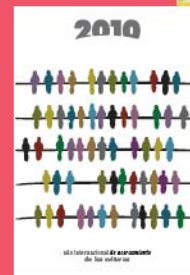
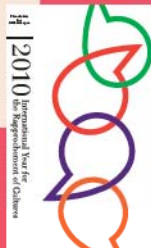
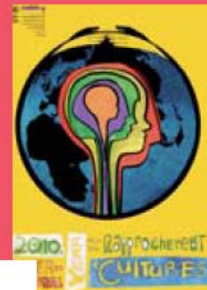
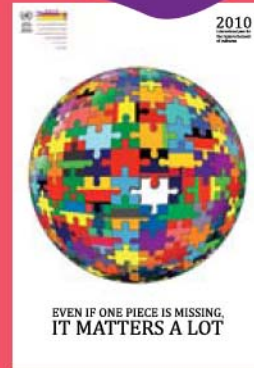
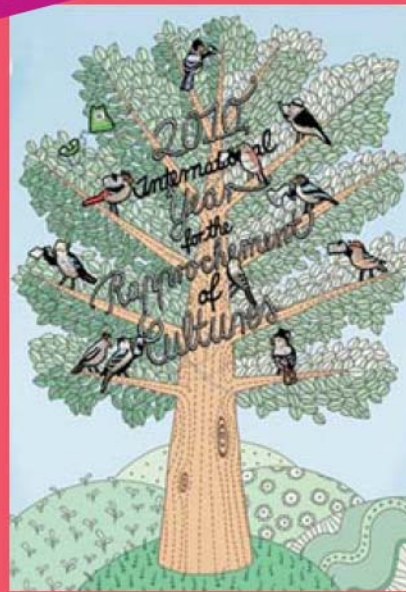
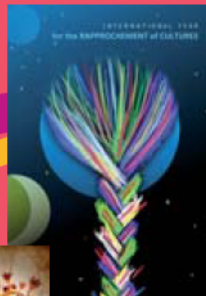




2010
INTERNATIONAL YEAR
for the RAPPROCHEMENT of CULTURES

International Year for the Rapprochement of Cultures
2010



Highlights





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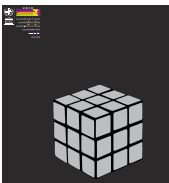




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Message from Ban Ki-moon, Secretary-General of the United Nations, on the occasion of the Launch of the International Year for the Rapprochement of Cultures, 18 February 2010



**EVEN IF ONE PIECE IS MISSING,
IT MATTERS A LOT**

The International Year for the Rapprochement of Cultures is an important initiative. During the year, we will be celebrating cultural diversity and showing how intercultural dialogue and understanding are essential for a more peaceful world. We will also be highlighting the crucial role of culture in development.

Recent years have given rise to exciting new avenues for promoting mutual understanding and respect – but also to new challenges and tests. Globalization, for example, is bringing people together in ways that were unimaginable when the UN was created. Through migration, media, trade and, of course, the Internet, millions of people around the world are coming into daily contact as never before.

But our world is also beset by prejudice, hatred and unresolved challenges. Often, the same tools of contact become vehicles for divisiveness and incitement. Often, extremists demonize other cultures and traditions, and target them for violence. And at this time of economic turmoil, when there are fewer jobs to go around, people often blame minorities.

This International year is thus very timely. In asking UNESCO to lead it, the United Nations General Assembly wanted to capitalize on the ample and successful experiences of UNESCO in fostering international cooperation through education, the sciences, culture and communication. I also welcome the creation of the High-Level Panel on Peace and Dialogue among Cultures that is also being launched today, and look forward to the recommendations its members will offer on strengthening dialogue and our efforts to live in harmony.

The UN system is strongly committed to bringing cultures and peoples closer together, including through the UN Alliance of Civilizations and its wide network of grass-roots organizations. Let us work together to make the Year a resounding success.

Message from Irina Bokova, Director-General of UNESCO, on the occasion of the Launch of the International Year for the Rapprochement of Cultures, 18 February 2010

We are living in a world that is increasingly marked by a growing interdependence in all areas of human activity. The resultant cross-fertilization of our societies offers new opportunities to strengthen the ties between peoples, nations and cultures at the global level. At the same time, with globalization, incomprehension and mistrust have increased in the last few years. The economic, environmental and ethical crisis has further increased this sense of insecurity and mistrust.

In the light of these developments, I have proposed a new universal vision, open to the entire human community, which I have called the “new humanism”. I am convinced that UNESCO has all the strengths needed to provide a humanist response to globalization and crisis. In response to the sense of vulnerability which permeates all levels, there is indeed a need to invent new forms of action to safeguard social cohesion and preserve peace.

In view of this urgent necessity, the United Nations General Assembly proclaimed 2010 as International Year for the Rapprochement of Cultures and designated UNESCO as lead agency in the celebration of this Year, having regard to its experience of more than 60 years in the work of advancing “the mutual knowledge and understanding of peoples”.

Cultures encompass not only art and literature, but also lifestyles, value systems, traditions and beliefs. In this globalizing world, marked by increasingly rapid exchanges and greater complexity, the protection and promotion of this rich diversity present numerous challenges. True, culture is not included among the Millennium Development Goals in its own right, which I regret. But the links between culture and development are so strong that development cannot dispense with culture. I firmly intend to show, through new initiatives, that these links cannot be separated.

The objective of this International Year is to help dissipate any confusion stemming from ignorance, prejudice and exclusion that create tension, insecurity, violence and conflict. The task will be, in campaigning for dialogue and mutual knowledge, to foster respect for each other’s culture and break down the barriers between different cultures. Exchange and dialogue between cultures are the best tools for building peace.

Four main strategic lines of action for the Year have been devised. They involve promoting reciprocal knowledge of cultural, ethnic, linguistic and religious diversity; building a framework for commonly shared values; strengthening quality education and intercultural competences, and fostering dialogue for sustainable development.

I should like to call on all UNESCO’s partners to mobilize with the purpose of reaching these objectives: the National Commissions for UNESCO, agencies of the United Nations system, intergovernmental and non-governmental organizations, Goodwill Ambassadors and Artists for Peace, UNESCO Chairs and Associated Schools, Clubs and Centres, parliamentarians, locally elected officials, the world of culture, the sciences, education and the media, opinion leaders, youth organizations, and civil society as a whole, including the private sector. With the efforts of all, the celebration of the Year 2010 will receive a high profile and will have the greatest possible impact at the local, national, regional and international levels.

Given the new challenges of an increasingly interconnected world, our shared task is to build solid bridges, based on solidarity between all cultures so as to create a new universal ethics of living together.





Background

At present, new global challenges and threats are multiplying and undermining humankind's cohesion in a world where interdependence is growing and solidarity is diminishing. The constant question remains as to how we may best approach the unity-in-diversity, or to learn how to “live together” by fully participating in the infinite wealth of the cultures of the world and by averting the fear reflex when confronting with “otherness”. Since words are the natural support to our thoughts, which ones should we choose to build, appropriate and extend this common aspiration of humankind, which draws upon its rich cultural diversity? Not to dwell on semantics, it should nevertheless be recalled that the United Nations, and UNESCO in particular, have always used the terms “tolerance”, “culture of peace”, “dialogue among civilizations”, “dialogue among cultures” and now

“rapprochement of cultures”, to describe this conceptual, political and programmatic approach in suitable and convincing language.

The United Nations General Assembly, considering the matter to require urgent action, in a turbulent international context, proclaimed 2010 the International Year for the Rapprochement of Cultures and designated UNESCO to play a leading role in the celebration of the Year, capitalizing on the Organization's invaluable experience of over 65 years in advancing “the mutual knowledge and understanding of peoples”. In so doing, the General Assembly considered that the International Year 2010 was a major milestone on the road to peace, coinciding with the culmination of the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010).

Goals

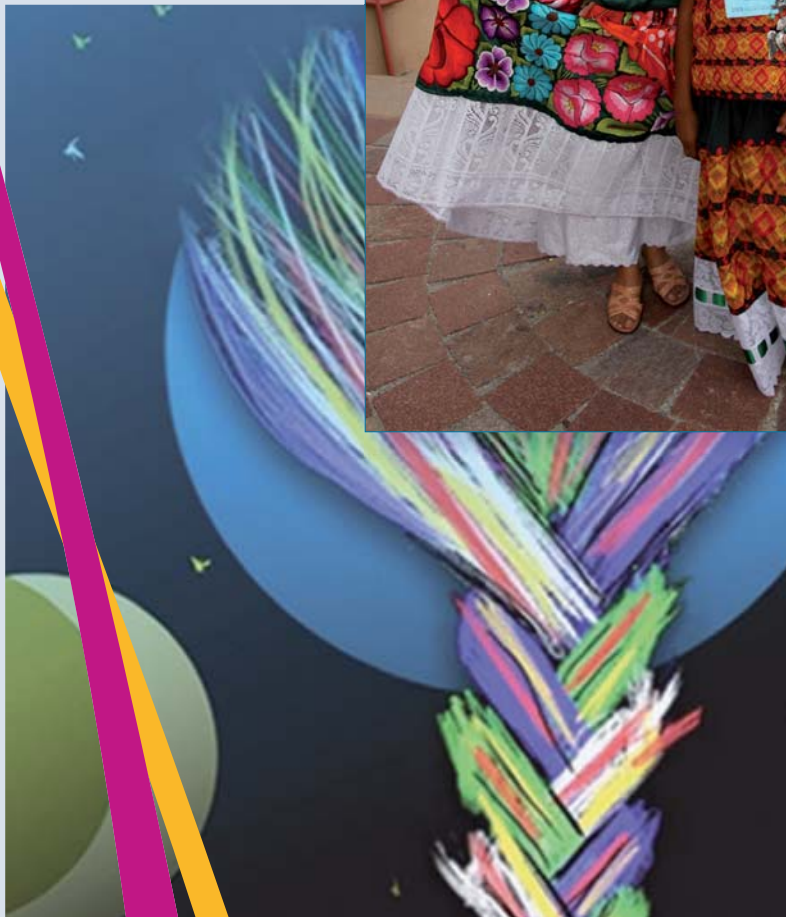
The main goal of the International Year 2010 was to demonstrate the benefits of cultural diversity by acknowledging the importance of the continuous transfers and exchanges between cultures and the ties forged between them since the dawn of humanity. This is all the more urgent as ignorance becomes more pervasive and gaps in mutual understanding and respect widen. While dialogue remains key, special emphasis should be placed on the human beings in this dialogue, as it is not an abstract or disembodied process but one that involves interaction between individuals.

