

Hundred and seventy-fourth session

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**REPORT BY THE DIRECTOR-GENERAL ON THE FOLLOW-UP OF DECISIONS
AND RESOLUTIONS ADOPTED BY THE EXECUTIVE BOARD AND THE
GENERAL CONFERENCE AT THEIR PREVIOUS SESSIONS**

SUMMARY

This report is intended to inform the Members of the Executive Board of progress in the follow-up of decisions and resolutions adopted by the Executive Board and the General Conference at their previous sessions.

No decision is required.

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The following information has been compiled in accordance with 166 EX/Decision 5.2, paragraph 12, which invites the Director-General:

- “(a) to report to the Executive Board at its first session in the year following the General Conference on the operating costs of the Conference by item of expenditure;
- (b) to report annually to the first session of the Executive Board on the operating costs of the Board during the previous year by item of expenditure.”

169 EX/Decision 4.3

Operating costs of the General Conference by item of expenditure

Budget

During the 2004-2005 biennium, a total amount of \$5,491,200 was allocated for the operating costs of the General Conference.

Object of expenditure	32 C/5 Approved	
	\$	%
External audit fees	550,000	10.0
Interpretation, translation and document services	4,842,200	88.2
Other costs relating to the functioning of the Conference	99,000	1.8
Total	5,491,200	100.0

Expenditure incurred in 2004-2005

	Item of expenditure	\$
A.	External audit fees	535,800
	B. Conferences, languages, documentation and other services	
1	Temporary assistance (including salaries, travel and per diem of the temporary staff during and out of sessions)	2,721,100
2	Overtime	516,900
3	Contracts (printing official documentation)	139,000
4	Supplies, equipment, rental and maintenance	1,168,200
5	Hospitality	43,200
6	Travel	9,000
	Total B	4,597,400
C.	Working group on relations between the three organs of UNESCO	
1	Travel and per diem of participants	44,500
2	Interpretation	50,500
3	Hospitality	4,700
4	Temporary assistance	2,800
5	Overtime	500
6	Office supplies	300
	Total C	103,300

	Item of expenditure	\$
D.	President of the General Conference	
1	Official missions	54,200
2	Overtime	4,400
3	Hospitality	6,800
	Total D	65,400
E.	Secretariat of the General Conference (SCG)	
1	Temporary assistance	6,100
2	Overtime	8,800
3	General operating expenses	21,600
4	Equipment and supplies	11,200
	Total E	47,700
F.	Youth Forum	38,600
G.	Assistance to Member States to attend the General Conference	80,000
	Total, 2004-2005 expenditure (A + B + C + D + E + F + G)	5,468,200

166 EX/Decision 5.2

Operating costs of the Executive Board during the previous year by item of expenditure

Budget

At its 32nd session, the General Conference approved a budget provision of \$6,531,800 for the Executive Board's operating costs during 2004-2005. Of this allocation, an amount of \$300,000 was transferred from the savings achieved under the costs for the travel of the Members of the Board, following application of 166 EX/Decision 5.2, to BFC – Part III.A of the budget – for the reinforcement of the Field Office network (see 171 EX/Decision 3.II).

The breakdown of the allocation by object of expenditure is as follows:

Object of expenditure	32 C/5 Approved as adjusted	
	\$	%
Travel by the Members of the Board	1,841,700*	29.6
Language and documentation services	3,690,100	59.2
SCX operating costs	700,000	11.2
Total	6,231,800*	100.0

* Taking into account the transfer of \$300,000 to BFC.

While the above table indicates the provisions for the entire biennium, in line with 166 EX/Decision 5.2, the breakdown by object of expenditure below presents details of expenditure incurred during **2005 only** given that the expenditure incurred during 2004 has already been reported to the Executive Board at its 171st session (171 EX/4 Part II – Annex II).

Expenditure incurred in 2005

Item of expenditure		\$
A. Travel expenses and subsistence allowance of representatives		
<i>171st session: 44 (out of 58) representatives not residing in Paris; 172nd session: 43 (out of 58) representatives not residing in Paris; 173rd session</i>		
1	Representatives not residing in Paris – travel to sessions	254,200
2	Representatives not residing in Paris – subsistence allowance during sessions	529,400
3	Representatives residing in Paris – travel for consultations	13,600
4	Other official travel	13,600
5	Group of Experts on Financial and Administrative Matters – travel expenses and subsistence allowance	49,100
Total A		859,900
B. Other operating expenses		
1	Representation allowance of the Chairperson (<i>Rule 63 of the Rules of Procedure of the Executive Board</i>)	24,300
2	Insurance of representatives (<i>paragraph 4 of the Annex to the Rules of Procedure of the Executive Board</i>)	11,800
3	Office expenses of 58 representatives (<i>Rule 62 of the Rules of Procedure of the Executive Board</i>)	3,100
4	Hospitality (<i>water, tea, coffee during meetings of the Board and briefing sessions</i>)	42,200
5	Flowers during the sessions (<i>reception counter of Room X, switchboard, lounge</i>)	1,500
6	Temporary assistance (<i>supernumerary personnel during meetings of the Board (room clerks, sound technicians, furniture removers, etc.)</i>)	121,800
7	Other contractual services (<i>including the elaboration of informational tools for representatives and permanent delegations</i>)	10,900
8	Digitization of Executive Board documents	9,900
9	Overtime (<i>staff of the secretariat of the Executive Board, Chairperson's driver, sound technicians, electricians, heating technicians, medical staff, etc.</i>)	54,700
10	Telephone and fax communications	8,900
11	Postage (<i>DHL, pouch and postal charges</i>)	1,600
12	Photocopies (<i>rental and maintenance of photocopy machines</i>)	16,700
13	Purchase of publications (<i>periodicals</i>) for the Chairperson of the Executive Board	800
14	Office supplies	13,800
15	Office equipment and furniture (<i>including working room</i>)	17,600
16	Computer equipment (<i>including working room</i>)	16,700
17	Training	1,200
18	Other expenses	1,500
Total B		359,000

Item of expenditure		\$
	C. Language services and documentation	
1	Interpretation	801,400
2	Translation	581,700
3	Documentation	134,100
4	Other contractual services	23,700
5	Overtime	65,400
6	Supplies, hire charges	173,000
7	Electronic documentation management	36,000
	Total C	1,815,300
	Total, 2005 expenditure (A + B + C)	3,034,200

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**REPORT BY THE DIRECTOR-GENERAL ON THE FOLLOW-UP
OF DECISIONS AND RESOLUTIONS ADOPTED BY THE EXECUTIVE BOARD
AND THE GENERAL CONFERENCE AT THEIR PREVIOUS SESSIONS**

REVISED ADDENDUM

**Preparations for the Medium-Term Strategy for 2008-2013 (34 C/4)
and the Draft Programme and Budget for 2008-2009 (34 C/5)**

SUMMARY

This report is intended to inform the Members of the Executive Board of the roadmap and timetable developed for the preparation of the Medium-Term Strategy for 2008-2013 (34 C/4) and the Draft Programme and Budget for 2008-2009 (34 C/5).

