



Draft

SECOND ACTION PLAN¹

Implementing the

**Alliance of Civilizations' Regional Strategy on Intercultural Dialogue and
Cooperation in South Eastern Europe, adopted in Sarajevo in December 2009**

(rev draft – 10 May 2012)

Background

The UNAOC Regional Strategy on Intercultural Dialogue and Cooperation in South Eastern Europe was adopted at the First Alliance of Civilizations' Regional Meeting in December 2012 in Sarajevo, Bosnia-Herzegovina.

This Regional Strategy is a framework for action and enhanced cooperation mainly in the four fields of action of the Alliance - education, youth, media and migration - aimed at fostering intercultural understanding in the region. It aims to raise awareness for the need for increased cross-border co-operation and for jointly developed policy instruments that make partners successfully face common challenges.

This Regional Strategy, together with the National Plans for Intercultural Dialogue and Cooperation developed by countries, should provide a viable and continuous framework for policy development in the main areas of concern.

According to the vision underpinning this Regional Strategy, both tools should be developed by taking into consideration international law, regional decisions and policies, and national legal frameworks outlining basic human, civil, economic, social

¹ Draft date 10 May 2012 – subject to further change. The overall implementation timeline of the 2nd Action Plan will be set after the Pledging Conference as it fully depends on funds raised.

and cultural rights upon which intercultural dialogue depends. This shared framework should help to shape an enabling environment for intercultural dialogue where a person is guaranteed safety and dignity, equal opportunities and participation, where different views can be voiced openly without fear, where there are shared spatial exchanges between individuals of different cultural, religious, scientific or artistic backgrounds, and for people-to-people exchanges to take place. Moreover, it should generate sources of good practice projects, inspire new initiatives, develop ambitious benchmarks and open the way towards effective strategies and good practices for intercultural dialogue.

In order to achieve the goals set up by the Regional Strategy, an Action Plan (2010-2012) implementing the Regional Strategy was finalized and presented in Rio de Janeiro in May 2010 on the occasion of the UNAOC's 3rd Global Forum.

A progress review of the implementation of the 1st Action Plan was presented in March 2012 showing advancements and shortcomings in the various actions planned to take place. After consultations with Focal Points of the region, held in Belgrade on 10 April 2012, the conclusion backed by the majority of the delegations was that projects comprise in the 1st Action Plan which were not implemented because of lack of resources should be transferred into the 2nd Action Plan complementing the new initiatives proposed.

Therefore the 2nd Action Plan for 2013-2014 hereby presented builds upon lessons learned over the past two years with the implementation of the 1st Action Plan (Cf. Working paper on *UNAOC Regional Strategy for South Eastern Europe and its Action Plan: progress review*) as well as on progress made in the region thanks to the joint efforts of and activities developed by a wide range of stakeholders. This 2nd Action Plan also takes into consideration the debates held during consultations with civil society representatives which took place in Belgrade on 11 April 2012.

The 2nd ACTION PLAN (2013-2014): priorities and lines of action

The focal priorities of the 2nd Action Plan are at the intersection of the Alliance's goals and its areas of action; the UN global priorities, namely those aimed at achieving the MDG's agenda in this region; the EU agenda as well as the priorities linked to the EU perspective of countries in South-East Europe and Turkey.

The 2nd Action Plan for a period of two years (2013 – 2014) aims at making progress in the following focal priorities or thematic windows:

- a. Reconciling diversity and social cohesion;
- b. Education as a tool for conflict prevention and peace building;
- c. Combating stereotypes and misconceptions – overcoming ignorance and prejudices;
- d. Intercultural dialogue, skills and competences: a new generation of active citizens;
- e. Gender equality and empowerment of women;
- f. Culture and development: tourism, arts and sport

It is hoped that all stakeholders - particularly governments, other international and regional organizations, foundations, the private sector and funders - will actively engage in supporting the achievement of these goals.

The activities hereby proposed are a combination of four main types of initiatives: UNAOC projects that are reshaped for this particular region or whose South Eastern Europe dimension is enhanced; projects presented by partners – namely but not exclusively by members of the Group of Friends of the Alliance - as their contribution to achieve the goals of the Strategy; independent projects developed by other civil

society actors – such as foundations – under a “Partnership for strengthening [inclusive and tolerant societies in] South Eastern Europe” aimed at adding value beyond what they can do separately. The fourth component of this Action Plan is made up of commitments to action made by civil society organizations through the new mechanism of commitments announced and presented in the 4th Global Annual Forum of the UNAOC, in Doha, Qatar.

Further to the activities hereby proposed, it is suggested that countries in the region celebrate at national level under the auspices of the UNAOC : 1. the World Interfaith Harmony Week (celebrated from 1 to 7 February each year) following the adoption of a UN Resolution A/65/PV.34 on September 2010 on a “World Interfaith Harmony Week” reaffirming “that mutual understanding and interreligious dialogue constitute important dimensions of sustainable peace within and among societies”; 2. The world day for cultural diversity for dialogue on 21st May proclaimed by the UN General Assembly proclaimed in its resolution 57/249, by participating in a grassroots campaign ‘Do One Thing For Diversity and Inclusion’, launched in 2011 by the UNAOC and UNESCO; 3. The UNAOC vision and values on the occasion of the UN day in 2012, 2013 and 2014 by including in the celebrations at least one activity developed jointly in all countries.



2nd ACTION PLAN
FOR SOUTH EASTERN EUROPE
(2012-2014)

THEMATIC WINDOW ONE - RECONCILING DIVERSITY AND COHESION

This thematic window comprises one action:

Training programme for local authorities on integration & migration

Complementary leg: cycle of seminars on challenges of reconciling diversity and cohesion in the European societies

Summary:

Today, cultural and religious diversity has become an issue, as well as immigration, but for all the wrong reasons. This growing social malaise within our societies and communities is fuelling extremism, including the emergence of new radical right-wing parties across Europe. Therefore, it is time to reflect and to act in order to reconcile diversity and cohesion through an enhanced human rights model to build inclusive and participatory societies.

PROJECT 1

UNAOC – TRAINING PROGRAMME FOR LOCAL AUTHORITIES ON MIGRATION AND INTEGRATION

Summary of the project : The project promotes education for better development of pluralistic societies in which everyone is treated with an equal dose of dignity and respect. The project raises awareness of the local authorities regarding the issues faced by migrants and minorities in order to enhance their social inclusion

1. Project Frame

1.1 Background

Migration and the associated increase in cultural and ethnic diversity provoke reactions, stereotyping, but also lead to new challenges and opportunities to shape policies and organize societies. In Europe, migration is often perceived as a threat to stability, prosperity and identity. Migration has increasingly been linked to national security concerns. Migration and minority relations are often defined as mostly problematic, if not threatening.

This is why migration and integration policies must play an important role in helping improve and promote understanding and mutual respect among cultures and communities.

1.2 Project rationale

In order to counter polarizing speeches and stereotypes, the increasingly plural nature of the European society must be reflected in the approaches of local authorities, acting as representatives of national governments.

Local authorities are responsible for a wide range of services and activities and they play an important role in shaping the interaction between migrants and the receiving society.

While working as representatives for national governments, they have important responsibilities in ensuring equal treatment for communities of migrant origin and in promoting their integration for local peace, security, and development. Local authorities need to ensure that treatment of migrant and minority communities is not hindered by prejudices of xenophobic nature and is of the same high standards as that given to mainstream community. They must guarantee that treatment of migrant and minority communities is based on the same level of consideration of the culture and background as there is with regard to the majority group.

Fairness and understanding towards migrant and minority ethnic communities require positive perceptions that are acquired through necessary knowledge. As this knowledge is rarely gained in the formal education field system, there is a strong need for educational offers that address these issues in the non-formal education field.

2. Project

The project proposed here seeks to respond to one of today's main challenges in Europe: *combining multiple identities when living together*. The project promotes education for better development of pluralistic societies in which everyone is treated with an equal dose of dignity and respect. The project raises awareness of the local authorities regarding the issues faced by migrants and minorities in order to enhance their social inclusion. 3

2.1 Overall goals and specific objective

Overall goals:

- To raise awareness of local authorities on migration and community relations; and
- To improve intercultural relations, minimize negative stereotypes as well as the tendency to discriminate against migrant and minority groups with a view to improve management of diversity and enhance social cohesion.

