

Selection of books and documents on Racial discrimination and related themes

International Day for the Elimination of Racial Discrimination

Journée internationale pour l'élimination de la discrimination raciale

[21 March 2019]



Mitigating and countering national populism and extreme supremacist ideologies

“Racial discrimination still has not been banished to the history books. This vicious form of exclusion and intolerance continues to manifest itself on the sports field, in the media, on the streets, in the workplace and even in the corridors of power.

*In the 50 years since the **International Convention on the Elimination of All Forms of Racial Discrimination** came into force in 1969, many of the more pernicious racial laws around the world have been eliminated, and slavery and apartheid abolished.*

*Unfortunately, once again, we are seeing the ugly face of racial discrimination presented in public discourse. This is why this year, the theme of International Day for the Elimination of Racial Discrimination is **“Mitigating and countering national populism and extreme supremacist ideologies.”***

Combatting racism is a question of human dignity and building a fairer world. It has always been at the heart of UNESCO’s mandate promoting diversity, inclusion, non-discrimination and a culture of peace and solidarity.

*The internet can be fertile ground for the spread of racial discrimination, xenophobia and supremacist ideologies, often targeting migrants and refugee, as well as people of African descent. UNESCO – as the UN agency responsible for communication and information – develops tools for **Media and Information Literacy** to combat such attitudes online and tackle the spread of “fake news”.*

*Ensuring a safe online space is part of broader **Global Citizenship Education** that aims to develop competencies to enhance mutual understanding, critical thinking and intercultural dialogue. Our educational projects on the **Holocaust** and the **Slave Route**– which were underpinned by false the pseudo-science of racial superiority –contribute to our understanding of these appalling chapters of our human story.*

*On a daily basis, racial discrimination continues to silently deprive people of their basic rights to employment, housing and a social life embodied through iniquitous laws. Through UNESCO’s **International Coalition of Inclusive and Sustainable Cities (ICCAR)**, we support Member States in developing urban policies to tackle modern-day exclusion.*

*In addition, this year, as the **International Year of Indigenous Languages**, we are putting the spotlight on the structural racism that deprive certain ethnic groups of their rights to fully use their native tongue: whether it be in the classroom, the cultural sphere or in decision-making processes.*

*The fight against discrimination is one we must all lead. On the International Day for the Elimination of Racial Discrimination, **let us all stand together as Member States, civil society organizations and citizens to eliminate racial discrimination, and build more sustainable societies.**”^(*)*

^{*}Message from Ms Audrey Azoulay, Director-General of UNESCO, on the occasion of International Day for the Elimination of Racial Discrimination (2019) [*English, French, Spanish, Russian, Arabic and Chinese*].

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Why 21 March?

CELEBRATING INTERNATIONAL DAY FOR THE ELIMINATION OF RACIAL DISCRIMINATION

In 1966, the date of 21 March was proclaimed International Day for the Elimination of Racial Discrimination by the United Nations General Assembly in commemoration of that day in 1960 when, during a peaceful demonstration against the Apartheid pass laws, 69 people were killed in Sharpeville, South Africa. *More here:* [United Nations website](#) / [UNESCO website](#).



Key documents and landmarks

Mitigating and countering rising nationalist populism and extreme supremacist ideologies*

2011 - 10th anniversary of the adoption of the Durban Declaration and Programme of Action.

2009 - Durban Review Conference.

2001 - UNESCO Universal Declaration on Cultural Diversity – Adopted on 2 November 2001.

2001 - Durban Declaration and Programme of Action.

1997 - Universal Declaration on the Human Genome and Human Rights – Adopted by UNESCO on 11 November 1997.

1995 - Declaration of Principles on Tolerance – Adopted by UNESCO on the day of its fiftieth anniversary – 16 November 1995.

1979 - Resolution proclaiming the Week of Solidarity with the Peoples Struggling against Racism and Racial Discrimination.

1978 - Declaration on Fundamental Principles concerning the Contribution of the Mass Media to Strengthening Peace and International Understanding, to the Promotion of Human Rights and to Countering Racism, apartheid and incitement to war – Adopted by UNESCO on 28 November 1978.

1978 - Declaration on Race and Racial Prejudice – Adopted by UNESCO on 27 November 1978.

1974 - Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms – Adopted by UNESCO on 19 November 1974.

1966 - Resolution proclaiming 21 March as the International Day for the Elimination of Racial Discrimination.

1965 - International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) – Adopted by the United Nations General Assembly on 21 December 1965.

1960 - Adoption by UNESCO of the Convention against Discrimination in Education.

The Convention qualifies *Discrimination* as « Any distinction, exclusion, limitation or preference based on race, color, sex, language, religion or political or other opinion, national or social origin, economic condition or birth ».

1948 - Universal Declaration of Human Rights.

Latest Reports of **UN Special Rapporteur on Contemporary forms of racism, racial discrimination, xenophobia and related intolerance**.

* United Nations 2019 theme.

International Coalition of Inclusive and Sustainable Cities (ICCAR)

The International Coalition of Inclusive and Sustainable Cities (ICCAR) - formerly known as the *International Coalition of Cities against Racism* - was launched by UNESCO in 2004, following the call made for a common front in the global fight against racial discrimination during the *World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance* that took place in Durban, South Africa in 2001.

Through ICCAR, UNESCO encourages international cooperation between cities to strengthen advocacy for global solidarity and collaboration, and promote inclusive urban development free from all forms of discrimination, by sharing good practices, knowledge and expertise, and by advancing joint action through the development of participatory city-level policies and initiatives.

The cities participating in the Coalition commit themselves to two principles: adherence to an ethical and political Charter and adoption and implementation of a **Ten-Point Plan of Action**. In order to respect the specificities and priorities of the different areas of the world, a regional approach has been adopted. So far, networks have been set up in the **United States of America** (2013), the **Arab Region** (2008), **Asia and the Pacific** (2007), **Canada** (2007), **Africa** (2006), **Latin America and the Caribbean** (2006) and **Europe** (2004). ICCAR is currently composed of 7 regional and national Coalitions, with each Coalition responding to the specific priorities and challenges set out in its Ten-Point Plan of Action.

International Coalition of Inclusive and Sustainable Cities - ICCAR. Brochure, 2016. 6 p. SHS/2016/PI/H/3.



ICCAR interactive map

The Ten-Point Plan of Action. A showpiece

The *Ten-Point Plan of Action* is at the heart of the Coalition principles. It consists of the 10 following commitments:

1. Greater vigilance against racism.
2. Assessing racism and discrimination and monitoring municipal policies.
3. Better support for the victims of racism and discrimination.
4. More participation and better informed city dwellers.
5. The city as an active supporter of equal opportunity practice.
6. The city as an equal opportunities employer and service provider.
7. Fair access to housing.
8. Challenging racism and discrimination through education.
9. Promoting cultural diversity.
10. Hate crimes and conflict management.



More documents on the Coalitions

Sharing good practices in promoting urban inclusion and non-discrimination. Also available in *French* [*Partager des bonnes pratiques pour promouvoir l'inclusion urbaine et la non-discrimination*] and *Spanish* [*Intercambio de buenas prácticas para promover la inclusión urbana y la no discriminación*]. 2016, 3 p. SHS/2016/PI/H/5.

Africa

- **African Coalition of Cities against Racism and Discrimination.** Regional perspective paper. 2016, 5 p. SHS/2016/PI/3.
- **Plan d'action en dix points de la Coalition africaine des villes contre le racisme et la discrimination** - 2008. SHS/2008/PI/H/5.
- **Coalition africaine des villes contre le racisme et la discrimination** - 2006.

Arab Region

- **Coalition of Arab Cities against Racism, Discrimination, Xenophobia and Intolerance. Roadmap** (April 2017- April 2018). Also available in *French* [*Coalition des villes arabes contre le racisme, la discrimination, la xénophobie et l'intolérance: feuille de route*]. 2017, 2 p. SHS/TSD/INC/2017/03.
- **The Arab Coalition of Cities against Racism, Discrimination, Xenophobia and Intolerance. Guidelines and terms of reference of the lead city.** Also available in *French* [*Coalition des villes arabes contre le racisme, la discrimination, la xénophobie et l'intolérance: cadre et termes de référence de la ville chef de file*]. 2017, 2 p. SHS/TSD/INC/2017/05.



- **The Tunis Declaration: the Arab Coalition of Cities against Racism, Discrimination, Xenophobia and Intolerance.** Also available in *French* [Déclaration de Tunis: la Coalition des villes arabes contre le racisme, la discrimination, la xénophobie et l'intolérance]. 2017. 2 p. SHS/TSD/INC/2017/01.
- **Coalition des villes arabes contre le racisme et la discrimination.** Perspectives regionales. 2016, 4 p. SHS/2016/PI/5.
- تحالف اليونسكو للمدن العربية ضد العنصرية والتمييز وكراهية الأجانب والتعصب - 2009. SHS/2009/PI/H/1. Also available in *French* [Coalition des villes arabes contre le racisme, la discrimination, la xénophobie et l'intolérance].

Asia Pacific

- **Asia-Pacific Coalition of Cities against Discrimination (APCAD).** Regional perspective paper. 2016, 5 p. SHS/2016/PI/H/4.
- **Towards an inclusive society: Coalition of Cities against Discrimination in Asia and the Pacific** - 2006. TH/2006/PI/H/8 REV.

Canada

- **The Canadian Coalition of Municipalities against Racism and Discrimination.** Also available in *French* [La Coalition canadienne des municipalités contre le racisme et la discrimination]. 2016, 5 p. SHS/2016/PI/1.

Europe

- **Declaration of Nancy** (2018).
- **Bologna Declaration: Towards global solidarity and collaborative action for inclusive and sustainable urban development.** Also available in *French* [Déclaration de Bologne: vers une solidarité et une action collaborative globales en faveur d'un développement urbain inclusif et durable] and *Spanish* [Declaración de Bolonia: solidaridad mundial y colaboración en favor de un desarrollo urbano inclusivo y sostenible]. 2016; 4 p.; SHS/2016/ICCAR/BD/01.
- **European Coalition of Cities against Racism (ECCAR).** Regional perspective paper. Also available in *Spanish* [Coalición Europea de Ciudades contra el Racismo (ECCAR): perspectiva regional]. 2016, 5 p. SHS/2016/PI/H/6.
- **Europäische Städtekoalition gegen Rassismus.** 2015, 4 p. SHS/2015/PI/H/3.
- **European Coalition of Cities against Racism** - 2011. SHS.2008/WS/6 REV. Also available in *French* [Coalition européenne des villes contre le racisme]. More on their [website](#).

Latin America and the Caribbean

- **Coalición Latinoamericana y Caribeña de Ciudades contra el Racismo, la Discriminación y la Xenofobia: perspectivas regionales.** Also available in *English* [Coalition of Latin America and Caribbean Cities against Racism, Discrimination and Xenophobia: regional perspective paper]. 2016, 4 p. SHS/2016/PI/2.
- **Coalition of Latin American and Caribbean Cities against Racism, Discrimination and Xenophobia** - 2008. SHS/2008/PI/H/3.

The United States

- **United States Coalition of Cities against Racism and Discrimination.** Perspective paper. 2016, 5 p. SHS/2016/PI/4.

Inclusive and Sustainable Cities series



UNESCO series on urban inclusion and sustainability publishing innovative material on how sustainable and inclusive cities can transform our world for the better.

How to integrate refugees and migrants in cities?



2016. 75 p.
ISBN: 978-92-3-100186-4

Cities Welcoming Refugees and Migrants. Enhancing effective urban governance in an age of migration. Inclusive and Sustainable Cities series, no. 1

Cities are on the frontline of efforts to foster the well-being of refugees and migrants. This publication identifies and analyses trends and approaches by municipal authorities, with a focus on Europe. Among other important findings, the publication confirms that despite growing literature and the multiplication of converging actions, the gaps in the knowledge base of local authorities, in exchanges and in networking, have only partially been addressed. At the same time, it notes an encouraging convergence towards the promotion of 'welcoming cities' and illustrates the commitment of ECCAR and the broader platform of the International Coalition of Inclusive and Sustainable Cities – ICCAR to promoting human rights and gender equality-based approaches. [Open Access](#).

[Watch video](#)

Forthcoming issues in the same series

- **Cities Welcoming Refugees and Migrants.** A handbook.
- **Inclusive Cities for 2030.** Towards an enabling environment for urban inclusion.



2016. 26 p.
SfS/INC/2018/PI/H/1

Creating Inclusive and Equitable Cities

Enhancing equity and inclusion requires knowledge of how people from diverse backgrounds experience urban areas. By recognizing and working with groups most at risk of exclusion, we can begin to close the gaps in opportunities and outcomes. Initiatives like the **Canadian Coalition of Municipalities against Racism and Discrimination (CCMARD)** are effective tools in achieving not only local and national goals, but also global ones. CCMARD is one way that Canada is giving shape to Agenda 2030 to secure a sustainable future. Document prepared by the Canadian Commission for UNESCO, with contributions from UNESCO. *More on the [website](#) of the Canadian Commission for UNESCO.*

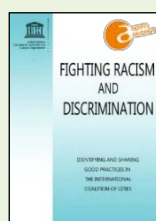
Also available in *French* [*Vers des villes inclusives et durables*].



2012. 12 p.
ISBN:978-0-981120468-0

Canadian Coalition of Municipalities against Racism and Discrimination. Toolkit summary

This Toolkit is designed for municipalities that have already joined the Coalition, those considering joining, as well as for community organizations and citizens encouraging participation by their municipality. It is user friendly, adaptable to local communities' needs and helpful to municipalities at all stages of their CCMARD (Canadian Coalition of Municipalities against Racism and Discrimination) involvement.



2012. 65 p.
ISBN:978-92-3-001093-5

Fighting Racism and Discrimination. Identifying and sharing good practices in the international coalition of cities

This report features more than 50 good practices more than 38 cities of the Coalition have adopted to prevent and combat racism and discrimination. The purpose of this good practices report is two-fold. First, it draws together a collection of good practices in anti-discrimination of Member Cities so that they can inspire and inform the policies and practices of other cities. Second, it uses major themes related to the different roles and domains of cities to inform and, indeed, encourage critical reflection on anti-discrimination work in these areas. By reflecting on the reasons why each practice works, the report shows the applicability of the initiatives and the potential for their transferability to another jurisdiction. *Open Access.*



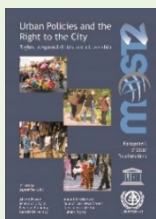
2010. 56 p.
ISBN:978-92-3-104171-6

Study on Challenges in the Development of Local Equality Indicators. A human-rights-centered Model. Commitment 2 of the Ten-Point Plan of Action.

International coalition of cities against racism. Discussion papers series, no. 5
In the framework of the *International Coalition of Cities against Racism*, UNESCO published in 2005-2010 a series of studies carried out to collect and analyse practices and cases. The *Discussion Paper Series* presents the results of these studies and aims at assisting municipalities in better formulating policies and stimulating the debate in this area. *Open Access.*

Other titles in this series

- [Un lexique du racisme : étude sur les définitions opérationnelles relatives au racisme et aux phénomènes connexes](#) (1, 2006).
- [Study on Measures Taken by Municipalities and Recommendations for Further Action to Challenge Racism through Education](#) (2, 2006).
- [Indicators for Evaluating Municipal Policies Aimed at Fighting Racism and Discrimination](#) (3, 2005).
- [Study on Measures Taken by Municipalities and Recommendations for Further Action to Achieve Greater Vigilance against Racism: Commitment 1 of the Ten-Point Plan of Action](#) (4, 2006).



2008. 2009. 56 p.
SfS/SRP/URB/2008
/PI/H/3REV

Urban Policies and the Right to the City. Rights, responsibilities and citizenship. MOST policy papers, new series MOST-2

This document reports on the various experiences and normative instruments that have led to a shared vision of the concept of the Right to the city. It identifies and studies the five basic concepts to which the concept of the right of the city appeals: freedom and autonomy of all citizens, participation and democracy, transparency in city administration, celebrating cultural diversity and the fight against poverty.



