



**UNITWIN/UNESCO Chairs
Programme**

Le Programme

UNITWIN/Chaires UNESCO

Ten years of action: case studies

Dix ans d'action: études de cas



**Le Programme
UNITWIN/Chaires
UNESCO**

**Dix ans d'action :
*études de cas***

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Chairs**

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case studies

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Le Programme UNITWIN/Chaires UNESCO a été lancé en 1992, conformément à une résolution adoptée par la Conférence Générale de l'UNESCO à sa 26^{ème} session (1991). UNITWIN est l'abréviation de « university twinning and networking » (jumelage et mise en réseaux des universités).

Ce Programme de l'UNESCO est l'un des instruments privilégiés du renforcement des capacités par le transfert et la mise en commun des connaissances dans un esprit de solidarité avec les pays en développement. Les participants sont principalement des universités, agissant en partenariat avec de nombreuses ONGs importantes présentes dans le domaine de l'enseignement supérieur et d'autres organisations, fondations, sociétés.

Aujourd'hui, le Programme UNITWIN/Chaires UNESCO est la première activité intersectorielle d'aval de l'UNESCO dans le domaine de l'enseignement supérieur : il regroupe, en date du 29 novembre 2004, 508 Chaires et 63 Réseaux interuniversitaires répartis dans 118 Etats membres de l'Organisation.

Ce Programme encadre des activités de formation, de recherche et d'information dans tous les grands domaines de connaissance relevant de la compétence de l'UNESCO. Le Programme UNITWIN/Chaires UNESCO, contribue tout particulièrement à la réalisation des programmes et des activités de l'UNESCO tenant compte que sa principale caractéristique est son interdisciplinarité et sert efficacement à la mise en œuvre de la stratégie à moyen terme (2002-2007) de l'Organisation qui a comme devise « Contribuer à la paix et au développement humain à l'ère de la mondialisation par l'éducation, les sciences, la culture et la communication » et contribue aussi à la mise en œuvre des deux thèmes transversaux qui sont les suivants :

1. « L'élimination de la pauvreté, en particulier l'extrême pauvreté ».
2. « La contribution des technologies de l'information et de la communication au développement de l'éducation, de la science et de la culture et à la construction d'une société du savoir ».

Le Programme a fait l'objet de deux évaluations – l'une interne (1996) et l'autre externe (2000) dont les résultats ont été acceptés par le Conseil Exécutif lors de sa 161^{ème} session (Paris, mai-juin 2001). L'une des principales recommandations des évaluateurs est que l'on concentre les activités et que l'on veille de très près à la qualité des projets soumis à l'Organisation ainsi que de clôturer ceux dont l'inactivité a été prouvée.

Afin de célébrer le 10^{ème} anniversaire de la création du Programme UNITWIN/Chaires UNESCO, un Forum Mondial sur ce Programme a eu lieu au Siège de l'UNESCO les 13, 14 et 15 novembre 2002. Ont participé à ce Forum 382 représentants des universités et des Chaires/Réseaux UNESCO, 31 représentants de gouvernements y compris des représentants de Commissions Nationales...; 29 représentants des associations et ONGs, 2 représentants de l'ONU, 1 représentant de l'Université des Nations Unies... Tous ces représentants provenaient de 91 pays.

Le Forum mondial sur le Programme UNITWIN/Chaires UNESCO a constitué un des temps forts des activités de l'UNESCO dans le domaine de la coopération interuniversitaire. En cette occasion, le Directeur général a bien voulu accorder une distinction à 17 parmi les 500 Chaires/Réseaux existants.

Dans son intervention lors du Forum, l'ancien Directeur de la Division de l'Enseignement supérieur, M. Komlavi Francisco Seddoh, s'est demandé : Pourquoi un Programme UNITWIN/Chaires UNESCO? Et il a répondu comme suit :

- a.** *C'est la réponse de l'UNESCO aux principales tendances dans la coopération internationale dans l'enseignement supérieur ;*
- b.** *Développer la solidarité interuniversitaire pour aider l'enseignement supérieur dans les pays en développement ;*
- c.** *Réduire les effets adverses de la fuite de cerveaux ;*
- d.** *Etablir des centres pour études avancées et de la recherche ;*
- e.** *Garantir l'aide de la communauté internationale pour les institutions et les systèmes d'enseignement supérieur dans les pays en développement.*

Ce Forum nous a permis d'analyser les actions menées jusqu'à présent et regarder vers le futur. Ainsi, le Directeur général a identifié 7 champs d'action prioritaires pour le futur développement du Programme. Ces priorités sont les suivantes :

- 1.** *Finir avec les disparités en matière d'accès aux connaissances. Ainsi, le transfert de connaissances sera toujours une priorité majeure du Programme ;*
- 2.** *La libre circulation des idées, qui est au cœur de la liberté académique ;*
- 3.** *L'utilisation des Nouvelles Technologies de l'Communication et de l'Information ;*

4. *La préservation et la promotion de la diversité culturelle. Je me permets de rappeler que la Conférence Générale de l'UNESCO a adopté en 2001 la Déclaration Universelle sur la Diversité Culturelle. Ceci a ouvert de nouvelles possibilités pour le Programme afin que les institutions d'enseignement supérieur s'impliquent d'une façon plus active dans les efforts de l'Organisation pour sauvegarder la diversité culturelle et encourager le dialogue entre les cultures et les civilisations ;*
5. *Le développement durable ;*
6. *L'Éducation et la formation du personnel enseignant et*
7. *Aider à freiner la fuite de cerveaux. Le Directeur général nous a dit que nous devons assurer que cette priorité reçoive une attention plus visible et ait un impact plus mesurable partout dans le Programme UNITWIN/Chaires UNESCO.*

Le Forum des Chaires UNESCO a adopté 10 recommandations qui font partie du rapport final de ce Forum. Nous pourrions résumer ces recommandations comme suit :

1. *Le Programme UNITWIN/Chaires UNESCO est un outil efficace pour le transfert et le partage de connaissances ;*
2. *Les Chaires UNESCO et les Réseaux UNITWIN renforcent les capacités des institutions de l'Enseignement supérieur des pays en développement ;*
3. *Pendant la deuxième étape du Programme UNITWIN/Chaires UNESCO, l'initiative « Universités sans frontières » sera lancée ;*
4. *Les Chaires UNESCO doivent contribuer à faciliter l'utilisation des Nouvelles Technologies de l'Information et de la Communication et l'éducation à distance au service de l'Enseignement supérieur ;*
5. *Les Chaires UNESCO et les Réseaux UNITWIN doivent permettre d'atteindre les objectifs constitutionnels de l'Organisation dans le domaine de la paix, des droits humains, de l'égalité entre les hommes et les femmes, du développement durable, du dialogue interculturel y compris le dialogue inter-religieux, ainsi que la préservation de la diversité culturelle.*
6. *Les activités des réseaux UNITWIN et des Chaires UNESCO doivent contribuer, par des résultats concrets, à la mise en œuvre des priorités de la stratégie à moyen terme (2002-2007) de l'UNESCO.*

- 7.** *Le Programme UNITWIN/Chaires UNESCO, tout en renforçant les partenariats existants, doit s'ouvrir à de nouvelles alliances au sein de la communauté universitaire et de la société dans son ensemble.*
- 8.** *La nouvelle stratégie de financement doit inclure le soutien de tous les Secteurs de l'UNESCO, l'engagement de provisions budgétaires par les institutions participantes.*
- 9.** *L'accent devra être mis sur le renforcement du contrôle et de l'évaluation en gardant à l'esprit le souci de la durabilité, de la qualité, de la pertinence et de l'efficacité des activités du Programme et*
- 10.** *Une stratégie de promotion conséquente du Programme sera développée par l'UNESCO, en coopération avec les institutions participantes*

La publication de ce premier volume sur les études de cas, nous a paru une bonne occasion pour faire connaître à la communauté des Chaires UNESCO et Réseaux UNITWIN de par le monde et à l'ensemble des partenaires qui apportent leur soutien au Programme, les Chaires UNESCO/ Réseaux qui ont été sélectionnés pour la distinction du Forum Mondial.

Les textes présentés par les responsables de ces Chaires UNESCO et Réseaux nous présentent brièvement leurs objectifs, leurs activités académiques, leur organisation d'ensemble, les partenariats qu'ils ont su tisser et le rôle qu'ils jouent dans le monde de la coopération interuniversitaire. Les responsables nous présentent également leurs réussites notamment leur impact sur le développement de leur pays ou leur région. Des indications sont également fournies sur la manière dont le dossier de financement est géré et parfois sur quelques unes des difficultés rencontrées.

Tout en félicitant une nouvelle fois les lauréats du Forum Mondial, je formule le vœu que d'autres numéros « d'études de cas » viennent enrichir notre connaissance du Programme UNITWIN/Chaires UNESCO.

La Division de l'enseignement supérieur saisit l'opportunité de cette publication pour adresser ses remerciements à tous ceux qui ont fait du premier Forum Mondial du Programme UNITWIN/Chaires UNESCO une belle réussite.

Georges Haddad

Directeur

Division de l'enseignement supérieur



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Prof. Abdalla Abdelsalam Ahmed

UNESCO Chair in Water Resources

Omdurman Islamic University, Khartoum, Sudan

The UNESCO Chair in Water Resources (UCWR) of Sudan was founded in 1994 following the agreement signed by the UNESCO Director-General and the Vice-Chancellor of the Omdurman Islamic University.

This is a regional Chair that serves the Nile Basin and countries with shared aquifer resources in the region. Furthermore, it makes an international contribution to Water Resources and related fields.

1. Main Objectives of UCWR

The main objectives of UCWR are to promote integrated research systems, capacity building, information transfer, consultancy, awareness, documentation and dissemination of burning issues in water resources and related fields.

Another prime objective of UCWR is to facilitate and coordinate research collaboration between universities and research institutions nationally, regionally and internationally.

2. Main Activities of UCWR

UCWR, with a view to meeting its goals, has created four working themes that address the above objectives. These themes are: Research Studies, Capacity Building, Consultancy and Dissemination of Findings.

3. Research Projects

UCWR conducts research studies in the area of water resources planning, development and management, regionally and internationally.

During the last two years, UCWR effectively engaged in more than 30 multi-disciplinary research studies covering different aspects of water resources.

- 1) Nile Basin Capacity Building Network for River Engineering (NBCBN-RE)
 - River Intakes and Conveyance Systems
 - Micro-dams
 - Design & Operation of Diversion Systems

- ❑ River Morphology
 - Assessment of the current Nile Basin Reservoir Sedimentation Problem
 - Improvement of protection methods against Bank Erosion
 - Watershed Erosion & Sediment Transport
- 2) Friend/Nile
 - ❑ Sediment Transport & Watershed Management (STWM)
 - ❑ Flood Frequency Analysis (FFA)
 - ❑ Rainfall Runoff Modelling (RRM)
- 3) Management of Sand Encroachment on the River Nile in Sudan and Egypt (phase II)
- 4) Khartoum Estate Groundwater Resources Management
- 5) Protection and Development of the River Nile Banks in the centre of Khartou
- 6) Sudan Groundwater Resources Encyclopedia
- 7) Domestic Water Pollution Assessment in Aweil City – Southern Sudan
- 8) Wadi Kutum Water Resources Assessment
- 9) Sustainable Water Resources Management in El Seliem Basin – Northern State
- 10) Delta Formation in the Aswan High Dam (AHD) Lake: Causes and Effects
- 11) Sabaloga Dam

4. Capacity Building

UCWR conducts several capacity building programmes in collaboration with the Omdurman Islamic University, the University of Khartoum, Sudan University and other relevant institutes and universities. These programmes can be summarized as follows:

■ *Programme leading to a Ph.D. Degree*

In this programme, candidates and research teams tackle evolving water resources issues. The programme acts as an interface between UCWR and the community. The programme duration is 3-4 years.

Four of the registered Ph.D. students are expected to complete their studies by this year or next year.

■ *Programmes leading to an M.Sc. Degree*

UCWR runs two Masters programmes in parallel, one leading to the M.Sc. in Hydrology and the other leading to the M.Sc. in Water Resources Development and Management. Each programme lasts 18 months, during which candidates are introduced to modern technologies for water resources planning, development and management in multi-stakeholder platforms.

A fair number of research students have obtained their M.Sc. degrees and the rest are completing their research component. At present there are 35 students on the two programmes.

■ *Non-Degree short course programmes*

These programmes are intended for on-job training or practical experience. The programmes last 2 to 4 weeks and address the UCWR objective of fostering institutional links.

To date, 4 courses have been run and over 40 members of personnel from different institutions have benefited from them.

5. Workshops and Seminars

With a view to disseminating, sharing and imparting knowledge, UCWR organizes seminars, conferences and workshops. Moreover, UCWR participates in several regional and international workshops, seminars and conferences.

In the last two years, UCWR held one international, two regional and two national workshops. Within the same period, UCWR received more than 20 invitations for regional and international conferences and effectively participated in, and contributed to the majority of them.

6. Consultancy

UCWR meets the acute need for expertise in the field by providing consultancy services. Several water-related consultancy jobs are performed each year.

7. Networking and Collaborations

UCWR was established as a regional Chair to serve the region in the field of Water Resources Development and Management. Subsequently, the Chair

started to develop networks within the region to achieve this purpose and to participate in other regional and international network programmes.

- UCWR Networking Efforts
- FRIEND/Nile Networking Project
- Nile Basin Capacity Building Network for River Engineering (NBCBN-RE) Network Project
- Groundwater Protection Network in the Arab Region (GWPN)
- Wadi Hydrology Network in the Arab Region (WHN)
- Arab Network for Water Researchers
- Consultative Group for International Agricultural Research (CGIAR)

8. Publications and Dissemination

UCWR has four groups of publications in its effort to disseminate and consolidate its findings.

■ *Technical Reports*

In this category, UCWR consolidates research findings in the form of Internal Technical Reports revised by its Academic and Research Advisory Board.

■ *Academic Reports*

These consist of students' publications in the form of dissertations and theses in "partial" fulfillment of the requirement for the M.Sc. and Ph.D. Degrees.

■ *Conference and Journal papers*

Every year UCWR publishes several journal and conference papers.

■ *Manuscripts and Proceedings*

UCWR also publishes lecture notes and manuscripts in several areas of water resources planning and management. It also organizes conferences and publishes their proceedings.

■ *Note:*

UCWR freely distributes its findings in the above forms to all universities, research institutes and relevant governmental or private agencies. Although UCWR has a website within the UNESCO website, it is working hard to set up its own website on the Internet.

9. UCWR and the Community

UCWR provides the community with scientific advice and highlights problems of specific interest to the community, in time, prior to any disaster. UCWR also interacts with the community through public lectures in order to increase community awareness.

10. UCWR Facilities

UCWR has its own Headquarters. It is considered by the Omdurman Islamic University as a separate Institute. It has good logistics and is well-equipped with computers, plotters, digitizers, printers, lecture rooms, projectors, etc. It has a good library and a suitable computer laboratory with a sufficient number of computers which are well-connected to a network with direct access to the Internet.

UCWR is backed by all the relevant governmental and private sectors, both morally and financially.

11. UCWR Set-up

The figure below shows the hierarchical structure and organizational set-up of UCWR:

12. UCWR Staff

The UCWR has 12 permanent academic staff members, 20 part-time staff, about 25 collaboration staff members and 15 support staff members. It also has a Trustee and Academic & Research Council.

13. Awards and Recognition

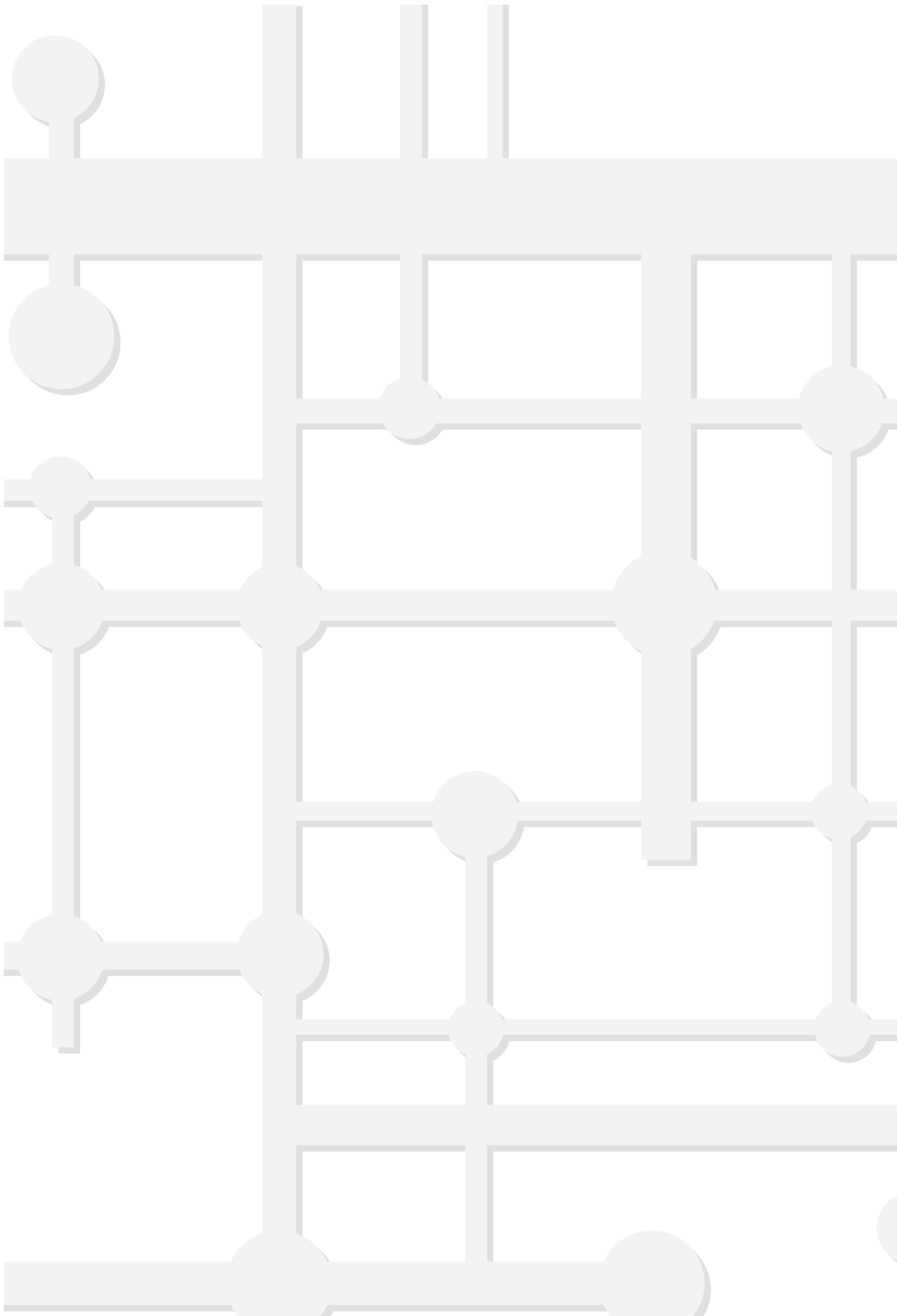
In recognition of its excellent performance in the field of water resources and capacity building, UCWR received the UNESCO/UNITWIN Award (November 2002).

14. Future Prospects

The future plans of UCWR are to promote human resources through capacity building because we consider that human resources are the backbone of the development.

There are several areas where UCWR has not yet contributed effectively to this. These areas include groundwater resources (quantity and quality), irrigated areas,... etc. Therefore, UCWR plans to:

- Intensify capacity building programmes and increase their relevance by adapting to new technologies
- Create groundwater research themes leading to the production of groundwater quantity and vulnerability maps.
- Create research themes on irrigation and irrigation management aimed at more “crop per drop”.
- Hold a conference on water harvesting
- Hold a conference on irrigated areas to reveal underlying problems and propose mitigations.
- Organize a conference on groundwater resources evaluation and pollution threats.
- Upgrade the Chair to an Institute or Research Centre in view of the wide scope of activities undertaken by UCWR. The proposed name for such an entity is the UNESCO Institute/Centre in Water Resources - Sudan.



Prof. Victor Bashtovoi

**UNESCO Chair
in Energy
Conservation and
Renewable Energies
at the Belarussian
National Technical
University**

Minks, Belarus

I. Background

The recent growth in energy consumption, its cost and important role in the economy, have led all countries to formulate and implement various strategies to improve the efficiency of energy use, to increase energy conservation and to explore and develop new and renewable sources of energy.

Over the past few decades, scientists and environmentalists have improved their understanding of the impact of conventional energy systems and resources on the environment. It had formerly been thought that different populations would experience the negative effects of the misuse of energy resources and technologies locally, and that these effects would be manageable.

The United Nations Conference on Environment and Development - known also as the Earth Summit - which was held in Rio de Janeiro in 1992, was called to address the fundamental and important challenges to the preservation of the natural and human environment. At the Earth Summit, it was considered essential to develop environmentally sound technologies and industrial practices.

On UNESCO's initiative and with the close support of groups of Heads of States and Governments, the World Solar Summit, held in Harare, Zimbabwe, launched a programme for global renewable energy activities known as the "World Solar Programme 1996-2005" to promote wider use of all forms of renewable energy –considered essential to the reduction of harmful gas emissions in the atmosphere and to the promotion of sustainable development. This Programme was conceived as a concrete follow-up of the recommendations of the Earth Summit and was a major instrument in the service of international development.

One of the main projects of the World Solar Programme 1996-2005 is the "Global Renewable Energy Education and Training Programme". Education in the area of renewable energy is certainly a field in which significant steps must yet be taken.

The Energy Programme of Belarus states that an intensive energy conservation policy is of great importance in reducing the fuel-energy resource deficit, in producing a stable fuel supply system, and in achieving a balanced development of productive forces and rates of growth of national income in Belarus. This is one of the most important factors for sustainable development in Belarus.

It is well known that the national economy, standard of living, and quality of life are highly dependent upon the changes that can be brought about by engineers in industry and in the public domain.

The Republic of Belarus, as well as most countries, requires an elaborate educational policy of energy conservation and renewable energies, in order to provide information to the general public and decision-makers, and to offer practical and theoretical training in general, special and technical schools, and advanced theoretical and practical training for researchers and engineers.

The UNESCO Chair “Energy Conservation and Renewable Energies” was established at the Belarussian National Technical University (BNTU) in 1996 in Minsk, Belarus, within the frameworks of the:

- UNITWIN/UNESCO Chairs Programme adopted by the 26th session of the UNESCO General Conference in 1991,
- Harare Declaration on Solar Energy and Sustainable Development, adopted by 104 States on 17 September 1996 in Harare (Zimbabwe), in accordance with the Agreement between UNESCO and BNTU, signed by the General Secretary of UNESCO and the Rector of BNTU, and with significant support from the Commission of the Republic of Belarus for UNESCO, the Permanent Delegation of the Republic of Belarus to UNESCO, the Natural Sciences Sector and the Education Sector of UNESCO.

The Belarussian National Technical University is a leading technical university in Belarus and is renowned for training high quality specialists not only from Belarus, but also from the countries of CIS, Central and Eastern Europe, Africa and Asia. Now more than 25,000 students are educated at BNTU.

The 29th General Conference of UNESCO (1997) has approved the resolution 29C/DR.131 in support of the UNESCO Chair “Energy Conservation and Renewable Energies” at BNTU.

The main objectives of the UNESCO Chair “Energy Conservation and Renewable Energies” at BNTU are:

- To promote an integrated system of research, training, information and documentation activities in the field of energy conservation and renewable energies;

- To facilitate collaboration between internationally recognized researchers and the BNTU research team and other institutions in the region and worldwide.

II. UNESCO Chair activities

In accordance with the Statute of the UNESCO Chair adopted by the Council of BNTU:

- 1) *The UNESCO Chair at BNTU was founded as an academic, educational and scientific subdivision, the major purpose of which is the establishment of an integrated system of educational, scientific, informational and organizational activities within engineering training programmes in the Republic of Belarus. Such a system is aimed at solving energy conservation problems through the widespread use of renewable energies, by drawing on international experience in order to achieve this.*
- 2) *The main tasks of the Chair are:*
 - ✓ Developing programmes within the world education system and issuing recommendations on the training of engineers in energy conservation and renewable energy issues;
 - ✓ Preparing and publishing scientific, educational and methods-based literature describing international experience on the issue;
 - ✓ Organizing and delivering lectures, conducting practical and laboratory studies for students and specialists of different professions and foreign lecturers;
 - ✓ Creating specialized training laboratories;
 - ✓ Creating specialized courses on the issue of professional skill enhancement and providing additional training for engineers in industry;
 - ✓ Setting up international contacts, providing specialists with training in foreign educational institutions and organizations and exchanging progressive methods in this sphere;
 - ✓ Coordinating the activities of various domestic and foreign organizations in the field of specialist training;
 - ✓ Coordinating and carrying out scientific and research activities including projects implemented with foreign partners;

- ✓ Carrying out instructive, informational and publicity functions, developing informational, educational and scientific computer programs and databases and integrating them into the international information system;
 - ✓ Conducting educational, methods-based and scientific seminars, conferences and meetings on the issue.
- 3) *The Chair was founded by order of the Rector of BNTU and its activities comply with the Statute and the Labour Regulations of BNTU.*

The Head of the Chair, his Deputy, the Chair's professors and teaching and technical staff are appointed by order of the Rector of BNTU.

- 4) *Permanent employees of other institutions can take part in the work of the Chair on a voluntary basis.*
- 5) *The UNESCO Chair closely cooperates with other chairs and with the Administration of BNTU.*
- 6) *Educational, scientific and research laboratories can be attached to the UNESCO Chair.*
- 7) *The Chair is assigned appropriate facilities for its regular activities by order of the Rector.*
- 8) *The UNESCO Chair's activity is financed by BNTU, UNESCO, and other sources, including work conducted under contracts and agreements, and participation in domestic and international programmes and projects. The cost of materials and equipment acquired by the UNESCO Chair is covered by BNTU.*

Two professors, 5 associate professors, 3 lecturers, 2 postgraduate students, and 6 engineers and technicians are currently working at the Chair.

Presently, the staff of the UNESCO Chair considers active participation in the "World Solar Programme 1996-2005" to be one of their major tasks. The Chair also considers one of the most important aspects of these activities to be the development and implementation in the Republic of Belarus of an educational programme in the field of energy conservation and renewable energies within the Global Renewable Energy Education and Training Programme 1996-2005.

The main objectives of the UNESCO Chair activities are:

- teaching students the new speciality "Energy-Effective Technologies and Management of Energetics" introduced at the Belarusian National Technical University in 1997 on the initiative of the UNESCO Chair,

- teaching students of all specialities at the Belarussian National Technical University the new discipline «Basics of Energy Conservation».

Students of the speciality “Energy-Effective Technologies and Management of Energetics” are given lectures in general subjects: Physics, Mathematics, Thermodynamics, Gas and Hydrodynamics, Heat and Mass Transfer, Ecology, Economics and Management, and also major subjects: Production, Transportation and Distribution of Heat Energy; Production, Transportation and Distribution of Electric Energy; Energy Conservation Machines; Renewable Energy Sources; Secondary Energy Sources; Energy Control Devices; Energy Management; Economics of Energetics; Mathematical Modelling of Energy Processes; Fuels and Theory of Combustion, and so on.

Education training materials on modern issues of energy conservation and renewable energies are available for institutions and Russian-speaking professional people involved in education programmes in this field.

This provides wider opportunities for transfer and use of modern educational and technical achievements in the field of energy conservation and renewable energies.

Laboratory stands were created for the special training laboratory such as systems and devices for registration and control of heat energy, and for investigations on electrical lighting devices, solar water heaters, heat pipes, gas thermal capacity, heat transfer at a gas/liquid interface, heat transfer at boiling point, solar electricity, and heat pumps.

Computer presentations, transparencies, and databases were prepared on the topics: renewable energies; biomass energy, heat pipes; hot houses; energy conservation machines; steam and gas turbine generators; personalities in the field of energy conservation; information materials in the field of energy conservation.

Engineers are trained in the speciality “Energy-Effective Technologies in Industry and Housing”.

In addition, students receive high-quality training in the field of economics, energy management, computing, and foreign languages.

Students attend lectures in all the above-mentioned subjects, do laboratory and practical work, and write course papers. Professors and lecturers deliver all the lectures.

The full course lasts 5 years. Afterwards, students have the possibility of completing an additional one-year Masters course.

Currently, about 100 students are studying at the Chair.

The UNESCO Chair also provides:

- Public information facilities and distribution of a multimedia information resource for Russian-speaking scientists, engineers and decision-makers;
- International cooperation between technical universities and scientific institutions in Belarus and other countries, primarily CIS countries, and countries of Central and Eastern Europe.

The UNESCO Chair has a research laboratory on “Thermomechanics of Magnetic Fluids”, engaged in research activities and projects initiated in cooperation with industrial enterprises. This laboratory provides a basis for postgraduate students of the Chair to prepare their theses for a Candidate’s degree.

Main projects carried out by the UNESCO Chair with UNESCO’s support:

- “National Educational Programme on Energy Conservation and Renewable Energies” – High-Priority National Projects of the World Solar Programme 1996-2005.
- “Modalities of European Cooperation in the Fields of Education and Training in Renewable Energies” – Global Renewable Energy Education and Training Programme 1996-2005.
- Creation of a “Renewable Energies Educational and Scientific Center” in Belarus on the basis of the UNESCO Chair “Energy Conservation and Renewable Energies” at the Belarussian State Polytechnical Academy” (General Conference of UNESCO, Resolution 29 C/DR. 131, 1977)
- Creation of the “Computerized Data Base and Educational Technologies on Energy Conservation and Renewable Energies” – UNESCO Participation Programme 1998-1999.
- Development and Research of a Novel “Smart” Material – Magnetic Electrorheological Fluids (MERF) and Their Applications for Energy-Effective Technologies, 2001-2003.

Research workers and teaching staff have extensive experience in organizing and participating in local and international conferences.

Major conferences and meetings organized by the UNESCO Chair:

- 1)** *Annual Conference for students and young scientists on “Energy-Effective Technologies and Management in Energetics” (each year since 1997).*

About thirty Belarussian young scientists and students each year present papers on different areas of energy conservation technologies and devices. The main objective of this conference is to involve young scientists and students in the scientific process in the field of energy efficiency.

- 2)** *International Conference and Workshop on “Novel Smart Materials - Electro- and Magneto-Sensitive Fluids for Energy-Effective Technologies”, 11-13 September 2001, Minsk, Belarus.*

More than 100 participants from Belarus, Russia, Germany, France took part in the conference. Students and young scientists from the Belarussian National Technical University and from the University of Mining and Technology, Freiberg, Saxony, (Germany) largely benefited from their participation in the Conference. Five doctoral students participated in the conference. The main outcome of this conference was the sharing of the latest knowledge among experts in the field of magnetic fluids and electrorheological suspensions.

A book entitled “Novel Smart Materials - Electro- and Magneto-Sensitive Fluids for Energy-Effective Technologies. Proceedings of the International Conference and Workshop (Minsk, 11-13 September 2001)” has been published. It contains new scientific findings and applications in the field of ferrohydrodynamics and electrorheology.

- 3)** *Seminar on “Energy Efficiency and Renewable Energies”, 27-29 September 1999, Minsk, Belarus.*

About 40 Belarussian participants took part in the seminar. The main mechanisms of this seminar were the evaluation of the main problems of energy conservation policy in Belarus and possible solutions, and the assessment of ways of using renewable energies in Belarus.

- 4)** *Meeting on the implementation of the project “National educational programme on energy conservation and renewable energies” of the UNESCO World Solar Programme 1996 – 2000 and the “UNESCO Chair “Energy conservation and renewable energies” at the Belarussian National Technical University”, 18 June 1999, BNTU, Minsk, Belarus.*

Participants from BNTU, UNESCO, UNDP, and the Commission of the Republic of Belarus for UNESCO took part in the meeting. The basis of this meeting was to evaluate the UNESCO Chair activities in 1996-1999 and to determine its development prospects; and to strengthen cooperation between the Belarussian State Polytechnical Academy, international organizations (UNESCO, UNDP), and governmental and non-governmental organizations in Belarus.

