INTERSECTORAL PLATFORM

“Contributing to the Dialogue among Civilizations and Cultures and a Culture of Peace”.

Action Plan

I. Introduction

In the past decade, UNESCO has been at the forefront of international efforts to strengthen dialogue among civilizations and cultures. Based on its many years of experience with far-reaching dialogue initiatives such as the Routes and General Histories projects, the Organization distanced itself from the notion of a “clash of civilizations” in the mid-1990s, proposing a more dynamic and interactive framework for cultural encounters and exchanges—a perspective rooted as well in historical facts. The year 2001 was celebrated as the United Nations Year of Dialogue among Civilizations, and in November 2001 the General Assembly adopted the “Global Agenda for Dialogue among Civilizations” (Resolution 56/6), assigning UNESCO a lead role within the United Nations system.

The Global Agenda, to some extent also a response to the events of 11 September 2001, sets out the frame for future action, emphasizing that dialogue among cultures and civilizations is a process aimed at attaining justice, equality and tolerance in people-to-people relationships and aimed at bridging the worldwide gap in knowledge about other civilizations, cultures and societies.

UNESCO subsequently fine-tuned its approach to the dialogue among civilizations and cultures, testing certain perspectives in a series of international conferences that culminated in the adoption by the General Conference of 32 C/Resolution 47, “New perspectives in UNESCO’s activities pertaining to the dialogue among civilizations and cultures”. These new perspectives were particularly well captured in the Rabat Commitment, adopted in June 2005, which set out a series of concrete and practical actions in UNESCO programme-related areas. These in turn were further sharpened in the 2006 inter-sectoral “Plan of Action for the Promotion of the Dialogue among Peoples and UNESCO’s contribution to international action against terrorism” (document 174 EX/5 Add. 2).

In 2007, the General Conference adopted the Medium-Term Strategy (2008-2013) structured around five overarching objectives, one of which is “Fostering cultural diversity, intercultural dialogue and a culture of peace”. This objective reflects UNESCO’s comparative advantage in the promotion of cultural diversity and its corollary, dialogue among civilizations and cultures.

Moreover, as inter-sectoral work holds particular promise for UNESCO in the context of the United Nations reform; during the biennium 2008-2009, the Organization will implement twelve inter-sectoral platforms focusing on key challenges that require interdisciplinary approaches. The present document constitutes the Action Plan for
the inter-sectoral platform “Contributing to the dialogue among civilizations and cultures and a culture of peace”, as set out in document 34 C/5 Para 08013.

Further to the instructions of the Director-General, the parameters defined for the platform by the General Conference have been reviewed and updated in meetings of an Inter-sectoral Task Team established by ADG/CLT (Memo: ADG/CLT/08/008, 30 January 2008). On the basis of its discussions the Task Team decided to focus on a limited set of objectives, which imply inter-sectoral collaboration with realistically obtainable results, rather than encompassing everything that the Organization is doing in the area of dialogue among civilizations and cultures.

The present Action Plan sets out the strategies for four such objectives in the short and medium term, with expected results to be attained by the end of the biennium 2008-2009.

The description of each objective begins by the presentation of its strategic thrust, followed by a brief description of its broader implications for the Medium-Term Strategy. This is followed by a description of the “inter-sectoral core initiatives” to be undertaken in the present biennium, their expected results and their allocated budget (sectoral contributions). In cases where there are no financial contributions indicated from a given sector, it does not mean that the sector in question does not contribute intellectually and substantially to the work being undertaken. In this sense, the Platform is truly inter-sectoral, even though the collaboration does not, at all moments, translate into funds. Each objective also sets out a number of “related activities” that are being carried out by the individual sectors but are not compelled to follow the rule of collegial decision. Each of these “inter-sectoral core initiatives” are under the lead of a specific sector which will be held accountable for the attainment of the effected results attached to them. The budget allocations for these activities are indicated as well.

Sectoral contributions are made per biennium and will vary in size during the three biennia of the Medium-Term Strategy. For each activity, the sectors can thus contribute with a higher amount in one biennium and with a lesser amount in another, as the nature of the work changes. The Inter-sectoral Platform also offers a good opportunity for extra-budgetary planning.

