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

**SUMMARY**

The document is presented in conformity with 146 EX/Decision 4.2, para. 83 and 150 EX/Decision 5.1, para. 62, by which the Executive Board invited the Director-General to submit to its 151st session a report on the implementation of the transdisciplinary project 'Towards a culture of peace' which should make clear, in particular, how this project represents an 'added value' to UNESCO's action and how it contributes to fostering cross-sectoral co-operation.

## I. BACKGROUND

1. The concept of the culture of peace was first proposed at the UNESCO International Congress on Peace in the Minds of Men in Yamoussoukro, Côte d'Ivoire, in 1989. The end of the Cold War made possible a renewal of UNESCO's original mandate to construct the defences of peace in the minds of men and women and its expression in terms of a culture of peace which would not only prevent future wars but would also consolidate lasting development and security in areas which have already been affected by war.

2. As a result of the UNESCO Executive Board's request at its 140th session, the Director-General submitted an action programme aimed at promoting a culture of peace. Since then, the concept of a culture of peace has been broadened by many meetings and international conferences which have been reviewed by the UNESCO Executive Board and General Conference. A number of specific programmes and projects have also been implemented in this vein. As a culmination of this process, 'the promotion of a culture of peace' was recognized by the General Conference at its twenty-eighth session 'as an essential and guiding objective of UNESCO's Medium-Term Strategy for 1996-2001'. Consequently, the transdisciplinary project 'Towards a culture of peace' was approved at the twenty-eighth session of the General Conference as part of the Programme and Budget of the Organization for 1996-1997.

3. Given its competence in education and training, communication and culture - key building blocks for a culture of peace - UNESCO is uniquely placed to provide the leadership within the United Nations system for the promotion of a culture of peace. The individual elements of a culture of peace: non-violence and respect for human rights; respect and solidarity among all peoples and dialogue between cultures; linkage of peace to democratic participation and sustainable human development; free flow and sharing of information and knowledge; contribution to conflict prevention and post-conflict peace-building; and equality between women and men are best supported through projects in which people take an active role in transforming their values, attitudes and behaviours. UNESCO relies on the relevant United Nations sister agencies to work closely with it in the elaboration, execution and support of sustainable, effective activities which can prevent conflict and restore peace and security to afflicted communities.

4. The aims and objectives of the transdisciplinary project, 'Towards a culture of peace', are to promote respect for human rights, tolerance and democratic principles; encourage intercultural dialogue and cultural pluralism; ensure full freedom of expression; fight against all forms of discrimination; reject violence; rebuild social and political infrastructures which reinforce peace and sustainable development; avoid the further escalation of violent conflict; and facilitate constructive dialogue in tense pre- and post-conflict settings.

5. At the level of the Organization, the project seeks to: enhance co-ordination and consultation in the design and execution of programmes; collect and share information across sectors on relevant initiatives within and outside the Organization; and identify appropriate expertise and partnerships, be they internal, intergovernmental or non-governmental. At the level of Member States, the project seeks to: establish dialogue with all sectors of society and ensure that any action takes into account the needs of the country as a whole; share the results of any culture of peace actions; and ensure that UNESCO's activities contribute to development and are tailor-made to address the particular needs and issues of the country or region.

6. The focus on the mobilization and co-ordination of all sectors, services and field offices of UNESCO and in partnership with governments, intergovernmental organizations, and non-governmental organizations is an important part of the 'added value' of the transdisciplinary project and will be emphasized in the following report.

## II. PROGRAMMES AND PROJECT ACTIVITIES

7. The Director-General has provided detailed information on the vast array of activities carried out in the framework of the transdisciplinary project in his successive reports to the Executive Board on the Organization's activities (149 EX/5, Part I, 150 EX/4, Part I). Examples are given here of the national culture of peace programmes and projects and projects with a special focus. A comprehensive review of the many other projects and actions within the transdisciplinary project can also be found in the report prepared for the fifty-first session of the United Nations General Assembly.