Main publications and learning materials prepared by the members of the UNESCO Chair:

- 1) *Basics of Energy Conservation*. (Authors: V.Bashtovoi, N.Berezovskii, Yu.Volkov, E.Kravchenko, E.Kostiukevich, O.Mukhin, A.Reks, N.Khutskaya, I.Yantsevich). *Tekhnologiya, Minsk, 1999, 146 pp (in Russian)*.

This handbook contains lecture materials on the main topics of the course “Basics of Energy Conservation” in accordance with the course programme. These topics are “Introduction to the course”, “Traditional methods of heat and electric energy production”, “Non-traditional and renewable sources of energy”, “Transport and consumption of heat and electric energy”, “Secondary energy resources”, “Energy conservation technologies based on secondary energy resources”, “Control of energy production and energy consumption systems”, “Ecological problems of energetics and energy conservation”, “Household energy conservation”, “The basis of audit and management in energetics”.

The handbook is intended for undergraduate students and lecturers on this course.

- 2) *Laboratory work on the course “Basics of Energy Conservation” (Instructions)*. (Authors: V.Bashtovoi, Yu.Volkov, E.Kravchenko, A.Reks, N.Khutskaya, I.Yantsevich). *Belarussian State Polytechnical Academy, Minsk, 1999, 74 pp (in Russian)*.

This handbook contains descriptions of laboratory devices and instructions for performing laboratory work on the course “Basics of Energy Conservation”. It covers investigations of: PV battery, wind electric generator, solar water heater, heat pipes, heat pumps, electric lighters, energy losses on hydraulic resistances.

The handbook is intended for undergraduate students and teachers on this course.

- 3) *V.Bashtovoi. Non-Traditional and Renewable Sources of Energy. Belarussian State Polytechnical Academy, Minsk, 2000, 35 pp (in Russian).*

The main principles of transformation of energy from the sun, wind, water, and biomass into electricity and heat are considered. The brochure is recommended for undergraduate students of engineering specialities.

- 4) *N.Khutsкая. Ecological Problems of Energetics. Belarussian State Polytechnical Academy, Minsk, 2000, 14 pp (in Russian).*

The main ecological problems arising from energy production and consumption are considered. The brochure is recommended for undergraduate students of engineering specialities.

- 5) *N.Berezovskii, E.Kostiukevich. Energy Conservation at Home. Belarussian State Polytechnical Academy, Minsk, 2000, 14 pp (in Russian).*

The main principles and schemes of home energy conservation are considered. The brochure is recommended for undergraduate students of engineering specialities.

- 6) *A.Reks. The principles of Energy Audit and Management. Belarussian State Polytechnical Academy, Minsk, 2000, 14pp (in Russian).*

The main principles of organization of energy audit and management are considered. The brochure is recommended for undergraduate students of engineering specialities.

Main multimedia learning materials prepared by members of the UNESCO Chair:

- 1) *A computer learning package based on the book "Industrial Energy Conservation", by Charles M.Gottschak, (UNESCO Energy Engineering Series, Energy Engineering Learning Package), 1996, 121 pp. (in Russian).*

This CD-ROM introduces a new kind of management cost accounting designed to increase productivity through energy conservation. Features include: discussion of the fundamentals of energy conservation, management accounting and auditing; a checklist of energy conservation opportunities; details of instrumentation required by energy auditors; the presentation of analytical tools to evaluate energy use and improve performance, focusing on specific industrial case studies. This package will be most valuable to economists, energy analysts and policy makers. It will also appeal greatly to advanced undergraduate and postgraduate students in power engineering.

- 2) *A computer learning package based on the book “Energy Planning and Policy”, by Maxime Kleinpeter, (UNESCO Energy Engineering Series, Energy Engineering Learning Package), 1995, 532 pp. (in Russian).*

Taking into account the political, financial, social and environmental constraints on energy supply and demand, this comprehensive book tackles the various aspects of energy planning. Features include: treatment of energy supply and demand from a macro- and micro-economic approach; a survey of the different energy models and energy planning methods required ; an analysis of energy investment planning, rating and pricing of energy policy worldwide; an insight into the developing energy technologies of the future. This comprehensive introduction to energy planning is an indispensable text for advanced undergraduate and postgraduate students in power engineering.

- 3) *Computer presentation “Renewable Energies”, 1999, CD-ROM (in Russian).*

The presentation consists of 50 pictures and tackles the various aspects of renewable energies. Features include: solar voltaic energy, solar heating, wind energy, geothermal energy, and ocean energy. This presentation will be most valuable to lecturers and advanced undergraduate and postgraduate students in power engineering.

- 4) *Computer presentation “Energy of Biomass”. 1999, CD-ROM (in Russian).*

The presentation consists of 20 pictures and addresses the various aspects of energy from biomass. Features include: energy crops, biofuels, wood and wood waste, agricultural and agroindustrial waste, biogas, domestic and industrial applications, thermal plants and electricity generators. This presentation will be most valuable to lecturers and advanced undergraduate and postgraduate students in power engineering.

- 5) *Computer presentation “Heat Pipes”, 1999, CD-ROM (in Russian).*

The presentation consists of 20 pictures and deals with the various aspects of construction and use of heat pipes for energy conservation purposes. Features include: principles of heat pipes, heat exchangers, and different applications of heat pipes. This presentation will be most valuable to lecturers and advanced undergraduate and postgraduate students in power engineering.

- 6) *Computer presentation “Hot House”.1999, CD-ROM (in Russian).*

The presentation consists of 20 pictures and covers the various aspects of heat insulation of houses for energy conservation purposes. Features include: principles of heat insulation of houses and the main characteristics of modern insulating materials. This presentation will be most valuable to lecturers and advanced undergraduate and postgraduate students in power engineering.

- 7) *Computer presentation “Steam and Gas Turbine Generators”, 1999, CD-ROM (in Russian).*

The presentation consists of 20 pictures and illustrates the various aspects of heat and electricity production by modern steam and gas turbine generators. Features include: principles of combined heat and electricity production, the construction and main characteristics of modern power stations with steam and gas turbine generators. This presentation will be most valuable to lecturers and advanced undergraduate and postgraduate students in power engineering.

- 8) *A computer reference book on the physical properties of materials, 2000, CD-ROM (in Russian).*

The wide range of physical properties of different materials is featured in this book. Computer presentation provides the fastest and most suitable way to find the required property.

- 9) *Computer test on energy conservation. 2000, CD-ROM (in Russian).*

This test includes a lot of questions and provides the fastest and most suitable to check the student’s knowledge of the discipline of “Energy Conservation”.

III. The socio-economic and cultural impact of the UNESCO Chair activities.

The activity of the UNESCO Chair on Energy Conservation and Renewable Energies at the Belarussian National Technical University provides the means for human resources development through education and training, public information, production and distribution of learning materials for Russian-speaking scientists, engineers and decision-makers in the field of energy conservation and renewable energies.

As a result of UNESCO Chair activities, the industry and management structures of the Republic of Belarus are provided with competent human resources for higher education, which are required to find a general solution to energy conservation problems.

UNESCO Chair initiatives have given rise to a new speciality. "Energy-Effective Technologies and Management of Energetics", at the Belarusian National Technical University. About 20 students graduate from the UNESCO Chair each year.

The Chair promotes international cooperation between technical institutions and scientific institutions of Belarus and other countries, primarily CIS countries, and the countries of Central and Eastern Europe.

Partnership has been strengthened among European research and educational institutions. Partnership agreements on research programmes have been initiated. New and reinforced existing university-industry partnerships have been developed.

New scientific findings in the field of energy-effective technologies based on magnetic fluids have been obtained and published in more than 20 articles in international and national journals.

Many young people have been involved in the research process.

IV. Forthcoming activities and development prospects of the UNESCO Chair.

The main goals of the UNESCO Chair for the near future are:

- 1) Active participation in achieving the UNESCO Project "Design and Creation of a European Network for Education and Training in Renewable Energy Sources (RES)" - EURO-NETRES. The main objective of the project is capacity-building in engineering and RES technologies in the European region, aimed at expanding the use of RES for sustainable development. The project will also contribute substantially to the improvement of science and engineering education, which fully complies with "Recommendations on a Strategy for Future Development of the UNITWIN/UNESCO Chairs Programme", adopted by the participants at the World Forum of UNESCO Chairs, Paris, 13-15 November 2002.

- 2) *Further development of a “Renewable Energies Educational and Scientific Center” in Belarus on the basis of the UNESCO Chair, conducive to the consolidation of research and training programmes and to the establishment of a centre of excellence in the field of energy conservation and renewable energies.*
- 3) *Further achievement of the “National Educational Programme on Energy Conservation and Renewable Energies” as a High-Priority National Project of the World Solar Programme 1996-2005, aimed at increasing the number of people involved in the learning process in the field of energy conservation and renewable energies, through students and teachers in technical and vocational education. The learning programmes and materials for this group of students will be developed. Another group to be involved in this process consists of decision-makers. Seminars and training courses will be organized for them.*

Plans are made to increase the number of students entering the speciality “Energy-Effective Technologies and Management of Energetics” A Masters course for this speciality will be developed together with necessary learning materials.

- 4) *Creation of learning materials, training laboratories, and computer technologies for education and training in the field of energy conservation and renewable energies in order to increase distance education opportunities.*
- 5) *Strengthening cooperation between the UNESCO Chair and educational and scientific institutions of Belarus and other countries through participation in the “Academics across Borders” initiative and other UNESCO programmes involving exchanges between student groups and visiting professors.*

Prof. Raoul Carouba

**Réseau méditerranéen
UNITWIN/Chaires UNESCO
sur les ressources en eau,
le développement durable
et la paix**

avec la participation des villes,
universités et acteurs économiques

Université de Nice "Sophia Antipolis", France

1. Objectifs du réseau

Ce Réseau a pour mission de rassembler les acteurs de l'eau dans une perspective large et pluridisciplinaire. En effet, à l'heure actuelle, de nombreux acteurs interagissent autour du problème de l'eau.

Par exemple, la mise en valeur d'une ressource en eau, aux quatre coins du monde, nécessite la contribution de spécialistes issus de différentes disciplines : les géologues (pour localiser la ressource), les hydrauliciens (pour l'extraire), les gestionnaires (pour la distribuer), les agriculteurs et industriels (pour l'utiliser aux fins du développement économique du pays), les économistes (pour en assurer la gestion), les médecins (pour en vérifier la qualité), les juristes (pour définir les droits de chacun), les journalistes (pour sensibiliser l'opinion publique aux grands problèmes liés à l'eau), les écrivains et artistes (pour élever la notion de l'eau à un haut degré de conceptualisation culturelle et philosophique).

Ce Réseau rassemble ainsi :

- des scientifiques ;
- des économistes ;
- des juristes ;
- des médecins ;
- des journalistes ;
- des écrivains et des artistes.

D'autre part, ce Réseau embrasse plusieurs secteurs. Le problème de l'eau aujourd'hui réunit en effet un ensemble d'acteurs a priori indépendants les uns des autres :

- les universitaires et les chercheurs qui apportent leur savoir ;
- les hommes politiques (maires, conseillers, ministres, etc.) qui connaissent les besoins et exigences de leurs administrés dont ils gèrent constamment les problèmes.
- les acteurs économiques qui disposent de moyens financiers et d'une technologie de pointe dont peu d'universités peuvent se prévaloir.

2. Création du réseau

Le Réseau méditerranéen de l'eau a été officiellement créé le 16 avril 1999.

Sa Charte lui assigne les principaux objectifs ci-après :

- faciliter l'intégration de chercheurs de haut niveau et de renommée internationale dans les équipes de recherche sur les pays du Sud pour renforcer leur potentiel créateur, scientifique et méthodologique ;
- favoriser la coopération internationale en travaillant étroitement avec les institutions spécialisées dans le domaine de l'eau dans le monde, en particulier avec le Réseau international pour l'eau, l'environnement et la santé de l'Université des Nations Unies (UNU/INWEH), une attention particulière étant accordée aux pays en développement ;
- faciliter la contribution des universités, des villes, des institutions, des organismes et des acteurs économiques de haut niveau contribuant à la production de la connaissance sur l'eau dans le pourtour du Bassin méditerranéen comme vecteurs de réflexion, de diffusion de la connaissance et de progrès de la recherche aux fins du développement durable et de la culture de la paix ;

Le Réseau, qui réunira universités, municipalités, institutions, organismes, décideurs et acteurs économiques de haut niveau tous parties prenantes à diverses approches de l'eau dans le Bassin méditerranéen, s'étendra ultérieurement à tous les pays du Sud qui en exprimeront le souhait. Tout organisme compétent en matière de conception, réalisation et gestion de projets relatifs à l'eau pourra collaborer.

Les principaux axes d'activités du Réseau seront les suivants :

- concevoir la mise en place de programmes conjoints, nationaux et internationaux, de recherche, d'enseignement, de formation et d'application, de cycles de conférences, de séminaires et de rencontres thématiques ou générales ;
- mettre en valeur les résultats de l'ensemble de ces initiatives et activités et les diffuser auprès de tous les partenaires du Réseau au niveau international ;

- transmettre les informations et les données aux professionnels, ainsi qu'aux décideurs du domaine de l'eau au moyen d'outils classiques de communication et des nouvelles technologies de l'information ;
- renforcer les échanges de professionnels, de décideurs, de chercheurs, d'enseignants, de formateurs et d'étudiants au moyen de stages, ainsi que par le transfert des savoirs et des savoir-faire dans les divers domaines de l'eau ;
- faciliter l'accès des chercheurs, enseignants, étudiants, décideurs et professionnels du Bassin méditerranéen et des pays du Sud aux sites expérimentaux nouveaux et complémentaires (laboratoires, bibliothèques, terrain, entreprises, etc.) ;
- créer une chaire UNESCO itinérante à l'appui du Réseau pour promouvoir l'enseignement de haut niveau et resserrer les liens entre universités, municipalités, institutions, organismes et entreprises constituant le Réseau.

Les membres fondateurs sont :

- l'Académie arabe des sciences, des technologies et du transport maritime (Egypte)
- l'Université Al Fateh de Tripoli (Jamahiriya arabe libyenne)
- l'Université d'Alexandrie (Egypte)
- l'Université d'Amman (Jordanie)
- le Centre supérieur d'enseignement technique et l'Université de Nouakchott (Mauritanie)
- l'Université de Rabat (Maroc)
- l'Université de Tirana (Albanie)
- l'Université Senghor (Egypte)
- l'Université de Nice Sophia-Antipolis (France)
- l'Académie méditerranéenne d'études diplomatiques de l'Université de Malte (Malte)

Auxquels se sont joints d'autres partenaires :

- l'Université d'Ifrane (Maroc) ;
- l'Université de Damas (Syrie) ;
- Le Réseau EARN (Réseau de recherche euro-arabe) (Emirats arabes unis) ; et des acteurs économiques.

3. Les partenaires du réseau

Les partenaires initialement prévus pour animer ce réseau sont de trois types :

- 1) les universités
- 2) les municipalités
- 3) les acteurs économiques

4. Le « Cannes Water Symposium »

Les statuts prévoient que les membres du Réseau se réunissent périodiquement. La fréquence actuelle des rencontres est annuelle. Initialement organisée durant le deuxième trimestre de l'année, cette rencontre annuelle s'effectue actuellement à l'occasion du "Cannes Water Symposium" lors de la dernière semaine de juin en vertu d'un accord récemment signé avec le Palais des Festivals de Cannes.

Profitant de la venue de nombreuses personnalités nationales et internationales qui participent au "Cannes Water Symposium", les membres du Réseau peuvent alors multiplier les contacts et échanges bénéfiques avec divers partenaires.

Le Réseau assure une part importante des activités académiques du Symposium et organise notamment les ateliers de réflexion (au nombre de 10 à 16 par an) sur différents thèmes tels que :

- Young Decision Makers/Atelier de jeunes décideurs
- Meeting of public-private partnerships, donors and advisory bodies/
Rencontres de responsables de structures public-privé, de bailleurs de fonds, de conseillers
- Water and the Middle-East/Eau et Moyen-Orient
- Water and Law/Eau et droit
- Challenges for coastal aménagement/Défis de la gestion des espaces littoraux
- Water's Quality and Health/Qualité de l'eau et santé publique
- Water and North Africa/Eau et Afrique du Nord

- Satellite based monitoring of Water risks/Gestion par Satellites des risques naturels liés à l'Eau
- Water transfert/Transferts de l'eau
- Water and Great Lakes/Eau et grands lacs
- Water, Women and Decision Power/Eau, femmes et pouvoir de décision
- Ethics of water and Education of populations. Which strategies?/ Ethique de l'eau et éducation des populations. Quelles stratégies?
- Water and Risks/Eau et risques
- Water and Media/Eau et médias
- New Water Purification Technique/Nouvelles techniques de purification de l'eau
- Water, Society and Symbols/Eau, société et symboles
- et autres thèmes.

A cette occasion, 9 prix internationaux sont décernés :

Grand Prix International de Cannes de l'Eau : au Docteur Abu ZEID, Président du Conseil Mondial de l'eau, Ministre égyptien de l'Eau, remis par Madame Cotter au nom de Monsieur le Député-Maire **Bernard BROCHAND**

Prix International de Cannes de l'Eau et des jeunes : à l'Université multi-média de Bucarest, remis par le Professeur **MOSONY** (Allemagne)

Prix International de Cannes de l'Eau et des Arts : au groupe musical « **MASSUKOS** » du Mozambique, remis par le représentant de BNP Paribas

Prix International de Cannes de l'Eau et de l'Aménagement : à Monsieur **MIRMAHMUTOGULLARI** (Turquie), remis par Monsieur **Thierry LE MOUROUX** (Suez-Lyonnaise)

Prix International de Cannes de l'Eau et du Développement : à la TUNISIE, remis par l'intermédiaire de son Ambassadeur à Paris par Monsieur **Janos BOGARDI** (UNESCO)

Prix International de Cannes de l'Eau et des Villes : à la ville de Porto Alegre, remis par le représentant de **Carrefour International**

Prix international de Cannes de l'Eau et de la Science : à l'Institut canadien de recherche sur les eaux (INRE) de Burlington, Ontario, remis par Monsieur **Kees LENDERSTE** (PNUD)

Prix International de Cannes de l'Eau et de la Médecine: à Monsieur John Edward GREENLEAF NASA remis par Monsieur le docteur Maurice ARNAUD (Institut de l'Eau Nestlé Waters)

Prix International de Cannes de l'Eau et de la Coopération: au Chili et au Conseil Général de l'Hérault remis par Monsieur Rhida GHÉDIRA (Tunisie), Doyen du Corps Consulaire des Alpes Maritimes et de Monaco

Nous prévoyons, sur proposition et sous réserve de l'accord de l'UNESCO, de décerner le Prix de la Chaire de l'Eau de l'année.

5. Les difficultés du réseau

1) Les limites géographiques de notre Réseau

Très rapidement, toutefois, il est apparu que les problèmes de l'eau que nous abordions, lors de notre rencontre annuelle à Cannes, dépassaient le seul cadre de la Méditerranée. En effet, nombre de nos partenaires nous disaient que « les problèmes que nous rencontrons dans nos pays respectifs sont les mêmes que ceux que vous décrivez bien que nous n'appartenions pas géographiquement à l'espace méditerranéen. Pourquoi nous exclure de ces rencontres ? ». Nous nous sommes alors rapidement trouvés face à une situation d'exclusion.

2) Les difficultés financières

Elles sont souvent invoquées par nos partenaires dont certains disparaissent et cessent de participer aux activités du Réseau. Par ailleurs, les responsables universitaires changent souvent de fonctions et les activités qu'ils ont entamées ne sont pas poursuivies, faute de financement, par leurs successeurs animés par d'autres centres d'intérêt. Ces difficultés ne sauraient toutefois constituer un frein au développement du Réseau. En effet, l'expérience montre clairement que l'absence de soutien financier annuel n'entrave en aucune façon la bonne marche de notre Réseau dont les activités lui valent différents soutiens (émanant principalement de la ville de Cannes pour ce qui nous concerne). De plus, le Réseau bénéficie de la structure du « Cannes Water Symposium » qui prend en charge nombre de ses composantes. Enfin, l'Université de Nice aide le Réseau en permettant à ceux des membres de son personnel qui le souhaitent de lui consacrer une part importante de leur temps, ainsi qu'en mettant ses locaux à leur disposition (la contribution la plus importante de l'Université) et en versant une somme symbolique au Réseau.

6. Réalisation et réussites du réseau

Les réalisations sont de deux types :

1) Au sein de notre université

Cette contribution concerne la participation du Réseau à des cycles de conférences données par des visiteurs français ou étrangers. Ces conférenciers sont des universitaires, des acteurs économiques, ou des décideurs politiques. La multiplicité de leurs points de vue est particulièrement enrichissante pour les étudiants alors en mesure très souvent de décrocher des stages de formation en France ou ailleurs, lesquelles formations ont parfois donné lieu à des embauches qui concrétisent la réussite de notre mission.

2) A l'extérieur de notre université

Le Réseau a été un exemple par ses réalisations. Il entretient constamment de fructueux échanges avec le «Réseau de recherche euro-arabe», dont le siège est à Ajman aux Emirats arabes unis. En février 2003, le Réseau de recherche euro-arabe a invité le Réseau méditerranéen aux Emirats arabes unis pour qu'il participe à la création d'une nouvelle université à Fujairah. Nous avons été également parmi les catalyseurs du lancement d'un réseau, dirigé par l'Université de Chambéry, sur les grands lacs du monde. A chacune de ses réunions annuelles, le Réseau profite de la présence de nombreuses délégations étrangères pour exposer ses réalisations, faciliter les échanges et élaborer les coopérations à venir. Au nombre de ses principaux partenaires permanents figurent les Chaires du Maroc, de Libye, d'Egypte, de Jordanie et des Emirats arabes unis. En outre, les partenaires ci-après qui ne comptent pas de Chaires participent activement à notre Réseau : Algérie, Mauritanie, Turquie, Grèce.

7. Financement

L'UNESCO a apporté un soutien financier au lancement du Réseau méditerranéen de l'eau. Depuis, l'UNESCO continue à fournir une aide en assumant les frais de transports et de séjours à Cannes des partenaires originaires des pays du Sud, laquelle aide est essentielle si l'on veut bénéficier de la présence de ces collègues.

Par ailleurs, le Réseau bénéficie de l'aide de l'IRIM de l'Université de Nice (locaux, missions, accueils, etc.).

Le Réseau bénéficie également d'une contribution importante de la Ville de Cannes qui met à sa disposition plusieurs espaces du Palais du Festival de Cannes, ainsi qu'une partie de ses installations pour les Ateliers de réflexion.

8. Perspectives

Nous estimons que ce Réseau a complètement rempli sa fonction qui n'a cessé d'évoluer sans jamais sortir du cadre de la programmation initialement prévue. Ce Réseau nous a permis d'accomplir de multiples réalisations et de nouer de très nombreux contacts, chose impossible sans la présence de l'UNESCO.

Il serait maintenant intéressant de réfléchir à l'évolution de cette structure ou à un redimensionnement plus étendu de cette dernière.

- I) Le Réseau méditerranéen fédère, depuis plusieurs années, de nouveaux partenaires, provenant notamment des pays du Sud : Université d'Al Jedira (Maroc), Ifrane (Maroc), Université Djillali LIABES (Algérie), Université Al Fateh University (Libye), Université de Damas (Syrie), Université d'Athènes (Grèce). Il importe d'entretenir cette dynamique des adhésions dans les années à venir.
- II) Le Réseau méditerranéen accueille en particulier des chercheurs mauritaniens et algériens qui préparent leurs thèses et dont la totalité à ce jour sont retournés dans leur pays d'origine.
- III) Le Réseau méditerranéen s'est proposé, depuis plusieurs années, de mettre en commun ses résultats avec d'autres régions du monde pour les aider à constituer des réseaux équivalents au nôtre. Ainsi, nous avons établi des contacts avec la région de l'océan Indien (Université d'Antananarivo, Université de la Réunion), de l'Amérique du Sud et des Caraïbes (Université de Nitéroï-Rio de Janeiro), des Emirats arabes unis (Université d'Ajman), de l'Europe de l'Est (Int Network Water Envi Centres Balkans), etc. Nous maintiendrons les contacts avec ces structures en espérant qu'elles seront en mesure, à court terme, soit de créer soit de développer leurs réseaux.

- IV) Le Réseau méditerranéen a réalisé avec les pays du Sud (Madagascar, Chili, Emirats arabes unis) des visioconférences, à titre expérimental, que nous souhaitons à présent institutionnaliser.
- V) Le Réseau méditerranéen contribue depuis peu à la constitution de nouveaux réseaux internationaux tels que «Eau, Femmes et Pouvoirs de décisions» et «Réseau des jeunes décideurs dans le domaine de l'eau». Nous souhaitons nous impliquer toujours plus dans ce type d'approche très souvent saluée et reconnue.
- VI) En stricte application de la Recommandation VI, le Réseau méditerranéen travaille essentiellement dans le domaine de l'eau sur la base de relations intersectorielles (universitaires, décideurs politiques, sociétés professionnelles) et internationales (tous les continents sont représentés dans nos actions et, notamment, dans les cycles de conférences et rencontres auxquelles nous participons).
- VII) Notre Réseau a toujours été ouvert à des alliances au sein de la communauté universitaire et de la société dans son ensemble (décideurs politiques, partenaires sociaux, partenaires économiques). Toutefois, les commissions nationales ne fournissent pas toujours leur appui à ce type d'approches qui restent alors trop souvent cantonnées au seul domaine universitaire. Or, nous avons besoin de leur aide sans pour autant avoir à nous heurter à leurs contraintes. La réussite des Chaires et des Réseaux passe par la constitution d'un espace de liberté et de création dépassant les seules visions nationales.
- VIII) Le Réseau méditerranéen bénéficie de l'appui de l'Université de Nice en termes d'infrastructures et de disponibilité du personnel mais ne profite pour ainsi dire d'aucun soutien financier, d'où la nécessité d'intégrer des actions plus globales.
- IX) Notre Réseau se développe de façon très satisfaisante sans connaître de phases d'inactivité. Nous ne considérons plus, pour l'instant, comme membres actifs de notre Réseau plusieurs de nos partenaires initiaux qui n'ont pas répondu à nos attentes faute de financements.
- X) Il est particulièrement important que nos réalisations soient mentionnées sur le portail de l'UNESCO, ainsi que c'est déjà le cas pour notre réseau. Notre visibilité s'en trouvera alors accrue.

Prof. Claude-Yves Charron

The Evolution of the ORBICOM Network: Issues, Constraints and Development Perspectives

Université du Québec à Montréal (UQAM), Canada

I. Orbicom, the International Network of UNESCO Chairs in Communications

International communication is a paradox. Today, we have more ways of communicating, but we also have more problems understanding the impact the diverse means of communication have upon our world and within our communities. Our society is increasingly reliant upon information. At the same time, knowledge-based industries demand innovative ways of exchanging information, technology and expertise. We require new models for sharing what we know. Set up to address these needs, Orbicom is an international network that links communications leaders from academic, media, corporate and government circles with a view to enhancing the exchange of information and the development of shared projects.

II. A Global Mandate to Enhance Communications

However, Orbicom's mandate derives from UNESCO's New Communications Strategy, unanimously adopted by the 1989 General Conference. The conference foresaw that new communications technologies would have a significant impact upon the complex processes shaping economies, the environment, social justice, democracy, and peace. Societal change depends upon participatory communications. Greater access to information and increased ways of exchanging knowledge affect social development, democratisation and good governance. Orbicom brings UNESCO's Chairs in Communications and Associate Members together in a global network. The network constitutes a response to the new challenges of globalisation and convergence in the field of communication.

III. The Issues: the Nature of Orbicom and its Relevance to UNESCO

Orbicom is a UNESCO network that brings together Chairs in Communications and experts from professional, industrial and government sectors. It now comprises 28 Chairs, including three from emerging countries that are part of UNESCO's UNITWIN Programme, and 250 Associate Members in 71 countries. The network thus helps bridge the gap between information-rich and information-poor societies.

Orbicom was jointly created by UNESCO and Université de Québec à Montréal (UQAM) in 1994. The Founding Agreement, signed at the request of UNESCO by its Director-General, Federico Mayor, and the Rector of UQAM, Claude Corbo, states that the Orbicom Network and its International Secretariat should be funded from multiple sources: universities, foundations, international organisations including UNESCO, private enterprises and governmental agencies.

The Orbicom Network is not external to UNESCO (it would not have come into being without the commitment of UNESCO). It is dedicated to pursuing UNESCO objectives. It is non-profit, outward-looking, and its sole *raison d'être* is to support UNESCO in its quest for a better world.

Orbicom is involved not only in inter-university co-operation with the active participation of partners from industry and governments, it is also dedicated to “implementing UNESCO’s communication programme and to reaching more people around the world”. Equally important is its role as a research network focusing on modern communications **and capacity-building through the transfer of knowledge.**

IV. A Word about Orbicom’s Record

In pursuit of goal of enhancing communications and access to knowledge, Orbicom staged events like its 1999 conference, “New Partnership in Communications for the 21st Century / Strategies for Governance, Technology, Employment and Lifelong Learning”, which attracted 500 specialists from 55 countries. It focused on ICTs and how to tailor training in communications to employees’ needs. Orbicom, an active member of the Global Knowledge Partnership (GKP), also acted as a sounding board in preparation for the first GKP conference in Toronto and the second in Kuala Lumpur.

The Mexico City meeting in 2000 adopted a plan of action in support of UNESCO’s principal priority for 2001-2003: “Promoting equitable access to information and knowledge for development”. What’s more, Orbicom’s action plan is almost entirely in line with UNESCO’s Major Programme V – Communication and Information – and, in particular with **the development of human resources and capacities and the contribution of ICT to education and to the transfer of knowledge (information and knowledge as a lever for development and participation).**

Among more recent research and publications, I would like to draw attention to *Les paradoxes du savoir*, published in 2000, and *Generating Trust in Online Business*, an analysis of the “trust” phenomenon in e-commerce, published in 2002. The latter work is a tool for adapting e-commerce strategies so that they generate consumer confidence and, above all, for empowering small and medium-size enterprises.

This year Orbicom also published the first part of a methodology and model to measure the digital divide, entitled “Monitoring the Digital Divide”. The enormous interest in the role of ICT for development over recent years, combined with the high-level attention that it has been receiving both at national and international levels, has highlighted the need for an instrument to record and monitor asymmetries across countries. Research into the Monitoring the Digital Divide Project is ongoing under the scientific leadership of Dr. George Sciadas and with the support of the International Telecommunications Union (ITU), UNESCO’s Communication and Information (CI) Sector, the *Malaysian Institute of Microelectronic Systems (MIMOS)*, the World Bank’s infoDev Program, and potentially many more players. When completed in November 2003, it will be an essential instrument for major stakeholders willing to invest in areas more likely to help in “fostering digital opportunities and social inclusion” and will assist policy-makers with analyses necessary to decision-making. The project is a major contribution to the development of specialised knowledge intended to mark the World Summit on the Information Society (WSIS) in Geneva in December 2003.

Complementary to and conducted in partnership with Monitoring the Digital Divide is The Digital Review of Asia Pacific under the scientific editorship of Mr. Chin Saik Yoon, of Penang, Malaysia, with contributions from 29 authors in as many countries in the Asia Pacific Region. It is a joint publication by the UNDP’s Asia-Pacific Development Information Programme (APDIP), Pan Asia Networking (PAN) of the International Development Research Centre (IDRC) of Canada and Orbicom. Launched in July/August 2003, it provides a comprehensive review of the state of diffusion, adoption and application of new information and communication technologies in 29 countries in the Asia-Pacific Region and will result in joint publications every two years. In addition, such an instrument will be of great value to UNESCO and other players when considering activities for “fostering digital opportunities”, “harnessing ICTs for education” or “promoting cultural or linguistic

diversity". Orbicom focuses intensively on the digital divide because it widely recognises that without rigorous inventories and analysis, words ring hollow.