The inter-sectoral discussions in the Task Team produced substantial complementarity among the different objectives and activities. This complementarity is particularly obvious for objective 4: “The Media and the Fostering of Dialogue & Mutual Understanding”. This is envisioned as a kind of platform that envelops and disseminates what has been and is being produced within the other objectives, integrating activities and results that contribute to enhancing media dialogue into its own structure and purpose.

The Action Plan is complemented by the recently initiated collaboration with the Alliance of Civilizations, as set out in a “Memorandum of Understanding” between UNESCO and the AoC signed on 15 January 2008 in Madrid, Spain. This Memorandum describes four specific areas for the development of joint projects and activities that have been taken into account in framing the objectives of the Action
Plan here. Financial resources mobilized in the context of that Memorandum will strengthen the inter-sectoral platform and its implementation.

Finally, a specific monitoring mechanism has been devised for the inter-sectoral platform to support its successful implementation and hence to seek maximum results-achievement. Apart from the overall leadership of the platform (which is entrusted to ADG/CLT) and with the Platform Manager (BSP), “sector leads” from sectors (ED, CLT and CI) have been assigned the task of monitoring the respective implementation of the platform’s four objectives, which will be reviewed in periodic meetings throughout the current biennium.

II. The Objectives of the Inter-sectoral Platform: “Contributing to the Dialogue among Civilizations and Cultures and a Culture of Peace”.

**Objective 1: Promotion and exploitation of the Regional Histories:**

**CLT (lead), ED, SHS, CI, SC.**

This objective aims at a better exploitation of the considerable amount of knowledge elaborated in the framework of UNESCO Histories project which represents one of the most remarkable contributions to the intercultural dialogue and to dialogue between civilisations.

The History of Humanity, launched in 1952, was the first of the Histories. Its ultimate goal was to present a new way of writing history by highlighting the mutual influences, common heritages and contribution from different cultures and peoples towards the progress of humanity. The other five regional histories have been conceived from 1968 onwards (General History of Africa, General History of Latin America, General History of the Caribbean, History of the civilisations in Central Asia and the Different aspects of Islamic culture). They were conceived to “decolonise” and spread the history of these regions, promote an internal perspective of these regions and create a dialogue between the different viewpoints on a common regional history. Over 1,600 historians and various specialists participated in the writing of these monumental Histories, which include 51 volumes and more than 40,000 pages elaborated from 1952 to 2008.

If these Histories have become a source of information over time, appreciated by researchers, teachers and students, their promotion, popularisation and pedagogical use has not attained the expectations set out by the launching of these collections. The editing and broadcasting policies adopted did not allow a good accessibility and availability of the Histories to the general public, particularly in some of the regions most concerned. As a result, this important historical knowledge has not yet been exploited enough to reinforce mutual understanding.

The pedagogical use of the Histories is not easy due to their writing style and size of the volumes. In order to achieve the ultimate goal, that is to say to integrate the Histories within the curricula and to elaborate textbooks, several steps are required: political decisions and a pedagogical planning from the member states.

This is why the adopted strategy in this objective will include three stages in accordance with the three biennia covering the medium term strategy 2008-2013.
1) Promotion, digitalisation and cross-reading through the lens of intercultural dialogue (2008-2009);
2) Elaboration and production of guides and of popularisation materials related to the Histories (2010-2011);
3) Elaboration of pedagogical materials in a view of contributing to the revision of educational content of History textbooks (2012-2013).

The following activities will be implemented between 2008 and 2009:

Inter-sectoral core activities:

- Organisation of a cross-reading of the different Histories through the perspective of intercultural dialogue in order to elaborate “simplified” and relevant content that can contribute to a better mutual understanding.
- Digitalisation and on-line publishing of some Histories on the UNESCO website
- Implementation of the project on the pedagogical exploitation of the General History of Africa (because of the already-accomplished work, this History comprises the last stage: the elaboration of school manual contents).

