



United Nations Educational,
Scientific and Cultural Organization

ALL DIFFERENT, ALL UNIQUE

YOUNG PEOPLE AND THE UNESCO UNIVERSAL DECLARATION ON CULTURAL DIVERSITY



A PROJECT OF UNESCO AND
THE OXFAM INTERNATIONAL YOUTH PARLIAMENT
OXFAM COMMUNITY AID ABROAD

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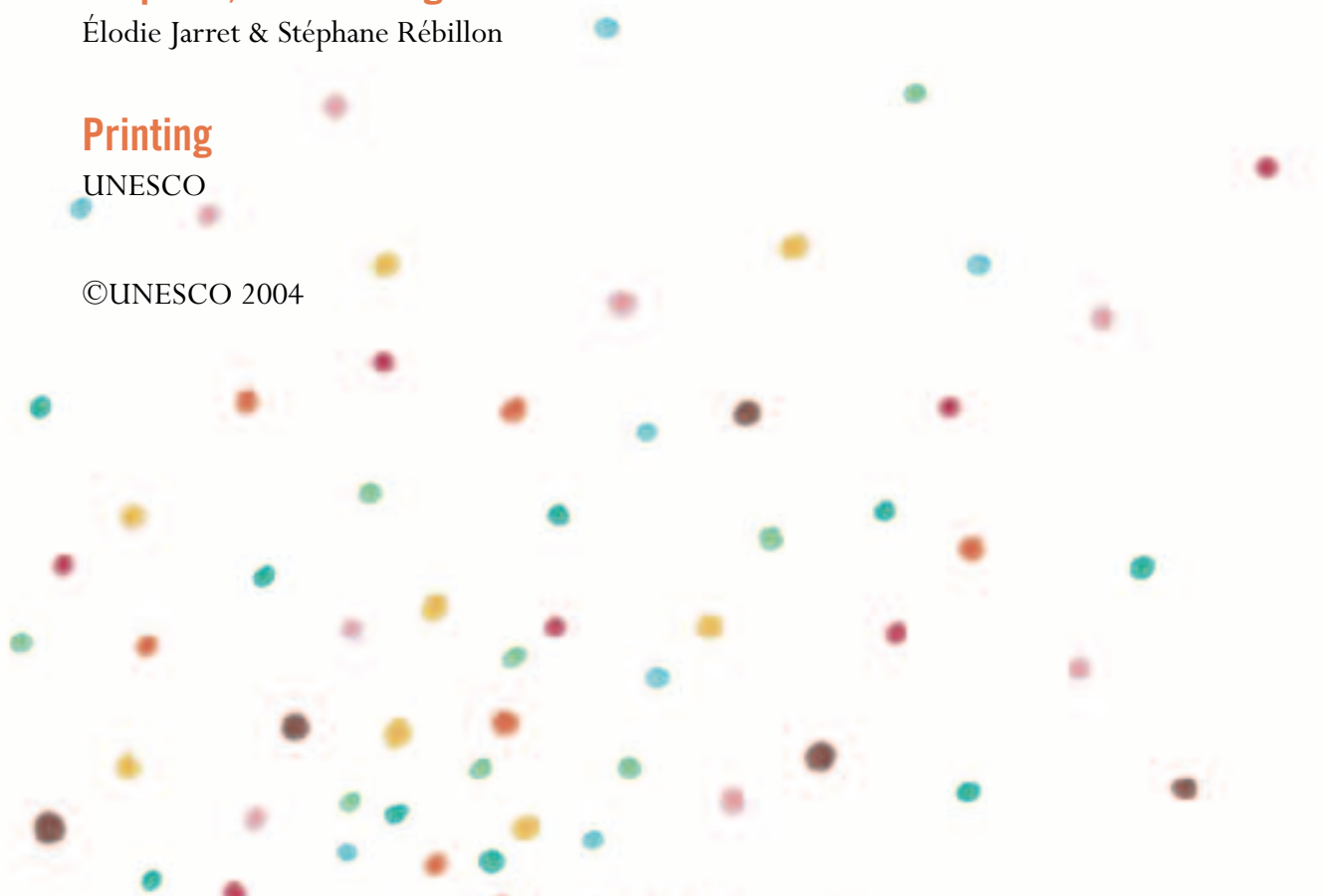
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Foreword by the Director-General of UNESCO

Cultural diversity enriches our lives in countless ways every day. It is also an important source of identity and basic human rights. The cultural diversity around us today is the outcome of thousands of years of human interaction with nature and among people with different customs, beliefs and ways of life. Having inherited this priceless legacy, we need to ensure it is passed down to future generations.

This transmission cannot and should not be taken for granted. All cultures are creative and dynamic, but they are also unique, fragile and irreplaceable. A culture neglected for a single generation can be lost forever. It is therefore crucial to create a safe environment in which all cultures can develop freely.

In order to preserve cultural diversity in all its variety and vitality, the Member States of UNESCO unanimously adopted the UNESCO Universal Declaration on Cultural Diversity in 2001. The document you have in front of you is a version of this text that has been developed by and for young people around the world.

Through this version, we are seeking not only to introduce cultural diversity and UNESCO to young people but also to cultivate links among them wherever they may live. Through international and intercultural friendship, young people should benefit from cultural diversity and, through their actions today, help to preserve it for generations to come. Thus, while youth are the key to the future, it is essential that they shape the present too.

Koïchiro Matsuura

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UNESCO UNIVERSAL DECLARATION ON CULTURAL DIVERSITY

The General Conference,

Committed to the full implementation of the human rights and fundamental freedoms proclaimed in the Universal Declaration of Human Rights and other universally recognized legal instruments, such as the two International Covenants of 1966 relating respectively to civil and political rights and to economic, social and cultural rights,

Recalling that the Preamble to the Constitution of UNESCO affirms “that the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern”,

Further recalling Article I of the Constitution, which assigns to UNESCO among other purposes that of recommending “such international agreements as may be necessary to promote the free flow of ideas by word and image”,

Referring to the provisions relating to cultural diversity and the exercise of cultural rights in the international instruments enacted by UNESCO, ⁽¹⁾

Reaffirming that culture should be regarded as the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs, ⁽²⁾

Noting that culture is at the heart of contemporary debates about identity, social cohesion, and the development of a knowledge-based economy,

Affirming that respect for the diversity of cultures, tolerance, dialogue and cooperation, in a climate of mutual trust and understanding are among the best guarantees of international peace and security,

Aspiring to greater solidarity on the basis of recognition of cultural diversity, of awareness of the unity of humankind, and of the development of intercultural exchanges,

Considering that the process of globalization, facilitated by the rapid development of new information and communication technologies, though representing a challenge for cultural diversity, creates the conditions for renewed dialogue among cultures and civilizations,

Aware of the specific mandate which has been entrusted to UNESCO, within the United Nations system, to ensure the preservation and promotion of the fruitful diversity of cultures,

Proclaims the following principles and adopts the present Declaration:

IDENTITY, DIVERSITY AND PLURALISM

Article 1 - Cultural diversity: the common heritage of humanity

Culture takes diverse forms across time and space. This diversity is embodied in the uniqueness and plurality of the identities of the groups and societies making up humankind. As a source of exchange, innovation and creativity, cultural diversity is as necessary for humankind as biodiversity is for nature. In this sense, it is the common heritage of humanity and should be recognized and affirmed for the benefit of present and future generations.

Article 2 - From cultural diversity to cultural pluralism

In our increasingly diverse societies, it is essential to ensure harmonious interaction among people and groups with plural, varied and dynamic cultural identities as well as their willingness to live together. Policies for the inclusion and participation of all citizens are guarantees of social cohesion, the vitality of civil society and peace. Thus defined, cultural pluralism gives policy expression to the reality of cultural diversity. Indissociable from a democratic framework, cultural pluralism is conducive to cultural exchange and to the flourishing of creative capacities that sustain public life.

Article 3 - Cultural diversity as a factor in development

Cultural diversity widens the range of options open to everyone; it is one of the roots of development, understood not simply in terms of economic growth, but also as a means to achieve a more satisfactory intellectual, emotional, moral and spiritual existence.

CULTURAL DIVERSITY AND HUMAN RIGHTS

Article 4 - Human rights as guarantees of cultural diversity

The defence of cultural diversity is an ethical imperative, inseparable from respect for human dignity. It implies a commitment to human rights and fundamental freedoms, in particular the rights of persons belonging to minorities and those of indigenous peoples. No one may invoke cultural diversity to infringe upon human rights guaranteed by international law, nor to limit their scope.