As cultures encompass not only the arts and humanities, but also lifestyles, different ways of living together, value systems, traditions and beliefs, the protection and promotion of their rich diversity invite us to rise to new

challenges at the local, national, regional and international levels.

In order to attain these goals, two specific targets have been set:

- i) raising awareness in the international community of the virtuous cycle of diversity and intercultural dialogue, using specific examples to show that all cultures and civilizations derive from and feed into each other, and hence diversity constitutes a source of enrichment and innovation for humanity; and
- ii) fighting for human rights and against new forms of racism and discrimination in the hope of correcting flawed cultural representations values and stereotypes.



Strategy

The success of the Year depended to a great extent on accepting the cardinal principle of the equal dignity of cultures, mutual respect and the strengthening of co-operation for lasting peace. This principle, the common thread in UNESCO's action, was reaffirmed during the consultations of Member States and partner agencies for the preparation of a plan of action.

Four major generic themes were identified, which are not mutually exclusive but complementary and even interactive within individual activities. However, in order to achieve greater clarity, these four major unifying themes are intended to facilitate understanding of the highly di-

versified contribution provided by Member States, IGOs, NGOs and other partners, such as:

- (i) promoting reciprocal knowledge of cultural, ethnic, linguistic and religious diversity;
- (ii) building a framework for commonly shared values;
- (iii) strengthening quality education and the building of intercultural competences;
- (iv) fostering dialogue for sustainable development.



Modalities of implementation

The specific activities considered by Member States and various partners, including the Alliance of Civilizations, as well as the new proposals launched throughout 2010, are grouped and available for viewing on a special page dedicated to the Year linked to the home page of the Culture Sector's website (<http://www.unesco.org/culture/en/2010-rapprochement-of-cultures>). The main types of activities scheduled were:

- (a) greater opportunities for research, meetings and public debates and broadening of the spaces for intercultural mediation in the form of exhibitions illustrating exchanges and transfers between cultures, as well as fairs and festivals, using in particular places such as museums, art galleries and foundations, and making use of new technologies that specifically foster linguistic diversity and translation;
- (b) promotion of the role of creativity, which is a fundamental attribute of innovation, by stressing both individual features and similarities of societies, and in that regard, highlighting the promotion of an integrated vision of all aspects of the cultural heritage as a bearer of history and identity that must be preserved, a resource and engine of sustainable development and tool for intercultural dialogue, which includes interreligious dialogue;
- (c) improvement of access to formal and non-formal education, with emphasis on quality education for all, education on human rights, cultural diversity, gender and the integration of marginalized groups and the strengthening of South-South and North-South-South inter-university cooperation, particularly through creating sites of excellence and innovation;
- (d) contribution of the media and the new information and communication technologies to changing the perception of different cultures and religions through, *inter alia*, the promotion of dialogue on the Internet where numerous cultural and linguistic expressions can be circulated and shared; or co-production fostering dialogue between media professionals from different cultures, particularly on delicate issues;
- (e) recognition and the respect of knowledge – including traditional knowledge and the knowledge of indigenous peoples – which contributes to sustainable development; the promotion of human rights, philosophy and intercultural dialogue, with particular emphasis on fighting racism and discrimination as well as on the culture of peace and democracy.



Evaluation of the Action Plan

The General Conference welcomed a number of proposals for activities to be carried out in the framework of the Year by all partners, who were encouraged to pursue their firm commitment to intercultural dialogue (35 C/Resolution 47, October 2009). The Conference also approved the preliminary action plan submitted to it by the Director-General following consultations with a large number of the parties concerned, inviting him to integrate the comments of the Executive Board and the General Conference, with particular reference to: the importance for UNESCO of turning to account its expertise on the topic of dialogue and diversity, designated by a variety of terms in the course of its long history, particularly on the theme of the dialogue between cultures so as to strengthen its mandate in the realm of mutual respect and understanding; the need to take into account projects initiated or planned by other international bodies, such as agencies of the United Nations system, notably the Alliance of Civilizations as well as ISESCO and ALECSO, and including non-governmental organizations. Particular emphasis should be placed on respect for human rights and the growing importance of interreligious dialogue.

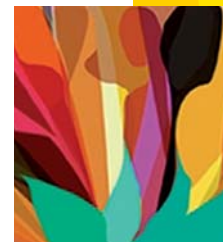
The Director-General has on three occasions brought the matter to the attention of Member States and other partners and has invited them to ensure the widest possible impact of the Year at the local, national, regional and international levels. The Director-General decided to establish a group of experts to embark on debate

Promoting reciprocal knowledge of cultural, ethnic, linguistic and religious diversity

There was a need to respond adaptively and inventively to the increasingly marked phenomenon of identity hardening, giving rise to misunderstandings and tensions. This is why the Year placed the emphasis on exchanges and pathways to knowledge, so as to stimulate in young people in particular a curiosity about those different from themselves since any form of contact calls for basic familiarity with the culture, language and religion of

and reflection on the means of fostering tolerance in the world. The High-Level Panel on Peace and Dialogue among Cultures met for the first time on the occasion of the launch of the Year on 18 February 2010, at UNESCO Headquarters, and for the second time on 11 March 2011 in New York, at the United Nations Headquarters.

As a result of this firm commitment, some 1,000 projects have been launched and granted the Year's logo, covering the fields of creative diversity and education as well as the new technologies. A database, considerably enriched by the multimedia resources provided throughout the Year, is essential not only for the Year's visibility but also for its follow-up and long-term impact. Despite the wide variety of events and activities carried out or initiated, as well as projects in progress or deferred for administrative or budgetary reasons, a certain coherence has been achieved since the activities as a whole come in the wake of the International Decade for a Culture of Peace and Non-violence, drawing on the four generic lines of action, which have gradually shown themselves to be complementary, even interactive. What follows is a brief analysis accompanied by some illustrations. In addition, a number of examples (30) are included in Part "Selection of projects illustrating the four themes of the Action Plan" (pages from 25 to 35); and the list of activities may be consulted on the above-mentioned website.



other people. The importance of public and semi-public places and special occasions such as cultural festivals, religious gatherings and sports events were identified as privileged venues for cultural interaction.

In this context, various projects and tools were devised for adopting new approaches to each situation in order to enable a full participation in the infinite wealth of the

cultures of the world and to avert the fear when confronting with “otherness”. Three main categories were identified: (i) celebration of the encounter of cultures through creativity, a key factor in the rapprochement of cultures; (ii) linguistic diversity as a vehicle of dialogue; (iii) the promotion of interreligious dialogue with a view to strengthening mutual knowledge and the shared values underlying it. Thus, in the first group over 100 international festivals, exhibitions, facilities, mobile exhibitions, concerts and celebrations of other people and national minorities were organized, illustrating the crucial role of creativity in intercultural dialogue.

Cultural policies represent a powerful factor underpinning the devising and integration of the multiple approaches conducive to the building of bridges within and between States with a view to realizing the objectives of rapprochement. Today, cultural policy implies awareness of the challenges of globalization that are leading us to rethink the foundations and aspirations of every culture.

In this respect, mention should be made of the 17th Forum of Ministers of Culture and Officials in Charge of Cultural Policies in Latin America and the Caribbean, held in Quito, Ecuador. Mention should also be made of the joint celebration at UNESCO of the three European Capitals of Culture for 2010: Essen (Germany), Istanbul (Turkey) and Pécs (Hungary).

On another level, there was particular emphasis on music and the performing arts, on the occasion of high-level political meetings such as the 8th Regional Summit of Heads of State of South East Europe in Istanbul on the theme “Music as a Metaphor of Cultural Dialogue” as well as at various artistic events staged worldwide. Mention may also be made of the Conferences on “Music as an Instrument of Dialogue between Cultures: the Arab Contribution”, in the context of the Day of Arab Culture, and “Music as a Catalyst for Cultural Dialogue and Communication”, organized at UNESCO Headquarters.

Protecting linguistic diversity and promoting multilingualism served a particularly important objective, since the use of several languages constitutes a natural bridge between cultures and the visions of the world they embody. Safeguarding and promoting linguistic diversity and translation into a variety of other languages also strengthens the role of languages as vehicles of oral traditions and expressions, transmitted from one generation to the other.

Reference should be made in this context to the holding of an international symposium “Translation and Intercultural Mediation” (Bridging global and local languages, and Translation, mutual understanding and stereotypes), renewing one of UNESCO’s founding activities and serving to identify the contemporary challenges of interculturality, closely linked to linguistic diversity and the vast task of translation. Note should also be taken of the 2010 edition of the “Custodian of the Two Holy Mosques Abdullah bin Abdulaziz International Award for Translation” (Saudi Arabia); on this occasion a forum on “the role of translation in promoting the rapprochement of cultures” was organized at UNESCO Headquarters.

A major aim of interreligious dialogue, which forms part of intercultural dialogue, is to promote dialogue between believers and non-believers as well as between religious leaders with the aim of increasing mutual knowledge about spiritual traditions and their common underlying values. This aim was broadened to include promoting awareness among teachers and NGO officials on the role of interreligious dialogue in combating the risk of fragmentation of contemporary societies, which are in practice plural.

For example, a regional meeting held in Bujumbura brought together religious leaders from five African countries, together with intellectuals and other representatives of the civil society (Rwanda, Democratic Republic of the Congo, Gabon, Congo Brazzaville and Burundi), at which different symbolic systems were explored. Note should also be taken in this regard of the international seminar on “the role of religious communities in the management of World Heritage properties”, organized by the Ministry of Culture and Tourism of Ukraine and the UNESCO World Heritage Centre in Kiev.

Elsewhere, a UNESCO Chair in Interreligious Understanding and Relations in New Zealand and the Pacific was inaugurated in Wellington, and the UNESCO Chair for Comparative Study of Spiritual Traditions, their Specific Cultures and Interreligious Dialogue (St Petersburg) organized an international



board of authors working on the international collective monograph "World Religions: New Prospects for Dialogue and Understanding", in English and Russian with Arabic summaries. Interreligious dialogue was the subject of a large number of international meetings throughout the Year. To name but three: (i) the International Symposium "Religions and World Peace: Religious Communities and Their Potential for Peacebuilding and Conflict Resolution" was held in Osnabrück (Germany), in cooperation with the German Commission for UNESCO and the United Nations Association of Germany; (ii) the 2nd Inter-

national Conference on Interreligious and Intercultural Dialogue organized by the Bangladesh National Commission for UNESCO in partnership with the Centre for Interreligious and Intercultural Dialogue and ISESCO and was open to a select public of teachers, students, civil society officials, human rights activists and professionals; (iii) the round table "Addressing Islamophobia: Building on unused opportunities for mutual respect and inclusion" was organized by the Alliance of Civilizations and OIC on the occasion of the Third Forum of the Alliance of Civilizations in Rio de Janeiro.