Expected results by the end of the biennium:

1 Cross and horizontal reading of the History of Humanity volumes in order to highlight their contributions to intercultural dialogue;
2 Digitalisation and on-line publishing of the History of Humanity and the History of the Civilisations of Central Asia volumes;
3 Implementation of the project on the pedagogical use of the General History of Africa.

Activities related to Objective 1:

Education:
- Guidelines for Enhancing Quality Education through Textbooks and Learning Resources.

Culture:
- Finalisation of the final volumes from the different collections (General History of Latin America, different aspects of the Islamic culture and History of Humanity);
- Publishing of the outcomes of the International Conference on the History of Science in Muslim countries;
- Elaboration of pedagogical materials for secondary schools from volume IV (Science and Technology in Islam).

Communication:
- Creation of an audio-library at the Institute for Blind Youth of Mali;
• Preservation of audio-visual memories and archives.

**Natural Sciences:**
• Moving exhibition on Islamic Sciences.

**Social and Human Sciences:**
• Activities of the International Council for the philosophical and Human Sciences;
• Publishing of the *Diogene* magazine.

**Objective 2: The Development of Inter-Cultural Skills: ED (lead), CLT, CI**

UNESCO has a longstanding experience of enhancing the production and sharing of knowledge as well as of promoting values in support of multicultural and multiethnic societies aspiring to democratic citizenship and respect for diversity. Action in the area also needs to focus on the development of skills necessary for “living together”.

This Objective 2 entitled “the development of intercultural skills” will be pursued by assisting Member States in elaborating policies for building, among diverse parties (youth, students, teachers, media professionals, heritage workers, private sector, etc.), the skills necessary for living together beyond differences of culture, language, belief and religion. These skills should be developed and based upon universally agreed values such as human rights, tolerance, non-violence, peace and mutual respect, and should generate a positive impact on people’s attitudes towards the spirit of dialogue.

While a number of intercultural competencies have been identified, and acknowledged strategies exist for strengthening and teaching such competencies, there are also many others that remain to be fully discovered. Culturally diverse societies around the world have devised traditional practices, representations and expressions that allow them to enjoy the benefits of diversity and to diminish its possible costs. Approaching cultural diversity in a true spirit of diversity requires that the broadest possible range of competencies be identified and promoted, especially those that communities have devised and transmitted from generation to generation as part of their intangible cultural heritage. Apart from the inventory of what has been developed and exists already, another important element of the activities under this objective will thus be to explore the diverse ways in which societies around the world have mediated cultural difference and strengthened social cohesion, and to identify those skills and social institutions that are of a broader applicability, with a view to developing methods of conveying such skills to communities elsewhere.

Activities will also involve the promotion of existing guidelines, learning materials, training programmes for teachers, journalists, heritage workers and other relevant stakeholders (e.g. private sector and municipalities); the strengthening of perceptions of dialogue as a non-conflictual tool and enhanced sensitivity to different discourses, otherwise labelled ‘conflict-sensitive reporting’. A thematic focus will be on the struggle against violence in schools in relation to cultural and ethnic backgrounds, and it will include the promotion of innovative role of museums for celebrating and
engaging dialogues on diverse cultures, collective memory and identities of different members of a given society and the role of intangible heritage as a source of identity. Exchanges among local actors will be enhanced through initiatives promoting interculturality to be undertaken at the grass-root level (e.g. companies, intercultural mediators, social services, etc.).

The achievement of this objective is set within a Medium-Term Strategy perspective, as follows:

Phase I (2008-2009):
- investigation of the debate on intercultural skills and existing practices;
- reflection on methodologies and orientations with key stakeholders within and outside of UNESCO;
- reflection on the causes of, and solutions to, violence in schools in cultural/ethnic dimensions.

