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Note by the Secretary-General

Contribution of the United Nations Educational, Scientific and Cultural Organization (UNESCO) to the Durban Review Conference (DRC) (A/CONF.211/PC.4/7)

Annex

*Durban Review Conference
Geneva, 20-24 April 2009*

**STRENGTHENING THE FIGHT AGAINST RACISM:
UNESCO'S ACHIEVEMENTS SINCE THE
2001 WORLD CONFERENCE AGAINST RACISM,
RACIAL DISCRIMINATION, XENOPHOBIA AND
RELATED INTOLERANCE**

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INTRODUCTION

The United Nations Charter states that all persons are entitled to human rights and fundamental freedoms without distinctions as to colour, sex, language or religion.

The fight against racism, discrimination, xenophobia and intolerance is at the heart of UNESCO's mandate since its very creation. **Article 1 of UNESCO's Constitution**, adopted on 16 November 1945, stipulates that the Organization shall “contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion”.

Since its foundation, UNESCO has upheld its commitment to this mandate by mobilizing the scientific community to refute the concept of “race”. In this sense, UNESCO directed its efforts towards drafting international instruments that outlined standard principles, concepts and universal criteria to support the fight against racism and discrimination. These various instruments serve as key standard setting documents to thwart threats to peace and social stability. By far the most important instrument elaborated by UNESCO in this whole domain is the **Declaration on Race and Racial Prejudice** adopted in 1978. It represents a milestone in the development of international normative instruments in this area, and remains a key reference point for UNESCO in its struggle against racism.

To further advance the fight against racism and discrimination, UNESCO also launched various operational programmes and projects. The **Special Programme against Apartheid** was launched on behalf of the victims of institutional racism, recognized as early as 1966 by UNESCO as a “crime against humanity”. The “**Slave Route project**” was also launched in 1993 with the aim of promoting the development of scientific research and public sensitization about the transatlantic slave trade.

New forms of discrimination have arisen, as a result of various scientific developments and the process of globalization. To curb these new threats and the

Over these years, UNESCO pursued and strengthened its work against racism and all forms of discrimination in all its fields of competence. Moreover, it further entrenched its action against racism by adopting an **Integrated Strategy to Combat Racism, Discrimination, Xenophobia and Related Intolerance**, at the 32nd session of its General Conference, in 2003.

The Durban Review Conference is an important opportunity to communicate on the results achieved by the Organization in the fight against racism and all forms of discrimination over the last seven years. As a first contribution, this document aims to present an overview of the concrete action undertaken by the Organization in all its fields of competence since 2001, including information on specific responses to the Durban Programme of Action.

THE 2001 DURBAN WORLD CONFERENCE AGAINST RACISM, RACIAL DISCRIMINATION, XENOPHOBIA AND RELATED INTOLERANCE, AND DURBAN PROGRAMME AND PLAN OF ACTION

In 1997, the United Nations General Assembly decided, in resolution 52/111, to hold the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance, which was held in Durban, South Africa from 31 August to 8 September 2001. The Durban Conference was a landmark in the struggle to eradicate all forms of racism "requiring a strong follow-up mechanism to examine whether Governments have delivered on their promises made," according to the United Nations High Commissioner. She promised "to make it a conference of actions not just words". The World Conference provided a unique opportunity to create a new world vision for the fight against racism in the twenty-first century.

The conference, which was the third international meeting of this scope on the issue, following those held in 1978 and 1983 in Geneva, was held to mark the Third Decade to Combat Racism and Racial Discrimination (1993-2003) proclaimed by the United Nations General Assembly on 20 December 1993 (A/RES/48/91).¹

Adopted by consensus at the World Conference in Durban, South Africa, the Durban Declaration and Plan of Action (DDPA) is a comprehensive, action-oriented document that proposes concrete measures to combat racism, racial discrimination, xenophobia and related intolerance. It is holistic in its vision, addresses a wide range of issues, and contains far-reaching recommendations and practical measures.

The DDPA embodies the firm commitment of the international community to tackle racism, racial discrimination, xenophobia and related intolerance at the national, regional and international level. Recognition that no country can claim to be free of racism, that racism is a global concern, and that tackling it should be a universal effort, is an important achievement. Although the DDPA is not legally binding, it has a strong moral value and serves as a basis for advocacy efforts worldwide.

¹ The goals and objectives of the Third Decade are similar to those of the preceding decades,

The adoption of the Strategy has renewed UNESCO's commitment to the cause of Struggle against Discrimination. Its implementation should guarantee the accomplishment of the goals proclaimed by the United Nations and UNESCO 60 years ago: to reach the enjoyment of all human rights and fundamental freedoms without distinctions as to colour, sex, language or religion.

PART I

UNESCO'S INTEGRATED STRATEGY TO COMBAT RACISM AND DISCRIMINATION

Background

1. In its resolution 56/266 adopted on 27 March 2002, the United Nations General Assembly “endorses the Durban Declaration and Programme of Action adopted on 8 September 2001 by the Conference; and expresses its satisfaction with the outcome of the Conference, which constitutes a solid foundation for further action and initiatives”. The resolution in particular “invites specialized agencies and related organizations of the United Nations system to strengthen and adjust, within their respective mandates, their activities, programmes and medium-term strategies to take into account the follow-up to the Conference”.

2. In response to that invitation and to the specific recommendations addressed to it, UNESCO, at the 164th session of the Executive Board in April 2002, examined document 164 EX/16 on the follow-up to the Durban Conference and adopted 164 EX/Decision 3.4.2 in which the Board “invites the Director-General to develop ... an integrated strategy to combat racism, discrimination, xenophobia and intolerance in UNESCO's fields of competence, to be submitted to the General Conference at its 32nd session ... [and] to report to it at its 166th session on the progress that has been made on the implementation of this decision”. In his report 166 EX/5 Part I on the follow-up to decisions adopted by the Executive Board at its previous sessions, the Director-General informed the Executive Board of the various activities implemented by UNESCO since the Durban Conference and the adoption of 164 EX/Decision 3.4.2.

3. The Durban Conference came at a time when the international community was facing new threats of confrontation, exclusion and discrimination linked to the rise of extreme nationalism and ideologies of intolerance and was reflecting on the most effective ways of managing globalization and technological and scientific progress. The Conference offered UNESCO an opportunity to revitalize and reinforce, in cooperation with the Office of the United Nations High Commissioner for Human Rights, its combat against racism, discrimination and exclusion that is central to its mandate, as set forth in the preamble to its Constitution.²

² The constitution of UNESCO, after observing in its preamble that “the great and terrible war which has now ended was a war made possible by the denial of the democratic principles of the dignity, equality and mutual respect of men, and by the propagation, in their place, through ignorance and prejudice, of the doctrine of the inequality of men and races”, states in Article I that the Organization's purpose is “to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed by the peoples of the world, without distinction of race, sex, language or religion...”.