Building a framework for commonly shared values

Intercultural dialogue is a process that demands not only the recognition of cultural diversity but also the shared values that underlie it, calling for specific measures to highlight those values. A broad international sense of commonality has emerged with respect to the overarching framework for such dialogue. The values concerned are those inherent to the human condition, such as freedom, equality, solidarity, tolerance, respect for nature and shared responsibility – which the Millennium Declaration has reaffirmed as "timeless and universal". These fundamental values are anchored in tolerance that incorporates respect for others, regardless of diversity of belief, cultural background and language. Other globally relevant values are empathy, solidarity, awareness of the fragility of the planet, respect for and the upholding of cultural diversity, human dignity and human rights as well as the commitment to peace, non-violence and peaceful practices. In other contexts, a focus on transversal values – those shared by two or several

cultures – may lead to mutual learning and understanding rather than a focus on universal values. In other words, the task is to participate consciously in the ongoing construction of a culture of peace, working to that end by stages through specific

programmes and projects expressed in a practical, appropriate and persuasive language.

It is in this spirit that, transcending the celebration of cultural diversity, activities and projects promoting universal values have also been undertaken. Three groups of values have been identified: (i) the promotion of a culture of peace; (ii) respect for human rights; and (iii) recognition of the common values deriving from religions. With respect to a culture of peace, various types of projects were implemented, involving both governments and civil society, at a regional or international level, with the aim of revitalizing peaceful cooperation among peoples.

It was in keeping with the principles of a culture of peace that UNESCO renewed the debate on the concept of memory. This mission inseparable from the Organization is now shared by a number of partner bodies and civil society associations worldwide.

Thus the UNESCO "Slave Route" project, launched in 1994, has been turned to account, notably in the context of Africa Week, through the holding of the conference "History, Memory and the Rapprochement of Cultures", through the presentation of the first results of the Atlas of Interactions and of the African Diaspora on the occasion of the International Day for the Remembrance of the Slave Trade and its Abolition (23 August) as well as through the holding of the International Conference on "The Slave Route Project 15 Years Later", marking its launching in Ouidah by the Montevideo Regional Office.



Another highlight in the same vein was the commemorative visit made on 1 February 2011 to the site of the German Nazi Concentration and Extermination Camp of Auschwitz-Birkenau by 150 personalities and government representatives from 40 countries. The International Day of “Commemoration in Memory of the Victims of the Holocaust” was organized at UNESCO on 27 January 2011 together with a seminar on “Education for Holocaust Remembrance – experiences of Yad Vashem and its pedagogical approach”. This commemorative day had also taken place in 2010.

In addition, through educational programmes, symposia and artistic gatherings, awareness of the values of human rights and the contribution of philosophy was promoted, with particular reference to women’s and children’s rights. It is in the context of UNESCO’s unfailing commitment to human rights that the fundamental role of education in this connection should be stressed.

Mention may be made in this regard of: the World Forum on Human Rights and various initiatives launched by researchers and parliamentarians as well as IGOs and NGOs to throw new light on “the right to take part in cultural life”, a topic coordinated by the United Nations Human Rights Council in which UNESCO participates actively. These discussions were the occasion for reviewing questions linked to the importance of cultural rights and its various implications for participation in cultural life. Other activities, such as the inauguration of the

International Centre for the Advancement of Human Rights in Buenos Aires also highlighted the way in which fundamental human rights principles are universalized, constituting an often hidden factor in the rapprochement of cultures. Mention should also be made of the growing importance in recent decades of the rights of the child, which are proving to be a new “universalizing” link between cultures, albeit with varying degrees of intensity. Activities that may be counted part of the global effort in this regard include the “Hope for Children” (HFC) project and the project on “The Children of Cyprus and Human Rights”. This concern assumed new prominence within the scope of the Year. The rights of women were not overlooked either; from the first meeting of the High-Level Panel on Peace and Dialogue among Cultures on 18 February 2010, at which the issue of gender equality was posed, this challenge gave rise to various activities making the link between the fundamental and universal nature of these rights. Mention should also be made of the UNESCO Future Forum “Gender equality: the missing link? – Rethinking the internationally agreed development goals beyond 2015”, in which high-level representatives from several United Nations agencies participated alongside the Director-General of UNESCO in Athens.

Interreligious dialogue, an essential component of intercultural dialogue, featured in most of the aforementioned discussions and intellectual exchanges in the framework of the Year. Respect for religions and tolerance as shared values were recognized as vital in helping communities to understand one another better and to communicate.

Strengthening quality education and the building of intercultural competences

Education, as the linchpin in establishing a sustainable dialogue between peoples and cultures, has played a strategic role in promoting awareness of the need for new intercultural competences. Quality education is synonymous with education for cultural diversity and dialogue, grounded in respect for human rights as enshrined in the Universal Declaration of Human Rights and should equip the learner with competences which are specific to openness and appreciation of diversity. This includes revision of the content of national textbooks, learning materials and curricula, taking into account diverse learning styles, and life experiences, and cultural

and linguistic diversity. Likewise, the role of the teacher in interpreting textbooks and developing learning materials that induce and prepare pupils for dialogue, and teach them to think critically, must receive high attention. During the Year, tolerance and intercultural understanding were promoted through formal and non-formal education, particularly through the UNESCO Chairs and the UNESCO Associated Schools Project Network.

The activities and projects launched fall into two categories: (i) education for intercultural competences; and (ii) education for preservation of the heritage. Textbooks

and educational materials, curricula and new needs in teacher training were emphasized in numerous projects. In this respect, the Year provided a valuable framework for initiating or developing partnerships and inter-university networks with a view to facilitating and promoting educational exchanges conducive to more effective rapprochement.

In this connection, the acquisition of intercultural competences represents a major challenge since we are not naturally disposed to understand the values of others in the same way as our own values – those we encounter in the setting of the family, our circle of friends, school, religion or even society.

This is why UNESCO has launched an in-depth study on this topic with regional perceptions deriving from a number of experts. Furthermore, in addition to the efforts by the Council of Europe in the field of intercultural education, in particular through programmes involving cooperation between the young people of Europe and Africa, 2010 saw a growth in initiatives pursuing this objective. In addition, there was considerable progress in the course of the Year with regard to rethinking the content of education worldwide. This included many international initiatives such as preparation of the Guidebook for History Textbook Authors “On a Common Path – New

Approaches to Writing History Textbooks in Europe and the Arab and Islamic Worlds: The case of the Mediterranean”, in cooperation with the League of Arab States, ISESCO, ALECSO, the Anna Lindh Euro-Mediterranean Foundation for the Dialogue between Cultures, the Swedish Institute Alexandria and the Georg Eckert Institute for International Textbook Research, as well as the World Conference on Arts Education in Seoul and the initiative of the Intercultural and Peace Foundation set up by the 2008 Nobel Prize writer J.M.G. Le Clézio, who has promoted awareness in numerous schools in Mauritius.

In keeping with UNESCO's mission of reconciling history and memory, the cultural heritage – a common good of humankind deserving to be preserved for future generations – is becoming in our time a significant tool for intercultural dialogue, while unfortunately often being the victim of numerous conflicts, particularly domestic ones. The intangible heritage in particular has gained in scope and depth throughout the Year. Drawing on the Convention concerning the protection of the World Cultural and Natural Heritage (1972) and the Convention for the Safeguarding of the Intangible Cultural Heritage (2003), the Year has underscored the importance of the shared values deriving from the heritage.

Some examples: the International Conference on “Cultural Heritage/Diversity of the Nomads” in Mongolia and the Round Table on the topic “The role of civil society in the rapprochement of cultures”. This important chapter in the Year received more systematic media coverage. One of the challenges to UNESCO taken up in 2010 is that of the interest of young people in the heritage of humanity. This challenge was to a large extent addressed through International Youth Year (12 August 2010-11 August 2011), which overlapped with the International Year for the Rapprochement of Cultures. One example is the South East Europe World Heritage Youth Forum “World Heritage education as a factor for rebuilding trust and reconciliation”. Mention may also be made of the UNESCO contest “Independences and culture of peace”, open to young artists of the academies and

schools of arts of Brazzaville, Kinshasa, Libreville, Malabo and Sao Tome and Principe, organized by the UNESCO Cluster Office in Libreville. Similar competitions were launched throughout the world. In addition, while in Cuba the cinema highlighted indigenous cultures, the UNESCO Associated Schools in Spain organized seminars and workshops in the Dominican Republic on tangible and intangible cultural heritage and rapprochement of cultures: “Rapprochement of Cultures based on Cultural Heritage: Spain – Dominican Republic”. Finally, the contribution of the artistic expressions of indigenous peoples to the world heritage should be stressed (an example being the “Soundscapes” exhibition in the National Museum of the American Indian, featuring the acoustic world of the indigenous peoples of North America).



Fostering dialogue for sustainable development

The development models produced since 1970 have, notwithstanding their constant revisions, clearly failed to meet the expectations to which they gave rise. The new challenges posed by globalization make it more vital than ever to redefine the relationship between culture and development or, to be more precise, between diversity, dialogue and development – the “three Ds”. To this end, we have seen the emergence of a genuine commitment to explore the countless links between cultural diversity, dialogue and development, understood not simply in terms of economic growth, but also as a means to achieve a more satisfactory intellectual, emotional, moral and spiritual existence (Article 3 of the UNESCO Universal Declaration on Cultural Diversity).

Dialogue, the cornerstone of social development, has become vital for generating a development dynamic rooted in cultural diversity. In this context, the activities identified fall into three categories: (i) the inclusion of diversity and dialogue in sustainable development policies; (ii) the place of dialogue in the sciences; and (iii) the role of dialogue in the media. Several projects have been focused on promoting civic awareness of the inclusion of the principles of diversity and dialogue in all policies – educational, cultural, scientific and communication – so as to ensure a viable social structure calling for recognition of the intercultural dimension in contemporary societies, which are in practice plural. To this end, many international conferences and programmes on sustainable development have furthered deeper understanding of the topics mentioned in (i) and (ii). Finally, a number of activities have highlighted the contribution of the media and new communication and information technologies in changing the perception of different cultures and religions through, *inter alia*, the promotion of dialogue on the Internet, where numerous cultural or linguistic expressions are circulated and shared.

