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REPORT BY THE DIRECTOR-GENERAL ON UNESCO'S WORK ON A CULTURE OF PEACE

SUMMARY

Pursuant to 35 C/Resolution 108, the Director-General hereby submits for consideration by the Executive Board information on UNESCO's activities to implement the Programme of Action on a Culture of Peace adopted by the United Nations General Assembly and an update on the preparation of the draft report to the United Nations General Assembly on the last stage of implementation of the International Decade for a Culture of Peace and Non-Violence for the Children of the World, including UNESCO's contribution thereto. An indicative list of suggestions for UNESCO's work on a culture of peace in phase with the United Nations Declaration and Programme of Action on a Culture of Peace (United Nations General Assembly resolution 53/243) will be presented in an addendum to the present report, also taking into account the deliberations of the High Panel on Peace and Dialogue Among Cultures on 18 February 2010.

The information contained in this document has no financial and administrative implications beyond those already provided for in the Approved Programme and Budget for 2010-2011.

Decision proposed: paragraph 32.

INTRODUCTION

1. UNESCO has been designated by the United Nations General Assembly in its resolution 55/47 as the lead agency in the United Nations system for the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010). As such, it is tasked with coordinating and implementing activities that contribute to the realization of the Programme of Action on a Culture of Peace, adopted by the United Nations General Assembly in its resolution 53/243, and its eight action areas, namely:

- fostering a culture of peace through education;
- promoting sustainable economic and social development;
- promoting respect for all human rights;
- ensuring equality between women and men;
- fostering democratic participation;
- advancing understanding, tolerance and solidarity;
- supporting participatory communication and the free flow of information and knowledge;
and
- promoting international peace and security.

2. In its coordinating role, UNESCO is responsible for soliciting the contributions of United Nations system organizations, as well as NGOs and other civil society actors who are working to implement the Programme of Action. Based thereon, UNESCO is preparing annually a consolidated report for submission to the United Nations General Assembly.

3. As 2010 will mark the end of the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010), and in accordance with United Nations General Assembly resolution 64/80, UNESCO will be preparing a summary report on the Decade for submission to the United Nations General Assembly at its 65th session. This report shall cover (a) the relevant activities UNESCO has carried out over the past 10 years of the Decade, and (b) the activities that have been carried out by other United Nations entities, Member States and NGOs to promote and implement the Programme of Action on a Culture of Peace as they were reported to UNESCO. A request for contributions to this report is being sent out to all Member States, NGOs in operational relations with UNESCO, and to relevant United Nations system organizations. This forthcoming report will focus on the main achievements of activities that have been carried out during the Decade to implement the Programme of Action, the obstacles encountered, and best practices that could be emulated in the future by the various stakeholders. It will also provide input for the event that is envisaged in document 35 C/5 to mark the end of the Decade.

II. UNESCO'S WORK TO PROMOTE A CULTURE OF PEACE

4. Throughout the Decade, UNESCO has been engaged in work to implement activities relevant for the eight action areas of the Programme of Action. UNESCO's mission statement as contained in its Medium-Term Strategy (2008-2013), document 34 C/4, stipulates that UNESCO "contributes to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information". Accordingly, one of the overarching objectives of document 34 C/4 is "fostering cultural diversity, intercultural dialogue and a culture of peace". Among the 14 intersectorally cast strategic

programme objectives, one reads specifically: “demonstrating the importance of exchange and dialogue among cultures to social cohesion and reconciliation in order to develop a culture of peace”. These provisions mirror similar stipulations in the preceding Medium-Term Strategy for 2001-2007 (document 31 C/4), which indicated that “UNESCO’s commitment to fostering a culture of peace in all its fields of competence is as relevant as ever and has even acquired new relevance for inspiring action by international organizations, States, civil society and individual citizens in the face of ongoing and newly flaring conflicts among and within States and newly emerging types of societal risks, which are taking a heavy toll on civilian populations and aggravating the vulnerability of many societies”. It should be noted that the strategic programme objectives of document 34 C/4 are then translated into concrete programmatic and intersectoral action in the three C/5 documents covering its duration. Throughout the Decade, the action of the Organization to achieve this overarching objective has contributed, to different degrees, to the eight action areas defined in the programme of action as reported in the annual Culture of Peace reports to the General Assembly. In its resolution 64/80, the General Assembly commended UNESCO for its role in the promotion of a culture of peace as an expression of its fundamental mandate and encouraged it, as the lead agency for the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010), to strengthen further the activities it had undertaken for promoting a culture of peace.¹

