Item 5.5 of the provisional agenda

ACTION PROGRAMME TO PROMOTE A
CULTURE OF PEACE

SUMMARY

Having considered document 142 EX/13 at its 142nd session (142 EX/Decision 5.4.1), the Executive Board communicates it to the General Conference, together with an annex containing a summary of its debate thereon. By the same decision, the Board supports the programme of peace building in El Salvador described in Section VI of this document and recommends it to the General Conference.

United Nations Educational,
Scientific and Cultural Organization

Executive Board

eX

Hundred and forty-second Session

Item 5.4.1 of the provisional agenda

ACTION PROGRAMME TO PROMOTE A CULTURE OF PEACE

SUMMARY

This document is presented in conformity with 141 EX/Decision 5.4.2, by which the Executive Board invited the Director-General to submit to it a revised action programme setting out practical activities aimed at promoting a culture of peace.

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I. BACKGROUND

1. The report entitled 'An Agenda for Peace' submitted by the Secretary-General of the United Nations to the Security Council on 17 June 1992 contains various recommendations on 'ways of strengthening and making more efficient, within the framework and provisions of the Charter, the capacity of the United Nations for preventive diplomacy, for peace-making and for peace-keeping'.

2. Following its consideration of document 141 EX/16, 'Action programme to promote a culture of peace', the Executive Board invited the Director-General 'to pursue expert consultations, on an equitable geographical basis, with a view to arriving at a clearer definition of all the activities contained in the Draft Programme and Budget for 1994-1995 (27 C/5) that specifically relate to the culture of peace ...' and decided that the document should be revised in the light of the debates and submitted to its 142nd session.

3. The present document contains the programme which has accordingly been revised, examined and discussed by a round table of eminent persons convened by the Director-General on 7 and 8 July 1993 at UNESCO.

4. Expert consultations on the programme were also conducted on an equitable geographical basis and the contributions received were incorporated into the present document.

II. CONCEPT

5. The quest for peace was the initial motivation for the creation of UNESCO in the aftermath of the Second World War. Its Constitution states 'that since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed'. As proposed by the International Congress on Peace in the Minds of Men (Yamoussoukro, 1989), UNESCO may 'help construct a new vision of peace by developing a peace culture based on the universal values of respect for life, liberty, justice, solidarity, tolerance, human rights and equality between men and women'.

6. It is assumed that societies will continue to have conflicts. As stated in the debate of the 140th session of the Executive Board, 'Conflicts are unavoidable, necessary and they can even have their benefits in innovation and activity, identity and reflection. But the benefits will depend on our ability to manage conflicts, to resolve them fairly, and to prevent their violent, destructive manifestations'. The culture of peace programme should address the various conflicts that might lead to violence and promote non-violent alternatives by means of negotiation and participation. It calls for a redefinition of the practice of power in terms of co-operation instead of domination.

7. Sustainable human development at all levels - local to national - calls for special emphasis to be placed on the constructive management of the conflicts that arise in decision-making. A culture of peace can only develop in the context of an adequate quality of life of the entire population which in turn requires its broad participation in endogenous human development.

8. A culture of peace cannot be rigidly defined, nor can it be imposed from outside. It must be understood as a process that grows out of the people themselves and develops differently in each country depending on its history, cultures and traditions. It is clear however, that a

culture of peace has to be founded on the recognition of the fundamental value of peace and the peaceful settlement of conflicts.

III. OBJECTIVES

9. Since its inception, UNESCO has undertaken long-term actions designed to construct the foundations of peace through:

education for peace, human rights and international understanding;

research and *reflection* on the causes of conflicts and violence, and ways of promoting respect for human rights, tolerance and democracy;

dissemination and *application* of normative instruments for the respect of human rights, struggle against discrimination and the protection of the cultural and natural heritage;

free circulation of ideas by defending freedom of expression as a foundation of democracy;

establishment of transnational projects - educational, scientific and cultural - which promote bonds of confidence among States and peoples.

10. In recent years, with the end of the Cold War and the emergence of violence related to ethnic and cultural conflicts on the one hand, and the aggravation of socio-economic inequalities in many parts of the world on the other, UNESCO, as well as other United Nations institutions, has been prompted to contribute to providing solutions on an urgent basis in pre-conflict, conflict and post-conflict situations.