Specific objective:

With a view to offer improved services and policies of integration of migrant and minority groups, the project will enhance local authorities'

- good practices towards migrant and minority groups; and
- intercultural communication skills and respect of diversity; and
- knowledge of the law and regulations regarding migration and discrimination.

2.2 Content

The main activity of the project is a **training program** that will cover two main aspects:

- a) First module: knowledge and understanding of migrant and minority issues
- b) Second module: attitude towards migrant and minority issues

The training program acknowledges communities of migrant origin as a positive reality of today's societies and responds positively to diversity. It concentrates efforts on providing authorities with information related to migration and minority communities in order to combat all form of discrimination by supporting good practices in treatment of all communities regardless of their ethnic or cultural backgrounds. Respect and trust on both sides will encourage better integration of migrant and minority communities for the benefit of society at large.

a) The training program will address social, historical, cultural, humanitarian, economical, and legal aspects of the migration and minority communities' issues. Aspects of the often unstated assumptions of the dominant culture and ethnocentrism will be covered and the concept of cultural diversity will be addressed. Concepts as prejudice, and discrimination and phenomena as racism, and xenophobia will be reflected.

b) The training program will address the issue of *minority response to dominance*, ensuring that attitudes towards migrants and minority ethnic communities reflect the understanding of potential responses to discrimination and dominance. Aspects of communication in multicultural situations will be addressed as well as violence issues and management practices.

Building on a train-the- trainer approach, there will be several **stages of training**, ensuring a wider dissemination of knowledge and a deeper understanding for those involved:

- At a first stage, an **international seminar** for heads of local authorities will be organized in order to share best practices on integration and to stimulate their interest and motivation to subscribe their staff to the training course. The international seminar will also provide a platform to the heads of local authorities where their concerns and specific issues related to this subject will be addressed, and needs will be assessed by the heads of the local authorities themselves

- Local authorities' employees will participate in the **online training course** which develops knowledge on social, historical, cultural, humanitarian, economical, and legal aspects of the migration and minority communities' issues and enhances local authorities' attitude towards migrant and addresses minority issues. As a task of the course, they will have to organize **half-day training courses** for their colleagues on migration, integration, and minority issues.
- Representatives of national organizations will be trained to develop their competencies for delivering national **face-to-face training courses** on migration, integration, and minority issues to local authorities' employees.

2.3 Methodology

The main activity of the project, which is the training course, enhances professional education and skills through non-formal education methods that are learner-centered and participatory, starting from the experience of the participants. The learners' needs are at the core of the course development and the focus is on improving the learning and development of participants, rather than on transmission of information.

Another important participatory process in the project is the fact that the persons benefitting from the online training course will have the task to multiply the knowledge gained to their colleagues. Therefore, they will organize half-day trainings for their colleagues on migration and integration. Not only will the number of beneficiaries increase, but by using this learning by teaching approach the knowledge gained in the online course will be more in-depth. Even if most of the training will be completed online, participants will be asked to put into practice the newly acquired competences, to report back and to reflect on their learning.

The online methodology that will be used in this course is an innovative and comprehensive methodology, based on previous pilot projects. Non-formal education methods, both for the online as well as for the face to face courses, taking into account the latest developments in the virtual learning environment and making the best use of them for the benefit of the targeted group.

2.4 Beneficiaries

The ultimate beneficiaries are migrant and minority communities living in Europe who will benefit from improved services from local authorities and from more effective policies of integration.

The main target group is employees of local authorities in Europe, with a focus on five designated countries.

In a first stage, 1000 civil servants will be trained in the field of migration, integration and minority issues.

The selection criteria for the countries that will benefit from the action is based on the net migration rate of the European countries (*International Organization for Migration's* data) and on the degree of integration (on the basis of the *Measuring Integration Policy Index (MIPEX)*, a tool measuring integration policies in the field of: labour market mobility, family reunion, education, political participation, long term residence, access to nationality and anti-discrimination). With the support of the partner organisations, the experts who are responsible for developing the training will identify five countries in which local authorities will attend the training course.

2.5 Perspective of continuation

Following the first year of implementation, an evaluation of the training will be conducted and will

be presented with a policy brief to the European Commission during the European Integration Forum.

In the long run, and through a strategy of dissemination and promotion of the project, the training program will be used throughout Europe by local authorities. It will be distributed to training centres and schools to serve as a resource to train other local authorities' employees. The training course will also be available on DVD, to ensure access to people with limited internet connection

3. Timeframe

Proposed Start Date	September 2012
Duration	24 months
First phase	September 2012- September 2013
<i>The first phase which covers one year, from September 2012 to September 2013, will focus on heads of local authorities</i>	12 months
Second phase	September 2013- September 2014
<i>The second phase which covers one year, from September 2013 to September 2014, will focus on employees of local authorities</i>	12 months

THEMATIC WINDOW TWO

EDUCATION AS A TOOL FOR CONFLICT PREVENTION AND PEACE BUILDING

This thematic window comprises
one multi-dimensional action:

How to deal with the past to
build a better future ? The
pivotal role of history
education

Summary:

This multidimensional action builds upon the pivotal role that history education (formal, informal and non formal education) can play in providing people with the tools to increase cross-community relations, bridge divides and ultimately promote trust and reconciliation.

PROJECT 2

CONFLICT TRANSFORMATION: DEALING WITH THE PAST TO BUILD A BETTER FUTURE – THE PIVOTAL ROLE OF HISTORY EDUCATION

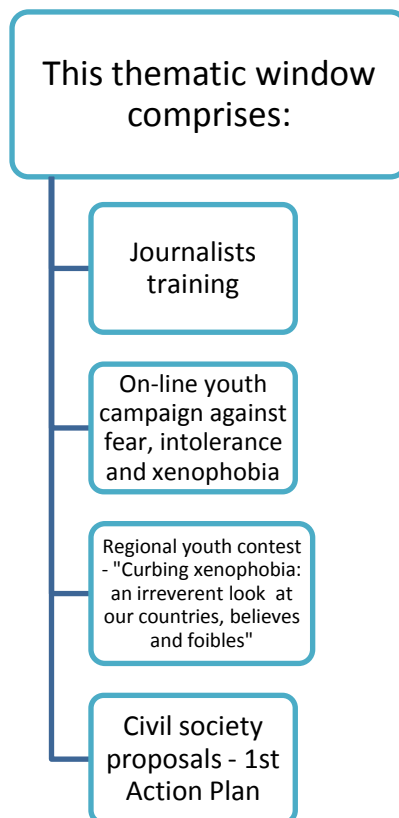
Only the combination of various types of action and actors can bring change in mindsets in societies recovering from violent conflict. In particular, “questions of how to deal with the past are particularly acute, especially when the past involves memories of victimization and death, with the result that history education after violent conflicts is burdened with many expectations, including the political and social goals of the various stakeholders” (Dr. Halit Eren, IRCICA, at the 4th UNAOC Global Forum).

This long term, multi-stakeholders initiative will be developed on the basis of a partnership led by the Council of Europe and the UNAOC. It will cover a wide range of actions, notably:

- A week “Winter School” that will bring together history educators of the region to be hosted by EMUNI – history teachers, but also museum and cultural centers programme managers, historians etc (end 2012).
- The creation of a regional platform of associations of history educators, universities, Academies of historians, publishers and editors of history books, teachers, professors, writers, filmmakers, artists and NGOs interested in this issue (beginning 2013).
- Definition of a road map of activities for 2013-2014 on the basis of consultations led during the Summer School and through the regional platform to be presented at the UNAOC Vienna Forum in February 2013 as well as of the recommendations made in previous meetings (Belgrade, 2012; Doha, 2011; Slovenia, 2010).
- Support and coordinated action with regard to the projects presented within the 1st Action Plan, ie : History that connects and Historiana (EUROCLIO), the House of the Forgotten (Grupa 484); Increasing the footprint of the joint history projects as a strong tool for reconciliation (Center for Democracy and reconciliation in Southeast Europe)

THEMATIC WINDOW THREE

COMBATting STEREOTYPES AND MISCONCEPTIONS – OVERCOMING IGNORANCE AND PREJUDICES



Summary:

“Both stereotypes and prejudices play a determinative role in shaping inter-group relations. Furthermore, in situations of conflict they are both outcomes of the accumulated animosity between the involved groups and feed on the continuation of the conflict by furnishing the cognitive-affective basis for the mistrust and hostility between the parties” – experts report. How can we break the vicious circle linking stereotypes, prejudice and emotions that reinforce conflict and block understanding and dialogue?