Phase 2 (2010-2011):
- production of policies and tools;
- promotion/implementation/application of policies and tools

Phase 3 (2012-2013):
- formulation of policy recommendations
- evaluation

Activities to be undertaken during the biennium 2008-2009:

Inter-sectoral core activities:

- Investigation of the debate on intercultural skills and existing practices: taking stock of what has been developed both within and outside of UNESCO in terms of intercultural skills – reflection on the concept of “intercultural skills” as well as existing instruments, frameworks, programmes, tools and networks will be developed. This exercise also comprises an investigation of less known intercultural skills including traditional practices, representations and expressions that constitute competencies for intercultural dialogue in various societies. All sectors will be involved in the investigation by contributing their respective contacts and existing materials within the frame of the planned activities for this biennium. Such skills will be documented and categorized according to the diverse “actors” (in the field of education/schools, private sector, culture/museums, media, etc.). The investigation will be organized with and through regional approaches. As an additional asset to the investigation, a separate Chapter will be dedicated to an analytical qualitative and quantitative survey on intercultural skills, in order to highlight the state of the art of the present reflection on intercultural skills. This will include elaborating a questionnaire, gathering the responses as well as processing and analysing the data. This survey will be addressed to a wide database of academics, educational professionals, journalists, museum workers, philosophers, policy makers at national/local levels, etc. In addition, it will also offer a prospective approach of this.
Developing and applying intercultural skills in the prevention of violence in schools: parallel with the overall investigation on intercultural skills, a thematic focus will be made on the struggle against violence in schools that is based on cultural and ethnic background. This is considered to be a major obstacle to the achievement of the ‘Education for All’ and ‘Millennium Development’ goals. The issue and key challenge of school-related gender-based violence and its specific educational and psychological consequences will receive special attention in this regard. Reflection on causes and solutions in relation to intercultural skills will be advance and practical tools will be developed for school personnel, students, parents and other relevant stakeholders.

**Expected results at the end of the biennium**

- Elaboration and production of a document on “Status and Prospectus on Intercultural Skills” with existing instruments, frameworks, programmes, tools, networks within and outside UNESCO short-listed and documented (English and French);
- Analytical survey launched on intercultural skills included in the “Study” in order to highlight the state of the art of the present reflection on intercultural skills;
- Reflexion on causes and solutions in relation to the development of practical tools for the prevention of violence in school.

**Related activities:**

**Education:**

- Elaboration of educational policies and methodologies and production and diffusion of learning and teaching materials through regional workshops and conferences;

**Culture:**

- Promotion of innovative approaches practiced by museums for engaging new audiences;
- Fight against religious and cultural prejudices.

**Social Sciences:**

- Advancement of the reflection on the ‘nature’ of dialogue through contributions made by philosophers;
- Promotion of inter-culturality at the local level, particularly through the teaching of philosophy (mobilization of the International Coalition of Cities against Racism and Discrimination).

**Communication & Information:**

- Foster professional training of journalists by the approach of “conflict-sensitive reporting”;
Mainstream media literacy and information literacy by life-long education and school education particularly among young people.

**Objective 3: Engaging new voices in interfaith dialogue CLT (lead), ED, SC and SHS.**

UNESCO has always emphasized knowledge of religion as a means of understanding social and human realities. Taking into account that all religions, faith and spiritual traditions convey a message of peace, justice and human solidarity, all religious and spiritual leaders, like other humanistic civil society movements, have the potential to exercise a moral and positive influence on how people in society understand each other and interact. The ability to dialogue of individuals and groups belonging to different religious or spiritual traditions is therefore an increasingly significant challenge of our times.

The understanding of religious issues and other spiritual traditions must remain open to all currents of humanist thought since, ultimately, the aim is to seek common ethical values that can be identified, shared and transmitted. Such an exercise must be conducted in the framework of respect for differences, which should be seen not as a divisive factor leading to the disintegration of the social fabric, but as a factor of mutual enrichment, beneficial to society as a whole.

In line with its *Routes of dialogue*, UNESCO’s programme on interreligious dialogue, which forms an important component of intercultural dialogue, was created to respond to this challenge by working with various stakeholders towards the development of mutual knowledge about religious and other spiritual traditions. The Organization has brought together, on a regular basis, eminent religious figures from the monotheistic faiths as well as from different spiritual and humanistic traditions, in thematic meetings in order to reach a shared understanding of complex religious issues. While these international and regional conferences have proven worthwhile and even essential to address religious issues in many geo-strategic contexts, limiting these exchanges to religious leaders and experts on religions appeared to be insufficient. Thus, the various declarations, recommendations and proposals that came out from these meetings convened by UNESCO highlighted the need to bring new voices into the dialogue on religious issues and to engage in concrete activities that could have greater impact.