Several activities in the Communications Sector illustrate these efforts. By way of example, an international university network on information, the media and intercultural dialogue has been initiated with the participation of many universities within the framework of the Alliance of Civilizations on medial literacy in order to promote and encourage research and professional

exchanges among researchers and to strengthen capacities in the knowledge field.

Two meetings of the Task Force of National Commissions for UNESCO for Euro-Arab Dialogue have helped to develop several approaches to dialogue between Arab and European cultures, a topic included in the political agendas of all the regional and international bodies. Particular note should be taken of the “Comparative study of history textbooks in the two regions”, which is near to completion following the evaluation meeting organized jointly by National Commissions for UNESCO and the Council of Europe.

A dual milestone that took place in Canada was the holding of the International Conference on Cultural and Biological Diversity, in the context of the International Year of Biodiversity and the International Year for the Rapprochement of Cultures, in collaboration with UNESCO’s Natural Sciences Sector. We should add that the role of the sciences was highlighted in other world days: thus the World Science Day for Peace and Development had as its theme “Science for the rapprochement of peoples and cultures”. Other events focused on the role of science which, through the acquisition of objective knowledge, contributes to a more rigorous and shared understanding of the fundamental questions posed to every society.

A multi-level dialogue must be initiated and fostered both among and within cultures with a view to developing the foundations for a peaceful and prosperous life of future generations. One important entry point in this regard is the United Nations Decade of Education for Sustainable Development (DESD, 2005-2014), for which UNESCO has been designated lead agency of the United Nations system. This Decade is aimed at the acquisition of the knowledge, skills and values indispensable for a sustainable future, having regard to the principles of diversity and intercultural dialogue. Mention may also be made in this context of the Conference on Education for Sustainable Development in Support of Cultural and Biological Diversity with a view to the effective rapprochement of cultures in Muscat (Oman). Also worth noting is the General Conference of the International Council of Museums (ICOM), which brought together in Shanghai some 3,600 museum professionals, representing 122 countries and international organizations, to debate the topic of “Museums for Social Harmony”, reflecting the wish

of ICOM to strengthen the links between cultures given that museums represent key institutions for safeguarding cultural diversity and biodiversity, situated as they are at the crossroads of global transformations. Another event concerns the exhibition entitled “The Many Faces of the Commonwealth”, organized by the Commonwealth Group at UNESCO, whose aim was to present the way in which the countries of the Group, while covering six continents and each having their specific features, share a great many similarities and cooperate in a spirit of mutual understanding.

The combined efforts by the UNESCO Regional Offices in Latin America in cooperation with Spain are of particular note. The work of rapprochement offering further testimony to the vitality of Latin America was accentuated in the context of the Bicentenary of the Independence of Latin American countries. Finally the forum “Rethinking the social, cultural and intellectual fabric of Haiti”, organized by UNESCO, helped to strengthen international solidarity with that country. For, as Jose Saramago wrote, “emergency situations bring people closer together”.





Review and impact of the Year

The United Nations General Assembly defined three key dimensions for the Year: dialogue, understanding and cooperation. By designating UNESCO to play a leading role in the celebration of the International Year, it was acknowledging the Organization's long-term work. In keeping with its Constitution, UNESCO has always sought "to develop and to increase the means of communication between (...) peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives".

This new mission assigned to UNESCO is consonant with those entrusted to it previously, particularly the International Year for the Culture of Peace in 2000 and the Global Agenda for Dialogue among Civilizations in 2001. It also echoes a series of UNESCO Executive Board decisions and General Conference resolutions, including 32 C/Resolution 47 on "New perspectives in UNESCO's activities pertaining to the dialogue among civilizations" (2003) and the "Plan of Action for the Promotion of Dialogue among Peoples and UNESCO's contribution to international action against terrorism" (2006).

The changing international context of course shaped programmes and modalities of action across the world; the concepts evolved as experience was gained, giving dialogue both a more complex and a more operational dimension. Connected to a growing recognition of the place of education, culture, communication, information and science in the development process, dialogue is today linked to the issue of intercultural communication in a globalized world which struggles to cope with the demands of the universal and the bonds of the particular.

That is why the Year afforded a unique opportunity to the entire United Nations system, particularly UNESCO, to reaffirm the key ideas underpinning their commitment, based on the paradigm of a plural humanity where cultural diversity and intercultural dialogue are mutually reinforcing and whose implications drive all their programmes. It has served as a firm foundation to give fresh impetus to the theme of dialogue among cultures. The challenge was to make a genuine impact, through-

out the Year. It meant more particularly identifying the knowledge, skills and values that are needed to engage in genuine implicit or explicit dialogue – an exercise that might give people and societies an opportunity to develop in full and to mutually enrich each other in a world whose globalized nature is only becoming more marked.

The process launched has been facilitated by a number of initiatives aspiring to the same objective which preceded it at the global or regional levels in the preceding decade – important meetings in Astana, Athens, Berlin, Beirut, Bucharest, Cairo, Cetinje, Copenhagen, Dakar, Dhaka, Doha, Havana, Istanbul, Libreville, Lisbon, Madrid, Manila, Mexico, Muscat, New Delhi, New York, Ohrid, Opatija, Paris, Quito, Rabat, Rio de Janeiro, Saint Petersburg, Samarkand, Tirana, Tunis Ulan Bator and Varna, to name but a few. There was also European Year of Intercultural Dialogue (2008), launched by the European Union, and the White Paper on Intercultural Dialogue, produced by the Council of Europe in 2008. All these initiatives, beyond their principal worth as part of a given year, paved the way, familiarizing many decision-makers and indeed citizens with the implications of the rapprochement of cultures.

It is in this spirit that, considering the proliferation of concerted proposals, suggestions and initial initiatives and formulations of possible partnerships (almost 1,000 projects in all), the key objective of the Year was globally reached, channelling the combined efforts of many of those involved in the exercise. In fact, if, without trying to be exhaustive, we take into account the critical mass of projects that reached the UNESCO Secretariat responsible for orchestrating the programme as a whole, we can see that many undertakings were made to encourage citizens to discover and rethink the new plural reality of our societies and to gauge the scale of the fast-moving, far-reaching changes the world is currently experiencing.



More specifically, the Year had nine main effects, as follows.

1. Increased mobilization and commitment of stakeholders across the board

The Year marked another step forward, across the world, by expanding and deepening the debate, and recommending that action be oriented between Member States and (inter)governmental and non-governmental organizations on a grand scale, and at the local, regional and interregional levels, according to the four strategic lines which saw interaction that grew throughout the

Year. We can now safely say that the Year struck a chord in a civil society where a great many people focused their attention on the major challenges, conditions and obstacles concerning dialogue, and multiplied the ways of developing solutions and new partnerships so as to move from good intentions to an effective solidarity at the local and regional levels.

2. Deeper understanding of the advantages of cultural diversity and commitment of new audiences

The Year made it easier to think about and juggle cultures in the plural and apprehend them in their capacities for exchange, interaction and reciprocal influence: this broader, richer understanding gave greater credibility to interculturality, in particular through a growing importance accorded to the arts and literature in far more countries than 11 or 15 years ago. This field is no longer the exclusive preserve of groundbreaking researchers but has

become a shared concern, a stage that is increasingly easy to share and educational. In many countries, the impact of the Year might help ensure that promises of education reform include, according to their history and aspirations, the key challenges of diversity as an organizing principle of public debate. We must point to the growing role played by forms of non-formal education, in particular through social media.

3. Initiation of a process of rapprochement of cultures

The impact of the Year may be measured first against the fact that there is now on a vast, intercontinental scale, a host of commitments to foster and support highly diverse forms of the rapprochement of cultures. This initiation of a process of rapprochement has taken into account the specific history and cultural aspirations of each society, challenged by the density of globalization for which none

of them were adequately prepared. Two simultaneous phenomena stand out: first, if at the level of international encounters we try to close the gap between cultures - while struggling against their standardization -, at the local level many actors are combating social divisions by trying to cope with the various and multiple demands of their plural reality that is becoming increasingly apparent.

4. Benefits derived from other international and national celebrations

The parallel celebrations of international years (International Year of Biodiversity and International Year of Youth) and of World Days enabled a considerable deepening and convergence of the themes and questions addressed, showing the need for and importance of inter-

cultural dialogue in taking a fresh look at contemporary problems. Thus, with the moral support of a multitude of different activities, a lasting process was launched, marking significant advances in the construction of dialogue as a factor of stability and peace.

5. Strengthening and expanding UNESCO's strategic partners

Two questions arose in a more persistent way: firstly, in the age of globalization, what are the new arguments in favour of a strong commitment by States and civil

society to development and mutual understanding from the standpoint of cultural diversity and intercultural dialogue? Secondly, what are the new choices and strat-



egies needed in terms of public policies? It is in that sense that cooperation with strategic partners such as the agencies of the United Nations system, in particular the Alliance of Civilizations, IGOs, NGOs, UNESCO Chairs, Associated Schools, parliamentarians, locally elected officials, the worlds of cultures, education, science and the media, opinion leaders, religious leaders, young peoples' and women's organizations and civil society as a whole, including the private sector, has been sustainably reinforced.

6. Lasting policies, strategies and structures for viable intercultural dialogue

At the level of all the “invisible workers” referred to by the United Nations Secretary-General, this means recognizing that an intercultural sensibility has been evolving on the five continents for decades. Politicians and decision-makers thus found in 2010 transnational backing often expressed at the local/regional level, as well as a creative surge from the arts and young people which was manifest throughout almost all the Year. However, avail-

That is why we must argue for action in the service of the objective of the Year after 2010 in inter-agency forums, in particular the Chief Executives Board (CEB) and two of its subsidiary organs, namely the United Nations Development Group (UNDG) and the High Level Committee on Programmes (HLCP). In this context, the United Nations resident coordinators and country teams, especially in post-conflict countries, would be more aware and able to formulate relevant proposals, projects and initiatives in conjunction with their host governments and with the support of the National Commissions for UNESCO and UNESCO regional bureaux.

able data concerning any durable structural changes is limited: it is by no means sure that national plans or new units or interministerial working groups involving leading stakeholders, including civil society, have been established in public authorities for intercultural dialogue. The data does not show either that the positive effects of the Year are set to last, despite the very many statements of intent.

