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**UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL
ORGANIZATION**

**ADVISORY COMMITTEE ON
EDUCATION FOR PEACE, HUMAN RIGHTS
AND DEMOCRACY**

Second Session
Paris, 26-28 March 1996

FINAL REPORT

1. Opening of the Session

The session was opened by the representative of the Director-General of UNESCO, Mr Colin N. Power, Assistant Director-General for Education, who in his joint address also on behalf of the Assistant Director-General for Social and Human Sciences, Mme Francine Fournier, drew the attention of the participants and observers to the increased significance of the Committee's mandate in the light of recent decisions taken by the General Conference with regard to education for peace, human rights and democracy, international understanding and tolerance as an integral constituent of a new UNESCO transdisciplinary project entitled "Towards a culture of peace". In this context, the representative of the Director-General referred to a number of new tasks entrusted to the Committee by the relevant resolutions of the General Conference, these tasks including monitoring the implementation of not only the World Plan of Action on Education for Human Rights and Democracy (27 C/Res. 5.8) and the 1974 Recommendation on International Education but the 1995 Declaration and Integrated Plan of Action on Education for Peace, Human Rights and Democracy as well.

The General Conference also enlarged the original mandate of the Committee with regard to the Permanent System of Reporting on the steps taken by Member States to apply the 1974 Recommendation having decided that "the Permanent System of Reporting should also cover the implementation of the Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (Montreal, 1993), the Vienna Declaration and Programme of Action (Vienna, 1993) as regards education for human rights and democracy, and the Plan of Action of the United Nations Decade for Human Rights Education (1995-2005).

The representative of the Director-General also emphasized a paramount importance for the Committee to recommend the ways and means of strengthening the coherence and co-operation between UNESCO Sectors and Units involved in the implementation of

education for peace, human rights and democracy, as well as the coordination between UNESCO and the relevant agencies of the United Nations system, especially the United Nations High Commissioner for Human Rights and the United Nations Centre for Human Rights. In this connection the representative of the Director-General emphasized the role of the Committee in implementing the Plan of Action for the United Nations Decade for Human Rights Education (1995-2005) and in reinforcing additional resources for human rights education.

By referring to the important message of the forthcoming Report of the International Commission on Education for the 21st century, namely "learning to live together", the representative of the Director-General asked the Advisory Committee for an active involvement in the implementation and follow-up of the results of the recent major conferences. Coming back to the roots of the Organization a comprehensive, integrated system, interdisciplinary in nature, has to be developed under the umbrella of a joint culture of peace approach which demand a rethinking of past activities and new impulses under radically changed over-all conditions. He also referred to the challenging tasks to double the number of Associated Schools as centres of excellence in education for peace, human rights and democracy and to considerably develop the quality and innovation of the projects within the framework of the Associated Schools Network. The hope was expressed that the Committee will also make its recommendations on the ways and means of furthering the ASP in accordance with these tasks.

2. Information by the Committee's Chairperson on the work of the Bureau

The Chairperson informed the session of the results of the work of the Bureau (Chairperson Mrs Quisumbing, Vice-Chairperson Mr Quesada and Rapportur Mr Hüfner) with a view to preparing the agenda, to working and reference documents of the session of the Committee and to elaborating the most flexible and effective

procedures of the organization of the Committee's work during the second session.

3. Follow-up of recommendations of the Final Report of the First meeting of the Committee including information on measures taken by the Committee's members to promote education for peace, human rights and democracy in their countries and regions

The Assistant Director-General for Social and Human Sciences provided the Committee with information concerning the follow-up to the Final Report of the first meeting and implementation of its recommendations.

The Committee's members put the session in picture with regard to their personal background and experience and their own measures and activities, as well as those undertaken in their countries.

This debate led to the conclusion that, due to their differing individual affiliations with National Commissions for UNESCO, the members will not be in the position of undertaking own activities in their countries and regions during the intervals between the Committee's sessions and of reporting in this field. This does not exclude, however, individual ad hoc engagements in close co-operation with the Secretariat. Therefore, a more frequent dialogue between the Secretariat and individual members will be necessary in order to better engage them in specific measures of implementation.

