<u>Item **4**</u> of the provisional agenda

**REPORT BY THE DIRECTOR-GENERAL ON THE FOLLOW-UP TO 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 to decisions and resolutions adopted by the Executive Board and the General Conference at their previous sessions.

No decision is required.

CONTENTS

I.   174 EX/Decision 9: Progress made in South-South cooperation in the field of education

Introduction

1.   At its 175th session, the Executive Board took note of UNESCO's considerable ongoing and past activities in the field of education contributing to South-South cooperation as well as the Monterrey Declaration of the E-9 countries. The Board requested the Director-General to: (a) strengthen UNESCO's existing role of facilitator, innovator and catalyst for South-South cooperation in education by launching a new programme/fund for South-South cooperation in education closely linked to the E-9 initiative and financed via voluntary contributions; and (b) take appropriate measures within the framework of the Education Sector reform for strengthening South-South cooperation and to define as a matter of priority a focal point, to be responsible for coordination and administration of this programme.

Progress update

2.   Pursuant to 174 EX/Decision 9, and within the framework of the recent reform changes in the Education Sector, a focal point has been designated for the coordination and administration of the South-South cooperation programme in education. The focal point is located within the newly established Division for Country Planning and Field Support and will be managed by the Chief of Section for Field Support in close cooperation with the regional bureaux for education.

3.   Preliminary contacts have been initiated with key partners in order to mobilize and secure additional voluntary contributions for the programme on South-South cooperation in education. In this context, a meeting between the Secretariat and the President of the Group of 77 at UNESCO was held in order to kick off this process. Informal discussions have taken place on the steps required to make the programme operational as quickly as possible through pilot projects, possibly located in each region. Identification of these potential projects is currently under way with the assistance of the regional bureaux for education and the regional desks of the Section for Field Support. These pilot projects should provide the basis for further mobilization of funds for the programme.

II.   174 EX/Decision 39: UNESCO Co-Action Programme

4.   Pursuant to 174 EX/Decision 39, the Executive Board has decided to abolish the Co-Action Programme and to replace it with a new UNESCO programme for rapid and high impact response to post-crisis situations.

5.   Since the last session of the Executive Board, new project proposals have no longer been accepted and petitioners were duly informed of the closure of the Co-Action Programme.

6.   As stated in document 174 EX/36, after full funding of all projects accepted under the Co-Action Programme through 2005 and taking into consideration the remaining amount under the Public Information Relations and Liaison Fund (PILRF), a total amount of US $507,000 is available to be transferred to the new UNESCO programme for rapid and high impact response to post-crisis situations.

7.   The transfer of the remaining funds to a special account dedicated to the new programme will be made when the strategy of the new UNESCO programme will be defined (cf. para. 11 below). With this transfer, the account of the Co-Action Programme, within the Public Information, Liaison and Relations Fund (PILRF) will be closed.

8.   In connection with the Co-Action Programme, UNESCO issued "UNUM" (UNESCO Monetary Unit) cheques. These cheques were used as a means of transferring voluntary contributions to selected equipment projects. Directors of these projects used these cheques to purchase equipment. In turn, suppliers who were paid with these cheques for supplying equipment to the projects were entitled to reimbursement by UNESCO Headquarters in the currency of their own country. With the closure of the Co-Action Programme, the UNUM cheques – which were no longer issued since 2001 – have become obsolete. However, it is very likely that a significant amount of UNUM cheques may still be in circulation, notably among former suppliers of equipment to Co-Action projects. The holders of such UNUM cheques are entitled to be reimbursed by UNESCO. In this context, the closure of the Co-Action Programme was formally announced, and a call was made in May 2006 by the Secretariat to all Member States through National Commissions and Permanent Delegations requesting an announcement, in all relevant national publications, for possible existing UNUM cheques to be presented for reimbursement before 31 December 2006.

9.   In 174 EX/Decision 39 the Executive Board requested the Director-General "… to further elaborate, in consultation with all major stakeholders, the priorities, criteria and fund-raising strategy of the new UNESCO programme for rapid and high impact response to post-crisis situations …". In order to secure optimal overall coherence and effectiveness of UNESCO's post-conflict response, it was decided that the design of the new programme and thereto related fund-raising strategy would be based on the outcome of the deliberations of the Task Team on UNESCO's role in post-conflict and post disaster situations (PCPD).

10.   In a general context of increasing demands by Member States for a more systematic and focused UNESCO response to post-crisis situations, the Director-General established the PCPD Task Team in February 2006. The overall aim of the Task Team was to assess UNESCO's recent experiences in PCPD situations, refine its role and develop a strategy to strengthen and focus its contributions in PCPD situations. Task Team members comprised UNESCO staff at Headquarters and in the field, the majority of whom had extensive experience working in post-conflict and post-disaster situations. The Task Team was requested to produce its report not later than August 2006. This issue is expected to be discussed during the Executive Board meeting. This document will serve to guide the preparations of the draft 34 C/4 and 34 C/5 documents, where the Director-General intends to propose that increased attention is given to the Organization's response to post-conflict and post-disaster situations.

11.   As an integral part of the above-mentioned process, and based on the initial indications provided in document 174 EX/36 regarding a new UNESCO programme for rapid and high impact response to post-crisis situations, the Director-General will give detailed information on this new programme to the Board at its 176th session. At the same time, the Board will be invited to approve the financial rules and regulations of the new Special Account, to be established for the purpose of the new programme, as requested by 174 EX/Decision 39.

III.   174 EX/Decision 48: Follow-up to 166 EX/Decision 3.6.1 concerning the proposal for the elaboration of an education programme for the sustainable management of freshwater resources

12.   Both 166 EX/Decision 3.6.1 and 174 EX/Decision 48, concern the elaboration of an education programme for the sustainable management of freshwater resources, taking into account that water and associated ecosystems is given priority within UNESCO and that the Organization serves as lead agency for the United Nations Decade of Education for Sustainable Development.

13.   Since the 174th session of the Executive Board, progress towards this end has been made as follows:

- The Draft Action Plan for UNESCO's implementation of the Decade has been discussed house-wide. The Plan foresees a series of thematic programmes, one devoted to "Education for Sustainable Water Management". It is suggested that the Science Sector would have the lead responsibility for this thematic programme. This Action Plan will be approved by the DESD Intersectoral Working Group on DESD implementation. If approved, this thematic programme would provide the substantive and operational framework for reinforcing and broadening the intersectoral cooperation for water education achieved thus far.