2006. 236 p.
SfS/2006/PI/H/4

International Public Debates. Urban policies and the right to the city / Débats publics internationaux. Politiques urbaines et le droit à la ville. Human Settlements and Socio-cultural Environment series, no. 57

Cities are engines of economic growth and afford the greatest opportunities for social progress and development. They also have very high rates of inequality and poverty concentration. Current world urbanization and globalization trends involve nothing but the urbanization of poverty and social exclusion. This book, premised on these facts, contains the encouraging results of several initiatives and strategies that have laid the foundations of good governance and participatory urban planning in various cities throughout the world. It reviews a selection of municipal, national, regional and international instruments that contribute to the development of human rights in the city.

Bilingual English/French.

Find more on ICCAR on our website and check out ICCAR playlist

World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance

New forms of discrimination have arisen, as a result of various scientific developments and the process of globalization. To curb these new threats and the outbreak of violent inter-ethnic conflicts in many parts of the world in recent years, the international community decided to convene in 2001 in Durban, South Africa, the World Conference against Racism, Racial Discrimination, Xenophobia, and Related Intolerance. This historical Conference was organized to give new impetus to the combat against these scourges in modern societies. It provided a forum for examining crucial questions regarding not only the protection of fundamental human rights but also the promotion of **understanding, coexistence, and cooperation** among individuals and peoples. In close collaboration with the United Nations High Commissioner for Human Rights (OHCHR), UNESCO actively participated in the Durban Conference, which undoubtedly was the high point of the Third United Nations Decade to Combat Racism and Racial Discrimination, which ended in 2003 (*Strengthening the Fight against Racism and Discrimination, 2009, p. 6*). **Check [UN Let's Fight Racism! campaign](#) and [UNESCO website](#).**

Landmarks

- [10th Anniversary of the Durban Declaration and Programme of Action](#) (September 2011).
- [Proclamation of 2004, International Year for the Commemoration of the Struggle against Slavery and its Abolition](#) (2004).
- [Durban Declaration and Programme of Action](#) (2001).
- [Durban World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance](#) (2001)

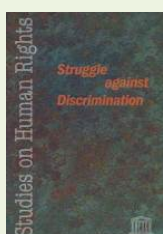
Read also United Nations [United against Racism, Racial Discrimination, Xenophobia and Related Intolerance](#) containing the outcome documents of the Durban conference and follow-up meetings (2012).



2009. 91 p.
SHS2009/WS/12

Strengthening the Fight against Racism and Discrimination. UNESCO's achievements from the 2001 World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance to the 2009 Durban Review Conference The *Durban Review Conference* provided UNESCO with a first important opportunity to communicate on the results achieved by the Organization in the fight against racism and all forms of discrimination over the last seven years. This document aims to present an overview of the concrete action undertaken by the Organization in all its fields of competence since 2001, including information on specific responses to the Durban Programme of Action.

Also available in [French](#) [*Renforcer la lutte contre le racisme et la discrimination: les réalisations de l'UNESCO de la Conférence mondiale de 2001 contre le racisme, la discrimination raciale, la xénophobie et l'intolérance qui y est associée à la Conférence d'examen de Durban de 2009*].

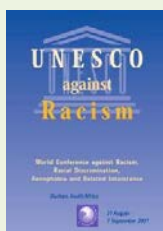


2004. 240 p.

Struggle against Discrimination. Studies on Human Rights Series

This book explores some of the central themes linked to racism, xenophobia and discrimination.

Seven authors from Africa, Asia, the Arab States and North America denounce the different forms of discrimination encountered in certain countries and regions around the world: xenophobia, racism, racial discrimination, anti-Semitism and Islamophobia. Three years after the *Durban World Conference on Racism* (2001), in which UNESCO played an active part, these phenomena remain at the centre not only of current affairs but also of the overall Human Rights debate.



2001. 56 p.

UNESCO against Racism

Because racism, racial discrimination, xenophobia and related intolerance are so often the causes of war in the minds of men, UNESCO has always placed the struggle against racism at the heart of its action. Over the years, UNESCO has set standards, encouraged dialogue and mutual understanding, and conducted research in the social and human sciences; above all, our Organization has endeavoured to inculcate the values of human rights, non-discrimination, peace, democracy, tolerance and international understanding through education.

Also available in [French](#) [*L'UNESCO contre le racisme*].

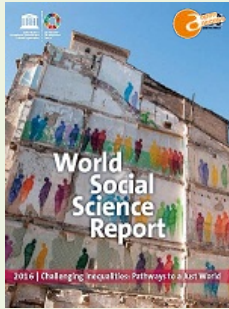


2001. 624 p.
SHS2001/WS/11

United to Combat Racism: Selected articles and standard-setting instruments

The struggle for the elimination of all forms of discrimination conducted by the United Nations system from the moment of its creation is a very important element in the efforts of the international community to assure full implementation and observance of human rights. Racial discrimination, violation of rights of persons belonging to vulnerable groups, minorities, indigenous people, immigrant workers or aliens should be also seen as the cause for serious conflicts and danger for international peace and stability. As the Preamble of the Universal Declaration of Human Rights states so convincingly: "...recognition of the inherent dignity and of equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world".

More references on Racism, Racial Discrimination, Xenophobia and Related Intolerance



2016. 360 p.
ISBN: 978-92-3-100164-2 (E)
ISBN: 978-92-3-600049-7 (A)
UNESCO Publishing

Challenging Inequalities: Pathways to a Just World. UNESCO World Social Science Report 2016. World Social Science Reports series

Economic inequalities in income and wealth, social inequalities in health, education and access to welfare services, gender and racial inequalities, cultural and religious discrimination, barriers to political participation, all are main instances of inequalities, global in scope, often intertwined and influencing each other.

Reducing inequality is primarily a question of fairness and social justice and is key to eradicating extreme poverty; fostering transformations to sustainability; promoting social progress; reducing conflict and violence, and developing inclusive governance.

Co-published by UNESCO and the International Social Science Council (ISSC) in cooperation with UK Institute of Development Studies (IDS). *Open Access.*

Also available in *Arabic*. *French and Spanish versions forthcoming.*
Summaries available online in *English, French, Spanish, Arabic*

Special attention was given to the scourge of racial discrimination in the following articles:

- **Horizontal Inequalities**
- **'Leaving No One Behind': The challenge of intersecting inequalities.**
- **Untangling Economic and Political Inequality: The case of South Africa.**
- **The Invisible Hands of Racial Inequality in the USA.**
- **Perceived Inequalities among Lebanese Nationals and Syrian Refugees. Postcard.**
- **The Spatial Patterning of Exposure to Inequality and its Social Consequences in South Africa Progress.**
- **The Role of Aspirations in the Exclusion of Peruvian Indigenous Children.**
- **Inequalities and Protests.**



2016. 35 p.
ISBN: 978-92-3-000025-7
UNESCO Publishing

The Power of Sport Values / Le pouvoir des valeurs du sport

Equality, inclusion, respect, and fairness are core values triggered by sport.

This photo book is a bilingual collection of the best 15 entries of UNESCO's photo contest on the power of sport values, selected from over 300 photos submitted by young photographers from 76 countries all around the world. Be it in South Sudan, Kazakhstan, Mexico, Bangladesh or Cuba, sport provides joy, helps inclusion and strengthens social mobilization. Sport can act as springboard for social transformation, as a gateway to rounded development, and as a facilitator for inclusive and responsible citizenship. Not only is sport a bridge between individuals and nations, it can also be an active tool for overcoming stereotypes, rising above exclusion, and fostering citizenship.

Multilingual English/French. Open Access.

Also available in *English/Portuguese [O poder dos valores do esporte]*.



2015. 83 p.
ISBN: 978-92-3-100134-5 (E)
ISBN: 978-92-3-200089-7 (F)
ISBN: 978-92-3-300037-7 (S)
ISBN: 978-92-3-000024-0 (I)
ISBN: 978-92-3-400017-8 (R)
UNESCO Publishing

Colour? What colour? Report on the Fight against Discrimination and Racism in Football

The existence of racism and discrimination in football is not a secret, but it is a shame on the game. Although much is already being done, both observers and experts feel too many problems persist and measures to tackle them have not been effective enough.

This report, commissioned by UNESCO within the framework of UNESCO's partnership with Juventus, focuses on discrimination and racism in professional football and to some extent the amateur clubs that funnel into the leagues. It provides an overview of the historic and theoretical background and reports on the state of affairs on the ground. It also summarizes what has been done and is being done to mitigate racism and discrimination in domestic and international football, how the effects of these actions may be evaluated, and which new avenues for further, complementary action are promising. *Open Access.*

Also available in *French [Couleur ? Quelle couleur ? Rapport sur la lutte contre la discrimination et le racisme dans le football]*, *Spanish [¿Color? ¿Qué color? Informe sobre la lucha contra el racismo y la discriminación en el fútbol]*, *Italian [Colour? What colour? Relazione sulla lotta contro la discriminazione e il razzismo nel calcio]* and *Russian [Цвет? Какой цвет? Доклад о борьбе с проявлениями дискриминации и расизма в футболе]*.



Racismo e Discurso na América Latina

The main theme of the book is the racist speech inlaid and disguised in Brazilian social practice and in other countries of the American Continent. Camouflaged by tenuous euphemisms, the term "racism" is considered inappropriate by those who try to hide it under the social inequality phenomenon. What can be observed today is that racism exists and many of its subjacent prejudices and ideologies are acquired, confirmed and exercised through speeches. In a time of discussion of integration of important parts of marginalized populations through education, it turns essential to identify the barriers that hamper this inclusion.

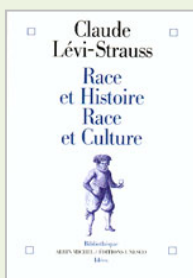
2008. 383 p.
ISBN: 978-85-7244-367-8



Affirmative Action. International Social Science Journal (183)

Action against racism and discrimination is central to contemporary perspectives on human rights and social justice. Yet while policy makes extensive use of vocabulary and even of concepts derived from social science, considerable uncertainty remains among specialists about the basis, implications and practical effects of policy measures that have become routine. From this perspective, affirmative action is of central significance. It appears to be a matter of straightforward common sense that specific remedial measures should be targeted at the victims of discrimination. In fact, a comparative analytical perspective shows how complex are the issues at stake and how simplistic or even misleading common sense can be. *Also available in French [Agir contre le racism et la discrimination], Arabic [العمل الإيجابي] and Chinese [《肯定性行动》·国际社会科学杂志·编号:183].*

2005. p. 1-183
ISSN:0020-8701
For sale at [Wiley](#) and [Érès](#)



Race et Histoire - Race et Culture. Collection La bibliothèque du philosophe

Twenty years after the release of his book "Race and History", an impressive and revolutionary manifesto on the idea of progress and cultural diversity, Levi-Strauss published a second volume on race and culture. The present book, prefaced by his student Michel Izard, gathers the two texts in one volume. *Also available in Chinese.*

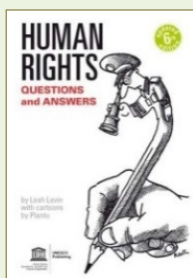
2002. 182 p.
ISBN: 978-92-3-203799-2(F)
ISBN: 978-92-3-503799-9(C)
[UNESCO Publishing](#)

Race, Science and Society. The race question in modern science

1975. 92-3-101155-3; 92-3-101079-4 (paperback); 0-04-301073-3; 0-04-301000-0 (paperback); 0-231-03908-5; 0-231-03910-7 (paperback).

Four Statements on the Race Question

1969. COM.69/II.27/A. *Also available in French [Quatre déclarations sur la question raciale] and Spanish [Cuatro declaraciones sobre la cuestión racial].*



Human Rights: Questions and Answers. Human rights in perspective series

This book presents an overview of the scope and content of international human rights law, procedures to monitor its implementation, organizations and institutions working for human rights, major international events, as well as new developments and challenges. It also offers a brief commentary on the articles of the *Universal Declaration of Human Rights* explaining their meaning and providing examples on their practical implications. Some of the topics dealt with include discrimination, segregation, racism, racial discrimination, xenophobia and related intolerance. A permanent feature of this publication, and one of the reasons of its success, are the cartoons of Plantu, a well-known French political cartoonist and a devoted human rights activist. His inspired illustrations add the force of art to the cause of human rights (6th updated ed.).

Also available in Greek and Korean. (First published in 1981 and translated into over 30 languages; the 5th edition exists in English, French, and Arabic)

2012. 222 p.
ISBN: 978-92-3-104238-6
[UNESCO Publishing](#)

The UNESCO Courier: articles on racial discrimination



Since its inception in 1948, the impact of this iconic magazine has been far-reaching, enthraling readers across the globe. Covering a vast array of topics, its contributors have included the biggest names in their fields. UNESCO's actions against racism have been on the top of the agenda since the beginning – the Courier has always provided a powerful platform for debate and discussion of this dangerous and widespread prejudice that continues to blight our world (ISSN: 1993-8616).

Featured articles on UNESCO's website

[Racism Does Not Need Racists](#)
[The UNESCO Courier against Racism](#)

The UNESCO Courier is 70! An inspiring read. The UNESCO Courier, Jan. – Mar. 2018, p. 58 - 61

Also available in *French* [Le Courier de l'UNESCO a 70 ans! Une lecture inspirante], *Spanish* [El Correo de la UNESCO a los 70 años: una lectura inspiradora], *Arabic*, *Russian*, *Chinese* and *Portuguese* [O Correio da UNESCO chega aos 70 anos! Uma leitura inspiradora]

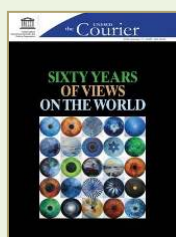
Why Racism?



The UNESCO Courier
September 2001

Once founded on the traditional notion of “race”, racial discrimination today comes in many guises, whether based on one's colour, nation (xenophobia), ethnic belonging or caste. This dossier looks at its roots and impact on indigenous groups and black communities in Latin America, the lowest castes in Asia, and foreigners in Africa and Western Europe. Echoing the World Conference against Racism (Durban, South Africa, August 31-September 7), we strive to give a voice to the hundreds of millions of victims around the world.

- **A Return to Nature** - p. 36-37. Also available in *French* [Le racisme mondialisé] and *Spanish* [El racismo mundializado].
- **The Rise and Fall of the Laboratory Racist** - p. 21-23. Also available in *French* [Fortune et décadence du racisme scientifique] and *Spanish* [Auge y caída de las teorías racistas].
- **Stuck at the Gate of Paradise** - p. 24-26. Also available in *French* [Fausses notes dans la samba brésilienne] and *Spanish* [Prejuicios en el paraíso multiracial].



The UNESCO Courier
2008, no. 10

• Racism is Mutant

Xenophobia and racism are intellectual constructs that have taken root in the human mind over the centuries. Legal measures are proving inadequate, as they only touch the visible tip of the iceberg. An intellectual strategy is needed, in order to reach into the historical and cultural depths of these plagues, and to eliminate them from the minds of humans - p. 9-10. Also available in *French* [Le racisme est un mutant] and *Spanish* [El racismo es un mutante].

- **The Ubiquitous Shadow of racism** - p. 11-14. Also available in *French* [Le racism sous le masque] and *Spanish* [El racismo enmascarado].
- **Human Dignity in Question** - p. 19-20. Scientific progress can sometimes catch ethicists unawares. This was the case with the cloning of Dolly the sheep in 1997 and, today, with cybrids and nanotechnologies. The philosopher and anthropologist Georges Kutukdjian, author of the article “UNESCO and Bioethics”, published in our magazine in 1994, takes a look at the latest challenges for bioethics. Also available in *French* [La dignité humaine en question] and *Spanish* [La dignidad Humana en cuestión].

