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**DECLARATION OF PRINCIPLES AND FOLLOW-UP
PLAN OF ACTION FOR THE UNITED NATIONS
YEAR FOR TOLERANCE**

SUMMARY

Pursuant to 146 EX/Decision 5.4.2 of the Executive Board, the Director-General submits document 28 C/26 for consideration by the Board. The present wording takes account of the outcomes of regional meetings in the frame of the United Nations Year for Tolerance, as well as all comments received from Member States and their Permanent Delegations up to the final deadline for the submission of this document for consideration by the General Conference. The concrete measures undertaken by the Director-General for the implementation of 146 EX/Decision 5.4.2 are described in paragraphs 22 to 25 of this document. The comments of the Executive Board will be issued as an addendum to this document.



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Item 5.12 of the provisional agenda

**IMPLEMENTATION OF 26 C/RESOLUTION 5.6, CONCERNING THE ADOPTION
OF A DECLARATION ON TOLERANCE, AND PROPOSALS RELATING TO A
FOLLOW-UP PLAN OF ACTION FOR THE UNITED NATIONS YEAR FOR
TOLERANCE: REPORT BY THE DIRECTOR-GENERAL**

SUMMARY

Pursuant to resolution 5.14 adopted by the General Conference at its twenty-seventh session, and in light of United Nations General Assembly resolution 49/213, the Director-General submits to the General Conference the present Draft Declaration of Principles and Plan of Action for follow-up to the United Nations Year for Tolerance (1995). This document has been submitted for comment to the 147th session of the Executive Board.¹

Decision required : paragraph 59.

¹ Note: Under cover of document 147 EX/15.

I. INTRODUCTION

Foundations

1. The Preamble of the United Nations Charter declares the intention of the signatories to 'practise tolerance and live together in peace with one another as good neighbours'. The Constitution of the United Nations Educational, Scientific and Cultural Organization, citing the 'dignity, equality and mutual respect of men' says that peace must 'be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind'. As the two Organizations approached their fiftieth year, in a climate of rapid social change and new kinds of conflicts, the promotion of tolerance appeared ever more urgent, both for Member States and for the international community as a whole.
2. The proclamation of 1995 as the Year for Tolerance was first proposed at the twenty-sixth session of the UNESCO General Conference in resolution 5.6, which invited the Director-General 'to examine, in consultation with the United Nations, the appropriate arrangements for declaring 1995, which is the fiftieth anniversary of UNESCO, United Nations Year for Tolerance, and to prepare a declaration on tolerance that might be discussed and possibly adopted on that occasion'.
3. Consultations with the United Nations led to the adoption of resolution 47/124 by the United Nations General Assembly in December of 1992, in which the Assembly welcomed the proposal. The preparation of the Year was also examined at the twenty-seventh session of the General Conference of UNESCO. In 27 C/Resolution 5.14 adopted in October 1993, the General Conference invited the Director General *inter alia* to encourage Member States to stage cultural, scientific and educational events, including regional conferences proposed and supported by Brazil, India, Italy, Kenya, Republic of Korea, Russian Federation, Tunisia and Turkey.
4. Thus 1995 was proclaimed the United Nations Year for Tolerance on 20 December 1993 by resolution 48/126 of the United Nations General Assembly, which designated UNESCO as lead agency for the Year.
5. At the same time, the General Assembly requested the Director-General of UNESCO to prepare a report on the observance of the United Nations Year for Tolerance, to be submitted to the Assembly. This report by the Director-General, entitled 'Preparation for and Organization of the United Nations Year for Tolerance' (A/49/457), was submitted by the Secretary-General of the United Nations in September of 1994 to the General Assembly, where it was very favourably received. It contained principles of action and a plan for an international educational and public awareness campaign to be carried out in co-ordination with other organizations of the United Nations system, with regional governmental and non-governmental partners as well as with the media.
6. In pursuance of the relevant resolutions of the United Nations and of UNESCO's governing bodies, a Steering Committee was formed for intersectoral co-ordination of UNESCO's preparations for the Year for Tolerance, headed by the Assistant Director-General for Social and Human Sciences. The Director-General established a Unit for Tolerance to act as focal point and clearing house for activities within the framework of the Year and its follow-up programme.

7. In April 1994, the Director-General initiated a worldwide consultation, sending a circular letter (CL/3341) to the Secretaries-General of UNESCO National Commissions. Some 40 replies were received, proposing specific actions at the national level in the fields of education, culture and communication.