Orbicom Chairholder, Elena Vartanova from Moscow State University, has also initiated work on the digital divide and recently hosted a conference in Moscow on the topic.

Other projects and initiatives are either ongoing or awaiting seed money to get started. The Mexican Chair's project, "Equitable Access to ICTs" is focusing on different Latin American national policies and experiences, the private sector's role and responsibilities, and the part regulating agencies play in improving equitable access to ICTs. This is an ongoing project involving the Latin American UNESCO Chairs in Communications, the private sector, professionals and Latin American regulatory agencies.

A regional conference, organised by the Mexican Chair, Professor José Carreno Carlon, was held on November 28-29, 2000, in Mexico City. It focused on the participation and responsibilities of the private sector in relation to access to ICTs and the strategies of various Latin American governments to reduce the digital divide. A nine-point action plan was developed and approved. The action plan was implemented specifically ahead of the 2003 WSIS.

In the aftermath of the 1999 Montreal conference on "*Connecting Knowledge in Communications: Bridging the Gap between Training and Employment*", where the objectives were to diagnose the challenges and propose workable solutions to the growing gap between available human resources and training in the domain of communications in all economic regions of the world, follow-up initiatives were undertaken in terms of electronic forums for information flow exchanges and regional training workshops. The 1999 conference was held in partnership with the Global Knowledge Partnership (GKP), UNESCO, the Canadian International Development Agency (CIDA), UNDP, IDRC, Bell Canada Enterprises (BCE), Bell Canada, the CGI Group, France Telecom, the Freedom Forum and National Research Council of Canada. The Montreal Conference, which brought together communications specialists from 55 countries, resulted in an action plan with two main thrusts:

- a) An electronic forum, accessed from Orbicom's website, dedicated to the assessment and exchange of information and communication trends and training needs and opportunities,

- b) The creation, in 2001, of a series of regional workshops to train and retrain communication professionals for the new knowledge economy in Africa in partnership with North Dakota State University.

The Montreal conference proceedings (374 pages) were published and distributed in 2000 in three languages. Its English-language title was “New Partnerships in Communications for the 21st Century: Strategies for Governance, Technology, Employment and Lifelong Learning”.

But Orbicom is awaiting seed money to launch other initiatives. The project on “Core Literature on Development Communications and the Impact of new ICTs in Developing Countries” is a good example. During the Orbicom Board of Directors’ online meeting in November 2001, it was decided that the proposal made by four Chairs to study “the Impact and Use of New Information and Communications Technologies in Developing Countries” was to be merged with the proposal on “Core Literature for Development Communication” submitted by an Associate Member. This is an interesting development as some Chairs and Associate Members have decided to combine their research activities in a true partnership between academics and professionals.

The objective is to collect, review and select landmark publications, papers, articles and audio-visual material that have shaped the field of development communications since its beginning. This collection of Spanish, French and English material will form the core literature for the discipline. It will range from the early application of mass media in development programs to current initiatives aimed at introducing Internet-based technologies to developing communities. It will be designed to support research, training and practice in developing countries.

The promoters of this initiative are the Chairs of Morocco, France, Australia and Canada in association with the President of the Orbicom Research Committee, Mr. Chin Saik Yoon, of Malaysia. Professor Jan Servaes of the Catholic University of Brussels has agreed in principle to be Scientific Director, but, as stated above, the necessary core financing has yet to be found.

Also, in recent months, Orbicom has organised or actively participated in important conferences: the infoDev Symposium on the Digital Divide in China in December 2002; a conference on media, war, violence and terrorism in Mexico City organised by the Mexican Chair at Universidad Iberoamericana on 5-6 May 2003; a conference in Moscow organised by

the Russian Chair on 23-24 May 2003 on technology and new media; and finally in October 2003 the Moroccan Chair organised a conference on NGOs and civil society in preparation for the WSIS in December 2003.

V. A Word about Orbicom's International Secretariat

However, no network of any kind can function without secretarial support. Orbicom's International Secretariat is located at UQAM, which also houses the international headquarters of the Orbicom network, and three of Canada's five UNESCO Chairs. I mention this only in passing to show just how involved UQAM is in the UNESCO mission.

The Secretariat's responsibility, as set out by Orbicom's Board of Directors, is to foster consultation and partnership across the network by:

- Developing and promoting Orbicom's global network of Chairs and Associate Members in communications
- Building bridges between Orbicom, professional associations and multilateral organisations in communications
- Co-ordinating research
- Developing and monitoring Orbicom's interactive website
- Managing the data bank of members and partners
- Supporting the Assembly General of Members, the Board of Directors and the Executive Committee with secretarial work, position papers and draft resolutions
- Mobilising resources for Orbicom's projects and research and for the infrastructure supporting the network.

VI. The Network's Constraints

It is important to note that a network like Orbicom is an effective model of communication. After nine years of existence there is a common view among members that, although still evolving as it faces inherent challenges, it is alive and well. There is clear evidence that a solid framework exists for a vital, relevant network.

Moreover, the Orbicom network and its UNESCO Chairs have helped **develop the UNITWIN Program into a truly worldwide inter-university co-operation scheme, based on interdisciplinarity, intersectoriality and networking.**

But the most important characteristic of the network is the sharing of knowledge and experience among professionals and academics, both inside and outside the same areas of specialisation. All categories of members wish to contribute to the network by participating in research projects and activities, discussion groups and seminars in order to share their experience and particular perspectives on issues.

Furthermore, information exchange and the building of personal contacts are prerequisites for the network to function correctly and sustainably. It is a requirement for it to establish new alliances with like-minded organisations and agencies (international NGOs, multilateral agencies, etc.) and help UNESCO Chair Holders and Associate Members work together.

Most members achieve their highest levels of interaction through online discussion groups. This mechanism is seen as encouraging the sharing of experience regardless of geographic location and as saving precious human and financial resources.

There are limitations to using such a communication tool, however: inadequate standardisation of communication systems (a lesser problem now) and little face-to-face contact. Seminars and conferences are therefore still necessary.

The Orbicom website is an important tool for enabling the objective of information exchange to be met and network members to work together. Many members view the Orbicom website as a venue for learning about the activities and research of their peers, as well as a source for keeping up-to-date on current news. This being said, it is also true that lack of time is often blamed for it not being visited more often.

Its combination of academic and practical knowledge is the strength of the Orbicom network. Although not fully exploited, there is a unique potential in the blend of academics and professional practitioners, grouped in categories of UNESCO Chairholders and Associate Members. The latter are able to benefit from the research which Chairholders carry out or make available to them. The former have the opportunity to generate interest in their work in business and other circles and to obtain input and feedback from experienced professionals not only for their applied research, but also for their basic research and theory building. This concept of bringing academics and professional practitioners together is a way of breaking down the barriers between them.

However, there exist inherent weaknesses in the interface between practitioners and academics, which must be overcome. Firstly, it is difficult to communicate across the dividing line of theory and practice. Secondly, each member, either by category or sector, believes that his or her category or sector is the most important. On one hand, there is a perception that the Chairholders, in general, prefer to discuss and network among themselves. On the other hand, professional practitioners question what value they have within the Orbicom network, and the contribution they can make. But it must never be forgotten that both categories of members joined the network to work on developing communication research and disseminate its results. Fortunately for Orbicom, it has members whose backgrounds make them “bridge-builders” between the two communities.

In setting program priorities, budgetary considerations must clearly be taken into account. There have been interesting initiatives which could not be launched for lack of seed money. This is a critical issue, for the Secretariat clearly does not have the resources to fund program activities unless it goes beyond its role of facilitating the collaborative efforts of the network. It then plays the role of an agency that executes projects of interest to funding agencies, but not necessarily to members.

Needless to say, the International Secretariat requires significant core funding, which in today’s environment is very difficult to obtain. The possible sources of core funding are very different from agencies that provide financial support for projects.

VII. Development Perspectives

It is critical for Orbicom to continue to be perceived as relevant to UNESCO, otherwise its own relevance in international forums would be greatly compromised. The reverse is also true, because UNESCO needs networks like Orbicom for its own relevance. UNESCO’s Director-General Koïchiro Matsuura has been able count on Orbicom in support of his “personal mission over the last three years to shape UNESCO into the most dynamic, efficient and relevant organisation it [could] be...”

Furthermore, in the New York Times of 29 September 2002, the Director-General is quoted as saying: “UNESCO is not a financing institution, it is more of a think-tank. It should be measured by its programs and ideas.” Needless to say, Orbicom can make substantial intellectual contributions

to UNESCO. In recognition of its outstanding contribution to UNESCO, Director-General Matsuura attributed the UNESCO/UNITWIN Award to Orbicom at the World Forum of UNESCO Chairs on 13 November 2002 (see *Annex for follow-up*).

While understanding that UNESCO is not a funding agency, it must have some means of pursuing its objectives. For Orbicom, seed money from UNESCO is fundamental when comes the time to convince other international institutions of the importance of a project and of its relevance to UNESCO's mission. This being said, as the Orbicom network evolves, partnership and alliances external to it are forged. To foster partnerships and alliances with multilateral organisations, Orbicom has identified issues like the Digital Divide as links with like-minded agencies on a long-term basis. Members who are knowledgeable about critical issues not only co-operate in research, but also serve as representatives and advocates at international forums.

To demonstrate the need for international alliance-building and outreach, allow me to quote the President of Orbicom, Alain Modoux, former Assistant Director-General for Communication and Information at UNESCO, in relation to the challenges ahead. He wrote during the online General Assembly in September 2002: "The next year will be crucial for ORBICOM since our network will actively participate in the preparatory process of the World Summit on the Information Society. Organised at the initiative of the ITU with the UN General Assembly's endorsement, this major world gathering will meet in two sessions: the first in Geneva, Switzerland, in December 2003, the second in Tunis, in 2005. It will bring together the political leaders of all United Nations Member States, the private sector and so-called 'civil society', as well as international and regional inter-governmental organisations. The Digital Divide issue will certainly be at the heart of the debates from both infrastructure (connectivity) and content (access to information) perspectives. How to address it effectively in order to narrow the fast-growing gap between the immense majority of 'have-nots' and the minority of 'haves' is the fundamental question the WSIS will have to tackle. There will be many related issues to debate, some of them very sensitive or highly controversial, such as the privatisation of state-owned telecommunication carriers, liberalisation of telecom markets, content surveillance by governmental authorities, protection of privacy and misuse of personal data, intellectual property and copyright policies, the promotion of multilingualism and cultural diversity online.

“In short, the WSIS will attempt to define in a declaration of principles the future design of world society, with its globalising dimensions, and to find an equitable balance between the requirements of its economic forces and the socio-cultural demands of its people. Regarding the promising applications of new technologies to support education, health, good governance, commerce and many other basic human needs and activities, a plan of action is to be drawn up, detailing the various fields of priorities and corresponding sources of funding.

“The purpose of Orbicom’s participation in the WSIS, registered as a member of civil society, is to share with other stakeholders the results of some of its scientific research in the field of new media. I am confident that Orbicom’s most recent publications will be of great interest for all those who wish to base their arguments on substantive, independent and impartial research. The publications are *Generating Trust in Online Business* and the findings of Phase I and, ultimately, Phase II of *Monitoring the Digital Divide*. The outcome of some of our seminars may also contribute to a better understanding of the challenges of the information society. I am convinced that Orbicom’s experience in intercultural communication and its mixed membership of media experts from various academic, professional and industrial backgrounds will be of great help in bridging gaps between interest groups and NGOs little accustomed to debate outside the inner circles of their own industries and professions.

“Unlike many organisations registered as civil society groups and keen to be part of the preparation process for WSIS, Orbicom is not an advocacy group or a lobby. It has no political or ideological agenda as it has no interests or causes to promote. It is an independent network ready to serve the international community and to share the scientific expertise and the world-wide professional experience of its Chairs and Associate Members with all stakeholders taking part in the World Summit.”

In conclusion, international outreach is nothing new to Orbicom. To illustrate this vision, I wish to quote my predecessor as Secretary-General of Orbicom and one of its founding members. In the spring of 1999, as we were getting ready to host a 500-participant conference in Montreal, Thérèse Sévigny wrote the following lines in the Orbicom newsletter: “Orbicom must publicly debate within international fora issues important to mankind related to cultural and linguistic diversity, lifelong learning in communication, content industry and, of paramount

importance, the creation and sharing of knowledge by helping to bridge the Digital Divide. However, a network like Orbicom cannot pretend to be of greater relevance than what it can express through researches and publications with the help of its members. Only the quality of the membership, the quantity of interactions by members and their joint activities can serve as an assurance that the Network can have a definite influence on the international scene. This may be headstrong, but it is the way of the future for Orbicom”.

VIII Annex

Prospects for future development in the light of “Recommendations on a Strategy for Future Development of the UNITWIN/UNESCO Chairs”. (Paris 13-15 November 2002)

Recommendation I

- As a global network, Orbicom is fully committed to the following statement: **“Priority is given to the establishment of networks that facilitate action at the regional and subregional level”**. This is evidenced by the numerous regional conferences like those in Mexico City , Chongquin, Moscow and Rabat in which it has taken part as well as the *Digital Review of Asia Pacific 2003*, which it produced in collaboration with 29 associates from the region.

Recommendation II

- **“improve existing training programmes while cutting down on lengthy studies abroad”**. Orbicom sponsors, with its own resources, training schemes in communication fields at regional conferences organised as part of the network. It has been, and continues, doing so since the 1999 Montreal Conference on lifelong learning, “Connecting Knowledge in Communications”.

Recommendation III

- **“facilitate the use of ICTs and distance education in the service of higher education”**. Orbicom seeks to put this recommendation into action by posting research and publications on its website for the benefit of Chairs, Associate Members and of people and agencies worldwide. Orbicom is also exploring the feasibility of launching a distance education project in association with its affiliated university Chairs.

Recommendation IV

- **“Attain UNESCO’s constitutional objectives in the field of peace, human rights, gender equality, sustainable development, intercultural dialogue.”** Orbicom fully endorses this statement which it puts into practice in all its projects and initiatives.

Recommendation V

- **“implementation of the priorities of UNESCO’s Medium–Term Strategy (2002-2007)”.** Orbicom’s Action Plan (see pages 4 to 8 of this document for useful references) fully endorses the terms of **Programme V.1**, “To Favour Equitable Access to Information and Knowledge for Development”. It addresses the challenges of the information society.

Recommendation VI

- **“open new alliances”.** The UNESCO resources in the case of Orbicom being what they are (almost nothing), the network is working in partnership with international funding agencies to implement its Action Plan in support of UNESCO’s priorities and mission.

Recommendation VII

- **“New funding strategy for UNESCO Chairs”.** Orbicom adheres to this recommendation and is anxious to see UNESCO implemented it.

Recommendation VIII

- **“Emphasis on monitoring and evaluation”.** Orbicom’s commitment to this approach is absolute. It believes there should be two sides to evaluation, i.e. what the Chair or the Network brings to UNESCO, and what UNESCO does for the Chair or the Network.

Prof. Maria Inácia D'Avila

Chaire UNESCO/EICOS en matière de développement durable

Programa EICOS,
Instituto de Psicologia

Universidade Federal de Rio de Janeiro, Brésil

I. Chaire UNESCO/UFRJ/EICOS

Coopération inter-universitaire au sein du Programme EICOS/UFRJ

La Chaire UNESCO/UFRJ/EICOS du développement durable a été instituée par une convention, signée en octobre 1993 au siège de l'UNESCO à Paris, entre M. Federico Mayor, ancien Directeur général de l'Organisation, et le représentant de l'UFRJ. Cette Chaire comprend un Conseil scientifique, dont les membres brésiliens et étrangers, spécialistes de diverses disciplines, ont été désignés par le recteur, de même qu'un Conseil exécutif technique. La coordination de cette Chaire est assurée par le professeur Maria Inácia D'Ávila Neto, mandatée par l'UFRJ.

Le Programme EICOS (Programme d'études interdisciplinaires des communautés et de l'écologie sociale) a pour mission d'offrir un cadre institutionnel aux activités de la Chaire UNESCO/UFRJ du développement durable. Les travaux menés avec les communautés sur la composante sociale et culturelle du développement viennent compléter ceux effectués par les autres Chaires du développement du Réseau UNESCO. La Chaire de l'UNESCO/UFRJ est associée aux Chaires qui œuvrent déjà autour d'autres axes, notamment la Chaire de l'Université de Laval au Canada (chargée de la composante

Conseil scientifique

(originellement mandaté par l'UFRJ)

Brésil

Bertha Becker (géographie/UFRJ).

Celia Ribeiro Zaher (BIREME/SP).

Darcy Ribeiro (sénateur/anthropologie/UFRJ), in memoriam.

Eduardo Portella (lettres/UFRJ).

Gilberto de Oliveira Castro (biophysique/UFRJ).

Henrique Rattner (USP/SP).

Jose Pellucio (IBECC/Académie des sciences).

Jose Seixas Lourenço (Université de Pará).

Luis Pinguelli Rosa (COPPE/UFRJ).

Maria Inácia D'Ávila (EICOS/UFRJ).

Nelson Maculan (Mathématiques/UFRJ).

Silvano Santiago (UFF/RJ).

Tania Maria de Freitas Barros Maciel (EICOS/UFRJ).

Étrangers

Christine von Fürstenberg (UNESCO, Paris).

Denise Jodelet (EHESS, Paris).

Egon Becker (Inst. Sozial Ekologische, Francfort).

Luiza Campuzano (Université de La Havane).

Conseil Technique

Eduardo Coutinho (Letras/UFRJ).

Josimar de Almeida (Biologie/UFRJ).

Lena Vania Ribeiro Pinheiro (IBICT/CNPq).

Maria Lucia Coutinho (EICOS/UFRJ).

Marisa Cassim (CNPq/UFRJ).

Valdo S. Marques (géosciences/UFRJ).

Tania Maciel (EICOS/UFRJ)

des politiques de l'environnement). D'autres Chaires seront associées à ce réseau, de même que les centres de recherche de l'Université de La Havane, de la Casa de las Américas, de l'Institut d'Écologie sociale de Francfort et de l'École des Hautes Études en Sciences sociales (EHESS) à Paris.

A la mi-2003, nous avons développé un réseau associant plusieurs chaires d'Amérique latine, d'Afrique, d'Europe, ainsi que d'autres centres de recherche et d'action sur le développement (se reporter au Volet réseaux).

II. a) Vocation de la Chaire dans le programme EICOS

Études interdisciplinaires des communautés et de l'écologie sociale

Le Programme EICOS – Études interdisciplinaires des communautés et de l'écologie sociale – est conduit par le centre d'enseignement et de recherche de l'Institut de psychologie de l'Université fédérale de Rio de Janeiro (UFRJ). Ce centre regroupe plusieurs spécialistes autour des grands thèmes du DÉVELOPPEMENT, touchant l'ENVIRONNEMENT, les COMMUNAUTÉS et les questions de GENRE.

Nous avons d'emblée préconisé la participation de la société civile par la collaboration d'organisations non gouvernementales (ONG). Nos premiers travaux, réalisés en partenariat, se sont orientés vers la mise en

œuvre de projets de recherche et de préservation écologique et culturelle des communautés. Aussi les questions de psychologie sociale ont-elles pu être abordées sous un nouvel angle : celui de l'écologie sociale. Cette approche a abouti à la création, devenue alors nécessaire, d'un véritable centre interdisciplinaire. En outre, il paraissait indispensable de mettre en valeur l'importance des relations psychosociales sur la scène de la culture contemporaine. La thématique du développement s'inscrit dans ce contexte dont elle va jusqu'à constituer l'une des problématiques majeures.

C'est dans cette optique que le programme EICOS met en avant la nécessité d'une approche éminemment participative dans le domaine de la recherche en développement. Les participants concernés deviennent à leur tour des acteurs du processus de développement. La connaissance ainsi produite est alors le fruit d'un partenariat mené avec les communautés et groupes observés. C'est pourquoi ce processus conduit inévitablement à une action sociale.

L'action du programme EICOS intègre l'enseignement et la recherche à différents niveaux allant de l'initiation scientifique (avec l'appui d'organisations encourageant la recherche au Brésil, notamment le CNPq et la FAPERJ) jusqu'au troisième cycle universitaire (maîtrise brésilienne, doctorat et post-doctorat).

L'ensemble de ces travaux a permis à EICOS d'accueillir la première Chaire UNESCO du Développement durable pour l'Amérique latine, conformément à la convention signée par l'UNESCO et l'UFRJ (Paris, 1993). Cette Chaire a pour objectif de mettre en œuvre des programmes de coopération inter-universitaire au niveau des centres nationaux et étrangers pratiquant l'interdisciplinarité et s'intéressant à la dimension sociale du développement. Après sa création, le programme EICOS a vu le champ de ses activités s'étendre aux réseaux internationaux spécialisés dans la recherche dans ce domaine.

Le Laboratoire d'images fait partie du programme EICOS. Son originalité consiste à développer des activités de recherche participative tout en s'appuyant sur des techniques audiovisuelles. De plus, sa Banque d'images et divers dispositifs technologiques (notamment la production de films vidéos et de CD-Roms) lui permettent de constituer un support de communication sociale.

II. b) Axes de recherche et d'action

Les thématiques s'articulent autour de trois grands axes :

► **Axe I :**

- Développement culturel, communautés et environnement.
- Perception et représentations de la dynamique culturelle et des transformations de l'environnement.
- L'État, l'école et les réseaux associatifs formels et informels.
- Études sur l'éco-développement endogène des communautés ; aspects psychosociologiques de la conservation des patrimoines écologiques et culturels des communautés.
- Études sur l'identité sociale au sein des communautés ; mouvements sociaux et environnement ; relations entre la structure de l'habitat et la famille.
- Psychosociologie de l'environnement et de l'espace.

Principales recherches :

- ✓ Pollution/Protection des zones environnementales.
- ✓ Coopératives populaires.
- ✓ Gestion environnementale.
- ✓ Culture brésilienne et latino-américaine.

► **Axe II :**

- Genre et Développement
- Études sur les femmes, l'écologie et le développement.
- Modèles culturels de l'environnement et du féminisme.
- Nouvelles tendances de l'écologie et du « féminin ».
- La femme et le processus de développement dans sa dimension culturelle et sociale.

Principales recherches :

- ✓ Femmes défavorisées ; femmes, citoyenneté et accès aux prises de décision.
- ✓ Familles d'Amérique latine.
- ✓ Santé de la femme ; grossesses précoces.
- ✓ Femmes et identités culturelles.

► **Axe III:**

- Études épistémologiques et éthiques sur les problèmes des communautés et du développement.
- Subjectivité, objectivité et dynamique de l'implication/action dans la recherche sur le développement et ses dimensions sociales, culturelles et durables.
- La culture contemporaine et ses processus de production de la connaissance et de la subjectivité.
- La recherche et ses fondements épistémologiques et éthiques.
- Études transculturelles des communautés.

Principales recherches:

- ✓ Citoyenneté et environnement.
- ✓ Éthique du développement.
- ✓ Savoirs populaires et savoirs universitaires.
- ✓ Problèmes de solidarité et multiculturalisme.
- ✓ Nouvelles technologies, Réseaux de Connaissances et Intégration numérique.

II. c) Le Laboratoire et la Banque d'images

Le Laboratoire d'images travaille, dans le cadre du Programme EICOS, à l'intégration de la recherche psychosociale. Il a pour fonction d'organiser le support matériel et technique indispensable à la formation et au perfectionnement des élèves et enseignants s'intéressant aux techniques vidéo appliquées à la recherche psychosociologique.

L'équipe du Laboratoire est composée d'étudiants de premier et deuxième cycles universitaires qui travaillent dans le cadre d'une initiation scientifique, ainsi que d'étudiants du troisième cycle, de professeurs du programme EICOS et de responsables techniques.

Depuis 1995, l'équipe de recherche se consacre au développement du programme intitulé « La vidéo appliquée à la recherche psychosociologique ». Ce programme vise à former des étudiants aux techniques de la

vidéo comme instrument de recherche psychosociologique, ainsi qu'au développement de ces dernières comme méthode de recherche participative dans divers travaux sur des groupes, des communautés et des institutions. Ces travaux s'intègrent à certains axes de recherche du programme EICOS, notamment pour ce qui concerne les volets « Genre et Développement » et « Environnement et Développement ».

Outre le développement et la mise en pratique de techniques audiovisuelles, ce projet comprend la création d'une Banque d'images sur le développement culturel et social, ainsi que sur le thème « Genre et environnement ». L'objectif est d'offrir l'accès au matériel, à la recherche, ainsi qu'à la production de vidéos didactiques, pédagogiques et informatives destinées à former et sensibiliser les groupes et les communautés. Ce laboratoire dispose d'un fonds de référence regroupant 15 films documentaires, ainsi qu'un matériel « brut » de 500 heures d'images séparées et classées par thèmes et sous-thèmes. D'une part, ce fonds permet de constituer une mémoire visuelle sur la recherche conduite par l'équipe du Laboratoire depuis sa création. D'autre part, il peut être proposé à d'autres groupes désireux de l'utiliser dans le cadre de travaux propres à cette discipline.

De manière plus générale, notre Laboratoire d'images s'inscrit dans une optique interdisciplinaire, l'accent étant mis sur un travail de documentation et de référence visuelles. Il a pour objectif de sauvegarder la parole et la gestuelle de communautés défavorisées pour leur redonner du sens, ces moyens d'expression étant les matrices où se dessinent les visions du monde de ces groupes sociaux. Ces matrices de références identitaires se forment lors de la construction de l'imaginaire et de la mémoire - collective, individuelle et institutionnelle. Elles participent aux processus sociaux favorisant l'apprentissage, l'interprétation et la cristallisation de l'expérience du monde.

D'où l'importance cruciale de la conservation et de l'étude des diverses formes de mémoire permettant de nouveaux modes d'enregistrement, de traitement, de gestion et de communication de l'information. En effet, aujourd'hui, la nouvelle culture issue du numérique est codifiée, institutionnalisée et « chosifiée », constituant ainsi un important patrimoine de l'économie symbolique de chaque nation.

III. Activités principales

- III.a) Recherches sur le terrain sur les questions liées au développement durable**
- III.a.1) Ouvrages académiques avec titres des originaux en portugais**
- III.a.2) Coopération internationale et/ou organismes gouvernementaux et internationaux**

Projet 1) Action pour la Dépollution

Développement et durabilité

Le Projet de mobilisation sociale et de participation communautaire a reçu le soutien du programme EICOS. Il fait partie du Programme de dépollution de la baie de Guanabara conduit sous l'égide du Gouvernement de l'État de Rio de Janeiro. Financé par la Banque interaméricaine de développement (BID), ce Programme englobe divers travaux d'assainissement et d'amélioration de l'environnement en vue de dépolluer progressivement cette grande région écologique et d'améliorer la qualité de vie des habitants de l'agglomération.

Ce projet embrasse 163 quartiers divisés en 7 municipalités, soit quelque 5 millions de personnes. En vue de procéder à l'étude de cette région, notre équipe a réuni 70 chercheurs sur le terrain (à raison de 10 par municipalité) et 10 autres chercheurs qui ont fourni une assistance technique et administrative, en plus des chercheurs seniors et d'une équipe de notre Laboratoire d'images. Le Projet de mobilisation sociale et de participation communautaire, conçu et coordonné par le professeur Tania Barros Maciel, a été élaboré à partir d'une méthodologie de recherche participative, dans le souci d'identifier les principaux intérêts et aspirations des communautés.

Ce projet se proposait :

- 1)** de sensibiliser la population concernée à ces travaux de dépollution, de l'aider à en percevoir l'importance dans le cadre du processus de réhabilitation écologique de la baie et de l'associer à ce processus au moyen d'activités participatives sur plusieurs thèmes écologiques.

- 2) de contribuer à la mise sur pied d'une politique d'éducation environnementale dans l'État de Rio de Janeiro, à l'intention notamment des communautés.
- 3) d'ouvrir des ateliers de formation et de sensibilisation à l'environnement en vue de mettre en œuvre des Agendas 21 à l'échelon local.

Le projet devrait à terme sensibiliser la population à l'importance de ces travaux pour sa qualité de vie, ainsi qu'à l'amélioration écologique de la baie. Plus important encore, la population devrait prendre conscience que les solutions aux problèmes existants sont intimement liées à l'identification de ses propres besoins, ainsi qu'à la recherche de solutions au niveau local. Aussi la stratégie a-t-elle consisté, dans un premier temps, à mettre en place un partenariat avec les responsables locaux identifiés au moyen de questionnaires et d'une observation participative. Ce projet a également bénéficié de la participation du Laboratoire d'images du programme EICOS, chargé de dresser « l'historique du projet » en enregistrant chacune de ses étapes et en réalisant des courts métrages documentaires et des rapports audiovisuels destinés à illustrer les divers aspects de cette entreprise. Ces archives vidéo constituent actuellement une part importante de la Banque d'images du Laboratoire sur les thèmes concernant l'environnement, l'éducation environnementale, la participation communautaire, les responsables de la communauté et la recherche participative.

Les actions entreprises s'étendent aux initiatives ci-après :

- 1) Création d'ateliers destinés à élaborer les projets de développement local en partenariat avec les associations compétentes. Ces ateliers ont permis d'organiser des concours de projets.
- 2) Organisation, par une équipe multidisciplinaire (biologistes, spécialistes de l'hygiène sanitaire, administrateurs de l'environnement, anthropologues, psychosociologues et sociologues), de réunions de formation et de sensibilisation avec les responsables locaux.
- 3) Utilisation d'un questionnaire sur la qualité de vie en vue d'obtenir un bilan complet des habitudes, attitudes et conditions de vie de la population concernée.

Le Projet de mobilisation sociale et de participation communautaire a constitué un excellent champ de recherche pour le programme EICOS et a été un modèle d'interaction entre les chercheurs et la population. Les liens noués entre les équipes de chercheurs et la population locale n'ont cessé d'exister jusqu'à aujourd'hui et ont été à l'origine d'importants partenariats.

Projet 2) Projet sur les artisanes et L'autonomisation des femmes

Le travail artisanal des femmes de la région de Coronel Xavier Chaves, à Minas Gerais, est réputé, notamment pour la confection de ses dentelles dites d'*abrolhos*. Les dentellières se sont constituées en association, l'*Associação das Mulheres Artesãs de Coronel Xavier Chaves* (AMARCHA) qui forme un excellent exemple de participation communautaire à un projet de développement. Depuis 18 ans, cette association joue un rôle capital dans le développement local. Elle incarne la continuité traditionnelle et artisanale de la ville. Près de 400 artisanes, des ouvrières agricoles pour la plupart, ont fait partie de cette association où elles ont appris à confectionner des *abrolhos*. Cette initiative leur offre un travail rémunéré et leur permet d'augmenter sensiblement le revenu de leur famille et d'avoir une meilleure estime d'elles-mêmes en réalisant des travaux valorisés dont la couverture médiatique toujours plus grande assure une renommée internationale.

C'est dans ce contexte que les initiatives locales revêtent la plus haute importance. Actuellement, l'ensemble de la région bénéficie amplement de la mobilisation des habitants de la ville de *Coronel Xavier Chaves* et de leur coopération avec ceux des villes voisines. Des projets tels que celui de la *Trilha dos Inconfidentes*, par exemple, ont contribué au développement du tourisme tout en permettant à la population locale de sauvegarder son patrimoine culturel et historique et de prendre conscience que sa propre histoire, ainsi que celle de la ville, constituent un important chapitre de l'histoire du pays. Ce type de projet permet également de rendre leur vivacité aux traditions orales ainsi qu'à d'autres aspects de la culture de cette région. Ces actions pourraient se regrouper sous l'étiquette de « tourisme durable », une industrie non polluante alimentant directement le développement local que toute organisation internationale a à cœur de stimuler.

Le film *Les brodeuses* et la recherche nécessaire à sa réalisation (en 2001) illustrent l'évolution de cette association d'artisanes locales et de ses agents de développement, lesquels avaient préalablement fait l'objet d'une recherche conduite en 1990 par l'équipe du Laboratoire d'images. Cette association a alors été sélectionnée en raison de la richesse de la région en traditions (habitudes et coutumes) et des résultats obtenus par cette association uniquement constituée de femmes.