### A. National programmes and projects

8. In 28 C/Resolution 5.12, the General Conference recognized 'the importance of the initiatives taken by Member States in promoting a culture of peace' and invited the Director-General to 'increase the intellectual and technical support to Member States for national programmes and initiatives for a culture of peace'. Some of these initiatives are mentioned below.

9. The establishment of UNESCO's House of the Culture of Peace in **Burundi** (December 1994) was welcomed at the twenty-eighth session of the General Conference by both the President and the Minister for Secondary and Higher Education and Scientific Research of Burundi, since it addressed the urgent need to re-establish trust, security and peace in that country. At present, the House of the Culture of Peace is carrying out activities in peace education, training and promotion of democracy and human rights as well as supporting the activities of local associations. It is staffed by a professional from the Education Sector and four national professional officers who are experts in the fields of education, communication, culture and human rights. The House co-operates with all the sectors of UNESCO and works closely with a wide range of United Nations agencies, multilateral and bilateral donors.

10. In **Mozambique**, the authorities are collaborating with UNESCO to establish a culture of peace programme which would 'create a climate of dialogue among the different actors in Mozambican society' in an effort to prevent the development of intolerance and violence. At the invitation of the President of Mozambique UNESCO will help organize a national conference on the culture of peace during the second half of 1997. Since 1995, the UNESCO office in that country, primarily through its national professional officer, has conducted activities for a culture of peace with a variety of partners in the civil society, ranging from journalists and human rights organizations, to returning refugees and organizations of demobilized soldiers. It has also been engaged in the production of educational and training materials.

11. Responding to a request to the Director-General of UNESCO from the President of **Mali** on 14 July 1996, UNESCO co-organized a forum on the culture of peace (March 1997), in conjunction with the government, UNDP and DPA. The forum is expected to recommend culture of peace activities based on traditional conflict prevention and management mechanisms. In **Angola**, following a request of the government and the United Nations Verification Mission in Angola (UNAVEM III), UNESCO has been assisting in the

development of an education campaign to sensitize the people of that country to respect human rights and the emergence of a culture of peace. Follow-up is being assured by the Africa Department, the Sector of Social Sciences and the Culture of Peace Programme.

12. UNESCO has organized two symposia in Barcelona (September 1995) and Noordwijk, Netherlands (May 1996), on the fundamental problems of **Sudan**. They provided an opportunity for the Sudanese participants to debate and to freely express their views on some of the critical issues pertaining to development and peace in their country. In the Barcelona Declaration, adopted at the first meeting, the participants reaffirmed their commitment to continue the dialogue which seeks to reinforce the peace process undertaken by IGAD. The importance of continuing the process initiated in Barcelona has been recognized by many actors involved in the reconciliation efforts, including the Friends of IGAD, the Government of the Netherlands, religious organizations and the German Bundestag.

13. UNESCO has been requested by representatives of various groups of **Somali** society to help create a culture of peace in that country. In particular, meetings were held in Sana'a, Yemen (April 1995), Paris (October 1995) and Addis Ababa (June 1996). To implement their recommendations, UNESCO has strengthened the office in Addis Ababa to include a culture of peace officer, and projects are being submitted to donor agencies in the domains of communication and education. This initiative builds upon the experience of UNESCO's Programme for Emergency Educational Reconstruction (PEER) which has provided education to Somali refugees and displaced populations in recent years.

14. The **El Salvador** programme (the first national culture of peace programme to be established in 1993) is executed by the UNESCO office in San Salvador and the Culture of Peace Programme. Various sectors carry out activities, including a project for youth implemented by the Social Sciences Sector and a project with journalists implemented by the Communication Sector. Radio broadcasts of the programme, financed by the German Development Agency and directed to the needs and interests of rural women, are now aired daily by over 40 radio stations and accompanied by training and educational campaigns. The Vice-Minister for Education of El Salvador stated during the general debate of the twenty-eighth session of the General Conference that, thanks to the national programme, culture of peace has begun to permeate daily life in her country. She indicated that their programme is being used by other countries as a model of how to move from a stage of intolerance to one of national solidarity and harmonious coexistence. The UNESCO office in San Salvador is particularly devoted to culture of peace activities.