In that regard, the voice of youth, both young men and young women, remains largely overlooked and their participation in dialogue on this topic is often marginalised, neglected and misrepresented, hence it needs to be given more space.

To this end, all UNESCO Sectors and various disciplines carried out by the UNITWIN Chairs, specialized non-governmental organizations and universities conducting specific research will collaborate with the Islamic Educational, Scientific and Cultural Organization (ISESCO), the Arab League Educational, Cultural and Scientific Organization (ALECSO) and the Organization of the Islamic Conference (OIC), the Alliance of Civilizations and other faith-based or secular organizations. The objective
is to reinforce the participation and contribution of young men and women to the promotion of mutual understanding on religious issues and other spiritual traditions in our plural and multi-faith societies; having in mind two contradictory trends: on the one hand, youth is generally seen as the social category most open to religious tolerance, showing the most “religion blind” attitude in social life; on the other hand, youth plays today an increasing role in the development of extremism and is more and more involved in faith-based confrontations.

The achievement of this objective is set within a Medium-Term Strategy perspective, as follows:

Phase I (2008-2009):

- Identification, collection and analysis of methodologies, practices and tools developed by and for young people to promote dialogue on religious issues and other spiritual traditions as an important component of intercultural dialogue;
- Organisation of a conference gathering gender balanced youth religious and non-religious associations to identify best practices and make concrete proposals to enhance the role of youth in interfaith dialogue in the broader scope of intercultural communication.

Phase II (2010-2011)

- Implementation of selected concrete proposals identified during phase I by the youth-based religious organisations consulted;
- Creation/consolidation of networks of youth with a special emphasis on women organisations involved in this issue.

Phase III (2012-2013)

- Elaboration and dissemination of educational materials and training courses developed on the basis of the experience gained through the above mentioned activities in Phases I and II

**Activities to be undertaken during the 2008-2009 biennium**

**Inter-sectoral core activities**

- Identification and analysis of methodologies, practices and tools developed by and for young people, as well as by women, to promote dialogue about religious issues in collaboration with UNESCO/UNITWIN, the UNESCO Chairs on “Intercultural Dialogue for Mutual Understanding” and concerned Youth organisations
- Organisation of a conference gathering gender balanced religious and non-religious youth associations to identify best practices and concrete proposals to enhance the role of youth in interreligious dialogue. This meeting could be
envisaged within the Youth Forum to be held during the next General Conference in October 2009

**Expected results at the end of the 2008-2009 biennium**

- Methodologies, practices and tools developed by and for young people to sensitize them on interfaith dialogue for mutual understanding compiled
- Action plan recommended by representatives of (religious and non-religious) youth Organisations to reinforce UNESCO’s action in promoting the role of youth in the interreligious dialogue taken into account in future relevant policy design.

**Related activities**

**Culture:**
Various activities related to the programme on the promotion of intercultural dialogue, with a special emphasis on interreligious dialogue.

**Education:**
Use of innovative means and networking tools such as the Virtual Communities of Practice for Inter-religious and Intercultural Dialogue for mutual understanding, composed of 19 UNESCO Chairs and other partners (joint activity with CLT).

**Social Sciences:**
Online consultations with young people on the UNESCO Regional Youth listservs on topics being considered under this objective.

**Natural Sciences:**
Management of Mediterranean coastal areas involving young migrants of various confessional backgrounds.

**Objective 4: The Media and the Fostering of a Dialogue & Mutual Understanding: CI (lead) with CLT, SC.**

Media can play a central role in the fostering of dialogue and of mutual understanding in the communities they serve. While it would be wrong to suggest that this is the sole responsibility of the media, in a well functioning media environment, this dialogue is the direct output of a wide range of contents, on various media platforms, that serves to inform, educate and fuel a discussion about the important issues facing a society.

The Power of Peace Network (PPN) is a bold 21st Century initiative designed to harness the power of communication and information for mutual understanding and peace. PPN is the over-arching framework for the realization of projects in pursuit of Objective 4 and in support of other activities undertaken inter-sectorally.

