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**EVALUATION REPORT ON THE TRANSDISCIPLINARY PROJECT
'TOWARDS A CULTURE OF PEACE'**

SUMMARY

This document is submitted to the Executive Board in compliance with 151 EX/Decision 5.1, paragraph 59, and 154 EX/Decision 8.5, paragraph 6.

In order to respond to the two decisions, one inviting the Director-General to carry out an evaluation, and another to elaborate further the project's conceptual framework, the present document is prepared in the form of a summarized fact-finding report. It focuses on the conceptual framework of the project: its origins, including problem identification analysis, significance for UNESCO's constituencies, the constitutional foundations and the evolution of the activities related to the concept of a culture of peace. These elements constitute the project's relevance analysis - one of the essential parts of a programme/project evaluation.

The document does not include presentation on the project's activities and on their relationship with the United Nations activities, as this information is presented in document 155 EX/49.

The two documents, taken in their complementarity, present a rather detailed overview of the project's framework in terms of underlying concepts, strategies, objectives and relevant activities.

Decision required: paragraph 94.

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EXECUTIVE SUMMARY

1. The transdisciplinary project 'Towards a culture of peace' is a major undertaking of UNESCO designed to respond to the imperatives of the present international environment. This environment is conducive to measures other than political and military to protect people against wars and violence of various kinds.

2. The 'culture of peace' concept, developed at the initiative of UNESCO, is a response to this environment; it constitutes a framework - rooted in UNESCO's Constitution - for action that logically evolves from its traditional approach to promotion of peace, security, human rights and democracy.

3. The significance of the project and of its underlying concept is confirmed by massive support from the Organization's Member States, statesmen and world public figures. The United Nations system has made its activities to promote a culture of peace a priority; UNESCO is called to play an important role in these activities, in its fields of competence.

4. The project is the result of extensive work carried out by the Organization's governing bodies, and is based on an intellectual contribution of a great number of international forums.

5. An 'added value' of the project in comparison with the traditional approach could be identified with more certainty at the level of concrete activities carried out by UNESCO or by Member States on their own initiative. However, in general terms, the 'added value' could be seen in:

- (a) greater awareness of a culture of peace at policy level in UNESCO Member States;
- (b) intensified practical action at the grass-roots level involving, in particular, UNESCO National Commissions, Clubs, Associated Schools, Chairs, co-operative networks, and a broad variety of constituencies and partners, frequently non-traditional;
- (c) greater potential for increased effectiveness of UNESCO's action resulting from the synergetic interaction with the rest of the United Nations system and with new partners, individual and collective, possessing influence and capacity to produce a multiplier effect.

6. The evolution of the concept of a culture of peace towards its greater comprehensiveness, and the consequent broadening of the project's scope may require taking the following measures:

- (a) its framework should always be based on the basic objectives aimed at 'building peace in the minds of men';
- (b) action strategies with the corresponding priorities should envisage a phasing linking the subsequent biennia and reflecting the Organization's Medium-Term Strategy for 1996-2001 as well as the evolution of the main trends;
- (c) there should be a clear distinction between what constitutes direct and indirect contribution to the project;

- (d) the dissemination of the message of culture of peace and non-violence corresponds mainly to the Member States and the National Commissions, UNESCO's Clubs and Centres, etc.;
- (e) new partnerships - parliaments, town halls, the media, etc. are crucial, as peace and non-violence are an attitude to be forged, an everyday behaviour;
- (f) education for peace and democracy-building is the fundamental pillar to achieve UNESCO's mission;
- (g) at the Secretariat level, the choice of activities and their budgeting should be made bearing in mind these strategies, priorities, direct or indirect linkage to the project and its envisaged results.

Introduction

1. The purpose of the study is to examine the main substantive aspects of the project's framework.¹
2. The starting point of the study is the problem identification which is basic for the understanding of the project's relevance, i.e. the extent to which its objectives and strategies respond to the imperatives of UNESCO's mission and the context in which UNESCO, as the main specialized peace-building agency of the United Nations system, has to act.
3. The study explores the question of the project significance as contained in messages received by UNESCO from different statesmen and public figures, statements made by Member States' representatives, relevant resolutions and decisions of the UNESCO governing bodies.
4. The project's design has been examined from the point of view of its relevance to the UNESCO Constitution, the Medium-Term Strategy of UNESCO for 1996-2001, decisions of the Organization's governing bodies, Member States' wishes. Finally, the evaluation will examine the extent to which the project represents an 'added value'.
5. The project's framework evolved together with the evolution of the concept of 'a culture of peace'.² Linking them together is the logic of the present study, which, it is hoped, will facilitate the understanding of the project's main lines of action and strategies chosen for its implementation.

Project justification

A. Problem identification³

6. Since the Constitution of UNESCO was adopted, the world has not experienced another 'great and terrible war' but it has been the theatre for many 'terrible wars', on a smaller scale with millions of deaths.
7. One of their distinguishing features is that they are fought more often within than between states⁴ and 90 per cent of casualties are civilian. These wars produce devastating physical and psychological effects particularly on vulnerable segments of society (women, children, elderly). They result also in material and environmental destruction. Intranational wars represent serious threat to civil security and peace.
8. These wars have at their roots an unprecedented proliferation of the various forms of violence and conflicts between ethnic, cultural, religious and other groups, and the rise of extremism, fanaticism and fundamentalism of different kinds which reflect the growing importance of moral and ethical aspects. Poverty and exclusion, the result of national and

1. Project framework would normally include the identification of: general and specific problems addressed by the project; target beneficiaries; special considerations (relation to the Organization's basic texts, priorities, partnership and collaboration, etc.); project objectives, strategy, activities, inputs, outputs.
2. See, for example, list of UNESCO publications in Appendix I to document 155 EX/49.
3. Comprehensive analysis of the project's aims and the present international situation can be found in *UNESCO: an ideal in action*, by Federico Mayor in collaboration with Sema Tanguiane, UNESCO Publishing, 1997; *UNESCO and a culture of peace: promoting a global movement*, prepared by the Culture of Peace Programme of UNESCO and edited by David Adams, UNESCO Publishing, 1995.
4. According to the UNDP Human Development Report, 1997, p. 65, in 1995 all 30 armed conflicts in the world were national, not international.

global asymmetries leading to inhuman conditions of life, are also at the origin of many conflicts.

9. With the end of the Cold War, a new situation has emerged. Problems of peace and stability and their solution are not any more the concern of states only. Political and military forms of Member States' action are not any more the prevailing forms of conflict resolution and preservation of peace. Ideological barriers collapsed thus liberating the space of international relations for a multiplicity of action by different actors. Between two thirds and three quarters of the world's population are living under relatively pluralistic and democratic regimes. This creates favourable conditions - which did not exist some time ago - for a grass-roots level action in favour of peace based on preventive and peace-building international co-operation.

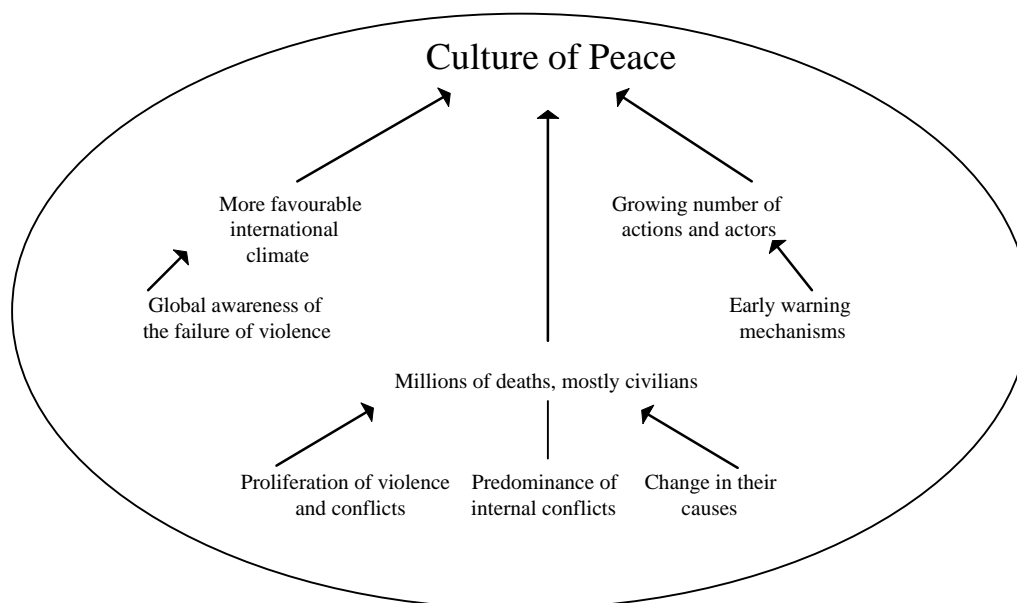
10. The United Nations has become more active in its action for peace than ever before. The United Nations initial emphasis on peacekeeping operations, based on keeping peace between states, is increasingly being extended with a focus on peace-building and conflict prevention.⁵ The United Nations bears primary responsibility for international peace and security issues. However, an increasingly important role is also played by regional organizations. With the end of the Cold War, these organizations have in many cases been able to shift from military concerns to those of peace-building.⁶ Today more than ever before, civil society is experiencing a proliferation of non-governmental organizations (NGOs) in which individuals can engage in humanitarian action for peace and justice. Moreover, with the emerging world communication network, they are increasingly able to link their struggles at the national level to an action on a global scale.

11. Destructive wars have changed their character - they have become predominantly intranational and largely originating in the exploitation of lack of knowledge of others, and of other beliefs, values and perceptions, and ignorance and violation of fundamental human rights.

12. The new political environment of the contemporary world makes it possible to promote security and peace through preventive action at the grass-roots level by the United Nations system, regional intergovernmental organizations, non-governmental organizations, national authorities and organizations, and individuals.

5. The United Nations Secretary-General's Agenda for Peace issued in 1992 was the first broad response to these new challenges. It outlined the areas where the United Nations and its Specialized Agencies would be called upon to intervene: preventive diplomacy which seeks to resolve disputes before violence breaks out; peacemaking and peacekeeping which are required to halt conflicts and preserve peace once it is attained; and post-conflict peace-building which strengthens peace in order to avoid a relapse into conflict.

6. The Organization for Security and Co-operation in Europe (OSCE); the Council of Europe; the Organization of American States (OAS); the Organization of African Unity (OAU); the Commonwealth Secretariat; the North Atlantic Treaty Organization (NATO); etc.



B. UNESCO Constitution

13. The purpose of the Organization - ‘... since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed’ - is defined in its Constitution. More than ever before, wars ‘begin in the minds of men’. Therefore **more than ever before the constitutional mission of UNESCO to construct the ‘defences of peace in the minds of men’ has become relevant and requiring innovative action.** This is especially true taking into account the evolution in the character of wars referred to above.

14. The Constitution assigns the Organization, as a specialized United Nations agency, the general mandate (Article I) of ‘contributing to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world without distinction of race, sex, language or religion’.

