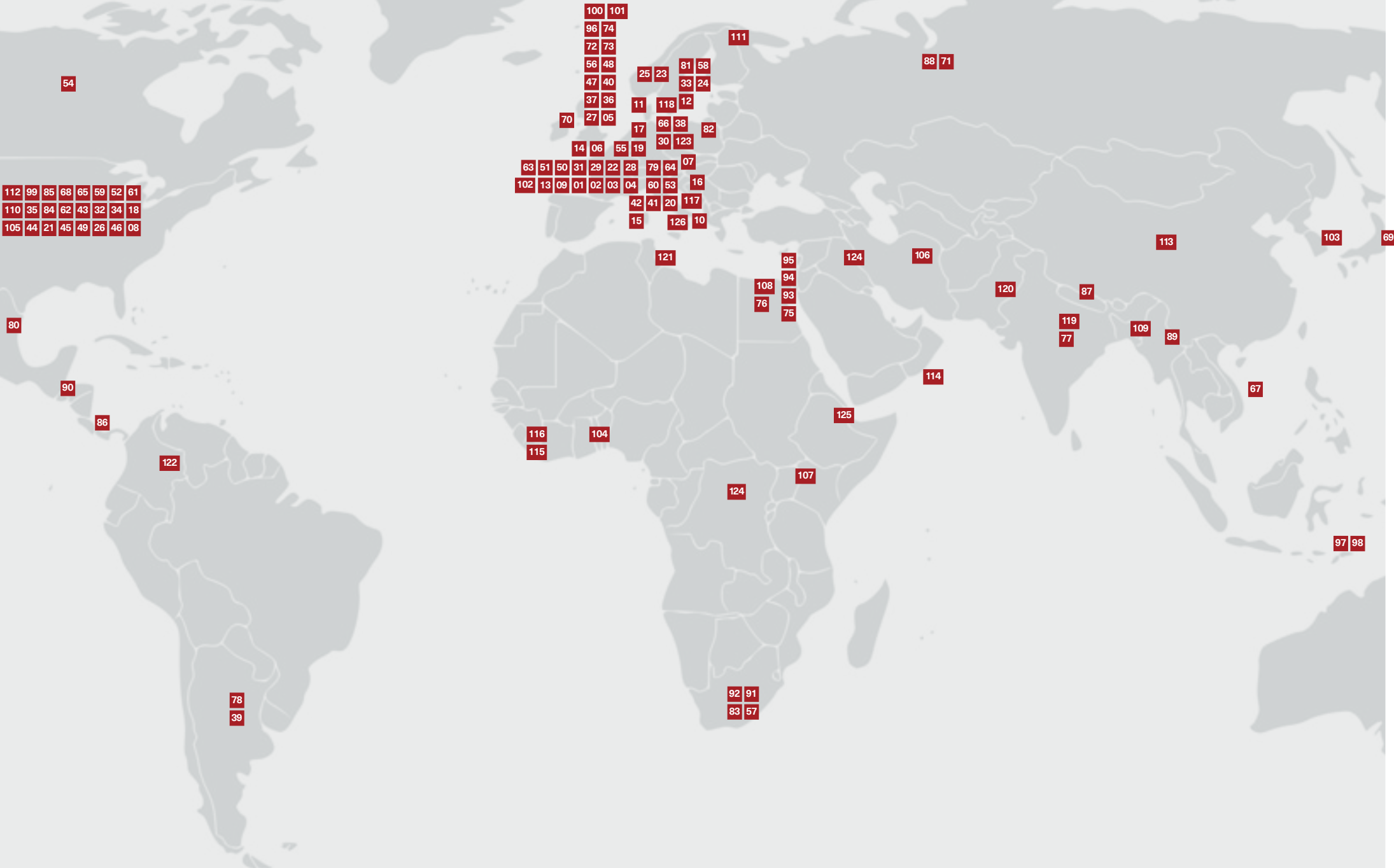
- Members and former members of the Norwegian Nobel Committee as well as the advisers appointed at the Norwegian Nobel Institute;
- Members of the National Assembly and Members of the Government in the respective States, as well as Members of the Interparliamentary Union;
- Members of the International Arbitration Court and the International Court of Justice at the Hague;
- Members and Associates of the Institute of International Law;
- Members of the executive committee of the International Peace Bureau;
- University professors of Political Science and of Law, of History and of Philosophy; and Persons who have received the Nobel Peace Prize.

The Prize can be awarded to an individual or to an association or organization. Submitted proposals cannot be published. The Norwegian Nobel Committee gives the Peace Prize for several reasons: to promote a cause, to congratulate a peacemaker of recent success, to alter the course of a conflict, to crown a lifetime humanitarian.

## THE CEREMONY

The Nobel Peace Prize is presented at a stately ceremony held each year on December 10th, the date its Swedish benefactor Alfred Nobel died in 1896. The event is held in the auditorium of Oslo City Hall, that houses the city council and the most impressive art in Norway. Traditionally, the chairman of the Nobel Committee presents the diploma and gold medal to the laureates, who are seated on the podium with the five members of the Nobel Committee and its permanent secretary. Invitations are sent to the cultural and political leaders of the country and to members of diplomatic corps. The ceremony is scheduled to last 95 minutes, a little longer when the prize is shared, and each laureate is given a limit of 20 minutes for the acceptance and Nobel Lecture. In early evening there is a torchlight procession honouring the laureate and as an opportunity to greet the people of Oslo, who can demonstrate their support and, on occasion, their protest. The event concludes with a formal banquet in the Grand Hotel, where the laureates are accommodated.

Where  
do they all  
come from?



# Nobel Peace Prize winners

0102	1901	Henry Dunant, Frédéric Passy	Switzerland France	“for his role as founder of the International Committee of the Red Cross, and as an initiator of the Geneva Convention” “in recognition of his role as a pioneer peace worker, helping to co-found the Inter-Parliamentary Union”
0304	1902	Élie Ducommun Albert Gobat	Switzerland Switzerland	“for his pragmatic and practical approach to peace work, and support of international arbitration” “in recognition of his work as secretary-general of the Inter-Parliamentary Union and his service as a leading administrator in the peace movement”
05	1903	Randal Cremer	Great Britain	“for his lifelong work to use arbitration as a means of preventing war”
06	1904	Institute of International Law (IDI)	Belgium	“for its contribution to the development of international law and arbitration, and for its efforts to further brotherhood and peace”
07	1905	Bertha von Suttner	Austria	“for her literary contribution to the international peace movement”
08	1906	Theodore Roosevelt	USA	“for having negotiated peace in the Russo-Japanese war in 1904-5”
0910	1907	Ernesto Teodoro Moneta, Louis Renault	Italy France	“for his commitment to cultivating a brotherhood among peoples through the International Peace Conference in Milan” “for his work to promote peace through international law”
1112	1908	Klas Pontus Arnoldson, Fredrik Bajer	Sweden Denmark	“for his efforts in connection with the conflict over the Swedish-Norwegian union, and a step towards the reconciliation of the two independent states” “for his commitment to organizing the forces of peace and for his commitment to equal rights”
1314	1909	Auguste Beernaert, Paul Henri d'Estournelles de Constant	Belgium France	“for his work at the Permanent Court of Arbitration” “for his dedication to international cooperation and arbitration”
15	1910	Permanent International Peace Bureau - IPB	Switzerland	“for acting as a link between the peace societies of the various countries”

1617	1911	Tobias Asser, Alfred Fried	Netherlands Austria	“for his work in international private law with the objective of promoting peace” “for his contributions to the global conversation and coordination of peace
18	1912	Elihu Root	USA	“for his work to alleviate Latin American fears of an imperialistic USA by arranging peace conferences”
19	1913	Henri La Fontaine	Belgium	“for his work as head of the International Peace Bureau”
20	1917	International Committee of the Red Cross - ICRC	Switzerland	“for its devotion to aiding the sick and wounded in time of war; for the establishment of an international convention for the reciprocal protection of soldiers wounded on the battlefield; and the proclamation of the neutrality and inviolability of ambulances and hospitals”
21	1919	Woodrow Wilson	USA	“for his work as the leading architect behind the League of Nations”
22	1920	Léon Bourgeois	France	“for his leadership in the League of Nations”
2324	1921	Hjalmar Branting, Christian Lange	Sweden Norway	“for his work in conciliatory international diplomacy for the first two decades of the 20th Century” “for his support of internationalism which has led to the preparations of the League of Nations”
25	1922	Fridtjof Nansen	Norway	“for his work on behalf of prisoners of war and starving people”
2627	1925	Sir Austen Chamberlain, Charles G. Dawes	Great Britain USA	“for his work aimed at ensuring peace between Germany and France” “for having contributed to reducing the tension between Germany and France after World War I”
2829	1926	Aristide Briand, Gustav Stresemann	France Germany	“for reconciliation between Germany and France after World War I”
3031	1927	Ferdinand Buisson, Ludwig Quidde	France Germany	“for his postwar work for Franco-German amity” “for his lifelong work in the cause of peace”
32	1929	Frank B. Kellogg	USA	“for having been one of the initiators of the Briand-Kellogg Pact of 1928”
33	1930	Nathan Söderblom	Sweden	“for his role as the architect for the ecumenical movement of the twentieth century”



<div>34</div> <div>35</div>	1931	Jane Addams, Nicholas Murray Butler	USA, USA	“for her mission to preserve peace and for her service to the International Committee of Women for a Permanent Peace” “for his promotion of the Briand-Kellogg pact and for his work as the leader of the more establishment-oriented part of the American peace movement”
<div>36</div>	1933	Sir Norman Angell	Great Britain	“for his service to the World Committee Against War and Fascism and for his support to the League of Nations”
<div>37</div>	1934	Arthur Henderson	Great Britain	“for his service to the World League of Peace and to the Geneva Disarmament Conference”
<div>38</div>	1935	Carl von Ossietzky	Germany	“for his role in bringing attention to German Re-armament which stood in violation of the Treaty of Versailles”
<div>39</div>	1936	Carlos Saavedra Lamas	Argentina	“for his diplomatic efforts in ending the Gran Chaco War”
<div>40</div>	1937	Robert Cecil	Great Britain	“for his role in establishing the League of Nations”
<div>41</div>	1938	Nansen International Office for Refugees	Switzerland	“for its humanitarian work with the global refugee population”
<div>42</div>	1944	International Committee of the Red Cross - ICRC	Switzerland	“because of their work for international understanding and brotherhood between people”
<div>43</div>	1945	Cordell Hull	USA	“for his role in establishing the United Nations”
<div>44</div> <div>45</div>	1946	Emily Greene Balch, John R. Mott	USA USA	“for her role as a central leader of the Women’s International League for Peace and Freedom”
<div>46</div> <div>47</div>	1947	Friends Service Council - FSC  American Friends Service Committee AFSC	Great Britain  USA	“in recognition of its pioneering work in the international peace movement and of humanitarian work carried out without regard for race or nationality”
<div>48</div>	1949	Lord Boyd Orr	Great Britain	“for his scientific research into nutrition and his work as the first Director-General of the United Nations Food and Agriculture Organization (FAO)”
<div>49</div>	1950	Ralph Bunche	USA	“for his role as a mediator in late 1940’s Israel”
<div>50</div>	1951	Léon Jouhaux	France	“for his work on social equality and Franco-German reconciliation”

<div>51</div>	1952	Albert Schweitzer	France	“for his philosophy of “reverence for life” and for his healthcare-related humanitarian work in West Africa”
<div>52</div>	1953	George C. Marshall	USA	“for his role in Europe’s post-war rebuilding following World War II”
<div>53</div>	1954	Office of the United Nations High Commissioner for Refugees - UNHCR	Switzerland	“in appreciation of its work in bringing relief and aid to the countless refugees and displaced persons to be found in Europe during the immediate post-war years”
<div>54</div>	1957	Lester Bowles Pearson	Canada	“for his role in resolving the Suez Crisis through the United Nations”
<div>55</div>	1958	Georges Pire	Belgium	“for his humanitarian work for refugees following the Second World War”
<div>56</div>	1959	Philip Noel-Baker	Great Britain	“for his contributions to nuclear disarmament”
<div>57</div>	1960	Albert Luthuli	South Africa	“for his role in the non-violent struggle against apartheid”
<div>58</div>	1961	Dag Hammarskjöld	Sweden	“in gratitude for all he did, for what he achieved, for what he fought for: to create peace and goodwill among nations and men”
<div>59</div>	1962	Linus Pauling	USA	“for his research into the nature of the chemical bond and its application to the elucidation of the structure of complex substances”
<div>60</div>	1963	International Committee of the Red Cross - ICRC,  League of Red Cross Societies - LRCS	Switzerland  Switzerland	“in particular for its work on the revised Geneva Convention of 1949 and its work during the conflicts in Hungary, Algeria, the Congo and Tibet”
<div>61</div>	1964	Martin Luther King Jr.	USA	“for his movement of nonviolent resistance to racial prejudice in America”
<div>62</div>	1965	United Nations Children’s Fund UNICEF	USA	“UNICEF’s activities marked a breakthrough for the idea of solidarity between nations, which helped to reduce the difference between rich and poor states. That also reduced the danger of war”
<div>63</div>	1968	René Cassin	France	“for his work in drafting the Universal Declaration of Human Rights adopted by the UN General Assembly on 10 December 1948”
<div>64</div>	1969	International Labour Organization - ILO	Switzerland	“for improving peace among classes, pursuing decent work and justice for workers, and providing technical assistance to other developing nations”
<div>65</div>	1970	Norman Borlaug	USA	“in recognition of his contributions to world peace through increasing food supply”

66	1971	Willy Brandt	Germany	“for his efforts to strengthen cooperation amongst European nations”
67 68	1973	Le Duc Tho,  Henry Kissinger	Northern Vietnam, USA	“whose joint efforts brought the ceasefire accord on January 23 of this year”
69 70	1974	Seán MacBride, Eisaku Sato (Japan)	Ireland, Japan	“for his efforts on behalf of human rights, among other things as one of the founders of Amnesty International”  “for his policies on nuclear weapons that contributed to global stability”
71	1975	Andrei Sakharov	Former Soviet Union	“for his opposition to the abuse of power and his work for human rights”
72 73	1976	Betty Williams, Mairead Corrigan	Northern Ireland, Northern Ireland	“their initiative paved the way for the strong resistance against violence and misuse of power”
74	1977	Amnesty International - AI	Great Britain	“for its campaign against torture”
75 76	1978	Anwar al-Sadat, Menachem Begin	Egypt, Israel	“for their contribution to the two frame agreements on peace in the Middle East and on peace between Egypt and Israel, which were signed at Camp David on September 17, 1978”
77	1979	Mother Teresa	India	“for her work undertaken in the struggle to overcome poverty and distress, which also constitutes a threat to peace”
78	1980	Adolfo Pérez Esquivel	Argentina	“he champions a solution of Argentina’s grievous problems that dispenses with the use of violence, and is spokesman of a revival of respect for human rights”
79	1981	Office of the United Nations High Commissioner for Refugees - UNHCR	Switzerland	“for its commitment to the humanitarian relief of suffering for refugee populations”
80 81	1982	Alva Myrdal, Alfonso García Robles	Sweden, Mexico	“for their efforts to promote nuclear disarmament”
82	1983	Lech Walesa	Poland	“contribution, made with considerable personal sacrifice, to ensure the workers’ right to establish their own organizations”
83	1984	Desmond Tutu	South Africa	“role as a unifying leader in the campaign to resolve the problem of apartheid in South Africa”
84	1985	International Physicians for the Prevention of Nuclear War - IPPNW	USA	“for the prevention of nuclear war”

85	1986	Elie Wiesel	USA	“with his message and through his practical work in the case of peace, is a convincing spokesman for the view of mankind and for the unlimited humanitarianism which are at all times necessary for a lasting and just peace”
86	1987	Oscar Arias Sánchez	Costa Rica	“for his work for peace in Central America, efforts which led to the accord signed in Guatemala on August 7 this year”
87	1989	Tenzin Gyatso, The 14th Dalai Lama	Tibet, China	“for his consistent resistance to the use of violence in his people’s struggle to regain their freedom”
88	1990	Mikhail Gorbachev	Russia, former Soviet Union	“for his leading role in the peace process which today characterizes important parts of the international community”
89	1991	Aung San Suu Kyi	Burma	“for her non-violent struggle for democracy and human rights”
90	1992	Rigoberta Menchú Tum	Guatemala	“in recognition of her work for social justice and ethno-cultural reconciliation based on respect for the rights of indigenous peoples”
91 92	1993	Nelson Mandela, FW de Klerk	South Africa, South Africa	“for their work for the peaceful termination of the apartheid regime, and for laying the foundations for a new democratic South Africa”
93 94 95	1994	Yasser Arafat,  Shimon Peres, Yitzhak Rabin	Palestinian National Authority, Israel, Israel	“for their efforts to create peace in the Middle East”
96	1995	Joseph Rotblat, Pugwash Conferences on Science and World Affairs	Great Britain	“for their efforts to diminish the part played by nuclear arms in international politics and, in the longer run, to eliminate such arms”
97 98	1996	Carlos Filipe Ximenes Belo, José Ramos-Horta	Timor Leste, Timor Leste	“for their work towards a just and peaceful solution to the conflict in East Timor”
99	1997	Jody Williams, International Campaign to Ban Landmines - ICBL	USA	“for their work for the banning and clearing of anti-personnel mines”
100 101	1998	John Hume, David Trimble	Great Britain, Great Britain	“for their efforts to find a peaceful solution to the conflict in Northern Ireland”
102	1999	Médecins Sans Frontières - MSF	France	“in recognition of the organization's pioneering humanitarian work on several continents”

103	2000	Kim Dae-jung	South Korea	“for his work for democracy and human rights in South Korea and in East Asia in general, and for peace and reconciliation with North Korea in particular”
104	2001	Kofi Annan, United Nations Organization - UNO	Ghana	“for their work for a better organized and more peaceful world”
105	2002	Jimmy Carter	USA	“for his decades of untiring effort to find peaceful solutions to international conflicts, to advance democracy and human rights, and to promote economic and social development”
106	2003	Shirin Ebadi	Iran	“for her efforts for democracy and human rights. She has focused especially on the struggle for the rights of women and children”
107	2004	Wangari Maathai	Kenya	“for her contribution to sustainable development, democracy and peace”
108	2005	Mohamed ElBaradei, International Atomic Energy Agency - IAEA	Egypt	“for their efforts to prevent nuclear energy from being used for military purposes and to ensure that nuclear energy for peaceful purposes is used in the safest possible way”
109	2006	Muhammad Yunus, Grameen Bank	Bangladesh	“for advancing economic and social opportunities for the poor, especially women, through their pioneering microcredit work”
110	2007	Al Gore, Intergovernmental Panel on Climate Change - IPCC	USA	“for their efforts to build up and disseminate greater knowledge about man-made climate change, and to lay the foundations for the measures that are needed to counteract such change”
111	2008	Martti Ahtisaari	Finland	“for his important efforts, on several continents and over more than three decades, to resolve international conflicts”
112	2009	Barack Obama	USA	“for his extraordinary efforts to strengthen international diplomacy and cooperation between peoples”
113	2010	Liu Xiaobao	China	“for his long and non-violent struggle for fundamental humanrights in China”
114 115 116	2011	Ellen Johnson Sirleaf, Leymah Gbowee, Tawakkol Karman	Liberia, Liberia, Yemen	“for their non-violent struggle for the safety of women and for women's rights to full participation in peace-building work”
117	2012	European Union	Belgium	“for over six decades having contributed to the advancement of peace and reconciliation, democracy and human rights in Europe”
118	2013	Organization for the Prohibition of Chemical Weapons OPCW	The Netherlands	“for its extensive efforts to eliminate chemical weapons”

119 120	2014	Malala Yousafzai, Kailash Sathyarthi	Pakistan, India	For their struggle against the suppression of children and young people and for the right of all children to education”
121	2015	National Dialogue Quartet	Tunisia	For its decisive contribution to the building of a pluralistic democracy in Tunisia in the wake of the Jasmine Revolution of 2011”
122	2016	Juan Manuel Santos	Colombia	For his resolute efforts to bring the country's more than 50-year-long civil war to an end”
123	2017	International Campaign to abolish nuclear weapons ICAN	Switzerland	For their work to draw attention to the catastrophic humanitarian consequences of any use of nuclear weapons and their ground-breaking efforts to achieve a treaty-based prohibition of such weapons”
124	2018	Nadia Murad, Denis Mukwege	Iraq, DR Congo	For their efforts to end the use of sexual violence as a weapon of war and armed conflict”
125	2019	Abiy Ahmed Ali	Ethiopia	For his efforts to achieve peace and international cooperation, and in particular for his decisive initiative to resolve the border conflict with the neighbouring Eritrea
126	2020	UN World Food Programme	Italy	For its efforts to combat hunger, for its contribution to bettering conditions for peace in conflict-affected areas and for acting as a driving force in efforts to prevent the use of hunger as a weapon of war and conflict.