- The Bureau of the International Hydrological Programme, meeting in Delft from 3 to 5 May 2006, was informed by the IHP secretariat that Member States had, within the Executive Board of UNESCO, reiterated the importance it accorded to water education at all levels and in all its forms, as described in document IHP Bureau-XXXIX/14. The Bureau decided to recommend to the Intergovernmental Council of the IHP that a working group of experts be set up to advise and guide UNESCO's work in this context and in particular the role of IHP. The Bureau also requested that "freshwater education at all levels" be further emphasized within the Draft Strategic Plan for the 7th Phase of IHP (2008-2013), now under preparation. The Bureau proposed that there be five main lines of action on water in document 34 C/5, including one devoted to freshwater education programmes at all levels and building capacities for sustainable water resources (jointly with UNESCO-IHE Institute for Water Education and the Education Sector).

- The 17th session of the IHP Intergovernmental Council, taking place in Paris from 3 to 7 July 2006 will take up these matters and make decisions accordingly. The working group, if established by the Council, will develop the content of the subprogramme and of Theme 5 of the 7th Phase of the IHP, including the role of indigenous knowledge in sustainable water management.

IV.   174 EX/Decision 50: UNESCO Institute for Lifelong Learning (UIL)

14.   This report is intended to inform the Executive Board on the progress of the transition of the UNESCO Institute for Education to a fully-fledged UNESCO institute.

15.   In 2001, by 31 C/Resolution 6, the General Conference invited "the Director-General to make the necessary changes to the legal status of the Institute [UIE] to bring it into line with other UNESCO institutes and to submit them to the Executive Board for approval". This resolution was prompted by 162 EX/Decision 4.2 on an overall strategy for UNESCO institutes, centres, and their governing bodies. Through this decision, the Executive Board requested "the Director-General to take all necessary measures to ensure that all host governments which have not yet done so sign corresponding host-country agreements specifying, *inter alia*, the support which they provide to the respective institutes and centres".

16.   In 2003, at its 166th session, the Executive Board confirmed the relevance of the activities of UIE, approved the statutes establishing UIE as an international institute in the framework of UNESCO and invited the Director-General to negotiate and sign a corresponding host-country agreement with the Federal Republic of Germany.

17.   In line with the decision of the Governing Board of the Institutes to dissolve the UIE foundation and following the recommendation of the external evaluation, by 174 EX/Decision 50,

the Executive Board approved the name change of the Institute to "UNESCO Institute for Lifelong Learning (UIL)". The statutes were amended accordingly (174 EX/38).

18.   The process of dissolving the UIE foundation is progressing smoothly in accordance with national regulations and in consultation with responsible authorities. Ongoing activities, assets and liabilities of the UIE foundation are being transferred to the UIL "in creation" while the foundation "in liquidation" will be responsible for dealing with any remaining business for up to a period of one year. At the end of this period, the transfer will be finalized and the foundation completely dissolved.

19.   The personnel of the UIE foundation is being transferred to UIL/UNESCO, either with regular UNESCO contracts or with service contracts of limited duration or separated with compensation. The interests of all UIE staff have been protected through a "social plan" which was worked out with the UIE Staff Association through the Settlement Authorities of the Labour Court of Hamburg and accepted by all UIE staff. A Trustee's account was established to satisfy possible claims resulting from the social plan established to compensate staff for eventual disadvantages in connection with the transfer or separation.

20.   In accordance with 33 C/Resolution 10, UNESCO covered the transformation costs that included €539,000 as compensation for staff indemnities and €127,000 in attorney and liquidation costs. The City of Hamburg contributed €150,000 to that end as well.

21.   The host-country agreement has been negotiated but has not yet been formally signed. In the meantime, to prevent a void, UIL was established as an International UNESCO Project in accordance with DG/Note/06/34 of 29 June 2006. It is hoped that the agreement will be signed in the immediate future to allow UIL to fully engage itself in accomplishing its responsibilities which have been broadened within the framework of the reformed Education Sector.

V.   174 EX/Decision 18: Progress report of the Steering Group on Institutes and Centres

22.   This report is intended to inform the Executive Board on the progress of the Steering Group on Institutes and Centres, further to 174 EX/Decision 18. Pursuant to 171 EX/Decision 23 and 33 C/Resolution 90, the Director-General established a Steering Group on UNECO Institutes and Centres in September 2005. The Group is chaired by the Deputy Director-General and its core members include ADG/ED, ADG/ODG, DIR/BSP, DIR/BB, DADG/ADM, DIR/LA and DADG/ED as secretary of the Group. The Group is an internal body to provide recommendations to the Director-General for his decision-making.

23.   The Group has met three times since it was established and reviewed the situation of eight education institutes and centres including IBE, IIEP, UIL (the former UIE), IITE, IESALC, IICBA, CEPES[*] and UNEVOC[*] as well as ICHS under the responsibility of the SHS Sector.

Education institutes and centres

24.   Taking into account the outcome of the external evaluations on the ED institutes and centres (174 EX/20) as well as the principles and guidelines regarding the establishment and operation of UNESCO institutes and centres as benchmarks, the Group discussed general issues applicable to all ED institutes and centres and their impact on the individual institutes. It also reviewed the proposed changes resulting from the Education Sector reform process.

---

[*]   CEPES and UNEVOC are not category I institutes as explained in 171 EX/18, paragraph 14.

25.   The following four general issues raised by the external evaluators were discussed in depth and a number of recommendations have been made for the Director-General's consideration:

Planning and coordination

There is an urgent need to further clarify the respective roles of the institutes/centres, the Education Sector and field offices. This would go some way in reducing actual and potential future overlaps.

26.   The Education Sector in its reform process has started to review each institute/centre's roles and responsibilities and will continue this exercise through regular meetings of Education Sector's leadership team composed of Education Division Directors, Education Institute/Centre Directors and Education Regional Bureaux Directors led by ADG/ED.

27.   It is proposed that after the above-mentioned review process, written instructions from ADG/ED should be issued to each institute/centre that outline the respective roles and expectations of parties in relation to planning and coordination, particularly the overall financial allocation to institutes/centres and their contribution to the overall expected results/outcomes of UNESCO's Education Programme. This will be done in close consultation with the governing boards of the institutes.

28.   The Education Sector will ensure that all institutes/centres will fully participate in the Sector's C/4 and C/5 planning process and a feasible mechanism will be established to facilitate the reporting of the results achieved by the institutes/centres within the Sector's overall framework.

Governance and accountability

Governance and accountability arrangements should be strengthened while the functional autonomy of the institutes/centres should be preserved in order to ensure the flexibility of them for programme implementation.