15. The peace agreements signed in **Guatemala** in 1996 include a special responsibility for UNESCO to provide support and continuity to: 'the ongoing educational project concerning displaced indigenous populations, financed in great part by the Government of the Netherlands, and implemented by UNESCO's subregional office in Costa Rica, as well as to the Maya people's development project, implemented by the Culture Sector, through the Organization's Guatemala Office'. The UNESCO office in **Haiti** co-ordinates the Organization's actions, and is working with government authorities in the mixed UNESCO/Haiti Commission. It is contributing to a culture of peace in that country particularly through community radio projects and conflict resolution training aimed at young people and community organizations.

16. Since the visit of the President of the **Philippines** to UNESCO in September 1994, the Organization has assisted that country in strengthening its own national culture of peace programme, the results of which were presented at the second International Forum on the Culture of Peace held in Manila in November 1995. The report of that forum has been

published and sent to all the permanent delegations of UNESCO. Recently, as a follow-up to the historic peace agreement signed in September 1996 between the Philippine Government and the Moro National Liberation Front in Muslim Mindanao, the President of the Philippines has established a working group to develop a Centre for the Culture of Peace in the Philippines.

17. In the former **Yugoslavia**, UNESCO is lead agency in the United Nations system for assistance to the independent media during the reconstruction period. Among priority activities carried out in this programme are: technical and material assistance valued at almost US \$4 million; training; facilitation of contact and information exchange between media within the region and the rest of the world; and support to free, independent, pluralistic media. Some concrete results of UNESCO's assistance programme to the independent media in the region are the following: the creation of an independent television station in Sarajevo in the middle of the war; the delivery of newsprint to the independent print press across the frontlines; the setting up of a television programme bank providing more than 200 hours of programmes; and the creation of news exchange between independent television stations from different countries in this conflict zone.

18. In response to an initiative by the President of **Georgia** and supported by 28 C/Resolution 5.8, UNESCO is assisting in the creation of the Tbilisi International Centre for Dialogue between Cultures for Peace and Tolerance which will promote peace and tolerance throughout the countries of Central and Eastern Europe and Central Asia. A UNESCO Chair for the dialogue of cultures is being created at the Georgian Pedagogical Institute, which is being followed by the Social Science Sector.

## **B. Projects with a special focus**

19. One of the major components of the transdisciplinary project is the promotion of education for peace, human rights and democracy. The Education and Social Sciences Sectors have joined efforts for the implementation of a number of plans of action which constitute the basis of UNESCO's action in this field. These include: the World Plan of Action on Education for Human Rights and Democracy (Montreal, 1993); the Declaration and Programme of Action of the World Conference on Human Rights (Vienna, 1993); the Declaration and the Integrated Framework of Action on Education for Peace, Human Rights and Democracy (Geneva, 1994); the Plan of Action for the United Nations Decade for Human Rights Education, 1995-2004. The two sectors organized the second session of the Advisory Committee on Education for Peace, Human Rights and Democracy (Paris, March 1996) during which developments related to the action plans were discussed.

20. Several publications have been produced in the framework of education for peace, human rights, tolerance and democracy as a means to further intellectual discussion and reflection on these issues among academics, social scientists, educators and policy-makers. Some of these include: *UNESCO and a Culture of Peace: Promoting a Global Movement; Democracy and Tolerance; From a Culture of Violence to a Culture of Peace; Peace and War: Social and Cultural Aspects*. Others have been produced as teaching aids or manuals for educators, such as: *Human Rights: Questions and Answers; Introducing Democracy: 80 Questions and Answers; Living Together with Our Differences; Education for Human Rights and Citizenship in Central and Eastern Europe*.

21. The Director-General will give the keynote address to the White House Conference on Civics and Democracy Education, to be held in April 1997, in Washington D.C. The Director-

General has been requested specifically to relate the culture of peace to education in democracy. The Vice-President of the United States, Al Gore, the U.S. Secretary of State, Madeleine Albright and George Soros will also be addressing the Conference.

