



**“Promoting Peace and Security through Education and
Science: Elements for a UN Strategy against Terrorism”**

UNESCO’s Contribution

UNESCO

Bureau of Strategic Planning

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Call for international cooperation to prevent and eradicate acts of terrorism

(Resolution adopted by UNESCO's General Conference at the 11th plenary meeting, on 20 October 2001)

The General Conference

1. *Expresses its sorrow and indignation* at the tragic events of 11 September 2001 in the United States of America and the enormous loss of human life, destruction and damage affecting world peace and security;
2. *Recalling* resolutions 1368 (2001) and 1373 (2001) of the United Nations Security Council as well as resolution 56/1 of the United Nations General Assembly, which *inter alia* strongly condemns the heinous acts of terrorism and “also urgently calls for international cooperation to prevent and eradicate acts of terrorism, and stresses that those responsible for aiding, supporting or harbouring the perpetrators, organizers and sponsors of such acts will be held accountable”;
3. *Considers* that all acts of terrorism are a denial of the principles and values of the United Nations Charter, the UNESCO Constitution and the UNESCO Declaration on Principles of Tolerance (1995) and represent an attack against humanity as a whole;
4. *Considers* that the present challenges require a coherent and coordinated response by the organizations of the United Nations system as a whole;
5. *Rejects* the association of terrorism with any particular religion, religious belief or nationality;
6. *Affirms* that the values of tolerance, universality, mutual understanding, respect for cultural diversity and the promotion of a culture of peace, which are central to UNESCO's mission, have acquired new relevance for inspiring action by international organizations, States, civil society and individual citizens;
7. *Recalling* in particular that the year 2001 is being observed as United Nations Year of Dialogue among Civilizations and *bearing in mind* the International Decade for a Culture of Peace and Non-Violence for the Children of the World, *affirms* that such dialogue constitutes a fundamental challenge based on the unity of humankind and commonly shared values, the recognition of its cultural diversity and the equal dignity of each civilization and each culture;
8. *Noting* that intolerance, discrimination, inequality, ignorance, poverty and exclusion, among others, provide fertile ground for terrorism, *affirms* that while acts of terrorism can never be justified whatever the motives, the world community requires a global and inclusive vision of development based on the observance of human rights, mutual respect, intercultural dialogue and the alleviation of poverty, founded on justice, equity and solidarity, to meet the needs of the most vulnerable populations and segments of society;
9. *Expresses its firm conviction* that, based upon its mandate and within its areas of competence – education, science, culture and communication – UNESCO has a duty to contribute to the eradication of terrorism, drawing on its character as an intellectual and ethical organization, and *invites* the Director-General to take appropriate action through UNESCO programmes and studies.

TABLE OF CONTENTS

	<u>PAGE</u>
Background	3-4
I. Revision And Development Of Textbooks And Teaching Materials, And Related Teacher Training	4-6
II. Ethics Of Science And Technology	6-8
III. Culture of Peace, Human Rights Education And Education for Non-Violence and peaceful resolution of Conflict	9-11
IV. Media Education And Freedom Of Expression	12-13
V. Dialogue Among Cultures And Civilizations And Protection Of Cultural Diversity	14-16
Relevant networks	17-19

Background

The main objective of UNESCO – “to contribute to peace and security in the world by promoting collaboration among nations through education, science, culture and communication” – is more relevant and necessary now than ever. Despite the many efforts made by peace-makers, war, terrorism, violence, crime, intolerance and strife continue to afflict humanity. A lasting peace, based on humanity’s intellectual and moral solidarity, is still far from being reached.

Yet humanity cannot, should not and must not give up. Now more than ever, efforts must be strengthened to make reason and dialogue prevail for the sake of peace. Lessons should be learnt from the past but, at the same time, there is need for innovation if we are to respond effectively to new situations.

The events of 11 September 2001 have once again focused the attention of the international community on the manifold threats posed by acts of terrorism not simply to human security, but to the very principles and values of the United Nations Charter. They call for a coherent and coordinated response by the organizations of the UN system as a whole. An important step in that direction was taken by the UN Secretary-General’s Policy Working Group on the United Nations and Terrorism. The Report of this Working Group to the General Assembly and to the Security Council (A/57/273 and S/2002/875) outlines a tripartite strategy supporting global efforts to: “(a) *Dissuade* disaffected groups from embracing terrorism; (b) *Deny* groups or individuals the means to carry out acts of terrorism; (c) Sustain broad-based international *cooperation* in the struggle against terrorism.” The Working Group also recommended several actions to be undertaken by the system, including the following:

“Recommendation 10: The activities of the United Nations related to the fight against terrorism should be promoted through, inter alia:

[...] (b) Dissemination of the work of United Nations agencies on the broad range of problems that relate to terrorism, including giving greater prominence to the work undertaken by the United Nations Educational, Scientific and Cultural Organization and other organizations of the United Nations system in respect of educational initiatives, such as curricula reform, that aim to increase understanding, encourage tolerance and respect for human dignity, while reducing mutual mistrust between communities in conflict. Elements of the United Nations system which address the issue of education should meet to determine how best to mount a coherent worldwide programme to assist countries in which the educational systems need support or that are under the control of groups advocating terror; [...]”

“Recommendation 21: Relevant United Nations offices should be tasked with producing proposals to reinforce ethical norms, and the creation of codes of conduct for scientists, through international and national scientific societies and institutions that teach sciences or engineering skills related to weapons technologies, should be encouraged. Such codes of conduct would aim to prevent the involvement of defence scientists or technical experts in terrorist activities and restrict public access to knowledge and expertise on the development, production, stockpiling and use of weapons of mass destruction or related technologies.”