29.   Although Institute Directors are accountable to their respective Governing Board, to ensure accountability as well as global and regional coherence, new lines of reporting are under discussion. institutes/centres that are global in scope – IBE, IIEP, UIL and UNEVOC – are proposed to report to the Director-General via ADG/ED. Institutes/centres that are regional in scope – IITE, IICBA, IESALC and CEPES – are proposed to report to the Director-General via the Directors of the corresponding Regional Bureaux for Education and ADG/ED.

30.   Currently, the governing board of each institute vary in format. A review of each Board's composition, type of appointment, term of office, etc., will be conducted by the Education Sector in cooperation with the concerned Institute Director and governing board. Proposals for possible amendments will be submitted to the 176th session of the Executive Board.

31.   Human resource issues in the institutes/centres such as the Director's appointing power, geographic representation, rotation policy, etc., will be reviewed by the Education Sector, Human Resources Management and the concerned Directors. Budget issues such as the financial allocation to the institutes/centres and their monitoring and reporting will be duly reviewed by the Education Sector, Bureau of the Budget and the concerned Directors. The governing boards of the institutes will be consulted as necessary.

32.   As recommended by the external evaluation, an "Education Institute/Centre Monitoring Unit" has been established in the new Education Sector structure, to improve the coordination of the Education institutes and centres.

Research capacity and balance between operational activities and other core functions

> *There is a general need to strengthen the research capability of the institutes/centres, particularly as this core competency underpins the effectiveness of the other functions (e.g. capacity-building). They also need to ensure an appropriate balance between operational activities and other core functions (e.g. training, research, role of "think-tank" for the Education Sector) without losing the responsiveness and effectiveness of the institutes/centres in providing technical assistance to Member States.*

33.   This issue is being reviewed and dealt with by all Education institutes and centres within the process of implementing the Education reform.

Critical mass, synergies and global versus regional focus

> *UNESCO institutes/centres should have a critical mass of specialized expertise, know-how and skills that cannot be made available within UNESCO's regular Secretariat structure, to make them world-class centres in various domains of education. Strategic decisions are required on whether to discontinue or bolster the capability of the smaller institutes.*

34.   Building world-class centres of research and training excellence (either global or regional in scope) requires significant human, financial and organizational capital. It, therefore, needs to assure the adequate level of human resources of host-country support and the amount of extrabudgetary funds mobilized for each institute.

35.   **UIL**: As a result of the decision of the host-country to phase out institutional grants, it has been decided to downsize the Institute to seven core UNESCO staff and a number of locally contracted positions.

36.   **UNEVOC**: Although the creation of UNEVOC was authorized by the General Conference, it is structured like an extrabudgetary project office. Negotiation with the host-country on the future status of and support to UNEVOC is expected to start in the second half of 2006 after the negotiation on UIL has been concluded. The future of UNEVOC, to a large degree, will depend on if the host-country government is willing to continue its financial support and the amount of extrabudgetary funds that the Centre can mobilize. As for the external evaluation recommendation to set up an Advisory Board for UNEVOC, this will be considered after the future of the Centre has been decided.

37.   **CEPES**: In the process of the Education Sector reform, it is being considered to be converted into a UNESCO Regional Bureau for Education in Europe focusing on East and South-East European subregions. Further consultations will be conducted with the concerned parties.

38.   **IESALC**: Its staffing situation will soon be reviewed with its recently appointed Director. It is also proposed that Director/IESALC report to the Director-General via the Director of UNESCO Regional Bureau for Education in Santiago and the ADG/ED. It is proposed that the Institute be considered as a higher education arm of the Regional Bureau.

39.   **IICBA**: Its staffing situation will be reviewed and its activities will be more concentrated on teacher training in Africa, particularly on implementing the Teacher Training Initiative in Sub-Saharan Africa (TTISSA). It is proposed that the Institute should act as a teacher training arm of the Regional Bureau for Education in Dakar and it is proposed that its Director should report to the Director-General via the Director of UNESCO/Dakar and ADG/ED.

40. **IITE**: In view of the vast needs in the field of ICT in education, the mandate and scope of IITE will be reviewed by the Education Sector through a three-year plan in cooperation with the parties concerned.

Byblos Centre

41. The Group reviewed the specific case of the International Centre for Human Sciences (ICHS, category 2), Byblos, Lebanon, with the participation of ADG/SHS.

42. By 167 EX/Decision 4.5, ICHS was established as a category 2 centre under the auspices of UNESCO. In view of the Executive Board decision and in conformity with 33 C/Resolution 90, necessary steps have been taken to initiate the process of amending the Agreement between UNESCO and the Government of Lebanon.

43. Following ADG/SHS initial correspondence to the relevant authorities in Lebanon informing them of the necessity of amending the statutes to conform to the above-mentioned decisions of UNESCO's governing bodies, the Director-General officially announced to the Lebanese Government the decision of the General Conference on 17 January 2006. The Government has, at its disposal, one year as of the date of this announcement, to revise the statute in conformity with the cited decisions.

44. The Lebanese Government communicated to UNESCO its proposals for the revision of the Agreement in June 2006 and a draft Agreement, with the inclusion of the Lebanese proposals, is being examined by the relevant UNESCO services.

45. As requested by UNESCO, the Centre is finalizing its work plans for the transitional period (2006-2007), on the basis of the "Integrated Strategy on Democracy within the Framework of the International Centre for Human Sciences (ICHS), Byblos" which was adopted by the Executive Board by 167 EX/Decision 3.5.1.

<u>Item **4**</u> of the provisional agenda

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

UNESCO action in support of the dialogue among peoples

SUMMARY

This report is intended to inform the Members of the Executive
Board of progress in the follow-up to 174 EX/Decision 4, Part III –
Plan of Action for the Promotion of Dialogue among Peoples and
UNESCO's contribution to international action against terrorism.

Decision proposed: paragraph 55.

I.   BACKGROUND

1.   At the 174th session of the Executive Board, the Director-General submitted a Plan of Action for the Promotion of the Dialogue among Peoples and UNESCO's contribution to international action against terrorism (174 EX/5 Add. 2). The document reviewed major decisions which had shaped the Organization's profile of action pertaining to the dialogue among peoples over the past few years, and listed different principles and values underlying UNESCO's manifold dialogue-relevant activities. The report further outlined the conceptual and programmatic complementarity between UNESCO's activities in support of a dialogue among peoples and those which may contribute to the overall fight against terrorism. Finally, the report presented entry points for and components of an action plan involving all of UNESCO's five programme sectors, as contained in the Approved Programme and Budget for 2006-2007 (33 C/5 Approved) and the related approved work plans for the biennium.