Article 5 - Cultural rights as an enabling environment for cultural diversity

Cultural rights are an integral part of human rights, which are universal, indivisible and interdependent. The flourishing of creative diversity requires the full implementation of cultural rights as defined in Article 27 of the Universal Declaration of Human Rights and in Articles 13 and 15 of the International Covenant on Economic, Social and Cultural Rights. All persons have therefore the right to express themselves and to create and disseminate their work in the language of their choice, and particularly in their mother tongue; all persons are entitled to quality education and training that fully respect their cultural identity; and all persons have the right to participate in the cultural life of their choice and conduct their own cultural practices, subject to respect for human rights and fundamental freedoms.

Article 6 - Towards access for all to cultural diversity

While ensuring the free flow of ideas by word and image, care should be exercised that all cultures can express themselves and make themselves known. Freedom of expression, media pluralism, multilingualism, equal access to art and to scientific and technological knowledge, including in digital form, and the possibility for all cultures to have access to the means of expression and dissemination are the guarantees of cultural diversity.

CULTURAL DIVERSITY AND CREATIVITY

Article 7 - Cultural heritage as the wellspring of creativity

Creation draws on the roots of cultural tradition, but flourishes in contact with other cultures. For this reason, heritage in all its forms must be preserved, enhanced and handed on to future generations as a record of human experience and aspirations, so as to foster creativity in all its diversity and to inspire genuine dialogue among cultures.

Article 8 - Cultural goods and services: commodities of a unique kind

In the face of present-day economic and technological change, opening up vast prospects for creation and innovation, particular attention must be paid to the diversity of the supply of creative work, to due recognition of the rights of authors and artists and to the specificity of cultural goods and services which, as vectors of identity, values and meaning, must not be treated as mere commodities or consumer goods.

Article 9 - Cultural policies as catalysts of creativity

While ensuring the free circulation of ideas and works, cultural policies must create conditions conducive to the production and dissemination of diversified cultural goods through cultural industries that have the means to assert themselves at the local and global level. It is for each State, with due regard to its international obligations, to define its cultural policy and to implement it through the means it considers fit, whether by operational support or appropriate regulations.

CULTURAL DIVERSITY AND INTERNATIONAL SOLIDARITY

Article 10 - Strengthening capacities for creation and dissemination worldwide

In the face of current imbalances in flows and exchanges of cultural goods and services at the global level, it is necessary to reinforce international cooperation and solidarity aimed at enabling all countries, especially developing countries and countries in transition, to establish cultural industries that are viable and competitive at national and international level.

Article 11 - Building partnerships between the public sector, the private sector and civil society

Market forces alone cannot guarantee the preservation and promotion of cultural diversity, which is the key to sustainable human development. From this perspective, the pre-eminence of public policy, in partnership with the private sector and civil society, must be reaffirmed.

Article 12 - The role of UNESCO

UNESCO, by virtue of its mandate and functions, has the responsibility to:

- (a) Promote the incorporation of the principles set out in the present Declaration into the development strategies drawn up within the various intergovernmental bodies;
- (b) Serve as a reference point and a forum where States, international governmental and non-governmental organizations, civil society and the private sector may join together in elaborating concepts, objectives and policies in favour of cultural diversity;
- (c) Pursue its activities in standard-setting, awareness-raising and capacity-building in the areas related to the present Declaration within its fields of competence;
- (d) Facilitate the implementation of the Action Plan, the main lines of which are appended to the present Declaration.

(1) Among which, in particular, the Florence Agreement of 1950 and its Nairobi Protocol of 1976, the Universal Copyright Convention of 1952, the Declaration of Principles on International Cultural Cooperation of 1966, the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (1970), the Convention for the Protection of World Cultural and Natural Heritage of 1972, the UNESCO Declaration on Race and Racial Prejudice of 1978, the Recommendation concerning the Status of the Artist of 1980, and the Recommendation on Safeguarding Traditional and Popular Culture of 1989.

(2) This definition is in line with the conclusions of the World Conference on Cultural Policies (MONDIACULT, Mexico City, 1982), of the World Commission on Culture and Development (Our Creative Diversity, 1995), and of the Intergovernmental Conference on Cultural Policies for Development (Stockholm, 1998).

INTRODUCTION

The Declaration is a synthesis of our deepest aspirations, but we are a long way from seeing them come true. It is important that the Declaration exists and that it is known and understood because it will sensitise us to the need to apply it in our lives and in our societies and families. The Declaration is not foreign to us. On the contrary, we can use it as a strength in the way we feel, and act. We are conscious that this text will come alive only when we can integrate it into our everyday lives.

Workshop Participant, Colombia, 2003

The UNESCO Universal Declaration on Cultural Diversity

The UNESCO Universal Declaration on Cultural Diversity is a set of guiding principles for the creation of a more peaceful and equitable society based on mutual respect and tolerance. It strives to recognise cultural diversity not as a mere fact but as a source of innovation, exchange and creativity, which constitute humanity's fundamental strengths.

The UNESCO Universal Declaration on Cultural Diversity was adopted unanimously by the General Conference at its 31st session in November 2001. The request for such an international instrument was officially submitted to UNESCO by the Member States in October 2000 and a series of consultations with experts and other international agencies lead to its adoption in 2001, in the wake of the events of 11 September. The Declaration is a result of Member States' search for the conditions necessary for the renewal of constructive dialogues between different cultures and civilizations. The original version of the Declaration can be found on pages 06 and 07 of this document.

The OXFAM International Youth Parliament (IYP)

The OXFAM International Youth Parliament (IYP) - an initiative of Oxfam International, managed by Oxfam Community Aid Abroad - is a global network of young leaders in over 150 countries with a united vision of "youth building an equitable, sustainable and peaceful world". The global network was launched in 2000 when 250 young social change leaders from over 100 countries met for the first reunion of the International Youth Parliament. IYP aims at providing a platform for young social change

leaders from around the world to exchange their views and ideas on the key issues that affect them. The objective is to give an opportunity for youth to develop the skills required to shape positive social and cultural patterns in their communities. In order to develop action plans, dialogue or consultative strategies for change need to be implemented locally, regionally and internationally.

Young People and Cultural Diversity

A ‘Youth Friendly’ Version of the UNESCO Declaration

People aged 18-24 make up 18% of the world’s population. The OXFAM International Youth Parliament and UNESCO share the view that young people are key stakeholders when it comes to questions of human rights, development and cultural diversity. Accordingly, young people are a very important group in promoting the principles of cultural diversity that are enshrined in the UNESCO Declaration. It is essential that they be given opportunities to demonstrate leadership so that these values become part of the daily lives of all people and communities around the world.

UNESCO and the OXFAM International Youth Parliament have worked in partnership to consult broadly with young people around the theme of cultural diversity and the values that the Universal Declaration promotes. We worked together in ten countries ⁽¹⁾ to facilitate youth-led workshops that engaged young people in discussion and debate around the twelve articles of the Universal Declaration on Cultural Diversity. Largely, young people agreed that the UNESCO Declaration is a valuable tool. In Togo, participants stated: *“We, the representatives of youth, agree with the principles of the Declaration. They target the blossoming of cultural activities, tolerance, respect of human rights and development through culture.”* However, young people in most countries also felt that more education is needed about cultural diversity in general, and more specifically, about the relationship between cultural diversity and issues of development, including poverty alleviation, human rights and equitable access to resources. Participants in Togo also said: *“The Declaration should result in more means being put at the disposal of developing countries which are facing great challenges such as poverty, illiteracy, and the lack of political will to promote culture.”*

The result of these consultations is this document, a ‘youth-friendly’ version of the Declaration. In addition to a discussion of each article of the Declaration, we have presented a variety of action initiatives which reflect young people’s ideas for the type of youth-led activities that they feel are required to bring the positive values of the Declaration alive in the hearts and minds of young people and their communities around the world.

(1) Argentina, Australia, Colombia, Fiji, Guatemala, Italy, Indonesia, Jordan, Kenya, Togo

ARTICLE 1

Cultural diversity is part of our common history, and is shared by all of us today.

Its importance should be recognised by all people today and tomorrow.