In Defence of Durban: Racism is back on the agenda - The UNESCO Courier, 2001, p. 10-12.

Also available in *French* [Si ! la conférence de Durban a été un succès...] and *Spanish* [¡Sí! Durban ha sido un éxito].

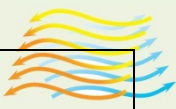


The UNESCO Courier
April 1965

Race and Prejudice

“Racism is the expression of a system of thought which is fundamentally anti-rational. Hate and racial strife feed on scientifically false ideas, and live on ignorance? They can also derive from scientifically sound ideas which have been distorted or taken out of context, leading to false implications. To demonstrate these errors of fact and reasoning, and to spread knowledge of the conclusions reached by different scientific disciplines; UNESCO convened in 1946 a meeting of scientists from different countries to draw up a declaration on the nature and significance of racial differences. The text prepared by these experts and published by UNESCO in 1950 was well received by the public, but drew some criticism from anthropologists and geneticists who considered that it caused confusion between race as a biological fact and the idea of race as a social phenomenon” (by Georghy F. Debetz). Also available in *French* [Les races et le racisme].

Fallacies of Racism Exposed. UNESCO publishes Declaration by world's scientists - The UNESCO Courier, 1950. Also available in *French* [Les savants du monde entier dénoncent un mythe absurde... Le racisme]. and *Spanish* [Las falacia del racismo. La UNESCO publica una declaración que denuncia los prejuicios raciales].



Racism and Xenophobia in the context of Migration

Being in one way or another perceived as 'different', migrants often encounter hostility: they are sometimes used as **scapegoats**, and may face **racism** and **xenophobic violence**. (*United Nations Convention on Migrants' Rights Information kit*).

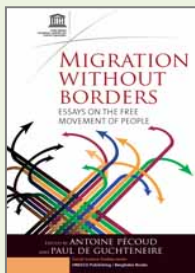
The United Nations Convention on Migrants' Rights

The International *Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families* aims at guaranteeing the equality of treatment for migrants and nationals. It does not create new rights for migrants but fosters the respect of human rights for migrants in fields such as: living and working conditions, freedom of thought and of expression, access to information on one's rights, participation in trade unions, and right to fair legal procedures. The Convention is innovative because it encompasses both documented and undocumented migrants: without encouraging more liberal migration policies, it stresses that even irregular migrants are entitled, as all human beings, to the protection of their human rights. The Convention is therefore the most comprehensive international treaty in the field of migration.

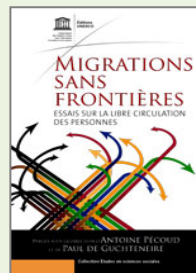
United Nations Convention on Migrants' Rights

Information kit on the *International convention on the protection of the rights of all migrant workers and members of their families*. SHS.2005/WS. Also available in *Arabic, French, Russian and Spanish*

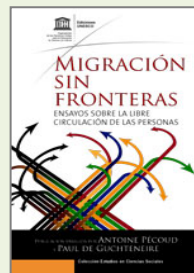
Migration without Borders



2007. 304 p.
ISBN: 978-92-3-104024-5



2009. 384 p.
ISBN: 978-92-3-204024-4



2009. 378 p.
ISBN: 978-92-3-304024-3



2009. 291 p.
ISBN: 978-5-86103-070-0



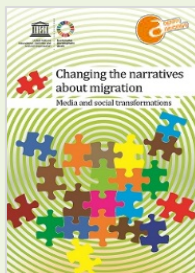
2011. 341 p.
ISBN: 978-7-5447-2287-2

Migration without Borders. Essays on the free movement of people. Social Science Studies series

Once upon a time, there was a world without borders. International migration is high on the public and political agenda of many countries, as the movement of people raises concerns while often eluding states' attempts at regulation. In this context, the 'Migration Without Borders' scenario challenges conventional views on the need to control and restrict migration flows and brings a fresh perspective to contemporary debates.

This book explores the analytical issues raised by 'open borders', in terms of ethics, human rights, economic development, politics, social cohesion and welfare, and provides in-depth empirical investigations of how free movement is addressed and governed in Europe, Africa, the Americas and Asia. By introducing and discussing the possibility of a right to mobility, it calls for an opening, not only of national borders, but also of the eyes and minds of all those interested in the future of international migration in a globalizing world.

Also available in *French* [*Migrations sans frontières. Essais sur la libre circulation des personnes - 2009. ISBN: 978-92-3-204024-4*], *Spanish* [*Migración sin Fronteras. Ensayos sobre la Libre Circulación de las Personas - 2009. ISBN: 978-92-3-304024-3*], *Russian* [*Миграции без границ. эссе о свободном передвижении людей - 2009. ISBN: 978-5-86103-070-0*] and *Chinese* [2011. ISBN: 978-7-5447-2287-2]. For sale at [UNESCO Publishing](http://unesco.org).



2018. 104 p.
ISBN: 978-92-3-100273-1

Changing the Narratives about Migration. Media and social transformation

The ongoing refugee challenges are sources of profound transformations in origin, transit and destination countries. Media across the refugee chain are concerned by this phenomenon and its far-reaching repercussions. Nevertheless, the dominant narratives fail to capture the complexity of the phenomenon. This publication contributes to identifying key shortfalls in media coverage of refugees and migrants. The aim of this publication is to shed light on ongoing challenges related to increasing migration movements worldwide which are effecting profound transformations in origin, transit and destination countries, and to examine the ways in which the media present this phenomenon and the far-reaching repercussions of their coverage. It also aims to promote a common understanding of the importance of fostering socially inclusive societies for refugees and migrants. *Open Access*.

Online version available on <http://unesdoc.unesco.org>



2018. 389 p.
ISBN: 978-92-3-300087-2

Migración y creación. Antropologías de frontera

Sabemos que la migración ha sido siempre un factor clave para el desarrollo cultural, social y eco-nómico, y es ahora más importante que nunca construir políticas que reconozcan su contribución positiva, su capacidad para regenerar la diversidad y su responsabilidad de proteger los derechos culturales de quienes migran, en el entendido de que se avecinan nuevas cifras para un fenómeno en crecimiento. La migración ha existido siempre y es parte fundamental en la construcción de las sociedades. Falta preguntarse qué tipo de políticas públicas, qué formas de cooperación o qué metodologías de reflexión se necesitan para abordar la escala del fenómeno migratorio contemporáneo. [Open Access.](#)



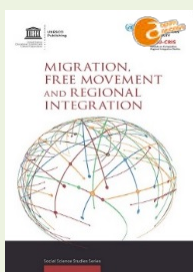
2018. 41 p.
ED/GEMR/MRT/2018/B/1

Migration, Displacement and Education. Building Bridges, not Walls. Global Education Monitoring Report. Youth report, 2019

This Report tells the stories of people as they move around the world in pursuit of their education, work or security and of those tasked with helping refugees and migrants re-enter and feel included in school.

Those who move for better work or life opportunities often find that their ability to enrol in education and use their skills is held back by legal, administrative or linguistic barriers and discrimination. Knowing they may be unable to obtain a diploma, many children and youth disengage from education. [Open Access.](#)

Also available in [French](#) [Migration, déplacement et éducation. Bâtir des ponts, pas des murs. Rapport mondial de suivi sur l'éducation 2019. Edition jeunes] and [Spanish](#) [Migración, desplazamientos y educación. Construyendo puentes, no muros. Informe de seguimiento de la educación en el mundo 2019. Versión para los jóvenes].



2017. 450 p.
ISBN: 978-92-3-100258-8

Migration, Free Movement and Regional Integration. Social science studies series

In 2015, more than 244 million people were living away from their country of birth. Many of these had chosen a new residence within the frontiers of organizations within their own region, where human mobility has been increasingly stimulated by regional integration – a global trend interwoven with economic liberalization and enlarged markets. This publication documents from a cross disciplinary perspective the different approaches to free movement by some thirty regional organizations in Africa and the Middle East, the Americas and the Caribbean, Europe and Central Asia, and Asia and the Pacific. It also presents a comparative review of the various measures taken and the obstacles encountered, to highlight current and emerging trends. Beyond the research community, these findings will be essential to decision-makers from the organizations under review and the United Nations system, as well as to policy-makers and civil society actors. Published UNESCO and United Nations University – Institute on Comparative Regional Integration Studies (UNU-CRIS). [Open Access.](#)

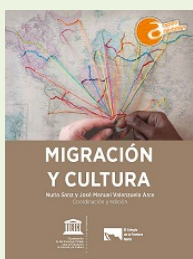
Migration as a Development Challenge. Analysis of root causes and policy implications. MOST Reports. MOST: Management of Social Transformations, 2017. 20 p. MOST/REPORTS/2017/1



2016. 75 p.
ISBN: 978-92-3-100186-4

Cities Welcoming Refugees and Migrants. Enhancing effective urban governance in an age of migration. Inclusive and Sustainable Cities series, no. 1

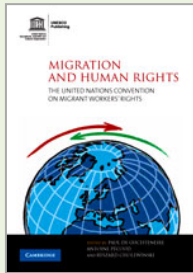
How to integrate refugees and migrants in cities? Cities are on the frontline of efforts to foster the well-being of refugees and migrants. This publication identifies and analyses trends and approaches by municipal authorities, with a focus on Europe. Among other important findings, the publication confirms that despite growing literature and the multiplication of converging actions, the gaps in the knowledge base of local authorities, in exchanges and in networking, have only partially been addressed. At the same time, it notes an encouraging convergence towards the promotion of 'welcoming cities' and illustrates the commitment of ECCAR and the broader platform of the International Coalition of Inclusive and Sustainable Cities – ICCAR to promoting human rights and gender equality-based approaches. [Open Access.](#) [Watch video.](#)



2016. 207 p.
ISBN: 978-92-3-300054-4
ISBN: 978-607-479-235-5

Migración y Cultura

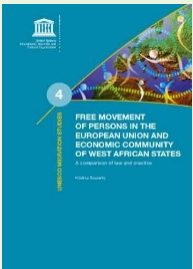
La migración en todas sus extensiones trastoca la identidad cultural y social, y puede llegar a deteriorar las formas en las que los individuos se relacionan y habitan el mundo. Es por esto que es muy difícil encontrar otro fenómeno mundial que encuentre en las ciencias humanas un escenario tan urgente de estudio como lo es el binomio de cultura y migración. El reto es entender si las ciencias sociales cuentan con las metodologías adecuadas para su investigación y acción. La serie de textos que aquí se presentan intentan desgranar categorías de análisis desde donde reconocer cuál es la contribución de la migración, en clave cultural, para todas las formas del desarrollo humano. [Open Access.](#)



2009. 472 p.
ISBN: 978-92-3-104090-0
UNESCO Publishing

Migration and Human Rights. The United Nations Convention on Migrant Workers' Rights. Social Science Studies series

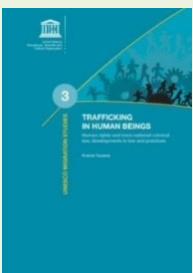
The International Convention on Migrant Workers' Rights is one of the UN's main human rights treaties. It sets a standard in terms of access to human rights for migrant workers and their families. Although migrant labour is essential in the world economy, the human aspect of migration - and especially migrants' rights - remains a neglected dimension of globalization. This book provides in-depth information on the Convention, highlighting the opportunities and challenges it presents for states to develop new policies on migration and the treatment of migrants. It also explores the reasons behind many states' reluctance towards its ratification and brings together researchers, international civil servants and NGO members, adopting an interdisciplinary perspective that includes not only law, but also sociology and political science.



2012. 149 p.
ISBN: 978-92-3-001026-3

Free Movement of Persons in the European Union and Economic Community of West African States. A comparison of law and practice. UNESCO Migration Studies, 4

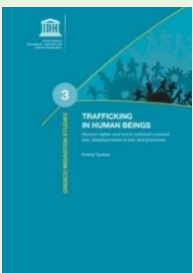
This research analyses the legal framework in the European Union and the Economic Community of West African States relating to the **free** movement of persons. On that basis, it examines how mobility is facilitated or hindered, together with the major problems in realising effective mobility within regions. Part 1 focuses on the European Union, where legislation on the free movement of citizens is very detailed and the principle of free movement is considered to be one of the key policies of the EU. Part 2 of the report focuses on the Economic Community of West African States, starting with an analysis of current legislation and moving on to an evaluation of actual mobility and the constraints and facilitation of such mobility within the system. Part 3 compares the EU and ECOWAS systems in terms of regulations and obstacles to mobility.



2007. 53 p.
SHS.2007/WS/6

Migration de travail et protection des droits humains en Afrique. Les obstacles à la Convention internationale pour la protection des droits de tous les travailleurs migrants et des membres de leur famille en Afrique subsaharienne. UNESCO Migration Studies 2

L'objectif fixé dans le cadre de ce rapport est d'examiner les conditions nécessaires à la ratification de la Convention internationale pour la protection des travailleurs migrants et de leur famille, au regard des violations dont ces derniers font l'objet dans les pays d'accueil. Le choix s'est porté sur quatre pays - le Gabon, le Niger, le Cameroun et le Bénin - pour analyser de près les politiques migratoires en œuvre et leur articulation éventuelle avec ladite Convention. Ces pays avaient alors en commun le fait de n'avoir pas encore ratifié la Convention. Le Niger a depuis ratifié la Convention (2009).



2007. 96 p.
SHS.2007/WS/7

The Migrant Workers Convention in Europe. Obstacles to the ratification of the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families: EU/EEA perspectives. UNESCO Migration Studies 1

The International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (ICRMW) entered into force on 1 July 2003, some 13 years after it had been formally opened for ratification in 1990. To date, it has attracted very little support from states. This lack of success becomes all the more apparent upon consideration of the fact that not one major migrant receiving state is among the parties to the Convention. This study proposes an analysis of the reasons for this situation based on a survey carried out in seven countries: Germany, Spain, France, Italy, Norway, Poland and the United Kingdom. The main focus is the initiatives taken by various actors (political parties, civil society, and unions) to promote the Convention, along with the arguments used by governments to justify their refusal to ratify it as well as the role of European institutions.



2008. 62 p.
No code

People on the Move. Handbook of selected terms and concepts

How should we talk about migration? Although a sensitive subject, migration has become a much talked about topic. Among the subjects brought to the fore: the situation of internally "displaced" persons, the dynamics migration-development nexus, or even the consequences of environmental change on human displacement. Faced with an extensive terminology that continues to grow, how can one be sure to use the right word? In order to facilitate access by the general public and of all actors concerned by this major challenge of the 21st century, UNESCO has just published a glossary of the most frequently-used terms to help understand and act in this area. From "assimilation" to "brain drain" and "expulsion", this book helps to clarify certain aspects within a certain context or reality, and therefore the words used evolve rapidly. Prepared in cooperation with the Dutch NGO "The Hague Process Foundation", this guide also indicates the terms which should not be used. Words do matter!

Journals on Migration

DIVERSITIES



DIVERSITIES - ISSN: 2079-6595 / 2010-2014 (formerly *International Journal on Multicultural Societies* - ISSN: 1817-4574 (1999-2009), more details below) is an online scholarly and professional journal that provides a platform for international, interdisciplinary and policy-related social science research in the fields of migration, multicultural policies, and human rights. (Co-published with Max Planck Institute for the Study of Religious and Ethnic Diversity - Germany).