22. UNESCO Chairs in human rights, democracy and peace promote an integrated system of research, training and information activities and facilitate subregional and regional co-operation between university researchers and teachers. In addition to Chairs already established in over 25 countries of Africa, Europe, the Arab states and Latin America, a regional network is being set up in Latin America and the Caribbean involving 18 academic institutions and universities, to create and renew curricula dealing with preventive diplomacy and peace-building. In the prestigious institution El Colegio de México, a 'virtual university' for a culture of peace was inaugurated in 1995.

23. An interregional project for culture of peace and non-violence in educational institutions is being elaborated as a means of countering the growing violence in schools and communities throughout the world. A number of pilot projects located in areas of violence in several countries are being established in schools which will serve as centers for mediation and conflict resolution not only for the students, but also for the surrounding communities. Columbia University's Teachers' College and the Carnegie Corporation of New York are also associated with this project. Experience gained from these pilot projects will be widely shared through a network and will provide information and inspiration for subsequent actions. In **Nicaragua**, the monthly magazine, *Culture of Peace*, published by the Polytechnic University, is an example of how academic institutions can widely propagate the ideals and actions against violence and its root causes.

24. The September 1996 meeting on Education for a Culture of Peace (Rio de Janeiro) and the November 1996 Conference on History and a Culture of Peace (Santa Fé de Cartagena, Colombia) both examined how to reorient educational materials and curricula to support peace, stability and development. At the Santa Fé de Cartagena Conference, recommendations and commitments were made to launch a number of activities in 1997 aiming at revising history textbooks in Latin America, with a view to promoting a culture of peace and regional integration. Two subregional meetings with editors and publishers of history textbooks and the Government of **Colombia**, in collaboration with the Andean Pact and the Pacto Andrés Bello are currently elaborating a project which will present the history of Latin America in terms more conducive to a culture of peace.

25. Based on results of the seven subregional Culture of Peace Festivals for Children, organized jointly by the Associated Schools Project (ASP) and the Culture of Peace Programme in 1995, ASP is preparing a 'Peace Pack' containing a wide variety of illustrated educational resource materials (teacher's handbook, activity cards, puppets, video, etc.) to be used by primary-school teachers for classroom activities. The 'Peace Pack' will be available later this year and tested by schools taking part in the Associated Schools Project.

26. In the framework of the implementation of the Follow-Up Action Plan to the United Nations Year for Tolerance, the first two regional tolerance networks were established in Autumn 1996 in the Mediterranean-Black Sea and the Asia-Pacific region. Two regional organizational meetings, in Barcelona, Spain (September 1996) and Kwangju, Republic of Korea (September 1996) provided the framework and the first members of these two networks. The objective of these networks is to link UNESCO's National Commissions, educational institutions, NGOs and regional organizations in order to collaborate on concrete

activities and exchanges ranging from the publication of 'Classics of Tolerance', to inter-religious and intercultural dialogue, scholarships for young researchers, etc.

27. In the area of cultural pluralism, UNESCO continues to provide support to research centres and university Chairs for the study of intercultural communication. This action complements research on the management of multicultural societies carried out in the framework of the MOST programme. In this context an effort has been made to encourage individuals from minority cultures, especially gypsies, to engage in cultural forms of expression.

28. UNESCO has been named lead agency for a component of the United Nations System-wide Special Initiative on Africa, entitled 'Communications for peace-building', which has been developed by an intersectoral task force. Following an initial meeting held at Headquarters (November 1996), it was decided that the emphasis would be on the development of local capacity in media and communication, provision of technical advisory services and the diffusion of locally produced radio broadcasts. The Communication Sector is also establishing Press Houses in **Rwanda** and **Burundi** which aim to provide technical and moral support to media professionals in the subregion.