# Universal Declaration of Human Rights (1948)

While it is important to note the significance of the Universal Declaration of Human Rights (UDHR) in serving as the prevailing contemporary global narrative on human rights, it is just as critical to emphasize the equally powerful historical movements and proclamations of human experience, particularly from peoples of the Global South, which demonstrate a heterogeneity and pluralism of human rights discourse. Several of the Nobel Peace Laureates have incorporated aspects of indigenous or subaltern conceptions of rights into their own work.

The UDHR is a statement adopted by the United Nations General Assembly (UNGA) on December 10, 1948 in response to experiences resulting from the Second World War. The UDHR is a non-binding statement of principles that was intended to clarify the meaning of the phrase “human rights,” which appears in the United Nations Charter. The principles outlined in the UDHR include political rights, economic rights, and social rights, including: the right to life, liberty security, equal protection, freedom of expression, religion, assembly, property and representation in government; due process of law; and rights to a family, nationality, work, leisure, education, an adequate standard of living, and the cultural life of the community. Moreover, the UDHR outlines individual duties to the community and the obligation of the global community to maintain a social and international order in which these rights and freedoms can be realized.

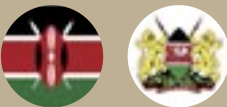
The implementation of the UDHR has been specified and elaborated in subsequent international treaties, covenants, and declarations. Most prominently, the International Covenant on Economic, Social and Cultural Rights (ICESCR) and the International Covenant on Civil and Political Rights (ICCPR) were drafted to provide either legal remedy or to establish protocols for the implementation of many of the rights outlined in the UDHR. The subsequent declarations expand upon particular human rights concerns and include additional responsibilities for the protection of communities. Moreover, while a subset of international legal mechanisms have become a part of a bifurcated discourse on international humanitarian law, these agreements, such as the Geneva Conventions and the Hague Conventions, incorporate various human rights concerns, particularly, the right to security.

## Human Rights Timeline

Geneva Conventions	Series of Four Treaties and Three Protocols Outlining Humanitarian Treatment in War, <b>1864, 1906, 1929</b> and <b>1949</b>
Hague Conventions	Negotiated during Two Peace Conferences at the Hague in the Netherlands, <b>1899</b> and <b>1907</b>
Genocide Convention	Adopted by the United Nations General Assembly (UNGA) on December 9, <b>1948</b> ; Entered into Force on January 12, <b>1951</b>
Universal Declaration of Human Rights	Adopted by the UNGA on December 10, <b>1948</b> .
Convention Relating to the Status of Refugees	Adopted on July 28, <b>1951</b> ; Entered into Force on April 22, <b>1954</b>
International Covenant on Economic, Social and Cultural Rights	Adopted by the UNGA on December 16, <b>1966</b> ; Entered into Force on January 3, <b>1976</b> .
International Covenant on Civil and Political Rights	Adopted by the UNGA on December 16, <b>1966</b> ; Entered into Force on March 23, <b>1976</b>
International Convention on the Elimination of All Forms of Racial Discrimination	Adopted by the UNGA on December 21, <b>1965</b> ; Entered into Force on January 4, <b>1969</b>
Treaty on the Non-Proliferation of Nuclear Weapons	Adopted June 12, <b>1968</b> ; Entered into Force on March 5, <b>1970</b>
The Convention on the Elimination of All Forms of Discrimination Against Women	Adopted on December 18, <b>1979</b> ; Entered into Force on September 3, <b>1981</b>
Declaration on the Right to Development	Adopted by UNGA on December 4, <b>1986</b>
The Convention Against Torture and Other Cruel, Inhuman and Degrading Treatment or Punishment	Adopted on December 10, <b>1984</b> ; Entered into Force June 26, <b>1987</b>
Convention on the Rights of the Child	Adopted by the UNGA on November 20, <b>1989</b> ; Entered into Force on September 2, <b>1990</b>
United Nations Framework Convention on Climate Change	Adopted by the UNGA on May 9, <b>1992</b> ; Entered into Force on March 21, <b>1994</b>
Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines and on their Destruction	Adopted September 18, <b>1997</b> ; Entered into Force March 1, <b>1999</b>
Responsibility to Protect Doctrine	Adopted by UNGA on September 16, <b>2005</b>
United Nations Declaration on the Rights of Indigenous Peoples	Adopted by the UNGA on September 13, <b>2007</b>

**Background**  
In 1895, the British Government established the East African Protectorate and soon opened the land to white settlers who grew rich from farming the vast, fertile highlands. British East Africa, as it was called, officially became a crown colony in 1920.

# Kenya



As the settlers became wealthier and more important to the region’s market economy, they began to have increasing influence in government. Meanwhile, the local Africans, who were mostly **Kikuyu**, a regional ethnic group, were prohibited from direct political participation until 1944 when the formation of the Kenyan African Union (KAU) was created to voice the concerns of the African population and to campaign for African Independence. In 1947, the London-educated Kikuyu academic and nationalist **Jomo Kenyatta** became KAU president. Aside from minor concessions by the colonial government, the African population continued to be marginalised and was allowed only a fraction of the land and resources that were given to the European settlers. In 1952, a Kikuyu guerrilla group known as the Mau Mau began a campaign of violence against white settlers and Africans who were seen as sympathetic to colonial rule. A state of emergency was declared and the **Mau Mau Rebellion**, as it came to be known, raged on for four years, claiming thousands of lives. Kenya became an independent nation in 1963 and Jomo Kenyatta, who was now the head of the African National Union (KANU) party, became its first President. The following year, Kenya became a member of the **Commonwealth**. Kenyatta held the presidency until 1978 – having banned any opposition parties – and when he died in August of that year, Kenya was considered one of the most prosperous and stable countries in Africa. Following his death, Kenyatta’s Vice President, **Daniel Arap Moi**, assumed the presidency and amended the constitution, effectively making Kenya a one-party state until 1992, when international pressure over human rights abuses and political oppression forced Kenya to reinstate a multi-party system. Moi maintained the presidency for yet another decade, however, through a number of widely-criticised elections. He was eventually ousted after a landslide victory by **Mwai Kibaki** in 2002, ending almost 40 years of KANU rule. A highly disputed and uncharacteristically violent election in 2007 saw the formation of a coalition between Kibaki and opposition leader **Raila Odinga**. Under this uneasy coalition, with Kibaki as President and Odinga as Prime Minister, Kenya is now beginning to move forward with modern democracy.

1895  
THE PROTECTORATE BECOMES KENYA AND GETS STATUS OF BRITISH CROWN COLONY GOVERNED BY A BRITISH ADMINISTRATOR

1952  
MAU MAU REBELLION IS PUT DOWN AFTER THE LOSS OF THOUSANDS OF LIVES, MOSTLY OF AFRICANS SEEN AS LOYAL TO THE BRITISH

1963  
JOMO KENYATTA BECOME INDEPENDENT KENYA'S FIRST PRESIDENT

1978  
JOMO KENYATTA IS RE-ELECTED. KISWAHILI BECOMES THE OFFICIAL LANGUAGE OF THE GOVERNMENT

1952  
KIKUYU GUERRILLA GROUP KNOWN AS MAU MAU BEGINS VIOLENT CAMPAIGN AGAINST WHITE SETTLERS. STATE OF EMERGENCY DECLARED

1960  
STATE OF EMERGENCY ENDS. KANU FORMED. ARCHAEOLOGISTS MARY AND LOUIS LEAKEY FIND 1.8 MILLION-YEAR-OLD SKULL OF HOMO HABILIS NEAR LAKE TURKANA

1964  
THE REPUBLIC OF KENYA IS FORMED WITH KENYATTA AS PRESIDENT

## Green Belt Movement VS Deforestation

In much of Africa, women are the primary caretakers, holding significant responsibility for working the land and feeding their families. As a result, they are often the first to become aware of environmental damage when resources become scarce and incapable of sustaining their families. This is particularly true among rural communities where deforestation and erosion can have a devastating effect on lives and livelihoods.

The Green Belt Movement, founded by Professor Wangari Maathai, started out as a tree-planting initiative to address the challenges of deforestation, soil erosion and lack of water, but has, in recent years, developed into a vehicle for empowering women, advocating for human rights, and supporting good governance and peaceful democratic change through the protection of the environment.



1978  
KENYATTA DIES, LEAVING BEHIND A THRIVING AND STABLE NATION. ARAP MOI PRESIDENT. HE SOON STARTS CRACKING DOWN ON POLITICAL OPPONENTS, BANNING TRIBAL SOCIETIES AND CLOSING UNIVERSITIES

1991  
MOI FINALLY GIVES IN TO INTERNATIONAL PRESSURE AND THE CONSTITUTION IS CHANGED TO ALLOW REGISTRATION OF OPPOSITION PARTIES

1997  
DANIEL ARAP MOI WINS HIS 5TH TERM AS PRESIDENT IN WIDELY-CRITICISED ELECTIONS

2002  
MWAI KIBAKI WINS A LANDSLIDE ELECTION VICTORY, ENDING DANIEL ARAP MOI'S 24-YEAR PRESIDENCY AND FOUR DECADES OF KANU RULE

1987  
PRESIDENT MOI IS RE-ELECTED AFTER INTRODUCING A COMPLICATED AND HIGHLY-CRITICISED VOTING SYSTEM. OPPOSITION LEADERS ARE JAILED

1992  
KENYA'S FIRST MULTI-PARTY ELECTION IS HELD. MOI IS CONTROVERSIALLY RE-ELECTED

2001  
MOI FORMS THE FIRST COALITION GOVERNMENT IN KENYA

2004  
DR WANGARI MAATHAI RECEIVES THE NOBEL PEACE PRIZE

## Keyword

**SUSTAINABLE DEVELOPMENT**  
Sustainable development is often described as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It is a forward-thinking approach to addressing the challenges facing humanity while respecting the carrying capacity of natural systems and aims to meet human needs in an environmentally, socially and financially responsible manner that preserves existing resources and creates new ones for the future.



# Wangari Maathai

*“for her contribution to sustainable development, democracy and peace.”*

Wangari Muta Maathai was born in 1940 in the village of Ithi in the green and fertile, Nyeri District of Kenya. From an early age she showed an aptitude and an enthusiasm for education and, thanks to her academic brilliance, was awarded a scholarship to attend university in the United States. She earned a degree in Biological Sciences from Mount St. Scholastica College in Atchison, Kansas in 1964 and, subsequently, earned a Master of Science degree from the University of Pittsburgh. She then went on to pursue her doctoral studies in Germany and Kenya, obtaining a PhD in Anatomy in 1971 from the University of Nairobi. This accomplishment made her the first East and Central African woman to earn a PhD.

Dr Maathai went on to become chair of the University’s Department of Veterinary Anatomy and an associate professor in 1976 and 1977 respectively. In both instances, she was the first woman to hold those positions in the region. As an adult, Professor Maathai realised that her homeland was no longer as fertile and green as it was when she was a girl, when she used to drink water straight from the streams near her house, streams that had since dried up. She recognized that one of the major problems was **deforestation** and that the government was directly contributing to this deforestation. The desert was closing in, encroaching on the fields where crops and trees once flourished. This impacted the daily lives of many people – especially rural women – and led to widespread problems such as a **firewood shortage, soil degradation, erosion** and a **lack of clean drinking water, a balanced diet, shelter and income**.

In 1977, while serving on the National Council of Women of Kenya, Dr Maathai founded the Green Belt Movement, a grassroots organization whose main focus was to replant trees with women’s groups in order to fight deforestation, thus conserving the environment while improving their quality of life. In 1986, the Movement established a **Pan African Green Belt Network**, which has launched successful initiatives in several other African countries.

Since its inception, the Movement has assisted in the planting of more than 40 million trees, has employed thousands of people, mostly women, and trained thousands of others in beekeeping, food-processing, forestry and other environmentally-sustainable trades.

Dr Maathai and the Green Belt Movement have received numerous awards worldwide and she has received honorary doctoral degrees from several institutions. In 1997, she was elected by Earth Times as one of 100 persons in the world





who have made a difference in the environmental arena. In December 2002, Dr Maathai was elected to the Kenyan parliament with an overwhelming 98% of the vote and was appointed Assistant Minister for Environment, Natural Resources and Wildlife.

Dr Maathai won the Nobel Peace Prize in 2004 for her efforts to protect the environment through sustainable development and raise awareness about its link to democracy and peace. She was the first African woman to win the award.

In her 60's, Dr Maathai showed no signs of stopping her environmental activism and human rights advocacy as she continued to empower the people of Africa to conserve and protect the environment. She addressed the United Nations on several occasions, served on the boards of many international organisations and became a spokesperson for a number of vital initiatives, including the Nobel Women's Initiative with fellow Nobel Peace Laureates Betty Williams, Mairead Corrigan McGuire, Jody Williams, Rigoberta Menchú Tum, and Shirin Ebadi.

Wangari Muta Maathai died in 2011 at the age of 71.

# Interview

**Dearest Mama Maathai, What precipitated your moving beyond environmental issues to dealing with issues such as human rights and democracy?**

When I first started, it was really an innocent response to the needs of women in rural areas. When we started planting trees to meet their needs, there was nothing beyond that. I did not see all the issues that I have to come to deal with. For me, one of the major reasons to move beyond just the planting of trees was that I have tendency to look at the causes of a problem. We often preoccupy ourselves with the symptoms, whereas if we went to the root cause of the problems, we would be able to overcome the problems once and for all. For instance, I tried to understand why we didn't have clean drinking water, which I had when I was a child. The link between the rural population, the land, and natural resources is very direct. But when you have bad governance, of course, these resources are destroyed: The forests are deforested, there is illegal logging, there is soil erosion. I got pulled deeper and deeper and saw how these issues become linked to governance, to corruption, to dictatorship.

**When you raised these issues, you became persona non grata with the government. Do you think you were seen as more or less of a threat because you were a woman?**

I think that because I was a woman, I was vulnerable. It was easy to persecute me without people feeling ashamed. It was easy to vilify me and project me as a woman who was not following the

tradition of a "good African woman" and as a highly educated elitist who was trying to show innocent African women ways of doing things that were not acceptable to African men. It was easy for me to be ridiculed and for both men and women to perceive that maybe I'm a bit crazy because I'm educated in the West and I have lost some of my basic decency as an African woman—as if being educated was something bad. That is something I had seen for a very long time: **When people can't use you, they ridicule what you represent. I was lucky that I understood that, because when one does not understand that, it is very easy to be broken and to be subdued.**

**At times, you had to go underground; you were arrested and beaten by the police. Why did this type of intimidation not work on you?**

I knew that I was not doing anything wrong, and I knew in my mind I was doing the right thing. I knew that the people who were going against me were not going against me for a good purpose. I knew that they were trying to justify their corruption and misgovernance.

**Do you think there are any lessons other countries might learn from Kenya's democratization?**

One very good thing was the fact that the civil society in Kenya worked hard to educate the public on the need to change the government peacefully, on the need to demonstrate to the leaders that if they did not govern properly they can be removed—not by a gun, but through the vote. So I hope that's a lesson that many African governments will learn. For us who are now in power,

we need to be challenged to serve the people and ignore our own egos and personal interests so that we can really demonstrate to other African states that it is possible to share power without going to war. It is so much more difficult to rebuild once you have destroyed. We are seeing how difficult it is to resume normalcy in Somalia; we are seeing how difficult it is to bring the conflict to an end in the Sudan.

**You have been traveling around the US and around the world talking about the issue of climate change. What insights do you have on the state of the environment looking at it from a global perspective?**

We can say that we have great environmental awareness as compared to, for example, the 70s when the world started really serious global mobilization of environmental awareness with the United Nations Conference on Human Environment in Stockholm in 1972. Since that time there has been a lot of awareness, not only among governments and experts, but also among ordinary citizens - almost everybody now understands. And that is a great accomplishment that has been made. And as we know, most governments in the world now have a minister of environment, so at least politically you can say most governments have accepted the principle of taking care of the environment. But I must say, especially in Africa, I haven't seen sufficient prioritization of the environment, mostly through cuts to the national budget, you can see that the government will spend more money in the ministry of defense rather than the ministry of the

## Legacy

Wangari Maathai is internationally recognised as a champion of human rights, good governance and environmental conservation. The Green Belt Movement that she founded has planted millions of trees across the continent, while at the same time educating and empowering thousands of women. This not only fosters development from a grassroots level but also ensures that future generations will inherit a land that will be able to sustain and nourish them. A trailblazer and a role model in Africa in the fields of academics, politics and ecology, she has addressed the UN on several occasions, speaking on behalf of women at special sessions of the General Assembly and she is the first African woman to win the Nobel Peace Prize.

environment. And yet, a lot of conflicts are brought about by environmental degradation. So you would expect that the government would invest in the environment in the hope that we can preempt conflicts as people fight over diminishing resources, especially water, and land. But they don't. So I still have a lot of apprehension about the level of political commitment, especially in Africa.



AWARDS TO DR MAATHAI

Royal Institute of British Architects, Honorary Fellowship (2007)  
Nelson Mandela Award for Health and Human Rights (2007)  
Jawaharalal Nehru Award (2007)  
World Citizenship Award (2006)  
The Disney Conservation Fund Award (2006)  
Paul Harris Fellowship (2005)  
The Sophie Prize (2004)  
The Petra Kelly Prize (2004)  
The Conservation Scientist Award (2004)  
The J. Sterling Morton Award (2004)  
The WANGO Environment Award (2003)  
Outstanding Vision and Commitment Award (2002)  
The Excellence Award from the Kenyan Community Abroad (2001)  
The Juliet Hollister Award (2001)  
The Golden Ark Award (1994)  
The Jane Addams Leadership Award (1993)  
The Edinburgh Medal (1993)  
The Hunger Project's Africa Prize for Leadership (1991)  
The Goldman Environmental Prize (1991)  
Women of the World Award (1989)  
The Windstar Award for the Environment (1988)  
The Better World Society Award (1986)  
The Right Livelihood Award (1984)  
The Woman of the Year Award (1983)

PROFESSIONAL AFFILIATIONS

Member, United Nations Advisory Board on Disarmament, USA  
Member, UN Commission on Global Governance, USA  
Member, Advisory Board, Democracy Coalition Project, USA  
Member, Earth Charter Commission, USA  
Selection Committee, Sasakawa Environmental Prize, UNEP, KENYA  
Board Member, Women and Environment Development Organization (WEDO), USA  
Board Member, World Learning for International Development, USA  
Board Member, Green Cross International  
Board Member, Environment Liaison Center International, KENYA  
Board Member, the WorldWIDE Network of Women in Environmental Work, USA  
Board Member, National Council of Women of Kenya, KENYA

*“In a few decades, the relationship between the environment, resources and conflict may seem almost as obvious as the connection we see today between human rights, democracy and peace.”*

*“The planting of trees is the planting of ideas. By starting with the simple step of digging a hole and planting a tree, we plant hope for ourselves and for future generations.”*

*“They (Bob Geldof and Bono) are wonderful people but as far as I am concerned I know there has been a lot of bashing of them. The truth of the matter is that I can talk all day long - but when a celebrity talks, the world listens. These people play an extremely important role and it is important to appreciate and not trivialise what they do.”*

*“Africans, especially, should re-discover positive aspects of their culture. In accepting them, they would give themselves a sense of belonging, identity and self-confidence.”*

*“Those of us who have been privileged to receive education, skills and experiences and even power must be role models for the next generation of leadership.”*

*Wangari*



Culture plays a central role in the political, economic and social life of communities. Indeed, culture may be the missing link in the development of Africa. Culture is dynamic and evolves over time, consciously discarding retrogressive traditions, like female genital mutilation (FGM), and embracing aspects that are good and useful.