8. In October 1994, the Executive Board at its 145th session discussed once again the preparations for the Year, and by 145 EX/Decision 5.1 invited the Director-General 'to submit at its 146th session, through its Special Committee, draft proposals for a follow-up programme of action which might include a statement of principles, in order to enable it to consider it at its 146th session and if it so chooses recommend it to the General Conference at its twenty-eighth session for adoption at an appropriate ceremony'.

9. At the end of 1994, the United Nations General Assembly adopted resolution 49/213, calling upon all Member States to co-operate with UNESCO 'in the observance of the national and international programmes for the Year and to participate actively in the implementation of the activities to be organized within the framework of the Year'.

10. Resolution 49/213 also invites 'intergovernmental and non-governmental organizations to exert efforts in their respective fields to contribute adequately to the programmes of the Year and to the follow-up programme'. It also requests UNESCO to 'prepare for the conclusion of the Year a declaration of principles and a programme of action as a follow-up to the Year, and to submit them to the General Assembly at its fifty-first session' in 1996. It was also decided to mark the end of the Year with a special plenary meeting at the General Assembly's fiftieth session and to review the follow-up to the Year at its fifty-first session.

The United Nations Year for Tolerance

11. In conformity with its mandate as lead agency of the United Nations system for the Year for Tolerance, UNESCO prepared for 1995 a diverse programme of meetings, concerts, broadcasts, festivals, publications, exhibitions and other special events across every one of the world's regions. All sectors of the Organization have been mobilized to contribute actively towards the programme of the Year in their particular spheres of competence.

12. The Year's calendar of events includes regional conferences in each part of the world, the creation of prizes and cultural programmes, film festivals, children's books, essay and poster contests, magazine articles, anthologies of quotations concerning tolerance, a UNESCO tolerance teaching guide, and special appearances by UNESCO Goodwill Ambassadors in the cause of tolerance. One of these was the 14 July 1995 Paris Concert for Tolerance by Jean-Michel Jarre, which drew 1,200,000 spectators.

13. The second International Day of Families, 15 May 1995, was dedicated to the theme 'Tolerance Begins in the Family', and the Secretariat for the International Year of the Family, based in Vienna, launched a major campaign to mobilize governments, the media, public, private and volunteer organizations in the diverse celebrations of this Day. UNESCO is also undertaking projects to support free and independent media in areas of conflict, and 3 May World Press Freedom Day in 1995 was dedicated to the theme of tolerance. An informational press kit for the Year was produced by UNESCO's Office of Public Information and translated into the six official languages.

14. On 29 December 1994, the Director-General of UNESCO made a worldwide appeal for tolerance in the form of a Declaration on the Eve of the United Nations Year for Tolerance. He

called for a definitive end to the archaic culture of war, which must at last yield to a culture of peace. He condemned 'ethnic cleansing, terrorism, cultural and religious extremism, genocide, exclusion and discrimination', while praising dialogue and non-violence as the best means of resolving the conflicts that naturally arise in human societies.

15. This was one of a number of appeals for tolerance and non-violence made by the Director-General in connection with the Year, including a widely publicized appeal of 8 February 1993 at Los Angeles, United States, where he emphasized the importance of education for tolerance.

16. On 21 February 1995, the United Nations Year for Tolerance was officially launched at a joint press conference by the Secretary-General of the United Nations and the Director-General of UNESCO at United Nations Headquarters in New York.

17. On 17 April 1995, the Director-General sent a circular letter (CL/3381) to Member States requesting their co-operation in instituting an annual International Day for Tolerance - possibly 16 November - as well as their ideas and suggestions for innovative ways of celebrating the Day both in educational institutions and among the wider public.

18. The seven Conferences of the Year referred to in 27 C/Resolution 5.14 are as follows:

Rio de Janeiro, Brazil, 12-16 September 1994;

Seoul, Republic of Korea, 27-29 September 1994;

Sienna, Italy, 8-10 April 1995;

Carthage, Tunisia, 20-21 April 1995;

New Delhi, India, 1-4 May 1995;

Moscow and Yakutsk, Russian Federation, 16-25 June 1995;

Istanbul, Turkey, 4-6 October 1995.

The regional meetings were not only special occasions for the mobilization of the scientific community and diverse public figures in the cause of tolerance, but also reflected high-level political engagement. The meetings were marked by personal appearances or messages by the highest political authorities of the host countries.