As a preliminary response to these recommendations, the following draft paper, based on consultation among all Sectors, highlights five key areas in which UNESCO conducts activities that promote peace and security through international cooperation in education and science, and which may contribute to a UN strategy for the prevention and elimination of terrorism.

Five major areas of action are presented here:

- I. *Revision and Development of Textbooks and Teaching Materials, and Related Teacher Training*
- II. *Ethics of Science and Technology*
- III. *Culture of Peace, Human Rights Education and Education for Non-violence and Peaceful Resolution of Conflict*
- IV. *Media Education and Freedom of Expression*
- V. *Dialogue among Cultures and Civilizations and Protection of Cultural Diversity*

The text identifies several networks and partners which support the Organization's action in these areas.

While of necessity selective, these complementary areas should be interpreted within the wider context of UNESCO's strategic objectives, as presented in the Medium-Term Strategy for 2002-2007. They also reflect the broad-based institutional commitment of UNESCO to the prevention and eradication of terrorism, as most recently expressed by UNESCO's General Conference which stated its firm conviction that "based upon its mandate and within its areas of competence – education, science, culture and communication – UNESCO has a duty to contribute to the eradication of terrorism, drawing on its character as an intellectual and ethical organization".

I. REVISION AND DEVELOPMENT OF TEXTBOOKS AND TEACHING MATERIALS, AND RELATED TEACHER TRAINING

Ever since its creation in 1946, UNESCO has conceived and implemented numerous activities aimed at the promotion of education for peace, human rights, democracy, international understanding and tolerance. It contributes to numerous international initiatives in this area, including the United Nations Decade for Human Rights Education (1995-2004) and the International Decade for a Culture of Peace for the Children of the World (2001-2010), for which it is lead UN agency.

In the 1990s, accelerating globalization gave a renewed meaning to this mandate. While globalization contributed to bringing economies, peoples and cultures in ever closer interaction and interdependence, it also contributed to the appearance of new inequalities, of poverty and exclusion, of new forms of misunderstanding and of conflicts. In 1996, the International Commission on Education for the Twenty-First Century (the Delors Commission) affirmed that "learning to live together" should constitute one of the four pillars of education for the coming decades.¹ It stressed that in the new world context, "One of education's

¹ The Delors Report identified education "as one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war." It observed that one of "the major danger is that of a gulf opening up between a minority of people who are capable of finding their way successfully about this new world that is coming into being and the majority who feel that they are at the mercy of events and have no say in the future of society with the dangers that entails of a setback to democracy and widespread revolt." The Commission noted that, in order to improve the educational environment, schools must contribute "to the advancement and integration of minority groups by mobilizing those concerned."

essential tasks is to help to transform de facto interdependence into a solidarity freely entered into. To that end, it must enable people to understand themselves and to understand others through better understanding of the world... Worldwide solidarity also means overriding the inward-looking tendency to focus on one's own identity in favour of an understanding of others based on respect for diversity".²

More recently, action in this field was given fresh impetus by the Dakar Framework for Action on Education for All (EFA), by which all signatory countries pledged to "conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict" (Dakar Framework for Action, April 2000, para. 8.v). The UNESCO Universal Declaration on Cultural Diversity (2001) also called for promoting through education an awareness of the positive value of cultural diversity and improving to this end both curriculum design and teacher education.

One of the key modalities of such an action has consistently been the improvement and revision of textbooks and teaching materials in order to promote mutual understanding, universally shared values and respect between cultures and nations, and to provide impartial, dispassionate and comprehensive knowledge about cultures and civilizations, especially in conflict and post-conflict situations where actions in favor of human rights education and citizenship education are particularly important. Of particular concern is the development of teaching material (and the specific training of teachers) to ensure the impartial and unbiased presentation in education of other cultures, traditions and faiths. In a world where peoples come in ever closer interaction, and where societies are growingly multicultural, such material and training is direly needed. An important part of textbook revision and learning materials is the use of appropriate language(s) of instruction and bilingual education to promote diversity; in this regard, UNESCO supports the formulation of educational policies and strategies that promote cultural and linguistic diversity throughout the curriculum.

Since the 1950s, many international encounters have been organized by UNESCO to facilitate exchanges on this topic among historians, educators and key policy-makers. Initially, most of these activities and exchanges occurred in Western Europe, while many other countries carried on similar activities. The activities were then developed in other areas: in 1958, a meeting of educational experts was held in Tokyo as a part of UNESCO's Major Project on Mutual Appreciation of Eastern and Western Cultural Values in order to study the treatment of the West in textbooks and teaching materials of South and East Asia.³ In 1995, UNESCO Member States, at the prompting of the International Conference on Education organized by UNESCO's

² Learning: The Treasure Within, p. 49.

³ The conference observed that facilities for research work that could insure the impartial and unbiased presentation of the West in some Asian countries were inadequate. They agreed that UNESCO and National Commissions should help writers of textbooks and producers of other teaching materials to get access to authoritative information about other countries. To do so, UNESCO should provide a clearing house service whereby textbook authors could receive help in obtaining source materials, bibliographical advice and contacts with experts in other nations. They called upon member states and UNESCO to create special textbook research centers which would maintain libraries of textbooks from as many countries as possible, acting likewise as sites for bilateral and multilateral textbook consultations. ED/163. This conference marked a new stage in UNESCO's work for international understanding through better textbooks and teaching materials.

International Bureau of Education (IBE), issued a “Declaration and Integrated Framework for Action on Education for Peace, Human Rights and Democracy” containing recommendations on textbook and curricula revision. A number of publications on the subject were issued, including a UNESCO Guidebook on Textbook Research and Textbook Revision (Dr Falk Pingel, Georg Eckert Institute; Hannover: Hahn, 1999).