- Vol. 15, No. 2, 2013: **Diversity and Small Town Spaces: Twenty years into Post-Apartheid South African democracy**
- Vol. 15, No. 1, 2013: **Female Migration Outcomes II**
- Vol. 14, No. 2, 2012: **Language and Superdiversities II**
- Vol. 14, No. 1, 2012: **Skilled Migration and the Brain Drain**
- Vol. 13, No. 2, 2011: **Language and Superdiversities**
- Vol. 13, No. 1, 2011: **Female Migration Outcomes: Human rights perspectives**
- Vol. 12, No. 1, 2010: **Depicting Diversities**

The International Journal on Multicultural Societies (IJMS)

- **Turks Abroad: Settlers, citizens, transnationals**, Vol. 11-2, 2009.
- **The Human Rights of Migrants**, Vol. 11-1, 2009.
- **The Conditions of Modern Return Migrants**, Vol. 10-2, 2008.
- **Citizenship Tests in a Post-national Era**, Vol. 10-1, 2008.
- **Migration and Integration in the Asia-Pacific Region**, Vol. 9-2, 2007.
- **Migrant Integration in Rural Areas. Evidence from new countries of immigration**, Vol. 9-1, 2007.
- **Democracy and Power-sharing in Multi-national states**, Vol. 8-2, 2006.
- **Transnational Knowledge through Diaspora Networks**, Vol. 8-1, 2006.
- **National Identity and Attitudes towards Migrants – Findings from the ISSP**, Vol. 7-2, 2005.
- **The Links between Academic Research and Public Policies in the Field of Migration and Ethnic Relations**, Vol. 7-1, 2005.
- **Managing Migration and Diversity in the Asia Pacific Region and Europe**, Vol. 6-2, 2004.
- **Multilingualism on the Internet - Multilinguisme sur l'Internet**, Vol. 6-1, 2004.
- **Multiculturalism and Political Integration in Modern Nation-states**, Vol. 5-1, 2003.
- **Pluralism and Multiculturalism in Colonial and Post-colonial Societies**, Vol. 5-2, 2003.
- **Protecting Endangered Minority Languages: Sociolinguistic Perspectives**, Vol. 4-2, 2002.
- **The Impact of Government Policies on Territorially based Ethnic or Nationalist Movements**, Vol. 4-1, 2002.
- **The Human Rights of linguistic Minorities and Language Policies**, Vol. 3-2, 2001.
- **Lesser Used Languages and the Law in Europe**, Vol. 3-1, 2001.
- **Religious Diversity in Russian Federation**, Vol. 2-2, 2000.
- **Managing Religious Diversity in a Global Context. Debate continued**, Vol. 2-1, 2000.
- **The Public Management of Religious Diversity**, Vol. 1- 2, 1999.
- **Exploring Religious Pluralism**, Vol. 1-1, 1999.

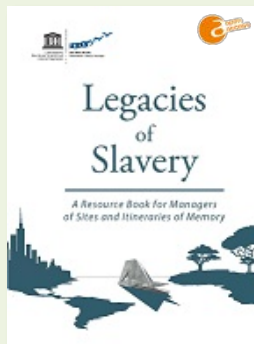
More on International Migration

Slavery: A Crime against Humanity

We acknowledge that slavery and the slave trade, including the transatlantic slave trade, were appalling tragedies in the history of humanity not only because of their abhorrent barbarism but also in terms of their magnitude, organized nature and especially their negation of the essence of the victims, and further acknowledge that slavery and the slave trade are a crime against humanity. Declaration of the World Conference against Racism (Durban Declaration, 2001, Paragraph 13).

International Day for the Remembrance of the Slave Trade and its Abolition

On the night of 22 to 23 August 1791, in the western part of the island of Saint-Domingue, then French colony of the West Indies, an uprising of slaves took place, which would mark a turning point in the tragic history of the slave trade. The war that ensued culminated in 1804 in the independence of that part of the island, which took the name of Haiti, and led to the recognition of the equal rights of all its inhabitants. The shock wave caused by this historic event contributed greatly during the century to the movement of abolition and the dismantling of the slave order. The universality of that struggle for freedom and dignity conducted by the slaves of Saint-Domingue led UNESCO to establish an *International Day for the Remembrance of the Slave Trade and its Abolition*, and to choose the symbolic date of 23 August for its observance. Since 1998, this *International Day* is an ideal opportunity to deepen reflection on the legacy of the history of slavery and the need to explore its memory. The *Day* also helps to guard against racial prejudices that have been developed to justify slavery and continue to fuel everyday racism and discrimination against people of African descent*.



Legacies of Slavery. A resource book for managers of sites and itineraries of memory.

This newly published resource book is designed for managers of sites and itineraries of memory related to the slave trade and slavery. It provides a comparative analysis of experiences in the preservation and promotion of such sites across the world and proposes practical guidance for their management and development.

First resource book on this specific issue to be published by a UN agency, it provides full guidelines on how best to preserve, promote and manage sites of memory.

This book is divided in two parts: the first part provides conceptual and practical information for managers and showcases concrete examples of sites and museums implementing particular strategies for the preservation, promotion and interpretation of heritage related to the slave trade and slavery. The second part offers advice and recommendations for the development of memory tourism, responding to the growing demand from citizens to better know this history.

With this book, UNESCO also intends to raise awareness on the ethical issues posed by this type of historical sites. *Open Access.*

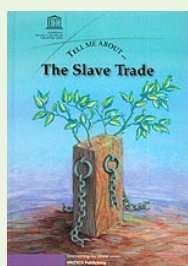
Also available in *French* [*Héritages de l'esclavage. Un guide pour les gestionnaires de sites et itinéraires de mémoire*]. *Spanish version forthcoming.*

2018. 206 p.
ISBN: 978-92-3-100277-9 (E)
ISBN: 978-92-3-200164-1 (F)

The Slave Route Project: Resistance, Liberty, Heritage

Launched in 1994 in Ouidah, Benin, on a proposal from Haiti, "the Slave Route project: Resistance, Liberty, Heritage" has 3 main objectives:

- ✓ Contribute to a better understanding of the causes, forms of operation, stakes and consequences of slavery in the world (Africa, Europe, the Americas, the Caribbean, the Indian Ocean, Middle East and Asia);
- ✓ Highlight the global transformations and cultural interactions that have resulted from this history;
- ✓ Contribute to a culture of peace by promoting reflection on cultural pluralism, intercultural dialogue and the construction of new identities and citizenships.



Tell me about... the Slave Trade. Discovering the World series

The slave trade shattered the lives of millions of people. Many of those uprooted from their land and then bought and sold were children.

This book aims to help young people become more aware of the racism behind the tragedy of the slave trade. At the same time, the slave trade brought with it profound cultural interactions that changed the knowledge and belief systems informing the world's civilizations. An appreciation of the abiding influence of African cultures on other civilizations will help readers to defeat the prejudices that fuel racism.

Also available in *French* [*Raconte-moi l'esclavage*].

2006. 226 p.
ISBN: 978-92-3-104019-1 (E)
ISBN: 978-92-3-204019-0 (F)
[UNESCO Publishing](#)

* Message from Ms Audrey Azoulay, Director-General of UNESCO, on the occasion of International Day for the Remembrance of the Slave Trade and its Abolition, 23 August 2018 [*English, French, Spanish, Russian, Arabic and Chinese*].



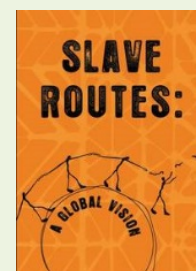
A tool kit on the Slave Routes

Slave Routes: A global vision

This toolkit (57 min DVD + booklet) provides an opportunity to place the black slave trade and slavery in a broader context and to shed some light on various important questions that can be raised. What, for example, are the differences and similitudes between slave trading in the various regions of the world? How did forms of resistance, measures of abolition and the processes of emancipation of slaves contribute to bring such practices to an end? How did the enslavement of Africans contribute to transforming the modern world? What are the differences and similitudes between historical slavery and modern forms of slavery? What is the heritage of slavery? How can new identities and citizen status be built in post-enslavement societies?

Also available in **French** [Routes de l'esclave: une vision globale] and **Spanish** [Rutas del esclavo: una visión global]

+ **A Guide for the Use of the DVD-Rom by Teachers of the UNESCO Associated Schools (ASPnet)**. 2010. 4 p. Also available in **French** [Routes de l'esclave: une vision globale, guide d'utilisation du DVD-ROM à l'intention des enseignants du Réseau des écoles associées de l'UNESCO (réSEAU)] and **Spanish** [Rutas del esclavo: una visión global, guía para la utilización del DVD-Rom destinada a los docentes de la redPEA].



2010. 62 p.
CLT/CPD/DIA/2010/153

Enslavement. Knowledge assessment fact sheets

Drafted by the members of the International Scientific Committee of UNESCO's Slave Route Project, the following sheets have been designed as a connecting link between the film (DVD) and the film booklet. The goal is to provide a compendium of knowledge and questions that give food for thought on the content of the film and booklet. 2010. 59 p. CLT/CPD/DIA/2010/154. Also available in **French** [Asservir: fiches bilans des connaissances] and **Spanish** [Reducir a la esclavitud: fichas de control de conocimientos]

+ **A Kind of quiz**. 2010. 5 p. CLT/CPD/DIA/2010/155. Also available in **French** [Une forme de quiz] and **Spanish** [Una forma de quiz].

Brochures and posters on the Slave Route



The Slave Route (Brochure). 2006. CLT.2006/WS/8. Also available in **French** [La Route de l'esclave], **Spanish** [La Ruta del Esclavo], **Arabic** [طريق الرقيق] and **Portuguese** [Rota do Escravo].

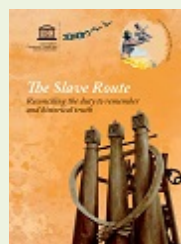
The Slave Route (Poster)
2006. CLT.2006/WS/9.



The Slave Route, 1994-2014. The road travelled. Brochure to celebrate the 20th Anniversary of UNESCO Slave Route Project.

Also available in **French** [La Route de l'esclave, 1994-2014. Le chemin parcouru] and **Spanish** [La Ruta del Esclavo, 1994-2014. El camino recorrido].

2014. 12 p.
CLT-2014/WS/6



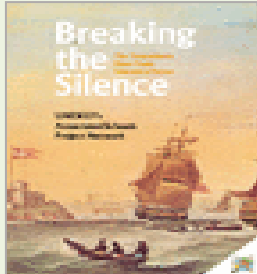
The Slave Route. Reconciling the duty to remember and historical truth. Didactic brochure on UNESCO Slave Route Project.

Also available in **French** [La Route de l'esclave: réconcilier devoir de mémoire et vérité historique], **Spanish** [La Ruta del Esclavo: reconciliar el deber de memoria con la verdad histórica] and **Portuguese** [A Rota do Escravo: reconciliar dever de memória e verdade histórica].

2009. 8 p.
CLT.2009/WS/12

Breaking the Silence: The Transatlantic Slave Trade (TST) Education Project

Despite countless efforts, racism, discrimination, intolerance and exclusion still prevail in most societies. *Breaking the Silence: the Transatlantic Slave Trade (TST)* Education Project, carried out since 1998 by the *UNESCO Associated Schools Project Network (ASPnet)*, tries to provide an answer.

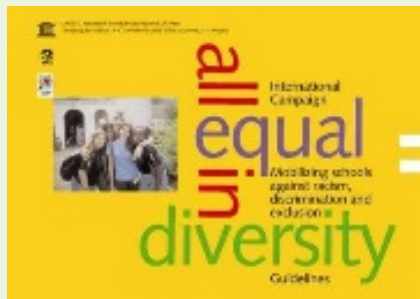


2004. 16 p.

Breaking the Silence. The Transatlantic Slave Trade Education Project (Brochure)

UNESCO's Associated Schools Project Network. This 16 pages' brochure presents a mosaic of experience, knowledge, ideas and suggestions, with opportunities to explore all aspects of the quest for knowledge and insight. It shows how much can be achieved when people at all levels and across all boundaries are determined to establish a new worldwide triangle of dialogue and solidarity.

Also available in *French* [*Briser le silence. le Projet éducatif du réseau sur la traite transatlantique*].



2005. 11 p.
+ 1 CD-ROM
+ 1 poster

All Equal in Diversity. Mobilizing schools against racism, discrimination and exclusion (Campaign kit)

This document gathers the opinions and commitment of some 100 schools in Africa, the Americas/Caribbean and Europe that participate in the TST Education project. By deepening their understanding of the past, these schools work towards a better understanding of the present to build a brighter future based on mutual respect and unity in diversity.

Also available in *French* [*Tous égaux dans la diversité: mobiliser les écoles contre le racisme, la discrimination et l'exclusion (kit pédagogique)*].

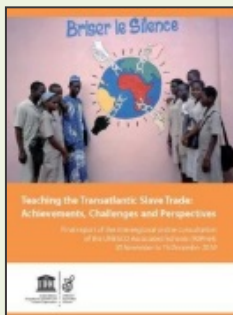


2014. 56 p.
ISBN: 978-92-3-100058-4

The Mulatto Solitude (Comic strip). UNESCO series on Women in African History

This *UNESCO series*, and its corresponding [website](#), aims to highlight a selection of key women figures in African history. The little we know about the mulatto Solitude is taken from a few lines in *Histoire de la Guadeloupe* (History of Guadeloupe), a book written in the mid-nineteenth century. The following comic strip is an interpretation of her story. The illustrations are based on historical and iconographic research into Guadeloupe and slavery. *Open Access*.

Also available in *French* [*La Mulâtresse Solitude*].



2011. 57 p.
ED.2011/WS/14

Teaching the Transatlantic Slave Trade. Achievements, challenges and perspectives

Final report of the interregional online consultation of the UNESCO Associated Schools (ASPNET), held in December 2010. As part of the ASPnet Transatlantic Slave Trade (TST) Education Project, the consultation main aim was to map current TST practice in participating schools, share existing resources and advice for effective teaching about the TST, and facilitate new cooperation in this project among schools and countries.

Also available in *Spanish* [*La enseñanza de la Trata Transatlántica de Esclavos: Logros, retos y perspectivas*].

International Decade for People of African Descent (2015-2024)

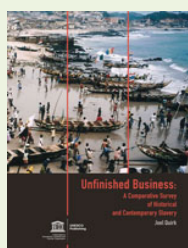


The General Assembly, by its resolution 68/237 of 23 December 2013, proclaimed the International Decade for People of African Descent commencing 1 January 2015 and ending on 31 December 2024, with the theme “People of African descent: recognition, justice and development”.

The main objective of the International Decade is to **promote respect, protection and fulfilment of all human rights and fundamental freedoms for people of African descent**, as recognized in the Universal Declaration of Human Rights. The decade will provide an opportunity to recognize the significant contribution made by people of African descent to our societies and to propose concrete measures to promote their full inclusion and to combat all forms of racism, racial discrimination, xenophobia and related intolerance. [More on the United Nations website.](#)

Memory of Peoples series / Collection Mémoire des peuples / Colección Memoria de los pueblos

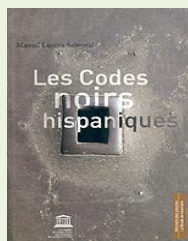
Some of the most important issues of today's world – such as development, human rights, and cultural pluralism – bear the unmistakable stamp of the transatlantic slave trade.



2009. 142 p.
ISBN: 978-92-3-104124-2
[UNESCO Publishing](#)

Unfinished Business. A comparative survey of historical and contemporary slavery

Interest in contemporary slavery has increased dramatically over the last ten years, but there remains a widespread tendency to view slavery in the past and slavery in current society as independent fields of study. This book moves beyond this unhelpful divide, providing the first ever comparative analysis of historical slave systems and modern forms of human bondage. From this standpoint, recent concerns over human trafficking, debt-bondage, child labour and other related problems are analysed in view of the historical strengths and weaknesses of the legal abolition of slavery. By bringing together a range of studies on different aspects of slavery, both past and present, this book provides an innovative platform for promoting dialogue about ways of addressing both contemporary slavery and the enduring legacies of historical slave systems.



