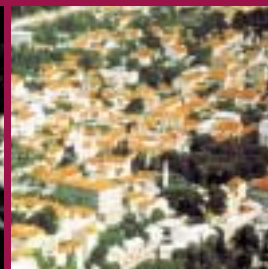




United Nations Educational,
Scientific and Cultural Organization

Cooperation
between UNESCO
and its South-East
European Member States





This publication summarizes UNESCO's experience and role in South-East Europe and outlines a proposal for future action in the region.

It comprises extracts from the Director-General's speeches on South-East Europe and the main documents of the High-level Conference on Strengthening Cooperation in South-East Europe (held at UNESCO Headquarters on 4 and 5 April 2002), including a strategy paper for UNESCO's future action in the region and the Chairman's Conclusions.

UNESCO's strategy paper aims to enhance and coordinate the Organization's efforts with Member States, intergovernmental and non-governmental organizations. In addition to identifying priority areas for future cooperation in the countries of the region, it proposes 13 projects designed for implementation by UNESCO in cooperation with a wide range of governmental and non-governmental partners, for a total of approximately \$ 8,4 million to be mobilized from extra-budgetary sources.

The High-level Conference approved the priorities to be pursued within UNESCO's fields of competence, emphasizing the need for complementarity and concerted efforts among the various countries and organizations involved in South-East Europe.

For further information, please consult the web site <http://erc.unesco.org/seeconference>.

Table of contents



Preface by the Director-General of UNESCO	4
I. Koichiro Matsuura on South-East Europe	6
II. High-level Conference on Strengthening Cooperation in South-East Europe, Paris, 4 – 5 April 2002	9
1. Opening addresses:	
> Koichiro Matsuura, Director-General of UNESCO	9
> Walter Schwimmer, Secretary-General of the Council of Europe	12
2. Addresses by Ministers or Representatives of Ministers of South-East European Member States:	
> Arta Dade, Minister of Foreign Affairs, Albania	17
> Željko Jerkić, Deputy Minister of Foreign Affairs, Bosnia and Herzegovina	20
> Igor Damyanov, Deputy Minister, Ministry of Education and Science, Bulgaria	22
> Vesna Cvjetković-Kurelec, Deputy Minister of Foreign Affairs, Croatia	24
> Ganka Samoilovska-Cvetanova, Minister of Culture, Former Yugoslav Republic of Macedonia	27
> Vassilis Vassilikos, Ambassador, Permanent Delegate to UNESCO, Greece	29
> Ion Pacurararu, Minister of Culture, Republic of Moldova	30
> Ecaterina Andronescu, Minister of Education and Science, Romania	32
> Metin Bostancıoğlu, Minister of National Education, Turkey	34
> Goran Svilanović, Federal Minister of Foreign Affairs, Federal Republic of Yugoslavia	37
3. Conclusions by the Chairman of the Conference	39
III. Cooperation in South-East Europe: a Strategic Approach	42
1. South-East Europe and the international community	42
2. UNESCO's long-standing action in South-East Europe	44
3. Priority areas for future cooperation	48
A. Improving the quality of education through the diversification of contents and methods and the promotion of universally-shared values	48
> Strengthening of democratic citizenship through education	
> History teaching and knowledge of neighbouring countries	
> Improving higher education	
B. Enhancing scientific, technical and human capacities for participation in the emerging knowledge societies	49
> Rebuilding networks for scientific cooperation	
> Development of research capacities and alleviation of brain drain	
C. Protecting cultural diversity and encouraging pluralism and dialogue among cultures and civilizations	50
> Protection and safeguarding of cultural and natural heritage	
> Development of cultural and ecological tourism	
> Artistic creation for promoting intercultural dialogue	
D. Promoting access to information and means of communication and awareness-raising regarding related ethical issues	52
> Development of education through information and communication technologies	
> Education in media and press freedom	
4. Conclusions	53
Annex (Project proposals)	55

Preface by the Director-General of UNESCO



At UNESCO, the House of all cultures, one may ask how much the world owes to South-East Europe; in which way that cradle of civilization has contributed, throughout the three millennia of its recorded history, to the shaping of diverse and successive societies; which new concepts, developed in South-East Europe, have spread over that continent before moving further; to what extent South-East Europe, both heir and transformer of ancient spiritual traditions, has played a role of a cultural relay station and a cultural power-house.

At UNESCO, the intergovernmental organization that unites some 188 Member States, the South-East European members may ask what the Organization can do to enhance cooperation among themselves and with other countries; how their scientific institutions, their educational establishments and their cultural organizations can benefit from the experience accumulated elsewhere; what technical advice and concrete assistance can be received from and through UNESCO.

These two sets of questions, which have indeed been asked, highlight UNESCO's functions as a forum of intellectual exchange necessary for the dialogue among civilizations and as a policy designer and organizer of operational action at the service of its Member States and their intellectual communities.

Based on its long-standing involvement in the educational, scientific and cultural development of South-East Europe, UNESCO is now presenting its strategic approach to future action in the region. That strategy has been approved by the ten countries concerned in the framework of a special conference convened by UNESCO in April 2002, in order to define at ministerial level the priorities for cooperation, the modalities of programme implementation and the partnerships to be mobilized for joint action. This publication contains detailed information on these issues, as well as a set of 13 priority projects to be undertaken with the assistance of UNESCO.

In this context, another major function of UNESCO has been highlighted, that of catalysing and mobilizing external funding sources.

The ministerial conference of April 2002 was thoroughly prepared by six major meetings held in the preceding years, namely:

- *South-East Europe - A crossroads of Cultures, an international conference of experts (Paris, February 1998) organized in collaboration with the International Association of South-East European Studies (AIESEE);*
- *Disarming History: Combating Stereotypes and Prejudice in History Textbooks of South-East Europe, an international conference of experts (Visby, Sweden, September 1999) organized in collaboration with the Georg Eckert Institute for International Textbook Research, Braunschweig, Germany;*



- *Reconstruction of Scientific Cooperation in South-East Europe, an international conference of experts (Venice, Italy, March 2001), in collaboration with the Academia Europaea and the European Science Foundation;*
- *Promotion of Culture and Democratic Governance in South-East Europe, an international workshop of experts (Istanbul, June 2001);*
- *Rebuilding Scientific Cooperation in South-East Europe, a Round Table of Ministers of Science (Paris, October 2001);*
- *Historical Processes and the Development of Communication in the Service of Peace: the Case of South-East Europe from the Origins to the Present Day, an international conference of experts (Paris, March 2002) organized in collaboration with the International Association of South-East European Studies (AIESEE).*

The recommendations and conclusions of these meetings helped to shape the strategic approach by providing valuable scientific and political foundations. They also confirmed UNESCO's belief that the foundations of sustainable peace in the region cannot be laid on political settlements or based on economic considerations alone, crucial though these are. Before designing future action, the historical roots of the recent crises must be identified and the complex social and political developments analysed. Peace and stability require a wide respect for human rights and for democratic principles and practices. The empowerment of citizens to become active and participating members of their respective societies, respectful of their fellow citizens and neighbouring societies, is a pre-requisite for the peaceful development of South-East Europe, where tolerance and cultural cross-fertilization have a great tradition.

UNESCO will contribute to the process of consolidating peace and security in South-East Europe by stepping up its cooperation through a coherent approach that highlights four priority areas, which are as follows:

- *Diversifying educational contents and methods by promoting universally shared values. Emphasis is laid on human rights education and revision of history textbooks.*
- *Enhancing scientific, technical and human capacities for participation in the emerging knowledge society; strengthening of scientific networks within and outside the region.*
- *Protecting cultural diversity and encouraging pluralism and dialogue among civilizations and cultures.*
- *Promoting access to information and means of communication and awareness-raising regarding related ethical issues; strengthening of independent and pluralistic media.*

Recognizing the disadvantages and risks of isolated initiatives, I consider that establishing partnerships is crucial for the success of UNESCO's ambitious strategy. The proposed actions, therefore, are intrinsically collaborative in character, to be undertaken in cooperation with the relevant institutions of the Member States concerned and in partnership with countries and organizations actively involved in the development of South-East Europe. For its part, UNESCO will continue its efforts to further peace and security through collaboration in the important fields of education, science, culture and communication.

Koichiro Matsuura

21 October 2002



Koichiro Matsuura on South-East Europe

The previous decade was not easy for South-East Europe. Nor for the international community as a whole. Bosnia, Kosovo, Serbia, Sarajevo - and now perhaps the Former Yugoslav Republic of Macedonia - have fuelled the media with images and reports of chaos and conflict. The same media were less generous in their coverage of the patient efforts of women and men who - in very difficult circumstances - were fighting to consolidate democracy through the teaching of artistic, civic and scientific values in schools and cultural institutions. This enormous human potential, and the efforts of democratic governments, are a guarantee that these nations will gradually turn their attention from the problems of the past to the possibilities of the future.

From the message by the Director-General on the occasion of the International Seminar on "Education and the Protection of the Cultural Heritage in South-Eastern Europe", Tokyo, 22-23 March 2001.

The destruction of the old bridge at Mostar, which was very widely reported throughout the world, stands as one of those dark moments, all too frequent in the history of humanity, in which, under the influence of what the writer François Chaslin has called "a monumental hatred", fanatical combatants endeavour to strike down the most visible, most sacred and most irreplaceable symbols of a culture they detest. The chain linking these irresponsible acts stretches, over less than a century, from the burning of Reims Cathedral in 1917 to the destruction of the giant Buddhas of Bamiyan in 2001. Soon afterwards, the attacks of 11 September, quite apart from the heavy loss of life inflicted on the people of New York and Washington, were based on a similar mindset in targeting the most conspicuous signs of the economic and military might of the United States of America. [...]

The bridge rebuilt in this beginning of the twenty-first century should in turn be a guardian of reconciled community traditions and identities of the Mostari, a watchman ready to bear witness, night and day, that the tangible and intangible cultural heritage of Bosnia and Herzegovina draws its strength from the multiple sources of its

traditions, expressions and creativity to which all have contributed in the succession of centuries. This is a lesson for each of us: humanity cannot, without risk of regression and death, violate any of the components of its heritage.

From the address by the Director-General on the occasion of the meeting on UNESCO's activities in Bosnia and Herzegovina "Reconstruction of the Mostar bridge, symbol of intercommunity dialogue in Bosnia and Herzegovina", Paris, 6 June 2002.

During the Cold War, when Albania was virtually cut off from external contacts, UNESCO provided many Albanian scholars, scientists and other intellectuals with a unique avenue of access to the wider world, largely through the Fellowship Programme. More recently, following the Albanian crisis of March 1997, UNESCO provided some immediate emergency assistance for the rehabilitation of educational and cultural establishments. Subsequently, in conformity with decisions taken by its governing bodies, UNESCO helped the Albanian authorities to prepare a comprehensive plan of action for the rehabilitation of educational, scientific and cultural institutions and for the restoration of the cultural and architectural heritage of Albania, particularly Butrint.

From the address by the Director-General on the occasion of his official visit to Albania, 18 September 2001.

There can be no doubt that the new relationships among the countries of South-East Europe in this century should be built on the principles of tolerance, respect for cultural, religious and ethnic pluralism, non-violence and dialogue as a way of alleviating tensions and settling conflict. UNESCO's action in South-East Europe is now focusing on a more in-depth regional analysis, taking into account the prevailing historical and geographical context, the close cultural links among the countries of the region and the active participation of the governmental authorities and civil society. This is indeed a challenging but necessary task in the context of the United Nations Year of Dialogue among Civilizations.

From the message by the Director-General on the occasion of the International Seminar on "Education and the Protection of the Cultural Heritage in South-Eastern Europe", Tokyo, 22-23 March 2001.



... Koichiro Matsuura on South-East Europe

In fact, I believe that sustainable peace, stability and development are not possible without a dramatic improvement in all the fields of UNESCO's competence. That is why I have decided to establish an interdisciplinary task force to focus on South-East European issues. The main function of this task force is to develop a coherent and integrated strategic approach to guide UNESCO's strengthened cooperation with its South-East European Member States. A comprehensive policy paper for this purpose has been prepared by the task force, highlighting such priority areas as education for democracy, the creation of scientific networks, cultural diversity and independent media.

From the address by the Director-General at the Round Table of Ministers of Science "Rebuilding Scientific Cooperation in South-East Europe, UNESCO Headquarters, 24 October 2001.

The success of democratic values and the promotion of civil culture in a region with as historically troubled and complex a context as South-East Europe, here again, depends on mutual understanding and good neighbourliness. Education, in particular through teaching of history, human rights and civic education, must play an important role in this regard. Two recent meetings focussed on the interweaving cultures in South-East Europe and on combating stereotypes in history textbooks in the region. Such efforts are only part of a vast undertaking that requires the active participation of governmental authorities, civil society and in particular young people.

From the address by the Director-General at the Tbilisi State University, Georgia, 16 September 2000.

I am happy to note that science-related subjects [...] have found a prominent place in [UNESCO's comprehensive strategy on South-East Europe]: concrete projects on life sciences, environmental sciences, computer technologies, materials science, and selected aspects of social science for sustainable development have so far been identified as priorities for international cooperation. Some of the small-scale projects may be submitted directly to the competent

organizations in order to become quickly operational in the coming months. Other projects may require concerted efforts by several organizations and national authorities.

From the address by the Director-General at the Round Table of Ministers of Science "Rebuilding Scientific Cooperation in South-East Europe, UNESCO Headquarters, 24 October 2001.

In the field of the preservation and promotion of cultural diversity, more than 50 sites have already been inscribed on the World Heritage List which bear witness to its rich history and cultural heritage. [...]

Preserving these marvels also means protecting them in times of natural disasters and conflicts. Under the 1954 Convention for the Protection of Cultural Property in the Event of Armed Conflict, UNESCO was very active in Dubrovnik and offered its assistance in the restoration of the old city. Croatian President, Mr Stipe Mesic, has told me personally how vividly this assistance remains in the collective memory of the Croatian people. Within the framework of the Dayton Commission, UNESCO is listing national monuments in Bosnia and Herzegovina and helping to draw up new legislation on the Protection of Cultural Heritage. In collaboration with the World Bank, we have launched a project for the highly symbolic Old Bridge of Mostar. After the Albanian crisis in 1997, UNESCO declared Butrinti a World Heritage Site in Danger and launched a project for its protection and development.

UNESCO is also working to ensure that the heritage is more fully integrated into the economic and social life of the community and respects the environment. For example, we have a pilot urban development and freshwater resources project in the city of Omisalj (Krak Island, Croatia) to promote sustainable development, with particular emphasis on cultural heritage, water management and the development of tourism.

From the address by the Director-General at the "Conference on Development and Security in the Adriatic and Ionian", Ancona, Italy, 20 May 2000.



... Koichiro Matsuura on South-East Europe

Once again, emphasis must be placed on the exemplary role of South-East Europe, where religious allegiances are multiple and form part of a rich cultural mosaic. The subregion may, if it is able to draw lessons from its tragic experiences, offer the world a real opportunity to put to the test a culture of dialogue, founded both on respect for differences and on recognition of a composite, dynamic cultural identity, sustained by shared values.

It is in this very broad context that UNESCO takes a particular interest in the deliberations of your conference devoted to historical process and the development of communication in the service of peace. In opting for a diachronic and interdisciplinary approach to the theme of communication, you have found a way of tying together all the subjects of discussion [...] by mapping out a new conspectus departing from the models commonly used in the history of international relations.

Without wishing to paraphrase the programme, I note that communication and networks will be studied in a practically exhaustive fashion, from prehistoric river navigation to information highways. I also note that, beside the communicators, you will be considering the matters communicated, and not only in their material aspects but also in symbolic terms. I see finally that the social and occupational dimensions of linguistic forms and expressions will be explored with reference not only to the written word but also to oral speech.

From the message by the Director-General to the Conference of the International Association of South-East European Studies (AIESEE), "Historical process and the development of communication in the service of peace: the case of South-East Europe from the origins to the present day", Paris, 1 March 2002.

[...] optimism should prevail, and the Ancona Declaration is a demonstration of the momentum now gathering pace for lasting stability in this region. The efforts towards stability and development in the region are at the heart of UNESCO's vocation and role to promote peace world-wide. Therefore I would like to reiterate my firm commitment that, in close collaboration with the Member States concerned and in partnership with other organizations, UNESCO will increase its cooperation, building upon the region's unique and diverse cultural identities and on its historically close cultural links, as stated in the declaration.

From the address by the Director-General at the "Conference on Development and Security in the Adriatic and Ionian", Ancona, Italy, 20 May 2000.

Address by Mr Koichiro Matsuura, Director-General of UNESCO, at the opening of the High-Level Conference on Strengthening Cooperation in South-East Europe



*Honourable Ministers,
Mr Secretary-General of the Council of Europe,
Ladies and Gentlemen,*

Allow me to welcome you all to UNESCO Headquarters for the first High-Level Conference on Strengthening Cooperation in South-East Europe.

I am particularly happy to greet all the ministers in this gathering. Your presence today, ladies and gentlemen, is doubly gratifying to me. It bears witness to the importance that you ascribe to this meeting and to its possible outcomes. But it also demonstrates your determination to see a lasting peace established in your region, South-East Europe, and your commitment to building, together, the foundations of harmonious development.

I am also particularly pleased to welcome today Mr Walter Schwimmer, Secretary General of the Council of Europe. The energy and conviction with which you are working to achieve these same goals must be hailed here. And I have no doubt that, at the end of this meeting, the Council of Europe's close and fruitful cooperation with UNESCO will be further strengthened, much to the benefit of our Member States.

Unfortunately, Mr Alexandros Rondos, Chairman of Working Table I of the Stability Pact for South-Eastern Europe, has been detained at the last minute. Current events in the Middle East are quite obviously the focus of the entire international community's attention. Mr Rondos is attending a high-level European Union meeting on the issue today. I shall take the necessary steps to ensure that the conclusions of our meeting are drawn to his personal attention.

Lastly, I should like to extend a warm welcome to all those who have joined us – the representatives of UNESCO Member States, intergovernmental organizations and observers – some of whom are major partners in the development of the region and in seeking solutions to outstanding problems there.

I think that we will all benefit from the discussions ahead of us. Of course, we shall learn a great deal from them about the contribution that UNESCO can make to the overall process which is, after all, the prime objective of this meeting. But I am convinced that we shall also increase the synergy among the countries of the regions, between them and other European or non-European countries, and even between the countries of the region and other international and regional partners.

This meeting was planned a long time ago. I mentioned it last October at the Round Table of Ministers of Science during the 31st session of the General Conference. To develop a coherent and multidisciplinary approach that would enable UNESCO to contribute to the full in its fields of competence, namely education, science, culture and communication, to the process of cooperation that has been put in place for the region, I also set up a task force in November 2000, stressing the need to place special emphasis on intraregional cooperation.

Until a peaceful political framework was found, it was very difficult for UNESCO to act effectively. Even though the Organization has had, since 1994, an office in Sarajevo that has carried out remarkable programmes, particularly in the field of culture, even though we have provided assistance for certain emergency operations during the last ten years, it is obvious that our real potential for cooperation could not be truly realized. Such a framework now exists, even though there are still many problems.