Most recently, an expert meeting on “Textbooks and Learning Materials: Components of Quality Education that can Foster Peace, Human Rights, Mutual Understanding and Dialogue” was held at UNESCO Headquarters in Paris (12-13 December 2003). It recommended:

- the promotion of multilingual education through textbooks and learning materials prepared in local languages for minority groups and indigenous peoples;
- revision as part of the wider process of curriculum change which includes teaching methods and teacher training;
- further work to involve Member States to ensure eradication of stereotypes and negative images of cultural and national communities that favor different value systems;
- development of the concept of “media competence” as a key element of education for democracy which enables the learner to understand the process of interpreting judgements, figures and facts presented by textbooks and media.

UNESCO’s action in the field of textbook revision and curriculum development is relayed by its International Bureau of Education, specialised in curriculum development, which plays an important role in supporting member states in the adaptation and renewal of school curricula, through capacity building, policy dialogue and as an observatory of trends. Current projects include technical support to curriculum reconstruction in Afghanistan, international action-research on curriculum change and social cohesion in conflict-affected societies and research on global trends in the organization of learning contents in school timetables.

II. ETHICS OF SCIENCE AND TECHNOLOGY

Science and technology are a major engine of social change, and the social and ethical studies of science and technology are of corresponding importance, particularly in an era of accelerating change and globalisation. In recommendation 21 of their report, the Policy Working Group calls on all relevant United Nations offices to “reinforce ethical norms” and encourages the “creation of codes of conduct for scientists and institutions that teach sciences or engineering skills related to weapons technologies”. In line with its Constitution, UNESCO has long been engaged in standard setting in its fields of competence, with the particular aim of maintaining, increasing and diffusing knowledge with regard to human rights and fundamental freedoms.

For example, at its twenty-ninth session (October-November 1997) the General Conference approved the creation of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST). The creation of such a body

reflects the increasing importance of ethical reflection in the light of the cultural and social effects of the rapid development of scientific knowledge and technology, which is necessary for the future development of humanity. It will be the task of COMEST, as a forum of reflection, to formulate on a scientific basis principles that could provide decision-makers in sensitive areas with selection criteria that are other than purely economic. It considers scientific progress - in its broadest sense - whose consequences must be weighed in ethical terms. In so doing, it is the keystone of a culture of responsibility and solidarity where everyone will feel responsible for himself, for his community and for society as a whole.

Through the World Conference on Science (WCS, Budapest, 1999),⁴ UNESCO tried to strengthen the commitment of its member states and other major stakeholders to science education, research and development. The challenge was to define a strategic framework that would ensure that science responds better to society's needs and aspirations in the 21st century. The Conference provided a unique opportunity to review the two-way commitment of science to society and society to science. The outcome of deliberations at the WCS is embodied in the two principal documents adopted by the Conference in Budapest, namely the Declaration on Science and the Use of Scientific Knowledge (Declaration) and the Science Agenda - Framework for Action (Science Agenda). Together, these two documents provide a strategic guide for action in the follow-up to the WCS. The United Nations system and all other stakeholders in science were invited to use relevant parts of the Science Agenda when planning and implementing concrete measures and activities that embrace science or its applications. In line with the strategy articulated in the Science Agenda, partners in the WCS retain responsibility for their own action. In this way, a truly multilateral and multifaceted programme of follow-up is being developed. The WCS asked UNESCO, in co-operation with ICSU, to act as a clearinghouse for the monitoring of follow-up.

Two key recommendations have emerged from the WCS which have direct implications on contributing to peace and security through science:

“All scientists should commit themselves to high ethical standards, and a code of ethics based on relevant norms enshrined in international human rights instruments should be established for scientific professions. The social responsibility of scientists requires that they maintain high standards of scientific integrity and quality control, share their knowledge, communicate with the public and educate the younger generation. Political authorities should respect such actions by scientists. Science curricula should include science ethics, as well as training in history, philosophy and the cultural impact of science.” (Declaration on Science and the Use of Scientific Knowledge, Section 4. Science in society and science for society, paragraph 41)

“Ethics and responsibility of science should be an integral part of the education and training of all scientists. It is important to instill in students a

⁴ Over 1,800 delegates representing governmental bodies, national educational, scientific and industrial institutions from 155 countries took part in the Conference, as did representatives of some 120 international organizations embracing specialized agencies of the United Nations system and regional intergovernmental organizations (IGOs), international nongovernmental organizations (NGOs) in science and technology and some 250 journalists from around the world. Eighty Ministers of Science and Technology, Research and Education or their equivalents participated in the Conference.

positive attitude towards reflection, alertness of the ethical dilemmas they may encounter in their professional life. Young scientists should be appropriately encouraged to respect and adhere to basic ethical principles and responsibilities of science. UNESCO's World Commission on the Ethics of Scientific Knowledge and Technology (COMEST), in cooperation with ICSU(s) Standing Committee on Responsibility and Ethics of Science (SCRES), have a special responsibility to follow up on this issue" ." (Declaration on Science and the Use of Scientific Knowledge, Section 4. Science in society and science for society, paragraph 71)

As a follow-up to these recommendations, COMEST established a Working Group on ethics and responsibility in research training . The first meeting of this Working Group was held on 26 January 2003 in Paris under the leadership of Professor Dagfinn Follesdal, Chair of the Working Group.