15. The UNESCO Constitution was until recently interpreted mainly as referring to actions at the international level in its fields of competence: education, science, culture and communication. For several decades, UNESCO was the only place where the governments of countries belonging to different socio-economic systems and different politico-military blocs could come together in a multilateral forum to discuss and work out common standards and measures in these fields.⁷ Practical measures to promote peace and security at the national or bilateral levels, with some exceptions, were not part of UNESCO’s programme.⁸

16. Whereas peacekeeping and peacemaking are the tasks of the United Nations, it is UNESCO’s constitutional duty to lay the foundations of peace through education, science, culture and communication, to contribute to the acquisition, transfer and sharing of knowledge

7. UNESCO’s great merit - one for which it is indebted primarily to its Constitution - is to have helped those governments to reach a consensus on pre-eminently ethical matters and even to adopt standard-setting instruments thereon, such as the Convention and Recommendation against Discrimination in Education, the Declaration on Race and Racial Prejudice or the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms.

8. Although it was done indirectly, for example, through the Associated Schools and Clubs.

and to foster the values of liberty, dignity, justice and solidarity. Prevention, in fact, is the main focus of attention in the Constitution.⁹

17. It is particularly relevant for UNESCO's action that its Constitution affirms that in order to *'secure the unanimous, lasting and sincere support of the peoples of the world (the peoples, not just the states) peace must be founded ... upon the intellectual and moral solidarity of mankind'*.

18. In order to advance towards peace, the Constitution advocates a two-pronged approach - promotion of human rights, international understanding and the ideals of justice, freedom and solidarity; and contribution to social progress and the common welfare of humankind and to the struggle against discrimination and inequalities. The two approaches have become indissociable. Their pursuit, in order to be effective, implies the need for action at different levels, including at the grass roots.

19. UNESCO's Constitution provides the necessary framework for the Organization's preventive action contributing to peace and security by promoting non-violent and co-operative relationships, in its fields of competence, between individuals within states, between social groups, between states and their citizens and between humans and their physical environment.

20. The present conditions are such that the solidarity referred to in the Constitution, which was until recently seen rather as a dream of the founders of UNESCO, can now be transformed into concrete action at the international and national level as well, to promote and enhance mutual understanding, co-operation and sharing of common values among different peoples and groups thus creating ethical and moral barriers against wars and violence.

Project significance

21. UNESCO has received strong support and encouragement in its action to promote a culture of peace from a great variety of its constituencies. The celebration of the fiftieth anniversary of the Organization gave the occasion to more than 60 Heads of State and government to make written statements to this effect. Some of them expressed their direct support to UNESCO's action to promote a culture of peace (Australia, Bolivia, Bulgaria, El Salvador, Ghana, Haiti, Islamic Republic of Iran, Italy, Luxembourg, Mongolia, Pakistan, Portugal, Republic of Korea, Slovakia, Ukraine).

22. Examples of a concise expression of this support are given by the Australian Prime Minister in whose words: *'UNESCO's work in developing a culture of peace is an important adjunct to the wider United Nations efforts in support of peace, security, and development'*, and by the President of the Council of Italy who wrote: *'I have confidence in UNESCO's ability to adopt the most effective strategies to establish - as it says in its Constitution - in the minds and hearts of men the solid ethical and social foundations of a genuine culture of peace'*.

23. Others did not specifically mention a culture of peace while praising UNESCO for activities that, as a matter of fact, are the major constituent parts of peace-building action.

9. It is implied in its advocacy for the free flow of ideas by word and image, the development of educational activities within countries with a view to equality of educational opportunity, the spread of culture and an effort to maintain, increase and diffuse knowledge.

Perhaps, the most comprehensive statement of this kind was made by the Prime Minister of Belize who wrote: *'The peaceful resolution of global, regional and national conflicts, the search for sustainable solutions to the problems of poverty and unemployment, of inequalities and exploitation, and of threats to our environment, depend more than anything else on the elimination of ignorance and the acquisition of knowledge by all people, the fostering of tolerance and understanding of different cultural values, religious beliefs and socio-political systems'*. In the words of the Prime Minister of the Republic of Guyana: *'Democracy, development, education, science, culture and peace are interlinked and interacting'*.

24. Among factors contributing to peace, they mentioned: **tolerance** (Austria, Botswana, South Africa, France, Guinea-Bissau, Luxembourg, Mongolia, Turkey, Bulgaria, Czech Republic), **mutual understanding** (Austria, France, Indonesia, Kyrgyzstan, Netherlands Antilles), **human rights** (Belgium, Botswana, Bulgaria, Cook Islands, Czech Republic, Luxembourg, Mongolia, Poland, South Africa), **cessation of conflicts** (Botswana, the former Yugoslav Republic of Macedonia, Netherlands Antilles, Ukraine), **cultural diversity** (Belgium, Botswana, Canada, Cook Islands, Denmark, Germany, Guinea-Bissau, Latvia, Mauritius, Netherlands, Poland, South Africa, Ukraine), **democracy** (Belgium, Botswana, Dominica, Lao People's Democratic Republic, Luxembourg, Mongolia, Poland, South Africa, Ukraine) **fight against discrimination** (France, Greece, Islamic Republic of Iran, Luxembourg, South Africa, Turkey), **development** (Belgium, Italy, Mongolia, Pakistan, Poland).

25. UNESCO activities relating to a culture of peace received the direct support of Pope John Paul II and of the Secretary-General of the Council of Europe. On a different occasion, these activities received high recognition in the written statements of the Prime Minister of Israel and the President of the Palestinian Authority, and of the President of the Republic of Moldova.

26. The Summit of African Heads of State and Government which took place in Ouagadougou (Burkina Faso) in June 1998, adopted a decision in which unanimous support is given to UNESCO's Culture of Peace Programme. At the Summit of the Americas held in Santiago (Chile), in April 1998, the Heads of State and Government of the Americas stated that the culture of peace programme initiated by UNESCO could be the framework under which joint activities could be developed in the field of peace education, preservation and strengthening of democracy, justice and human rights. The Organization of American States expressed its full support to the United Nations Programme of Action and Declaration for a Culture of Peace. The Parliamentary Conference on 'Subregional Economic Co-operation Processes', in October 1997 and the 99th Inter-Parliamentarian Conference, Windhoek, in April 1998 emphasized the importance of a culture of peace.¹⁰

10. A number of personalities stressed the importance of a culture of peace (O. Arias, meeting of New York Lawyers Alliance for World Security and Peace; J. Mena, Vice-President of Nicaragua, meeting of Civitas Panamericano; the Appeal of the Nobel Prize Laureates; etc.). Different national and international events included a culture of peace in their work (InterSymp'97, Baden-Baden; Conference of the International Society of Quality of Life Studies, Toronto; Constructing a culture of peace, Peru; Creating an effective interface between civil society, the OAU and governments in Africa; The Hague Appeal for Peace; Peace to City Campaign; Federation of Networks of Women for Peace; The Pontifical Council for Culture; Canadian Peace-Building Co-ordinating Committee; Meeting of the Chiefs of Staff of the Armed Forces of the Member Countries of the Non-Aggression and Defence Assistance Agreement (ANAD); The World Association of Small and Medium Enterprises (WASME); Seminar on 'The Dialogue among the three Monotheistic Religions: Towards a Culture of Peace'; Monaco Conference of the OCSE Parliamentary Assembly: 'Subregional economic co-operation in Europe').

27. Ninety-five heads of delegation at the 29th session of the General Conference spoke in favour of UNESCO's activities to promote peace, human rights and a culture of peace.¹¹ The analysis of their interventions show that:

the Culture of Peace Project (CPP) was praised in 25 interventions;

the general importance of a culture of peace was mentioned in 45 interventions;

mention of the importance of one or several constituent parts of the project was made in 25 interventions;

references/proposals for concrete actions to implement the CPP project were made in 14 interventions.

28. Many Member States reported on their activities to promote a culture of peace:

Africa: Botswana, Côte d'Ivoire, Democratic Republic of the Congo, Ethiopia, Gabon, Mali, Rwanda, Senegal, United Republic of Tanzania, Zimbabwe;

Arab States: Algeria, Morocco;

Asia/Pacific: Kyrgyzstan, New Zealand, Republic of Korea;

Europe: Croatia, Czech Republic, Germany, Greece, Israel, Malta, Norway, Russian Federation, Turkey, Ukraine;

Latin America and the Caribbean: Barbados, Bolivia, Chile, Costa Rica, Cuba, Haiti, Peru.

29. The delegates' interventions regarding the project are summarized in the presentation made at the plenary session of the 29th session of the General Conference (see Annex).¹² At the outcome of the debate, the Director-General in document 29 C/INF.26 referred to '... *the almost unanimous acknowledgement of the culture of peace as the objective of and basis for our action*'.

30. In their reports on the consultations of National Commissions of UNESCO in Africa (May, 1998), Asia and the Pacific (June, 1998), and in Latin America and the Caribbean (June, 1998), on the preparation of UNESCO's Draft Programme and Budget for 2000-2001,¹³ the participants expressed strong support to the project and made proposals specifying its overall contents and reflecting, in particular, the needs of their respective regions.¹⁴

11. For the rigour of the analysis, only those statements were counted where 'culture of peace' was directly mentioned while general statements referring to the role of UNESCO in promoting peace were not retained for that purpose.

12. The Annex does not reproduce statements expressing Member States' general attitude towards the project which was predominantly supportive; rather, it is focused on the substantive aspects of their statements regarding the project's contents.

13. Available at the time of drafting this document.

14. Please refer to the respective final reports.

The Culture of peace at the United Nations¹⁵

31. There is increasing support from Member States for a culture of peace concept and the UNESCO initiatives. This is reflected, in particular, in the growing number of Member States supporting them in the resolutions of the United Nations General Assembly, ECOSOC and the Human Rights Commission.¹⁶ Presented by El Salvador on behalf of 48 Member States, in April 1998, the Commission on Human Rights in Geneva has adopted a resolution entitled 'Towards a culture of peace'. In the resolution, the Commission welcomes General Assembly resolution 52/13 entitled 'Culture of Peace' as well as General Assembly resolution 52/15 in which the Assembly proclaimed the Year 2000 as the International Year for the Culture of Peace. A culture of peace was recognized as a priority action.

32. In resolution 50/173 on the 'United Nations Decade for Human Rights Education: culture of peace', the General Assembly expressed its satisfaction with resolution 5.3 adopted by the 28th session of UNESCO which contains the transdisciplinary project 'Towards a culture of peace' and encouraged the Director-General to take all necessary action to ensure education for peace, human rights, democracy, international understanding and tolerance. It recognized that the activities proposed in the framework of the project contributed in a *direct* manner to building a culture of peace.

Partners and beneficiaries¹⁷

33. Partnerships have been strengthened with members of civil society who, in their individual capacity or as an influential group of society,¹⁸ are among the key elements for the promotion of a culture of peace, in particular: parliamentarians, on issues related to democracy-building and governance; mayors, in the framework of the Cities' Prize for Peace, by encouraging the creation of networks among multicultural cities; public and independent service media, for making time and space available for dialogue and debate, particularly among young people on subjects related to peace, human rights and democracy; religious and traditional leaders in the framework of activities to encourage dialogue between different communities; the armed forces with a view to promoting reflection on non-military threats to peace and security at regional and subregional level; youth, through support to youth initiatives and organizations involved in peace-building; women, through networking of women's associations and organizations. The Organization is constantly entering into new partnerships.