Cultures differ one from another. They have changed over time and are still evolving. When we look around the world we see that each culture is distinct and unique. Experiencing different cultures, interacting with people from other countries, listening to different opinions is one of the joys of being alive. Different cultural expressions of the people of the world and their relationship with each other make up our one common heritage. It is something that we are all a part of. Just as nature needs a variety of animals and plants to sustain itself, the humanity requires all forms of culture to maintain its vitality. We should therefore understand and recognise the role of cultural diversity for the benefit of present and future generations.

For Discussion and Action:

- 1** Imagine if we lived in a world where there was only one language, one way of thinking or one style of music. Life would be very boring and mundane. Cultural diversity makes life vibrant, richer and more interesting by allowing us to interact with others and to better appreciate our own culture. Do you agree? Discuss.
- 2** Look at the world map and test your knowledge of other countries. How many languages can you speak? What do you know about other countries' cultures?
- 3** Would it be possible for you to live on your own, without parents, friends and neighbours? Can a community survive without interacting with other communities?
- 4** How does cultural diversity benefit you personally and others in your community? Have you ever thought about how your culture differs from others and what role different cultural groups play in your life?
- 5** How can young people benefit from globalisation whilst at the same time preserving their culture?



Our country is rich in diversity. In Colombia we speak Spanish. We have 65 Indigenous American languages and we also have languages spoken by people of African origin. There are tropical jungles, deserts, plains and a broad geographical range that generates extremely diverse cultural conditions between regions. There are 44 million Colombians from diverse ethnic origins; Indigenous, Mestizos, and African descendants. Within this diversity, we young people constitute 24 percent of the population. We have in our hands the dream to create a just country, more tolerant and respectful. Workshop Participant, Colombia

Culture is related to questions such as where we are from, who we are and where we are going. Workshop Participant, Argentina

Games, beliefs, languages, music, dances, nature, communities, traditions and customs are all part of our lives and our cultural diversity. It is what makes us different and unique and we reiterate that we will not change that which is ours and makes us unique. Workshop Participant, Guatemala

A weak vision perceives culture as nothing but another occurrence in the world. A stronger vision perceives colours, hears music, smells history, and envisages a future. IYP Action Partner, Jordan

Culture is the set of traditions, common values, beliefs and languages - developed throughout the ages - which belong to a nation or group. Cultural diversity is the common heritage of humanity. Workshop Participant, Italy

There are many different cultures in Indonesia and we should value each as unique. IYP Action Partner, Indonesia

The cultural identity of societies is marked not only by diversity, but by originality. Each society has something specific, different to other societies. Workshop Participant, Togo

ARTICLE 2

Respect for cultural diversity is the starting point for peaceful co-existence and the inclusion of all people. It should be the basis for life in a complex and multi-cultural world.

Many societies are becoming more and more diverse with people of different cultural backgrounds, nationalities, ethnic groups, languages, and religions living together.

We are all different and it is therefore important that we as individuals and groups can live together in peace rather than conflict. We all have a right to be who we are and to be different from others around us. We also all have a responsibility to respect the ways in which others are different from us. Living happily together requires accepting everybody for who they are and learning to value differences as an exciting part of what it means to be a human being. We must acknowledge and value equally the rights and contributions of different cultures. Our society should strive to value diversity and to develop policies of inclusion and acceptance which cater for the needs of all groups. This is part of living in a society where we all have a say in how we live our lives and which will ensure a flourishing and creative community.

This is called cultural pluralism and it leads to acceptance, respect, unity, friendship, happiness and harmony.

For Discussion and Action:

- 1 “Foreigners” can sometimes inspire mistrust, fear or anger. We can become irritated when others do not understand our language, do not eat the same foods nor behave the same way as we do. Is difference a reason not to respect people? Why does difference sometimes inspire a negative reaction? How would our world be different if we treated all people with openness and acceptance as opposed to reacting to others out of fear and mistrust?
- 2 What policies of cultural pluralism should we put in place to ensure that people live together in harmony and peace?
- 3 Hold a discussion meeting with other young people in your community to enable people from different cultures to share and learn with each other. What do you have in common? How are you different? Think of ways to celebrate those differences.

There are young people from many different cultural backgrounds at this workshop today. But we all speak the same language: that of respect for others.
Workshop Participant, Colombia

Although globalisation may benefit the world through economic growth, communication and exposure, it can also cause confusion, loss of identity, loss of cultural heterogeneity, depletion of environmental resources, anarchy, war and world domination. Workshop Participant, Jordan

Cultural Diversity implies dialogue, mutual recognition and an open attitude towards others. Workshop Participant, Argentina

If a disagreement emerges due to cultural diversity, it should not be considered as an excuse for war (as happens most of the time) but as an opportunity to improve, to learn and exchange new values for constructive cultural interaction. IYP Action Partner, Italy

We should teach ourselves to accept, share and interact with others.
Workshop Participant, Argentina

We should start in our own back yard, taking responsibility for our own ignorance and transmitting tolerance and the richness of sharing and cultural exchange with our children. Workshop Participant, Argentina

In Australia there are many barriers that prevent harmonious interaction between different cultural groups. These are: prejudice, fear and ignorance.
Workshop Participant, Australia

Youth are a precious group of people and future leaders. We should be exposed to different cultures and environments so we can be aware of what is going on in other parts of the world. This will open our minds and make other cultures more familiar.
IYP Action Partner, Malaysia

It is necessary to create the right conditions for developing a culture of tolerance and respect. Workshop Participant, Italy



ARTICLE 3

Cultural diversity is an important factor in development.

Development - A shorthand definition ⁽¹⁾

Development

Development is about people

Development is about people making choices

Development is about people making choices based on values

Development is about people making choices based on values about the quality of life

“Development” is often misunderstood as relating only to economic growth. However, development also involves longevity, education, freedom, happiness, and other factors which improve the quality of our lives. If, for example, ten years from now, a community’s economy had grown, one might be tempted to say that the community had developed. If however, during this time, all the children had stopped going to school, people had forgotten to speak the language of their forefathers, stopped practicing their culture, and become depressed and unhappy, could we really call this “development” or “progress”?

The notion of development is multifaceted. It is perceived differently across cultures and even among individuals. The perfect formula for development does not exist because it varies depending on what different people believe desirable. This is why cultural diversity is a crucial factor in development - it teaches us what other people believe needs to change to make the world a better place for themselves and for others. Thus, cultural diversity widens the range of options open to everyone and gives us real choices for the way forward in the development of our societies.

For Discussion and Action:

The United Nations Human Development Index (HDI) is a composite index that uses three indicators (life expectancy, educational attainment and income) to measure levels of development.

- 1 Which factors in your opinion are necessary for development? Compare your vision of an ideally developed community, country or world, to the vision of your friends.
- 2 What does ‘development’ mean for young people in your area? Do different cultural groups have the same access to opportunities where you live? Organise a workshop to find out.
- 3 Globalisation is changing the way people live all over the world. In terms of its impact on culture, what are the advantages and disadvantages of globalisation and how does it influence development?

Development includes environmental, economic and human perspectives.
Workshop Participant, Guatemala

Even though I have little education, no money and no computer, I believe in my culture and will continue working for my nation. I have the strength of my youth to allow my forgotten people to be, one day, the centre of development for the region where I live. Many turn their backs, but we are proud of our music, dance and folklore and we will continue to show them to people so that our roots may continue living.
Workshop Participant, Colombia

We are proud of the fact that even though globalisation is speeding up the pace of modernisation, many Jordanians still wear our traditional dress and enjoy eating 'Mansaf', our traditional dish.
IYP Action Partner, Jordan

Contact (with other cultures) is important. However, it is also very important that we do not neglect our own cultures in the process. The inter-relation of cultures is positive and can create fusions, thus creating new cultures.
Workshop Participant, Argentina

The love of indigenous people for the motherland and their sacred relationship with nature are indispensable values to achieving preservation of the planet and humanity.
Workshop Participant, Colombia



ARTICLE 4

Respecting cultural diversity is imperative because it implies the respect of human rights in general.

Following the tragic experience of the Second World War, the international community sought to avoid the repetition of such devastation. In 1948, the inalienable rights of every human being were enshrined in the Universal Declaration of Human Rights.⁽¹⁾

Respecting cultural diversity means a commitment to ensuring that the human rights and fundamental freedoms of all peoples are recognised. The human rights of minority groups or indigenous peoples are especially important to uphold if cultural diversity is to truly flourish. If fundamental freedoms and human rights are being violated or limited, then it cannot be said that cultural diversity truly exists. On the other hand, no one can use cultural diversity as an excuse to violate the rights of others.