29. UNESCO is also actively fostering a new approach to security, in order to duly take into account in conflict prevention strategies non-military threats to peace in the various regions. The international symposium 'From partial insecurity to global security', co-organized with the Institute of Higher Defence Studies of France (IHEDN), and in co-operation with the Centres for Higher Defence Studies of Italy (CASD) and Spain (CESEDEN) and the WEU, and held at UNESCO Headquarters in June 1996, with the participation of high-level representatives from over 40 countries, in particular from Africa, has contributed to significant headway in this field. The proceedings of the symposium have been widely distributed in all Member States. The Organization is also striving to sensitize the armed forces to the importance of a new approach to security in the framework of the transition from a culture of war to a culture of peace, as well as to better define their role in the consolidation of democracy and development. Various meetings have been held on these themes, with the participation of high-level representatives of the armed forces and ministers of defence, in particular in Latin and Central America. Mention should be made of the Central American Military Forum, held in El Salvador in June 1996, at the end of which a Declaration was signed by the Ministers of Defence of El Salvador, Guatemala, Honduras and Nicaragua recognizing the importance of the culture of peace and of democratic security for the development of the subregion. UNESCO has also received requests from different regions concerning human rights training for the armed forces, in particular from Latin American and Eastern and Central European countries. In this context, the Director-General delivered the keynote address at the 'Armed Forces, Democracy and Human Rights on the Threshold of the Twenty-first Century' Conference organized by the U.S. Army Southern Command and the Inter-American Institute of Human Rights (Miami, United States, 4-6 February 1997).

30. A key component of the transdisciplinary project is to broaden the understanding of women's present and potential contribution to the development of a culture of peace. The *Statement on Women's Contribution to a Culture of Peace* prepared for the Fourth World Conference on Women in Beijing in 1995 continues to gain support around the world. Because of the especially important role played by women in the construction of a culture of peace, the follow-up to the Beijing Conference is an important priority in UNESCO's programme for the coming biennium and a gender perspective will be incorporated in all activities within the transdisciplinary project.

31. The intercultural projects implemented in the framework of the transdisciplinary project, including the 'Slave Route', the 'Roads of Faith' and the 'Al-Andalus Routes', adopt an interdisciplinary approach and are regional or interregional in scope. Specific geographic and historic facts draw attention to the depth of interactions between cultures and to the variety of factors that provide the impetus for cross-cultural dialogue, which is a key element in the culture of peace. Thus, the 'Slave Route' project, while promoting the multidisciplinary study of a historic fact - the slave-trade - and drawing attention to the interactions to which it gave rise, will restore to the peoples involved a memory shaped, surely, by violence but also by encounters and a common heritage, thus creating the conditions for a renewal of mutual understanding and greater awareness of the pluralism that presided over the evolution of their cultures. In the same spirit, the 'Roads of Faith' and 'Al-Andalus Routes' projects are striving to clarify the process of cultural convergence by creating spaces for dialogue between communities which belong to different cultural and religious backgrounds but share a common historic heritage and many values. Negotiations are currently under way with the Norwegian Agency for Development Co-operation (NORAD) to obtain support for several cultural initiatives, including the 'Slave Route' project.

### C. Requests for action/projects initiated

32. As a result of the national programmes and projects with special focus already undertaken, UNESCO has received numerous requests for culture of peace actions, some of which are currently being initiated. In Latin America and the Caribbean, **Nicaragua** and **Honduras** have both expressed interest in elaborating culture of peace actions, and in **Colombia**, UNESCO is assisting the National Reinsertion Programme of the Office of the Presidency with adult education for ex-combatants, as a first step towards elaborating a full national culture of peace programme, which has already received full government support.

33. Among the other national culture of peace initiatives in Africa, special mention should be made of Rwanda and Congo. In **Rwanda**, at the request of the government, UNESCO organized a national conference on the culture of peace in Kigali in January 1996 which recommended activities for peace, reconstruction and strengthening of social cohesion. In **Congo**, a project has been initiated which includes a study on women's traditional mediating and peace-building practices and techniques, the results of which will be used to prepare didactic material for gender-sensitive conflict resolution. Another component of this project is the creation of a network of women's organizations working in the field of peace-building.

