

Hundred and fifty-seventh Session

157 EX/39
PARIS, 24 September 1999
Original: French

Item 10.3 of the provisional agenda

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

SUMMARY

This document, submitted in compliance with 155 EX/Decision 9.4, is the second part of the evaluation requested by the Executive Board in 151 EX/Decision 5.1

The first part of the evaluation, contained in document 155 EX/48, provided a detailed analysis of the “conceptual basis” of the project and its development.

The second part endeavours to examine the “added value” that the project - as a transdisciplinary project - “brings to UNESCO’s action for peace”.

1. In 151 EX/Decision 5.1, concerning the Draft Programme and Budget for 1998-1999, the Executive Board, after reaffirming that “all of UNESCO’s activities ought to contribute to peace in accordance with the constitutional mandate of the Organization”, considered that the “conceptual basis” of the transdisciplinary project “Towards a culture of peace” “needs to be further developed” and that “the ‘added value’ it brings to UNESCO’s action for peace needs to be more clearly demonstrated”. As a result, it proposed that the General Conference invite the Director-General to submit a thorough evaluation report on the project to the Executive Board at its 155th session.

2. Document 155 EX/48, submitted to the Executive Board in October 1998, provided a detailed analysis of the conceptual framework of the project, and of the development of the concept of a “culture of peace” from when it was first formulated in 1989 at the Yamoussoukro International Congress on Peace in the Minds of Men through the ensuing

lengthy process of reflection and conceptualization that took place in very close interaction with UNESCO's governing bodies and that has been taken up by the United Nations General Assembly; it also evaluated the project's relevance as seen from the statements made by politicians, eminent figures and representatives of Member States and the corresponding resolutions and decisions of the governing bodies. A second document presented a synthesis of the activities carried out under the project and analysed their coordination with United Nations activities (155 EX/49). With regard to the last point, it should be added that the United Nations General Assembly approved unanimously on 13 September 1999 the Declaration on a Culture of Peace and the Programme of Action on a Culture of Peace (these two documents are annexed to document 157 EX/INF.3).

3. After examining the two documents, the Executive Board invited the Director-General to carry out a substantive evaluation of the transdisciplinary project to be submitted to it at its 157th session.

4. The present study therefore concerns more particularly the second part of the evaluation requested by the Board in 151 EX/Decision 5.1, namely, consideration of the "added value" that the project - as a transdisciplinary project - "brings to UNESCO's action for peace".

5. This study is neither a report on activities implemented under the project (such a report has already been drawn up on several occasions in 1996-1997 (152 EX/50 and 155 EX/49), and again for the first 18 months of the biennium in document 157 EX/4), nor is it an evaluation of the impact of the activities. Indeed, it seemed that, halfway through a project intended to last six years (that is, the duration of the Medium-Term Strategy for 1996-2001), it would be premature to start an exhaustive study of its impact, using external evaluators who are necessarily highly costly in view of the many field missions that would have to be carried out. The analysis, carried out by BPE internally on the basis of existing reports, a series of interviews and a questionnaire disseminated to the various Secretariat units involved in its implementation, both at Headquarters and in the field, aims to assess the extent to which the objectives pursued when the "transdisciplinary project" formula was devised have been reached.

6. It will be recalled that at its 145th session the Executive Board had envisaged in its guidelines on the elaboration of document 28 C/5, the first stage in the implementation of the Medium-Term Strategy, two options to "ensure the satisfactory coordination of concrete actions undertaken by UNESCO which are directly contributing to peace-building and to the emergence of a culture of peace": "an interdisciplinary project or a coherent series of specific projects included in the major programmes, with appropriate mechanisms for intersectoral coordination". It was the first option that was selected but the Board has questioned, on several occasions, the "added value" contributed by this novel programme structure. That is what the present document attempts to examine.

7. As recalled in the introduction to the transdisciplinary project contained in paragraph 06003 of document 29 C/5, the objective set was to highlight both the specificity and the contemporary relevance of the contribution which UNESCO is making to peace-building.