19. In addition to these activities, assessments of needs and priorities are being carried out in the course of 1995, along with evaluation of methods to address a rise in intolerance towards ethnic, racial, linguistic and religious minority populations, migrant workers, immigrants, refugees and asylum seekers, writers and intellectuals exercising their freedom of expression, and vulnerable groups in society. The principle of tolerance - harmony in diversity, achieved through mutual respect and understanding - was found to lie at the heart of the complex assemblage of international covenants and instruments establishing the basic rights and equality of all members of the human family.

20. In accordance with 26 C/Resolution 5.6 of the General Conference and as decided by the Executive Board at its 144th session (144 EX/Decision 5.1.1), a draft declaration of principles on tolerance, of moral value rather than legal character, was prepared in the course of regional

conferences and consultations with non-governmental partners. A preliminary draft was prepared and approved by a meeting of experts in Istanbul, Turkey, on 17 April 1993, held in co-operation with the Turkish National Commission for UNESCO.

21. The wording of the text of the Declaration was the subject of discussion when it was presented to the XIXth World Congress of Philosophy in Moscow, 22-28 August 1993. In addition, it was transmitted for comment to the December 1993 meeting of Directors of Human Rights Institutions, to the United Nations Centre for Human Rights, and to the UNESCO NGO Standing Committee.

22. Member States were presented with the preliminary draft of the Declaration in November 1993 in document 27 C/25. Further widespread consultations ensued. In the spring of 1995, the 146th session of the Executive Board considered Draft Proposals by the Director-General concerning a follow-up programme of action for the United Nations Year for Tolerance. The Board reviewed a number of statements issued by those regional meetings that had already taken place; the Director-General stated his intention to have these statements collected and published. The Board adopted 146 EX/Decision 5.4.2 mandating continued consultation and elaboration of the Draft Declaration and Follow-up programme before their submission to the twenty-eighth session of the General Conference.

23. The following actions were taken to carry out the Board's 146 EX/Decision 5.4.2. To ensure the fullest implementation of paragraph 6, which invited all Member States to comment on the Follow-up Plan of Action and Draft Declaration of Principles on Tolerance, on 13 July 1995 the Secretariat sent a letter to all Permanent Delegations and Observers to UNESCO (SHS/Tolerance/95/431). The letter requested that their comments and recommendations be addressed to the Secretariat before 28 July 1995.

24. In accordance with paragraph 7 of the decision, the contents of the 13 commentaries by Member States and of the final documents of regional meetings received up to the final deadline for presentation of this document to the General Conference, were carefully considered in the drafting of the present document.

25. Following paragraph 8 of the decision, the Director-General made necessary arrangements for a discussion of the Declaration and Follow-up Plan at the twenty-eighth session of the General Conference.

26. The 146th session of the Board also established the UNESCO Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence and the UNESCO Prize for Children's Literature in the Service of Tolerance.

II. LINES OF ACTION FOR THE FUTURE

A common and sustained effort

27. The causes and factors contributing to manifestations of intolerance around the world are complex, and do not lend themselves to simple or facile solutions. Social variables include the progressive breakdown of family structures, migration to often overcrowded and dysfunctional urban areas, loss of traditional values, marginalization and exposure to violence in the media and in daily life. In addition, every society in the world today is diverse in its own way, as individual mobility unparalleled in past centuries brings millions of people into new

environments every year. The world young people are entering today is a multicultural, multi-ethnic and increasingly urban reality, where tolerance of diversity is necessary for the survival and human development of all members of society.

28. Among political and social factors, there are the fragility of democratic institutions, lack of respect for human rights, explosive nationalisms and ethnic rivalries, and conflicts that uproot and displace millions of people. Economically, unemployment and under-employment, great extremes of poverty and wealth within each country, and continuing underdevelopment contribute to social tensions that manifest themselves as intolerance.

29. Despite these challenges, human beings have shown themselves to be capable of significant change, growth and adaptation in modern times and throughout history. Again and again they have proved capable of recognizing their underlying unity, their common hopes and aspirations, and the richness of human diversity.

30. Given the primary tools of education, dialogue and communication skills and forums, encouragement from leaders of public opinion, supportive legislation and the will to coexist as neighbours at peace with one another, the challenges need not prove insurmountable. The mandate of the United Nations and of UNESCO, in the interest of conflict prevention, promotion of human rights, mutual understanding, and social and economic development, points to the necessity of a sustained and co-operative effort to encourage the values of tolerance and peace among all the people of the world.