11. In his report 'An Agenda for Peace', the Secretary-General of the United Nations distinguished four areas of action: *preventive diplomacy*, that is action to prevent disputes from arising, from escalating into conflicts, and to limit the spread of the latter when they occur; *peace-making*, that is action to bring hostile parties to agreement; *peace-keeping*, that is the deployment of a United Nations presence in the field, hitherto with the consent of all the parties concerned, normally involving United Nations military and/or police personnel and frequently civilian as well; *peace-building* that is action to identify and support structures which will tend to strengthen and consolidate peace in order to avoid conflict or a relapse into conflict.

12. UNESCO's action programme for a culture of peace can make an important contribution to conflict prevention and post-conflict peace-building in the context of 'An Agenda for Peace'. For example, in the description of post-conflict peace-building mention is made of 'advancing efforts to protect human rights, reforming or strengthening governmental institutions, promoting formal and informal processes of political participation' and 'reducing hostile perceptions through educational exchanges and curriculum reform'. These, along with other relevant actions, are within UNESCO's fields of competence.

13. The demands of conflict prevention and post-conflict peace-building challenge UNESCO to play a new, invigorated role in the United Nations system in the active promotion as well as conceptualization of a culture of peace to replace the culture of violence and war. This will require innovative approaches which engage all the fields of competence of the Organization on an integrated multidisciplinary basis.

IV. CONFLICT PREVENTION

14. The long-term efforts of UNESCO in education, research, dissemination of normative instruments, free circulation of ideas and establishment of transnational projects have always contributed to conflict prevention, and should be strengthened in order to continue to be effective. In each country, strategies should be adopted for campaigns of popular education and use of the media for peace as well as for programmes of peace and democracy in schools.

15. In addition to providing a basis for the long-term prevention of conflict, UNESCO is now being asked to intervene on an urgent basis in many pre-conflict situations. To some extent, this requires the same courses of action that UNESCO has followed on a long-term basis, but it calls for new approaches as well. The following activities are foreseen in different paragraphs of the Draft Programme and Budget for 1994-1995 (27 C/5) which are relevant to the implementation of a culture of peace programme:

> mobilization of opinion leaders (intellectuals, artists, educators, journalists, specialists, etc.) from different sides of a developing conflict situation in order to obtain their advice and aid for conflict resolution (05204);

> strengthening of civil society by promoting consensus political structures to enable minority participation in the political process (05204);

> support for independent media and the use of media for peace and co-operation to counteract inflammatory effects of propaganda (04109);

> educational and cultural work with refugees, nomadic and indigenous peoples and with minorities (01273);

> contribution to the elaboration of a United Nations early warning system for social violence, especially in the formulation of indicators to monitor respect for cultural rights (05205);

> support for research programmes in pre-conflict situations to identify the basic needs of vulnerable and marginalized groups, traditions of dialogue and historical experiences of conflict resolution, and prospective studies which could serve as the basis for a unifying intercultural vision of the future (05205).

V. ACTION IN CONFLICT SITUATIONS

16. The role of UNESCO in situations of active conflict, combined with that of the United Nations may include creation of interim educational structures to assure continuity of learning for the victims of conflict, support for the independence of mass media, meetings of opinion leaders to provide grounds for mutual understanding which may facilitate peace accords, and interventions to protect cultural property menaced by war in the framework of The Hague Convention of 1954.

VI. POST-CONFLICT PEACE-BUILDING

17. Post-conflict peace-building presents a particularly difficult challenge, because unlike pre-conflict situations, it is necessary to help rebuild social infrastructures destroyed by war

and to promote the reconciliation of people embittered by strife, including the creation of conditions that make possible the return and reintegration of refugees. These tasks are especially urgent in the early phase of the consolidation of peace when there is the danger that peace accords may not be observed and the country may relapse into violence.

18. From the early stages of the peace process, a culture of democracy should be developed, recognizing its strong interaction with a culture of peace. The strengthening of values and practical knowledge necessary for preserving and ensuring the proper functioning of democracy is essential in the peace process, as democracy constitutes a major condition for the peaceful governance of society. However, any model of democracy can be imposed as a pre-condition for external assistance to overcome poverty and inequality and to provide the endogenous capacity required. Building a culture of democracy includes first of all freedom of expression and the progressive development and reinforcement of institutions which enhance justice as well as representation and participation in pluralistic decision-making.

19. What follows is a description of the culture of peace programme based primarily on the pioneer project in El Salvador. It should be emphasized that programmes in other countries may differ according to their unique history, culture and traditions.

