



General Assembly

Distr.: General
23 August 2006

Original: English

Sixty-first session

Item 26 of the provisional agenda*

University for Peace

University for Peace

Report of the Secretary-General

Summary

World events increasingly demonstrate that threats to peace, security and progress can only be restrained if there are men and women across the world who are motivated and qualified to prevent conflict, build peace, strive for justice and good governance and guide the processes of sustainable and equitable development. The mission of the University for Peace thus assumes increasing importance in the twenty-first century. The present report provides information on the development and implementation of the academic and professional training programmes of the University in various diverse, but mutually reinforcing fields related to peace and security. Apart from the academic teaching and training programmes at its headquarters in Costa Rica, which include eight master's degree programmes, the University has also expanded its activities into different regions of the world, developing networks of partner academic and research institutions, whose capacities are also being strengthened. The University has also developed a sharing knowledge for peace programme, using information technologies to enable its materials to reach those unable to participate in face-to-face teaching. Although donor support has increased over the years, full implementation of the University's programmes depends on enhanced and sustained support.

* A/61/150.



I. Introduction

1. The University for Peace was established pursuant to an international agreement approved by the General Assembly in resolution 35/55. It was established with a clear determination to provide humanity with an international institution of higher education for peace with the aim of promoting among all human beings the spirit of understanding, tolerance and peaceful coexistence, to stimulate cooperation among peoples and to help lessen obstacles and threats to world peace, in keeping with the noble aspirations proclaimed in the Charter of the United Nations.

2. Significant efforts have been made in the past five years to revitalize and extend the activities of the University for Peace. The present report, which is submitted to facilitate consideration by the General Assembly of the item entitled "University for Peace" in response to General Assembly resolution 58/12, provides details of the progress made in revitalizing the University. It is commendable that significant progress has been made in the implementation of the five-year revitalization programme, leading to the achievement of the targets established by the Council of the University for Peace.

3. The present report has four major sections: (a) University for Peace in 2006; (b) external evaluation; (c) future development strategy; and (d) resource base. It describes the substantial progress made towards building high-quality programmes of education, training and research on critical issues of peace and security and, in parallel, to extend the programme into different regions of the world through its network of partner institutions. External evaluators have recognized the significant progress made by the institution since the start of the revitalization process and that it was rapidly gaining a very positive international profile. The future development strategy focuses on consolidating the progress already made in developing and conducting innovative academic and training programmes, and at the same time strengthening its collaborative arrangements in different regions of the world and the sharing knowledge for peace programme (including distance learning and dissemination of toolkits for teaching).

4. The University for Peace is making efforts to strengthen cooperation with other institutions in the United Nations system, such as the United Nations University and the United Nations Institute for Training and Research (UNITAR). Efforts are also being made to develop collaboration between the University for Peace and the system with regard to support in peacebuilding and peacekeeping efforts.

5. The General Assembly, in its resolution 58/12 (2003), noted with appreciation the vigorous actions taken by the Secretary-General to revitalize the University for Peace. The General Assembly invited Member States, intergovernmental bodies, non-governmental organizations and interested individuals to provide financial support to the University, invited Member States to accede to the International Agreement for the Establishment of the University for Peace and requested the Secretary-General to consider further ways to strengthen cooperation between the United Nations and the University for Peace.

II. University for Peace in 2006

6. The University for Peace has made substantial progress towards building high-quality programmes on critical subjects related to peace and security and extending them to different regions of the world through networks of partner institutions. With the efforts to revitalize and strengthen the University, it is now, more than ever, a recognized and respected international institution for education, training and research on all issues related to peace and conflict. Its efforts are focused on strengthening the three main components of its activities: face-to-face teaching and research; increasing impact: expanding the presence of the University for Peace in the world; and increasing impact: sharing knowledge for peace programme.