4. It must be admitted that since the dismantling of the system of apartheid in South Africa, the Organization's efforts to combat racism and discrimination have slowed down to some extent and are no longer highly visible. It was therefore important to give new impetus to UNESCO's action, in the light of the commitment made by the international community in the Durban documents, endorsed by the United Nations General Assembly. This resolve was motivated by the new global response to the events of 11 September 2001 characterized by reinforcement of the combat against international terrorism, which must be carried out with full respect for human rights, and of the international instruments concerned with eliminating discrimination on the grounds of race, colour, descent or ethnic origin. The revitalization of UNESCO's action is also in response to the need for openness, tolerance and mutual understanding of the dialogue among civilizations and of intercultural exchanges in a world which is more interdependent than ever before.

UNESCO'S PAST STRATEGIES AND ACTION

5. Before presenting the major thrusts of UNESCO's new integrated strategy, a brief review of UNESCO's past efforts is in order. From the earliest years of its existence, UNESCO demonstrated its commitment by initially waging the combat on the scientific front. It was able to mobilize the scientific community, calling upon eminent specialists to draft scientific texts refuting racist theories. A series of historic statements were thus produced, helping to demonstrate the absurdity of racial prejudice: *Statement on Race* (1950), *Statement on the Nature of Race and Race Differences* (1951), and *Statement on the Biological Aspects of Race* (1964). The pinnacle of UNESCO's efforts was the *Declaration on Race and Racial Prejudice* adopted by the UNESCO General Conference at its 20th session in 1978.

6. Following the phase of consolidation of scientific evidence and ethical

MAJOR THRUSTS OF UNESCO'S INTEGRATED STRATEGY

8. UNESCO's integrated strategy takes into account the lines of emphasis defined as a result of UNESCO's reform policy encouraging the Organization to concentrate on areas where it can have a real impact. The strategy is in harmony with the Organization's strategic objectives. It is also part of a UNESCO global human rights strategy which is being developed in conjunction with the United Nations Secretary-General's Reform Programme (resolution 51/950) aimed at placing human rights at the core of the United Nations system and achieving the development objectives set forth in the United Nations Millennium Declaration. It is designed to give concrete form to the principles and values set forth in the UNESCO Universal Declaration on Cultural Diversity adopted by the General Conference in 2001. The strategy is based on the results of studies on the various causes and forms of discrimination and on the recommendations made during the regional consultations on the follow-up to the Durban Conference organized by UNESCO during the 2002-2003 biennium, in pursuance of 164 EX/Decision 3.4.2, and in which the Office of the United Nations High Commissioner for Human Rights and the Special Rapporteur of the Commission on Human Rights on contemporary forms of racism, racial discrimination, xenophobia and related intolerance participated actively³. Those results and recommendations were discussed and endorsed at the international expert seminar held by UNESCO in June 2003 in Osaka, Japan, with the support of the Japanese National Commission for UNESCO.

A. Objectives of the integrated strategy

9. General objectives:

revitalize UNESCO's efforts in the combat against racism, discrimination, xenophobia and intolerance in its fields of competence;

reinforce cooperation with other United Nations agencies, in particular with the Office of the United Nations High Commissioner for Human Rights, the International Labour Organization (ILO), UNAIDS and the United Nations Research Institute for Social Development (UNRISD), and with international intergovernmental organizations and regional organizations (European Union, African Union, Organization of American States, Association of South-East Asian Nations, etc.);

reinforce awareness-raising activities in the field and strengthen solidarity networks by forming new partnerships and remobilizing UNESCO's customary partners including civil society organizations, in particular those concerned with the defence of human rights, universities, research centres, educational establishments and training institutes and competent NGOs throughout the world.

Specific objectives:

deepen knowledge about the development of forms of discrimination inherited from the past, notably those linked to the period of slavery and colonization and those affecting indigenous peoples and cultural and religious minorities;

³ The studies and the reports of the regional consultations are available on request from the Secretariat.

discriminations standing in the way of equality between women and men and of an improved status for women in different societies.

Link between construction of identity and discrimination: UNESCO is contributing to reflection on the construction of identities in multicultural and multi-ethnic societies, to analysis of the discrimination and exclusion to which it may give rise, and to the search for responses that respect the diversity of identity issues and may preserve social cohesion.

Link between scientific progress and emergence of new forms of discrimination: while scientific research once enabled UNESCO to discredit racist theories, the spectacular development of some scientific fields, in particular genetics now raises the spectre of new forms of discrimination. As a scientific cooperation organization, UNESCO is launching appropriate studies and mobilizing the scientific community and the public to raise awareness about the emergence of these new forms of discrimination.

Interaction

Experience has shown that the combat against racism and discrimination, on fronts other than research, education and communication, calls for major efforts in the field whose effectiveness depends on raising public awareness, in particular through opinion leaders. This approach also depends on the participation of decision-makers and the adoption of legislative, judicial and administrative measures to provide

XenophobiacatioIntoleraxpef –

project aims at assisting municipalities in developing and strengthening their policies for greater urban social inclusion. This network is mobilized to encourage partnership-building in the struggle against discrimination and exclusion in cities around the world.

Starting in 2004, and given the specificities of each region, UNESCO first sought to facilitate development of the initiative in different regions of the world, as follows:

Europe: The European Coalition of Cities against Racism, created in 2004, has so far brought together about 85 municipalities in Europe. It is very encouraging to see that the European Coalition project is favourably echoed by many committed local authorities. Throughout the years since its establishment, crucial steps have been taken, and additional steps will shortly be taken in order to further enable the European Coalition to become an operational network.

Asia Pacific: In Asia and the Pacific, the Coalition of cities against Racism and Discrimination in Asia and Pacific was launched on the occasion of the 2nd World Congress of UCLG in the Republic of Korea, in October 2007. So far, almost 30 cities and regional organizations from 13 countries have come on board.

North America: In North America, the Canadian Coalition of Municipalities against Racism and Discrimination was launched in 2005, in close collaboration with the Canadian Commission for UNESCO and the Federation of Canadian Municipalities. Over 20 municipalities have officially joined the network.

Africa: The African Coalition of Cities against Racism and Discrimination was launched in Nairobi, Kenya, in September 2006, during the Africities 4 Summit, and more than 55 municipalities have already joined the network. Efforts are being concentrated in the Southern African Sub-Region, where interest in this initiative is strongest.

Latin America and the Caribbean: In Latin America and the Caribbean, an official launching of the Latin tin AmepcLatf0 0 10.981.15hug6dc agaya anon -35 Tw [(:

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across the regions as well.