Specificity: in accordance with the main message of the Medium-Term Strategy, this meant recalling that UNESCO's contribution to peace is a dual one. Like all the United Nations system agencies, UNESCO contributes indirectly to peace through its action for development, within its fields of competence (development of education, science,

culture and communication: Major Programmes I, II, III and IV, corresponding to the first part of the Medium-Term Strategy); however, it also makes a direct contribution, which ensures its specificity in the United Nations system, a more “ideological” contribution which involves acting upon the ideas, values, behaviour and standards (‘culture’) that are at the basis of peace and make it feasible. The purpose of the project was to highlight this specific aspect of UNESCO’s mission, by turning the spotlight on certain types of activity (such as human rights education, the promotion of intercultural dialogue and the dissemination of democratic principles) that give the Organization its distinct identity in the United Nations system.

Contemporary relevance: this involved renewing the traditional action for the culture of peace carried out by UNESCO until then to fit in the new international environment. The renewal was sought in three directions:

- ◆ the development of innovative approaches, responding to radically new situations and needs;
- ◆ transdisciplinarity and intersectoral collaboration;
- ◆ the mobilization of new partnerships in civil society (parliaments, municipalities and the media) that could act as intermediaries for community-level or national activities.

HIGHLIGHTING UNESCO’S SPECIFICITY

8. Document 155 EX/48, which analyses in detail the decisions made by UNESCO’s governing bodies and the statements by representatives of its Member States at the highest political level, amply demonstrates that this objective has been met. The discussions at the 156th session of the Executive Board as part of the thematic debate on “Reflection on UNESCO in the twenty-first century” also reveal a clear consensus on the definition of UNESCO’s mandate: to build peace by changing attitudes, as one Member of the Board put it.

9. In this regard it may be said that the perception of UNESCO’s mandate has changed in recent years: today the Organization is recognized as an institution dedicated principally to the defence and promotion of ethical values and, secondarily, to ensuring the technical development of education, science, culture and communication.

10. The transdisciplinary project has certainly played an important role in this change in emphasis (even though it may be difficult to quantify precisely), if only by helping to focus the debates, reflections and interests of UNESCO’s stakeholders on the idea of a “culture of peace” and the strategies related to it. While there is no denying the “success” achieved (in meeting the “highlighting UNESCO’s specificity” objective), it is an achievement that must be qualified by the following observations.

11. **One frequently heard criticism is the absence of precise criteria to distinguish what are known as “culture of peace” activities, meaning those carried out as part of the project, from the Organization’s other activities.** Obviously, the basic criterion is conformity with the Medium-Term Strategy, which, in its second section, clearly sets forth the nature and scope of the strategies designed to contribute directly to the culture of peace. However, this distinction has not always been easy to make in practice, first of all because there is necessarily continuity between the two parts of the Medium-Term Strategy

(development and peace) and hence between the major programmes and the transdisciplinary project and, secondly, because some activities have either been arbitrarily excluded from the scope of the transdisciplinary project (examples being freedom of the press and freedom of expression, so as not to jeopardize the consensus on the “new communication strategy” elaborated in 1989, whereby the free flow of information and the development of information and communication capacities were deemed to be indissociable) or else have developed as part of the major programmes (for example, the “Music and Peace” programme) even though they represented a direct contribution to the construction of a “spirit of peace”.

12. This absence of precisely defined criteria may have given the impression that placing a “culture of peace” label on an activity is merely a verbal reflex and has more to do with using a fashionable “buzzword” than with objective analysis. The recent adoption by the United Nations General Assembly of a “Programme of Action on a Culture of Peace” maps out a new course in this regard and all its implications must be fully explored in the coming months.

13. Meanwhile, “fashionable” though it may be, the “culture of peace” focus has also yielded benefits. Many activities, even the most “technical” ones, have been progressively reviewed and reoriented towards the ethical imperatives or objectives of the culture of peace. This is true for instance, of world heritage activities, which are no longer designed merely to restore old buildings or record traditional music but are very often geared to strengthening or even building a common identity among groups with different affiliations. The same applies to environmental initiatives, which no longer seek merely to preserve natural resources and biodiversity for future generations but are also aimed at sparing present generations potential management conflicts, as may unfortunately arise in the case of freshwater resources.

