



United Nations  
Educational, Scientific and  
Cultural Organization



King Abdullah bin Abdulaziz  
International Programme for  
a Culture of Peace and Dialogue

The King Abdullah bin Abdulaziz  
International Programme  
for a Culture of Peace and Dialogue

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# Key Achievements of Phase I



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# Introduction

Established by the agreement between UNESCO and the Kingdom of Saudi Arabia on 12 October 2010, the *King Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue* became operational in 2012, with the ambition of restoring mutually enriching relations between societies. The Kingdom of Saudi Arabia allocated 5 million US dollars to support this Programme.

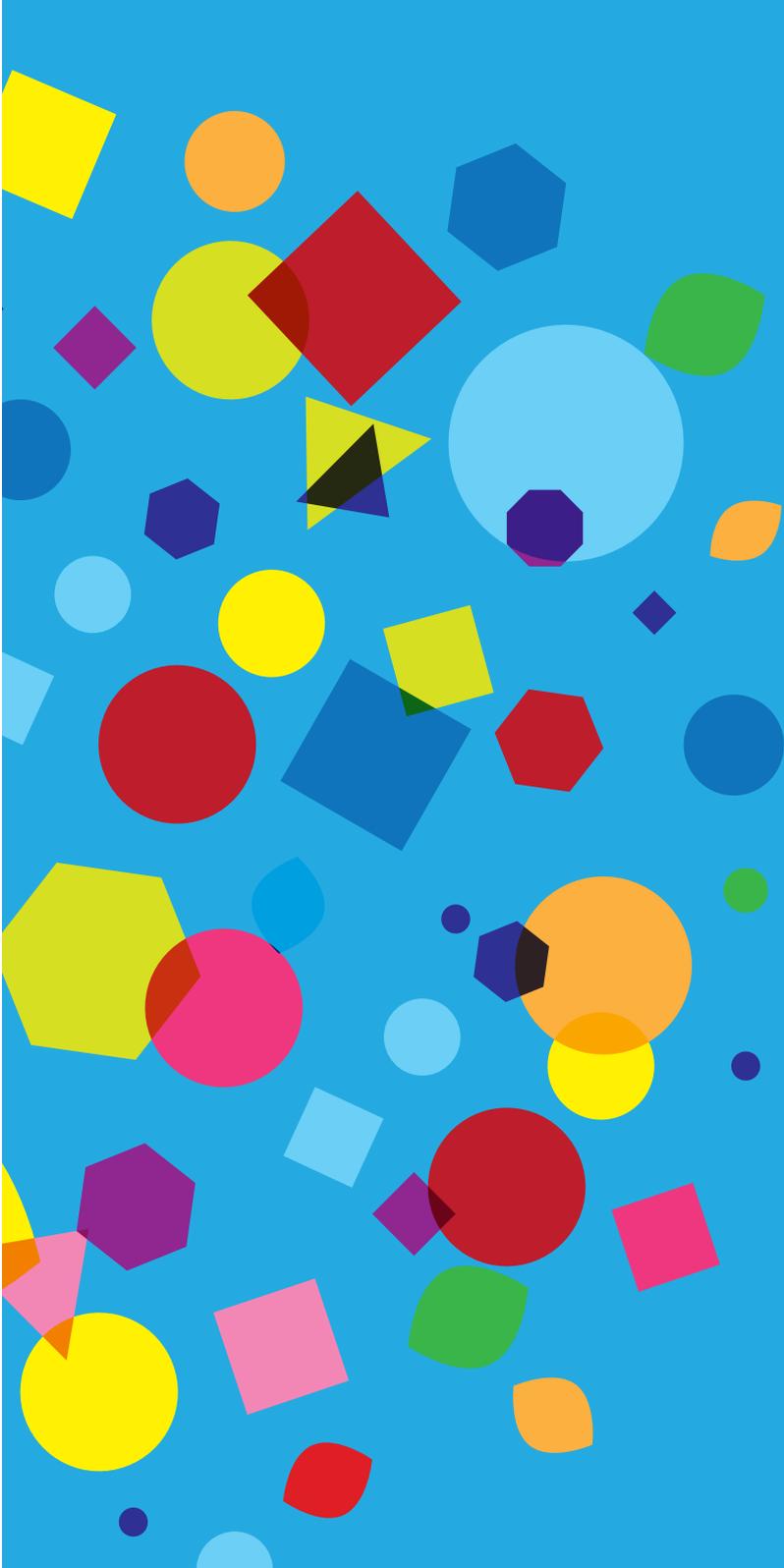
The Programme builds on the strengths of both parties and leverages the United Nations' International Decade for *the Rapprochement of Cultures (2013-2022)* led by UNESCO. The Decade offers a holistic approach to peace-building by promoting the fruitful interplays between peoples and communities with plural, varied and dynamic identities. With its specific focus on intercultural dialogue, the Decade provides a conceptual and operational frame to which the Programme has made a substantial contribution.