A. Face-to-face teaching and research

7. The University has launched a rigorous new academic programme comprised of activities in diverse and mutually reinforcing areas related to peace and security. The University for Peace offers master's degree programmes at its Costa Rica campus in the following areas: (a) international peace studies; (b) international law and human rights; (c) international law and settlement of disputes; (d) gender and peacebuilding; (e) peace education; (f) natural resources and sustainable development (offered as a dual-degree programme in partnership with the American University, Washington, D.C.); (g) environmental security and peace; and (h) media, conflict and peace studies. Since 2002, a total of 262 students from 69 countries have graduated. Out of the graduated students, 58.39 per cent are women, and the average age of students is 27 years. More than 130 students from 37 countries are enrolled in the master's degree programmes for the academic year 2006-2007.

8. In order to ensure the intrinsically interdisciplinary nature of academic offerings, all students engage in an initial foundation course in international peace studies and participate in an elective course programme by enrolling in courses offered by other master's degree programmes. Since January 2006, the University has offered this elective course programme as a "University for Peace Institute", inviting professionals, practitioners, academicians and students of peace and conflict, along with students of the University for Peace, to participate in interactive participatory classes and informal gatherings which bring together several cultures and views.

9. The unique, multicultural character of the headquarters campus is viewed as a laboratory for developing and perfecting all of the University's offerings, which are then used not only by the students enrolled in the master's degree programmes in Costa Rica but also by institutional partners around the world in the form of cutting-edge academic graduate studies, short courses and distance learning tools. The curriculum developed is constantly updated by regional expertise and experience on the basis of inputs received from partner institutions in Africa, Asia, Latin America, Europe and elsewhere. The University's short courses and training on peace and conflict related issues have been organized with various institutions, organizations and partners worldwide. Some 60 of those courses have been held in all regions in the last four to five years in which nearly 2,000 individuals, selected by partner institutions, have participated.

10. A research and publication programme has also been established by the University, with a comprehensive research policy that provides the framework for nurturing a vibrant, dynamic and intellectually stimulating environment for the generation and dissemination of knowledge. In 2006, the University for Peace launched its online reference journal, *Peace and Conflict Review*.

B. Increasing impact: expanding the presence of the University for Peace in the world

11. In order to increase the impact of the University's work and achieve a multiplier effect, partnerships have been established with academic and research institutions in different regions of the world, which have resulted in the initiation of University activities in Africa, Asia and the Pacific, Central Asia, Latin America and the Caribbean, Europe, the Middle East and North America. Discussions are under way to extend the University's presence in other parts of the world. The driving force behind this strategy is the realization that the work carried out in Costa Rica, while important, would only be able in itself to make a small impact and that the regional presence adds an important multiplier effect to the efforts of the University.

Africa programme

12. In 2002, the Africa programme was launched and the University for Peace began a far-reaching consultative process across the continent to identify the needs, aspirations and obstacles to developing capacity for education for peace in Africa as well as to identify partner institutions. The planning process led to the design of a five-year programme of support to an initial set of African universities to build their capacities to teach and research the vital issues of conflict prevention, peacebuilding, environmental security, reconciliation and human rights. The programme has conducted several activities in the region, including the development of Africa-specific teaching materials on a variety of topics, such as human rights, peace and justice, gender and peacebuilding, and introduction to peace and conflict studies in West Africa. As a result of the latter, more than 54 universities in Nigeria will be integrating a course on peace and conflict resolution studies into all their undergraduate programmes. A total of 120 university libraries have been presented with teaching materials and resources. The programme has also conducted 12 capacity-building workshops and training courses for regional organizations, university faculty representatives and NGO networks.

13. The programme continues to formalize partnership arrangements with African institutions such as the African Union, with which the University for Peace organized in June 2006 an international conference on the theme "Strategies for peace with development: the role of education, training and research". The programme is also extending into countries other than the 10 visited during the consultative phase. To reflect true African leadership, the programme has moved its offices to Addis Ababa and is hosted by Addis Ababa University, from where the Director, along with a soon-to-be established Advisory Committee, guides the programme's continual development and direction. A headquarters agreement was signed with the Government of Ethiopia in September 2005.