The coalition allows cities to exchange experiences and information, to learn from one another, to see what works and what does not, to evaluate together the impact of certain policies, and to commit to undertaking certain actions collectively. If cities are together in a coalition that permits joint action, they will have more incentive to keep on developing, implementing and evaluating policies that will ensure peaceful coexistence between different groups in society.

16. Preserving diversity in multi-ethnic and multicultural societies.

UNESCO is strengthening its contribution to reflection on the socio-political and cultural conditions likely to facilitate a democratic citizenship respectful of diversity in multi-ethnic and multicultural societies.

It is also developing in-depth studies on various forms of discrimination which stigmatize and exclude “minorities” from certain aspects of society, in particular the audiovisual field.

17. Combating racist propaganda in the media and in cyberspace. (More information is provided in Part II.)

In response to the potential use of the new information and communication technologies, in particular the Internet, to spreadJ0.001g,in tolerat gorycal 8 T neaisat w undeeful

sports organizations, including the International Olympic Committee (IOC)

http://portal.unesco.org/en/ev.php?URL_ID=57303&URL_DO=DO_TOPIC&URL_SECTION=201

Human Rights Education - UNESCO has been actively involved in the implementation of the World Programme for Human Rights Education, adopted by the United Nations General Assembly in 2004. UNESCO advocates for the inclusion of human rights principles and values within the education system and encourages Member States to draw up and implement national plans of action for human rights education. Within this framework, the Round Table: "Putting Human Rights into Practice: the Role of Education" took place at UNESCO Headquarters in January 2008. The representatives of Member States, research institutions, teachers associations and NGOs will share their experiences of mainstreaming of human rights education according to its respective context. The outcomes of this round table will contribute to the ongoing drafting process for a declaration on human rights education and training of the United Nations. **(Durban, Rec. 156)**

http://portal.unesco.org/education/en/ev.php-URL_ID=57292&URL_DO=DO_TOPIC&URL_SECTION=201.html

As UNESCO's specialist in education structures, content and methods, the International Bureau of Education (IBE) emphasizes Human Rights Education (HRE) as a major dimension of Learning to Live Together (LTLT), which, in compliance with its new strategy, constitutes a priority in all IBE programmes and projects (<http://www.ibe.unesco.org/en/global-news-archive/single-news/news/just-published-ibe-strategy-2008-2013/106.html>). In recent years, IBE, in co-operation with GTZ, developed a database of effective practices of LTLT, as well as conceptual and methodological frameworks and tools to monitor and assess the effectiveness and impact of school and out-of-school programmes (<http://www.ibe.unesco.org/en/learn-to-live-together.html>). At the request of governments and international agencies, IBE also provides technical assistance to countries seeking to reinforce the presence and impact of HRE in their education system (<http://www.ibe.unesco.org/en/curriculum-development/technical-assistance.html>). Several of IBE's publications, including PROSPECTS, IBE's journal for comparative and international education, are dedicated to the topic of promoting and improving HRE and LTLT through innovative curricula and teaching and learning strategies. **(Durban, Rec. 156)**

<http://www.ibe.unesco.org/en/services/publications.html>

A Human Rights-Based Approach to Education for All: a framework for the realization of children's right to education and rights within education. This joint UNESCO and UNICEF framework for the realization of children's right to education and rights within education brings together the current thinking and practice on human rights-based approaches in the education sector. It presents key issues and challenges in rights-based approaches and provides a framework for policy and programme development from school level to national and international levels. **(Durban, Rec. 126)**

<http://unesdoc.unesco.org/images/0015/001548/154861E.pdf>

UNESCO Guidelines on Intercultural Education: as part of UNESCO's effort for this specific objective, the Expert Meeting on Intercultural Education (UNESCO Headquarters, 20-22 March 2006) brought together international experts from Australia, Bolivia, Egypt, Finland, Hungary, Korea, Lebanon, Mexico, Nigeria, South Africa and the United Kingdom, including UNESCO Chairs and academics as well as representatives of NGOs, National Commissions and UNESCO staff from various sectors.

The guidelines have been prepared to help policymakers understand the key issues concerning intercultural education. Drawing from the key standard-setting instruments and the results of numerous conferences, they present concepts and principles that may be used to guide future activities and policy-making. (**Durban, Rec. 179**)

Report of the meeting:

<http://unesdoc.unesco.org/images/0014/001475/147539e.pdf>

Guidelines:

<http://unesdoc.unesco.org/images/0014/001478/147878e.pdf>

Box 2 – Towards quality education for Roma children: transition from early childhood to primary education

UNESCO, in collaboration with the Council of Europe, is promoting basic education for Roma children, who suffer from discrimination not only in terms of their access to basic education but also their education inside the classroom. Access to and retention and completion in primary schools for Roma children is facilitated by an education embodying human rights principles and value, such as non-discrimination, intercultural education, and tolerance. Considering that early childhood education significantly enhances children's physical well-being, cognitive skills, and social and emotional development in their formative years, UNESCO and the Council of Europe are working towards the inclusion of Roma children in basic education through improving their access to early childhood educational opportunities and their transition to quality primary education. In this context, an expert meeting was held in September 2007. Three main challenges were raised: the crucial role of the parents, the educators and the community; the improvement of the learning processes (contents, tools, training, etc.); and the reinforcement and implementation of educational policies in favour of Roma children. UNESCO and the Council of Europe are in the process of finalizing Guidelines with the goal of making Roma's rights to quality and successful early childhood education a reality, and delivering a seamless transition to primary school.

http://portal.unesco.org/education/en/ev.php-URL_ID=57556&URL_DO=DO_TOPIC&URL_SECTION=201.html

Learning to Live Together: An Intercultural and Interfaith Program for Ethics Education: UNESCO, UNICEF and the Arigato Foundation have recently published, Learning to Live Together: an Intercultural and Interfaith Program for Ethics Education, a tool-kit for educators to teach children about respecting and understanding diverse faiths, religions, and ethical beliefs. The toolkit aims to help young people and children develop ethical decision-making skills and nurture a sense of belonging, community, and

values. Its aim is to ultimately forge attitudes conducive to building peace through teaching tolerance and mutual understanding. (**Durban, Rec. 156**)

<http://unesdoc.unesco.org/images/0016/001610/161059E.pdf>

Guidelines for Enhancing Quality Education through Textbooks and learning Resources: this document answers to the recommendations for the expert meeting “Thinking and Building Peace through Innovative Textbook Design (Paris, 14-15 June 2007) and reflects the discussions and working group reports presented by participants in the drafting group at its meeting in Doha, Qatar, 17-19 March 2008. The primary purpose of the Guidelines is to support the development and selection of innovative and effective textbooks and other learning resources in order to improve the quality of education in all regions of the world. (**Durban, Rec. 156**)

The prevention of violence in schools: as part of UNESCO’s follow-up to the World Report on Violence against Children, in partnership with experts and relevant institutions, such as the International Observatory on Violence in Schools, UNESCO promotes research, data collection, awareness-raising, advocacy as well as strengthening and applying legal and political mechanisms to protect the rights of children. Gender bias is a subject of particular concern. UNESCO leads activities on awareness-raising, capacity-building at the national level and dissemination and exchange of good practices. (**Durban, Rec. 126**)

http://portal.unesco.org/en/ev.php?URL_ID=57561&URL_DO=DO_TOPIC&URL_SECTION=201

Euro-Arab dialogue “Learning how to live together”: UNESCO has assisted in the planning and implementation of two interregional textbook revision programmes: The Revision of Textbooks Project and Comparative Studies on School Textbooks. Each focuses on increasing and dialogue “ementat10evisio v)0.15 designasethreinyou(inpeoimp

and Oman for UNESCO to be held in Barka, Oman, 7-13 November 2008.