The Programme is currently in Phase II and this brochure sheds light on the ten major projects undertaken in Phase I, implemented from 2012 to 2014.



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## Key achievements of Phase I



# EMPOWERING YOUTH AS KEY ACTORS FOR A CULTURE OF PEACE AND DIALOGUE



The *King Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue* places particular emphasis on youth. Born in a diverse world where distance is no longer a limit to experiencing intercultural dialogue, young people are today the bearers of multiple cultural identities. This Programme therefore intends to strengthen youth's active participation in local community action and development projects, by mobilizing and capacitating them as key actors of change. The activities implemented in Phase I were important starting points to building youth empowerment and to supporting the fulfilment of their aspirations, while providing relevant avenues for informing their critical thinking and shaping a sense of global consciousness.

■ From 3 to 5 December 2013, a 3-day **international conference** was held in Jeddah, on the theme of **Youth Volunteering and Dialogue**, jointly organized by UNESCO, the Ministry of Education of the Kingdom of Saudi Arabia and the King Abdulaziz Center for National Dialogue. This groundbreaking event brought together over 300 young volunteers, practitioners and experts from Saudi Arabia and 39 other countries.



Through five workshops, the young participants had the opportunity to express their thoughts, perspectives and innovative ideas for contributing to the well-being of others. They shared experiences and displayed new ways of understanding the diversity of volunteer actions undertaken across the world. The participants identified and developed new approaches to youth-volunteering through dialogue. Cultural exchanges, a dinner, traditional dances and an art exhibition were also on the agenda. Last but not least, and thanks to its solid momentum, the

Conference culminated in the adoption of the *Jeddah Youth Declaration on Volunteering and Dialogue*, which marked the beginning of a forward-looking perspective for youth volunteering, with the pledge “to integrate dialogue at all levels of volunteering as fuel for creative change”. In the words of the Declaration, dialogue is a “catalyst for enabling lasting cooperation, promoting the sharing of experiences and fostering solidarity within and among communities, cultures, faiths, generations and nations”.

**WE AFFIRM** the need to cultivate an ethos for volunteering and dialogue rooted in solidarity, empathy, self-confidence, critical thinking, respect and appreciation for diversity (especially to break prejudices and cultural stereotypes), the spirit of initiative and teamwork, disinterested action, patience, perseverance, the art of listening, and meaningful participation and recognition;

**WE EXPRESS** our concern about the gap between ideas and their implementation, and believe that this gap can be bridged by a joint, networked, upstream and community-based sustainable effort of all involved;

**WE REAFFIRM** our commitment to creating open, welcoming spaces to improve the exchange of experiences, and to establish new forms for sharing mutual learning, youth civic engagement and intercultural dialogue – all the while avoiding the risk of systematic framing and standardisation;

**WE URGE** governments, local authorities, the private sector as well as global and regional

■ As a side-event to this Conference, the award ceremony of the *Pathways for a Culture of Peace international*

**contest** was organized. This international contest was launched in September 2012 by UNESCO. Participants were invited to translate the core values underpinning a Culture of Peace and Non-Violence through graphic arts, videos, photographs and essays. The purpose of the contest was to gain an insight into how young people make these values their own and how they define peace from their own understanding. The contest inspired around 1,330 young people from 56 countries, aged between 14 and 18. A total of 400 works was submitted to UNESCO, of which eight winners emerged, two from each of the categories, and were awarded with an iPad.

■ Other activities to raise local youth’s awareness about civic participation were led in Lebanon. **BE THE CHANGE** was used as a mobilizing motto for this set of youth-led community projects aimed at encouraging young people to express and realize the change they want to see in their schools and communities. By creating spaces for discussions, school-based and community-based interventions, and outdoor campaigns, *BE THE CHANGE* stimulated young participants’ inventiveness and eagerness to invest selflessly in their society.