7. Increased awareness of the added value of intercultural dialogue

The launch of the Year benefited from two complementary media approaches: one top down, with the messages from the United Nations Secretary-General and the Director-General of UNESCO, and the other bottom up, with a poster competition for young people, which was particularly well received, to explain the Year with images which illustrate this publication. The campaign became more effective with the use of various communication and awareness-raising tools created for that purpose (official logo of the Year in six languages designed by a young Lithuanian artist; printed brochure in French and English also posted online; English/French/Spanish website including a regularly updated timetable; three circular letters to Member States and IGOs/NGOs). By

way of example it is worth noting the specific request from publishers for the various visual aids created on the occasion of the Year to illustrate school textbooks. Given the importance of global publicity of the Year among young people wishing to participate in it, coverage of the events might still be improved: too many actors who would in principle have been interested only learnt of the Year in June or July. Nevertheless, the Year did manage to arouse the interest of local media although not sufficiently the mass circulation media. We cannot know whether this may be ascribed to the approach to the campaign adopted by those involved, or to the media practice of considering “good news is no news” and conversely “no news is good news”.

8. Mobilization of additional funds

Each of the partners had to include the financing of the planned activities for the Year in their budget with the necessary adjustments by redirecting some convergent projects under way so as to reach the goals of the Year. The contribution to launching the Year and creating the website of one Member State, Kazakhstan, the source of the initiative, must be mentioned. However, financial support is a decisive condition in defining an optimal cycle for such an exercise (one, two, three or five years, or even more) so as to maximize the time for preparing, implementing and following up this kind of Year.

9. Review of what has been achieved, and what remains to be done

The impact of a full year of enlightening activities means that we must ask what is missing from the list, what does not appear in black and white, still less in the considerable number of proposals abandoned or postponed. UNESCO unquestionably “created a buzz” around dialogue among cultures with the Year through an excellent launch process, but equally, the follow-up to projects under way should be consolidated and broadened. The impact of the Year is promising, but it raises the question of what has really changed on the world stage. One message is clear: although the Year was able to reach a broad, diverse and particularly youthful audience, it is still very difficult to gauge changes in attitudes and mentalities when confronting with “otherness”.



Towards the ethics of the rapprochement of cultures worldwide

One central idea emerges: in the new, turbulent international landscape, greater account must be taken of the close links between cultural diversity, dialogue, development, security and peace. These five interdependent notions should be rethought to inform a new approach, namely culture based on its rich diversity, dialogue which reveals such diversity and development – in its dual material and symbolic sense – for sustained peace, in view of the complexity of combining diversity, uniqueness and universality in a globalized world. It is to be noted, nevertheless, that dialogue can be effective only if basic prerequisites, namely equality, justice, poverty reduction and respect for human rights, are met.

Although the Year has led to an increase in fora for dialogue capable, on the one hand, of fostering cultural diversity as a driving force for innovation and learning through contact with different cultures and, on the other hand, of putting into practice the principles of a policy of “living together” adapted to the plural reality of each society, there are still three challenges that must be tackled as a priority.

- In-depth structural reforms must be supported in order to show, through illustrations from local and international accounts, that no culture is monolithic but is made up of exchanges and interaction and that each culture has interstices that are fertile ground for renewed creation; prior understanding of the diversity inherent in one’s own culture is crucial to a better understanding of cultural diversity worldwide. Each culture must therefore endeavour to recognize that it is unique and diverse. However, a special effort must be made in mapping each society’s internal diversity to ensure that such mapping does not create divisions that could lead to cultural ghettos. To combat all forms of ideological manipulation, care must be taken to avoid reducing culture to one of its components, such as language or religion, and to remind people that it is an indivisible whole that takes ever-varying forms according

to each individual’s and each society’s memory and aspirations. However, in the more specific case of interreligious dialogue – a key component of wider intercultural dialogue – religious and non-religious beliefs and convictions must be better known and understood in order to avoid harmful simplistic views.

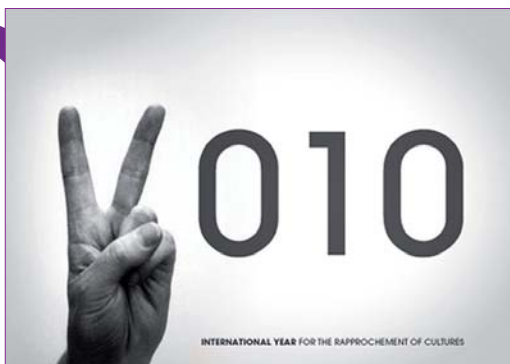
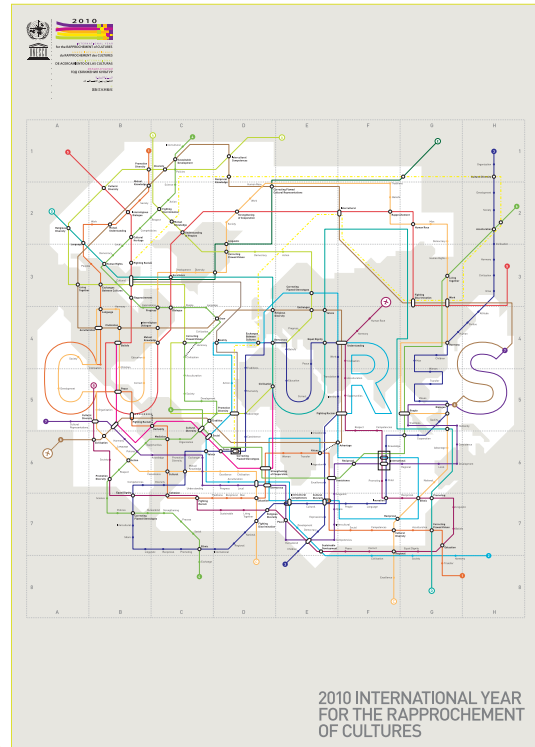
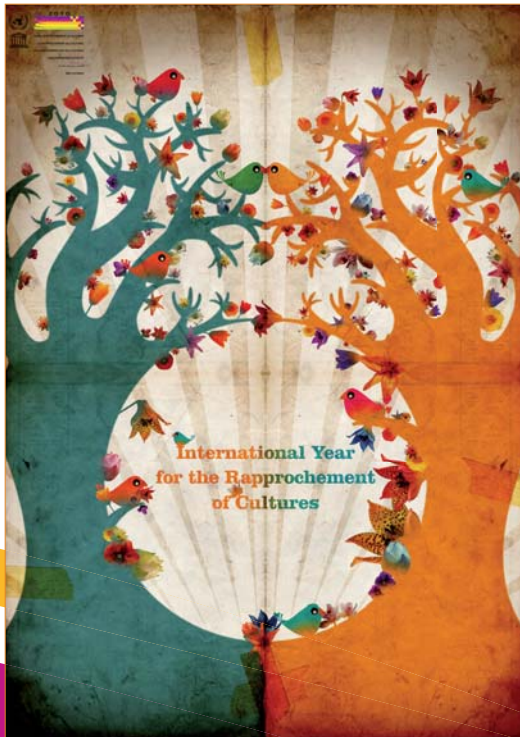
- Support must be provided for practical measures mobilizing not only States but also civil society, including in demarcating the roles of States and of local governance. This entails building capacities, opportunities and frameworks for cooperation among various players in order to reach not only those who are already “converted” to dialogue but, above all, those who do not yet feel concerned. In this shared responsibility for dialogue, intellectuals, artists and opinion, religious and youth leaders all have a major role to play. The media must therefore be mobilized even more to promote intercultural dialogue (training journalists, processing information, producing images, circulating diversified cultural content and youth media literacy). The urgent need for linkages between the three levels – global, regional and local – to promote such dialogue, which is both vital and fragile, must be stressed.

- It must be stated that the added value of dialogue among and within societies is only valid on the basis of individuals’ and social groups’ traumatic, soothing or even rewarding experiences and memories. Indeed, it must be borne in mind that dialogue brings not only speakers’ cognitive skills but also their imagination, sensibilities and emotions into play. This is particularly true of the new digital landscape in which social media directly kindle feelings and resentment and bring people face to face with cultural and religious practices that they cannot interpret. The role of formal and non-formal



education thus becomes crucial in that it does not merely transmit knowledge but also permits critical and clear-sighted comment on all content transmitted. Account must therefore be taken of learners' differing allegiances or identities, while meeting their new citizenship needs, firmly anchored locally but

marked by keen global awareness and respect for the link between cultural diversity and human rights, which sometimes may diverge.



Sustaining the momentum

The United Nations General Assembly, at its sixty-fifth session, noted with satisfaction the efforts made by UNESCO as lead agency for the celebration of the Year and invited Member States to continue to promote after 2010 “reconciliation to help to ensure durable peace and sustained development” (resolution 65/1381, 16 December 2010).

For all that, it is no mean feat to keep up the momentum: the process involved in raising awareness of the rapprochement of cultures, which is increasingly gaining recognition at all levels as a prerequisite for sustainable development, has clearly moved from the stage of good intentions to the implementation phase.

It is most gratifying that some 1000 projects have been launched and tens of thousands of people worldwide have participated in this exercise. However, although the Year was instrumental in building awareness within

a wide, diverse and particularly young audience of the virtuous cycle of cultural diversity and its corollary, intercultural dialogue, as part of rapprochement, it is still very difficult to gauge changing attitudes, mentalities, behaviour and habits. It is to be hoped that all those who participated in the Year’s adventure now speak the language of intercultural dialogue fluently, handling it considerably and avoiding all inflation and manipulation.

An undertaking as ambitious as the International Year for the Rapprochement of Cultures can never be considered completed. It continuously brings new challenges prompting us to reconsider the fundamental principles of humanity by highlighting “that which binds” cultures and societies to each other and from within. In the process, a true ethic of rapprochement is taking shape.





Selection of projects illustrating the four themes of the Action Plan

These examples are provided in addition to those already mentioned in Parts “Promoting reciprocal knowledge of cultural, ethnic, linguistic and religious diversity”; “Building a framework for commonly shared values”; “Strengthening quality education and the building of in-

tercultural competences”; and “Fostering dialogue for sustainable development”. A detailed list is available on the UNESCO webpage on the Year (<http://www.unesco.org/en/2010-international-year-for-the-rapprochement-of-cultures/>)

A. PROMOTING RECIPROCAL KNOWLEDGE OF CULTURAL, ETHNIC, LINGUISTIC AND RELIGIOUS DIVERSITY

1. Celebration of International Mother Language Day

UNESCO Office in Rabat, Morocco, in partnership with the Morocco National Commission for UNESCO, the Embassy of Bangladesh in Morocco, the Institut de Recherche et Coordination Acoustique/Musique (Institute for Research and Coordination of Acoustic Music – IRCAM), the Institut Spécialisé du Cinéma et de l’Audiovisuel (Specialized Cinema and Audiovisual Institute – ISCA) and the Faculty of Educational Science of Mohammed V University in Rabat.