PROJECT 3

UNAOC Media Program and Thomson Reuters Foundation Project proposal - Journalists training –

The United Nations Alliance of Civilizations' Media Program amplifies the constructive role of media in furthering public understanding of political, cultural and religious issues through a series of projects.

An initial training could take place in Summer 2012 followed by a cycle of 4 training twice a year taking place on a rotating basis in different countries in the region

Executive Summary

The **UNAOC Media Program** is requesting the support of the **Thomson Reuters Foundation** to conduct a **four day training of journalists in South East Europe in August 2012**. Building on a Regional Strategy of the UNAOC for South East Europe and a current network of partners in the region (including in the field of media), and in light of the pressing needs in the region in the field of media, the UNAOC and TRF could play a critical role in joining forces to train 60 journalists from the region over a period of four days to (1) gather journalists from different backgrounds and conduct joint reporting exercises (2) train journalists to investigative journalism (3) place the participants' joint projects in various media outlets across the region and beyond, through the UNAOC network of editors worldwide.

Background and Rationale

Recent years have demonstrated a growing trend away from securing a free and independent reporting in many countries in East and South East Europe. Poor quality coverage (excess of tabloid papers), lack of media trainings, restrictions of many sorts, issues around ethical standards and politicization of the media – all are a common trends in the region.

After over twenty years of democratization and transformation, the media landscape in South East Europe now finds itself at a crossroads and in an ongoing process of change affected by many factors, including cultural and economic ones, and trainings of journalists have never been so crucial.

Outcomes

1. A cohort of media professionals from South East Europe that embark on joint reporting exercises in pair with colleagues in the region ;
2. Develop journalists skills in investigative journalism: set guidelines for news and op-ed articles; improve critical thinking; teach elements of ethical, objective approach to investigations
3. Placement of articles in newspapers in the region and in the network of editors that are partners with the UNAOC (translation will be needed).

Approach

The four day training will offer a strong cross cultural dimension by gathering journalists from the entire region. Language of training will be English. Trainers will focus on investigative journalism, ethics, how to uncover corruption and news/ opinion writing. Pairs of two journalists will be asked to produce joint reporting work at the end of the training.

Partners

The UNAOC Media Program and TRF would work with EMUNI in Slovenia, MediaCentar in Sarajevo or/and any other potential partners in the region (to be determined) that could host the training; the Global Experts Project (www.theglobalexperts.org) to involve experts from the region and other partners upon discussion with TRF. Further partners could include journalism schools, foundations and other media outlets, regional or global that work on a regular basis with the UNAOC.

Support

The UNAOC is seeking the support from TRF as a main partner to conduct the trainings of journalists through their network of trainers and consultants and to cover the travel of participants. The UNAOC can secure the location, can advertise the training and can provide help on the selection of participants.

PROJECT 4

Regional contest on “Curing xenophobia: an irreverent look at our countries, our beliefs and foibles” (Xenophobe’s guides)

Summary

This project has a twofold aim: attract media attention and hopefully lead to a TV programme on the countries of the region: a 21st century perspective; and raise awareness among youth about identity, prejudices, stereotypes, fears as well as cultural similarities and differences through developing self-criticism and critical thinking.

This project is at the crossroads of Human Rights education; education on bias, stereotyping and prejudice raising awareness of chauvinistic attitudes and behavior; and diversity appreciation education that aims at promoting awareness of, and appreciation for, the many ways in which people differ and are similar in a society, attempting to broaden definitions of one’s own and others’ identities. Furthermore this contest is organized in an effort to harness the energy, imagination and initiative of the world's youth in promoting a culture of peace. It also aims to inspire society to learn from the young minds and to think about how each of us can make a difference in the world.

The result will be a collection of stories, cartoons and visual arts works that could be edited and be part of a regional contest.

Methodology

Using the UNESCO Associated Schools Project Network (ASPnet), commonly referred to as UNESCO Associated Schools, as well as other youth networks, a Regional Contest will be issued with 3 different levels for primary, secondary/vocational and higher schools.

This regional contest will target schools/educational centers – only collective, group works will be considered.

The aim of the contest is to produce a story/ essay on a number of given topics that will help to focus on shared stereotypes and prejudices that are socio-cultural products.

The contest rules will be soon announced.

PROJECT 5

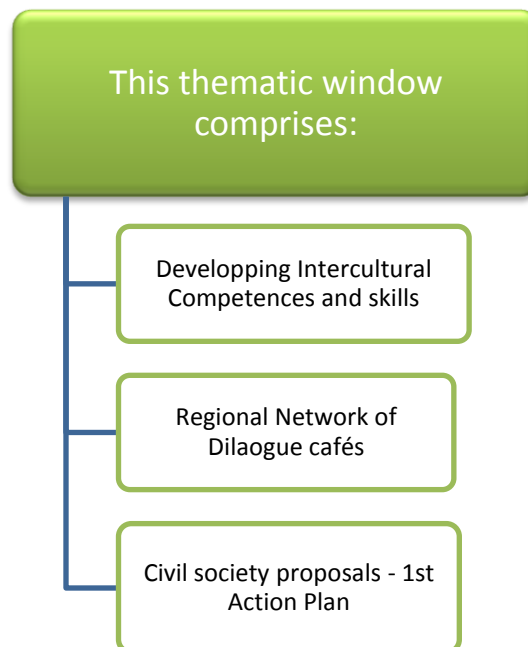
Project proposal – On-line Youth campaign against fear, intolerance and Xenophobia.

Executive Summary: Building upon the Youth Event in the framework of the Doha Forum, an on-line Youth campaign will be launched, calling on political leaders, decision-makers and citizens to speak out against fear, intolerance and Xenophobia. Work to design the campaign started immediately after the Forum.

For more details: See Doha Outcomes

THEMATIC WINDOW FOUR

INTERCULTURAL DIALOGUE, SKILLS AND COMPETENCES: A NEW GENERATION OF ACTIVE CITIZENS



Summary:

Our common future depends on our ability to safeguard and develop human rights, democracy and the rule of law as well as promoting mutual understanding. *The intercultural approach* offers a forward-looking model for managing cultural diversity. It proposes a conception based on individual human dignity - embracing our common humanity and common destiny. *Intercultural dialogue* has an important role to play in this regard. It is instrumental in preventing ethnic, religious, linguistic and cultural divides. It enables society to move forward together, to deal with our different identities constructively. *Intercultural competence and skills* are indispensable for citizens who have to be equipped to take advantage of diversity and turn it into an invaluable asset in order to build a better future.

PROJECT 6

DEVELOPING INTERCULTURAL COMPETENCE AND SKILLS - a key challenge to build a better future in South Eastern Europe

Presented by Professors Alicia Cabezudo, Darla K. Deardorff (to be discussed with UNESCO as the leading UNAOC partner to this project)

Rationale of the Project

“We must learn to live together as brothers or perish together as fools.” These prophetic words, spoken by Martin Luther King Jr. resonate within the increasing globalization of the world today, and in particular with the growing diversity of South East Europe with its recent history and desire to build a brighter, better future for the region.

How shall we respond to diversity? What is our vision of the society of the future? Is it a society of segregated communities, marked at best by coexistence of majorities and minorities with differentiated rights and responsibilities, loosely bound together by mutual ignorance and stereotypes? Or - Is it a vibrant and open society without discrimination, benefiting us all, marked by the inclusion of all residents in full respect of their human rights and cultural diversity?

Our common future depends on our ability to safeguard and develop human rights, democracy and the rule of law as well as promoting mutual understanding. *The intercultural approach* offers a forward-looking model for managing cultural diversity. It proposes a conception based on individual human dignity - embracing our common humanity and common destiny. *Intercultural dialogue* has an important role to play in this regard. It is instrumental in preventing ethnic, religious, linguistic and cultural divides. It enables society to move forward together, to deal with our different identities constructively.