5. Within the framework of the 1974 Recommendation concerning Education for International Understanding, Cooperation, Peace and Education relating to Human Rights and Fundamental Freedoms, UNESCO **fosters a culture of peace through education** by supporting Member States to provide quality, inclusive education that promotes the values of peace, human rights, tolerance, intercultural understanding, democracy, non-violence and respect. It does so in a holistic manner and in all levels and settings of education. In collaboration with relevant partners, UNESCO works to strengthen Member States’ capacities to integrate the human rights-based approach throughout their education systems by producing knowledge and disseminating good practices, including on philosophy teaching. This “mainstreaming” of a culture of peace also includes the provision of support and policy advice for the promotion of culturally- and linguistically-appropriate learning materials. As part of these efforts, UNESCO engages in multilateral and bilateral initiatives to revise or adapt curricula, textbooks and other learning materials, particularly through its International Bureau of Education, as well as teaching and learning processes with the aim of removing embedded prejudices or stereotypes, enhancing mutual understanding, and equipping learners with the skills and approaches to live with others in peace and tolerance. Designing inclusive education systems in which children are taught together leads to better understanding and respect for diversity. The Organization also develops teaching and learning resources, manuals and guidelines on specific topics related to the development of a culture of peace, such as learning to live together, human rights and the rights of the child, peace and democracy, gender equality and violence prevention in schools, among others. In partnership with the Office of the High Commissioner for Human Rights (OHCHR), the Organization will continue to implement the Plan of Action for the World Programme on Human Rights Education, which aims at integrating human rights principles and values into both formal and non-formal educational settings.

6. Advocacy for peace, human rights, inter-cultural understanding and remembrance education is an integral part of UNESCO’s work. The Organization uses every opportunity to promote its vision, including through high-level international and regional policy fora taking full advantage of its category 1 and 2 institutes as well as through its various networks – Associated Schools Network (ASPnet), UNESCO Chairs and UNITWIN programme, among others. With the creation of the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) in New Delhi by the General Conference at its 35th session as a category 1 institute, UNESCO will be able to intensify and focus its efforts on contributing to meet the peace education and sustainable development-related research and capacity-building needs of developing countries and countries

¹ Cf. The International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010 (A/RES/64/80).

in transition, with a focus on Asia and the Pacific. Furthermore, UNESCO rewards outstanding examples of activities designed to alert public opinion and to mobilize humankind in favour of peace through the biannual award of the UNESCO Education for Peace Prize, and through the annual award of the Félix Houphouët-Boigny Peace Prize.

7. Moreover, the 2011 EFA Global Monitoring Report will focus on the impact of violent conflicts on education and on how education can promote peace. It will aim to identify strategies to protect education and rebuild education systems in conflict and post-conflict countries. This builds on UNESCO's international leadership related to education in emergencies, which was the subject of discussions at the International Conference on Financing Development (Doha, December 2008) and at a United Nations General Assembly thematic debate (May 2009). UNESCO's Programme of Education for Emergencies and Reconstruction (UNESCO-PEER) promotes access to basic and vocational education in African countries affected by conflicts. PEER's regional activities cover education for emergencies and reconstruction; refugee returnee environmental education; peace education; civic education for peace and good governance; sport for peace; promotion of a culture of peace at the grassroots and civil society levels; and technical and vocational education for youth. In the Great Lakes region, UNESCO has launched a project entitled "Conflict prevention and peace-building network for Great Lakes region and the Horn of Africa" to strengthen a network of active NGOs in conflict prevention and resolution and peace-building. In Western Africa, a flagship project "Education for a culture of peace, human rights, citizenship, democracy, intercultural understanding and regional integration in countries in crisis and post-conflict situations (Cote d'Ivoire, Guinea, Guinea-Bissau, Sierra Leone and Togo)" is being implemented to consolidate political and social stability. Furthermore, with its series "Education under Attack" and the convening of several interagency meetings, UNESCO has focused on deepening knowledge and catalyzing action around the issue of targeted attacks on schools, students and education personnel – attacks that violate basic human rights (including the right to education) and fundamental freedoms, and impinge on the contribution of education to a culture of peace.

8. During the 2010-2011 biennium (35 C/5), UNESCO is in general focusing on accelerating progress towards the realization of the Education for All (EFA) goals and the Millennium Development Goals (MDGs) with a view to ensuring a more sustainable and peaceful future. As lead agency for the United Nations Decade of Education for Sustainable Development (DESD), the culture of peace will be promoted through the integration of the principles, values and practices of sustainable development, including climate change education, in the design and development of inclusive education policies and plans, teacher development policies, textbook and curriculum revision and renewal of pedagogical approaches and teaching materials. UNESCO is also working closely with indigenous communities and organizations to bring their rich ancestral knowledge about nature into the debates on education and climate change, thereby fostering capacity to sustain all forms of life on this planet.

9. UNESCO seeks to enhance **sustainable and social development** by working to promote culture and science for development. The Organization has developed a new cultural policy framework to orient policy-makers and planners towards comprehensive and innovative ways of addressing challenges of cultural diversity and intercultural dialogue related to both creativity and identity. It provides guidance for policy formulation within the Culture Sector and action aimed at integrating culture in other policy fields. Furthermore, a number of analytical programming tools, such as the Cultural Diversity Programming Lens, have been produced to help planners in mainstreaming principles and knowledge regarding cultural diversity into their programmes and strategies for sustainability and peace. These are now increasingly used in the context of United Nations country programming processes. UNESCO has a strong record of promoting culturally sensitive approaches to HIV and AIDS prevention and care which not only render development programmes in this area more effective, but also combat discrimination against people living with HIV/AIDS. Assistance is also being provided in monitoring and supporting the integration of the principles of cultural diversity and intercultural dialogue into education strategies for sustainable development. UNESCO is also working to provide access to development opportunities offered by

cultural and creative industries and to international markets. Actions in this area focus on cultural production, cultural resource management and capacity-building.