Ethics of science and technology also have direct applications in areas of potential conflict. The emergence of water stress and scarcity in many regions of the world is accompanied with the undeniable increase of the potential for conflict between sovereign states sharing a river basin or/and between users competing for the same source. While the last decade was characterized by media speculations concerning "water wars" in the 21st century, human history tends to prove that, irrespective of its conflict potential, water has generally been a consolidating factor. Necessary dialogues and joint actions (such as flood control) help to build trust among neighbors. UNESCO's project 'From Potential Conflict to Cooperation Potential' (PCCP), a contribution to the ongoing UN system-wide World Water Assessment Programme addresses these issues, develops educational modules and advocates the underlying cultural and ethical aspects to be considered. Advocating "water and peace" contributes to nurturing the resolution of differences and prevents the use of water as target or as means of conflict.

Hydrology / From Potential Conflict to Cooperation Potential (PCCP)

The emergence of water stress and scarcity in many regions of the world - as the consequence, among others, of unsustainable practices, increase of population and unequitable sharing of the resource - forces us to reconsider both principles and practices of water resources management world wide. As the water crisis is identified as more the crisis of governance than that of the resource itself, the remedial actions are at least as much ethical, social and political as technical. The majority of the active professionals and scientists dealing with water usually has technical and natural sciences backgrounds. Consequently the administrative/technical interventions do not reflect the necessary mentality change. The need to enhance ethical principles in the education of professionals and to change professional attitudes as well to raise public awareness became apparent. UNESCO's World Commission of Ethics of Science and Technology, its subcommission on the Ethics of Freshwater and IHP are engaged in both dimensions of the problem. COMEST formed RENEW, a set of several networks to incorporate the ethical component into research, education and practice. IHP is launching in July 2003 the GOUTTE of WATER Initiative, a Global Observatory of Units Teaching, Training and Ethics of Water. One of the core objectives of this Initiative is to facilitate the introduction of ethical aspects into education and training.

III. CULTURE OF PEACE, HUMAN RIGHTS EDUCATION AND EDUCATION FOR NON-VIOLENCE AND PEACEFUL RESOLUTION OF CONFLICT

Education for a culture of peace is founded in UNESCO's constitutional mandate to build peace "in the minds of men". The development of a holistic approach, based on participatory methods and taking into account the various dimensions of education for a culture of peace (peace and non violence, human rights, democracy, tolerance, international, intercultural and inter-faith understanding, cultural and linguistic diversity) is the main objective. A major modality of UNESCO's action in this regard is education for non-violence and the peaceful resolution of conflicts, directed particularly towards children and young people. One of the key outcomes of the 2001 Youth Forum held by UNESCO was the "Youth Declaration on Terrorism and War" (see box).

Youth Declaration on Terrorism and War at UNESCO's 31st General Conference, Youth Forum

"We, the youth delegates from various countries, representing different regions, cultures, social and economic backgrounds gathered at the first International Youth Forum since the negative events of September 2001, have decided to express our voice, visions, hopes and dreams to encourage world leaders to:

- Follow our example and discuss common problems, challenges and disagreements through peaceful mechanisms such as the United Nations system, where each nation is assured their voice will be heard,
- Consider that we understand that there is no justification to killing (see box).innocent people, and that North-South dialogue, mutual understanding of religions and cultures, respect for each other and eradication of illiteracy are ways to prevent terrorism and war,
- Demand that the current world order be revised by searching for practical ways to integrate the millions of people who lack access to resources, are not politically represented and are willing to participate in the social and economic development process,
- We therefore, as young leaders, representing over 90 countries, wish to build a future based on education for all, a culture of peace, scientific cooperation, respect for cultural diversity and call for a permanent dialogue among cultures and civilisations."

In its action, UNESCO acts in the context of three overarching frameworks:

- (1) The International Decade for a Culture of Peace and Non-Violence for Children of the World (2001-2010).⁵
- (2) The United Nations Decade for Human Rights Education (1995-2004).

⁵ As defined by the United Nations, the Culture of Peace is a set of values, attitudes, modes of behaviour and ways of life that reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation among individuals, groups and nations (UN Resolutions A/RES/52/13: Culture of Peace and A/RES/53/243, Declaration and Programme of Action on a Culture of Peace).

- (3) The 2000 Dakar Framework for Action, which commits signatories to “conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict”.

UNESCO has a longstanding experience in the field of Human Rights Education (HRE), a domain in which it has been active since its inception in 1945. Since 1995, UNESCO’s activities have been placed within the framework of the United Nations Decade for Human Rights Education (1995-2004) and are based on different normative instruments adopted by UNESCO and the UN. In the UNESCO Medium-term Strategy (2002-2007) and the Programme and Budget for 2002-2003, the Member States indicated that Human Rights Education was one of the strategic priorities for UNESCO action. It is also important to mention that it is a means towards the implementation of the Millennium Development Goals.⁶

It is also important to recall that UNESCO is concerned with the need to protect human rights in the context of the fight against terrorism, as part of its overall strategy on human rights. As stressed by the Working Group on UN and Terrorism, when protecting peoples fundamental human rights and freedoms, these same human rights should not be violated or held in disregard.