South-East Europe is a region that has been torn apart by years of conflict, misunderstanding and mutual distrust. The effects of the explosive situation that prevailed there in the 1990s were felt well beyond its own States, reaching throughout the European continent and even further afield. The conflicts that it has experienced and could have experienced have posed serious threats to the stability of the whole of Europe.

High-level Conference on
Strengthening Cooperation in South-East Europe

4-5 April 2002, UNESCO Headquarters, Paris



... Address by Mr Koichiro Matsuura, Director-General of UNESCO, at the opening of the High-Level Conference on Strengthening Cooperation in South-East Europe

High-level Conference on
Strengthening Cooperation in South-East Europe
4-5 April 2002, UNESCO Headquarters, Paris

UNESCO's action is, as you know, conducted primarily over the medium and longer terms. I am convinced that the scope for cooperation that is opening up for us is very great.

In education, first of all, because education is often the key that unlocks many closed doors: an education that enables each person to acquire the necessary tools for full, all-round participation in the emerging knowledge societies, as well as an education that teaches respect for others, shared history and democratic values. In a word, the kind of education that teaches the essential values for "learning to live together".

In culture too, because recognition of the different origins, the intercultural cross-fertilization from which each culture has sprung, is the only way of countering a tendency towards inward-looking attitudes. It is also significant that the bywords for the year 2002, which the United Nations has proclaimed Year for Cultural Heritage, the coordination of which has been entrusted to UNESCO, are dialogue and development. Heritage and dialogue, because a people which is aware of the multiple influences that have shaped its history finds it easier to develop peaceful relations with others. Heritage and development, because a new approach to the management of the cultural heritage can foster economic development and generate new forms of creativity. I believe that this international year will be a particularly good opportunity to enhance these two aspects of the South-East European cultural heritage. I am also very happy to announce that on 6 June next, I shall receive the Mayor and Deputy Mayor of Mostar, together with the civilian High Representative stationed in that city of Bosnia and Herzegovina. They will bear witness to the action that UNESCO has taken, in partnership with the World Bank, in support of the monuments of that city, which suffered greatly in the war. The ongoing reconstruction of the famous bridge that was destroyed in 1993 attests forcefully to the determination to re-establish a common heritage, which is a

guarantee of a shared future, through dialogue and cooperation among the various communities.

In science too, because capacity-building in the sciences is a key factor in any development process. It is of prime importance to boost cooperation among the region's academics and researchers, in particular through joint research programmes, in order to pool institutional capacities while curbing the brain drain.

In the field of communication, last of all, particularly with the development of free, pluralist and independent media; this is also a field of cooperation of the utmost importance for sustaining the democratic process.

In June I shall be paying an official visit to a number of countries in the region. I expect a great deal from this visit in terms of exchanges and dialogue, and cooperation commitments as well. That will provide a useful opportunity to continue the discussions that we have here.

I should now like to give a brief outline of the objectives of this conference.

I hope, first of all, that it will afford all participants an opportunity for fruitful exchanges and commitments regarding their cooperation in the fields of education, culture, science and communication.

Secondly, I should like the priorities regarding cooperation between UNESCO and the States of the region of South-East Europe to be clearly identified.

Lastly, we should strengthen synergies among the main intergovernmental organizations in the region and make potential donors aware of the need for concerted efforts in order to attain the objectives that we set ourselves.

The working document drawn up by UNESCO attempts to set a number of priorities. Before I mention them, allow me to say something about this document. As I have just stressed, I should like an open dialogue to take place between us

... Address by Mr Koichiro Matsuura, Director-General of UNESCO, at the opening of the High-Level Conference on Strengthening Cooperation in South-East Europe



so that we can define our joint action to best advantage. It was in that spirit that the document was designed. The version that is being submitted to you today already includes some amendments proposed by Member States. But I imagine that we will have the opportunity in the next few hours to make many other constructive remarks. For the time being, our proposals focus on four major objectives: first, improving the quality of education by diversifying content and methods and by promoting universally shared values; secondly, protecting cultural diversity and encouraging pluralism and dialogue among cultures and civilization; thirdly, building scientific, technical and human capacities for participation in the new knowledge societies; and fourthly, promoting access to information and the mass media and raising awareness of ethical problems in this field. [...]

The reason we have gathered here is because we are all convinced of the importance of the social, educational and cultural bases of peace, security and development. Together, we can wager on a shared, peaceful and most promising future.

High-level Conference on Strengthening Cooperation in South-East Europe

4-5 April 2002, UNESCO Headquarters, Paris



Address by Mr Walter Schwimmer, Secretary-General of the Council of Europe

*Mr Director-General,
Excellencies,
Ladies and Gentlemen,*

The process of South-East Europe joining the European cooperation and integration structures makes constant headway.

As Secretary-General of the Council of Europe, I am particularly pleased:

- that in three weeks from now the flag of BiH will be hoisted in front of the Council of Europe in Strasbourg when this country will officially join the Organization as its 44th member. This is a historic moment because no other country than BiH symbolised more dramatically the painful consequences of the wars on the territory of the former Yugoslavia.
- I further hope, that the recent agreement between the leaderships of Serbia and Montenegro on the common future will speed up the internal democratic reforms and allow an early membership in the Council of Europe, which will then include all the countries of South-East Europe.

The EU was not only instrumental in promoting the agreement between Serbia and Montenegro, it also offers all countries of the region a further political and economic perspective if they comply with the preconditions for Stabilisation and Association Agreements.

The Stability Pact for South-Eastern Europe, with a strong EU commitment, and the contributions, worldwide, by other countries and organizations, including the Council of Europe and UNESCO, aims particularly at the strengthening of cooperation between the countries of South-East Europe.

The latter finally underlined their readiness for closer regional cooperation through increased political support to common structures such as the Central European Initiative and the South-East European Cooperation Process.

However, despite these encouraging overall developments there are still good reasons for concern:

- they are directly related to the subject of our Conference. They show that the region continues to suffer from the scars of its recent history;
- there is still the temptation that the nationalism of those guilty for the disaster of the past is just followed at present by the nationalism exercised by the former victims;
- that ethnic particularisms and nationalistic reading of history oppose the acceptance of common European educational standards, including the risk of developing parallel education systems in one country, or in different constituent entities of one State;
- the protection of minorities and their cultural heritage, as well as the exercise of their full political rights is still at stake;
- identity problems between different communities, including the language question and the biased content of history textbooks, still show the need for post conflict rehabilitation and regional stabilisation.

We can find examples for such concerns in various country specific situations, be it in BiH, be it in the FRY and Kosovo, be it in "the former Yugoslav Republic of Macedonia".

We also noted that recent internal political conflicts within Moldova, included questions related to the national language and history teaching.

Despite our common endeavour to strengthen cooperation, as well as regional and national coordination on the basis of European values and guidelines - and I refer to the two previous informal regional ministerial conferences in Strasbourg in 1999 and 2001, as well as to the 20th Session of the European Ministers of Education, in October 2000 in Krakow, which made particular reference to the situation in South-Eastern Europe - today's Conference is still confronted with some basic political challenges.



••• *Address by Mr Walter Schwimmer, Secretary-General of the Council of Europe*

The argument is often put forward that there is a need to develop, after a period of conflict and mistrust, first of all a national identity and to avoid controversial topics, which can mean the exclusion of intellectual honesty and of the courage to look at facts through the eyes of other people.

To this we can reply that, on the contrary, historic stereotypes, and the maintaining of political taboos, which very often represent only the interest of one particular group, remain dangers to regional, as well as to European stability.

There might be an argument about the question whether the truth is genuinely liberating and is able to achieve full reconciliation.

There is, however, no doubt about the beneficial effect on victims of the research and the analysis of truth as a public exercise. It might not lead to immediate reconciliation, but certainly to peaceful coexistence.

The European experience has shown us that in the years and decades after World War II, in Western Europe it was only possible to achieve reconciliation, to rebuild understanding and confidence and to create ever closer cooperation and integration by laying bare the mistakes and the horrors of the past.

Our present common ambitious project on history teaching in South-East Europe, which is not only a recommendation of the Session of the European Ministers of Education but also an integral part of the Stability Pact programme, is a tremendous challenge and a hope for breaking up the vicious circle of a history which is repeating itself, for overcoming historical amnesia and to achieve catharsis.

Those who have the political responsibility for education and higher education have to take up this challenge and guarantee that the process of developing their national identities must go hand in hand with a sense of European identity.

The review of the educational and cultural policies must achieve an educational renewal through dialogue at home and within the regional neighbourhood. Such an approach will be logically followed by the next step of becoming a fully-fledged member of the common European family.

Our Common vision is Europe. Council of Europe and UNESCO are full participants in the Partnership for Educational renewal and the cooperation between our two organizations dates back to 1951.

And now - this might startle you all a bit - I would be tempted to say that, in a way, the entity referred to in the title of this conference – South-East Europe – does not really exist. It is not an immutable, preordained region but rather one of circumstance. It is not isolated from the rest of Europe by insurmountable mountains, vast forests, deep rivers or extensive seas. The region is a construct of the human mind, and a major issue at conferences such as this is how useful the notion is.

In one sense the construct is positively harmful. “South-East Europe” tends to conjure up a long line of negative images, such as economic crisis, political and religious conflict between neighbours and deeds of unspeakable cruelty. Some intellectuals say this is inevitable, since South-East Europe is an area where civilizations collide like tectonic plates along fault lines: the boundaries of former empires, of Western and Eastern Christianity, of the Latin and Cyrillic alphabets and of Christianity and Islam. Without in any way minimising the real horrors, it is plain that the generalisation is grotesque. Within the region itself, there are examples from Romania and Bulgaria of constructive and peaceful handling of minorities issues across these alleged civilisational boundaries. Where violence has occurred – almost entirely in parts of former Yugoslavia - it has not been inevitable but consciously brought about. The problems of South-East Europe have not been caused by a clash of civilizations, but by a clash of incivility.

High-level Conference on Strengthening Cooperation in South-East Europe

4-5 April 2002, UNESCO Headquarters, Paris



High-level Conference on Strengthening Cooperation in South-East Europe

4-5 April 2002, UNESCO Headquarters, Paris

... Address by Mr Walter Schwimmer, Secretary-General of the Council of Europe

The conflicts are products of the human mind, and only the human mind can change the attitudes that create them. With UNESCO, the Council of Europe believes that the heart of the matter does not lie in economic reconstruction, vital though it is, but in democratic institutions, education, and culture.

On the other hand, there is a long line of evidence that regional cooperation, such as in the Nordic world, in the Baltics, Benelux, or the Alpine arc, is a valuable complement to wider European integration. It often faces lower barriers of cost, language and state of development, and is facilitated by existing ties of history, family and trade. Ideally, regional cooperation is endogenous and variable in geometry, following natural lines of affinity and interest. Present circumstances justify focusing on South-East Europe as a region – as well as on the individual countries that make it up. The Council of Europe is doing so, both by organizing informal conferences of Ministers of Education from the region and through specific activities, UNESCO is doing so, and there is a Stability Pact for the region. The goal of our efforts cannot, however, be to consolidate and perpetuate the region. The goal can only be to make it a fully integrated part of a larger Europe, within which multiple voluntary regional linkages can thrive. That is our duty as Europeans, and that is what gives us not only the right but also the duty to act. That is what makes the concerns of South-East Europe the concerns of all of Europe.

Only this goal can justify the full commitment of organizations like the Council of Europe and UNESCO, and this commitment must be guided by European standards. In some areas, these are written, agreed and clear. The foremost example is human rights, where Council of Europe member States commit themselves to abide by the European Convention on Human Rights, a regional implementation of the Universal Declaration on Human Rights fathered by the United Nations system. In the areas we are concerned with at the present conference – foremost education and culture – the standards

are less codified but very real all the same.

That even an area like education, where several of our member States have given their competent bodies names like Ministries of *National* Education, can only be developed through international cooperation is amply illustrated by the ongoing Bologna Process of higher education reform, which aims at establishing a European Higher Education Area by 2010. In defining the goals for the European Higher Education Area, the Ministers responsible for higher education of the “Bologna States” – currently 33 – are also in the process of spelling out European standards for higher education. The Council of Europe and UNESCO have greatly contributed to this definition through our joint 1997 Convention for the Recognition of Qualifications concerning Higher Education in the European Region, which anticipated several of the issues of the Bologna Process. It is my firm conviction that the Council of Europe and UNESCO should work together to help all countries of South-East Europe become full members of the European Higher Education Area by the time it is formally established eight years from now.

I join the Ministers of Education of South-East Europe, who met in Strasbourg in November 2001, in appealing to all European Ministers of Education to help make this goal feasible, both by offering material and intellectual assistance and by enjoining the decision making bodies of the Bologna Process to make the necessary formal decisions. The first opportunity will be the application by the Federal Republic of Yugoslavia to join the process, which will be submitted to the Berlin Ministerial Conference for decision. At the same time, I appeal to the Ministers of Education of the countries of South-East Europe that are not yet members of the Bologna Process to work to carry out the reforms, embodying European standards, that will make membership feasible for their respective countries.

In a wider sense, Educational reform is a key



... Address by Mr Walter Schwimmer, Secretary-General of the Council of Europe

area in which the international community may and should offer vital assistance to the countries of South-East Europe. A good guideline for this is the principle of **education for all**, a central commitment of UNESCO. Education is of course a fundamental human right enshrined in the European Convention for Human Rights. For the countries of South-East Europe, the principle implies sustained attention to assuring real and equal access for disadvantaged groups: in some places girls, in many places Roma children and those with disabilities, as well as the minorities to which the international community gives an attention which is necessary but should not be exclusive. A broad, inclusive goal of raising educational standards for the whole population – as the saying goes, “a rising tide raises all boats” – corresponds, I am sure, to the real priorities of parents and children everywhere. This spirit inspires the Council of Europe’s advice on legislation, a key aspect of educational reform. At the request of UNMIK, we have drafted new school and higher education legislation for Kosovo; we are currently preparing draft framework education legislation for Bosnia and Herzegovina to help it fulfil an important commitment for accession to full membership in the Council.

While the list of areas of concern and potential cooperation is long, I shall limit myself to mentioning four further areas – in addition to educational reform – in which the Council of Europe has a special contribution to make, both in the regional context and in bilateral action.

Education for democratic citizenship is of key concern because one of the lessons of the past decade is that while democratic laws and democratic institutions are essential, they can only work if they are based on a democratic culture, and this democratic culture is largely developed through education. Ministers have rightly focused much of their attention on the role of education in preparing young people for the labour market, but neither they nor we, as international organizations, should forget the role of education in developing active citizens

committed to the further development of their societies in cooperation with – rather than in opposition to – their neighbours. We must help devise the kind of education that will help the future citizens of South-East Europe develop their own societies with respect for and acceptance of all their members and identify with their fellow Europeans. One of the ways in which the international community can help is through reform of curricula and teaching in the areas of civics/human rights education, history teaching and language education, an example of which is the new civic education curriculum for Bosnia and Herzegovina in use since September 2001.

The way in which we see our neighbours is also reflected in the way we look at our past, whether through the prism of **history teaching** or that of **cultural heritage**. In our day and age, looking at either through the colours of nationalism is not only devoid of sense, it can be downright dangerous, and South-East Europe is, alas, a far too eloquent example of this to be passed by in silence. No society is self-produced or self sustained; all receive impulses both from their immediate neighbours and from further afield. Acknowledgment of the contributions of the foreigner and respect for the Other must be a part of history teaching, as declared by the Council’s Committee of Ministers in Recommendation R (2000)¹⁵, which also outlaws the manipulation of history for political purposes. Nor can the European dimension be absent from the way in which the cultural heritage is presented and transmitted, and this was one of the central tenets of the Council’s recent campaign “Europe, a common heritage”. The Council of Europe is already active regionally in both areas through the Enhanced Graz process and is prepared to offer targeted advice to the countries of South-East Europe, based on the considerable experience gathered through activities like curriculum reform in history teaching, the teaching of history among neighbours through the Tbilisi Initiative and the Black Sea initiative and the “Europe, a Common Heritage” Campaign.

High-level Conference on Strengthening Cooperation in South-East Europe

4-5 April 2002, UNESCO Headquarters, Paris



High-level Conference on Strengthening Cooperation in South-East Europe

4-5 April 2002, UNESCO Headquarters, Paris

... Address by Mr Walter Schwimmer, Secretary-General of the Council of Europe

Democratic citizenship, history teaching and cultural heritage are activities and areas that are fully justified by their own right, but they also raise issues that come together in the need for a sustained **intercultural and interfaith dialogue**. At my initiative, this dialogue will be a key element in the Council of Europe's response to the event of 11 September, which I know is also of the utmost concern to UNESCO. In view of both recent and less recent history, such dialogue is of particular importance to South-East Europe, and I urge the Ministers from the region here present not only to support my efforts but to contribute to this Council of Europe activity through constructive ideas and the examples of good practice that I am sure have survived the turbulence of the past decade, but have been kept far from the spotlight.

Education, then, is a key factor in moving South-East Europe from the category of problem areas to that of European regions of success. By education I refer to all levels and to all citizens, in the spirit of UNESCO's commitment to education for all. The benefits are quite obvious, and quality education has been a key element in the economic success of South-East Asia.

Higher levels of commitment to education mean:

- increased local, national and private investment in education;
- higher educational participation among the population;
- improved quality and thus stronger educational achievements;
- improved social cohesion and economic development;
- increased civic participation and respect for Human Rights and the rule of law,

all of which are absolutely crucial ingredients for democratic stability.

We know that quality education for all requires considerable and sustained effort, but we also know what a lack of true education – as opposed to technical training – can lead to. Given our

recent experience and the present stakes, can we afford to fail to make that effort?

Europe in the 20th century was a disturbing mix of brilliant success and abysmal failure. The failures are too well known to need much recapitulation, suffice to recall that ours is the only continent to have initiated two world wars. The success stories are also well known, but I am thinking today of our success stories in the transition from dictatorship to democracy, including Spain and Portugal in the 1970s as well as central Europe and the Baltics in the 90s. South-East Europe provides an opportunity to repeat this success and to do so in a more clearly multicultural and multifaith context. We have an opportunity to disprove those who would argue that civilizations are bound to clash or that human beings cannot live and thrive with other humans of different outlooks and convictions and speaking different native languages. By failing in our endeavours, we could provide arguments for those who do not wish to be bothered by the challenges of diversity and who would have us believe that peace and coexistence are only possible when all neighbours are boringly similar.

International organizations like the Council of Europe and UNESCO, as well as the many NGOs that do invaluable work in the region, can contribute to making South-East Europe fully European by offering assistance in the fields where they have the most to contribute. We should do so in cooperation and coordination, but our main duty is not to coordinate; it is to perform activities in the field, of benefit to those who can draw on them. Only in this way can we help chart the way that leads from South-East European regionalism to the European highway.

Address by H.E. Ms Arta Dade, Minister of Foreign Affairs of Albania



*Mr Director-General,
Excellencies,
Ladies and Gentlemen,*

Allow me to extend my thanks to the Director-General of UNESCO and the organizers for this opportunity offered to us to come together and prepare an agenda for future cooperation between South-East European countries and UNESCO.