For Discussion and Action:

- 1 Read the Universal Declaration of Human Rights. What are considered “fundamental” rights and freedoms?
- 2 What would be the impact on the diversity of cultures if these rights and freedoms were not respected?
- 3 Imagine people are poor, do not have proper housing, have no access to water or electricity. Do you think their culture can flourish in such conditions? What if they have all the material comforts but no freedom of speech?

(1) See www.unhcr.ch/udhr for integral text of the Universal Declaration of Human Rights



The relationship between cultural diversity and human rights is crucial for the construction of a world that respects difference.
Workshop Participant, Colombia

In many cases human rights violations are generated by ignorance and/or lack of alternatives.
IYP Action Partner, Italy

Globalisation, in its best sense, may be used as a medium to raise awareness of human rights through international networking and the Internet. Human rights should be granted to everyone regardless of their religion or colour.
IYP Action Partner, Jordan

Indigenous people in Colombia live in "reservations", territories as a guarantee of the preservation of their cultural roots. However, these reservations have become forgotten zones of state investment and which the rest of the population avoid because of ignorance or fear. In other words, there have been attempts to keep indigenous people hidden, like the shadow of a heritage that no one wants to recuperate.
Workshop Participant, Colombia

Increased awareness of cultural diversity will decrease ignorance and stereotyping. Everyone will have the opportunity to be who they are and to see their own culture in a positive way.
Workshop Participant, Australia

ARTICLE 5

Respect for cultural rights is necessary for cultural diversity to flourish. Enabling people to participate in cultural life of their choice opens the way to cultural diversity

Article 27 of the Universal Declaration of Human Rights states: “Everyone has the right to freely participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.” Cultural rights are also enshrined by the International Covenant on Economic, Social and Cultural Rights.

This means that all people have the right to express themselves and to create and distribute their work in the language of their choice, particularly in their native language. Everyone is entitled to quality education and training that fully respects all peoples for who they are regardless of their culture, gender or race. Everyone also has the right to be a part of cultural life of his or her choice and to practice their cultural traditions, so long as, in doing so, they respect human rights and fundamental freedoms.

The ability of everybody to participate in the cultural life of a community is a universal right. It leads to friendship, peace, unity and harmony, and it allows the community to develop to its full potential.

For Discussion and Action:

A participant in the UNESCO/IYP workshop in Colombia described the impact that the globalisation of major international languages is having on the survival of native languages in her country, to the detriment of the minority cultural groups’ ability to participate in the cultural life of the community. The participant said:

“While our schools and universities put more and more emphasis on the teaching of English as a language that allows us access to information in a globalised world, our native languages are disappearing. Of the 65 languages spoken in Colombia: 20 are potentially endangered (children and youth no longer learn the language), 11 are endangered (the youngest speakers are young adults), 4 are seriously endangered (the youngest speakers are moving into middle age and beyond, and many no longer have a good knowledge of the language), 5 are moribund (there are only a handful of speakers left, mostly very old) or extinct”.

- 1 Imagine if you weren’t allowed to use your native language: How would this affect your life and that of your friends and family?
- 2 Conduct a survey in your local area to discover how many languages exist today. How many existed 10 years ago? 50 years ago? 100 years ago? Why do languages change and/or cease to exist? Why is it important to protect languages? What policies could be put in place to ensure the survival of minority languages?
- 3 What, for you, is a “quality education” that respects your cultural identity and that of others?
- 4 “Cultural practice” is a set of activities related to the religion, beliefs, rules and teachings of a community. This includes various festivities, ceremonies, and sometimes the way you greet your friends or the food you eat. What are the “cultural practices” of your community? Do you know of any laws in your country, or any international laws that protect peoples’ rights to practice their own culture?



Education and training should promote, include and encourage cultural diversity.
Workshop Participant, Australia

It is good to promote education and quality training, but it is difficult to talk about cultural diversity in developing countries where the basic needs of populations are still not met.
Workshop Participant, Togo

Education and training should promote, include and encourage cultural diversity. Workshop Participant, Australia

We are seeing the impoverishment of our dialects to the benefit of foreign tongues. We are seeing the extinction of our beliefs to the benefit of foreign religions. Legendary African solidarity is making place for extreme individualism. Workshop Participant, Togo

Young people are often limited to the roles of passive actors in a society. This is especially true for us Japanese due to the underlying historical and cultural ideology of "seniority rules". For this and other reasons we are not given a truly meaningful opportunity to participate in making decisions that directly affect our lives. IYP Action Partner, Japan



ARTICLE 6

Cultural diversity is made possible through freedom of expression, equal access to media, and communication technology.

Cultural diversity is ensured through:

The freedom to express yourself;

The ability to express yourself in the language of your choice;

Equal access to information through various media sources; and

Equal access to art, scientific and technological knowledge.

The freedom and ability to make your opinions, ideas and beliefs known is an important step in the attainment of cultural diversity. The opportunity to listen to other people's voices and share their visions is crucial if constructive dialogues are to be created or maintained. This is why we must make sure that all people, especially those belonging to a minority group, have equal chance to diffuse and receive information in their native tongue.

The Internet is a major communication tool which offers us the opportunity to learn about each other and share knowledge and experiences with all corners of the world. We must remember however that the majority of the world's population cannot access the Internet. This means that these people have very little opportunity to find out about others or share their culture, ideas and opinions with others. This inequality of Internet access is called the "digital divide".

For Discussion and Action:

Fredy participated in the UNESCO/IYP workshop in Colombia. In Fredy's town in Colombia there are very few televisions because the country's television signal is hard to pick up. Electricity is the privilege of only a few. To be able to access the Internet, Fredy has to buy fuel to start a generator, with which he can switch on a borrowed computer and use the e-mail service for a few minutes. He is the youth leader in his town and it is only because of this position that he can access the Internet in this way: most other young people in his town are never given the opportunity to access the Internet. All the other young people admire and respect Fredy because of this privilege.

- 1 How is new information and communication technology (ITC) changing the world? Who is benefiting from this change? What will be the long-term impact on communities like Fredy's if progress continues at the current rate?
- 2 Some peoples do not have the means to tell others about the beauty and uniqueness of their culture. What is the situation in your own community? What are the consequences in terms of cultural diversity?
- 3 Not everyone has the same possibility to access the Internet and other communication technologies. This also has an impact on the type of information and contents available on the Internet and other media. How many Internet sites talk about your community/culture? Is your native language represented on the Internet? Who are the diffusers of information on your community? What are the ways to stimulate and increase local content on the Internet and in the media in general?
- 4 Can you think of any examples of good policies or practices that will help bridge the "digital divide"?



It is impossible, at the current rate of change, for Africa to claim equal access to scientific and technological knowledge vis-à-vis the developed countries. Workshop Participant, Togo

What does the so-called "first world" know about us? Private enterprise knows about our natural resources, governments know about our debts, and ordinary citizens know about our problems and failures. For so many reasons, we have narrow and wrong perceptions of each other.
IYP Action Partner, Honduras

Globalisation should mean the creation of more opportunities and knowledge exchange for all. IYP Action Partner, Italy

The Internet permits different cultures to bring attention to their issues and views. Nevertheless, access to the Internet is available only to a small percentage of people around the world.
Workshop Participant, Australia



The indigenous issue today is a global concern, due to the common problems that affect all native peoples; the problems of specific indigenous groups have thus become global issues. Today, the Nunak indigenous people of Colombia defend themselves not only with spears, but with faxes and videos. Even though globalisation and new technologies threaten territories and indigenous minds, today a new and efficient response is possible thanks to new types of technology and communication.
Workshop Participant, Colombia

Multiculturalism comes from freedom and cultural equality.
IYP Action Partner, Indonesia

Means of communication such as the Internet allow us to understand and meet other cultures, access the every day lives of people from all over the world, understand their lives, know what they eat, how they think and what motivates them. Globalisation is a window to today's world and it allows us to feel like citizens of the world.
Workshop Participant, Colombia

ARTICLE 7

Cultural heritage is a source of creativity.