On the one hand, PPN provides the operational platform for the dissemination of contents related to all the activity of the inter-sectoral platform, a clearing-house for
sharing the results of inter-sectoral initiatives; it is a training resource, and a crossroads for networking on the promotion and production of programs that are in support of a culture of peace.

On the other hand, the site will carry and convey content of all kinds provided by participants in the PPN collaborative community, initially stimulated by the activities of the inter-sectoral platform. This content will take many shapes and formats from blogs to training materials to questionnaires to programs for traditional media like radio and television.

PPN embraces a broader definition of media allowing for more creative cooperation among sectors. It will provide opportunity for contributions from people of all cultures to reflect the enormous and often misunderstood diversity, including linkages, library resources, blogs and forums designed to engage and to inspire youth, in particular.

The PPN web and PPN broadcast arms will share content, cross-promote and jointly create a branded presence of content reflecting our cultural diversity, and engaging in cultural dialogue on matters affecting peace and security. As a result, it is foreseen that PPN will serve as a multiplier, spurring innovation by presenting a range of projects, which can be used as the building blocks for future activities.

The achievement of this objective is also set within a medium-term strategy, as follows:

Phase 1 (2008-2009)
1. Development of the PPN as a tool to support the platform activities.
2. Initial platform activities are included on PPN

Phase 2 (2009-2011)
1. Further content acquisition from the inter-sectoral platform and other contributors, and PPN development.
2. Dissemination of content through PPN

Phase 3 (2012-2013)
1. PPN attains sustainability
2. Increased content acquisition and dissemination
3. Evaluation

**Activities to be undertaken during the biennium**

**Inter-sectoral core activities**

- The "World Heritage in Young Hands" initiative will be used as a tool to promote dialogue among civilizations and discovering of culture through media. The already developed training kit and the series of "Patrimonito" cartoons will serve as a base for promoting skills for youth reporters and youth tourist guides.
• A workshop for journalists will be coordinated on the issue of sustainable development within the context of water-related conflicts, especially those resulting from cultural differences, at the World Water Forum in 2009. The UNESCO training and resource kit on sustainable development reporting will be used for the training. This activity falls within the framework of a larger initiative to train various target audiences in water related conflicts and cooperation.

**Expected results at the end of the biennium**

• Capacity of local media enhanced to support culturally sensitive coverage of development issues with an understanding of sustainable development and the protection of natural resources and livelihoods, and disseminated through PPN

• Enhanced capacity building activities for young reporters and young tourist guides.

**Related activities**

**Culture:**

• Promotion of regional integration, cultural diversity and dialogue through the cooperation with film and television festivals, notably in Africa, Latin America and the Caribbean.

**Communication and Information:**

• Empowering marginalized groups, youth & women through media; the idea is to create an electronic newsletter (training, tools, etc.) for these groups in order for them to express their culture, lifestyle, and how they deal with these issues as they arise;

• Strengthening national capacities for preservation and dissemination of diverse cultural content through, for instance, the use of digital mobile radio within the framework of the "Culture de Quartier" project.

• Initiatives to assist marginalized groups, youth and women in cultural self-expression; through, for instance, the project “Centro de Investigación y Comunicación Popular” (CINEP) implemented in Colombia.
INTERSECTORAL PLATFORM
“CONTRIBUTING TO THE DIALOGUE AMONG CIVILIZATIONS AND CULTURES AND A CULTURE OF PEACE”

CONTRIBUTIONS OF FIELD OFFICES

Objective 1: Promotion and exploitation of the Regional Histories: CLT (lead), ED, SHS, C, SC

KINSHASA

Activity 1: “Manual on Transatlantic Slave Trade”
Phase 1 (2008-2009): (on-going activity) editing the “Manual on Transatlantic Slave Trade in the Democratic Republic of Congo”

Activity 2: Production of a report on the history and the power of the Congolese music « rumba ».