Education for peace (EP) has increasingly focused on teaching methods and practices to resolve conflicts in a non-violent way. This is a new approach to peace education (‘Education for Conflict’) and is based on the assumption that conflict, in terms of opposing viewpoints – but not violence – can often be a positive force for change to transform society and human relationships, and as an educational opportunity in preparation for life. Educating young people for conflict is about learning to analyse conflict and discovering their complexity. One seeks solutions to confront conflict without violence, as well as to developing non-violent aggressiveness, assertiveness and empowerment. In an educational environment where teachers and students are confronted every day with different potential sources of conflict, EP means creating spaces in which all protagonists can prepare and develop tools that enable them to deal with and resolve conflicts with greater creativity so as to prevent future ones. EP is also about practising democracy in the classroom and ensuring that everybody takes part in the resolution of conflicts that

⁶ The normative-setting instruments and texts most relevant to HRE include: The Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, adopted by the General conference in 1974.; The Vienna Declaration and Programme of Action for Human Rights adopted by the World Conference on Human Rights in Vienna in June 1993; The World Plan of Action on Education for Human Rights and Democracy, adopted in Montreal and endorsed by the General Conference in November 1993; The Declaration of the 44th session of the International Conference on Education and the Integrated Framework of Action on Education for Peace, Human Rights and Democracy respectively endorsed and adopted by the General Conference in November 1995. These texts are considered as the update of the 1974 Recommendation and normative-setting instruments. The Plan of Action of the United Nations Decade for Human Rights Education (1995-2004) adopted in 1995 by the General Assembly. In this framework, UNESCO was called upon « to play a central role in the design, implementation and evaluation of projects under the Plan». It is also essential to take into account three other key instruments because each of these add to the concept and together they provide a very powerful framework on HRE: The Jomtien Declaration and Framework of Action on Education for All, 1990; The Dakar Declaration and Framework of Action on Education for All, May 2000; The Convention of the Rights of the Child.

arise in the educational environment. Working together to resolve conflicts enables people to learn to analyse and to deal with conflicts in a more reflective, non-violent manner. A booklet in three languages has been developed by UNESCO in collaboration with the UNESCO Chair on Peace and Human Rights at the Universitat Autònoma de Barcelona (Spain), entitled *Education in and for conflict*, intended for use in classrooms and in youth organizations. In addition, UNESCO has published many texts on the subject of non-violence. Other recent publications on the issue include: *Best Practices on Non violent Conflict Resolution in and out of School, 2002*; *The Art of Living in Peace and Non-violence in Education, 2002*.

Education for non-violence and the peaceful resolution of conflicts is promoted in various forums. The International Forum on Education for Non-Violence, held in Sintra Portugal (22 May 1996), suggested a series of Guidelines for a Plan of Action for the UNESCO Interregional Project for a Culture of Peace and Non-Violence in Educational Institutions. The Plan of Action was directed to promote values, attitudes and behaviour which privilege the non-violent resolution of conflict, respect for human rights, democracy, intercultural understanding, tolerance and solidarity. It also promotes the transformation of violent competition through a process of healing and reconciliation into co-operation for shared goals. The Plan of Action identifies students as the main actors in the establishment of a culture of peace and non-violence and stresses that school should be a place where children feel cared for and where they may cultivate the knowledge, values and skills they need to create together a future world of justice and solidarity.

In addition, UNESCO conducts several operational projects such as “Peace Education through Art” and the children oriented programme “Draw me Peace” (see boxes).

Draw me Peace

“Draw me Peace - Children colour the world” is a drawing and painting contest for children between 4 and 7 years of age. The project seeks to get a comprehensive view of the way young children perceive the world and human relations, and of their ideas to promote a culture of peace and also “to involve children in the reconstruction of the world and building peace” as suggested by Maria Montessori in her comments at the Fourth General Conference of UNESCO (Florence, 1950): “ If one day UNESCO resolved to involve children in the reconstruction of the world and building peace, if it chose to call on them, to discuss with them, and recognize the value of all the revelations they have for us, it would find them of immense help in infusing new life into this society which must be founded on the cooperation of all.”

Peace Education through Art

UNESCO has operational projects in the field of non-violence education and conflict resolution, which include the project “Peace Education through Art” (UNESCO/CEE - Italy, Greece, France) which aims to sensitize artists and art educators to use art as a mean to convey peace and non-violence in school.

IV. MEDIA EDUCATION AND FREEDOM OF EXPRESSION

UNESCO conducts activities to promote and uphold the freedom of information by encouraging the work of professional and non-governmental organizations active in this field. Major advocacy efforts in that regard are aimed at the general public worldwide, decision-makers, parliamentarians, civil society organizations and institutions for the training of journalists. Global awareness-raising seeks to strengthen the freedom of expression and of the press, especially in countries in transition and in conflict or post-conflict zones.

Particular support is given to independent media in view of the important role they are able to play in conflict prevention and resolution as well as in promoting the values of peace, tolerance and mutual understanding. Similarly, a fresh impulse is being given to initiatives aimed at creating conditions for the functioning of the media in a democratic setting in Member States, in accordance with the declarations and plans of action of the five regional seminars (organized between 1991 and 1997 at Windhoek, Almaty, Santiago, Sana'a and Sofia) on the promotion of independent and pluralistic media. The Organization will continue to support and promote the traditional media which play a fundamental role in developing countries, especially as regards the consolidation of freedom of expression and of pluralism. It will also contribute to the establishment or strengthening of alert networks for the protection of freedom of expression and of the press so as to provide greater security for journalists and intellectuals.

The UNESCO sponsored conference on "Terrorism and the Media" (1-2 May 2003) adopted a Resolution on Terrorism and the Media (see box). It stated that any strategy to address the threat of terrorism must promote greater respect for freedom of expression and of the media, rather than imposing restrictions on these fundamental rights."

In addition, UNESCO, with its unique mandate to promote the free exchange of ideas and knowledge, plays a key role in the preparation of the World Summit on the Information Society (WSIS) organized by the International Telecommunication Union (ITU), in close cooperation with other UN Agencies (December 2003, Geneva, Switzerland, and 2005, Tunis, Tunisia). UNESCO's contribution incorporates the ethical, legal and sociocultural dimensions of the development of an information society for all, including the opportunities offered by the ICTs. Universal access to information, equal access to education, cultural diversity and freedom of expression are essential principles for developing equitable knowledge societies. In preparation for WSIS, UNESCO is preparing research reports in the following areas: infoethics and universal access to information and knowledge; linguistic and cultural diversity in media and information networks; ICTs and people with disabilities; gender and ICTs; press freedom and freedom of expression in the information society; education and training in and for the information society.