Heritage⁽¹⁾ is often defined as a legacy from our past which we pass on to future generations to learn from, marvel at and enjoy. Heritage includes cultural and natural places and objects that we value, because they come from our ancestors, because they are beautiful, scientifically important and irreplaceable. Archaeological sites, historic cities, churches, temples and other sacred places are part of our **cultural heritage**. Forests and coastal zones for example, are part of our **natural heritage**. In addition, UNESCO promotes **intangible heritage**: heritage which cannot be touched, but which can be experienced, for example dances, songs, stories, chants, languages, music, theatre and other oral traditions which are transmitted orally or by gesture and which form part of community's identity. Being inspired by our own cultural heritage does not prevent us from being further stimulated by that of other cultures. Knowledge of different cultures stimulates us and allows further creative development of our own culture to occur. This is why heritage in all its forms must be maintained, enhanced and passed on to future generations, regardless of their origins. This is a way to promote creativity in all forms and to encourage the exchange of ideas among all different cultures of the world.

For Discussion and Action:

The Australian Aborigines maintain their culture through storytelling. From an early age, storytelling plays a vital role in explaining things such as how the land came to be shaped and inhabited, how to behave and why, and where to find certain foods. These beliefs are known as “the Dreamtime” and have been handed down through the ages. People from all cultures have drawn inspiration from the Dreamtime of the Australian Aborigines.

- 1 What do you know about the history of your own culture? How does it influence and inspire you?
- 2 Can you imagine your local area without heritage? Think about the places in which you live. What represents the past, the present and the future? What should be preserved? What could be replaced? What is irreplaceable?
- 3 What do you know about the cultural heritage of other countries? Has that influenced how you express yourself?

(1) For more information on UNESCO activities in the domain of world heritage, see <http://www.unesco.org/culture>

We, young people believe that we ourselves are a cultural patrimony as we use ancient knowledge and culture to generate new and creative ways of being, thinking and believing.
Workshop Participant, Colombia

Young people today have more freedom than in the past; we are no longer made to adhere to strict restraints in the name of culture. This is positive when it happens within reason. Too much freedom, when it results in the complete abandon of our Arab traditions however, is negative.
Workshop Participant, Jordan

Music is my passion. I listen to all kinds of international music. I listen to it on a daily basis for hours. Music also helps us relate to others, connect with them and express our own culture to the world.
IYP Action Partner, Jordan

Culture is an inheritance, both material and spiritual.
Workshop Participants, Argentina

In the 21st century we have a widened horizon and a multiplicity of ideas and cultures to borrow from. What a source of creativity! However, Western dominance can create fear in non-Western countries.
IYP Action Partner,
the Netherlands



ARTICLE 8

Cultures should be recognised as being valuable and unique. Thus, cultural goods and services must be treated with respect.

Cultural goods generally refer to consumer goods that convey ideas, symbols and ways of life. Books, CDs, videos, films, videogames, software, crafts and fashion design are all examples of cultural goods. They are products of human creativity, individual or collective, which are reproduced on a mass scale and distributed worldwide. They are often protected by copyright.

Cultural services are a set of measures and facilities that are aimed at satisfying the cultural interests or people's needs. Examples of cultural services include the promotion of performances and cultural events, as well as cultural information and preservation such as libraries, documentation centers, museums, theatres, concert halls and cinemas.

Cultural goods and services are important to all societies as they represent the cultural values and beliefs of the author and artist, as opposed to only having an economic value. Even though cultural goods depend on the economy for their production and distribution, they should not be exploited merely for financial benefit. While technological advancements and economic interchange provide greater opportunities for creation, innovation and cultural exchange, we must be careful to:

- protect the cultures from which those goods and services originate;
- respect the rights of the authors and artists of those goods and services;
- acknowledge the meaning and identity of the cultural work which is produced; and
- ensure that all cultures have the opportunity to express themselves through cultural goods and services.

For Discussion and Action:

- 1 Can you think of something from your culture that is being exported to another country?
- 2 What are your views on art and culture being bought and sold? What are the positive and negative aspects of selling traditional paintings, sculptures and music?
- 3 Why is it important to protect the rights of artists?

People in Western countries are becoming more interested in African culture through art, traditional dances, tales and legends - a positive aspect of globalisation.

On the negative side of things, cultural colonisation from developed countries is leading to a flood of cultural products from the North to the South.

Workshop Participant, Togo

Societies have often seen artists as groups of vagabonds that produce no money. Even if our activities are not economically profitable, they generate enormous profits for our memory, spirit and heart.

Workshop Participant, Colombia

I watch Asian, American, European and African movies and most of these movies share a common structure. I eat food from all over the world and live in a city with many nationalities.

IYP Action Partner, the Netherlands



It is just as well that compassion cannot be counted like money, because we would end up putting creativity in the bank so that nobody could steal it from us.

Workshop Participant, Colombia

Nobody is interested in learning about us or in valuing what we do. They are only interested in our crafts because they can adorn themselves with them, but they do not even ask about the significance of the bracelets that they are wearing.

Workshop Participant, Zenu, Colombia

Globalisation plays a big part in the formation of our identity. What we see on television, what we hear on the radio, and what we read in magazines shapes our values and ideologies and forms our identities. In some respects, this is a good thing as we have increased choices. In other respects it can be negative because it means that more and more young people are moving away from traditional values and adopting Western values.

IYP Action Partner, Jordan

Attention should be paid to the due recognition of the rights of authors and artists.

Workshop Participant, Australia



When cultural goods and services are treated as a commodity, there is a risk that they will be exploited. For example, the art of the indigenous peoples of Australia is sometimes appropriated and sold for profit by non-indigenous people whose sole objective is economic profit. Cultural goods must be protected by laws. The distribution of cultural goods and services must benefit the community from which they come.

Workshop Participant, Australia

ARTICLE 9

A supportive environment must be in place, enabling the creation and distribution of diverse cultural goods and services.

Cultural goods and services are important vectors of messages, values and identities. This is why a strategy should be put in place to foster a favorable environment for every culture to produce and distribute their cultural works both at national and international level. This would enable artists to express and distribute their thoughts and work freely in multicultural settings, thereby creating a fertile ground for intercultural dialogue.

To this end, every country, as part of their international responsibility, should put policies in place to support cultural industries. This support could be financial, legislative, or involve other appropriate measures which would regulate the industry. Each country's cultural policies would need to allow the free circulation of ideas and works.

For Discussion and Action:

- 1** Suppose you produce something related to your culture (such as a type of food or clothing), what would it be? Do you think that other people would be interested in experiencing that food or clothing? What do you need to produce and distribute it worldwide?
- 2** What is a good way for a government to support cultural industries?
- 3** Inform yourself about the existing cultural policies of your government and compare them to cultural policies in other parts of the world.

*Holding on
to local culture
as it becomes more
vulnerable in the face of
globalisation is an important
challenge for young people today.*
IYP Action Partner, Jordan

*There is no Honduran identity as everyone
wants to behave and be like others rather
than Hondurans. They want to be hip like in
Europe and the US.*
IYP Action Partner, Honduras

*Many young people are moving away
from their communities. They learn
new things and technology, forgetting
their culture and feeling ashamed of it.*
IYP Action Partner, Bolivia

*In order to preserve cultural diversity,
the environment, as a fundamental
part of culture, should be protected on an
international and co-operative level.*
Workshop Participant, Italy

*I live in India. My
people have lost their
culture. Almost everyone is
Westernising.*
IYP Action Partner, India

*Our vast cultural wealth must be
protected, valued and propelled
so that it can strengthen and
find ways to flourish in a
globalised world.*
Workshop Participant,
Colombia



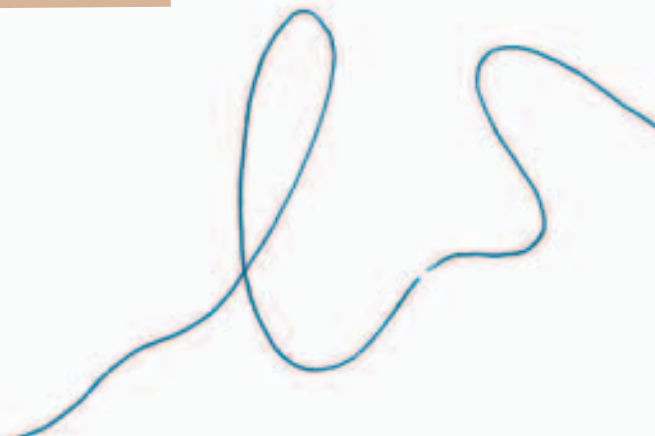
ARTICLE 10

Cooperation in the international community is necessary to support the creation and distribution of cultural goods and services, particularly of the developing world.