4. Recent developments in the field of education for peace, human rights and democracy and new tasks of the Committee

4(a) **Twenty-eight Session of the General Conference: endorsement of the Declaration and approval of the Integrated Framework of Action on Education for Peace, Human Rights and Democracy**

The Education Sector presented 28 C/Resolution 5.41, by which the General Conference endorsed the Declaration and approved the Integrated Framework of Action on Education for Peace, Human Rights and Democracy as "the most relevant and most appropriate way of bringing up to date the objectives, strategies and approaches in the field of education for international understanding".

In this context, the Advisory Committee was informed of the appropriate amendments in the Statutes of the Committee which will be presented to the Executive Board at its 149th Session (22 April - 3 May 1996).

4(b) Declaration on Tolerance and a Follow-up Plan of Action

The Social Sciences Sector (Unit for Tolerance) presented this item precisising that by its 28 C/Resolution 5.6, the General Conference invited the Director-General "to examine the possibility of entrusting the Advisory Committee on Education for Peace, Human Rights and Democracy with the task of evaluating the activities undertaken within UNESCO to implement the Plan of Action to follow up the United Nations Year for Tolerance".

4(c) Other relevant documents and decisions of the Session of the General Conference

The Twenty-eighth Session of the General Conference emphasized that the creation of a comprehensive system of education for peace, human rights and democracy, tolerance and mutual understanding must lie at the core of the transdisciplinary project "Towards a culture of peace" for indeed, it is only through education that a lasting adherence to the values set forth in UNESCO's Constitution will be achieved. Education for values, civic education and multilingual education have to become an important thrust of all educational endeavours. (Doc. 28 C/INF. 32, para. 53). In this context: the representative of the Culture of Peace Programme drew the

attention to the 1992 watershed year when the "Agenda for Peace" of the UN Secretary-General, Boutros Boutros-Ghali, appeared. UNESCO's Culture of Peace Programme then started in three steps, namely: (1) the introduction of national culture of peace programmes in the context of UN post-conflict peace-building measures; (2) the provision of a transdisciplinary approach in order to promote a culture of peace; and (3) specific regional projects.

- The International Bureau of Education informed of the IBE's international project "What Education for What Citizenship" which is devoted to gathering new knowledge, encouraging a better understanding of citizenship education practices in Member States and helping to formulate educational policies for citizenship education based upon reliable empirical data from a nationally representative comparative survey conducted in more than 40 countries.

Members of the Committee expressed their interest to be informed about further progress on the on-going IBE project.

- The International Commission on Education for the 21st century announced the release of the Delors Report on 11 April, 1996. The necessary expansion of learning opportunities in a future "learning society" was stressed and thereby the increasing role and place of education for peace, human rights and democracy in developing education for the 21st century was noted.

Since extracts of the report dealing with the "living together" aspects could not be made available at this point of time, a more detailed substantial discussion had to be postponed to the third meeting of the Committee.

4(d) Inter-agency co-operation: Memorandum of understanding between the Director-General and the United Nations High Commissioner for Human Rights

The Sector of Social and Human Sciences informed that the Memorandum of Understanding was signed on 19 October 1995 establishing the framework for co-operation between the two institutions of UN system. The Memorandum of Understanding also covers the questions pertaining to the tasks of the Committee, in particular consultations for the preparation of programmes, curricula and teaching and educational materials for human rights and democracy; preparation of manuals for human rights education; developing training programmes in human rights and democracy, and complementing expertise in a better coordinated manner.

Inter-agency co-operation is also emphasized by resolution A/50/173 "United Nations Decade for Human Rights Education: culture of peace" which was adopted by the UN General Assembly especially with a view to preparing a report on the implementation of the educational activities in the framework of UNESCO project "Towards a culture of peace", in particular Unit 1 - Education for Peace, Human Rights, Democracy, International Understanding and Tolerance.

The UN Centre for Human Rights gave a detailed description about the present and future work of the UN Centre for Human Rights. The important role of national focal points for human rights education was stressed and the joint efforts with UNESCO and the National Commissions in this field welcomed.