Resolution on Media and Terrorism

Adopted by the UNESCO sponsored Conference on "Terrorism and Media", Manila, Philippines, 1-2 May 2002

Recalling the fundamental role of the media in meeting the public's right to know, including about

issues relating to terrorism;

Condemning killing of, attacks on, threats against and harassment of journalists reporting on terrorism and conflicts;

Concerned about the restrictions imposed on the right to freedom of expression and to freedom of information by a growing number of States in the aftermath of the attacks of September 11;

Convinced that open public debate and the free flow of information are essential to any long-term solutions to the problems of terrorism;

Welcoming the Charter for the Safety of Journalists Working in War Zones or Dangerous Areas, adopted by concerned organisations in Paris on 8 March 2002, and the Safety Charter, adopted in Montreal in 1992;

Noting the Joint Message for World Press Freedom Day 3 May 2002 by Kofi Annan, Secretary-General of the UN, Mary Robinson, UN High Commissioner for Human Rights, and Koïchiro Matsuura, Director-General of UNESCO, which recognised the importance of press freedom and freedom of expression in the fight against terrorism;

Resolve as follows:

Any strategy to address the threat of terrorism must promote greater respect for freedom of expression and of the media, rather than imposing restrictions on these fundamental rights;

Right to Report on Terrorism

The media has both a right and a duty to report fully on terrorism in the interest of the public's right to know and to promote open, informed debate about terrorism;

All parties to conflicts should respect the right of journalists to investigate and report freely on conflict and to have maximum access to conflict areas;

The threat of terrorism should not be used as an excuse to impose restrictions on the right to freedom of expression and of the media, or on freedom of information, and specifically on the following rights: to editorial independence;

to protect confidential sources of information;

to access information held by public bodies;

to freedom of movement; and

to privacy of communications.

Media outlets, journalists and publishers and broadcasters associations, academic institutions and other civil society organisations should take measures to enhance the capacity of the media to report professionally on terrorism and to promote tolerance, including through training and providing opportunities for discussion of ethical issues relating to reporting on terrorism;

Safety of Journalists

States at peace, as well as all parties to conflicts, should take effective measures to ensure that they, military forces, combatants, as well as secret and intelligence services and other officials engaged in combating terrorism, understand and respect the rights of journalists as civilians under the Geneva Conventions and their Additional Protocols, as well as their right to freedom of expression; States should devote sufficient resources and attention to preventing attacks on journalists, to investigating such attacks when they occur and to bringing those responsible to justice without delay; States at peace, as well as all parties to conflicts, should never allow their agents or combatants to pose as journalists, or attempt to use journalists as agents;

Media outlets, journalists and publishers and broadcasters associations and other civil society organisations should take measures to promote the safety of journalists reporting on conflict and terrorism, including through training, the development of safety guidelines and the provision of appropriate equipment; and

The news media industry and the international community should consider establishing a fund to assist under-resourced media organisations and freelance journalists to have access to safety training and equipment.

V. DIALOGUE AMONG CULTURES AND CIVILIZATIONS AND PROTECTION OF CULTURAL DIVERSITY

Dialogue among cultures and civilizations and protection of cultural diversity constitute strategic priorities for UNESCO. As outlined in UNESCO's Medium-Term Strategy for 2002-2007, the extension of the process of globalization, though representing a challenge for cultural diversity, creates the conditions for renewed dialogue among cultures and civilizations, respecting their equal dignity, based on human rights and fundamental freedoms.

On the basis of *Our Creative Diversity*, the report of the World Commission on Culture and Development (1996); the Action Plan adopted by the Intergovernmental Conference on Cultural Policies for Development (Stockholm, 1998); and the UNESCO Universal Declaration on Cultural Diversity (2001), UNESCO pursues efforts to advocate the crucial role of culture in national and international development strategies. The three documents recommend in particular the elaboration of cultural policies aimed at the promotion of cultural diversity for pluralism, sustainable development and peace. The idea is to channel diversity towards constructive pluralism through the creation of state and societal mechanisms to promote harmonious interaction between cultures. To achieve this goal, both the State and the civil society have an important role to play by promoting equality and inclusiveness, not uniformity, by recognizing the sense of belonging and fostering empowerment, allowing individuals to enjoy the security of individual and plural identities within an accepted social and democratic framework.

The protection of cultural diversity is closely linked to the larger framework of the dialogue among civilizations and cultures and its ability to achieve genuine mutual understanding, solidarity and cooperation. Such dialogue is designed to give a new and contemporary meaning to the notion of cultural heritage. Indeed, it may lay the foundation for a better understanding of the dynamic impact and cross-fertilization, if not confluence and convergence, of civilizations and cultures that has occurred throughout history until today. It encompasses values, beliefs, philosophical and political concepts, and cultural and scientific accomplishments of the different regions.