Presentation Speech by the Chairman of the Norwegian Nobel Committee (selected excerpts)

Dear mama Wangari Maathai,  
...You have shown what it means to be a true African mother and a true African woman. Kenya admires you! Africa admires you! The world admires you! May your unceasing fight for the right always remain a source of inspiration for mankind.  
...As a biologist, she saw the problems that deforestation and soil erosion were causing in rural areas, especially for the women who do most of the physical work. Grazing areas for livestock were being destroyed. The women were having to go further and further in search of wood for cooking. In 1977 Maathai took an important decision. She resigned from her chair, and on the 5th of June, World Environment Day, she planted nine trees in her backyard and founded the Green Belt Movement. Its aim was to restore Africa's forests and put an end to the poverty that deforestation was causing.  
In the 1980s, Maathai became the Chairperson of the National Council of Women, and her successes with tree-planting and political campaigning for women brought her into conflict with the authorities. She thus also became one of the leaders of the pro-democracy movement. When the government wanted to build a 62-storey skyscraper in Uhuru Park, the only park in the centre of Nairobi, Maathai organized the protests thanks to which the building plans were abandoned. The struggles for the environment, for democracy and for women's rights all came together to form a whole. In due course many men also joined her movement. Maathai's many initiatives exposed her to harassment. She was repeatedly sent to prison; she was attacked with tear gas and clubbed. The government met with little success in its efforts to curb this awkward woman. Maathai became internationally known, and won numerous prizes for her work.  
...You combine science, commitment, active politics, and faith in God. Beyond simply preserving the existing environment, your strategy is to safeguard and strengthen the foundations for sustainable development. Your goal is to protect God's creation "so that this earth can become the Garden of Eden that God created."  
...This year, the Norwegian Nobel Committee has evidently broadened its definition of peace still further. Environmental protection has become yet another path to peace.  
...What is so impressive about Maathai's work is its comprehensiveness. But it was the Committee's own decision to emphasise its environmental dimension. So what in fact is the relationship between the environment and



peace? Most people would probably agree that there are connections between peace on the one hand and an environment on the other in which scarce resources such as oil, water, minerals or timber are quarrelled over. The Middle East is full of disputes relating to oil and water. Clearly, not everyone outside the region has appreciated the importance to Arab-Israeli relations of the conflicts over the waters of the Jordan, Litani, Orontes and other rivers. Competition for minerals has been an important element of several conflicts in Africa in recent years. Competition for timber has figured prominently in Liberia, in Indonesia and in Brazil. Present-day wars and conflicts take place not so much between as within states.

But where does tree-planting come in? When we analyse local conflicts, we tend to focus on their ethnic and religious aspects. But it is often the underlying ecological circumstances that bring the more readily visible factors to the flashpoint. Consider the conflict in Darfur in the Sudan. What catches the eye is that this is a conflict between Arabs and Africans, between the government, various armed militia groups, and civilians. Below this surface, however, lies the desertification that has taken place in the last few decades, especially in northern Darfur. The desert has spread southwards, forcing Arab nomads further and further south year by year, bringing them into conflict with African farmers. In the Philippines, uncontrolled deforestation has helped to provoke a rising against the authorities. In Mexico, soil erosion and deforestation have been factors in the revolt in Chiapas against the central government. In Haiti, in Amazonas, and in the Himalayas, deforestation and the resulting soil erosion have contributed to deteriorating living conditions and caused tension between population groups and countries. In many countries deforestation, often together with other problems, leads to migration to the big cities, where the lack of infrastructure is another source of further conflict.

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Wangari Maathai’s Nobel Lecture in Peace  
(selected excerpts)

...I am immensely privileged to join my fellow African Peace laureates, Presidents Nelson Mandela and FW de Klerk, Archbishop Desmond Tutu, the late Chief Albert Lutuli, the late Anwar el-Sadat and the UN Secretary General, Kofi Annan.

...In this year’s prize, the Norwegian Nobel Committee has placed the critical issue of environment and its linkage to democracy and peace before the world. For their visionary action, I am profoundly grateful. **Recognizing that sustainable development, democracy and peace are indivisible is an idea whose time has come.** Our work over the past 30 years has always appreciated and engaged these linkages.

My inspiration partly comes from my childhood experiences and observations of Nature in rural Kenya. It has been influenced and nurtured by the formal education I was privileged to receive in Kenya, the United States and Germany. **As I was growing up, I witnessed forests being cleared and replaced by commercial plantations, which destroyed local biodiversity and the capacity of the forests to conserve water.**

...The women we worked with recounted that unlike in the past, they were unable to meet their basic needs. This was due to the degradation of their immediate environment as well as the introduction of commercial farming, which replaced

the growing of household food crops. But international trade controlled the price of the exports from these small-scale farmers and a reasonable and just income could not be guaranteed. **I came to understand that when the environment is destroyed, plundered or mismanaged, we undermine our quality of life and that of future generations.**

Tree planting became a natural choice to address some of the initial basic needs identified by women. Also, tree planting is simple, attainable and guarantees quick, successful results within a reasonable amount of time. This sustains interest and commitment.

...So, together, we have planted over 30 million trees that provide fuel, food, shelter, and income to support their children’s education and household needs. The activity also creates employment and improves soils and watersheds.

**Through their involvement, women gain some degree of power over their lives, especially their social and economic position and relevance in the family.**

This work continues.

Initially, the work was difficult because historically our people have been persuaded to believe that because they are poor, they lack not only capital, but also knowledge and skills to address their challenges. Instead they are conditioned to believe that solutions to their problems must come from ‘outside’.

Further, women did not realize that meeting their needs depended on their environment being healthy and well managed. They were also unaware that a degraded environment leads to a scramble for scarce resources and may culminate in poverty and even conflict. They were also unaware of the injustices of international economic arrangements.

In order to assist communities to understand these linkages, we developed a citizen education program, during which people identify their problems, the causes and possible solutions. They then make connections between their own personal actions and the problems they witness in the environment and in society. They learn that our world is confronted with a litany of woes: corruption, violence against women and children, disruption and breakdown of families, and disintegration of cultures and communities. They also identify the abuse of drugs and chemical substances, especially among young people. There are also devastating diseases that are defying cures or occurring in epidemic proportions. Of particular concern are HIV/AIDS, malaria and diseases associated with malnutrition.

On the environment front, they are exposed to many human activities that are devastating to the environment and societies. These include widespread destruction of ecosystems, especially through deforestation, climatic instability, and contamination in the soils and waters that all contribute to excruciating poverty.

In the process, the participants discover that they must be part of the solutions. They realize their hidden potential and are empowered to overcome inertia and take action. They come to recognize that they are the primary custodians and beneficiaries of the environment that sustains them. Entire communities also come to understand that while it is necessary to hold their governments accountable, it is equally important that in their own relationships with each other, they exemplify the leadership values they wish to see in their own leaders, namely justice, integrity and trust.

Although initially the Green Belt Movement’s tree planting activities did not address issues of democracy and peace, it soon became clear that responsible governance of the environment was impossible without democratic space. Therefore, the tree became a symbol for the democratic struggle in Kenya. Citizens were mobilised to challenge widespread abuses of power, corruption and environmental mismanagement. In Nairobi ‘s Uhuru Park, at Freedom Corner, and in many parts of the country, trees of peace were planted to demand the release of prisoners of conscience and a peaceful transition to democracy.

Through the Green Belt Movement, thousands of ordinary citizens were mobilized and empowered to take action and effect change. They learned to overcome fear and a sense of helplessness and moved to defend democratic rights.

...In 2002, the courage, resilience, patience and commitment of members of the Green Belt Movement, other civil society organizations, and the Kenyan public culminated in the peaceful transition to a democratic government and laid the foundation for a more stable society.

...The Norwegian Nobel Committee has challenged the world to broaden the understanding of peace: there can be no peace without equitable development; and there can be no development without sustainable management of the environment in a democratic and peaceful space. This shift is an idea whose time has come.

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Academic, environmentalist, activist, parliamentarian, Founder of the Green Belt Movement. Her approach to sustainable development through conservation of the environment and the empowerment of women has already started to bear fruit for the land and the people of Africa.



**WANGARI MAATHAI AND BOB GELDOLF**  
Wangari Maathai and Bob Geldof have both created massive, ambitious projects in support of development in Africa, although they have come at the issue from very different positions. Maathai was an academic who decided to effect change from a grassroots level by planting millions of trees across the continent and empowering rural women. Geldof was a musician who has inspired some the biggest stars in the history of music to donate their talent and who talked and sometimes shamed millions of people across the world into donating their money. Both of them are firm believers that the road to recovery for Africa lies in the cancellation of crippling foreign debt repayments and despite their different approaches, their shared goals have caused their paths to cross several times over the years with Maathai even appearing as a presenter at the Live 8 concert in Edinburgh in 2005.

**Do They Know it's Christmas? 🎵**

It's Christmas time; there's no need to be afraid  
At Christmas time, we let in light and we banish shade  
And in our world of plenty we can spread a smile of joy  
Throw your arms around the world at Christmas time  
But say a prayer to pray for the other ones  
At Christmas time

It's hard, but when you're having fun  
There's a world outside your window  
And it's a world of dread and fear  
Where the only water flowing is the bitter sting of tears

And the Christmas bells that ring there  
Are the clanging chimes of doom  
Well tonight thank God it's them instead of you  
And there won't be snow in Africa this Christmas time

The greatest gift they'll get this year is life  
Oh, where nothing ever grows, no rain or rivers flow  
Do they know it's Christmas time at all?

Here's to you, raise a glass for ev'ryone  
Here's to them, underneath that burning sun  
Do they know it's Christmas time at all?

Feed the world  
Feed the world

Feed the world  
Let them know it's Christmas time again  
Feed the world  
Let them know it's Christmas time again

Written by: Robert Geldof, Midge Ure  
Published by: Warner Chappell Music International Ltd (PRS)



*Bob Geldof outside SARM Studios in Notting Hill, London, during the recording of the Band Aid single "Do They Know It's Christmas?", part of the **Feed The World** campaign, raising money for famine-stricken Ethiopia, on November 25, 1984.*

# Wangari Maathai

Human Rights Connection UDHR, Article 28	“Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.”
Guiding Human Rights Convention Declaration on the Right to Development (DRD) (1986)	The Declaration on the Right to Development was adopted as a United Nations General Assembly resolution in 1986. The Declaration highlights the collective right of peoples to sustainable development and the role of individuals as participatory agents in development planning. Development is defined as a comprehensive economic, social, cultural and political process, which aims to improve the well being of the entire population and of all individuals, who should equitably share in the fruits of global development projects.
SPOTLIGHT	
DRD, Article 2	1. The human person is the central subject of development and should be the active participant and beneficiary of the right to development.

# Wangari Maathai

## “Right to Development”

DRD, Article 8	<p>1. States should undertake, at the national level, all necessary measures for the realization of the right to development and shall ensure, inter alia, equality of opportunity for all in their access to basic resources, education, health services, food, housing, employment and the fair distribution of income. Effective measures should be undertaken to ensure that women have an active role in the development process. Appropriate economic and social reforms should be carried out with a view to eradicating all social injustices.</p> <p>2. States should encourage popular participation in all spheres as an important factor in development and in the full realization of all human rights.</p>
Grassroots Action, Organization Building and Human Rights Instruments	Wangari Maathai was one of the world’s most important advocates of human rights, environmental conservation and sustainable development. She was also a leading voice of the ecofeminist movement. Her work aimed to include women from local communities in sustainable development projects. Maathai founded the Green Belt Movement, an indigenous grassroots organization in Kenya that takes a holistic approach to development by recognizing the intersection and interdependence of political, economic, social and environmental rights. The Green Belt Movement seeks to empower women to conserve the environment and improve their own livelihood by providing resources and training to support local community action.

Get to know  
Wangari Maathai

- Wangari Maathai was born in 1940 in the Kenyan village of Lhithe, District of Nyeri. This district is green and fertile.
- She was the first East and Central African woman to obtain a PhD.
- She recognized that one of the major problems was deforestation and that the government was directly contributing to this deforestation.
- Deforestation led to widespread problems such as firewood shortage, soil degradation, erosion and a lack of clean drinking water, a balanced diet, shelter and income.
- In 1977, while serving on the National Council of Women of Kenya, Dr. Maathai founded the Green Belt Movement, a grassroots organization whose main focus was to replant trees with women’s groups in order to fight deforestation.
- In 1986, the Movement established a Pan African Green Belt Network which has since launched a successful number of initiatives in several other African countries.
- Since its establishment, the Movement has assisted in the planting of more than 40 million trees.
- In December 2002, Dr. Maathai was elected to the Kenyan parliament with an overwhelming 98% of the vote and was appointed Assistant Minister of the Environment, Natural Resources and Wildlife.
- Dr. Maathai won the Nobel Peace Prize in 2004 for her efforts to protect the environment through sustainable development and raise awareness about its link to democracy and peace.
- Dr Maathai was the first African woman from her region to win the Nobel Peace Prize.
- Wangari Maathai died in 2011, at the age of 71.

Reflections

After learning about **Wangari Maathai’s** social justice work, what questions do you have about her life story ?

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Is there something you are wondering about Wangari Maathai’s childhood or how her childhood may have influenced her work? If so, what would this question be. Write it here.

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Which part of this Wangari Maathai’s life seems the most interesting to you that you would like more information about. Please come up with and write that question here.

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**Background**  
The borders of what is now the People’s Republic of Bangladesh were established in the partition of India in 1947. The Bengal region was divided along religious lines and the partitioned section became the eastern portion of Pakistan. This area was separated from the western part of the newly-formed country by 1600 km, with the entire width of India in between them.

# Bangladesh



The region was called East Bengal but was later renamed East Pakistan. Although they were supposed to be one country, most of the political power lay with West Pakistan and the obvious inequalities and ongoing linguistic, political and economic discrimination led to unrest in East Pakistan. In 1966, the President of the East Pakistan Awami League political party, Sheikh Mujibur Rahman, presented a six-point plan for self-government entitled “Our Charter of Survival”; he was immediately accused of sedition and was jailed for over two years.

West Pakistan continued to block any attempts at self-government in the East and events came to a head in 1971 when Pakistani President General Yahya Khan launched a series of deadly military attacks called Operation Searchlight. This marked the beginning of what is now known as the **Bangladesh Liberation War**. Sheikh Mujibur Rahman, who had been prevented from taking office after a landslide election victory the previous year, was again arrested and transported to West Pakistan. Other Awami League leaders were forced to flee to India and formed a government in exile known as the Mujibnagar Government. Hundreds of thousands of people, mostly civilians, were killed, and millions of refugees poured into India.

The violence raged on for nine intense months with **West Pakistan** on one side of the conflict and East Pakistan, supported by India, on the other. On December 16<sup>th</sup>, **East Pakistan** prevailed and the government-in-exile became an independent state under the name Bangladesh.

Nationhood came with its own challenges and the country’s first decades were filled with natural disasters, famine and poverty, as well as political turmoil and multiple **military coups**.

In 1991, democracy was successfully restored and has been followed by a period of relative stability and economic progress. Bangladesh is among the most densely populated countries in the world (around 153 million people in an area of 144,000 km<sup>2</sup>). The country is located on the Ganges-Brahmaputra Delta, which makes it extremely fertile but also makes it greatly susceptible to floods and cyclones.

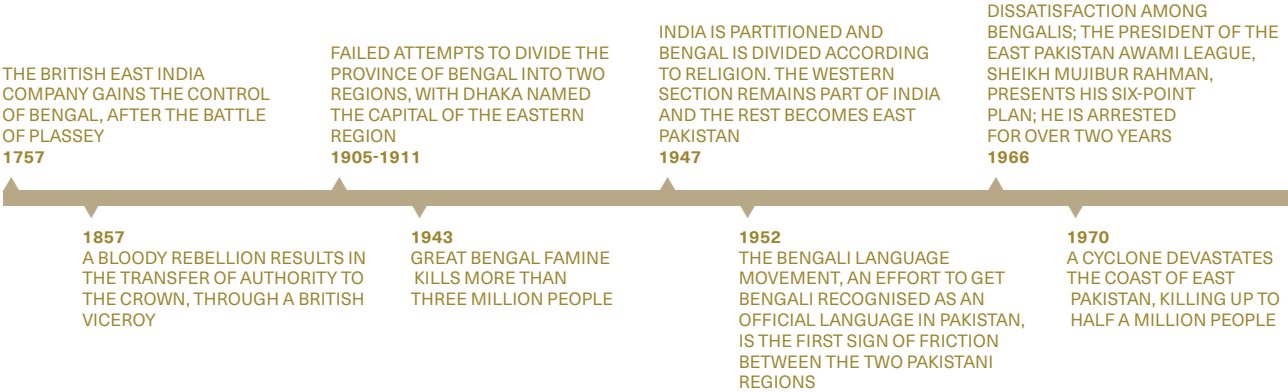
Bangladesh has been a member of the **Commonwealth of Nations**, an intergovernmental organization of 54 member states, since 1974. According to the World Bank survey of July 2005, the country has made significant progress in terms of human development in the fields of literacy, educational parity and population reduction.

## MICROCREDIT AND SOCIAL BUSINESS VS EXTREME POVERTY

Bangladesh is a very young country, having only gained its independence in 1971, but its short history has been fraught with adversity. Even before its independence, as East Pakistan, Bangladesh was at a significant disadvantage due to the inbalance of political and economic power in favour of West Pakistan. The People’s Republic of Bangladesh emerged from the Liberation War of 1971, which took a heavy toll in terms of loss of life, destruction of property, and displacement of the population, ensuring that, from the moment of its birth, the nation has had to work constantly to rebuild itself. The country has also been plagued by **natural disasters**. Cyclones, floods and famines have resulted in millions of deaths and millions of people made homeless. In 1973 and 1974, as Bangladesh was still taking its first steps as a sovereign state, it was hit by nationwide famine; in 1991, a cyclone caused the death of 150,000 people; another in 1998 left 30 million Bangladeshis homeless and two-thirds of the country under water. In addition to its geographic vulnerability, Bangladesh is also one of the countries that will be most severely affected by global climate change, meaning that their situation will only worsen in the future. Disasters like these greatly contribute to the already crippling structural poverty of Bangladesh. It has an extremely high population density (around 830 people/km<sup>2</sup>), and 40% of its population cannot meet its minimum daily food needs. Malnutrition is a common problem and, as a result, a large percentage of children are undersized and underweight for their ages. In some of the poorer regions, illiteracy rates reach as high as 90%.

### Keyword

**MICROCREDIT**  
Microcredit is an instrument of economic development that allows even the poorest and most marginalised sectors of a society access to financial services denied to them by mainstream financial institutions. By acknowledging the importance of the informal economy, microcredit eliminates the normal difficulties of securing a bank loan because of the borrowers' lack of traditional collateral. Microcredit programs disburse small loans to microentrepreneurs who can then use the resources to set up small businesses without the fear of the prohibitive repayment conditions and harsh penalties. In recognition of the phenomenal success rate of these initiatives, the United Nations declared 2005 as the International Year of Microcredit.



Health issues are widespread, largely due to the lack of access to clean water. Its climate and geography lead to a high risk of malaria and other waterbourne diseases and much of the groundwater is contaminated by the soil's high arsenic content. As a result of these challenges, despite having received over US\$ 30 billion worth of international aid since gaining its independence, extreme poverty remains a major problem in Bangladesh.

Still, Bangladesh is a resilient nation and, in spite of its problems, it has experienced slow but steady economic growth over the past two decades. One of the major factors in this growth is the rise of microcredit institutions like Prof Muhammad Yunus' Grameen Bank. By addressing the individual financial concerns of Bangladesh's poorest citizens, Grameen has created a "trickle-up" effect that has begun to benefit the nation as a whole.



Keyword

**SOCIAL BUSINESS**  
A social business is a sustainable commercial enterprise operated to achieve a social objective. The company is designed to cover its own costs and to generate profit but those profits are channelled back into the business to expand and improve the services it provides. Any investors in the business will be repaid the funds they put in but are not allowed to take any further dividend or profits.

Dr Muhammad Yunus is one of the main creators of the model of modern social business and the Grameen Family of Enterprises, which is involved in such diverse areas as banking, textiles, fisheries, agriculture, energy and telecommunications, consisting entirely of profitable and sustainable social businesses.

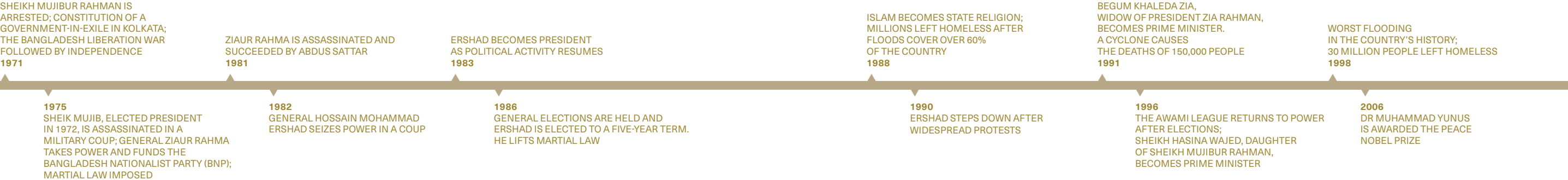
**WOMEN'S EMANCIPATION  
VS  
EARLY MARRIAGE, DOWRY,  
DOMESTIC VIOLENCE AND MISUSE OF FATWA**

Finance is but one aspect of Prof Yunus' work. No financial institution before Grameen Bank placed women in the centre of its work. For Bangladesh it had revolutionary consequences. Yunus gave rural Bangladeshi women unprecedented access to income and banking services. They proved to be judicious and incisive investors and remarkably dependable borrowers with 99% return rate. **With money in their hands, women gained confidence, self respect, and a say in the affairs of the family which had been monopolised by men.** They invested well and changed the face of participation of women in rural economy.