14. It may therefore be said that “training the spotlight” on the transdisciplinary project’s objectives has resulted, retroactively, in a rethinking and realigning of a large part, if perhaps not all, of the Organization’s action in the light of its primary, i.e. ethical, mission, and that by the end of the Medium-Term Strategy for 1996-2001 the project’s fundamental objective- to highlight the eminently ethical mission of UNESCO - will have been achieved. At a time when the question of UNESCO’s “comparative advantage” is being widely raised, it is perhaps this ethical dimension that gives UNESCO its “added value” in certain fields which it broadly shares - *de facto* - with other organizations, such as basic education and the environment. From this, lessons may be learned about the need for increased concentration of the Organization’s activities.

15. **A second frequently heard criticism concerns the resources set aside for the transdisciplinary project:** some consider these to be excessive, and others insufficient. In fact, it might have been expected that the priority and high profile given in the Medium-Term Strategy to “Strategies for contributing to peace-building” would have resulted in a substantial increase in the resources earmarked for their implementation. But that has not been the case: not only was the budget for the transdisciplinary project in document 28 C/5 - the first phase of execution of the Medium-Term Strategy - substantially the same as that for similar activities in document 27 C/5,¹ but it has remained stable since that time (document 28 C/5: US \$8,840,000; document 29 C/5: \$9,109,000; document 30 C/5: \$8,250,000 under scenario A and \$8,750,000 under scenario B). Hence the growing dichotomy observed between the stated goals of the Medium-Term Strategy, the expectations raised by

¹ Programme V.2 “Peace, human rights, democracy and the elimination of all forms of discrimination”: \$5,407,500; Subprogramme III.2.1 “Cultural identities and intercultural dialogue”: \$1,612,000; education services in emergency situations or in need of reconstruction: approximately \$1 million - or a total of around \$8 million.

mobilization around the project, and the actual capacity of the Organization to meet them. A recurrent theme in the comments received from the sectors and, in particular, units and offices away from Headquarters is the inadequacy of budgetary resources, especially when it comes to supporting the increasingly numerous initiatives which have been developing at the national level.

16. This is a fundamental problem and it reflects the serious difficulty UNESCO faces - in a context of increasing budgetary austerity - in providing adequate funding for the new priorities identified in the medium-term planning documents, in the absence of a clear consensus on the fields of action which will accordingly have to be cut or discontinued. This question will have to be faced squarely during the next planning and programming cycle.

17. These considerations should be qualified in one respect: activities in the area of education and training for a culture of peace, regarded as the keystone of the transdisciplinary project and recognized, in the observations coming from the Secretariat and notably from outside Headquarters, as the most successful experiences, have been very substantially strengthened in budgetary terms: their budget - \$2,3 million in document 27 C/5 and \$2.5 million in document 28 C/5 - exceeds \$4 million in documents 29 C/5 and 30 C/5. This increase has mainly benefited the Education Sector whose allocation for this purpose has risen from \$1,200,000 (27 C/5) to \$3,200,000 (30 C/5). These figures nonetheless reveal the inadequacy of available resources given the magnitude of needs and demands.

RENEWING APPROACHES AND METHODS OF ACTION

A. *New responses to new situations*

18. The starting point of the Medium-Term Strategy for 1996-2001 was an endeavour to re-examine UNESCO's constitutional mission in the light of the new international context. Paragraph 33 of document 28 C/4 accordingly laid emphasis on the changes that had occurred in the very nature of conflicts: "In many cases, wars are no longer conducted between States, nor even necessarily between armies. They tear society itself apart, taking root in discrimination, exclusion or simply perception of others. These internal wars, which often have an ethno-cultural basis (or pretext), require a patient and imaginative new approach, in which prevention is seen as the only possible answer". These changes led UNESCO to explore a number of new approaches, some of the more significant of which are analysed below.

(i) UNESCO's contribution to the Agenda for Peace

19. The Agenda for Peace issued in 1992 by the then Secretary-General of the United Nations, Mr Boutros-Boutros Ghali, outlined guiding principles for action to be taken by the international community in three specific areas: preventive diplomacy, peace-keeping operations and post-conflict peace-building. The Agenda called on all the organizations of the United Nations system, and therefore UNESCO, to join in any action that the system might be required to take in response to such "emergency" situations. UNESCO has therefore had to cope with new demands and new roles, when in fact it had generally been accustomed to working over the long term and in stable situations.