A.   Methodology of El Salvador programme

20. UNESCO's culture of peace programme in El Salvador has been developed through a process of analysis, consultation, consensus and participation in order to consolidate the Chapultepec peace accords. The programme has required the development of a new approach encompassing all the fields of competence of UNESCO on an integrated basis.

21. First, and in consultation with all sectors of El Salvadorian society, a number of specific projects were designed by UNESCO to reflect the fundamental needs and aspirations of that society in the areas of human development and democratic citizenship. National identity, learning and living in a culture of peace, information and social communication for peace and training of promoters in methods and techniques for the solution of conflicts, are relevant aspects of the programme.

22. A national consensus on the culture of peace programme emerged in the course of 'The Forum for Education and Culture of Peace' (San Salvador, 27-29 April 1993). The Forum was sponsored by the El Salvador Ministry of Education and UNESCO, with the presence of the Director-General of UNESCO and broad participation of organizations from the civil society, including representatives from the former guerrilla movement, the FMLN. The process was formalized at that time in a 'Memorandum of Understanding' between the Government of El Salvador and UNESCO.

23. Second, each specific project was then individually presented, discussed and revised in workshops attended by representatives of government, opposition and other organizations of the civil society, as well as the United Nations and intergovernmental and non-governmental organizations. Activities will involve families, communities, associations, institutions, etc. In every case, specific actions related to women and youth will be initiated, as these groups were considered a priority in the peace accords.

24. The methodological approach of consensus and participation by all parties to the conflict ('cross-conflict participation') used throughout the elaboration of the programme will be used during the implementation and evaluation of all the activities of the programme.

B.   Activities of El Salvador programme

Democratic citizenship and human development

25.   This area is oriented towards the recovery, dissemination and learning of the shared values and practices of democratic citizenship and human development. As such, it is expected to contribute to the creation of a new consensus and to the consolidation of the processes and mechanisms that will ensure a permanent culture of peace.

Projects

26.   **Strengthening of democratic citizenship**: training of the public, especially women, in democratic awareness, values and skills; training of trainers in democratic citizenship with the aim of promoting participation in the electoral process; training of the Ministry of Foreign Affairs to disseminate the culture of peace and development; and training of the National Civil Police in democratic citizenship (paras. 05216-05218 of document 27 C/5 are relevant to this project).

27.   **Support for the processes and mechanisms of organization and local participation for human development**: information and training of local leadership for design and management of projects for basic services (para. 05117 of document 27 C/5 is relevant to this project).

28.   **Support for the improvement of the environment**: education, both formal and non-formal, of the population at large, especially students and teachers, so that they may contribute to the maintenance of sustainable development (paras. 01311, 01313 of document 27 C/5 are relevant to this project).

29.   **Support for scientific and technological development**: qualitative increase in the capacity to generate scientific-technical knowledge and to transfer and apply it to productive transformation on the basis of equality and with a goal of sustainable human development (paras. 02104, 02105 and 02107-02111 of document 27 C/5 are relevant to this project).

30.   **Support for the integral development of Salvadorian youth**: creation and reinforcement of institutions and organizations for youth, including teenagers and young adults, with emphasis on the integration and participation of youth in production which contributes to human development and peace (para. 11201 of document 27 C/5 is relevant to this project).

Recovery and development of the national identity in a culture of peace

31.   This area promotes, in the framework of an integral pluralistic concept of culture, the recovery and promotion of all elements and experiences which make up the national identity. In this sense, it is intended to strengthen the institutions which promote cultural work, encourage the participation of the population, especially women, youth and indigenous peoples and to stimulate the training of artisans. All of this should be inspired by a shared spirit of creation and living in a culture of peace in which reconciliation, tolerance, respect for life, solidarity, equity in the distribution of benefits and the practice of human rights are fundamental factors.

Projects

32. **Recovery and promotion of popular culture**: interviews, meetings and contests to compile local history, customs and traditions; festivals, sporting and artistic events for cultural and sports development in a number of selected communities; and development of the infrastructure, including promoters and equipment, needed to carry out these activities (para. 03125 of document 27 C/5 is relevant to this project).

33. **Support for houses of culture**: development in every department of the country of centres for community participation in cultural investigation and development, protection and recovery of the national cultural heritage, and promotion of library services, sports, recreation, cultural dissemination and the human values of democracy, peace and justice (para. 03205 of document 27 C/5 is relevant to this project).