The Inter-Regional Observatory on Textbooks (iROOTS): as a means of promoting intercultural dialogue within the framework of the Euro-Arab Dialogue and supporting ongoing research projects on textbooks and learning materials, the Education Sector is building a web-based platform to facilitate the exchange of information, tools, and resources related to social studies textbooks in Europe and the Arab States. The Inter-Regional Observatory on Textbooks (iROOTS) will establish an e-network of individuals and groups through the UNESCO Education Portal. The collaboration of these professionals will be supported through:

- Ø an up-to-date register of iROOTS community members;
- Ø a register of ongoing activities and research papers designed to promote intercultural dialogue and mutual understanding through textbooks ;
- Ø a virtual discussion forum on innovative approaches to critical issues will facilitate further the networking among individuals taking part in the iROOTS community. (**Durban, Rec. 156**)

Comparative Studies on School Textbooks, part of an initiative by the French and Moroccan National Commissions for UNESCO: in cooperation with the Moroccan Commission, the French Commission carried out a series of comparative studies on school textbooks. Experts from Germany, Egypt, France, Hungary, Kuwait, Morocco, Oman, Poland, Slovenia, Switzerland, Tunisia and Turkey, as well as ALECSO, Council of Europe and UNESCO attended the launch meeting in June 2005. (**Durban, Rec. 156**)

http://www.diplomatie.gouv.fr/fr/actions-france_830/commission-francaise-pour-unesco_3962/les-activites-commission_11372/activites-intersectorielles_11378/dialogue-euro-arabe_21818.html

First Collection of Good Practices for Quality Education: this First Collection of UNESCO Associated Schools Good Practices for Quality Education was initiated by the French Commission for UNESCO in cooperation with the Moroccan Commission for UNESCO. It is a joint initiative of the French and Moroccan Commissions for UNESCO.

of UNESCO, 2007. The First Collection of Good Practices for Quality Education was initiated by the French Commission for UNESCO in cooperation with the Moroccan Commission for UNESCO.

48th Session (25-28th November, 2008) of the International Conference on Education with the theme “Inclusive Education: the Way of the Future”: the Conference brought together approximately 1,500 participants including ministers, educational experts, and representatives of NGOs and United Nations agencies to discuss their visions and ideas and share their experiences in respect to inclusive education. One main theme was identifying an educational system that answers the needs of a diverse group of pupils and foster all children’s potential, taking into special consideration those who are deprived of their right to education because of racial, ethnic, cultural or national differences. As part of the Conference, the exhibition “Practising inclusion” showcased best practices and services for social inclusion and inclusive education for all the participants to learn about how inclusive education can be achieved in different contexts.

In the Conference, UNESCO launched the *2009 Education For All Global Monitoring Report*, “Education for all: strengthening the commitment to equity,” which assess the progress towards achieving goals of Education for All. **(Durban, Rec. 195)**

<http://www.ibe.unesco.org/en/ice/48th-session-2008.html>

*Education for All, Global Monitoring Report 2009: Overcoming inequality: why governance matters: the Report details the progress of the six EFA goals with a focus on governance and inequality. Among issues it discusses are: tackling equity gaps in teacher deployment in which recruiting teachers from under-represented or minority groups can be difficult to manage, and making available early childhood care and education and universal primary education that still are not accessible for children from poor households, rural areas, slums and other disadvantaged sociocultural groups. It recommends that good governance in education should commit to the reduction of disparities based on wealth, location, ethnicity, gender and other indicators for disadvantage, put equity at the centre of financing strategies in order to reach disadvantaged children/most marginalized, and provide incentives to include those who are vulnerable and disadvantaged in order to support education with equity. **(Durban, Rec. 126)***

<http://www.unesco.org/en/education/efareport/>

UNESCO ASP Transatlantic Slave Trade Project: the ASPnet Transatlantic Slave Trade (TST) Project was launched in 1998 to break the silence surrounding the Transatlantic Slave Trade and to enable young people to fully comprehend the past, understand the present and prepare a better future together in a world free of all types of stereotypes, enslavement, injustice, discrimination and prejudice. The TST project aims to improve the teaching of history by telling the whole story of the Transatlantic Slave Trade. The project emphasizes the significance of the TST, the suffering it caused and its social, cultural and economic impact on the Atlantic world. It is the first international endeavour to mobilize schools in Africa, the Americas/Caribbean and Europe to develop new educational approaches while promoting an intercultural dialogue between young people. **(Durban, Rec. 119)**

Mondialogo School Contest: launched in 2003, the “Mondialogo School Contest” on intercultural dialogue and promotion of cultural diversity is organized in partnership with Daimler and UNESCO. Secondary School

Students from different continents learn about and appreciate one another as they work in pairs on concrete projects. These exchanges make “Mondialogo” the world’s largest intercultural dialogue among young people. Since its introduction, it has brought together more than 100,000 students from 144 countries. Finalists of the contest attended the “Mondialogo Symposia” held in Barcelona, Spain 2004, in Rome, Italy 2006 and in Beijing, China 2008. The Symposia are consisted of an exhibition of project results, workshops, press roundtables, panel discussions, jury’s deliberation and award ceremonies. (**Durban, Rec. 126**)

<http://www.mondialogo.org/>

UNESCO Chairs on Intercultural and Inter-religious Dialogue: the existing networks and, more specifically, the UNESCO Chairs and UNITWIN Network on intercultural dialogue that are created in various countries and cultural regions serve as a virtual community of practice on intercultural and inter-religious dialogue. This community will be a forum for exchanges of best practices between academics and practitioners. (**Durban, Rec. 179**)

http://portal.unesco.org/education/en/ev.php-URL_ID=7029&URL_DO=DO_TOPIC&URL_SECTION=201.html

(c) **Future strategies and perspectives**

The Education Sector of UNESCO will continue its work in the following areas:

Fight against discrimination in education, in particular through the monitoring of the implementation of the Convention and the Recommendation against Discrimination in Education (1960).