Cultural diversity and human rights: the UNESCO Universal Declaration on Cultural Diversity (2001)

"The defence of cultural diversity is an ethical imperative, inseparable from respect for human dignity. It implies a commitment to human rights and fundamental freedoms, in particular the rights of persons belonging to minorities and those of indigenous peoples. No one may invoke cultural diversity to infringe upon human rights guaranteed by international law, nor to limit their scope." (art. 4)

"Cultural rights are an integral part of human rights, which are universal, indivisible and interdependent. The flourishing of creative diversity requires the full implementation of cultural rights as defined in Article 27 of the Universal Declaration of Human Rights and in Articles 13 and 15 of the International Covenant on Economic, Social and Cultural Rights. All persons have therefore the right to express themselves and to create and disseminate their work in the language of their choice,

and particularly in their mother tongue; all persons are entitled to quality education and training that fully respect their cultural identity; and all persons have the right to participate in the cultural life of their choice and conduct their own cultural practices, subject to respect for human rights and fundamental freedoms.” (art. 5)

In November 1998, the General Assembly of the United Nations proclaimed the year 2001 as the "United Nations Year of Dialogue among Civilizations" and invited "Governments, the United Nations system, including the United Nations Educational, Scientific and Cultural Organization, to plan and implement appropriate cultural, educational and social programmes to promote the concept of dialogue among civilizations, including through organizing conferences and seminars and disseminating information and scholarly material on the subject". The General Assembly later adopted without a vote the resolution on "Global Agenda for Dialogue Among Civilizations" (A/RES/56/6). As defined in the related Programme of Action, dialogue is a process between and within civilizations, founded on inclusion and a collective desire to learn, discover shared values and beliefs, and integrate multiple perspectives through dialogue. There is a method to attaining these goals, including equity, equality, justice, tolerance and inclusion in human interactions; promotion and protection of all human rights and fundamental freedoms; and development of a better understanding of common ethical standards.

United Nations Year for Cultural Heritage 2002: Priority on Reconciliation and Development

In his message for the Year, UNESCO Director-General Koïchiro Matsuura said, "The biggest challenge facing UNESCO, designated lead agency for the year by the United Nations, is to make the public authorities, the private sector and civil society as a whole realize that the cultural heritage is not only an instrument for peace and reconciliation but also a factor of development." From Bamyán to Jerusalem or Sarajevo, cultural heritage has often been a military target or the flashpoint of political, ethnic and religious conflicts. When peace returns, the rehabilitation and enhancement of these highly symbolic sites, as well as that of cultural spaces or forms of cultural expression belonging to the intangible heritage, can in fact help to strengthen the process of national reconciliation and revive economic activity. Aware of these realities, UNESCO is pursuing its activities to protect cultural heritage and calls upon Member States to ratify the international conventions covering this area.

For several years, UNESCO has also encouraged a reflection on dialogue among cultures and religions. It has initiated such discussions as the Inter-religious Dialogue seminar on religions and territorialities in the Middle East and the meeting convened by UNESCO held in Doha, Qatar in December 2001. This particular dialogue pledged to help "meet the needs of educational programmes in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict."

Inter-religious and intercultural dialogue: seminar on religions and territorialities in the Middle East, Jerusalem

Routes of Faith First Meeting of the UNESCO Chairs of Inter-religious and Intercultural Dialogue, Bucharest (Romania) , 3 – 4 September, 2001 The Roads of Faith project is aimed at initiating reflection on multicultural and intercultural dialogue, with Jerusalem, the Holy City of the three monotheistic religions, as its focal point.

The dialogue between Judaism, Christianity and Islam brings out the existing cultural and spiritual ties between the three communities through multidisciplinary research, meetings (the Rabat Meeting, in Morocco, 19-23 June 1995 and the Malta Meeting, 20-22 June 1997), publications and joint activities.

Doha Declaration

As a direct outcome of the catastrophic destruction of cultural heritage at Bamiyan, a meeting of eminent scholars and specialists in Islamic Law was convened by UNESCO in Doha, Qatar, in December 2001. The assembled Ulema issued a solemn declaration that Islam demanded respect for cultural heritage regardless of its sources or its forms. Thus, just as terrorism bears no intrinsic link with Islam, it is clear that Islam does not advocate or condone cultural vandalism.

Action in favor of dialogue needs to rest on a sound basis of human and social sciences. In this regard, UNESCO hosts the Management of Social Transformations (MOST) programme, which promotes international, comparative and policy-relevant research on contemporary social transformations and issues of global importance. Created in 1994, it is directed by an Intergovernmental Council and an independent Scientific Steering Committee, and works closely with MOST National Liaison Committees. MOST produces and exchanges knowledge on major contemporary social transformations. As part of its goals, the programme aims at improving understanding of the globalisation process and its impact on new governance mechanisms and structures. Projects in this field analyse and support local development policies and regional coping strategies, particularly in marginal regions and least developed countries. The programme focuses in particular on: social integration of immigrant minority groups; analysis of political and judicial barriers to citizenship and basic social services; conflict prevention; the promotion, creation and development of socially sustainable human settlements; enhancing social cohesion in cities; producing policy-relevant knowledge on urban management, particularly on social, economic and political urban governance; and supporting innovative initiatives in the field of city professionals' education.

Indeed, UNESCO is mindful of the importance of enhancing human security as part of its contribution to the prevention of terrorism. The General Conference noted that "intolerance, discrimination, inequality, ignorance, poverty and exclusion, among others, provide fertile ground for terrorism". As recognized by the Commission on Human Security (CHS), adversities such as conflict, poverty, infectious diseases and human rights violations threaten the survival and dignity of millions of people today. "The objective of human security" it noted "is to safeguard the vital core of all human lives from critical pervasive threats, in a way that is consistent with long-term human fulfillment." These problems are not adequately addressed by conventional approaches alone. The UN Secretary-General has called the world community to advance the twin goals of "freedom from want" and "freedom from fear". A new human-centered approach has to be developed if these issues are to be addressed in an effective and comprehensive way.