Objectives

31. According to the decisions taken by the Executive Board (144 EX/Decision 5.1.1 and 145 EX/Decision 5.1) and the recommendations of regional consultative meetings of National Commissions, the aim of the follow-up programme is to transpose the most successful components of the Year for Tolerance into more enduring strategies and structures by which tolerance promotion and sensitization may be improved in every region of the world. This approach takes advantage of the synergy and momentum generated during the Year, to propel the campaign into 1996 and beyond.

32. As modern societies become increasingly diverse and interdependent, tolerance becomes ever more essential for the survival and well-being of both individuals and the communities in which they live. Tolerance is a matter not only of rights but also of responsibilities: moral obligations undertaken by citizens and States to provide for peaceful coexistence in and among integrated societies. Tolerance involves both behaviours that can be regulated and attitudes that cannot, both action by States in the domain of human rights and action by individuals as moral agents in a pluralistic environment.

33. The continued articulation of a positive, active and inclusive definition of tolerance will be a part of follow-up activities. Tolerance is neither indifference nor concession nor condescension; it is openness, respect, solidarity and acceptance of our diversity as human beings. Tolerance is facilitated through direct contacts, communication and education. In place of fear and rejection of the unknown, tolerance is mutual understanding through active interest in the traditions and beliefs of others and the sharing of common ideas.

34. The overall objective of the programme is therefore to educate, inform and empower individuals to assume the responsibilities of dialogue, mutual respect, toleration and non-violence, and to encourage pluralism and tolerance in the policies of Member States. In all,

emphasis will be placed on constructing practical and concrete tools for problem-solving at the international, regional, national and local levels through a multifaceted and sustained campaign involving the participation of diverse institutions and societies.

Actors

35. This fundamental work will be implemented by the principal actors of international civil society, including Member States, the United Nations system, National Commissions, both universal and regional intergovernmental organizations, as well as non-governmental organizations, local communities and municipalities, and other actors in the public and private spheres.

Education and networking

36. The role of education is crucial. It can help to shape lifelong attitudes and furnish young people with the interpersonal skills they will need to live at peace with one another for years to come. This requires an integrated approach to education for peace, human rights, democracy and international understanding. Among its basic components are rights and values education, foreign language teaching, multicultural and intercultural curricula, new approaches to the teaching of history and citizenship, specialized teacher training and the creation of a democratic and tolerant climate in the classroom itself.

37. One of the main features of the follow-up to the United Nations Year for Tolerance is the proposal to establish an International Day for Tolerance on 16 November. This date is the anniversary of the signing of UNESCO's Constitution in 1945. Such a Day would serve as an annual occasion to focus on tolerance education worldwide, as endorsed by Education Ministers in the Declaration and Integrated Framework of Action of the 44th session of the International Conference on Education. In addition, the Day for Tolerance would be an opportunity to undertake, in creative co-operation with the media in each country, special events, publications and broadcasts to mobilize public opinion in favour of tolerance.

38. With its affiliated networks, including the Associated Schools Project, the International Bureau of Education, the UNESCO Chairs, the UNESCO International Network of Textbook Research Institutes and a number of non-governmental organizations, UNESCO will implement a major campaign for tolerance teaching. Books, posters, films and videos on non-violence and tolerance will be developed, and teacher-training packages will be produced and distributed. In addition, support will be given to cultural projects with a historical and regional approach to multiculturalism, highlighting the role of tolerance in the world's cultural heritage.

39. These initiatives coincide with the objectives of the United Nations Decade for Human Rights Education, 1995-2005, which include the training of human rights educators, the development of special curricula and the translation and worldwide dissemination of the Universal Declaration of Human Rights.

40. They will also be co-ordinated with follow-up to the International Year of the Family (1994) and the implementation of the Convention on the Rights of the Child. Not only is the family milieu the natural starting-point for the promotion of tolerance and non-violence, but in addition, children are the most vulnerable victims in the case of conflict, acts of intolerance and human rights violations.

41. The world must make an investment for peace in its young people, who are often caught up in conflict situations beyond their control. UNESCO will contribute to the maintenance of intercultural summer camps, internships and exchanges of young people from conflict and post-conflict areas, as well as film and broadcast projects by and for young people. International and regional networks in this field will be encouraged.