34. **Production and distribution of books for a culture of peace**: development of technical, pedagogical and methodological capacity and infrastructure for the production of books and materials; and training of authors in illustration, graphic arts, printing and marketing (paras. 03225, 03227 and 05220 of document 27 C/5 are relevant to this project).

35. **Promotion of cultural creativity**: investigation, training, dissemination and promotion of art and popular culture, artistic creativity, projects of cultural innovators and creativity of children (para. 03212 of document 27 C/5 is relevant to this project).

36. **Community museums in the framework of a culture of peace**: creation of museums constructed with the participation of the community as centres not only for exhibits congruent with the community's heritage, but also for the cultural organization, training and orientation of the local population (para. 03113 of document 27 C/5 is relevant to this project).

37. **Centre of cultural learning**: establishment of a national centre for the training of personnel for cultural administration, elaboration of didactic material, dissemination of knowledge about cultural heritage, preparation of socio-cultural events, documents and plays, and related activities (para. 03204 of document 27 C/5 is relevant to this project).

38. **Vehicles for the construction of the culture of peace**: itinerant service to visit different communities and provide resources, materials and personnel to help local artistic and cultural activities, as well as the creative achievements of Central American and other cultures of the world (para. 03204 of document 27 C/5 is relevant to this project).

39. **Strengthening of library services**: training of library personnel; modernization of services; creation of a national bibliographical catalogue; organization of a national network of library services with ties to international networks, etc. (paras. 04308, 04313 and 04314 of document 27 C/5 are relevant to this project).

40. **Support to the Salvadorian Indigenous National Association (SINA)**: support for the recovery and development of indigenous cultural manifestations in the fields of art, language, crafts and small business activities, reinforcement of education, access to the advances of science and technology and preservation of natural resources for the indigenous population (paras. 03204, 03205 and 03125 of document 27 C/5 are relevant to this project).

Learning and practice of a culture of peace

41.   The development of a culture of peace presents new challenges in the educational process. This process should transcend the simple transmission of knowledge and foster the values, attitudes and behaviour which encourage in groups and persons, the internalizing of a culture of peace. This requires a renovation of contents, methods and instruments which enable those involved in the educational process (formal and non-formal) to apply in everyday life the values which characterize a culture of peace.

Projects

42.   **Literacy for a culture of peace**: elaboration of a diagnosis of illiteracy; production of innovative educational materials; training of promoters and technical personnel; and organization of literacy and continuing education circles for the training of 250,000 people (paras. 01106-01135 of document 27 C/5 are relevant to this project).

43.   **Education for the daily practice of democracy**: training, research and elaboration of educational materials, and school campaigns for the reflection and expression of the values and practices of democratic participation (paras. 05216-05218 and 05221 of document 27 C/5 are relevant to this project).

44.   **Education for human rights and the culture of peace**: workshops, seminars and educational materials for the educational system, institutions of law enforcement (national police, army, Ministry of Justice), groups of opinion-leaders and the general population, especially in zones affected by armed conflict (paras. 05213-05215, 05221 and 13111 of document 27 C/5 are relevant to this project).

45.   **Community alternatives for care for disabled children**: training of families, teachers and volunteer workers; raising of general social awareness of the rights of the disabled; and promotion of self-help groups, particularly for those injured as a result of the war (paras. 01271-01273 of document 27 C/5 are relevant to this project).

46.   **Alternatives of educational psycho-social care for children affected by the armed conflict**: development of community homes for women and children; training of personnel, families and communities of the affected children; promotion of awareness of the rights of children; development of special institutions for the severely affected and courses of non-formal education and vocational training for the children of ex-combatants of the FMLN who did not participate in the formal educational system (paras. 01271-01273 of document 27 C/5 are relevant to this project).

47.   **Support for radio services of information and non-formal education for women with scarce resources affected by the conflict**: information on and skill training in the peace process, health for mother and child, practical matters such as bank loans, official documents, etc., rights of and legislation for women and institutions, projects and actions for the support of women (paras. 04216 and 11108 of document 27 C/5 are relevant to this project).

48.   **Support for educational and cultural communication**: elaboration and dissemination of materials for the press, radio, television and other media which favour the imaging and creation of a culture of peace; and training of professional and technical personnel to promote dialogue and practice of the values of tolerance, respect of different opinions and the

reconciliation and solidarity of Salvadorian society (paras. 04109, 04207 and 04216 of document 27 C/5 are relevant to this project).