Women's contribution to a culture of peace

34. The concept of culture of peace was used for the first time in a United Nations context outside UNESCO at the Beijing Fourth World Conference on Women, which shows women's particular interest in peace, not only seen as absence of war, but in its broad sense reflecting

15. Detailed information is to be found in document 155 EX/49.

16. General Assembly resolutions 52/13 and 52/15 praising UNESCO and proclaiming the Year 2000 as the International Year for the Culture of Peace.

17. Detailed description of the project's activities at the grass-roots level presented in document 155 EX/49 provides information on the project's beneficiaries. The present report is focused on partners.

18. For example, The Declaration on the Role of Religions in the Promotion of a Culture of Peace (Barcelona, Spain, 1994); 'The Venice Deliberations', Transformations in the Meaning of Security, 1996; 'Security for Peace', co-sponsored by OAS and UNESCO, 1996; a military forum for the culture of peace (San Salvador, 1996); 'From Partial Insecurity to Global Security', International symposium, IHEDN, UNESCO, 1996; meeting of editors and directors of Latin American daily newspapers held in Puebla, Mexico, in May 1997; A dialogue between three monotheist religions to promote a culture of peace, Morocco, February 1998; The Hague Appeal, 1998.

the conditions and content of peace. 28 C/Resolution 5.15 identified women and peace as one of the five among the 12 critical areas of concern of the Beijing Platform for Action that relate clearly to UNESCO's fields of competence. This was further specified in resolution 5.16, inviting the Director-General to undertake a series of activities related to women's contribution to a culture of peace pertaining to the different sectors of UNESCO. The resolution underlines the necessity for UNESCO to implement within its fields of competence the commitments assumed by Member States at the Beijing Conference.

35. The resolution recalled the UNESCO Statement on Women's Contribution to a Culture of Peace, which was prepared on the basis of an Expert Group Meeting in Manila, in April 1995, organized by UNESCO in co-operation with the United Nations Division for the Advancement of Women (DAW), and which serves as one of the basic texts to guide the conception and implementation of activities relating to women and peace. This Statement, presented to the Fourth World Conference on Women and originally signed by women Heads of State and Government, women Nobel Prize laureates and women Heads of United Nations organizations, continues to be signed and used in increasingly wide circles of outstanding women and men.

36. The programme to mobilize women for a culture of peace helps to ensure a gender perspective in the project and to analyse gender-related factors that hamper or inspire a development towards a culture of peace. Particular emphasis is given to Africa, and close co-operation has been developed with outside partners, notably with OAU. A special project on Women and a Culture of Peace in Africa will be implemented in the 1998-1999 biennium.

Evolution of the project's conceptual framework

37. 'Culture of peace' emerged as an idea that took some time to develop on the basis of a continuous dialogue and consultations with the UNESCO various constituencies.¹⁹ It is important to note that the term was used for the first time in the decision taken by the Executive Board of UNESCO in 1989, in relation to the Medium-Term Plan of the Organization which reaffirmed the importance of Major Programme VII - UNESCO's contribution to peace, human rights and the elimination of all forms of discrimination. The decision stressed '*... its perfect harmony with the constitutional mission of UNESCO and the ethical role it is called upon to play in promoting a "culture of peace", a role that is both interdisciplinary and intersectoral*' (131 EX/Decision 4.1, para. 65, June 1989) and '*based on the peaceful solution of conflicts, respect for human rights and fundamental freedoms and equitable development*' (131 EX/Decision 4.2, para. 98).

38. The idea was spelt out by the International Congress on Peace in the Minds of Men, held in Yamoussoukro (Côte d'Ivoire, July 1989). The conceptual framework for UNESCO's action formulated by the Congress can be summarized in the following terms:

Objective: *to construct a new vision of peace by developing a peace culture based on the universal values of respect for life, liberty, justice, solidarity, tolerance, human rights and equality between women and men.*

19. The International Congress on Peace in the Minds of Men, Yamoussoukro, 1989; the round table of eminent persons on The Agenda for Peace: A Challenge for UNESCO, 1993; the first international forum on the Culture of Peace, 1994; the Venice Deliberations, 1994; the first consultative meeting on the Culture of Peace Programme, 1994; an expert group meeting on Women's Contribution to a Culture of Peace, second International Forum, 1995.

Approach: *to promote education and research on peace, and to develop measures for the enhanced application of existing and potential international instruments relating to human rights, peace, the environment and development.*

39. As can be seen from the above, the action envisaged reflected the world situation of its time, by insisting on its international scope. While the Executive Board's decision referred to a general 'interdisciplinary and intersectoral' character of UNESCO action, the Yamoussoukro meeting defined it in more detail by specifying its substantive fields as well as an approach focusing on education and research.

40. UNESCO's initiatives after the Congress were progressively evolving into action plans. Their evolution reflected the broadening of the substantive fields and scope of UNESCO's involvement, the opening of co-operation to increasingly broader categories of constituencies, and progression towards multiple forms of practical action, frequently at the initiatives of Member States, towards closer co-operation with the United Nations system.

41. The very first one - not really related to a culture of peace but rather dealing with some of its components - was presented by the Director-General to the 26th session of the General Conference in conjunction with his report on the implementation of the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms.²⁰ The report stressed that, in compliance with the relevant resolution of the General Conference, particular emphasis had been placed in the Draft Programme and Budget for 1992-1993 (26 C/5 Draft) on ensuring further orientation of the ethical, humanistic and cultural values of international education '*... towards promoting a culture of peace, tolerance, democracy and respect for human rights*' (26 C/82, para. 2).

42. The report referred to '*other major international problems, values and skills*' being taken into consideration in a conceptual framework and the proposed actions relating to:

culture of democracy;

tolerance;

dialogue and peaceful resolution of conflicts;

language teaching;

the Associated Schools Project.

43. The Action Plan included as one of its objectives the stimulation of reflection and action regarding '*... the most needed, but less-developed components of international education related to humanistic, ethical and cultural values, culture of democracy and culture of peace (peaceful resolution of conflicts and promotion of culture and skills of dialogue, consensus, mutual respect, understanding, solidarity and co-operation)*' (26 C/82, Annex, p. 5).²¹ Under Chapter I.2 - Conceptual elaboration of international education -, it proposed actions aimed at '*clarification of pedagogical implications and the integrative role of such concepts as*

20. Submitted in accordance with 25 C/Resolutions 7.1, 7.2 and 7.6 that stressed, in particular, the need to develop an integrated action plan for the development of international education.

21. As can be seen from the citation, the Plan contains one of the very initial attempts to define a culture of peace concept.

“culture of peace” ...’, and ‘conceptual and pedagogical elaboration of “education for peaceful resolution of conflicts”’, including the preparation of sample curricula dealing with the issues relating to culture of peace, tolerance, dialogue, consensus and peaceful conflict resolution (ibid., p. 6). Under the Plan, national educational policies had to be refined in light of ‘... various international gatherings of a standard-setting character, in particular the Yamoussoukro Congress ...’ (ibid., p. 7).

44. It is worth while to note that, at this session of the General Conference, peace and international understanding were treated separately from human rights and elimination of apartheid and all other forms of discrimination, and that ‘a culture of peace’ was mentioned with regard to the first of them.²²

45. While being elaborated in great detail with regard to the contents of international education, the Plan’s interpretation of a culture of peace remained at the level of a related concept, and the General Conference in its resolution regarding the implementation of the 1974 Recommendation²³ did not make reference to it. However, at the same session, and in the framework of Major Programme VII - UNESCO contribution to peace, human rights and the elimination of all forms of discrimination -, the General Conference adopted two resolutions requesting the Director-General ‘to contribute, in the light of the Yamoussoukro Declaration on Peace in the Minds of Men (1989), to elucidating the concept of a culture of peace and to disseminating the Seville Statement on Violence (1989), the Montevideo Declaration on Democratic Culture and Governance (1990) and the results of the Prague Forum on Culture and Democracy’,²⁴ and ‘to explore further the concept of a “culture of peace” in order to clarify for the purpose of UNESCO’s work the links connecting human rights, democracy, citizenship and sustainable development’.²⁵

46. Reference to a UNESCO programme of culture of peace was made at the 140th session of the Executive Board. In its decision, the Board, having expressed its conviction that there was a need for UNESCO ‘... to participate fully in the efforts of the international community to build peace, in particular in areas where conflicts might arise and where peacekeeping operations are decided upon by the United Nations’, decided that ‘an action programme shall be established aimed at promoting a culture of peace’, and stressed, in particular, its role ‘of strengthening and co-ordinating activities that have already been carried out in this connection under the various programme areas’.²⁶ By the same decision, the Board invited the Director-General to ‘... submit to the Executive Board at its 141st session an action programme setting out practical activities to be undertaken, together with various options for its funding, after consultation with the United Nations and with the agencies of the United Nations system that play an active role in the maintenance and promotion of peace’.²⁷

47. In compliance with this decision, UNESCO organized a round table of eminent persons on ‘The Agenda for Peace: A Challenge for UNESCO’, Paris, 1993. The action framework elaborated by the meeting could be summarized as follows:

22. Although the two were treated in the framework of the same major programme.

23. 26 C/Resolution 7.3.

24. 26 C/Resolution 7.1, Part A, paragraph (a)(i).

25. 26 C/Resolution 7.2 - Follow-up to the International Congress on Peace in the Minds of Men: Yamoussoukro Declaration; Seville Statement on Violence.

26. 140 EX/Decision 5.4.2, paragraphs 4 and 5.

27. Ibid., paragraph 6(b).

Objective: *to promote the fundamental and pervasive adoption of the values and daily behaviours of peace and strengthen the conditions which can guarantee that peace is sustainable.*

Approach: *to integrate activities in education, communication, culture and science; emphasis on peace-building in post-conflict situations within the context of the United Nations activities outlined in 'An Agenda for Peace'.*

48. Thus, and for the first time, the conceptual framework for UNESCO's action specifically directed towards the strengthening of a culture of peace emphasized, in particular:

the practical character of UNESCO's action ('adoption of the values', 'daily behaviours');

a multidisciplinary approach involving all fields of UNESCO's competence;

action in post-conflict situations.

49. Particularly relevant was the first international Forum on the Culture of Peace (El Salvador, 1994):

Objective: *to ensure that conflicts inherent in human relationships be resolved non-violently.*

Principles: *peace and human rights are indivisible and concern everyone;*

need to ensure participation of all people at all levels;

a culture of peace cannot be imposed from outside.

Approach: *culture of peace should be elaborated within the process of sustainable, endogenous, equitable human development;*

it should contribute to the strengthening of democratic processes;

it requires the learning and use of new techniques for the peaceful management and resolution of conflicts;

it needs the mobilization of all means of education, both formal and non-formal, and of communication.