Nous avons, par la suite, contacté cette communauté pour effectuer 11 heures d'enregistrements vidéo dans le cadre d'une étude sur la gestuelle locale des femmes. Cette étude a fait l'objet, à la demande de l'UNESCO, d'un rapport sur l'approche expérimentale utilisant la vidéo comme méthode de recherche. Lors de cette étude, l'enregistrement a été effectué en vue de répondre à deux objectifs : enregistrer les aspects sociaux et culturels au niveau local, du point de vue de l'anthropologie visuelle, et utiliser la technique de vidéo-rétroaction avec le groupe des artisanes pour étudier le langage du corps. Cette étude s'est concentrée sur les techniques du corps comme moyen d'accès à la mémoire culturelle des femmes.

Le film *as Bordadeiras*, « Les brodeuses », brosse le portrait du développement local dans une ville rurale brésilienne et souligne l'importance de l'action des agents de développement local. Les entretiens réalisés avec les habitants de la ville constituent un enregistrement important de la mémoire culturelle d'une région dont la tradition orale reste encore une source d'informations historiques et culturelles.

Ce film se proposait de révéler l'importance de la participation communautaire et, par extension, celle de la recherche participative dans les projets de développement durable.

Ce documentaire montre la participation des communautés et le rôle des agents locaux dans les processus de leur propre développement.

Projet 3) L'atelier de citoyenneté de la femme

L'Atelier de citoyenneté de la femme résulte de l'intégration de l'université et de la communauté en vue de répondre aux besoins que les femmes exprimaient au niveau local.

Face au caractère imprécis de leur demande, nous nous sommes inspirés d'une étude sur la réalité des pouvoirs communautaires du Lote XV, un quartier de Belford Roxo (ville-dortoir de Rio de Janeiro). Ce travail jetait les bases nécessaires à une intervention ultérieure répondant aux attentes des femmes de la région tout en mettant en avant les méthodologies participatives. L'idée consiste à offrir la possibilité à chaque groupe de participer à son processus de développement et de s'identifier totalement avec ce dernier en s'appuyant sur sa culture et ses savoirs locaux. La contradiction est la principale caractéristique du discours des responsa-

bles communautaires. Cette contradiction résulte du fait que les femmes se construisent une identité de mères – propre à un espace privé - tout en exerçant une activité qui les plonge dans un espace public. La nouvelle place occupée par ces femmes dans la société rendait cette contradiction si criante que nous avons intitulé cette recherche *Mulheres fora do lugar* (Femmes en dehors de leur place). C'est ainsi que nous avons également intitulé une vidéo sur les conflits dont ne cessaient de témoigner les récits des femmes interrogées.

Projet 4)

Nous sommes en cours d'élaboration d'un projet d'intégration numérique de femmes défavorisées : « *Les femmes défavorisées et les TCI* »

III.b) Séminaires régionaux, nationaux et internationaux, Professeurs Visitants UNESCO

(voir liste à l'adresse www.eicos.psych.ufrj.br)

(La liste complète sera disponible après la prochaine mise à jour du site à la fin du mois d'août 2003)

III.c) Réseaux inter-universitaires

► *La Chaire met en réseau de nombreux partenaires dont les principaux sont:*

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*Gestion sociale de
l'environnement. Problèmes
d'environnement urbain.
Développement durable et
foresterie. Développement
durable et agriculture.
Participation publique à la
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Science et politique des
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Consulter également, à l'adresse www.eicos.psychoufrj.br, les coordonnées des (80) Commissions nationales pour l'UNESCO pour les questions liées au GENRE par classe, pays et continent comme contributions aux réseaux de la thématique « **GENRE et DÉVELOPPEMENT** » de la Chaire UNESCO.

IV. Perspectives de développement selon les recommandations adoptées par les participants au Forum mondial des chaires UNESCO

Point n° 4

L'accent mis sur la composante sociale du développement nous a permis de constituer un important groupe de formation et de recherche dans ce domaine qui débute ses travaux dès maintenant à l'échelon national par l'intermédiaire de nos anciens étudiants, et de développer les méthodologies participatives par l'utilisation de nouvelles technologies (numériques, images, etc.) faisant écho aux enseignements et séminaires internationaux auxquels nous sommes invités.

Point n° 5

En commémoration de son prochain anniversaire (le 3 novembre), la Chaire lancera le programme UNIVERSITAIRES SANS FRONTIÈRES, à l'intention des Chaires, afin de stimuler l'action de nos étudiants dans les communautés, à travers des recherches participatives sur les questions du développement. Une vidéo spécialement préparée doit présenter les activités qui ont cours. Une copie sous-titrée vous sera envoyée.

V. Publications et Ouvrages

1) Série «documenta» EICOS

Documenta N° 1 (1993)

- Ecologia Feminismo e Desenvolvimento – organisé par Maria Inácia D'Ávila et Naumi Vasconcelos - épuisé

Partie I - Femmes, milieu ambiant et développement

- Mulheres e Índios, Sempre Enrolados. - Darcy Ribeiro (Brésil)
- A Habitação como Metáfora Ecológica - Naumi de Vasconcelos (Brésil)
- Minha Aventura na Eco 92 - Rosisca D'Arcy de Oliveira (Brésil)
- Contribuições ao Debate sobre o Eco-Feminismo - Sandra Mara Garcia (Brésil)

- Repensando a Cidade no Feminino - Sonia Alves Calló (Brésil)
- Significado da Presença das Mulheres na UNCED-92 - Sonia Correa (Brésil)
- Desenvolvimento: Um Novo Projeto do Patriarcado Ocidental - Vandana Shiva (Inde)

Partie II - Croissance économique, développement culturel et transformations des relations sociales liées au Genre

- Atelier I - Crescimento Econômico, Desenvolvimento Cultural e Mudanças nas Relações Sociais de Gênero - Jacyara Rochael Nasciutti (Brésil)
- Living With Nature: Reciprocity or Control? - Ariel Saleh (Australie)
- Brésil : Voluntad Política y Intereses Dominantes en las Decisiones Públicas del Medio Ambiente - Maria García Añón (Espagne)
- Transformations Socio-économiques, Culture et Environnement - Maté Kòvacs (Hongrie/Unesco)
- A Mulher e a Terra - Eliane Potiguara (Brésil)
- What Unites and What Divides Women From the North in the Field of Reproductive Technology? - Maria Mies (Allemagne)

Partie III - Eco-féminisme en question - Imaginaire féminin et écologie - Ecologie, féminisme et pouvoir

- Atelier II - Ecofeminismo em Questão: do Imaginário Feminino e Ecológico. Ecologia Feminismo e Poder - Maria Lúcia Rocha-Coutinho (Brésil)
- Environnement ? - Daniele Charrest (France)
- Questions à L'Eco-féminisme - Nicole Caude Mathieu (France)
- The Gender Story in the Poetics of Nature. Women and Environment Seminar, Eco 92 - Sohnya Sayres (EUA)
- Ecologia Feminismo e Poder, Ainda Algumas Reflexões - Maria Inácia D'Ávila (Brésil)

Partie IV - Science et technologie: la femme et les nouvelles technologies

- Atelier III - Ciência e Tecnologia - A Mulher e as Novas Tecnologias - Marise Bezerra Juberg (Brésil)

- Novas Tecnologias Industriais e Questão do Gênero - Alice Rangel de Paiva Abreu (Brésil)
- Mulher e Tecnologia - Edialena Salgado Nascimento (Brésil)
- Femmes, Education, Temps de Travail et Non-Travail - Ettore Gelpi (France/Unesco)
- Taking Empirical data Seriously: na Eco-feminist Philosophical Perspective - Karen Warren (EUA)
- Relações de Gênero: Categoria Inserida Numa Nova Visão Paradigmática de Ciência - Nadia Regina Barros de Lima (Brésil)

Documenta n° 2 et 3 (1993; 1994)

- Ensaio sobre Ecologia Social – organizado por Tânia Maciel - (épuisé)

Documenta n° 4 (1994)

- Mulheres Brasileiras, Memórias Mutiladas - número monográfico com ensaios de Maria Inácia D'Ávila (épuisé)

Documenta n° 6 (1995)

- O Vínculo entre História Individual e História Coletiva - André Lévy
- A Questão do Poder Ideológico nas Instituições - Jacyara Rochael Nasciutti
- Vivências de Morte em Histórias de Vida - Neide Pereira Nóbrega e Jacyara Rochael Nasciutti
- Sociologia, Psicologia e a Cidade - Miriam Raja Gabaglia Preuss
- O Mito Nosso de Cada Dia: ser mulher nos anúncios de revistas femininas - Maria Lúcia Rocha-Coutinho
- Maternidade na Adolescência: alienação e reprodução social - Neide Pereira Nóbrega
- Novas Tecnologias Reprodutivas, Direitos Reprodutivos e Bioética: a inseminação artificial na constituição de famílias alternativas - Maria Cecília de Mello e Souza

Documenta n° 7 (1996)

- A Criatividade nas Instituições - Eugène Enriquez
- Problematizando a Diferença: mulher e cidadania no Brasil - Maria Lúcia Rocha-Coutinho

- Quando o Corpo na Adolescência é Lugar de Morte e Sofrimento - Neide Pereira Nóbrega
- Reflexões sobre o Espaço da Psicossociologia - Jacyara Rochael Nasciutti
- Violência Simbólica: dimensões psico-sociológicas - Míriam Raja Gabaglia Preuss
- O Tempo: entre a ciência, a cultura e a história - Rosa Maria L. R. Pedro e Márcio Tavares D'Amaral

Documenta nº 8 (1997)

- Ecofeminismo: horizontes contemporâneos - Maria Inácia D'Ávila
- Sexo e Gênero em Estudos Comunitários - Naumi A. de Vasconcelos
- SULear vs NORTEar: representações e apropriações do espaço entre emoção, empiria e ideologia - Marcio D'Olne Campos
- Tecnologia e Complexidade: uma reflexão sobre a cultura contemporânea - Rosa Maria Leite Ribeiro Pedro
- Análise Psicossocial Clínica: determinantes sociais da história individual - Jacyara Rochael Nasciutti
- A Abordagem Biográfica - História de Vida - Na Pesquisa Psicossociológica - Miriam Raja Gabaglia Preuss
- O Detetive e o Pesquisador - Marília Amorim

Documenta nº 9 (1998)

- Cognição e Tecnologia: entre natureza, cultura e artifício - Rosa Maria Leite Ribeiro Pedro
- Paradigmas da Psicologia Social para a América Latina - Maria Inácia D'Ávila Neto
- Práticas Socioculturais e Comportamento: a propósito de cognições, representações e discursos - Celso Pereira de Sá
- A Ética das Relações Sociais no Rio de Janeiro: uma abordagem psicossocial - Cecília de Mello et Souza
- Desinstitucionalização, Doença Mental e Sociedade: problemas e desafios - Jacyara Rochael Nasciutti, Camila C. Donnola, Rachel G. C. Brant Losekann
- De Cinderela a Mulher Maravilha: a maternidade em tempos de mudança - Maria Lúcia Rocha-Coutinho

- Casa e Família: entre o ideal e a realidade - Míriam Raja Gabaglia Preuss

Documenta n° 10 (1999)

- Domologia: um exemplo de interdisciplinaridade - Naumi de Vasconcelos
- Nova Representação do Sujeito na Pós- Modernidade Confronto entre Duas Épocas e Conclusões : M. Assis e W. Benjamim - Maria Luiza Assumpção-Seminério
- A Outra Face de Eva: a mulher em Clarice Lispector - Maria Lúcia Rocha-Coutinho
- Construindo um Modelo de Planejamento Turístico de Base Comunitária: um estudo de caso - Marta Azevedo Irving, Camila G. de Oliveira Rodrigues, Nilton de Castro Neves Filho
- A Sociologia Ambiental no Contexto Acadêmico Norte-Americano: formação, dilemas e perspectivas - Gustavo Ferreira da Costa Lima, Fátima Portilho

VI. Publications EICOS/Chaire UNESCO

Section I Développement humain : besoins, urgences et défis

- Diez Tesis sobre la Mondializacion - Vidal Villa
- O Conceito de Desenvolvimento Social no Social Summit - Isabel Carvalho
- Desafios, Estratégias y Opciones para la Agricultura dentro de una Gestion de Desarrollo Sostenible - Rodrigo Tarté
- A Formação do “Terceiro Setor” no Brésil. Reflexões e Indicações Empíricas - Rainer Randolph
- Pós-Graduação e Formação de Pesquisadores: evidências de duas áreas de conhecimento - Maria do Carmo Peixoto
- A Cidade Informal na América Latina: uma proposta de estudo comparativo - Cristiane Duarte
- Educação para o Desenvolvimento - Darcy Ribeiro

Section II Développement et participation: stratégies et impasses

- El Zapata Finisecular: culturas híbridas, neoliberalismo y el último levantamiento maya de Chiapas - Cynthia Steele
- A Medicalização de Conflitos: entre o paternalismo e a participação (o caso Yanomani) - Marcos A. Pellegrinni
- Educacion Mutua para um Desarrollo Participativo - Andrés Bansart
- Mulheres, Cutura e Desenvolvimento - Maria Inácia D'Ávila
- Organização de Comunidades em Favelas: estratégias e impasses - Maria Durvalina Bastos e Maria de Fátima Gomes
- Comunidades e Participação: desafios para a pesquisa e ação. O Caso do Pantanal - Tânia Barros Maciel e Maria Inácia D'Ávila

Section III Technologie et savoir: Développement pour une société du futur

- O Desenvolvimento Sustentável a Longo Prazo do Brasil - Emilio Lèbre La Rovere
- Los Frutos Nuevos. Naturaleza, Sociedad e Cultura en la História de América Latina - Guillermo Castro Herrera
- A Participação Comunitária no Processo da Gestão Ambiental - Mauro Sérgio F. Argento
- Modelo Participativo de Conservação da Biodiversidade: o caso da Floresta Atlântica de Tabuleiros - Irene Garay
- A Megacidade e a Transformação dos Laços Sociais - Nelson Mello e Souza
- Relação dos Modelos Ecológicos com Modelos de Economia ou os Descendentes de Adam (Adão) Smith Povoaram o Mundo - Ricardo Iglesias Rios
- Uma Nueva Fuerma de Hacer Política: participacion, justicia y fraternidad - Ruben R. Dri

VII. Développement social : défis et stratégies (1995)

Section I Développement dans les cultures présentes et futures

- Third World: poverty, employment and gender roles during a time of restructuring - Alan Gilbert
- Challenges, Strategies and Options for agriculture under sustainable development management - Rodrigo Tarté
- New Fruit: nature, society and culture in latin-american history - Gullermo Castro Herrera
- Ecological Modernization and Social Development - Louis Guay
- Ten Theses on Globalization - José Maria Vidal Villa
- The Megalopolis and the Transformation of Social Bonds - Nelson Mello e Souza

Section II Développement et participation: Stratégies et impasses

- Communities and Participation: challenges for research and action in the Pantanal - Tânia Barros Maciel e Maria Inácia D'Ávila
- Women, Culture and Development - Maria Inácia D'Ávila
- Indian People and Self-Government - Héctor Díaz-Polanco
- Zapata at the Close of the Century: hybride cultures, neoliberalism, and recent mayan uprising in Chiapas - Cyntia Steele

Section III Développement et éducation: un défi

- Building Regional Capacity for Sustainable Development in Amazon - Luis E. Aragón
- Mutual Education for Participative Development - Andrés Bansart
- Work, Education and Development - Henrique Rattner
- Education for Development - Darcy Ribeiro

(A paraître, sous presse - Collection Psychosociologie et Développement)

VIII. Filmographie

- ◆ **Sinuelo** (1985), couleur, 45 min. Copyright UNESCO, avec des images de la TV Morena de MS. U-matic, PAL-M. Version disponible en français, SECAM.

Recherche en vue de la documentation vidéo, du scénario et des textes du Projet Sinuelo mis en œuvre par Maria Inácia D'Ávila Neto et Tania Barros Maciel. Ce projet a permis la mise en place d'une vaste étude dans la région du Pantanal brésilien, État du Mato Grosso do Sul (MS), avec pour objectif de réaliser une recherche-action centrée sur le développement culturel de cette région. Le film présente les aspects historiques, culturels, sociaux et économiques de la ville de Corumbá et de la région du Pantanal.

- ◆ **Maria Maria** (1986), couleur, 39 min. Copyright UNESCO, PAL-G. Version disponible en français.

Recherche participative réalisée par Maria Inácia D'Ávila Neto à partir de jeux de rôles et de vidéo-feedback. Réalisé avec la participation de femmes issues de zones rurales et urbaines, ce film présente leurs idées sur le développement culturel. Ce travail a été présenté à l'occasion de divers séminaires, brésiliens et autres, notamment à Oslo (1987), à La Havane (1988) et à Francfort (1990).

- ◆ **Femmes utopiques**, (1989), couleur, 19 min. Copyright SOCIUS, PAL-G. Version disponible en français.

Recherche dirigée par Maria Inácia D'Ávila Neto et Helena Martinho da Rocha avec la collaboration de Silvia Nunes et de Tania Barros Maciel. Ce film rend compte des idées qu'ont des femmes européennes des groupes de femmes brésiliennes : un groupe d'employées de maison et un groupe d'intellectuelles féministes. Présenté au Jyväskylä Arts Festival, Finlande, juillet 1989.

- ◆ **Langage gestuel féminin**, (1990), couleur, 120 min. Copyright UNESCO et Association Socius. PAL-G. Version disponible en français.

Vidéo-documentaire pour la recherche, coordonnée par Maria Inácia D'Ávila Neto avec la collaboration d'Helena da Rocha et de Silvia

Ballestreri Nunes, sur la gestuelle des femmes au sein d'une association d'artisans de la ville de Coronel Xavier Chaves, région rurale de l'État de Minas Gerais (Brésil). Jeux de rôles et vidéo-feedback.

- ◆ **O Espelho da memória - Le miroir de la mémoire** (1997), couleur, 18 min. NTSC. Version disponible en portugais.

Réalisée dans le cadre d'un projet de recherche "La vidéo appliquée à la recherche psychosociale" conduit par des étudiants de premier, deuxième et troisième cycles, cette vidéo présente les conceptions d'un groupe d'employés dans une société de nettoyage et soulève des questions liées au développement culturel. Cette recherche fait également appel à la technique du vidéo-feedback.

- ◆ **Apresentação do Subprojeto de Mobilização Social e Participação Comunitária - Présentation du Projet de mobilisation sociale et de participation communautaire** (1998). Couleur, 9 min. EICOS/PEAI/PDBG/UFRJ, NTSC. Versions disponibles en anglais et portugais.

Cette vidéo présente les objectifs et les lignes directrices du Programme de dépollution de la baie de Guanabara (PDBG) et du Projet de mobilisation sociale et de participation communautaire, sous la forme d'un résumé des diverses actions conduites par les équipes de projet.

- I) **Relatório visual do PDBG/UFRJ - Rapport Visuel du PDBG/UFRJ** (1998), couleur, 20 min. NTSC. Version disponible en portugais.

Premier document réalisé par l'équipe vidéo du PDBG, ce Rapport visuel expose les premières actions de l'équipe du Projet de mobilisation sociale et de participation communautaire au terme de trois mois d'enquête de terrain.

- II) **Relatório visual do PDBG/UFRJ - Rapport Visuel du PDBG/UFRJ** (1998), couleur, 23 min. NTSC. Version disponible en portugais.

Deuxième vidéo réalisée sur les enquêtes de terrain et leurs premiers résultats dans les sept municipalités couvertes par le PDBG. Entretiens avec les coordonnateurs de l'action sur le terrain, les représentants locaux et les habitants.

III) reinamento/Sensibilização Ambiental de Lideranças – Formação/Sensibilisation des responsables à l’environnement. (1998), couleur, 14 min. NTSC. Version disponible en portugais.

Cette vidéo, sur les étapes de la formation à la sensibilisation des responsables communautaires aux questions environnementales, a été réalisée dans les sept municipalités couvertes par le PDBG. Cette vidéo est conçue pour servir de guide de formations. Elle présente également le Séminaire d’intégration d’Acari avec la dernière étape de cette formation où ont été regroupés les projets élaborés par le Séminaire en vue de produire un Agenda 21 local.

IV) Gleba Modesto Leal (1998), couleur, 3 min. NTSC. Version disponible en portugais.

Film réalisé à la demande de la municipalité de Nova Iguaçu (État de Rio de Janeiro) lors de l’inauguration d’un refuge situé sur le site de Gleba, une réserve écologique. Cette vidéo présente un bref historique de la conservation du site et illustre l’importance qu’elle revêt pour la population locale.

V) Associação Comunitária Nossa Senhora do Carmo. Reciclagem Comunitária de lixo - Association Communautaire Nossa Senhora do Carmo. Recyclage communautaire de déchets (1998), couleur, 10 min. NTSC. Version disponible en portugais.

Cette vidéo réalisée par le PDBG montre le travail communautaire de collecte et de recyclage des déchets réalisé au sein d’une coopérative par un groupe de femmes de la municipalité de Nova Iguaçu.

VI) Bacia Hidrográfica – Bassin hydrographique (1999), couleur, 6 min. NTSC. Version disponible en portugais.

Vidéo présentant l’utilisation du bassin hydrographique de la baie de Guanabara, les problèmes qui s’y posent et les solutions apportées par le PDBG.

VII) Uso de Ervas Mediciniais no Tinguá - Utilisation des plantes médicinales au Tinguá (1999), couleur, 7 min. NTSC. Version disponible en portugais.

Cette vidéo, réalisée par le PDBG, offre un bref aperçu de l’utilisation et

de la culture de plantes médicinales par les populations voisines de la réserve biologique du Tinguá s'étendant sur les communes de Duque de Caxias, Nova Iguaçu et Miguel Pereira à Rio de Janeiro.

VIII) Mulheres e o Ensino Superior no Brasil. - Les Femmes et l'enseignement supérieur au Brésil (1998), couleur, 21 min. NTSC. Version disponible en anglais.

Cette vidéo aborde, à travers les récits de la vie de femmes et de représentants communautaires de Rio de Janeiro, la relation entre le travail communautaire et le savoir universitaire, l'intégration de ces deux savoirs conduisant à l'autonomisation.

IX) Antonio Gomes Penna. Vida e obra. Projeto Memória Viva da Psicologia - Antonio Gomes Penna. Sa vie et son œuvre. Projet mémoire vivante de la psychologie (1999), couleur, 24 min. NTSC. Version disponible en portugais.

Réalisée avec la collaboration du Conseil fédéral de psychologie, cette vidéo présente l'une des personnalités les plus marquantes du développement de la psychologie au Brésil, le professeur Antonio Gomes Penna.

X) Mulheres fora do lugar – Femmes en dehors de leur place (1999), couleur, 12 min. NTSC. Version disponible en portugais.

Vidéo réalisée à partir d'entretiens avec des femmes et des représentants de communautés défavorisées. Ces entretiens signalent les difficultés d'accès des femmes à la vie publique. Cette vidéo a été finalisée grâce à l'analyse des entretiens classés en catégories selon la méthode de **Collier**.

XI) Oficina de cidadania da mulher - Atelier de citoyenneté de la femme (2000), couleur, 16 min. NTSC. Version disponible en portugais.

Cette vidéo présente les différentes étapes de la réalisation d'une expérience pilote d'un « atelier de citoyenneté de la femme », ainsi que les concepts qui la sous-tendent. Elargissant le champ de la recherche sur la méthodologie participative, la conception de cet atelier s'articule autour de quatre axes d'autonomisation : cognitif, psychologique, économique et politique.

XII) As Bordadeiras - Les brodeuses (2001), couleur, 37 min. NTSC, Pal-G, Versions disponibles en Français, anglais et espagnol. Original en portugais.

Une association de brodeuses d'abrolhos, dans une petite ville située dans l'État de Minas Gerais, a fait l'objet d'une nouvelle étude par l'équipe de chercheurs onze ans après une première visite. Ces chercheurs débattent du rôle de la participation communautaire dans le **développement**.

Prof. Joseph Ferrer Llop

Red Mundial para la Innovación en la Educación Superior

(GUNI)

Universidad Politénica de Cataluña, Barcelone, España

1. Antecedentes

A raíz de la Conferencia Mundial sobre Educación Superior que se celebró en París en octubre de 1998, la Cátedra UNESCO de Dirección Universitaria (CUDU) de la Universidad Politécnica de Cataluña (UPC) se ofreció a la UNESCO para dar continuidad a la Conferencia Mundial y, conjuntamente con la Universidad de las Naciones Unidas (UNU) y la División de Educación Superior de la UNESCO, propuso la creación de una Red Mundial de Cátedras UNESCO.

Un año más tarde, en septiembre de 1999, en el curso de una reunión a la que asistieron representantes de más de 20 Cátedras UNESCO de cuatro continentes, se establecieron las bases sobre las que debía estructurarse la Red Mundial para la Innovación en la Educación Superior (GUNI), firmándose el correspondiente acuerdo de creación. Algunos meses más tarde, en marzo de 2001, se constituyó en Barcelona la Asamblea General de la GUNI, bajo la presidencia del entonces rector de la UPC, Dr. Jaume Pagès. En la misma reunión, de conformidad con los estatutos aprobados, se nombró Director Ejecutivo, al entonces Jefe del Gabinete del Rector de la UPC, Xavier Marcet, sustituido recientemente por el director técnico de la Cátedra UNESCO de Dirección Universitaria, Joan Cortadellas.

Los objetivos fundacionales de la GUNI son los siguientes:

- ✓ Apoyar la Declaración y el Marco de Acción Prioritaria aprobados en la Conferencia Mundial sobre Educación Superior (CMES) con vistas a fortalecer el desarrollo local, regional e internacional, y reducir la creciente diferencia entre los países industrializados y los países en vías de desarrollo en los ámbitos de la enseñanza superior y la investigación.
- ✓ Desarrollar el Foro internacional UNESCO/UNU, tal como se prevé en el párrafo 6.i) del Marco de Acción Prioritaria adoptado por la CMES, y proponer un enfoque global de los problemas e investigar las soluciones posibles, partiendo de la base de que la educación superior constituye un medio esencial de desarrollo en una sociedad basada en el conocimiento.
- ✓ Contribuir a la reforma y renovación de las políticas de educación superior y estimular los esfuerzos en pro del desarrollo de la educación superior en el mundo, reforzando la investigación sobre la educación superior y contribuyendo a la concreción de obje-

tivos clave como el acceso, la equidad, la calidad, la pertinencia, la diversificación y la transferencia de conocimientos y tecnología.

- ✓ Contribuir a la investigación y fomentar los factores susceptibles de promover el progreso de la educación superior en los países más desfavorecidos.
- ✓ Contribuir al fortalecimiento de la cooperación entre las instituciones de educación superior y el mundo del trabajo.
- ✓ Contribuir a la evaluación de los progresos logrados en la ejecución de las decisiones de la CMES.
- ✓ Cooperar con el Comité Internacional y los Comités Regionales en el seguimiento de la CMES promovido por la UNESCO
- ✓ Fomentar y reforzar la cooperación y los intercambios entre las distintas redes regionales de la UNESCO.
- ✓ Empezar cualquier otra actividad compatible con la misión y los objetivos de la GUNI.

De conformidad con estos objetivos fundacionales y en el contexto de su plan de acción inmediato, la GUNI se propone promover también:

- ✓ Los acuerdos de la Conferencia Mundial sobre Educación Superior y su seguimiento, conjuntamente con la ONU.
- ✓ La elaboración de un Informe Mundial sobre la Educación Superior.

Desde sus inicios, la GUNI cuenta con el apoyo logístico de la UPC, que asume su Secretaría por intermedio de la CUDU y apoya la publicación de:

- ✓ El Boletín de Educación Superior de la GUNI, editado mensualmente por la Conferencia de Rectores de las Universidades Españolas (CRUE) y la CUDU.
- ✓ La página web de la GUNI (www.guni-rmies.net).

2. Actividades realizadas

Debido a los relevos en los órganos de gobierno de la UPC y de los responsables que inicialmente la impulsaron, la GUNI llevó a cabo una escasa actividad desde su creación hasta principios del año 2003. A partir del mes de enero de este año, la UPC retomó los compromisos contraídos con la UNESCO y reemprendió el proyecto GUNI, trabajando en la

consolidación de sus principios fundacionales y la vertebración definitiva de la red mundial para la innovación que se pretendía constituir.

Como consecuencia de la dinámica creada por la renovación de los compromisos, en su intervención en la reunión de los interlocutores de la educación superior celebrada del 23 al 25 de junio de 2003 en la sede de la UNESCO, el Rector de la UPC, Dr. Josep Ferrer Llop, recapituló las actividades de la GUNI y sus proyectos inmediatos en estos términos:

- ✓ “[...] Consolidando aún más esta colaboración, la UNESCO, la Universidad de las Naciones Unidas (UNU) y la Universidad Politécnica de Cataluña (UPC) crearon en 1999 la Red Mundial para la Innovación en la Educación Superior (GUNI), cuya Secretaría se estableció en la Cátedra UNESCO de Dirección Universitaria (CUDU) de la UPC.
- ✓ La GUNI está integrada por Cátedras UNESCO, instituciones de investigación sobre la educación superior y entidades dedicadas a actividades relacionadas con la innovación y los cambios en la enseñanza superior, que están situadas en las cinco regiones de la UNESCO: África, América Latina y el Caribe, Asia y el Pacífico, Estados Árabes, y Europa y América del Norte.
- ✓ La misión de la GUNI consiste en contribuir al fortalecimiento de la educación superior en el mundo, en especial mediante la aplicación de la Declaración y del Marco de Acción Prioritaria aprobados en 1998 por la Conferencia Mundial sobre la Enseñanza Superior.
- ✓ Desde su creación, la GUNI ha realizado las siguientes actividades:
 - La celebración de su Asamblea General en 2001, en Barcelona, durante la cual los representantes de las distintas Redes Regionales, el Director de la División de Enseñanza Superior de la UNESCO, el Rector de la UNU y el Presidente de la GUNI aprobaron los estatutos de la GUNI.
 - La edición Boletín de Educación Superior, que consiste en un informe conciso en inglés y español sobre un tema de enseñanza superior, que se envía mensualmente a más de 3.000 universitarios del mundo entero.
- ✓ Una de las actividades más importantes proyectadas por la UNESCO es la elaboración de un Informe Mundial sobre la Educación Superior, a fin de propiciar el debate sobre este tipo de educación y ayudar a las universidades del mundo entero a cumplir su objetivo social.

- ✓ Teniendo en cuenta que la elaboración del informe es una actividad a plazo medio, hemos previsto que su primera etapa sea la organización de una Conferencia internacional sobre educación superior para el desarrollo sostenible, que se celebrará por vez primera en el marco del Foro Barcelona 2004.
- ✓ La conferencia se centrará en “El compromiso social de la universidad en el siglo XXI” y abordará cuatro temas que se están definiendo actualmente y estarán relacionados con la formación, la función de vector del progreso social desempeñada por las universidades, la gestión de los conocimientos y la cooperación para el desarrollo.
- ✓ Estamos intentando lograr que cada uno de esos temas sea presentado por un relator de primer plano y autoridad evidente a nivel mundial.
- ✓ Las conclusiones de esa conferencia internacional de Barcelona servirán de base para el futuro Informe Mundial sobre la Educación Superior. Las contribuciones de expertos procedentes de las cinco regiones de la UNESCO representadas en la GUNI completarán ese informe, que se actualizará regularmente y se presentará en cada Conferencia internacional sobre educación superior para el desarrollo sostenible”.

Por consiguiente, la GUNI está trabajando activamente para la celebración de la conferencia internacional de Barcelona y el proyecto de elaboración, difusión y seguimiento del Informe Mundial.