2.   By 174 EX/Decision 4 (II), the Executive Board then invited the Director-General to report to it at its 175th session on the links envisaged between the various activities proposed concerning the dialogue among peoples, operational procedures for intersectorality and the planned timetable. The Director-General was further invited to continue exploring opportunities for new and innovative approaches, to promote existing partnerships in this field and to enlist new partners in the implementation of the various activities, such as, as a matter of priority, the Alliance of Civilizations.

3.   The present report responds to this decision by five major themes under which the sectoral action listed in 174 EX/5 Add. 2 is being grouped, which lend themselves to intersectoral action from a conceptual and policy point of view and which are – or could be – implemented jointly by two or more sectors. These themes are:

- Promoting reciprocal knowledge of cultural, ethnic, linguistic and religious diversity;

- Building a framework for commonly shared values;

- Strengthening quality and values education;

- Countering violence and extremism;

- Fostering dialogue for sustainable development.

II.   MAJOR THEMES FOR INTERSECTORAL ACTION

1.   Promoting reciprocal knowledge of cultural, ethnic, linguistic and religious diversity

4.   Genuine dialogue is a process and a specific practice based on openness towards others, which is vital to creating deeper understanding of the diverse nature of the human family. It involves not only senses and cognitive capacities, but also helps to shed misconceptions, dispel stereotypes, reveal diversity and generate confidence and trust. As a tool against the threat of a "clash of ignorances" – ignorance of other values, history, languages, heritage and religions – dialogue is a dynamic vehicle for promoting the unity of humanity.

5.   Dialogue – including interfaith dialogue – is the key to examine the possibility of overcoming transcultural ignorances and disagreement and hence of reducing the potential for transcultural dissent. As the capacity of human beings to feel empathy and compassion for others goes deeper

than the mere coexistence of different ethno-cultural groups, dialogue occurs when a recognition of the different "other" is through cultural, social, scientific and political discourse.

6.   In this regard, it should be recalled that the UNESCO Universal Declaration on Cultural Diversity (2001) contains a commitment to promote the "fruitful diversity of cultures" in a spirit of dialogue and openness to counter the risks of identity-based isolationism.

7.   Several programme sectors and UNESCO field offices will collaborate – or continue to collaborate – on this thematic area, which will address the specific contextual requirements for intercultural dialogue in different regions (in particular in the Arab world, South-East Europe and the Great Lakes region); collect practices conducive to cultural pluralism at local, national and regional levels; promote dialogue between individuals and leaders of different religions, faith and convictions in order to eradicate stereotypes and enhance shared values and mutual understanding.

8.   The Culture Sector's flagship project on intercultural and interfaith dialogue, carried out in close cooperation with the Education, Social Sciences and Communication and Information Sectors, focuses on building shared values for respect of religious beliefs and tolerance and integrating them into school curricula and textbooks, while taking into account the cultural dimension of human rights (related to the debate on the right of conviction, belief and expression in one's culture). Other relevant activities will concentrate on the sharing of common values pertaining to specific scientific disciplines in different cultural settings through dedicated science networks and information management systems on natural resource use; the development of methodological and statistical tools to understand better how to foster pluralism and avoid cultural exclusion and marginalization; and various pedagogical tools to promote tolerance such as the Roads initiative. Research policy networks will provide policy advice on issues of racism and discrimination, the enjoyment of cultural rights, culture and women's rights, and the management of international migrations. A special focus is being given on interaction with youth, to be deepened at a forthcoming workshop in Cyprus. UNESCO, together with the World Conference of Religions for Peace, will also support the Interreligious Women Association in the Horn of Africa, involving the training of women for conflict mediation and social work for sustainable development, especially with slum dwellers and displaced persons.

9.   The creative use of media and information channels, including broadcast networks, can promote a better knowledge of other cultures and people and provide background and context for individuals or groups to look critically at themselves and in an open-minded spirit at others. To counter stereotypes there are three roles that the media must be capacitated to fill: to report, to provide analysis, and to defend the right to do so; to reflect on and promote the core values of tolerance and mutual understanding; and to question consistently conventional wisdom and particularly to query decision-makers.

10.   Close and fruitful cooperation with a host of partners is being pursued, most notably between the Culture and Education Sectors in the framework of the newly established network of 15 UNESCO Chairs addressing intercultural and interreligious dialogue. An agreement to establish the UNITWIN Chair on Interreligious Dialogue for Intercultural Understanding was signed at Headquarters in May 2006. A number of other cooperation and partnership platforms have been established with partner institutions such as ISESCO, ALECSO, the Alliance of Civilizations, ASEM, the Permanent Forum of Indigenous Peoples, the Anna Lindh Euro-Mediterranean Foundation for Dialogue between Cultures, United Cities and Local Governments.

11.   A new challenge of relevant intersectoral action has recently been taken up with respect to the complementarity of the principles of freedom of expression and the respect for cultural and religious symbols pursuant to the adoption by UNESCO's Executive Board of 174 EX/Decision 46

on *respect for freedom of expression and respect for sacred beliefs and values and religious and cultural symbols*. The Director-General has set up in June 2006 a dedicated Intersectoral Working Group under his chairmanship to advance work in this area through concrete action.

12.   UNESCO will focus in particular on cultural diversity as a tool for dialogue and reconciliation in post-conflict affected countries as an entry-point for restoring mutual understanding and enabling dialogue and reconciliation among divided communities, through shared responsibility to protect cultural heritage in all its forms.

13.   The World Heritage Education project represents a particularly important strand of action, which aims at promoting young people's awareness on world heritage preservation and promotes reciprocal knowledge and appreciation of cultural, ethnic, linguistic and religious diversity. The dedicated pedagogical kit for teachers has become exceedingly popular on a global scale, having already been translated into 28 languages.

14.   Many manifestations of the intangible cultural heritage, such as oral traditions, performing arts, traditional knowledge and skills, rituals, festive events or traditional craftsmanship, are under threat. The 2003 Convention explicitly places its safeguarding programme within the context of sustainable development (Article 2) as due to its living and representative character, the safeguarding of the intangible heritage mainly depends on ensuring the viability of practices, expressions, knowledge and skills, rather than the protection of the cultural product itself. The future implementation of the 2003 Convention on Intangible Cultural Heritage could make an important contribution to the dialogue among civilizations, cultures and peoples by encouraging States Parties to promote the function of intangible heritage in society and to integrate it in planning programmes.

15.   Relevant intersectoral collaboration includes (i) the building of dialogue between traditional and local knowledge holders and scientists and resource managers by the Local and Indigenous Knowledge Systems (LINKS) project led by the Science Sector; and (ii) the organization of "Interregional Philosophical Dialogues", led by the Social and Human Sciences Sector, as platforms for strengthening the mutual understanding of the world philosophical traditions and encouraging intellectual partnerships. The annual "Philosophy Day" underlines the actual and potential contribution of philosophy to dialogue in all its forms.