■ Youth empowerment was the focus of other activities which took place in Lebanon. A national seminar entitled

**“Cultural diversity for dialogue and development: a message from Lebanon to the world!”** was launched to celebrate the World Day for Cultural Diversity for Dialogue and Development (21 May). It was an opportunity to promote the principles of cultural diversity among youth. Over 250 young people from all walks of society joined the initiative. In parallel to this seminar, a **national competition** was organized on the same theme in several schools in Lebanon. It mobilized students and engaged them with their teachers to discuss and produce messages that promote the cultural diversity of Lebanon, creating a good environment, better mutual understanding and respect for diversity and difference.

■ This Programme further reinforced students’ self-confidence and raised their awareness on the rich diversity of their country and on the identity of its people, as outlined with relevant activities like **Let’s know our Sudan project**. Through generating inclusive dialogues between students from 17 states of Sudan, the *Let’s know our Sudan* project created spaces of dialogue where students had the possibility to share their aspirations, concerns and thoughts. Eventually, students bridged differences and created the *Let’s Know Sudan* network. The project involved 17 coordinators and 68 students, with a gender-sensitive and transformative approach through equal representation of men and women.



UNESCO’s Beirut office delivered many other inputs including a regional training session for 19 young people

from 11 Arab countries, on the topic of research and intercultural dialogue, in September 2013. They also produced an assessment of intercultural dialogue in Saudi Arabia, a position paper on the context of intercultural dialogue in the Arab States and training on common human values for the 2013/2014 academic year. Finally, the office developed training sessions on advocacy through photography, video and social media. These training sessions were attended by 20 young people from six countries. Youth from the Arab region were also invited to produce advocacy material using the media. They came up with 12 videos and 20 storyboards to raise awareness on the critical issues they wished to defend.

- 300 young volunteers, practitioners and experts from 40 countries present at the international conference on ‘Youth Volunteering and Dialogue’
- Over 1,330 young people, aged between 14 and 18, from 56 countries enrolled in the Pathways for a Culture of Peace international contest. 400 submitted works, eight winners
- Over 250 young people attended the national seminar entitled “Cultural diversity for dialogue and development: a message from Lebanon to the world!”
- 17 coordinators and 68 students from 17 states of Sudan involved in Let’s know our Sudan project
- 20 young participants from six countries trained on advocacy through media
- 19 young participants from 11 Arab countries trained on research and intercultural dialogue



# DEVELOPING PEDAGOGICAL RESOURCES FOR A GENUINE DIALOGUE



In order to make tolerance, equality and equity more tangible concepts, it is essential to address learning content and outcomes, pedagogy, and learning environments through quality education.



■ Despite remarkable progress over the past decades, textbooks can still drive biased perceptions and disseminate harmful representations of the other. Pedagogical resources must mirror the core values of the culture of peace, and offer teachers all possible tools to

better shape the behavior of all students and engage with them, regardless of their cultural backgrounds.

■ In this regard, the Programme targeted textbook developers and users (teachers). A training tool was produced to support the development of quality textbooks and learning materials **free from cultural, religious or gender-based prejudice**, and through which diversity is embraced. The training tool, or more precisely, the toolkit, offers guidance on how to promote peace and diversity in schools. For instance, curriculum developers may use the tool to set criteria for the conception and selection of core textbooks and learning materials, or teachers may use it to set a checklist for analyzing existing texts and inform revision of school curricula. The toolkit includes guidelines, a global framework, a methodological guide, an annotated bibliography, and a guidebook on research in this topic. Available in three languages (Arabic, English and French), the toolkit is adaptable to different educational systems.

A framework for the Arab States on Global Citizenship Education (GCE) was developed to target the same

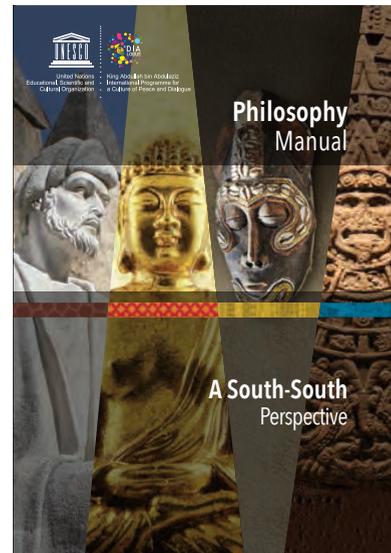
audience, i.e. policy makers, curriculum developers and professional educators. This framework was disseminated among 14 ministers of education in the Arab States to help them to empower youth with skills and instill shared values such as non-discrimination, equality, respect and dialogue. Geared towards all ages, GCE is one of UNESCO's main activities aimed at ensuring inclusive and equitable quality education for all.