While women's movements may have brought gender issues to the fore, it is the work of Grameen Bank, followed by others, that transformed the lives of Bangladeshi rural women, changing forever their mindset, worldview and leadership ability. If money speaks loud, especially in a setting of poverty, then the **financial empowerment of women** that Grameen Bank brought about gave louder and louder voices to women. This led to their greater participation in national and local elections and demanding quota in local bodies.

With women in the centre of all its activities, Grameen led the fight against early marriage, dowry, domestic violence, misuse of fatwa, etc. Through the formation of borrowers' group Grameen launched a socialisation process that created a fraternity among women who, by standing by each other in times of societal and male oppression, created a type of collective resistance that led to the erosion of rural power structure.

Women's emancipation lies at the heart of Bangladesh's future and Grameen's role in it needs to be fully appreciated.





# Muhammad Yunus

*“for their efforts [Yunus and Grameen Bank] to create economic and social development from below. Lasting peace can not be achieved unless large population groups find ways in which to break out of poverty. Micro-credit is one such means. Development from below also serves to advance democracy and human rights.”*

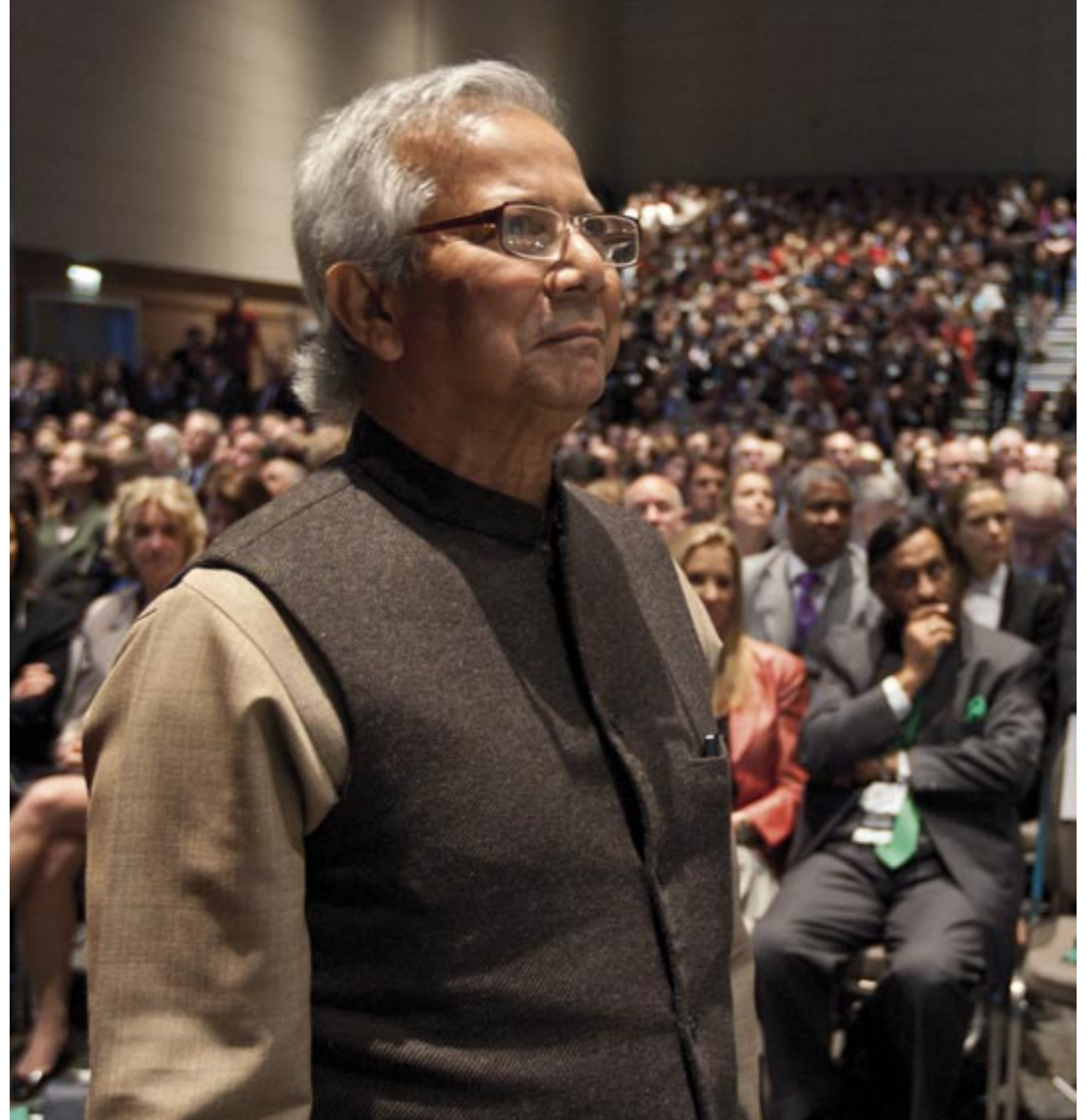
Professor Muhammad Yunus, founder of Grameen Bank, the world's largest and most successful microcredit institute, was born in one of the world's poorest countries: Bangladesh. After earning a PhD in economics from Vanderbilt University in Tennessee, the alma mater of seven Nobel Prize Laureates, Prof Yunus returned his country, where he was deeply shocked by the discrepancy between the elegant theoretical economics taught in his classes and the extreme poverty surrounding him.

In 1974, while a professor at Chittagong University, he met a poor woman who made bamboo stools for a living. The woman had to borrow small amounts of money to buy the bamboo and once she had finished repaying her creditors, who charged her as much as 100% interest, she was making less than a penny of profit per stool, just enough to survive. Yunus saw that if the woman had the opportunity to borrow money at a more reasonable rate of interest, she would be able to make more of a profit and eventually create an economic cushion and raise herself above subsistence level. This encounter helped him to realise that **poor people would remain poor as long as they were denied access to capital and to any means of securing loans**. Their impoverished position made it disadvantageous for traditional banks to lend to them and forced them to seek loans elsewhere, often from individuals who charged obscene interest rates, knowing that no other options existed. Testing out his theory, Yunus began granting small, low-interest loans to poor individuals without the threat of asset seizure.

In 1983, he founded the **Grameen Bank**, or “Village Bank”, which offered small loans, starting at about \$10, at a 20% declining interest rate, allowing micro-entrepreneurs to implement initiatives free from crippling interest rates and fear of seizures. Repaying the loan on time allowed the borrower access to loans of larger amounts.

In the 30 years since its founding, this revolutionary bank, based on trust and solidarity, has disbursed more than US\$ 6 billion in loans to seven million disadvantaged people, mostly women, and has more than 1,000 branches employing 12,500 people. Of its participating members, **65% have managed to escape from extreme poverty**.

Similar microcredit institutes have been created in more than 100 countries. Proving all formerly held assumptions wrong, 99% of the people financed by Grameen Bank fully pay back their debts; a percentage much higher than the rate boasted



by traditional banks. By **believing in the potential of people**, Yunus has helped them to emerge from extreme poverty while giving them back their dignity and helping them become self-sufficient. The real transformation will be evident in the next generation: a better fed, healthy, educated and successful generation, thanks to the foresight, creativity and trust of the Banker to the Poor. Prof Yunus serves on the boards of many national and international organisations. Since the creation of the Grameen Bank, Yunus has established 54 social business companies in Bangladesh, all aimed at improving the lives of poor people. In his latest book, Yunus explains how Social Business can help to create a world without poverty. In April 2013, the US Congress bestowed the country’s top civilian award on the microfinance pioneer, in a rousing show of support to a man who is under fire in his native Bangladesh. “I am receiving it not for me but for all these women who have worked so hard to make you convinced they can take care of themselves, given the financial institutional support—not charity,” he said. Yunus has dedicated the Congressional Gold Medal to the Yunus Center in Dhaka. He has become the seventh person to have received the Nobel Prize, the **Presidential Medal of Freedom** (2009) and the **Congressional Gold Medal**. Yunus is the first Muslim and the first Bengali to have received all these three awards.

# Interview

It all started with \$ 27. That was the amount of money Muhammad Yunus, a professor at Chittagong University in Bangladesh, lent to 42 poor villagers in the village of Jobra so they could repay their debts to local money lenders and start small businesses. This small experiment had a big effect. The money was paid back and new loans soon followed. Life in Jobra changed. Inspired by this experience, Yunus founded the Grameen Bank to provide microfinance loans for the poorest people in Bangladesh. The Grameen Bank has enabled a large number of Bangladeshis to escape poverty. The microfinance business model soon spread beyond Bangladesh to the world and the **Grameen Trust** has helped other organisations to replicate their model. Grameen is constantly devising new social business solutions dedicated to helping people all over the world rise out of poverty by addressing **key issues like access to capital, health, education, clean water, nutrition and access to electricity**. Grameen has also created an entirely new business model that contrasts strongly with traditional profit-maximizing models. The Grameen Social Business model uses traditional business know-how in combination with the goal of solving critical social problems. Yunus has already proven the effectiveness of this new type of business, creating and co-creating numerous models for enterprises that have a clear focus on eradicating

extreme poverty while maintaining their economic sustainability and incredible growth potential. (April 2007)

**Professor Yunus, what does banking have to do with peace?**  
Poverty is a threat to peace. When you are desperate you become a threat to peace, as you have nothing to lose. Desperately poor countries are fertile soil for terrorism. That’s why it is so important to offer opportunities to poor people through bank loans. This way you can actually reduce global terrorism, which cannot be overcome by military means. Institutions should use their money to help people get out of poverty. 94% of the world’s wealth belongs to only 40% of the population, while the other 60% of the population live on just 6% of the world wealth. Half of the world’s population lives on \$2 a day and over a billion people live on less than a \$1 a day. This is not a fertile soil for peace. Creating opportunities for the poor has been the main goal of our bank for the last 30 years.  
**Why are you so focused on offering loans to poor women?**  
My professional experience is that women make an enormous difference in a society once they are offered the chance to participate in the life of a nation. By lending money to women, you are absolutely sure that the money reaches the entire family, that it is used to feed the children and to start up an initiative. Also, women always pay their

debts! So whereas conventional banks tend to reject female borrowers, in Bangladesh our banks make sure that at least 50% of the borrowers are women. It took some years to reach this goal, as women were quite reluctant in the beginning. “No, no, give this money to my husband, he knows better how to manage money,” they would say. But once we managed to convince them, we found that money going to a family through a woman would generate much more wealth than the same amount managed by a man. The women were more disciplined and more interested in their children’s education as a way to escape poverty. The men wanted to use the money straight away, without thinking of tomorrow. The women were looking at the future for themselves, for their children and for their families. Today, 97% of our loans go to women.  
**What criteria does Grameen Bank use to decide on loans?**  
Grameen Bank only offers loans to poor people. In general, the less you have, the more you’ll receive. On our website you can find our list of ten indicators. The fewer indicators you have, the easier it will be for you to get a loan.  
**Has your three-decade career as the Banker to the Poor given you more hope in what you are doing?**  
Of course. What we have done in Bangladesh with the Grameen Bank can be done globally. It is not just theoretical, it is practical. Poor people are not asking for charity; charity is not

## Legacy



Professor Muhammad Yunus, Banker to the Poor, pioneered the concept of using microfinance on a grassroots level to improve the life of a nation at large. He also disproved the notion that the only way business can help to eradicate poverty is through charity by creating the model of the Social Business, an enterprise that can be self-sustaining and even grow while at the same time addressing key social issues and improving the lives of millions of people.







To me poor people are like bonsai trees. When you plant the best seed of the tallest tree in a flower-pot, you get a replica of the tallest tree, only inches tall. There is nothing wrong with the seed you planted, only the soil-base that is too inadequate. Poor people are bonsai people. There is nothing wrong in their seeds. Simply, society never gave them the base to grow on. All it needs to get the poor people out of poverty for us to create an enabling environment for them. Once the poor can unleash their energy and creativity, poverty will disappear very quickly.

the solution to poverty. Poor people are asking for opportunities and that’s what we provide.

**So what can the rest of us do to help?**

Two things: one is to support microcredit in any part of the world. We can give you all the necessary tools. The other one is to invest in social enterprises that earn money by achieving social objectives, such as improving education, healthcare programmes and the empowerment of women. A social business aims to solve specific problems, such as a lack of clean water, but as a business it generates its own money. SB investors will get back the money they invested but won’t receive dividends. The profit will be reinvested in the company to expand and enhance the quality of the product or service. SB will create a new kind of capital market, and **young people from richer countries should find this business concept extremely interesting, as it will challenge them to make a difference in the world using their own creative talent.**

**Which was one of the first businesses that decided to become “social”?**

By chance, I had the opportunity to talk to the Chairman of **Danone**. I told him, “Why don’t we create a company called Grameen Danone in Bangladesh? It will be a social business.” He said, “What is a social business?” I explained to him that you invest money for a cause and you will get your investment money back, but not a single penny more than that because the entire enterprise is a selfless investment. You concentrate on achieving the goals that you set for yourself, which must be solving a specific social problem. He agreed, so we created this company, producing a special kind of yoghurt. Bangladesh has 150 million people but half of the population is under the age of 20. It’s a very young population with millions and millions of children, and many of those children are severely malnourished. In fact, 46% of the population of Bangladesh is malnourished. That is our company’s cause. So what we did was to produce a

yoghurt with all the micronutrients the children’s diets are lacking: vitamins, iron, zinc, iodine – they are all in there. The magic of Danone is that it doesn’t taste like medicine. It is delicious. They put their expertise into it and the children love it. We made it very cheap because once you are in social business, you avoid certain things. For example, you don’t need a fancy container anymore; you are not trying to catch people’s eye and divert attention from other companies, so the price comes down. You don’t need a big “here we come” marketing splash, so you save a lot of money there. So, it becomes very cheap, we sell it and if a child eats two cups of this yoghurt a week for eight or nine months, the child regains all the missing micronutrients and becomes a very healthy and playful child. Parents love it, we love it, everybody loves it. The more children we see saved from malnutrition, the more excited we get about the company.

If this yoghurt company was a profit-making company, at the end of the year we would be asking the CEO, “How much money did we make this year?” He would give us an exciting report: “We made good money, a good return. We will give you a good dividend.” Not in the case of social business. We will be asking our CEO, “How many children did we feed this year?” That was the purpose of the company. You have to show us that children are being cured of malnutrition and ask, “How many children will be cured next year? What is our plan?” This social business must be self-sustaining, that is the number one condition, but at the same time it will be solving a problem.

**How exciting. Any other examples?**

We have created a lot of other such social businesses. We created one with **Veolia**, a water company, because Bangladesh has a severe water problem. Our water is contaminated with arsenic. Millions of people drink poison every day and there is no solution. It is getting worse and worse. So we created this tiny little company in a village as a prototype, to serve about 100,000 people and produce Veolia-quality, world standard

drinking water and to make it very cheap. It costs about 2.5 cents for ten litres. People can afford it, they can drink it and they don’t have to drink the other one. We also signed a contract with **Adidas**, the German shoe company. The CEO invited me to visit him in his office and expressed an interest in starting a social business with us. We started with the mission statement: nobody in the world should be without shoes. This is number one. The second statement would be: as a shoe company, it is our responsibility to make sure that we produce shoes at a price that even the poorest people can afford. He said, “What would that price be?” I said, “How about under one Euro, with the Adidas name on it and a guarantee of quality?” I am not talking about shoes because of comfort. Shoes are a big healthcare issue. Many of the diseases in poor countries come from walking barefoot – particularly parasitic diseases. If you see poor children in Bangladesh and other countries, you see bloated stomachs because they are carrying millions of parasites inside. Even if you feed them what are you feeding? You are just feeding the parasites and the children stay skinny. If they have affordable footwear, they won’t have to suffer from this.

**Going back to the Grameen Bank, or Village Bank, how did you do it? How does an economist become a social banker?**

Well, it was very simple for me. I didn’t know anything about banking so I looked at the conventional banks, and what they do. Once I learned about it, I just did the opposite - and it works! That is what the Grameen Bank is!

Conventional banks go to the rich; I go to the poor. Conventional banks love the city centres; I go to the remote villages. We don’t work in the city at all. Conventional banks like to lend money to men; we lend to women. They want collateral. Conventional banks want you to have a lot of something concrete so they can lend you money against that particular property. We said “no collateral” because we are working for



**GRAMEEN BANK**

Rather than granting loans to the rich, Grameen Bank lends small amounts of money to poor individuals, mainly poor women.

Thirty-five years ago, Dr Muhammad Yunus, a Professor of Economics, was shocked by the inconsistency between the theories he taught at university and the extreme poverty surrounding him in his home country of Bangladesh. Determined to make a difference, Yunus travelled to a nearby village, where he found that with only \$27, he could change the lives of dozens of craftsmen, sellers and rickshaw drivers. Acting as the guarantor, he paid their debts and went on to found Grameen Bank, which has disbursed more than \$ 8 billion, which has saved millions of people from poverty and social exclusion by the granting of microcredit loans. Yunus set out to help one village but in the process, he managed to change the world.

With his firm belief in the importance of self-sufficiency, the village banker has altered the face of finance and enterprise. Striving for an alternative way to address extreme poverty, Yunus has revolutionised the banking system by granting low-income workers access to credit. Through this process, he has allowed many citizens of developing countries to start up businesses, to make a living for themselves and their families and to create sustainable societies.

Muhammad Yunus has given new impetus to creativity and has allowed millions of people to realise their potential. His influence has seen the creation of Grameen Phone (a mobile telephone company), Grameen Cybernet (Internet Service Provider), Grameen Communications (Rural Internet Service Provider), Grameen Software, Grameen Information Technology Park, Grameen Fund (Social Venture Capital), Grameen Capital Management, Grameen Textile Mills, Grameen Knitwear, Grameen Renewable Energy, Grameen Healthcare, Grameen Education, Grameen Agriculture Foundation, Grameen Fisheries and Livestock, and Grameen Business Promotion and Services.

In addition to the 2006 Nobel Peace Prize, Yunus has received numerous international awards and many honorary doctorate degrees from institutions around the world.



the poor. They have nothing to offer, so no collateral, no guarantee. That is fun, because then we don't need any lawyers. We don't have any lawyers in our bank. We have eight million borrowers; we deal with \$ 100 million a month. No lawyers, no papers and it works! So, people are puzzled. "How do you do it? We have all this collateral, all these lawyers and the banks are collapsing. Yours seems to work." I said, "This is not only working in Bangladesh, this works all over the world. Even in New York City we have a program called **Grameen America** and lend money to the absolutely lowest income families in the neighbourhood. We have 800 branches in NYC and we have 99.3% repayment.

**How can economics apply to this mission?**

Today we train so much to make money, it is an obsession. We are becoming money-making robots. Human beings are much more than robots, we are multi-dimensional and multi-functional. **We can make money but at the same time we can use business to solve problems.** We put all human creativity, technology and ability on one side, and on the other side all the problems of the world, fighting each other without connecting, that's the problem. We just leave it to the governments and that's not the right approach. Poverty is a scourge on the whole world. "Speed is irrelevant if you are going to the wrong direction," so **we need to redirect technology.** Today it is used just to make more money. I have tremendous expectations for young people because they are growing up with access to technology, they have creative power. They can start designing a new system in which there is no unemployment. One day they will create museums where students will visit to learn about poverty, with the promise that we will never go back to those days again.

Bengali economist and pioneer of micro-credit, he founded the Grameen Bank, as well as 25 similar institutions, which have helped to provide a way out of poverty for millions of people.