Having examined all the above-mentioned new developments and the related Committee's tasks the members of the Committee provided the following views with regard to their implementation:

- a holistic approach should be adopted and implemented not only as a conceptual tool for developing programmes on education for peace, human rights and democracy but also as an operational principle with regard to all concrete activities undertaken in this field of education by the Secretariat of UNESCO, the UN specialized agencies and Member States themselves. In particular, the Advisory Committee suggested that in the establishment of national focal points the existence of National Commissions for UNESCO, UN Associations, UNESCO chairs and other relevant UNESCO and UN institutions should be taken into account. Preparation of manuals on human rights should also be a coordinated action between UNESCO and the respective United Nations Institutions taking into account the specific competence of each of them;

- a concept of learning to live together should serve as the primary and final orientation for education for peace, human rights, democracy, international understanding and tolerance thereby also taking into due consideration the Pérez de Cuéllar Report on "Our Creative Diversity";

- the Committee expressed readiness to accept the new task of evaluating the implementation of the Plan of Action to follow up the United Nations Year for Tolerance.

5. Recommendations of the Advisory Committee

5(a) Implementation of the 1996-1997 educational activities pertaining to the Committee's mandate and on future priorities

The Education Sector and the Sector of Social and Human

Sciences presented educational aspects of the 1996-1997 Workplan of Unit 1 and Units 2 and 3 of the transdisciplinary project "Towards a culture of peace" specifying the main objectives and activities foreseen under the Units and providing information on the relevant responsibilities of UNESCO's Sectors and Units involved in their implementation.

Additional information was given on the present stage and future plans of the Associated Schools Project as one of, if not the biggest network of UNESCO to be further expanded both in quantitative and qualitative terms. Also, the LINGUAPAX programme and its extension to Africa and Latin America was introduced.

The members of the Committee provided their opinion on the ways and means of the most effective implementation of the educational actions and activities foreseen in the Approved Programme and Budget for 1996-1997 under the transdisciplinary project "Towards a culture for peace", as well as on the institutions, NGOs, experts and extra-budgetary funds to be involved in the development education for peace, human rights and democracy, in particular along the following lines:

- working towards an integrated approach and holistic concept in the elaboration of national plans, programmes and materials on a culture of peace;
- the expansion of the Associated Schools Network, whereby priorities should be given (a) to those Member States which do not yet participate in the programme, (b) towards a more balanced distribution of schools within Member States in favour of educational establishments in rural areas, and (c) with the aim of founding culturally pluralistic multi-religious and multi-ethnic schools, wherever possible, in terms of conflict preventive measures; modern communication technologies should be more widely used for the purposes of both quantitative and qualitative development of the ASP.

- the extension of the LINGUAPAX programme which should take into consideration the specific problems of the existence of oral languages, in particular in Africa, lacking written form;
- a careful examination and further theoretical reflection on dichotomies such as "culture of war" vs. "culture of peace" as postulated global concepts as well as on the notion "culture of peace" in contrast with actual cultures;
- in the context of the UN Decade for Human Rights Education, a specific finance mechanism which would guarantee (a) a decentralized flow of financial resources to Member States according to their needs and (b) special interests combined with a matching condition in order to allocate extra national funds;
- the setting up of interdisciplinary permanent or ad hoc committees on "Culture of Peace" within the National Commissions as far as needed;
- it is important to democratize teacher training and the formal school system and its structure, emphasizing relationships with other social sectors of society and non-formal education;
- teaching materials for peace, human rights and democracy should be as popular as possible. It is necessary that they include not only science but also mythology, poetry and works of art.

5(b) UNESCO's contribution to the implementation of the Plan of Action for the United Nations Decade for Human Rights Education (1995-2005)

The Sector of Social and Human Sciences introduced UNESCO's current activities aimed at the implementation of the Plan of Action for the Decade, notably the country level survey in nine countries, organization of a national workshop on Education for Human Rights and Democracy in India, and co-operation with the

UN Centre for Human Rights in a number of programmes for implementing the Plan of Action for the Decade. Information on the organization of regional meetings for promoting human rights education and the dissemination of the Universal Declaration of Human Rights was also presented. Importance of the decision taken by the Executive Board in April 1995 (Document 146 EX/32) at its 146th session (146 EX/Decision 7.1.2.) was highlighted as to fully support the Secretariat in the design, implementation and evaluation of programmes of education for human rights, peace and democracy, and, in particular, to encourage UNESCO National Commissions to participate actively in developing appropriate national plans of action.