Dialogue in this context is consequently understood less on a purely individual level, but as a collective learning process that emphasizes the open-ended character of the process itself towards an intercultural society. Intercultural dialogue must be understood as empowerment not just to cope personally with current developments, but to deal with the potential of change, which can have a positive and constructive impact in our societies. Truly successful intercultural dialogue requires a special set of intercultural skills, known as intercultural competence. *That is why the development and practice of “intercultural learning competences” are needed now more than ever.*

In this learning process the intercultural approach in education is particularly relevant for how we live together in our societies and how we can build the vision of the future with the others in a transformative process - *celebrating diversity and*

differences while living together in the same country and region.

Aims of the Project:

- To raise awareness of the critical importance of “intercultural competence” as the world becomes increasingly interconnected - whether it is in global workforce development, in resolving conflict or in facilitating intercultural coexistence on a local level - with a view to building inclusive, (tolerant) open minded and multicultural societies.
- To support responsible “citizenship education” in some countries of South Eastern Europe - namely from Former Yugoslavia - by promoting collaborative values, critical awareness, mutual respect, peace, stability and democracy thereby working towards developing “intercultural competences” as “the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills and attitudes”.
- To support capacity building and promote intercultural understanding, instigate and enhance social cohesion and reduce cross-cultural tension by developing a multidimensional and process oriented approach to “intercultural competence,” tailored specifically to the West Balkans region, as an educational goal that can be integrated into curricula and teacher education To develop innovative intercultural educational programmes for educators to be piloted in the countries covered by the project (Kosovo* (*under UNSCR 1244), the Former Yugoslavian Republic of Macedonia, Montenegro, Slovenia, Bosnia-Herzegovina, Croatia, Serbia and other colleagues in South East Europe, namely Austria, Hungary, Romania, Bulgaria, Turkey and Spain.
- To increase the professional skills and networks of teachers/educators through specific information on the field and available resources, training in innovative methodologies and the analysis and further development of curricula in order to generate grassroots strategies, practices and resource support for reforming pedagogy, learning processes and curriculum that takes into account “intercultural competences”
- To help those working with young people from South Eastern Europe to develop intercultural competence (ie open-mindedness, empathy, mutual respect, etc) that enables co-operative living in local integrated communities level
- To publish a practical manual on best practices based on outcomes of the seminars, research and this project tailored to the region. This manual will be translated into the different languages of each country, based on the commitment of national offices/ministries/non-governmental organizations.

Approach:

This project will utilize the experiences and knowledge of participants, as well as the latest research in the field, in exploring a range of teaching and learning strategies that can be used in developing students’ and teachers’ intercultural competence. The training seminars and opportunities for teachers will offer a strong cross-cultural

dimension for educators and officials, providing a space for reflection, mutual exchange, experiential learning and cooperation on joint projects related to intercultural competence and dialogue. Training methods to be used include group work, discussion, simulations, written reflection, case studies, lecturettes, and the utilization of technology. This variety of methods will ensure that most learning styles will be met. The materials developed for and from these seminars can be used to train future participants with the goal of capacity-building in the region in regard to awareness and expertise in intercultural competence. **It will also be applied to other regions for working on intercultural competences and training educators.**

Potential Partners:

UNESCO Associated Schools Network
Council of Europe
EMUNI
Local universities
National Ministries of Education / Culture / Youth
Regional Education Authorities / Culture / Youth
Local Education Authorities / Culture / Youth
International organizations dedicated to Education
UNESCO Universities Culture of Peace Chairs (See list in the region)
National Teachers Trade Unions and / or Associations
Institute for the Alliance of Civilizations, Istanbul, Turkey

Place (s) :

Activities involving several countries of the region - namely training of educators, notably a one-week Summer School will be held at EMUNI , the Euro-Mediterranean University located in Slovenia. National activities will be hosted by national partners of the EMUNI network of Universities, by schools of the UNESCO network or by local associations of teachers. The second seminar could be held at the Institute for the Alliance of Civilizations in Istanbul (to be confirmed). This project will involve all countries of former Yugoslavia and neighbors.

We propose developing the project with those from the following.

Public elementary and secondary schools
Member schools of the UNESCO Associated Schools Network
Universities / Teachers Training Colleges
EMUNI
Institute for the Alliance of Civilizations, Istanbul, Turkey
Etc

Target group:

Teacher trainers, trainees of pedagogical establishments.
Officials from educational departments at different governmental levels

University Faculty involved in the project (including relevant UNESCO Chairs)
International / Regional Education organizations representatives involved in the project
Relevant NGO's representatives, including leaders of youth organizations

Working methods:

- The joint development of a *curricular design program* on main concepts related to Intercultural dialogue and Intercultural competences: framework, conceptual display and application methodology in the field of education .
- The joint development , and dissemination of *an agreed number of practical training units* focused on the theme of cultural diversity and intercultural competences designed for use in both teacher training education establishments and schools.

The organization of first training seminar for trainees in Intercultural dialogue and Intercultural competences, a second seminar for exchanging practices already done and evaluate outcomes and a third seminar for general evaluation of the project and preparation of a publication of Best Practices plus further planning for sustaining these efforts in the future . We **also proposed the application of intercultural competences content and methodology in national based workshops to be planned in the countries involved in this project for testing and exchanging practices by educators in the formal and non formal level. These activities are recommended to start after the first seminar and also applied between the second and the third ones.** Based on the technological capacities of schools in the region, we propose to supplement the face-to-face training and seminars with the use of appropriate technology including webinars, online training work and blogging.

Expected outcomes, aligned with initially stated goals:

- Research and selection of existing materials, resources and best practices as well as manuals and existing related bibliography that will be applied to teaching process along the three planned seminars and further on.
- Analysis scoping the skills and attitudes identified as being relevant to the theme of co-operation via teaching and learning for “intercultural competence”, and examples of relevant teaching strategies will be (are) prepared.
- Training modules are produced in various languages in both electronic format and hard copy. These training modules are built around a number of case studies derived from the research. This tool will be directly linked to the needs of the contextual conditions of each country of the region and according to requirements of ongoing educational reforms.
- Organization of trainees teams on intercultural competences in order to transfer the course learnings to other education sites - formal and non formal - in the engaged countries.

- The development and testing of training modules in a number of teacher training education organisations and schools. This may include the production of films and documentaries by trainees given that “no words can replace a powerful image.”
- Issue recommendations for reforming pedagogy, curriculum and texts books to Ministers of Education and Ministers of Culture to be presented at a regional meeting to be convened at the end of the project in December 2014 under the auspices of the UNAOC and UNESCO.
- Publication of a practical manual on intercultural competences, teaching methodology, curricular design and best practices as a result of the project application (in a later phase of the project).

Proposed Timeline

Duration: 2 years 5 months / 24 months + 5 months

Proposed Start Date: April 10th 2012 (Beograd Meeting)

- a) Preparatory Phase April – September 2012 / 5 months
- b) First Phase: September 2012 – September 2013 / 12 months
- c) Second Phase: September 2013 – September 2014 / 12 months + 3 months (publication)

a)Preparatory phase / April – September 2012

Started on April 10th. Presentation of the first project draft . Development of an exploring workshops with participants of the region in order to approach needs, visions, perspectives and recommendations from the countries to be involved in the project. Exchange of views, approach to existing resources and bibliography as well as best practices already tested. (Beograd - April 10th-11th.)

First phase September 2012 – September 2013

The first phase will cover one year, from September 2012 to September 2013

1-Will focus on identifying specific needs and contexts singularities related to intercultural learning.

2-Development of the first regional seminar in Slovenia (EMUNI) with representatives of the countries already engaged in the project.

3-After this first seminar attendants should plan national seminars transferring contents and methodologies on intercultural competences learnt in the first trainee seminar at EMUNI location

4-This first phase includes also a second seminar in Istanbul (Institute for Alliance of Civilizations) in order to exchange practices already done and evaluate outcomes necessary to proceed to the second phase.

Second phase September 2013 – September 2014 + three months writing

1-The second phase will focus on following up testing workshops at national level, general project evaluation + evaluation of developed national seminars - corrections + developing final recommended curricular design and pedagogy units

2- We also need to look at facilitating discussions among the countries for

developing an ongoing plan so that this becomes sustainable and goes beyond a one - time workshop/training.