34. During the visit by the Director-General to the **Russian Federation** in the context of the UNESCO Days in Russia in February 1997, he received requests by Russian authorities for assistance with culture of peace initiatives in that country, including a national conference on the culture of peace, to be organized by the Ministry of Nationalities. In Central Asia, the National Commission of the **Kyrgyz Republic** has requested UNESCO support for a conflict prevention network in the region headed by a Central Asian Conflict Prevention Centre in the capital city of Bishkek.

35. The President of Sri Lanka, writing to the Director-General in August 1996, requested UNESCO's assistance in 'achieving a culture of peace in Sri Lanka'. Follow-up is being assured by the New Delhi field office and the Education Sector.



### III. CULTURE OF PEACE AT THE UNITED NATIONS

36. The United Nations General Assembly at its fifty-first session expressed deep concern about the proliferation of violence and conflicts of a diverse nature in various parts of the world. Resolution 51/101, presented to the General Assembly's Third Committee by El Salvador and sponsored by 76 countries, called for the promotion of a culture of peace, emphasizing the need to address the root causes of violence and conflict and to consider the lessons learned from specific national culture of peace programmes. It has requested a report to the fifty-second session on the implementation of the resolution and on the progress of educational activities within the framework of the transdisciplinary project entitled *Towards a culture of peace*, including the preparation of elements for a draft provisional declaration and programme of action on a culture of peace. These elements will be submitted to the General Conference and to the United Nations General Assembly.

37. A major thrust of the declaration will be to urge the promotion of integrated and co-ordinated action in the field of education for human rights, democracy, tolerance and peace aimed at the prevention of conflict and peace-building. The draft programme of action will put the accent on three areas: research and information; education and training; and national and subregional activities. Wide-ranging consultations within UNESCO and among its Member States and partners will need to take place in order to elaborate a forceful final declaration and plan of action.

### IV. NEW PARTNERS

38. UNESCO's strategy for a culture of peace, as indicated in document 28 C/4, emphasizes mobilizing other partners as well as Member States. Parliamentarians, mayors and women's organizations are particularly relevant for the development of understanding and consensus for a culture of peace in the diverse communities which they represent. For example, the Inter-Parliamentary Union, dedicated its major conference in Paris in June 1996 to the theme of a culture of peace and requested UNESCO's co-operation in planning a debate on this theme. During an address to 400 mayors from around the world at the Habitat II meeting in Istanbul (July 1996), UNESCO's Director-General announced the Mayors for Peace Prize granted to mayors on behalf of those cities which have best contributed to eradicating violence, combating exclusion and promoting intercommunity and intercultural dialogue. An active follow-up on the Prize, mobilizing and publicizing activities for urban culture and peace at the level of city and local governments, is being carried out by the Culture Sector. Ombudsmen from Latin America and the Iberian Peninsula have established a network to follow up on the Declaration on Human Rights and Culture of Peace adopted following a UNESCO-sponsored meeting held in Antigua, Guatemala (June 1996). In Panama, at the initiative of the government, hundreds of members of academic and scientific institutions and NGOs signed a declaration in support of a culture of peace.

39. Newspaper editors, publishers and journalists, particularly in Latin America and the Caribbean, have joined forces with UNESCO to promote a culture of peace in their region. There was a meeting in Panama of journalists and news editors from Peru and Ecuador in order to review the quality and impact of news reports related to the conflict between these countries. Another meeting in Cuenca, Ecuador, of newspaper and broadcast media directors led to a *Declaration of Journalists for a Culture of Peace* and has been followed up by further encounters in 1997 by press editors, journalists and publishers to reflect upon how the media can best contribute to a culture of peace. Additionally, an international clearing house has

recently been inaugurated at the NORDICOM Information Centre, Goteburg University (Sweden), to provide reference and resource materials to media practitioners and researchers on issues concerning children and violence on the screen.