El primer paso decisivo en este sentido se dio en la reunión del Comité Ejecutivo de la GUNI, que se celebró en Barcelona el 24 de octubre de 2003 con la participación de las siguientes personas:

- ✓ Peter Okebukola, Presidente de la Red Regional de África
- ✓ Juma Shabani, Secretario de la Red Regional de África
- ✓ Rodolfo Joaquim Pinto da Luz, Presidente de la Red Regional de América Latina y el Caribe
- ✓ Yunhe Pan, Presidente de la Red Regional de Asia y el Pacífico
- ✓ Qiang Fu, Secretario del Presidente de la Red Regional de Asia y el Pacífico
- ✓ Pornchai Matankhasombut, Vicepresidente de la Red Regional de Asia y el Pacífico

- ✓ Abdel Bagi A.G.Babiker, Presidente de la Red Regional de los Estados Árabes
- ✓ Etienne Bourgeois, Director Ejecutivo de la Red Regional de Europa y América del Norte
- ✓ Marco Antonio Días, representante de la UNU
- ✓ Francisco Seddoh, Director de la División de Educación Superior de la UNESCO
- ✓ Carmen Piñán, de la División de Educación Superior de la UNESCO
- ✓ Josep Ferrer Llop, Presidente de la GUNI
- ✓ Joan Cortadellas, Director Ejecutivo de la GUNI
- ✓ Jacqueline Glarner, de la Secretaría de la GUNI
- ✓ Anna Bonet, de la Secretaría de la GUNI

3. Actividades de las Redes Regionales

Además de las actividades realizadas por la Secretaría de la GUNI, las Redes Regionales han elaborado diversos proyectos que se presentaron en la reunión del Comité Ejecutivo celebrada el 24 de octubre del 2003 en Barcelona. Entre las actividades más destacadas, cabe señalar:

Red Regional de África. African Network for Innovation in Higher Education (ANIHE)

Esta red ha creado el *Virtual Institute for Higher Education Pedagogy*, que ofrece cursos a distancia para educadores (www.nucvihep.net).

La ANIHE se propone colaborar con la GUNI en cuatro ámbitos:

- La organización de seminarios regionales para impulsar los trabajos de investigación sobre educación superior.
- La difusión de prácticas innovadoras de enseñanza y aprendizaje en la educación superior.
- La elaboración de un directorio sobre la investigación relativa a la educación superior en África.
- El apoyo al desarrollo estratégico de tecnologías para la enseñanza superior.

Red Regional de América Latina y Caribe

Esta red ha iniciado sus actividades recientemente y se va a constituir formalmente. Su sede se establecerá en la Universidad Federal de Santa Catarina (Brasil), que asumirá la secretaría de la red.

Los proyectos comenzados se centran en la educación a distancia especializada:

- Proyecto de enseñanza a distancia para profesores iniciado en el estado de Minas Gerais (Brasil).
- Proyecto de aplicación de tecnologías de la información y la comunicación para el desarrollo de la ciencia y tecnología en la Amazonía, en colaboración con la Asociación de Universidades Amazónicas (UNAMAZ), el Programa sobre el Hombre y la Biosfera (MAB) de la UNESCO y la UNU.
- Creación de un Observatorio sobre educación superior en América Central.

Red Regional de Asia y el Pacífico. GUNI Asia and the Pacific (GUNI-AP)

El plan de acción de esta red comprende:

- La investigación sobre innovaciones en los planes de estudio, diversificación de recursos, contratación de personal, formación profesional, creación de alianzas y colaboración internacional.
- La identificación de posibilidades de becas para intercambios de estudiantes, profesores y administradores.
- La organización de un foro de la Red GUNI-AP.
- La asistencia y el apoyo a publicaciones periódicas sobre proyectos innovadores en la educación superior, elaboración de criterios comunes para el control de la calidad y reconocimiento mutuo de titulaciones y calificaciones.

En asociación con otras instituciones, la Red GUNI-AP iniciará también el proyecto de investigación a largo plazo denominado *Trace and case studies of innovation in GUNI-AP member universities*.

Red Regional de los Estados Árabes

Esta red trabajará especialmente en las siguientes áreas: tecnologías de la información y la comunicación en la educación superior; y garantía de la

calidad de la enseñanza y de la acreditación, habida cuenta de que hoy en día un número creciente de instituciones privadas con fines lucrativos compiten abiertamente con las instituciones públicas de educación superior.

Además, esta red será un foro de debate para promover el intercambio de experiencias entre las universidades de los Estados Árabes.

En 2004, la Oficina de la UNESCO en Beirut, que asume la secretaría de la red, empezará a editar una publicación electrónica y creará una base de datos con las instituciones y expertos que pueden participar en las actividades de la GUNI.

Red Regional de Europa y América del Norte. Network for Research and Innovation in Higher Education (RERIES)

Esta red está llevando a cabo cuatro actividades básicas:

- ✓ Un programa de formación de profesores financiado por la Unión Europea, cuyo objetivo principal es promover la cooperación y movilidad entre profesores y estudiantes de Europa y Canadá. Este proyecto empezó el año 2002 y durará un trienio.
- ✓ Un proyecto de investigación realizado por 12 universidades miembros de la RERIES, que versa sobre los cambios que se deben efectuar en la formación del personal académico como consecuencia de las transformaciones ocurridas en la educación superior.
- ✓ Formación de un grupo de expertos en evaluación de la educación superior en Europa.
- ✓ Participación de miembros de la RERIES en múltiples conferencias y seminarios para promover la expansión de la red.

El trabajo que vienen efectuando las Redes Regionales debe servir para establecer una mayor y mejor relación entre las instituciones, así como entre las redes y entre éstas y la Secretaría de la GUNI, por conducto de los mecanismos de información ya existentes y de los que se creen en un futuro inmediato.

4. El impacto socioeconómico y cultural de las actividades de la GUNI

Teniendo en cuenta que la GUNI es una red de redes, es indudable que las actividades realizadas por sus distintas Redes Regionales han empezado

a tener un impacto en las cinco regiones UNESCO, que irá aumentando en el futuro. Esto reviste una importancia especial porque las universidades deben ser un vector de progreso en la construcción de un mundo más justo, solidario y sostenible en el contexto actual de la sociedad del conocimiento y de la información. El impacto económico y sociocultural de las actividades se debe a lo siguiente:

- Los temas que configuran las actividades principales de la GUNI se refieren a la interculturalidad, el desarrollo sostenible, la igualdad entre hombres y mujeres y el acceso a la educación superior, entre otros.
- Las actividades coordinadas por la Secretaría de la GUNI y los proyectos de las Redes Regionales facilitan la circulación de los conocimientos y su aprovechamiento compartido entre universidades de todo el mundo.
- Los proyectos de la GUNI y sus Redes Regionales se dirigen también a universidades ubicadas en países en desarrollo y pretenden ayudarles en la búsqueda de soluciones a sus necesidades específicas. Por ejemplo, dos de los proyectos de la Red Regional de África y de la Red Regional de América Latina y el Caribe propician la utilización de las tecnologías de la información y la comunicación en la educación superior.
- La GUNI coordina todas sus actividades para contribuir a los objetivos del Programa UNITWIN. Una comunicación eficaz y regular debe permitir una estrecha colaboración con el Programa UNITWIN, la UNESCO, la UNU y las Cátedras UNESCO, así como con organizaciones internacionales gubernamentales y no gubernamentales, instituciones de investigación y entidades interesadas en el desarrollo de la educación superior en el siglo XXI.

5. Plan de trabajo

Basándose en todos estos elementos, el Comité Ejecutivo de la GUNI, en su reunión del 24 de octubre de 2003, estableció un plan de trabajo en función de los objetivos inmediatos que se prevé alcanzar en el bienio 2003-2004, a saber:

- 1) La **página web de la GUNI**, que se ha diseñado de nuevo, se actualizará periódicamente con la información procedente de las Redes Regionales, a fin de que pueda servir de elemento de referencia permanente para toda la red.

- 2) El **Boletín de Educación Superior de la GUNI** se seguirá publicando con el tratamiento de nuevos temas y la actualización de los ya elaborados.
- 3) La creación de un **Observatorio Internacional de las Mejores Prácticas Universitarias**. Esta nueva iniciativa de la GUNI tendrá por objetivo identificar y difundir las experiencias que contribuyen a una mejora continua de la educación superior, gracias a la renovación de las políticas y estrategias de las universidades.
- 4) Otro proyecto de la GUNI es la publicación bianual de un **Informe Mundial sobre la Educación Superior**. Cada edición de este informe se centrará en un tema monográfico relacionado con “El compromiso social de la universidad en el siglo XXI”, por ejemplo:
 - La formación de ciudadanos en la cultura del diálogo, la paz y la igualdad.
 - La cooperación para el desarrollo sostenible.
 - El compromiso académico como vector del progreso social.
 - Las sinergias para fomentar la interculturalidad.
 - La participación y corresponsabilización de las personas en la universidad.
- 5) La GUNI presentará el Informe Mundial sobre la Educación Superior en el transcurso de una **Conferencia Internacional sobre Educación Superior para el Desarrollo Sostenible**, que tendrá lugar por primera vez en Barcelona, en octubre de 2004.

Todos estos proyectos, como se ha dicho precedentemente, tienen por finalidad lograr que las universidades participen por conducto de las Cátedras UNESCO en la realización de los objetivos de la Conferencia Mundial sobre la Educación Superior.

Los temas de las actividades principales de la GUNI están relacionados con la interculturalidad, el desarrollo sostenible, el acceso a la educación superior y la igualdad entre hombres y mujeres, por no citar sino los más importantes.

Las actividades coordinadas por la Secretaría de la GUNI y los proyectos de las Redes Regionales facilitan el intercambio de conocimientos entre universidades de todo el mundo, y más concretamente entre las de países desarrollados y las de países en desarrollo.

Prof. Dr Gerald Mader

UNESCO Chair on Peace, Human Rights and Democracy

Selective Survey of Activities,
European University Centre
for Peace Studies (EPU)

Stadtschlaining, Austria

The UNESCO Chair in Peace, Human Rights and Democracy was established at the European Centre for Peace Studies (EPU) in 1996. Although an independent unit, it is fully integrated into the EPU's broad network and makes a key contribution to its international programmes of advanced postgraduate studies and training, research, information, documentation and exchange in the field of human rights, democracy, peace, tolerance and conflict management.

I. Promotion of UNESCO Programmes and the EPU's Mission

In this context, the Chair has focused from the outset on using its dedicated resources to **popularise peace-related UNESCO programmes and promote their implementation.**

A significant thrust of its action has been to provide **postgraduate students** (between 55 and 60 students from around 40 countries attend the EPU'S Certificate and M.A. courses in peace studies during the spring and autumn terms) and other participants in the EPU's wide range of activities with the unique opportunity to further their studies, pursue research and exchange experience on topical human rights and peace-related challenges and issues in line with UNESCO's strategy and main spheres of action.

The Chair therefore developed an **optional study programme** which became part of the EPU's syllabus in 1997. It offers a hands-on approach to issues of peace, human rights and democracy and is periodically updated and developed.

The Chair regularly sends lecturers and students **written material** ranging from key UNESCO documents to reports of international meetings and events, regional seminars and other relevant publications. In addition, students are frequently invited to **participate** in meetings and seminars organised by the Chair which relate to the subjects they study.

The UNESCO Chair's programme is regularly a subject of EPU staff and governing body meetings, while the EPU's quarterly newsletter, *Peace Forum*, keeps a wide readership informed of the Chair's work. Many staff members are regularly involved in activities initiated by the Chair, particularly seminars and international meetings (*see below*).

Between 1997 and 2000 the EPU's President and Chairholder, Dr. Gerald Mader (also Chairman of the Austrian National Commission for UNESCO from 1986 to 2001) gave a **series of lectures** to large audiences on human rights education as part of the 50th anniversary celebrations in 1998 to mark the **Universal Declaration of Human Rights**. He then continued his lectures in the run-up to the **International Year for the Culture of Peace** in 2000 and for other events like the 20th anniversary of the Peace Center Schlaining Castle in 2002¹.

His lectures attracted wide public attention and were acclaimed by large audiences who included many teachers and educators from the Austrian UNESCO Working Group on Human Rights Education, representatives of associated Austrian schools, secondary and higher education teaching staff and education officials. Similarly, Dr. Mader has pursued his lectures, addressing the Plenary Session of the National Commission for UNESCO, as well as EPU academic staff and students.

The EPU and its sister institution, the Austrian Study Centre for Peace and Conflict Resolution (ASPR), regularly issue wide-ranging publications on the Chair's activities, e.g. its research findings, studies, conference and seminar reports. Increasingly, the Chair itself initiates publication.

The Chair has also been highly effective in promoting the EPU's **Peace Library**. As a result of its efforts, a comprehensive inventory of peace-related literature conducted between 1996 and 1997 enabled the library to acquire nearly **1,000 relevant new titles** (many free of charge) by June 2002. This commitment to developing the library has clearly played a key role in the growing numbers of students and visitors it attracts.

The UNESCO Chair has itself also published widely (*see below*). One example is the source book of selected UN and UNESCO documents, published in German in 1997 and in English in 1998. Entitled *Education for Peace, Human Rights and Democracy within the UNESCO Context*, it features backgrounders to how documents originated and interrelate. It was written in collaboration with the Austrian and German National Commissions for UNESCO and has been widely distributed in European countries and to all UNESCO Chairs in Human Rights, Democracy, Peace and Tolerance. The book has also been made available to EPU students, its faculty members from 15 countries, and to many individuals and groups interested in facilitating access to fundamental UN and UNESCO material so closely related to subjects in the EPU's syllabus.

The Peace Centre recently further upgraded its facilities with the creation of the **European Museum for Peace** in the impressive medieval Schlaining Castle. The museum's first exhibition, commissioned by the provincial government, was in 2000. It was the unique "War or Peace. From the Cult of Violence to a Culture of Peace", which was visited by participants from the May 2000 Second International Meeting of Chairholders. The museum then officially opened on 5 May 2001 with a special exhibition, "**Violence – Conflict – Peace – Mediation and Reconciliation**". In addition to its regularly extended and upgraded permanent exhibits, the museum puts on special annual shows, like "Peace – Worldwards" in 2002.

The UNESCO Chair put its dedicated resources at the service of these innovative developments and initiatives at the Peace Centre, while using the centre's new facilities to enrich its own work, particularly through seminars, meetings and publications, as evidenced in its contributions the *Bulletin of UNESCO Chairs in Human Rights, Democracy, Peace and Tolerance*.

II. Subregional UNESCO Seminars and Publication

In its first four years, the Chair's action outside the EPU was especially directed towards initiating and developing subregional co-operation through joint projects. In collaboration with the German, Austrian and Swiss National Commissions for UNESCO, it organised annual **subregional UNESCO seminars** at the EPU in December to mark International Human Rights Day. They attracted up to 50 attendees from as many as eight countries neighbouring Austria. The themes they addressed were:

- ◆ "Education for Human Rights, Peace and Democracy – Role of Teachers Pre-and In Service Training" (1996)
- ◆ "Innovative Approaches to the Improvement of Human Rights Education at School – a Contribution to the 50th Anniversary of the Universal Declaration of Human Rights" (1997)
- ◆ "Potentials and Conditions of Education for a Culture of Peace and Human Rights " (1998)
- ◆ "Education for a Culture of Peace and Human Rights in a Changing World – a Contribution to the International Year for the Culture of Peace, 2000" (1999).

The encouraging results of the first seminars in December 1996 and 1997 confirmed the value of the Chair's initiative in establishing a **Permanent Forum on Peace and Human Rights Education** at the EPU. The forum hosts seminars and roundtables that have made it a focal point for information-gathering, discussion and publications on topical issues, innovative experiences and novel approaches in the field of peace and rights. Principal partners in the Permanent Forum project include the German, Austrian and Swiss National Commissions, the Austrian Ministry of Education and Cultural Affairs and the provincial government of Burgenland. In compliance with the Plan of Action for the United Nations Decade for Human Rights Education 1995-2005, the Chair has also sponsored the establishment of and co-operation with other **focal points** in Austria, like the Service Centre for Human Rights Education, at the Ludwig Boltzmann Institute for Human Rights in Vienna; the Graz Peace Bureau and the Alpen-Adria-Alternativ, a NGO based in the town of Villach.

The UNESCO Chair published reports on all the seminars, once again in co-operation with the German, Austrian and Swiss National Commissions for UNESCO. Published as part of the EPU's series of Schlaining Working Papers, the reports have been widely distributed both in the region and beyond.

Furthermore, growing numbers of Austrian, German and Swiss experts are keenly interested in long-term collaboration with the UNESCO Chair. They are particularly eager to take an active part in future activities at the Permanent Forum on Peace and Human Rights Education. Ten experts in education for peace, human rights, democracy, tolerance and non-violence who have conducted workshops at UNESCO seminars have established a UNESCO Chair **consultative group**. In addition, the Chair lists as "co-operators" the names of many other educationalists and specialists from neighbouring countries who are involved in related activities.

III. Three International Meetings of UNESCO Chairholders in Human Rights, Democracy, Peace and Tolerance

The EPU and its UNESCO Chair worked closely with UNESCO, who provided substantial financial support, to organise the **First International Meeting of Chairholders** in Human Rights, Democracy, Peace and Tolerance at Stadtschlaining in Austria from 22 to 25 April **1988**.

The meeting's high standard, widely acknowledged by attendees, and its outstanding results prompted the UNESCO Secretariat, in agreement with the vast majority of UNESCO Chairs concerned, to entrust the EPU and its Chair with organising the **Second International Meeting**. It took place from 10 to 13 May **2000**, again in Stadtschlaining.

At the same time, Chairholders agreed that the EPU and its Chair should act as the **global co-ordinator** of UNESCO Chairs in Human Rights, Democracy, Peace and Tolerance (*see below*).

Stadtschlaining was once again the venue for the **Third International Meeting of Chairholders**, which took place between 24 and 27 April **2002**. It, too, was organised by EPU and its Chair, working with the World Peace Centre MAEER'S MIT, Pune, India, and its UNESCO Chair as co-organisers. The meeting was also a highlight of celebrations in 2002 to mark the 20th anniversary of the Peace Center Schlaining Castle.

The EPU has thus hosted all the international meetings of UNESCO Chairholders in Human Rights, Democracy, Peace and Tolerance as part of the UNESCO/UNITWIN Programme.

IV. International Bulletin for UNESCO Chairs

The EPU's UNESCO Chair widely disseminated the results of the First International Meeting of Chairholders in an autumn 1998 publication entitled *UNESCO Chairs in the Struggle for Human Rights, Democracy, Peace and Tolerance*. What was more, the meeting also agreed to entrust it with producing a new publication, the *Bulletin for UNESCO Chairs*. Its brief stated that it should be published at least once a year, both in print and on the Web, that it should provide news on the activities of Chairs and address subjects of common interest and problems to be solved.

- ▶ In autumn 1999, after much networking and lengthy consultation with all UNESCO Chairs in its field, the **first issue** of the *Bulletin for UNESCO Chairs* was published. It provided a wealth of information on Chairs' development, activities, innovations and problems. Of 41 Chairs, 28 from all over the world submitted contributions.

- ▶ In line with its mission as global co-ordinator, the Chair published the **second issue** of the *Bulletin* in November 2000. It contained documents approved at the Second International Meeting in May 2000. Thirty-five of the 47 UNESCO Chairs, as well as several partner organisations, contributed wide-ranging news on action they had undertaken.
- ▶ December 2001 saw the publication of the **third issue** under the title *UNESCO Chairs on Human Rights, Democracy, Peace and Tolerance. Bulletin 3 / December 2001*. In addition to contributions from 40 out of the 53 existing Chairs describing their work and development, 20 Chairholders and partners wrote monographs on major topical issues and how they impinged on different regions or countries. They thus gave added substance to the *Bulletin's* content.
- ▶ In the wake of the Chairholders' decision at their third international meeting to widen the EPU UNESCO Chair's mission by making it their global co-ordinator, it published the **fourth issue** of the *Bulletin* in autumn 2002. The issue was devoted to the World Forum of UNESCO Chairs, which took place at UNESCO's Paris Headquarters from 13 to 15 November 2002. It profiled all the attendees at this keynote event, while also publishing documents in English, French and Spanish from the Third International Meeting. The vast majority of the now 55 Chairs sent in news reports, while 24 authors (four up on the previous issue) submitted monographs and essays.

The fourth issue of the *Bulletin* included the *Final Report* of the UNESCO Chairholders' Third International Meeting. Of particular interest on the agenda was the motion that human rights research should be a central plank of UNESCO Chairs' future action. Assistant Director-General for Social and Human Sciences, Mr. Pierre Sané, passionately argued for Chairs to become more actively involved in the advancement of human rights through research and education.

The *Final Report* also featured the Chairholder's sentiment that in five years the EPU Chair had successfully made the *Bulletin* "a rich source of information and an expressive chronicle of Chairs' development [and] a substantial connecting link between International Meetings". He added that provided a forum of exchange of views and experience between Chairs, but also with their outside partners.

- The **fifth issue** of the bulletin is currently under preparation. It is due out in December 2003.

Access to Back Issues of the Bulletins

Detailed résumés of all back issues of the *Bulletin* (editorials, introductory remarks, documents from the three international meetings; UNESCO Chairs' contributions, essays, monographs, and additional material and annexes) can be obtained on the EPU's website at <http://www.aspr.ac.at/unesco/downloads.htm>. It is hoped this resource will help spur the EPU UNESCO Chair's project for an on-line **Chairholders Public Forum**. Working in close consultation with UNESCO and the UNESCO Chair for the Promotion of the Culture of Peace at Manipal Academy of Higher Education, India, the Chair has already taken steps to put in place the Internet project. A detailed breakdown can be found in the Annex under the title, "Framework of the Chairholders Public Forum on the Internet' (Part A: Public Information on Documents and Materials)".

Individual copies of the *Bulletin* and selected contributions are also available. A limited number of remaining copies of all four issues are obtainable by request from the EPU while stocks last. This offer is aimed particularly at newly established Chairs seeking information and reference material. Selected contributions can be obtained directly from the UNESCO Chairs or authors concerned. If necessary, the EPU is willing to act as a go-between.

IV. New North-South Research Project

Among the activities undertaken to mark the 20th anniversary of the Peace Center Schlaining Castle, a comprehensive research project into the challenging issue of the North-South Divide got underway in September 2002. It seeks to analyse the main reasons behind the yawning gap between the rich North and the poor South and to outline possible focus areas for action to narrow it.

The first step involves defining economic, social, cultural, ethnic, political, military and other aspects most relevant to a complex research concept that seeks to encompass all the most significant issues in the North-South Divide. Described in these terms, the research concept needs to be further developed.

The EPU's UNESCO Chair is to keep other Chairs informed of progress on the project, which is fully in line with UNESCO's new research strategy. A number of Chairs with advanced experience in the field and interested in taking part will be invited to join this unique research project. It is hoped they will make a significant contribution to finding appropriate responses to the challenges the project faces at this stage in its development.

Among the assumptions on which the project is predicated is that a culture of peace requires the end of war. Consequently, nobody dealing with the issues of a culture of peace can afford to overlook questions related to security and the challenges of security policy. The notion of a culture of peace has to be considered in terms of its close relationship with security policies and the way in which they impact on it – either in a positive or negative way. As long as the so-called “logic of war” goes unchallenged, efforts to develop a culture of peace remain superficial. This also applies to a certain extent to the so-called “war on terrorism”.

The research project is based on the assumption – to be further explored – that in addition to neo-liberal policies, dominant security policies, too, negatively affect the construction of a culture of peace and efforts to bridge the gap between North and South. The most difficult task facing the project will be draw up realistic prospects and proposals for globalisation with a human face and for different kinds of security policy.

Today, Western countries are in the enviable position of waging no war on each other or within their own borders. But what must happen and what be done to stop and prevent them from waging on other countries? According to traditional views, security depends on strength and superiority. Based on this ideology of might, the powerful have always legitimised and justified their wars since the time of Thucydides. Even today, their maxim remains *si vis pacem, para bellum*. The theoretical basis behind this strategy is so-called “Neorealism”, which led to the irrational arms race of the Cold War. It is our conviction that this kind of security policy does not seek to avoid deploying military power in pursuit of national interests, but deliberately expands the infrastructure of war, i.e. armies and weaponry. Such a policy is anachronistic since the major problems of the 21st century will not be resolved by military means. Yet since September 11, war-oriented security policies have gained fresh impetus and have become a mainstream part of international policies, at the expense of peace-oriented security policies.

The task facing civil society and those committed to a culture of peace is to forge a new way of thinking and talking about security policies, which argues against resorting to war in favour of strengthening sustainable international law and the United Nations Charter. The North-South research project will make a substantial contribution towards that end.

Prof. Valdiodio Ndiaye

Chaire UNESCO en sciences de l'éducation.

Ecole normale supérieure
de l'Université Cheikh Anta Diop

Dakar, Sénégal

Introduction

Au Sénégal, l'enseignement et la recherche en éducation ont longtemps été absents des cursus universitaires jusqu'à une période récente. Il aura fallu attendre le milieu des années 1990 pour voir apparaître une structure entièrement vouée à ces deux missions. Ce type d'enseignement était jusqu'alors absent des préoccupations de la communauté universitaire qui s'en remettait à l'idée traditionnelle qui veut que la maîtrise des contenus importe seule et suffit à l'enseignement des connaissances.

En outre, la recherche en éducation apparaissait, aux yeux de l'ensemble de la communauté universitaire, comme une recherche de bas niveau réservée à des universitaires incompetents. C'est dans cet environnement que les responsables de l'École normale supérieure, appuyés par les plus hautes autorités de l'Université Cheikh Anta Diop, ont introduit une requête auprès de l'UNESCO en vue de la création d'une structure vouée précisément à promouvoir l'enseignement et la recherche en éducation au sein de notre Université : la Chaire UNESCO en sciences de l'éducation (CUSE).

Valdiodio NDIAYE

MAÎTRE DE CONFÉRENCES

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1. La CUSE, un exemple réussi de coopération multilatérale

Inaugurée le 1^{er} décembre 1994 à l'École normale supérieure de l'Université Cheikh Anta Diop, la Chaire UNESCO en sciences de l'éducation (CUSE) a vu le jour en réponse à l'introduction d'une requête de l'UCAD auprès de l'UNESCO. Cette Chaire est à vocation sous-régionale, voire régionale, de par les nationalités représentées par ses étudiants originaires bien entendu du Sénégal, mais également de plusieurs pays francophones d'Afrique de l'Ouest, (Burkina Faso, Guinée, Mauritanie, Togo, etc.) ainsi que d'Afrique Centrale (Cameroun, République centrafricaine) et de la région des Grands Lacs (Rwanda, Burundi).

Les origines de ses enseignants lui confèrent également une dimension mondiale et non pas seulement africaine. Outre les enseignants sénégalais de nos universités, la CUSE sollicite les interventions d'enseignants africains de toutes les régions du continent (maliens, burkinabés, ivoiriens, marocains et tunisiens, etc.) grâce à l'appui de l'Agence universitaire de la francophonie, ainsi que d'enseignants des pays du Nord (Belgique, France, et Canada) en application d'accords passés avec plusieurs universités de ces pays. Il est à signaler que le professeur titulaire, responsable scientifique des recherches de DEA en sciences de l'éducation de la CUSE, sélectionné d'un accord parties entre l'UCAD et l'UNESCO, lors de la création de la Chaire, est un ressortissant belge qui a contribué au rayonnement de notre structure en Europe francophone et au Canada.

2. La CUSE, des résultats très satisfaisants

Cette notoriété internationale permet à la grande majorité de nos diplômés de DEA de s'inscrire en thèse en Belgique, en France et au Canada.

Il convient de signaler que, depuis l'année universitaire 2002/2003, toutes les places de 2^e cycle en Sciences de l'Éducation (Licence et Maîtrise) sont prises. Dans le même temps, des candidats à l'inscription aux deux options du DEA (Analyse et évaluation des systèmes éducatifs, et Didactique des disciplines) continuent à être refusés tant la demande est forte. Depuis sa création, la CUSE a permis à 35 auditeurs (c'est ainsi que nous appelons nos étudiants dont la plupart sont enseignants) de décrocher un DEA dans l'une ou l'autre des deux options mentionnées ci-dessus.

3. La CUSE de l'ENS-UCAD

A organisé le 18^e Colloque de l'AIPU (Association internationale de pédagogie universitaire), du 5 au 7 avril 2001, sur les stratégies de réussite dans l'enseignement supérieur auxquelles ont participé plus de 200 participants. Cette manifestation a été couplée avec les 3^e Journées internationales de l'ENS et les 2^e Assises du CIFFERSE (Centre international francophone pour la formation, l'éducation, la recherche en sciences expérimentales) sur l'enseignement des sciences expérimentales.

4. La CUSE primée lors du 10^e Forum mondial des Chaires UNESCO

Un des plus beaux résultats obtenus par la CUSE est le prix qui lui a été décerné lors du 10^e Forum mondial des Chaires UNESCO, organisé à Paris du 13 au 15 novembre 2002. Ce trophée honore non seulement la Chaire UNESCO en sciences de l'éducation de l'école normale supérieure, mais également toute l'Université Cheikh Anta Diop. Sur les 500 Chaires UNESCO en lice dans le monde entier, seules 17 Chaires ont été primées au petit nombre desquelles figurait notre CUSE. Ce prix récompense 8 années de constante rigueur et de coopération internationale bien menée.

5. Impacts de la Chaire UNESCO dans le milieu

Le plus spectaculaire des résultats obtenus par la création de la Chaire UNESCO en sciences de l'éducation dans notre Institution a été l'invitation qui nous a été faite en 2001 par les plus hautes autorités de notre pays de faire évoluer l'ENS actuelle, de la Faculté de Sciences de l'Éducation et de Formation, pour répondre aux importants besoins d'enseignants de qualité identifiés dans le Plan décennal de l'éducation et de la formation (PDEF).

Un autre impact positif a été l'inscription de nos diplômés, non seulement dans les universités de leur pays d'origine (Burkina Faso, Burundi, Guinée, République centrafricaine, Rwanda, Togo), mais également dans plusieurs universités des pays du Nord, notamment Mme Gaudence à l'Université de Sherbrook.

Grâce essentiellement à la Chaire UNESCO en Sciences de l'Éducation, la connaissance et la reconnaissance des sciences de l'éducation dans nos universités africaines favorisent une prise en compte progressive de cette filière dans les nouveaux programmes de formation des enseignants.

6. Perspectives

Prenant appui sur la CUSE, nous avons mis sur pied, en partenariat avec un consortium d'universités belges, un Centre de Formation d'expertise sur les systèmes éducatifs africains (10 apprentis experts : 5 sénégalais et 5 autres ressortissants africains), ainsi qu'un Observatoire régional des Systèmes éducatifs africains (ORSEA) et un Centre de ressources chargé de fournir aux apprentis-experts l'environnement bibliographique et technologique nécessaire à la réalisation d'expertise (PIP/CESEA). S'inspirant surtout du compagnonnage, cette formation, étalée sur 5 ans, prévoit un programme d'enseignement assuré par des experts belges, à raison de 6 semaines par an pendant les 3 premières années. Les 2 dernières années consistent en une expertise grandeur nature sur le terrain. La définition des compétences, ainsi que leur rapprochement et regroupement, n'ont été possibles dans le cadre du PIP/CESEA (Projet d'initiative propre/Centre d'expertise en évaluation des systèmes éducatifs) que grâce à la Chaire UNESCO en sciences de l'éducation.

Un Réseau des Anciens Auditeurs et Diplômés de la CUSE (RA.A.DI. C.U.S.E) abrité et créé notamment par la CUSE en 2002, s'est constitué à l'occasion d'une opération portes ouvertes.