16.   In essence, dialogue is a matter of self-expression. Only when means are given to people, groups or nations to express themselves on their own conditions and perceptions does a conducive platform for dialogue exist. In that regard a successful intersectoral initiative comprises the lifelong learning course on "Religions, Media and Communication", led by the Culture and Communication and Information Sectors. Both professional media and citizen information initiatives, including the proliferating online blogs, are influencing the ways in which people look at others. Frustration over a lack of means to expression may cause indifference vis-à-vis the democratic process, resulting in apathy or, in the extreme, giving rise to violence. Hence, the need to promote an enabling environment for free self-expression as a building block to buttress cultural and intercultural dialogue.

2.   Building a framework for commonly shared values

17.   A framework of commonly shared values is being reflected and applied at all levels of dialogue among civilizations, cultures and peoples, including interfaith dialogue, with a view to fighting intolerance, prejudice, stereotypes, mutual suspicion and ignorance, and to developing the foundations for a lasting peace and respect for human dignity.

18.   As a result of a series of international events – conferences, seminars, workshops and summits – and declarations over the past years, a broad sense of commonality is emerging with respect to such an overarching framework for the dialogue. It consists of values such as freedom, equality, solidarity, tolerance, respect for nature and shared responsibility. Dialogue shall aim at spreading – in particular through education – the purposes and principles which the Millennium Declaration has reaffirmed as "timeless and universal". These fundamental values concern basic standards of behaviour, they provide form and substance to identities and they constitute the very basis of social cohesion and collective purpose. Tolerance is a fundamental value that incorporates respect for others, regardless of diversity of belief, cultural background, and language. Other globally relevant values are: respect for and the upholding of cultural diversity, commitment to peace, non-violence and peaceful practices, respect for human dignity, and observance of human rights.

19.   In other contexts, a focus on transversal values – those shared by two or several cultures – may lead to mutual learning and understanding rather than a focus on universal values. Transversal values are those that are shared by two or several cultures as, for example, respect for human life, universal education and the aspiration towards the primordial "sacred", which extends well beyond specific religious or cultural traditions. All of these values belong to the common heritage of humanity and should be promoted as such. Transversal values may serve to bridge distant cultural horizons thereby providing a possible basis for dialogue among and between societies with diverse cultural backgrounds. In that regard, consultations and cooperation are ongoing with the Council of Europe, the Alliance of Civilizations, ISESCO, ALECSO, and ASEM.

20.   The challenge is to consolidate and reaffirm these values and to translate them into reality through concrete action, such as through the UNESCO Peace Education Programme that has been elaborated and implemented in cooperation with UNHCR and INEE. Intercultural dialogue, exchange and understanding among young people is also being promoted through the public-private partnership *Mondialogo* launched by UNESCO and DaimlerChrysler in 2003. It consists of the Mondialogo School Contest for students between 14 and 18 years of age, drawing on the Education Sector's ASPnet and the collaboration of National Commissions; the Mondialogo Engineering Award for young engineering students and engineers, driven by the Science Sector and World Federation of Engineering Associations; and a dedicated interactive Internet Portal as project platform (www.mondialogo.org).

21.   The objectives and commitments of the multi-stakeholder initiative "Fostering the Dialogue among Cultures and Civilizations through Concrete and Sustained Action", launched by UNESCO in collaboration with ISESCO, ALECSO, IOC, the Danish Centre for Culture and Development (DCCD) and the Anna Lindh Foundation for Euro-Mediterranean Dialogue in 2005, are captured in the Rabat Commitment. It has generated a number of individual and joint actions by the partner organizations, and served as an intellectual, political and practical point of reference for leadership at the African Regional Conference on the Dialogue among Cultures, Civilizations and Peoples (held in June 2006 in Abuja, Nigeria), the third High-level Group meeting of the Alliance of Civilizations (held in May 2006 in Dakar, Senegal), and above all for activities envisaged in UNESCO's own work plans by all sectors for the current biennium.

22.   The fourth Regional Summit Forum of South-East Europe, held in June 2006 in Opatija, Croatia, was devoted to "Communication of Heritage". It offered an opportunity to consolidate and define future scientific and cultural cooperation on a special component of cultural corridors in the region – the cultural and natural sites. The Summit explored the potential for enhanced cooperation within South-East Europe in order to promote a common European heritage. Special emphasis was placed on the consolidation of knowledge of existing activities and initiatives so as to achieve greater regional cooperation and a synergy and coordination of existing projects and initiatives – whether projects developed by UNESCO, the Council of Europe or European Union or projects

specifically initiated in or for this region. The Culture and Natural Sciences Sectors will follow up with action.

23. The media can play an important role in linking together countries in regions torn by civil strife, supported by UNESCO's Communication and Information Sector. An important outcome of UNESCO's South-East Europe Strategy is the establishment of the ERNO news distribution network, linking South-East Europe public service broadcasters and ensuring a regular exchange of television programmes among all countries of the region. The ERNO network is also being used for training of television staff and joint production initiatives, among them a very well received programme on the Trafficking of Women in South-East Europe. The ERNO network can serve as a model for scaling up broadcast and webcast initiatives in other regions.

24. Finally, the intersectoral Slave Route Project works towards enhancing knowledge on the cultural interaction generated by the slave trade and slavery, and intensifying research on and documentation of this interaction in neglected geographic areas, such as the Caribbean. The project objectives call for interdisciplinary action (a) to put an end to the silence surrounding this tragedy in history; (b) to highlight its consequences and the interactions generated between the peoples and their cultures; and (c) to contribute to the establishment of a culture of tolerance and peaceful coexistence among peoples. These are being translated into the following concrete activities:

    (i)   deepening scientific research on the slave trade and slavery (CLT) and increasing understanding of contemporary forms of slavery (SHS);

    (ii)   developing curricula and educational material with a view to introducing the teaching of this tragedy at all levels of education (ED);

    (iii)   promoting the contribution of Africa and its diaspora (CLT, AFR);

    (iv)   promoting living cultures and artistic and spiritual expressions resulting from the interactions generated by the slave trade and slavery (CLT);

    (v)   preserving the archives and oral traditions related to the slave trade and slavery (CLT, CI);

    (vi)   Creating inventories of, and preserving, tangible cultural heritage, places and sites of memory linked to the slave trade or slavery, and promoting memory tourism based on this heritage (CLT).