The present document is presented in response to:

- (a) Resolution 1 adopted at the 33rd session of the General Conference, whereby it requested in section II, paragraph 6, the Director-General to submit to the Executive Board at its 174th and 175th sessions a progress report on the preparation of document 34 C/4;
- (b) 169 EX/Decision 4.1, paragraph 4, whereby the Executive Board requested the Director-General to report, at the first session of each biennium, on the preparations for drafting the Programme and Budget for the following biennium.

No decision required.

**ROADMAP AND TIMETABLE FOR THE PREPARATION
OF THE DRAFT MEDIUM-TERM STRATEGY 2008-2013 (34 C/4)**

and

THE DRAFT PROGRAMME AND BUDGET FOR 2008-2009 (34 C/5)

(and part of the global consultation on the long-term future role of UNESCO)

Date		Action to be taken
end of March/ early April 2006	Finalization and dispatch of questionnaire for 34 C/4 and 34 C/5	Secretariat prepares the questionnaire.
early April 2006	Finalization and dispatch of discussion document for global consultation on the long-term future role of UNESCO	Note: The discussion paper by the Secretariat shall inform the global consultation to be led by the Director-General, in consultation with the President of the General Conference and the Chairperson of the Executive Board, using, <i>inter alia</i> , the modalities of the regional consultations – but also other approaches outside these consultations.
28 March- 13 April 2006	174th session of Executive Board	Director-General reports to Board about preparations made for the 34 C/4 and 34 C/5 process as well as for global consultations on the future role of UNESCO.
April/May 2006	Cluster and/or national consultations with National Commissions by field office directors	Field office directors undertake cluster or national consultations on issues raised in questionnaire and related programming matters as well as in discussion paper.
May-July 2006	Regional consultations of Director-General with National Commissions	Conduct five regional consultations with National Commissions on preparation of documents 34 C/4 and 34 C/5 (as well as on the future role of UNESCO); each consultation adopts report – with recommendations – which will be submitted to the Executive Board at its 175th session.
15 July 2006	Deadline for submission of written comments by governments, IGOs and NGOs on Director-General's questionnaire	In line with the recommendation of the Krogh Commission, deadline for the submission of written comments by governments, IGOs and NGOs falls shortly after the last regional consultation (Consultation for LAC, to be held from 3 to 6 July 2006 in Jamaica); In line with stipulations of 33 C/Resolution 1, Secretariat prepares synthetic/analytical report, which will be submitted as a document for the 175th session of the Executive Board.

Date		Action to be taken
mid-August 2006	Preliminary proposals by the Director-General for 34 C/4 and 34 C/5	Director-General prepares a document containing his preliminary proposals for the 34 C/4 and 34 C/5, bearing in mind the provisions of 33 C/Resolution 1 and the outcome of the regional consultations, as well as the written comments received.
26 September-12 October 2006	Consideration by Executive Board, 175th session	Executive Board considers the preparations for the 34 C/4 and 34 C/5 on the basis of the preliminary proposals of the Director-General, the analytical report of the written responses to the questionnaire and the written reports with recommendations emanating from the five regional consultations; Executive Board will also receive an interim report about status of deliberations of Review Group on Major Programmes II and III; Executive Board addresses/discusses 34 C/4 and 34 C/5 issues in plenary, in PX and FA; a specially constituted drafting group will be charged with preparation of two separate draft decisions defining framework for formulation of both 34 C/4 and 34 C/5.
12 October 2006	Executive Board adopts decisions concerning 34 C/4 and 34 C/5	Based on the proposal of its Drafting Group and the FA Commission (on administrative and financial issues), Executive Board (plenary) adopts two separate draft decisions providing framework and policy as well as programming direction to Director-General for preparation of 34 C/4 and 34 C/5.
end of October 2006	Publication of Director-General's blue note on preparation of draft 34 C/4 and 34 C/5	Director-General's blue note gives instructions to Secretariat for the preparation of draft C/5, including budget envelope, guidelines for the elaboration of Sectoral Strategic Framework (SSF), with inclusion of strategy for mobilization of extrabudgetary resources; format for preparation of Resource Allocation Matrix (RAM); and criteria for the assessment and selection of cross-cutting theme (CCT) projects, should this modality of intersectorality be retained for the new 34 C/4 period/exercise.
early March 2007	Dispatch of draft 34 C/4 and draft 34 C/5	Statutory deadline for submission of draft 34 C/4 and 34 C/5 to Member States.
10-26 April 2007	176th session of Executive Board	Consideration by the Executive Board of draft 34 C/4 and 34 C/5; Discussion in plenary, PX and FA Commissions and by a drafting group.

Date		Action to be taken
26 April 2007	Executive Board adopts decisions with recommendations on draft 34 C/4 and draft 34 C/5	Based on recommendations by its Drafting Group and FA Commission, Executive Board approves two separate decisions containing its observations and recommendations on 34 C/4 and 34 C/5, to be submitted to General Conference at its 34th session (as documents 34 C/6 and 34 C/11).
October 2007	34th session of General Conference	<p>General Conference holds 34th session and discusses draft 34 C/4 and draft 34 C/5 in light of recommendations by Executive Board on draft 34 C/4 (34 C/11) and draft 34 C/5 (34 C/6), as well as amendments submitted by Member States and considered admissible;</p> <p>General Conference approves 34 C/4 and 34 C/5, whose implementation shall begin on 1 January 2008.</p>

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ADDENDUM 2

**Plan of Action for the Promotion of the Dialogue among Peoples
and UNESCO's contribution to international action against terrorism**

SUMMARY

The present report is presented as a combined document in response to 171 EX/Decision 52 "Report by the Director-General on the promotion of the dialogue among peoples", and 172 EX/Decision 53 "Status report on UNESCO's contribution to international action against terrorism through education, the sciences, culture and communication and information".

Decision proposed: paragraph 37.