42. Education is also a means for spreading the values of religious toleration, as reflected in the special reports and resolutions of the Human Rights Commission regarding religious intolerance. Encouragement of constructive dialogue, such as the 1994 Barcelona meeting on the Contribution by Religions to the Culture of Peace, should continue in the follow-up to the Year for Tolerance. The Barcelona meeting brought together representatives of the world's religions, who agreed in repudiating hatred, intolerance and violence in the name of religion.

43. The promotion of tolerance and reconciliation among all parties involved in a conflict is the main objective of the culture of peace national programmes. These programmes put emphasis on development actions which propose non-violent alternatives within the context of pre- and post-conflict situations. Following 144 EX/Decision 5.1.1, close co-ordination of the activities related to the follow-up of the Year for Tolerance and the national programmes promoting a culture of peace is foreseen.

44. Along with education there is a need for monitoring and research in support of policy-making and standard-setting action in every region. A network of university exchanges in co-operation with UNESCO human rights and peace Chairs will be established for the advancement of knowledge and the dissemination of existing information in support of curriculum development, statistical studies, and early warning of the emergence of new forms of discrimination and the escalation of intolerant ideologies.

45. This network will advance social scientific research into the sources of intolerance and recommend effective countermeasures. In the long term, they will serve as focal points and forums for intercultural and interreligious dialogue and engagement with the media, encouraging mutual understanding for the enhancement of social cohesion.

Mobilization of the United Nations system

46. Follow-up to the Year for Tolerance will be co-ordinated with the Programme of Action of the World Summit for Social Development and the Recommendations of the United Nations Conference on Human Settlements (Habitat II). Given that intolerance - the rejection of difference - is a major factor in social disintegration in every region of the world, governments should use public policies to promote solidarity, tolerance, equality of opportunity and non-violent resolution of conflicts. Social justice and tolerance go hand in hand.

47. The rights and responsibilities regarding tolerance and the right to be different are firmly established in human rights law. They have been repeatedly stated in international and regional instruments, such as the Universal Declaration of Human Rights, the International Conventions on the Elimination of All Forms of Racial Discrimination and Discrimination Against Women, the Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, the Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion or Belief, and Conventions on the Status of Stateless Persons, Workers and Indigenous People. They are also taken up by the Vienna Declaration and Programme of Action and are currently being addressed in the context of the Third Decade

to Combat Racism and Racial Discrimination, 1993-2003, and the International Decade of the World's Indigenous People, 1995-2005.

48. Accordingly, UNESCO will work in close co-operation with the Office of the United Nations High Commissioner for Human Rights and the Centre for Human Rights towards the implementation of the present Declaration of Principles and Plan of Action.

49. Tolerance will continue to be central to the United Nations High Commissioner's Office for Refugees (UNHCR) mandate to provide international protection and seek permanent solutions for the problems of refugees. The eventual legal, economic and social status of refugees depends upon the quality of their reception into their new environment, and tolerance is decisive in this process. UNHCR will accordingly continue its public information campaigns to raise the public's awareness and sensitivity towards the plight of refugees.

50. Tolerance is also a central objective of the International Labour Organization's long-standing programmes concerning equality in the workplace, migrant workers, exploited and indigenous populations, as well as the social consequences of unemployment and poverty. ILO will carry out education projects to inform both workers and children about their basic rights. In addition, UNICEF will pursue peace education initiatives aimed at rehabilitation, reconciliation and conflict prevention in both the industrialized and the developing world. Its Education for Development Programme is to become part of a universal curriculum teaching children how to think for themselves about human dignity, interdependence, images and perceptions, social justice and conflict resolution. The United Nations Development Programme will address the role of economic factors in exacerbating social tensions through diverse development projects aimed at raising living standards in developing countries.

51. Health status - both illness and disability - is also a factor in discrimination and intolerance. Intolerance of people living with disease or disability, often a result of ignorance and misplaced fear, increases the personal and social impact of the disease. Conversely, there is a positive correlation between tolerance and the protection of health.

52. In the case of the pandemic HIV/AIDS, for example, the Joint and Co-sponsored United Nations Programme on HIV/AIDS co-sponsored by UNDP, UNESCO, UNFPA, UNICEF, WHO and the World Bank, will continue the initiatives undertaken in this field by the World Health Organization's Global Programme on AIDS.

53. Tolerance issues of special relevance to women are addressed in UNESCO's contributions to the 1995 Fourth World Conference on Women. The role of women in the inculcation of tolerant values is the subject of a special UNESCO publication currently in preparation. Co-operation will be maintained in the follow-up to the Beijing Conference.