Transverse themes and projects

49.   This area includes projects which are interdisciplinary and as such concern the programme in a horizontal way.

Projects

50.   **Information system for a culture of peace**: regional, national and local centres for the organization and accessibility of books, documents and data needed for the execution of the culture of peace programme and for the awareness and possibility of participation in the programme by the general public (paras. 04402 and 04404 of document 27 C/5 are relevant to this project).

51.   **Social communication for a culture of peace**: periodic studies on the state of popular perceptions, attitudes and behaviours concerning the culture of peace (conflict resolution, tolerance, etc.); training of opinion-leaders and media professionals and development of media campaigns on the philosophy and objectives of a culture of peace; and periodic information to the public on the advances of the peace process (paras. 04109, 04207 and 04216 of document 27 C/5 are relevant to this project).

52.   **Training of promoters in the methodologies and techniques for the solution of conflicts in the framework of a culture of peace**: training of both men and women, in methods of conflict resolution based on the Salvadorian experience, cross-conflict participation and principles and practices of democratic citizenship; creation of a network of these promoters who work in the various projects of the culture of peace programme (para. 05206 of document 27 C/5 is relevant to this project).

C.   Other programmes

53.   UNESCO has initiated a special programme for **South Africa** to contribute to the construction of a democratic non-racial, apartheid-free society. This programme will have numerous components including training for participation in democratic elections and political institutions, development of inter-ethnic and intercultural dialogue and a major education project to ensure that high-quality education is available to all and to improve the qualifications and training of educators.

54.   An integrated post-conflict peace-building programme is under consideration in **Mozambique**, where an emergency programme is being initiated for education of demobilized child-soldiers and war victims. Other components may include utilization of arts and artists for peace, programmes for culture of peace in the various organs of social communication and education, both formal and non-formal, and research to identify causes of violence, traditional mechanisms for reintegration and social harmonization, and a strategy of action for peaceful social change.

55.   Other integrated programmes for a culture of peace may be developed on the basis of the following action being undertaken in countries engaged in post-conflict peace-building:

Cambodia: training and legislative assistance to develop the contribution of the mass media to a culture of peace; preservation of the monuments of Angkor; literacy programmes for demobilized soldiers, and education programmes on human rights.

Lebanon: action for the reconstruction of the educational system, training of trainers in conflict resolution and in education for human rights, peace and democracy, rehabilitation of scientific institutions and archaeological surveys, rehabilitation of buildings to be preserved in Beirut and restoration of the National Museum.

D. Post-conflict research agenda

56. UNESCO has a unique function within the United Nations system in promoting research in the social sciences. Within this framework and under document 27 C/5, Subprogramme V.2.1, UNESCO may support a research agenda for countries engaged in post-conflict peace-building, concerning:

the economic, political, social and cultural causes of the conflict and how those causes and negative consequences can be overcome;

the process of the peace accords and their implementation, to identify what aspects need to be strengthened and what obstacles need to be overcome;

the building of democratic institutions based on local traditions, that are credible, that give people the feeling of empowerment and that make possible the development of a democracy which functions by participation rather than by domination of one group by another;

the mobilization of various sectors of society in the peace process: are there groups (for example, former teachers and village elders, both men and women) that are not being mobilized to their full potential contribution?;

problems of marginalization of certain groups, for example, indigenous people or nomads and how their needs can be recognized and met within the implementation of the peace process;

the special contribution that could be made by the great religious and ethical traditions of the world as a moral force for peace.

All these undertakings will be extremely useful for early warning systems and pre-conflict peace-building.

VII. PROGRAMME IMPLEMENTATION

A. Initial stage (1994-1995)

57. On the basis of field missions to areas of United Nations peace-building operations and consultations with other United Nations institutions, intergovernmental and non-governmental organizations, UNESCO will launch two or three pilot projects in different countries. The first such project, in El Salvador, is described above. A provision of $180,000 has been included in draft document 27 C/5 (05206) to initiate and co-ordinate the pilot projects and to work out co-operative agreements and raise extra-budgetary funds to support the programme.

58. In each country, the programme will be developed as follows:

(a) **Consultations** with the widest possible number of the constituents of the civil society for the development of a national consensus for a culture of peace.

(b) **Identification** of specific activities and planning through a process of consultation and participation.