There is currently a huge imbalance in the production and global trade of cultural goods and services. This is reflected in the situation of developing countries, which generally have lower levels of production, distribution and access to cultural good and service markets compared with developed countries. The international community must empower all countries, especially developing countries, to support local cultural industries, including film, music and literature, so that they become sustainable at both national and international levels. The distribution of cultural goods and services should benefit the community they come from.

For Discussion and Action:

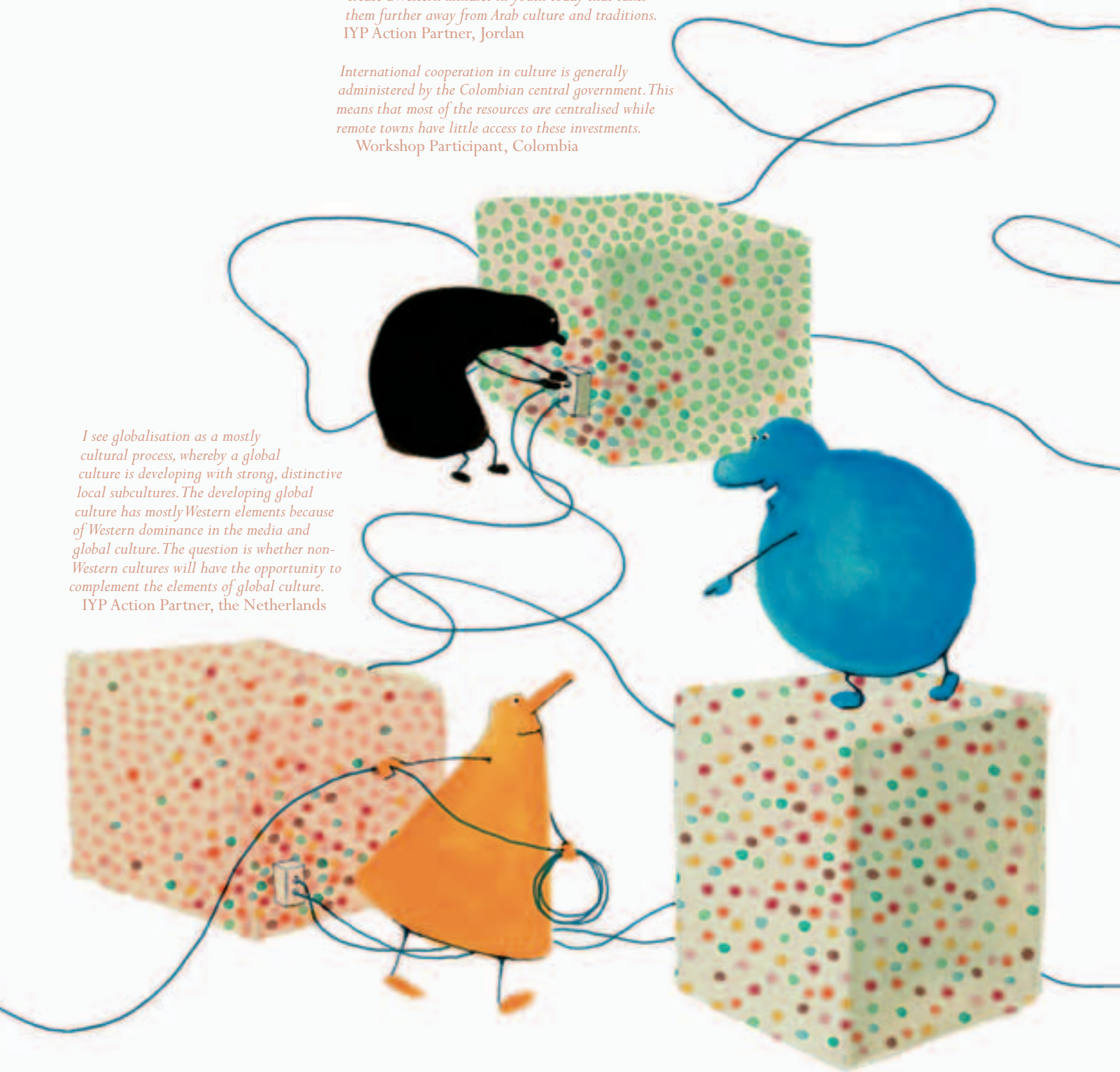
- 1** Do you know how many books are written in your language by authors of your country? How many films are produced in your country? Are they many, not many or none? Why?
- 2** Do you read literature or watch movies from countries other than yours? Do you know many, not many or none? Why? How different are they from your country's cultural products?
- 3** What rules should the international community put in place so that all countries are able to support and develop their cultural industries?



Many young Jordanians enjoy Western television programs. However, these can help create a Western mindset in youth today that takes them further away from Arab culture and traditions.
IYP Action Partner, Jordan

International cooperation in culture is generally administered by the Colombian central government. This means that most of the resources are centralised while remote towns have little access to these investments.
Workshop Participant, Colombia

I see globalisation as a mostly cultural process, whereby a global culture is developing with strong, distinctive local subcultures. The developing global culture has mostly Western elements because of Western dominance in the media and global culture. The question is whether non-Western cultures will have the opportunity to complement the elements of global culture.
IYP Action Partner, the Netherlands



ARTICLE 11

Partnerships between governments, businesses and citizens must be developed to promote cultural diversity.

International trade provides opportunities for intercultural dialogue through the exchange of cultural goods such as films, books and CDs, but market forces alone are not enough to protect and promote cultural diversity. This is why all governments should put in place public policies to protect and promote cultural diversity, in partnership with businesses and civil society.

For Discussion and Action:

- 1** Do you think international trade promotes cultural diversity? What are the positive and negative aspects of international trade in relation to cultural diversity?
- 2** What are the respective roles of governments, businesses and civil society in promoting cultural diversity?
- 3** How can governments, businesses and individuals work together to promote cultural diversity? Can you think of any examples in your country? Do you have any suggestion?

Cultural diversity must be a compulsory subject in all schools and universities and not just an idea.
Workshop Participant, Colombia

Countries with power should respect the local culture where cooperation is taking place.
IYP Action Partner, Italy

All parties, community groups, governments and private business groups need to be part of the decision-making process when partnerships are being developed. If an unequal power relationship exists, there is a risk that some groups will be exploited.
Workshop Participant, Australia



ARTICLE 12

The role of UNESCO

UNESCO is responsible for:

- a) encouraging international organizations to incorporate this Declaration into their strategies;
- b) being a reference point for organisations, governments, businesses and individuals in the development of policies and strategies to encourage, promote and protect cultural diversity;
- c) setting standards, promoting and building the capacity of others with respect to the Declaration;
- d) facilitating the implementation of action plans which emerge from global workshops related to the issue of cultural diversity.

The Declaration should put more means at the disposal of developing countries which are facing other important challenges like poverty, illiteracy, and a lack of political will to promote culture. Workshop Participant, Togo

UNESCO must require its Member States to develop specific action plans in order to implement the articles of this Declaration. Equally, it must promote the creation of independent national observatories which would keep a watch over nations so that both governments and citizens would comply with and promote the Declaration's principles. Workshop Participant, Colombia

The Declaration is important because it helps people understand cultural diversity. It refers to all cultures and includes developing and developed countries alike. In addition, it helps fight ethnocentrism and opens the way for inter-cultural dialogue and tolerance. It is necessary to distribute copies of the UNESCO Declaration so that many people can share the values of cultural diversity. Workshop Participant, Togo.

The UN must play a role in extending non-Western participation in the process of globalisation. Fear of Western dominance would be reduced by strengthening local cultures. IYP Action Partner, the Netherlands.

For Discussion and Action:

- 1 Visit www.unesco.org to find out more about UNESCO. You can also find information about your National Commission for UNESCO, as well as the addresses of UNESCO Clubs worldwide. For a better understanding of cultural diversity and UNESCO activities in the field of culture in general, please visit the UNESCO Culture Sector's website at www.unesco.org/culture. You can also visit the UNESCO Youth Section's website at www.unesco.org/youth to find more information about UNESCO's youth-related activities.
- 2 Contact your National Commission for UNESCO to discuss the ideas that young people in your community have about cultural diversity.
- 3 For more information on the OXFAM International Youth Parliament and its activities in your country, visit the website at www.iyp.oxfam.org.