2005. 482 p.
ISBN: 978-92-3-203344-4
[UNESCO Publishing](#)

Les codes noirs hispaniques

The “Black Codes” were laws concerning slaves enacted by Louis XIV of France in 1687, by Louisiana in 1724 and by Charles III of Spain in 1784. This book specifically studies the Spanish black codes which were written in the second half of the eighteenth century. These codes gave a legal framework to the slave trade and institutionalized slavery in the Spanish possessions in the Caribbean and in Louisiana.

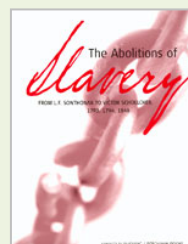
Also available in [Spanish](#) [*Los códigos negros de la América española (1768-1842)*].



2005. 330 p.
ISBN: 978-92-3-203981-1
[UNESCO Publishing](#)

L'Or et les esclaves. Histoire des forts du Ghana du XVIe au XVIIIe siècle

Écrit dans un style limpide mais avec toute la rigueur scientifique d'un des meilleurs historiens de la traite et de l'esclavage, ce livre bouscule bien des idées reçues : sur la valeur des marchandises importées d'Europe qui n'avaient de pacotille que le nom, sur l'exigence des Africains à propos de la qualité de ces marchandises. Il montre aussi que les Africains ne laissèrent jamais les Européens pénétrer à l'intérieur du continent, opposant la plus ferme résistance grâce à la formation de puissants États. Il décrypte le regard porté par les Européens sur les Africains et la manière dont les jugements exprimés glissent vers le racisme. Il analyse les spécificités de l'esclavage en Afrique, le rôle respectif des Africains et des Européens dans la traite, il décrit avec précision le sort des esclaves.



2003. 384 p.
ISBN: 978-92-3-103167-0
[UNESCO Publishing](#)

The Abolitions of Slavery. From L. F. Sonthonax to Victor Schoelcher - 1793, 1794, 1848

The anti-slavery movement, which followed in the wake of the European slave trade, has attracted much less attention than the latter. This is particularly true for the abolition movement in the French colonies. This volume commemorates the first abolition of slavery, proclaimed by Léger Félicité Sonthonax in Saint-Domingue in 1793 and ratified by a decree of the National Convention in 1794, vividly portraying the complex developments that led to the decree of 1848, which permanently abolished slavery in the French domains. It also represents the first critical evaluation of the state of research in France into the history of eradication of colonial slavery. Finally, this volume also contains an important comparative element through the addition of papers focusing on the abolitionist movements in America, Britain and Spain.

Also available in [French](#) [*Les abolitions de l'esclavage. De L. F. Sonthonax à V. Schoelcher - 1793, 1794, 1848*].



2002. 376 p.
ISBN: 978-92-3-203864-7
UNESCO Publishing

Déraison, esclavage et droit. Les fondements idéologiques et juridiques de la traite négrière et de l'esclavage

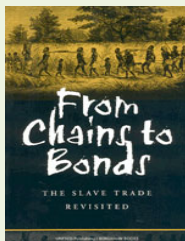
This book gathers the proceedings of UNESCO's 1998 Conference held under the aegis of its long-standing "Slave Routes" program on slavery and the slave trade as crimes against humanity. Throughout its pages, nineteen scholars provide a wide variety of high quality and thoughtfully argued papers dealing with legal issues, slavery, the slave trade and its legitimatization in Western eyes.



2002. 272 p.
ISBN: 978-92-3-203863-0
UNESCO Publishing

Montesquieu, Rousseau, Diderot : du genre humain au bois d'ébène. Les silences du droit naturel

Une analyse et une réflexion critique et le point de vue des philosophes des Lumières sur l'esclavage.



2001. 470 p.
ISBN: 978-92-3-103439-8 (E)
ISBN: 978-92-3-203439-7 (F)
ISBN: 978-92-3-303439-6 (S)
UNESCO Publishing

From chains to bonds. The Slave Trade revisited

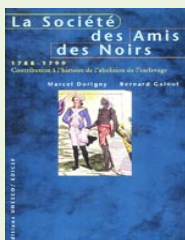
From Chains to Bonds is a collection of essays by experts throughout Africa, the Americas, Europe, and the Caribbean that were first presented at the *UNESCO Slave Routes* conference in Ouidah, Benin in 1994. It highlights the impact that the slave trade has had on the world and lays the foundations for further research in this area. Also available in *French* [*La chaîne et le lien*] and *Spanish* [*De la cadena al vínculo*].



2001. 422 p.
ISBN: 978-92-3-203833-3
UNESCO Publishing

La Traite et l'esclavage dans le monde lusophone - Cahiers des anneaux de la mémoire, no. 3.

L'histoire de la traite portugaise à travers des contributions d'historiens, d'anthropologues, de linguistes et d'autres chercheurs appartenant à différentes régions géographiques concernées par la traite. Ce numéro propose une analyse critique des premières relations commerciales africano-portugaises. Il met l'accent sur la complexité des formes d'esclavage à travers les exemples du royaume du Congo et du nord-ouest du Cameroun. Il invite à une réflexion sur les formes collectives de la mémoire et de l'identité chez les afro-brésiliens et sur la nécessité du travail historique devant l'impossibilité d'accéder à une mémoire unique.



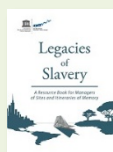
1998. 432 p.
ISBN: 978-92-3-203306-2
UNESCO Publishing

La Société des Amis des Noirs (1788-1799). Contribution à l'histoire de l'abolition de l'esclavage.

Recueil des sources relatives à l'histoire de la Société des Amis des Noirs dont firent partie, entre autres, Mirabeau, La Fayette et l'abbé Grégoire. Il s'agit d'une édition annotée qui rend accessible à tous la compréhension des débats qui agitérent ces précurseurs en ces temps de remise en cause fondamentale que furent les années 1788-1799. *Texte intégral.*

Sitios de memoria / Places of memory

new



Legacies of Slavery. A resource book for managers of sites and itineraries of memory.
Héritages de l'esclavage. Un guide pour les gestionnaires de sites et itinéraires de mémoire
Full details on page 15.

Places of Memory of the Slave Route in the Latin Caribbean. Culture & development, 11. 2014, p. 22-25. Also available in Spanish [Sitios de memoria de la ruta del esclavo en el Caribe latino].

Mauritius. Memories of Slavery and Indentured Labour. World heritage review, 66. 2013, p. 20-29. Also available in French [Ile Maurice. Témoignages de l'esclavage et de l'engagisme] and Spanish [Mauricio. Memorias de esclavitud y mano de obra contratada].



Huellas e identidades. Sitios de memoria y culturas vivas de los afrodescendientes en Argentina, Paraguay y Uruguay.

Paradójicamente, el choque brutal provocado por la trata entre millones de africanos, amerindios y europeos en América y el Caribe generó un diálogo intercultural único y fecundo, transformando estas regiones en un escenario excepcional de multiculturalismo. Conocer mejor y dar a conocer los componentes de este encuentro forzado permitirá asumir una memoria común, saldando así una larga deuda con la historia y sus protagonistas.

Esta publicación compila las investigaciones científicas realizadas en el marco del Proyecto Sitios de Memoria de la Ruta del Esclavo en Argentina, Paraguay y Uruguay.

2012. 170 p.
ISBN: 978-92-9089-182-6

República Dominicana. Ruta de poblados y sitios emblemáticos de afrodescendientes

Oralidad, 17. 2011, p. 42-47

Argentina, Paraguay y Uruguay: Sitios de memoria de la Ruta del Esclavo

Oralidad, 17. 2011, p. 49-55



Sitios de memoria de la Ruta del Esclavo en Argentina, Paraguay y Uruguay

Esta publicación da cuenta del trabajo realizado en el taller *Sitios de Memoria de la Ruta del Esclavo en Argentina, Paraguay y Uruguay* que tuvo lugar en Argentina en octubre de 2009.

La presente publicación pretende la difusión de las ideas que surgieron en torno a dicho taller que tuvo como anticipo y fundamento teórico al Seminario Internacional *La Ruta del Esclavo en el Río de la Plata: aportes para el diálogo intercultural*. Asimismo, el taller pudo contar con la participación de entendidos especialistas de la región los cuales compartieron sus experiencias, ayudando así a configurar una nueva hoja de ruta para el proyecto.

2010. 39 p.
ISBN: 978-92-9089-153-6



Sites liés à la traite négrière et à l'esclavage en Sénégal. Pour un tourisme de mémoire

Cette publication, qui paraît après *Les sources orales de la traite négrière en Guinée et en Sénégal*, a pour objet de réponde au devoir de mémoire et de permettre au public de mieux connaître l'histoire de la traite négrière et de l'esclavage de l'intérieur. Si les routes terrestres, les pistes, les réseaux fluviaux pouvaient parler, on apprendrait beaucoup de ces récits. A défaut, nous devons conserver les traces d'une mémoire fragile et menacée, et avec les techniques modernes, nous engager résolument pour la sauvegarde de ce patrimoine tangible et immatériel de l'humanité. C'est là l'enjeu du Tourisme de mémoire qui, tout en aidant à sauvegarder ce patrimoine, contribue à une prise de conscience de la tragédie de la traite. Voir également : *Les Sources orales de la traite négrière en Guinée et en Sénégal*. 2003, 192p. - 2011. 123 p. (no code)

2005. 85 p.
CLT.2005/WS/3

Del Olvido a la Memoria series

Composed of 5 volumes and a didactical guide, this series documents slavery in the Central American countries.

- **Nuestra herencia afrocaribeña** - no 5 - 2011. 123 p. CR/2017/CLT/PI/03
- **Las voces de los esclavizados, los sonidos de la libertad** - no 4 - 2008. 82 p.
- **África en tiempos de la esclavitud** - no 3 - 2008. 65 p. ISBN: 978-9968-9656-9-9.
- **Esclavitud, resistencia y cultura** - no 2 - 2008. 71 p. ISBN: 978-9968-9656-7-5.
- **Africanos y Afromestizos en la historia colonial de Centroamérica** - no 1 - 2008. 102 p. ISBN: 978-9968-9656-9-9.
- **Del olvido a la memoria. Guía didáctica** - 2009. 83 p. CLT/CPD/DIA/2009/PI/136.

Articles on Slavery in The UNESCO Courier

ISSN 1993-8616



The UNESCO Courier
April-June 2011, 64, 2
p. 17-19

Crime without Punishment

In Mauritania, the question of slavery is closely linked to women because, traditionally, slave status was hereditary and passed on by the mother. Since 2007, slavery has been a crime under Mauritanian law. But, in practice, it continues in more or less disguised forms while the perpetrators escape prosecution.

This article is an interview of lawyer Aminetou Mint El Moctar who devoted her life to the rights of women, especially single mothers for whom she founded the *Association des femmes chefs de famille* (AFCF), an organization representing single mothers.

Also available in [French](#) [*Crime sans châtime*nt], [Spanish](#) [*Crimen sin castigo*], [Russian](#), [Arabic](#), [Chinese](#) and [Portuguese](#).

Le Morne, Spelled out - The UNESCO Courier, 2008, vol. 6 - p. 4-5

Morning, Oppression, Reverie... with these words Mauritian poet Édouard J. Maunick begins to write "Le Morne", a name charged with emotion, a mountain laden with memory, a sacred place in the history of the maroon - runaway slaves - of Mauritius, and now a World Heritage site.

Also available in [French](#) [*Le Morne, en toutes lettres*], [Spanish](#) [*El Morne, en todas letras*].



The New Courier
May 2005 - p. 17-19

The Shipwrecked Memory of the Utile Slaves

On July 31, 1761, the French ship L'Utile is shipwrecked on a tiny island in the Indian Ocean. Not long after, the sailors manage to reach Madagascar, but they leave behind the Malgache slaves they had embarked illegally on L'Utile. Only a handful of survivors remain when they are found 15 years later, in 1776. UNESCO reopens this lost chapter in the history of the slave trade.

Also available in [French](#) [*La mémoire naufragée des esclaves de L'Utile*], [Spanish](#) [*Náufragos de la memoria*].



The New Courier
Special issue - January
2004

Three continents – one history? Encounters between civilizations have not always been peaceful, on the contrary. The slave trade, which lasted more than three centuries, is one of the darkest chapters of human history and forged strong and ambivalent bonds between Europe, Africa and the Americas.

- **Dialogue among Civilizations** - p. 12-20

Also available in [French](#) [*Dialogue entre les civilisations*], [Spanish](#) [*Diálogo entre las civilizaciones*].

- **Retracing the Slave Routes** - p. 13-15

Also available in [French](#) [*Le Voyage sans retour*], [Spanish](#) [*Viaje sin retorno*].

- **Zanzibar: A unique cultural meeting place** - p. 15-17

Also available in [French](#) [*Zanzibar à la croisée des cultures*], [Spanish](#) [*Zanzibar, encrucijada de culturas*].

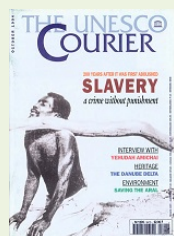
- **Haitians and Dominicans: Two peoples, one island** - p. 18-20

Also available in [French](#) [*Haitiens et Dominicains: une île en partage*], [Spanish](#) [*Haitianos y dominicanos: dos pueblos para una isla*].

200 Years After it Was First Abolished, Slavery: A crime without punishment

Extract - Two hundred years ago revolutionary France abolished slavery, but then a few years later, as if frightened by its own audacity, re-established it. [...] It took another century marked by revolutions, military expeditions and two world wars before the colonial system finally ended, institutionalized racism was defeated and the socialist gulag was dissolved. Does this mean that today at long last respect for human dignity prevails everywhere? Unfortunately, new inequalities are arising as a result of physical constraints and threats, because of terror imposed by individuals or groups, and the exploitation by some of the weakness of others. [...] What is this dark side of man that has always led him to despise, subjugate and debase his fellows? Why is it that for thousands of years individuals and in some cases entire peoples have been bought, sold and treated like beasts? And how is it that such a crime against humanity has remained unpunished even since the inception of Human Rights? There is probably no simple answer to these terrible questions. We know, however, that we must never cease asking them.

Also available in [French](#) [*200 ans après sa première abolition, l'esclavage: un crime sans châtime*nt], [Spanish](#) [*200 años después e su primera abolición, la esclavitud: un crimen sin castigo*].



The UNESCO Courier
1994, Vol. XLVII, 10

Gorée, Island of Slaves

The UNESCO Courier. 1994, Vol. XLV, 10. p. 48-50

Also available online in [French](#) [*Gorée, l'île aux esclaves*] and [Spanish](#) [*Goreá, la isla de los esclavos*]. Published in 33 languages and in Braille.





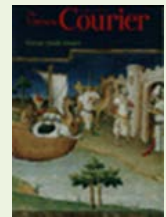
The Long Struggle for Liberation. Reflections on the abolition of slavery in Brazil

The UNESCO Courier, 1998, Vol. XLI, 10, p. 36-38.

Also available in **French** [*Histoire d'une libération: il y a cent ans, l'esclavage était aboli au Brésil*], **Spanish** [*Historia de una liberación: hace cien años se abolía la esclavitud en Brasil*]. Published in 35 languages. Includes a selection in Braille in English, French, Spanish and Korean.

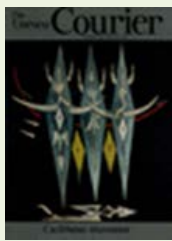
Milestones on the Road to Freedom - The UNESCO Courier, 1988, Vol. XLI, 10 - p. 38

Also available in **French** [*Jalons*], **Spanish** [*Breve cronología*]. Published in 35 languages. Includes a selection in Braille English, French, Spanish and Korean.



The Slave Trade

Also available online in **French** [*La Traite des Noirs*] and **Spanish** [*La Trata de Esclavos y sus Rutas*]. Published in 27 languages. Includes a selection in Braille in English, French and Spanish.



The UNESCO Courier
1981, Vol. XXXIV, 12

- **Caribbean Encounter** - p. 4-46

Also available online in **French** [*Caraiïbe aux voix multiples*] and **Spanish** [*El Caribe: Voces múltiples de un archipiélago mestizo*]. Published in 25 languages. Includes a selection in Braille in English, French and Spanish.