I. Introduction

1. By paragraph 3 of 171 EX/Decision 52 on the Report by the Director-General on the promotion of the dialogue among peoples, the Executive Board requested the Director-General to improve, by drawing up a plan of action, the coordination between the activities of the various sectors of UNESCO aimed at promoting the dialogue among peoples through a better reciprocal knowledge of cultural, ethnic, linguistic and religious diversity, and to promote peace and understanding among peoples. The decision also invited the Director-General, to that end, to consult with other partners and organizations, as appropriate.

2. The present report responds to this mandate as well as to 172 EX/Decision 53 regarding a status report on UNESCO's contribution to international action against terrorism through education, the sciences, culture and communication and information. This decision recognized the link between activities in support of the dialogue among civilizations, cultures and peoples, and efforts to discourage and dissuade extremism and fanaticism. It also underlined the importance of implementing concrete and sustained action in the various domains of UNESCO aimed at fostering the dialogue among peoples and countering extremism and fanaticism, and it requested the Director-General to include concrete activities towards that end in the work plans for the Programme and Budget for 2006-2007, once approved by the General Conference, and to report thereon to the Executive Board at its 174th session. To be sure, the challenge is vast – and UNESCO's contribution to that end can but be modest in a longer-term and global perspective. In any case, it is clear that the Organization's contribution aims primarily at the creation of an "enabling environment". The aim is to re-establish dialogue among peoples, relying on the dynamic character of cultures and civilizations and denouncing all forms of radicalization that fix them in a static vision that can be exploited for partisan ends.

3. The General Conference at its 33rd session also adopted resolution 4 "Combating fanaticism, extremism and terrorism", which recognized the link between activities in support of the dialogue among civilizations, cultures and peoples, and efforts to discourage and dissuade extremism and fanaticism. The resolution also requested the Director-General to prepare for draft document 34 C/5 an intersectoral programme, involving all sectors, to continue and strengthen initiatives in the development of curriculum frameworks and materials for education for shared values for intercultural and interfaith understanding. The General Conference also adopted resolution 38 "Promotion of dialogue among peoples" (follow-up to 32 C/Resolution 30), inviting the Director-General to further the objectives expressed by the General Conference in 32 C/Resolution 30 by pursuing his efforts aimed at the promotion of dialogue among peoples. The resolution also invited the Director-General to attach particular importance to improving the system of humanitarian, including philosophical, education, enabling the development of universal global consciousness, free from racial, ethnic and social prejudices, as fostering such knowledge should become one of the priority tasks of UNESCO.

4. The present report outlines the conceptual, strategic and programmatic complementarity between UNESCO's activities in support of a dialogue among civilizations, cultures and peoples and those which contribute to the overall fight against terrorism. It also builds on other major decisions which have shaped the Organization's profile of action over the past few years. Among these are:

The proclamation by the United Nations General Assembly of the year 2001 as the "United Nations Year of Dialogue among Civilizations" (resolution 53/22);

The adoption by the United Nations General Assembly of resolution 56/6 (November 2001) on the "Global agenda for dialogue among civilizations", underlining the desire to make a

concrete and tangible impact, in the medium and long term, through dialogue-based efforts and initiatives and assigning a lead role to UNESCO in the implementation of this resolution;

31 C/Resolution 39 “Call for international cooperation to prevent and eradicate acts of terrorism” by the General Conference (October 2001), which outlined UNESCO’s potential contribution to the fight against terrorism and affirmed that dialogue “constitutes a fundamental challenge based on the unity of humankind and commonly shared values, the recognition of cultural diversity and the equal dignity of each civilization and each culture”;

32 C/Resolution 47 by the General Conference on “New perspectives in UNESCO’s activities pertaining to the dialogue among civilizations and cultures”, which defined a new framework for orientation and action by UNESCO (October 2003);

31 C/Resolution 25 “UNESCO Universal Declaration on Cultural Diversity” by the General Conference (November 2001);

33 C/Resolution 41 “Convention on the Protection and Promotion of the Diversity of Cultural Expressions” by the General Conference (October 2005);

In the 2005 World Summit Outcome document (September 2005), the world leaders agreed to “strongly condemn terrorism in all its forms and manifestations, committed by whomever, wherever and for whatever purposes, as it constitutes one of the most serious threats to international peace and security” (para. 81) and welcomed “the Secretary-General’s identification of elements of a counter-terrorism strategy”; they further underscored that “these elements should be developed by the General Assembly without delay with a view to adopting and implementing a strategy to promote comprehensive, coordinated and consistent responses, at the national, regional and international levels, to counter terrorism, which also takes into account the conditions conducive to the spread of terrorism. In this context, we commend the various initiatives to promote dialogue, tolerance and understanding among civilizations” (para. 82);

The World Summit Outcome document (in paras. 144 and 145) further reaffirmed the Declaration and Programme of Action on a Culture of Peace as well as the Global Agenda for Dialogue among Civilizations and its Programme of Action adopted by the General Assembly and the value of different initiatives on dialogue among cultures and civilizations, including the dialogue on interfaith cooperation. The leaders committed themselves to taking action to promote a culture of peace and dialogue at the local, national, regional and international levels and requested the Secretary-General to explore implementation mechanisms and to follow up on those activities. In this regard, the leaders also welcomed the Alliance of Civilizations initiative announced by the Secretary-General on 14 July 2005. The leaders furthermore underlined that sports can foster peace and development and can contribute to an atmosphere of tolerance and understanding.

II. Principles

5. The quest for a dialogue among civilizations, cultures and peoples is deeply entrenched in UNESCO’s Constitution and the various programmes and resolutions adopted by the Executive Board and the General Conference since the establishment of the Organization. The promotion of dialogue in the service of peace – in order to build “peace in the minds of men” – is at the core of UNESCO’s mission, and the quest for a better reciprocal knowledge of cultural, linguistic and religious diversity forms an important and abiding part of this endeavour. The emergence of new contemporary challenges, threats to humankind, new ignorances and widening gaps in mutual

understanding and respect make the need for dialogue among peoples ever more topical, if not compelling. We witness at present a sense of shared vulnerability, an occasional lack of direction and a corresponding commonly felt responsibility to act in the quest for preserving peace and resolving conflicts, especially those caused by lack of mutual knowledge, appreciation and respect. Associated with greater recognition of the place of culture in development and in interactions among peoples, dialogue has become unavoidable today in a globalized world marked by a rise in tensions which some have described as “intercivilizational”.