Asia and the Pacific programme

14. The overall aim of the Asia and Pacific programme is to strengthen the capabilities of the interested academic and research institutions for education, training and research for the building of peace, the prevention of violence and deadly conflict and the promotion of human security in the region. During the past four years, the University for Peace has mobilized a network of universities and institutions for conflict prevention and peacebuilding in Asia and the Pacific with 40 members from more than 20 countries. The University has developed an action programme aimed at strengthening education for peace in the region. The main objective of the programme is to strengthen the capacities of interested and committed institutions to undertake high-quality teaching, training and research in the crucial areas related to peace and conflict. Emphasis is also being placed on identifying and expanding the effectiveness of alternative and non-formal channels through which education for peace may reach the general populace, especially through civil society, women's and youth groups, members of defence and police services, religious institutions and the like.

15. Some of the activities that are already being conducted include the teaching of a joint diploma course in Sri Lanka in Skills Development for Conflict Resolution. This course, which is offered twice a year, is targeted at practitioners, including civil servants, military and police personnel and NGOs. A subregional curriculum development workshop was held in India (attended by participants from India, Bangladesh and Sri Lanka) for a foundation course in peace and conflict and studies, following which a number of institutions have started courses in the subject or incorporated peace studies as part of their ongoing degree programmes in international studies. With the support of and under the umbrella of the University's Toronto Centre, a curriculum development workshop on peace education in an Islamic context was conducted in Toronto, Canada (in which other institutions from North America also participated). The curriculum developed will be introduced into their programmes by institutions from the participating countries (Bangladesh, India, Indonesia, Pakistan and Tajikistan). Efforts are also being made to develop programmes in the areas of religion; inter-faith cooperation and peacebuilding; gender and peacebuilding; development, peace and security; media, peace and security; and others.

16. With funding from the Nippon Foundation, the University for Peace will begin to offer a dual campus master's programme in international peace studies at the Ateneo de Manila University in the Philippines and at its headquarters campus in Costa Rica.

Central Asia programme

17. The main aim of the Central Asia programme is to transfer and build self-sustaining capabilities for peace education and civil society training, research and dialogue. Many Central Asian academics, teachers and experts who have been exposed to master's degree courses on peacebuilding and conflict prevention now teach such courses in their own countries. The programme actively collaborates with United Nations partners in providing training and promoting dialogue. Among such activities were a high-level conference on the theme "Lessons of the Tajik peace process for Afghanistan", a series of training-for-trainer seminars in Tajikistan for about 90 diverse local and national civic leaders and officials from opposite parties

in the 1992-97 Tajik civil war, and a seminar on pre-electoral conflict prevention for high-level officials in Kyrgyzstan. Recently, the programme focused its efforts on the urgent needs of societies in Central Asia to constructively involve its Islamic majority population in preventing, resolving and transforming conflict. A special emphasis was put on Islam's own values and principles of peacemaking and peacebuilding. As the next step, the Central Asia programme organizes specialized training seminars for various target groups, including Islamic communities, madrassa students, media representatives and other crucial actors, such as government officials. Teaching and training courses on conflict prevention and peacebuilding, developed together with Central Asians, integrate local knowledge and expertise. Such courses proved to be effective instruments for developing and disseminating educational and teaching methodologies to promote education for peace and to build human capacities through fostering a culture of peace at all levels of education in Central Asia.

Latin America and the Caribbean programme

18. The Latin America and the Caribbean regional programme is based at the University's headquarters campus in Costa Rica and has the following educational objectives:

(a) Introducing the study of realities in Latin America and the Caribbean in terms of development, peace, security and democracy into the University's academic programmes;

(b) Organizing academic programmes about the Latin America and the Caribbean reality for the region's audiences;

(c) Building partnerships with other institutions in the region and jointly organizing higher education activities for international and regional audiences to discuss peacebuilding processes and the nature of conflicts in the region.