In the light of this, the following recommendations were made by the Committee with regard to the future action for promoting education for human rights and democracy to achieve the objectives of the Decade:

- the further elaboration of different types of educational materials, such as manuals and reference books on human rights, in order to respond to urgent needs in this domain; thereby, pedagogical books which influence attitudes and practical behaviour in the defense of human rights and prevention of human rights violations are of utmost importance;
- UNESCO should contribute to the elaboration, implementation and evaluation of national policies, programmes and strategies;
- UNESCO should participate in the mid-term reviews of the activities of the Decade.

5(c) Development of a Permanent System of Reporting in the field of education for peace, human rights and democracy in the light of the Twenty-eighth session of the General Conference

The Education Sector introduced the main elements of the

Permanent System of Reporting as defined by the General Conference (23 C/Resolution 13.3).

By its 28 C/Resolution 5.41 the General Conference decided that the Permanent System of Reporting should also cover the implementation of the following **new instruments**:

- the Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (Paris, 1995);
- the World Plan of Action on Education for Human Rights and Democracy (Montreal, 1993);
- the Vienna Declaration and Programme of Action (Vienna, 1993) as regard education for human rights and democracy;
- the Plan of Action of the United Nations Decade for Human Rights Education (1995-2005).

In this context the Committee was informed of the **Future actions** that should be undertaken in accordance with 23 C/Resolution 13.3 and 28 C/Resolution 5.41:

- 1997- Preparation of the Second Sexennial Report on Progress made in implementing the 1974 Recommendation and its submission to the Twenty-Nineth session of the General Conference.
- 1998- Third Questionnaire to be sent sent to Member States, taking into account the new tasks with regard to the Permanent System of Reporting defined by 28 C/Resolution 5.41, para. 5.
- 1999- Submission to the General Conference of the third national reports and their synthesis.
- 2001- Submission to the General Conference of the Third

Sexennial Report on "Progress Achieved in the Implementation of the 1974 Recommendation and all other documents mentioned in paragraph 5 of 28 C/Resolution 5.41 and paragraph 2(d) of 28 C/Resolution 5.6.

The members of the Committee observed the progress being made so far in the further improvement of the reporting system. Noting that the First Sexennial Report was based not only on national reports but also on the results of practical guides, regional studies, research projects and other studies they found it difficult to identify a proper information and research base to be used for the Second Sexennial Report which could match the quality standards of the first one.

The members of the Committee made the following recommendations concerning the preparation of the Third Questionnaire to be sent to Member States in 1998:

- the main goal of the expected outcome should be the identification of main world and regional trends in the progress being made ("sharing the experience");
- attempts should be made towards an integrated and internally coherent Permanent System of Reporting. Its structure, main elements and functions should ensure that reporting on the implementation of the 1974 Recommendation also covers all other UNESCO documents endorsed and approved by the General Conference in the field of education for peace, human rights and democracy as well as the recent UN documents on education for human rights and democracy;
- a rather short questionnaire or guidelines for the preparation of national reports should be elaborated with due account of the experience accumulated by various UN and UNESCO reporting systems, as well as the experience and expertise of National Commissions and interested Members of the Committee;

- in preparing national reports NGOs and relevant national institutions, in particular human rights specialized bodies, may play an important role as independent experts and evaluators of the outcome of the education for peace, human rights and democracy; teachers, students and parents associations should also be involved in the preparation of the national reports;
- the new Permanent System of Reporting poses a potentially exciting challenge to devise new indicators of a culture of peace, such as e.g. human security, which could become part of UNESCO's World Education Report.

6. Other matters: organization of further work of the Committee and its Bureau, co-operation with NGO's active in the field of education for peace, human rights and democracy

The Committee's members made a number of suggestions with regard to all possible aspects of the future work of the Committee, in particular, organization of its sessions, participation of the members and observers in the works of the sessions, involvement of the relevant NGOs, the ways and means of benefitting fully from the members' expertise in the implementation and promotion of the strategies and concrete activities foreseen in document 28 C/5 approved, in particular:

- necessary improvement in the communication and co-operation process concerning the preparation of the annual sessions of the Committee;
- necessary improvements concerning the "conference atmosphere" such as round-table arrangements, etc.;
- maximum flexibility in applying the rules of procedures and other rules of the Organization in order to reach better results from the sessions of the Committee;