50. Peace and human rights were recognized by the participants as indivisible, which was in line with the Constitution of UNESCO. References, under the approach, to the relationship between a culture of peace and sustainable development were fully in agreement with a two-pronged approach advocated in it. These orientations were further developed with regard to some specific related issues. Thus, the Venice Deliberations (1994) highlighted the changing nature of security, and proposed ways of addressing it in the framework of a culture of peace. An operational concept of the culture of peace was further refined at the Paris Consultative Meeting (1994), including methods of conflict management from various cultural traditions. The Expert Group on Women (Manila, 1995) contributed to its development through the Beijing World Conference on Women (1995) which stressed the necessity of replacing, through the strengthening of participatory democracy and key institutions within civil society, male-dominated structures and unequal gender relations with authentic equality between

women and men. This reflection was enriched by examples of practical action by different countries and lessons learnt from them.²⁸

51. In its resolution regarding the Draft Programme and Budget for 1994-1995 (27 C/5), the General Conference came still closer to an action plan for a culture of peace within the framework of Major Programme V, 'Social and human sciences: contribution to development, peace, human rights and democracy', under Programme V.2, 'Peace, human rights, democracy and elimination of all forms of discrimination'. Indeed, it invited the Director-General:

(a) to promote the development of a culture of peace and devise innovative methods for the early prevention and peaceful management of conflicts;

(b) to carry out activities, such as subregional, regional and international meetings, in the area of education, training, intercultural dialogue and mutual understanding, within the framework of the Agenda for Peace, so as to promote a culture of peace that will help to consolidate peace and democracy in the Member States involved in a process of national reconciliation and reconstruction'.²⁹

52. Document 141 EX/16 - Action programme to promote a culture of peace - was based on the results of an international consultation as requested by the Board. The programme's overall objective was formulated as follows: *'The programme will develop a consciousness of peace culture in individuals and organizational actors through a process of task-oriented-cross-conflict participation'*.

53. It contained an action programme integrating more or less traditional UNESCO actions under different programme areas. The action plan was based on a principle of a joint action between UNESCO and other United Nations agencies with a view to creating *'... a climate conducive to reconciliation in countries which have been torn by war or civil strife and where United Nations peacekeeping operations have been or are being conducted'*.³⁰

54. The Board invited the Director-General to pursue consultations *'... with a view to arriving at a clearer definition of all the activities contained in the Draft Programme and Budget for 1994-1995 (27 C/5) that specifically relate to the culture of peace, which is indissolubly linked with human rights, tolerance and democracy'* (141 EX/Decision 5.4.2).

55. Document 142 EX/13 - Action programme to promote a culture of peace - was submitted by the Director-General in conformity with that decision. It contained the programme that has accordingly been revised, examined and discussed by an international round table. In comparison with the previous proposal, the action plan made further progress in the understanding of the concept of a culture of peace. According to it, *'A culture of peace must be understood as a process that grows out of the people themselves and develops differently in each country depending on its history, cultures and traditions. It is clear however, that a culture of peace has to be founded on the recognition of the fundamental value of peace and the peaceful settlement of conflicts ... A culture of peace can only develop in the context of an adequate quality of life of the entire population, which in turn requires its broad participation in endogenous human development'...* *'Sustainable human development at all levels - local to national - calls for specific emphasis to be placed on the constructive*

28. El Salvador and other Latin American countries, Angola, Belarus, Cambodia, Egypt, India, Israel, Mozambique, Palestine, Philippines, Russian Federation.

29. 27 C/Resolution 5.1.

30. 141 EX/16, p. 4.

management of the conflicts that arise in decision-making' ... 'A culture of peace cannot be rigidly defined, nor can it be imposed from outside'.³¹

56. The document identified the emergence of violence related to ethnic and cultural conflicts, and aggravation of socio-economic inequalities in many parts of the world as factors necessitating UNESCO's and the United Nations system's contribution to provide solutions on an urgent basis in pre-conflict, conflict and post-conflict situations.

57. Furthermore, the report emphasized that *'The demands for conflict prevention and post-conflict peace-building challenge UNESCO to play a new, invigorated role in the United Nations system in the active promotion as well as conceptualization of a culture of peace to replace the culture of violence and war. This will require innovative approaches which engage all the fields of competence of the Organization on an integrated multidisciplinary basis'*.³² The document provided the list of activities relevant to the implementation of a culture of peace programme that were already included in the Draft Programme and Budget for 1994-1995 (27 C/5).³³

58. Finally, the document contained proposals for UNESCO's action in conflict situations (section V), post-conflict peace-building (section VI) as well as the presentation of the culture of peace programme based primarily on the pioneer projects in El Salvador and a special programme for South Africa.

59. The Board supported the programme of peace-building in El Salvador and recommended it for the 27th session of the General Conference. It took note of the overall action plan and decided to transmit it, together with the summary of the Board's debate thereon, to the same session of the General Conference.³⁴

60. Member States at the 27th session of the General Conference gave strong support to the concept and to the proposed programme, and made a number of concrete suggestions by stressing: the inextricable linkage between a culture of peace and a culture of democracy and respect for human rights, as well as with development and the eradication of poverty; the transversal and interdisciplinary nature and long-term perspective of the programme to be reflected in the next Medium-Term Plan.

61. By 144 EX/Decision 4.1, the Board recognizing the importance attached by the General Conference to the subject of a culture of peace, as well as the desirability of analysing the subject in the preparation of the Medium-Term Strategy for 1996-2001, invited the Director-General to:

- (a) summarize the ideas voiced during the debate at the 27th session of the General Conference on the concepts underlying a culture of peace;
- (b) take account of the thinking that emerged from the discussions at the first International Forum on the Culture of Peace, held in San Salvador, February 1994;

31. 142 EX/13, pp. 5-6.

32. Ibid.

33. Mobilization of opinion leaders; strengthening of civil society; support to independent media; educational and cultural work with refugees and minorities; contribution to the elaboration of the United Nations early warning system; support to research programmes in pre-conflict situations (ibid., p. 7, for the sake of brevity the activities are presented here using a telegraphic style).

34. The Action Plan was examined by the Board under agenda item 5.4 - Social and human sciences.

- (c) recapitulate the practical proposals to promote a culture of peace put forward at the third meeting of the World Commission on Culture and Development;
- (d) submit to it at its 145th session a report on this matter, accompanied by a project of universal scope for a culture of peace in UNESCO's fields of competence and applicable to diverse social, political and cultural contexts.

62. Finally, the Board requested the Director-General to submit to it at its 145th session a document outlining the arrangements envisaged by UNESCO for the preparation, funding and implementation of national programmes for the culture of peace, and stressed that these should be based on broad co-operation and intersectoral participation at the national level.

63. The first Consultative Meeting of the Culture of Peace Programme (Paris, September 1995), contributed to the elaboration of the report requested by the Executive Board. According to the meeting, *'Building a culture of peace is a process of strengthening democratic attitudes, behaviours and institutions and using non-violent conflict management as an alternative to violence'*.³⁵ Its participants cautioned against UNESCO becoming the world's 'fire-fighter' and stressed its reputation as a 'convenor and distributor of ideas'. They called for better co-ordination with the United Nations system. In essence, they proposed the following framework for UNESCO's action:

1. Education

- (a) peace, universal values and non-violence as part of all education and training;
- (b) teaching of history to reflect moral values and non-violence;
- (c) special programmes to promote intercultural understanding;
- (d) interdisciplinary university programmes.

2. Science

- (a) attention to relationship between environmental degradation, resource scarcity, population growth and consumption, and peace and security;
- (b) peaceful use of scientific research.

3. Culture

- (a) promote non-violent videos;
- (b) artists as 'messengers of peace'.

4. Social sciences

- (a) drafting of new conventions;

35. First Consultative Meeting of the Culture of Peace Programme, Paris, 27-29 September 1994, Final Report, p. 6.

- (b) case studies, country reports on national programmes related to peace issues, including inter-ethnic studies;
 - (c) database.
5. Communication
- (a) free flow of information;
 - (b) making available most advanced communication technology.

64. The meeting stressed the particular role of UNESCO as a catalyst between governmental, intergovernmental and non-governmental organizations, including traditional peace groups, a promoter of 'networking the networks' existing in this field, and finally, as an 'intellectual space' for exchange of ideas.

65. Two documents were submitted by the Director-General to the Executive Board at its 145th session. The first one, 145 EX/5, Part II - Preliminary Proposals for Medium-Term Planning from 1996 and the Draft Programme and Budget for 1996-1997 (28 C/5) -, contained the Director-General's preliminary proposals that took into account the results of consultations with Member States, Associate Members and intergovernmental and international non-governmental organizations. Activities relating to a culture of peace were presented at that session in the form of an interdisciplinary project 'Towards a culture of peace'. Its major components were the following:

- education for peace, tolerance, human rights and democracy;
- promotion of human rights and democracy; struggle against discrimination;
- cultural pluralism and intercultural dialogue;
- prevention of conflicts, and peace-building;
- interdisciplinary project 'Youth and the culture of the future'.

66. Another document, 145 EX/15 - The Culture of Peace Programme: From national programmes to a project of a global scope - has marked a turning point in the further development of a culture of peace concept by significantly enlarging its scope, and the approach to its application. This was done by stressing the primary importance of prevention ('*Prevention is the solution*', '*As our knowledge expands concerning the prevention of conflict and post-conflict peace-building, the parameters of our project will shift to anticipate conflict and thereby prevent its turning into violence*'); the need for a culture of peace '*... to be introduced into every aspect of our lives and into the process of learning*'. The document states that '*What is needed is no less than a global transition from a culture of war to a culture of peace*'.

67. Having taken note of the contents of document 145 EX/15,³⁶ the Board took a decision stressing '*... the need to pursue the process of elaborating the concept of culture of peace*'³⁷ and, '*in order to ensure the satisfactory co-ordination of concrete actions undertaken by UNESCO which are directly contributing to peace-building and to the emergence of a culture*

36. 145 EX/Decision 5.4.1.

37. 154 EX/Decision 4.1, II (c)(ii).

of peace', invited the Director-General 'to elaborate the most appropriate programme structure, such as an interdisciplinary project or a coherent series of specific projects included in the major programmes, with appropriate mechanisms for intersectional co-ordination'.³⁸ Initiatives of the International Decade of the World's Indigenous People were considered by the Board as a most valuable contribution to the Organization's activities to promote a culture of peace.

68. At the outcome of its examination of the Draft Medium-Term Strategy for 1996-2001 (28 C/4) and of the Draft Programme and Budget for 1996-1997 (28 C/5), the Board formulated a number of detailed recommendations that reflected its vision of the project's conceptual framework. The Board welcomed the fact that '... the "Towards a culture of peace" transdisciplinary project emphasizes education for peace, human rights and democracy, the promotion of human rights and the struggle against discrimination in UNESCO's fields of competence and the fostering of intercultural dialogue and free access to information through support for non-partisan, independent and pluralistic media; and considers such types of preventive action to be the Organization's strength in international collaboration towards a culture of peace' (146 EX/Decision 4.1, para. 84). It recommended that in this project more importance be given to education for tolerance, non-violence and international understanding (para. 85).

69. More specifically, the project should, according to the Board:

stress the importance of bilateral and multilateral co-operation in the fields of the teaching of history and historical research ... aimed at encouraging a spirit of peace, tolerance, non-violence and international understanding (para. 87);

mention, among the active promoters of education for peace, human rights, democracy, tolerance, non-violence and international understanding the UNESCO Clubs, Centres and Associations (para. 88); strengthen activities relating to the follow-up to the United Nations Year for Tolerance (para. 94);

include the preparation of a guide for the general public on all the existing procedures for the protection of human rights (para. 89);

stress violations of human rights due to terrorism and violence arising from the overall problem caused by drugs³⁹ (para. 90);

include activities aimed at strengthening preventive action against the exploitation of migrant women workers⁴⁰ (para. 92);

be focused on the efforts aimed at providing emergency assistance during conflicts and at post-conflict peace-building, through activities clearly pertaining to the Organization's fields of competence⁴¹ (para. 96);

give importance to the appropriate implementation of and effective follow-up to the relevant recommendations of 'Audience Africa', particularly those relating to 'democracy in daily life' (para. 97).