Mainstreaming human rights education and intercultural education as a means of combating racism and discrimination, both in formal and non-formal educational settings: further actions will be taken in relation to the major international frameworks and instruments, including the World Programme for Human Rights Education (2005 – ongoing), the Recommendation concerning Education for International Understanding, Cooperation and Peace, and Education relating to Human Rights and Fundamental Freedoms (1974), as well as the United Nations Declaration on Human Rights Education and Training (under preparation).

Mobilization of UNESCO partners, in particular through the UNESCO Associated Schools (ASPnet). Many of the ASPnet schools have been involved in **school-based projects against racism and discrimination**, through international campaigns such as the ASPnet All Equal in Diversity International Campaign, mobilizing schools against racism, discrimination and exclusion, and through international contest promoting intercultural dialogue and exchange, such as the Mondialogo School Contest. Efforts can be made to **collect good practices** at the local, national, regional and international level.

II. SOCIAL AND HUMAN SCIENCES

Youth

(a) General policy and activities of UNESCO in the Social and Human Sciences, in the light of action to counter racism, racial discrimination, xenophobia and related intolerance

Numbering as they do 1.2 billion, the young can become major actors in all aspects of the international agenda, whether climate change, development or the matter of countering racism and discrimination. Today, being young signifies a multitude of situations and real-life experiences, according to the circumstances of those

organizations, it seeks in particular to support a permanent forum for dialogue in Israel and the Palestinian territories, and promote academic cooperation between researchers in Israeli and Palestinian universities, particularly in the social and human sciences.

So far, three documents have been produced within this programme, aiming at facilitating and encouraging dialogues between civil societies of both sides (**Durban, Rec. 192**):

Mapping of mainstream Israeli and Palestinian organizations willing to engage in dialogue <http://unesdoc.unesco.org/images/0015/001561/156120e.pdf>

Evaluation of cooperation between Palestinian and Israeli NGOs

allows them to take ownership. The objective is for young people to identify how human rights affect their daily lives in the context of HIV. In particular, young people and young leaders discover how HIV and AIDS are related to human rights and why a rights-based approach is essential to reduce the spread and impact of HIV and AIDS. (**Durban, Rec. 154**)

The initiative contributes to **raise awareness and understanding of HIV-related discrimination among young people**, particularly among organized youth groups (youth and student organizations) and promote youth participation and involvement in HIV and human rights action. In practice, the initiative organizes **consultations** and **needs assessments** among youth organizations and experts on HIV and human rights issues; produces youth-friendly information, education, communication and **resource materials**; holds **workshops** for youth leaders on HIV and human rights issues; and supports youth-led initiatives that seek to respect and protect the human rights of people living with HIV, and those vulnerable to HIV transmission. (**Durban, Rec. 154**)

III. – CULTURE

The various programmes and activities of the Culture Sector of UNESCO take a full part, directly or indirectly, in carrying out the Organization's Integrated Strategy to Combat Racism, Racial Discrimination, Xenophobia and Related Intolerance. They were indeed designed for the purpose of "*promoting cultural diversity, intercultural dialogue and a culture of peace*" and of "*demonstrating the importance of exchange and dialogue among cultures to social cohesion and reconciliation in order to develop a culture of peace*".

Against a changing international landscape, the need to organize and manage cultural pluralism at all levels and in a democratic manner remains a vital and indispensable landmark towards achieving lasting peace. In this spirit, UNESCO intends to become a global clearing house on innovative practices that are conducive to cultural pluralism at local, national and regional levels. In this perspective, two new modalities of action are being pursued during the Programme and Budget for 2008-2009 (34 C/5):

Under the **Intersectoral Platform: "Contributing to the dialogue among civilizations and cultures and a culture of peace"**, a number of activities are undertaken, which are structured around four objectives:

The pedagogical exploitation of the Regional Histories, comprising a horizontal cross-reading of the Regional Histories through the prism of dialogue, beginning with the History of Africa (revision of textbooks and school manuals, involvement of historians, etc.)

The development of intercultural competencies in formal/non-formal educational settings with a focus on building skills necessary for living together. This includes a study of the evolving concept of "intercultural competencies" over time, and a mapping of specific existing examples and practices of intercultural skills, as well as a focus on dialogue as a tool in "conflict-sensitive" reporting and on the role of museums as "places of memory".

The role of the media in fostering dialogue and mutual understanding which will comprise activities such as the “power of peace network” (on pluralistic

from 2006 onwards, and which has since then spawned a number of individual and joint actions by the partner organizations, thereby strengthening international cooperation. (**Durban, Rec. 192**)

In 2006, at the request of UNESCO's Member States, the Director-General developed a **Plan of Action for the Promotion of the Dialogue among Peoples and UNESCO's contribution to international action against terrorism**. The Plan of Action focused on five major themes of intersectoral action: (i) Promoting reciprocal knowledge of cultural, ethnic, linguistic and religious diversity; (ii) Building a framework for commonly shared values; (iii) Strengthening quality and values education; (iv) Countering violence and extremism; (v) Fostering dialogue for sustainable development. (**Durban, Rec. 192**)

In 2007, the General Conference adopted the **Medium-Term Strategy (2008-2013)**, which has a new mission statement: "As a specialized agency of the United Nations, UNESCO contributes to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information." This strategy accords global priority to Africa and gender equality, and envisages specific targeted action for youth, the least developed countries (LDCs), and small island developing states (SIDS). It also gives special

Headquarters, brought together participants in that Congress, eminent intellectuals of Africa and the Diaspora, politicians and academics, who went back over the themes of the 1956 Congress and examined the present-day racial issue and, in particular, questions relating to Black culture and the Black world. Recommendations were made for the purpose of contributing to the individual and collective fulfilment of Black

A culture of peace

(a) General

The **concept of a culture of peace** goes hand-in-hand with the dialogue among civilizations, cultures and peoples. They are closely linked and they share common goals. UNESCO's work to promote a dialogue among civilizations, cultures and peoples as well as its contribution to international action against terrorism makes a direct contribution to its work to promote the objectives of the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010), for which it has been designated as the lead agency within the United Nations system.

In connection with the **International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010)**, UNESCO coordinates and directly implements activities in its areas of competence according to the Decade's Programme of Action: fostering a culture of peace through education; promoting sustainable economic and social development; promoting respect for all human rights; ensuring equality between women and men; fostering democratic participation; advancing understanding, tolerance and solidarity; supporting participatory communication and the free flow of information and knowledge; and promoting international peace and security.