6. UNESCO, which has been assigned in its Constitution the task of promoting the “fruitful diversity of cultures”, has always endeavoured to remove the ambiguity between the notions of “culture” and “civilization”, even though these terms are used alternatively. At the MONDIACULT Conference (Mexico City 1982), the notion of culture was given its full anthropological meaning, removed from the limited scope of literature and the fine arts, and subsequently defined as “ways of living together” in the report “Our Creative Diversity” (1996). The Organization has always defended the equal dignity of all cultures and has shown that their existence was determined by their capacity to interact with other cultures, such interaction being an implicit form of dialogue. Today the term “civilization”, after being sidelined because it was used politically to justify positions of superiority and situations of domination, has made a notable comeback in the field of international relations. Care must be taken, however, not to reduce each civilization to one of its major components, such as language or religion, and to make the point that they are all elements of each culture that constantly take variable forms depending on each individual’s and each group’s memory and aspirations. Hence the term *civilization* denotes a universal, plural and non-hierarchical phenomenon. Civilizations have always been enriched by each other, and have evolved through contact, exchange and dialogue with other civilizations.

7. *Dialogue – including interfaith dialogue* – is a core instrument in examining the possibility of overcoming transcultural disagreement and hence of diminishing transcultural dissent. Faced with the contemporary cultural exchange and shifting identities, genuine dialogue captures and absorbs ideas, which originate in other modes, other systems, other experiences. It is a particular willingness to expose and risk one’s own ideas and positions. Dialogue is an ongoing process, rather than an “end product”.

8. Genuine dialogue, as a holistic process based on openness towards others is vital to creating deeper understanding of the diverse nature of the human family. It involves not only our cognitive capacities, but also all our senses and imagination. It helps to shed misconceptions, dispel misunderstandings and stereotypes, reveal distinctions and diversity, and generate confidence and trust. Thus, dialogue is indeed a specific behaviour and practice, a dynamic process, which is one of the best tools against the threat of a *clash of ignorances* – meaning the ignorance of each other’s way of life, values, language, history and heritage; the ignorance of the equal dignity of the human person in all civilizations and cultures; and the ignorance of the unity of humanity and of commonly shared values as a precondition for the maintenance of peace. It is the responsibility of States and of civil society in its entirety to create nationally and internationally a favourable environment in which conditions and procedures for such a dialogue are found together.

III. Framework of UNESCO’s orientations

9. In this vein, UNESCO has over many years initiated and undertaken a considerable number of studies, analyses and initiatives and its governing bodies have adopted several decisions/resolutions on the issue of dialogue among civilizations, cultures and peoples. Document 171 EX/40 provided an account of the various actions by UNESCO in this regard and continues to serve as a point of reference. Following the momentum created by the resolutions cited above – and the renewed focus on the potential role and impact of dialogue and the need to enhance mutual understanding in the

wake of the terrorist attacks of 11 September 2001 – UNESCO has responded by focusing its **strategy and approaches** on:

- (a) the articulation of a set of commonly shared values (tolerance, mutual understanding, respect for the other, learning to live together, cultural diversity, human rights, democratic governance, and peaceful settlement of conflicts);
- (b) initiatives at the regional and subregional levels;
- (c) the development of actionable proposals with specific thematic orientations drawing on all the domains of UNESCO;
- (d) multi-stakeholder involvement beyond governmental representation and deliberate engagement of youth and women as well as mobilization of all existing UNESCO networks, such as ASPnet, UNESCO Chairs and National Commissions, the International Association of Universities (IAU) and UNESCO Institutes, Centres and Clubs;
- (e) a renewed exploration of the ways in which religions can contribute to dialogue-related activities; and
- (f) a reflection of how dialogue can serve as an opportunity to advance women's rights.

10. The **modalities** initially used included studies as well as a series of international, regional and national conferences (e.g. New York, Islamabad, Tashkent, Vilnius, Paris, Kyoto, New Delhi, Ohrid, Tirana, Sana'a, Libreville, Issyk-Kul, Abuja, Hanoi, Barcelona, Varna, Rabat and Tunis) seeking to:

- (a) raise awareness among decision-makers and civil society as to the value and potential inherent in dialogue and its underlying principles;
- (b) reinforce and solidify stated commitments relative to commonly shared values in contemporary circumstances;
- (c) formulate concrete action proposals aimed at consolidating the positive side-effects of dialogue and at deepening mutual knowledge and appreciation across cultural, civilizational, geographic and political borders; and
- (d) translate such action proposals into sustained programmes and activities, involving a range of partners.

11. The latter approach and modality were particularly well captured in the **Rabat Commitment**, adopted in June 2005, which aimed at identifying concrete and practical steps in various domains of UNESCO, which the organizations participating in the Rabat Conference pledged to pursue, jointly and individually from 2006 onwards, and which is now spawning already a number of individual and joint action by the partner organizations and thereby strengthening international cooperation. For his part, the Director-General of UNESCO made it obligatory for all programme sectors to concretize in their work plans for the 33 C/5 action outlined by the Rabat Commitment. Other organizations such as ALECSO and ISESCO have done likewise.

12. Governments, decision-makers and different political leaders specifically called for effective activities to counter the cycle of extremism-fanaticism-terrorism. It was widely felt that activities had to move beyond general agreements about the value of engaging in dialogue towards the

definition of programmes which would lead to concrete action and results with consequences for how people live together, interact with each other, and understand each other.

IV. Components of an action plan

13. The Programme and Budget for 2006-2007 (33 C/5 Approved) contains for each major programme indications – at the levels of subprogrammes and main lines of action – about relevant programme action and entry points for a results-oriented dialogue among civilizations, cultures and peoples as well as entry points for action against terrorism. The provisions in document 33 C/5 have been deepened and broadened in the approved work plans. Sectors were required to integrate the wide-ranging recommendations of the Rabat Commitment, especially concerning education, culture and communication and information. Taken together, they represent an **action plan aimed at fostering a better reciprocal knowledge of cultural, linguistic and religious diversity, and at promoting peace and understanding among peoples.**

Education

14. First and foremost, *quality education* is a vehicle for dialogue. The school and the classroom provide a social space where children may learn that other people of different cultures and different religions and faiths, are human beings like themselves, and are entitled to the same rights and consideration for their dignity and beliefs. In this sense the school may serve to counteract negative influences arising in other areas of the child's experience which may lead to hateful and intolerant attitudes. Thus, education is understood by UNESCO to have a capability for raising awareness and promoting understanding of fundamental human rights, respect for the "other", and skills for creating and maintaining cultures of peace.