40. Other partners have taken up the culture of peace. UNESCO has been developing closer working relations with a number of intergovernmental organizations like OAU, OECD and the European Union, among others, which have been interested in the concept of a culture of peace. In meetings between the Director-General and the Secretary-General of the Organization of African Unity, UNESCO was requested to play a role in the OAU Mechanism for Conflict Prevention, Management and Resolution, and in the promotion and reinforcement of democratic processes throughout the continent. President Mugabe has expressed his willingness to present the Director-General's declaration, the *Human Right to Peace*, at the forthcoming OAU summit.

41. A wide range of international non-governmental organizations are also co-operating with UNESCO in all aspects of a culture of peace, including education, human rights, democracy and conflict resolution. Better co-ordination has also been evidenced among the United Nations system, with resident representatives from different agencies, funds and programmes meeting regularly in certain countries. In Mozambique for instance, UNESCO is an active member of UNRISD's War-Torn Societies Project. The success of UNESCO's work in the field is due to the collaboration of dynamic local partners; many of the activities undertaken by national culture of peace programmes have been spearheaded by local communities and organizations.

## V. LESSONS LEARNED

42. Already, in the first year of the six-year Medium-Term Strategy, a number of lessons have been learned which shape the conduct and organization of the transdisciplinary project in its second year and will continue to do so in the next biennium.

43. Successful national initiatives have been undertaken, for the most part, in the context of peace accords, and major extrabudgetary funding for these initiatives has been generally provided by UNESCO Member States. Unfortunately, not every request by a Member State has found an immediate response or full intersectoral involvement by the Organization. The main reasons for this are threefold. First, although its capacity to flexibly react to unexpected situations has improved, there are still many inertias of obsolete procedures. In consequence, lack of funding or personnel has inhibited UNESCO's capacity to respond on some occasions. Second, responsibility for co-ordinating intersectoral follow-up by the Secretariat, whether at Headquarters or in field offices, may not be clearly identified. Finally, political goodwill and support at all levels is necessary in order for national culture of peace activities to be effective.

44. Experience from initial programmes indicates that short-term results only partially achieve the objectives of a culture of peace which include changes in values, attitudes and behaviours. Culture of peace activities often require long-term perspective and commitment. Evaluation is essential, but rather than depending entirely upon traditional quantitative evaluation measures, it must include additional measures of the psychological and sociological dimensions of personal and institutional change. Therefore, evaluation of culture of peace activities in the coming biennium will need to emphasize these additional qualitative dimensions attempting to measure their 'added value'.

45. National culture of peace programmes are best implemented by UNESCO field offices, for which they need support, both budgetary and personnel, from all the sectors and services at Headquarters. There is a need also to ensure that field officers receive adequate training and information. The role of local partners - government departments and agencies, United Nations system, NGOs, churches, communities, etc. - is also very important in ensuring success. The development of good relationships based on trust and the belief in common goals takes time and without them, the project itself is likely to fail. This process of establishing conditions for creating a culture of peace is often undervalued, since typical evaluations generally focus on the product or output of a specific action.

46. The initial structure of the transdisciplinary project has shown that at both administrative and programme level, there is a need to bring about some changes. At the administrative level, oversight of funding available within the project is critical. For follow-up purposes, a more comprehensive system of information exchange on the totality of the transdisciplinary project will allow for greater co-ordination of efforts. Because the culture of peace is a global movement as well as a UNESCO project, there is great need for wide dissemination and exchange of information about the project and related activities by partner organizations and others working for the same objectives.

47. A high priority is given to the extensive and regular sharing of information. During 1996, a Web site and a newsletter have been established to facilitate access throughout the Organization and beyond of information concerning UNESCO's actions in favour of a culture of peace. The Web site is currently on-line but is still in its developmental stages and plans to provide a comprehensive overview of the activities of the transdisciplinary project. The second issue of the newsletter, distributed in April 1997, focuses on work in the field of radio to support the development and reinforcement of a culture of peace. It is envisaged that each subsequent issue will focus in-depth on a particular topic or area of work and could then be used as a reference tool to all practitioners in the specific field.