*"Each individual person is very important. Each person has tremendous potential. She or he alone can influence the lives of others within the communities, nations, within and beyond her or his own time."*

**Presentation Speech by the Chairman of the Norwegian Nobel Committee (selected excerpts)**

Muhammad Yunus has shown himself to be a leader who has managed to translate visions into practical action for the benefit of millions of people, not only in Bangladesh, but also in many other countries. Loans to poor people without any financial security had appeared to be an impossible idea. From modest beginnings three decades ago, Yunus has, first and foremost through Grameen Bank, developed microcredit into an ever more important instrument in the struggle against poverty. Grameen Bank has been a source of ideas and models for the many institutions in the field of microcredit that have sprung up around the world. Every single individual on earth has both the potential and the right to live a decent life. Across cultures and civilizations, Yunus and Grameen Bank have shown that even the poorest of the poor can work to bring about their own development. Microcredit has proved to be an important liberating force in societies where women in particular have to struggle against repressive social and economic conditions. Economic growth and political democracy can not achieve their full potential unless the female half of humanity participates on an equal footing with the male. Yunus' long-term vision is to eliminate poverty in the world. That vision can not be realised by means of micro-credit alone. But Muhammad Yunus and Grameen Bank have shown that, in the continuing efforts to achieve it, microcredit must play a major part.

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**Muhammed Yunus' Nobel Lecture in Peace (selected excerpts)**

...Nine elected representatives of the seven million borrowers-cum-owners of Grameen Bank have accompanied me all the way to Oslo to receive the prize. ...All borrowers of Grameen Bank are celebrating this day as the greatest day of their lives. ...This year's prize gives highest honour and dignity to the hundreds of millions of women all around the world who struggle every day to make a living and bring hope for a better life for their children. World's income distribution gives a very telling story. 94% of the world income goes to 40% of the population while 60% of people live on only 6% of world income. Half of the world population lives on \$ 2 a day. Over one billion people live on less than a dollar a day. This is no formula for peace. ...Peace should be understood in a human way – in a broad social, political and economic way. Peace is threatened by unjust economic, social and political order, absence of democracy, environmental degradation and absence of human rights. **...Poverty is the absence of all human rights. The frustrations, hostility and anger generated by abject poverty cannot sustain peace in any society. For building stable peace we must find ways to provide opportunities for people to live decent lives.** ...I was shocked to discover a woman in the village, borrowing less than a dollar from the money-lender, on the condition that he would have the exclusive right to buy all she produces at the price he decides. This, to me, was a way of recruiting slave labour. I decided to make a list of the victims of this mo-

ney-lending "business" in the village next door to our campus. When my list was done, it had the names of 42 victims who borrowed a total amount of US \$27. I offered US \$27 from my own pocket to get these victims out of the clutches of those money-lenders. The excitement that was created among the people by this small action got me further involved in it. If I could make so many people so happy with such a tiny amount of money, why not do more of it? That is what I have been trying to do ever since.

...Today, Grameen Bank gives loans to nearly 7 million poor people, 97% of whom are women, in 73,000 villages in Bangladesh. Grameen Bank gives collateral-free income generating, housing, student and micro-enterprise loans to the poor families and offers a host of attractive savings, pension funds and insurance products for its members. Since it introduced them in 1984, housing loans have been used to construct 640,000 houses. The legal ownership of these houses belongs to the women themselves. **We focused on women because we found giving loans to women always brought more benefits to the family.**

...The women who are our borrowers always gave topmost priority to the children. One of the Sixteen Decisions developed and followed by them was to send children to school. Grameen Bank encouraged them, and before long all the children were going to school. Many of these children made it to the top of their class. We wanted to celebrate that, so we introduced scholarships for talented students. Grameen Bank now gives 30,000 scholarships every year.

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*"Poverty in the world is an artificial creation, it doesn't belong to human civilization. We can make people going out of poverty, we need to redesign our policies."*

*"One day our grandchildren will go to museums to see what poverty was like."*

*"I went to the bank and proposed that they lend money to the poor people. The bankers almost fell over." (1970s)*



# The connection &

## MUHAMMAD YUNUS AND RAVI SHANKAR

Muhammad Yunus and Ravi Shankar have used their talents to help people in very different ways.

In 1971, Shankar harnessed his worldwide fame to organise the Concert for Bangladesh. This star-studded event raised funds and awareness for the millions of Bangladeshi refugees created by the Bangladeshi Liberation War of 1971. The Concert for Bangladesh also set the precedent of famous artists organising high-profile charity concerts for humanitarian causes.

Muhammad Yunus put his top-level education to the best possible use by creating Grameen Bank, a financial institution that has helped millions of people improve their lives by giving them the opportunity to access loans of amounts that would seem tiny to anyone who was not born into extreme poverty.

These two proud Bengalis have, between them, helped millions of people and set trends that will help millions more across the world in future generations.

*“In our culture we have such respect for musical instruments, they are like part of God.”*

*“Pop changes week to week, month to month. But great music is like literature.”*

The legendary sitarist and composer, Ravi Shankar, is best known for introducing Indian classical music to the world. Shankar was born in Varanasi, India in 1920 to a prominent Bengali family, but moved to Paris at an early age with his brother's dance group.

He soon became a performer with the group, learning to play various traditional Indian musical instruments and touring the world, which exposed him to many different music forms. This experience, in addition to his natural talent and passion for music, gave Shankar the foundation he needed to go on to build an illustrious international career in music. He was the first person to perform Indian classical music on American television and in the 1950s, he composed the music for the famous Apu Trilogy by the legendary Indian film director Satyajit Ray.

In 1966, Shankar, who was already one of the most important figures in the history of Indian music, agreed to take on George Harrison of the Beatles as a student. Their association made an immediate impact on the Beatles' sound and elevated Shankar to even greater international fame.

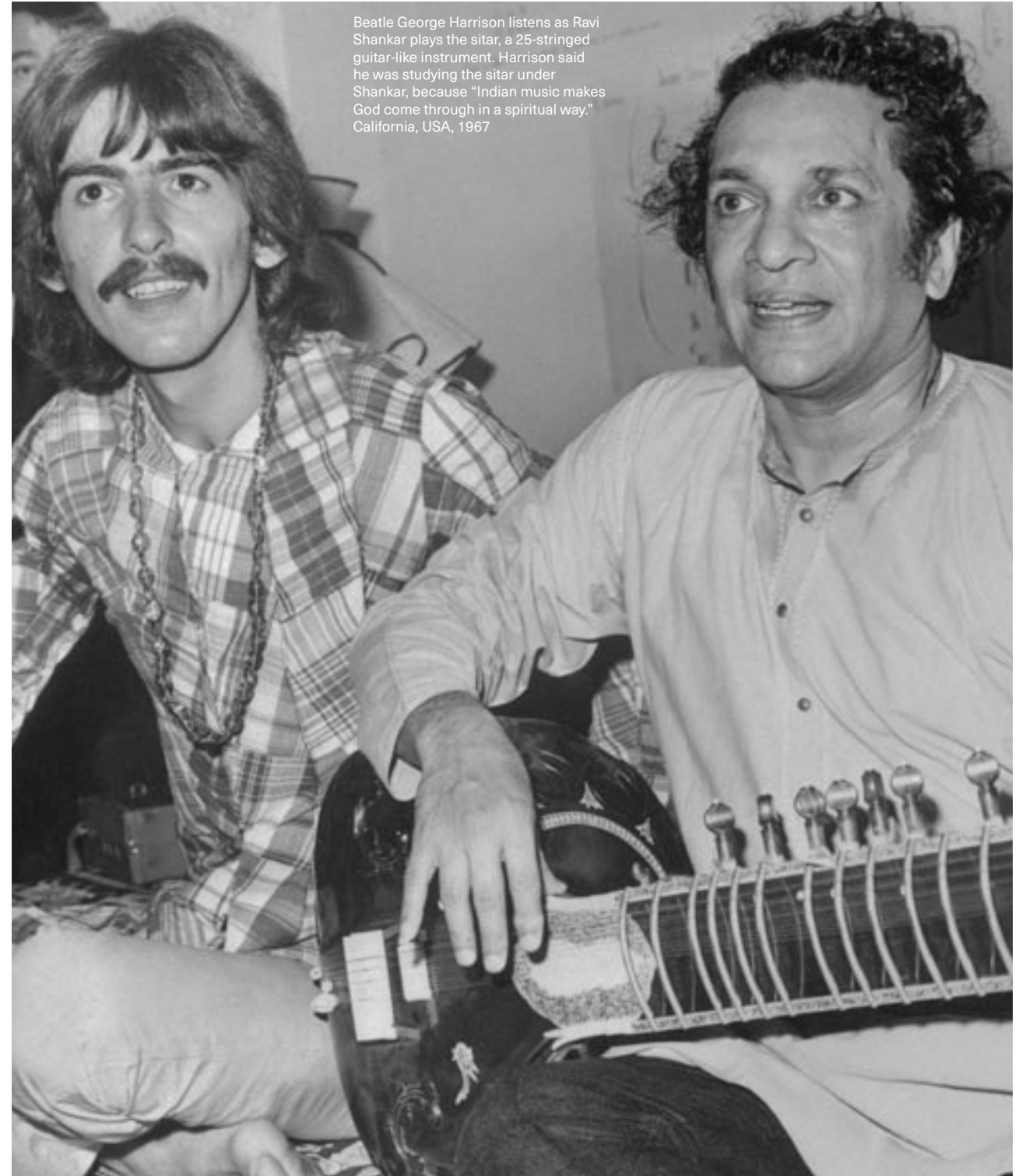
Because of the close friendship the two developed, Shankar was able to approach Harrison a few years later about a charity effort he had in mind. Shankar was deeply moved by the plight of the eight million refugees who flooded into India during the Bangladeshi struggle for freedom from Pakistan and he wanted to find a way to help on a large scale. Together with Harrison, Shankar was able to organise the famous **Concert for Bangladesh**, which featured performances by Shankar and Harrison, as well as other legendary musicians like Bob Dylan, Eric Clapton, Billy Preston and Ringo Starr.

This charitable effort was groundbreaking for the music industry at the time, and was one of the very first examples of prominent artists lending their talents to raise funds for the causes they believe in. Charity concerts are now one of the most successful tools in raising awareness and funds for humanitarian causes.

Shankar has received countless international music awards, including **three Grammys** and in 1999 was awarded India's highest civilian honour, the **Bharat Ratna**.

George Harrison called Ravi Shankar the **“Godfather of World Music,”** and no other artist commands such admiration and acclaim in both the East and the West.

A composer, trained in both Eastern and Western musical traditions and who died at the age of 92 in 2012, Shankar helped foster a worldwide appreciation of India's traditional music.



Beatle George Harrison listens as Ravi Shankar plays the sitar, a 25-stringed guitar-like instrument. Harrison said he was studying the sitar under Shankar, because “Indian music makes God come through in a spiritual way.” California, USA, 1967

# Muhammad Yunus

Human Rights Connection UDHR, Article 25	“Everyone has the right to a standard of living adequate for the health and well-being of himself and his family...”
Guiding Human Rights Convention International Covenant on Economic, Social and Cultural Rights	The ICESCR is a multilateral treaty drafted to bind nations to guarantee many of the social and economic rights outlined in the UDHR. Parties to the ICESCR have agreed to take all steps necessary to progressively realize the rights therein, including labour rights, the right to an adequate standard of living, right to education, right to health and participation in social and cultural life.
SPOTLIGHT	
ICESCR, Article 11	The States Parties to the present Covenant recognize the right of everyone to an adequate standard of living for himself and his family, including adequate food, clothing and housing, and to the continuous improvement of living conditions. The States Parties will take appropriate steps to ensure the realization of this right, recognizing to this effect the essential importance of international co-operation based on free consent.

# Muhammad Yunus

## “Right to an Adequate Standard of Living”

Grassroots Action, Organizational Building and Human Rights Instruments	Muhammad Yunus is an economist and social entrepreneur who recognized that meaningful and lasting social and economic development must happen from below. Lasting peace requires an opportunity for populations to break out of poverty. The microcredit loans provided by the Grameen Bank enabled even the poorest individual to improve their own well being. Yunus established the Yunus Centre to serve as a focal point for Grameen Bank’s social business related activity in Bangladesh and in global communities. Yunus also established the Yunus Social Business – Global Initiatives, which redirects philanthropic donations into sustainable investment opportunities to create jobs, support local businesses, and provide long-term financing to enable social businesses to flourish.
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Get to know  
Muhammad Yunus

- Professor Muhammad Yunus was born in 1940 in one of the world’s poorest countries: Bangladesh.
- He obtained a PhD degree in Economics from Vanderbilt University in 1970.
- In 1974, Professor Yunus met a poor woman who made bamboo stools for a living. She had to borrow small amounts of money to buy the bamboo and once she had finished reimbursing her creditors (those who let her borrow the money), she was making less than a penny of profit per stool. This encounter helped Professor Yunus realise that poor people would remain poor as long as they were denied access to capital and to obtaining money loans.
- Yunus started testing this theory out, and he started to grant small, low-interest loans to poor individuals without the threat of losing any assets.
- In 1983, he founded the Grameen Bank or “village” bank, which offered small loans, starting at \$10, at a 20% declining interest rate.
- This revolutionary bank, based on trust and solidarity has disbursed more than \$6 billion in loans to 7 million disadvantaged people, mostly women, and has more than 1,000 branches employing 12,5000 people.
- 65% of people who have taken advantage of Yunus’s bank loans have managed to escape extreme poverty.
- By believing in the potential of people, Yunus has helped them to emerge from extreme poverty while giving them back their dignity and helping them become self sufficient.
- Yunus has established 54 social businesses in Bangladesh which are all aimed at improving the lives of poor people.
- He has become the 7th person to have received the Nobel Prize, the Presidential Medal of Freedom, which he got in 2009, as well as the Congressional Gold Medal.
- Professor Yunus is the first Muslim and the first Bengali to have received all these three awards.

Reflections

After learning about **Muhammad Yunus’** social justice work, what questions do you have about his life story ?

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Is there something you are wondering about **Muhammad Yunus’** childhood or how his life may have influenced his work? If so, what would this question be. Write it here.

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Which part of **Muhammad Yunus’** life seems the most interesting to you that you would like more information about. Please come up with and write that question here.

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**Background**  
With a population exceeding 191 million people, the Muslim-majority state of Pakistan occupies an area that was home to some of the earliest human settlements. The modern state was born out of the partition of the Indian sub-continent in 1947, and has faced both domestic political upheavals and regional confrontations. Created to meet the demands of Indian Muslims for their own homeland, Pakistan was originally made up of two parts. The east wing - present-day Bangladesh - and the west wing - present-day Pakistan. The break-up of the two wings came in 1971, when the Bengali-speaking east wing seceded with help from India.

# Pakistan



The disputed northern territory of Kashmir has been the flashpoint for two of the three India-Pakistan wars - those of 1947-8 and 1965. There was a further brief but bitter armed conflict after a major infiltration of Indian-administered Kashmir by Islamic militants in 1999. Civilian politics in Pakistan in the last few decades has been tarnished by corruption, inefficiency and confrontations between various institutions. Alternating periods of civilian and military rule have not helped to entrench any stability. Pakistan came under military rule again in October 1999. Coup leader General Pervez **Musharraf** pledged to revive the country’s fortunes, but failed to boost the economy or lessen polarisation between Islamist militancy and the modernising secular wing of politics. Under growing pressure to reintroduce democratic rule, Musharraf relinquished his army post in 2007, but his supporters were defeated at parliamentary elections in 2008 by the Pakistan People’s Party and former prime minister Nawaz Sharif’s Muslim League. The two parties formed a coalition government that forced Musharraf out of office, but it soon fell apart. The People’s Party governed with smaller parties until elections in 2013 brought the Muslim League back to power, in the first transition from one elected government to another at elections in the country’s history.

Pakistan has the seventh largest standing armed forces in the world and is a declared **nuclear-weapons state**, being the only nation in the Muslim world, and the second in South Asia, to have that status. In 1988, Benazir Bhutto (Zulfikar Ali Bhutto’s daughter) became the first female Prime Minister of Pakistan, and the first woman elected to head a Muslim country. During her election campaigns, she voiced concerns over social issues of women, such as health and discrimination. She also announced plans to set up women’s police stations, courts and women’s development

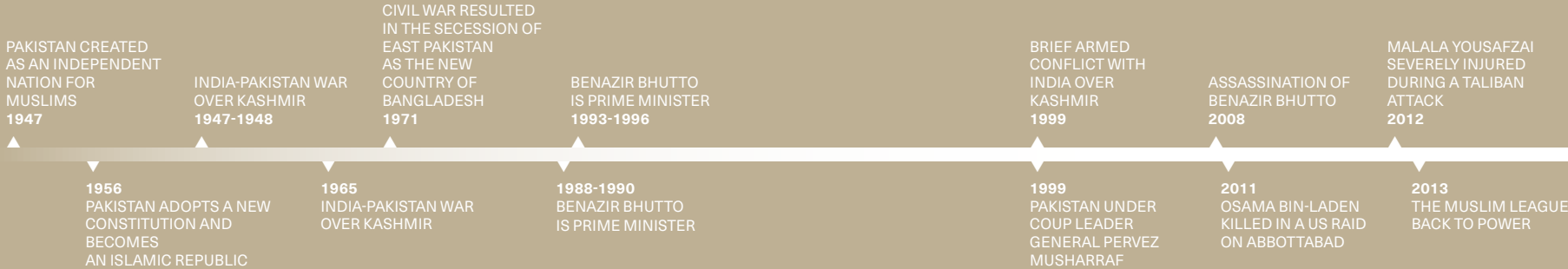
banks. She also promised to repeal controversial Hudood laws that curtailed the rights of women. However, during her two incomplete terms in office (1988–90 and 1993–96), Bhutto was not able to propose any legislation to improve welfare services for women. She was assassinated in 2008 during her general election campaign.

Pakistan’s place on the world stage shifted after the 9/11 attacks in the US. It dropped its support for the **Taliban** regime in Afghanistan, and found itself on the frontline in the fight against terrorism, becoming an uneasy ally of the United States. However, Pakistani forces have struggled to maintain control over the restive tribal regions along the Afghan border, where Taliban-linked militants are firmly entrenched. These Sunni **extremists** have more recently expanded attacks to target minority groups elsewhere in the country, in particular Shia Muslims and Christians. Since 2009, the government has been waging an on-and-off military campaign to flush the militants out of the tribal areas. It repeatedly denied US and Afghan allegations that senior **al-Qaeda** and Taliban leaders were present in the border areas, or that its ISI military intelligence service had links to these armed groups. So the death in 2011 of al-Qaeda chief **Osama Bin-Laden** in a US raid on Abbottabad, a city in the heart of Pakistan’s military establishment, stretched relations with the US to breaking point. In particular, India and Afghanistan accuse Pakistan of protecting Islamist insurgents, which makes for tense and sometimes explosive relations. Pakistan gets on better with China and, like India and Bangladesh, is one of the most important contributors to UN peacekeeping missions.

The country continues to face challenging problems, including overpopulation, terrorism, poverty, illiteracy, and corruption.

## CHILDREN'S RIGHTS TO EDUCATION VS GIRLS' SUBMISSION AND IGNORANCE

Worldwide, over **60 million girls are missing out on education**. Too many girls are still shut out of school because they have to work, are married early, or have to care for younger siblings, denying them their fundamental right to education. 31 million primary-aged girls are still out of school around the world. 32 million more girls are missing out on the first three years of secondary education. Millions more are missing out on the final years of secondary schooling but are not being counted. **Even when girls are in school, they are often treated differently from boys**, and discouraged from taking leadership roles. Lower expectations from families and school communities hinder their performance and achievement. Girls face violence preventing them from going to school in over 70 countries. Peace is necessary for education. In many parts of the world especially Pakistan and Afghanistan, **terrorism, wars and conflicts stop children to go to their schools**. In India, innocent and poor children are victims of child labour. Many schools have been destroyed in Nigeria. People in Afghanistan have been affected by the hurdles of extremism for decades. **Poverty, ignorance, injustice, racism and the deprivation of basic rights** are the main problems faced by both men and women.



### Keyword

**GENDER DISCRIMINATION OR SEXISM**  
Gender discrimination is based on a person’s sex or gender, most often expressed towards girls and women. It has been linked to stereotypes and gender roles and includes the belief that one sex or gender is intrinsically superior to another. Extreme sexism may foster sexual harassment, rape and other forms of sexual violence.