■ Developing undergraduate courses on intercultural dialogue is also a focus of this Programme, as an essential means of instilling in students relevant knowledge and capacities to navigate competently in an ever more

multicultural and interconnected world. In collaboration with universities, institutions and experts from the Arab region, UNESCO developed a syllabus and a course pack to enhance intercultural dialogue skills. They now form part of **an accredited Undergraduate and Masters Programme on Intercultural Dialogue** in pilot universities in Arab States. One hundred and fifty students graduated from this Masters and received their diploma at a ceremony. The course combines both theoretical and practical aspects aimed at providing students with hands-on experience and skills and in intercultural dialogue.

■ To facilitate the transmission of knowledge related to intercultural dialogue and to build cultural awareness, valuable training sessions were provided in various settings. Over 450 trainers and experts participated in these training sessions in Bahrain, Egypt, Iraq, Oman, Palestine, Sudan, Tunisia and Yemen. Thirty teachers from 24 Arab universities benefited from these trainers' knowledge, which helped them to better address day-to-day challenges related to intercultural communication within the region and beyond.



Another example of groundbreaking material for the promotion of intercultural dialogue is the ***Philosophy Manual - A South-South Perspective*** produced in Phase I and officially launched on 19 November 2014, World Philosophy Day. This manual is the result of two ***South-South Intellectual and Philosophical Dialogues*** that took place in Morocco in 2012 and 2013. This dialogue brought together philosophers from 13 countries, to outline the still little known philosophical traditions of the Global South (Africa, the Arab region, Asia and the Pacific, and Latin America and the Caribbean). This manual is an innovative and high quality educational tool to raise awareness about the diversity of philosophical thoughts. Produced in English, French and Arabic, the manual is available online to nurture research, debates and exchanges.

- A framework for the Arab States on Global Citizenship Education for policymakers, curriculum developers and professional educators was developed
- ***Two accredited Undergraduate and Masters Programmes on Intercultural Dialogue*** developed in the Arab States
- More than 24 universities in the region implement the courses, with up to 30 teachers trained and 150 students graduated
- ***2 South-South Philosophical Dialogues*** held, philosophers from more than 13 countries involved, one landmark philosophical manual was produced and further tested for MOOC use.



# MEDIA INFORMATION LITERACY AND INTERCULTURAL DIALOGUE: EQUIPPING YOUNG JOURNALIST AND MEDIA PROFESSIONALS



In the face of the rise of hate speech and misleading information on the Internet fuelling radicalization and violent extremist behaviour, the Programme has contributed in Phase I to harnessing the power of the media as a key tool for the promotion of dialogue and mutual understanding. Because media professionals have a great responsibility to share information, which includes their understanding and perception of other cultures or religions, their role in conflict prevention, mediation and reconciliation is paramount. The Programme provided them with spaces for dialogue and exchanges of experiences to tackle these challenges. Training sessions and awareness-raising campaigns were organized to build their capacities for creating a peaceful environment for all through the transmission of accurate and unbiased information.

■ Under this Programme, UNESCO has led several activities to advance Media Information Literacy and

Intercultural Dialogue (MILID) and, more generally, to enhance access to information and knowledge, freedom of expression, gender equality, and a high standard of education in an intercultural framework.

■ In order to promote media and information-literate societies, the Programme supports the ***International University Network on Media Information Literacy and Intercultural Dialogue (MILID University Network)***, in collaboration with the United Nation Alliance of Civilizations (UNAOC). Its aim is to foster cooperation among universities and the development of intercultural skills among young journalists and researchers. Over 20 universities from Spain, Egypt, Jamaica, Brazil, United States, China, Australia and Morocco are concerned with this university network.



■ The MILID University Network developed two internationally relevant **online courses on MILID**. The first course is proposed in cooperation with Athabasca University, Canada, and provides youth with basic media and information skills to become critical citizens. It explores how MILID can enable youth to be actively involved in intercultural and interreligious dialogue, advocate for gender equality and freedom of expression, and effectively use virtual spaces. Over 1600 boys and girls applied for the course and 70 of them were admitted, showing the high demand, for limited places. The second course on MILID is hosted by the Queensland University of Technology, and assists teachers, policy makers and professionals to become agents of change through the development of MIL and intercultural skills in their communities. Over 400 people enrolled on this course and 80 trainers were assigned to it.