19. During the twelve-month period ending in August 2006, the University for Peace Latin America and the Caribbean programme has carried out the following activities:

- Joint sponsorship, with the Brazilian Federal Government, of the International Seminar on Education for Peace, in Brasilia in December 2005;
- Presentation of the theme "Reconstruction and human security" in the international workshop on human security organized by the Government of Mexico in cooperation with the Government of Japan, in Mexico City in February 2006;
- Presentation of the theme "Non-Central American actors in the peace initiatives of the 1980s and beyond" in the international conference on the theme "Lessons learned in the Central American regional peacebuilding process", in Toledo Spain, from 2-4 March 2006;
- Organization of a workshop on strategic planning for the development of the Open University of the Environment and the Culture of Peace for the municipal Government of São Paulo, Brazil, in April 2006;
- Developing proposals for the United Nations Democracy Fund and the Latin American and the Caribbean Bureau of the United Nations Development

Programme (UNDP), for co-sponsoring academic and advanced training activities for Latin American and Caribbean audiences on contemporary issues related to the consolidation of democracy, good governance, human development and human security;

- Working with the Spanish Agency of International Cooperation in order to sign an agreement of collaboration to support academic and training activities on peacebuilding and conflict prevention in the region;
- Developing a three-week course at the post-graduate level on Contemporary Issues of Development and Democracy in Latin America to be offered to University for Peace students in the academic year 2006-2007.

Toronto Centre

20. With support from the Government of Canada, through the Toronto Waterfront Revitalization Corporation, a secretariat was established in Toronto in July 2005 to undertake the preparatory work to establish an international centre of the University in Canada. The scope of the programme for the Centre has now been finalized, and a range of pilot activities have been implemented including formal and non-formal curriculum development workshops, panel discussions, public forums and exhibitions. In October 2006, an international high-level expert forum on capacity-building for peace and development: roles of diaspora will be convened. The Centre aims to leverage North American experience and expertise to enrich the worldwide education, training and research programmes of the University and its partners; reinforce and amplify the capacity of North American institutions engaged in formal, informal or non-formal education for peace; develop high-quality programmes of education and training on strategic themes related to building peace, lessening violence and managing conflict; and expand the opportunities and channels available for the Canadian public to participate in formal and non-formal education for peace. The following strategic themes have been identified: peace education; diaspora and peacebuilding; urban violence; media, peace and security; and creative arts and peacebuilding. Support for the establishment of a University for Peace presence in Canada has been voiced by leaders from the political, business, philanthropic, academic and NGO sectors. A number of partnerships are in negotiation to collaborate on curriculum development, teaching, research, public lectures and the preparation of multimedia learning materials. Building on the initial funding provided by Canada, the University for Peace is now seeking long-term financing to ensure the sustainability of the Centre's activities.

Institute for Media, Peace and Security

21. In addition to its regional activities, the University for Peace established the Institute for Media, Peace and Security with the aim of educating people in the many ways that media interact with peace and influence conflict and security. The Institute has conducted teaching seminars in Africa (Rwanda) and Geneva, and will soon be teaching in Toronto. Its principal accomplishment has been the development of a full-fledged master's degree programme in media, conflict and peace studies with eight new specialized courses, including media and ethno-cultural war; media and terrorism; the Israeli and Palestinian media and the intifada; media ethics in time of war; media dilemmas of United Nations peacekeeping operations; and the media in the Rwanda genocide, in addition to the introductory course on media,

conflict prevention and peacebuilding. To teach those courses, the University for Peace will use a roster of distinguished professors from several countries and permanent staff of the University in Costa Rica. The first master's degree programme anywhere dedicated to media and peace will start at the University's headquarters campus in September 2006.

Other centres and activities

22. The University for Peace has two offices charged especially with linking it to the various bodies of the United Nations and the community of NGOs that work with the United Nations system. The University for Peace office in Geneva, in existence since 2000, was initially set up to be a liaison office with the United Nations and other institutions and to foster cooperation and programme development in areas most accessible from that location. That office has also served the very useful purpose of nurturing the Africa programme (before its move to Addis Ababa), the Central Asia programme and the Institute for Media, Peace and Security. Future plans for the office include offering short courses drawn from the University for Peace curriculum to NGOs and United Nations organizations; organizing a University for Peace lecture series; and participating in the preparation, distribution and monitoring of the toolkits for teaching materials described in the section below.