Dans l'immédiat, la Chaire se propose de promouvoir le réseau des Chaires UNESCO africaines afin d'en accroître la visibilité et la complémentarité. Ce réseau serait de nature à faire naître des pôles d'excellence complémentaires autour de lui où chaque Chaire serait un point focal africain dans un domaine de spécialités réunissant une masse critique de compétences, dont la mobilité garantirait l'immédiate crédibilité de nos formations. Les formations dispensées par la Chaire UNESCO en Sciences de l'Éducation de l'École normale supérieure de Dakar pourraient, selon nous, entraîner la synergie de compétences, aujourd'hui dispersées, et participer à la mise sur pied d'un Cabinet d'expertise sur l'Analyse et l'Évaluation des systèmes éducatifs africains, d'un Observatoire régional des systèmes éducatifs africains (ORSEA) et d'un Centre de ressources

en partenariat avec la coopération belge (PIP/CESEA). La mise en réseau spontanée des Diplômés de la Chaire UNESCO à l'occasion d'une journée porte ouverte constitue déjà un grand encouragement dans cette voie.

7. La CUSE fait valoir la nécessité de créer un Doctorat unique à l'Université Cheikh Anta Diop (UCAD) de Dakar.

Nous souhaitons que l'UCAD nous autorise à sanctionner les recherches doctorales du 3^e cycle par une thèse unique. En effet, les étudiants africains diplômés de notre DEA poursuivent leurs études dans les pays qui leur en offrent la possibilité et qui mettent la réussite de ces doctorants à l'actif de leurs universités alors même que c'est à l'UCAD que revient le mérite de les avoir initiés à la recherche. A ce jour, nous avons été informés que 5 auditeurs diplômés de notre DEA et acceptés dans des universités canadiennes, françaises et belges, ont pu soutenir une thèse unique, pendant que 8 autres inscrits poursuivent leurs recherches doctorales.

Aujourd'hui, l'UCAD accède à notre demande en appliquant une réforme dite des 3, 5, 8, instaurant la thèse unique pour l'année universitaire 2004/2005. Gageons que cette réforme nous permettra d'accomplir les missions que nous nous sommes assignées au sein de la Chaire UNESCO en Sciences de l'UNESCO.

8. Conclusion

La CUSE est un bon projet par ses multiples retombées et les espoirs qu'elle fait naître dans le système éducatif au Sénégal aussi bien que dans l'ensemble de l'Afrique francophone. Elle l'est également par ses nombreuses réalisations, mais surtout par la dynamique qu'elle instaure dans notre Université et dans les pays francophones africains. Elle est enfin un bon projet par les perspectives qu'elle ouvre et les espoirs réalistes que ses réalisations soulèvent.

Prof. Dimitra Papadopoulou

UNESCO Chair in Education for Human Rights and Peace

Institute of Education
for Peace, Aristotle University
of Thessaloniki (AUT),
School of Psychology

Thessaloniki, Greece

Unitwin / UNESCO Chairs Award Winner (November 2002)

The UNESCO Chair on Education for Human Rights and Peace at the Aristotle University of Thessaloniki (henceforth A.U.Th.), Greece, was founded at the beginning of 1997 by a bilateral Agreement between UNESCO and the Aristotle University. The Chair is attached to A.U.Th., which is the largest University of South-East Europe with **10** Faculties, **44** Schools, **2,200** Faculty Members and about **70,000** students.

The purpose of the UNESCO Chair is, according to Article 2 of the Agreement, “to promote an integrated system of research, training, information and documentation activities in the field of human rights, peace and democracy at local, sub-regional and regional level”.

Historical Background

The UNESCO Chair was established through a combination of the following educational and community-oriented activities on Education for Human Rights and Peace at the Aristotle University of Thessaloniki, at the local level, within the city of Thessaloniki, and at the national level:

- a) *An Interfaculty, Interdisciplinary Programme on Education for Human Rights and Peace*, entitled “Contemporary World Problems and the Scientist’s Responsibility”, which has been regularly offering classes to students of all A.U.Th. Schools since 1993.
- b) The predecessor of this Interfaculty Programme, which was the *Programme of Education for Peace*. This Programme started at the School of Psychology (A.U.Th.) in 1986 and expanded into a Post-graduate Research Project on “Greek Schoolbooks and Education for Peace” (1988-1992).
- c) The educational activities of the *Institute of Education for Peace*, a Greek NGO working on Education for Human Rights and Peace, which implements community interventions and educational activities both at local and national levels.

(Founder: Professor **Dimitra Papadopoulou**, 1986)

(Professor Dimitra Papadopoulou has been directing the above academic activities since 1986).

Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed.

(Constitution of UNESCO, 1945)

Main Activities

The UNESCO Chair at A.U.Th. conducts academic-educational and community-oriented activities. Academic activities include an undergraduate and a graduate course, whereas community-oriented activities involve specific initiatives ranging from training courses, conferences and seminars, to cultural events (art exhibitions, concerts, theatre, etc.).

Since 1997, the UNESCO Chair has focused its activities on introducing and promoting - in the University, but also in primary and secondary education curricula - the concepts of human rights and peace, and the values of the Culture of Peace. The aim of these activities is to sensitize various target groups or the public at large to issues of human rights, peace, non-violence, democratization etc.

The activities of the UNESCO Chair have been designed in the spirit of:

- i) the celebrations for the 50th Anniversary of the Universal Declaration of Human Rights, 1998
- ii) the United Nations Decade for Human Rights Education, 1995-2004
- iii) the UNESCO Transdisciplinary Project "Towards a Culture of Peace"
- iv) the celebrations for 2000 - International Year for the Culture of Peace
- v) the International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010.

The **academic activities** of the UNESCO Chair constitute an essential part of its presence and work at the Aristotle University of Thessaloniki. In the context of its academic work, the UNESCO Chair runs two Academic Programmes on Education for Human Rights and Peace:

1. At undergraduate level, an **Interfaculty, Interdisciplinary Academic Programme on Education for Human Rights and Peace**, entitled "Contemporary World Problems and the Scientist's Responsibility: an Interdisciplinary Approach". The UNESCO Chair offers the above Programme to undergraduate students of almost all A.U.Th Schools. The Programme is delivered by invited lecturers from various University Schools **who contribute on a voluntary basis**. The Programme was designed and is directed by the UNESCO Chairholder Professor Dimitra Papadopoulou.

From the beginning of 1997 until the spring semester of 2003 (a total of **13** semesters), **eighty (80) Professors** taught in the Programme, including

mainly lecturers from A.U.Th., but also from other Universities (University of Thessalia, Greece, University of Bielefeld, Germany, etc). Professors from as many as **twenty five (25) University Schools** participated, among with the Schools of: Law, Psychology, Physics, Biology, Chemical Engineering, Medicine, Philosophy, Education, Classics, and History.

The course content is structured around 5 major themes as follows:

- 1) *Education for Human Rights and Peace. Towards a Culture of Peace*
- 2) *International Relations, International Organizations, Law and Human Rights*
- 3) *Contemporary World Problems*
- 4) *Issues of Economy, Development and Environmental Protection*
- 5) *New Technologies, New Scientific Developments and Their Impact on Society*

In total, sixty (60) lectures were given on subjects such as:

- ✓ *Culture of Peace – Basic Concepts and Programmes of Action*
 - ✓ *The Rights and Protection of Political Refugees*
 - ✓ *Non-Violence and Peace Research*
 - ✓ *Chemical Weapons and their Consequences*
 - ✓ *New Biotechnologies and Bioethical Issues*
 - ✓ *Violence against Children: Protection of their Rights*
 - ✓ *The Right to Religious Freedom and Equality*
 - ✓ *Xenophobia, Racism, Social Exclusion, etc.*
2. At postgraduate level, the UNESCO Chair has been participating, since 1998, in the **European Master's Degree in Human Rights and Democratization**. The programme is organized in cooperation with 28 Universities from all the Member States of the European Union, and is coordinated by the University of Padova.

The lectures given in Thessaloniki have focused on the following three (3) thematic areas:

- a) Human Rights, Issues of International Law and International Relations
- b) Issues of Peace and Human Rights Education. Towards a Culture of Peace
- c) Contemporary World Problems and the Scientist's Responsibility

Some of the subjects taught in the Programme are the following:

- ✓ UNESCO's Contribution to the Promotion of Human Rights, Democracy, Peace and International Understanding
- ✓ International Protection of Children's Rights and the Role of UNICEF
- ✓ Women's Rights and Democratic Education: Discussing Gender, Democracy and Citizenship
- ✓ The Right to Nationality: International Conventions on Nationality, Stateless persons, Women, Refugees and Minorities, etc.

Since 1998, the UNESCO Chair has selected, among a large number of candidates, nearly **thirty (30)** University graduates from all parts of Greece to study in other European Union Universities in the framework of this Programme.

In the context of the UNESCO Chair's participation in the above post-graduate Programme, several M.A. Theses have been prepared at the Chair at A.U.Th.. Among the topics covered were the following:

- a) *Empowering Human Rights Education for the 21st century. Obstacles and Challenges* by Ms Corinna Greco, Supervisor: Professor Dimitra Papadopoulou
- b) *Religious Minorities (Aperçu sur la Protection des Minorités Religieuses)* by Ms Ana Gabrielian, Supervisor: Professor Dimos Tsourkas
- c) *Romania: Multilingual and Civic Education as a Basis for a Human Rights Culture* by Ms Elena B. Radulescu, Supervisor: Professor Dimitra Papadopoulou
- d) *The Impact of State Policies and Practices in Pakistan on Girls' Right to Education. Lessons to be Learnt for the Reconstruction of Girls' Education in Afghanistan?* by Ms Rosemarie Hammerer, Supervisor: Assoc. Professor Vassiliki Deliyanni-Kouimtzis , etc.

The UNESCO Chair has also developed a wide range of activities regarding Education for Human Rights and Peace in Schools. These activities include:

3. **Collaboration with the Ministry of Education and Greek School Teachers.** The Chair fostered close cooperation and joint activities with school teachers at all levels of education, with a view to promoting the principles of the Culture of Human Rights and Peace in primary

and secondary schools throughout Greece. The Chair's interest in such cooperation grew considerably during the year 2000, *the International Year for the Culture of Peace*.

In the context of this cooperation, in 2001, the UNESCO Chair at A.U.Th. established the **National Network of Schoolteachers for a Culture of Peace and Non-Violence**, a peace movement led by Greek educators. The aim of this Network is for all participants to promote – through their teaching practice and combined efforts – the principles of the Culture of Peace as outlined by the United Nations and UNESCO, according to the principles of the *International Decade for a Culture of Peace and Non-Violence for the Children of the World*.

In the context of this cooperation, in 2001, the UNESCO Chair at A.U.Th. established the **National Network of Schoolteachers for a Culture of Peace and Non-Violence**, a peace movement led by Greek educators. The aim of this Network is for all participants to promote – through their teaching practice and combined efforts – the principles of the Culture of Peace as outlined by the United Nations and UNESCO, according to the principles of the *International Decade for a Culture of Peace and Non-Violence for the Children of the World*.

To date, more than **550** teachers in primary and secondary education all over Greece, of all disciplines, have joined the “National Network of Schoolteachers”, which is the principal instrument of cooperation between the UNESCO Chair and the Greek teachers in their joint efforts to promote the Culture of Human Rights and Peace in Greek schools.

4. A Programme for the Sensitization of Youth to Human Rights and Peace, implemented by the UNESCO Chair, in collaboration with the Institute of Education for Peace (launched in 1998).

The aim of this Programme of Education for Human Rights and Peace in Schools is to familiarize and sensitize pupils to basic concepts of human rights and peace, through exercises and games of experiential learning. The educational material used is taken from relevant publications of the United Nations, UNESCO, UNICEF and other International Organizations.

Since 1998, several educational interventions have taken place in schools of Thessaloniki and other cities, all over Greece. During the

interventions, which usually last 1-2 days, pupils have the opportunity to acquire essential knowledge on human rights and peace concepts.

As a result of these educational interventions, a teacher's book entitled *"The alphabet of Human Rights Education and Peace"* was published by the UNESCO Chair, A.U.Th., Thessaloniki, in December 2001.

Among the various, multidimensional activities of the UNESCO Chair at A.U.Th., is also the Chair's collaboration with the Greek Armed Forces:

5. The UNESCO Chair has regularly collaborated with the **National Armed Forces** since 1998. This consists in the delivery of lectures and documents concerning issues of Education for Human Rights and Peace, as well as the Culture of Peace, to Armed Forces personnel, soldiers and the public.

A number of lectures has been delivered by the UNESCO Chair at the School of National Defence (Athens) and the Higher School of War (Thessaloniki). The issues discussed in these lectures related to subjects such as: *"UNESCO and Education for a Culture of Human Rights and Peace"*, *"The Contribution of UNESCO to Peace-Building Processes"*, etc. The lectures were dedicated to the 50th Anniversary of the *Universal Declaration of Human Rights* and the *International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010)*.

During the above-mentioned lectures, the following informative material was distributed to the participants:

- a) The Universal Declaration of Human Rights
 - b) Copies of the book *"An Agenda for Peace"* by Boutros Boutros Ghali (United Nations, 1992)
 - c) A text outlining instances of cooperation between UNESCO and the Armed Forces in its Members States
 - d) The UNESCO «Manifesto 2000» for a Culture of Peace
 - e) Informative material on the UNESCO Chair and the Institute of Education for Peace
6. In order to disseminate the values of Human Rights and Peace and the Culture of Peace, the UNESCO Chair organizes **national and international conferences** on the above topics.

Since 1997, the UNESCO Chair has organized 3 international conferences, on the following topics:

- i) ***“50 Years of the Universal Declaration of Human Rights, 1948 – 1998”***, 14-17 May 1998 (Thessaloniki, A.U.Th.), in cooperation with the Institute of International Law and International Relations and the United Nations Information Centre (Athens).
- ii) ***“Towards a Culture of Human Rights and Peace. The Role of the Universities”***, International Interdisciplinary Conference, 2-4 December 1999 (Thessaloniki, A.U.Th.)
- iii) ***“The Role of Teachers in the Culture of Human Rights and Peace”***, National Interdisciplinary Conference, 14-16 December 2001 (Thessaloniki, A.U.Th.), in cooperation with the Institute of Education for Peace.

The above Conferences were organized in the context of:

- ✓ *The United Nations Decade for Human Rights Education (1995-2004)*
- ✓ *2000 - International Year for the Culture of Peace*
- ✓ *The International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010)*

The above-mentioned Conferences were attended by a considerable number of Officials from International Organizations (such as: the United Nations, UNESCO, UNICEF etc), representatives from NGOs, Heads of Research Institutes, UNESCO Chairholders, Rectors and Professors from European and non-European Universities, etc.

Topics discussed at the above mentioned Conferences included the following:

- *“Children: A case of provocative violation of human rights”*
- *“The Universal Declaration of Human Rights 50 years later: Reality beyond Ideology”*
- *“The development of humanitarian conscience at University”*
- *“Environmental Protection: an issue of Peace Education”*
- *“Human Rights and management of ethnic conflicts”*

- *“Juveniles - Crime and Justice. The International Convention for the Rights of the Children”*
- *“Xenophobia, Racism and School”*
- *“Child abuse and neglect”, etc.*

Since 1998, the UNESCO Chair has also organized two symposia on the topics:

- i) ***“Youth for a Culture of Peace”***, 7 May 1998 (Thessaloniki, A.U.Th.), in cooperation with the Institute of Education for Peace. The Symposium was dedicated to the *50th Anniversary of the Universal Declaration of Human Rights*.
- ii) ***“2000 – International Year for the Culture of Peace”***, 20 April 2000 (University of Thessalia, Larissa), in cooperation with the School of Medicine (Department of Pediatrics) of the University of Thessalia and the Institute of Education for Peace. The Symposium was dedicated to *2000- International Year for the Culture of Peace*.

The issues discussed at the above symposia were selected on an interdisciplinary basis and covered a wide range of global problems and issues, such as:

- *“Environmental and International Education”*
 - *“Greek-Turkish Relations from the Perspective of Human Communication”*
 - *“Teaching Human Rights and Peace at School”*
 - *“The Right to Health”*
 - *“The contribution of Local Government to a Culture of Peace” etc.*
7. Recognizing the eminent role of **art** in the promotion of human rights and peace and the importance of NGOs for the dissemination of these concepts in society, the UNESCO Chair, in cooperation with the Institute of Education for Peace, has organized, since 1998, a series of **cultural events**. The various events, including concerts, document exhibitions, plays and music/dance events, were held in Thessaloniki, but had a Panhellenic scope.

Some of the cultural events organized by the UNESCO Chair were the following:

- a) A Musical event – *«Trio of Renaissance Music»*, 7 May 1998 (A.U.Th)
- b) A *Document Exhibition* (photographs, posters, publications, etc., concerning children’s rights and their violations), 14-15 December 1998, in cooperation with the Institute of Education for Peace (A.U.Th.)
- c) A *Concert by the Athens Saxophone Quartet* dedicated to the Rights of the Children, 16 December 1998 (A.U.Th)
- d) A Panhellenic Painting Exhibition, entitled *“Children Write and Draw their Rights”*, 15- 19 May 2000, in cooperation with UNICEF and the Ministry of National Education and Religions.
- e) *An International Meeting of Folk Dance Groups*, 17 – 22 August 2001 (Thessaloniki), organized by the UNESCO Chair in cooperation with the Cultural Organization of the Municipality of Sykies / Thessaloniki, etc.

Among the various cultural events, some of them were dedicated to the *Convention for the Rights of the Children* and to the *International Year for the Culture of Peace*.

Financial and Academic support

The activities of the UNESCO Chair are supported:

- a) by the Ministry of National Education and Religions,
- b) by the Rector of A.U.Th. and the University Rector’s Council, which provides a fixed amount of yearly financial support from the Regular University Budget to cover organizational and basic infrastructure needs,
- c) by the School of Psychology (A.U.Th.) which offers a host academic structure for the undergraduate course and the academic networking of the Chair and provides library resources, and
- d) by the University infrastructure (Library, Classrooms, Computer networks etc.) which is made available to the “Chair”.

The participation of faculty members of the various Schools of the Aristotle University of Thessaloniki as instructors in the Chair’s Academic Programme, **on a purely voluntary** basis, illustrates the appeal of the Chair’s educational activities.

Concluding Remarks

The numerous and multidimensional activities of the UNESCO Chair of the Aristotle University of Thessaloniki are based on extensive **cooperation** with various institutions, networks, universities, and individuals such as academics, teachers, artists, students and citizens. It is a key principle of the UNESCO Chair to expand its activities in order to reach and sensitize as many **target groups** as possible to global problems and issues. Thus, since 1997, the UNESCO Chair has been organizing its educational/academic and community-oriented activities on an **inter-disciplinary/pluridisciplinary** basis, through cooperation with the following partners:

- ✓ Professors of several Schools and Faculties of the Aristotle University of Thessaloniki, such as the Schools of Psychology, Law, Philosophy and Education, Physics, English Language and Literature, Chemical Engineering, etc.
- ✓ Other Greek Universities: the Democritus University of Thrace and the University of Thessaly
- ✓ Higher Education Institutes, such as the Hellenic Army War College and the School of National Defence
- ✓ Other European Universities: University of Magdeburg, Germany, Intercollege, Cyprus, etc.
- ✓ National and International IGOs and NGOs: UNICEF, the United Nations International Centre, the Institute of Education for Peace, “Femmes-Art-Méditerranée”, Amnesty International, Doctors Without Borders, Doctors of the World, the Organisation Mondiale pour l’Education Préscolaire, etc.
- ✓ Scientific Societies: Greek Society of Social Pediatrics
- ✓ Schools and educators: National Network of Schoolteachers for a Culture of Peace and Non-Violence

The participation of the UNESCO Chair in European projects and networks (such as the European Master’s Degree in Human Rights and Democratization, and TEMPUS) has paved the way for closer cooperation among the UNESCO Chairs of Europe and of the Balkan Region and with other academic networks.

Through the above cooperation activities, the UNESCO Chair is constantly developing a broad interdisciplinary framework of studies encompassing

multiple **contemporary issues**, focusing on peace, human rights, democracy, tolerance, non-violence, environmental issues, etc.

Issues discussed in the Academic Programme of the UNESCO Chair include the following:

- ✓ Terrorism and Asymmetrical Warfare
- ✓ Water and environmental problems on a worldwide scale and their peaceful settlement
- ✓ The Pros and Cons of Nuclear Physics
- ✓ New Biotechnologies and Genetically Modified Organisms, Bioethical Issues
- ✓ Migration and Cultural Identity
- ✓ Violence against Children
- ✓ The Right to Religious Freedom and Equality, etc.

The UNESCO Chair's capacity to mobilize a wide range of individuals and groups is demonstrated, among others, by the impressive number of distinguished Professors (80 in total) from numerous disciplines who have contributed voluntarily to the educational activities of the Chair since 1997.

The activities of the UNESCO Chair also have a very strong **impact** on the students of A.U.Th. The fact that approximately 1,700 students have attended the Chair's interdisciplinary courses since 1997, also participating in the course's demanding examinations, illustrates its ability to draw their attention to and stimulate their interest in major global issues. Moreover, the Chair is a source of inspiration for many young people who actively contribute to the promotion of a Culture of Peace, within the framework of the *Interdisciplinary Team of Young Scientists* created by the Institute of Education for Peace and cooperating regularly since 1997 with the UNESCO Chair.

It is worth noting that the UNESCO Chair's activities are not limited to the academic community, but also extend to the rest of society. Through its various conferences, round tables, educational interventions etc, the UNESCO Chair manages to attract a variety of audiences and to raise **public awareness** about the above-mentioned issues. In this context, the UNESCO Chair has often resorted to art (concerts, recitals, painting exhibitions, exhibitions of photographs and documents, plays, etc.) as a

universal language for the diffusion of values of the Culture of Human Rights and Peace to as many target groups as possible.

The creation of the **National Network of Schoolteachers for a Culture of Peace and Non-Violence** by the UNESCO Chair at A.U.Th has added a significant new perspective to the multidimensional work of the UNESCO Chair. The Network members have been working actively and eagerly in order to diffuse and instil the values of love, respect, tolerance and democracy in the minds of hundreds of children.

A broad range of significant activities has been organized by teachers and schools of the Network, focusing on a variety of issues related to the Culture of Peace. Through projects, lessons, artistic events, information activities, conferences, educational interventions, communication with schools in foreign countries, and publications, **nationwide mobilization** has been developed with the aim of involving Greek scholars at the core of the Culture of Peace.

The issues addressed by the above activities include the following:

- ✓ *Peace, non-violence*
- ✓ *The rights of the child, child abuse, violation of children's rights*
- ✓ *(Anti-)racism/xenophobia, intercultural education, diversity, tolerance and cooperation*
- ✓ *The consequences of war, humanitarian aid*
- ✓ *Respect, solidarity*
- ✓ *Respect / protection of the environment.*

The National Network of Schoolteachers for a Culture of Peace and Non-Violence, created by the UNESCO Chair, is a major instrument of cooperation between the Chair and primary and secondary education teachers throughout Greece. In view of the national scope of the Network, a great number of schools, teachers and pupils are involved in promoting the principles of a Culture of Peace and Non-Violence.

Development Prospects

Throughout its six-year existence (1997-2003), the UNESCO Chair of the Aristotle University of Thessaloniki has continuously endeavoured to promote the values underpinning the Culture of Human Rights and Peace and to construct the defences of Peace in the minds of men and women.

Determined to continue pursuing its aims in regard to the promotion of the principles of the Culture of Human Rights and Peace, the UNESCO Chair plans to expand its activities in the coming years.

More specifically, the Chair plans to:

- a) create a Network of Greek Universities which will offer course programmes related to the Culture of Peace. The aim of such an initiative is twofold: to introduce Education for Human Rights and Peace into the curricula of other Greek Universities (apart from A.U.Th.) and to further promote inter-university cooperation and joint action at the national and regional levels.
- b) launch a Mediterranean Summer School on Education for Human Rights and Peace.

However, the Chair's top priority is to:

- a) create a Department of Interdisciplinary Peace Studies and Education for Human Rights in the Aristotle University of Thessaloniki which will provide B.A. degrees in this field, and
- b) initiate a postgraduate programme of study in the above-mentioned field.

Progress towards these targets would:

- a) guarantee the sustainability of the UNESCO Chair and its programmes in the long-term,
- b) promote research projects in human rights, democratization, dimensions of the Culture of Peace, etc.
- c) further develop cooperation and links with partners and programmes in the academic community and other institutions (IGOs, foundations etc.).

The development of these projects requires the will and consent of the University Senate as well as the approval of the Ministries of Education and Economy. For the time being, the UNESCO Chair is discussing these prospects with the Rector and the Rector's Council of the Aristotle University of Thessaloniki.

Prof. Gloria Ramírez

Cátedra UNESCO de Derechos Humanos

Una década construyendo
caminos

Universidad Nacional Autónoma de México, México

Caminante no hay camino, se hace camino al andar

Génesis e historia de la Cátedra:

Durante los años ochenta, el tema de los derechos humanos en México surge con fuerza a partir de las múltiples denuncias de sus violaciones presentadas por las víctimas y las organizaciones no gubernamentales (ONG). La opinión pública nacional e internacional comienza a centrar su atención en México, país que, hasta entonces, había mantenido un perfil de cierta estabilidad política y económica. El modelo estabilizador y el partido en el poder empezaron a presentar signos de agotamiento y surgieron contradicciones, al mismo tiempo que la sociedad civil iba adquiriendo, poco a poco, un nuevo perfil. En 1990, el gobierno creó la Comisión Nacional de Derechos Humanos y en un acto sin precedentes, reconoció públicamente la crítica situación en la que se encontraban estos derechos en esa época.

Al principio de la década de los ochenta, surgieron ONG de derechos humanos vinculadas a asociaciones y movimientos de la sociedad civil, que denunciaban las desapariciones forzosas y exigían el fin de la represión y la creación de un Estado de derecho. El tema de los derechos humanos empezó a calar hondo en las conciencias de los mexicanos y a cuestionar las estructuras de poder. Esta temática adquirió legitimidad y consenso en los años noventa. La lucha por los derechos humanos se vinculó entonces con la lucha por la democracia, los derechos de los pueblos indígenas y la paz.

En el ámbito académico, la aproximación a los derechos humanos y su tratamiento, pasó de las disciplinas jurídicas a las filosóficas. Su estudio integral como tema de interés académico había sido parcelario hasta entonces y, en ocasiones, 5ª había limitado a ciertas disciplinas.

Cabe señalar que la defensa de los derechos humanos, su promoción, estudio e investigación, nunca han estado ausentes del quehacer de la universidad, ni de sus miembros, y menos aún en la Universidad Nacional Autónoma de México (UNAM), la primera universidad pública y la más grande del país. La UNAM no ha permanecido nunca ajena al saber sobre los derechos humanos. En su campus se han librado batallas muy importantes por el reconocimiento de los mismos y, hoy en día, sigue vigente una de las más importantes: la lucha por el derecho a la educación y, en consecuencia, por el fortalecimiento de la universidad pública.

De ahí la importancia de considerar nuestro trabajo académico desde el ángulo de una articulación indispensable entre la teoría y la práctica. El debate teórico y el análisis riguroso de la realidad social se concretan en la medida en que permiten la elaboración de alternativas y propuestas que desde el ámbito académico incidan en la protección, promoción y defensa de los derechos humanos.

En los años noventa, el saber sobre los derechos humanos se fue acercando paulatinamente a diversas disciplinas y se abrieron caminos de reflexión y debate hasta convertirlos en objeto de estudio, docencia e investigación. Un saber legitimado en la sociedad del conocimiento y en su propio ámbito desde un enfoque interdisciplinario y plural.

Ante el saber sobre los derechos humanos, a la universidad se le plantea la responsabilidad y el desafío de ofrecer nuevos enfoques, proponer nuevas categorías de análisis, discurrir sobre sus campos teóricos y epistemológicos, analizar la manera de integrarlos en el plan de estudios y proponer modalidades y metodologías para su promoción y enseñanza. Este desafío no se limita a las formas de aproximación a dicho saber, sino que comprende un análisis de cómo se construyen social e históricamente.

En este contexto, en 1992 se empezaron a sentar las bases de la Cátedra UNESCO de Derechos Humanos de la Universidad Nacional Autónoma de México (UNAM) a través de diversas actividades académicas que fueron abriendo veredas y formando tenues caminos hacia la reflexión y el debate académico de fondo. Al principio, se tropezó con resistencias y recelos motivados por el temor de que un tema “militante” entrase en las aulas académicas, o de que se tratase de una temática puntual o una moda pasajera. En el plano teórico, este tema había sido incluso ampliamente cuestionado en un momento dado por los teóricos marxistas y por quienes lo consideraban un producto importado de Occidente.

Posteriormente, Norberto Bobbio y las posturas consensualistas, así como las lecturas renovadas del marxismo, van a reivindicar los derechos humanos como un fenómeno extraordinario de nuestra época.

Carlos Nino subraya que “los Derechos Humanos constituyen uno de los grandes inventos de nuestra sociedad. A este respecto, Javier Mugüerza, otro estudioso de esta materia, afirma que “[...] Nunca como en el presente, parecen haber gozado los derechos humanos de un tan alto

grado de reconocimiento jurídico a escala del planeta. Y semejante reconocimiento, convierte a esos derechos – por encima y por debajo de sus nada infrecuentes violaciones, allí donde alcanzan a regir, y de su generalizada falta de aplicación, allí donde solo rigen nominalmente–, en algo así como un hecho incontrovertible”. Karel Vassel, primero, y después Eduardo Rabossi, hablan del “fenómeno de los derechos humanos”. Para el segundo, este fenómeno surge después de la proclamación de la Declaración Universal de Derechos Humanos de 1948 y provoca un cambio sustancial en la manera de comprender y fundamentar los derechos humanos.

Así, poco a poco, el saber sobre los derechos humanos fue penetrando en el recinto académico, no como un saber esporádico o de moda, sino como un objeto de estudio y debate que se fue extendiendo hasta abarcar varias disciplinas. En junio de 1992, se fundó el Seminario Permanente sobre Educación Superior y Derechos Humanos por iniciativa de la profesora Gloria Ramírez, con el propósito de que constituyera un espacio interdisciplinario de reflexión y análisis acerca del saber sobre los derechos humanos. Este espacio de reflexión permanente se convirtió en un elemento de referencia para muchas personas que buscaban en el ámbito académico una formación más rigurosa en este campo.

Desde esta época, se organizaron también eventos y actividades académicas, por ejemplo cursos para alumnos y profesores de derechos humanos. Asimismo, se inició una actividad orientada hacia la sociedad civil, en la que se empezaron a debatir los acontecimientos de México, así como las luchas de América Latina y los grandes retos que debía afrontar esta región. Todo esto proporcionó un sustrato para la creación de una estructura sistemática dedicada a la docencia y los trabajos de investigación sobre los derechos humanos, y también a su promoción.

Cabe señalar que la creación de la cátedra en la UNAM fue posible porque en esta universidad se salvaguardaba un derecho ampliamente valorado en nuestra comunidad: **la libertad de cátedra**. Éste fue el instrumento que permitió abrir nuevos caminos.

Una vez sentadas estas bases, la UNESCO acordó firmar un convenio de colaboración con la UNAM en octubre de 1996, que tuvo por resultado el reconocimiento de la Cátedra UNESCO de Derechos Humanos de la Universidad Nacional Autónoma de México con sede en la Facultad de Ciencias Políticas y Sociales.

A la cátedra se sumaron académicos e investigadores de diferentes facultades, centros de investigación e institutos de la UNAM, así como de otras universidades públicas y privadas del país, representantes de organismos públicos de derechos humanos y miembros organizaciones no gubernamentales dedicadas a la docencia y a los trabajos de investigación sobre los derechos humanos. Desde sus orígenes, la Cátedra UNESCO de Derechos Humanos nació como una estructura plural, donde convergieron personas y organizaciones decididas a seguir una formación académica en el ámbito de los derechos humanos que pudiera al mismo tiempo incidir en su campo profesional. Se creó así una sinergia multiplicadora y articuladora de voluntades y protagonistas.

Desde el inicio de las actividades de la cátedra, se observó la necesidad de fortalecer su seminario como espacio permanente de debate y de diálogo, por una parte, y la de impartir una formación sólida a sus miembros que fuese reconocida con un título de educación superior. Así surgió la idea de impartir un primer curso de Diplomado de Derechos Humanos y de iniciar la concepción de una metodología de la enseñanza de estos derechos. Los cursos del Diplomado se inauguraron en 1995 y desde entonces se vienen realizando cada año y se han convertido al mismo tiempo en un laboratorio de investigación para aplicar metodologías y efectuar el seguimiento de los resultados.