15. UNESCO is resolved and set to continue supporting Member States in the integration of a holistic vision of quality education – as a major goal of EFA – into the development of textbooks and learning materials, especially regarding the elimination of stereotypes on gender, race, religion, and ethnic affinity and related prejudices, inaccuracies and misconceptions in different subject areas. Governments will be assisted in developing high quality learning materials that are linguistically and culturally appropriate, in collaboration with organizations, local communities and key individuals, including the private sector. Particular emphasis will be placed on the development of learning materials for mother tongue literacy (in the framework of the core EFA initiative LIFE and the intersectoral programme on languages and multilingualism). Within the framework of the DESD, Member States will also be sensitized to the need for setting up national book policies that provide sustainable methodologies for equitable access to textbooks and reading materials for both formal and non-formal learning.

16. The approach includes the setting up of databases on best practices and the development of school supervision approaches to the integration of respect for human rights, democratic citizenship, and tolerance. It also includes the exchange of experiences with regard to the design and implementation of educational and curricular policies promoting cultural diversity and fostering community participation. In this context, educational policies fostering tolerance, social cohesion, intercultural understanding, promoting peace, non-discrimination and dialogue among peoples will be highlighted and promoted.

17. In the context of higher education, the focus will be on the development of science and technology education policies, strategies with an overall aim of contributing to poverty reduction, and the promotion of inter-university solidarity for development – for example through the award of the UNESCO Prize for Peace Education, the UNITWIN Programme, the Academics Across Borders (AAB) Initiative, which seek to promote inter-university capacity-building and to ensure a

more balanced distribution of the benefits of internationalization for higher education between North and South.

18. UNESCO's long-term strategy in the global struggle against terrorism, from the education perspective, should be to scale up existing programmes for strengthening the capacities of educational systems so as to integrate human rights education, internationally shared values, mutual understanding, conflict prevention and critical thinking into every aspect of these systems, including the development of curriculum standards, the training of teachers and the approval of school textbooks. This also includes the elimination of stereotypes, as mentioned above. Lessons learned and best practices from completed and ongoing activities need to be captured and applied in a coordinated way at all levels and involving all sectors of society.

19. The specific objectives and framework for activities on human rights education are clearly laid out in the Plan of Action for the first phase of the World Programme for Human Rights Education. In addition to the need to respect human rights in the fight against terrorism, it is important to promote the separation of freedom of thought, conscience, religion and ethnicity from the use of terror as a tactic to achieve ideological or political ends. To have a meaningful impact, these elements must be integrated into all aspects of curricula, learning materials and teaching methodologies within the social and cultural context of local and national educational systems. They must also be woven into the planning and implementation of non-formal education and all types of learning media, including ICTs. The ultimate goal is to serve as a catalyst for communities to evolve in which all participants have the knowledge, skills and access to channels of communication necessary to have a meaningful voice in an enlightened dialogue and to prevent the spread of violence based on misunderstanding and intolerance.

20. Translating these objectives into concrete action will, *inter alia*, take the following form, also taking into account the recommendations of the Rabat Commitment and other conferences:

quality education integrating dialogue-oriented commonly shared values;

support to Member States in the revision of the content of textbooks, learning materials and curricula through:

- development of textbooks which reflect inclusive pedagogies and diversified content, engaging learners in the acquisition of life skills and universally shared values with a human rights perspective;
- textbook revisions which focus on the portrayal of gender stereotypes, of other cultures and other nations, and on the role of the teacher in interpreting and developing unbiased learning materials free from stereotypes;

inclusion of educational components for the promotion of dialogue as core components of in- and pre-service teacher education;

promotion of national, regional and international cooperation for enhancing peace and security (e.g. through joint teacher-training seminars).

design and implementation of educational approaches capable of influencing the values of young people, their perceptions and knowledge about other civilizations, cultures and peoples across all regions;

preparation of guidelines on intercultural education, building on the research, publications and practice already carried out, such as with respect to world heritage, sociology of religions and civilizations, and history education;

creation of a resource base of materials on good practices in intercultural education which could support teaching practice;

placing greater emphasis on the role of languages and their teaching as a means for intercultural dialogue and paying particular attention to local languages especially in mother tongue literacy, particularly in the context of the new intersectoral programme on languages and multilingualism;

encouraging intercultural dialogue in schools through creative learning, art education, drama, role play, song and music – especially through the Associated Schools Project network;

promotion of intercultural dialogue at various levels of education through the conduct of practical projects and exchanges as well as mobilization of existing UNESCO networks, building on the positive results already achieved with existing initiatives such as the “Mondialogo” public-private partnership, which is now entering its second round;

fostering youth encounters, programmes and exchanges, physical education and sports as an important bridge to communication between cultures and youth in particular, and within the framework and follow-up of the 2005 International Year of Physical Education and Sports.

Natural sciences

21. Intellectual cooperation and dialogue among cultures and civilizations will be fostered through specific approaches, such as in the area of water resources assessment and management through applied research, targeted at problems identified at regional levels. This includes training courses on conflict and cooperation in transboundary river management in different regions and the preparation and sharing of best practices in this area. Furthermore, approaches will seek to promote exchanges between different traditional and local knowledge systems and knowledge holders, to engage young scientists and to focus on introducing dialogue components in science and engineering education, such as through the Mondialogo Engineering Award. The same kind of transboundary cooperation is also promoted by the MAB Programme for the management of shared ecosystems, through the Biosphere Reserve concept. Five transboundary biosphere reserves have been established in Europe and more recently two in Africa. Other transboundary biosphere reserves are in preparation in Asia and Latin America. Moreover, the powerful force of the basic sciences can provide a platform for peaceful dialogue and collaboration – as exemplified by the SESAME Project, a true “science for peace” in the Middle East. It will be developed further through the initiatives of the International Basic Sciences Programme (IBSP). Moreover, cooperation among scientists from countries in conflict will also be promoted and encouraged.

22. It should also be noted that the Science Sector, in cooperation with the *Institut du Monde Arabe*, organized between October 2005 and March 2006, an international exhibition entitled “The Golden Age of the Arabic Science”. Among the items exhibited were original scientific instruments and books that date back to the tenth century, thereby illustrating in a magnificent manner the contribution of the Arabic-Islamic civilization and demonstrating that science is indeed a common heritage and a vector for dialogue among peoples and cultures. Furthermore, the Sector, together with the Culture Sector, organized two international meetings to accompany the exhibition and to explore how lessons from the past could be used to revitalize a scientific culture.