■ The promotion of intercultural dialogue awareness among media professions is further supported by this Programme through **MILID Weeks**, organized by UNESCO and other partners. They were held in Barcelona (Spain) in 2012, in Cairo (Egypt) in 2013 and in Beijing (China) in 2014,

with some 500 young researchers and journalists from all over the world trained.



■ The Programme enhanced the development of capacity-building through the organization of training sessions and participatory workshops, both directed at young researchers and journalists, such as during the **Global Forum for Partnership on Media Information Literacy (MIL), incorporating the International Conference on MIL and Intercultural Dialogue**, which was held in 2013 in Abuja (Nigeria). The Programme was instrumental in the establishment of a **Global Alliance for Partnerships on MIL**.





■ The **Media and Information Literacy Policy and Strategy Guidelines** were issued in 2013. It aims to help those involved in information systems and the media to promote communication practices that are respectful of cultural diversity and intercultural dialogue. It also provides a critical synthesis of Media and Information Literacy and Intercultural Dialogue, and considers what ingredients of MIL lend themselves to intercultural dialogue.

A **regional conference on the Potential of Media in the Promotion of a Culture of Dialogue in the Arab States** was held in Rabat (Morocco), with 40 media professionals and senior specialists from 25 media organizations and channels present. They set up a network and adopted the **UNESCO Rabat Declaration** which enhances their role in the promotion of peaceful coexistence between peoples and communities. Youth from the Arab region was also invited to produce videos, storyboards or photo stories to illustrate their concerns. Participants outlined some sensitive topics such as illiteracy and freedom of expression for refugees, street children and the unemployment. They were also introduced to the HAWER Website, which is a portal for reference resources on intercultural dialogue in the Arab States.

■ Besides media professionals, raising awareness of the general public on communication challenges is also important. The Programme has therefore also prioritized a regional approach for more focused attention in the Arab Region.

Several **training modules on Citizen Media and Intercultural Dialogue** were organized in Beirut in January 2014 and provided participants with valuable reporting and advocacy skills for use in the media and the arts. These modules taught them to use the Internet as a relevant conduit for peaceful dialogue. It enabled, for instance, NGOs to produce and convey peace messages through communication channels. Over 180 young people and 60 academics and media professionals attended these modules.



■ The same ambition underpins the launch in 2014 of the ***Learning to Live Together media campaign***. Through TV spots, Facebook, public announcement or slogans, key messages for peace, mutual respect and tolerance were spread on national public TV channels in the Arab Region.