Relevant networks

The UNESCO Chairs

UNESCO Chairs in Human Rights, Democracy, Peace and Tolerance work to build and strengthen academic expertise on human rights, particularly in countries in transition and in developing countries. There are now 55 Chairs in all regions of the world. They develop human rights education at university level by organizing undergraduate and postgraduate courses on human rights and, in a number of cases, assist in training educators in order to ensure a multiplier effect. The Chairs produce educational materials adapted to national and regional conditions and also translate educational tools into national and local languages; organize conferences and seminars in order to familiarize specific target groups with the objective of the United Nations Decade for Human Rights Education and ways to contribute to their realization; competitions on human rights; hold training sessions for professional groups having special responsibilities in the field of human rights.

The Associated Schools Project (ASP)

This project includes over 6,700 educational institutions, ranging from pre-school education to teacher training in 166 countries. Participants carry out activities and experimental work in order to improve quality education, particularly its ethical, cultural and international dimensions by developing effective teaching approaches, methods and materials. ASPnet schools are encouraged to conduct pilot projects on four main themes of study covering a wide range of interrelated sub-topics. The point of departure should be issues relevant to the student's own environment, concerns, and aspirations. The themes presented below provide a basis which can be extended to other topics.

1. World concerns and the role of the United Nations system:
2. Human rights, democracy and tolerance:
3. Intercultural learning
4. Environmental concern:

The UNESCO Education Server Programme for Civic and Human Rights Education in South East Europe- D@dalos

Education for Democratic Citizenship (EDC) and the use of Information and Communication Technologies (ICT) are two issues and challenges in ongoing reform processes in the education systems of South East Europe. Through its implementing partner D@dalos Sarajevo, UNESCO is providing support by offering an extensive EDC information resource (www.dadalos.org) and in-service teacher training for the use of ICT in education. Teachers learn how to use computers, the Internet and the D@dalos resource, which is also available on CD-ROM for offline use. The program is operational since 1999 in Bosnia-Herzegovina, Croatia and Kosovo and newly started up in Albania. The extension to Serbia, Montenegro and Bulgaria is being prepared.

International Council for Science (ICSU)

The ICSU is a non-governmental organization founded in 1931 to bring together natural scientists in international scientific endeavour. It comprises 101 multi-

disciplinary National Scientific Members, Associates and Observers (scientific research councils or science academies) and 27 international, single-discipline Scientific Unions to provide a wide spectrum of scientific expertise enabling members to address major international, interdisciplinary issues which none could handle alone. ICSU also has 24 Scientific Associates. One of the fundamental principles of ICSU is that of the universality of science, which affirms the right and freedom of scientists to associate in international scientific activity without regard to such factors as citizenship, religion, creed, political stance, ethnic origin, race, colour, language, age or sex. The Council seeks to break the barriers of specialization by initiating and coordinating major international interdisciplinary programmes and by creating interdisciplinary bodies alone or in partnership with others that undertake activities and research programmes of interest to several members. A number of bodies set up within ICSU also address matters of common concern to all scientists, such as capacity building in science, environment and development, and the free conduct of science. The Council acts as a focus for the exchange of ideas and information and the development of standards. Hundreds of congresses, symposia and other scientific meetings are organized each year around the world, and a wide range of newsletters, handbooks and journals is published. ICSU cooperates with a wide range of other inter- or non-governmental organizations, such as UNESCO, WMO, UNEP and FAO.

World Commission on the Ethics of Scientific Knowledge and Technology (COMEST)

On 12 January 1998, the Director-General named Mrs Vigdís Finnbogadóttir, former Head of State of the Republic of Iceland, as President of COMEST. Composed of prominent independent figures from different regions of the world and from various scientific disciplines, the Commission has a consultative rather than a prescriptive function. It aims at establishing a dialogue between scientific communities, intellectuals, public and private decision-makers and citizens covering also specific subjects such as energy, the use of freshwater resources and the information society. In order to avoid overlapping and in order to have the benefit of the views and assistance of the professional organizations directly concerned, the Presidents of the five inter-governmental scientific programmes of UNESCO and those of the International Council for Philosophy and Humanistic Studies (ICPHS), the International Social Sciences Council (ICSS), the International Council for Science (ICSU) and the Pugwash Conferences on Science and World Affairs are invited to take part ex officio in the work of COMEST.

International Bioethics Committee (IBC) / Universal Declaration on the Human Genome and Human Rights

Since its creation in 1993, the International Bioethics Committee (IBC) has worked for the elaboration of an international instrument for the protection of the human genome. The Universal Declaration on the Human Genome and Human Rights, finalized by a Committee of governmental experts, was adopted unanimously and by acclamation at the twenty-ninth session of UNESCO's General Conference on 11 November 1997. The mission of the International Bioethics Committee is to keep abreast of progress in genetics, whilst at the same time taking care to ensure respect for the values of human dignity and freedom in view of the potential risks of irresponsible attitudes in biomedical research. The Committee tries to promote reflection on the ethical and legal issues raised by research in the life sciences and

their applications; to encourage action to heighten awareness among the general public, specialized groups and public and private decision-makers involved in bioethics.

MOST

MOST National Liaison Committees, currently active in 59 countries, connect the MOST programme with researchers and decision-makers, bringing in vital knowledge at the national policy level. The programme works in cooperation with international, regional and national social science organisations, and research communities. It also has links with non-governmental organisations, UN agencies, funds and programmes including the World Bank, UNDP, UNICEF, UNDCP and with other intergovernmental organisations such as OECD.

Commission on Human Security

The Commission on Human Security (CHS) first met in New York in June 2001 and held its second meeting in Tokyo in December 2001. It is co-chaired by Mrs. Sadako Ogata, former UN High Commissioner for Refugees and Professor Amartya Sen, Nobel laureate and Master of Trinity College, Cambridge. It benefits from the participation of ten distinguished Commissioners from around the world.