This High-Level Conference is of special importance in view of positive internal democratic developments in the South-East European countries. The whole region is contributing to a new climate of integration and cooperation, which was also noted during the SEECP Summit held in Tirana on March 28th. This favourable situation seems to be a challenge for the countries in the region, for the international community and particularly for UNESCO, so that it might extend its cooperation in the region, within the framework of the Stability Pact, in close cooperation with the Member States concerned and in partnership with other organizations.

As a specialized agency of UN system, UNESCO bases its activity on its constitutional mandate to contribute to lasting peace and security through cooperation in the field of education, science, culture and communication. In this context, these activities, which contribute to profound changes in societies and mentalities, are of special importance for us and the whole region. During his visit to Albania, the Director-General raised many important issues concerning cooperation among South-East European countries. We fully share his vision as to the importance of education, science, culture and communication for our common future. I am confident that this is also the vision of other countries in the region, which has experienced crises, conflicts and lack of stability. It is our task to cooperate actively and intensively in these fields, in order to create a healthy environment of peace and security for our societies.

In the field of education, we agree on the draft proposals: improving teaching and learning programmes; peaceful alternatives to resolving conflict through educational networking; civic and peace education via the internet which UNESCO plans to launch, in order to strengthen democratic citizenship and respect for human rights. In such a perspective, the on-going project on "Intercultural and human rights education in Albania" aims at promoting the creation of a climate of intercultural cooperation and respect for human rights in all educational institutions by focusing on the creation of capacity-building within the Ministry of Education and the Institute of Pedagogical Research:

- to produce textbooks in Albania at primary and secondary levels;
- to introduce the dimension of intercultural understanding, peace, human rights and democracy in curricula;
- to train teachers and textbook writers in the concepts and practices of intercultural understanding and human rights,

It is true that the legacy of history represents a heavy burden for our countries, giving rise to some nationalistic attitudes towards "neighbours" and to a lack of interest in neighbouring countries. The project proposals for South-East European countries, namely, Analysis and revision of history curricula and textbooks, and Daily TV satellite news exchange programme, tackle the root causes of these problems, improving mutual knowledge and understanding among our peoples.

International cooperation, especially the TEMPUS programme, was for the Albanian universities a good opportunity for the establishment of strong academic links with European universities; for experience exchange in didactic methods for information and institutional modernization; for the reform of higher education in accordance with European standards, etc. The project proposal: Regional mobility scheme for higher education students,

High-level Conference on
Strengthening Cooperation in South-East Europe

4-5 April 2002, UNESCO Headquarters, Paris



... Address by H.E. Ms Arta Dade, Minister of Foreign Affairs of Albania

professors, researchers and administrators in the reconciliation process aims to set up a sub-regional network for higher education exchanges and academic mobility. Support for particular areas relevant to higher education in Albania, such as improvements in legislation on the higher education system, university autonomy, accountability, etc., should be supplemented through a South-East European network of higher education institutions.

Our national education priorities are as follows:

- Improving the quality of teaching in primary schools remains one of the principal objectives in our education system, which offers the opportunity to contribute to the transformation of society through the education of the young children.
- Prevention of school dropout and integration of youngsters into community life, giving them access to information, computer skills and other activities.
- Academic reform in Albanian Universities in compliance with the Declaration of Bologna.
- Establishment of the Institute of European Studies at the University of Tirana, with important implications for future developments in the framework of European Integration.
- Distance learning.
- Improvement of university libraries.

We deeply appreciate and support the initiative taken by UNESCO-ROSTE, *Academia Europaea* and the European Science Foundation, to rebuild and strengthen cooperation in the field of scientific research in South-East European countries. The collaboration of international experts with researchers from South-East European countries has resulted in a detailed and realistic analysis of the current situation of scientific research activities in the region. Moreover their recommendations for the future, summarized in the Communiqué adopted by the Round Table of Ministers of Science on Rebuilding Scientific Cooperation in South-East Europe, are useful and lay the foundation for concrete common action. We believe that the

regional projects in life sciences, computer sciences and information technology, natural sciences, environmental sciences, sustainable development and social and human sciences, will have a well-defined impact in each country and the whole region, and at the same time will contribute as bridges of understanding, cooperation, coordination and good neighbourliness.

We face the same phenomenon as concerns the inadequate remuneration of scientists, the lack of equipment and facilities, and the brain drain. In this context, we suggest that Albania also be included in the project proposal: Developing research capacities and alleviating brain drain.

We consider that, to rebuild science infrastructures and increase cooperation among institutions, we need:

- a National Academic Network Information infrastructure,
- Scientific equipments for applied research,
- Short-term and one-year scientific qualifications.

Nevertheless, we propose the realization of interdisciplinary studies on selected aspects of social sciences such as: good governance in a society in transition; the influence of civil society pressure groups on good governance and the struggle against uncontrolled urbanization with the accompanying social problems; religious tolerance in a multi-religious society, of which Albania is an outstanding example, etc.

The projects proposed by UNESCO in the field of culture seem bound to play an important role in establishing intercultural dialogue, protecting cultural and natural heritage, and enhancing national capacities for developing and implementing sustainable tourism.

Most of the World Heritage Sites in the region can be considered a microcosm of cultures and values that we would like to promote in the 21st century. It will therefore be of considerable interest to develop an initiative aimed at



... Address by H.E. Ms Arta Dade, Minister of Foreign Affairs of Albania

fostering wide-ranging cooperation among such Sites in the region, through a number of activities based on common values and visions for South-East Europe. This initiative will bring together experts, currently working separately to preserve and develop these World Heritage Sites. Such cooperation would promote the common cultural values that our region offers in the European context in addition to facilitating joint restoration work.

The themes of discussion and areas of possible cooperation are numerous, but we believe it would be necessary to focus on:

- efforts to preserve the WHS
- best management practices for the WHS
- promoting cultural tourism in the region organizing exhibitions and cultural festivals

Some other activities in the context of our future cooperation with UNESCO include:

- the conservation and restoration of the Albanian cultural heritage such as the ancient site of Butrint, already included in the World Heritage List, the city of Gjirokastra and the Albanian part of the Ohrid Lake.
- Completion of national legislation in the field of culture.
- Study and publication of Albanian oral heritage.

Geomonuments of Albanian nature:

- Protection and management of natural monuments, the evaluation of geo-tourism values and development of tourism.
- Establishment of Albanian Institute of Culture and restoration of film studio.
- Indexation and digitization of the network of libraries, archives, museums, galleries and photo archives.

The new information and communication technologies (ICT) are becoming an indispensable component of every activity in Albania. Consequently, it is very important to create ICT centres throughout the country. Furthermore, the increase of information flow

poses a real need for developing critical media reading/viewing skills and to raise awareness of the role of the media in a democratic society. The project proposals in the field of communication make a greater contribution to promoting access to information, media education and freedom of the press.

In conclusion, I should like again to thank the Director-General of UNESCO, the representatives of donors and the senior officials from different international organizations, for the great interest shown in preparing a new, more coherent and systematic strategy for the South-East European region.

Thank you.

Reproduced, with minor editorial changes, as delivered.



Address by H.E. Mr Željko Jerkić Deputy Minister of Foreign Affairs of Bosnia and Herzegovina

*Mr Chairman,
Distinguished Ministers,
Mr Director-General of UNESCO,
Mr Secretary-General of the Council of Europe,
Ladies and Gentlemen,*

It is a great honour for me to be taking part in a conference of this scale and prestige. Firstly, on behalf of the delegation of Bosnia and Herzegovina, I should like to express our commitment to cooperation in South-Eastern Europe in the field of science and education. Indeed, we consider education to be the key to economic and social progress. For education leads to knowledge and knowledge is power.

But let me be clear from the outset. I am referring to power in the noblest sense of the word: power that arms us to struggle and to resolve the problems of our time, such as illiteracy, poverty, illnesses, etc.; power as a means of overcoming underdevelopment, ensuring full respect for human rights and thus supporting the concepts of progress and democracy. I am convinced that this is of interest and concern to us all, and I am still more convinced that this conference will contribute to accelerating development in our respective countries.

I cannot miss this opportunity to express our deep concern about the current crisis in the Near East, which is worsening by the hour. The loss of human life, the exposure to danger of the oldest historic and cultural sites and the destruction we are witnessing daily are alarming and their consequences unpredictable. In our opinion, the crisis is also rooted in the wider context of poverty, underdevelopment, lack of sustained educational provision, lack of respect for cultural and religious diversity, and lack of respect for human rights, which topics we shall be addressing at this conference today. I am convinced that we all agree to launch a solemn appeal to the parties involved for an immediate cessation of all hostilities, which in any case are leading nowhere, and a return to the negotiating table.

Mr Chairman,

Bosnia and Herzegovina is genuinely committed to further develop the process of co-operation and good relations with the countries of the region. We are also aware that in order to do that we have to take care of the situation at home. We still feel the negative consequences of divided, fragmented and inefficient educational system and scientific cooperation. We also face the fact that from time to time young students are served with textbooks and curricula that do not help healing the still fresh wounds from the recent past. Together with representatives of the international institutions, particularly UNESCO, we are introducing necessary corrections, and thus helping our youth to respect each other, to talk and look for the solutions acceptable for all.

As the highest priority, in the process of rebuilding educational and scientific cooperation, we would like to place the reactivating of research network (BIHARNET) and the cooperative on-line bibliography system that are covering the whole area of Bosnia and Herzegovina.

The provision of quality links with Internet network and the development of the local network, which should provide needed information to all institutions and every individual researcher in scientific organizations, is also high on our priority list.

The strengthening of the international exchange of young researchers, including establishing a fund for exchanges of young scientists, engineers and technicians within the South-East European region and between it and the rest of Europe, is essential to ensure motivation for more active inclusion of younger staff in scientific work.



I would like also to stress the need to restore the activities of an international centre for scientific research in Bosnia and Herzegovina. We believe such centres would deal primarily with the exact sciences and could mobilize teachers and students from the whole region.

I feel that Bosnia and Herzegovina is the right place for development of such cooperation for at least two reasons:

First, from the geographical point of view, BH is somewhere in the centre of South-East Europe,

Second, from the logistical point of view, because of the fact that the UNESCO Office in Sarajevo is a leading agency for the implementation of already prepared regional projects.

Mr Chairman,

The respect for cultural heritage and for regional cultures, as well as the protection and restoration of monuments, if necessary through mutual assistance, constitute another important dimension in our region, where different cultures have coexisted and flourished.

One of the extraordinary examples of the importance of UNESCO's role in the protection of cultural heritage in my country is the rebuilding of the Old Bridge of Mostar, as a symbol of the reunited city.

Another extraordinary example of UNESCO's impact in Bosnia and Herzegovina is UNESCO's sponsorship of the ARS Aevi Museum Centre for Contemporary Art in Sarajevo, which plays a significant role in the process of mitigating differences between European cultural "centres" and "outskirts", as well as in the process of connecting and affirming the arts and artists of South-Eastern Europe.

By sending the message that we can and know how to live together, that the richness of this world is in its differences, ARS Aevi goes even beyond the regional and European borders. That is why we especially welcome and support the inclusion of the project "Towards a cultural identity in a region of inter-community tensions" into the proposed list of projects.

For all the mentioned reasons, we call UNESCO to continue its presence, by making the position of the Office in Sarajevo even stronger, in order to reinforce the cooperation in the region.

We also extend our support for the forthcoming meeting at the level of experts this weekend in Paris, which should produce a more precise list of the priority activities for the region.

In conclusion, I would like to underline once again that we have to benefit from the positive political momentum for the increased cooperation in South-East Europe, because, after all, our basic goals and strategies coincide. And this is exactly the message from the Summit of Heads of State of South-East Europe, held last week in Tirana. And we have enormous responsibility to open new horizons for the young generations in order to enable them to be the carriers of the message of respect, dialogue, tolerance and progress and to make them an active part of the world of modern education and scientific progress.

Thank you for your attention.

*Reproduced, with minor editorial changes, as delivered
(first part translated from French).*



Address by H.E. Mr Igor Damyanov, Deputy Minister of Education and Science of Bulgaria

*Mr Director-General,
Dear colleagues,*

Allow me, on behalf of the Minister for Foreign Affairs of the Republic of Bulgaria, to thank UNESCO for its kind invitation to take part in this high-level conference.

Bulgaria wholeheartedly endorses UNESCO's initiative of far-reaching action focused on cooperation in our troubled region, and we highly appreciate the proposals of UNESCO and its Director-General for assisting the democratic reform and stabilization process in South-East Europe through cooperation in various fields so as to work still more actively for peace, understanding and the democratic development of the region.

We believe that the practical means for resolving the region's problems is the meaningful involvement of our countries in joint activities. UNESCO can play a catalyst role here by rallying all its intellectual potential – with its centres, offices and networks – to promote a new system of values. This conference should develop a long-term strategy by drawing up priorities for the region and stimulating cooperation between countries and governmental and non-governmental organizations.

Given that UNESCO considers basic education for all to be a priority for the 2002-2003 biennium, Bulgaria has proposed a project under the Participation Programme and would like to organize a Balkans consultation seminar to draw up "education for all" action plans. We hope to have UNESCO's backing for the project.

Priority domains for future cooperation

A. Education

We have established a trend for long-term collaboration between Bulgarian and European universities under European Union programmes such as Tempus, Erasmus, Socrates and CEEPUS. In this context, it may be said that regional cooperation is sometimes accorded less attention and does not involve enough regional

projects. The A5 project might remedy this and would make a more substantial contribution to understanding and to improving the quality of education by creating bilateral and multilateral networks.

The founding of joint university centres by universities in the region is a step towards the construction of a zone of understanding, knowledge and the promotion of a democratic culture. We are in the process of setting up one such centre involving the universities of Ruse and Giurgiu in Bulgaria and Romania.

B. Science

In the structure of cooperation between Bulgaria and UNESCO and through UNESCO with other countries, the natural and social sciences occupy an important place. In this context the role of the UNESCO Regional Bureau for Science in Europe (Venice), supported also by the Italian Government, has proved to be of particular significance in the direct accomplishment of all the scientific projects for which I would like to express our deep-felt gratitude.

During our discussion today, I must say that we are particularly pleased with the results achieved thanks to the joint idea, launched more than a year ago and supported by the Director-General of UNESCO, Mr Matsuura, of the Venice Bureau, the *Accademia Europaea* and the European Science Foundation regarding multilateral assistance for the process of restoring scientific cooperation among the countries of South-East Europe, and their scientific cooperation with other countries in Europe. The development of ambitious projects by specialists for joint work between the countries of the region would make as much a contribution to the formulation of the most pressing needs of the national programmes of the different countries as the work with donors we have approached to ask for assistance.

••• *Address by H.E. Mr Igor Damyanov, Deputy Minister of Education and Science of Bulgaria*



Bulgaria proposes that the Social and Human Sciences Sector and UNESCO's MOST Programme should become the main coordinator of a project on the theme "Establishing a network of young researchers working in social development in South-East Europe". The Institute of Sociology of the Bulgarian Academy of Sciences will be its partner. The first initiative of the network could be the participation of young Bulgarian scientists and university teachers in the second session of the UNESCO/International Social Science Council international summer school "Comparative research in the social sciences: conceptual models", which will be held in Sofia from 20 to 30 June 2002.

In my capacity as official responsible in the Ministry of Education and Science for the national academic and scientific research network in Bulgaria, I am particularly pleased with the activity of the group for the preparation of a projected regional network for the electronic exchange of information among the region's science institutes and universities and its subsequent link-up to the European network GEANT, which works in close cooperation with the Max Planck Institute of Physics in Munich, the European Organization for Nuclear Research in Geneva and with national networks in Greece, Hungary and Slovenia, which already form part of the European network. The ICARE project for the creation of a regional academic electronic network should, in our opinion, be among the first major projects to be funded by potential donors since, judging by the categorical recommendations made at the science conference in Venice last year, the electronic exchange of information is a must for successful work in all fields.

Bearing in mind everything we have achieved so far, and taking into account the importance of education in the spirit of human rights and democracy, cultural heritage and plural cultural identity, I should like to draw your attention to the fact that the share of resources provided for projects to develop the last two fields, and above all science (at barely 4%), is quite low considering how important they are. The construction of an electronic academic network which would be useful for research both in science and in education, for instance, should be examined as a matter of priority and consequently receive substantial funding. The establishment of such a network is a key to the effective use and development of projects in education and culture.

Thank you for your attention.

Translated from French.

High-level Conference on
Strengthening Cooperation in South-East Europe

4-5 April 2002, UNESCO Headquarters, Paris



Address by H.E. Dr. Vesna Cvjetković-Kurelec, Deputy Minister of Foreign Affairs of Croatia

*Director-General Matsuura,
Excellencies,
Ladies and Gentlemen,*

I would like to sincerely thank UNESCO and personally His Excellency Mr Koichiro Matsuura for their worthy initiative, which has now brought us together.

In more than fifty years of its existence, UNESCO has constantly promoted international cooperation in the fields of education, science, culture and communication in order to further universal respect for justice, the rule of law, the human rights and fundamental freedoms. By focusing on the South-Eastern European region, UNESCO is addressing the need for developing a coherent and integrated strategic approach with the aim to assist the ongoing process of integration of these countries into the European Union.

Croatia firmly stands by the principles of democracy, human rights, the rule of law and the development of the civil society. The Croatian Government is implementing crucial reforms aimed at speeding up Croatia's integration with the European Union and NATO, as the most important factors in promoting and ensuring European unity, stability, security and progress.

Being an active participant in the process of stabilisation and development of good-neighbourly relations in Central Europe, the Mediterranean, and South-Eastern Europe, Croatia has been promoting the development cooperation on bilateral basis and within regional forums. We are encouraged by the progress achieved in the stabilisation in South-Eastern Europe, especially regarding the democratic gains and the orientation of regional states to overcome transitional, as well as post-war problems. Though there are a number of problems in the region which are yet to be addressed, some of them have already been successfully dealt with. I have to point out that the respective countries themselves have solved many of those problems, which is an encouraging proof of their maturation. In this context, let me stress that the recent return of

the Vukovar collection has had a positive impact on the process of normalisation of relations with the Federal Republic of Yugoslavia, i.e. Serbia and Montenegro. However, the strengthening of new democracies, of individual states and the overall stabilisation process has been uneven, and on the sub-regional level requires continued and determined international attention and assistance.

At this point, let me express our satisfaction with the results of the co-operation between Croatia and UNESCO that was carried out through the Headquarters, as well as through UNESCO Offices in the region in the last decade.

Croatia appreciates the work of the Regional Office for Science and Technology in Europe located in Venice, which has carried out a number of initiatives addressing the issues on the scientific co-operation in the region. We would like to underline its valuable contribution in focusing on environmental sciences, life sciences, materials sciences, information and communication technologies, as well as sustainable development issues. Let me point out that the sustainable development issue, initiated by the Slovenian scientists, is the example of excellent collaboration which involves all South-Eastern European countries. New initiatives in this field include vigorous activities and leadership from Croatian scientific institutions and scientists.