III. CONCLUSION

Co-ordination

54. This Plan of Action will be co-ordinated through regular system-wide consultations of the United Nations and its Specialized Agencies, and in partnership with United Nations associations, UNESCO Associated Schools and Clubs, and non-governmental, intergovernmental and regional organizations in every part of the world.

55. It is proposed to establish a network for efficient communication and co-operation among the principal actors of this Plan of Action, including a system of evaluation of programme effectiveness and periodic reports to the United Nations and UNESCO governing bodies.

56. The co-ordinative mechanism will involve the active participation of regional organizations such as the Organization on Security and Co-operation in Europe and the European Parliament. Co-operation will be continued in connection with the Council of Europe's Campaign Against Racism, Xenophobia, Anti-semitism and Intolerance, a public awareness campaign promoting mutual understanding, particularly among young people, in the region's diverse societies throughout 1995 and afterwards. Measures will be taken to increase co-operation with intergovernmental and non-governmental organizations in every other region as well, through concrete projects corresponding to the special circumstances of each area.

57. In addition, extra-budgetary sponsorship will be pursued in the frame of the follow-up programme, to support special projects in the field of tolerance, promotion and sensitization among the widest public with the support *inter alia* of UNESCO Goodwill Ambassadors.

58. In order to call public attention worldwide to the urgent matter of tolerance, the General Conference of UNESCO according to its previous 26 C/Resolution 5.6 and 27 C/Resolution 5.14 as well as United Nations General Assembly resolution 49/213 has worked out the following Draft Declaration of Principles on Tolerance.

IV. DRAFT DECLARATION OF PRINCIPLES ON TOLERANCE

16 November 1995

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris at its twenty-eighth session, from 25 October to 16 November 1995,

Preamble

Bearing in mind that the United Nations Charter states 'We, the peoples of the United Nations determined to save succeeding generations from the scourge of war, ... to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, ... and for these ends to practise tolerance and live together in peace with one another as good neighbours',

Recalling that the Preamble to the Constitution of UNESCO, adopted on 16 November 1945, states that 'peace, if it is not to fail, must be founded on the intellectual and moral solidarity of mankind',

Recalling also that the Universal Declaration of Human Rights affirms that 'Everyone has the right to freedom of thought, conscience and religion' (Article 18), 'of opinion and expression' (Article 19), and that education 'should promote understanding, tolerance and friendship among all nations, racial or religious groups' (Article 26),

Noting relevant international instruments including:

- the International Covenant on Civil and Political Rights,
- the International Covenant on Economic, Social and Cultural Rights,
- the Convention on the Elimination of All Forms of Racial Discrimination,
- the Convention on the Prevention and Punishment of the Crime of Genocide,
- the Convention on the Rights of the Child,
- the 1951 Convention relating to the Status of Refugees and its 1967 Protocol and regional instruments,
- the International Convention on the Rights of All Migrant Workers and Members of Their Families,
- the Convention on the Elimination of All Forms of Discrimination against Women,
- the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment,
- the Declaration on the Elimination of All Forms of Intolerance Based on Religion or Belief,
- the Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities,
- the Declaration on Measures to Eliminate International Terrorism,
- the Vienna Declaration and Programme of Action of the World Conference on Human Rights,
- the Copenhagen Declaration and Programme of Action adopted by the World Summit for Social Development,
- the UNESCO Declaration on Race and Racial Prejudice,
- the UNESCO Convention and Recommendation against Discrimination in Education,

Bearing in mind the objectives of the Third Decade to Combat Racism and Racial Discrimination, the World Decade for Human Rights Education, and the International Decade of the World's Indigenous People,

Taking into consideration the recommendations of regional conferences organized in the frame of the United Nations Year for Tolerance according to UNESCO General Conference 27 C/Resolution 5.14, the Barcelona Declaration on the Role of Religion in the Promotion of a Culture of Peace adopted on 16 December 1994, as well as the conclusions and recommendations of other conferences and meetings organized by Member States within the programme of the United Nations Year for Tolerance,

Alarmed by the current rise in acts of intolerance, violence, terrorism, xenophobia, aggressive nationalism, racism, anti-semitism, exclusion and discrimination directed against ethnic, religious and linguistic minorities, refugees, migrant workers, immigrants and vulnerable groups within societies, as well as acts of violence and intimidation committed against individuals exercising their freedom of opinion and expression - all of which threaten the consolidation of peace and democracy both nationally and internationally and which are all obstacles to development,