38. Ibid., paragraph 68.

39. In the framework of the efforts aimed at improving the protection of human rights.

40. In the action to combat violence against women, in particular in situations linked to migration.

41. Under Unit 4 of this project.

70. The Board felt unable to formulate a recommendation to the General Conference concerning the observatory function of the project pending the examination of the report on this matter to be submitted to it by the Director-General at its 147th session (para. 91).

71. The year 1995 marked another important stage in the refinement of the concept of a culture of peace and the Organization's approach to its promotion. This was the year when the General Conference adopted the Medium-Term Strategy for 1996-2001 as well as the Programme and Budget for 1996-1997.

72. The Medium-Term Strategy was based on the following premises formulated in the Director-General's Introduction:

give full effect to the United Nations Charter and *'to move from the role of the United Nations in which peacekeeping was the essential task, to a more balanced concept that gives conflict-prevention and peace-building all the prominence they merit'*;

promote a *'culture of social interaction, based on principles of freedom, justice and democracy, tolerance and solidarity, and respect for all human rights; a culture that rejects violence and, instead, seeks a solution to problems through dialogue and negotiation; a culture of prevention that endeavours to detect the sources of conflicts at their very roots, so as to deal with them more effectively and, as far as practical, to avoid them'*;

'to act, and first of all at the national level, since no purpose is served by adopting declarations, strategies and charters if countries do not provide themselves with specific plans, precise objectives and timetables to be adhered to in order to embark - while there is still time - on those changes of course that have become inevitable'.⁴²

73. In presenting the overall character of UNESCO's action, the Strategy affirms that *'UNESCO must, as of today, and by taking full advantage of the new international situation, reinforce its contribution to long-term peace-building'*. Furthermore, it underlines that *'whereas, in the past, peace and security, economic and social development, human rights and security were considered to be separate issues, the demonstration of their interdependence is without doubt one of the major conceptual innovations of recent years and should, in future, lead to a profound reshaping of the approaches, strategies and working methods of the United Nations system as a whole'*.⁴³

74. The culture of peace is defined here *'as all the values, attitudes and forms of behaviour, ways of life and of acting that reflect, and are inspired by, respect for life and for human beings and their dignity and rights, the rejection of violence, including terrorism in all its forms, and commitment to the principles of freedom, justice, solidarity, tolerance and understanding among peoples and between groups and individuals'*.⁴⁴

42. 28 C/4, The Director-General's Foreword.

43. According to the Strategy, development has obvious priorities, which include: encouraging economic growth and job creation; combating poverty and the concomitant processes of social exclusion; improving living conditions, especially in rural areas; slowing down the growth of the disparities that exist both among and within nations; promoting the establishment of a more equitable international economic environment; and easing the burden of debt and the effects of certain structural adjustment policies that affect the well-being of large sections of the population in developing countries.

44. 28 C/4, paragraph 60.

75. According to the Medium-Term Strategy, the culture of peace implies, '*... the creation of an environment for living that is consistent with human dignity, in which all those who are excluded, isolated and marginalized would find an opportunity for genuinely becoming part of society. It implies the elimination of poverty and its attendant ills, more equitable sharing of both prosperity and knowledge, and the possibility for everyone to receive an education or to return to education. It also implies consolidation of democratic processes, because only democracy can ensure the right to the rule of law and the respect of all rights*'.⁴⁵ As a matter of fact, this statement has become the broad objective that UNESCO will pursue under its Medium-Term Strategy for 1996-2001 in all its fields of competence.

76. The Medium-Term Strategy establishes that this action, in order to succeed, requires: the rejection of the use of force and of violence in all its forms in relations not only between States, but also between groups and individuals; the seeking of solutions to conflicts, disagreements and divergences through dialogue and democratic methods; a determined effort to combat racism, xenophobia and the various violent manifestations of fundamentalism and nationalism; respect for human rights; the establishment and consolidation of democratic principles within nations and in international relations; the right to equitable development for all; respect for the rights of minorities; the preservation of the diversity of the natural, cultural, scientific, genetic and ethical heritage; recognition of the right to peace.

77. In line with these general orientations, UNESCO's action for a culture of peace is presented in document 28 C/4 under the chapter 'Strategies for contributing to peace-building' that comprises the following components:

encouraging education for peace, human rights and democracy, tolerance and international understanding;

promotion of human rights and the fight against discrimination;

supporting the consolidation of democratic processes;

encouraging cultural pluralism and dialogue between cultures;

contributing to conflict prevention and post-conflict peace-building.

78. The 28th session of the General Conference examined the Organization's activities relating to a culture of peace presented to it for the first time in the form of a transdisciplinary project. The General Conference '*recognized the promotion of a culture of peace as an essential and guiding objective of UNESCO's Medium-Term Strategy for 1996-2001*', and invited the Director-General to '*... increase the intellectual and technical support to Member States for national programmes and initiatives for a culture of peace in UNESCO's fields of competence*'. It welcomed initiatives taken by the Director-General during the preceding biennium '*... which have led to innovative methods for the prevention and peaceful management of conflicts and the promotion of a culture of peace to help to consolidate peace and democracy in Member States involved in a process of national reconciliation and reconstruction*'.⁴⁶

45. 28 C/4, paragraph 61; this, in essence, is nothing less than what the Heads of State and Government, meeting in Copenhagen in March 1995 at the World Summit for Social Development, wrote into the General Declaration adopted at the end of the meeting.

46. 28 C/Resolution 5.12.

79. At its 151st session, the Board examined the report on the implementation of the transdisciplinary project 'Towards a culture of peace'⁴⁷. In particular, the 'added value' of the project was related here to the fact that the process of enabling dialogue and creating the foundations of a culture of peace has already begun to bear fruit in various countries and a global movement in favour of a culture of peace is evolving. An 'added value' resulting from a variety of activities at the national and subregional levels was summarized as follows:

1. the creation and reinforcement of 'consciousness' of violence refusal and peace;
2. a greater coherence of UNESCO's image concerning its action in 'building peace in the minds of men' and women;
3. a cohesion of programming which is leading to comprehensive, more effective actions and on implementing the mission entrusted to UNESCO;
4. a better exchange and analysis of information (inside and outside the Organization);
5. its growing role as catalyst and facilitator for organizations and individuals to work with UNESCO in pursuit of the common goal of a culture of peace.

80. At the 152nd session, the Board, approved, on an experimental basis, the Statutes of the UNESCO Cities for Peace Prize that were placed '*... where the principle of a culture of peace becomes a daily reality*',⁴⁸ bearing in mind '*... the vital importance and growing influence of local action and the contribution it can make, in both the short and long term, to the establishment of a culture of peace*'.⁴⁹

81. The very last document examined by the Executive Board was entitled 'Preliminary consolidated report to the United Nations on a culture of peace' (154 EX/42) and prepared in response to the General Assembly's resolution 52/13. Placed in the perspective of the United Nations action and considered as a priority by UNESCO, a culture of peace was defined in the document as consisting '*... of values, attitudes and behaviours that reflect and inspire social interaction and sharing, based on the principles of freedom, justice and democracy, all human rights, tolerance and solidarity, that reject violence, endeavour to prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation and that guarantee the full exercise of all rights and the means to participate fully in the development process of their societies*'.⁵⁰

82. According to the document, the added value of the project '*... consists of the co-ordination of a wide, transdisciplinary range of perspectives and actions in a synergetic fashion and the co-operation of actors from a wide range of views and affiliations who are enabled to work together in the implementation of these actions, despite their differences and conflicts, for common goals*'.⁵¹

83. A more extended version of the concept of a culture of peace is given in the Draft Declaration on a Culture of Peace that will be submitted by the United Nations Secretary-

47. The document was presented in conformity with 146 EX/Decision 4.2, paragraph 83 and 150 EX/Decision 5.1, paragraph 62.

48. 152 EX/Decision 3.7.3, Annex, paragraph 2.

49. Ibid., paragraph 5.

50. 154 EX/42, paragraph 2, of the Executive Summary.

51. 154 EX/42, paragraph 1.

General, in co-ordination with the Director-General of UNESCO to the forthcoming session of the General Assembly. It is formulated here as: *'the set of values, attitudes, traditions, modes of behaviour and ways of life that reflect and inspire:*

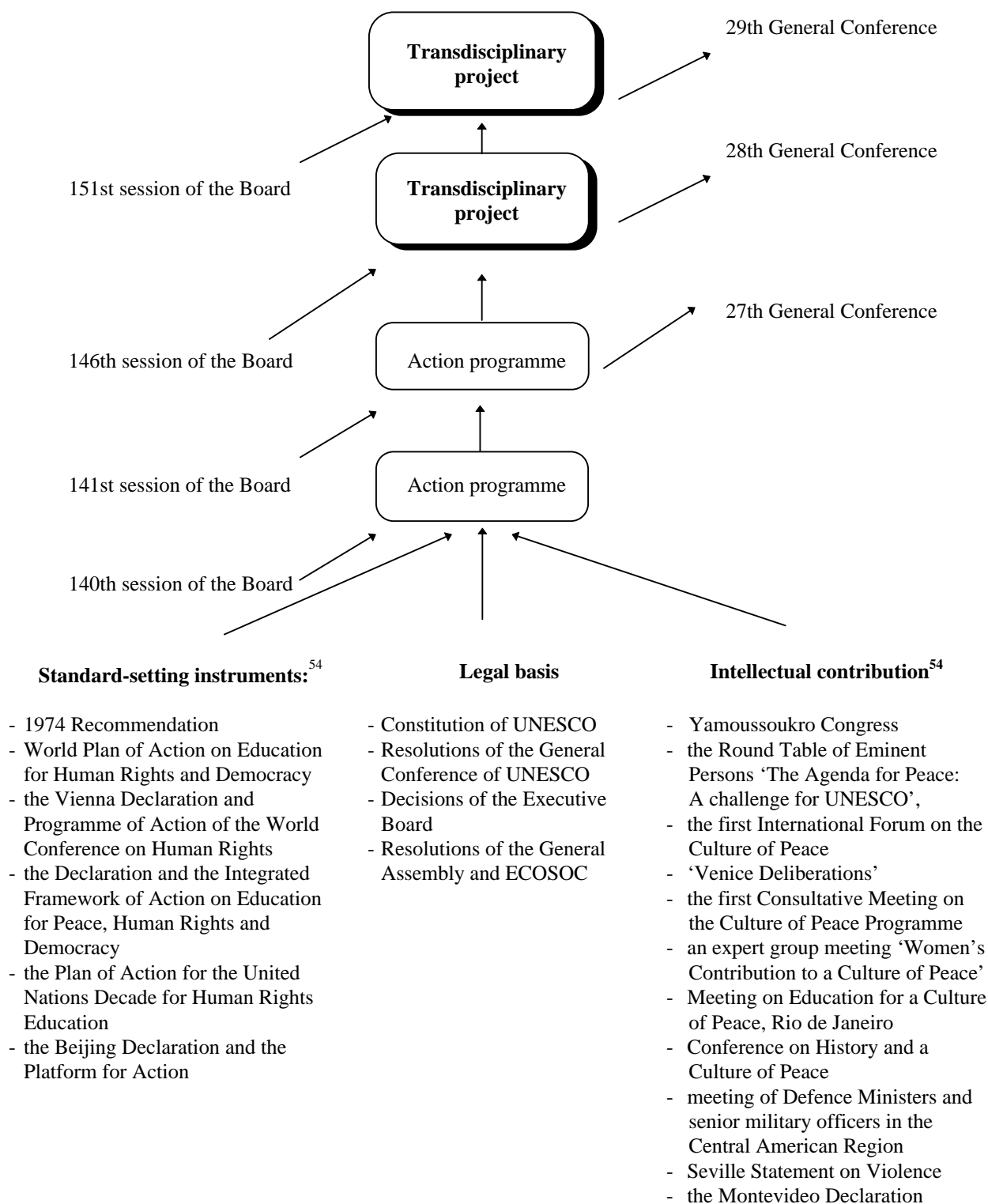
- (a) *respect for life, for human beings and for all human rights;*
- (b) *rejection of violence in all its forms and commitment to the prevention of violent conflicts by tackling their root causes to solve problems through dialogue and negotiation;*
- (c) *recognition of the equal rights and opportunities of women and men;*
- (d) *recognition of the rights of everyone to freedom of expression, opinion and information;*
- (e) *attachment to the principles of freedom, justice, democracy, tolerance, solidarity, co-operation, pluralism, cultural diversity, dialogue and understanding between nations, between ethnic, religious, cultural and other groups, and between individuals;*
- (f) *dedication to a caring society which protects the rights of those who are weak through sustained, long-term action for human-centred, mutually supportive development; and*
- (g) *commitment to full participation in the process of equitably meeting the developmental and environmental needs of present and future generations'.⁵²*