# Malala Yousafzai

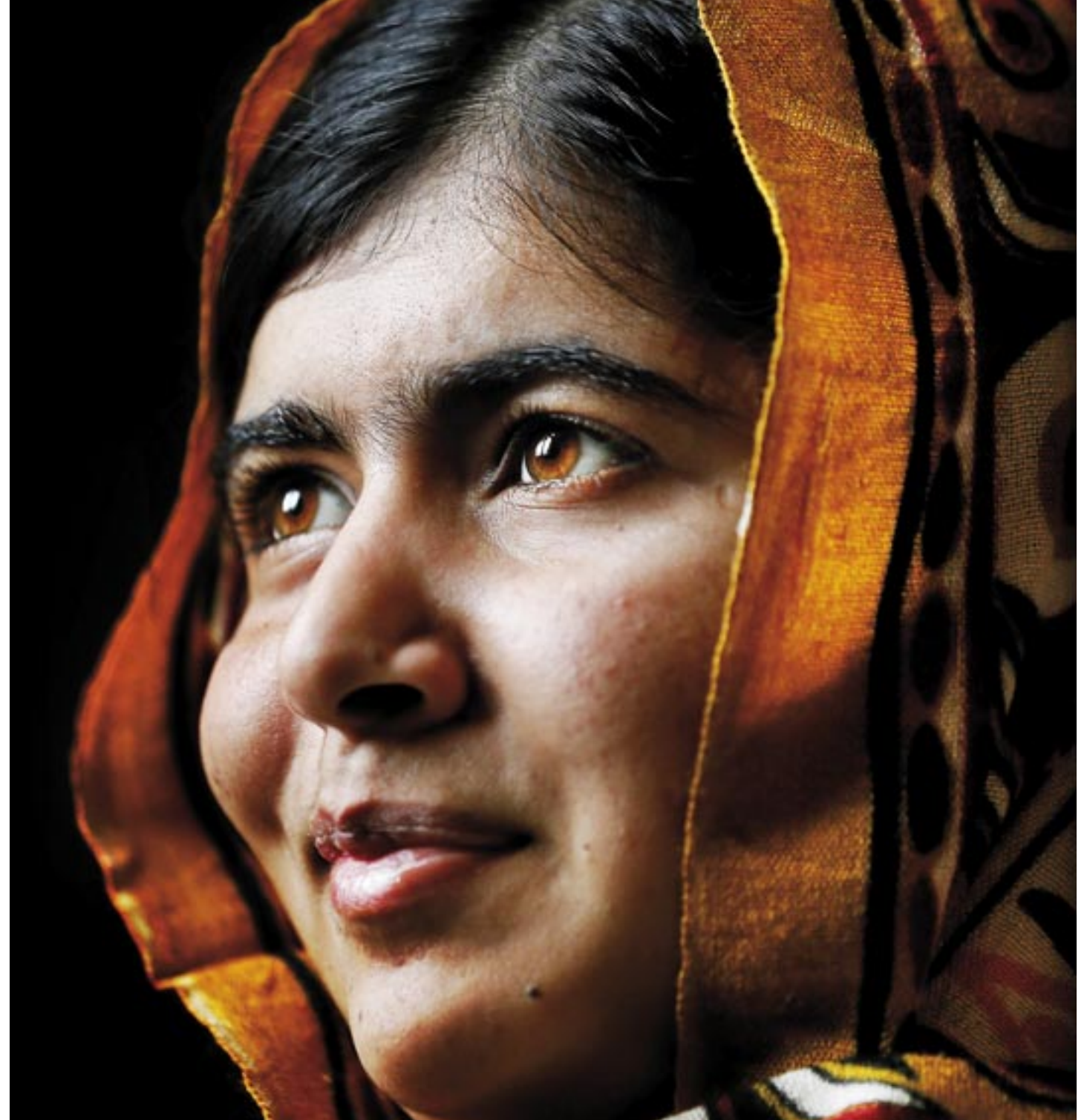
*“for their struggle against the suppression of children and young people and for the right of all children to education.”*

Malala was born on 12 July 1997, in Mingora, the Swat District of North-West Pakistan. She was named Malala, after Malalai, the famous Pashtun Heroine. Malala's father, **Ziauddin Yousafzai** is a poet, and run a public school. He is a leading educational advocate himself.

In 2009, Malala began writing an anonymous **blog for the BBC** expressing her passion for learning and life under the threat of the **Taliban** taking over her valley. During this period, the Taliban's military hold on the area intensified: they issued edicts **banning television, music, women from going shopping and limiting women's education**. Hundreds of girls' schools had already been torched or bombed, and on 15 January 2009, the Taliban declared that girls were no longer allowed to go to school at all. Malala told the world what it felt like to be trapped at home, longing to go to school, but with no school to go to. A climate of fear prevailed and Malala and her father began to receive **death threats** for their outspoken views. As a consequence, Malala and her father began to fear for their safety. After the BBC blog ended, Malala was featured in a documentary made for *The New York Times*. She also received greater international coverage and was revealed as the author of the BBC blog.

In 2011, she received Pakistan's first **National Youth Peace Prize** and she was nominated by Archbishop Desmond Tutu for the **International Children's Peace Prize**. Her increased profile and strident criticism of the Taliban caused Taliban leaders to meet, and in 2012, they voted to kill her. On 9 October, 2012, a masked gunman entered her school bus and asked for Malala by name. Malala was shot with a single bullet which went through her head, neck and shoulder. Two of her friends were also injured in the attack. Malala survived the initial shooting, but was in a critical condition. She was later moved to Birmingham in the United Kingdom for further treatment at a specialist hospital for treating military injuries. She was discharged on January 3, 2013 and moved with her family to a temporary home in the West Midlands. It was a miracle she was alive.

Ehsanullah Ehsan, chief spokesman for the Pakistani Taliban, claimed responsibility for the attack, saying that Yousafzai was a symbol of the infidels and obscenity. However, other Islamic clerics in Pakistan issued a **fatwa** against the Taliban leaders and said there was no religious justification for shoo-



ting a schoolgirl. Her assassination attempt received worldwide condemnation and protests across Pakistan. Over 2 million people signed the **Right to Education campaign**. The petition helped lead to the ratification of Pakistan’s first right to education bill. Her shooting, and her refusal to stand down from what she believed was right, brought to light the plight of millions of children around the world who are denied an education today. Globally, there are still 32 million girls who cannot go to primary school. Malala became a world advocate for the millions of girls being denied a formal education because of social, economic, legal and political factors. She started the **Malala Fund** to bring awareness to the social and economic impact of girls’ education and to empower girls to raise their voices, to unlock their potential, and to demand change. After her surgery, Malala went back at school, not in Pakistan, but in the UK, where she now lives with her family. But she still fights passionately for children’s rights in Pakistan and beyond, and above all, for girl empowerment through education. Malala is now an adult and she wants to be a social activist and a political leader.

# Interview

Since her early adolescence, Malala fights for a world where everyone can go to school. She believes that education lies at the heart of change. She stands up for the importance of education for girls.

Malala is giving me the interview the day after she received the International Children’s Peace Prize in the Hague, where she didn’t forget to wear Benazir Bhutto’s scarf . We stayed at the same hotel, in front of the Royal Palace. We had breakfast together with her family, before she would fly back to Birmingham. I am so impressed by her lovely father, who is able to fully support her daughter, without invading her space, still being there for her in heart and mind, having his child’s best interest at heart. He actually reminds me of my father and mother at the same time, ready to listen and give appropriate support, when needed. Malala is just 16, and I feel like I am speaking to an experienced girl, with a young an fresh determination, who is ready to change the world and make it better for her peers. (September, 2013)

**Dearest Malala, Who do you want to become after your studies?**

I have this big dream and ambition to help my country, Pakistan, as political leader; I want to focus on education, not just in my country, but elsewhere as well. Around the world, 57 million children can’t go to school, 32 million of which are girls; that has to change.

**What do you feel when you think of the dramatic attempt on your life on 9 October 2012?**

I don’t think about the attack very often, I can’t remember it anyway. I do get flashbacks sometimes; they come out of nowhere. An I am reminded about it every

time I look in the mirror. I survived, and the way I see it, Allah has given me a second opportunity to continue my struggle.

**Do you want to revenge from the Taliban?**

I do not even hate the Taliban who shot me. Even if there is a gun in my hand and he stands in front of me. I would not shoot him. This is the compassion that I have learnt from Muhammad-the prophet of mercy, Jesus Christ and Lord Buddha. This is the legacy of change that I have inherited from Martin Luther King, Nelson Mandela and Muhammad Ali Jinnah. This is the philosophy of non-violence that I have learnt from Gandhi Jee, Bacha Khan and Mother Teresa. And this is the forgiveness that I have learnt from my mother and father. This is what my soul is telling me, be peaceful and love everyone.

**Why are the Taliban against children’ education?**

My friends and I did not understand what was so wrong about going to school. My father said the Taliban are afraid of pens.

**What is the connection between terrorists and Islam?**

The terrorists are misusing the name of Islam and Pashtun society for their own personal benefits. Pakistan is a peace-loving democratic country. Pashtuns want education for their daughters and sons. And Islam is a religion of peace, humanity and brotherhood. Islam says that it is not only each child’s right to get education, rather it is their duty and responsibility. The first thing Kuran asks to do is “to read”.

*“One child, one teacher, one pen and one book can change the world.”*

*“Malala day is not my day. Today is the day of every woman, every boy and every girl who have raised their voice for their rights.”*



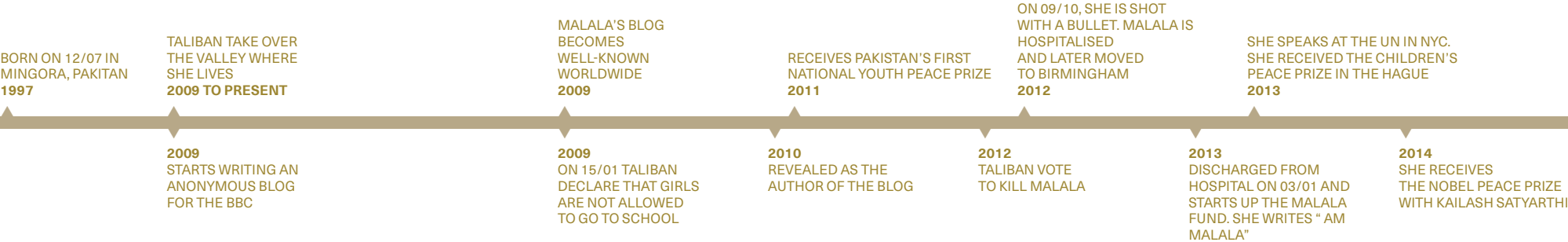
## Legacy

The teenage Malala who is now an adult is an inspiration for many girls in Pakistan and elsewhere, seeking education and hoping for change in a radicalized Islamic society. Her truly motivating courage and confidence are already bearing fruit, as official statistics show a steep rise in school enrollment in Swat valley.

*“I want education for the sons and the daughters of all the extremists especially the Taliban.”*

*“I don’t mind if I have to sit on the floor at school. All I want is education. And I am afraid of no one.”*

*“It is the right of every boy and every girl to get educated. Let us pick our books and our pens. They are our most powerful weapons”.*





# The connection &

## MALALA YOUSAFZAI AND DEEYAH KHAN

Both Malala and Deeyah have grown up in a stimulating family environment, with a supporting Pakistani father, who was able to break the close circuit of the traditional discrimination and taboos against daughters. They both received and are still receiving unconditional love from their parents, who never stop encouraging them to pursue their passions and to speak the truth - the true message of Islam.

*“I remember vividly that when I was nine, my dad took me to see a Pakistani classical dancer perform. She was from the same strict traditional society as other Pakistani women, but she was strong and fearless. I was mesmerized. Watching her dance, it was as if my own future opened up, and I could see that it was possible to be strong and feminine, powerful and beautiful, Pakistani and a woman - all at the same time.”*

Deeyah Khan is a critically acclaimed music producer and **Emmy** and **Peabody** award-winning documentary film director, whose work highlights human rights, women's voices and freedom of expression. Her skill as a multidisciplinary artist led her to **use music and film as the language for her social activism**. Born in Norway to immigrant parents of Pashtun and Punjabi ancestry, she was steeped in the rich culture and arts of her parents' homelands.

People of all faiths were in and out of the house - artists, intellectuals and passionate political advocates mixed with friends and neighbours in a highly flavoured hospitable stew. The experience of living between different cultures, both the beauty and the challenges, dominates her artistic vision. While her mother worked with women and children as both a teacher and translator, it was her father's passion for music that first shaped her life.

A musical enthusiast, he was a leader in the cultural exchange between Norway and Pakistan, and encouraged seven year-old Deeyah to study with **Ustad Bade Fateh Ali Khan**, who is recognized as one of the most prominent masters of the **Khyal Musical tradition**. Cultural tradition reserved these lessons for male pupils, but Deeyah persevered and impressed Her master with her vocal talent, discipline and dedication to music. After several years of Ustad Fateh Ali's mentorship, she was declared, “one of his favorite students.” Later Deeyah continued her apprenticeship with another master of North Indian Classical music, **Ustad Sultan Khan**. After again proving her devotion to the art form through tests of character and skill, he would make the trip to Norway in order to give her lessons.

After moving to London, she continued working with world music genres and performing pop music as well. Her success led to difficult confrontations with more Orthodox Muslims, whose threats eventually made it too dangerous to continue. Eventually, she stopped performing completely and turned her focus to her first love for producing and composing music instead. She now produces projects that combine her passion for art and activism as she continues to broaden her creative expression into film-making and digital media initiatives, driven by a commitment to human rights and social activism.

In 2010 she co-produced the critically acclaimed **Listen To The Banned** album with the program manager of Freemuse, Ole Reitov. The CD features artists from Asia, Africa and the Middle East who have experienced persecution, censorship or imprisonment for their artistic expression.

In 2011 she produced Nordic Woman, the first release in Fuuse



Mousiqi's **WOMAN album series**. WOMAN celebrates women's voices within traditional music from around the world, while drawing attention to women's rights issues in the region. The second CD release from the WOMAN series is Iranian Woman. Her 2012 film **Banax: A Love Story** won several international awards. This documentary, chronicles the life and death of Banaz Mahmod, a young British Kurdish woman killed in 2006 in London on the orders of her family in a so-called **honour killing**. Deeyah is also the recipient of several awards for her outstanding work supporting **freedom of expression** and in 2012 she was awarded the **Ossietzky Prize** by Norwegian PEN. The focus of her work and access to voices that are often overlooked and misunderstood has led to increasing demand as a speaker at international human rights events and platforms including the United Nations. Deeyah is the founder and CEO of social purpose production company **Fuuse** which creates works in the intersection of art and activism.

Deeyah's life and work is born of being a child of several cultures, being an international musical presence and experiencing the divisions and difficulties within her own life, her own family and her own career. Her ever-growing belief is that artistic expression is an essential language for being of service towards positive change to create a better world.

Continuing her commitment to the issue of honour killings and honour-based violence, Deeyah co-founded HBVA (Honour Based Violence Awareness network) with Joanne Payton in 2012. A one of a kind international digital resource centre, HBVA is a learning, information and training tool created for front-line professionals, from teachers, health workers, social services to police, politicians, and others who may encounter individuals at risk.



# Malala Yousafzai

Human Rights Connection UDHR, Article 26	“Everyone has the right to education.”
Guiding Human Rights Convention The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) (1981)	CEDAW provides a framework for women’s rights with regard to non-discrimination, access to the public sphere, political engagement, representation, education, employment, marriage, and health. CEDAW takes an intersectional approach to problem-solving and uses a holistic framework to understand the needs and experiences of women in different global communities.
SPOTLIGHT	
CEDAW, Article 10	<p>States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:</p> <p>(a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas...</p> <p>(b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;</p> <p>(c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim...</p> <p>(d) The same opportunities to benefit from scholarships and other study grants...</p>

# Malala Yousafzai

## “Women’s Right to Education”

Grassroots Action, Organizational Building and Human Rights Instruments	Malala Yousafzai has been instrumental in bringing attention to the unequal treatment of women in accessing their right to education. She initially utilized social media to bring global awareness and attention to the violation of basic rights in the Swat District in Pakistan. She subsequently created the Malala Fund to empower girls, advocate for resources, and invest in local education in order to eliminate the disparate treatment for men and women based on their gender assignment. The Malala Fund has advocated for a free, quality primary and secondary education for all children to ensure that girls have more than a basic education.
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# Get to know Malala Yousafzai

- Malala was born on 12th July 1997 in Mingora, North West Pakistan.
- Her father, Ziauddin Yousafzai is a poet and is Head of a public school.
- Malala began writing an anonymous blog for the BBC, where she shared her passion for learning and described her life under the threat of the Taliban who were taking over the valley where she lived.
- On 15th January 2009, the Taliban declared that girls were no longer allowed to go to school. It created overall fear amongst the community and Malala and her father started receiving death threats for openly sharing their views.
- In 2011, Malala was the first person to ever receive Pakistan’s National Youth Peace Prize. She was also nominated by Archbishop Desmond Tutu for the International Children’s Peace Prize.
- On 9th October 2012, a masked gunman entered Malala’s school bus and asked her for her name. She was shot once and the bullet went through her head, neck and shoulder.
- Over 2 million people have signed the Right to Education Campaign, which was a petition which helped lead the ratification of Pakistan’s first right to education bill.
- There are still 32 million girls who cannot go to Primary school, but Malala has started the Malala fund to bring awareness to the social and economic impact of girls’ education.
- Malala is currently a student at Oxford University in England.
- Wangari Maathai died in 2011, at the age of 71.

## Reflections

After learning about **Malala Yousafzai’s** social justice work, what questions do you have about her life story ?

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Is there something you are wondering about **Malala Yousafzai’s** childhood or how her childhood may have influenced her work? If so, what would this question be. Write it here.

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Which part of this **Malala Yousafzai’s** life seems the most interesting to you that you would like more information about. Please come up with and write that question here.

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The International Children's Peace Prize and The Youngsters

The International Children's Peace Prize is annually presented to one outstanding and very courageous child. A child who has made a difference by his or her dedication to children's rights through action in his or her own environment and beyond.

The children's rights addressed by the prize-winning children affect many children around the world. The actions of these winners have made a true and remarkable difference.

The International Children's Peace Prize was launched by KidsRights during the 2005 World Summit of Nobel Peace Laureates chaired by Mikhail Gorbachev. Since then, the prize has been presented every year by a Nobel Peace Prize Winner.

This important prize has been brought to life because KidsRights feels that children who make a difference should be recognised, awarded and motivated in their incredible efforts to improve children's rights.

Their efforts not only improve their own circumstances, but also those of other children in their surroundings and even the world.

With each year, the impact of the International Children's Peace Prize has become greater and it is still growing in significance.

We are proud that the prize gathers attention for specific children's rights issues on a global level.

Each year the winner shows us, that a child really can "move the world", as the Children's Peace Prize statuette expresses.

Each year one child will win the prize...in the name of, and for the benefit of millions of others.



**Marc Dullaert**  
Founder of the International Children's Peace Prize,  
Founder and Chairman of the Kidsrights Foundation,  
Children's Ombudsman of the Netherlands



**THE PRIZE**

The winner receives the statuette 'Nkosi', designed by Inge Ikink, financial support for his or her education and a worldwide platform to promote his or her ideals and cause to the benefit of children's rights. The Children's Peace prize is accompanied by a project fund of 100.000 Euro which is invested in projects closely connected to the winner's area of dedication.

**NOMINATION PROCESS**

Each year the International Children's Peace Prize winner is selected from nominations from all over the world. An Expert Committee assesses the candidates, comprises a selected list of nominees and then selects the winner. Every year, KidsRights tries to reach a wider range of organisations and therewith children to be nominated for the International Children's Peace Prize. KidsRights is of the opinion that the more children will be nominated and thus recognized in their work, the bigger the platform becomes for children to reach their full potential in changing the world.

**A PLATFORM FOR CHILDREN'S RIGHTS**

Not only is the prize a sign of recognition for the young winners. Having won the award also offers the winners a platform to promote their ideals and further their work. With the newfound attention, these young heroes' messages have more impact, and reach a larger audience. The intention of KidsRights is to create international attention for the rights that the winners are advocating. This global attention will generate a higher level of cooperation and structural improvement for the respective subjects. As Nobel Peace Prize winner and patron of KidsRights, Desmond Tutu says: "KidsRights seeks to give a voice to the voiceless."

**THE KIDSRIGHTS YOUNGSTERS**

At the 10-year jubilee celebration of the International Children's Peace Prize in 2014, KidsRights launched The KidsRights Youngsters, a unique youth-led advocacy platform of the International Children's Peace Prize winners that aims to realise children's rights. The Youngsters urge decision-makers to constantly put children's rights at the core of the (inter)national agendas and to collaborate with children and youth to substantially improve the quality of life of children around the globe.

Children's Peace Prize

Children's Peace Prize

## 2005 South Africa

# Nkosi Johnson

South Africa's famous child Aids activist, Nkosi Johnson, was born with HIV and died at the age of 12 in 2001. At the time of his death, he was the longest-surviving child born with HIV in the country. He was posthumously awarded the first KidsRights Foundation's International Children's Peace Prize, for his efforts in support of the rights of children with HIV/Aids, and his legacy continues to live on through Nkosi's Haven, which houses and supports HIV-positive mothers and children.