Teniendo en cuenta la escasez de recursos, se decidió propiciar un efecto multiplicador y dar una formación sólida para que a largo plazo se pudiera formar a formadores en derechos humanos. Los proyectos de la cátedra se sistematizan rigurosamente y todos ellos son objeto de un seguimiento. La docencia, las actividades de difusión y la investigación se articulan entre sí.

Los participantes en los cursos del diplomado se inscriben en el seminario permanente y poco a poco se van creando espacios académicos sobre derechos humanos con horizontes propios. Así se han sembrado las semillas de lo que hoy es una amplia red de profesores e investigadores en derechos humanos, como se verá más adelante.

Varios de los egresados de los primeros cursos del diplomado no sólo son hoy titulados, sino que participan como docentes en los cursos y han abierto otras vías, consolidando espacios de reflexión y debate en las universidades del interior del país. Así se traduce el efecto multiplicador de la cátedra y se fortalece una importante red de seminarios. Todo ello

ha permitido que se vayan construyendo nuevos caminos que convergen y se enriquecen mutuamente.

La Cátedra trata de consolidar una sinergia en favor de los derechos humanos que permita aunar esfuerzos a través de la identificación de puntos de convergencias y la construcción de vínculos con otras instituciones de educación superior y múltiples actores públicos y privados para la realización de una labor colectiva.

Hoy en día, la Cátedra UNESCO de Derechos Humanos es un sistema integral de investigación, docencia, estudio, documentación, promoción y difusión en materia de derechos humanos, reconocido por la Organización de Naciones Unidas para Educación, la Ciencia y la Cultura (UNESCO). La Cátedra tiene por objetivo ser un instrumento que facilite la colaboración académica sobre los derechos humanos entre investigadores de alto nivel, expertos, académicos, estudiantes, sociedad civil e investigadores de la UNAM y otras instituciones de México, América Latina y el mundo entero.

La Cátedra UNESCO de Derechos Humanos se inserta en el contexto de las actividades académicas de la Facultad de Ciencias Políticas y Sociales de la Universidad Nacional Autónoma de México, y responde a la necesidad de elaborar una reflexión teórica y realizar actividades de investigación y enseñanza sobre los derechos humanos a partir de un enfoque interdisciplinario de las ciencias sociales.

La importancia que revisten los derechos humanos como aspecto relevante de la ética política de las sociedades requiere la existencia de espacios académicos en los que se reflexionen, investiguen y difundan la concepción de la dignidad humana y las exigencias sociales, jurídicas, políticas, culturales y económicas de su reconocimiento y protección. La existencia de una cultura y una política de los derechos humanos exige respuestas a una serie de preguntas que sólo se pueden dar desde una perspectiva integradora.

En la Cátedra participan hoy profesores e investigadores de diferentes facultades, centros e institutos de investigación de la propia Universidad Nacional Autónoma de México, así como de otras universidades públicas y privadas del país, junto con miembros de organizaciones no gubernamentales, diversas instituciones afines y organismos públicos de derechos humanos. Asimismo, la cátedra mantiene una colaboración permanente con distintas instituciones internacionales.

Objetivos de la Cátedra

La Cátedra UNESCO de Derechos Humanos de la UNAM tiene los siguientes objetivos:

- ◆ Constituir un espacio académico de reflexión, análisis y definición de líneas de investigación sobre los derechos humanos, desde un enfoque interdisciplinario que vincule los aportes de investigadores, académicos y miembros de organizaciones no gubernamentales, en el marco de un compromiso académico.
- ◆ Promover estrategias teóricas y metodológicas que definan y nutran la relación entre la universidad y la sociedad civil en la construcción de una cultura de los derechos humanos.
- ◆ Ser un espacio de estrategias teóricas y metodológicas que propicien: la movilidad de investigadores y académicos; la interrelación entre universidades, instituciones de educación superior y organizaciones no gubernamentales, en el plano nacional e internacional; y la construcción de redes de investigación y docencia de la educación superior sobre los derechos humanos.

Desde sus orígenes y durante sus once años de vida académica (1992-2003), la Cátedra UNESCO de Derechos Humanos de la UNAM ha llevado a cabo diversas actividades, tanto dentro de la Facultad de Ciencias Políticas y Sociales y de la Universidad en general como en el exterior, a través de seminarios, cursos de diplomados, coloquios, encuentros, talleres de formación y capacitación sobre derechos humanos para profesores y alumnos. Además, ha formado recursos humanos en este campo de conocimiento.

Asimismo, ha logrado introducir el tema de los derechos humanos en varios programas de estudio de distintas universidades mexicanas.

Para sus actividades, la cátedra ha contado con el apoyo de sus miembros y de estudiantes de servicio social, becarios, preparadores de tesis y profesores que se han ido sumando a la labor efectuada a lo largo de su existencia. La Cátedra también ha propiciado la creación de espacios académicos sobre derechos humanos en otras universidades.

Un imperativo de nuestro tiempo: la creación de redes – En 1999, a raíz del trabajo interdisciplinario e interinstitucional realizado, la Cátedra creó la *Red de profesores e investigadores de derechos humanos de*

México con el apoyo de otras instituciones de educación superior. Más de quince universidades mexicanas forman parte de esta red, que organiza anualmente un Encuentro Nacional. Su objetivo es contar con un espacio académico activo de estudio e intercambio de propuestas teóricas y metodológicas sobre los derechos humanos y promover la integración de éstos en los planes de estudios universitarios, así como en el quehacer cotidiano de las universidades.

Además, la red mantiene una vinculación permanente con redes como la del Instituto Interamericano de Derechos Humanos, la Red de organizaciones no gubernamentales de educación para la paz y los derechos humanos del Consejo de Educación de Adultos de América Latina (CEAAL), y la Red Institutos de Derechos Humanos que anima el Instituto Interdisciplinario de Ética y Derechos Humanos de la Universidad de Friburgo (Suiza).

Hoy en día, el saber sobre los derechos humanos en las universidades no es un conocimiento puntual y un tema de debate coloquial, sino un saber que trasciende todas las disciplinas del conocimiento y plantea interrogantes sobre el papel de la universidad en la formación de una cultura democrática. Ese saber pasa por las aulas, los laboratorios, los departamentos de investigación y los pasillos de las universidades, así como por las relaciones entre alumnos y maestros.

Resumen de las actividades llevadas a cabo en el marco de la Cátedra

Seminarios

Seminario permanente sobre derechos humanos

En 1992 se constituyó el Seminario Permanente de Educación Superior y Derechos Humanos, que posteriormente se transformó en Seminario Permanente Sobre Derechos Humanos en 1996. El seminario cuenta con un programa anual de actividades, repartidas en sesiones mensuales, que se vienen celebrando interrumpidamente desde 1992 con la participación de sus miembros o de ponentes nacionales e internacionales. También organiza mesas redondas y debates sobre antologías o documentos de trabajo. (Para más información, se puede consultar nuestro sitio Internet: HYPERLINK "<http://catedradh.unesco.unam.mx>" <http://catedradh.unesco.unam.mx>)

En los inicios del Seminario Permanente se crearon grupos de trabajo temáticos sobre fundamentos de los derechos humanos, educación sobre derechos humanos, etc. Posteriormente, se crearon distintos seminarios especializados de carácter interinstitucional permanente con la idea de profundizar el estudio de ciertos temas. A las actividades del seminario se han sumado otras instituciones afines de la Universidad Nacional Autónoma de México y otras universidades del país, e incluso instituciones regionales e internacionales.

Seminarios Temáticos

Seminario Permanente sobre “El derecho internacional de los derechos humanos en el derecho interno y el derecho internacional humanitario”

La Cátedra UNESCO de Derechos Humanos fundó este seminario en el año 2000, en colaboración con el Programa de Postgrado de la Facultad de Ciencias Políticas y Sociales, el Programa de Postgrado en Derecho, el Instituto de Investigaciones Jurídicas, la Comisión de Derechos Humanos del Distrito Federal y el Comité Internacional de la Cruz Roja.

Seminario Permanente sobre “Educación para la democracia”

La Cátedra UNESCO de Derechos Humanos creó este seminario el mismo año que el anterior, en colaboración con la Oficina de la UNESCO en México, el Instituto Federal Electoral y la Red de Profesores e Investigadores de Derechos Humanos de México.

Seminario Permanente sobre “El Decenio de la educación en derechos humanos”

La Cátedra UNESCO de Derechos Humanos constituyó este seminario también en el año 2000 con la participación de organizaciones no gubernamentales de educación en derechos humanos y la Comisión de Defensa y Protección de los Derechos Humanos del Estado de Guerrero.

Seminario Permanente sobre “Los derechos de niñas, niños y adolescentes en México - Siglo XXI”

La Cátedra UNESCO de Derechos Humanos creó este seminario en el año 2001, en colaboración con el Fondo de Naciones Unidas para la Infancia (UNICEF), la Comisión de Derechos Humanos del Distrito Federal, el Colectivo Mexicano de Apoyo a la Niñez y Causa Ciudadana.

Seminario Permanente sobre “La Mesa de educación en derechos humanos del mecanismo de diálogo entre gobierno y sociedad civil”

En el año 2001, la Cátedra UNESCO de Derechos Humanos de la UNAM coordinó las actividades de la Mesa de diálogo entre sociedad civil y gobierno convocada por la Secretaría de Relaciones Exteriores. Posteriormente, se convirtió en Subcomisión de Educación en Derechos Humanos.

Seminarios en la República Mexicana

La Cátedra UNESCO de Derechos Humanos ha creado asimismo otros seminarios en la República Mexicana, en colaboración con las universidades de los Estados y los organismos estatales de derechos humanos. Estos seminarios se han concretizado mediante convenios de colaboración con la Facultad de Ciencias Políticas y Sociales.

Seminarios de los Estados mexicanos:

- ▶ SEMINARIO PERMANENTE DERECHOS HUMANOS-PUEBLA. En colaboración con la Benemérita Universidad Autónoma de Puebla.

- ▶ SEMINARIO PERMANENTE “CULTURA, EDUCACIÓN Y DERECHOS HUMANOS”. En colaboración con el Instituto Tecnológico de Estudios de Occidente (ITESO), Guadalajara, Jalisco (hasta 1998).
- ▶ SEMINARIO SOBRE DERECHOS HUMANOS DE LAS MUJERES-CHIHUAHUA. En colaboración con la Universidad Autónoma de Ciudad Juárez, Chihuahua, y el Grupo feminista 8 de marzo).
- ▶ SEMINARIO PERMANENTE DERECHOS HUMANOS-OAXACA. En colaboración con la Universidad Autónoma Benito Juárez de Oaxaca.
- ▶ SEMINARIO PERMANENTE DERECHOS HUMANOS-GUERRERO. En colaboración con la Comisión de Defensa de los Derechos Humanos del Estado de Guerrero y la Universidad Autónoma de Guerrero.
- ▶ SEMINARIO PERMANENTE DERECHOS HUMANOS- SINALOA. En colaboración con la Universidad de Occidente.

Seminarios y Actividades en América Latina

La Cátedra UNESCO de Derechos Humanos colaboró y apoyó en el plano académico la creación del Seminario Permanente de Educación en Derechos Humanos de la Universidad de la República de Uruguay, que más tarde se convirtió en Cátedra UNESCO de Derechos Humanos de dicha universidad. Asimismo, ha participado en otras iniciativas como la creación de la Cátedra UNESCO de Educación en Derechos Humanos de la Universidad de Humanismo Cristiano de Chile, entre otras. Actualmente, coordina la Red de Cátedras UNESCO de derechos humanos y democracia de América Latina.

Cursos de actualización, cursos y talleres en educación en derechos humanos

La Cátedra UNESCO de Derechos Humanos ha dado una particular importancia a la formación de profesores universitarios, por lo cual ha elaborado una metodología de la enseñanza de los derechos humanos a partir del enfoque de las ciencias sociales y organiza cursos dirigidos a profesores universitarios y estudiantes.

Diplomados anuales

En 1995, la Cátedra UNESCO de Derechos Humanos creó su primer Diplomado en Derechos Humanos y posteriormente organizó un DIPLOMADO ANUAL. En 1997 creó paralelamente un Diplomado a Distancia

en Derechos Humanos, compilando materiales digitales como textos y cuadernos de trabajo.

DIPLOMADO A DISTANCIA. La Cátedra ha elaborado una metodología para la enseñanza a distancia y ha organizado diplomados semipresenciales en varios Estados de México como Oaxaca (1997-1998) y Guerrero (2001-2002).

Asimismo, en el periodo 2002-2003 organizó un DIPLOMADO DE FORMACION DOCENTE EN DERECHOS HUMANOS con el que se inició una formación especializada de formación de maestros en derechos humanos.

Actualmente, la Cátedra está elaborando una especialización en línea y se halla en la fase de concepción una maestría en derechos humanos desde el enfoque de las ciencias sociales.

Investigación

En el marco de la Cátedra UNESCO de Derechos Humanos hemos desarrollado diversas líneas de investigación sobre los derechos humanos, en forma individual y conjunta. Asimismo, hemos cooperado con otros investigadores y hemos efectuado intercambios a través de redes. Entre los trabajos y proyectos de investigación, destacan:

1. La construcción del saber de los derechos humanos y la enseñanza. Ensayo teórico metodológico.
2. La situación de la educación relativa a los derechos humanos en México. Veinte años de historia. Investigación realizada con apoyo del Instituto Interamericano de Derechos Humanos.
3. Indicadores de los avances en la educación relativa a los derechos humanos. Proyecto realizado en cooperación con el Instituto Interamericano de Derechos Humanos.
4. Observatorio ciudadano de organismos públicos de derechos humanos de México. Este proyecto cuenta con una amplia red de apoyo de organizaciones no gubernamentales y con un sistema virtual interactivo (consúltese el sitio <http://catedradh.unesco.unam.mx>).
5. La educación ciudadana ante los retos de la democracia.
6. Metodología de la enseñanza de los derechos humanos. Proyecto

realizado con la Red de profesores e investigadores de derechos humanos de México.

7. Hacia una nueva clasificación de los derechos humanos. Investigación realizada en colaboración con institutos de derechos humanos europeos.
8. Los derechos de los niños, niñas y adolescentes.

Todos estos trabajos y proyectos de investigación han dado lugar a la edición de varias publicaciones y a la celebración de diversos actos académicos.

Cabe señalar que cada proyecto de investigación está vinculado a los seminarios de la Cátedra o es objeto de un seminario específico.

Eventos y Actividades de Difusión

Desde antes de 1996, la Cátedra UNESCO de Derechos Humanos de la UNAM viene coordinando encuentros interdisciplinarios con el propósito de lograr la participación de instituciones de educación superior, universitarios, especialistas de derechos humanos y diversos sectores la población mexicana y la región latinoamericana. Entre esos eventos, se pueden destacar los siguientes:

- ▶ Seminario Regional sobre el tema “La educación en derechos humanos: una exigencia de la democracia en América Latina” (junio de 1994).
- ▶ Coloquio sobre el tema “Fundamentación y práctica de la Educación en Derechos Humanos desde la perspectiva de América Latina” (1996).
- ▶ Seminario Regional sobre el tema “Enseñanza de los derechos humanos en la educación superior” (diciembre de 1996).
- ▶ Seminario Internacional sobre “Aplicación del derecho internacional de los derechos humanos en el ámbito interno”, realizado con el Instituto Interamericano de Derechos Humanos (Cuernavaca, estado de Morelos, 28 y 29 de septiembre de 1998).
- ▶ Seminario Nacional sobre el tema “Cincuentenario de la Declaración Universal de Derechos Humanos, 1948-1998: evolución, significados y retos ante el nuevo milenio”, realizado con la Comisión Nacional de Derechos Humanos (1 de diciembre de 1998).
- ▶ Seminario Regional de Profesores Universitarios de Derechos

Humanos de México y Centroamérica, organizado con el Instituto Interamericano de Derechos Humanos (Ciudad de México, 4-6 de octubre de 1999)

- ▶ Jornada Nacional sobre “Los derechos de niñas, niños y adolescentes en México. Siglo XXI” (29 de agosto de 2001).
- ▶ Encuentro sobre la “Carta de derechos de la ciudad”, realizado con el Instituto de Derechos Humanos de Cataluña (2001).
- ▶ Encuentro Latinoamericano de Educación para la Democracia y los Derechos Humanos (3 de diciembre de 2001).
- ▶ Primer “Encuentro latinoamericano de investigadores sobre experiencias innovadoras en formación de maestros en educación para la democracia”, organizado con la Oficina de la UNESCO en México y la Comisión de Defensa de los Derechos Humanos del estado de Guerrero.
- ▶ Segundo “Encuentro latinoamericano de investigadores sobre experiencias innovadoras en formación de maestros en educación para la democracia”, organizado con la Oficina de la UNESCO en México y la Comisión de Defensa de los Derechos Humanos del estado de Guerrero.

Cabe señalar que la Cátedra UNESCO hace hincapié en invitar a los profesores de educación básica y superior a que participen en los seminarios, coloquios y encuentros relativos a la educación en derechos humanos, con el propósito de sensibilizarlos y formarlos en la materia.

Entre los eventos en los que ha participado la Cátedra, figuran también: las “Jornadas académicas sobre derechos humanos en el marco de la reforma académica de los planes de estudio de la Facultad de Ciencias Políticas y Sociales”; el primer y segundo “Encuentro Nacional de la red de profesores e investigadores de derechos humanos de México”; y el “Coloquio regional sobre la educación en derechos humanos del siglo XXI, cultura de paz y agenda para la educación en derechos humanos en América Latina”, celebrado del 25 al 27 de abril de 2000 en la ciudad de México, en la Unidad de Educación Continua Ciudad del Instituto Politécnico Nacional.

La labor realizada con motivo de todos estos eventos ha constituido un antecedente para la realización de una meta más ambiciosa de la Cátedra UNESCO de Derechos Humanos de la UNAM: incidir desde el ámbito

académico en el concierto de la sociedad civil con vistas a participar en el debate y preparación de la política educativa en México.

En 2001, la Cátedra aportó su colaboración académica a la elaboración del programa de la Conferencia Regional de América Latina y el Caribe sobre Educación en Derechos Humanos, que fue organizada en noviembre 2001, en la ciudad de México, por el Alto Comisionado de las Naciones Unidas para los Derechos Humanos, la UNESCO y la Secretaría de Relaciones Exteriores de México.

Vinculación con la Comunidad Estudiantil Universitaria y Formación de Recursos Humanos

En el programa de actividades de la Facultad de Ciencias Políticas y Sociales de la UNAM, la Cátedra UNESCO de Derechos Humanos está catalogada como programa de investigación. En el pasado, más de 20 alumnos recibieron asesoramiento en sus trabajos de tesis para la obtención de la licenciatura, la maestría y el doctorado, y en la actualidad hay cinco estudiantes de licenciatura, dos de maestría y dos de doctorado que están a punto de concluir sus estudios. Los alumnos, prestadores de servicios sociales y becarios han hecho aportes muy importantes al desarrollo de las actividades de la Cátedra.

La labor de la Cátedra cobra también significado no sólo en la tarea de educar para la democracia y coadyuvar al fortalecimiento de la sociedad civil, sino sobre todo en la práctica docente en el contexto complejo y contradictorio de la vida universitaria. Al igual que otros educadores en materia de derechos humanos, pretendemos educar a nuestros alumnos para la complejidad y la incertidumbre y mostrarles los significados de la democracia. Esta tarea compleja, pero necesaria, se efectúa partiendo de los conflictos que surgen como resultado de las contradicciones entre el discurso democrático, participativo y respetuoso de los derechos humanos, por un lado, y la realidad social familiar y escolar, por otro lado.

De ahí nuestro interés fundamental por la *formación de los docentes en derechos humanos* y la tarea que llevamos a cabo en este ámbito. Hay que reconocer que este aspecto de importancia esencial se ha olvidado en las políticas nacionales. Cuando se trata de formar maestros en dere-

chos humanos y en democracia, se dice mucho y se hace poco. Este es quizá uno de los mayores retos que tenemos planteados.

La Cátedra UNESCO de Derechos Humanos de la UNAM fomenta los intercambios con otras entidades educativas internacionales, nacionales y locales, entre las que destacan la Red de Cátedras UNESCO de Derechos Humanos, Democracia y Paz, el Comité Internacional de la Cruz Roja, la Oficina del Alto Comisionado para los Derechos Humanos de las Naciones Unidas, la American University (Washington, Estados Unidos), la Asociación Internacional de Educadores para la Paz Mundial (Francia), Asociación Mundial de la Escuela como Instrumento de Paz (Sección Española), el Instituto de Derechos Humanos de Cataluña (España) y la “Universitat Operta de Catalunya” (España).

Por lo que respecta al sector gubernamental de México, la Cátedra colabora y mantiene intercambios con las Secretarías de Educación Pública, Gobernación y Relaciones Exteriores, así como con los organismos públicos de derechos humanos, en particular con los del Distrito Federal y los estados de Chihuahua, Guerrero, Jalisco, Oaxaca, Puebla y Quintana Roo.

Por lo que refiere a la sociedad civil, la Cátedra lleva a cabo actividades académicas orientadas hacia la sociedad civil con objeto de fortalecer el conocimiento de los derechos humanos y coadyuvar a la formación de sus cuadros. A este respecto, realiza algunas actividades conjuntas con la sección mexicana de Amnistía Internacional, la Academia Mexicana de Derechos Humanos, el Grupo Feminista 8 de Marzo, la Red de Profesores e Investigadores de Derechos Humanos de México, Fundar A.C., la Red Nacional de Abogadas Feministas, el Comité de América Latina y el Caribe para la Defensa de los Derechos de la Mujer, el Centro de Derechos Humanos Fray Francisco de Victoria y otras organizaciones.

Sitio Web de la Cátedra de Derechos Humanos (<http://catedradh.unesco.unam.mx>)

Desde 1996, la Cátedra cuenta con un sitio web que se actualiza permanentemente. En la actualidad, este sitio posee un sistema interactivo que permite el seguimiento de proyectos, actividades, foros y redes de colaboración. El sitio web dispone de páginas dedicadas a:

1. Un foro virtual de discusión sobre la Declaración de México sobre educación en derechos humanos en América Latina y el Caribe.

2. Un foro virtual de discusión sobre la “Carta europea de salvaguarda de los derechos humanos en la ciudad”.
3. El seguimiento virtual de la Conferencia Regional de América Latina y el Caribe sobre Educación en Derechos Humanos
4. La Red de cátedras e institutos de derechos humanos
5. La Red de profesores e investigadores de derechos humanos de México

El Impacto Socioeconómico y Cultural de Las Actividades de la Cátedra a Nivel Nacional, Regional e Internacional

Hoy en día, la Cátedra UNESCO de Derechos Humanos es un espacio académico que cumple ampliamente los objetivos que se propuso en el marco de las funciones esenciales de la UNAM: realizar una labor de docencia, investigación y difusión vinculada a su función social y compromiso ante la sociedad civil. A este respecto, se ha logrado consolidar los programas de formación, investigación y promoción de una cultura de los derechos humanos y la democracia dentro de la universidad, en la ciudad de México, en el país y en América Latina.

La amplia red actual de instituciones y actividades académicas consolidadas genera un efecto multiplicador que permite el aprovechamiento de recursos y la creación de una sinergia propicia a una cultura de derechos humanos en México.

Como se ha dicho anteriormente, la labor de la Cátedra se contempla desde la perspectiva de la articulación indispensable entre la teoría y la práctica. Por eso, se ha propiciado la indispensable vinculación y suma de esfuerzos del ámbito universitario con otros protagonistas e interlocutores de la vida social, por ejemplo instituciones de educación superior afines, institutos de derechos humanos, organismos públicos de protección y defensa de los derechos humanos, organizaciones no gubernamentales, tanto nacionales como internacionales, e instituciones regionales e internacionales.

Por otra parte, la Cátedra ha avanzado en su objetivo de incidir en el currículo universitario. En efecto, hoy en día es una realidad la existencia de contenidos y materias específicas de derechos humanos en diversas disciplinas y carreras, tanto en la UNAM como en otras instituciones de enseñanza media y superior de México. En otras instituciones de educación superior del país se da esa misma tendencia.

Hacia la Construcción de Una Política Pública de Educación en Derechos Humanos

Incidir en las políticas públicas ha sido un lento proceso. La Cátedra UNESCO de Derechos Humanos de la UNAM ha venido participando desde el año 2001 en el mecanismo de diálogo establecido para la atención de los compromisos internacionales de México en materia de derechos humanos. Se trata de un espacio de diálogo sobre la educación en derechos humanos entre universitarios, organizaciones civiles y gobierno. Por iniciativa de la Cátedra, se creó la *Mesa de educación en derechos humanos del mecanismo de diálogo con las organizaciones de la sociedad civil de la Comisión Intersecretarial para la Atención de los Compromisos Internacionales de México en materia de Derechos Humanos*, que se ha venido consagrando a la reflexión, el análisis y la elaboración de propuestas sobre la educación en derechos humanos.

A lo largo de 2001, la Cátedra UNESCO asumió la coordinación de dicha mesa, propiciando por primera vez en el país un debate sobre la importancia de la educación en derechos humanos como elemento esencial del programa nacional de educación y preconizando que se hiciera obligatoria en el país, de manera que obtuviese un reconocimiento normativo acorde con las exigencias del mundo actual. Asimismo, la Cátedra abogó por que se elaborase un plan nacional de educación en derechos humanos, dotado de un enfoque integral, con el concurso de los todos los protagonistas del sector educativo de México.

En el año 2002, la Mesa se convirtió en *Subcomisión de educación en derechos humanos*, es decir que se reconoció como parte integrante de la *Comisión Política Gubernamental en materia de derechos humanos*, creada por decreto el pasado mes de marzo por el Presidente de la República Mexicana. La Cátedra asume la coordinación de esta subcomisión y favorece una agenda nacional en la materia.

Por último, cabe señalar que la Cátedra UNESCO de Derechos Humanos de la UNAM cuenta con varias recompensas nacionales e internacionales⁸, entre los cuales destaca el Premio UNITWIN 2002, una distinción especial concedida por la UNESCO a las Cátedras UNESCO.

Perspectivas de Desarrollo

Las perspectivas de desarrollo tomarán en cuenta las recomendaciones para una estrategia de desarrollo futuro del programa UNITWIN y de

Cátedras UNESCO adoptadas por los participantes en el Foro Mundial de Cátedras UNESCO (2002).

En este marco, la Cátedra desea privilegiar la consolidación de vinculaciones y alianzas a nivel nacional e internacional, así como un trabajo colegiado a través de redes y de la utilización de tecnologías de la información y la comunicación (TIC).

Por consiguiente, en colaboración con el Instituto de Derechos Humanos de Cataluña y la “Universitat Operta de Catalunya”, la Cátedra preparará cursos de enseñanza a distancia para una especialización y una maestría en derechos humanos. Asimismo, impulsará el funcionamiento de la *Red latinoamericana de cátedras e institutos de derechos humanos*, un espacio virtual en el que se ha logrado agrupar a más de diez instituciones de educación superior de la región que efectúan intercambios y comunican de manera permanente.

Se dará prioridad de forma permanente y sistemática a la formación de docentes y formadores en derechos humanos. En este contexto, los miembros de la Cátedra participarán en la evaluación del trabajo realizado, que formará parte de una estrategia de rendición de cuentas dentro de la propia cátedra.

Asimismo, está previsto fortalecer la vinculación entre las tareas investigación, docencia y difusión, a fin de reforzar el papel que desempeña la cátedra no sólo dentro de UNAM, sino también en México y la región latinoamericana.

Nuestro trabajo se inspira en diversos educadores y filósofos, pero también en luchadores y defensores de derechos humanos, en una práctica que se inscribe en una realidad cruda y con múltiples retos, en la cual incluso, educar en derechos humanos, sigue siendo un riesgo personal. Sin embargo, consideramos que podemos contribuir, modestamente, a fortalecer las transiciones democráticas, el estado de derecho y un desarrollo más justo y equitativo.

Mariátegui decía: “De todas las victorias humanas les toca a los maestros, en parte, el mérito. De todas las derrotas humanas les toca, en cambio, en gran parte, la responsabilidad. [...] Ningún maestro o maestra honrada que medite esta verdad, puede ser indiferente a sus sugerencias. No puede ser indiferente tampoco a la suerte de los ideales de los hombres y mujeres que quieren dar a la sociedad una forma de vida más justa y a la civilización un sentido más humano”.

Parafraseando estas palabras de Mariátegui, podríamos decir: “De todas las victorias humanas le toca a la universidad, en parte, el mérito. De todas las derrotas humanas le toca, en cambio, en gran parte, la responsabilidad. [...] Ninguna universidad que medite esta verdad, puede ser indiferente a sus sugerencias. No puede ser indiferente tampoco a la suerte de los ideales de los hombres y mujeres que quieran dar a la sociedad una forma de vida más justa y a la civilización un sentido más humano”.

Los derechos humanos han entrado en las universidades no sólo para quedarse en sus aulas, sino también para articularse con todos los paradigmas de nuestro tiempo y contribuir a la construcción de una sociedad más justa y democrática. Las universidades, a través de las cátedras UNESCO de derechos humanos, están dando mayor visibilidad a su compromiso, están interviniendo en el debate nacional e internacional y están consolidando día a día su presencia en el concierto mundial, haciendo que su voz se escuche cada vez más y contribuya a fortalecer la sinergia del movimiento de los derechos humanos.

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Prof. Nasila S. Rembe

**UNESCO “Oliver Tambo”
Chair of Human Rights**
at the University of Fort Hare

Alice, South Africa

I. Background Information

The UNESCO 'Oliver Tambo' Chair of Human Rights was established in 1996 in response to the growing need for human rights education in the new democratic South Africa. Simultaneously, a Human Rights Resource and Documentation Centre was established as part of the UNESCO Chair, with technical and financial support from the Geneva-based United Nations Centre for Human Rights. The Oliver Tambo Centre is located at the University of Fort Hare, an institution of historical significance and prestige, where most leaders of the liberation movements, including Nelson Mandela, received their education. Its rural setting in the Eastern Cape, the most socially marginalized province of South Africa, exposes the Centre to unique and challenging human rights problems.

The establishment of the Oliver Tambo Centre was preceded by a comprehensive Needs Assessment Survey and Plan of Action, a process which was also accompanied by broad consultation among academic institutions, government departments, national human rights institutions, and civil society as a whole. This has enabled the Centre to define its mission and vision and to emerge as a focal point and stimulus for developing human rights education, training, information and networking, within and outside South Africa. The consultative and collaborative process that led to the establishment of the Centre has also enabled the latter to build networks and foster solidarity among diverse human rights actors and beneficiaries, and this has contributed to the strength and success of the Centre.

From the very beginning, the UNESCO 'Oliver Tambo' Chair viewed itself as an instrument for promoting human rights and transforming society to accept and respect democratic values, human dignity, peace and social justice. This was to be achieved through its dual function as a Resource and Documentation Centre, and by approaching human rights from a multidisciplinary perspective in all its activities. By establishing itself as an interfaculty and interdisciplinary body, the presence of the Oliver Tambo Centre was felt within the University and through its human rights and outreach programme in government departments, human rights institutions, the academic fraternity, professional groups and civil society as a whole.

A number of difficulties were encountered and ways to overcome them had to be developed. As stated above, the UNESCO Chair was established in a historically disadvantaged institution, in a rural setting, and in

the most marginalized province of South Africa. Operational funds and facilities restricted the range of activities that could be undertaken, therefore the Chair had to rely on external funding to complement the contribution made by the University. In this regard, the Centre had to operate with skeletal staff, build and utilize capacity among colleagues and senior students, and exploit expertise from the networks it had established. The Chair was overwhelmed by specific problems arising from its rural location but soon realized that it could make a difference in people’s lives and futures – women, men, youth and children alike. Human Rights relate to the human condition and people’s lives, and therefore the Centre has used human rights education as an instrument and strategy for empowerment and for improving the quality of the human condition.