(c) **Financing.** Funds for the programme in each country will be raised from public and private extra-budgetary sources - international, regional or national - and co-ordinated with fund-raising for other United Nations peace-building activities. Much of the funding should come from bilateral and multilateral sources which are involved in the reconstruction of the country concerned.

(d) **Training.** Most of the trainers and trainees will be drawn from and trained in the country concerned. Special emphasis will be put on the training of local 'peace-promoters'.

(e) **Management.** The structure of management for the programme will be determined on the basis of criteria of efficiency, flexibility, coherence and creative performance, which should promote co-ordination and complementary work within UNESCO, with other United Nations institutions, governmental and non-governmental organizations from all sides of the previous conflict. An information system will be developed to support the management of the whole programme and each project.

(f) **Evaluation.** The programme will be evaluated periodically by an independent panel of specialists according to criteria established in advance and will also promote a participatory internal evaluation with all the people involved. These evaluations will consider both the effectiveness of individual projects and the appropriateness of the programme as a whole with regard to the establishment of a culture of peace and the prevention of the recurrence of violence. They will seek to identify those aspects of a culture of peace which transcend local conditions and have universal relevance for conflict situations elsewhere in the world.

B. Extension of programme

59. Based on the results of the pilot projects and using staff and methods developed in the course of their implementation, the programme could be extended to post-conflict situations in other countries or adapted for conflict prevention. Those activities of information and education which prove most successful in the pilot projects could be expanded so as to be on an international scale. An international initiative could be developed to involve youth from other countries in the activities of the programme through the sponsorship of institutions in their home countries. The programme could also serve as a clearing house for information on peace culture, and could sponsor research to study the development of peace culture.

VIII. RECOMMENDATIONS

60. It has been shown that the establishment of a culture of peace action programme is timely and needed in present world conditions. It would be a valuable contribution to conflict prevention and post-conflict peace-building activities by the United Nations which may put

UNESCO at the forefront of this work, reinvigorating the initial motivation of the founders of the Organization.

DRAFT DECISION

61. A draft decision is proposed below, which the Executive Board might wish to adopt:

The Executive Board,

1. Recalling decision 5.4.2, adopted at its 140th session, inviting the Director-General to submit to the Executive Board at its 141st session an action programme aimed at promoting a culture of peace,

2. Recalling the debates at its 141st session on document 141 EX/16, Action programme to promote a culture of peace,

3. Recalling decision 5.4.2, adopted at its 141st session, requesting the Director-General to revise document 141 EX/16 in the light of those debates,

4. Takes note of the Action programme to promote a culture of peace (142 EX/13) and transmits it to the General Conference at its twenty-seventh session.

ANNEX

SUMMARY OF THE PROGRAMME AND EXTERNAL
RELATIONS COMMISSION DEBATE ON:

Item 5.4.1 - Action programme to promote a culture of peace (142 EX/13)

INTRODUCTION

Twenty-three members of the Board spoke to agenda item 5.4.1 concerning an action programme to promote a culture of peace. In addition, three written proposals were submitted and incorporated into the following summary. It was generally agreed that the revised document 142 EX/13 now gave a much clearer vision of what could be done to promote a culture of peace and that it was now more concrete and better linked to the regular programme of UNESCO.

Many members commented favourably on the conceptual framework which is based on respect for human rights and the universal values enumerated in the Yamoussoukro Declaration. It was emphasized that a culture of peace cannot be rigidly defined, nor can it be imposed from outside. It must be understood as a process that grows out of the people themselves and develops differently in each country depending on its history, cultures and traditions.

Both UNESCO and the Government of El Salvador received praise from many speakers for the pioneer project of the programme in that country, and many expressed a desire to take part in the International Forum for the Culture of Peace to be held there in February 1994.

MAJOR POINTS

There was general agreement among Board members on the following main points:

1. There must be close co-ordination of UNESCO's activities aimed at promoting a culture of peace with a leading role of the United Nations, especially the Security Council. The Board invited the Director-General to co-ordinate these actions in the field, not only with the Security Council, but also with other United Nations institutions, intergovernmental, and non-governmental organizations.

2. The action programme for a culture of peace must be thoroughly intersectoral and interdisciplinary, involving all of the fields of competence of UNESCO.

3. UNESCO must commit sufficient resources to carry out the programme, including, in the words of one speaker, adequate funding and an administrative infrastructure with the moral and material authority needed for implementation.