10. In the area of science and natural resources management, the International Hydrological Programme (IHP) has been carrying out work on water conflict resolution through the PC-CP (From Potential Conflict to Cooperation Potential: Water for Peace) project, in order to provide decision-makers and other stakeholders with the knowledge and tools to manage shared water resources. A landmark event was the setting up of the Synchrotron Light for Experimental Science and its Applications in the Middle East (SESAME) Centre in Jordan, which was facilitated by UNESCO. The Centre offers opportunities for training and research in a wide range of basic and applied sciences, technology and medicine and is well suited to foster solidarity and thus contribute to peace through regional cooperation in science.

11. UNESCO is also advocating for the need to invest in science, innovation and new technologies, including green technologies, in order to stimulate economic growth and peaceful development while contributing to a sustainable environment and as a means of assisting developing countries in investing out of the financial crisis with its potential negative impact on societies. It is working with a number of Member States, particularly in Africa, to develop scientific policies and to build human and institutional capacities to promote innovation and strengthen national research systems. Through UNESCO's Intergovernmental Oceanographic Commission (IOC) Programme, the Organization is partnering with scientists and communities in Africa in developing scenarios through decision support tools for the sustainable usage of coastal zones. Through its marine spatial planning process, IOC is providing a participatory approach to conflict resolution in coastal resource allocation, management, and use. The Organization will also create spaces for dialogue between policy-makers and the research community with a view to providing science-based policy responses to the likely social impact of the current multiple crisis, especially through the intergovernmental Management of Social Transformations (MOST) programme.

12. Action to promote **respect for human rights** is being supported through policy-oriented research on the obstacles and challenges related to the enjoyment of those human rights that fall within UNESCO's areas of competence. These rights include the right to quality education, the right to freedom of opinion and expression, the right to participate in cultural life, the right to enjoy the benefits of scientific progress and its application and, underpinning all of them, the right to express oneself in one's mother tongue. Support is given to advancing academic reflection on the normative content and the States' obligations to respect, protect and fulfil these rights and to linking this reflection to policy-making through elaborating recommendations on concrete measures to implement these rights.

13. UNESCO is working to **ensure equality between men and women** by giving priority to the pursuit of gender equality through action in all of UNESCO's fields of competence. Gender equality is one of two global priorities of the Organization in the Medium-Term Strategy for 2008-2013 (34 C/4). A practical and results-based Priority Gender Equality Action Plan for 2008-2013, endorsed by UNESCO's Executive Board at its 181st session, describes the actions that UNESCO's programme sectors will pursue between 2008 and 2013 to contribute to the pursuit of the empowerment of women and gender equality. UNESCO is also part of the wider United Nations system effort to help stop violence against women. The Organization has further collaborated in the elaboration of and signed the United Nations system statement against female genital mutilation. UNESCO furthermore has created a women's studies and gender research international network.

14. An International Network of Women Philosophers was also launched in 2007 to promote philosophical dialogue. Emphasis is on the contribution of philosophy, particularly of women philosophers, to the promotion of a culture of peace, new social policies, conflict prevention and the struggle against all forms of violence. Furthermore, UNESCO has helped to establish the Palestinian Women's Research and Documentation Centre in Ramallah and is assisting in the

creation of a category 2 research and documentation centre on women for the Great Lakes region, headquartered in Kinshasa.

15. UNESCO is working to **foster democratic participation** by instilling democratic values in all learners as an integrated component of its work to provide quality education at all educational levels through both formal and non-formal education. Democratic governance and citizenship participation are being promoted by supporting the establishment of media legislation conducive to free and independent media, through the training of journalists and media professionals in non-partisan and independent reporting techniques, especially in conflict and post-conflict areas, and by assisting the media in covering elections. Questions relating to the challenges to democracy, dialogue and peace by the economic, financial and indeed social crises will also be addressed. UNESCO also fosters research, capacity-building and dialogues on democracy through the activities of the International Centre for Human Sciences in Byblos, Lebanon, and the Permanent Forum of Arab-African Dialogue on democracy and human rights.

16. UNESCO also seeks to **advance understanding, tolerance and solidarity** through its efforts to promote a dialogue among civilizations and cultures through action in all its domains, in accordance with the Global Agenda for Dialogue among Civilizations and its Programme of Action proclaimed by the General Assembly in 2001 (resolution 56/6), as well as with directions set by UNESCO's own decision-making organs. The work is being undertaken within the framework of a multi-stakeholder approach and with a variety of partners such as ISESCO, ALECSO, the Anna Lindh Foundation, the Council of Europe, the United Nations Permanent Forum on Indigenous Issues and the Alliance of Civilizations. Recommendations from the report of the Alliance of Civilizations relating to youth, women, civil society, the media, educators and education to avoid discrimination against migrants have also been taken into account. In this regard, five projects are being implemented to give practical meaning to UNESCO's cooperation with the Alliance of Civilizations, using extrabudgetary resources.