International Mother Language Day was celebrated throughout the world with poetry readings by students from some 30 countries – from Cape Verde to Mongolia, representatives of the Diplomatic Corps in Morocco and poets – each of whom, wearing the traditional dress of their country, recited a poem on stage, in their mother language. These readings were accompanied by traditional music for each language. Children from a Moroccan primary school also performed a play in Amazigh.

2. Launch of the Portuguese edition of the eight volumes of the General History of Africa

UNESCO Office in Brasilia, with the financial support of the Ministry of Education of Brazil and under the technical coordination of the Federal University of Sao Carlos

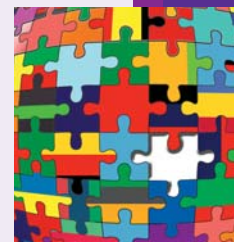
Eight thousand copies of the Portuguese version of the UNESCO collection are being distributed without charge to public libraries and universities in Brazil. An electronic version is available on the UNESCO website (consulted more than 20,000 times in two months).

3. International scientific conference “Language, Culture, Society”

Moscow Institute of Foreign Languages, with the support of the Ministry of Culture of the Russian Federation

This international scientific conference (held biannually) brought together some 1,000 participants from 35 countries around the world at the Presidium of the Russian

Federation Academy of Science in Moscow. The themes addressed included: “Russian today, world languages and national languages: development modalities and functions in the world today, globalization processes and the fate of minority languages”; “Theoretical



and applied linguistics, cultural studies, languages and cultures, sociolinguistics and psycholinguistics, translation and lexicography, art and literature at the turn of the century: historical outcomes and perspectives, common issues in history, archaeology, paleography and linguistics, language planning and legislation, fundamental issues in contemporary social development.

4. Special Ministerial Meeting of the Non-Aligned Movement (NAM) on Interfaith Dialogue and Cooperation for Peace and Development, Manila

NAM Secretariat, in cooperation with the Government of the Philippines

This meeting was organized in response to the appeal made in the Declaration of the Summit of Heads of State and Government of the Non-Aligned Movement to “Identify and pursue necessary measures and contribute positively as appropriate in further promoting dialogue among

civilizations, culture of peace and inter-faith dialogue”. Ministers, high-ranking officials, religious leaders, NGOs and media representing 118 NAM countries participated in the meeting and adopted a final declaration, together with a Plan of Action setting forth practical measures based on many experiences of intercultural dialogue initiated at the local, regional and international levels.

5. Second International Conference on Interreligious and Intercultural Dialogue, Dhaka

Bangladesh National Commission for UNESCO, in partnership with the Centre for Interreligious and Intercultural Dialogue (CIID) of the University of Dhaka and in cooperation with the Islamic Educational, Scientific and Cultural Organization (ISESCO) and the UNESCO Offices in Tehran and Dhaka

This international conference was attended by 173 academics, professors and religious leaders from 23 coun-

tries, who came together to discuss issues relating to religion, history, philosophy, literature and languages, with a view to narrowing the gap between different cultures, religions and civilizations. They presented their work to a target audience of professors, students, civil society members, peace and human rights activists and media professionals. The event enjoyed considerable success among the public and the media, which largely reiterated the message “living together in peace and harmony”.

6. National meeting on “Intercultural and Interreligious Dialogue”, Bujumbura

UNESCO Office in Bujumbura, in cooperation with the Government of Burundi

This national meeting brought together representatives of religious denominations, government institutions, civil society associations and organizations and media. Seventy participants took part in the discussions on diversity and intercultural dialogue, the core values of the different religions and their contribution to promoting peace, social cohesion and reconciliation in Burundi, dialogue rooted in the spiritual and religious traditions of Burundi,

cultural values and intergenerational dialogue, the role of the media in strengthening intercultural and interreligious dialogue. In opening the event, the First Vice-President of the Republic of Burundi noted that “today, more than ever, culture is central to the debate on identity, social cohesion, peace and development” and invited participants to develop initiatives at various levels to strengthen the foundations of intercultural and interreligious dialogue, and to identify arenas for communication and sharing of best practices.

7. UNESCO poster competition and exhibition in the context of the celebration of the International Festival of Cultural Diversity (World Day for Cultural Diversity for Dialogue and Development, 21 May 2010)

UNESCO Secretariat, UNESCO Headquarters and the Felissimo Social Design Network 21: Design 21 (poster competition) and the Member States of UNESCO (Festival)

The UNESCO poster competition “Culture Counts”, launched in January 2010, invited artists from around the world to express their vision and understanding of the rapprochement of cultures through the creation of a

poster. A total of 1,187 applications were received from 82 countries in the five regions of the world.

The posters of the 30 winners and 20 runners-up were all published online. The 30 most relevant posters (including the winning poster and the two judges’ picks) were exhibited during the International Festival of Cultural Diversity, on the occasion of World Day for Cultural Diversity for Dialogue and Development (21 May 2010).

8. Concert of the “Sarah Morrow Trio”, UNESCO

Spirit of Jazz Association, with the support of the Permanent Delegation of the United States to UNESCO

Sarah Morrow, trombone player and orchestra conductor, composer, arranger and lyricist, is one of the few women instrumentalists who pursues an international career.

Together with organist and pianist Bobby Floyd and

drummer Reggie Jackson, she formed the Sarah Morrow Trio, which reflects the diversity and vitality of jazz in its homeland.

The Sarah Morrow Trio illustrates the overwhelming victory of music, and in particular jazz, over inter-community tensions, through its ability to bring together artists who embody diversity and are united by a common cultural history.

9. Third edition of the World Festival of Black Arts and Cultures, Dakar

African Union and the Government of Senegal

The third edition of the World Festival of Black Arts and Cultures (in Dakar, where the first edition was held in 1966 at the initiative of President Leopold Sedar Senghor) was an international event. With Brazil as the guest of honour – a melting pot and land of cultural diversity –

the purpose of the Festival was to reveal Africa’s legacy in other geo-cultural areas and to display this legacy through visual and plastic arts, crafts, cinema, dance, design, fashion and music, with a special emphasis on urban culture. Access to the Festival was free of charge and many educational activities were focused on raising awareness among younger audiences.

10. Amman International Theatre Festival

Organized jointly by the Al Fawanees Theatre Company, the municipality of Amman and the Ministry of Culture of Jordan

The 2010 edition of the annual festival was devoted to the “rapprochement of cultures”. The festival, initiated in 1994 by members of “Amman’s Al Fawanees Theatre Company”, provides an opportunity for artistic exchange between independent and experienced theatre companies and fosters artistic dialogue.

Many performances, workshops and meetings took place over the eight days, including plays, poetry and music events (from Egypt, the Syrian Arab Republic, Switzerland, Italy, Palestine, Jordan, Sweden and Turkey), film screenings, training workshops (sound engineering, improvisation and dance), a meeting on artistic documentation and oral history, and a meeting between artistic directors from European and Arab countries to strengthen friendship and cooperation ties.

11. “Tierra del Fuego” Caribbean Festival, Santiago de Cuba

Casa del Caribe (Cuba), the Provincial Department of Culture and the Ministry of Culture of Cuba

Each year since 1981, the festival brings together students, representatives of popular cultures (of indigenous and mixed heritage, for instance), intellectuals and the

general public to celebrate cultural diversity in the Caribbean through artistic performances (theatre, poetry, music, dance, cinema, and so on) and symposia. The 2010 edition celebrated the Brazilian State of Pernambuco and Curaçao.

2. BUILDING A FRAMEWORK OF SHARED VALUES

12. Award ceremony of the UNESCO/Bilbao Prize for the Promotion of a Culture of Human Rights, Bilbao

The purpose of the UNESCO/Bilbao Prize for the Promotion of a Culture of Human Rights is to reward the efforts of institutions, organizations and individuals that have made a particularly important contribution to the promotion of a culture of human rights regionally and internationally.

The keynote of the 2010 award ceremony, within the context of the Year, was discrimination. The prize was awarded to Ms Asma Jahangir (Pakistan) in recognition of her outstanding and courageous contribution to the establishment of a culture of human rights and her advocacy of education as a means of rooting out the causes of intolerance and discrimination.

13. UNESCO competition on Independences and Culture of Peace

UNESCO (Libreville Office, Culture Sector), in cooperation with the schools of fine art concerned

This art (painting, sculpture and design) competition for young artists in the subregion’s major fine-art schools

(Brazzaville, Kinshasa, Libreville, Malabo and Sao Tomé) has built up experience of the enhancement of regional culture and the promotion of creative cultural industries, while strengthening cultural links within and outside the region.

14. “THE TAGORES” – Documentary on the Indo-European cultural voyage

Advisé Productions, with support from the German Commission for UNESCO

This is a two-part documentary of a moving journey by an Indian family that has been living in Europe for 40 years, following the footsteps of their renowned forefathers, the Tagores. The film highlights the cultural and historical importance of the Tagore in the context of Indo-European relations. This documentary has been produced to mark the celebration of the 150th anniversary of the birth (7 May 2011) and 70th anniversary of

the decease (7 August 2011) of Rabindranath Tagore, the first Asian Nobel Prize-winner. The Tagores were modern mentors and national heroes of India. Crowned with success in Bengal for several centuries, the Tagore family was unusually progressive, open to the world and inspirational to many artists, poets, musicians, philosophers, businessmen, eminent cultural and social figures and religious reformists of international renown. From the eighteenth century on, they supported reform movements in India and spoke out against child marriages and the immolation of widows.

15. International Conference on the Rapprochement of Cultures and Equity during the first Tuna Biennale, San Marcos, Peru

Orchestra of Women Students, Mayor National University, San Marcos, Peru

Tuna is the oldest and most original university tradition that is still being practised.

In Peru, only men could originally participate in student musical groups. The first women's orchestra subsequently established in Peru organized Peru's first international biennale of student musical groups in order to

participate in international student music group competitions in Europe.

The Conference on the Rapprochement of Cultures and Equity, held as part of the Biennale, was attended by male and female members of student music groups and by the political and academic authorities and constituted a forum for sharing thoughts and discussing the student music groups' cultural and artistic approach and recognition of women's artistic capacity.