BRASILIA

Activity 1: In partnership with the Ministry of Education of Brazil (MoE), UNESCO will conduct the translation into Portuguese of the 8 volumes of “History of Africa”. The collection will be used in universities and other academic institutions. With funds from the MoE, UNESCO will be responsible for translating and revising the contents of the Portuguese edition of History of Africa. The MoE will be responsible for printing and co-editing the series in Brazil.

Activity 2: Under the umbrella agreement between UNESCO and the Brazilian MoE (1981), one component being developed is to conduct the “National Implementation Plan of Law 10.693”. That cooperation agreement will enable workshops, capacity-building and content production on African History in schools. Best-practices in teaching African History in schools will be compiled into a publication and video.

SAN JOSE


SANTIAGO

Activity: Publication “Rapa Nui: pasado, presente y futuro”
LA HAVANA

**Activity 1:** Support the Regional Encounters (2008 Cartagena, Colombia-2009 Lima, Peru), organized by the Corporación para la Promoción de la Cultura of Colombia with the collaboration of UNESCO Regional Office and different UNESCO Offices in the area.

**Activity 2:** The Regional Network of Institutions for Research on Afro-American Religions, which comprises numerous institutions from Latin America and the Caribbean, was created in March 2004 within the framework of “The Slave Route” Project.

**Activity 3:** The Multimedia on the Places of Memory of the Slave Route Project in the Latin Caribbean Cluster (Cuba, The Dominican Republic, Haiti and Aruba) was launched in Havana on 13 March 2008 and is aimed at promoting and disseminating the Places of Memory of the Slave Route in the Latin Caribbean Cluster identified by experts who worked in the final report of the Project.

Other Office UNESCO/POP y UNESCO /Montevideo

NAIROBI

**Activity 1:** RP CLT/NAI (MLA2: 4412300007) - Pilot activity on the promotion of integrated safeguarding of tangible and intangible heritage in Mount Kulal Biosphere Reserve

**Activity 2:** "Safeguarding Traditional Somali Performing Arts" Japanese Funds in Trust cooperation project (553SOM4000)
Objective 2: Development of Inter-Cultural Skills: ED (lead), CLT, CI

KINSHASA

Activity 1: Promotion of the traditional knowledge of indigenous Pygmy populations
Activity 2: Adult literacy among Pygmy populations (2008-2009)
Activity 3: Museum protection and promotion, a place for collective memory.

BRASILIA

Activity: Since 2000 the Brasilia Office has been implementing in partnership with federal, state and municipal authorities in Brazil a flagship programme named “Open School”. The project benefits over 5000 schools in Brazil, which open their facilities for art, sport, cultural and social activities to the surrounding communities during weekends. Violence rates have been considerably reduced in particularly deprived neighbourhoods through cultural workshops and other pedagogical activities. Through and additional appropriation to the regular programme enabled by a donation of a large Brazilian private company (Vale do Rio Doce) UNESCO has been systematizing the lessons learned of this project in order to disseminate it nation and worldwide.

BAMAKO

Activity: «Capacity building for managers and planners in Culture»
With the organization of a Sub-regional Training Seminar for Managers and Planners in partnership with CLT CPD

Activity 2: Dissemination of the training materials on inter cultural competences and sustainable development through ASPnet schools within selected cluster countries (Mali Burkina Faso, Niger and Guinea)

ALMATY

Activity 1: UNESCO Almaty Cluster Office is elaborating the “Concept Paper” exploring the dynamic dimension of contemporary migrations and highlighting the positive role played by migrants in the economic, social and cultural development of multi-ethnic Republic of Kazakhstan, based on the recommendations contained in the Report produced by the High-level Group of the Alliance of Civilizations.

Activity 2: Cultural Diversity Programming Lens Toolkit to be published and available in Russian language in 2009. By providing new methodological approaches to mainstream the principles of cultural diversity and the linkage between diversity, dialogue and development, the Cultural Diversity Programming Lens Toolkit can help UNESCO advocate for the integration of culture into development policies and projects.