84. 'A key to a culture of peace is the transformation of violent competition into co-operation based upon the sharing of values and goals. In particular, it requires that conflicting parties work together to achieve objectives of common interest at all levels, including the development process.'⁵³

85. As a result of a long process of reflection and conceptualization, the culture of peace emerged, not as an abstract concept, but as a long-term action to be designed as a coherent set of aims, priorities, approaches and methods of action, partnership arrangements, and specific activities, taking into account in each case the historical, political and sociocultural context for such an action. The graphic below presents this process by showing, in particular, the 'roots' of the culture of peace (legal basis, standard-setting instruments, and intellectual contribution), and the involvement of the governing bodies of UNESCO in its conceptual and operational framework:

52. Ibid., paragraph 60.

53. Ibid., paragraph 62.



Transdisciplinary project: Towards a culture of peace

86. In the introductory part of the project description, the response to the question as to why should there be a separate project if, according to the UNESCO Constitution, all its activities ought to contribute to peace, respect for justice, for the rule of law and for human rights and fundamental freedoms is given by stating that the project was needed to *'highlight both the*

54. The list is not exhaustive.

contemporary relevance and the specificity of the contribution which UNESCO is making to peace-building, in the very spirit of the Medium-Term Strategy for 1996-2001'.⁵⁵

87. The substantive components of the project are found in all programme sectors of the Organization. *'The project must not be understood as an additional dimension of UNESCO's activities, but as an essential component of the whole action of the Organization.'*⁵⁶ Accordingly, the project brings together the activities which UNESCO intends to carry out to promote adherence to and fostering of knowledge, skills and attitudes related to the values of :

- (a) respect for human rights and democratic principles;
- (b) rejection of violence and all forms of discrimination, including gender discrimination;
- (c) attachment to the principles of freedom, justice, solidarity, tolerance and understanding, both between peoples and between groups or individuals.

88. The role of the Unit responsible for the project is mostly that of co-ordinator and facilitator of dispersed activities.

89. The project's approach emphasizes UNESCO's catalytic role in supporting Member States' efforts to build peace in the minds of men in accordance with the commitments they made when they ratified the Constitution of UNESCO.

90. The conceptual framework of the transdisciplinary project 'Towards a culture of peace' has undergone a series of modifications that reflect the results of a continuous process of reflection that took place at a number of international meetings and events. As can be seen from the above analysis, the governing bodies of UNESCO were actively involved in this process and provided essential elements for the project's conceptual framework. It has been a permanent interaction between the Member States - Secretariat - Executive Board - General Conference - and, more recently, the United Nations General Assembly.

91. The General Conference at its 29th session authorized the Director-General to implement this transdisciplinary project in accordance with the Director-General's proposal presented in the Draft Programme and Budget for 1998-1999 (29 C/5 Draft).⁵⁷

92. The project is subdivided into three (not four as in document 28 C/5) units. Each unit is structured as follows:

1. unit's title;
2. relevant paragraphs of the Medium-Term Strategy for 1996-2001;
3. broad statement of objective;
4. background that includes a brief presentation of the results in the relevant field achieved so far as well as references to major events that justify UNESCO's action;

55. 29 C/5 Approved, p. 121.

56. DG/Note/97/22 of 16 June 1997, paragraph 3.

57. 29 C/Resolution 38.

5. main lines of action that specify broadly-stated objective and describe approaches to attain them;
6. specific activities corresponding to each unit are presented in the chapter 'Technical details' to include:

main meetings,

main publications,

main partners.

93. The project's conceptual framework is reflected in its intersectoral and interdisciplinary implementation design, which corresponds to the orientations expressed in a great number of Member States' statements. This design is illustrated in the following table:⁵⁸

Title of the project's constituent component

Implementing Units of UNESCO

Unit 1: Culture of peace: raising awareness and building partnership:

- . Division of Peace, Human Rights and Democracy (SHS Sector);
- . Division of Cultural Pluralism (CLT Sector);
- . Culture of Peace Co-ordinating Unit (CPP);
- . Department of Legal Affairs (LAD);
- . Unit for Co-operation with Parliamentarians (BRX).

Unit 2: Educating for a culture of peace:

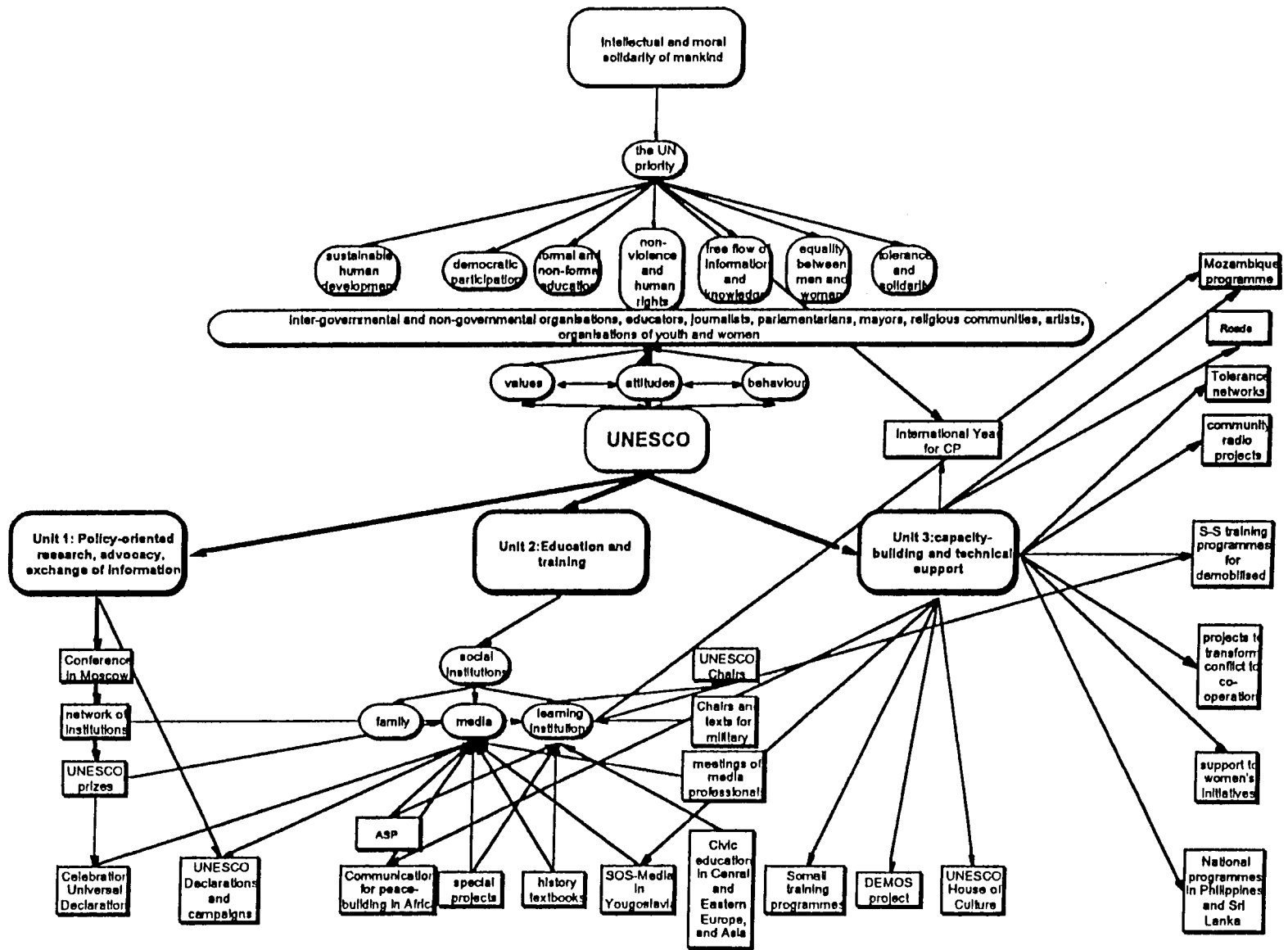
- . Section for Humanistic, Cultural and International Education (ED Sector);
- . the International Bureau of Education;
- . Division of Peace, Human Rights and Democracy (SHS Sector);
- . Division of Cultural Pluralism (CLT Sector);
- . Culture of Peace Co-ordinating Unit (CPP).

Unit 3: Culture of peace in action:

- . Division for the Reconstruction and Development of Education Systems (ED Sector);
- . Communication Division and Unit for Freedom of Expression and Democracy (CII Sector);
- . Division of Peace, Human Rights and Democracy (SHS Sector);
- . Division of Cultural Pluralism (CLT Sector);
- . Division for Intercultural Projects (CLT Sector);
- . Culture of Peace Co-ordinating Unit (CPP);
- . Emergency Operations Unit and Palestinian Unit (DRG);
- . Office for Co-operation for Peace Research (CPR).

58. 29 C/5, Technical details; as a matter of fact, such a double-entry matrix was requested by one of the sessions of the Executive Board.

Culture of peace and its realisation



94. After considering the elements put forward in the present report, the Executive Board might wish to consider the following draft decision:

The Executive Board,

1. Recalling its relevant decisions, and, in particular, 151 EX/Decision 5.1, paragraph 59 and 154 EX/Decision 8.5, paragraph 6,
2. Appreciating the analysis presented in document 155 EX/48 entitled 'Evaluation report on the transdisciplinary project "Towards a culture of peace"',
3. Encourages all the Member States to further implement, with all the partnerships possible, and particularly through UNESCO's Clubs and Centres, as well as the Associated Schools, the array of activities leading to a culture of peace;
4. Invites the Member States to prepare, from now on, the celebration of the Year 2000 as the International Year for a Culture of Peace;
5. Invites the Director-General to present a similar report at its 160th session on the progress achieved by the 'Culture of Peace' project, both in UNESCO and in the United Nations.