16. Celebration of World Philosophy Day, 18 November, UNESCO

UNESCO (Social and Human Sciences Sector, in cooperation with the Culture Sector)

Celebrated on UNESCO's initiative on the third Thursday of November since 2002, World Philosophy Day was marked in 2010, with the rapprochement of cultures as its keynote. The Day was opened officially by the Director-General of UNESCO, in the presence of Mr Luc Chatel, Minister of Education of France. An international Forum, held on the topic "Philosophy, Cultural Diversity and Rapprochement of Cultures", was attended by internationally-renowned philosophers and eminent persons. World Philosophy Day 2010 had a tremendous impact owing to the organization of high-profile events with a wide variety of partners and the use made of social networks.

On that occasion, **Launch of the Intercultural Vademecum**, a programme implemented by UNESCO in cooperation with the **Alliance of Civilizations** and financed from Spanish funds.

A. **Scientific, philosophical, literary and artistic itineraries of Muslim/Arab civilization and its contribution to the revival of Western philosophy and culture**, Culture Sector (CLT)

This educational tool, disseminated in print and electronically, gives a simple and stimulating intercultural vision of the history that ties the Arab Muslim world to the Western world. Special emphasis was laid on the need to acknowledge intense interaction among all shores of the Mediterranean Basin, and their connections with cultures farther afield such as those of India, Persia, Arabia and Africa.

B. **Arab Muslim Civilization in the Mirror of the Universal Philosophical Perspectives**, Social and Human Sciences Sector (SHS), in cooperation with the Education Sector (ED)

This publication, a collection of documented, analytical and illustrated educational sheets for use in education and by the media and civil society, illustrates the comparative approach taken by philosophers and educationists who discuss *inter alia* the philosophy of history, the philosophy of religion, the philosophy of science, the philosophy of art and the teaching thereof geared to the acquisition of intercultural competences.

17. Philosophy for Peace: Round Table on Al-Farabi and the European Renaissance, UNESCO, 18 November 2010

Permanent Delegation of Kazakhstan to UNESCO, with support from the UNESCO Secretariat

Born in the ancient city of Otrar (present-day Kazakhstan), al-Farabi (872-950) studied science and music in Baghdad, as well as philosophy through the Greeks' *Translatio studiorum* to the Arab world.

Analyses and debates led by renowned specialists highlighted al-Farabi's contribution to world thought, with emphasis on his study, commentaries and dissemination of the works of ancient philosophers, in particular Aristotle, thus building bridges among different cultures and worlds.

18. Exhibition (UNESCO, 12-25 November 2010) and debate "East-West: Spiritual Roots of Europe"

Martin Bodmer Foundation and Swiss Permanent Delegation to UNESCO, in cooperation with UNESCO (Culture Sector)

The aim of the "East-West: Spiritual Roots of Europe" exhibition and lecture-debate, held at UNESCO Headquarters, was to mitigate the existing ignorance of the influence of both Jewish and Muslim cultures on the development of Europe and to reflect on the issue of our common roots in order to transform the traditional

East-West polarization into a positive factor of development, rather than a factor of opposition. The exhibition displayed the treasures of the Martin Bodmer collection (one of the most important private collection in the world of papyri, manuscripts and books situated in Cologne, Geneva), which reflect the influence and mutual enrichment of the different schools of thought and the major spiritual and historical sites and places in which great intellectual and religious movements have shaped our common history.

19. Nishan Forum on World Civilizations, Qufu, China

The Nishan Forum on World Civilizations was held in Qufu (China) on 26 and 27 September 2010 as part of 2010 International Year for the Rapprochement of Cultures. More than 170 dignitaries, including Confucian scholars, Buddhists and Taoists from China, and more than 30 foreign participants and eminent Christians from the United Kingdom, Germany, Italy, Australia, Japan, the Republic of Korea and Thailand participated in China's

first forum dedicated to dialogue among civilizations. The forum was held "to explore building a harmonious world with diversified cultures", said Zhang Xiao'an, Vice-President of the United Nations Association of China.

The forum laid emphasis on harmonious coexistence between Eastern and Western civilizations. At the close of the forum, a document entitled *Nishan Déclaration* was published.

3. STRENGTHENING QUALITY EDUCATION AND INTERCULTURAL COMPETENCES

20. Global Conference of Black Nationalities, Osun State, Nigeria

De Deus Group Incorporation, with support from Government of Nigeria, Osun State

Despite globalization and its attendant accomplishments, cultural and heritage information on Africa are

mostly from the colonial era. This has led to misunderstanding and lack of real knowledge of Africa, thus widening the gap between Africa and the rest of the world.

In line with UNESCO's terms of reference, the first Global Conference of Black Nationalities reviewed the positive potential of open discussions to improve understanding of Africa's culture and heritage. Furthermore, the Con-

ference touched on the African Diaspora in regard to its mobilization and identification to achieve the common goal of elevating black nationalities and Africa.

21. International Seminar on "Integrating the community into the safeguarding of Pakistan's Interreligious Cultural Heritage"

Covasna Council, with support from Ministry of Culture, Religious Affairs and National Heritage of Romania and the Government of Pakistan

International experience has shown clearly that the most effective programmes for preserving and managing cultural heritage are those that harness the energies and commitment of the community. Management based

on the priorities and real concerns of those living in or with cultural heritage permits sustainable and coherent preservation. To that end, the Department of Archaeology and Museums of the Government of Pakistan held a two-day seminar on "Integrating the community into the safeguarding of Pakistan's Interreligious Cultural Heritage".

22. Education for human rights, tolerance and non discrimination

UNESCO (Education Sector)

Stopping violence in schools: a guide for teachers – with a particular attention to stereotyping and discrimination

This guide (in English, French, Spanish and Arabic) proposes ten action areas followed by corresponding practical examples that teachers can adapt to address and prevent violence in classrooms and schools. The Action No. 10 deals with violence and discrimination against students with disabilities, and those from indigenous, minority and other marginalized communities. The publication has been widely diffused among Member States, ASPnet schools, etc.

Short film on "Education for human rights ... Young People Talking"

In cooperation with the National Commissions and national coordinators of the ASPnet of 10 countries (Albania, Azerbaijan, Brazil, Burkina

Faso, Canada, Dominican Republic, France, Indonesia, Lebanon, Uganda), a short film was developed to deal with the key concerns for schools today and how to cope with the challenges from the human rights education perspective. Schoolchildren/youth (11-13 years old) express their views on the issues related to gender, violence, peace, diversity, participation of children...

Development of guidelines for educators on combating intolerance and discrimination against Muslims.

In 2010 under the initiative of OSCE/ODIHR, OSCE, UNESCO and Council of Europe have been jointly developing guidelines for educators for combating intolerance and discrimination against Muslims. The guidelines will be launched in May 2011 on the occasion of the 121st Meeting of the Committee of Ministers of the COE.

4. FOSTERING DIALOGUE FOR SUSTAINABLE DEVELOPMENT

23. Museums for intercultural dialogue, Aswan (Egypt) and Damascus (Syria)

UNESCO (Culture Sector)

As part of its bid to promote intercultural dialogue, UNESCO has devised a set of methods enabling museums to be presented as citizenship spaces for dialogue and for intercultural capacity-building. The project according-

ly sets out to provide an all-round view of museum collections in the light of the intercultural exchanges which have led to new forms of expression and knowledge, thus recognizing the contribution of different cultures and civilizations to the world historical process.

Two exhibitions were staged in 2010 in cooperation with the National Museum of Damascus (Syrian Arab Republic) and the Nubia Museum of Aswan (Egypt). The objects most representative of the diversity of cultures

and civilizations were selected as testifying to a dynamic process of production of identities, from the Mediterranean to Mesopotamia.

24. Muslim scientists from the eighth to the seventeenth centuries and their contribution to the modern sciences, Arab World Institute (IMA), Paris

Association SalamChatou in cooperation with the Arab World Institute, with the support of the French National Commission for UNESCO

The programme included several events for children and adults in order to present the contribution of Arab scientists to the modern sciences, thus emphasizing the

importance of the sharing and exchange of scientific knowledge for intercultural dialogue and human progress.

In this connection, an exhibition was staged on the Arab sciences, prepared by the Arab World Institute.

25. Euro-Mediterranean Network for Education for Sustainable Development on the UNESCO Man and the Biosphere programme, Lavrio, Athens, Greece

Hellenic National Commission for UNESCO

The main activities of the network have been:

- Finalization, adaptation, translation and publication of training materials (Arabic, English, French) for use in implementing projects concerned with education for sustainable development and intercultural dialogue.

- Dissemination of the publication throughout the Mediterranean in cooperation with the existing networks and the National Commissions for UNESCO.

- Holding of an international training workshop on education for sustainable development, from 22 to 24 June 2010 in Lavrio (Greece).

26. Video awards by Plural +

Alliance of Civilizations, in cooperation with the International Organization for Migration and other international partners

This video competition for youth is devoted to the topics of migration and diversity. Recognizing the young as important actors of social change in a world often marked by intolerance and by cultural and religious divisions, Plural + seeks to involve the young in reflections on the central issues faced by their communities in a context of cultural diversity. The young were invited to compete by submitting short videos on their reflection, experiences,

opinions, questionings and suggestions on these problems and how to promote societies that are both diverse and harmonious.

The 19 videos selected for the 2010 edition of the competition were announced on 12 November 2010 at the Paley Center for Media in New York. These videos can be accessed on the website of the competition (<http://www.unaoc.org/pluralplus/winning-videos/plural-2010/>) and offer an overall view of the opinions and feelings of youth.

27. Meeting of the High-Level Panel on Peace and Dialogue among Cultures

On the occasion of the launch of the International Year for the Rapprochement of Cultures UNESCO, 18 February 2010

The Director-General decided to establish a group of experts to embark on debate and reflection on the means of fostering tolerance in the world, in line with her com-

mitment to “a new humanism”. The High-Level Panel on Peace and Dialogue among Cultures met for the first time on the occasion of the launch of the Year on 18 February 2010.

The launch of the Year was marked by a day abounding in exchanges and reflections, particularly on the occasion of the very first meeting, behind closed doors, of the international Panel made up of eminent figures of the political, intellectual and religious world. That meeting was followed by a press conference at which the participants briefly went back over the essential points of the morning’s debate. After the press conference, the debates resumed but were this time open to the public,

on the theme “The dialogue of cultures: new advances for peace”. A musical performance of Montserrat Figuera rounded off the meeting, and the day concluded with a dinner at the Pompidou Centre followed by a private visit of the exhibition devoted to the painter Pierre Soulages.