23. Translating these objectives into concrete action will, *inter alia*, take the following form, also taking into account the recommendations of the Rabat Commitment and of other conferences:

promotion of the establishment and functioning of transboundary biosphere reserves;

promoting the establishment of regional cooperation mechanisms, e.g. joint water management arrangements;

promotion of scientific collaboration, networking and interaction, e.g. through the creation and strengthening of UNESCO Chairs and university twinning;

establishment of joint scientific organizations, such as the Israeli-Palestinian Science Organization (IPSO), joint research projects and publications and participation in various conferences and meetings;

updating the UNESCO Recommendation on the Status of Scientific Researchers to include measures aimed at avoiding the use of scientific exploits for terrorist purposes (together with SHS through COMEST);

publication of a series on the “History of Water and Civilization” with a view to systematizing knowledge of water management in diverse cultures and epochs;

organization of itinerant exhibitions, symposia, etc., on the history of science to demonstrate that science is indeed a common heritage and a vector of dialogue among cultures and the publication of a catalogue on the history of Arabic-Islamic science and technology in several languages;

organization of training courses on cooperation around water resources with different countries sharing a common water body (hydro-solidarity) and across different cultural and religious backgrounds;

enhancing dialogue between traditional and local knowledge holders, scientists and resource managers and decisions-makers (the Local and Indigenous Knowledge Systems projects – LINKS);

publication of the LINKS series on “Knowledge of Nature” on joint scientific and indigenous approaches to biodiversity governance and sustainable development;

support to the World Academy of Young Scientists, networks of women scientists as well as to the World Science Forum, which deals, among other issues, with the ethics and responsibility of scientists in global, interregional and regional contexts;

conduct of second round of Mondialogo Engineering Award, involving the development of solutions relevant for sustainable development by intercultural teams of engineering students.

Social and human sciences

24. With a view to promoting philosophical dialogue, enhancing knowledge of different philosophical traditions and enhancing interaction and exchange between regions, philosophers from different regions are encouraged to reflect on the challenges facing humanity today, beyond traditional academic spheres and disciplinary borders. In response to the concern expressed by Member States on the growth of violence at local, national and international levels, UNESCO will

also pursue the analysis of the sources and manifestations of contemporary forms of violence, including terrorism.

25. Translating these objectives into concrete action will, *inter alia*, take the following form, also taking into account the recommendations of the Rabat Commitment and of other conferences:

organization of “Interregional Philosophical Dialogues” promoting philosophical reflection and dialogue with a view to strengthening mutual understanding of the world philosophical traditions and encouraging intellectual partnerships in exploring contemporary challenges to philosophical research in different regions as well as the related consequences for social stability and peace; two interregional dialogues have already been launched, the first between philosophers of Asia and the Arab States, the second between philosophers of Africa and Latin America;

organization of “Philosophy Day” highlighting the philosophy of dialogue in all its forms and addressing themes such as “War and reconciliation”, “Transcending cultures”, “The Arab World and the Western World”; given that the next celebration of World Philosophy Day will coincide with the celebration of the International Day of Tolerance, it is envisaged to centre the debates on tolerance and dialogue-related issues;

follow-up of major symposia held in the past biennium, on the dialogue of cultures and civilizations, such as one co-organized with the Culture Sector on “Cultural diversity and transversal values: East-West dialogue on spiritual-secular dynamics”, held in December 2005;

elaboration and validation of ethical, normative and educational frameworks for the promotion of human security and the prevention of conflict through various research, training and expert forums in particular in Africa, the Arab States and South-East Asia in cooperation with the African Union, the League of Arab States and ASEAN, and the follow-up, through networking and pilot projects, of the frameworks already defined for Central Asia, East Asia and Latin America;

creation of women resource centres and building on mutual experiences, in particular in Palestine and the Democratic Republic of the Congo.

Culture

26. Within the broader frame of promoting intercultural dialogue and cultural diversity, including a refinement of approaches to the promotion of inter-faith dialogue, UNESCO will pursue the clarification of concepts and the development of strategic approaches and methodological tools for capacity-building in intercultural dialogue.

27. A twin strategy is needed in order to identify the forms and conditions of the dialogue – corollary of diversity – both within and between each culture and civilization:

- (a) to demonstrate the beneficial effects of cultural diversity through recognition of borrowed elements and the enhancement of exchanges and interactions among civilizations, the aim being to prove that cultural diversity is a source of societal enrichment by revealing a wide range of visions of the world, explanations, ideologies and sensitivities which enable each citizen to have several life projects at both the individual and collective levels;

- (b) to promote policies on “living together” without conflict of loyalty due to membership of different cultures, the aim being to show that “living together puts citizens on an equal footing in regard to respect for differences; equality is indispensable for speaking to, understanding and working alongside each other, but differences remain absolutely necessary for stimulating and revealing each person’s distinctive features.

This twin strategy, detailed by theme and/or by region, is set within the framework of the Universal Declaration on Cultural Diversity.

28. The initiatives and forms of action below illustrate the ways in which the twin strategy aimed at creating conditions for genuine intercultural commitment will be implemented, taking into account the recommendations of the Rabat Commitment and of other conferences:

advise governments to envisage as part of their cultural policies the funding of intercultural dialogue activities as well as the conclusion of bilateral and multilateral cultural agreements as platforms for the promotion of intercultural dialogue;

identify, document and analyse “best practice” approaches and action at various levels in support of the dialogue among cultures and civilizations, in cooperation with other international and regional organizations such as ISESCO, ALECSO, the African Union, ASEAN and the Council of Europe, and integrate dialogue and diversity into the policies and activities of the United Nations Decade for Sustainable Development (DESD);

promote interreligious dialogue, involving civil and religious leaders in the consolidation of values, the furthering of tolerance, mutual knowledge and reciprocal recognition, with a view to strengthening social cohesion and civil peace (through the new flagship activity “Promotion of Interfaith Dialogue”);

highlight the complex processes involved in the interaction of cultures, and identify commonly shared transversal values, through educational uses of the History of Humanity project, the Regional Histories and the interregional projects (Silk Roads – now Intercultural Dialogue in Central Asia – Slave Route and Roads of Faith);

preserve tangible and intangible cultural heritage as a vector of reconciliation and an instrument of knowledge of the Other;

establish interregional cooperation networks – for example under the Arabia Plan and the Caucasus Project or through the Euro-Arab Dialogue by National Commissions;

organize dialogue events aimed at devising conceptual tools for intercultural dialogue and building intercultural competencies (on themes such as “the dialectic of universality and diversity”, “dialogue in history and memory”, “the malaise of civilizations” and “new territories of dialogue – tourism, cities, suburbs and neighbourhoods”);

establish a network of UNESCO Chairs for the production of educational material for young people, using arts as a means of interaction (former Roads of Faith project); promote creativity in education; and foster the ability of children to express themselves through arts and interaction without language constraints;