17. Several main projects illustrate UNESCO's effort to **promote intercultural dialogue**, including:

- (a) the wide dissemination and pedagogical use of the General and Regional Histories, which is designed to promote a new and pluralistic understanding of the histories of peoples and regions;
- (b) the pedagogical use of the *General History of Africa* to revise history education in Africa in order to introduce a regional dimension in history teaching and provide a long-term contribution to the political and socio-economic integration of the continent;
- (c) the interreligious dialogue programme which is focusing on reaching out to women and youth so as to better understand and strengthen their role and contribution to interfaith dialogue;
- (d) the Slave Route project, which plays a significant role in securing recognition by the United Nations of the slave trade and slavery as crimes against humanity. This project aims at breaking the silence on this tragedy and shedding light on the global transformations and cultural interactions it generated. The project is promoting scientific research, developing educational materials, collecting and preserving written archives and oral traditions, conducting an inventory of memorial sites and places so as to preserve them, and promoting living cultures, as well as standard-setting instruments for the suppression of slavery.

18. A particular compelling example of work towards peaceful engagement and mutual understanding is the series of high-level regional annual summits that UNESCO has helped to organize with State leaders from countries of South-Eastern Europe, a region torn apart by civil strife and war not so very long ago. These summits seek to promote a culture of peace by

providing a platform for dialogue and regional cooperation. Thus far, seven annual summits of the region's Heads of State have been organized, which have since given rise to concrete measures for regional cooperation: Ohrid, (2003), Tirana (2004), Varna (2005), Opatija (2006), Bucharest (2007), Athens (2008), and Cetinje (2009). They constitute an exemplary record of vision, political will and commitment to act and build peace through concrete action, whether in the field of values education, enhancing scientific exchange, fostering respect for religious and cultural pluralism, or the overarching importance of communication for building a region free of ethnic, religious or cultural divisions.

19. To further reinforce promotion of dialogue in all of its domains, UNESCO established an intersectoral platform on "Contributing to the dialogue among civilizations and cultures and a culture of peace". The Platform pursues four major objectives relating to UNESCO's Histories project, the development of intercultural skills, the engagement of new voices in interfaith dialogue, and the role of the media in fostering dialogue and mutual understanding. Moreover, the Platform offers a good opportunity for extrabudgetary funds mobilization in favour of culture of peace activities.

20. The Organization also promotes understanding of tolerance and non-violence through the annual discernment of the Madanjeet Singh Prize for Tolerance and Non-Violence. UNESCO deepens knowledge of various forms of racism, discrimination, xenophobia and intolerance via the implementation of the Organization's Integrated Strategy to Combat Racism, Discrimination, Xenophobia and Related Intolerance and the subsequent formulation of appropriate national policies and plans of action as well as disseminating good practices.

21. During 2010-2011, continued support will be provided to Member States in strengthening the role of communication and information in fostering mutual understanding, peace and reconciliation, especially in post-conflict situations. Efforts will focus on enabling media to provide unbiased information, avoid stereotypes and counteract incitement to hatred and violence, especially within the framework of the Power of Peace (PPN), aimed at harnessing the power of new technologies to increase mutual understanding.

22. To launch the **International Year for the Rapprochement of Cultures** (2010), proclaimed by the United Nations General Assembly in resolution 62/90, and for which UNESCO was given a lead role within the United Nations system, the Director-General convened a High Panel on Peace and the Dialogue of Cultures on 18 February 2010. The Panel, composed of eminent personalities from diverse geographical and intellectual backgrounds, focused its discussions on new approaches and avenues for action to promote intercultural dialogue and peace. Conclusions drawn from the discussions by the High Panel will be reflected in the addendum to this report. An extensive programme of initiatives to celebrate the United Nations International Year has also been developed across UNESCO Member States and the international community at large.

23. Against the background of the current multiple global crises, the need to promote shared values, solidarity and humanism has become ever more important. The General Conference of UNESCO by 35 C/Resolution 46 resolved to take the pioneering and ever-pertinent message of Tagore, Neruda and Césaire as the starting point for engaging the Organization in substantial reflection and renewed action on a universal reconciled with diversity in keeping with UNESCO's intellectual watch mandate within the United Nations system so as to promote peace in the minds of men, in line with the Organization's Constitution.

24. UNESCO is **supporting participatory communication and the free flow of information and knowledge** by raising awareness about the importance of freedom of information and press freedom for development, democracy and dialogue; supporting Member States in the development of free, independent and pluralistic media, including through institutional capacity-building; formulating national information policy frameworks; facilitating community access to information, including through community multimedia centres (CMCs) to increase learning opportunities and participation in development; supporting the preservation and dissemination of analogue and digital

documentary information; monitoring developments and fostering the exchange of best practices with regard to the ethical dimensions of the information society; fostering international partnerships for enhancing universal access to information; and encouraging the development of knowledge societies.

25. In the context of document 35 C/5, Member States will be supported in the formulation of inclusive policy frameworks for universal access to and dissemination of information, based on the Strategic Plan and priorities of the Information for All Programme (IFAP). Action will also include facilitating community access to information and knowledge and increasing learning opportunities for all, particularly through CMCs.

26. UNESCO is working to **promote international peace and security** through its efforts to assist countries in post-conflict and post-disaster (PCPD) situations. To further strengthen efforts, a dedicated PCPD platform was established which focuses on assisting countries in reconstructing their education systems with the ultimate goal of realizing education for all; providing policy advice and expertise on resolving conflicts that may arise over natural resources; revitalizing in-country research facilities; integrating disaster prevention and mitigation efforts, particularly early warning systems into post-conflict and disaster responses; and protecting and rehabilitating damaged cultural and natural heritage.