Nkosi's step-brother receiving the Prize from Mikhail Gorbachev

Nkosi rose to international prominence in July 2000 when he delivered his self-written address, televised worldwide, to 10,000 delegates at the 13th International Aids Conference in Durban. "Hi, my name is Nkosi Johnson," he began. "I am 11 years old and I have full-blown Aids. I was born HIV-positive."

### More than a statistic

Nkosi was born Xolani Nkosi on 4 February 1989 in a township east of Johannesburg. His mother, Nonthlanthla Daphne Nkosi, was HIV-

positive and passed the virus on to her unborn child. He became a statistic: one of more than 70,000 children born HIV-positive in South Africa every year. Xolani was a fighter. He survived beyond his second birthday, unusual in HIV- infected babies. As the disease began to take its toll on Daphne, she and Nkosi were admitted to an Aids care centre in Johannesburg. It was there that **Gail Johnson**, a volunteer worker, first saw the baby boy and his ailing mother. "It was a very personal and mutual understanding," Johnson

said. "I had a graphic encounter with an Aids death close to my family, and I wanted to do something more than just talk about it. And there was Nkosi. All I had to do was to reach out to him." Daphne readily agreed for Gail to become Nkosi's foster mother. "I know she loved me very much and would visit me when she could," Nkosi said of his mother in his July 2000 speech. "And then the care centre had to close down because they didn't have any funds. So my foster mother, Gail Johnson, who was a director of the care centre and had taken me home

for weekends, said at a board meeting she would take me home. She took me home with her and I have been living with her for eight years now." Daphne Nkosi died of an Aids-related illness in 1997. "She went on holiday to Newcastle – she died in her sleep," Nkosi said. "And mommy Gail got a phone call and I answered and my aunty said, please can I speak to Gail? Mommy Gail told me almost immediately my mommy had died and I burst into tears."

### Fighting for school

Also in 1997, Gail Johnson attempted to enrol Nkosi – then eight years old – at a school in the Johannesburg suburb of Melville. When the boy's HIV status was discovered, there was immediate opposition from teachers and parents. "Mommy Gail went to the school, Melpark Primary, and she had to fill in a form for my admission and it said does your child suffer from anything, so she said yes: Aids," Nkosi said. "My mommy Gail and I have always been open about me having Aids. Then she phoned the school, who said we will call you and then they had a meeting about me. Of the parents and the teachers at the meeting, 50% said yes and 50% said no." Gail went public with a complaint and won her case. Nkosi went to school. "The Aids workshops were done at the school for parents and teachers to teach them not to be scared of a child with Aids," Nkosi said. "I am very proud to say that there is now a policy for all HIV-infected children to be allowed to go into schools and not be discriminated against." Nkosi soon became a national figure in the campaign to de-stigmatise Aids, with provincial education departments across South Africa moving to draw up new policies.

Mairead Maguire congratulates Nkosi's step-brother and step-mother Gail Johnson

### Speaking to the world

His big moment came in July 2000, when he addressed delegates at the 13th International Aids Conference in Durban. A tiny figure in a shiny dark suit and sneakers, 11-year-old Nkosi Johnson held an audience of 10,000 delegates in occasionally tearful silence as he told his story.

**"Care for us and accept us – we are all human beings,"** he said at the conclusion of his speech. **"We are normal. We have hands. We have feet. We can walk, we can talk, we have needs just like everyone else. Don't be afraid of us – we are all the same."** In October 2000 he took the same message to an Aids Conference in Atlanta, Georgia. But Nkosi was not well when he returned from the US. He had a quiet Christmas, and then collapsed. Diagnosed with brain damage, he had several seizures and became semi-comatose. Yet he hung on. Nkosi died at 5.40am on Friday 1 June 2001. He was given a hero's burial in Johannesburg in a funeral attended by thousands of mourners. "It's a great pity that this young man has departed," **Nelson Mandela** told reporters. "He was exemplary in showing how one should handle a disaster of this nature. He was very bold about it and he touched many hearts." For all the misery Nkosi had to suffer, he was one of the lucky ones, according to Gail Johnson. "He was accepted, he was loved."

*"Our greatest challenge today is to help vulnerable children. If we provide education and protection to children, then we take our responsibility as adults."*

Mikhail S. Gorbachev





## 2006 India

Om  
Prakash  
Gurjar

Om Prakash was awarded the prize for his unceasing work to combat child labour and liberate child slaves in India.

*"If a bonded child labourer like me, could see a dream of a world free from every type of exploitation, every child in school, so why not you?"*

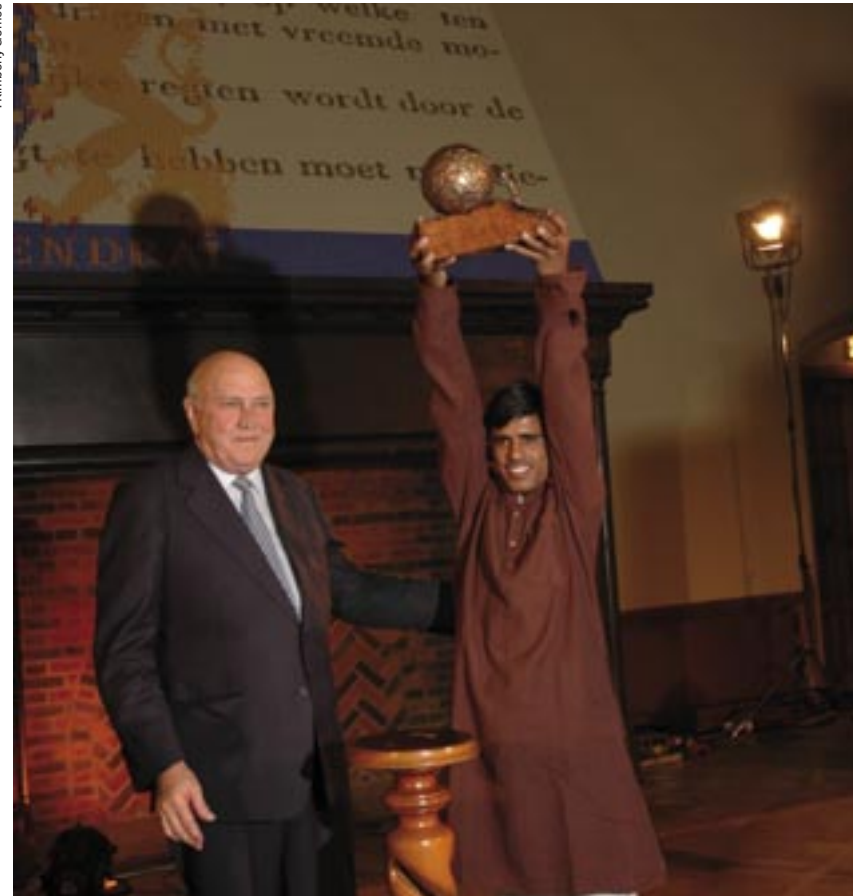
Om Prakash

Om Prakash receiving  
the Prize from  
FW de Klerk

Om Prakash was liberated from slavery after having worked for years under gruelling circumstances. After his liberation, Om Prakash started advocating and fighting for children's rights to freedom and education. Through his work, he has helped hundreds of children to receive a birth certificate, entitling them to free education.

Om Prakash received the International Children's Peace Prize, at the age of 14, from Nobel Peace Laureate F.W. De Klerk. At present, Om Prakash studies Computer Application at the Poornima

University in Jaipur, where he lives on campus. He is expecting to receive his bachelor's degree in 2015. He still helps vulnerable children in India. One of his changemaking projects he conducts is a school for children of migrant workers who do not go to school. Om Prakash inspired fellow students to give daily classes in the evening about reading, writing and maths to around 60 children. Om Prakash is one of the co-founding members of the *KidsRights Youngsters*.



## 2007 Zambia

# Thandiwe Chama

Thandiwe received the Children's Peace Prize for her devotion to the rights of children in her country, especially their right to education.

Thandiwe's school was closed when she was only eight years old because of a lack of teachers. However, Thandiwe did not accept this and demanded education for her and her 60 schoolmates. The Jack CECUP School took them in. After having seen the extent to which she could influence her environment, Thandiwe went to a government official to plead for a new building, so that the children did not have to study outside in the hot sun anymore. Ever since, Thandiwe has been fighting for the right to education for all children, including the poor and the ill.

Thandiwe has seen the devastating effects of HIV/Aids in her direct environment. Children dying of the

disease, children not going to school and lacking the right nutrition. Taking action on behalf of children with HIV/Aids and calling upon others to do their share is one of her great drives in daily life. She gets the community involved to provide fruit, to sick children in the nearby hospital. She advises children and parents on testing for HIV, and has even taken children herself to do the test.

Thandiwe received the International Children's Peace Prize, at the age of 16, from Nobel Peace Laureate Betty Williams and from Sir Bob Geldof.

Thandiwe is one of the co-founding members of the ***KidsRights Youngsters***.

*"Do not forget that we are the leaders of the next and near generation. If not you, then who? If not me, then who? If not now, then when?"*

Thandiwe

Thandiwe receiving  
the Prize from  
Betty Williams  
and Bob Geldof



*"The children of the world must live with justice, with peace and freedom, but above all, with the dignity they deserve."*

Betty Williams



2008 Brazil

Mayra  
Avellar  
Neves

Mayra received the prize for her ongoing fight against the violence in the favelas (slums) in Rio de Janeiro, Brazil and her own favela, Vila Cruzeiro, in particular.

“I believe that we must have hope. But, I speak of “hope” in the best sense of the word. Hope is not the same as expectation. We must not expect things to happen. Hope must be added up to the will to change and to act.”  
Mayra

Mayra receiving the Prize from Desmond Tutu

When Mayra was only 11 years old, her favela was closed off by so many checkpoints that schools and clinics had to be closed because doctors and teachers could not reach them. She, however, refused to accept this and found another school outside the favela and demanded her right to education. When Mayra was 15 years old, she mobilised hundreds of youths to participate in a community march against violence. Their direct demand was that the police should stop patrolling around schools during the

times that children walk to and from school. This took great courage, as the march passed by many of these armed police patrols. More than 300 children participated in the **Walk for Peace**. As a result of this action the police agreed to the demands and children started coming back to school again – a great achievement with far-reaching implications for life in the favela.



Photo: Die Urhahn

“Do your little bit of good where you are; it’s those little bits of good put together that overwhelm the world.”  
Desmond Tutu

2009 DR Congo

Baruani  
Ndume

Baruani received the International Children's Peace Prize for his proactive role in promoting the rights of children living in a refugee camp.

“May I call upon your collaboration to ensure we eliminate children abuse and denial of their rights. I would love to see the world that has love, which has no violence and abuse to children.”  
Baruani

Baruani receiving the Prize from Wangari Maathai

Baruani has lived in the Nyarugusu refugee camp in Tanzania since he fled the DR Congo at the age of seven. He tries to convert this life experience into positive action, by actively helping fellow refugee children. His radio show is one of the key ways in which he tries to help his peers. The radio show, called ‘Sisi kwa Sisi’ (Children for Children), airs on Radio Kwizera in Tanzania, Congo, Rwanda, and Burundi. In his radio show, Baruani discusses the problems and challenges refugee children face in the camp. For many children it is already a big help to talk to someone and to be able to share the problems they experience. Baruani also leads a children’s parliament in the camp which is an alternative child voicing out tool. Furthermore, through his



Photo: Roy Beusker

“Universal children’s rights are intensely important, because being born should not be a lottery ticket. Whether a child will grow up happy and healthy should not be a matter of where a child is born. The meaning of the Children’s Rights Treaty is that wherever you are born, your country has solemnly promised to cherish and protect your right to be treated equally with all children and allow everyone the same rights.”  
Wangari Maathai

2010 Dominican Republic

Francia Simon

Francia received the prize for her fight for the right of children to name and nationality – both for children born in the Dominican Republic as for refugee children from Haiti. It is only after official registration that children can gain access to essential rights such as health care and education.

“It is my wish to go around the world looking for children without a birth certificate, to help them get it, so that they can achieve their goals of becoming engineers, architects, etc. I hope my story spreads around the world so that all families can get their birth certificates. I want to fight for children because I am an advocate for their rights.”

Francia

Francia receiving the Prize from Rigoberta Menchú

Francia found herself faced with possible exclusion from school because she did not have a birth certificate. In response, she carried out extensive research and showed great perseverance in pursuing her own registration. She succeeded and gained lasting access to secondary education. Since then, Francia has been using the knowledge and strength she acquired during the complicated registration process to help other children without birth certificates to obtain state recognition. At the age of 16, she had already helped over 130 children to receive an official name and nationality. By doing this, Francia increases the children’s own self-esteem and gives them the chance to lead a more secure and fulfilling life. After the earthquake that took place in the beginning of 2010 on

Haiti, Francia helped children who, often without their parents, fled from Haiti to the Dominican Republic. She supported these children by finding shelter, among other things. Together with others, Francia organized sport and other games for these children.

Francia received the International Children’s Peace Prize, at the age of 15, from Nobel Peace Laureate Rigoberta Menchú Tum.

Francia is now living in Santo Domingo where she is studying international relations at the Universidad Católica. She also takes English classes to be able to share her message with many other people. She is still helping the community in Cuchilla. Francia is also one of the co-founding members of the *KidsRights Youngsters*.



“It’s important to not get caught up to think it’s all going to be better someday, tomorrow; it’s important to say it’s going to be better today. If I can help a person today, that will help me live more fully. Consequently, you then realise that to help someone is not a dream out there but is something that is very do-able”.

Rigoberta Menchú Tum

2011 South Africa

Chaeli Mycroft

Michaela, also called Chaeli, received the prize for her commitment to the rights of children with disabilities in South Africa, through her project: the *Chaeli Campaign*.

“I think we need to make a conscious decision to see the light in every person we meet. I think we need to be more positive about each other and see each other’s potential. If we see the light in each other, I believe we would live in a much brighter world.”

Chaeli

Chaeli receiving the Prize from Mairead Maguire

Chaeli was born with Cerebral Palsy, through which the function of her arms and legs is limited. But where others see limitations, she sees possibilities; with her positive attitude, she is an inspiration to many. At the age of nine, Chaeli and her friends and sister started a project to raise money for a motorised wheelchair for Chaeli. In just seven weeks they raised more than enough money, so Chaeli decided to help more disabled children. This project has become the Chaeli Campaign: a professional organisation that annually helps more than 3,000 children with disabilities in South Africa with equipment and physical therapy, and that promotes the rights, inclusion and acceptance of disabled children. Chaeli inspires other children to start projects and for that she has developed an ambassadors programme. Chaeli

received the International Children’s Peace Prize, at the age of 17, from Nobel Peace Laureate Mairead Corrigan Maguire. In 2012, Chaeli received the first Medal for Social Activism during the World Summit of Nobel Peace Laureates in Chicago. The medal was presented by Nobel Peace Prize winner FW de Klerk, on behalf of all Nobel Peace Laureates. Chaeli studies social sciences at the University of Cape Town. She is the first wheelchair user – who needs a personal assistant to live with her – living in residence on campus. At the university, Chaeli takes the opportunity to raise more awareness on campus around disability on a daily basis. Chaeli is still very committed to the activities initiated by the *Chaeli Campaign*. Chaeli is also one of the co-founding members of the *KidsRights Youngsters*.



“In recognising the life and work of Michaela Mycroft with the 2011 International Children’s Peace Prize, the KidsRights Foundation elevates a great young woman whose life is dedicated to the service of others and is an inspiration to us all.”

Mairead Corrigan Maguire



2012 Philippines

Kesz Valdez

Kesz received the prize for his achievements in helping street children in his country. As a little boy, Kesz lived on the streets and the dumpsite of Cavite City. By living there, Kesz was constantly in danger of attracting diseases or injury. At the age of five, after he was severely burned on the dumpsite, a social worker took Kesz into his home and began to give him a loving and safe life.

“Looking back, the fire that burned my skin and flesh is the same fire that started a flame in my soul. A flame that would warm cold hearts, a flame that would shed light to the path of the lost, a flame that would spark hope, lighting an entire sea of darkness and desperation.”

Kesz

Kesz receiving the Prize from Desmond Tutu

However, Kesz did not forget about the street children he left behind. For his seventh birthday, he wanted no presents for himself, but instead asked to share slippers with his former companions, so that they would no longer cut their feet open on the streets. Kesz’ organisation, **Championing Community Children** (C3), became a fact. In the meantime, many people have joined Kesz, and C3 has become a great success. Furthermore, through the Wealthy Healthy Outreach project, C3 gives training about hygiene, children’s rights en healthy food. During the outreach project, the children learn how to brush their teeth and how to wash themselves (among other things). The children also learn how they can pass the information on to the other children on the street. In 2012, the organisation has helped already over 10,500 children in 48



“Hey you oldies, listen to the children, listen to the children ... and act!”  
Desmond Tutu

different communities. The team has taken care of more than 3,000 wounds and more than 4,000 toothbrushes have been distributed.

Kesz received the International Children’s Peace Prize, at the age of 13, from Nobel Peace Laureate Desmond Tutu. Kesz is enrolled in secondary education. He wants to study medicine at the university in order to realise his dream and become a doctor. Kesz leads C3 together with other children and youth, who are all strongly committed to improving the day-to-day realities of street children. With great enthusiasm, Kesz and his friends teach children how to be a leader and how they can facilitate participation in the community. They also distribute ‘Gifts of Hope’ to children including soap, a tooth brush and school supplies. Kesz is also a founding member of the **KidsRights Youngsters**.

2013 Pakistan

Malala Yousafzai

Malala received the prize because she stands up for every child's right to an education and especially girls.

“Let us stand up and let us move the world with our voice and with our pens. I will continue my struggle as I did in the past, and I am never going to stop it until every child, every girl and boy will be able to go to school and getting their education.”

Malala

Malala receiving the Prize from Tawakkol Karman

When Malala was 11 years old, she wrote under a pseudonym, about her passion for learning and the oppression of the Taliban. Hundreds of girls’ schools had already been torched or bombed, and on 15<sup>th</sup> January 2009, the Talibans declared that girls were no longer allowed to go to school at all. Malala told the world what it felt like to be trapped at home, longing to go to school, but with no school to go to. Undeterred, Malala continued her campaign. And in 2010, she became chair of The District Child Assembly of Swat: a child-only forum to protect children’s rights, based on the *Convention on the Rights of the Child*. On 9 October 2012, Malala was sitting in a school bus waiting to go home when it was boarded by Taliban gunmen. They singled out the 15-year-old girl, and shot her in the head and neck. The Talibans immediately claimed responsibility, declaring Malala’s campaign to be an “obscurity”. Malala survived. She was rushed to the United

Kingdom for treatment, where, with her family by her side, she made a steady recovery. The world was shocked at her story, and support flooded in from political leaders, movie stars and school children. Malala received the International Children’s Peace Prize, at the age of 16, from Nobel Peace Laureate Tawakkol Karman. Malala is back at school, not in Pakistan, but in the United Kingdom. She still fights passionately for children’s rights in Pakistan and beyond, and above all, for girl empowerment through education. She wants to be a social activist and a political leader. Malala is co-founder of the *Malala Fund*, a non-profit organisation supporting local education projects and global initiatives promoting girls’ secondary education in six countries. Malala has received the 2014 **Nobel Peace Prize** together with Kailash Satyarthi. Malala is also one of the co-founding members of the **KidsRights Youngsters**.



“Education is the key to to the empowerment of girls and women. It is very important for all children to go to school so that they have access to the information that will enable them to be active participants in the world. The International Children’s Peace Prize shows that empowered girls can make a difference by raising their voice.”  
Tawakkol Karman



2014 USA

Neha Gupta

Neha received the Prize for her support in providing orphans with basic education and healthcare. Citizen of the USA, with Indian parents, she has made it her mission to help the children of the world, and with extraordinary dedication and leadership, she has led her peers across the world to do just that.