support capacity-building and networking of grassroots cultural organizations, especially those aimed at empowering women and youth;

clarify the role played by culture in conflict and other threats to human security (poverty, HIV/AIDS, violation of human rights, etc.), and identify obstacles to intercultural dialogue in post-conflict zones and areas of potential tension;

reinforce action promoting dialogue with and among indigenous peoples in the context of the Second International Decade on the World's Indigenous People and especially through the new programme “Building Mutual Consent with Indigenous Peoples on Policies and Actions Concerning their Development”;

promote an agenda of dialogue through cultural festivals, such as global sports events, cultural fora, designation of cultural capitals, art and book fairs, youth festivals and encounters; highlight the power of literature, fine arts, crafts and design by creating opportunities for writers and artists from various cultures to meet; and encourage museums to transform themselves into truly multicultural spaces;

strengthen human resources in the arts through an international network promoting intercultural cooperation between artists all over the world (International Fund for the Promotion of Culture – IFPC and UNESCO-Aschberg Bursaries for Artists);

promote diversity in the supply of creative works and strengthening of local capacity and access to world markets with a view to encouraging the recognition and protection of the rights of authors and artists;

draw on contributions by partner organizations of the Global Alliance for Cultural Diversity, including the Creative Cities Network and the International Network for Cultural Diversity, especially facilitating the creation of an enabling environment for artists and producers of cultural goods;

tap the power of music and musical creativity, especially by promoting live interaction and concerts between melodies and music, instruments and artists from various cultures as an innovative approach to further the human and peaceful dimensions of dialogue;

encourage private and public partners to undertake the translation and publication of great universal works and classics, among others by extending the UNESCO Collection of Representative Works in order to make major literary works known outside their cultural area of origin.

Communication and information

29. The role of the media in creating and bolstering dialogue among civilizations, cultures and peoples is to enhance mutual understanding and knowledge among groups and peoples of different cultural, religious and/or social background through the use of both traditional and new media.

30. UNESCO actively seeks to enhance dialogue among civilizations and cultures and supports independent, but fair and balanced media coverage in line with ethical standards. This includes also the development of ethical approaches to reporting in areas suffering from local conflicts and local strife deriving from perceptions of ethnic, cultural or religious differences. The approach comprises training and awareness-raising of media professionals from post-conflict areas and the promotion of dialogue among media professionals in conflict and post-conflict situations, including post-disaster situations, as well as the development of independent and pluralistic media, promoting active participation of the population in peace, reconciliation and development activities.

31. In collaboration with specialized NGOs professional associations, academic institutions and public and private media, UNESCO will also provide advisory services to Member States with regard to the upgrading or introduction of regulatory frameworks for the media that meets internationally accepted standards for the freedom of the press and freedom of expression. Among others, this involves support to the transformation of government media into genuine public service institutions with editorial and management independence, which can directly service different sectors such as education, health, employment, etc.

32. Terrorism creates a culture of fear which may result in serious restrictions on media freedom and freedom of expression. Journalists are inclined to restrain their media coverage both on terrorism and States' counter-terrorism strategies, while governments in search of security may be seen to encroach on basic human and civil rights, such as privacy rights, data protection, freedom of expression and the free flow of information on the Internet and in the conventional media.

33. At the same time media coverage plays a key role in inducing essential dialogues among conflicting parties. Without global media attention, terrorist attacks fail to induce widespread fear among societies. Terrorists have successfully used the Internet as a tool for recruitment, training, organization and communication. Open and critical discussion within and among societies, facilitated by an independent media is both a prerequisite of a functioning democracy and an indispensable cornerstone of any holistic and comprehensive approach to counter terrorism. Media freedom, open dialogue and balanced public information serve as crucial tools in alleviating the societal preconditions for radicalization and in countering precisely the terrorist culture of fear.

34. Translating these objectives into concrete action will, *inter alia*, take the following form, also taking into account the recommendations of the Rabat Commitment and of other conferences:

promotion and strengthening of freedom of expression as a vital aspect of securing other fundamental human rights, the voicing of cultural identities and cultural diversity, and of guaranteeing the right of everyone to share their opinions, experiences and ideas;

reinforcing the dialogue among civilizations, cultures and peoples through new and conventional media as a mechanism for the exchange of knowledge between professionals, academics and civil society;

promoting dialogue, transparency and inclusion through support to independent, pluralistic and professional media;

promotion of intensified media coverage of dialogue-related issues and a broader use of information and communication technologies (ICTs) in dialogue, especially at the community level;

promotion of virtual dialogues, engagement among schools and students and people-to-people exchanges;

implementation of the project "ICTs for intercultural dialogue: developing communication capacities of indigenous peoples", aiming at preserving indigenous peoples' cultural resources by fostering access to ICTs and encouraging intercultural dialogue;

launch of twinning projects, addressing ignorances, stereotypes and prejudices in the media at all levels with special focus on managerial, technical and editorial staff and reinforcing "visiting journalists" programmes;

joint production of broadcast programmes, newspapers, magazines and websites by journalists from different cultural backgrounds;

providing access to content through joint distribution projects, for instance through satellite broadcasting;

support operation of networks between media and communication professionals aimed at developing mutual understanding and respect;

promotion of journalism school collaboration, including the preparation of specialized training courses on cross-cultural journalism and multicultural reporting, as well as exchange programmes for both students and teachers;

design of training aimed at fighting stereotypes, promoting facts-based journalism and conflict-sensitive reporting;

training in the use of ICTs for dialogue and learning to live together, especially for and through youth, involving the INFOYOUTH activities.

35. Overall, a broad sense of commonality and agreement has been reached with respect to an overarching framework for the dialogue consisting of a set of universally shared values, which cut across all cultures and civilizations, propounding basic standards of behaviour and providing form and substance to identities. These values constitute the very basis of social cohesion and collective purpose. Tolerance is a fundamental value that incorporates respect for the Other regardless of diversity of belief, culture and language, neither fearing nor repressing differences within and between societies, but cherishing them as a precious asset of humanity. Other globally shared values are mutual understanding, respect for and the upholding of cultural diversity, commitment to peace, non-violence and peaceful practices, respect for human dignity, observance of human rights, commitment to democratic practices, sustainable development and human solidarity. Despite such purported agreement, there is a need to reflect further on the understanding and the practical meaning of these values from different perspectives thereby countering emerging ignorances, especially in situations of crisis in this era of accelerating globalization. Hence, UNESCO is considering to organize during the current biennium various encounters to allow a more profound reflection of and a renewed commitment to dialogue and the range of commonly shared values. This may involve separate forums with various groups central in dialogue activities, such as youth, teachers, academicians, media and other professionals, parliamentarians, religious and faith leaders as well as scientists.