27. Special assistance is also being devoted to implementing efficient mechanisms aimed at **decreasing conflicts and contributing to the development of a culture of peace in Africa**. At the national level, UNESCO is promoting bilateral cooperation in line with priorities defined by governments. It is also monitoring the actions undertaken in specific countries (Sudan, Democratic Republic of the Congo, Somalia and the Great Lakes region) to promote the peace-building process through dedicated task forces that have been established for this purpose. A special post-conflict overall support programme in UNESCO's fields of competence for Côte d'Ivoire was launched in 2008 and antennas have also been established in countries with specific needs (Sudan, Liberia, Sierra Leone). At the regional and subregional levels, UNESCO is providing support to the African Union (AU) and to regional organizations' initiatives, in line with the AU's framework of action for post-conflict reconstruction and development (PCRD), and as part of the Regional Coordination Mechanism (RCM) of United Nations agencies working in Africa, as well as through UNESCO's Programme of Education for Emergencies and Reconstruction (UNESCO-PEER).

28. UNESCO is also promoting a culture of peace and non-violence among youth through initiatives aimed at preventing youth violence by fostering the social integration and empowerment of youth. In 2008, UNESCO held a meeting in Bahrain on "Youth@the Crossroads – a Future without Violent Radicalization" which was devoted to identifying and showcasing community-based projects and best practices that constructively engage youth and demonstrate a capacity to foster an atmosphere that provides young people with positive options for their own future and dissuading them from engaging in violent, radical behaviour. A host of good practices was shared and disseminated through a dedicated website (http://portal.unesco.org/en/ev.php-URL_ID=42346&URL_DO=DO_TOPIC&URL_SECTION=201.html). Recently, projects have been implemented in the Dominican Republic, El Salvador, Guatemala, Honduras and Nicaragua to identify the root causes of violence among youth and the best approaches to address them, as well as to create opportunities for the social integration of youth through education, culture, communication, the social sciences and entrepreneurship. The Organization seeks to provide policy-makers in Central America with evidence of what works, and to develop a handbook on "Guidelines for the development of policies for preventing violence affecting youth". UNESCO is also implementing a similar initiative in the Great Lakes region where research is currently being conducted to identify the causes of violence among youth, especially in displaced settings, and to provide concrete policy options on how to empower youth as a means of preventing violence. UNESCO will also organise a High-Level Meeting on Youth Development and Violence Prevention in the Great Lakes region in 2010, based on the experience of Central America, which will also promote South-South cooperation.

29. The practice of sport is a recognized pillar in promoting peace as it overcomes both geographical borders and social classes. As such, UNESCO remains committed to its vision of sport as contributing to the fulfilment of individuals and enhancing their social integration, as well as favouring dialogue among peoples, thus helping to build a “culture of peace”. Sport is, by its very nature, participatory, bringing communities and the individuals within these communities together, drawing on a message of inclusion, highlighting commonalities and uniting cultural and ethnic divides. As such, UNESCO’s programme on traditional sports and games recognizes that sport and culture have a dynamic, symbiotic relationship. In promoting and preserving traditional sports and games, UNESCO promotes peace among different populations by encouraging dialogue and understanding among diverse cultures. UNESCO also supports several sport initiatives, such as the partnership with Diambars in Senegal, South Africa and other African countries. This programme uses football and physical education as a means to involve out-of-school children and young people in formal education or learning processes. The Initiative “Youth Voices against Racism”, a partnership between UNESCO and FC Barcelona signed in 2007, will also allow young people to play an active role in the fight against racism and violence in sport by involving them in local policy-making and the design of local initiatives.

30. UNESCO is also advancing a culture of peace through its participation in common country programming processes, notably the development of the United Nations Development Assistance Frameworks (UNDAFs), which features a human rights-based approach (HRBA) and gender equality as key programming principles. In the context of UNDAFs, UNESCO aims at bringing to bear thematic components of a culture of peace in response to national development priorities and goals, and by advancing internationally agreed norms and standards in pursuit of a culture of peace. With the upcoming roll-out of some 90 UNDAF documents until 2012, UNDAFs will serve as an important tool to integrate and advance elements of a culture of peace at country level, in collaboration with United Nations country teams and other partners, including civil society organizations.

31. For more detailed information regarding UNESCO’s efforts to promote the Decade, please see the 2009 report that UNESCO submitted to the United Nations General Assembly at its 64th session: http://portal.unesco.org/en/ev.php-URL_ID=46796&URL_DO=DO_TOPIC&URL_SECTION=201.html.