ANNEX

MEMBER STATES' POSITION WITH REGARD TO THE PROJECT CONTENTS

Part I: Summary of the debate of Commission V of the 29th session of the General Conference¹

1. More than 100 Member States and eight representatives of non-governmental organizations took part in the debate concerning item 3.3 of the agenda, and in particular, the project 'Towards a culture of peace'. The vast majority of delegates underlined the pre-eminent role of UNESCO in promoting a culture of peace in the world. Several of them noted that real progress has been made over the last biennium in strengthening the intersectoral and transdisciplinary approach of the project. They also recognized that the strategies outlined in document 29 C/5 were more integrative, covering all areas of UNESCO's fields of competence. However, while recognizing that the Organization had been active in promoting peace, democracy and human rights in the Member States, many delegates stressed that UNESCO should work principally within its fields of competence so as to avoid overlaps with other organizations' prerogatives, especially the United Nations.

2. Under Unit 1, 'Culture of peace: raising awareness and building partnerships', there were numerous requests for increased research on the practical application of the culture of peace, especially on the use of traditional methods of conflict resolution, and frequent mention was made of the evolving theoretical and practical framework of the culture of peace. While a number of countries indicated that they were themselves engaged in this process, several requested that UNESCO do more in this regard. In reply to the concerns expressed about the clarification of the concept and its objectives as well as a demonstration of the added value, the delegates were reminded that early in 1998 there would be an evaluation of the transdisciplinary project and the results would be presented to the 155th session of the Executive Board.

3. Several Member States mentioned the culture of peace contribution to the United Nations General Assembly provided in document 29 C/INF.17. The elements requested by the General Assembly were viewed with favour by various delegations as a potential strengthening of the efforts and capacities of the United Nations system in the field of non-military approaches to security. The delegation of Côte d'Ivoire indicated that, with many other sponsors, it has recently submitted a resolution to the General Assembly with a view to proclaiming the year 2000 as the International Year for a Culture of Peace, with UNESCO as the focal point. Several delegations expressed interest in the new initiatives relating to women and the culture of peace. Reference was made to the Oslo meeting on 'Male roles and masculinities in the perspective of a culture of peace' and several mentioned the need to improve the socialization of men and to enhance their role in peace as well as that of women. One delegation requested that the findings of the Oslo meeting be properly integrated in the work plans of the next biennium, while two others mentioned the importance of organizing regional meetings with 'empowered' women in order to strengthen and broaden their networks and their roles as promoters of the culture of peace. It was also noted that the issue of youth, who are deprived of their rights because of economic and social exclusion, should be given more attention under the culture of peace project.

1. Based on document 29 C/INF.36 - Presentation in plenary of the Reports of the Commissions by their Chairpersons (Chairperson of Commission V).

4. Many delegations stressed the need to develop partnerships with a wide variety of actors involved in peace-building (international, national, governmental and non-governmental). Some delegates expressed the wish that more attention should be paid to making UNESCO activities available to a wider number of partners. They also suggested that UNESCO should collect and share information on experiments carried out by the various persons and groups working in this area. As noted by the representative of the Director-General, information and networking were a key aspect of the project, on which new emphasis had been placed in document 29 C/5. As the movement of culture of peace expanded, UNESCO would increasingly ensure the widespread sharing of information, research and programme results, which would be made available on the transdisciplinary project website, and in a newsletter and occasional publications. During the debate, the delegate of Ukraine drew attention to his delegation's proposal to launch a project for the development of a culture of peace, tolerance and demilitarization aimed at national and regional stability, and at promoting security in South- and South-West-Central Europe. It was also proposed to convene an international conference on this subject.

5. A very high priority was given to Unit 2, 'Educating for a culture of peace', which was deemed by many delegates to be the main pivot of the transdisciplinary project. They asked that education for a culture of peace be imparted at all levels, ranging from early childhood education to higher education and embracing both formal and non-formal education. Several priority target groups were identified, such as marginalized youth, demobilized soldiers, young men, girls and women.

6. Numerous delegates were particularly concerned about the increased level of violence in schools and society, and the urgent need to gear education to contributing to preventing and eliminating its causes. Delegates called for the further development and use of educational methods that provide mediation and negotiation skills for the non-violent resolution of conflict. The production of auxiliary educational material for use in schools, such as short films and videos, was also advocated.

7. Special attention was given to human rights education, which a number of delegates felt was a prerequisite for peace and for the effective respect of human rights. Accordingly, several participants underlined the leading role of the Organization in the framework of the United Nations Decade for Human Rights Education (1995-2004). Strong support was given to the training and retraining of teachers. A number of delegates expressed interest in the new educational materials produced by UNESCO, such as the Tolerance Guide, the Human Rights Manual and the Peace Pack for elementary schools, and stressed the need to have them translated into national and local languages. The preparation of information and educational material on human rights and democracy issues, both in the form of publications and audiovisual material was encouraged by a great number of participants.

8. The reinforcement of national capacities in human rights education - mainly through the monitoring role played by the Advisory Committee on Education for Peace, Human Rights, Democracy, International Understanding and Tolerance, as well as regional meetings on human rights education - was also underlined. Several participants regarded the further development of educational and research networks in this field, notably the UNESCO Chairs on peace, human rights and democracy, as a crucial means of reinforcing human rights education at the university level.

9. A number of delegates drew attention to the importance of revising textbooks, particularly history books in order to eliminate stereotypes, inaccuracies, prejudices and so on, and underlined the need for multilateral co-operation in this endeavour. The UNESCO International Textbook Research Network was considered to be instrumental in this respect.

10. Several delegates strongly emphasized the importance of promoting bilingual and plurilingual education through the activities of the LINGUAPAX project and the LINGUAUNI university network, which promotes the teaching of foreign and national languages, first languages and the social sciences. Mention was made of the second workshop to be held in Cochabamba, Bolivia, in December 1997, with the aim of developing the LINGUAPAX network and commencing the preparatory work for the World Linguistic Report.

11. Many delegates singled out the high priority of promoting a culture of peace through grass-roots action by launching and reinforcing the Associated Schools Project Network. They expressed interest and satisfaction in regard to the ASP network pilot projects under way and to the innovative initiatives and materials recently produced. Several of them drew attention to the complementarity between the ASP network and UNESCO Clubs, both of them being effective and valuable vehicles for spreading the ideals of UNESCO.

12. The important contributions of the UNESCO Advisory Committee on Education for Peace, Human Rights, Democracy, International Understanding and Tolerance and the implementation of the 1974 UNESCO Recommendation and Integrated Framework of Action on Education for Peace, Human Rights and Democracy were highlighted. Follow-up to the European meeting on Human Rights Education (Turku/Abo, Finland) was requested by a number of delegates as well as the holding of similar meetings elsewhere. Support was given to Denmark's proposal to establish an International Academy for Education and Democracy. One delegate mentioned his country's desire to set up a regional/international centre of education for international understanding and requested UNESCO's collaboration.

13. While underlining the intersectoral and interdisciplinary nature of the educational action for a culture of peace, some delegates were concerned about the co-ordination of educational activities for the programme, considering them crucial for the success and continuing support of Member States.

14. Under Unit 3, 'Culture of peace in action', many delegations from all regions of the world described their own national initiatives for a culture of peace.

15. The delegates who made reference to the implementation of the culture of peace in the Middle East expressed their full support for the Programme of Assistance to the Palestinian People. Various delegations expressed their support for Granada II, a UNESCO programme of joint Israeli-Palestinian projects. Other delegates considered that co-operation in the Middle East would only become a reality after the region benefited from a just and global peace.

16. Some delegations expressed concern about the follow-up to Audience Africa in relation to the Culture of Peace project. The representative of the Director-General indicated that a variety of programmes, all in co-operation with the Organization of African Unity (OAU), were being undertaken. These included the OAU early warning system and conflict resolution mechanism and the communication for peace-building of the United Nations Special Initiative for Africa. In addition, the culture of peace would be a main item on the agenda of the International Committee, chaired by Ms Graça Machel, for the follow-up to Audience Africa

at its next meeting in March 1998. Many delegations also expressed their wish to be involved in the special project on women and the culture of peace in Africa. They described various initiatives carried out in their own countries and called for a broader partnership.

17. Many interventions referred to the 'Roads' projects as exemplary models of intercultural dialogue contributing to the promotion of peace. Regarding the 'East-West Intercultural Dialogue in Central Asia' project, it was considered that this initiative would further enrich the UNESCO transdisciplinary project, in particular through its new approaches to tolerance. It was also stressed that the creation of situations whereby intellectuals, scholars and artists were brought together on international platforms represented a major contribution by UNESCO to a culture of peace, and the hope was expressed that the new project would continue in the same manner as the 'Silk Roads' project in this respect.

18. Eight countries spoke on the 'Slave Route' project. Its multiplier effect was stressed as well as the fact that study of the causes and interactions generated by the tragedy of slavery provided essential elements for the building of a culture of peace. The importance of sites of memory was again underlined in this context. During the approval of Commission V's written report, Cuba and Haiti expressed their wish to see their draft resolutions 29 C/DR.7 and DR.51 adopted in their entirety.

19. Other delegations dwelt on the importance of the 'Iron Roads' project, emphasizing that the 'Roads of Al-Andalus' project was playing a fundamental role in advancing inter-religious and intercultural dialogue; they expressed the wish that UNESCO would work in close co-operation with the 'El legado Andalusi' project of the Government of Andalusia in Spain. Two countries spoke on the 'Roads of Faith' project, highlighting the importance of inter-religious dialogue for youth.

20. As regards the role of youth, two delegations expressed their interest in the continuation of the 'Everyday Intercultural Dialogue' project in Africa. Moreover, a similar project to be implemented during the 1998-1999 biennium in the Pacific was also supported by various delegations.

21. With regard to the role of history in the strengthening of long-term peace, the wish was expressed that history and the social sciences should be mobilized in order to carry out research for the study of the historical and sociocultural origins of the conflicts that are tearing Africa apart. Some delegates also expressed their interest in the history projects and expressed the wish that everything should be done to enable their completion.

22. More general remarks concerned the formulation of projects to oppose the exacerbation of identity, which could lead to the break-up and segregation of the present world; the enhancing of cultural rights - and the rights of indigenous peoples - in the countries of the Asia and the Pacific region; the exploration of 'inter-tribal jokes', which make fun of former prejudices in the process of inter-ethnic confidence-building; the revision of the function of museums as places of collective memory and the proposal to create a museum for peace; the examination of the role of cultural diversity as a major ingredient in a culture of peace; and the undertaking of non-political comparative studies on the status of minorities in the Balkan region.

23. Further to these remarks, the representative of the Director-General recalled the role of spirituality in the creation of UNESCO and underlined, consequently, the importance given to

inter-religious dialogue. Such dialogue was being taken into account in the two intercultural dialogue projects 'Roads of Faith' and 'Roads of Al-Andalus'.

24. The importance of spiritual matters in many Member States justified the greater emphasis placed on inter-religious dialogue in the transdisciplinary project 'Towards a culture of peace', in which religious leaders and laymen were to co-operate very closely.