23. The University for Peace office in New York, opened in 2001 and has served a key liaison function with New York-based United Nations bodies, foundations, NGOs and other institutions in the United States of America, and serves as the temporary base for the Asia and the Pacific programme.

24. The University for Peace has collaborated with institutions in Jordan and Egypt and has plans to expand its activities in the Middle East.

25. In support of the Secretary-General's initiative to foster a peaceful resolution of the security, humanitarian and development problems of the Korean peninsula, the University for Peace established a special trust fund to mobilize financing for that purpose.

C. Increasing impact: sharing knowledge for peace programme

26. The University for Peace sharing knowledge for peace programme is an integrated programme aimed at sharing and disseminating knowledge to strengthen education for peace. The overarching goal of the programme is to share teaching materials (referred to as toolkits for teaching) with educational institutions in developing countries and countries in transition in a form that can be readily used in difficult and restricted conditions. In the pilot phase, three toolkits for teaching were developed in Costa Rica. The toolkits are on peace and non-violent transformation of conflict; gender analysis of the environment and sustainable development; and *enfoque de genero en los procesos de paz*, produced in Spanish. The Africa programme has also contributed to this part of the University's activities by preparing more than a dozen DVDs based on African training courses with the aim of contributing African resources to the academic programmes taught in Costa Rica and to share this material with partners in the region.

27. By disseminating multicultural knowledge to young leaders and teachers using technologies such as DVDs, CDs and the Internet, a more effective use of resources

and a substantial multiplier effect can be achieved. The toolkits for teaching are based on the curricula developed at the University for Peace Costa Rica campus and therefore reflect the best international expertise, but at the same time can be adapted to respect specific local contexts.

28. The University for Peace headquarters campus has a well-equipped media laboratory and trained technicians, and most courses delivered to students are also recorded. Interviews with visiting faculty are taped so as to ensure that none of the teaching remains only in Costa Rica but is shared with the entire University for Peace system and with partner institutions around the world.

III. External evaluation

29. External evaluators on three separate occasions have recognized and appreciated the significant progress made by the University for Peace since the revitalization process was initiated. An independent assessment carried out in May 2004 by a team contracted by the Canadian International Development Agency confirms that under difficult and uncertain conditions, the University has achieved substantial progress and is now functioning as an effective and efficient teaching institution with proper financial management and is up to international standards. Additional evaluations were conducted by the Deutsche Gesellschaft für Technische Zusammenarbeit and an independent team which, at the request of the Foreign Ministry of Finland, evaluated the MA Programme in gender and peacebuilding.

30. The following two quotations provide the essence of the Canadian International Development Agency's institutional assessment of the University for Peace:

“Within three years, it was able to re-establish itself administratively, financially and academically to such an extent that it is rapidly gaining a very positive international profile. This is no mean feat considering that it was given a very challenging triple mandate: to establish an international institution of higher learning in Costa Rica by engaging in teaching, research and training in support of peacebuilding; to motivate and facilitate the establishment of such programmes in the major regions of the world; and to disseminate teaching materials using information technology together with a distance education curriculum.

“The University has entered the fourth year of a five-year revitalization period. To say it has ‘turned the corner’ barely does justice to its achievements. Although there are still wrinkles to be ironed out and steps to be taken, the assessment team feels that the University is well on its way to fulfilling its renewal pledge.”

IV. Future development strategy (2006-2008)

A. Long-term vision

31. The University for Peace has rapidly evolved to a vibrant international organization that has established sound administrative, financial and audit systems to international standards. It has developed an innovative academic programme and extended its programme activities worldwide. The vision for an even more vigorous

and effective institution in the long term includes the consolidation and reinforcement of the capacities of the headquarters campus serving the entire University for Peace system, with curriculum development, face-to-face teaching and research and sustained two-way links to considerable experience and knowledge found in institutional partners in other parts of the world. The strengthening of the University's influence and presence in institutions in several regions, and an active programme of sharing knowledge for peace (including distance learning and dissemination of toolkits for teaching) will also be expanded in terms of content and reach.