Allow me to thank the UNESCO Venice Office for setting up the Task Force, which has prepared the position papers for the donors' conference scheduled for autumn 2002. We are glad to note that following the process of decentralisation, the UNESCO Venice Office is now taking over other fields of competence, especially that of culture. In this respect, we would like to propose to UNESCO to consider the further development of the Venice Office in the fields of education and communication as well. Taking into consideration the insufficient number of UNESCO Offices in the whole of the European region, and their rather narrow specialisation in

••• Address by H.E. Dr. Vesna Cvjetković-Kurelec,
Deputy Minister of Foreign Affairs of Croatia



only some of UNESCO's fields of competence, we would like to propose to UNESCO to consider the opening of branch offices, one of which will be located in Croatia.

Until then, it is our firm belief that more UNESCO Chairs should be established in order to develop and more efficiently implement UNESCO's activities in the region.

In this regard, I would like to inform you on our recently taken initiative in founding the UNESCO Chair on Higher Education at the University of Zagreb, which will enable us to join the Regional University Network on Governance and Management in Higher Education in South-Eastern Europe, coordinated by the UNESCO European Centre for Higher Education in Bucharest.

Furthermore, let me stress that, after having finished the Project Peace and Human Rights for Croatian Primary Schools, we are preparing the continuation of the Project, the aim of which is to develop a human rights programme for university level. The new project will be carried out through the UNESCO Chair at the Centre for Research and Training in Education for Human Rights and Democratic Citizenship at the Faculty of Philosophy in Zagreb. The Chair which is to be founded very soon, together with the valuable experience gained while carrying out the above-mentioned project, provides a good basis for taking over a prominent role in carrying out activities in this field at regional level as well. In this respect, Croatia fully supports the proposed projects concerning the development of Civic and Human Rights Education Programmes, as presented in the working document.

As a member of the Intergovernmental Committee of the International Programme for the Development of Communication, Croatia recognizes the importance of the media and press, as well as the free flow of ideas in the construction of a knowledge society where information and communication technologies play a major role. In this respect, I am glad to inform you that the UNESCO Chair on

Application of Information and Communication Technologies in Education, which is in line with the proposal D1 of the working document, is yet another Chair about to be established in Croatia. Additionally, let me express our willingness to co-ordinate the regional academic electronic network in the field of telemedicine.

With regard to the activities in the field of sciences, let me stress our firm orientation towards the creation of centres of excellence which would not only give specific focus and raise the profile of science, thus facilitating the regional cooperation and preventing the brain drain, but also promote economic and social stabilisation.

Let me point out that the International University Centre in Dubrovnik, with its large network of more than two hundred associated universities, has been gathering scientists and scholars from all over the world for almost three decades. Allow me to remind you that the Old City of Dubrovnik, though a World Heritage site, was heavily bombed in the military aggression at the beginning of nineties. Even at that period, the Centre did not cease to promote regional and international cooperation and immediately after the war, it has undertaken a number of initiatives to help in the process of reconciliation. Thus, our intention is to help in enlarging it by focusing more closely on the activities concerning the Development of Civic and Human Rights Education Programmes, Analysis and Revision of History Curricula and School Textbooks, as well as the enhancement of the Regional Mobility for Higher Education Students, Professors, Researchers and Administrators in the Reconciliation Process. It is our firm intention to use the existing educational and research facilities in Dubrovnik, and to help them develop into Dubrovnik International University focusing on the South-Eastern European cooperation.

I would like to note that the Round Table of Ministers of Science, held during the General Conference in October last year, recognised the need for the renewal of all fields of sciences

High-level Conference on Strengthening Cooperation in South-East Europe

4-5 April 2002, UNESCO Headquarters, Paris



... Address by H.E. Dr. Vesna Cvjetković-Kurelec,
Deputy Minister of Foreign Affairs of Croatia

including the cooperation in social and human sciences. In this context, let me point out that the issue of ethics in science and technology is of our great concern. Therefore, we would like to propose to the Task Force to include in the Strategic Approach a regional project that would contribute to the sensitisation of both specific target group and the general public to the ethical implication of the use of scientific knowledge and technology, and to ensure the implementation of the relevant UNESCO documents. An important contribution to this issue is our initiative of establishing the Institute of Life Sciences, which has already developed close relations with EMBO (European Molecular Biology Organization) and is to be located in Split.

Implementing such important initiatives in two Mediterranean cities, both of them inscribed on the World Heritage List, confirms our firm intention to spread UNESCO activities throughout the country. We firmly believe that the Mediterranean region, which, as we gladly note, is increasingly present within UNESCO's programmes, should not be neglected in this initiative. After all, it is the cradle of the whole of the Old Continent.

As for the social sciences, let me point out another regional project which we consider important to be developed within the proposed Strategic Approach – a project in line with UNESCO's Management of Social Transformation Programme. It is our firm belief that the project which would address the issues of multiculturalism, migrations, city governance and globalization, is highly necessary in order to ease the social development and ensure stability and peace in the region.

Croatia has fully recognised the need of preserving different cultures and their values. Therefore, we strongly support the proposed projects in the field of culture, which aim to foster a positive convergence among cultures through universally shared values. Let me very briefly comment on the project C3, Artistic Creation for Promoting Intercultural Dialogue, which we are, following very successful bilateral cultural relations developed with Bosnia and Herzegovina, ready to join. Additionally, I would like to express our full support to the initiative that activities and projects in the field of culture should be closely linked to and co-ordinated through the Culturelink Network, which has its focal point in the Institute for International Relations in Zagreb.

Finally, let me say that the positive output of this Conference relies on UNESCO's continual activities in this part of the world, where full participation of the European Union, international organizations and other donors is of crucial importance.

Thank you.

Reproduced, with minor editorial changes, as delivered.



Address by H.E. Ms Ganka Samoilovska-Cvetanova, Minister of Culture of the Former Yugoslav Republic of Macedonia

*Honourable Mr Matsuura, Director-General
of UNESCO,*

*Honourable Ministers,
Ladies and Gentlemen,*

Please allow me to express my pleasure at being able to address this prominent meeting on behalf of the Government of the Republic of Macedonia and in my own name as President of the UNESCO National Commission and Minister of Culture.

I welcome in particular the initiative and efforts by UNESCO's Director-General Mr Matsuura for the organization of this conference which I believe shall make considerable contribution to the stabilization, peace and development of South-East Europe.

I sincerely hope that we shall succeed at this conference through mutual exchange of experience and constructive dialogue to define priorities and joint needs for the establishment of better cooperation among the Member States of this region at multilateral and bilateral levels.

The need to intensify cooperation among the South-East European countries in the fields of education, science, culture and communications results first of all from the need to stabilize the situation in this otherwise turbulent region.

Departing from the determination to contribute to the construction of good neighbourhood, security and stabilization of South-East Europe, the Republic of Macedonia actively participates in the existing initiatives and process of regional cooperation with the only aim – the full integration of the region into the European and Euro-Atlantic structures.

The process of dissolution of the former Yugoslav Federation caused a ten-year period of bloody conflicts that the European continent does not remember since the Second World War. In all of these clashes the Republic of Macedonia sustained direct losses on its economy and indirect on its stability, however the most tragic and with gravest consequences for us was the resolution of the Kosovo crisis.

During the most difficult moments of the few months' long Kosovo crisis in 1999 the Republic of Macedonia became the key factor in preventing the spillover of the conflict and humanitarian crisis threatening to escalate into a disaster engulfing the whole of the region. During this period the Republic of Macedonia offered its hospitality and enabled accommodation of 400.000 Kosovo refugees. In these extremely difficult moments we did not only unselfishly help the Kosovo population, but we were actively involved in the process of repatriation of displaced persons, making available to them our transport corridors and existing logistic for humanitarian supplies of the population of Kosovo.

In 2001, the year which the UN and UNESCO proclaimed as the Year of Dialogue Among Civilizations, the Republic of Macedonia as the first country of the region signed the Stabilization and Association Agreement with the European Union, which represented for us a great recognition in conquering new democratic processes, furthering multi-ethnic relations and maintenance of the culture of diversities. During the same year which for us had to represent the year of well-being, prosperity and stability, the Republic of Macedonia was faced as a result of the spillover of the Kosovo crisis by one of the most critical moments in its recent history: threats to its territorial integrity and sovereignty, ethnic cleansing and devastation of the monuments of culture.

In this context I would like to use this opportunity to express gratitude to UNESCO and especially its Offices in Sarajevo and Venice which have established their monitoring mission in Macedonia which has been implemented as a result of the appeal submitted by the National Commission to the UNESCO Director-General Mr Matsuura.

With UNESCO and OSCE assistance it was made possible to our institutions and experts in the field of cultural heritage protection to evidence the factual state of our monuments of culture

High-level Conference on
Strengthening Cooperation in South-East Europe

4-5 April 2002, UNESCO Headquarters, Paris



••• Address by H.E. Ms Ganka Samoilovska-Cvetanova,
Minister of Culture of the Former Yugoslav Republic of Macedonia

which in the months of aggression by militant terrorist groups were mercilessly damaged and used as military strongholds.

One of the basic preconditions for stability in the region and prevention of further potential conflicts is the regional cooperation which UNESCO is supporting as can be seen from the organization of this conference.

I would like to appeal to UNESCO as a significant intergovernmental organization in the field of culture, science and education to come forward for its Member States and to consider and support their national interests and needs which are different and conditioned by the socio-economic conditions in each country. In this context it is necessary to consider that the South-East European countries are mainly countries in transition and at different stages of restructuring their economies, social systems or the systems of science, culture, education etc.

As for the collaboration in the field of education, science and communications, I believe that the information technologies and computer networks for scientific research and education are vital for further development of sciences in the countries of South-East Europe. It is significant to establish a virtual network of regional centres (higher education research institutions, research laboratories and centres for distance education) which, assisted by computer and information sciences, shall act upon strengthening the scientific communities of the countries of South-East Europe.

UNESCO should in this context assist in the establishment and promotion of regional research and study centres and ensure equal representation of all South-East European countries, which would be of political significance in the region at national and regional levels.

At this moment we have three such centres in the Republic of Macedonia: the Genetic Engineering and Biotechnology Research Centre of the Macedonian Academy of Sciences and Arts, the Institute of Seismology and Earthquake Engineering and the Institute of Informatics of the University of Skopje. I shall present these and their projects aimed at strengthening regional cooperation during the debate session.

I hope that the cooperation that has started will be enhanced by this conference through new dimensions and by the inclusion of our country into the projects proposed by UNESCO. By mutual cooperation in advancing education, science, culture and communications, by promoting cultural diversity, human rights and democracy we shall contribute to the strengthening of regional cooperation among all countries of South-East Europe.

Reproduced, with minor editorial changes, as delivered.

Address by H.E. Mr Vassilis Vassilikos, Ambassador, Permanent Delegate of Greece to UNESCO



*Mr Director-General,
Excellencies,
Ladies and Gentlemen,*

Let me at the outset congratulate the Director-General because, for the first time within a period of one month, two important events for the countries of South-East Europe took place in UNESCO: (i) the second UNESCO/A.I.E.S.E.E. Conference (Paris, 1-3 March 2002) and (ii) the High-level Conference on Strengthening Cooperation in South-East Europe (Paris, 4-5 April 2002).

Greece is actively participating in the rebuilding of science and technology in South-East European countries. In June 2000, there was a meeting in Salonika for the upgrading of electronic networking among universities, industries and research centres in South-East European countries. Also, on 24 October 2001, at the Ministerial Round Table Conference of UNESCO, we suggested the improving of the scientific infrastructure in the South-East European countries so that the multilateral projects in the fields of environment, advanced material seismology and others could be developed.

We endorse fully the communiqué of the Ministerial Round Table Conference of 24 October 2001 on the rebuilding of science. In the near future, a donors' conference should take place for the rebuilding of science and technology in the South-East European Countries.

My country has also developed bilateral research projects to improve the research capacities in the Balkan countries and alleviate the brain drain. Also, specific projects have been developed in the protection and safeguarding of cultural and natural heritage of the Balkan peninsula. Along the same lines, we promote activities on intercultural dialogue taking advantage of artistic education to foster a better knowledge of other cultures. This is why Greece supports very strongly the *Declaration on Cultural Diversity*, recently adopted by the 31st General Conference.

In the field of education, we have initiated collaborative projects on the systematic use of modern information and communication technologies and educational planning. Also, we have initiated and we promote projects on cultural, educational and scientific themes among non-governmental organizations of South-East European countries. These projects are very popular and bring closer the people of the South-East European countries.

Greece strongly supports the role of civil society. It is well known that organized and targeted action by civil society is a motor of democratisation where the state institutions are unable or unprepared to take relevant responsibilities to further democratise existing institutions or, even better, to establish new ones.

The important role of UNESCO in the cultural and social component of economic development is well known, as well as UNESCO's mandate to build peace in the minds of men and its experience in establishing networking and effective mechanisms of international cooperation. Greece therefore relies upon the complementarity of activities to ensure the stabilization process, especially as concerns youth education.

To conclude, let me quote the last sentence of the working document of this Conference prepared by UNESCO: "This momentous chance for action rather than reaction, for construction rather than reconstruction, for peace-building rather than peace-making and for vision rather than revision, should encourage the international community to commit itself to work in partnership towards the establishment of sustainable stability and integration of the region into Western European and global structures".

Reproduced, with minor editorial changes, as delivered.

High-level Conference on
Strengthening Cooperation in South-East Europe

4-5 April 2002, UNESCO Headquarters, Paris



Address by H.E. Mr Ion Pacurau, Minister of Culture of the Republic of Moldova

*Mr Director-General of UNESCO,
Mr Secretary-General of the Council of Europe,
Distinguished Ministers,
Ladies and Gentlemen,*

I should like first to thank the Director-General of UNESCO and the Secretary-General of the Council of Europe for their exceptional initiative in convening ministers from South-East European countries at UNESCO Headquarters here in Paris. This high-level conference gives us the opportunity to reaffirm our commitment to the values of democracy and human rights, to strengthen regional cooperation with a view to consolidating peace and security, and promoting cultural diversity and dialogue among our peoples and cultures.

UNESCO has earned respect for its work to benefit the countries of South-East Europe. It must be recognized that this region is a genuine crossroads of cultures and civilizations. Since the 1960s, the Organization has displayed a special interest in the countries of the region. The priority areas under this cooperation, such as education for democratic citizenship, the protection of cultural diversity, the safeguarding of the cultural and natural heritage and the development of cultural and ecological tourism, are highly topical and important.

In my capacity as Minister of Culture with responsibility for protecting and restoring cultural heritage, I would like to stress the importance of the resolution proclaiming 2002 Year of Cultural Heritage, adopted at the 31st session of the General Conference of UNESCO. The countries of the region, including Moldova, obviously require assistance from UNESCO and other international organizations in their action to safeguard a common cultural heritage.

Importantly, this ministerial conference has pooled the efforts of several European organizations in order to update a genuine strategy for future action in the countries concerned. It should be noted that the cultural component has also been affirmed in the framework of activities under the Stability Pact.

This complements the efforts made to date by UNESCO, the Council of Europe and the OSCE.

I have greatly appreciated UNESCO's priority areas of assistance under its Medium-Term Strategy for 2002-2007 and its Programme and Budget for 2002-2003. Chapter C of the working document, "Protecting cultural diversity and encouraging pluralism and dialogue among cultures and civilizations", reflects the fundamental aspects of cultural action – protecting, safeguarding and enhancing cultural and natural heritage and promoting cultural dialogue through artistic creation. These three projects are paramount for our country.

I am pleased to inform you that the Moldovan Government and Parliament are in the process of ratifying the Convention concerning the Protection of World Cultural and Natural Heritage. Our authorities are drawing particular attention to problems concerning cultural heritage. The Ministry of Culture is also endeavouring to provide educational services, to develop information technologies and publications, and to secure more benefit from economic development in tourism.

The Republic of Moldova possesses natural tourism potential and an exceptional cultural heritage. In the current circumstances of national economic development, the improvement of tourism resources is called for as one of the means of protecting heritage through increased extrabudgetary funds. Moldova abounds in monuments and historic sites, its landscape is varied and its flora and fauna can attract tourists. Our cultural heritage at present consists of some 10,700 monuments, including archaeological sites, ancient and medieval fortresses, churches, monasteries, dwellings, etc. The 66 museums under the auspices of the Ministry of Culture contain over 67,000 exhibits.

The tourism resources of the Republic of Moldova offer fascinating itineraries such as: "The cave monasteries of the Dniester and Raut



••• Address by H.E. Mr Ion Pacurau, Minister of Culture of the Republic of Moldova

valleys", "The rural architectural groups of Central Moldova", "Ancient and medieval cities in the Codru region". Itineraries exploring the traditional occupations of the population may be envisaged, such as "The wine route" and others.

I would like to say a few words on the "Old Orhei" historic and natural monument complex. We are interested in protecting the integrity of this monument and enhancing its tourism potential. Under the projects included in the Programme and Budget for 2002-2003, a case study on this cultural and natural site could be envisaged. By organizing protection and promotion activities while developing tourism, we could solve some of the socio-economic problems now affecting the people of the region. I would like to focus on project C3 aimed at promoting intercultural dialogue through artistic creation. It is an up-to-date project concerned with networks in the arts already established or in the making. In order to stimulate relations between cultural institutions and artists, it is very important to keep control of information on cultural networks. The work done by organizations such as Kultur Kontakt (Austria) is very useful in terms of direct contact between cultural actors.

The South-East European countries conduct a wide variety of cultural activities which can be used to foster contact and mobility among artists. Moldova has extensive experience in organizing national and international festivals in the different fields of artistic creation: traditional art, drama, music, the crafts, the fine arts, etc. I firmly believe that the number of existing networks ought to be increased and that they should be promoted as an effective tool for establishing and broadening intercultural dialogue.

I regret that my colleague, the Minister of Education of my country, is unable to take part in this meeting. The day before I left for Paris, however, we exchanged views on the issues to be addressed at this conference.

The Moldovan Minister of Education highly commends the projects aimed at improving the quality of education through the diversification of content and methods and the promotion of universally shared values. The essential requirement for education in a society intent on resolving domestic conflicts without violence is to make each individual responsible in order to become an active participant in the community. In conclusion, I should like to reaffirm the importance of the projects brought to our attention and to congratulate UNESCO on this initiative and on the assistance provided to the countries of South-East Europe.

Translated from French.

High-level Conference on
Strengthening Cooperation in South-East Europe
4-5 April 2002, UNESCO Headquarters, Paris



Address of H.E. Ms Ecaterina Andronescu,
Minister of Education and Science of Romania
delivered by Mr Radu Damian, Secretary of State,
Ministry of Education and Research

*Mr Director-General,
Distinguished Ministers and Heads of Delegation,
Excellencies,
Distinguished Delegates,*

First of all, I should like to extend a warm welcome to you on behalf of the Romanian Minister of Education and Research, Ms Ecaterina Andronescu, who has asked me to let you know that she deeply regrets not being able to be here today.

I should also like to thank you personally, Mr Director-General. It is a privilege and a special honour for me to participate in this Ministerial Conference.

UNESCO is noted for its efforts to develop a policy meeting the challenges of society in the twenty-first century.

It is probably the case that young people around the world aspire to know-how and life skills rather than to knowledge. Naturally, it is first and foremost the duty of Ministers of Education to heed them. We are particularly counting on this conference to open up tangible, broad prospects for the young people of the region.