3- The third and final seminar will evaluate the whole project and will be held in one of the former seminar sites

4- Final - Starting September 2014 - 3 months

Preparation of a Manual with main contents, methodology and best practices as a result of the work done in the region.

Proposed activities – Draft

- Regional seminars and workshops for educators from the region on intercultural dialogue and intercultural competences: conceptual framework, application methodologies, pedagogy, strategies and resources.
- National (Regional) seminars and workshops for key educators and government education/culture officials developing innovative curriculum approaches according to diverse contexts , needs and realities. These national seminars will implement the contents and pedagogy learnt and discussed in regional seminars.
- Publication and dissemination of a practical manual on main contents related to the theme + outcomes from the regional seminars to be disseminated for further pedagogical use. We propose to use and adapt materials from the Council of Europe, UNESCO, and existing materials in the region and in each country related to this intercultural theme.
- Collaborative action research with project partners for innovative intercultural curricula standards and assessment;
- Bridging activities between academia, educational institutes, teacher trade unions and governments at local, national and regional levels.

The project recommends basic principles and requirements necessary to the development of responsible, cross border and innovative initiatives, namely:

- Adopting a professional approach through trainings
- Applying Innovative Pedagogy + Methodology
- Creating an appropriate learning environment tailored to the needs and contexts of participants
- Including partners and attendees from diverse fields: academics, educators, government officials, experts, NGO`s representatives.

Perspective of continuation

Following the first year of implementation - where the first regional seminar and national seminars should occurred - an evaluation seminar will be conducted and will be presented with a policy brief to the UNAOC Office for further dissemination.

In the long run, and through a strategy of dissemination and promotion of the project,

the training program/seminars and its outcomes will be used throughout Europe and the Euro Mediterranean region by local academic sites and authorities. It will be distributed to training centers and schools to serve as a resource to train other actors interested to apply intercultural dialogue and intercultural competences in on-going educational programs and practices.

Proposed Seminar Methodology

a) *Learner Centered Pedagogy*. The methodology of seminars is built upon the assumption that both attendants and instructors are learners- a reciprocity of learning that facilitates the building of collective knowledge and critical consciousness on the idea that change has to come from within the learner. Which is a main theme when learning intercultural competences.

b) *Critical inquiry* for building concepts from knowledge and experiences that already exist in attendants previous learning experiences and practices.

c) *Cooperative learning* through joint exercises of reflection and integration of concepts/actions will facilitate learning and building knowledge while attending the seminars.

Assuming that learning on Intercultural dialogue and Intercultural Competences is *transformative learning*, the seminars will inspire attendants to actively pursue the transformation of present cultures of violence and non understanding , calling for the analysis of the present society and education policies on [intercultural](#) (multicultural) aspect planning towards cultures of peace and non violence at local, national and regional level.

According to this general presentation, the seminars will be taught using interactive and participatory methods such as a) case studies; b) best samples of intercultural education (transformative) programmes from different regions; c) role plays on how to develop productive relationships with different social actors ; and d) workshops on themes related to intercultural competences in order to “learn by practising”.

Visits to different institutions, organizations and individuals related to multicultural / intercultural practices implemented in the field will be planned during the seminars - applying the observation, analysis and oral testimony methodology for building socialized knowledge.

In each seminar, participants will experience a mixture of formal lectures and discussion of the main concepts for the specific lesson of the day. Practical exercises that focus on the application of these concepts in the professional and/or academic-social context of participants will follow the theoretical first part of each seminar session.

Note: The Evaluation Seminar can also include “Best Practices Presentations” which can be compiled, published and distributed in a publication both online and hard copy.

PROJECT 7

NETWORK OF DIALOGUE CAFÉS in SOUTHEASTERN EUROPE

What is Dialogue Café?

Dialogue Café is a non-profit initiative, which uses leading edge video conferencing technology to enable face-to-face conversations between diverse groups of people from around the world so that they can create a global community for sharing experiences, learning from each other and working together to make the world a better place.

Dialogue Cafés are already open in Paris, Lisbon, Amsterdam, Rio de Janeiro, Cleveland and Ramallah. London, Beirut, Wroclaw and S. Paulo will open before Summer 2012. New Dialogue Cafés in Tunisia, Belgrade, Lagos, and Brisbane are in the pipeline and will be all operational by mid 2013.

Who is it for?

Dialogue Café is for individuals and organizations with a social, environmental, educational or cultural mission – such as foundations, civil society organizations, community groups, universities, schools, social enterprises, public sector bodies and agencies.

Why?

Dialogue Café results from the radical but simple idea that people have many things in common and given the opportunity, they will explore their common interests, sparking collaborations and stimulating ideas that address the major issues of today. This kind of interaction can lead to new ways of thinking and doing: they can empower individuals and communities, break down prejudice and misconceptions and promote greater understanding and co-operation across cultures and divides.

What happens in a Dialogue Café?

Dialogue Cafés are spaces for innovation and creativity - with a particular focus on cross-cultural dialogue, social innovation, civic participation and arts, creativity and culture. These cafés are connected through a global exchange that links cafés across the world to enable informal conversations as well as more structured multi-city activities such as conferences, concerts and lectures. The following examples illustrate the range and variety of activities that will be enabled by Dialogue Café as the network grows and develops around the world.

- Young people in Belgrade, Ramallah and Barcelona sharing stories about their heritage.
- Women from Cairo, Rio de Janeiro, Doha and Amsterdam discussing the role of education and employment in empowering women.
- Multi-city conferences and events on topics such as climate change, creativity and innovation, ageing and social exclusion connecting Beijing, San Francisco, Tokyo and Melbourne.
- Joint projects linking schools in Paris, Beirut, Seoul and Sydney.
- Social entrepreneurs from London, Toronto and Tel Aviv talking about potential commercial collaborations.
- Simultaneous theatre workshops run in Paris, New York and Rio de Janeiro.
- Concerts from Senegal live to Cape Town, Lisbon and London.

How?

This project is run by the Dialogue Café Association (www.dialoguecafe.org). Together with Cisco Systems, the Gulbenkian Foundation (Portugal) and local partners of each dialogue café. It is part of the core UNAOC projects included in the Regional Strategies, namely for South-Eastern Europe and for the Mediterranean.

ACTION PLAN 2012 – 2013

Enlarging the network of Dialogue Cafés to three strategic areas is our priority for 2012-2013: Africa (Ethiopia, Mozambique, Angola, Senegal and Cape Verde); South Asia (Pakistan, Bangladesh, India); South-Eastern Europe and the Mediterranean region (Montenegro, Bosnia and Herzegovina, Albania, the Former Yugoslav Republic of Macedonia, Romania, Bulgaria, Austria, Istanbul, Cairo/Alexandria, Morocco). We are targeting around twenty new dialogue cafés for this period.

Budget

This budget is a rough estimate of the costs of opening and installing a dialogue café. However, many of these costs are variable requiring an assessment of possible local partnerships that make a reduction of costs possible.

ITEM	DETAIL	COST (€)
Technology	Tandberg Profile 65+	15.000 €
	Shipping 6 transportation costs/customs & excise duty of Tandberg equipment	10.000*€
Pod	Furniture	5.000* €
Project Management	Overseeing purchase & shipping of equipment/installation & testing /training & developing programme	10.000 €
TOTAL		40.000 €

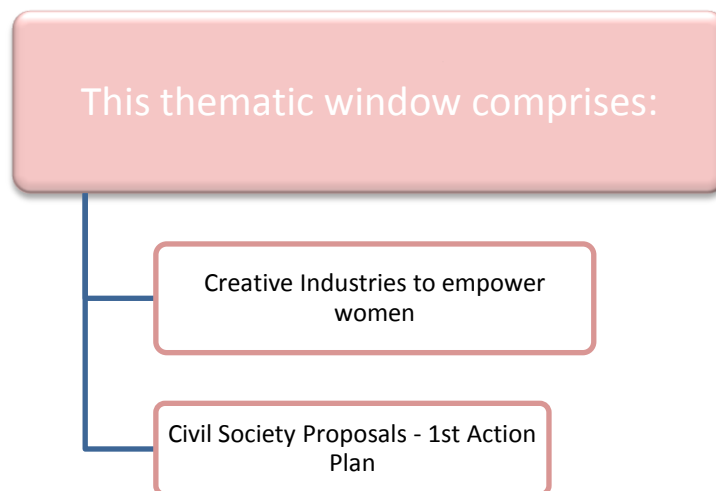
* Variable costs.