20. An early attempt at a response was to be seen in document 27 C/5, with the establishment of a special project for South Africa, but UNESCO has diversified its experience a great deal since 1996 by cooperating with a number of different countries faced

with crisis situations, in very varied contexts (for example, Somalia, Rwanda, Burundi, Mozambique and Congo in Africa; El Salvador and Guatemala in Central America; Haiti; the Philippines and Cambodia in Asia; not to mention Palestine, Bosnia and Herzegovina and, more recently, Kosovo). While it is too soon to evaluate the impact of the action conducted in each of these countries, some conclusions can already be drawn.

21. With regard to emergency assistance during conflicts, UNESCO has concentrated its efforts on two fields, namely education and communication. In the educational sphere, UNESCO's role in emergency situations is primarily an "upstream" one (needs assessment, consciousness-raising among leaders and donors, quality control of educational material, etc.) covering both the provision of interim educational services and the preparation of reconstruction operations. One of UNESCO's main accomplishments here has been recognition by humanitarian aid organizations that the concept of emergency relief cannot be confined to food aid and health services but must also include education so as to ensure the much talked of continuum between relief, reconstruction and development. In the field of communication, UNESCO has demonstrated the very positive contribution that the media can make to the process of dialogue and reconciliation. The support it has given to independent media that are at pains to disseminate non-partisan information and oppose warmongering, whether in Bosnia and Herzegovina, Rwanda and Burundi, Angola, or today in the Federal Republic of Yugoslavia, is exemplary in that regard.

22. In post-conflict situations, that is to say in the period following the conclusion of peace agreements, innovative approaches have been tested through "national culture of peace programmes". These programmes, developed for example in El Salvador, Rwanda, Burundi and Cambodia, aim to encourage reconstruction and development in UNESCO's fields of competence, while creating the necessary framework to enable the main components of the society, particularly the parties in conflict, to participate in them, to work together and, in so doing, to learn to "live together". These experiments are still too recent and they have developed in such diverse and complex political, economic and social contexts that it has not been possible to draw overall methodological conclusions. As these programmes, or initiatives, have all had a strong educational component, an evaluation of projects carried out in the field of education in pre- or post-conflict situations is to be conducted in 2000-2001 (para. 05201 of document 30 C/5) with a view to preparing analytical tools and guidelines for their subsequent development.

23. It is in pre-conflict situations that UNESCO may be expected to have the most important role to play: this is in fact where it is often called upon, but it is also where most remains to be learned. An imminent conflict calls for rapid solutions, whereas educational and cultural action is usually spread out over time. Current conflicts, which have (or claim to have) an ethno-cultural basis, are nurtured by peoples' long-term memory, that body of prejudices, images and myths that make up the collective subconscious. How can they be transformed in an emergency? And how can the psychological dimensions of insecurity, which cause sudden unforeseeable eruptions of violence and hatred, be tackled? The initiatives tested by UNESCO all aim to provide opportunities for dialogue among the parties concerned, drawing for that purpose on one or the other of its fields of competence - whether in the form of a national education assembly (as in Mali), national conferences for the culture of peace (as in the Philippines or Cameroon), round tables on education or culture (as in Granada in the context of the Israeli-Palestinian dialogue, or in Barcelona in the case of Sudan) or a UNESCO house for peace (as in Burundi); they also aim to encourage the establishment of regional or national networks of professional or civil organizations seeking to promote dialogue and reconciliation - such as the Israeli-Palestinian Media Forum (IPMF), the Network of Latin American Daily

Newspapers for a culture of peace (REDIPAZ) and the national NGO networks set up in Kenya and just recently in the Democratic Republic of the Congo under the PEER Programme. The effectiveness of these approaches are, of course, difficult to assess in the absence of reliable instruments for measuring the impact of preventive activities.