The various personalities on the High-Level Panel freely discussed several points marking the cultural, religious, economic and political challenges hampering the building of peace today. Several themes were thus debated in this respect, such as the difficult relationship between dominant cultures and invisible cultures (Wole Soyinka), and the complex matter of balancing diversity, singularity and universality in a globalized world (Julia Kristeva).

28. Third Forum of the Alliance of Civilizations (AoC), Rio de Janeiro, Brazil

The purpose of the Alliance of Civilizations is to reinforce a paradigm of mutual respect between peoples of different cultural and religious backgrounds. It aims to build confidence and understanding through cultures and communities in the world.

As an essential landmark of the International Year for the Rapprochement of Cultures, the Third AoC Forum brought together some 2,000 participants. It was an occasion for exposing the lines of tension inherent in the rapprochement of cultures, communities, traditions and beliefs, particularly in the world’s major cities where the migratory flows make day-to-day reality more complex.

In the year’s edition, a network consisting of political and business leaders, civil society activists, young peo-

ple, journalists, international organizations and religious leaders met in Rio de Janeiro, Brazil, on 28 and 29 May 2010.

In this context UNESCO successfully organized, in particular:

- 1) A seminar on intercultural citizenship;
- 2) A seminar for the young of Latin America around interfaith dialogue: their experiences and needs;
- 3) A seminar on cultural literacy, on the occasion of the launch of the Report “Investing in cultural diversity and intercultural dialogue”.

29. Power for Peace Network, UNESCO (Communication and Information Sector)

The Network promotes worldwide cooperation in the use of information and communication tools for cultural self-expression, mutual understanding, the reduction of conflict incidents, and the support of sustainable living. It endeavours to place the young in the forefront of this action by drawing upon their energy and their often revolutionary approaches to the challenges facing us.

Following a call for projects within the scope of the Network, UNESCO received 1,100 entries. For 2010, four of those projects were or are being implemented:

- “Connecting cultures” (based in Oman): this initiative brought together students of various nationalities during a journey in the desert (14 to 18 December 2010). Their discussions on the topics of intercultural dialogue, peace and reconciliation were re-transmitted live on the Internet.
- Yangon Photo Festival (Myanmar): organization – in situ and online – of a photography festival presenting the results of a workshop of traditional journalism photography. An online discussion was set up to promote the use of the media in other regions.

- Campaign “I am Africa, this is my story”: this is a competition inviting the young of Zambia, Nigeria and Ghana to submit, in the form of videos, stories of peace and reconciliation. This activity took place from 7 to 12 March 2010.
- “Our everyday lives” project: young people from Palestine and the United Kingdom were trained in the production of video documentaries. They filmed and produced together an online debate programme.

Other related activities:

- Launch of UNESCO Model Media and Information Curriculum for Teacher Education and related capacity development activities for teachers and teacher educators – benefiting from a potential multiplier effect, March-December 2011.
- Launch of International Network of Universities on MIL and Intercultural Dialogue facilitating research, exchange of knowledge, capacity-building, etc. The participating universities are University of Cairo (Egypt), the University of São Paulo (Brazil), the

Temple University of Philadelphia (United States), Tsinghua University (Beijing, China), the University of West Indies (Jamaica) and the Queensland University of Technology (Australia). This will be done during the International MIL Forum in Morocco, May 2011 where MIL and intercultural dialogue will be foregrounded.

- A component of this activity will focus on setting up an international network of young researchers on media and information literacy and its role in peace building.
- Promoting the use of user-generated content by broadcasters as a means to facilitate dialogue among individuals and communities and cultures. UNESCO has developed, Guidelines for Broadcasters on Promoting User-Generated Content and MIL. We are supporting 18 broadcasters with the membership of the Asia-Pacific Broadcasting Union, Association of Ibero-American Educational and Cultural Televisions and International Council of French-Speaking Radios and Televisions, October 2010-December 2011.

30.a Rescuing the stories of indigenous peoples through audiovisual media

UNESCO (QUITO Office)

The implementation of UNESCO/Quito project has allowed the Association of Kichwa Audiovisual Producers (APAK) from Imbabura, Ecuador, to follow a training course on audiovisual production, upgrade its equipment and facilities and produce the documentary *Ñukanchik* (Us, in English), a film that addresses issues of indigenous expression, discrimination and cultural identity.

The training workshops and the documentary filming lasted three weeks and were guided by national and international experts. Sixteen APAK members attended the workshops, the content of which included pre-production research, screenplay writing, camera, sound and lightning, editing and post-production.

In addition, APAK received a fully equipped audio-visual studio, which will allow them to film, edit and post-produce a-v content using the latest technology, contributing significantly to the sustainability of the community's communication capacities. APAK is currently working to distribute its contents on a national scale, with intentions to expand internationally.

APAK is the only indigenous Kichwa association in Ecuador that produces audiovisual media content. By producing media content that reflects local realities, APAK aims to create channels for free and pluralistic expression that strengthen and revitalize their cultural expression.

30.b Support to the publication of the bilingual monthly newspaper Kichwa-Spanish ‘Wiñay Kawsay’

Through this project, the Imbabura Association of Young Kichwas (AJKI) had as objective to develop their cultural identity and consciousness amongst the youth, espe-

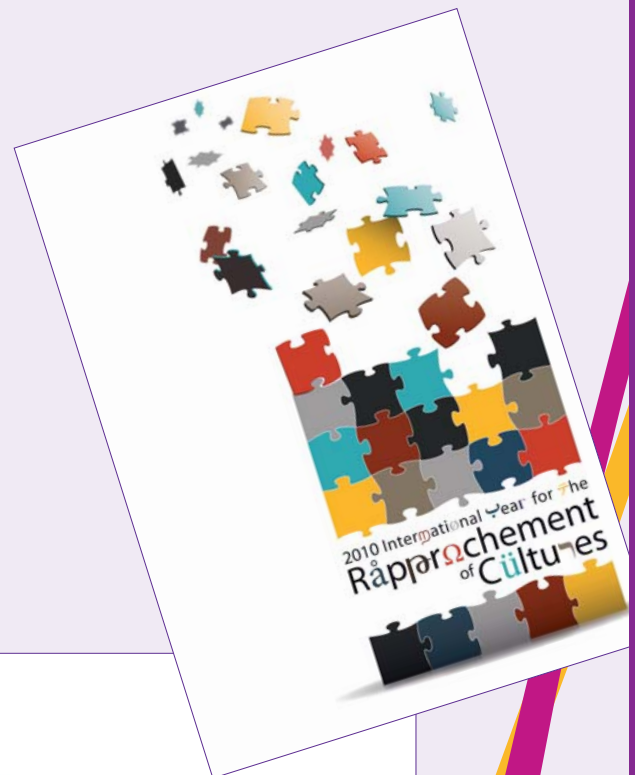
cially in order to build bridges with the mestizo society in the region, thereby favoring social cohesion. Thus, the first issue of the newspaper “Wiñay Kawsay” came out

in January 2007 (16 pages, tabloid format, front and last page in color).



The target beneficiary was the group in charge of the production of the newspaper, a team of more or less six “bare feet” journalists including editors and graphic reporters.

They were provided with the necessary computer equipment for the monthly publishing of the newspaper (2000 copies per month).

They were also trained in the use of software (16 hours on 2 days) aimed at providing technical knowledge to produce the newspaper autonomously on a monthly basis without depending on external resources.







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At present, new global challenges and threats are multiplying and undermining humankind's cohesion. The constant question remains as to how we may best approach the unity-in-diversity, or to learn how to "live together" by fully participating in the infinite wealth of the cultures of the world and by averting the fear reflex when confronting with "otherness". Since words are the natural support to our thoughts, which ones should we choose to build, appropriate and extend this common aspiration of humankind, which draws upon its rich cultural diversity? Not to dwell on semantics, it should nevertheless be recalled that the United Nations, and UNESCO in particular, have always used the terms "tolerance", "culture of peace", "dialogue among civilizations", "dialogue among cultures" and now "rapprochement of cultures", to describe this conceptual, political and programmatic approach in suitable and convincing language.

The United Nations General Assembly, considering the matter to require urgent action, in a turbulent international context, proclaimed 2010 the International Year for the Rapprochement of Cultures and designated UNESCO to play a leading role in the celebration of the Year, capitalizing on the Organization's invaluable experience of over 65 years in advancing "the mutual knowledge and understanding of peoples".

The Year afforded a unique opportunity to reaffirm that humanity is one, plural, interdependent and fragile. Two questions arose in a more persistent way: firstly, in the age of globalization, what are the new arguments in favour of a strong commitment by States and civil society to development and mutual understanding from the standpoint of cultural diversity and intercultural dialogue? Secondly, what are the new choices and strategies needed in terms of public policies?

One central idea emerges: in the new, turbulent international landscape, greater account must be taken of the close links between cultural diversity, dialogue,

development, security and peace. These five interdependent notions should be rethought to inform a new approach, namely culture based on its rich diversity, dialogue which reveals such diversity and development – in its dual material and symbolic sense – for sustained peace.

It is most gratifying to note the proliferation of concerted proposals, suggestions, initiatives and formulation of possible partnerships (almost 1,000 projects in all) and that tens of thousands of visible and invisible actors worldwide have participated in this exercise. In fact, many undertakings were made to encourage citizens to rethink the new plural reality of our societies linked to the scale of the fast-moving, far-reaching changes the world is currently experiencing.

Even though the Year was able to raise awareness of a broad, diverse and particularly young audience, to the virtuous cycle of cultural diversity and its corollary, intercultural dialogue, it is still very difficult to gauge changes, mentalities, behaviour and habits. It is to be hoped that all those who participated in the Year's adventure now speak the language of intercultural dialogue fluently, handling it considerately and avoiding all inflation and manipulation.

For all that, it is no mean feat to keep up the momentum: the process involved in raising awareness of the rapprochement of cultures, which is increasingly gaining recognition at all levels as a prerequisite for the survival of humankind, has clearly moved from the stage of good intentions to the implementation phase.

An undertaking as ambitious as the International Year for the Rapprochement of Cultures can never be considered completed. It continuously brings new challenges prompting us to reconsider the fundamental principles of humanity by highlighting "that which binds" cultures and societies to each other and from within. In the process, a true ethic of rapprochement is taking shape.