Emphasizing the responsibilities of Member States to develop and encourage respect for human rights and fundamental freedoms for all, without distinction as to race, sex, language, religion or disability, and to combat intolerance,

Adopts and solemnly proclaims this

Declaration of Principles on Tolerance

Article 1 - Definition of tolerance

Resolving to take all positive measures necessary to promote tolerance in our societies, because tolerance is necessary for peace and for the economic and social advancement of all peoples, and towards that purpose we declare that:

- 1.1 Tolerance is respect, acceptance and appreciation of the endless richness of our world's cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication and liberty of conscience. Tolerance is harmony in difference. It is not only a moral duty, it is also a political obligation. Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of war by a culture of peace.
- 1.2 Tolerance is not concession, condescension or indulgence. Tolerance is, above all, recognizing the universal human rights and fundamental freedoms of others. In no circumstance can it be used to justify infringements upon these fundamental values. Tolerance is to be exercised by individuals, groups and States.
- 1.3 Tolerance is the responsibility that upholds human rights, pluralism, democracy and the rule of law. It undergirds the standards affirmed by the assemblage of international human rights instruments.
- 1.4 The practice of tolerance does not mean abandonment or weakening of one's convictions. It means that one is free to adhere to one's own convictions and accepts that others adhere to theirs. It means accepting the fact that human beings, naturally diverse in their appearance, situation, speech, behaviours and values, have the right to live in peace and to be as they are.

Article 2 - State level

- 2.1 Tolerance at the State level requires just and impartial legislation, law enforcement and judicial process. It also requires that economic and social opportunities be made available to each person. Exclusion can lead to frustration, hostility and fanaticism.

- 2.2. In order to achieve a more tolerant society, States should ratify existing international human rights conventions, and draft new legislation where necessary to ensure equality of treatment and of opportunity for all groups and individuals in society.
- 2.3. It is essential for international harmony that individuals, communities and nations accept and respect the multicultural character of the human family. Without tolerance there can be no peace, and without peace there can be no development or democracy.
- 2.4. Intolerance, the rejection of difference, may take the form of marginalization of vulnerable groups and their exclusion from social and political participation, as well as violence and discrimination against them. As confirmed in the Declaration on Race and Racial Prejudice, 'All individuals and groups have the right to be different' (Article 1.2).

Article 3 - Social dimensions

- 3.1. In the modern world, tolerance is more essential than ever before. It is an age marked by rapidly increasing mobility, communication, integration and interdependence, large-scale migrations and displacement of populations, urbanization and changing social patterns. Since every part of the world is characterized by diversity, escalating intolerance and strife potentially menaces every region. It is not confined to any country, but is a global threat.
- 3.2. Tolerance is necessary between individuals and at the family and community levels. Tolerance promotion and the shaping of attitudes of openness and solidarity should take place in schools and universities, through non-formal education, at home and in the workplace. The communication media should play a constructive role in facilitating free and open dialogue and discussion, disseminating the values of tolerance, and highlighting the dangers of indifference towards the rise in intolerant groups and ideologies.
- 3.3. As affirmed by the UNESCO Declaration on Race and Racial Prejudice, measures must be taken to ensure equality in dignity and rights for individuals and groups wherever necessary. In this respect, particular attention should be paid to racial or ethnic groups which are socially or economically disadvantaged so as to afford them the protection of the laws and social measures in force, in particular with regard to housing, employment and health, to respect the authenticity of their culture and values, and to facilitate their social and occupational advancement and integration, especially through education.
- 3.4. Appropriate scientific studies and networking should be undertaken to co-ordinate the international community's response to this global challenge, including analysis by the social sciences of root causes and effective countermeasures, as well as research and monitoring in support of policy-making and standard-setting action by Member States.

Article 4 - Education

- 4.1. Education is the most effective means of preventing intolerance. The first step in tolerance education is to teach people what their shared rights and freedoms are, so that they may be respected.
- 4.2. Education for tolerance should be considered an urgent imperative; that is why it is necessary to promote systematic and rational tolerance teaching methods that will address the cultural, social, economic, political and religious sources of intolerance -

major roots of violence and exclusion. Education policies and programmes should contribute to development of understanding, solidarity and tolerance among individuals as well as among ethnic, social, cultural, religious and linguistic groups and nations.