- **Slavery and Sugar...the Bitter Aftertaste** - p. 10-14

Also available online in **French** [*La Plantation: l'exil et le royaume*] and **Spanish** [*La Plantación, Crisol de la Sociedad Antillana*]. Published in 25 languages. Includes a selection in Braille in English, French and Spanish.

- **Toussaint Louverture: Haiti's tragic hero** - p. 14-15

Also available online in **French** [*Toussaint Louverture: le précurseur*] and **Spanish** [*Toussaint Louverture: El precursor*]. Published in 25 languages. Includes a selection in Braille in English, French and Spanish.

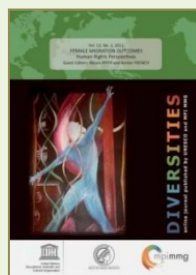
Haiti: 150 Years of Independence. Haiti: 1804-1954

The UNESCO Courier, 1954, Vol. VII, 2, p. 1-32.

Also available online in **French** [*Haiti, 150 ans d'indépendance*] and **Spanish** [*Haiti: Ciento cincuenta años de independencia*].



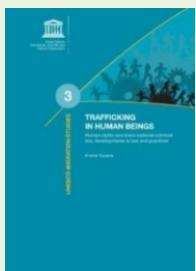
Modern Forms of Slavery and Human Trafficking



2011, p. 67-81
Vol. 13, No. 1

Shaking Up the Grounds for Human Trafficking on Hispaniola. Female migration outcomes: Human rights perspectives. Diversities

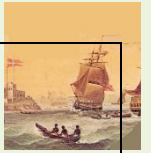
The migration of Haitian women to the Dominican Republic is part of the so-called "feminization of migrations" caused by changes in labour markets as well as the precarious situation of women and their families in the neighbouring country of origin. The sequel to the earthquake in Haiti in 2010 has aggravated gender violence, in the makeshift camps in which hundreds of thousands of displaced persons are still living. Although the unprecedented urban displacement provoked by the earthquake has not led to a stampede of Haitians attempting to cross the border to the Western side of the island of Hispaniola, it has exposed migrants, particularly women, to new situations of vulnerability which may lead to human trafficking.



2010, 172 p.
ISBN: 978-92-3-104182-2

Trafficking in Human Beings. Human rights and transnational criminal law, developments in law and practices. UNESCO migration studies 3

Trafficking and smuggling in human beings are criminal justice issues. They affect territorial integrity and involve the facilitation of crossing of borders and remaining in a state in violation of national criminal and immigration laws. Trafficking and smuggling also undermine the rule of law and political foundation of states because traffickers and smugglers often resort to violence and corruption as a means to advance their business. The usual response at the national level has been crime control and immigration control in order to prosecute and punish traffickers/smugglers and reduce the flow of trafficked/smuggled people. But trafficking in human beings poses problems outside the scope of criminal law, including the issues of protection of victims and prevention of trafficking, which overlap with many human rights concerns.



Poverty, Gender and Human Trafficking in Sub-Saharan Africa. Rethinking best practices in migration management

This book describes the interconnectedness between human trafficking and poverty in Sub-Saharan Africa, based on a critical analysis of forced migration processes in relation to human rights abuse. Many aspects of human trafficking remain poorly understood even though it is now a priority issue for many governments. Information available about the magnitude of the problem is limited. While the existing body of knowledge about human trafficking serves for raising public consciousness about the issue, it is still not rigorous enough to lend support to comprehensive programmes for action which address the different dimensions of the problem. The book points out how practices of migration management can benefit from a more holistic approach.

Also available in *French* [*Pauvreté, genre et traite des personnes en Afrique Subsaharienne : repenser les meilleures pratiques en matière de gestion des migrations*].

2006. 151 p.
SHS/CCT/2006/PI/H/1



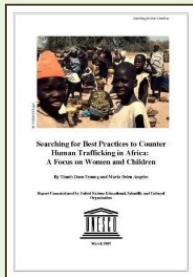
Remembering Slavery. International Social Science Journal (188)

Everyone is in some sense the heir, however indirect, to the *Atlantic slave trade*, which played a major role in structuring the modern world economic system and had effects far beyond those who directly suffered or profited from it. What does this legacy entail today?

This issue sketches some connections between understanding the past and making sense of the contemporary politics of memory. It thereby helps to open a space for debate on a future in which the memory of slavery can be an aspect of self-understanding.

2006. p. 181-383
ISSN0020-8701

For sale at [Wiley](http://www.wiley.com)



Searching for Best Practices to Counter Human Trafficking in Africa. A focus on women and children

This report discusses the concept of best practices as applied in the campaign against human trafficking, with particular emphasis on women and children in Africa. It identifies key actors, including international organizations and bilateral agencies engaged in the struggle against human trafficking, and discusses their roles as channels of ideas and practices. It traces the main areas of relevant expertise – migration, human rights protection and crime control – and shows how beliefs about causative aspects as well as valid intervention are translated into action in the field. The report also highlights the experiences of ten NGOs in Africa engaged in the campaign against the trafficking of women and children and discusses their strengths and weaknesses.

2005. 77 p.
SHS/2005/PI/H/2REV.

Read also **Unfinished Business. A comparative survey of historical and contemporary slavery.** 2009, ISBN: 978-92-3-104124-2 (More details in the “Memory of Peoples series” section in this document).

300 Titles ...or more, to know more: bibliographical and documentary orientations 300 Titres... ou plus, pour en savoir plus : orientations bibliographiques et documentaires 300 Títulos... o más, para saber más: orientaciones bibliográficas y documentarias

Selection of books, documents and websites on human trafficking in Africa, the Caribbean and the Americas. 2010. 28 p.
CLT/CPD/DIA/2010/156.

Policy Paper series on Human Trafficking

- **Human Trafficking in Lesotho.** Root causes and recommendations. 14.6. 2007, SHS/CCT/2007/PI/H/7
- **Human Trafficking in South Africa.** Root causes and recommendations. 14.5. 2007, SHS/CCT/2007/PI/H/6
- **La traite des personnes au Togo.** Facteurs et recommandations. 14.4. 2007, SHS/CCT/2007/PI/H/4
- **La traite des personnes au Bénin.** Facteurs et recommandations. 14.3. 2007, SHS/CCT/2007/PI/H/5
- **Human Trafficking in Nigeria.** Root causes and recommendations. 14.2. 2006, SHS/CCT/2006/PI/H/2
- **Human Trafficking in Mozambique.** Root causes and recommendations. 14.1. 2006, SHS/CCT/2006/PI/H/3. Also available in *Portuguese*.

**More on UNESCO Slave Route programme
More on UNESCO Fight against Racism, Discrimination and Xenophobia**

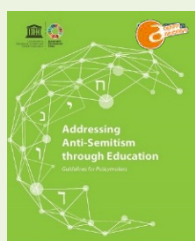
International Day of Commemoration in Memory of the Victims of the Holocaust*



International Day of Commemoration in Memory of the Victims of the Holocaust, 2019. Global screening of "Who will write our history". Programme, UNESCO House, 27 January 2019
Journée internationale dédiée à la mémoire des victimes de l'Holocauste, 2019. Projection mondiale de "Qui écrira notre histoire". Programme, Maison de l'UNESCO, 27 janvier 2019.
15 p., Bilingual English/French, 2019.

Anti-Semitism, racism, xenophobia and other kinds of intolerance and discrimination, including against Muslims and Christians, threaten not only the security of individuals and communities that suffer from their effects, but can also contribute to creating the toxic climate needed for extremism, terrorism and criminality to thrive. Countering intolerance and discrimination through promoting dialogue and mutual respect and understanding must, therefore, be an absolute priority for the international community in its efforts to ensure peace and stability on the local and regional levels. (Foreword, *Addressing Anti-Semitism through education. Guidelines for policymakers*, 2018, p. 3)

Preventing anti-semitism through education



2018. 88 p.
ISBN: 978-92-3-100274-8 (E)
ISBN: 978-92-3-200166-5 (F)
ISBN: 978-92-3-000070-7 (G)

Addressing Anti-Semitism Through Education. Guidelines for policymakers

Anti-Semitism is not the problem of Jewish communities alone, nor does it require the presence of a Jewish community to proliferate. It exists in religious, social and political forms and guises, on all sides of the political spectrum. A symptom of broader social and political issues and the manifestation of regressive and dangerous tendencies that deeply affect the fabric of societies, anti-Semitism is often accompanied by gender-based and homophobic violence, racism and other forms of intolerance.

These guidelines for policymakers suggest concrete ways to address anti-Semitism, counter prejudice and promote tolerance through education, by designing programmes based on a human rights framework, global citizenship education, inclusiveness and gender equality. Co-published with the OSCE Office for Democratic Institutions and Human Rights. *Open Access*.

Also available in *French* [*Prévenir l'antisémitisme par l'éducation. Lignes directrices à l'intention des décideurs politiques*] and *German* [*Mit Bildungsarbeit gegen Antisemitismus. Ein Leitfaden für politische Entscheidungsträger/-innen*].

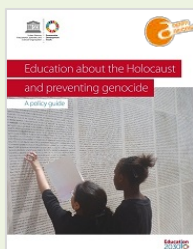
Read also: *Addressing Antisemitism: Why and How? A Guide for educators* (ODIHR and the International School for Holocaust Studies of Yad Vashem in Israel, 2007).



2018. 25 p.
ISBN: ED/PSD/GCP/2018/01

How Does Education About the Holocaust Advance Global Citizenship Education?

Though Education about the Holocaust (EH) and Global Citizenship Education (GCED) may vary in overall orientation, scale and scope, they are historically linked and deeply interconnected. EH looks to a past that will soon exceed living memory, fostering an understanding of a specific history in Europe, but one rife with universal concerns and ethical and moral challenges for us today. Global Citizenship Education (GCED), though broad, universal and future-oriented, must still produce specific actions in particular contexts to fulfil its mandate. Might an understanding of the principles of citizenship and the extreme manifestations of the abject failure of those principles reinforce each other, as fixed points on a moral compass, as we cultivate new generations of global citizens? This critical review of educational research considers the ways in which EH, a subject of critical importance in its own right, may function effectively as a pillar of Global Citizenship Education (GCED).



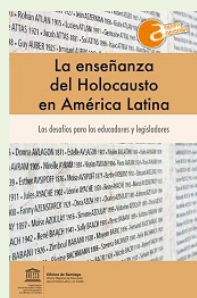
2017. 74 p.
ISBN: 978-92-3-100221-2 (E)
ISBN: 978-92-3-200136-8 (F)
ISBN: 978-92-3-300073-5 (S)
ISBN: 978-92-3-600071-8 (A)

Education About the Holocaust and Preventing Genocide. A policy guide

The creation of UNESCO came in response to the horrors of the Second World War and particularly the crimes perpetrated by Nazi Germany and its collaborators. UNESCO's goal, as its Constitution states, is to strengthen the "intellectual and moral solidarity of mankind" against "ignorance and prejudice [and] the doctrine of the inequality of men and races". This "doctrine" had resulted in the loss of millions of lives and included the attempt to murder every single Jew in the grasp of Nazi Germany. The mandate of UNESCO is embedded in this history. This is why education about the Holocaust in particular, and education about the history of genocide and mass atrocities, stands at the heart of UNESCO's efforts to foster peace and mutual understanding. For UNESCO, quality education, based on knowledge of the social and political dynamics that can lead to mass violence, is fundamental to building stronger societies, resilient to violence and hatred. *Open Access*.

Also available in *French* [*Enseignement de l'Holocauste et prévention du génocide. Guide à l'intention des décideurs politiques*], *Spanish* [*Educación sobre el Holocausto y la prevención del genocidio. Una guía para la formulación de políticas*] and *Arabic* [*التعليم بشأن الهولوكوست ومنع الإبادة الجماعية*].

* Message from Ms Audrey Azoulay, Director-General of UNESCO, on the occasion of the International Day of Commemoration in Memory of the Victims of the Holocaust (27 January 2019) [*English, French, Spanish, Chinese, Russian, Arabic*].



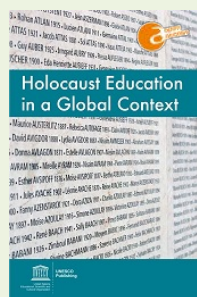
2017. 218 p.
ISBN: 978-92-3-300069-8

La Enseñanza del Holocausto en América Latina. Los desafíos para los educadores y legisladores

El Holocausto fue un momento definitorio en la historia de la humanidad. El régimen nazi y sus colaboradores asesinaron sistemáticamente alrededor de seis millones de judíos. Hombres, mujeres, niños y niñas fueron eliminados durante la guerra, en un programa que abarcó todo el continente europeo. Todas las comunidades judías dentro de su alcance fueron suprimidas. Movidos por una ideología fundamentalmente racista, los nazis también persiguieron y mataron a millones de otras personas consideradas “racialmente inferiores”. Incluyeron a gitanos, algunos pueblos eslavos, personas con discapacidades, a otros por motivos políticos, ideológicos o de comportamiento. El significado de este colapso moral es universal. No solo pertenece al pasado: nos recuerda la fragilidad de la paz y la urgencia de fortalecer los pilares de la tolerancia, el respeto por los otros y por los derechos humanos. Esta urgencia se aplica a todos los países, ahora y en el futuro. [Open Access.](#)

As the Witnesses Fall Silent: 21st century Holocaust education in curriculum, policy and practice

2015, 512 p. ISBN: 978-3-319-15418-3

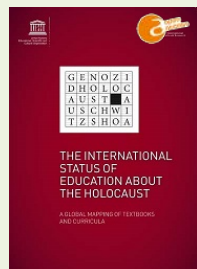


2014. 192 p.
ISBN: 978-92-3-100042-3

Holocaust Education in a Global Context

Teaching and learning about the Holocaust, and the history of genocide, provides an opportunity to engage students in deep reflection on the origins and mechanisms of violence, so that they can better understand the past and the world they live in. This education is essential today, to raise awareness about a shared history, to promote human rights everywhere and eliminate all forms of discrimination and intolerance.

UNESCO believes in the transformative power of education. Taking up this challenging subject provides a way for all to learn how to welcome difference and diversity on the basis of respect and tolerance. Whether in Europe, or in Africa, Latin America or anywhere else in the world, education about this common history will help young people to understand better how mass violence can be prevented and to reinforce their own role today in fostering respect for the rights and dignity of all. [Open Access.](#)



2014. 238 p.
ISBN: 978-92-3-100033-1
ISBN: 978-92-3-100038-6
(ePub)

The International Status of Education about the Holocaust. A global mapping of textbooks and curricula

This publication documents the ways in which the Holocaust is presented in secondary school level history and social studies curricula worldwide, and conceptualized and narrated in textbooks from twenty-six countries, with all continents represented. The study is based on 272 currently valid curricula from 135 countries, and on 89 textbooks published in 26 countries since 2000. The aim of the study is primarily to document information in such a way that it reflects local understandings of the Holocaust, principally by recording concepts and narratives of the Holocaust found in educational media currently in use in schools. [Open Access.](#)

Summary available in [English](#) [*The International status of education about the Holocaust. A global mapping of textbooks and curricula. Summary*], [French](#) [*Statut international de l'enseignement de l'holocauste. Cartographie mondiale des manuels et des programmes scolaires. Résumé*], [Spanish](#) [*La Situación internacional de la enseñanza del Holocausto. Panorama mundial en los manuales escolares y los planes de estudios. Resumen*], [Russian](#), [Arabic](#) and [Chinese](#).