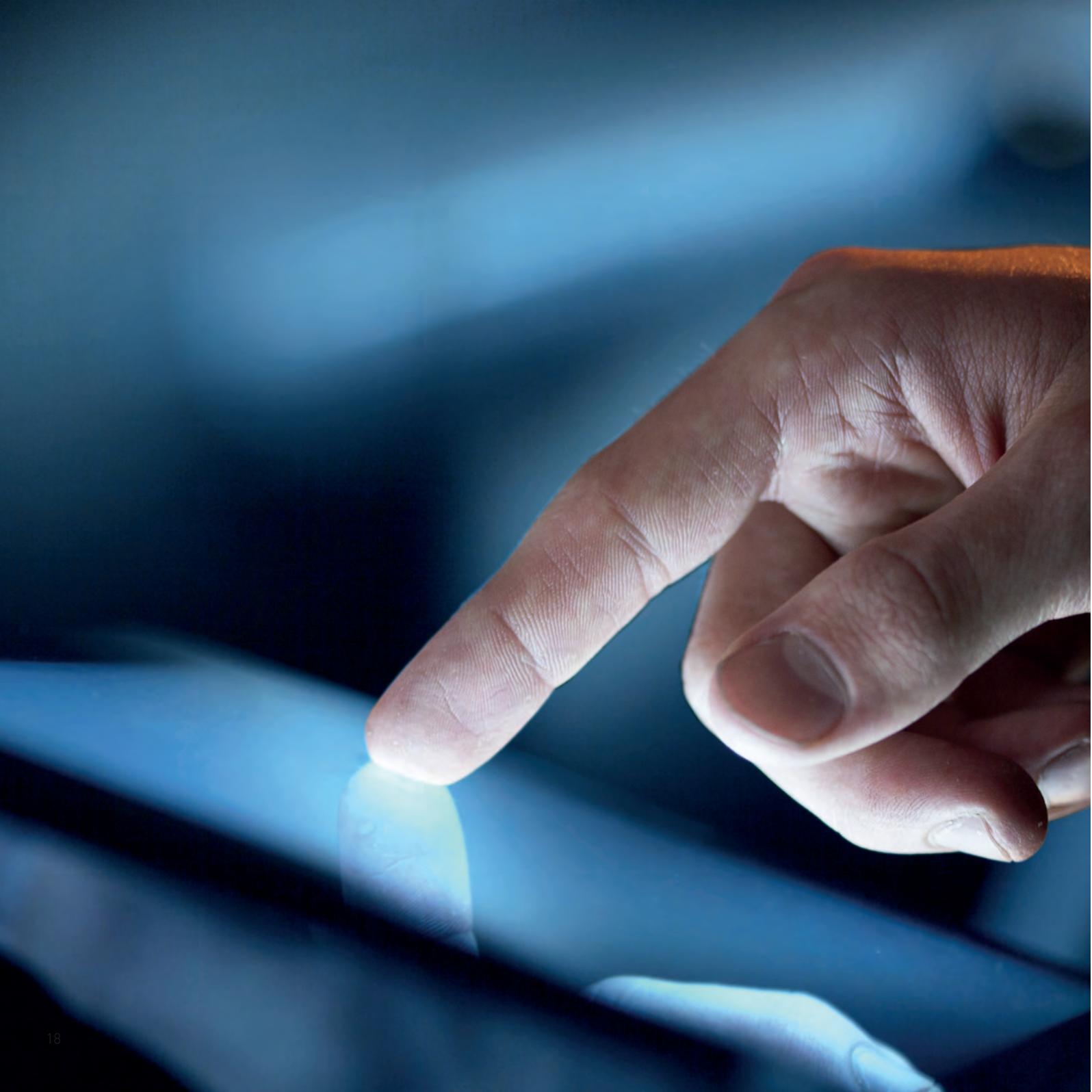
■ By establishing the ***UNESCO Children Choir for Peace and Dialogue*** in Lebanon, the power of the arts, music and singing as a universal language to advocate for peace was mobilized by the Programme. The goal was to create the necessary conditions for spontaneous dialogue in an open space for expression, discussion and interaction between children. Besides, songs, music and poems were used as intangible cultural artifacts to represent the very ordinary and localized history of the community, and to build a shared memory of a collective group. A compact disc

containing three songs related to peace and dialogue was released. It was developed with the participation of at-risk children from state-sector schools in Lebanon.

■ In Yemen, a ***media advocacy*** initiative was undertaken in 2014. Media professionals, INGOs, NGOs and government representatives meet for a consultative seminar, with a view to strengthening their capacities in the use of the media for positive advocacy. They developed a series of radio and TV flashes which became communication support tools for their own advocacy messages for peace and dialogue. They were broadcast through Ebb and Shabwah's radio channels, with the participation of radio stations in Yemen, such as Yemen FM and Hajjah and TV Channels such as Sheba, Yemen, and Al- Sa'eidah.

■ UNESCO has undertaken a study on **Youth Participation in Media and Religion in Egypt and Tunisia** with a view to measuring perception and attitude of Arab youth (18-35 years old) towards peace and dialogue in the media. This study aimed at understanding and assessing their perception of the role the religious leaders in the region had in the promotion of common human values and dialogue. Over 750 young Egyptians and 320 Tunisians participated in the survey, the findings of which were used to advocate for better policies and interventions in both the media and the religious domain.

- 20 universities involved in the MILID Network
- Two online MILID courses developed:
  - 400 teachers and policy makers enrolled in the online course on MILID, 35 of which fully completed the course, 80 trainees assigned
  - over 1,600 boys and girls applied, 70 of them admitted
- Three MILID Weeks brought together 500 participants
- A Global Alliance for Partnerships on MIL was established
- 40 Media professionals and senior specialists from 25 Media organizations and channels attended the regional conference on The Potential of Media in the Promotion of a Culture of Dialogue in the Arab States
- Nine at-risk public-sector schools in Lebanon established the UNESCO Children Choir for Peace and Dialogue in Lebanon
- 180 young people, 60 academics and media professionals trained on Citizen Media and Intercultural Dialogue
- A network of 40 religious leaders and four main religious institutions created.