III. ACTION EXPECTED OF THE EXECUTIVE BOARD

32. The Executive Board may wish to consider adopting the following draft decision:

The Executive Board,

1. Recalling 35 C/Resolution 108;
2. Having considered document 184 EX/15 containing information about UNESCO’s work to implement the Programme of Action on a Culture of Peace, and the preparation of the draft report to the United Nations General Assembly on the last stage of the implementation of the International Decade for a Culture of Peace and Non-Violence for the Children of the World, including UNESCO’s contribution thereto;
3. Taking note of the indicative list of suggestions for UNESCO’s work on a culture of peace in phase with the United Nations Declaration and Programme of Action on a Culture of Peace (United Nations General Assembly resolution 53/243), as contained in the addendum to this document;
4. Requests the Director-General to prepare, in consultation with Member States, an event to mark the conclusion of the Decade for a Culture of Peace and Non-Violence for the Children of the World;

5. Requests the Director-General to consult with all Member States, UNESCO category 1 institutes and relevant category 2 centres and institutes, and NGOs in operational relations with UNESCO on proposals for an interdisciplinary and intersectoral programme of action for a culture of peace, and relevant information thereon, in all of the appropriate documents and questionnaire and during the regional consultation process for the preparation of UNESCO's Draft Programme and Budget for 2012-2013 (36 C/5), and to report on the results of this consultation process to the Executive Board at its 185th session in the context of the submission of her preliminary proposals for the Draft Programme and Budget for 2012-2013 (36 C/5).



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**REPORT BY THE DIRECTOR-GENERAL
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CORRIGENDUM

The following change should be made to document 184 EX/15: delete the last sentence in paragraph 7 of the document.



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REPORT BY THE DIRECTOR-GENERAL ON UNESCO'S WORK ON A CULTURE OF PEACE

ADDENDUM

SUMMARY

Pursuant to the report about UNESCO's action over past years in phase with the United Nations Declaration and Programme of Action on a Culture of Peace (United Nations General Assembly resolution 53/243) (184 EX/15), the present addendum outlines an indicative list of suggestions for UNESCO's future work in this field, also taking into account the deliberations of the High Panel on Peace and Dialogue Among Cultures, which met at UNESCO Headquarters on 18 February 2010.

By its very nature, this document has no administrative or financial implications.

Action proposed: The draft decision contained in 184 EX/15 also covers the present addendum.

**POSSIBLE ELEMENTS OF AN INTERDISCIPLINARY AND INTERSECTORAL
PROGRAMME OF ACTION ON A CULTURE OF PEACE
FOR THE BIENNIUM 2012-2013**

I. Introduction

1. Globalization and its impact on virtually every field of competence of UNESCO was not as prevalent when the Programme of Action on a Culture of Peace was endorsed by the United Nations General Assembly in 1998 as they are today. The evolution and scope of the globalization processes have also affected parameters of peace and conditions for building peace, which need to be taken into account when developing an interdisciplinary and intersectoral programme of action on a culture of peace.

2. Thus, in developing such a programme, certain strategic orientations and elements of the broad-based 1998 Programme of Action on a Culture of Peace (United Nations General Assembly resolution 53/243) may need to be revisited so as to ensure its relevance in today's globalized world. By way of example, this may begin by analysing the provisions of the Millennium Declaration of 2000, the subsequent 2005 Outcome Document of the United Nations General Assembly Summit and extend to the two UNESCO world reports on knowledge societies and investing in cultural diversity and intercultural dialogue.

3. This may further include the integration of a range of new dimensions and parameters of relevance for a culture of peace: new forms of intercultural education and education for peace at all levels of the education system, including the use of ICTs; knowledge creation and intellectual exchanges and collaboration through both traditional forms and those drawing on the latest information and communication tools, including alternative media and social networks; approaches enhancing scientific cooperation especially in new fields and collaboration to strengthen sustainable development and promote climate science and services; new and anticipated disputes and conflicts over natural resource access, availabilities and exploitation; the increasing relevance and impact of cultural diversity, the powerful role of tangible and intangible cultural heritage and their contribution to reconciliation in conflict environments; and the strategic importance of a reinforced and broadened dialogue among cultures.

4. Such efforts should also build on the comprehensive knowledge, the specific life experiences and the world views of both women and men. Globally, the quest for gender equality – a global priority for UNESCO – has acquired a strategic level, as without such equality the attainment of the Millennium Development Goals (MDGs) is beyond reach. Moreover, the empowerment of youth and the promotion of their potential as creative actors of societal development along with efforts to prevent their radicalization and marginalization have attracted increasing attention by national decision-makers and multilateral organizations. One particular aspect that has gained strong support internationally, is the sustained and strong focus on post-conflict and post-disaster countries and regions, and new mechanisms to create peace in post-conflict countries, including efforts to strengthen prospects for a peaceful development through the demobilization of soldiers, including child soldiers, special job-focused training offers and their reintegration into community projects. These are all features of the new peace agenda, which calls for UNESCO's contribution. Lastly, it should be noted that the dynamics of multilateralism are also shifting as a result of the strong emphasis given to South-South and North-South-South cooperation and its potential benefits for international cooperation, mutual respect and understanding as well as tolerance. This will also need to be reflected in a new culture of peace programme.

5. A future culture of peace programme could build on the engagement and mobilization of all of UNESCO's partners and networks (National Commissions, category 1 and 2 institutes and centres, UNESCO Clubs, Parliamentarians, the Associated Schools Network, the network of UNESCO Chairs and their collaborative efforts; UNESCO celebrity advocates, including Goodwill Ambassadors, Artists for Peace and other categories) as well as civil society, including religious leaders, women and youth leaders and associations, national institutions for human rights,

journalists, the media, scientific associations and academies, and the private sector in building tolerant, harmonious and peaceful societies based on respect for pluralism, free from ethnic, religious or cultural divides. Efforts could be envisaged to attract new donors and partnerships so as to support these initiatives. At the same time, UNESCO could seek to solicit an active engagement of the United Nations Country Teams at national levels, as has been done with success for the International Year for the Rapprochement of Cultures.