It is similarly important that UNESCO assert its position in the international community. I am convinced that its dynamism and contribution at the international level depend largely on how actively its policies tie in with those of other international organizations.

It is essential to develop a necessary synergy between all the parties involved so as to avoid duplication of work and to guarantee the consistency of programmes and the best possible use of resources.

The implementation of future activities in South-East Europe will give projects greater visibility thus enabling the large-scale promotion of ideals that motivate all citizens longing for tomorrow's democratic, multicultural society.

Now that the Cold War is over and the European community is leading the continent towards an unprecedented level of integration, Europe has reached a turning point in its history.

Today its various regions provide a testing ground for analysing – and resolving – fundamental problems.

It is important to be aware of the fact that only a knowledge of history, culture, dialogue, communication and information can provide an understanding of the dynamics of how Europe is at present evolving.

A universal vision of education involves cooperation at many levels between institutions whose purposes make for sustainable human development.

Every educational initiative supporting the demand for democratic citizenship is associated with respect for human rights and human rights education.

Finally, democracy is a common way of life, an expression of respect for others, a culture of dialogue, and a culture of debate, all of which can be taught.

Most of the changes made in educational content in the final years of the twentieth century result from a different organization of the relationship between knowledge, know-how and attitudes on the one hand and, on the other, from the inevitable tendency for educational institutions to open up to the outside and to seek – among new world realities – directions and resources permitting cooperation with other agents of education.

This development has far-reaching consequences that are becoming apparent: new educational approaches such as education for citizenship and history education are suggesting new educational practices – education for discovery, communication and participation.

••• Address of H.E. Ms Ecaterina Andronescu, Minister of Education and Science of Romania, delivered by Mr Radu Damian, Secretary of State, Ministry of Education and Research



We have supported and will continue to support the democratic functioning of schools.

Engaged since 1990 in an extensive reform process, the Romanian education system is seeking innovative methods to transform schools into a forum for reflection, thus ensuring that they are a suitable instrument for educating young people in the twenty-first century.

Indeed, education is one of the most dynamic areas of Romanian society, and it has undergone significant transformation over the past decade. Guidelines for reform of the Romanian education system involve opening schools up to civil society and attaching increasing importance to programmes for intercultural understanding.

Romania strongly supports UNESCO's action promoting cooperation in the fields of education and scientific research. As you know, the European Centre for Higher Education (CEPES) is headquartered in Bucharest. The year 2002 is the 30th anniversary of CEPES, which will be celebrated under the auspices of the President of Romania and with the participation of UNESCO's representatives at the highest level. At the same time, Romania is deeply involved in the activities of UNESCO's Regional Office for Science and Technology in Europe (ROSTE) in an effort to enhance scientific cooperation among countries of South-East Europe.

We particularly commend the development of the project for an efficient computerized educational and scientific network providing rapid communication and the exchange of information between educational and academic institutions at the national and sub-regional levels, in which Romania has a special interest.

We hope that the initiative taken by the Venice Office in the field of science and education will be continued and applied to other areas of UNESCO's activity.

I am confident that, with its record of 50 years of reflection and activities, UNESCO will be able to find the ways and means of making educational cooperation open to the world.

Such in any case is my hope as I wish you every success in your meeting.

Translated from French.

High-level Conference on Strengthening Cooperation in South-East Europe

4-5 April 2002, UNESCO Headquarters, Paris



Address by H.E. Mr Metin Bostancıoğlu, Minister of National Education of Turkey

*Mr Chairman,
Distinguished Ministers,*

With your permission, I should like to address the floor in a language spoken by approximately 200 million people in the world – in Turkish.

Dear participants,

The ties between Turkey and the Balkan countries are not confined to geography and politics but also concern the historical, cultural and human heritage. It is highly important for us that peace, democracy and prosperity should prevail in this region. Turkey supports every initiative making for peace, stability and democracy.

We have in the past shared many things with the countries of the region. We have had affinities and fine experiences in common but also problems. It is essential that we address these sensitive issues and provide every effort necessary for the region to reach the level of social, cultural and economic prosperity it deserves. We firmly believe that the achievement of these goals is dependent upon important instruments such as action and cooperation in the fields of education, science, culture and communication.

Lifelong education is the most effective means of securing sustainable development and a more peaceful world. All countries are seeking to review their daily activities in order to meet new emerging requirements. These efforts should be maintained by working towards understanding among cultures to create a climate of tolerance and democratic behaviour respectful of human rights.

In this respect, Turkey is doing what is needed to ensure that awareness of human rights becomes rooted in society. Alongside compulsory democratic citizenship lessons and human rights training in schools, professional training is provided for civil servants – whose role is crucial – on the theme of human rights within a determined framework. The National Committee set up in Turkey in connection with the United Nations Decade for Human Rights Education

closely follows the various initiatives undertaken in this field.

During the first and second informal meetings for South-East European Ministers of Education organized by the Council of Europe in Strasbourg, in which I took part as Minister of Education of a country of the region, topics addressed included the following:

- structural and legal reform of education systems;
- history education;
- civic education and democracy;
- educational reform priorities;
- the brain drain and future cooperation.

Under the Cooperation Programme of the Stability Pact for South-Eastern Europe, the OECD drew up evaluation reports on educational policies for the countries in the region (Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Yugoslavia, Kosovo, Moldova, Nagorny Karabakh, Romania and Serbia) in order to support their efforts for structural readjustment.

The projects that appear in the working document drawn up by UNESCO show similar aspects to the issues I previously mentioned. The nature of the work conducted by these organizations is complementary. In this respect, we wish to stress our satisfaction concerning the subjects given priority and commend the work done for the purpose.

For our own part, we believe that bilateral relations need to be introduced between the countries of the region in order for multilateral work to be guaranteed support. Starting in 1999, the Ministry of Education of the Turkish Republic has signed agreement protocols with the Ministers of Education of countries in the region, including Bulgaria, Albania, Bosnia and Herzegovina, and Romania, to define the principles that should govern cooperation in education.



... Address by H.E. Mr Metin Bostancıoğlu, Minister of National Education of Turkey

Our relations with Greece, the Federal Republic of Yugoslavia, Slovenia and Croatia concern a wider framework embracing education, science, culture and sport, and are coordinated by the ministries concerned.

The Ministry of Education attaches the utmost importance in terms of bilateral cooperation to activities aiming to ensure the accuracy of information contained in history and geography textbooks on our countries, avoiding prejudice and any hostile or xenophobic concept.

We would like to express our gratitude for UNESCO's initiatives to strengthen scientific cooperation both between UNESCO and the countries in the region and between the countries in the region and Western European countries. We believe that the best results for all parties concerned can only be obtained by pooling national resources and international contributions.

As a number of countries in South-East Europe are EU accession candidates having signed the Accession Partnership Document, they are entitled to participate in EU research programmes. Turkey is seriously considering taking part in the Sixth Framework Programme of the European Union which will be inaugurated at the end of 2002 and implemented in early 2003. Signing the Accession Partnership Document will enable Turkish researchers to receive support and take advantage of the very favourable setting provided for the development of scientific cooperation in South-East Europe by the resources made available under the Framework Programme.

Even if Turkey had to postpone its participation in the Programme owing to temporary difficulties, we should like to make our own national contribution to such common research programmes.

Turkey, which possesses a wealth and variety of historical, cultural and natural characteristics, is

making substantial efforts to safeguard cultural heritage – constituting as it does the common heritage of humanity – and to ensure its transmission to future generations.

Believing in the universal nature of cultural heritage, Turkey supports every form of international cooperation relating to culture. It gives prime importance to efforts to step up cultural cooperation through initiatives with South-East European countries.

The decision has been made to create a special section on the Ministry of Culture Internet site as a cultural gateway to the Balkans, making it possible to exchange views with organizations that conduct activities concerned with South-East Europe. With this Internet site, cultural information is intended to be disseminated from Turkey to the countries of the region in their respective languages and from the countries of the region to Turkey.

With the support of the countries of the region for the projects presented to us – that are in line with the future priorities defined for South-East Europe – I am convinced that a shared vision for the protection of cultural heritage and cultural cooperation in South-East Europe will emerge.

We have closely examined the working document submitted to us and the 13 priority projects annexed to it, aimed at strengthening cooperation in the Balkans.

I am pleased to note that the United Nations and organizations within its system, the European Union, the OSCE, the Council of Europe and the OECD are duly referred to in this document as contributing to strengthening peace, prosperity and sustainable development in South-East Europe. It will be important to be able to take advantage of the South-East European Cooperation Process, which will undoubtedly assist development in the region.

As regards the projects initiated by UNESCO for the region, I should like to stress the importance

High-level Conference on Strengthening Cooperation in South-East Europe

4-5 April 2002, UNESCO Headquarters, Paris



... Address by H.E. Mr Metin Bostancıoğlu, Minister of National Education of Turkey

of taking into account the specific dynamics of the region and of effective concerted action in order to increase the potential benefit of these projects.

The emphasis placed by UNESCO on education for democratic citizenship and human rights, and the considerable work it does is recognized by all. Nevertheless, we believe the knowledge and experience acquired through the "democratic civic education" project, conducted by the Council of Europe and also actively supported by Turkey, could be an important resource from which UNESCO project studies could derive significant benefits.

It is essential to promote an education that fosters peace and consensus in the region and to have this reflected in school textbooks. In this regard, we lay particular emphasis on the project entitled: "Analysis and revision of history curricula and school textbooks".

The vacuum in terms of daily news broadcasts via satellite television incited the countries of the region to seek solutions. This vacuum has been filled by the advent of Balkan Television. I wish to commend the projects developed by UNESCO in this field. The Turkish Radio and Television Corporation, which is member of the European Broadcasting Union, is ready to take on an active role in this project.

Furthermore, I should like to observe that the project concerning protection of the cultural heritage from the point of view of sustainable development, together with the project aimed at protecting cultural diversity and intercultural dialogue, and encouraging pluralism, will significantly contribute to promoting understanding and tolerance in the region. UNESCO will be able effectively to broaden the scope of these projects. During this conference, we will be given an overview of these projects. We wish to confirm our agreement in principle. I might add that we would consider it suitable for these projects and their objectives to be developed in greater detail and subsequently submitted to the different parties.

Similarly, I think it will be helpful to specify whether the sums earmarked for the various projects in the Annex are reckoned to be sufficient, and to provide us with additional information on the distribution of sums allocated to the different stages of the projects. I wish to conclude by reiterating Turkey's desire to support cooperation work with the region and to play an effective role in this process.

Translated from French.

Address by H.E. Mr Goran Svilanović, Federal Minister of Foreign Affairs of the Federal Republic of Yugoslavia



Mr Director-General,

First of all, I would like to welcome your initiative to hold this high-level conference on strengthening cooperation in South-East Europe. I would also like to greet the representatives of the countries of the region that are represented at very high levels demonstrating the interest of the region in UNESCO activities.

I am happy to see here Mr Walter Schwimmer, Secretary-General of the Council of Europe.

As far as we are concerned, we consider this high level meeting as part of the South-East European Cooperation Process (SEEC) which held its fifth meeting at the level of Heads of State and of Government last week in Tirana, Albania, and where the Federal Republic of Yugoslavia was elected to chair the Process for the next period.

The Director-General was right in inviting to this Conference the representatives of countries not belonging to the region, but which have for a long time been demonstrating an interest in South-East Europe and are assisting us in our efforts and activities. Of course, this is also true for the representatives of international organizations with which we are cooperating closely.

Mr Chairman,

Over the past decade, my country and the region at large were burdened with many conflicts, wars and great human suffering. But today we have reasons for optimism. All States in the region have democratically elected Governments. All of them have adopted the values of democracy, respect for human rights and tolerance. All of them struggle to realize and safeguard these values. Also, the States in the region are in the process of political, economic and social transition. We thus share problems but we also share perspectives. This is why regional cooperation in the field of education, science, culture and communication, is of extreme importance.

The FR of Yugoslavia is keenly interested in the promotion and enrichment of regional cooperation to which it is making substantial contribution, aware that the closer the countries of the region get to each other, the closer all of them will get to Europe. That is why the FR of Yugoslavia fully supports the approach proposed in the Conference working document.

May I remind you that in my statement at the 31st session of the General Conference of UNESCO, I advocated strengthening cooperation in our region in the areas of UNESCO's competency. This is the reason why I am here today.

I would like to express my appreciation to the Director-General for an in-depth approach to the problems faced by our countries. This is reflected in the UNESCO's Secretariat working document before us. I note with pleasure that many UNESCO activities are already implemented and developed in some countries and that regional cooperation projects have a good basis in the on-going activities.

As for priorities in future cooperation in the field of education, science, culture and communications, allow me to voice our support for the proposals contained in the working document, above all to those related to the promotion of civil and human rights through education and to the protection of cultural heritage, especially in multi-cultural environments, often coupled with many tensions. The proposals contained therein actually represent the concrete priorities at the regional level on which we reached an agreement at the last session of the General Conference when we adopted the Programme and the Budget and especially the Medium-Term Plan of the Organization.

The working document leaves a lot of space for a fruitful exchange of information and experience, thus enabling an even more comprehensive cooperation. In this way, the importance of education is highlighted - it has to be improved in the region of South-Eastern

High-level Conference on
Strengthening Cooperation in South-East Europe

4-5 April 2002, UNESCO Headquarters, Paris



... Address by H.E. Mr Goran Svilanović,
Federal Minister of Foreign Affairs of the Federal Republic of Yugoslavia

Europe as much as possible, in order to lay the foundations for its full recovery and development. I would like to emphasize that we have to pay particular attention to programmes in education that foster values of tolerance, democracy and human rights. Since November 2000 when the FRY became a member of UNESCO, one of our priorities has been to upgrade the quality of education through the promotion of universal values, with the intention to reinforce the cooperation with UNESCO and directly include in this process education authorities of my country. Over the past two years, they have carried out cooperation with numerous non-governmental organizations and achieved tangible results by introducing a subject matter: 'Civic education' in school curricula.

May I also mention our satisfaction with scientific cooperation projects through the Regional Office for Science and Technology in Europe (ROSTE) and with the MAB and IBP programmes. The same applies to our cooperation with the World Heritage Centre, to which we attach particular attention in the light of our intention to increase the number of cultural heritage sites of the FR of Yugoslavia in the world list of natural and cultural heritage.

We fully support the priority areas for future cooperation: the promotion of universal values, of human rights, culture, peace, pluralism and diversity. The FR of Yugoslavia is committed to the strengthening of regional cooperation and is actively contributing to the alleviation of tensions in the region and to the consistent respect of human rights in the field of education, science, culture and communications. We are committed to the respect of the rights of national minorities, primarily in the field of education, to the equality of languages, etc. The FR of Yugoslavia advocates cultural pluralism in the spirit of tolerance, protection of cultural diversity and encourages inter-cultural dialogue, etc.

The individual priority projects proposed in the working document are acceptable to the FR of Yugoslavia. It is our intention to take an active part in their implementation and, in agreement with the Director-General and other South-East European countries, to accept special responsibility for their success.

Ladies and Gentlemen,

Allow me to once again touch upon the subject I mentioned at the last General Conference. On that occasion, I spoke of the protection of cultural heritage in Kosovo and Metohija. Deeply concerned with the state of the monuments of culture in Kosovo and Metohija and the damage they suffered, Yugoslavia has asked the Director-General to set up a high level team of experts in line with the provisions of the 1954 Hague Convention as well as with Resolution 26 adopted at the last General Conference of UNESCO which refers to the acts constituting a crime against the common heritage of humanity. That team should establish the facts related to the state of the monuments of culture in Kosovo and Metohija, primarily of medieval religious monuments, to propose measures for their rehabilitation and for the restoration of destroyed or damaged monuments as well as to propose measures for their further protection.

Finally, I should like to express my hope that the Conference will significantly contribute to the promotion of cooperation in our part of Europe. At the same time, I would like to assure you that the FR of Yugoslavia will do its utmost to make its full contribution to that end.

Thank you.

Reproduced, with minor editorial changes, as delivered.



Conclusions by the Chairman of the Conference

1. On 4 and 5 April 2002, the Director-General of the United Nations Educational, Scientific and Cultural Organization (UNESCO) convened a High-Level Conference on Strengthening Cooperation in South-East Europe. The objectives of the Conference were to

- discuss priorities for future cooperation,
- contribute to better coordination of the action of major intergovernmental organizations in the region, to avoid duplication and increase complementarity,
- sensitize the international community to the need for concerted efforts.

2. The Conference was attended by Ministers and senior officials of 10 South-East European countries, representatives of Member States of the European Union, Canada, the Czech Republic, Hungary, Japan, Norway, Poland, the Russian Federation, Slovenia, Slovakia, Switzerland, and the United States of America (as an observer), the Secretary-General of the Council of Europe and representatives from the Stability Pact, the European Commission, OECD, OSCE, UN, UNICEF, UNDP, UNMIK and the World Bank.

3. The participants unanimously welcomed the initiative of the Director-General of UNESCO to organize this Conference, which offered a valuable forum for interaction, exchange and dialogue, thereby contributing to the confidence-building process under way in the region.

4. The Conference was seen indeed as a timely opportunity to deepen cooperation and to support the countries of the region in their efforts to integrate the European structures. The participants expressed their appreciation of the initiatives and plans proposed for the region, as well as of the cooperation and coordination achieved between UNESCO and the Council of Europe in respect of South-East Europe, as mentioned by the Director-General and the Secretary-General of the two Organizations respectively.

5. Following a period of conflict and human suffering, all countries of the region are now represented by democratically elected governments, committed to the same shared values and objectives. This concordance is particularly auspicious at a time when the international community is prepared to concentrate its efforts on long-term activities aimed at reinforcing these positive developments, as expressed at recent meetings at the highest political levels.

6. Beyond the diversity of languages, cultures and religions, countries in the region must continue to rediscover their common heritage of shared values. This will require the creation of a common cultural space entailing full participation - and thus ownership - by civil society in the region. This space will benefit from mutual knowledge and understanding, improved commitment to human rights, tolerance and respect for others, respect for cultural, religious and ethnic pluralism, non-violence and dialogue.

7. Developing collaborative projects aimed at confidence - and capacity-building, especially in education, the sciences, culture and communication, can further enhance this vision by overcoming the sources of prejudice and intolerance and thereby laying the foundations for peaceful and stable development. The goal should be the full integration of South-East European countries into European education and research structures.

8. This process must be sustained through intra-regional dialogue and cooperation and through complementary action at the national level. The Ministers of the South-East European Member States highlighted the importance of bilateral and multilateral cooperation among the countries of the region as indispensable means to attain peace, stability and sustainable development. They reiterated their commitment to further develop the initiatives already launched between the countries in the region, in particular through exchange of best experiences, networking and the strengthening and



... Conclusions by the Chairman of the Conference

establishment of institutions and research centres of regional scope.

9. The full involvement of civil society, in particular of non-governmental organizations, was seen as a crucial complement to governmental initiatives in the quest to attain the common objectives of peace, stability and sustainable development.

10. Participants emphasized that UNESCO was in a privileged position to help reinforce the building of bridges between cultures and civilizations of South-East Europe, given the trust it enjoys in the region. Its long-standing involvement with academic and professional communities and its work with and through National Commissions were seen as particularly valuable assets in that regard. Strengthening such cooperation will be critical for further advances.