(b) Activities directly related to the Durban Programme of Action

UNESCO maintains a **global public awareness campaign**, promotes and disseminates information on the various activities implemented by the actors involved in pursuing the Decade's goals. This campaign was launched at the beginning of the Decade with the Manifesto 2000 (signed to date by almost 76 million people worldwide), and a website (<http://www3.unesco.org/iycp/>) containing information on a range of culture of peace organizations. This allows for a networking among [(disse Non-Violences h

In 2006, the project contributed to the work of TADIA (Society for Research, Culture, Education and Development of the African Diaspora in Asia) and took part in TADIA's first international conference on "The Siddis and the African Diaspora in Asia", held in **Goa (India) from 10 to 14 January 2006** and resulted in a **publication in 2008**, *The African Diaspora in Asia: Exploration of a less known fact*. A second TADIA international conference is due to take place in Mozambique in 2009.

In November 2006, the project supported the establishment of the Cultural Association for the Defence and Mutual Aid of Africans in Turkey and took part in the first meeting of "Afro-Turks", held in **Ayvalik (Turkey) on 18 and 19 November 2006**, to promote recognition of their history and culture. Film projects and a project to collect oral traditions on the presence of Africans in Turkey are being carried forward following that initiative. Support was given under the project for the publication in French and promotion of a book based on first-hand experience written by an Afro-Turk, Mustapha Olpak, entitled *Kenya-Crète-Istanbul: biographie d'une famille d'esclaves* (Kenya-Crete-Istanbul: Biography of a Family of Slaves).

In May 2007, an **international symposium** on cultural interactions generated by the slave trade and slavery in the Arab-Muslim world was held under the project in **Rabat and Marrakesh (Morocco)**. At the symposium, the first of its kind, some 20 researchers from sub-Saharan Africa, North Africa, the Middle East and Asia discussed the specific nature of the slave trade and slavery in those parts of the world. A follow-up committee was set up to organize another meeting in 2009 and to establish a network of researchers and research institutions in the region. The proceedings of those meetings will be published and posted on the site of the Slave Route project.

The production of an **Atlas of interactions and of the African Diaspora** was launched in 2008 in order to draw up maps illustrating the African presence in the world, and particularly in the Americas. This work, drawing on the results of various research endeavours initiated or supported under the Slave Route project, will entail intersectoral cooperation with other UNESCO programmes. The Atlas will be organized around four key fields: the tangible heritage based on the inventory of sites and places of memory; the intangible heritage; languages; and religions. It will be carried out in close cooperation with several partners, in particular the African Diaspora Heritage Trail (ADHT).

Several books on the slave trade, slavery and their consequences have been published under the project. New publications will now be placed online as a matter of priority to facilitate greater public access to them. The project encourages, in particular through the award of its label, the publication by its partners of books, thereby helping to increase and diversify publications throughout the world on the subject (see annex).

The preparation of educational materials to consolidate teaching of the slave trade and its consequences is all-important for enabling the young generations to reach a more comprehensive view of a past that was long concealed, to understand the present and better to build a future free of any discrimination.

the publication of two books for young people on the subject (*Tell me about ... the Slave Trade* and

need to promote them through cultural tourism policies concerning that heritage. Thus the inauguration of the Paysage culturel du Morne (Mauritius) on 1 February 2009 is an outstanding example of that approach. The purpose of that ceremony, coinciding with the commemoration in the island of the abolition of slavery, was to officialize the placing of that site on UNESCO's World Heritage List, making of that vestige of *marronnage* or resistance to slavery a shared heritage of humanity.

Commemoration of the various abolitions of the slave trade

The memory of the slave trade and slavery gives rise to commemorations and international days the celebration of which permits global sensitization and to which UNESCO contributes substantially. In this respect, the following are noteworthy:

The proclamation by the General Assembly of the United Nations of **2004 as International Year to Commemorate the Struggle against Slavery and its Abolition** (resolution A/RES/57/195). On the initiative of UNESCO (31 C/Resolution 2), that proclamation enabled the Organization and its partners to launch during that year some hundred activities throughout the world, focusing on matters arising from the problem of the slave trade and slavery (Haiti, Ghana, France, Jamaica, Mozambique, Dominican Republic, Cuba, Bahamas, Brazil, Congo, Sweden, Cameroon, etc.). The fact of putting commemorations of the abolition of the slave trade and slavery on an institutional footing in several UNESCO Member States also contributes to this awareness, thanks to activities organized in this connection, in particular on 1 February in Mauritius, on 10 May in France or on 23 August in the United Kingdom.

The celebrations of the **International Day for the Abolition of Slavery**, on 2 December (in memory of the 1949 Convention on the Abolition of Slavery) and of the International Day for the Remembrance of the Slave Trade and its Abolition, observed on 23 August each year (symbolic of the night of 22 to 23 August 1791 on Santo Domingo – now Haiti and the Dominican Republic – in order to mark in people's memories the rebellion of the slaves that greatly influenced the process of abolition of the slave trade). Those days are now occasions for organizing commemorative activities and events throughout the world.

The commemoration of the 200th anniversary of the abolition of the transatlantic slave trade by Great Britain (2007)

The date 25 March 2007 marked the bicentenary of the vote by the British Parliament of the act abolishing the transatlantic slave trade in the British colonies. That commemorative year saw a series of activities supported by the Slave Route project, both in the United Kingdom and in some Commonwealth countries, to promote international awareness of what the slave trade was and of its consequences, but also of the existence of new forms of servitude. The following initiatives are worthy of note:

Drama and exhibition on the theme "Turning the Tables": London and slavery

The Museum of London Docklands, in close cooperation with the Museum of London, the Iziko Museums (South Africa) and the Barbados Museum and Historical Society, Bridgetown, prepared a travelling exhibition of objects associated with the memory of the abolitionists: Buxton, Wilberforce, Macaulay (second Governor of Freetown) and Lushington. The exhibition was staged in the United Kingdom, South Africa, Barbados and the Bahamas, Jamaica and Ghana. It was completed by representations of a play by the noted playwright John Matshikiza on the abolition of

slavery and the defence of human rights and freedoms. Those events thus helped to publicize the role played in Britain by ordinary men and women, both white and black, and the attempts by Africans reduced to slavery to free themselves from their oppressors.

Opening of a National Museum and a Centre for Understanding of the Transatlantic Slave Trade

On 23 August 2007, International Day for the Remembrance of the Slave Trade and its Abolition, the Liverpool National Museums inaugurated the International Slavery Museum to celebrate the bicentenary of the abolition of the transatlantic slave trade

The UNESCO-Toussaint Louverture Prize is an initiative of the Haitian Delegation to UNESCO. As a major contribution to the Durban Programme of Action, the Prize is intended to reward commitment to recognition of the equality of people and cultures and to the struggle against the discrimination and exclusion suffered by descendants of the enslaved. On awarding the Prize for the first time, on 3 December 2004, the Deputy Director-General of UNESCO hailed the universal scope of the message of the laureates in favour of human dignity, vigilance and responsibility. The recipients, Aimé Césaire, bard of negritude, and Do Nascimento, a veteran of the struggle for

discrimination, xenophobia and related intolerance, in the field of competence of those two instruments.