24. Some lessons can nonetheless be drawn from these operations. The success of the initiatives launched in countries in conflict situations depends largely on the existence - or otherwise - of organizations representing civil society that are soundly established as such. The absence of such "intermediaries" within Somali society goes a long way to explaining why UNESCO's action in that country has been unable to go beyond the bounds of emergency educational assistance. By contrast, it has been possible to coalesce, the initiatives launched in Burundi into a coherent sustainable programme because they have been backed up by organized social actors (educators, journalists, women's associations, youth associations, etc.). With regard to countries that have recently emerged from a conflict, UNESCO's action has had a greater impact when - even before the conclusion of peace agreements - the Organization had initiated programmes for certain disadvantaged groups; a case in point is Guatemala, where the project for the "Development of the Maya Peoples" and educational activities for population groups displaced by the conflict have enabled UNESCO to establish its credibility and be accepted as a reliable partner for the implementation of peace agreements in fields that fall within its competence.

25. There are some UNESCO initiatives that have been relatively unsuccessful. Among them are activities, primarily of an educational nature, aimed at facilitating the reintegration of demobilized combatants, the reason being that rehabilitation implied social transformations on a scale and at a cost far exceeding the scope of UNESCO's action. It is also true of activities designed to strengthen the realization of the rights of persons belonging to minorities: UNESCO's action has rarely succeeded in taking root on the ground, and has been confined to exchanges of information on relevant legislation or on the enhancement of the cultures concerned. These successes and failures highlight the need for more thorough consultation and coordination with the Member States that request a contribution from UNESCO when they are in pre- or post-conflict situations, in order to ascertain whether the ground is adequately prepared for the Organization's action to have a real and sustainable impact (whether there are reliable intermediaries in civil society nationwide; consensus on long-term objectives pursued in fields that are highly sensitive politically; possibilities of extrabudgetary funding for targeted projects, etc.).

(ii) Promotion of democratic principles

26. Another field in which innovative approaches have been developed is that of democracy. Aware as it was of the scale of the democratization processes under way as from the 1990s, whether in Eastern Europe, Latin America or Africa, the Organization succeeded in identifying a specific target area for its action in favour of democracy, which derives from the set of four strategies for peace set forth in the Medium-Term Strategy for 1996-2001. Whereas other governmental, international and regional organizations have focused their efforts on democratic institutions (holding of elections or reform of administration in the perspective of "good governance"), UNESCO has embarked upon the more complex avenue of promoting a democratic culture at the regional and national levels, stressing the educational aspects of that endeavour and the search for a clearer understanding of the relationship between democratic principles, the promotion of human rights, respect for cultural diversity and development strategies. The approaches adopted have been highly varied, but two of them seem to have been particularly fruitful: the establishment of regional networks - notably within the

framework of the DEMOS project - aimed at identifying the chief obstacles to ensuring the sustainability of democratization processes at the national and local levels, and the mobilization of parliamentarians for the consolidation of democracy, particularly within the framework of closer cooperation with the Inter-Parliamentary Union and various regional parliamentary associations. At the same time, priority has been given to producing publications on democratic principles, which have been broadly disseminated in many language versions, and the preparation of educational materials designed for specific local contexts. Cooperation with the United Nations has also been strengthened, in particular through the more active participation of the Organization in the work of or preparations for the series of conferences on new or restored democracies (Bucharest, 1998; Benin, 2000).

(iii) A new conception of security

27. A third field in which an innovative approach has been adopted is that of human security. Here too, the Organization has endeavoured to create opportunities for joint reflection, taking care from the outset to involve, alongside traditional partners (peace research institutes, universities, NGOs, etc.), “new” partners, in particular defence and strategic studies institutes and representatives of the armed forces and security services. This expansion of partnerships to include key institutions in the field of security had a twin objective: on the one hand, to help promote a new approach to security, by broadening the agenda of the research institutes concerned to include analysis of the combined impact of non-military and non-armed threats to peace and security; and, on the other hand, to contribute to a reorganization of armed forces and security services training programmes in human rights, democracy and development. This action has led to the establishment of networks of defence and strategic studies institutes, notably in Europe (IHEDN in France, CASD in Italy and CESEDEN in Spain), in Africa by means of the cooperation agreement signed with the Institute for Security Studies of South Africa, and in South-East Asia with the network of institutes currently working in collaboration with the Association of South-East Asian Nations (ASEAN). Cooperation with the military has also led to the launching of the UNESCO Itinerant Chair in Peace, Democratic Security and Development within the Conference of Central American Armed Forces, the establishment in the Russian Federation of a plan of action to strengthen human rights training among members of the armed forces and security and police services, and the preparation of training materials in human rights and democracy which are geared to the needs of the armed forces of various countries.