- intensifying the consultation/correspondence process among the Committee's members as well as between the members of the Committee and of the Secretariat between the sessions;
- less and more narrowly defined items of the annual agenda;
- much less time for individual oral presentations by members of the Secretariat; instead, short written analytical notes should be sent to the Committee's members or included into the Annotated Agenda which also include problems of conceptualization and implementation as well as follow-ups of the recommendations of the Committee which would involve the Committee in a more comprehensive way;
- invitation to the Director-General to present his priority questions and issues to be discussed by the members of the Committee;
- further promotion of the inter-cultural dialogue among the members of the Committee;
- examples of issues to be discussed in the forthcoming sessions of the Committee:
 - the impact of both, the Pérez de Cuéllar Report as well as the Delors Report on the future work of UNESCO in promoting its "culture of peace" project;
 - an in-depth discussion on the meaning of "culture" in general and of "culture of peace" in specific;
 - a discussion of possible guidelines for school text book revisions with competent experts from outside;
 - a discussion about the work of UNESCO Chairs on international education for peace, human rights and democracy, their problems with respect to the transfer of

knowledge and impact of changing teachers' and students' attitudes, their communication and cooperation among each others and between them and the Secretariat.

7. Closing of the Session

On behalf of the Assistant Director-General for Social and Human Sciences, the Director of the Division of Peace and Human Rights closed the session emphasizing the importance of the Committee's recommendations for the implementation of UNESCO programme on education for peace, human rights and democracy.

AGENDA

1. Opening of the Session
2. Information by the Committee's Chairperson on the work of the Bureau
3. Follow-up to the recommendations of the Final Report of the First meeting of the Committee including information on measures taken by the Committee's members to promote education for peace, human rights and democracy in their countries and regions
4. Recent developments in the field of education for peace, human rights and democracy and new tasks of the Committee:
 - a) 28th session of the General Conference: endorsement of the Declaration and approval of the Integrated Framework of Action on Education for Peace, Human Rights and Democracy
 - b) Declaration on Tolerance and a Follow-up Plan of Action
 - c) other relevant documents and decisions of the 28th session of the General Conference
 - d) interagency co-operation and memorandum of understanding between the Director-General of UNESCO and the United Nations High Commissioner for Human Rights
5. Recommendations of the Advisory Committee:
 - a) on the implementation of the 1996-1997 educational activities pertaining to the Committee's mandate and on the future priorities
 - b) UNESCO's contribution to the implementation of the Plan of Action for the United Nations Decade for Human Rights Education (1995-2005) and preparation of the standard forms
 - c) Development of a Permanent System of Reporting in the field of education for peace, human rights and democracy in the light of the 28th session of the General Conference
6. Other matters
7. Adoption of the report
8. Closing of the Session

LIST OF DOCUMENTS

Working Documents

1. ED/SHS-96/CONF.501/1 Agenda
2. ED/SHS-96/CONF.501/2 Provisional List of Participants
3. ED/SHS-96/CONF.501/3 Annotated Agenda
4. ED/SHS-96/CONF.501/INF.1 Provisional timetable
5. ED/SHS-96/CONF.501/INF.2 List of Documents

Reference Documents

6. 28C/Resolution 5.41: Updating of the 1974 Recommendation on international education: Endorsement of the Declaration of the Forty-Fourth Session of the International Conference on Education and approval of the Draft Integrated Framework of Action on Education for Peace, Human Rights and Democracy
7. 28C/Resolution 5.42: Education for peace, human rights and democracy
8. 28C/Resolution 5.43: Associated Schools Project
9. 28C/Resolution 5.5: Role of UNESCO in building a culture of peace and in reflection on humanitarian law, as well as on the right to humanitarian assistance
10. 28C/Resolution 5.6: Declaration of Principles on Tolerance and Follow-up Plan of Action for the United Nations Year for Tolerance
11. Transdisciplinary project "Towards a culture of peace". Workplan (doc. 28C/5 Approved)
12. Memorandum of understanding between the Director-General of the United Nations Educational, Cultural and Scientific Organization and the United Nations High Commissioner for Human Rights
13. The United Nations General Assembly Resolution A/50/173: United Nations Decade for Human Rights Education: Culture of Peace

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