Through *Empower Orphans*, assisted by teenage volunteers like herself, she has raised over \$1.3 million and touched the lives of over 25,000 children worldwide. It all started in 2005, on Neha's annual visit to her grandparents in India. Every year they celebrated birthdays, in accordance with family tradition, with the children of the local orphanage. She was nine years old, and accustomed to playing with these children. But this was the first time reality dawned on her: her young friends, who seemed to have so much in common with her, had no chance of an education; they faced malnutrition and disease; and they lacked the love and support she would always be able to take for granted. Neha was shocked and her heart went out to these children, however, she considered empathy to be insufficient; she needed to do something! Neha went straight home to the suburbs of Philadelphia and embarked on her first fundraiser. Going door to door, she collected toys

for a garage sale which netted around \$800. Inspired by her success, she sought further donations from friends, family and the general public. A year later, she returned to India with \$5000 to fund a library, food, clothes and blankets for the children of the orphanage. In the last nine years, *Empower Orphans* has established in several places in India five libraries, four computer labs, a science centre and a sewing centre, all in schools. It sponsors education and healthcare and it has helped abused and abandoned children also in Pennsylvania. She has mobilised over a 1000 young people in her quest to help those in need. Neha received the International Children's Peace Prize, at the age of 18, from Nobel Peace Laureate Desmond Tutu. Neha has started a pre-medical track at the Penn State University and continues to work hard through her foundation *Empower Orphans*. Neha is one of the co-founding members of the *KidsRights Youngsters*.

“When you look at the world, you see so much discrepancy between what you have and what others do not. There are many more poor people than rich people. You should not only sympathise with people, you have to empathise, and turn ideas into action.”

Neha



“Each one of us is not born for an accident. Each one of us has a mission in this world. God’s best collaborators were youngsters, such as these Children’s Peace Prize Winners. They have dreams. They dream that one day poverty will be history.”

Desmond Tutu

Neha receiving the Prize from Desmond Tutu

2015 Liberia

Abraham Keita

Keita (17 years) lives in Liberia and is regarded in his community as a 'spokesperson' for children. Keita grew up in poverty with his mother and his siblings in the largest slum of Monrovia, Liberia's capital.

“This award is the happiest experience I’ve ever had. This is a symbol that my work, my advocacy for the protection and promotion for the rights of the children in Liberia is adhered to, is been given international recognition. The children’s rights in my country are violated, exploited, and abused on a daily basis. The conditions they live in is unspeakable. Justice must be give to children.”

Abraham

Keita receiving the Prize from Leymah Gbowee

He became a member of the Liberian Children’s Parliament when he was only 9 years old and has ever since undertaken action when the rights of his peers were being violated. Keita organised several peaceful marches and wrote petitions to plead with the Liberian government to respect the rights of children.

In cases of violence against children Keita holds the government accountable for failing to provide justice for the victims of violence. He fights against gender-based violence, particularly the rape of girls. During the

recent ebola crises he was seeking justice for a young boy who died during a peaceful protest as a result of a bullet in his leg, fired by the Liberian Armed Forces. Keita organised a march to request the government for an independent investigation, compensation and formal apologies from the government. The protest sparked a national debate and as a result the government acknowledged itsrole in the fatal shooting.



“Leadership is standing with your people. People say you have to live to fight another day, but sometimes you have to show you are a true leader.”

Leymah Gbowee

2016 USA

# Kehkashan Basu

Neha received the Prize for her support in providing orphans with basic education and healthcare. Citizen of the USA, with Indian parents, she has made it her mission to help the children of the world, and with extraordinary dedication and leadership, she has led her peers across the world to do just that.

“Planting trees is the simplest yet most effective way to diminish climate change and land degradation. Time is not on our side – we have to act now, or we will have polar bears under palm trees.”

Kehkashan

Kehkashan receiving the Prize from Muhammad Yunus

Kehkashan (16 years) began campaigning to protect the environment at an early age. At the age of just eight, she organised an awareness-raising campaign for the recycling of waste in her neighbourhood in Dubai. In 2012, she founded her own organisation, *Green Hope*, which runs waste-collection, beach-cleaning and awareness-raising campaigns. Through a series of

campaigns and lectures, she has demonstrated to thousands of school and university students how important it is to care properly for the environment. Kehkashan has addressed various international conferences and *Green Hope* is now active in ten countries with more than 1,000 young volunteers and has planted over 5,000 trees worldwide to date.



“What is worldwide recognized is that people start living longer. Yet what is unrecognized is that young people are becoming smarter, wiser, and earlier. A 15-year-old is a mature person today. They understand the world, and you have to understand that. And this recognition, the International Children’s Peace Prize, is saying that they are not our future leaders, they are our leaders now!”

Muhammad Yunus

2017 Syria

# Mohamad Al Jounde

«The future is unknown, so I’m focusing on what I can do now.»

Mohamad Al Jounde

Mohamad receiving the Prize from Malala Yousafzai

Mohamad, 16 years old, grew up in Syria, but fled for Lebanon when life became too dangerous at home. Like thousands of other refugee children in the country, he couldn’t go to school, so he set out to make a difference for children in the same situation. Together with his family, Mohamad built a school in a refugee camp where 200 children

now access their right to an education. At the age of 12, he already was teaching math and photography. He helps children to heal, learn and have fun with games and photography. Mohamad is a natural storyteller, raising awareness about the challenges facing refugee children by bringing their stories to a wider audience.



«I don’t mind if I have to sit on the floor at school. All I want is education. And I am afraid of no one.»

Malala Yousafzai



2018 USA

# March for Our Lives

*“I know you want us to be kids, but we have more important things to do...”*  
March For Our Lives

March for Our Lives receiving the Prize from Desmond Tutu

March For Our Lives was co-initiated by David Hogg, Emma González, Jaclyn Corin and Matt Deitsch and more than 20 other students, after their school was the scene of a mass shooting in Parkland, Florida this past February, with 17 fatal casualties. Personally affected by the tragedy, they responded by organizing the March For Our Lives event in the spring of 2018 to demand safer schools and communities and to protest gun violence. Hundreds of thousands participated in the rally and more than 800 sister marches took place that same day across the US and beyond. For David, Emma, Jaclyn and Matt, this was only the beginning. In the summer of 2018 the group took to the road, visiting 80 communities in 24 states leading discussions and advocating for the creation of safer communities. They lobbied, held town hall rallies, and motivated thousands of young people to register to vote. The March For Our Lives movement has continued to be highly vocal and very successful. Since its advent, over 25 US states have passed more than 50 pieces of legislation in line with their cause.



*“Please listen to the children. Listen to their remarkable stories and become inspired by these young changemakers. Everybody can make a difference”*  
Desmond Tutu

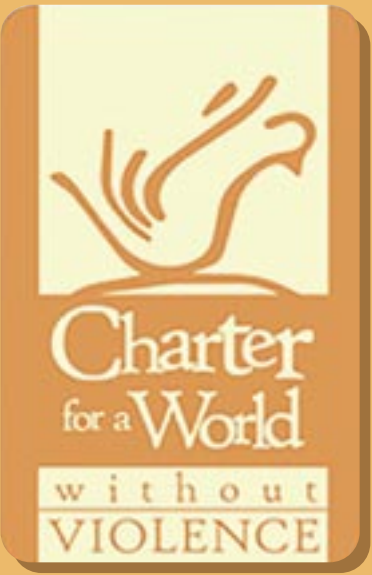
The Youngsters at the 2015 Nobel Peace Summit in Barcelona



The Youngsters with Livia Malcangio







Charter for a World without Violence

Each Nobel Peace Summit produces a Final Statement or Declaration for public circulation. Imagine crafting a cohesive document from a group of extremely successful leaders from cultural experiences as divergent as the geography of the planet and as varied as the mansions of heads of state to the mountain homes of indigenous peoples of the Central American highlands. At each Summit an intense dialogue takes place where it is clear that despite enormous differences of experience there is an underlying unity and passion to find pathways to peace.

One of the most important documents that the Laureates produced is the *Charter for a World without Violence*. Reminding us that “violence is a preventable disease,” it is replete with substantive policies based on a foundation of values that we hope will stimulate new thinking and policies.”

VIOLENCE IS A PREVENTABLE DISEASE.

No state or individual can be secure in an insecure world. The values of non-violence in intention, thought, and practice have grown from an option to a necessity. These values are expressed in their application between states, groups and individuals. We are convinced that adherence to the values of non-violence will usher in a more peaceful, civilised world order in which more effective and fair governance, respectful of human dignity and the sanctity of life itself, may become a reality. Our cultures, our histories, and our individual lives are interconnected and our actions are interdependent. Especially today as never before, we believe, a truth lies before us: our destiny is a common destiny. That destiny will be defined by our intentions, decisions and actions today. We are further convinced that creating a culture of peace and non-violence, while a difficult and long process, is both necessary and noble. Affirmation of the values contained in this Charter is a vital step to ensuring the survival and development of humanity and the achievement of a world without violence.

WE, NOBEL PEACE LAUREATES  
AND LAUREATE ORGANISATIONS,

**REAFFIRMING** our commitment to the *Universal Declaration of Human Rights*;  
**MOVED** by concern for the need to end the spread of violence at all levels of society and especially the threats posed on a global scale that jeopardise the very existence of humankind;  
**REAFFIRMING** that freedom of thought and expression is at the root of democracy and creativity;  
**RECOGNISING** that violence manifests in many ways, such as armed conflict, military occupation, poverty, economic exploitation, environmental destruction, corruption and prejudice based on race, religion, gender, or sexual orientation;  
**REALISING** that the glorification of violence as expressed through commercial entertainment can contribute to the acceptance of violence as a normal and acceptable condition;  
**IN THE KNOWLEDGE** that those most harmed by violence are the weakest and vulnerable;  
**REMEMBERING** that peace is not only the absence of violence but that it is the presence of justice and the wellbeing of people;  
**REALISING** that the failure of States to sufficiently accommodate ethnic, cultural and religious diversity is at the root of much of the violence in the world;  
**RECOGNISING** the urgent need to develop an alternative approach to collective security based on a system in which no country, or group of countries, relies on nuclear weapons for its security;  
**BEING AWARE** that the world is in need of effective global mechanisms and approaches for non-violent conflict prevention and resolution, and that they are most successful when applied at the earliest possible moment;  
**AFFIRMING** that persons invested with power carry the greatest responsibility to end violence where it is occurring and to prevent violence whenever possible;  
**ASSERTING** that the values of non-violence must triumph at all levels of society as well as in relations between States and peoples;

BESEECH THE GLOBAL COMMUNITY  
TO ADVANCE THE FOLLOWING PRINCIPLES:

1. In an interdependent world, the prevention and cessation of armed conflict between and within States can require the collective action of the international community. The security of individual states can best be achieved by advancing global human security. This requires strengthening the implementation capacity of the UN system as well as regional cooperative organisations.
2. To achieve a world without violence, States must abide by the rule of law and honor their legal commitments at all times.
3. It is essential to move without further delay towards the universal and verifiable elimination of nuclear and other weapons of mass destruction. States possessing such weapons must take concrete steps towards disarmament, and a security system that does not rely on nuclear deterrence. At the same time, States must sustain their efforts to consolidate the nuclear non-proliferation regime, by taking such measures as strengthening multilateral verification, protecting nuclear material and advancing disarmament.
4. To help eliminate violence in society, the production and sale of small arms and light weapons must be reduced and strictly controlled at international, regional, state and local levels. In addition there should be full and universal enforcement of international disarmament agreements, such as the 1997 Mine Ban Treaty, and support for new efforts aimed at the eradication of the impact of victim-activated and indiscriminate weapons, such as cluster munitions. A comprehensive and effective Arms Trade Treaty needs to be enacted.
5. Terrorism can never be justified because violence begets violence and



*To address all forms of violence we encourage scientific research in the fields of human interaction and dialogue, and we invite participation from the academic, scientific and religious communities to aid us in the transition to non-violent, and non-killing societies.”*

# Charter for a World without Violence

The Charter has been signed by more than 25 Nobel Peace Prize Winners.

- because no acts of terror against the civilian population of any country can be carried out in the name of any cause. The struggle against terrorism cannot, however, justify violation of human rights, international humanitarian law, civilised norms, and democracy.

6. Ending domestic and family violence requires unconditional respect for the equality, freedom, dignity, and rights of women, men and children by all individuals, institutions of the state, religion and civil society. Such protections must be embodied in laws and conventions at local and international levels.

7. Every individual and state shares responsibility to prevent violence against children and youth, our common future and most precious gift. All have a right to quality education, effective primary health care, personal safety, social protection, full participation in society and an enabling environment that reinforces non-violence as a way of life. Peace education, promoting non-violence and emphasising the innate human quality of compassion, must be an essential part of the curriculum of educational institutions at all levels.

8. Preventing conflicts arising from the depletion of natural resources, in particular sources of energy and water, requires States to affirmatively and, through creation of legal mechanisms and standards, provide for the protection of the environment and to encourage people to adjust their consumption on the basis of resource availability and real human needs.
9. We beseech the UN and its member states to promote appreciation of ethnic, cultural and religious diversity. The golden rule of a non-violent world: Treat others as you wish to be treated.

10. The principal political tools for bringing into being a non-violent world are functioning democratic institutions and dialogue based on dignity, knowledge, and compromise, conducted on the basis of balance between the interests of the parties involved, and, when appropriate, including concerns relating to the entirety of humanity and the natural environment.

11. All states, institutions and individuals must support efforts to address the inequalities in the distribution of economic resources, and resolve gross inequities which create a fertile ground for violence. The imbalance in living conditions inevitably leads to lack of opportunity and, in many cases, loss of hope.

12. Civil society, including human rights defenders, peace and environmental activists must be recognised and protected as essential to building a non-violent world as all governments must serve the needs of their people, not the reverse. Conditions should be created to enable and encourage civil society participation, especially that of women, in political processes at the global, regional, national and local levels.

13. In implementing the principles of this Charter we call upon all to work together towards a just, killing-free world in which everyone has the right not to be killed and responsibility not to kill others.

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**Ashley Woods**  
and all the persons that I might forgot to mention.

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## LEADING BY EXAMPLE

### WORLD SUMMIT OF NOBEL PEACE LAUREATES

#### OFFICIAL YOUTH PROGRAM



Created in 2006, the Permanent Secretariat of the World Summit of Nobel Peace Laureates is based in Rome and is supported by a network of enthusiastic volunteers from all over the world.

Its major task is to organise the World Summit of Nobel Peace Laureates, internationally recognised as one of the most renowned annual events in the fields of peace education and human rights promotion and defence.

Through the Summit's peace education program for youth, titled **Leading by Example**, students and professors network before, during, and after the Summit experience. This three-day gathering offers students and young professionals a platform to share their knowledge related to the diverse and heroic legacies of the Nobel Peace Prize Winners.

After this experience, participants become familiar with the struggle for human rights. Ultimately, the Permanent Secretariat hopes that students will begin to rise up for their rights and defend the rights of others.

Workshops, lectures, labs and discussions led by Nobel Peace Laureates are at the heart of this interactive program. This illustrative book *Being Nobel*, the Exhibition, and the Summit's video archive are among the main educational tools.

The *Young Journalist Club* is our unique media training. Face to face interviews with the Nobel Peace Laureates, research, reports, daily newsletters, quotes for twitter and other social media, video, photo shooting and contest are the YJC main activities.

A growing cooperation with several universities worldwide is at the heart of our program. More than 15,000 students have already attended the Summit.

Some core learning outcomes of the program include:

1. Students explore practical examples of rights violations, better comprehend what it takes to make a difference, and become familiar with the lives of the most prominent human rights advocates of the 20th and 21st centuries and the injustices they chose to fight for by reading, interpreting and

synthesising information about specific Nobel Peace Laureates.

2. Students practice chronological thinking skills and understand that the struggle for human rights is long-continuing by constructing a 'Justice Timeline' exercise.
3. Students understand the range of perspectives held by the Nobel Peace Laureates, the diversity of the issues they worked on, and the common threads in their work for humanity by discussing and identifying similarities and differences among these peacemakers.
4. Students express their personal connections to struggles for social justice by identifying a Nobel Peace Laureate whose work they admire, conducting research to find historical and personal information about this humanitarian, and writing a statement promoting the individual's inclusion as a 'Nobel Peace Laureate.'
5. Students explore the relevance of these humanitarians' ideas to their own lives and to the state of the world today by identifying a current local or global issue and applying the philosophy of one of Nobel Peace Laureates.

6. Students become aware of the range of human rights issues in the world today by composing a list of current human rights violations which deserve attention and action, after having understood the connection between the articles of the *Universal Declaration of Human Rights* and the Nobel Peace Laureates' deeds.
7. Students discover opportunities for inspiration, action, and leadership in their own communities, will better comprehend what it takes to make a difference, and will explore the relevance of human rights to their own lives by conducting actions to advocate for human rights issues in conjunction with local social justice organizations.
8. Students express the relevance of the humanitarians' ideas to their personal development and explore transformational moments in their own lives by creating a reflection piece communicating their action and taking part in the Leading by Example Contest. The reflection piece may take on various forms of expression, and the winner will receive a Prize during the World Summit of Nobel Peace Laureate. Peace is cool!





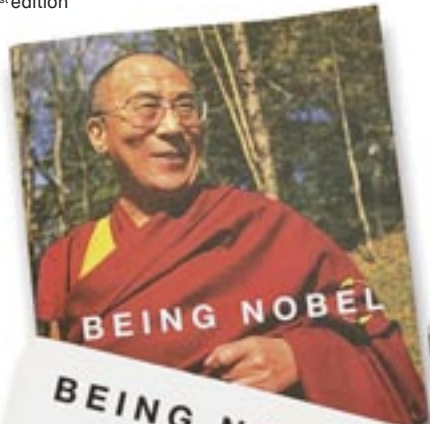
# BEING NOBEL





# BEING NOBEL

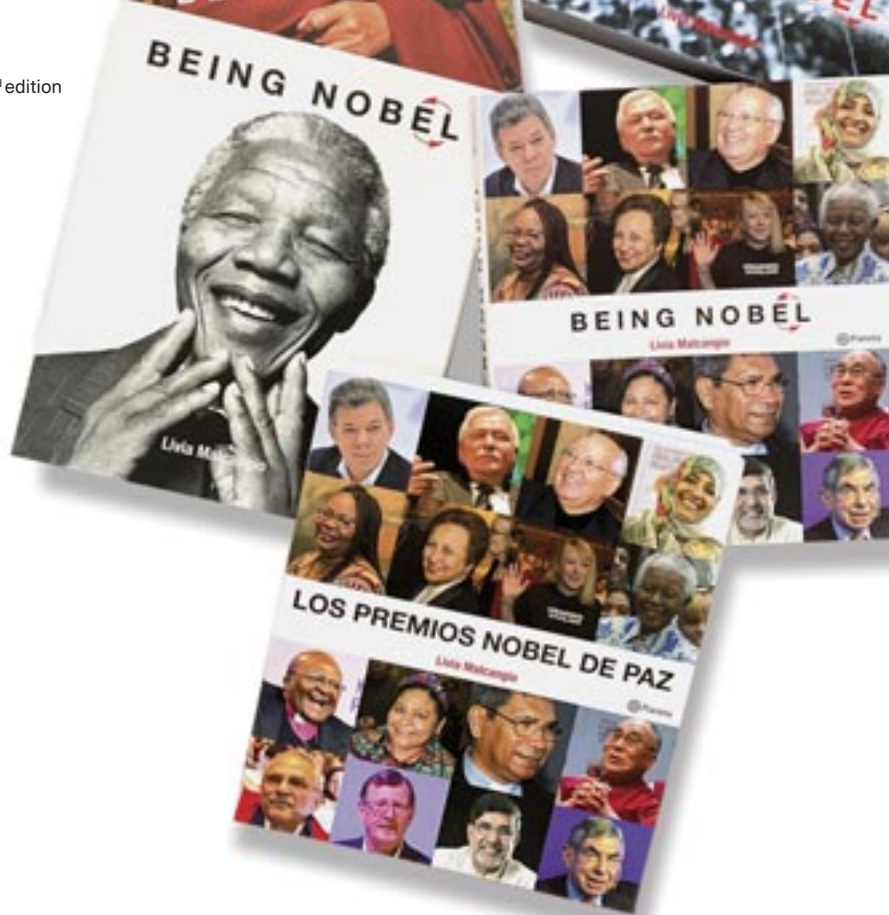
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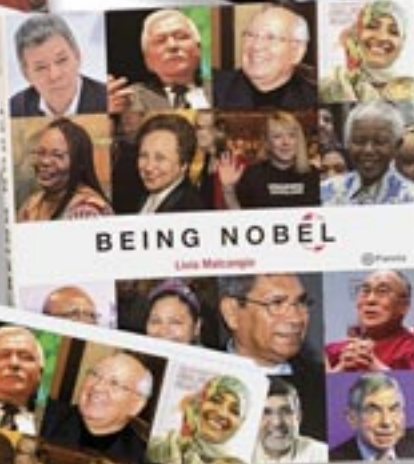
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RSHM Student Leadership Retreat 2020