3. Strengthening quality and values education

25. Quality education is a central vehicle to prepare and instil values for dialogue. It raises awareness and understanding of fundamental human rights and generates respect for others and conveys skills for creating and maintaining cultures of peace. The approach also draws on the objectives and framework for activities on human rights education, which are laid out in the Plan of Action for the first phase of the World Programme for Human Rights Education. UNESCO's action comprises support to Member States in the revision of the content of textbooks, learning materials and curricula, taking into account diverse learning styles, life experiences, and cultural and linguistic diversity. The portrayal of gender stereotypes, other cultures, nations and religions will be reviewed and rectified through dialogue and education, facilitated by the use of media and ICTs for both formal and non-formal values and peace education. Likewise, the role of the teacher in interpreting textbooks and developing learning materials that induce and prepare learners for dialogue, and teach them to think critically, will receive attention.

26.   Intercultural education is an integral part of quality and values education. Perspectives, ideas and strategies are set out in the "UNESCO Guidelines on Intercultural Education", currently in print, and "Learning from the Practice of Intercultural Dialogue – An Analysis of Tools, Methods and Approaches". The intersectoral work will draw on the new ASPnet campaign "All Equal in Diversity", launched in March 2005 to mobilize schools against racism, discrimination and exclusion. Lessons learnt from the UNESCO Chair/UNITWIN Programme will be used to reinforce practical and effective action in promoting intercultural education. The experiences gained from the Slave Route project in terms of its scientific research on the slave trade and slavery and the preparation of relevant curricula and educational material will equally contribute to this thematic area.

27. UNESCO'S work on textbook development and revision is guided by its new "Comprehensive Strategy for Textbooks and Other Learning Materials" (in print), which outlines a rights-based approach to policy development, quality assurance and access. Its work on the reciprocal revision of history and geography textbooks is firmly grounded in this approach, with plans for regional seminars for textbook authors, publishers and planners aimed at producing plans of action, guidelines, and resource kits. Other activities will take place under the umbrella of the "Euro-Arab Dialogue".

28.   Formal and non-formal heritage education is conducive to creating an environment for nurturing tolerance and mutual respect through an enhanced knowledge of the plurality of cultural heritage, and its importance for memory and identity, in particular for younger generations. The joint CLT-ED project entitled "Heritage in Young Hands", referred to already in paragraph 13 above, provides an effective educational and promotional tool for schools that are part of UNESCO's global school network ASPnet. The importance of education in the fight against ignorance and prejudice as well as for bridging differences has been recognized in online preparatory discussions for the regional fora on Intercultural and Interfaith Dialogue, while acknowledging gaps between different cultures due to different languages and systems of values. These discussions led to recommendations to use history as a way of showcasing different people's coexistence and contribution to the common heritage of humanity. It also focused on the challenges and rewards of living in a multicultural society.

29.   A Task Force on languages and multilingualism has been set up in January 2006 in order to implement UNESCO's new intersectoral strategy towards the promotion of linguistic diversity as cornerstone of the world's cultural diversity and an essential condition for sustainable development. In this framework, follow up to the recommendations of the 2006 Khartoum Summit of the African Union is a special feature. UNESCO was requested to support the African Union in the organization of events foreseen on the occasion of the celebration of the year 2006 African Year of Languages. Moreover, cooperation with the African Academy of Languages (ACALAN) will strengthen national and regional institutional capacities for language preservation at African universities, national research institutes and regional institutions; promote multilingualism and the formal and non-formal teaching of mother-tongue language in school curricula; and foster the implementation of appropriate national language policies.

30.   In the follow-up to the World Summit on the Information Society (WSIS), UNESCO is coordinating the activities on a global scale to promote multilingualism in cyberspace. It is essential that the Internet provides content in a multilingual manner reflecting the rich linguistic diversity of the world and renders it possible for everybody to express their opinions, concerns and creativity in the language of their own choice.

4. Countering violence and extremism

31. Contemporary trends of violence and extremism as well as the threats of conflicts call for a better mutual knowledge of other cultures and peoples and effective support for reconciliation in countries emerging from post-conflict situations. UNESCO is therefore also focusing on activities which may contribute to countering the cycle of violence-extremism-fanaticism-terrorism. As had been pointed out above, UNESCO considers that its activities in support of a dialogue among peoples are relevant for and complementary to the efforts of tackling this nexus. Yet, such activities will have to move beyond general agreements about the value of engaging in dialogue towards action which leads to genuine results with consequences for how people live together, interact with one another, and understand one another. This includes the 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 fora in different regions.

32. To that end, UNESCO also participates in, and contributes to, the development of the United Nations Secretary-General's counter-terrorism strategy within the framework of the inter-agency Counter-Terrorism Task Force. This task force was established following the adoption of the 2005 World Summit Outcome document, in which world leaders agreed to "strongly condemn terrorism in all its forms and manifestations, committed by whomever, wherever and for whatever purposes, as it continues to be one of the most serious threats to international peace and security" (para. 81). UNESCO's contribution to the Secretary-General's report to the General Assembly "Uniting against terrorism: recommendations for a global counter-terrorism strategy" (27 April 2006) focused on the dialogue among civilizations, educational strategies and the role of the media.

33. All available tools should be employed to reach out and involve a wide set of political, cultural, religious and other societal actors. The dynamic aspect of cultures has to be constantly underlined, in order to avoid their radicalization or isolation, which may cause communitarian excesses and fuel conflicts. Cultural incompatibility is often considered to be the cause of conflicts when it is in fact rather being misused for particular ends. The aim is to demonstrate that culture is by its very nature a factor for peace, engaging everyone in a voluntary and permanent dialogue.

34. In this context, innovative policies in favour of cultural pluralism, which is the political response to the reality of cultural diversity, are currently being elaborated in order to mainstream the principles and values of cultural diversity and dialogue. Actions to clarify concepts, learn lessons from good practices and develop new methodological tools are undertaken in order to sensitize the public and decision-makers to the necessity to respect the diversity of cultures, in particular regarding the usage of images, while making sure that freedom of expression and of beliefs and basic human rights are being respected. To this end, platforms of consultation with a host of partners – the Council of Europe, the Alliance of Civilizations, ISESCO, ALECSO, ASEM – are being developed and refined.

35. Moreover, action will be taken to enhance the understanding of multifaceted roots of violence, fanaticism and terrorism, including:

- research activities: the newly created UNESCO Chair at Monash University (Australia) is undertaking a regional mapping of potential conflicts in the Pacific region, with a view to analysing, among others, how misunderstandings, combined with feelings of communitarian exclusion, can fuel terrorist inclinations;

- intercultural education for young people and the development of pedagogical material and extracurricular textbooks for children and youth living in sensitive areas;

- training courses aimed at the media and social workers in contact with immigrants (University of Geneva, Switzerland), in order to enhance intercultural understanding and engagement in dialogue;

- addressing urban issues, cultural diversity and local policies, and environmental sustainability in cities;

- researching issues relating to violence and developing regional responses to incidents in youth violence.