32. In the spirit of General Assembly resolution 58/12 (paras. 2 and 3), attempts are also being made to develop collaboration between the University for Peace and the United Nations system, particularly for support in peacemaking, peacekeeping and peacebuilding efforts. For example, as a pilot project this year, the Department of Political Affairs of the United Nations Secretariat, through its peacemaking databank project (www.un.org/peacemaker), will be working with three graduates of the University for Peace to conduct research on critical areas related to peacemaking and peace agreements. The studies are expected to be completed at the end of 2006.

33. The University for Peace attaches special importance to its relationships with other United Nations education and training organizations, particularly UNESCO, the United Nations University and the United Nations Institute for Training and Research. It intends to strengthen its cooperation and coordination with them in the context of a more cohesive and effective United Nations University system.

B. Three-year targets

Objective 1: strengthening face-to-face teaching and research

34. Building upon the success in delivering face-to-face education over the past five years, the University for Peace will aim at achieving the following:

(a) Increase the master's degree programme offerings at the headquarters campus by adding the eighth master's degree programme in media, conflict and peace studies for the academic year 2006-2007;

(b) Increase the number of master's degree students at the headquarters campus to a maximum of 200 from a wide variety of countries and backgrounds. Approximately one half of them will be on full or partial scholarship to ensure that students from less privileged backgrounds, in particular from developing countries, are able to gain from the University's offerings;

(c) Increase the number of research projects undertaken by faculty with results published in internationally recognized journals.

Objective 2: extending the University for Peace presence in the world

35. The University for Peace programmes will be consolidated and strongly anchored in various parts of the world through partnership arrangements with a number of institutions, with the following main objectives:

(a) Develop partnership arrangements with universities and institutions from each continent for student and faculty exchanges and possible joint master's degree programmes;

(b) Conduct every year in each University for Peace location curriculum development workshops and/or training-of-trainer short courses to prepare academicians and practitioners for teaching and training in the area of peace and conflict studies;

(c) Encourage University for Peace alumni to return to their home institutions, or to other locations in the field, to establish programmes in cooperation with the University and its partners;

(d) Conduct action research case studies to address relevant peace and conflict-related issues in collaboration with regional partners.

Objective 3: sharing knowledge for peace programme

36. The sharing knowledge for peace programme is now ready to reach a new stage by expanding the production and distribution of the toolkits for teaching; offering a distance learning master's degree in peace and conflict studies, as well as a University for Peace book series publications programme, and a conference or lecture series, all aimed at reaching beyond the confines of the headquarters campus and the regional programme offerings.

37. As a result of activities launched in Africa, the University for Peace is currently producing a new toolkit for teaching. Materials produced in Spanish are also being tested in Latin America.

38. The University is moving ahead to gain experience in the field of distance e-learning. More specifically, the University plans to offer a master's degree programme in peace and conflict studies through Internet-based distance education, which will enable large numbers of graduate students and professionals working in that field to gain qualifications and upgrade their knowledge and skills.

V. Resource base

39. The University for Peace needs to raise funds to support its operations. It seeks funding from Governments, NGOs, philanthropic foundations, the corporate sector and individuals. As a result of the demonstrable progress made in the development and implementation of its programme, the University is now able to strengthen its relationships with current and potential donors. It has received support from a number of donor Governments, foundations and institutions, including: Canada (through the Canadian International Development Agency, the International Development Research Centre and the Toronto Water Revitalization Corporation), Denmark, Finland, Germany, Italy, the Netherlands, the Dutch National Postcode Lottery, Norway, Sweden, Switzerland, the United States of America, UNDP, the Philanthropic Collaborative and Chairman Kim of the Hanwha Group, Republic of Korea. At the beginning of the revitalization process (1999), the University for Peace received support mainly from the United Nations Foundation, the Canadian International Development Agency and the Rockefeller family, who provided the initial funds at a crucial and difficult moment in the history of the institution. The University receives no regular financial support from the United Nations.