- 4.3 Education for tolerance should aim at countering influences that lead to fear and exclusion of others, and should help young people to develop capacities for independent judgement and ethical reasoning.
- 4.4 We pledge to support and implement programmes of social science research and education for tolerance, human rights and non-violence. This means devoting special attention to improving teacher training, curricula, the content of textbooks and lessons, and other educational materials including new educational technologies, with a view to educating caring and responsible citizens open to other cultures, able to appreciate the value of freedom, respectful of human dignity and differences, and able to prevent conflicts or resolve them by non-violent means.

Article 5 - Commitment to action

- 5.1 We engage ourselves to promote tolerance and non-violence through programmes and institutions in the fields of education, science, culture and communication. These means include the establishment of prizes, Chairs, cultural events, research networks and publications, public information campaigns, and programmes for tolerance and non-violence.

Article 6 - International Day for Tolerance

- 6.1 In order to call upon the public, emphasize the dangers of intolerance and react with renewed commitment and action in support of tolerance promotion and education, we solemnly proclaim 16 November the annual International Day for Tolerance.

Resolution for implementation of the Declaration of Principles

The General Conference, at its twenty-eighth session,

Considering that UNESCO, by reason of the responsibilities devolving upon it under its Constitution in the fields of education, science - both natural and social sciences -, culture and communication is required to call the attention of States and peoples to the problems related to all aspects of the essential subject of tolerance and intolerance,

Having regard to the UNESCO Declaration of Principles on Tolerance adopted this sixteenth day of November 1995,

1. Urges Member States:

- (a) to mark 16 November as an annual International Day for Tolerance, by organizing special events and programmes to spread the message of tolerance among their citizens, in co-operation with educational institutions, intergovernmental and non-governmental organizations, and the media in every region;
- (b) to communicate to the Director-General any information that they would like to share, including knowledge generated by research or public discussion of the issues of tolerance and cultural pluralism, in order to increase our understanding of the

phenomena associated with intolerance, as well as the most effective measures for addressing these issues;

2. Invites the Director-General:

- (a) to ensure the widest possible dissemination of the text of the Declaration of Principles and, to that end, to publish and arrange for the distribution of the text not only in the official languages but also in as many languages as possible;
- (b) to initiate an appropriate mechanism for co-ordination and evaluation of actions undertaken in support of tolerance promotion and education in the United Nations system and in co-operation with other partner organizations;
- (c) to communicate the Declaration of Principles to the Secretary-General of the United Nations with a request that he submit it as appropriate to the fifty-first session of the United Nations General Assembly in accordance with United Nations General Assembly resolution 49/213.

V. DRAFT RESOLUTION

59. Having examined the above proposals, the General Conference may wish to take a decision on the Declaration of Principles and Follow-Up Plan of Action for the United Nations Year for Tolerance 1995, along the following lines:

The General Conference,

- 1. Having examined document 28 C/26,
- 2. Recalling decision 5.4.2, adopted by the Executive Board at its 146th session, in which it decided to examine at its 147th session the document submitted by the Director-General to the General Conference and forward as an addendum such comments as it may have thereon to the General Conference,
- 3. Taking note of resolution 49/213 adopted by the United Nations General Assembly at its 49th session,
- 4. Highly appreciates the Director-General's efforts in support of the programme of the United Nations Year for Tolerance, including his public addresses and appeals;
- 5. Invites the Director-General to continue his efforts in promoting the spirit of tolerance and non-violence, including the implementation of any actions he deems appropriate to counter manifestations of violence and hatred;
- 6. Invites the Director-General to continue his efforts in close co-operation with Member States, the Secretary-General of the United Nations, the relevant bodies of the United Nations system, intergovernmental and non-governmental organizations in advancing the ongoing Year for Tolerance projects and in the establishment of the follow-up programme;
- 7. Further invites the Director-General to provide adequate financial and human resources for the implementation of the follow-up programme;

8. Decides to declare 16 November an International Day for Tolerance beginning in 1995 and continuing thereafter;
9. Calls upon Member States to contribute their plans and suggestions for observing and celebrating such a Day, both in educational establishments and among the general public;
10. Adopts the Follow-Up Plan of Action for the United Nations Year for Tolerance 1995 and the Declaration of Principles on Tolerance;
11. Decides, in accordance with United Nations General Assembly resolution 49/213, to submit the Follow-Up Plan of Action for the United Nations Year for Tolerance and Declaration of Principles on Tolerance to the 51st session of the United Nations General Assembly.