A transatlantic jam session (left) and students discussing the role of e-learning (right).

THEMATIC WINDOW FIVE

GENDER EQUALITY AND EMPOWERMENT OF WOMEN



Summary:

United Nations data reveal that of the world's 1.3 billion poor, nearly 70 percent are women. Gender equality is not only a basic human right, but its achievement has enormous socio-economic ramifications. Empowering women fuels thriving economies, spurring productivity and growth.

PROJECT 8 - *Using creative industries to empower women*

Summary of the Project

Whether it is the Samba in Brazil, Jewelry in Egypt, Rugs in Central Asia, Clothes in Afghanistan, Chinese food or Bollywood, the creative industries represent a relatively untapped resource for global economic growth. But it is also a unique and largely untapped resource to empower women, reinforce their rights and gender equality. This projects aims to contribute to these aims, focusing in particular in deprived areas.

1. *Project Frame*

1.1. *Background*

The 4th Global Forum of the UNAOC held in Doha in December 2011 focused on how cultural diversity and intercultural dialogue matter to peace and development. The creative industries are one of the more tangible expressions of how cultural diversity can contribute to create jobs and boost economy. Today, the creative industries are among the most dynamic sectors in the world economy providing new opportunities for developing countries to leapfrog into emerging high-growth areas of the world economy.

Evidence provided by the UNCTAD Creative Economy Report 2010 show that a) despite the 12 per cent decline in global trade in 2008, world trade of creative goods and services continued its expansion reflecting an annual rate of 14 per cent during the period 2002-2008; b) South-South trade in creative products and South-South investments in digital technologies are gradually increasing, but have the potential to expand even faster if enhanced by the South-South cooperation. Almost all emerging economies, including the BRIC countries (Brazil, Russia, India and china) have integrated development paradigms centered on capitalizing on the creative industries.

Against this backdrop, exploring further the potential of creative industries to contribute to poverty reduction and boost development by moving from the global and looking more closely at the local seems to be a promising approach deserving attention. Furthermore this approach can be linked to specific target groups in order to help achieve at the same time a cluster of different MDGs – such as empowerment of women -, underlining at the same time the untapped resources of cultural diversity and the need to protect it as an invaluable asset for humankind but also for building inclusive and prosperous societies.

1.2. *Rationale*

When it comes to measures wellbeing in developing countries, women often lag behind men. United Nations data reveal that of the world's 1.3 billion poor, nearly 70 percent are women. Gender equality is not only a basic human right, but its achievement has enormous

socio-economic ramifications. Empowering women fuels thriving economies, spurring productivity and growth.

Creative industries—comprising a wide range of activities such as advertising, architecture, art, crafts, design, fashion, film, music, gastronomy, performing arts, publishing, R&D, software, toys and games, TV and radio, and video games - are an untapped resource that can help empower women and achieve equality between women and men as partners and beneficiaries of development and human rights.

By providing skill training for women, especially those who are uneducated and destitute and helping to create sustainable job opportunities for these women, women can get access to decent work, face in a positive way occupational segregation and gender gaps.

2. Project

The project proposed here seeks to build a platform bringing together existing networks of cities (“creative cities”/“intercultural cities”/cities of innovation/smart cities etc), UN initiatives dealing with creative industries (notably UNCTAD, UNESCO, OIL) as well as other UN programmes (such as MDGs Fund and UN Women) and international organizations (such as UCLG, OIC, ASEAN, SEGiB), and civil society actors and initiatives to work together to develop a Global Facility to Empower Women through Creative Industries- From 10 to 100. This project will comprise two phases: 1-“Phase 10” - pilot experience in ten countries (2012-2014) followed by an evaluation report; 2- “Phase 10x10” - implementation of the Global Facility covering 100 countries (2015)

2.1. Overall goals and specific objective

Overall goals:

- raise awareness about the economic value of cultural diversity
- make the best of cultural diversity to enhance human rights and boost development
- contribute to the UN efforts to achieve MDG 3 - Promote Gender Equality and Empower Women

Specific Goals (phase 1):

- create a platform for sharing success stories and best practices
- develop a concrete project in 10 different countries – create 100 new jobs that make a difference
- explore creative industries related to : crafts, folk arts, design, fashion, jewellery
- From jobs to dignity:

2.2. Methodology

1. Creation of a central platform of partners supporting this project made up of: 5 leading countries + 5 leading international organizations + 5 leading foundations/corporations + 5 leading Ambassadors of the project + 5 museums + 5 leading schools/research centers/training institutions + 5 leading multinationals + 5 leading cities.
2. Identification of 10 countries for pilot experience - selection of cities and/or communities

– selection of beneficiaries.

3. Identification of local partner – MoU with local partners.

4. Training – face to face and on-line training – 3 hours a day

5. Production – mentorship (once a week)

6. creation of a web platform to share experiences and feature the project

2.3. Timeframe:

2012:

June-July–August : identification of members of the central platform; creation of website

September: meeting with members of the platform to finalize the project.

October- December: Identification of countries/cities/communities participating in the project

December – discussion of MoU

January - signature of MoUs

February – July 2013: Trainings: technical skills, entrepreneurial training (starting and running your own business), civic training.

September 2013 – production

Summer 2013: Global meeting with trainees and partners

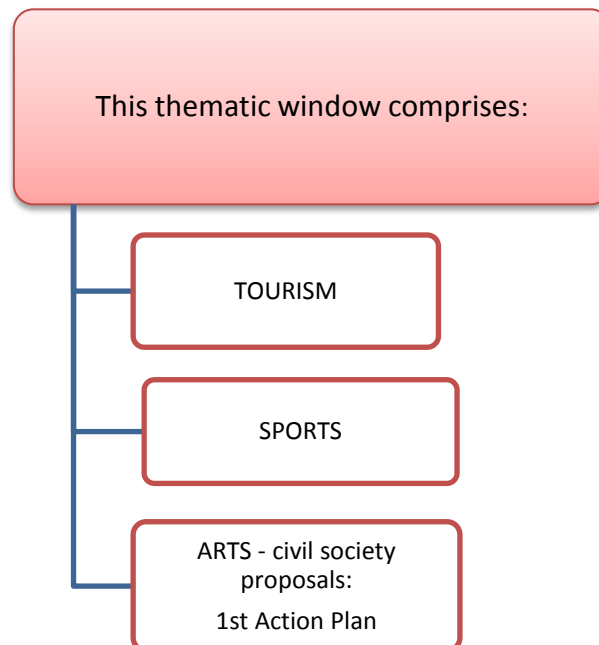
3. Budget

An initial Fund of 500.000 US \$ will allow the project to develop on a sound basis:

- MoU with a local partner comprising using/hiring a venue, equipment, material and providing training for 10 people may cost around 3.000 to 5.000 US\$ a month (6 months in 10 places amounts 180.000-300,000 USD\$) - 2013;
- Mentorship for production – 100.000 UD\$ (2013)
- Website and management of the project – 100.000 USD\$ (2012)

THEMATIC WINDOW SIX

CULTURE AND DEVELOPMENT: TOURISM, ARTS AND SPORT



Summary:

There are plenty of successful stories that build development upon cultural diversity both in the workplace, the marketplace, but also at the local community level.

How do we capitalise on diversity and not make it a dividing force? How do we appreciate contributions that are different in kind and quality? How do we make cultural differences a driving force for development? How do we plan for a diversity advantage at the workplace, the marketplace, in public domain and in cyberspace? How do we articulate what members have in common and turn it into a common asset? The following actions build upon some of these questions

PROJECT 9

Proposed UNWTO Action for AoC South East Europe:

UNWTO Themis Volunteer Programme, consisting of local junior experts and international experts, deployed in South-East Europe to identify itineraries based around memorial sites/museums with a view to providing an additional interactive educational tool for interpreting the rich history of the region, aimed at both leisure visitors and regional and international educational institutions (schools, high schools, colleges etc.).