36. Special efforts will be made to highlight the relationship between the assistance to free, independent and pluralistic media – both traditional and new – and their fundamental role in preventing violent conflict and promoting mutual understanding and knowledge among groups and peoples of different cultural, religious and/or social backgrounds. To that end, UNESCO will support media productions, the creation of cross-cultural journalist networks and the development of ethical approaches to reporting as well as training and awareness-raising of media professionals – especially in post-conflict and post-disaster situations. 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. The approach therefore also draws on the objectives and framework for activities on human rights education which are laid out in the Plan of Action for the first phase of the World Programme for Human Rights Education.

37. Culture must also be placed at the heart of the debates on conflict prevention and human security so as to better understand its role in conflicts and in other threats to human security (such as poverty, HIV/AIDS, human trafficking) with a view to providing decision-makers and communities with culturally appropriate tools to counter violence and extremism. Identifying obstacles to intercultural dialogue in different regions, in particular in post-conflict and post-disaster countries (Middle East, Great Lakes region, South-East Europe, post-tsunami area) will also be part of the effort.

38. UNESCO will equally pursue its contribution to the prevention of conflicts and the reinforcement of human security in various countries of Africa, led by SHS. It will also seek to identify obstacles to intercultural dialogue in different regions (Arab region, Africa, Asia), in particular in post-conflict and post-disaster areas (Great Lakes, Balkans, post-tsunami area) and develop tools and approaches for intercultural competency and training relevant stakeholders (traditional leaders, indigenous people artists, NGOs, cultural patricians). Rebuilding free and independent media forms part of this initiative because of the crucial need to ensure unbiased information in post-conflict situations and to engage the local and regional media actively in social reconciliation processes.

5. Fostering dialogue for sustainable development

39. Today, a multi-level and multi-pronged dialogue must be initiated and fostered both among and within civilizations with a view to developing the foundations for a peaceful and prosperous life of future generations. Peaceful cooperation and synergies can be advanced by focusing on water, sustainable development and human security at large. Water with its transcultural, symbolic significance not only has the power to unite, but also to cause tensions and conflict. Sustainable and peaceful development is therefore only possible through open and continuous cooperation and dialogue among actors of States, civil society and different faiths.

40. One important entry point for concrete activities is the United Nations Decade of Education for Sustainable Development (DESD, 2005-2014), for which UNESCO has been designated lead

agency of the United Nations system in the wake of the 2002 Johannesburg World Summit on Sustainable Development. While there is overall agreement on the concept of ESD, there will be nuanced differences according to local contexts, priorities and approaches. This requires dialogue, addressing the complexity and interconnectedness of problems such as poverty, wasteful consumption, environmental degradation, urban decay, population growth, health, conflict and the violation of human rights. This vision emphasizes a holistic, interdisciplinary approach to developing the awareness, knowledge and skills needed for a sustainable future as well as changes in values, behaviours, production and consumption patterns, and lifestyles.

41.   Sustainable development is based on a vision of human beings in harmony with local cultural aspirations. Cultural diversity therefore promotes sustainability. Culture in general, and cultural diversity in particular, face three new challenges, which UNESCO seeks to reflect in its approach to sustainable development: (a) globalization has brought about new forms of inequality which tend to foster cultural divergence and conflict rather than cultural pluralism; (b) States are increasingly challenged to respond to cross-border flows of ideas, images and resources which affect cultural development; and (c) the danger of cultural and other types of exclusion as a result of the growing digital divide and disparities in literacy.

42.   This requires education to be in the service of culturally sensitive development based on respect for cultural diversity and the practice of dialogue. To this end, education for learning to live together for a common future must take into account cultural aspirations, identities, different ways of living, value systems, traditions and beliefs. It has to nurture creative capacities and cultural expressions of human beings, in their multiple tangible and intangible forms. Education – from a cultural diversity perspective – must recognize that learning happens in all spheres of life and encompasses multiple "traditional" and new learning spaces in today's societies.

43.   The role of science is important for mutual cooperation and exchange among people from different cultures, traditions and religions, especially with respect to strengthening sustainable development. Science as common heritage of humanity has always been a vector of dialogue and understanding among scientists of different cultural and religious backgrounds. This is further being demonstrated through action that led to the establishment of the World Association of Young Scientists (WAYS), the Israeli-Palestinian Science Organization or the SESAME project.

44.   UNESCO is also collaborating with Casa Asia, Barcelona (Spain) to strengthen policy dialogues among decision-makers and civil society stakeholders with a view to promoting the principles of dialogue, multi-stakeholder involvement and dialogue as a vehicle for advancing women's rights. A round table on *Women's rights and empowerment* will be organized in the context of Casa Asia's East-West dialogue scheduled to be held in Barcelona in October 2006. This round table will focus on differences and commonalities in women's quest for empowerment and gender equality. Women panellists from East and West and different age groups will question commonly held beliefs and assumptions that may distort the perception of Eastern and Western societies as well as the contribution of gender equality to sustainable development and world peace.

45.   Youth is a particular target group for dialogue efforts in general and in particular with respect to sustainable development. Within the framework of DESD, UNESCO and UNEP collaborate to foster "youthXchange", which is an educational project focusing on sustainable consumption for young people. Cross-cutting themes include educational issues and World Heritage, promoting intercultural dialogue among youth through ICTs. The intersectoral project "Great Volga River Route" induces dialogue among ASPnet secondary school students from 16 countries situated along the Volga River. The report adopted in October 2005 by the fourth UNESCO Youth Forum "Young People and the Dialogue among Civilizations, Cultures and Peoples – ideas for action in education, the sciences, culture and communication" stressed the need for the organization of regional,

national and local fora in order to empower young people from all walks of life and in all regions of the world. Youth delegates focused especially on the need to elaborate themes and related recommendations for action by and for young people on intercultural and interfaith dialogue so as to promote peace as well as education for sustainable development. The first of several regional youth fora took place in the context of the First Pacific Youth Festival in July 2006 and the second will be held in Cyprus in November 2006.