25. Referring to item 4.7, 'Fiftieth anniversary of the Universal Declaration of Human Rights: UNESCO action', a large number of participants stressed the leading role to be played by UNESCO in this commemoration. They expressed strong support for the UNESCO plan of action for the celebration of this anniversary, which was submitted for their consideration. The following two patterns of this celebration were underlined: first, the preventive dimension; in order to ensure a complementary approach to this celebration within the United Nations system, priority should be given by UNESCO to awareness-building and educational activities, particularly those aimed at children and youth. The action of the Organization should be geared to promoting the content of the Universal Declaration of Human Rights and other international human rights instruments, with a particular focus on human rights lying within its fields of competence. Secondly, the action-oriented dimension; in the view of many participants, the celebration should be directed towards the future, and not the past. Taking into account both the achievements and current challenges in terms of human rights implementation, the celebration should lead to the identification of innovative activities and pilot projects, to be carried out within the context of the United Nations Decade for Human Rights Education (1995-2004).

26. Under item 4.12, 'Follow-up to the United Nations Year for Tolerance: Report by the Director-General', 11 delegations of Member States and two non-governmental organizations strongly supported the need to multiply efforts to continue to apply the provisions of the Declaration of Principles on Tolerance and of the Follow-Up Action Plan to the United Nations International Year for Tolerance.

27. The Commission unanimously decided to recommend that the General Conference adopt the draft resolution contained in paragraph 65 of document 29 C/56 in which the Director-General invited inter alia to '... give priority to the promotion of tolerance and non-violence during the next biennium ...'.

28. The debate on item 4.14, 'Report by the Director-General on the human right to peace' was particularly rich and lively. A great number of delegates expressed their support for the preparation and adoption by UNESCO of a Declaration on the Human Right to Peace as the Organization's contribution to the commemoration of the fiftieth anniversary of the Universal Declaration of Human Rights, while other delegates expressed reservations in this regard, particularly concerning the content of a human right to peace, and the competence of UNESCO to draw up a standard-setting instrument of this kind. Many interventions contained support for the motivations and ideas underpinning the draft Declaration on the Human Right to Peace, particularly in view of the current situation of violence and conflict in various regions of the world; many also took the view that the preparation of such a declaration involved complex legal issues which should be dealt with in an appropriate manner by governmental experts.

29. All speakers expressed the wish that a consensus should be reached on this item. At the proposal of one delegate, a drafting group was set up, composed of 32 members of the

Commission. The group drew up a revised version of draft resolution 29 C/COM.V/DR.3, which the Commission adopted by consensus.

30. The draft Declaration on the Responsibilities of the Present Generations Towards Future Generations (item 6.6) received overwhelming support during the debate in Commission V. A large majority of the Member States commended the initiative of the Director-General in drawing up such a declaration in the context of the ethical mission of UNESCO regarding the moral and intellectual solidarity of humankind. The debate clearly brought into focus the links between the values underpinning a culture of peace and those reflected in the Declaration which, on the threshold of the twenty-first century, will give impetus to solving present-day problems for creating a better world. As such, several Member States underlined the importance of follow-up measures, notably through educational activities, so that the ideals and values enshrined in the Declaration could become widely known and have an impact. It was noted that this Declaration, which was the result of a long process of elaboration, had been very carefully prepared by the Working Group of Governmental Experts and that the Executive Board at its 152nd session had given it full consideration before presenting it to the 29th session of the General Conference. Commission V therefore recommended that the General Conference adopt the draft Declaration on the Responsibilities of the Present Generations Towards Future Generations submitted to it by the Executive Board.

31. Lastly, debate 7 - the preliminary debate on the main lines of emphasis of the Draft Programme and Budget for 2000-2001 (30 C/5) - took place on Saturday morning, 8 November. Twenty-two speakers from Member States and one from a non-governmental organization took the floor. The results and conclusions of this wide-ranging debate are contained in document 29 C/84 and Add. and Corr.

32. The purpose of this debate was to highlight the broad policy options on the basis of which the Director-General would begin, in early 1998, the process of consultations leading to the preparation of document 30 C/5. Accordingly, the aim was to identify some important issues on which consultations should be held with the Member States and their National Commissions, and with the intergovernmental and non-governmental organizations maintaining relations with UNESCO.

33. The programme commissions were to carry out this task in the light of the examination of document 29 C/5 that they had just completed. This was attempted throughout the meetings by the speakers, who expressed their views on the possible changes that might be the subject of the consultations. It was foreseen in document 29 C/2 that the policy options resulting from these meetings might be presented in the reports of the commissions in the form of brief questions or proposals. The results of this prolific debate are reproduced in the written report of Commission V.

34. There are the two focal points of the concerns shared by a large number of delegations. The first consists in asking UNESCO to give all due attention to transversality, both conceptually and in the design and implementation of the corresponding programmes and projects. The second is to introduce transversality into the work of the programme commissions in order to resolve the contradiction implicit in the fact that Commission V applies a transversal approach to themes that are dealt with in parallel by the other commissions without any opportunity of exchanging ideas on the subject. Both problems merit reflection on ways and means of finding a solution.

35. A transdisciplinary approach should be applied in all the fields of competence of the Organization. This does not imply the creation of new transdisciplinary projects in terms of structures; instead intersectoral co-operation should be reinforced to further this aim in the context of existing structures. Transdisciplinarity should also be taken into account in the organization of the work of the General Conference itself, in order to allow different commissions the opportunity to debate themes of common interest.

Part II: Specific remarks (extracts from speeches)

... The culture of peace programme is a realistic programme of work. It can contribute to improving intercultural understanding and strengthening multilateral co-operation between developed and developing countries. My country hopes that the programme's objectives will be more clearly defined, with a view to giving it a more practical content. It should include more local and regional initiatives aimed at stimulating synergy in international co-operation and solidarity.

... The co-ordination of efforts within the United Nations system is seen as very crucial in this context.

... The culture of peace project is truly part of UNESCO's tradition. The programme must become effective but should not encroach upon that of the United Nations; it should target goals which UNESCO has the means to achieve. Global mobilization must be sought. The plan for this programme should be clarified.

... Special attention should be given to actions designated to prevent discrimination, to instigate research, intercultural and inter-religious dialogue within regions and subregions.

... All activities under this programme should be within its (UNESCO's) fields of competence as well as in conformity with the relevant decisions of its governing bodies. 'Co-operation with armed forces' should fall clearly within its (UNESCO's) fields of competence and initiatives in this regard should be taken in close co-operation with its Member States through the usual channels of co-operation.

... My government endorses the twin-track approach of the culture of peace programme in developing innovative activities to provide practical solutions to urgent problems while at the same time combining this with greater emphasis on peace-building in UNESCO's regular programme across the board ... We would therefore encourage the further development of the culture of peace programme as a transdisciplinary programme stimulating peace-building activities across the full range of UNESCO's programme rather than developing new projects.

... In the Great Lakes subregion there should be a permanent structure for education for the culture of peace, so that consistent actions can be carried out to encourage a genuine culture of peace in the subregion.

... This programme's approach, as we understand it, stresses values such as peace, tolerance and the peaceful settlement of conflicts. These values are shared by all. It seems to us, however, that they are sometimes put forward without an in-depth analysis of the situation. The social sciences could make a very valuable contribution.

... We must express our disappointment that this initiative was not fully debated within the Education Sector, which is one of the most concerned with the implementation of this

initiative. I would like to conclude with the following comments regarding the overall approach to this transdisciplinary project : we noted many activities under culture of peace are in fact the transfer of initiatives formerly from the culture sector. This is of concern to us given that the expertise of these initiatives still remains in the culture sector. It is for this reason that it is very important to ensure that the culture of peace programme be truly transdisciplinary and multisectoral in nature.

... Education for peace, respect for human rights and democratic principles are seen as core issues. The Associated Schools Project is crucial. The women and the culture of peace project is particularly important. As long as violent masculine cultures are understood as a result of socialization and not as the product of nature, it is possible to grapple with the problems of violence and to make policies aimed at changing it.

... We continue to have reservations with the present grouping of activities in the culture of peace programme and continue to wonder if this actually adds any value to what would be done if the activities were implemented still within the sectors. With regard to the culture of peace, we believe that UNESCO has a unique role to play in promoting education actively and the general consciousness raising of human rights issues. ... To hold a colloquium on cultural rights for Member States in the Asia-Pacific region.

... We have some doubts in taking the idea of culture of peace and making it a special separate programme. The spirit of a culture of peace should be a part of everything that UNESCO does, of its every programme, of its every project. We think that the best way of promoting a culture of peace is by formal and non-formal education.

... Provide for regional and interregional projects. The creation of networks should be encouraged.

... Education is in the context of the culture of peace mission.

... Education is a vital instrument to promote a culture of peace and human rights.

... In our country, the concept of a culture of peace began to get more and more attention by members of the society, partly because of our own tragic experience of violent conflicts. The establishment of an institute specializing in peace and development demonstrates the seriousness of our government to operationalize this new and innovative approach. The role of diversity should be taken into account. The type of culture of peace we are talking about is peace with justice, human rights, democracy and equality - these are universal values of humanity.

... UNESCO is a forum which can help to build a solid and lasting culture of peace. It expresses the global conscience of the human community. Its duty and ethical mission are permanent.

... Since the culture of peace programme was launched with the aim of consolidating peace in post-conflict situations, the programme has been broadened and deepened and has accumulated invaluable experience in conflict prevention. The aims of this programme are to reject violence and to encourage constructive dialogue between adversaries while promoting respect for the principles of human rights, tolerance and democracy. These aims are universal and can be applied almost anywhere on the globe with great benefit and certainly in our region.

... Raise the awareness for the need to create a culture of peace and the recognition that the greatest threats to national development and human dignity are discrimination, intolerance, sexism, racism, xenophobia, tribalism and other forms of parochialism and inequalities. Our new education thrust is designed to instil the essence of democracy and a culture of peace in the minds of the youth.

... Fostering a culture of peace has to be done early, from the beginning the elementary education through the university levels.

... The school must radiate this culture of peace. We have embraced the associated schools project and we see it as a vital mechanism. But we cannot have a culture of peace in schools while at the same time we have the media promoting violence and, at times in its most sordid forms. UNESCO in this project must make some attempt to address this problem.

... The importance of the pre-conflict or prevention presence of UNESCO activities in the region. In addition to UNESCO's pre-conflict support to the independent media, we are suggesting pre-conflict support in establishing various youth centres which are going to deal with the issues of ethnic, religious and cultural tolerance in the region as well as pre-conflict support to the idea of comparative scientific - not political - study of the status of the national minorities in the countries of the region.

... Countries which have undergone many humiliations know all too well that peace is a right for all men, and therefore demand that an effort be made to understand what UNESCO is asking for.

... The promotion of the culture of peace should be focused in our opinion on the need to suppress all the deep-seated causes of conflict and all the factors which cause tension. UNESCO should focus, in the implementation of its culture of peace programmes, with greater vigour and convincing logic on the deep-seated causes of conflict and all the factors which are conducive to tension, in short, behaviour which is not inspired by the spirit of the culture of peace.

... Culture of peace means creating the conditions which are conducive to the peaceful coexistence of different peoples, sustainable development and equality; it also means supporting the participation of all in the democratic process and building the defence of peace in the minds of men and women.

... UNESCO has really created an international podium for these countries or for those groups who would not have any other opportunities to meet on a platform or to work together or to create jointly.