11. The role played by other international and regional organizations was also acknowledged as being very valuable. It was stressed that UNESCO and these international and regional organizations should strengthen their collaboration and complementarity. Particular emphasis should be given to the cooperation with the Stability Pact for South-Eastern Europe.

12. Four main priorities for regional cooperation shall be pursued within UNESCO's fields of competence:

- To improve the quality of education, in line with the Enhanced Graz Process, through the diversification of contents and methods and the promotion of universally shared values - with emphasis to be placed on :
 - early childhood education,
 - education on the rights of the child,
 - education for democratic citizenship and for a culture of peace,
 - the adequate revision of history textbooks,
 - education for the protection of cultural heritage,

- the expansion of the network of Associated Schools,
- encouraging the twinning of schools and exchange of students and teachers including from higher education institutions and,
- the strengthening of trans-border university networking, including initiatives for the joint creation of open universities for the region;
 - To safeguard cultural diversity and promote pluralism and dialogue in line with the UNESCO Universal Declaration on Cultural Diversity - with emphasis to be placed on the mapping of the cultural heritage of the region and on contributing to its enhancement as a tool of reconciliation in the spirit of the United Nations Year for Cultural Heritage (2002);
 - To strengthen scientific, technical and human capacities with a view to participating in the new knowledge societies - with special emphasis to be placed on regional centres of excellence, electronic services and networking arrangements among research institutes and universities and measures to attenuate the brain drain; special attention shall be given to implementing the commitments contained in the Final Communiqué adopted by the Roundtable of Ministers of Science on Rebuilding Scientific Cooperation in South-East Europe (UNESCO, 24 October 2001), in particular through the organization of a donor conference, under the responsibility of UNESCO (particularly its Venice Office, ROSTE), which has been decided and which France has offered to host;
 - To promote access to information and communication media and raise awareness of the ethical issues in this field - with special emphasis on providing a range of communication services to communities through multimedia telecentres, the use of information and communications technologies in education, press freedom and the promotion of independent and pluralistic media, media education and legislation, public broadcasting and satellite broadcasting thereby "countering the power of bullets through the power of bits and bytes".



... Conclusions by the Chairman of the Conference

13. The participants expressed great interest in the proposals contained in the document prepared by UNESCO for the Conference and offered further refinements, to be finalized in subsequent consultations. Participants underlined the need to build more effective partnerships, increase coordination and create synergies in order to benefit from comparative advantages. It was also proposed that the results of this Conference be brought to the attention of the forthcoming General Assembly Special Session on Children (May 2002).

14. The participants further recommended that UNESCO's Regional Office for Science and Technology in Europe (ROSTE), which is also supported through generous contributions by the Italian Government, be strengthened in the scientific field and that its scope be expanded to enlarge its responsibilities in the cultural sphere. The important role of UNESCO Sarajevo Office in Bosnia and Herzegovina, of the European Centre for Higher Education (CEPES), located in Bucharest, Romania, and of the UNESCO Institute for Information Technologies in Education (IITE), located in Moscow, Russian Federation, the International Bureau of Education (IBE) located in Geneva, Switzerland, and the UNESCO Institute for Education (UIE) located in Hamburg, Germany, was equally underlined.

15. To ensure follow-up to the High-level Conference, it was proposed that the existing task force within the Secretariat continue to advise the Director-General, with regular consultation of the Ambassadors and Permanent Delegates of South-East European countries and other interested Member States, on future action in the region. In addition, "problem-oriented" task forces, with the participation of UNESCO Institutes, could be created whenever needed. It was also suggested that the role of National Commissions in follow-up activities be strengthened.

16. An important meeting on South-East Europe will be the Regional Forum on Dialogue among Civilizations, to be held in Ohrid, on 8 and 9 November 2002, under the auspices of the President of the Former Yugoslav Republic of Macedonia and the Director-General of UNESCO.

High-level Conference on
Strengthening Cooperation in South-East Europe

4-5 April 2002, UNESCO Headquarters, Paris



South-East Europe and the international community

Developments in South-East Europe have been at the centre of international attention in an unprecedented way during the past decade. International fora and media have indeed concentrated on the dramatic events of this region, which has been the subject of the large number of resolutions adopted by the United Nations Security Council: out of a total of 650 resolutions adopted between January 1991 and December 2000, no less than 131 concern directly the situation in some countries of South-East Europe.

Naturally, the United Nations system has played a major role in the area, especially in the field of humanitarian action, which is coordinated by the UN Office for the Coordination of Humanitarian Affairs (OCHA). In this context, OCHA launches every year a "Consolidated Inter-Agency Appeal for Southeastern Europe", in order to mobilize international assistance. Among the specialized agencies and programmes of the United Nations system, UNHCR, UNDP, UNICEF, WFP and WHO have made significant contributions along with UNESCO in the past decade. The considerable volume of assistance has concentrated on emergency, relief and rehabilitation operations.

However, the most important actors on the South-East European scene are the major regional intergovernmental organizations: the European Union (EU), the Organization for Security and Cooperation in Europe (OSCE), the Council of Europe (CoE) and the Organization for Economic Cooperation and Development (OECD).

Large numbers of national and international non-governmental organizations are also operating in the region and cover a wide spectrum of activities. The Soros Network of Open Society Institutes and Funds has made a significant contribution in the transition period, especially by assisting alternative institutions and civil society. UNESCO has cooperated closely with a variety of IGOs and NGOs operating in the fields of its competence.

In a first phase, a characteristic of almost all IGOs and NGOs, but also bilateral aid programmes involved in the region, was the focus on post-conflict emergency assistance, relief operations, reconstruction and rehabilitation. While there have also been conflict prevention, early warning systems and remedial action programmes, most activities undertaken by the international community were short-term post-conflict interventions that address immediate crises and symptoms. Moreover, most assistance programmes preferred a country-by-country approach to regional integration efforts.

Peace-making, relief operations and reconstruction work were indispensable in the first phase, and will no doubt be necessary for some time. However, it is time to address the root causes of the conflicts and to outline a comprehensive approach to regional development, with due consideration given to the cultural and social component of the complex issues that call for international attention and assistance.

In June 1999, the Stability Pact for South-Eastern Europe was adopted at the initiative of the European Union. Its aim is "to foster peace, democracy, respect for human rights and economic prosperity in order to achieve stability in the whole region."

The Stability Pact (which is not an international organization with independent financial resources, but rather a coordinating body and a framework agreement) has adopted a structure and working methods similar to those of the Helsinki Process, i.e. with three Working Tables (I: Democratization and Human Rights; II: Economic Reconstruction, Cooperation and Development; III: Security Issues). A small Secretariat is headed by a Special Coordinator, who also chairs the Regional Table. A significant innovation of the Stability Pact is that it fully involves the beneficiary countries as equal partners, indeed as owners of the stabilization process.



... South-East Europe and the international community

The broad political and institutional backing of the Stability Pact consists of 29 Participating States (including the EU Member States, the USA and the Russian Federation), 14 IGOs, as well as Canada, Japan, Norway and Switzerland as Observers. The economic assistance measures for the region are jointly coordinated by the European Commission and the World Bank, which have been assigned a special mandate for developing a regional approach and for organizing the donors' conferences.

UNESCO has a constitutional mandate to build "peace in the minds of men", 55 years of experience, well-established networks and effective mechanisms of international cooperation. The Organization's specific approach to the situation is therefore designed to be complementary to those followed so far by the international community. It may further contribute to multilateral and bilateral initiatives presently under preparation and, last but not least, inspire the private and public sector to provide the financial resources necessary for the implementation of the project proposals described in the Annex to this document.



UNESCO's long-standing action in South-East Europe

Since the 1960s, UNESCO has paid particular attention to its (then only six) Member States of South-Eastern Europe and encouraged them to engage in scientific and cultural cooperation. In that context, UNESCO actively supported the establishment of the International Association of South-East European Studies (AIESEE) in 1963 and has since then maintained healthy relations with the Bucharest-based NGO. During the second half of the 1970s and throughout the 1980s, UNESCO's cooperation with the South-East European countries was largely guided by the principles of the Helsinki Process. The establishment by UNESCO of the European Centre for Higher Education (CEPES) in Bucharest in 1972 led to the development of projects and professional contacts with all countries of the region. Throughout the Cold War, the National Commissions for UNESCO of these six Member States held periodic meetings, which provided a useful forum and indeed constituted both a formal and informal network of consultation and cooperation.

Following the changes of 1989 and the ensuing break-up of Yugoslavia, UNESCO was requested to give priority to emergency assistance and to the rehabilitation of educational institutions and cultural sites in the Member States concerned, which had increased to eleven. In order to meet the urgent needs of the nine former Socialist Republics, the volume of activities and funds increased considerably within a short time, which was largely due to the active involvement of UNESCO's unique network of National Commissions. Some of these Commissions organized fund-raising and solidarity campaigns. The largest contribution, amounting to some six million US dollars (1992 – 2001), was made by the German Commission for UNESCO (DUK), which also proved to be an active partner in the implementation of various priority projects in the region. In order to increase support, UNESCO opened offices in Zagreb (closed in 1998) and in Sarajevo.

In the field of education, special efforts were made for refugee children with the support of Slovenia, the rehabilitation of the educational system in Bosnia and Herzegovina including a significant school reconstruction component, the reconstruction of the educational system in Albania and within the framework of the United Nations Mission in Kosovo (UNMIK), the strengthening of educational administration in Kosovo. UNESCO's International Institute for Educational Planning (IIEP), its International Bureau of Education (IBE) and the UNESCO Institute for Education (UIE) have provided special assistance, as have the technical and vocational education (UNEVOC) project and the Associated Schools Project (ASP).

The Associated Schools network, which has constantly expanded to comprise some 316 schools in the region, plays an important role in the development of education for democratic citizenship and human rights education programmes and in the promotion of cooperation among teachers and students (cf. Project proposal A2).

Several UNESCO Chairs have been set up in the field of higher education and of citizenship and human rights education. In Bosnia and Herzegovina, UNESCO has provided technical expertise to assess the humanities curricula and organized a symposium on this theme in Sarajevo in 2000. In 1999, an international conference on combating stereotypes and prejudice in history textbooks in South-East Europe was held in Visby (Sweden). Under the title "Disarming History", the conference gathered specialists, Government representatives from the eleven countries of South-East Europe and observers from IGOs, NGOs and Western European National Commissions, who adopted recommendations for future action by UNESCO and its institutional partners in this field (cf. Project proposal A4). Significant efforts have been made in the recent four years towards the development of civic and peace education through projects financed with extra-budgetary resources and managed by specialists in the Sarajevo Office.



... UNESCO's long-standing action in South-East Europe

As mentioned above, UNESCO's European Centre for Higher Education (CEPES), has played a particularly active role in South-East Europe, being the only programme-based UNESCO Office located in that area. It maintains close contacts with the Council of Europe, the World Bank, the European Commission, the OECD as well as the Stability Pact, where it has a prominent function in the Working Table One (Democratization and Human Rights). CEPES has prepared a policy paper on higher education in South-East Europe and developed a programme on governance and management of higher education institutions in the area, which has received substantial funding (US\$ 441,150) from the European Commission.

UNESCO's Regional Office for Science and Technology in Europe (ROSTE), located in Venice, has implemented a wide range of activities and has provided considerable assistance to the South-East European countries in recent years. To that end, it has also organized support from the Intergovernmental Programmes Man and the Biosphere (MAB) and the International Hydrological Programme (IHP), as well as from the project on Environment and Development in Coastal Zones and in Small Islands (CSI). Significant resources have been mobilized for the organization of experts' meetings, the participation of scientists in conferences and meetings, the preparation of studies and publications, the provision of fellowships and study grants, support for young researchers and the reconstruction of scientific cooperation networks. ROSTE has built up strong institutional partnerships with a large number of international organizations such as the European Science Foundation, the European Commission, the Council of Europe, *Academia Europaea*, NATO (Science Department) and EUROSCIENCE, some of which have agreed to provide extra-budgetary project funds. As a follow-up to the Ministerial Conference on Development and Security in the Adriatic and Ionian Region (Ancona, Italy, 19-20 May 2000), ROSTE embarked on a series of activities aiming

at reconstructing the scientific infrastructures in South-East Europe and at establishing partnerships between universities and research centres both within the region and beyond. In March 2001, it organized an international workshop on these issues, in collaboration with *Academia Europaea*, which resulted in an umbrella project (cf. Project proposal B1) and a medium-term strategy for rebuilding scientific cooperation in South-East Europe. Both projects and strategy were endorsed by the Round Table of Ministers of Science: Rebuilding scientific cooperation in South-East Europe, convened in Paris on 24 October 2001, during the 31st session of UNESCO's General Conference.

In the field of social sciences, two UNESCO Chairs in South-Eastern European Studies have been set up in Bucharest and Chisinau, in order to promote intersectoral studies on the Balkans. Strong support is also extended to the UNESCO Centre for Women and Peace in the Balkan Countries (Thessaloniki, Greece), which conducts regional meetings, seminars and training courses in a wide range of fields of UNESCO's competence. Action related to the promotion of democratic principles and practices, as well as the strengthening of national institutions and capacities in the field of human rights is reflected in the establishment of four UNESCO Chairs (in Bulgaria (2), Greece and Romania) which are part of a larger network of UNESCO Chairs in human rights, democracy, peace education and tolerance. An international workshop on Democratic Culture and Governance in the Balkans (Istanbul, Turkey, 26-28 June 2001) highlighted the characteristics of the socio-political crises of the region and made a series of recommendations for implementing training programmes for democratic practice and good governance.



... UNESCO's long-standing action in South-East Europe

Within the framework of the UNESCO Programme for Interreligious Dialogue, the Chair for the Study of Intercultural and Interreligious Exchanges was set up at the University of Bucharest, Romania, in September 1999. The Authorities of Romania and Switzerland, within the framework of the Stability Pact, have expressed support for the Chair's project "Education for Democratic Citizenship and the Management of Diversity. The Youth – Active Promoter of Stability in the Balkans". The development and reinforcement of this Chair, through high-level research and teaching activities, is expected to contribute significantly to the development of stability and security in the region.

In recent years, a series of projects for the protection and restoration of the cultural heritage in Albania (Butrinti), Bosnia and Herzegovina (Mostar), Croatia (Dubrovnik) and Romania (Probita) have been implemented, mostly with extra-budgetary resources, and special assistance has been provided for the protection of three World Heritage Sites in Danger. In this connection, special mention must be made of UNESCO's decisive role in preventing large-scale damage to the historic centre of Dubrovnik, which came under military attack in 1991. The natural World Heritage Site of Plitvice Lakes National Park (Croatia) was rehabilitated with UNESCO assistance and removed from the World Heritage in Danger List in 1997. In order to implement the provisions of Annex 8 of the Dayton Agreement, UNESCO set up a Commission for the Preservation of National Monuments in Bosnia and Herzegovina and prepared a draft of a Cultural Heritage Protection Law for that country. For the benefit of six countries of the region, a project on intercultural mediation through artistic creation has been prepared for extra-budgetary funding and is proposed for extension (cf. Project proposal C3). UNESCO Chairs in cultural policy and management have been established. Two international conferences of particular relevance to South-East Europe, "Preservation and Development of Cultural Life in Countries of

Central and Eastern Europe" (Budapest, 1997) and "South-East Europe: A Crossroads of Cultures" (Paris, 1998), have been organized by UNESCO. The Paris conference organised in collaboration with the International Association of South-East European Studies (AIESEE) and with the participation of social scientists from each of the eleven countries of the area (including FR Yugoslavia), represents a milestone in the process of reactivating intra-regional cooperation in the framework of UNESCO.

In the fields of communication and information, emergency assistance to independent media in conflict areas has been extended to four countries. In this framework, UNESCO SOS MEDIA provided several tons of equipment and training services to electronic media and independent news agencies. It further provided media legislation expertise, created a printing company, a distribution network for the censored independent press and set up a TV station. For these projects, significant amounts of extra-budgetary funds were disbursed by the European Commission and various donor countries, (i.e. the United States of America, France, Denmark, Germany, Switzerland, Norway, Sweden, Austria, Finland, and the United Kingdom). Small-scale projects for strengthening national news agencies in Albania and FYR Macedonia were financed by UNESCO's International Programme for the Development of Communication (IPDC) as well as France. In Kosovo and in Bosnia and Herzegovina, advisory services have been provided for archives and library services. In an attempt to provide countries of the area with regular and balanced news on neighbouring countries, a project has been drawn up for the creation of a daily television satellite news exchange programme (cf. Project proposal D3). As the liberalization and globalization processes in post-communist societies brings a flood of trivial and second-hand news, a project concerning the development of education in media and press freedom has been prepared with a view to strengthening critical media reading and watching skills (cf. Project proposal D2).



In April 2001, an international symposium on "Central Europe-South-Eastern Europe: Inter-regional Relations in the Fields of Education, Science, Culture and Communication" highlighted the specificities of the two regions, their convergences, differences and respective perceptions. Organized by CEPES, the symposium contributed to a better understanding of the complex socio-cultural, economic and political situation of South-East Europe and stressed the need for more in-depth analyses of issues related to education, the sciences, culture and communication.

UNESCO regularly participates in coordination exercises, conferences and meetings on subjects concerning its fields of competence: the annual UN Consolidated Inter-Agency Appeal for Southeastern Europe, the ministerial conferences organized by the Council of Europe, relevant meetings organized within the Stability Pact (in particular those of the Enhanced Graz Process), the High-Level Conference on South-Eastern Europe (Tokyo, 15-16 May 2000) and the "Seminar on Education and Protection of Cultural Heritage in South-Eastern Europe", organized by the Japanese Ministry of Foreign Affairs (Tokyo, 22-23 March 2001).

At the highest policy level, the Director-General of UNESCO participated in the Ministerial Conference on Development and Security in the Adriatic and Ionian Region (Ancona, Italy, 19-20 May 2000), and pledged UNESCO's support for educational and cultural cooperation in South-East Europe with a view to contributing to peace and stability in the region. In his address to the conference, the Director-General highlighted the following areas: preservation and promotion of cultural diversity; promotion of citizenship education, in particular through teaching of history and human rights; and development of strong, independent and democratic media.

The preceding paragraphs highlight some of the most relevant programmes and projects, but no mention has been made of a great number of extremely diverse activities undertaken by UNESCO at the country or wider level. In fact, given UNESCO's long-standing involvement in South-East Europe, its institutional presence in Bucharest, Sarajevo and Venice, its National Commissions, the UNESCO Chairs, Centres, Clubs and Associations, its dense network of Associated Schools, it is not surprising to find an impressive number of projects and activities initiated by UNESCO and carried out in its name. Their sheer quantity and variety may convey the impression of dispersion of efforts and lack of an overall strategy. For this reason, the following chapter will identify priority areas for UNESCO's future action in response to the specific situation in South-East Europe, and taking into account UNESCO's operational capacity and its constitutional obligations.