SUMMARY OF ACTION INITIATIVES

The action initiatives, developed by youth participants, are a key outcome of global workshops on cultural diversity. These initiatives constitute the basis for a youth-led action to promote positive and sustainable cultural diversity. The action plans that were developed via this project, if facilitated, would directly benefit young people and their communities especially those from minority groups.

The action initiatives are briefly summarised in this document. For more information, please contact the workshop organiser in each location.

Argentina

- Work with Networks on promoting cultural diversity on a regional level.
- Travel and get to know the country, taking account of what you have and valuing it.
- Value our culture, promoting it, and transmitting it to future generations in a positive and affirmative way.
- Create cultural cooperatives.
- Elaborate organisational strategies to strengthen and promote our communities.
- Promote film nights.
- Defend national industries.

Australia

Media

- Cultural diversity on the Internet - set up an interactive website where participants can share and discuss their knowledge and feelings on different cultures.
- Lobby media through campaigns so as to gain greater representation of different cultural backgrounds.

Commerce / trade

- Increase the availability of food from different cultures.
- Establish community cooperatives to promote cultural diversity.
- Support local businesses.
- Educate people on the effects of multinational corporations and action they can take to contribute to the sustainable cultural diversity.

- Encourage people to be aware of the products they purchase.

Funding/donations

- Encourage donations by multi-national corporations (MNC) to facilitate student exchange programmes.
- Lobby MNC's to create structures which enable students to participate in career-focused cultural exchanges.

Festivals

- Promote community festivals which would gather different cultures around a common theme. In addition, the community could organize the festival, thereby learning skills, and have the ownership of the festival.

Colombia

- Promote cultural diversity through media: television programs about respect for cultural diversity, documentaries about different cultures, and newspaper articles reporting on pluralism.
- Promote cultural diversity through art workshops and exhibitions.
- Create mural paintings.
- Take the Declaration "to the jungle", in order to inform and integrate different indigenous groups on their rights and roles in the process. Organise a school festival with invitations to members of the Organisation of Multiethnic Antioquia.
- Organise workshops for disabled people.
- Organise school visits to implement cultural activities and workshops.

- Lobby the State to promote the Declaration. Keep the Declaration text in Council chambers and Government outlets, in universities, and promote it to children with a puppet show.

Guatemala

Training

- Organise panel forums, cultural diversity workshops on tolerance and living together. Run regional cultural workshops to bring our own culture to other countries. Run international workshops on the Declaration bringing together other meso-American experiences, involving the public and private sectors as well as media.
- Promote different views from other ethnic groups and publish an overview of what was agreed.

Awareness-raising

- Raise awareness of the Declaration among young people through Internet and through media, especially, by creating a youth dialogue via bilingual radio programs.
- Organise cultural activities that create religious, educational and political awareness.
- Increase awareness and educate on the influences of globalisation.
- Walk to a sacred community place, hold discussions on biodiversity, discuss economics with organisations that export natural resources.

Promoting the traditional culture:

- Promote traditional Maya games, songs, dances and local languages.
- Hold craft markets, skills workshops, organise sporting events to promote the Mayan ball game.

Indonesia

- Encourage dialogue between young people from different cultures through workshops and forums.
- Promote the history of local cultures through different media.
- Set up campaigns to encourage the State support to local communities and cultures.
- Educate school and university students about their local culture and history through workshops and seminars.

Italy

- Promote diversity and pluralism organising diverse activities, such as district parties, concerts, festivals and cultural exhibitions, local fairs, street theatre, etc.
- Hold training workshops on fundraising and technical support for promoting cultural diversity.
- Encourage exchanges between universities/schools so as to promote diverse cultures.
- Support representation of each ethnic group in the local council.
- Invite local NGOs to develop programmes to facilitate the introduction of newly arrived immigrants from other regions or countries.
- Set up Internet forums in schools so as to connect young people with those of other cultures.
- Hold games in primary schools which enhance and raise understanding of diverse cultures.

Jordan

- Improve research facilities at universities and other educational facilities which would explore and promote cultural diversity.
- Encourage student exchange programs.
- Raise awareness of cultural sites in local areas.
- Organise festivals for the promotion of local culture.

Togo

- Disseminate the Declaration and its principles throughout communities.
- Organise debates and workshops between young people over cultural issues.
- Organise cultural carnivals, excursions and work camps throughout communities.
- Establish more accessible mediums for information and communication, especially in marginalized communities.

CULTURAL DIVERSITY WORKSHOP

Conducted by the OXFAM International Youth Parliament and UNESCO

Workshop participants can be contacted via Team Leader.

Buenos Aires, Argentina, 6 April
Buenos Aires, Argentine, 6 Avril
Moron, Buenos Aires, Argentina, 12 April
Moron, Buenos Aires, Argentine, 12 Avril
Lomas de Zamora, Buenos Aires, Argentina, 17 April
Lomas de Zamora, Buenos Aires, Argentine, 17 Avril
Buenos Aires, Argentina, 24, 25 & 31 May
Buenos Aires, Argentine, 24, 25 et 31 Mai

Coordinator *Coordinateur*

Damian Profeta

Email damianprofeta@hotpop.com

Co-coordinator *Co-coordinatrice*

Mariana Ballesterio

Logistics *Logistique*

Fernando Leibson, Maria Thompson, Martin Arias, Lucian Vazquez

Promotion *Promotion*

Ursula Eyherabide, Barbara Anoni

Organisations *Organisations*

Vientos del Sur, Comedor Comunitario la Casita de los Niños, Asociación Jovenes en Construcción, Asociación Proyecto Solidario, Unión de Jóvenes Contra la Discriminación, Compañía Teatral de la Facultad de Filosofía y Letras UBA

Institutional Support *Soutient institutionnel*

Centro Cultural Escape al Arte, Dirección de Juventud de la Municipalidad de Morón

General participants *Participants*

More than 87 participants from diverse backgrounds and regions, young parents from marginal regions of Buenos Aires and young people from working class suburbs, including young artists and university students.

Indigenous groups *Groupes indigènes*

Tobas, Tehuelches

Foreign participants *Participants étrangers*

Paraguay

Overviews of workshop:

Six workshops in total from April to May

1 Opening of workshops at Buenos Aires

2 Introduction of IYP and UNESCO

3 Discussion of methodologies.

4 Action Plan

Aperçus de l'atelier :

Six ateliers au total d'avril à mai.

1 Ouverture des ateliers à Buenos Aires.

2 Présentation de l'IYP et de l'UNESCO.

3 Discussion sur les méthodologies.

4 Plan d'action.

Sydney, Australia, 25 April 2003

Sydney, Australie, 25 Avril 2003

Workshop Team Leader *Chef d'équipe de l'atelier*

Amitha Chetty

Email amithachetty@hotmail.com

Workshop Participants *Participants à l'atelier*

Amanda Collett, Anne Cairns, Bob Mardle, Carl Petrou, Celine Massa, Elissar Mukhtar, Goranka Slavujevic, Julie Yeung, Neeraj Sharma, Robin Shannon, Stephanie Camus

Overview of workshop:

1 Youth-friendly version of the Declaration and discussions.

2 Impact of globalisation.

3 Action Plan.

Aperçu de l'atelier :

1 Version à l'usage des jeunes de la Déclaration et discussion.

2 Impact de la mondialisation.

3 Plan d'action.

Medellin, Colombia, 10 May 2003

Medellin, Colombie, 10 Mai 2003

Workshop Team Leader *Chef d'équipe de l'atelier*

Ana Maria Marin

Email anymary@hotmail.com

Organisation *Organisation*

Taller UNESCO, IYP/ Action Partners Colombia

Workshop Participants *Participants à l'atelier*

Ana Maria Marin, Jorge Armando Arbelaz, Hemel Atehortua, Miguel Arley Tamayo, Alexander Garcia Soto, Fredy Alberto Chaverra Murillo, Adriana David Giraldo, Maria Cristina Montoya Mejia, Orledis Patricia Prado, Olga Jacqueline Navia Mejia, Monica Viviana Montoya, Martha Edith Macias Querubin, Rocio Arango Giraldo, Seleny Zapata Soto, Hilda Dominico Bailarin Arlington Gomez, Mauricio Marin Pulgarin, Natalika Saldarriaga

Overview of workshop:

Participants were given the UNESCO Declaration one week in advance to study and prepare their views.