For those conventions rest upon a number of guiding principles, such as that of the equal dignity of cultures and the respect which is due to them. Reinforcing in their respective domains the principles of the UNESCO Universal Declaration on Cultural

(b) Activities directly related to the Durban Plan of Action

Various publications have come out, such as the guide for secondary teachers “La sensibilisation au dialogue interculturel” (Sensitization to intercultural dialogue), UNESCO Beirut and Lebanese National Commission for UNESCO, 2008. As part of its work on capacity-building for decision-makers and civil society actors, UNESCO co-organized, in June 2008, with the Heydar Aliyev Foundation and the Islamic Educational, Scientific and Cultural Organization (ISESCO), the **Baku Forum (June 2008) seeking to extend the role of women in intercultural dialogue**. The Organization also supported the **creation of a website “No Ghetto”**, run by young people and aiming to make them more aware of the principles of cultural diversity and intercultural dialogue. The other projects include the compilation of databases of good practices regarding the innovatory means of shaping and engaging in dialogue among cultures and religions; the **extension of the Power of Peace Network** (utilization of the new media tools to connect people of the world and thus to enhance mutual understanding and tolerance by discussing issues of pluralism); the **B@bel Initiative** (promotion of universal access to multilingual information in cyberspace); the **SESAME project** (associating scientists of the Arab region and Israel). (**Durban, Rec. 179**)

Among the markedly geographical approaches, the **Arabia Plan project**, both regional and international in scope, was continued with as its main tangible activity a meeting and a **concert (May 2008)**, organized in close cooperation with the Delegation of Argentina and the Consultative Committee of the Arabia Plan, demonstrating the **links between Arab music and Latin American music**, notably via the Iberian Peninsula. Furthermore, UNESCO is continuing its implementation of the project on “**The Image of the Other in Arabo-Islamic and European textbooks**”. Finally, the sixth Summit of Heads of State of South-East Europe took place in Athens (**June 2008**) on the theme “Intercultural Encounters on Maritime, River and Lake Routes of South-East Europe”, and the conference on the theme “Intercultural Encounters on the Shores of the Mediterranean: The Alchemy of an Uninterrupted Dialogue” (**December 2008**). These “**Routes of dialogue**” offer a fresh opportunity for an intercultural reinterpretation of history to arrive at its shared understanding, the main purpose of those summits being to strengthen the crucial role of culture in cementing mutual trust and understanding in the region. (**Durban, Rec. 179**)

In **January 2008**, UNESCO and the **Alliance of Civilizations (AoC)** signed a **Memorandum of Understanding in Madrid**, strengthening cooperation between the two institutions and providing for four types of activities to be carried jointly: (a) developing educational, cultural and scientific contents that foster dialogue and mutual understanding; (b) intensifying intercultural exchanges among youth; (c) highlighting the role of media in fostering dialogue and mutual understanding; and (d) establishing new multi-stakeholder partnerships in order to reach out to new audiences. Since then, cooperation with AoC has been strengthened through regular exchanges between the two secretariats, whether the Interfaith Dialogue or Media Literacy, which are priority projects for the Alliance. In this regard, UNESCO took part in the NGO Forum on the Alliance of Civilizations, held in connection with the 179th session of the Executive Board, at the regional seminar “**Women and the Alliance of Civilizations: Opportunities and Challenges**” (**Buenos Aires, 28-29 April 2008**) and at the meeting of the **Group of Friends of the Alliance of Civilizations** (**New York, 10 June 2008**). Other meetings such as the informal meeting of

mutual respect among the young, followed by the holding of a **workshop in Beirut** on the use of that textbook organized for teaching staff of the network of UNESCO Associated Schools (ASPnet); the organization of an **interreligious national dialogue in Mongolia** in order to reduce religious prejudice and thereby permit harmonious coexistence of the various religions; a **regional meeting in Tehran** between religious leaders to facilitate interfaith dialogue and promote peace in the region; a **regional workshop in Dakar** concerning the exchange of good practices on the **role of traditional forms of spirituality**; national workshops (Djibouti, Ethiopia and Somalia) attended by faith-based non-governmental organizations to highlight the **role of women in dialogue among religions**; a meeting of experts in Brasilia to draw up recommendations concerning measures to be taken by the public authorities to eliminate racial prejudice and avoid the marginalization of traditional beliefs. (**Durban, Rec. 179**)

UNESCO and indigenous peoples

(a) General

In its attachment to defending the culture, languages and traditions of the indigenous peoples, UNESCO makes every effort to preserve the living conditions of these peoples and safeguard their cultural heritage, both physical and intangible, threatened by globalization, migrations and environmental change, but also by the associated forms of social and economic discrimination. The action of UNESCO on behalf of indigenous peoples materializes in its active participation in activities organized within the First International Decade of the World's Indigenous Peoples (1995-2004), in addition to the Second Decade (2005-2014), both with respect to its standard-setting instruments and in its programmes.

Where standard-setting is concerned, UNESCO backs the preservation of all forms of cultural expression by giving special attention to the rights of communities, groups and individuals, in this case indigenous groups. The **2003 Convention for the Safeguarding of the Intangible Cultural Heritage** indeed emphasizes the need to involve the indigenous peoples in applying the best practices for safeguarding the intangible heritage: "Within the framework of its safeguarding activities of the intangible cultural heritage, each State Party shall endeavour to ensure the widest possible participation of communities, groups and, where appropriate, individuals that create, maintain and transmit such heritage, and to involve them actively in its management." (Art. 15.)

The process of drawing up the **2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions** was assisted by the ideas and opinions of indigenous peoples, consulted in particular through the United Nations Permanent

(b) Activities directly related to the Durban Programme of Action

As Chair of the Inter-Agency Support Group on Indigenous Issues (IASG) for 2008-2009, UNESCO hosted from **15 to 17 September 2008 the IASG annual meeting**, attended by the members of the United Nations Permanent Forum on Indigenous Issues (UNPFII). Under the theme of “**Development, culture and identity**”, in the light of the United Nations Declaration on the Rights of Indigenous Peoples, the meeting discussed the means to be called upon in order to advance indigenous issues, both within UNESCO and with the other United Nations agencies (**Durban, Rec. 209**)

Several programmes also support the Organization’s efforts on behalf of indigenous peoples to gauge the essential contribution of indigenous knowledge systems and world views to sustainable development. The interdisciplinary programmes on local and indigenous knowledge systems (LINKS project), cultural mapping, the Man and the Biosphere programme, the links to be established between cultural and biological diversity, or again the indigenous fellowships programme, are crucially important and highlight the synergies that exist between the principles of the United Nations Declaration on the Rights of Indigenous Peoples and UNESCO’s programmes. They also serve as a springboard for fostering genuine dialogue between indigenous and non-indigenous stakeholders by permitting a better understanding of indigenous world views and cultures (**Durban, Rec. 209**)

Finally, UNESCO publications contribute to knowledge of the cultures and identities of indigenous populations the world over. Far from justifying any discrimination or exclusion, their ways of life constitute a hymn to peace, an outlook on the world, reflecting a harmonious existence between people and nature for the sustainable development of our societies. (**Durban, Rec. 209**)

UNESCO publications on indigenous peoples:

Cultural Diversity and Indigenous Peoples, Oral, Written Expressions and New Technologies, UNESCO, 2004.