# STRENGTHENING DIALOGUE AND MUTUAL UNDERSTANDING THROUGH INNOVATIVE RESOURCES



This Programme placed a key focus on the development of knowledge and knowledge support materials, with a view to combatting the most common evils in our societies today: ignorance or poor knowledge of one's own culture and disrespect for that of others, leading to xenophobia, racism, stereotyping or indifference.

■ The **UNESCO Writing Peace exhibition for thinking and sharing peace across time and space** was conceived as an entry point in this journey to the other, using language and the word "Peace" as a common feature. The purpose of this exhibition, inaugurated on 21 September 2012 at the United Nations' Headquarters on the occasion of the International Day of Peace, is to raise awareness on the similarities that exist between cultures and on the sharing of common values. It was conceived also to raise awareness on the various forms of transmission of culture down the ages, and the convergence of values conducive to peace, through a number of alphabets and other writing systems used in various parts of the world that transcend



time and space. The 30 scripts, portrayed and presented chronologically, were chosen because they are part of the mosaic of writing systems in today's world. Each of them shows the word for "peace" and its first letter or character, and they have been combined in the logo of the exhibition. The exhibition is travelling in different parts of the world to convey a message of peace, as encapsulated in the scriptures of different cultures and civilizations. It was already displayed during major events in Angola, Austria, Azerbaijan, Congo, France, Mali, Saudi Arabia and USA. It is supported by a film presenting its outputs (available on YouTube) as well as a **multilingual catalogue** in Arabic, English and French. The ultimate purpose of the exhibition is to create new meeting places that will magnify our cultural diversity, with a view to unleashing the power held by the word "peace" to open an infinite space of dignity and liberty. The scripts and their meaning are available online.



■ The Programme has supported the development of websites to gather resources to promote peace and intercultural dialogue as an essential step to building more awareness among the general public.

In this regard, the **Peace and Dialogue E-Portal** was developed in 2013 to equip users and designers with a unique place for accessing intercultural dialogue and peace-related knowledge. It gives access to information on

tolerance, reconciliation and peace through a diversified approach including cultural, philosophical, scientific and historical data developed by UNESCO. The resources are mainly from relevant projects within the *King Abdullah Bin Abdulaziz International Programme for a Culture of Peace and Dialogue*, such as knowledge about the interactions between peoples from the Mediterranean Basin between the 7th and the 19th century. [This was brought forward through the *Intercultural Vademecum* related activities lead forward under this Programme.]



■ The *HAWER Website* was designed to meet particular needs for knowledge-sharing on intercultural dialogue resources in the Arab region. Geared towards civil society organizations, academic institutions, researchers, scholars, youth, students, policy makers and other professionals, it provides a comprehensive and easy-to-use Internet-based bibliographic and full-text database. The website was launched during the conference on *the potential of the Media in the promotion of a culture of dialogue in the Arab States* in 2014. HAWER is now a reference platform for knowledge-sharing on intercultural dialogue in the Arab region.

- A *Writing Peace exhibition* with 30 panels
- More than *five travelling exhibitions* produced and displayed around the world during major events in Angola, Austria, Azerbaijan, Congo, France, Mali, Saudi Arabia and USA
- A video spot presenting the exhibition and a trilingual catalogue (Arabic, English, French) available online
- Give away (mouse pads, post cards and pens) produced and disseminated
- Two e-portals developed to backstop and disseminate the resources developed by the Programme

# The way forward

During Phase I of the *King Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue*, 10 projects were implemented in collaboration with the King Abdullah National Centre for Dialogue, building on UNESCO's fields of competence in education, culture, social and human sciences and communication and information, as well as the active involvement of UNESCO Field Offices in Beirut and Rabat.

This partnership generated a new array of dialogue-based conceptual and operational frameworks and tools. Achievements have shown how effectively the "soft power" of preventive measures and mediation mechanisms can contribute to the so-called "invisible transformations" that would positively transform our pluralistic societies in a quest for unity-in-diversity, particularly welcome in the context of the International Decade for the Rapprochement of Cultures (2013-2022).

Through this cooperation framework with the Kingdom of Saudi Arabia, UNESCO's foresight, leadership, relevance

and comparative advantage in the area of intercultural dialogue was enhanced. These achievements are being taken forward during Phase II of the Programme, which started in September 2014.

Important challenges however remain, in our contemporary societies confronted with radicalization and rise of violent extremism, where younger generations are among the most vulnerable.