40. The Netherlands funded the pilot year (2002) of the Africa programme, which has successfully engaged African scholars and experts in the formulation of a

longer-term programme to build capacities in Africa for teaching peace and conflict studies. The five-year programme, developed with support from the Netherlands and Denmark, has been launched with additional support from Canada, Norway, Sweden and Switzerland.

41. The Government of Finland supported the master's degree programme in gender and peacebuilding, and Germany provided support for course development in the fields of international peace studies and peace education. The International Development Research Centre in Canada has provided consistent support to the natural resources programme of the University. While Denmark, Norway, Sweden and the United States of America have supported the regional programme on education for conflict resolution in Central Asia, Canada and the Canadian International Development Agency financed the formulation process for the Asia and the Pacific programme. The Government of Canada is also making a strategically important contribution, as part of the Toronto Water Revitalization Corporation, as a result of which the University has been able to set up a centre in Toronto to conduct teaching and research in the areas of peace and security.

42. The University has established a scholarship fund that enables qualified students from developing and transitional countries to obtain high-quality education in the field of peace and conflict studies. The fund was initiated in the 2002-2003 academic year through a generous multi-year grant from Professor Steven Rockefeller. Scholarships have also been funded in succeeding years by Germany for the programmes in peace studies, by Canada for African students and by Finland for the gender and peacebuilding programme and by the Toronto Water Revitalization Corporation. Maintaining and expanding the scholarship fund will be crucial in terms of allowing students from mainly developing countries to continue to have access to the programmes of the University.

43. The University for Peace is in the process of diversifying the donor base to include more countries, foundations and individuals. The fund-raising strategy for the future will rely on the existing donors, having funded the University when it had hardly any programmes, to continue to contribute support for the overall University for Peace framework. If this is achieved, the University management will turn its attention to obtaining a financial basis to run the University in the future, with a hoped-for endowment fund which would generate revenue for operational costs. Funds for special projects, scholarships and physical facilities would then be raised on a case-by-case basis, matching donor interests with the University's activities. It is encouraging to note that an Alliance for the University for Peace has been set up in the Netherlands and that a group of supporters has set up the United States Association for the University for Peace with tax-exempt status in the United States. Both of those bodies are helping in fund-raising activities.

44. It should be mentioned here that from a level of about \$750,000 in 1999 and an inherited deficit, the University budget grew to approximately \$7 million in 2005. This is owing to the support provided by donors who recognize the tremendous achievements of the institution in the process of revitalization and expansion of its programmes. However, if the institution is to consolidate its programme and fulfil its potential, it would need resources of a much higher level. For the academic year 2006-2007, the resource requirement is of a level of approximately \$9 million.

VI. Conclusion

45. The University for Peace has demonstrated the capacity to fulfil its mandate by providing capacity-building to large numbers of young people, civil leaders and professionals to gain the knowledge and skills that are urgently needed for the prevention, management and resolution of conflict. By the end of 2006, the University will have achieved the targets established by its Council for its five-year revitalization programme. The University now has a strong international academic and administrative staff at its Costa Rica campus, as well as at its various locations in other parts of the world. It has an excellent international student body and alumni, all working towards the goal of peace and security in various international or national bodies. The University for Peace community will continue to grow and to be strengthened.

46. Building on those achievements, and based on the well-established academic programme and network of partners, the University has entered a new phase of consolidation and prudent expansion. It is therefore essential that a larger number of Governments show support by acceding to the International Agreement for the Establishment of the University for Peace and helping to further strengthen the financial base of the institution. This will enable the University to sustain the momentum generated in the last four years so that it can continue to perform its role as a worldwide institution devoted to the education and training of men and women who, within the framework of the Charter of the United Nations, will contribute to peace, progress and the well-being of humanity. Increased and sustained support is needed to implement the next phase of the University for Peace programme, for which the renewal of support by the Government of Costa Rica as host country to the University is particularly important, indeed indispensable.