Why Teach About the Holocaust

2013, 23 p. ED-2014/WS/1. [Open Access.](#)

Also available in [French](#) [*Pourquoi enseigner l'holocauste?*], [Spanish](#) [*¿Por qué enseñar sobre el holocausto?*], [Russian](#) [*Зачем преподавать историю Холокоста?*], [Arabic](#) [*ما الداعي الى التعليم بشأن محرقة اليهود*], [Chinese](#) [*为什么要进行关于反犹太屠杀的教育?*], [Wolof](#), [Punjabi](#), [Fulfulde](#) and [Dutch](#) [*Waarom lesgeven over de Holocaust?*].

Combating Intolerance, Exclusion and Violence through Holocaust Education. UNESCO, 27-29 May 2009. Proceedings

2010, 149 p. ED.2010/WS/14. [Multilingual English/French.](#)



Cultural Diversity and Intercultural Dialogue

The Universal Declaration on Cultural Diversity

Adopted by the 31st Session of the General Conference of UNESCO on 2 November 2001, this Declaration states that the defence of cultural diversity is an ethical imperative, inseparable from respect for human dignity and fundamental freedoms. This means also that no one may invoke cultural diversity to infringe upon human rights, nor to limit their scope. In times of uncertainty, all must reaffirm their commitment to tolerance and dialogue on the basis of respect and understanding.

Available in *English, French, Spanish, Russian, Chinese and Arabic*



2009. 308 p.
ISBN: 978-92-3-104077-1 (E)
ISBN: 978-92-3-204077-0 (F)
ISBN: 978-92-3-304077-9 (S)
UNESCO Publishing

Investing in Cultural Diversity and Intercultural Dialogue: UNESCO World Report. UNESCO reference works series

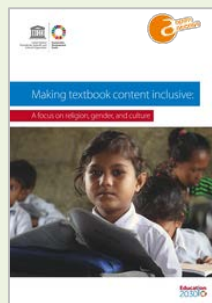
At the crossroads of intellectual, scientific and political thinking, this 2nd UNESCO World Report aims to take stock of all that is being said, thought and done in the name of cultural diversity, and tease out the necessary conditions for diversity to become an asset and not a threat, a source of renewal for public policies in service to development, social cohesion and peace. No longer limited to the cultural domain strictly speaking – and more complex than often assumed – cultural diversity needs today to be addressed in terms of dialogue, dynamics, and the new specific challenges it may pose for languages, educational systems, news and entertainment media and the business world. *Also available in French* [*Investir dans la diversité culturelle et le dialogue interculturel. Rapport mondial de l'UNESCO*], *Spanish* [*Invertir en la Diversidad Cultural y el Diálogo Intercultural. Informe mundial de la UNESCO*], *Chinese, Arabic and Russian*.



2018. 253 p.
ISBN: 978-607-8228-61-4

Ciudad de México: lugar donde las culturas dialogan

Del 29 de mayo al 2 de junio de 2017, el Foro Internacional “Ciudad de México: lugar donde las culturas dialogan” reunió a 45 expertos nacionales e internacionales para establecer una serie de diálogos en torno a la diversidad cultural en la Ciudad de México. A lo largo de cinco días, los participantes reflexionaron e intercambiaron opiniones sobre alguno de los cinco ámbitos de la diversidad cultural identificados por la UNESCO: diversidad lingüística, educación intercultural, medios públicos de comunicación, economía creativa y derechos culturales. *Open Access*.

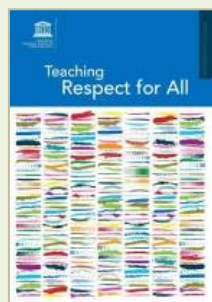


2018. 26 p.
ISBN: 978-92-3-100203-8 (E)
ISBN: 978-92-3-200119-1 (F)

Making Textbook Content Inclusive: A focus on religion, gender, and culture

As the most visible aspects of a curriculum, textbooks are the main script shaping the teaching and learning processes. This publication, developed by UNESCO and the Georg Eckert Institute (GEI), with the assistance of an international group of specialists in inclusive education, focuses on religion, gender and culture, because of their common link to the concept of human diversity. These topics are key elements of inclusive education because they help shape the learning environment of a school, and its educational practices in multi-cultural environments.

Also available in Arabic (ISBN: 978-92-3-600056-5) [*جعل محتوى الكتب المدرسية شاملاً للجميع: التركيز على الدين والجنسانية والثقافة*], *French* [*Pour des manuels scolaires au contenu inclusif: religion, genre et culture*], *German* (ISBN: 978-92-3-000062-2) [*Schulbuchinhalte inklusiv gestalten: Religion, Gender und Kultur im Fokus*] and *Spanish* (ISBN: 978-92-3-300075-9) [*Contenidos más integradores en libros de texto: enfoques sobre religión, género y cultura*]. *Open Access*.



2014. 301 p.
ISBN: 978-92-3-100025-6 (E)
ISBN: 978-92-3-200032-3 (F)

Teaching Respect for All. Implementation guide

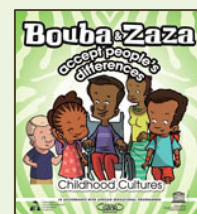
Teaching Respect for All is a joint UNESCO-United States of America-Brazil project launched in January 2012 to counteract discrimination both in and through education. Acknowledging that discrimination is on the rise worldwide, Teaching Respect for All promotes an educational response to counter discrimination and violence through strengthening the foundations of mutual tolerance and cultivating respect for all people, regardless of colour, gender, class, sexual orientation, national, ethnic, or religious orientation/identity. Teaching Respect for All has chosen to focus efforts on the formal and informal classroom, targeting learners of 8-16 years old, and aims to build curiosity, openness, critical thinking and understanding among youth learners, thus equipping them with the awareness, knowledge, and skills to cultivate respect and stop discrimination on all levels.

Also available in French [*Enseigner le respect pour tous. Guide de mise en oeuvre*].



Bouba & Zaza Accept People's Differences

The Bouba and Zaza series Childhood Cultures, an intergenerational African series of children's books, freely examines serious subjects. Its stories are set in contemporary African society and portray early childhood and I s problems. 2011, ISBN: 978-92-3-104214-0 (En); ISBN: 978-92-3-204214-9 (Fr); ISBN: 978-92-3-704214-4 (Por), 16 p. Available in English, French and Portuguese



2011. 64 p.
ISBN: 978-92-9234-816-8 (E)
ISBN: 978-92-9234-820-5 (R)
ISBN: 978-92-9234-821-2 (S)
ISBN: 978-92-9234-822-9 (G)

Guidelines for Educators on Countering Intolerance and Discrimination Against Muslims. Addressing islamophobia through education

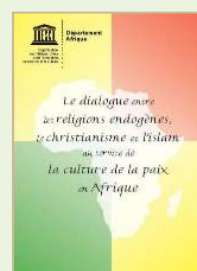
Promoting mutual understanding and respect for diversity, along with countering all forms of intolerance and discrimination, must today, more than ever, be absolute priorities for the international community, in order to maintain peace and stability at both the global and regional levels. The attitudes and tensions that lead to inter-communal conflict are often deeply rooted in stereotypes and misconceptions, and one of the most pressing contemporary challenges is to promote knowledge about, and understanding of, different cultures. Educators play a fundamental role in meeting this challenge. Published in collaboration with the OSCE, the ODIHR, and the Council of Europe. Also available in **French** [*Principes directeurs à l'attention des éducateurs pour combattre l'intolérance et la discrimination à l'encontre des musulmans: aborder l'islamophobie à travers l'éducation*], **Russian** [*Противодействие нетерпимости и дискриминации в отношении мусульман: руководящие принципы. Борьба с исламофобией через образование для преподавателей*], **Spanish** [*Directrices para educadores sobre la manera de combatir la intolerancia y la discriminación contra los musulmanes: afrontar la islamofobia mediante la educación*] and **German** [*Pädagogischer Leitfaden zur Bekämpfung von Diskriminierung und Intoleranz gegenüber Muslimen: Mit Bildungsarbeit gegen Islamophobie*].



2010. p. 1-197
ISSN: 0020-8701
For sale at [Wiley](#)

Cultural Diversity. International Social Science Journal (199)

This volume attempts to explore the horizon of cultural diversity and examines it in relation to questions of cultural rights, multilingualism, post and anti-multiculturalism, media representations of otherness, climate change and biodiversity. Whether reduced to a buzzword or elevated to the basis of new forms of global governance to come, cultural diversity is a social fact and one which still merits interdisciplinary critical attention. Read in particular *Cultural diversity and anti-poverty policy*, p. 169-180.



2009. 501 p.
AFR.2009/WS/1

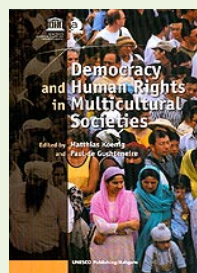
Le dialogue entre les religions endogènes, le christianisme et l'islam au service de la culture de la paix en Afrique

Actes du colloque international, Cotonou, 20-21 août 2007

Dialogue Among Endogenous Religions, Christianity and Islam in the Service of the Culture of Peace in Africa.

Proceedings of the international symposium, Cotonou, 20-21 August 2007.

Bilingual French/English.



2007. 325 p.
ISBN: 978-92-3-104050-4
[UNESCO Publishing](#)

Democracy and Human Rights in Multicultural Societies

This book examines the political governance of cultural diversity, and more specifically how public policy-making has dealt with the claims for cultural recognition that have increasingly been expressed by ethno-national movements, language groups, religious minorities, indigenous peoples and migrant communities. Its main objective is to understand, explain and assess public-policy responses to ethnic, linguistic and religious diversity. Adopting interdisciplinary perspectives of comparative social sciences, the contributors address the conditions, forms, and consequences of democratic and human-rights-based governance of multi-ethnic, multi-lingual and multi-faith societies.

International Decade for the Rapprochement of Cultures (2013-2022)



The *International Decade for the Rapprochement of Cultures* embodies a global vision and commitment to unification in diversity. Achieving a true rapprochement of cultures, must be generated and nourished by a culture of peace and nonviolence and sustained through human rights and universal values, such as openness, respect, tolerance, a willingness to engage in dialogue, and the ability to solve conflicts through peaceful means and recognize other's point of view. Achieving peace through dialogue constitutes a necessary foundation for the stability of our societies which, in turn, enables them to thrive. [More on UNESCO website.](#)

The Rapprochement of Cultures. Roadmap. SHS-2016/WS/02. 30 p.

Also available in *French* [*Le rapprochement des cultures. Feuille de route*] and *Spanish* [*Hoja de ruta. El acercamiento de las culturas*]



2019. 108 p.
ISBN: 978-92-3-100311-0

Intercultural Dialogue. A review of conceptual and empirical issues relating to social transformation. MOST Discussion Paper, No. 1

Intercultural dialogue as a bi-directional exchange process can mitigate challenges induced by ethno-cultural difference. It decreases conflict by providing means for accommodating diversity. It assumes solutions to be found in interactions between women and men, and girls and boys that allow for a renegotiation of meanings. This process encompasses three dimensions: a cognitive one of knowledge and information, an emotional one of empathy and attitudes, and an action-oriented one. Intercultural dialogue is presented as an instrument to manage multiple affiliations and identities in a multicultural environment. It thereby serves as an alternative model to policies of assimilation or civic integration. [Open Access.](#)

UNESCO Survey on Intercultural Dialogue, 2017. Analysis of findings. 57 p. SHS-2018/WS/3; SHS/ICD/2018/WS/1.

Also available in *French* [*Enquête de l'UNESCO sur le dialogue interculturel, 2017. Analyse des résultats*]. [Open access.](#)



2018. 234 p.
ISBN: 978-92-3-100270-0 (E)
ISBN: 978-92-3-200160-3 (F)

Long Walk of Peace. Towards a culture of prevention

How can the United Nations best address the imperatives of peace?

Long Walk of Peace presents a fresh review of the conceptual and practical approaches to peace since the creation of the UN. Through an in-depth theoretical analysis, combined with a presentation of innovative practices across 32 UN bodies, it explores the long, steady haul towards peace and provides inspiration for the way forward. This book represents the collaborative efforts of scholars, experts and UN staff from a wide range of backgrounds. Through its conceptual history and robust analysis, it demonstrates that peace is a dynamic process and a continuous journey of discovery, and provides a unique understanding of the emerging priorities of 'sustaining peace' and promoting 'a culture of prevention'. It is an expression of UNESCO's mandate to serve as a laboratory of ideas and thereby help advance the imperatives underscored by the Agenda 2030. Also available in *French* [*Le long chemin de la paix. Pour une culture de la prévention*]. [Open Access.](#)



Writing Peace

Writing Peace is a manual that invites young audiences to discover contemporary writings by introducing them to a sample of them. Its goal is to make the world appear a little closer and a little more familiar. "Writing Peace" encourages children (aged 8 to 14) to become aware of the interdependence of cultures through familiarization with contemporary writing systems, their history, and their borrowings. The manual contains 24 activity sheets. Each section presents the characters of a writing system, an introductory text and historical background, the word "peace" and the word "hello," the language(s) attached to the system(s), and an activity whose answers appear at the end of manual. 6,000 years after the advent of writing, what do we know about others, their systems of thought, and the transcriptions of their writing systems? How can different writing systems contribute to a better understanding of the world and our place within it? By beginning to learn about these writings and their fascinating beauty, the manual

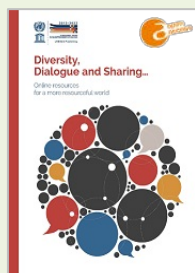
connects children to diversity, thus opening their eyes to the concept of peace and our awareness of it. 2017. 72 p. ISBN: 978-92-3-100260-1 (E); ISBN: 978-92-3-200128-3 (F); ISBN: 978-92-3-600059-6 (A); ISBN: 978-85-7652-237-9 (Por). [UNESCO Publishing.](#) [Open Access.](#)

Also available in *French* (co-published with Michel Lafon) [*J'écris la paix*], *Arabic* (co-published with Samir Editions) [*أكتب السلام*] and *Portuguese* [*Escrever a paz*].

How to use this manual

Writing Peace. Instructional framework for the manual. 2018; 62 p., SHS/ICD/2018/ME/H/1. Also available in *French* [*J'écris la paix: trame pédagogique du manuel*]

Read also : **Writing Peace / Écrire la paix / كتابة حروف السلام - Catalogue of the exhibition "Writing Peace"** that took place in 2012 in the framework of *UNESCO Programme of Action for a culture of Peace and Non-Violence*. 2013. 122 p. BSP.2013/WS/11. [Multilingual English/French/Arabic](#)

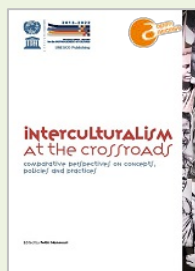


2017. 129 p.
ISBN: 978-92-3-100217-5 (E)
ISBN: 978-92-3-200151-1 (F)

Diversity, Dialogue and Sharing. Online resources for a more resourceful world

Through the combination of this publication and UNESCO's e-Platform on intercultural dialogue, UNESCO is at the forefront of mobilizing technology to advance learning and exchange on intercultural dialogue. As we reach the halfway point of the International Decade for the Rapprochement of Cultures, this report is a particularly timely reference for guiding our future action, making a strong and innovative contribution towards the aspirations of the Decade and Agenda 2030 and providing a reinterpretation of the concept of intercultural dialogue rooted in regional perspectives on diversity. It also gives a broad panorama of the shared theoretical, practical and technical tools and online resources available.

