

Records of the General Conference

30th Session

Paris, 26 October to 17 November 1999

Volume 1

Resolutions

United Nations Educational,
Scientific and
Cultural Organization

Note on the Records of the General Conference

The Records of the 30th session of the General Conference are printed in three volumes:

The present volume, containing the resolutions adopted by the General Conference and the list of officers of the General Conference and of the Commissions and Committees (Volume 1);

The volume *Reports*, which contains the reports of Commissions I to V, the Administrative Commission and the Legal Committee (Volume 2);

The volume of *Proceedings*, which contains the verbatim records of plenary meetings, the list of participants and the list of documents (Volume 3).

Note on the numbering of resolutions

The resolutions have been numbered serially. It is recommended that references to resolutions be made in one of the following forms:

In the body of the text:

‘Resolution 31 adopted by the General Conference at its 30th session’; or ‘30 C/Resolution 31’.

In passing reference:

‘(30 C/Resolution 31)’ or ‘(30 C/Res. 31)’.

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- (g) Regional conferences are important for the development of human rights education and for promoting links and contacts between specialists in this field. Such conferences should be prepared in both the Secretariat sectors concerned. Comparative analyses should be made of the results of the conferences.
- (h) In order to improve the substance and methods of human rights education in terms of identifying concrete examples and materials, UNESCO should become involved in:
 - (i) comparative textbook analyses on the content of human rights;
 - (ii) the identification of best practices in human rights education;
 - (iii) country review procedures on human rights education; and
 - (iv) the development and use of simulation exercises as effective pedagogical tools, concerning for example the Office of the United Nations High Commissioner for Human Rights or other United Nations treaty bodies.

The setting up of a monitoring and evaluation procedure in the field of human rights education will be necessary.
- (i) Issues related to cultural diversity should be considered in the discussions aiming at improving human rights education. UNESCO should further encourage and assist Member States to launch national plans and establish focal points for human rights education as laid down in the Plan of Action for the United Nations Decade for Human Rights Education (1995-2004).
- (j) Human rights education requires continued attention and should not be restricted to the celebration of specific days, years or decades.
- (k) Concerning the mandate and working methods of the Advisory Committee on Education for Peace, Human Rights, Democracy, International Understanding and Tolerance, the Temporary Working Group stressed the importance of the existence of this Committee and of its contribution. It was suggested that:
 - (i) members of the Advisory Committee be specialists in the field of education, as laid down in Article 50.2 of the Regulations for the General Classification of the Various Categories of Meetings convened by UNESCO, and in Article 3.1 of the Statutes of the Advisory Committee itself;
 - (ii) the Advisory Committee meet at least once a year;
 - (iii) a permanent feedback pattern be established to ensure regular interaction and communication between the Advisory Committee and the Secretariat;
 - (iv) better use be made of the expertise of the members of the Advisory Committee, both during its meetings and in the intervals between them;
 - (v) short, analytical notes be sent in due time to the members of the Committee to be dealt with at its meetings;
 - (vi) an information network be established between the Secretariat and the members of the Committee as well as between individual members;
 - (vii) a regular exchange of documentation be guaranteed between the Advisory Committee and other committees with mandates in related fields of activity;
 - (viii) each committee be represented in meetings of other committees in order to guarantee concerted action and a better flow of information;
 - (ix) the dates of each meeting of the Advisory Committee be fixed at the previous meeting;
 - (x) the Advisory Committee's minutes also be distributed to Ministries of Education and the National Commissions for UNESCO in order to increase impact and transparency.
- (l) The Temporary Working Group further recommended that the mandate and working methods of the Advisory Committee be evaluated again after the next two meetings of the Committee.

17 Asia-Pacific Centre of Education for International Understanding¹

The General Conference,

Reaffirming the responsibility of UNESCO and its Member States to promote education for international understanding, justice, freedom, human rights and peace, as urged notably in the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms and also in the Declaration and Integrated Framework of Action on Education for Peace,

1. Resolution adopted on the report of Commission II at the 26th plenary meeting, on 17 November 1999.

Human Rights and Democracy prepared by the International Conference on Education at its 44th session, in 1994, which were respectively endorsed and approved subsequently by the General Conference at its 28th session, in 1995,

Recognizing the need for international and intercultural understanding, and for education for peace, democracy, human rights and sustainable development in the Asia-Pacific region, which has so much cultural diversity, urgent developmental needs and numerous possibilities for conflict,

Recognizing the urgent need for a more active mechanism of regional cooperation and collaboration in research and development, training and information and materials development, in order to provide technical assistance as regards education for international understanding to Member States of the region,

Recalling the proposal made to it by the Republic of Korea at its 29th session, in 1997, regarding the establishment of an Asia-Pacific Centre of Education for International Understanding in the Republic of Korea under the auspices of UNESCO, with a substantial amount of the financial requirements being met by the host country for the first five years,

Noting that the Republic of Korea has accumulated a great deal of experience, expertise, know-how and information in education for international understanding over the past several years, and that the Korean National Commission was designated in 1995 as the national centre of education for international understanding to implement UNESCO's programme objectives and guidelines for education for international understanding,

Noting also that the Republic of Korea has played the leading role in establishing and developing regional networks in the field of education for international understanding, for example the Asia-Pacific Network for International Education and Values Education (APNIEVE) and the Asia-Pacific Philosophy Education Network for Democracy (APPEND),

Further noting the positive recommendation concerning the establishment of the Asia-Pacific Centre of Education for International Understanding contained in the feasibility study carried out by a team of experts recommended by UNESCO in 1998, the positive recommendation of the Regional Consultation Meeting on the Proposal for a Regional Centre of Education for International Understanding held in Seoul on 29 April 1999 and the strong endorsement of APNIEVE,

Considering that the main function of the proposed centre is to carry out regional cooperative and collaborative work in the field of education for international understanding, *inter alia* on research and development, training, teaching materials development, information dissemination, and international conferences and/or workshops, and *further considering* that the physical facilities will be provided and the necessary operational costs met by the host country,

1. *Invites* the Director-General to support the establishment of this centre in the Republic of Korea and for this purpose include it within the main line of action for education for a culture of peace, keeping in mind its transdisciplinary character;
2. *Further invites* the Director-General to give the necessary support for the establishment of the centre by providing technical and financial assistance for the initial stage of the establishment of the centre's organizational and programme structure;
3. *Invites* the Member States to join actively in the centre's activities and to share their expertise and resources in order to support the centre by means of any appropriate contributions.

18 Physical education and sport for a culture of peace¹

The General Conference,

Mindful of the wish expressed in the United Nations Charter to "preserve future generations from the scourge of war",

Recalling the International Charter of Physical Education and Sport which it adopted at its 19th session (1978),

Further recalling 27 C/Resolution 5.16 in which it expresses the wish to see strong new life infused into UNESCO's action in physical education and sport,

1. *Endorses* the Appeal launched at the closing session of the World Conference on Education and Sport for a Culture of Peace (Paris, July 1999);

1. Resolution adopted on the report of Commission II at the 26th plenary meeting, on 17 November 1999.