LA HAVANA

Activity 1: Regional network of creators, promoters, managers, communicators and cultural, social and communicational health institutions, united by art in response to HIV and aids.
Activity 2: Establishment of Community Museums in Trinidad (Cuba) and Santo Domingo (Dominican Republic) for the investigation and promotion of intercultural skills and existing practices in the field of crafts

SANTIAGO

Activity 1: Coordination of UNESCO Associated Schools Programme Network ASPnet at the regional level

Activity 2: Training Workshops in Greenstone for Librarians
Objective 3: Promoting dialogue among youth about religious diversity: CLT (lead), ED, SC, and SHS.

NAIROBI

Activity: RP CLT/NAI (MLA 4426300008) - Open-air forum on the restoration of peace in western Kenya: the role of intangible cultural heritage in preventing conflict and promoting dialogues

SAN JOSE

Activity: Continuation of the national projects aimed at youth development and prevention of violence in Central America. Projects are currently being implemented in El Salvador, Nicaragua and Honduras.

VENICE

Activity: The Outcome 5 of the approved MDG-F joint project in Culture & Development "Heritage for Social and Economic development": A contribution to the National Strategy of the Alliance of Civilization and an increased awareness of Albania’s cultural heritage internationally as a means to promote cultural understanding and religious tolerance. This activity contributes partly to objective 2 (the Development of Inter-Cultural Skills) and to objective 3 (Engaging new voices in interfaith dialogue) of the Action Plan.

SANTIAGO


YAOUNDE

Activity 1: Within the International Decade for the Promotion of Culture of Peace and Non-violence for the Children of the World; elaboration of guidelines on conflict management among youth in Cameroon

Activity 2: Initiation of an assessment study on education for peace, human rights and intercultural dialogue in Chad within the framework of the World Programme for Human Rights Education.
Objective 4: The media and the fostering of dialogue & mutual understanding: CI (lead), CLT, SC

SANTIAGO

Activity 1: Project (not approved yet): Latin American & Caribbean version of the kit “World Heritage in the Young Hands”. Support to web site “Chile para niños”, developed by the National Library to raise awareness of children on national and world heritage.

Activity 2: Creation of community multimedia centres in San Pedro de Atacama, northern Chile

Activity 5: Cooperation project with faculties of journalism in Chile

KINSHASA

Activity 1: (Communication and Information): Material support for 2 community radios, increasing their capacities in promoting culture, mutual understanding, notably in post-conflict situations (on-going, 2008).

Activity 2: (Sector Communication and Information): Improvement of the Higher Education curricula in journalism training, especially with the inclusion of the promotion of local cultures and cultural diversity. (2009)

BRASILIA

Activity 1: The Brasilia Office will implement the programme “Community media: fostering understanding in areas of urban violence in Brazil” aimed at fostering community leaders through radio and other media to develop programs of violence prevention in urban areas of Brazil marked by huge inequality, social and cultural conflict.

Activity 2: Development of new curricula and media instruments to sensitize journalists on development issues, culture of peace and education issues. The Brasilia Office initiative “Enhancing media training for sustainable development in Brazil” will also make use of UNESCO’s toolkit Education Makes News to sensitize journalists and communication professions at large about core values of UNESCO.

KABOUL

Activity: Support the strengthening, free; pluralistic and responsible media

ALMATY

Activity: Strengthening national capacities for preservation and dissemination of diverse cultural content through, the use of digital cataloguization software Museolog within the framework of the activity #4512304009 "Capacity building on FOSS applications in education and culture in Central Asia".
LA HAVANA

Activity 1: Second Travelling Caribbean Film Showcase for Caribbean Children and Adolescents

Port-au-Prince / Second Travelling Caribbean Film Showcase
Communications / Oficina Regional de Cultura para América Latina y el Caribe, La Habana
Culture / Oficina Regional de Cultura para América Latina y el Caribe, La Habana

Activity 2: Network for the dissemination do indigenous cinema: cameras for diversity inter-agency co-operation on the indigenous issue (UN PERMANENT FORUM, UNDAF, etc)
Follow-up of recommendations of Inter-Agency Permanent Forum on Indigenous Issues
Promoting a cultural approach to HIV and AIDS, and anaemia prevention an care in joint UN efforts for sustainable development.
Strengthening of the socio cultural approach in the educational component of the National Program of HIV/AIDS Prevention and Control.