V. Partnerships and consultations

36. Consultations with a range of current and potential partners and organizations have been undertaken with a view to building a broad-based and inclusive approach and to identify possibilities for joint action and partnerships. This process comprised the following activities:

- (a) The adoption, by the General Conference, of the report of the **Youth Forum** (33 C/38), held in Paris from 30 September to 2 October 2005 on the theme “**Young people and the dialogue among civilizations, cultures and peoples** – ideas for action in education, the sciences, culture and communication”. The report – which is the fruit of dialogue among youth from all regions – recognized the initiatives that UNESCO has undertaken in relation to protecting and promoting cultural diversity among the youth, such as “Mondialogo” and the DIGIARTs programme. It stressed that education is key to cultural diversity and that the media and education complement each other and constitute the pulse of society. As such, the report emphasized that efforts must be made by all countries to deploy a media and educational strategy to combat any kind of intolerance and it proposed concrete activities in this regard. It also stressed the importance of indigenous, traditional and local knowledge as well as intergenerational, informal and non-formal education. Furthermore, it highlighted the need to practice dialogue for sustainable

development, to support youth-led initiatives in this regard, and to promote dialogue for peace and reconciliation in the struggle against racism, racial discrimination, xenophobia and intolerance with a view to producing more inclusive societies.

- (b) UNESCO and the Council of Europe have signed a declaration of intent (2005) on the setting up of a platform of inter-institutional cooperation for intercultural dialogue, focusing on programmes and activities in the areas of education, youth and sport, culture (heritage and creativity), communication and information. The objectives of the collaboration are to: (i) exchange information on the activities undertaken by the Organizations in the areas of intercultural dialogue; (ii) promote synergy between the programmes of activities of the Organizations; (iii) agree and implement programmes and activities jointly run by the Organizations; (iv) include civil society as an essential actor in the intercultural dialogue; (v) monitor the advancement of the dialogue between civilizations and cultures; and (vi) agree, where appropriate, on joint practical procedures and means in the implementation of these programmes and activities.
- (c) A long-term multi-organization initiative “**Fostering the dialogue among cultures and civilizations through concrete and sustained action**” involving as partners ISESCO, ALECSO, OIC, the Council of Europe and selected international and bilateral organizations. It involved educators, journalists, artists, writers, spiritual leaders, scientists, engineers, and various technical experts – bringing together men and women and recognized youth representatives. Concrete action is being pursued in UNESCO’s domains of expertise as outlined above. A broad-based expert-level conference was held in Rabat, Morocco, from 14 to 16 June 2005, under the high patronage of His Majesty King Mohamed VI, resulting in the adoption of a series of conclusions and recommendations – “the Rabat Commitment” (172 EX/INF.10).
- (d) Holding of specific action-oriented regional/subregional conferences in Africa and South-East Europe. A **regional African conference** will be held in Abuja, Nigeria, in June 2006, with a special focus on the potential of education and science for the promotion of dialogue. The fourth summit of leaders of **South-East Europe** will be organized by the President of Croatia together with the Director-General in Opatija, Croatia, on 1 and 2 June 2006.
- (e) Contributions have been made by UNESCO to the deliberations of the High-level Group established under the **Alliance of Civilizations** by providing its Chairperson, the former Director-General of UNESCO, with detailed information on UNESCO’s orientations and current activities and by a presentation to a hearing organized by the Group at its February 2006 meeting in Doha, Qatar.
- (f) The Universal Forum of Cultures, Monterrey, 2007, will also include numerous dialogue-relevant activities to which UNESCO will contribute together with other partners. In this regard, consultations have been initiated with the organizers of the **Forum of Cultures, Monterrey 2007** in order to define the nature and scope of a Youth Forum to be held as part of the programme. In addition to this thematic Youth Forum and Dialogue, Monterrey 2007 offers the possibility for organizing a regional Youth Forum for Latin America and the Caribbean, which may serve as a preparatory event prior to the Youth Forum of the 34th session of the General Conference.
- (g) Active participation in the **United Nations Secretary-General’s Counter-Terrorism Implementation Task Force (CTITF)** as a follow-up to the 2005 World Summit Outcome document with a view to strengthening the United Nations system’s capacity and coordination to assist States in combating terrorism.

- (h) Cooperation with **Casa Asia** (Barcelona, Spain) on the initiative “**East-West Dialogue**” and co-organization of an annual international conference on selected dialogue-related themes like globalization, religion, arts, culture, racism and xenophobia. It is expected that the initiative will result in the creation of a permanent Forum for East-West Dialogue in Barcelona to serve as a platform for enhancing international cooperation and dialogue between Europe and Asia.
- (i) On 23 and 24 August 2006, in Yokohama, Japan, UNESCO and the **United Nations University** will jointly hold a conference on Globalization: Challenges and Opportunities for Science and Technology. The conference, which is the third of its kind on the globalization theme, will bring together eminent experts from different regions to discuss the ways in which globalization influences science and technology and how peace and sustainable development can be fostered worldwide, drawing on the potential of dialogue and scientific collaboration.
- (j) Supported by the UNESCO Goodwill Ambassador for Dialogue among Civilizations, Mr Ara A. Abramian, promotional materials relative to UNESCO, such as the “**World Heritage Quiz Game**” and the “**History of UNESCO Game**” are being produced with an educational quiz game company in Russia, *Eureka*. The preparation of an innovative quiz from both a cultural heritage perspective and from a chronological/historical perspective will encourage young people to broaden their knowledge of other cultures and cultural heritage, thereby combating stereotypes and unveiling ignorances. Pilot versions were already tested during the UNESCO Youth Forum in October 2005.

VI. Proposed draft decision

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

The Executive Board,

1. Having considered document 174 EX/5 Add.2,
2. Underlines that the main objective of UNESCO “to contribute to peace and security in the world by promoting collaboration among nations through education, science, culture and communication” continues to be exceedingly pertinent;
3. Welcomes the report by the Director-General;
4. Expresses its support for the broad-based action outlined in the work plans for document 33 C/5 to foster a better reciprocal knowledge of cultural, linguistic and religious diversity and thus to promote peace and understanding among peoples;
5. Invites the Director-General to continue exploring opportunities for new and innovative approaches and to enlist new partners in the implementation of the various activities;
6. Agrees to keep this issue under regular review, including during the preparations for the Medium-Term Strategy for 2008-2013 (34 C/4) and the Programme and Budget for 2008-2009 (34 C/5).