(iv) From cultural identity to cultural interaction

28. A further area of innovation has to do with the changing conception of activities relating to cultural identities and intercultural dialogue. The emphasis has gradually shifted from the enhancement of threatened or little known identities to the highlighting of processes of cultural interaction which may promote intercommunal dialogue. The evolution of the Slave Route project is significant in this respect: priority is now being given to the strengthening of cultural interaction between the countries and regions concerned by the slave trade, and to a multifaceted reclaiming of history through educational activities undertaken thanks to enhanced cooperation between the Culture Sector and the Associated Schools Project Network. Another significant development has been the gradual strengthening of actions relating to cultural pluralism, seen as the harmonious management of intercommunal relations in multi-ethnic or multicultural societies.

29. The variety of the activities and approaches outlined above, and indeed their heterogeneity, ranging as they do from emergency assistance to populations bearing the full

brunt of conflicts to the holding of thematic conferences and the establishment of networks, point up the simultaneous strength and weakness of the project: a creative capacity which has enabled the Organization to adapt rapidly to new contexts and new expectations, but at the same time, a certain dispersal of initiatives during the initial period of research and experimentation. Efforts should therefore be focused in the coming years on capitalizing on experience and refocusing efforts on the most promising “target areas”.

B. *Transdisciplinarity and the intersectoral approach*

30. In view of the complexity of the situations referred to above, the transdisciplinary project aimed to develop an approach which was genuinely transdisciplinary in terms of both ideas and methodology. In terms of ideas, by considering in an integrated manner issues which had until then been examined separately: peace, security, human rights, non-violence, cultural pluralism, tolerance, etc.; in terms of methodology, by combining in a single action plan contributions from the sectors of education, science, culture and communication. Although it was agreed from the start that each programme sector would remain responsible for the implementation of the activities which came within its remit, the idea was to base these activities on common objectives, so as to highlight their complementarity. A coordination unit was to ensure the effectiveness of collaboration between the programme sectors, both at the design and implementation stages of the programme.

31. It must be admitted, however, that the first “draft” of the transdisciplinary project - as reflected in document 28 C/5 - remained very sectoral in its approach. The project was divided into four units, the first three of which corresponded more or less to the programmes of the education, social and human sciences, and culture sectors. Only the fourth unit (conflict prevention and post-conflict peace-building) was truly interdisciplinary and intersectoral, but it was to be implemented - de facto - essentially by the central coordination unit - or rather units: CPP and the units attached to ADG/DRG.

32. The second draft of the project, as reflected in document 29 C/5, showed undeniable progress regarding transdisciplinarity: each of the three project units featured activities involving two and more often three or four, programme sectors. The reflection and mobilization activities carried out by unit 1 were to contribute to renewing the approaches and content of education for a culture of peace (unit 2) and inspire action in the field (unit 3). In the same way, experience acquired in the field was to provide input into, and redirect, the work of unit 1, and enable education activities to be better adapted to local contexts. This presupposed intensive exchanges of information between the different sectors and divisions concerned, through the coordination mechanism formed around the unit called CPP.

33. This unit, which well before 1996 had already set up various initiatives in countries in situations of conflict, played a very dynamic role in promoting the innovative approaches referred to above. In doing so, the unit concentrated on the implementation of its own activities rather than on really acting as coordinator, to the extent that it was sometimes seen as a “rival” of the programme sectors. Certainly the absence of an adequate information policy on the project’s activities at the different levels: national, regional and international, which should have been one of the priorities of the coordination unit, had a negative effect on the coherence and visibility of the transdisciplinary project. The recent recruitment of an official to whom responsibility for this task has specifically been assigned should enable this shortcoming to be remedied.