Objectives:

The Volunteers, consisting of international and local junior experts, will:

1. Carry out inventories of sites and collect information and stories for accurate and authentic interpretation of their historical significance, with a view to incorporating this information into the teaching materials / curricula of interested educational institutions and into the training of relevant guides in such places.
2. Propose an action plan with clearly defined ownership for the development of tourism itineraries and related services, including required investment, in close cooperation with relevant stakeholders from the public, private and civil sectors.

Outcomes:

1. To identify, preserve and interpret, through a shared perspective, sites of important regional historical significance.
2. To provide local students with the opportunity to interact in a collaborative fashion with experts and their peers from neighbouring countries, thereby fostering respect and encouraging new perspectives.
3. To develop a shared interpretation and history-teaching of the region's past in order to:
 - a. create amongst the present and future generations in South-East Europe an awareness of themes such as tolerance, intercultural dialogue and international understanding;
 - b. encourage the emotional, intellectual, ethical and social growth of future generations with a view to fostering an open and tolerant society.

PROJECT 10

SPORTS+SCHOOL+POLICE =Conflict and Crime Prevention Initiative

By Cross Cultures Project Association (CCP)

Idea

The Conflict and Crime Prevention initiative (CCP) is inspired by the Danish SSP- Network Initiative and it is about developing a governance system in contemporary Balkan communities where key personnel from the school sector, sport sector, social sector and police sector work together to prevent children and youth from becoming • crime offenders or • victims of crime

Focus

CCP is based on the observation that in the Balkan countries, the rate of juvenile crime, violence and anti-social behaviour is on the rise. On top of these issues, the contemporary Balkan societies also deal with negative impact of ethnic segregation in society. The introduction of community-based CCP Networks would be a constructive and cost effective way to approach these challenges.

Sport + school + police

Background

In June 2011 Cross Cultures organised a study tour for local staff from the branch offices in the Balkans and Trans Caucasus to visit partners in three Danish municipalities dealing with crime prevention. The purposes was to learn about the Danish crime prevention network initiative named SSP (School + Social sector + Police), which is building on the basic perception that efficient crime prevention measures require coordinated and joined efforts by key personnel from the public sectors that stay in day-to-day contact with children, youth and their families. The study tour was followed-up by a regional stakeholder conference in Sarajevo where Cross Cultures hosted 81 representatives from the police sector, the school sector, the social sector and the sports sector. The purpose of the conference was to get acquainted with the various stakeholder groups and to share experience on crime prevention initiatives and approaches in the Western Balkans. It was a general finding that the topic of Conflict and Crime Prevention (CCP) is considered very relevant and meaningful in all the contemporary Balkan societies and the conference introduced us to several meaningful community-based initiatives. However, the conference also left us with the impression that today the crime

prevention task mainly is regarded a police matter, which impedes the scope and effectiveness of possible crime preventive measures. The CCP-program is thus a new initiative proposed by Cross Cultures in cooperation with our local partners in the Western Balkans. It has been developed because we believe the building of a CCP-Network will bring meaningful, efficient and relevant approaches to the conflict and crime prevention in contemporary Balkan communities and further contributing to the development of good governance and democracy. Although Cross Cultures and our local partners has not yet been directly involved in crime prevention activities, it is initiated by us because the Open Fun Football School program provides a unique network in local communities that contains all the 'ingredients' needed as basis for organising an efficient CCP-approach. Thus, Cross Cultures and our local partners see our role as 'initiators' and 'consultants' that can push the idea; bring the relevant stakeholders and experts together and facilitate a process with the purpose to develop a meaningful and relevant CCP-Network approach in contemporary Balkan communities.

Purpose

The CCP-Network Initiative is about developing a conflict and crime prevention initiative in contemporary Balkan communities. The purpose is to:

1. Facilitate a governance system in the field of conflict and crime prevention that is anchored in the local municipalities and where key personnel from the school sector, sport sector, social sector and police sector work together to develop and initiate relevant conflict and crime prevention initiatives on a day-to-day basis in the local communities
2. Build capacity by training CCP-practitioners in network building, communication skills and other relevant CCP-approaches and CCP-techniques
3. Facilitate a national and regional CCP-network that exist to share experiences and best practices and to further push and develop the CCP-Network Initiative.

Target groups

- The local municipality
- Community Police
- School sector
- Social sector
- The community sport clubs
- Children and youth
- Families to the children and youth at risk

Expected outcome

The outcome of the new CCP-network will be the formation of:

Community

Community-based CCP-networks in municipalities affected by conflicts, social exclusion and youth criminality with the purpose to stimulate conflict and criminal prevention initiatives in local communities on a day-to-day basis.

National

A national CCP-network to facilitate dialogue, experience-sharing and cooperation between the local representatives and institutions involved in local CCP networks for the purpose of disseminating best practices and modes of collaboration within the CCP-field working across geographical, political, institutional and ethnic boundaries in the country.

Regional

A regional CCP-network of experts that meets a couple of times annually to present, discuss and review the lessons learned on CCP initiatives implemented in the region as basis for developing new CCP initiatives and campaigns on local, national or regional level.

Activity process

1.CCP-Team building

Local Open Fun Football School (OFFS) coaches are recruited from the community police, the school sector and the sport clubs. All coaches will be trained at a regional OFFS volunteer seminar (3-days duration). Here the team of coaches will get to know each other – team building – and be introduced to the CCP Network Initiative and Cross Cultures child-centred pedagogic and Fun-for-All concept.

2. CCP-Confidence building Open Fun Football Schools (OFFS)

The CCP team will jointly organise an Open Fun Football School for 200 boys and girls across divides in their local community. During the OFFS activities the CCP team will meet and work with the children and their parents in a positive, informal and confidence building atmosphere.

3.CCP-Capacity building - Network seminars

The OFFS implementation will be followed-up by CCP Network seminars. The aim is to elaborate the CCP-network initiative and develop local CCP-action plans responding to the local contexts. Focus on the network seminars is to have the CCP-teams to share notions and perceptions on problems to be addressed and to draft joint action plans with commonly shared goals, interventions and guidelines.

4.CCP in operation

Following the the CCP-Network seminars, the CCP-teams will return to their local community and start the implementation of their respective action plans.

5.CCP Knowledge sharing & Lesson learned

Dialogue and experience-sharing meetings are organised on national and regional level to review achievements and lesson learnt within the CCP Networks. The main purpose is to identify best practices, further develop the concepts and aims of the CCP Network and advocate the mission of the local, national and regional CCP-networks among relevant stakeholders and cooperating partners.

Governance & cooperation

Research and experiences from Denmark confirm that effectiveness of crime preventive measures require a cross sector network approach where key personnel across relevant sectors

A - Share notions and perceptions on the situation and the problems to address;
and

B- Give advise and act in accordance with commonly shared goals and guidelines.

Inspired by the Danish experiences the main focus of the CCP-Network is thus to initiate a governance system in local municipalities where key personnel from the school sector, sport sector, social sector and police sector work together to develop and implement approaches and initiatives to prevent children and youth from becoming offenders or offers from juvenile crime.

CCP-principles:

- 1. Early intervention** is crucial in the field of conflict and crime prevention. Thus, the earlier one is able to spot and approach a problem the better are the chances to prevent the situation from taking a wrong turn.
- 2. The parents and the families** are often part of the solutions. Hence, it is important to actively involve parents and the families in the challenges faced and the possible solutions may be worked out in dialogue with the parents / families.
- 3.** It is important **to render the CCP-Network Initiative visible** to the citizens, to show that the CCP-Network is an active partner in the local community people can trust and that exist to provide confidence and security in local community.
- 4.** The CCP-Network is built on the acknowledgement that **juvenile crime differs from community to community**, and different challenges needs different approaches and different solutions. Consequently CCP always takes its outset in the specific local challenges and the possible solutions are always determined by the specific local challenges.