6. Dialogue among cultures and individuals, based on tolerance and mutual understanding, is a key driver for reconciliation and peace in today's globalized world. However, the full potential and desirable range of dialogue has yet to be fully realized. Undoubtedly, building a culture of dialogue is a prerequisite for building a culture of peace. UNESCO must therefore draw on its decade-long experience and position itself in the contemporary world in an effective and creative manner at international, national and regional levels and by engaging with multiple stakeholders and other actors, such as the Alliance of Civilizations. By harmonizing and streamlining efforts to link the dialogue among cultures to the culture of peace, UNESCO may be in a position to make a greater and more substantial impact towards building sustainable, peaceful societies.

7. To further reflect on the approaches and modalities needed to enhance the potential of a dialogue among cultures as a means for building a culture of peace, a High Panel on Peace and Dialogue among Cultures was established by the Director-General. The Panel, made up of eminent persons from the intellectual world, met for the first time at UNESCO Headquarters on 18 February 2010 marking the launch of the International Year for the Rapprochement of Cultures (2010), for which UNESCO was designated as lead agency within the United Nations system. Thus, the final articulation of the programme for draft document 36 C/5 will also benefit from the experience gained with the current International Year and from further input of the deliberations of the High Panel.

8. The High Panel reflected on new and innovative ideas as to how a dialogue among cultures could be renewed in today's globalizing world, UNESCO's approach to building the defences of peace in the minds of women and men, and to pursuing UNESCO's mission statement, as contained in document 34 C/4. The Panel identified a number of strategic thrusts, which may offer entry points for the building of the interdisciplinary and intersectoral programme of action on a culture of peace in pursuit of one of document 34 C/4's overarching objectives entitled "fostering cultural diversity, intercultural dialogue and a culture of peace".

9. The proposed main pillars of the interdisciplinary and intersectoral programme of action on a culture of peace, could be: (a) education for dialogue and peace; (b) culture and social sciences as vectors for dialogue, mutual understanding and reconciliation; (c) science for a sustainable future in peace; and (d) communication and information for an enhanced dialogue and knowledge-sharing. Furthermore, as also highlighted by the High Panel, and in line with UNESCO's Gender Equality Action Plan for 2008-2013, the needs of women and a gender equality perspective should be mainstreamed in all programmatic action. There is a pressing need to address the relationship between culture and violence, especially regarding the different forms of gender-based violence. The creation of dedicated operational platforms could focus on improving the status of women in all spheres of life, strengthening their involvement in decision-making processes, and preventing violence against women.

10. The needs of youth shall benefit from targeted action, as envisaged in document 34 C/4, and specific programmes could be developed to make a contribution towards preventing violence among youth and by youth.

11. The pillar on **education for dialogue and peace** could focus on the following strategic areas:

- Strengthening efforts to develop inclusive education policies that ensure equal access to all learners, particularly girls and women, to a quality education which imparts the skills,

knowledge, values (respect for cultural diversity, tolerance, peace, non-violence, promotion of gender equality, human rights including women's rights, respect for the environment), peace education based also on model curricula and approaches needed to learn to live together in peace and tolerance, including through sport;

- Supporting open schools and community-based initiatives to help reduce tensions and uphold human dignity through shared activities and projects;
- Advocating for inclusion of arts, music and sports into educational programmes, as integral parts of curricula, so that they can contribute to the promotion of unity, harmony and mutual understanding and respect;
- Removing embedded prejudices and stereotypes from history books, textbooks, learning materials and curricula, and in the media. A specific focus could be on promoting a "common history", which could include the history of institutions, economic achievements, documentary heritage of historical significance, as well as urban and art history across regions;
- Advocating for peace, human rights including women's rights, gender equality, intercultural education and sustainable development through high level international and regional fora, and through enhancing cooperation, exchanges, and dialogue among – and joint research and teaching by – universities, including among academics and students, and through UNESCO's wide range of networks and partners, including through the promotion of South-South and North-South-South cooperation;
- Strengthening UNESCO's contribution to the enjoyment of those human rights that fall within the Organization's areas of competence: the right to quality education, the right to freedom of opinion and expression, the right to participate in cultural life, the right to enjoy the benefits of scientific progress and its application and, underpinning all of them, the right to express oneself in one's mother tongue; and enhancing efforts to advocate for women's rights as human rights;
- Promoting education for sustainable development (ESD), which is an integral element for instilling values of peace among learners at all levels of the education system. As lead agency for the United Nations Decade of Education for Sustainable Development, UNESCO will concretely contribute to a culture of peace through the integration of principles, values and practices of sustainable development into all aspects of education and learning. ESD supports all types of learning in the context of quality education, in particular learning to live together. ESD furthermore seeks to build skills and values for a peaceful future shared by all humanity;
- Advocating and acknowledging the constructive role of national, regional and international initiatives and fora which contribute to peaceful behaviour and approaches (such as the summit meetings in South-East Europe, meetings of education and culture ministers in various regions, creation of new fora for research-policy engagement in social sciences); differentiated approaches may be appropriate in this regard;
- Fostering the empowerment of women and youth by expanding access to all types of educational and learning opportunities, including open-schools and community-based initiatives in order to reduce tensions and restore human dignity through the use of shared spaces, activities and projects, literacy, skills projects for disadvantaged populations, supported by municipal and local authorities, private sectors and stakeholders;
- Including women in all peace processes and addressing the special needs of all affected parties with a view to reducing inequalities in access to assets that initially were at the root of conflict situations.