Also available in **French** [*Diversité, dialogue et partage: des ressources en lignes pour un monde plein de ressources*]. **Open Access.**

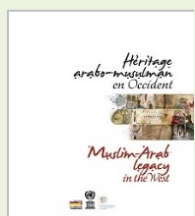


2017. 329 p.
ISBN: 978-92-3-100218-2

Interculturalism at the Crossroads. Comparative perspectives on concepts, policies and practices

This academic compendium, the fruit of collaboration between UNESCO and the 'UNITWIN Network on Interreligious Dialogue for Intercultural Understanding', presents the current state of affairs with regard to the interpretation and application of intercultural dialogue in different contexts and parts of the world. The articles in it also seek to highlight today's challenges in the field of intercultural dialogue, while proposing a set of innovative recommendations, including to UNESCO. **Open Access.**

Read in particular: **Racism, Anti-racism and Intercultural Dialogue**, p. 257-276 and **Intercultural Dialogue Under a Multiculturalism Regime: Pitfalls and possibilities in Australia**, p. 105-125
French version forthcoming



2017. 86 p.
SHS-2016/WS/8

Muslim-Arab Legacy in the West

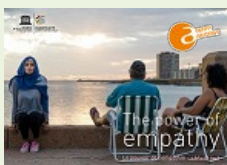
This is the catalogue of a travelling exhibition organized within the framework of UNESCO "Muslim-Arab Legacy in the West" project which main aim is to strengthen bonds between and within Arab-Muslim and European societies to enhance mutual understanding through a new reading of history and of the Mediterranean culture.

This project is part of the *King Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue* (2013 -2016).

Multilingual English/French/Arabic

The King Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue. Key achievements of Phase I. SHS-2016/WS/4. 27 p. Also available in **Arabic** [برنامج الملك عبد الله بن عبد العزيز الدولي لتقافة السلام والحوار أهم منجزات المرحلة الأولى]

The Power of Empathy and Solidarity



2017. 29 p.
ISBN: 978-92-3-100240-3

The Power of Empathy / Le pouvoir de l'empathie / قوة التعاطف

29 pages' brochure featuring 13 photographs and stories selected from the response to UNESCO global youth contest *If I were...*, launched on social media in early 2017.

This document demonstrates the capacity and desire of young women and men to create a fairer, more inclusive and peaceful world, using the power of empathy to build a more resilient culture of peace dialogue. **Open Access.**
Multilingual English/French/Arabic.



2017. 45 p.
ISBN: 978-92-3-000044-8

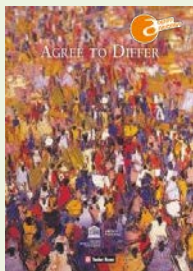
The Power of Solidarity / Le pouvoir de la solidarité

45 pages brochure featuring the winning schools of UNESCO Associated Schools Network *Global Art Contest Opening Hearts and Minds to Refugees* (November 2016).

The main aim of the contest was to raise awareness among children and youth on the rights of, and respect for refugees. Pre-primary, primary and secondary schools were mobilized to encourage their teachers and students to reflect and research about refugees and to express their thoughts and feelings through art works. Their submissions — drawings, collages, paintings, essays, poems and videos — all promote a culture of living together and international understanding that cherishes diversity. **Open Access.**

Bilingual English/French.

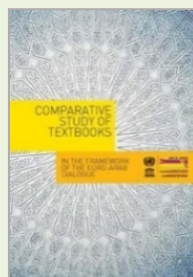
Pertinencia de las acciones afirmativas y las competencias interculturales para el efectivo ejercicio de los derechos humanos en Centroamérica. Junio 2016. Memoria del encuentro
2016. CR/2016/SHS/RP/1. 55 p. **Open Access.**



Agree to Differ

This publication bears testimony to the urgency of addressing contemporary challenges through intercultural and interreligious dialogue in order to deepen understanding and cooperation for peace. Through concrete examples, including experiences at the community level from across the world, the publication showcases why cultural diversity, intercultural dialogue and responsive democratic governance are vital for the enhancement of mutual understanding, the growth of tolerance, and the building of bridges of mutual respect and dignity. Dialogue is key when it comes to effective policies to harness the power of diversity, the design of new educational curricula or the crafting of new forms of cultural literacy and cultural diplomacy, between societies and within them. Co-published with Tudor Rose. *Open Access. Flipbook.*

2015. 176 p.
ISBN: 978-92-3-100090-4
UNESCO Publishing



Comparative Study of Textbooks. Working document in the framework of the Euro-Arab dialogue. Summary report

Pursuant to the *Charter of the United Nations* and the *Constitution of UNESCO*, calling for peace between peoples and respect for cultural diversity, several National Commissions for UNESCO have taken the initiative to create the conditions for a Euro-Arab dialogue in the field of education. They launched several studies to highlight stereotypes, misunderstandings and subliminal bias about Arab countries in European textbooks and about European countries in textbooks in the Arab world. This document is the result of this fruitful collaboration.

Also available in *Arabic* [دراسة مقارنة للكتب المدرسية في إطار الحوار الأوروبي - العربي] and *French* [Étude comparative de manuels scolaires. Document de travail dans le cadre du dialogue Euro-Arabe].

2015. 57 p.
SHS-2015/WS/7

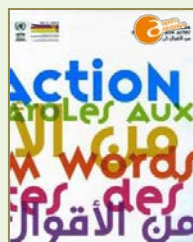


التسامح في كلمات (Defining Tolerance)

Tolerance does not have a constant meaning, either in space or in time. The present, linguistically based project – which is both lexicographical and discourse-oriented, and invites further investigations of the same kind – fulfils an ethical purpose: to disseminate the sort of knowledge that will promote mutual respect and understanding. Above all, it is a response to questions about culture. There are particular moments in times of peace, or, on the contrary, in times of crisis, when tolerance and its antonyms, intolerance and the intolerable, appear, in every language, to acquire a special meaning, overlaid with ethnic, religious, social and sexual connotations, which eventually exercises a strong influence on how the concept, which has not quite come of age still, is handled.

Also available in *English* [Defining Tolerance] and *French* [Dire la tolerance].

2015. 107 p.
SHS-2014/WS/7

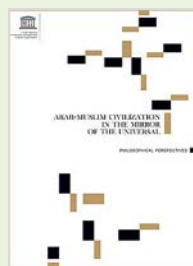


From Words to Action / Des paroles aux actes / من الأقوال إلى الأفعال

This portfolio on intercultural competences based on human rights proposes a basic tool for capacity building in support of exchange, communication and cooperation beyond cultural, religious and national borders, allowing the emergence of a global citizenship in a safer world for all. In this perspective, this set of key resources consists of papers by international experts exploring the linkage between respect for cultural diversity and human rights. *Open Access. Plurilingual English/French/Arabic.*

2014/2015. 1 boxed set
ISBN: 978-92-3-000013-4

Expert Meeting on the International Decade for the Rapprochement of Cultures (2013-2022), 24-25 March 2015. SHS/TSD/ME/2015/2; SHS.2015/WS/2 - **Expert Papers.** SHS/TSD/ME/2015/1 - **Meeting Summary.** SHS/TSD/ME/2015/2; SHS.2015/WS/5



Arab-Muslim Civilization in the Mirror of the Universal. Philosophical perspectives

The 34 pedagogical cards assembled in this publication elucidate in a detailed way the large intellectual, spiritual, artistic and political foundations on which the Arab-Muslim civilization is based. The cards are of philosophical nature while they also delineate the intellectual figures and key inventions that have marked this civilization. The content has been elaborated by a team of philosophers working in various domains, including philosophy of history, philosophy of religion, philosophy of sciences, philosophy of art, etc., thus ensuring a pluralistic approach. The work also benefited from the collaboration of specialists in didactics and philosophy teaching, and experts in intercultural education, who developed pedagogical guidelines for the ease of use of the cards.

Also available in *French* [La civilisation arabo-musulmane au miroir de l'universel. Perspectives philosophiques].

2010. 396 p.
ISBN: 978-92-3-204180-7 (E)
ISBN: 978-92-3-104180-8 (F)

UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence

The *UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence* rewards significant activities in the scientific, artistic, cultural or communication fields aimed at the promotion of a spirit of tolerance and non-violence.

Tolerance recognizes the universal human rights and fundamental freedoms of others. People are naturally diverse; only tolerance can ensure the survival of mixed communities in every region of the globe. In recognition of a lifelong devotion to communal harmony and peace, the Prize bears the name of its benefactor Madanjeet Singh, who was a UNESCO Goodwill Ambassador, Indian artist, writer and diplomat. Awarded every two years, on the occasion of the International Day for Tolerance (16 November), the Prize is marked by a ceremony and the winner is presented with the sum of US\$ 100,000. [Statutes/Statuts](#).

Laureates of the 2018 edition

Manon Barbeau, an innovative social entrepreneur and filmmaker, is awarded the Prize for her defence of human rights and tolerance through the art of cinema and a wide range of activities that she develops through Wapikoni Mobile Studios, amplifying the voices of indigenous people.

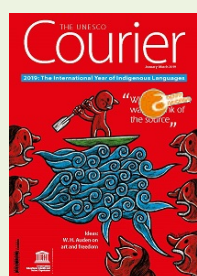
The Coexist Initiative is awarded the Prize for its promotion of gender equality, social justice and human rights, with particular focus on women and girls. The Coexist Initiative is a non-profit organization working to end violence against women, particularly through an approach that tackles harmful cultural practices and negative stereotypes based on gender.

United Nations Declaration on the Rights of Indigenous Peoples

The *United Nations Declaration on the Rights of Indigenous Peoples** was adopted by the General Assembly on 13 September 2007, as a triumph for justice and human dignity following more than two decades of negotiations between governments and indigenous peoples' representatives.

Other languages: [French](#), [Spanish](#), [Arabic](#), [Russian](#), [Chinese](#), [Portuguese](#).

More on the Declaration on the OHCHR website



2019, 58 p.
ISSN 2220-2285
e-ISSN 2220-2293

2019: the International Year of Indigenous Languages. The UNESCO Courier. January-March 2019
With the designation of 2019 as the International Year of Indigenous Languages (IYIL2019), officially launched at UNESCO on 28 January, the international community reaffirms its commitment to supporting indigenous peoples in their efforts to preserve their knowledge and enjoy their rights. Since the adoption of the Declaration on the Rights of Indigenous Peoples by the United Nations General Assembly on 13 September 2007, considerable progress has been made in this regard. Nevertheless, indigenous peoples still have a long way to go before they emerge from marginalization and overcome the many obstacles they face. One-third of the world's people living in extreme poverty belong to indigenous communities, just as in a number of countries, legislation that promotes the rights of indigenous peoples remains incompatible with other laws that deal with issues such as agriculture, land, conservation, forestry, mining and other industries, according to Victoria Tauli-Corpuz, United Nations Special Rapporteur on the Rights of Indigenous Peoples. [Open Access](#).

Also available in [French](#) [2019: *Année internationale des langues autochtones*], [Spanish](#) [2019: *Año Internacional de las Lenguas Indígenas*], [Russian](#) [2019: *Международный год языков коренных народов*], [Arabic](#) [2019: *السنة الدولية للغات الشعوب الأصلية*] and [Chinese](#) [2019: *土著语言国际年*].

More on Indigenous Peoples and UNESCO's actions

More on Intercultural Dialogue and Cultural Diversity

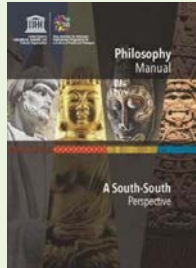
* Message from Irina Bokova, Director-General of UNESCO, on the occasion of the International Day of the World's Indigenous People, 9 August 2017 [[English](#), [French](#), [Spanish](#), [Russian](#), [Arabic](#), [Chinese](#)].



Philosophical Dialogue

Teaching Philosophy to Promote Cultural Diversity and Intercultural Dialogue

Many conflicts are partially fuelled by a search for identity that takes the form of a retreat into a particular religion or spiritual tradition to the exclusion of all others. Beyond any individual political factors, these antagonistic forms of retreat result from an ignorance of the long history that binds different peoples, their cultures, their religions and their spiritual traditions, together. One of the objectives of philosophical dialogue is to highlight the dynamic interplay between spiritual traditions and their specific cultures by underlining the contributions they have made to each other's development, through the discovery of common heritage and shared values. (*Philosophy, a School of Freedom, see below*)

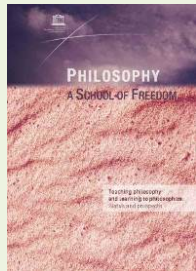


Philosophy manual. A South-South perspective

Through the promotion of South-South intellectual and philosophical dialogue, UNESCO seeks to encourage the development of diverse views by supporting the philosophical traditions of the metaphorical "South", traditions which are still little known. What better way to do this than by providing sound educational resources aimed at teaching young people about the diversity of philosophical thought? This manual, produced with the support of Saudi Arabia, is an innovative and high quality tool for young people in secondary and higher education and in non-formal education. It not only allows the discovery of philosophical texts from Africa, the Arab region, Asia and the Pacific and Latin America and the Caribbean, but also promotes their full understanding through a critical apparatus which enables easily adapted educational use. As well as being informative, the manual provides a comparative reading of texts with a view to broad and diverse reflection on the key questions which span world philosophy. Published with the support of King Abdullah bin Abdulaziz International Programme for the Culture of Dialogue and Peace.

2014. 243 p.
ISBN: 978-92-3-101006-4 (E)
ISBN: 978-92-3-600001-5 (A)
ISBN: 978-92-3-201018-6 (F)

Available in *English, French* [*Manuel de philosophie. Une perspective Sud-Sud*] and *Arabic* [دليل الفلسفة. منظور بلدان الجنوب]. *Partially in Open Access.*



Philosophy: A school of freedom. Teaching philosophy and learning to philosophize. Status and prospects

This innovative publication is based on the results of a worldwide survey and provides ground-breaking recommendations and proposals for the teaching of philosophy and learning how to philosophize at all levels of education, namely pre-school, primary, secondary and higher level, but also outside the framework of formal educational systems. Readers will discover the full significance of giving children and young students both the opportunity and the space to tackle questions of a philosophical nature. This urges us to reflect more profoundly on education and learning, as well as on the role of teachers in these tasks.

2007. 303 p.
ISBN: 978-92-3-104070-2 (E)
SHS/PH/2009/PI/1 (A)
ISBN: 978-92-3-304070-0 (F)

Also available in *French* [*La Philosophie, une école de la liberté. Enseignement de la philosophie et apprentissage du philosophe: état des lieux et regards pour l'avenir*], *Spanish* [*La filosofía, una escuela de la libertad. Enseñanza de la filosofía y aprendizaje del filosofar: la situación actual y las perspectivas para el futuro*] and *Arabic* [الفلسفة، مدرسة للحرية].

Teaching Philosophy series: a UNESCO collection to understand regional challenges

- **L'enseignement de la philosophie en Afrique. Pays francophones** - 2009. SHS/PH/2009/PI/AFR.
- **Enseñanza de la filosofía en América Latina y el Caribe** - 2009. SHS/PH/2009/PI/LAC. Also available in *English* [*Teaching philosophy in Latin America and the Caribbean*].
- **Teaching philosophy in Africa. Anglophone countries** - 2009. SHS/PH/2009/PI/AFR.
- **Teaching philosophy in Asia and the Pacific** - 2009. SHS/PH/2009/PI/APA.
- **Teaching philosophy in Europe and North America** - 2011. ISBN: 978-92-3-001011-9 (E); ISBN: 978-92-3-001012-6 (F). Also available in *French* [*L'enseignement de la philosophie en Europe et Amérique du Nord*]. *Open Access.*
- **Teaching philosophy in the Arab region** - 2009. SHS/PH/2009/PI/ARB. Also available in *Arabic* [تدريس الفلسفة في العالم العربي] and *French* [*L'enseignement de la philosophie dans la région arabe*].

The Asian-Arab philosophical dialogues series

- **Asian-Arab philosophical dialogues on culture of peace and human dignity** - 2011, 2011. 119 p.
- **Asian-Arab philosophical dialogues on globalization, democracy and human rights** - 2011. 129 p.
- **Asian-Arab philosophical dialogues on war and peace** - 2010. 119 p.

Inter-regional Philosophical dialogues. Democracy and social justice in Asia and the Arab World.

2006. 212 p. SHS/2007/PI/H/1