UNESCO and Indigenous Peoples: Partnership to Promote Cultural Diversity, UNESCO, 2006.

ICTs for Intercultural Dialogue: Developing Communication Capacities of Indigenous People (ICT4ID) – Box of four DVDs on the indigenous peoples of Bolivia, Kenya, Peru and the Russian Federation - UNESCO, 2008.

Los pueblos indigenas y sus derechos [Indigenous peoples and their rights],

Thus, the theory of the "Clash of Civilizations" has been able to take root, spreading the erroneous idea that the world is divided into immutable civilizations – sometimes reduced to just one of their features, often religion, but also language or cultural identity – doomed to oppose one another. This very partial and pessimistic presentation of the history of civilizations is based on ideological assumptions whose scientific grounds have yet to be validated.

(a) Activities directly related to the Durban Programme of Action

UNESCO and the Office of the High Commissioner for Human Rights (OHCHR) convened in 2001 an **international roundtable on Racism and the Role of the Media**. Based on its recommendations, UNESCO has developed further initiatives in cooperation with non-governmental organizations:

UNESCO has been associated with the launching of the **International Media Working Group against Racism and Xenophobia (IMRAX)**

important milestones of this struggle brought into light the issues at stake and the way they were addressed. Some of the historical figures that, within UNESCO helped to shape this process were present to present their views and experiences.

Following this, a Second thematic session called “Constructing the image of the ‘other’ in and through culture, education, ethics of science and the media” was held. The image of the other, the stranger, is shaped as a result of several parallel processes. One’s perception of the other is often the synthesis of the image projected by the education system, the cultural value system and the media. This session had a two-fold objective: discuss the main issues and challenges involved in trying to eradicate prejudices and negative stereotypes from these processes in modern multi-ethnic and multicultural societies; and explore how culture, education, the media and the ethics of sciences can contribute to building a positive image of the other. In this session, representatives of UNESCO’s main Programme Sectors presented the conference with an analysis of how the fight against racism and discrimination is incorporated into many of the activities and projects included in their mandates.

Finally, a Third thematic session on “Living together in multi-cultural and multi-ethnic societies: perspectives from local authorities” explained how cities, which are the home of about half of the world’s population, can either be places where different identities give rise to tensions and fears that feed ideologies and practices of discrimination against the other or, on the contrary, places where new forms of urban citizenship and ways of living together can be conceived. Through the International Coalition of Cities against Racism, launched in 2004, UNESCO has established a strong partnership with local governments in different regions of the world. The Coalition provides a framework for municipal authorities to develop their own action plans, while sharing experiences with their counterparts in other countries and regions. This session discussed particular problems and challenges that local governments are facing in the struggle against racism and at highlighting innovative practices and initiatives that foster mutual respect and understanding among citizens. Finally, the speakers, including Mayors and representatives of some of the leading cities of the Coalition, addressed the possible impact of the current economic crisis on racism and discrimination at the local level and outline possible solutions.

ANNEX 1

Instruments relating to racism, discrimination, xenophobia or intolerance on the list of UNESCO standard-setting texts (CL/3631)

Convention against Discrimination in Education (14 December 1960), which was the first to provide an exhaustive definition of the term “discrimination”, described as “any distinction, exclusion, limitation or preference which, [is] based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth”.

Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (19 November 1974), which recommends, *inter alia*, that respect for the principles and values of non-discrimination should be inculcated in citizens of all ages.

Recommendation on Participation by the People at Large in Cultural Life and their Contribution to It (26 November 1976), which reaffirms the right of all individuals, without exclusion or distinction, to have access to and to participate in cultural life.

Declaration on Race and Racial Prejudice (1978), which reviews, in a single standard-setting instrument, the results of the scientific work and progress in policy-making on the issue. Apartheid was already described as a crime against humanity in this Declaration.

Declaration on Fundamental Principles concerning the Contribution of the Mass Media to Strengthening Peace and International Understanding, to the Promotion of Human Rights and to Countering Racism, Apartheid and Incitement to War (28 November 1978), which emphasizes the special responsibility of the media in that domain.

ANNEX 2

Integrated Strategy to Combat Racism, Discrimination, Xenophobia and Related Intolerance

General Conference resolution adopted at the 20th plenary meeting, on 16 October 2003.

The General Conference,

Recalling the Declaration and Programme of Action adopted by the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance (Durban, South Africa, 31 August-8 September 2001),

Referring to resolution 56/266 of 27 March 2002 in which the United Nations General Assembly endorsed “the Durban Declaration and Programme of Action” and invited “specialized agencies and related organizations of the United Nations system to strengthen and adjust, within their respective mandates, their activities, programmes and medium-term strategies to take into account the follow-up to the Conference”,

Also recalling 164 EX/Decision 3.4.2 of the Executive Board adopted in April 2002 inviting “the Director-General to develop ... an integrated strategy to combat racism, discrimination, xenophobia and related intolerance in UNESCO’s fields of competence”,

Considering that fresh impetus must be lent to UNESCO’s efforts to combat racism, discrimination, xenophobia and intolerance, in close cooperation with the Office of the United Nations High Commissioner for Human Rights,

Having taken cognizance of document 32 C/13 entitled “Development of an integrated strategy to combat racism, discrimination, xenophobia and related intolerance”,

1. *Approves* the strategy submitted;
2. *Invites* Member States to take an active part in implementing the proposed strategy by initiating concrete projects based on the thematic choices and the regional priorities identified;
3. *Invites* the Director-General still further to strengthen cooperation with the Office of the United Nations High Commissioner for Human Rights by developing and under(reTT2fudm46h Commis0torso)6(rembat racism, discrimination, 0.0795

6. *Appeals* to the non-governmental organizations working with UNESCO to amplify their efforts to promote the values of peace, non-discrimination, tolerance and non-violence among different population groups and, above all, among young people; Lastly invites the Director General, taking into account the discussions on documents 32 C/13 and 32 C/57, to report, if necessary, to the Executive Board at its 170th session about revised implementation measures launched for the 2004-2005 biennium.

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