34. During the first quarter of 1999 the Director-General, who was aware of this situation, embarked upon the reorganization of all the Secretariat structures responsible for implementing the transdisciplinary project. He strengthened the structures of the programme sectors with primary responsibility for these matters by raising them to the level of departments² and transferred to these departments the different projects - which had until then been carried out primarily by the coordination unit - together with the corresponding staff, so that the initiatives and innovative approaches developed by CPP will henceforth be passed on to and taken up by the departments. A small coordination subunit will continue to provide regular intellectual stimulus and monitoring in respect of these activities, along the same lines as the service performed by BPE for the Organization as a whole.

35. The structure proposed for the transdisciplinary project in document 30 C/5 is based on the three newly created departments and is an adapted form of the system for the so-called "intersectoral" projects which, although placed under the primary responsibility of a sector (in this case, SHS for unit 1, ED for unit 2 and CLT for unit 3), are devised and implemented jointly by intersectoral working groups.

36. In conclusion, transdisciplinarity has certainly been improved in the course of the project's implementation, although this improvement has in some cases been slower than expected. The following in particular can be noted:

transdisciplinarity is much easier to achieve in the field than at Headquarters; the reason for this is that - as colleagues in the field have pointed out themselves - in the field the structures are integrated, and consequently disputes over sectoral competence rarely arise; projects designed and presented in a transdisciplinary manner have a much greater chance of being of interest to national partners and attracting the support of United Nations institutions and sponsors;

transdisciplinarity has improved in particular in the field of education and training for a culture of peace. Examples of this progress are:

the development of national plans for education for a culture of peace, integrating aspects which are too often approached as separate issues (human rights, non-violence, civic education, etc.);

the preparation of teaching materials adapted to local contexts and to the specific needs of population groups (women, marginalized young people, police forces, parliamentarians, etc.) - mainly on the initiative of field units, as Headquarters continues to give priority to the preparation of prototype material or material of a more academic nature;

the development and linking-up as a network of the UNESCO Chairs for human rights, peace, tolerance, etc., which made it possible - thanks to cooperation between these Chairs - to develop a more transdisciplinary approach in their teaching and advanced training activities. Mention can be made, in this respect, of the recent initiative of the UNESCO Chair for a Culture of Peace at the Autonomous University of Barcelona; this UNESCO Chair recently created, within the University, a School for a Culture of Peace, which provides integrated

² Department of Education for a Culture of Peace (ED); Department for Peace, Human Rights, Democracy and Tolerance (SHS); Department of Intercultural Dialogue and Pluralism (CLT); in addition, the Programme for Freedom of Expression, Democracy and Peace.

training, at a high level, on the key issues of a culture of peace (human rights, conflict prevention, disarmament, etc.);

increased interaction between the Associated Schools Project network and the activities which the Culture Sector is carrying out in the framework of the transdisciplinary project, in particular through its flagship projects such as the transatlantic slave trade project which is being run in conjunction with the Slave Route.

C. Mobilization of partners: from consciousness-raising to action

37. In the spirit of the Medium-Term Strategy, which emphasizes the catalytic nature of the Organization's work, one of the transdisciplinary project's priority objectives is to stimulate and support initiatives taken by Member States and in Member States to advance the "spirit of peace" through dialogue and reconciliation. Hence the stress laid as early as 1996 on the mobilization of partners at both international and national level and especially those "new" partners within civil society that can relay UNESCO's message and work: parliamentarians, mayors, the media, businesses, women's and youth associations and so on.

38. This consciousness-raising exercise has been undeniably successful both with new and traditional partners, as witness both the impressive number of substantive declarations in favour of the culture of peace adopted in a very wide range of forums and the large number of conferences and seminars on the culture of peace organized on the initiative of these partners.