Priority areas for future cooperation

In the past two years, favourable economic development has been observed in all South-East European countries, with an increase in industrial output and GNP, although the pace of growth has been uneven. In 2001, all countries could claim, for the first time in history, to have established democratic rule and Governments based on democratic elections. This unprecedented situation is further characterized by the growing role of civil society,

the development of independent and pluralistic media, the improved circulation of citizens and ideas, as well as increased respect for human rights. In view of this encouraging situation, and with its perception of the specificities of the South-East European region, UNESCO is planning to focus especially on the following areas for priority assistance, within the framework of its *Medium-Term Strategy for 2002-2007* and its *Programme and Budget for 2002-2003*:

A. Improving the quality of education through the diversification of contents and methods and the promotion of universally-shared values

This will include in particular:

(i) **Strengthening of democratic citizenship through education.** Most conflicts past and present have their roots in the democratic deficit that goes back to a long tradition of authoritarian rule in South-East Europe. It is therefore of paramount importance to make systematic educational efforts to strengthen democratic citizenship and respect for human rights. Empowering each individual to become an active participant in a democratic society is a basic prerequisite for the construction of a peaceful society that manages its internal conflicts in a non-violent way. For civic and human rights education to be effective in the countries of South-East Europe, it will be necessary to revise educational policies, produce up-to-date teaching and learning materials and organize appropriate in-service teacher-training programmes. Educational networking among schools of neighbouring countries and other regions is an additional component of a large-scale and medium-term programme, which UNESCO plans to launch in order to strengthen democratic citizenship and the respect for human rights. The Annex contains descriptions of project proposals A1, A2 and A3 that would form the basis of such a programme. Cooperation in activities

undertaken by the Stability Pact, the Council of Europe, the OSCE, as well as the expansion of UNESCO's existing Associated Schools network will be of critical importance.

(ii) **History teaching and knowledge of neighbouring countries.** The disintegration process has resulted in a situation which is characterized by a significant lack of interest in the neighbouring countries, and a rise in extreme forms of nationalist perceptions of "the neighbours", who may be different ethnic groups within a country or in neighbouring countries. To tackle the root causes of this problem, knowledge and information need to be spread, both through the formal educational system and through the mass media. Stereotyped images of neighbouring countries and of ethnic minorities within a country, conveyed by history textbooks used in secondary schools in South-East Europe, need to be eliminated as they carry the virus of discrimination. For the analysis and revision of each country's history curriculum, a system of bilateral and multilateral consultations among historians, textbook publishers and Government representatives will be organized within an international framework. In parallel, in-service training for history teachers will be provided on a large scale. For the general



... Priority areas for future cooperation

public, a television news programme is to concentrate on information about neighbouring countries and on issues concerning neighbouring countries and the region. The development of such an intra-regional TV information programme (similar to the "EuroNews" programme of the EU countries) has already started as a network set up by TV stations. Descriptions of these two projects are contained in project proposals A4 and D3.

- (iii) **Improving higher education.** The most radical changes in the educational systems of post-communist societies have occurred in the field of higher education. In particular, university autonomy, accountability and quality assurance have been identified as the most critical areas for countries in transition, which are eager to establish university links with Western institutions.

An important role for South-East European universities is to develop the capacity of an emerging generation of leaders to implement real change leading to a mature, democratic society. While some countries in the region have already achieved encouraging results in their educational reform, there is a broad need to support national and institutional capacities and skills in policy-making, good governance and the strategic management of higher education institutions. This support should be complemented by systematic efforts to promote trans-border mobility among the younger generations of intellectuals, i.e. through a South-East European network of higher education institutions with innovative and interdisciplinary courses likely to attract students and researchers (cf. Project proposal A5).

B. Enhancing scientific, technical and human capacities for participation in the emerging knowledge societies

This will include in particular:

- (i) **Rebuilding networks for scientific cooperation.** The disintegration of research networks and infrastructures of scientific cooperation during the past decade has so badly affected the scientific productivity that it is likely to have long-term effects on economic development. Rebuilding scientific infrastructures and increasing cooperation among institutions is therefore both urgent and important. As a corollary measure, interactive partnerships among the scientific communities in Western and South-East European countries will be promoted at both the institutional and personnel levels. In this context, new forms of long-term links through a series of short-term assignments are recommended to enable scientists who have emigrated to return to their countries of

origin for short periods. Rebuilding networks for scientific cooperation and enlarging them to include Western institutions is being conceived as a large-scale programme with five components: life sciences, environmental sciences, computer sciences and information technology, materials sciences and selected aspects of social sciences (cf. Project proposal B1).

- (ii) **Development of research capacities and alleviation of brain drain.** The break-up of the former Yugoslavia was both preceded and followed by massive emigration, as shown by the following figures: some 200,000 persons left Bosnia and Herzegovina after the conclusion of the Dayton Agreement, and some 500,000 individuals are reported to have left the Federal Republic of Yugoslavia since 1991. Most of



... Priority areas for future cooperation

these were aged between 25 and 40, with an unusually high proportion of university graduates and scientists. Many of them have been able to pursue their career in Western institutions of higher learning, where they have gathered experience that is relevant to their countries of origin. Bringing these young professionals back for short or extended periods to the institutions they had left, is the objective of the pilot project designed for that purpose (cf. Project proposal B2).

It is proposed to offer opportunities to participate in joint research projects and to establish institutional partnerships between institutions of higher learning in the region and those that have become the new home institutions of the émigrés.

C. Protecting cultural diversity and encouraging pluralism and dialogue among cultures and civilizations

This will include in particular:

(i) **Protection and safeguarding of cultural and natural heritage.** Protecting the impressive cultural wealth of South-East Europe requires sustained efforts, which in turn require international support. Clearly, the 54 Cultural and Natural Sites inscribed on UNESCO's World Heritage List in the region call for the special attention of the Organization. While knowledge of existing international legal instruments must be disseminated and made accessible to the public at large (including through formal education and training of jurists), national legislation on the protection of movable and immovable heritage requires analysis and upgrading to meet modern standards. For both national and international instruments to be effective, training has to be provided for administrative staff at municipal, regional and national levels. In particular, programmes on the protection of cultural and natural heritage for municipal administrators has proved to be urgent. The development of a culture of conservation and of a culture of respect for the multi-ethnic heritage of the area is a specific priority for South-East Europe. A project proposal prepared for the

protection and safeguarding of the cultural heritage also includes provision for meetings of cultural heritage site managers from different countries of the area for the purpose of sharing experience (cf. Project proposal C2).

(ii) **Development of cultural and ecological tourism.** Sustainable tourism, which combines appropriate conservation methods and rational use of natural and cultural heritage resources, is likely to play an increasingly important role in the economic development of South-East Europe. The wide variety of unique ecosystems (estuaries, lagoons, wetlands, forests etc.) and the large number of extraordinary heritage sites located in the region, represent invaluable assets for the development of tourism. However, many countries have yet to elaborate coherent management strategies, in particular at the local level. With some 24 Biosphere Reserves and 54 World Heritage Sites protected under international standard-setting instruments adopted under the auspices of UNESCO, the countries of South-East Europe have a keen interest in enhancing their national capacities for developing and implementing sustainable tourism strategies with the assistance of UNESCO (cf. Project proposal C1).



... Priority areas for future cooperation

(iii) **Artistic creation for promoting intercultural dialogue.** Transcending cultural and religious differences may well be the most difficult task on the road to peace and stability in the region. An important contribution towards establishing intercultural dialogue among the communities of all South-East European countries can be made by taking advantage of arts education to foster a better knowledge of other cultures. The participation of artists and cultural professionals of different cultural origins, invited to present their creations jointly to young people, may prove most effective for the development of intercultural dialogue. With their ancient tradition of cultural creativity and innovation, the societies of South-East Europe have a wide experience in organizing cultural festivals (theatre, poetry, music, dance, cinema etc.) and staging major artistic events of international scope. Re-establishing links among the citizens can thus be encouraged through systematic international support for exhibitions and festivals of contemporary art. Art education projects with an

intercultural perspective can be a positive framework for mediation and for the prevention of conflict escalation that threatens to generate inter-community clashes. In other words, art must be at the service of overcoming communitarian barriers and identity-based issues; it can play an important integrating role as vector for intercultural communication. Contemporary art can effectively act as an informal pedagogical tool capable of opening minds to the richness of cultural diversity. In South-East Europe, multi-cultural societies should recognize the specificity and cultural rights of each community and enhance a plural national identity characterized by references, values and ideals shared by all, and underpinned by international human rights. From this point of view, the interaction of cultures does not represent a factor for division and the aggravation of tensions, but rather, a positive step in the emergence of regional stability and peace. An example of the proposed activity is shown in the Annex (cf. Project proposal C3).



... Priority areas for future cooperation

D. Promoting access to information and means of communication and awareness-raising regarding related ethical issues

This will include in particular:

- (i) **Development of education through information and communication technologies.** Education is one of the most crucial components of change and development, and an increased and systematic use of modern information and communication technologies (ICTs) is advocated not only in the teaching/learning process in educational institutions, but also in educational planning and policy-making. A pilot project could lay the foundations for a medium-term project by: i) defining the needs for ICT development in education; ii) studying the ethical and legal aspects of the application of ICTs in education; and iii) designing in-service training programmes for training of educators and educational management personnel. A description of the pilot project is shown in the Annex (cf. Project proposal D1).
- (ii) **Education in media and press freedom.** The transition from State-controlled media to an information system respectful of press freedom has created problems for the

citizens of post-communist societies with no experience of press freedom. The flood of words, messages and images conveyed by the traditional mass media, as well as the new information and communication technologies (ICTs), have created an "information overload", which contributes to the "decredibilization" of the media. There is therefore a real need for developing critical media reading/ watching skills and to raise awareness of the role of the media in a democratic society. A project targeting secondary school students (cf. Project proposal D2) proposes to develop media analysis courses in which different forms of "materials" (facts and opinions, information and knowledge) are studied, while access to new information and communication technologies is facilitated, with the ultimate objective of enabling young citizens to play their full role in a free and democratic society.

Conclusions



UNESCO's determination to make its contribution to peace and stability in South-East Europe is illustrated by its focus on a set of priorities in the fields of education, sciences, culture and communication. A number of projects proposed have an in-built component of intra-regional cooperation, which underscores the importance attached to promoting collaboration among the countries concerned.

This policy approach does not preclude attention to projects and activities focusing on reform within individual countries, and scheduled for shorter periods of time. In fact, a double-track approach will cater for both national priorities and the need to rebuild regional cooperation networks.

All activities, projects and programmes carried out by UNESCO are subordinate to the achievement of its overall constitutional mandate of "building peace in the minds of men". This cannot be achieved through quick interventions, but calls for long-term achievements on core issues. Consequently, the projects described in the Annex of this document focus on education, with emphasis on peace education, teaching of human rights and education for democratic citizenship. The second most important field of proposed action concerns culture, i.e. the protection and safeguarding of cultural heritage, promotion of artistic creation in multicultural societies, and the promotion of cultural tourism. The Organization's modest budget calls for concentration on central issues and on playing a catalytic role, rather than attempting to cater to all needs of all countries. Thus, concentration and improved coordination are of the essence.

With a view to strengthening partnerships and creating synergies, the development of healthy co-operative relations with agencies and organizations of the United Nations system, regional IGOs such as the European Commission, the Council of Europe, the OSCE, and the OECD, bilateral aid agencies, organizations of Parliamentarians and NGOs, is essential, in particular, given the dense network of international actors present in the region. Some degree of competition among these actors is inevitable, and so is a good deal of duplication of efforts. Therefore, effective coordination (e.g. for issues related to secondary education, human rights teaching and citizenship education) with other organizations and the Stability Pact is essential to avoid further duplication of efforts. It is in the exercise of expertise and know-how shared with other institutions that UNESCO can best demonstrate its abilities.

In the new context of South-East Europe, the reinforcement of collaborative networks has proved to be of crucial importance. When establishing linkages with South-East European institutions, efforts will be made to associate relevant IGOs and countries which, for historical and political reasons, have a special interest in developing partnership relations with this region: Austria, Canada, the Czech Republic, France, Germany, Hungary, Italy, Japan, the Russian Federation, the Slovak Republic, the United Kingdom and the United States. Greece and Turkey are already playing a particularly important role in assisting the countries of South-East Europe, and so is Slovenia, as the first country of former Yugoslavia likely to be admitted to EU membership.



... Conclusions

For its part, UNESCO with its extensive supporting networks, centres of excellence and logistic facilities, stands ready to contribute to the process of democratic reform and stabilization. In stepping up its presence in South-East Europe, UNESCO will provide a laboratory of ideas and act as a standard-setter, clearing house and capacity-builder in Member States as well as a catalyst for international cooperation. UNESCO is aware that there are no ready-made ingredients, no magic solutions and no simple economic formulae for laying down the foundations of lasting peace. Building peace in the minds of men and women requires commitment and in-depth understanding of complex situations.

In the implementation of the proposed projects, full use of UNESCO Offices away from Headquarters, such as those in Sarajevo and Venice and the European Centre for Higher Education (CEPES, Bucharest), will be made.

Among the existing networks, the participation of the country-based National Commissions for UNESCO should be increased as they are not only a precious instrument for project preparation, implementation and follow-up action, but also for consultation and policy advice. Other UNESCO networks, such as the Associated Schools, EURO-MAB, UNESCO Chairs and World Heritage Sites, will review their respective situation so as to increase their cooperation with South-East European partners and extend special assistance measures to them. NGOs specializing in cultural and scientific networking (e.g. the International Association of South-East European Studies (AIESEE) and CULTURELINK) and UNESCO-linked Centres (e.g. the Thessaloniki Centre for Women and Peace in the Balkans) will be encouraged to participate in joint ventures.

All countries of South-East Europe now share favourable conditions for strengthening democratic rule, developing pluralistic and independent media and increasing the role of civil society. This momentous chance for action rather than reaction, for construction rather than reconstruction, for peace-building rather than peace-making and for vision rather than revision, should encourage the international community to commit itself to work in partnership towards the establishment of sustainable stability and integration of the region into Western European and global structures.

Summary of proposed priority projects for action in South-East Europe

A: Education	
1. Development of civic and human rights education programmes: Improving teaching and learning programmes	US\$ 800,000
2. Development of civic and human rights education programmes: Peaceful alternatives to conflict through educational networking (PEACENET)	US\$ 450,000
3. Development of civic and human rights education programmes: Civic and peace education via the Internet and CD-ROMs	US\$ 1,200,000
4. Analysis and revision of history curricula and school textbooks	US\$ 400,000
5. Regional mobility scheme for higher education students, professors, researchers and administrators in the reconciliation process	US\$ 300,000
B: Sciences	
1. Rebuilding scientific cooperation in South-East Europe	US\$ 2,000,000
2. Developing research capacities and alleviating brain drain	US\$ 250,000
C: Culture	
1. Natural and cultural heritage assets for sustainable tourism development	US\$ 230,000
2. Protection and safeguarding of cultural heritage: Towards self-sustainable development	US\$ 600,000
3. Towards a plural cultural identity in a region of inter-community tensions	US\$ 500,000
D: Communication	
1. Information and communication technologies for the development of education and the construction of a knowledge society	US\$ 328,000
2. Education in media and press freedom programme	US\$ 400,000
3. Daily TV satellite news exchange programme for SEE countries	US\$ 900,000
Total cost:	US\$ 8,358,000

Abbreviations used in the following project proposals: Albania (ALB); Bosnia and Herzegovina (BIH); Bulgaria (BUL); Croatia (HRV); Greece (GRE); Republic of Moldova (MDA); Romania (ROM); The Former Yugoslav Republic of Macedonia (MKD); Turkey (TUR); Yugoslavia (YUG)

Project proposal A1

Development of civic and human rights education programmes:
Improving teaching and learning programmes

Long-term objectives:	Contribute to the promotion of universal values, human rights, a culture of peace and intercultural education through the revision of educational contents and processes and the reorientation of national education systems (ref.: UNESCO's <i>Medium-Term Strategy for 2002-2007</i>).
Short-term objectives:	Drafting educational policies, teacher training, curriculum and teaching materials aimed at enhancing civic and human rights education, the teaching of cultural values and respect for cultural diversity, and the promotion of peace and democratic principles (ref.: UNESCO's <i>Programme and Budget for 2002-2003</i>).
Target countries:	ALB, BIH, BUL, HRV, MKD, ROM, YUG
Project location:	UNESCO Office Sarajevo, assisted by relevant HQ Programme Sectors (Education; Social and Human Sciences)
Activities:	<ul style="list-style-type: none"> - Assessment studies of textbooks in each country. - Updating of the civic and human rights education programmes. - Introduction of civic and human rights education into teacher training programmes. - Training of trainers: develop concepts of and learning methodologies for civic and human rights education. - Translation and adaptation of UNESCO teaching materials into national languages and development of teaching aids adapted to local environment.
Expected results:	Provide for the development of curriculum and teaching materials for civic and human rights education.
Partners:	Ministries of Education, National Commissions for UNESCO, UNESCO Chairs, Stability Pact (incl. relevant donor countries and organizations), European Commission, Council of Europe, Open Society Institute, International Academy for Education and Democracy (Denmark), local NGOs and associations
Duration:	3 years (first phase)
Budget estimate:	US\$ 800,000

Project proposal A2

Development of civic and human rights education programmes:
Peaceful alternatives to conflict through educational networking (PEACENET)

Long-term objectives: Contribute to the promotion of universal values, human rights, culture of peace and intercultural education through the revision of educational contents and processes and the reorientation of national education systems (ref.: UNESCO's *Medium-Term Strategy for 2002-2007*).

Short-term objectives: Enhancing civic and human rights education, the teaching of cultural values, respect for cultural diversity, and the promotion of peace and democratic principles through educational networking and dialogue (ref.: UNESCO's *Programme and Budget for 2002-2003*).

Target countries: ALB, BIH, BUL, HRV, MDV, MKD, ROM, YUG

Project location: UNESCO Office Sarajevo, assisted by relevant HQ Programme Sectors (Education; Social and Human Sciences)

Activities:

- Organize national meetings to introduce the project.
- Draw up a common framework through inter-country meetings.
- Organize training workshops for core groups of teachers and students of selected UNESCO Associated Schools (ASPnet) on networking, conflict management and communication.
- Identify a core group of seven secondary schools in each country to participate in school linking activities.
- Establish an on-line PEACENET platform for rapid dissemination and exchange of information.
- Organize on-line meetings and exchange of teachers and students between ASPnet partner schools

Expected results: Contribute to the establishment of a partnership network among participating ASP schools and teaching staff, utilising ICTs, with a view to promoting mutual understanding and respect.