12. The pillar on culture and social sciences as vectors for dialogue, mutual understanding and reconciliation could focus on the following strategic areas:

- Raising awareness of governments on how cultural heritage can serve as a vector for dialogue, reconciliation and social cohesion, and sensitizing them to the need to establish permanent frameworks/modalities that would support ongoing intercultural and interreligious dialogue, especially at the national level, with the effective engagement of women and men of all ages;
- Integrating the principles of intercultural dialogue and mutual respect and knowledge in all relevant policies in order to correct flawed cultural representations, values and stereotypes and to demonstrate that diversity enriches humanity and can be a means of building solidarity among peoples, nations and cultures;
- Raising the awareness of cultural expressions of minorities, migrants, indigenous peoples and other disadvantaged and excluded groups to foster respect and mutual understanding for social cohesion through the creation of dedicated platforms for dialogue; promoting dialogue on the Internet, and through new social networks and the media, where numerous cultural and linguistic expressions can be shared;
- Encouraging international and regional cooperation among different artists, such as the co-production of films between media professionals from different cultures, or the joint organization of literary or cultural events and exhibitions, including the arts and musical interaction and performances with the involvement of artists from different cultures;
- Promoting intellectual cooperation, such as through learning about different philosophical thinking;
- Creating platforms for intercultural dialogue on issues relating to democracy, pluralism, culture and governance and the climate change and global water crises, including the associated ethical dimensions; this would allow to promote regional cooperation among countries that have been torn apart by civil strife, conflicts and war and which wish to develop concrete cooperation and exchanges in UNESCO's areas of expertise: values education, enhancing scientific cooperation and exchange, fostering respect for cultural and religious pluralism; communication and information as a means to help attenuate and bridge cultural divides; and to the fight against contemporary forms of extremism.

13. The pillar on science for a sustainable future in peace could focus on the following strategic areas:

- Developing concrete measures to help defuse potential conflicts over natural resources, such as water and arable land, and helping to study, prevent and mitigate conflicts over natural resources;
- Identifying and monitoring threats to environmental security (e.g. climate change, desertification, land erosion, etc.) with implications for economic, social and political stability, which would also entail defining policy options, encouraging replicable mitigation strategies and related capacity-building;
- Developing biosphere reserves and world heritage sites as models e.g. for climate change education and learning, climate science, climate change mitigation, income-generation through sustainable eco-tourism;
- Advocating for eco-tourism, and generating funds for the conservation of the environment, which will contribute to the well-being and livelihoods of local people. In the absence of

appropriate planning and management, unfettered tourism can become a threat to the integrity of both ecosystems and local cultures and trigger conflicts;

- Advocating for the implementation of management tools proven in science for the preservation and sustainable use of marine, coastal and terrestrial resources, and providing a platform for conflict resolution amongst parties;
- Strengthening efforts to promote the role of cultural industries and creative industries as a whole, together with cultural tourism, as an important vector for sustainable development, social cohesion and mutual understanding;
- Advocating awareness of natural hazards, such as earthquakes, landslides, tsunamis, storm surges and other coastal hazards, evaluating their risk and preparing for its mitigation by building disaster resilient communities to sustain a peaceful development of lives and livelihoods.

14. The pillar on **communication and information for an enhanced dialogue and knowledge-sharing** could focus on the following strategic areas:

- Strengthening the role of communication and information tools in fostering mutual understanding, peace and reconciliation, especially in post-conflict situations, and identifying how to use the power of new technologies, to promote peace journalism and the freedom of expression (including through the power of peace network);
- Supporting the creation of an enabling environment for freedom of expression and independent media, especially in conflict and post-conflict situations;
- Inviting media to provide unbiased information, avoid stereotypes and counteract incitement to hatred and violence, by fostering standards and editorial independence in public service broadcasting; and by building capacities of media and information professional to promote peace journalism and foster information- and knowledge-sharing as well as self-expression;
- Highlighting the importance of the freedom of the media and expression for the promotion of understanding among peoples, tolerance and the values of learning to live together in peace;
- Designing appropriate curricula for journalism training, which induce both a reflection on a culture of peace and prepare students to cover such issues in an unbiased manner;
- Promoting specially designed training, networking initiatives as well as media and ICT-based platforms targeting women and youth as agents of change in the prevention, resolution and containment of conflicts;
- Fostering the empowerment of women and youth by expanding access to information and knowledge, diverse and multilingual content, including local content; and the use of media and ICTs, including community media and alternative media (e.g. blogs, mobile media, citizen journalism, social networking sites), so as to give a more impactful “voice” to these groups in the development arena.