39. Cooperation with the United Nations system seems to have been reinforced in many cases, and particularly with the Office of the High Commissioner for Human Rights - with which a new memorandum of cooperation has been signed - and the United Nations Development Programme (UNDP), which is often at UNESCO's side in its culture of peace initiatives and programmes (as in Cambodia, Mali and Sudan). There has also been a renewal of cooperation with intergovernmental regional organizations such as the Organization of American States (OAS). The Organization of African Unity (OAU), the Southern African Development Community (SADC) and the Association of South-East Asian Nations (ASEAN), in areas such as the promotion of human rights, conflict prevention and peace education, as these organizations have, in various ways, made it clear that they support the ideals of the culture of peace. Mention should also be made of reinforced cooperation with non-governmental organizations (NGOs), such as the Comunità di San Egidio and Search for Common Ground, which are working in the area of conflict prevention and often succeed in helping to bring the parties to a conflict to the negotiating table, and with the coalitions of non-governmental organizations that are now actively campaigning, for example, against the use of land mines or the recruitment of child soldiers.

40. This consciousness-raising effort should now be brought to fruition, and the broad range of partners encourage to implement effectively the commitments made and the action programmes adopted. But it has to be acknowledged - on reading the comments received from field units - that at national and local level UNESCO's partners are still to a large extent its traditional partners: local and national authorities, intellectual communities, teachers, and so on. It is as if the mobilization of new partners and their commitment were more effective at international and regional level than at local and national level. Our main objective for the next two years - and the celebration of the International Year for the Culture of Peace could be of great help in achieving it - should be to encourage and support local and national projects and initiatives.

RECOMMENDATIONS

41. Mobilization activities to promote the ideals and practices of the culture of peace need to be better targeted today, in accordance with the specific needs of different population groups. Since mobilization on an international scale can easily be said to have achieved its goals, in particular within the United Nations system and regional and international intergovernmental and non-governmental organizations, priority must henceforth be given to the implementation of projects at national and local level, on the basis of initiatives taken by governmental bodies or by different social actors.
42. Education and training for a culture of peace, with their different components, must become one of the main priorities of the Organization. It is in these fields that UNESCO can make a difference, both in the short and long term. Considering the requirements which have been expressed in this area, the resources allocated should be increased considerably.
43. The role of the UNESCO Chairs working in the different areas covered by the culture of peace should be reinforced. While providing the Chairs with increased support, they should be invited to carry out joint research programmes on themes chosen by UNESCO, and develop training activities devised for specific groups.
44. The Associated Schools Project network is one of the most effective ways of sensitizing children and young people to the ideals of the culture of peace, introducing innovative teaching practices covering the different components of the culture of peace and working out the most suitable arrangements for the training of teachers; the network should be given the necessary resources to enable it to extend its role as network of "centres of excellence" within countries.
45. Cooperation between Field Units and National Commissions must be improved: the commissions can become the vital relays for implementing of national culture of peace projects, particularly in the field of education for a culture of peace, and for identifying the potential sources of funding at national and local level.
46. Increased intersectoral cooperation is essential. To this end, an intersectoral working group, led by a given sector ("lead sector") should be assigned to each "main line of action". This intersectoral cooperation should extend to the Natural Sciences Sector, particularly as regards stemming conflicts at their source.
47. An improved information system with respect to activities in progress and best practice must be set up for all the areas covered by the Organization's activities relating to the culture of peace. This should be a priority task for the Culture of Peace Unit.
48. The Culture of Peace Unit should also concentrate on working out regional and subregional strategies and identifying financial and, especially, human resources which could contribute to the implementation of regional and national projects. It should also make efforts to obtain extrabudgetary funding one of its priorities, in close collaboration with Field Units and National Commissions.
49. It is important to introduce into all projects implemented at regional or national level an evaluation component, making it possible to clearly determine, at the different stages of implementation of the projects, the extent to which the expected results have been obtained. Particular attention should also be paid in this context to the evaluation of teaching material prepared by the Organization and to the evaluation of teacher-training.

CONCLUSION

50. The culture of peace is a concept and an objective which are now acknowledged internationally - as witness the recent adoption by the General Assembly of the United Nations of a Declaration and a Programme of Action on a culture of peace. One may assume that the existence of the transdisciplinary project - through the visibility and coherence it has given the objective, has played a major part in this acknowledgement.

51. Putting human beings, with their rights and responsibilities, back at the heart of the debate on "peace and security" (as the Copenhagen Summit did in connection with development) will have sparked off a process of reflection which could, in the long run, enable the mandate of the United Nations system as a whole to be "revisited" in-depth, or at least provide the means to perform this mandate.