Partners: Ministries of Education, Stability Pact (incl. relevant donor countries and organizations), European Commission, Council of Europe, National Commissions for UNESCO, Associated Schools, UNESCO Chairs, NGOs, UNESCO Centre for Women and Peace in the Balkans (Thessaloniki, Greece)

Duration: 3 years

Budget estimate: US\$ 450,000

Project proposal A3

Development of civic and human rights education programmes:
Civic and peace education via the Internet and CD-ROMs

Long-term objectives:	Contribute to a culture of peace and to the promotion and protection of human rights, through the revision and updating of educational content and the building of increased capacities in the area of educational renewal, as well as encouraging increased usage of ICTs in education (ref.: UNESCO's <i>Medium-Term Strategy for 2002-2007</i>).
Short-term objectives:	Contribute to the improvement/upgrading of teacher qualifications and the promotion of education for universal values and a culture of peace through the production of new teaching/learning materials and the increased use of ICTs (ref.: UNESCO's <i>Programme and Budget for 2002-2003</i>).
Target countries:	ALB, BIH, HRV, MKD, YUG (to be extended)
Project location:	UNESCO Office Sarajevo, assisted by relevant HQ Programme Sectors (Education; Social and Human Sciences)
Activities:	<ul style="list-style-type: none"> - Provide a comprehensive website (existing: www.dadalos.org), an education server, which provides regularly up-dated information in the field of civic, peace and human rights education, in particular teaching materials for easy use by teachers. - Create a "virtual space" of communication among ethnic groups and across new borders, preparing contacts in real space. - Stimulate participation in teacher qualification programmes. - Promote user competence in the Internet. - Produce and distribute new teaching/learning materials – such as CD-ROM versions of the D@dalos education server – for schools that have no Internet access, and organize training for programme participants.
Expected results:	Contribute to the improvement of the qualifications of teachers of social subjects; spread the use of new media and the Internet in the educational system; and the strengthening of intra-regional cooperation in education.
Partners:	National and regional Ministries of Education, National Commissions for UNESCO, Stability Pact (incl. relevant donor countries and organizations), European Commission, Council of Europe, OSCE, UNMIK, various foundations and NGOs.
Duration:	2 years (first phase)
Budget estimate:	US\$ 1,200,000

Project proposal A4

Analysis and revision of history curricula and school textbooks	
Long-term objectives	Promote mutual knowledge and understanding, universally-shared values and a culture of peace by improving the quality of education, in particular through the diversification of content and methods, curriculum renewal and teaching materials development (ref.: UNESCO's <i>Medium-Term Strategy for 2002-2007</i>).
Short-term objectives:	Provide for improved curricula and teaching materials, and for the preparation of teachers' manuals and guides conducive to a better knowledge of neighbouring peoples, their cultures and histories, in a European and global context, with a view to promoting reconciliation, education for a culture of peace and universally-shared values (ref.: UNESCO's <i>Programme and Budget for 2002-2003</i>).
Target countries:	ALB, BIH, BUL, HRV, MDA, MKD, ROM, YUG
Project location:	UNESCO Office Sarajevo, assisted by relevant HQ Programme Sectors (Education and Culture).
Activities:	<ul style="list-style-type: none"> - Provide a framework for systematic bilateral and multilateral consultations among historians, textbook authors and Governments. - Provide large-scale in-service training for history teachers. - Proceed with systematic analysis and revision of history curricula. - Promote research on best practices in history teaching. - Promote multilateral co-production of modules of history textbooks. - Facilitate access to innovative materials and teaching methods. - Encourage appropriate contacts between professional organizations of historians and history teachers.
Expected results:	Provide for better balanced representations of neighbours in textbooks, thereby improving mutual knowledge and understanding among peoples; assist in upgrading teachers' qualifications; promote human rights and universally- shared values in a European and global context.
Partners:	National Ministries of Education, regional educational authorities, Georg-Eckert Institute for International Textbook Research (Braunschweig, Germany), Stability Pact (incl. relevant donor countries and organizations), European Commission, Council of Europe, National Commissions for UNESCO, EUROCLIO, International Association of Eastern European Studies (AIESEE), foundations and specialized NGOs.
Duration:	2 years (first phase)
Budget estimate:	US\$ 400,000

Project proposal A5

Regional mobility scheme for higher education students, professors, researchers and administrators in the reconciliation process

Long-term objectives:	Promote mutual understanding and reconciliation and improve the quality of higher education through networking and twinning arrangements (ref.: UNESCO's <i>Medium-Term Strategy for 2002-2007</i>).
Short-term objective:	Promote the re-establishment of academic mobility in the region and foster the improvement of teaching/learning conditions, thereby contributing to the reform, innovation and internationalisation of higher education (ref.: UNESCO's <i>Programme and Budget for 2002-2003</i>).
Target countries:	ALB, BIH, BUL, HRV, GRE, MDA, MKD, ROM, TUR, YUG
Project location:	UNESCO Office Sarajevo, assisted by relevant HQ Programme Sectors (Education; Social and Human Sciences) and UNESCO/CEPES (Bucharest)
Activities:	<ul style="list-style-type: none"> - Identify partner institutions and arrange for their national and sub-regional networking. - Select innovative courses likely to attract students and professors. - Initiate joint research projects. - Strengthen partnerships and create synergy with other actors. - Develop mechanisms for monitoring and reviewing the project. - Establish an intergovernmental fund, operating under UNESCO's auspices, for an initial period of two years.
Expected results:	Set up sub-regional network for higher education exchanges and academic mobility.
Partners:	Ministries of Education, National Commissions for UNESCO, Association of European Universities, Danube Rectors' Conference, Central and Eastern European Exchange Programme for University Students (CEEPUS), Central European Initiative (CEI), Organizations participating in the Enhanced Graz Process, Network "Europe and the Balkans" (University of Bologna), Open Society Institute, Budapest, World University Services (WUS), International Association of South-Eastern European Studies (AIESEE).
Duration:	2 years (first phase)
Budget estimate:	US\$ 300,000

Project proposal B1

Rebuilding Scientific Cooperation in South-East Europe	
Long-term objectives:	Enhancing human capacities and scientific knowledge through the promotion of regional and international networking in the field of science (ref. UNESCO's Medium-Term Strategy for 2002-2007).
Short-term objectives:	Encourage scientific upgrading of participating institutions and the strengthening of basic research activities, thereby promoting international scientific partnership and networking, especially within the framework of the follow-up to the World Conference on Science (Budapest, 1999).
Target countries:	ALB, BIH, BUL, HRV, MKD, ROM, TUR, YUG
Project location:	UNESCO Regional Bureau for Science in Europe (ROSTE), assisted by relevant HQ Programme Sectors (Natural Sciences, Social and Human Sciences, Communication and Information).
Activities:	<ul style="list-style-type: none"> - Organize cooperation among scientific institutions in the target countries in the following five areas: <ul style="list-style-type: none"> > Life sciences, including genomics for biotechnological and medical applications. > Environmental sciences, including water and ecosystems; biodiversity, biosphere reserves emphasizing transboundary dimension; application to sustainable agriculture. > Computer science and information technology development for networking of research institutes and the creation of databases (ICARE Network); > Materials sciences; > Sustainable development of societies in transition. - Develop research infrastructures. - Enhance linkages between scientific institutions and industry. - Implement joint research projects and publish scientific research documents and databases. - Foster training and fellowships for young scientists and professors. - Organize workshops on science and technology policy making, as well as seminars and training course for scientists and administrators.
Expected results:	Provide on a large-scale revitalization of scientific cooperation with and within South-East Europe and heightened Government awareness of the need to strengthen national research infrastructures, thereby facilitating integration into Western European structures.
Partners:	National institutions in SEE, Ministries and Nat. Comms. for UNESCO, European Community, Council of Europe, Stability Pact, ESF, CERN, NATO, <i>Accademia Europaea</i> , Euroscience, ALLEA, ICTP (Trieste, Italy), Max Planck Society (Germany), CNRS (France), Royal Society (UK).
Duration	3 years (initial phase)
Budget estimates:	US\$ 2,000,000 (\$ 500,000/year for three years plus an additional contribution of US\$ 500,000 provided by ROSTE in 2002).

Project proposal B2

Developing research capacities and alleviating brain drain

Long-term objectives:	Strengthen intellectual and scientific capacities, and improve the quality of higher education, by intensifying cooperation among scholars and expanding training and co-operative programming with a view to decreasing the brain drain (ref.: UNESCO's <i>Medium-Term Strategy for 2002-2007</i>).
Short-term objectives:	Contributing to the reform, innovation and internationalisation of higher education by strengthening institutional capacities and academic networking and cooperation, thereby alleviating the damaging effects of the brain drain (ref.: UNESCO's <i>Programme and Budget for 2002-2003</i>).
Target countries:	BIH, HRV, YUG
Project location:	Relevant HQ Programme Sectors (Education, Natural Sciences, Social and Human Sciences), UNESCO/CEPES (Bucharest), UNESCO Offices in Sarajevo and Venice.
Activities:	<ul style="list-style-type: none">- Identify partner institutions.- Identify experts abroad and create an inter-active data base.- Co-ordinate assignments of experts to selected higher education institutes.- Build an international network for academic cooperation.- Initiate joint research projects.- Develop websites with relevant information on the project.- Set up mechanisms for monitoring and reviewing the project.
Expected results:	Provide for the establishment of short- and medium-term assignments of scientists to their countries of origin; and allow returning experts to contribute to the economic, scientific and cultural development of their countries of origin.
Partners:	Ministries of Education, National Commissions for UNESCO, Association of European Universities (EUA), Academic Task Force for South-East Europe, Central European Initiative (CEI), Enhanced Graz Process, Network "Europe and the Balkans" (University of Bologna), Open Society Institute, United Nations Development Programme (UNDP), International Organization for Migration (IOM), International Association of South-Eastern European Studies (AIESEE).
Duration:	2 years (first phase)
Budget estimate:	US\$ 250,000

Project proposal C1

Natural and cultural heritage assets for sustainable tourism development	
Long-term objective:	Building broad-based partnerships in support of responsible and sustainable tourism related to natural and cultural heritage assets (ref.: UNESCO's <i>Medium-Term Strategy for 2002-2007</i>).
Short-term objectives:	Development of strategies, planning methods and policies for tourism management and co-operative work facilities for decision-makers and managers of natural and cultural sites, thereby contributing to the formulation of cultural policies and to strengthening the links between culture and development (ref.: UNESCO's <i>Programme and Budget for 2002-2003</i>).
Target countries:	ALB, BIH, BUL, GRE, HRV, MDA, MKD, ROM, TUR, YUG
Project location:	UNESCO Office in Venice, assisted by relevant HQ Programme Sector (Culture) and the UNESCO World Heritage Centre.
Project activities:	<ul style="list-style-type: none">– Carry out research on case studies of selected natural and cultural tourism sites (including World Heritage Sites).– Organize research activities, training seminars and conferences on selected sites from a wide variety of ecosystems in South-East European countries.– Train decision-makers and site managers.– Create data bases and networks for site managers.– Publish research work, information materials and handbooks.– Create dedicated websites.
Expected results:	Contribute to the drawing up of master plans and projects for sustainable tourism development at selected sites and heighten awareness of decision-makers of environmentally sound development.
Partners:	Ministries of Tourism, National Commissions for UNESCO, Stability Pact (incl. relevant donor countries and organizations), European Commission, Council of Europe, local and regional authorities, universities, WTO, ICOMOS, IUCN and other relevant NGOs.
Duration:	2 1/2 years
Budget estimate:	US\$ 230,000

Project proposal C2

Protection and safeguarding of cultural heritage: Towards self-sustainable development	
Long-term objective:	Strengthening national capacities for the protection and safeguarding of tangible and intangible cultural heritage and diversity, in keeping with international norms and standards (ref.: UNESCO's <i>Medium-Term Strategy for 2002-2007</i>).
Short-term objectives:	Development of new policies, programmes and institutional capacity-building in the field of cultural heritage, aimed especially at the promotion of the Convention for the Protection of the World Cultural Heritage and for the safeguarding and revitalization of tangible and intangible cultural heritage (ref.: UNESCO's <i>Programme and Budget for 2002-2003</i>).
Target countries:	ALB, BIH, HRV, MKD, YUG
Project location:	UNESCO Office in Venice, assisted by relevant HQ Programme Sector (Culture), the UNESCO World Heritage Centre and UNESCO Office in Sarajevo.
Activities:	<ul style="list-style-type: none"> - Assess national and sub-regional needs. - Analyse and revise present legislation on cultural heritage with a view to raising it to international standards. - Organize training programmes for senior civil servants. - Develop post-graduate university courses on heritage management and legislative protection of tangible and intangible heritage. - Develop school curricula on cultural heritage subjects. - Promote innovative learning materials (e.g. resource kits). - Provide equipment for Ministries and cultural institutions, e.g. museums, libraries and archives.
Expected results:	Provide for an updated legal basis for effective cultural heritage protection; and for the improvement of the qualifications of key personnel and the enhancement of institutional competence.
Partners:	Ministries of Culture and Tourism, National Commissions for UNESCO, regional and municipal authorities, Stability Pact (incl. relevant donor countries and organizations), European Commission, Council of Europe, ICOMOS, ICOM, ICCROM, ICA.
Duration:	4 years
Budget estimate:	US\$ 600,000

Project proposal C3

Towards a plural cultural identity in a region of inter-community tensions	
Long-term objective:	Protecting cultural diversity and encouraging cultural pluralism and dialogue among cultures and civilizations (ref.: UNESCO's <i>Medium-Term Strategy for 2002-2007</i>).
Short-term objectives:	Promotion of intercultural dialogue through assistance to artistic creation, formal and non-formal educational measures, and early detection of conflict resurgence, thereby assisting Member States in the formulation of their cultural policies and programmes and encouraging intercultural dialogue (ref.: UNESCO's <i>Programme and Budget for 2002-2003</i>).
Target country:	BIH
Project location:	Headquarters (Sector of Culture), assisted by the UNESCO Office in Sarajevo and the UNESCO Office in Venice
Activities:	<ul style="list-style-type: none">- Define the nature and contents of training programmes for cultural mediation and for the acquisition of intercultural skills.- Create links between artists and the public from all origins (i.a. in the ARS Aevi Museum-Centre, Sarajevo) through courses in contemporary art education.- Promote the distribution of both classic and contemporary literary, artistic, musical and cinematographic works representative of different cultural traditions.- Establish a UNESCO Chair on intercultural studies.- Place markers or notices in symbolic or historic urban sites, explaining and emphasising the contribution of all communities to national culture and history.- Create an advance alert system for observing intercultural dynamics.
Expected results:	Provide for the building of new approaches to foster intercultural dialogue and mutual understanding among various communities through the development of co-operative links, primarily among young people, and the establishment of new cultural facilities.
Partners:	Ministries of Culture, National Commissions for UNESCO, Stability Pact (incl. relevant donor countries and organizations), European Commission, Council of Europe, UNESCO Clubs and Centres, selected media, relevant foundations and NGOs.
Duration:	One year (initial phase)
Budget estimate:	US\$ 500,000 (US\$ 226,000 provided by Italy)

Project proposal D1

Information and communication technologies for the development of education and the construction of a Knowledge society

Long-term objective : Harnessing information and communications technologies (ICTs) for education and diversifying their application for training purposes (ref.: UNESCO's *Medium-Term Strategy for 2002-2007*).

Short-term objective : Promote the development of the systematic use of ICTs for educational planning and policy-making, through multi-country ICT and education projects and through the sharing of information (ref.: UNESCO's *Programme and Budget for 2002-2003*).

Target countries: ALB, BIH, BUL, GRE, HRV, MDA, MKD, ROM, TUR, YUG

Project location : UNESCO Institute for Information Technology in Education (IITE), Moscow, assisted by relevant HQ Programme Sectors (Education; Communication and Information).

Activities :

- Collection of data and analysis of national action plans and policy documents on educational information technologies.
- Determination of needs for ICT development and application in education.
- Establishment of data bases on ICTs, and development and standardization of ICT indicators.
- Designing training modules for policy and decision-makers on the use of ICT indicators.
- Expert meetings, research seminars and workshops, on-line Internet forums.
- Formulation of recommendations and policy papers.

Expected results : Promote educational planning and policy-making using ICTs, including the development of analytical data, training of senior education personnel, and the production of relevant materials for national action plans in education.

Partners : Ministries of Education, National Commissions for UNESCO, pedagogical institutes, IITE focal points, Stability Pact (incl. relevant donor countries and organizations), European Commission, Council of Europe, OECD, International Federation for Information Processing (IFIP)

Duration: 2 years

Budget estimate: US\$ 328,000

Project proposal D2

Education in media and press freedom programme	
Long-term objective:	Promote universal values, democratic citizenship and a culture of peace through improved educational contents and school-based networks (ref.: UNESCO's <i>Medium-Term Strategy for 2002-2007</i>).
Short-term objectives:	Raised awareness of the role of the media and issues related to freedom of expression among young people and teachers, thus encouraging education for a culture of peace and supporting freedom of the press (ref.: UNESCO's <i>Programme and Budget for 2002-2003</i>).
Target countries:	ALB, BIH, BUL, HRV, MDA, MKD, ROM, YUG
Project location:	Relevant HQ Programme Sectors (Communication and Information; Culture), assisted by the UNESCO Office in Sarajevo.
Activities:	<ul style="list-style-type: none">- Develop media analysis courses for secondary schools participating in the ASP network: newspapers, radio and TV.- Organize workshops for teachers involved in the project.- Develop materials (CD-ROMs, on-line, newspapers) and a project website.- Provide computer equipment for participating ASP schools.- Organize joint training activities between participating UNESCO Associated Schools within the region and worldwide.- Stage events around Press Freedom Day (3 May).
Expected results:	Increased awareness of issues related to freedom of expression and the role of the media among students and especially among the students of participating ASP schools within the region.
Partners:	Ministries of Education, National Commissions for UNESCO, ASP schools worldwide, World Association of Newspapers (WAN), Danish School of Journalism, TV Programme YLE (Finland), BBC (London), Baltic Media Centre, CNDP (France).
Duration:	2 years (initial phase)
Budget estimate:	approx.: US\$ 400,000

Project proposal D3

Daily TV satellite news exchange programme for South-Eastern European countries

Long-term objective:	Promote harmonious relations and peace through the free flow of, and access to, information, thereby increasing the number and quality of media outlets, both public and private, in countries in transition and also in conflict or post-conflict zones (ref.: UNESCO's <i>Medium-Term Strategy for 2002-2007</i>).
Short-term objectives:	Strengthening intra-regional information and communication; promoting media for peace and tolerance (ref.: UNESCO's <i>Programme and Budget for 2002-2003</i>).
Countries:	ALB, BIH, BUL, HRV, GRE, HUN, MDA, MKD, ROM, TUR, YUG
Project location:	Helsinki/Sarajevo, assisted by relevant HQ Programme Sectors (Communication and Information).
Activities:	<ul style="list-style-type: none">- Establish cooperation mechanisms between 12 TV channels in 12 countries with a view to joint broadcasting of daily news.- Set up an editorial group (consisting of representatives of the participating TV stations) to co-ordinate the collection, selection and packaging of news reports and dispatch them for distribution via EBU satellite facilities.- Co-ordinate the work of the editorial group.- Provide on-site training for editorial staff and journalists.- Provide electronic equipment to the participating TV stations.
Expected results:	Assist in the establishment of a balanced, modern and sustainable news network for the public of 12 countries.
Partners:	Participating TV stations, YLE (Finnish TV), Baltic Media Centre (Helsinki), European Broadcasting Union (EBU), Circom Regional, Denmark, Finland.
Duration:	3 years (initial phase started on a reduced scale in February 2001).
Budget estimate:	US\$ 900,000 (required to complement the contribution of 1,213,000 euros from Denmark, the Council of Europe and IREX Promedia).

Notes

A series of horizontal dotted lines for writing notes.

Notes

A series of horizontal dotted lines for writing notes, spanning the width of the page.



United Nations Educational,
Scientific and Cultural Organization