4. Priorities must be set, since it is not possible to do everything and to do it everywhere. Mention was made of a number of post-conflict situations which should be given consideration, in addition to the pioneer project in El Salvador. The countries mentioned were Angola, Cambodia, Gaza Strip and Jericho, Haiti, Mozambique and South Africa.

5. Actions of different types should be considered in conflict prevention, conflict situations and post-conflict peace-building. Although the speakers placed different emphases on the three types of situations, it was agreed that action in conflict situations is especially difficult and requires courage, close co-ordination with the United Nations and respect for the wishes of the country concerned.

6. Research must play an important role in the culture of peace programme. Several members proposed that more attention should be paid to case-studies of successful peace-making.

QUESTIONS, RESPONSES AND PROPOSALS

A number of questions raised in the course of the debate are listed here along with the replies given by the Secretariat.

1. What part of the document constitutes the action programme? In response, it was stated that the entire document is the action programme, with some paragraphs providing the conceptual framework that is necessary for action. One member, concerned that the document was only in part an action programme, proposed that it could be retitled 'Background document on a culture of peace'. Although several other speakers were similarly concerned that the document did not constitute an action programme, a majority pointed out that actions were proposed in the various sections on conflict prevention, action in conflict situations, and post-conflict peace-building which included other programmes in addition to that of El Salvador.

2. Who took part in the round table of eminent persons which discussed the programme and who were the experts consulted on the programme? Six persons took part in the round table. They included representatives of the United Nations Secretary-General and of the United Nations Development Programme, and one person each from Algeria, Côte d'Ivoire, France and Mozambique. Two persons, from Peru and from the Philippines, were unable to come at the last moment. There were 15 specialists consulted from all regions.

3. What is the status of the proposed early warning system for social violence? This is now in the progress of being developed by the United Nations Secretary-General who has invited UNESCO to contribute within its fields of competence.

4. Is an evaluation yet available for the programme in El Salvador? No, only the first project on training in democratic citizenship has been initiated, so it is too early to make an evaluation.

5. How is it planned to obtain extra-budgetary funding? For the pioneer project in El Salvador, it is planned to hold a donor's meeting in the near future, for which some contacts have already been made. There is a provision in draft document 27 C/5 for a small budget for administration of the programme which will include the task of raising extra-budgetary funds.

6.   Does certain wording in the document raise the danger of interference in the internal affairs of Member States? For purposes of clarity on this important question, the following formulation was proposed:

'Every action undertaken by UNESCO should be done in conformity with the United Nations Charter, and, in particular, with the principles of sovereign equality and independence of States, their territorial integrity, and non-intervention in their internal jurisdiction. With this understanding any action realized by UNESCO should be based on the previous consent of the State concerned.

In addition, the actions undertaken by UNESCO should take into appropriate account that each State has the right to choose and develop its own political, social, economic, and cultural system'.

7.   Is it correct to say, as in paragraph 6, that 'conflicts are unavoidable'? In reply it was stated that while conflict itself is unavoidable on both the personal and social levels, a culture of peace can help ensure that these conflicts are resolved by peaceful means without resort to violence.

An announcement was made by one delegation that they intend to make a formal proposal for a series of regional meetings in 1995 of eminent persons in the quest for peace, and this was welcomed by a number of the speakers who followed.

THE DECISION OF THE COMMISSION

Several amendments were proposed to the draft decision that had been submitted by the Secretariat. A number of Board members wanted a stronger decision that would say that the Board 'welcomes favourably' the programme and 'submits it for approval to the General Conference'. In the end, however, the Board chose to retain the original wording that it 'takes note' of the document and 'transmits it to the General Conference'. In order to take into account the content of the debate, it was decided to include a summary of it as an annex to the document.

Recognizing the special significance of the pioneer programme in El Salvador, it was decided to add a paragraph specifically recommending the programme to the General Conference.

Item 5.5 of the agenda

ACTION PROGRAMME TO PROMOTE A
CULTURE OF PEACE

SUMMARY

Having considered document 142 EX/13 at its 142nd session
(142 EX/Decision 5.4.1), the Executive Board communicates it to
the General Conference, together with an annex containing a
summary of its debate thereon. By the same decision, the Board
supports the programme of peace building in El Salvador described
in Section VI of this document and recommends it to the General
Conference.

Paragraph 18, line No. 5 reads, 'However no model of democracy can be imposed... '.