THIRD GLOBAL FORUM OF THE ALLIANCE OF CIVILIZATIONS,
in Rio de Janeiro
BRIDGING CULTURES, BUILDING PEACE

ACTION PLAN

(2010-2012)

**Implementing
the**

**Alliance of Civilizations' Regional Strategy
on Intercultural Dialogue and Cooperation in South Eastern Europe
adopted in Sarajevo on 14 December 2010**

**Finalized in the 3rd Forum of the Alliance,
Rio de Janeiro, May 2010
(SHORT OVERVIEW)**

This Action Plan is primarily focus on youth and education, without neglecting media, and bearing in mind that the Alliance also addresses the challenges posed by migration from the integration perspective.²

It includes the following actions:

1. EDUCATION

1.1. Expansion of all relevant AoC ongoing projects to the region, namely:

1.1.1. First AoC Summer School (Aveiro, Portugal, 15-21 August 2010) – participation of students from all countries of the region

1.1.2. Dialogue Café network - gradual expansion of the network to the region to start in 2011.

1.2.3. The AoC Research network of universities, centres of research, and think-tanks (“Research Network”), intended to support the work of the AoC, facilitate cross-cultural cooperation in areas of interest to the AoC

1.2. New initiatives to be led by countries

1.2.1. Launch of a symposium on “Identity and Participation: Cross Cultural Youth in South East Europe and the EU”_in order to raise awareness for developing such intercultural skills, for promoting active democratic participation in South East Europe and to contribute to the formation of a European narrative addressing all citizens of Europe and integrating the hybrid cultural backgrounds due to globalisation and migration. The symposium in South East Europe is a follow up of the joint initiative of Austria and the Alliance of Civilizations “Identity and Participation: Cross Cultural and Muslim Youth in Europe”, hosted in Vienna on 29 and 30 June 2009 and will take into consideration the recommendations of the Vienna meeting

1.2.2 – “South East Europe Youth hand in Hand” – a project led by Turkey aimed to establish and sustain good relations between students and teachers in Turkey and other South East European countries by launching a Student and Teacher Exchange Programme.

1.2.3. Human Rights Educational Project »OUR RIGHTS« - Extension of the projects “OUR rights” led by Slovenia in countries of the region aimed at contributing to the democratization of these societies, especially the promotion of tolerance and respect through human rights education.

1.3. New initiatives to be led by various partners

1.3.1 - Teaching History/History as a tool for reconciliation – this group of projects will include a number of actions to be coordinated by the Council of Europe focused on the reforms of history teaching methods and pedagogy in history teaching in South East Europe.

² Addendum on 10 May 2012: In the context of the preparation of the 2nd Action Plan, there are consultations going on in order to get updated information about the status of these 2010 proposals and informing proponents that adaptations of the initial proposals may be necessary namely in order to make fund raising for the implementation easier

Among the actions to be included the following proposals will be considered: a) History of the forgotten (proposal by GRUPA 484); b) History that connects (Euroclio Foundation); c) Increasing the footprint of the joint history projects as a strong tool for reconciliation (Center for Democracy and reconciliation in Southeast Europe)

1.3.2. Education for Human Rights, gender equality, tolerance and civic values – this group of projects includes proposals from the Youth Communication Center (OMLADINSKI KOMUNIKATIVNI CENTAR (OKC); Foundation of local democracy (project We are equal); Education Center for Democracy and Human Rights Civitas, (project regional youth activists network); Association for democratic prosperity (ZID) (Project – volunteering and service learning in the function of promotion of interculturalism and cooperation among western Balkan); Center for Independent Journalism (project -civic education through Journalism); World Youth Wave (Svetski Omladinski Talas) (project – international student week in Belgrade 2010)

1.3.3- Education focused on Intercultural challenges and Opportunities – this group will include projects from the Center for European Perspective (project on intercultural challenge); Proni Center for Youth development (Intercultural Dialogue Street); Grupa 484 (project – House of diversity); Balkan Case Challenge (World University service Austria – Sarajevo Office);

1.3.4. Introduction to International Constitutional Law and European Union Law for Law students of the University of Sarajevo, Bosnia and Herzegovina (to be led by Sovereign Order of Malta)- The Project is designed to improve Law students' education and their skills to analyse and to develop legal concepts for the challenges posed by (i) the current constitutional situation of Bosnia and Herzegovina and (ii) the country's eventual accession to the EU.

2. YOUTH

2.1. Expansion of all relevant AoC ongoing projects to the region, namely:

2.1.1. Development of a Regional Youth Consultative Committee to work with countries targeted by the AoC Southeastern Europe Regional Strategy and raise their awareness regarding the contribution of youth in bridging the divides in the region.

2.1.2. Youth Solidarity Fund - Replicate and expand winning projects under this mechanism in order to further strengthen the capacity of youth to build bridges in the region.

2.1.3. Creation of a regional discussion group on the on-line forum of the AoC Youth Website in order to have frank discussions and foster partnerships.

2.2. New projects to be led by partners

2.2.1. Youth/Arts and Sports for intercultural dialogue- this group includes the following projects: "I am part of Europe too" – a project of meetings and exchanges between youth (Ministry of Education of the Republic of Serbia); Youth in Movement (Raft); Youth painting and publishing center in the course of promotion of youth engagement and intercultural dialogue in South Eastern Europe (OIGC "KULTURA"

Banja Luka); Globalkan Youth Challenges song world cup (International Association for the Advancement of Innovative approaches to Global challenges); International Days of youth Sports Games (Youth Sports Game); A Global thinking applied in a nationwide (Romanian Independent Society of Human Rights, SIRDO)

Youth/Empowerment young leaders/ Reconciliation – this group comprises the following projects: Re-inventing the Balkans (Bulgarion); Voices of the Western Balkans (CITIZENS IN ACTION (ACT)); Between coexistence and conflict (DRUŠTVO CONSORTIUM ARTISTICUM - ETHOS); Activating Youth to bridge divides (The Citizen's association generator); Western Balkans youth public participation program (Association for democratic initiatives); Club for youth Empowerment 018

3. MEDIA

3.1. Expansion of all relevant AoC ongoing projects, namely:

3.1.1. Rapid Response Media Mechanism in the Balkans - The Alliance proposes to develop a specific network of experts for journalists in the Balkans. This online resource would enable reporters and editors in the region to identify experts and commentators on diverse issues facing the region. This resource would be based on the existing Global Expert Finder and would provide, for each expert, biographical information, a list of publication and links to articles and interviews. It would also include podcast interviews allowing journalists to listen to experts speaking about a range of subjects.

3.1.2. Journalist training program in the Balkans - The UN Alliance of Civilizations proposes conducting a series of activities that will promote mutual understanding and intellectual debates among journalists in the Balkans in partnership with professional media organizations such as the International Center for Journalists, which has a wide range of expertise in this area. The project Winds and suns on Balkans presented by the Faculty of journalism and mass communication, Sofia University St. Kliment Ohridski is to be taken into consideration.

3.2. New projects to be led by partners

3.2.1. INTERNATIONAL JOURNALISM COMPETITION ON ETHNIC AND RELIGIOUS TOLERANCE IN THE MEDIA: BALKAN REGION - This project will draw the attention of the media community in the Balkans to ethnic and religious tolerance issues in the multicultural societies of Balkans and other parts of the world in conditions of competitiveness among journalists, stimulating them to create articles and broadcast items promoting a positive view of diversity and cooperation between ethnic and religious groups on a national, regional and global context.

As its specific goal, this projects aims at generating a competitive media environment by means of a regional journalism competition to encourage a high level of professionalism among the journalism community in covering ethnic and religious diversity issues in a national, regional and global context.

3.2.2. Bridging Communication across Cultures - The project presented by OIM envisions deeper co-operation between the media, national governmental structures responsible for formulating and implementing migration policies, as well as IOs and NGOs, in order to inform the public in the region about migrants living in their countries, where they come from, as well as their distinct cultural background. The aim is to bridge a more intensive interaction between migrants and the local population through a better understanding of each others' cultures. At a regional level, conferences and various activities/projects such as production of short documentary films about the migrants living and working in the countries of the region and then showing them to the wider public; promoting educational programs.

3.2.3. – Western Balkans Regional Youth and Media project on Media capacity development, media literacy and intercultural dialogue to be led by UNDP Montenegro

4. CROSS-CUTTING ISSUES – project to be led by various partners:

4.1. - Interreligious dialogue/issues – two projects : Religious Communities for greater Dialogue, exchange and understanding in the Western Balkans (Macedonian Center for International Cooperation); Islam in South East Europe Forum (Center for advanced Studies)