46.   UNESCO also works actively on education for sustainable development in the Atlantic, the Indian Ocean, the Mediterranean and South China Seas (AIMS) within the framework of the follow-up of the Mauritius Strategy for Further Implementation of the Programme of Action for the Sustainable Development of Small Island Developing States (SIDS) and the implementation of the commitments of the Youth Forum held at the Mauritius SIDS meeting. The Culture Sector contributes to DESD in SIDS through "Understanding the role of cultural diversity for the sustainable development of SIDS". Dialogue-relevant activities are equally made through support to creative industries (music, cinema and audiovisual production and multimedia) with a view to increasing the appreciation of cultural wealth in LDCs. Furthermore, during its 29th session, the World Heritage Committee adopted the Programme of Action for the Sustainable Development of SIDS to coordinate and develop World Heritage-related activities in the islands of the Caribbean, Atlantic, Indian and Pacific Ocean.

47.   UNESCO also contributes to building ICT-based communication capacities of indigenous communities through participatory elaboration and production of local content. Intersectoral collaboration is undertaken in the framework of the LINKS Project, documenting and promoting the transmission of indigenous knowledge systems and establishing intercultural dialogue on new ways to ensure that indigenous knowledge systems are recognized and respected in their contribution for sustainable development. The exploration of gender relations in indigenous communities is also undertaken on an intersectoral basis with a view to enhancing the understanding of the implications for human rights and cultural diversity. Collaboration with the United Nations Forum on Indigenous Issues forms an integral part of the intersectoral effort, which includes cultural mapping with indigenous communities through interdisciplinary approaches and electronic platforms for local content production. This can be broadened by including interfaith dialogue with indigenous communities and the learning/teaching of histories of indigenous communities.

48.   In line with the recommendations of the Asia Media Summit, held from 9 to 11 May 2005 in Kuala Lumpur, Malaysia, and the Rabat Conference on "Dialogue among Cultures and Civilizations Through Concrete and Sustained Initiatives", held from 14 to 16 June 2005 in Rabat, Morocco, a number of focused and concrete information and communication activities are now an integrated part of UNESCO's biennial work programme for 2006-2007. These include:

- increasing the diversity of contents to include marginalized populations, groups and communities in the communication and information process; promoting the use of broadcast network systems; engaging public and private organizations to promote community use of ICTs;

- facilitating the creation/production and uploading/transmission of local content; ensuring women's full and equal access to decision-making about the use of media and ICTs; providing access to content through joint distribution systems and empowering local minority communities to use media, including ICTs, for obtaining and disseminating information aimed at learning how to live together;

- reinforcing dialogue through both new and traditional media and building the requisite capacity of journalists; offering courses in ethics and professional standards in journalism

schools with special regard to intercultural and interfaith communication; promoting intensified media coverage of dialogue-related issues and a broader use of ICTs in dialogue and training of youth populations in the use of media and ICTs for dialogue.

III.   INTERSECTORAL LINKAGES AND ENGAGEMENTS WITH PARTNERS

49.   Throughout the text of the present document, numerous references have already been made to intersectoral linkages and engagements with partners in the implementation of various intersectoral programme activities. In accordance with the Global Agenda for Dialogue among Civilizations and its Programme of Action adopted by the United Nations General Assembly, and in cooperation with the Alliance of Civilizations, UNESCO will continue to explore innovative inter-agency engagements and initiatives with partners at local, national, regional and international levels, including actions related to reinforcing interfaith dialogue.

50.   At the policy level, particular efforts have been made to enhance UNESCO's cooperation with the Alliance of Civilizations. UNESCO was represented at the last two meetings of the High-Level Group established by the Alliance. The Director-General addressed the Group at its Dakar meeting in May 2006, sharing UNESCO's approach and experience in the area of dialogue among civilizations, cultures and peoples (see http://unesdoc.unesco.org/images/0014/001461/146137e.pdf).

51.   Further specific cooperation is envisaged for the Universal Forum of Cultures, scheduled to be held in 2007 in Monterrey, Mexico. This Forum envisages a host of activities around dialogue themes, especially involving artists and youth (see also document 174 EX/5 Add. 2).

52.   In future, UNESCO will strive to respond proactively to the growing need to sensitize young people to intercultural dialogue. This will build on the set of recommendations contained in the Youth Forum of the 33rd session of the General Conference devoted to the dialogue among civilizations, cultures and peoples, which was approved by 33 C/Resolution 38. The implementation of concrete opportunities for engagement could include the elaboration of a cross-sectoral programme for the production of new and innovative pedagogical materials adapted to all continents. Involving a broad range of national and civil society partners, the initiative could be based on "good practices", such as the worldwide Mondialogo School Contest and the ASPnet school-based activities.

53.   UNESCO will also place emphasis on further enhancing the knowledge of the relationship between cultural diversity and intercultural dialogue in the context of globalization. To this end, a combination of thematic and geographic approaches (Arabia Plan, the Great Lakes region, Central Asia, the Caucasus, Middle East, South-East Europe) are currently being pursued, guided by the overarching objective of "learning to live together" particularly relevant for post-conflict areas and sensitive zones. Efforts in this regard will be informed by a new intersectoral research project "Learning from the Practice of Intercultural Dialogue – An Analysis of Tools, Methods and Approaches".

IV.   TIMETABLE

54.   The timetable for the implementation of the above intersectoral activities and action together with various partners will stretch over the entirety of the remaining 2006-2007 biennium (33 C/5). Progress will be reported to the Executive Board in the six-monthly results-based reports by the Director-General on the implementation of the Programme approved by the General Conference (EX/4 and C/3 documents at the end of the biennium). As the Director-General has suggested in his

preliminary proposals for the Medium-Term Strategy for 2008-2013 (see document 175/EX 22 Part II.A) the designation of "Fostering mutual understanding, reconciliation and peace" as one of six overarching objectives for the Organization, with two related strategic programme objectives (a) promoting dialogue within and among civilizations; and (b) support to countries in post-conflict situations, it may be expected that – subject to the approval by the General Conference at its 34th session – the activities and orientations outlined in the present document will be continued, deepened and refined over the next six-year medium-term period and concretized in three subsequent C/5 documents.

V.   PROPOSED DRAFT DECISION

55.   In the light of the above, the Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1.   <u>Recalling</u> 174 EX/Decision 4 (II),

2.   <u>Having examined</u> 175 EX/5 Add.,

3.   <u>Welcomes</u> the information provided about the links and approaches envisaged among the various sectoral activities in support of the dialogue among peoples;

4.   <u>Endorses</u> the themes proposed for future intersectoral action by the Organization;

5.   <u>Expresses its satisfaction</u> with the broad-based partnerships envisaged in the implementation of the activities at the various levels and in particular through joint efforts with the Alliance of Civilizations;

6.   <u>Requests</u> the Director-General to report on the activities undertaken and results obtained in the context of his report at each session on the implementation of the programme adopted by the General Conference (EX/4 document).