1 Opening of the Medellin Meeting with Guest speaker (Minister for Culture Luis Armando Soto)

2 Introduction of IYP and UNESCO participants.

3 Discussion of workshop methodology

4 Action Plan / Individual Action Plans

Aperçu de l'atelier :

Les participants ont reçu la déclaration de l'UNESCO une semaine à l'avance pour pouvoir étudier et préparer leurs points de vue.

1 Ouverture de la réunion de Medellin avec l'orateur invité (le Ministre de la culture, Luis Armando Soto).

2 Présentation de l'IYP et des participants de l'UNESCO.

3 Discussion sur la méthodologie de l'atelier.

4 Plan d'action/plans d'action spécifiques.

Fiji, April 2003 Fiji, Avril 2003

Workshop Team Leader *Chef d'équipe de l'atelier*

Stanley Simpson

Email pang@connect.com.fj

Organisation *Organisation*

Pacific Network on Globalisation

San Juan la Laguna, Guatemala, 5 & 6 April 2003

San Juan la Laguna, Guatemala, 5 et 6 Avril 2003

Workshop Team Leader *Chef d'équipe de l'atelier*

Juana Amalia Mendoza

Email E-mail: secreoxfam@intelnet.net.gt

Organisations *Organisation*

ADEJUA coordinating youth collective, Konrad Adenauer Co-financing, OCAA and EPUM Co-financing, AKTIMIT, Q'AWINAQUEL, CODEFTO, Q'ANIL, ADEJUCC, ACODIMAN, FUNDAJU

Workshop Participants *Participants à l'atelier*

There were more than 30 participants from different minority communities, including: Pogomam, Mam, Mestizo, Ixil, Kiche, Q'eqhi, Ladino, Irish, Tz'utugil, Garifuna

Overview of workshop:

1 Opening by ADEJUA's President and UNESCO's Guatemala representative Dr. Otto Rivera

2 Introduction of UNESCO Declaration and IYP

3 Exposition on the impacts of globalisation on youth with special mention of the Plan Puebla Panama project and the treaty for free trade between Central America, the United States and Canada.

4 Cultural night

5 Elaboration of mural newspaper

6 Action Plan

Aperçu de l'atelier :

1 Ouverture par le Président de l'ADEJUA et le représentant de l'UNESCO au Guatemala, M. Otto Rivera.

2 Présentation de la Déclaration de l'UNESCO et de l'IYP.

3 Exposé sur l'impact de la mondialisation sur les jeunes, avec une mention particulière pour le projet Plan Puebla Panama et le traité de libre-échange entre l'Amérique centrale, les Etats-Unis et le Canada.

4 Nuit culturelle.

5 Elaboration d'un journal mural.

6 Plan d'action.

Jakarta, Indonesia, 14 May 2003
Jakarta, Indonesie, 14 Mai 2003

Workshop Team Leader *Chef d'équipe de l'atelier*
 Rusti Hutajulu

Email rusti_hutajulu@hotmail.com
 mindoggn@hotmail.com

Organisations *Organisation*

ADEJUA coordinating youth collective, Konrad Adenauer Co-financing, OCAA and EPUM Co-financing, AKTIMIT, Q'AWINAQUEL, CODEFTO, Q'ANIL, ADEJUCC, ACODIMAN, FUNDAJU

Workshop Participants *Participants à l'atelier*

Atep Abdurofiq, Tb. Ace Hasan Syadzili, Ade Syukron Hanas, Deden Nasihin, Kholis Ridho, Rahdatul Ulum, Djaka Badranaya, Nurjanah, Sajad, Ilam Khoiri, Dadan Ramdan, Puadadi, Badrusalam, Ali M. Irvan, Yandi Nurhayandi

Overview of workshop:

- 1 Participants discussed the format of the workshop.
- 2 Introduction and description of IYP and participants.
- 3 Brainstorming on the Declaration.
- 4 Identification of main problems.
- 5 Action Plan.

Aperçu de l'atelier :

- 1 Les participants ont discuté de l'organisation de l'atelier.
- 2 Présentation et description de l'IYP et présentation des participants.
- 3 Libre-échange d'idées sur la Déclaration.
- 4 Identification des principaux problèmes.
- 5 Plan d'action.

Milan, Italy, 12 April 2003
Milan, Italie, 12 April 2003

Workshop Team Leader *Chef d'équipe de l'atelier*
 Selene Biffi

Email selene_biffi@yahoo.com

Workshop Participants *Participants à l'atelier*

Ettie Mikita (Estonia), Rudra Chakraborty (India/Italy), Irene Pizzoccaro (Italy), Laura Mariani (Finland/Italy), Giuseppina Speranza (Italy), Karel Rycck (Belgium), Arianna Zanolini (Italy), Laurence Cambianica (France), Giulia Greco (Italy), Katharina Herold (Germany), Viviana De Luca (Italy), Zsafia Tatra (Hungary), Anna Canevisio (Italy).

Overview of workshop:

- 1 Discussion about the declaration
- 2 The impact of globalisation.
- 3 Youth friendly version of the declaration.
- 4 Action Plan.

Aperçu de l'atelier :

- 1 Discussion sur la Déclaration.
- 2 Impact de la mondialisation.
- 3 Version à l'usage des jeunes de la Déclaration.
- 4 Plan d'action.

Amman, Jordan, 6 June 2003

Amman, Jordanie, 6 Juin 2003

Workshop Team Leader *Chef d'équipe de l'atelier*

Sawsan Madanat Shmeisani

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Workshop Participants *Participants à l'atelier*

Barkev Meserlian, Faten Madanat, Suhad Al Khatib, Ra'ad Kawar, Faten Huraimilssam, Nimri Marwan Sharaiha, Ola Al-Ahmad, Fakri Zaiter, Majd Hijawi, Ma'n Abu Taleb, Laith Saleh, Lina Bazyan, Zein Masanat, John Najarian, Hazem abu lughod

Overview of workshop:

- 1 Brainstorming session on the definition of globalisation and culture.
- 2 What is culture in the Jordanian context.
- 3 Impact of globalisation, positive and negative impacts.
- 4 Action Plan.

Aperçu de l'atelier :

- 1 Séance d'échange libre d'idées sur la définition de la mondialisation et de la culture.
- 2 Ce qu'est la culture dans le contexte jordanien.
- 3 L'impact de la mondialisation, incidences positives et négatives.
- 4 Plan d'action.

Kenya, 23 March 2003

Kenya, 23 Mars 2003

Workshop Team Leader *Chef d'équipe de l'atelier*

Patrick Mpedzisi

Organisation *Organisation*

Zimbabwe Foundation for all youth Assoc.

Email Email: info@ayparliament.org

Overview of workshop:

- 1 Discussion about the declaration
- 2 The impact of globalisation.
- 3 Youth friendly version of the declaration.
- 4 Action Plan.

Aperçu de l'atelier :

- 1 Débat sur la Déclaration.
- 2 Impact de la mondialisation.
- 3 Version à l'usage des jeunes de la Déclaration.
- 4 Plan d'action.

Lome, Togo, 26 April 2003

Lome, Togo, 26 Avril 2003

Workshop Team Leader *Chef d'équipe de l'atelier*

Kossi Ogoubi (President P.E.P.D)

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Organisation *Organisation*

Partnerships and Exchanges Program for Development (P.E.P.D)

Workshop Participants *Participants à l'atelier*

Dodji Abah-Dakou, Julie Adjimon, Eyassam Mossourou Kouami, Holasse Anani, Alain Babelem K., Alaza Wiyao Dao, Evalou Meba, Essi Damigou Kolani, Komi Ogoubi, Hermann Kpognon, Evalou Meba, Essi Kafui Ntsuyiboe, Djafarou Ouro-Bagna, Nouridine Sebou, Yawovi Sedina, Cossiwa Shogolou, Datchritchri Tchagbele, Adi Tchangai; Komi Ewloese Tsogbale; Hanouvi Emeffa Vossah, Issaou Ouro-Gbeleou (Facilitator), Amidou Lida (Facilitator), Wolawole Dele (Facilitator), Kodjo Fracois Youto (Facilitator)

Overview of workshop:

- 1 Opening ceremony
- 2 Discussion and debate on the Declaration.
- 3 Impact of Globalisation on Togo culture.
- 4 Action Plan.

Aperçu de l'atelier :

- 1 Cérémonie d'ouverture.
- 2 Discussion et débat sur la Déclaration.
- 3 Impact de la mondialisation sur la culture togolaise.
- 4 Plan d'action.