The potential of this Programme to further support UNESCO's mandate for building more peaceful and inclusive societies has, therefore, been demonstrated by the implementation of Phase I. However, an evaluation of the key achievements should be undertaken, with a view to further assessing the results achieved and measuring effectiveness and impact of the activities, while analysing obstacles faced, and formulating recommendations for improvements. This will inform possible adjustments in Phase II, as well as considerations for any further stages in this Programme.

# The projects in a nutshell

**BUDGET PER PROJECT IN PHASE I IN US\$ (TOTAL: 2,950,000)**

OVERALL COORDINATION – Budget: US\$118,000



## FROM YOUTH TO YOUTH: CELEBRATING THE VALUE OF DIVERSITY

Budget: **US\$384,000**

- *The Pathways to Peace International Contest*
- *The Writing Peace Exhibition and catalogue*



## TOOLKIT ON CURRICULA AND TEXTBOOKS ADAPTATION TO REMOVE CULTURAL, RELIGIOUS AND GENDER BIASED STEREOTYPES

Budget: **US\$192,000**

- The three-language toolkit to write textbooks free from prejudice



## PROMOTING PHILOSOPHICAL DIALOGUE THROUGH SOUTH- SOUTH COOPERATION

Budget: **US\$ 288,000**

- The two Philosophical Dialogues
- The Manual of philosophy - A South-South perspective *publication*



## BUILDING CERTIFIED RESOURCES FOR REGIONAL INTERCULTURAL DIALOGUE AND PILOTING OF SERVICE LEARNING UNIVERSITY PROGRAM IN THE ARAB STATES

Budget: **US\$384,000**

- Expert meeting: *Fostering a Culture of Peace and Dialogue in the Arab States*
- Courses pack on intercultural dialogue, now part of an accredited Undergraduate and Masters Programme on Intercultural Dialogue
- Professors training and creation of a network of trainers
- Global Citizenship Education (CGE) Framework for the Arab states



## DEVELOPMENT AND DISSEMINATION OF MATERIAL ON INTERCULTURAL DIALOGUE IN THE ARAB STATES

Budget: **US\$280,000**

- HAWER website
- The "Cultural Diversity for Dialogue and Development: A message from Lebanon to the world!" national seminar and competition
- Regional training for youth on research and intercultural dialogue



### INTERCULTURAL SKILLS FOR YOUNG JOURNALISTS

Budget: **US\$240,000**

- The Media Information Literacy and Intercultural Dialogue (MILID) Weeks
- The MILID University Network
- The Global Forum for Partnership on Media Information Literacy (MIL), incorporating the International Conference on MIL and Intercultural Dialogue
- Online courses on MILID
- The *Media and Information Literacy Policy and Strategy Guidelines: Enabling Intercultural Dialogue* publication

### REPORTING TO OTHERS - YOUTH, JOURNALISM AND DIALOGUE

Budget: **US\$240,000**

- BE THE CHANGE in Lebanon
- Training Modules on Citizen Media and Intercultural Dialogue
- The *Let's Know our Sudan* Project
- The regional conference on *The Potential of Media in the Promotion of a Culture of Dialogue in the Arab States* and its UNESCO Rabat Declaration



### LEARNING TO LIVE TOGETHER MEDIA CAMPAIGN

Budget: **US\$288 000**

- *Learning to Live together* media campaign
- Study: *Youth Participation in Media and Religion* in Egypt and Tunisia
- The conference on *Fostering a Culture of Peace and Dialogue in the Arab States*
- A media advocacy project in Yemen



### PEACE AND DIALOGUE E-PORTAL (IN NON-ARABIC LANGUAGES)

Budget: **US\$240,000**

- The Peace and Dialogue E-portal
- The Vademecum project



### CONFERENCE: YOUTH VOLUNTEERING AND DIALOGUE

Budget: **US\$288,000**

- The Jeddah Conference on *Youth volunteering and dialogue*

The *King Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue* arose from the institutional framework of UNESCO's *Programme for a Culture of peace and non-violence*. More than a concept, the Culture of Peace is a commitment to make peace a tangible reality for all. It denotes "a set of values, attitudes, traditions and modes of behaviour and ways of life based on respect for life, ending of violence and [...] adherence to the principles of freedom, justice, democracy, tolerance, solidarity, cooperation, pluralism, cultural diversity, dialogue and understanding at all levels of society and among nations" (Article 1, Declaration and Programme of Action of a Culture of Peace, UNESCO, 1999). UNESCO continue its work to nurture a Culture of Peace, with development considerations, by joining forces with committed stakeholders in education, the sciences, culture, and communication and information.