48. UNESCO's role in the fields of conflict prevention, conflict resolution and post-conflict peace-building, is pre-eminently educational in nature, but embraces the other facets of the Organization's fields of competence as well. Communication is particularly relevant to reach the yet unreachable and to include the excluded. There is a clear role for the Organization to provide both through formal and distance education, a wide variety of training and educational materials geared at promoting peace, intercultural dialogue, international understanding, respect for human rights, gender equality, democracy and tolerance to a range of different target groups. It must also foster capacity-building at the national, regional and subregional levels through training, exchange of experience and other development actions.

49. The culture of peace is more than a series of projects - it is a *cultural construction* in the sense that it attempts to reinforce positive values, attitudes and behaviours, not only of governments, but of individuals and groups at all levels and in daily life. Peace is a daily behaviour. Therefore, an important aspect of the transdisciplinary project is that it must involve the entire Organization and its partners in a continual interaction and search for the best ways to initiate the transition from a culture of war and violence to one of peace and non-violence.

50. While all of the themes of the culture of peace are transdisciplinary in theory, in many cases the associated projects have not been sufficiently intersectoral in practice. Therefore, in the second year of the project, a number of middle-level intersectoral work teams will be engaged in several priority projects. It is envisaged that this can provide an effective model of intersectoral co-operation that can be expanded in the next biennium. These will include,

among others, preparations for the fiftieth anniversary of the Universal Declaration of Human Rights and intersectoral work to strengthen social cohesion within multi-ethnic and pluricultural societies.

## VI. CONCLUSION

51. Although co-ordination at Headquarters has improved during 1996, it is proposed that in document 29 C/5, the **co-ordination of culture of peace activities** should be expanded and considered the overriding organizational task of the transdisciplinary project. Therefore, a major priority within the framework of the transdisciplinary project is and will continue to be an increased co-ordination and dissemination of information about UNESCO activities in this domain. Co-ordination also has to be extended to fund raising. The success of the various initiatives in the project is dependent on extrabudgetary funding and an integrated strategy would allow for a meaningful development of all aspects of the transdisciplinary project.

52. In 1996, the transdisciplinary project members met several times. During these meetings, it became clear that the integrated approach of the project would be greatly enhanced by a new structure in the framework of document 29 C/5. This structure should facilitate transectoral co-ordination in the design, planning and implementation of the project activities, which will be carried out under the supervision of the corresponding sectors, services or field units. This new structure will consist of three units. First, in order to make a comprehensive and coherent intellectual contribution to the implementation and conceptual development of a culture of peace, **research, advocacy, mobilization and information activities** will be brought together under one single unit. Based on the experience to date, it is evident that the **education and training component** of the project should receive greater emphasis and be recognized as the second unit of the transdisciplinary project. The third unit will co-ordinate the various **national, subregional, regional and international programmes and projects** which will be carried out to strengthen a culture of peace and provide the necessary support for development efforts.

53. To fully appreciate the added value of the transdisciplinary project, 'Towards a culture of peace', it is important to distinguish between the transdisciplinary **concept** of a culture of peace and the transdisciplinary **approach** adopted by UNESCO. Regarding the concept, the process of enabling dialogue and creating the fundamentals of a culture of peace has already begun to bear fruit in a variety of countries and a global movement in favour of a culture of peace is evolving. Regarding the approach, UNESCO is learning how to effectively work across sectors and to identify expertise in order to provide better service. Neither of these results is a tangible product, both - as referred to above - have rapidly progressed. People want peace as their first priority in life. And, therefore, the process itself has an inherent added value.

54. Apart from the added value of the process, the main benefits of this approach are:

1. the creation and reinforcement of 'consciousness' of violence refusal and peace;
2. a greater coherence of UNESCO's image concerning its action in 'building peace in the minds of men' and women;
3. a cohesion of programming which is leading to comprehensive, more effective actions and on implementing the mission entrusted to UNESCO;

4. a better exchange and analysis of information (inside and outside the Organization);  
and
5. its growing role as catalyst and facilitator for organizations and individuals to work with UNESCO in pursuit of the common goal of a culture of peace.