Working from below and with diverse agents of social change – traditional leaders and healers, local government officials, developmental NGOs and CBOs, faith-based organizations, women, youth and children’s organizations – has enabled the Centre to grasp complex social problems and to contribute to their solution. The HIV/AIDS pandemic is one such area where the Oliver Tambo Centre has created dialogue and partnership with various social actors on a range of issues.

To ensure quality delivery of its programme, the Centre is compelled to outsource or work in collaboration with key actors in the areas of democracy, human rights, peace and tolerance. It therefore draws on the services of other universities, NGOs and professional bodies and also involves senior students and interns in many of its activities. This has engendered substantial collaboration and networking among various human rights actors.

II. Activities Undertaken

It was clear from the beginning that the Oliver Tambo Centre was not going to specialize or focus on one area of human rights. At the time of its establishment, South Africa was facing enormous problems arising from the transition from apartheid to democracy: many activities therefore focused on human rights education and awareness, capacity building in such areas as voter education, the Bill of Rights, administration of the criminal justice system, land rights, the truth and reconciliation process, gender, culture and tradition, among others. Below we enumerate some of the activities undertaken and the respective beneficiaries. A more detailed presentation of the activities of the Centre is contained in its Report for the years 1996 – 2002.

Capacity building in human rights

Capacity building and professional training was undertaken for government officials with key responsibilities in human rights to enhance their capacity to deal with human rights in their day-to-day work and also shape their attitudes in the context of the new democratic and human rights culture. High professional standards were ensured through collaborative training that drew expertise from various universities, senior judges and law practitioners, human rights advocates and NGOs. The beneficiaries included:

- ✓ South African Police Service personnel (legal services personnel; station commissioners; public order police; and general servicemen and women).
- ✓ Magistrates and Prosecutors
- ✓ Members of the Provincial Legislature
- ✓ Human Rights NGOs
- ✓ Senior Government Officials

Strengthening human rights capacity within government departments and national human rights institutions

The Oliver Tambo Chair of Human Rights participated in a number of programmes intended to build and strengthen human rights capacity within government departments and national human rights institutions. This includes participation in the development of a National Action Plan; participation in the UN-SA project for Strengthening National Human Rights Institutions in South Africa; participation in the SA-Canada Justice Linkage project; and participation in the development of a Manifesto of Values and support for Teachers within the Department of Education. The Oliver Tambo Chair of Human Rights has also worked in close collaboration with the South African Human Rights Commission on a number of human rights projects, conferences and workshops.

Training of Teachers and Educators

A lot of investment has been made by the Oliver Tambo Centre to train teachers and educators in democracy, human rights, peace and conflict resolution. The Centre organized training workshops on how to introduce basic human rights and democracy concepts into school curri-

cula and transform school into a democratic institution. By equipping teachers with sufficient knowledge of human rights it is hoped that their role as educators would be enhanced so that they may influence the values and attitudes of learners and therefore prepare young people to be responsible citizens.

A sub-regional project that involved training teachers from Mozambique, Namibia and Zimbabwe, developed a Teacher’s Training Manual and country-specific materials.

Capacity building among local actors

Our efforts have focused on stressing the relevance of human rights at the local level, by relating the “human condition” to culture and tradition, peace and conflict resolution, political and religious tolerance, gender, development and democratic participation. It is at the local level that the foundations of democracy must be laid, for it is at this level that human rights are most neglected. Our approach is to create dialogue and partnership among various actors so that in turn, they may influence and mobilize communities towards a better future.

Empowering Youth

The Oliver Tambo Centre has organized a number of activities for young people in institutions of higher learning and schools, out-of-school youth, and street children. The breakdown of values in society, high levels of crime and unemployment, substance abuse and HIV/AIDS, affect young people significantly. Our activities have emphasized values, social responsibility and citizenship as well as capacity building and skills in certain areas.

Conferences/ Seminars

The Oliver Tambo Centre has organized, co-hosted and participated in numerous workshops, seminars, conferences and symposia on a range of human rights issues, within the institution, in South Africa, and beyond. Many events have been successfully organized on the occasion of national and international days set aside to commemorate human rights, such as South Africa’s Human Rights Day (21March, which is also the International Day for the Elimination of Racial Discrimination). These events have rallied together many human rights groups, enabling them to share their experiences, problems and success stories.

Academic Programmes

The highlight of the Oliver Tambo Centre is the Masters degree programme in Human Rights, which has been approved by the Council for Higher Education. This interdisciplinary programme is intended to develop requisite knowledge, advocacy skills and capacity among administrators, policy makers, and NGO sector personnel in the practice and application of human rights. The Oliver Tambo Centre also offers human rights courses at the undergraduate level, and participates in shorter courses for paralegals and other groups etc.

HIV/AIDS

South Africa is among the countries with the highest rate of HIV infection in the world. HIV/AIDS raises many issues that significantly touch on our value system, including human rights, poverty, culture and tradition, and gender issues. As part of human rights education, training and information, the Oliver Tambo Chair has worked closely with people living with or affected by HIV/AIDS, health care providers, local counsellors, and traditional leaders, among others. In addition to participating in the development of an institutional policy on HIV/AIDS, the Centre has also undertaken and completed three research projects on HIV/AIDS.

Information and documentation

A comprehensive and multidisciplinary Human Rights Documentation Centre, which provides a unique collection of local, regional and international titles on human rights is now in place, and continues to grow steadily. This collection has been strengthened by a book donation from the Raoul Wallenberg Institute of Human Rights and Humanitarian Law. The Documentation Centre meets the educational needs of a variety of readers on human rights and lends support to research, teaching, training and information, dissemination at the University and in the wider community. It also provides information to and raises awareness among the public. Information is disseminated to the public through brochures containing simplified information and is translated into local languages.

The beneficiaries of the Documentation Centre at the University of Fort Hare cover a broad spectrum of society: schools and youth; women; law enforcement and correctional service officials; religious institutions; local, provincial and government officials; elderly people, communities and civil society as a whole. The Centre uses a mobile library in the seminars,

conferences and workshops it organizes, for participants to view and access relevant publications.

Information packages for workshops, conferences and seminars are prepared using information from the sources available. The publications are mostly accessed by university students, scholars, lecturers and researchers. The Documentalist also prepares simplified information packages for school learners - some of which are translated into local languages.

Following the restructuring of academic programmes at the University of Fort Hare, human rights and democracy has been integrated into many areas of learning. Human rights and democracy are component features of most disciplines offered at the University of Fort Hare – particularly in Education, Law and Humanities. The Documentation Centre is used as a resource for candidates pursuing an LLM in Human Rights, Human Rights Law, International Law, Comparative Constitutional Law, Gender Studies and other related disciplines. Since the collection is interdisciplinary, it will have particular relevance to the interdisciplinary Masters Programme in Human Rights, which will be offered from 2004.

Publications

The Centre has contributed to a Resource Manual for teachers in Southern Africa and a textbook for schools, in addition to numerous addresses and papers presented at conferences, seminars and workshops. The Centre maintains its own website and is also linked to a regional network that covers human rights in Southern Africa. An Annual Calendar of Human Rights events and activities has also become a regular feature of the Centre. The Centre publishes its own Newsletter.

III. Impact of the Activities Undertaken

The impact of the Centre and its activities has been considerable, particularly as regards professional training and awareness raising within the University institution and South African society. As a result, the Oliver Tambo Centre is inundated by requests for advice on human rights issues and consultancies, invitations to participate in workshops and conferences, development of academic programmes, and requests for documentation and information on human rights. The network established by the Chair and those involved in it have also provided solidarity and cooperation, which is absolutely essential for the success of human rights education. The Oliver Tambo Chair has

received commendations for its work from many individuals and organizations and it also received the UNITWIN/UNESCO Award.

IV. Prospects for future developments

The restructuring of higher education in South Africa has led to institutional mergers and rationalization. The University of Fort Hare will, as of 2004, incorporate the East London campus of Rhodes University, which is located in a metropolitan city with a population of over a million people. The Oliver Tambo Chair is part of the new Faculty of African and Democracy Studies, which also houses the Nelson Mandela School of Law. These developments will enhance the capacity of the Oliver Tambo Centre to meet the needs of a rapidly growing University.

In the context of South Africa and its sub-region, there are a number of emerging challenges for the Oliver Tambo Centre and other UNESCO Chairs. The HIV/AIDS pandemic is alarming not only in view of the increasing rate of infection and resultant deaths, but equally and more disturbingly, in the light of the rising incidence of discrimination, exclusion and stigmatization. For this reason, the Centre places a high priority on youth programmes that focus on human rights education, capacity building, social values and responsibility, and research. In this regard, the Centre will continue to strengthen its Youth Ambassadors for Human Rights Programme as a stepping stone to enhance values and social responsibility among young people, for instance through peer education.

The Chair will also focus on activities related to the culture of peace and non-violence by continuing to mobilize the public and civil society, and by raising awareness on the issues raised by the World Conference on Racism, Racial Discrimination, Xenophobia and Related Intolerance, particularly during the commemoration of the Ten Years of Democracy in South Africa. Priority will be placed on empowering agents of social change such as traditional leaders and healers, local government officials, religious leaders and leaders of political parties.

The rural location of the Chair has prompted the need to reflect deeper on complex social and economic problems facing many communities and to consider how human rights education can be used as an instrument to empower and qualitatively improve their livelihoods. With limited staff and resources, this remains a challenging task.

Prof. Ranjit Roy Chaudhury

**UNESCO Chair
in the
Rational Use of Drugs**

College of Public Health,
Chulalongkorn University

Bangkok, Thailand

Introduction

At the time of the establishment of the UNESCO Chair in the Rational Use of Drugs at Chulalongkorn University, Bangkok, rational use of drugs was not an issue in Thailand and was hardly discussed. By 2000, Thailand was recognized as a major centre for programmes on rational use of drugs. The College of Public Health became the national centre for the International Network for Rational Use of Drugs. The activities of the Chair have now been extended to Viet Nam, Laos and Cambodia. Some of the salient features of these activities are described below.

1) Focal point for programmes on rational use of drugs:

The Chair became the focal point for research and training activities in rational use of drugs in Thailand. Research projects were supported and funds were very often provided by the World Health Organization.

2) Workshops on Rational Use of Drugs:

Workshops were held in different parts of the country at medical colleges including the Army Medical College, at the Faculty of Nursing and in faculties of pharmacy.

3) Research projects:

Such projects were initiated by the UNESCO Chair, one of which clearly demonstrated that appropriate intervention could reduce the use of antibiotics in a teaching hospital – Chulalongkorn Hospital, without any detriment to health care standards. The paper published in the Journal of the Thai Medical Association has been reprinted in one of the volumes of “International experience in rational use of drugs”.

4) Teaching the concept and practice of rational use of drugs in the undergraduate medical, nursing and pharmacy curricula:

The very first meeting organized by the UNESCO Chair, in December 1994, addressed this subject and focused on the undergraduate medical curriculum. The entire workshop was funded by the South-East Asia Regional Office of the World Health Organization which also sent consultants for the meeting, together with a staff member from both the Regional Office and the Headquarters in Geneva. The issue has been

followed up since this initial meeting. This initiative is unique and is the only programme which has devoted so much effort to this difficult but essential task of sensitizing undergraduates to the issue. A series of workshops followed this first workshop and a book has been released with a description of modules for the medical undergraduate. A series of workshops have been organized by the Faculty of Nursing and a book has been released and is being used. This activity is still being pursued but colleges and universities are using their own resources for these activities or are receiving funds from organizations like WHO to continue performing their studies.

5) Recognition of the work carried out

The College of Public Health and the UNESCO Chair in the Rational Use of Drugs largely contributed to Thailand's integration into the International Network for Rational Use of Drugs (INRUD). Furthermore, the College of Public Health was identified as the Coordinating Institute for the Network. The first International Conference on improving Use of Medicines (ICIUM) was held in Chiang Mai and was organized by the national focal point.

6) Publications by the UNESCO Chair in the Rational Use of Drugs

Three volumes of "International experience in Rational Use of Drugs", published by the UNESCO Chair, have been widely disseminated and in demand in over fifty countries. Successful experiences in implementing programmes on rational use of drugs have been documented in these volumes, which would prompt other countries to use suitably adopted similar approaches.

7) Mobilization of funds from other bodies:

Since the beginning of the programme, the UNESCO Chair in the Rational Use of Drugs has obtained financial and technical support over the years, upon request, from the World Health Organization – both from the Regional Office and from the Office of the WHO Representative in Bangkok. Chulalongkorn University, of course, provided significant support for the Chair's activities. One example is the printing and dissemination of the three volumes of "International experience in rational use of drugs". The Army Medical College and the Faculty of Nursing used their own funds for many of the activities. The financial support from UNESCO attracted other sources of funding.

8) Extension of activities to Viet Nam, Laos, Cambodia, and Kuming in the People's Republic of China:

In the second phase of the UNESCO Chair activities, the letter have been expanded to develop programmes on rational use of drugs in the three countries, Viet Nam, Laos and Cambodia, and also in the Kuming province of the People's Republic of China. A team from the College of Public Health led by Professor Ranjit Roy Chaudhury has visited Viet Nam, Laos and Cambodia and initiated programmes in these countries. Workshops have been held and steps taken to rationalize the use of medicines in these countries by introducing structural changes similar to those introduced in Delhi State in India, known as the Delhi Model and which was, on invitation, presented at a Technical Briefing Session at the World Health Assembly of the World Health Organization on 17 May 2002.

9) Development of human resources in the area of rational use of drugs:

As a result of the activities undertaken in Thailand and in other countries, a large group of investigators and health managers in the country are now experts in the different aspects of drug use. These experts are being increasingly used both in Thailand and in other countries for the development of similar programmes.

10) Impact of the UNESCO Chair:

There is no doubt that the Chair has had an impact on Thailand. By bringing in expertise from other parts of the world, by raising awareness in Thailand and the neighbouring countries, by mobilizing resources from other organizations and through a well-planned programme to introduce training in rational use of drugs at the undergraduate level, the UNESCO Chair has been able to change the national mindset.

Prof. Irina Springuel

UNESCO-Cousteau Ecotechnie Chair in Environment and Sustainable Development

at the Unit of Environmental
Studies and Development (UESD)

South Valley University, Assouan, Egypt

I. The UESD and the UNESCO-Cousteau Ecotechnie Chair

In November 1997 the UNESCO-Cousteau Ecotechnie Chair in the Environment and Sustainable Development was created at the Unit of Environmental Studies and Development (UESD), South Valley University, Aswan. The move came in recognition of UESD's outstanding contribution to multidisciplinary research and applied studies in the fields of sustainable development and the protection of natural resources.

The UESD is part of the South Valley Faculty of Science, whose long history of training and environmental research in sustainable development in the Eastern Desert goes back to 1981. It played a particularly key role in the creation of two conservation areas in the Aswan Governorate: the First Cataract islands in 1986 and Wadi Allaqi in 1989. UNESCO declared the latter Egypt's second Biosphere Reserve in 1993. While pursuing its research and training work, the UESD also built positive ties with a number of institutions and organisations both in Egypt and internationally.

The UESD provides facilities for Egyptian and foreign researchers. It also works with a wide range of university faculties and departments, primarily physics, environmental studies and botany. The unit's Director is Professor Ahmed Belal who was appointed by the President of South Valley University. All researchers work on a voluntary basis, while permanent staff are made up of technicians and workers. As a result, there is a flexible team of between 20 and 40 researchers working at any one time in the unit. Two professors, who are also the UNESCO-Cousteau Ecotechnie Chairholders, supervise research teams' work.

The UESD has well-equipped facilities on the university campus which include laboratories, a computer centre, offices, a library and a conference room. It has established a field station in the Wadi Allaqi Biosphere Reserve (WABR), which houses an experimental farm and living quarters and provides transport facilities that include desert vehicles.

II. UNESCO, Cousteau and Ecotechnie

Green Revolution pioneer, Dr. M. S. Swaminathan, put it perfectly: "UNESCO is the torch bearer of the ethical and humanistic dimensions of

science, art and culture. Cousteau was the world's leading light in bringing about harmony between humankind and nature. The combination of UNESCO and Cousteau symbolises the quest for sustainable human security and well-being."

Captain Jacques-Yves Cousteau forged the concept of "ecotechnie", which the UNESCO-Cousteau Ecotechnie Programme (UCEP) described in 2001 in these terms: "Ecotechnie aims to holistically consider ecology, economics, the social sciences and technology in order to understand the long-term consequences of management and development decisions. Ecotechnie is a term that comprises existing interdisciplinary efforts in the fields of environment and development including but not limited to Ecological Economics, Human Ecology and Ecotechnology."

The ecotechnie approach integrates education and the natural and human science and other disciplines into a holistic, interdisciplinary management system.

III. What the Chair Does

The general objectives of the Chair are to contribute to national, regional and international co-operation in balancing conservation practices with the sustainable use of natural resources and ecosystems.

Its specific local and national objectives are to promote interdisciplinary education, training, research and field projects combining socio-economic, human and environmental sciences. Its main activities are integrated field work in the WABR, environmental education and consultancy for the Aswan Governorate.

The Chair co-ordinates the National Egyptian Ecotechnie Network (NEEN) and the Arab Regional Ecotechnie Network (AREN).

IV. Wadi Allaqi Biosphere Reserve

The UNESCO-Cousteau Ecotechnie Chair manages logistics at the Wadi Allaqi Biosphere Reserve.

Current activities in the WABR include intensive research work by a multidisciplinary team of Egyptian and foreign researchers on different aspects of biodiversity and indigenous knowledge of natural resources.

WABR's remote desert location boasts diverse ecosystems including a lake, a wet-to-dry transition zone (ecotone) and extremely arid desert which, together with its nomadic inhabitants, represents a unique combination of features. This, in turn, necessitates an interdisciplinary and ethically-oriented form of education in order to devise solutions to sustainable development problems.

The Chair has conducted research, indigenous knowledge studies, natural resources monitoring, pilot projects and training schemes. It also offers informal education by organising excursions and provides researchers, educators, technical staff to supervise students practical work.

Educators play an important logistics role by linking conservation and development in such a way as to obtain sustainable development. Interestingly in this respect, a group of local inhabitants have drawn on their indigenous knowledge and folk wisdom to use natural resources to maintain their lifestyle.

The UESD promotes interdisciplinary studies and supervises research by under- and post-graduate students in WABR field projects. Projects can be conducted in the WABR only if they meet the requirement of furthering sustainable development by identifying problems and advocating solutions. For example, in order to protect biodiversity, a project should put address ways of conserving plants, animal life, ecosystems, abiotic resources and scenery. Students should also demonstrate sound understanding of how the main components of an ecosystem, including anthropogenic factors, interact. A project can meet fewer requirement if it has a specific focus like taxonomy, flora and fauna, physiology, ecology, indigenous knowledge, anthropology or renewable energy.

Involvement of the local Bedouin community in research

Local communities play an important role in research. Projects draw on indigenous knowledge of both biotic and abiotic ecosystem components in the areas which they inhabit.

Also of value to researchers are traditional land use and management practices and how local people use such natural resources as biodiversity (both plants and animals), landscape and soil. For example, when conducting inventories of floristic diversity in the WABR and other parts

of the desert, researchers seek out the knowledge of local inhabitants who act as their guides in remote areas. The local names of plants, their morphological characteristics, autecology, habitat characteristics and main uses are well known to local people and they are generally willing share their knowledge.

Training programmes and postgraduate research projects

The UESD provides a wide range of training programmes for university students and teaching staff working in Biosphere Reserves. Such programmes include methods of field work, monitoring natural resources, communicating with local communities and compiling databases, to name but a few.

Postgraduate students' environmental research projects are incorporated into the UESD's programme of education for sustainable development. The programme's central focus is the sustainable management of natural resources for development in fragile marginal environments. Crucial to this programme is the inclusion not only of indigenous knowledge systems but also the direct incorporation of inhabitants' attitudes to the needs and priorities of development and equitable growth.

Some research projects undertaken by postgraduate students in WABR are briefly summarised below:

- ✓ Assessment of the economic and conservation values of plants: plant taxonomist, ecologist, and human geographer
- ✓ Assessment of medicinal value of plants: biochemist, ecologist, ethno-botanist
- ✓ Cultivation of indigenous plants: agronomist, ecologist, soil scientist
- ✓ Role of Bedouin women in the household: social scientist, ecologist, human geographer.

At present there are four M.Sc. students and one Ph.D. student carrying out research in WABR, while another five postgraduates are working at the UESD's campus facilities.

Students' fieldwork in the desert with local Bedouin communities is an appropriate way of narrowing the gap between Nile Valley and desert people and of furthering sustainable development for the benefit of communities and their lifestyles.

A significant, recent scheme was the biological statistics training programme for Chair staff, researchers and WABR wardens at the UESD in January 2003, which was jointly organised by UESD's UNESCO-Coutreau Ecotechnie Chair and Glasgow University.

Dissemination of research results

To present and discuss the results of sustainable development research work the Chair holds local, national and international seminars, workshops and conferences. They vary widely depending on whom they involve.

At local level the Chair organises seminars with communities and funding agencies. Seminars and meetings with Bedouins are very informal. The Chair staff and wardens regularly meet with clan chiefs, invite people for meetings if an official visits their area, and hold small meetings in their homes.

Meetings with donors usually take place at the Biosphere Center, to which senior staff are invited. A workshop with staff from the UESD and the Egyptian Environmental Affairs Agency (EEAA) on the management of the First Cataract Conservation Area and Wadi Allaqi Biosphere Reserve was held in September 2001.

V. The Women's NGO

Egypt's southern provinces are very conservative when it comes to gender issues. There are strict, traditional rules and customs which particularly affect women. Nowadays, however, things are changing. More women are starting to move into employment and are doing the same work as men. They benefit from comparable education opportunities, especially in urban areas. Even in southern Egypt female students attend university and in some faculties they outnumber males.

There are some activities which are perceived as preferably undertaken by men. One is field work, which until recently was the exclusive province of male students and researchers. Between 1980 and 1990 our field staff included only one woman. Today women account for half of the UESD's researchers and technical staff. They work in very harsh conditions, with temperatures in the summer soaring to 45°C and more. Yet the lack of basic amenities has not put women off and female researchers have set up the Women, Development and Environmental Conservation NGO that

brings together Bedouin women from the desert and their educated urban counterparts from the UESD. Although they come from such different walks of life, they have built relationships of mutual trust and self-help and share their knowledge and experiences.

VI. Literacy

In Egypt illiteracy levels vary between 61% in the countryside and 35% in urban areas. Among women the figures are, respectively, 76% and 45%. Almost 100% of the nomadic inhabitants of Wadi Allaqi can neither read nor write. The Chair has taken on the important task of providing the local nomadic community, particularly woman and children, with basic literacy skills. The UESD's female staff co-ordinate the women's NGO which has devised special methods for teaching children. They differ from the traditional elementary education provided in schools in that they are very informal. The children play while learning to read and write, make drawings, are never punished, and are rewarded with small gifts. Watching their children, Bedouin women became interested in the programme. Some men have even asked to learn to read and write because they need a literacy certificate to be employed by the government.

VII. Workshops, seminars, conferences

National and international seminars, workshops and symposiums are organised at the UESD's university premises where the Chair has conference facilities. The list of events organised in the past few years is a long one. Among the most recent to have attracted attention were: "Research and Sustainable Development in Hyperarid Lands" (18 to 20 March 2001); "Environmental Change and Desert Development: New Water, New Opportunities in Southern Egypt, Wadi Allaqi Biosphere Reserve" (16 to 18 December 2002).

VIII. Networking

The National Egyptian Ecotechnie Network (NEEN)

The National Egyptian Ecotechnie Network (NEEN) brings together a number of Egyptian universities and government agencies. It seeks to promote co-operation among national and regional organisations working in the field of environmental education and training.

Since 1997 it has held 11 meetings which have led to the preparation of an environmental manpower assessment and of syllabuses for environmental courses in Egyptian universities.

The milestone event in NEEN's activities was the Experts' Meeting in December 2000, chaired by Professor Mufied Shehab, Minister of Higher Education. It brought together vice-presidents of Environmental Studies from all Egypt's universities and the presidents of the various Sectoral Committees of the Supreme Council of Universities. They discussed issues relating to environmental education in Egyptian universities and approved a general course on the environment for all first year undergraduates. They also recommended the creation of a Sectoral Committee on Environmental Sciences within the Supreme Council of Universities which convened in October 2001.

The most recent NEEN event was the "Expert Meeting on Environmental Education in Egypt". It took place on 31 October 2002 and was jointly organised by the Supreme Council of Universities, UNESCO's Cairo Office and the UNESCO-Cousteau Ecotechnie Chair, South Valley University. The meeting's aim was to evaluate activities undertaken by NEEN and related institutions in the field of environmental education at university level and to finalise the UNESCO-NEEN agreement.

Arab Regional Ecotechnie Network

The Chair is a founding member and co-ordinator of the Arab Region Ecotechnie Network (AREN) that brings together eight universities:

- ✓ University of South Valley (Egypt)
- ✓ University of Bahrain (Bahrain)
- ✓ University of Jordan (Jordan)
- ✓ University of Mohamed V. (Morocco)
- ✓ University of Khartoum (Sudan)
- ✓ University of Damascus (Syria)
- ✓ University of Sana'a (Yemen)
- ✓ The University of Balamand (Lebanon)

Work to put the network in place began in 1997 and the agreement formalising its existence was ratified in December 2001. In 2002 the Director-General of UNESCO signed the UNITWIN-AREN Agreement.

The last AREN meeting took place in Paris on 12 November 2002, on the day before the World Forum of UNESCO Chairs opened. AREN non-Chair members thus got the opportunity to attend the forum which lasted until 15 November. At the time of writing the next annual workshop was scheduled for November 2003 in Jordan.

IX. Socio-economic and Cultural Impact

The beneficiaries of the Chair's activity fall into two broad categories:

- 1) People affected by the strategies for sustainable development which the UESD seeks to implement through the Chair,
- 2) The research agencies involved in networking with the Chair.

The primary beneficiaries of the Chair's sustainable development strategies are the residents of the Wadi Allaqi Biosphere Reserve. Those who benefit indirectly are many. They include:

- 1) the peoples of the entire Lake Nasser region,
- 2) those who live in regions necessarily affected by whatever development takes place in the Lake Nasser region, namely the Nile Valley in Upper Egypt, Egypt as a whole, the Mediterranean Basin and the Middle East,
- 3) the inhabitants of similar hot, hyperarid regions (e.g. the Sahel) who may also be able to apply or adapt management strategies to their situations.

In the second category the primary benefits are the enhancement of existing research capacities and the cross-pollination of ideas. The prime beneficiary is the UESD. South Valley University – with its four campuses in the Governorates of Aswan, Qena, Sohag and Red Sea – also benefits from the Chair. Other similarly focused member organisations of the networks to which the UESD belongs also stand to gain. These include:

- 1) other MAB Programme Biosphere Reserves particularly in hyperarid regions,
- 2) AREN, NEEN and other bodies belonging the Egyptian Association of Universities,
- 3) UNESCO-Cousteau Ecotechnie Chairs in the Environment and Sustainable Development in other countries.

The Chair also provides research facilities for postgraduate students from Egypt and overseas. At present, there are four postgraduates (all women), who are fully funded by the Chair, which also makes its research facilities available to eight other Ph.D. and M.Sc. students. The number of students varies according to the duration and nature of their research, which should always be related to the work of the UESD.

The Chair impacts on gender issues. It provides women in Upper Egypt with job opportunities which improve their scientific careers and social life. The Chair's host organisation, the UESD, currently employs 10 women in research, administration and secretarial work. Many others have received training that enables them to obtain better jobs.

As part of the UESD's commitment to networking with foreign universities, it grants its teaching staff and postgraduate students scholarships to study in residence at universities or research centres abroad. The number of scholarships depends on the funds available.

The Aswan-based activities undertaken by the Chair chiefly comprise local and regional training sessions and workshops and participation in UESD desk and field research projects. Training primarily addresses the UESD team and seeks to raise awareness of the need to protect the environment and improve environmental education in Egyptian universities.

The Chair also helps in writing project proposals and publications. To date the UESD has published 37 working papers together with their main findings as well as over 30 articles in international journals.

The UNESCO-Cousteau Ecotechnie Chair's research activities are one way in which it plays a fundamental role in the management of WABR.

X. Publications

Researchers' initial findings are recorded in the Allaqi Project Working Papers. Originally published by the University of Glasgow, UESD has produced them since 1993. Subjects have included water and mineral resources; soils, soil fauna and composting; flora and plant ecology; applications of remote sensing; geographical information systems; and socio-economic studies. To date 35 working papers and the proceedings of the Environmental Management of African Arid Lands Conference have been produced, while more are in preparation. Since the Chair was established some 40 research papers have been published in Egyptian

and international scientific journals. A book on environmental topics for school students is under preparation.

XI. Future activities

The Chair's future activities in the wake of "Recommendations on a Strategy for Future Development of the UNITWIN/UNESCO Chairs Programme" can be summarised as follows:

To facilitate the work of AREN, which has proved an efficient mechanism for the transfer and sharing of knowledge, the consolidation of research and training programmes and the creation of centres of excellence in AREN developing countries. AREN's work will involve:

- ✓ annual meetings – at the time of writing the next one was in Jordan in November 2003,
- ✓ preparing proposals for joint projects by AREN countries,
- ✓ Arab universities sharing their experience in teaching and training,
- ✓ helping to establish new UNESCO Chairs which will act as centres of excellence.

To improve existing training programmes while cutting down on lengthy studies abroad. To this end the Chair will invite national and international experts to conduct training programmes in Aswan. The following short training schemes are scheduled for next two years:

- ✓ GIS for postgraduate and postdoctoral students,
- ✓ statistical data analysis or postgraduate and postdoctoral students,
- ✓ social and gender issues for WABR staff and postgraduate students,
- ✓ student exchange programmes.

To make greater use of distance education in the service of higher education. To this end the Chairholder attended a three week training course from 14 July to 2 August 2003 on the Just Write Programme. She found it very useful and will ask the IDRC to fund the same training course for Chair staff.

To foster gender equality, sustainable development and the preservation of cultural diversity by:

- ✓ managing logistics in the WABR,
- ✓ working with Bedouin women in the WABR,

- ✓ running illiteracy projects in the WABR,
- ✓ providing facilities for female researchers,
- ✓ supporting the Women, Development and Environmental Conservation NGO.

These activities are closely related to education for all, water and associated ecosystems, the ethics of science and technology, the safeguarding of cultural diversity.

This report closes with the Chair's hope that in accordance with the "Strategy for Future Development of the UNITWIN/UNESCO Chairs Programme" the new funding strategy, will include support from all UNESCO Sectors and the commitment of budget provision by participating institutions. The Chair is also eager to see the new UNESCO strategy for rationally promoting the UNITWIN Network.

Prof. Prasonk Sricharoenchai

NKK/UNESCO Chair in Metallurgical Engineering

Chulalongkorn University,
Faculty of Engineering,
Department of Metallurgical
Engineering, Pathumwan

Bangkok, Thailand

Background

Sponsored by Dr. Y. Aoshima of UNESCO's Jakarta office, the Chulalongkorn University Faculty of Engineering approached UNESCO about establishing the NKK/UNESCO Chair in Metallurgical Engineering, as part of UNESCO's UNISPAR Program designed for international cooperation between universities and industry. UNESCO sought financial support from Japan's NKK Corporation for its Chair in the Department of Metallurgical Engineering. Associate Professor Dr. Paritud Bhandhumbanyong was appointed Chairholder for two years.

With an annual grant of 8,000 USD, the Chair's aim was that the Japanese NKK Corporation should transfer its technological know-how in steel manufacturing and the sheet steel production process to the Thai university's academic staff, students and practising engineers through training and R&D projects.

The scheme comprised five phases: Phase I, which ran from June 1997 to May 1998, Phase II from June 1998 to May 1999, Phase III from October 1999 to September 2000, Phase IV from January to December 2001, and Phase V from April 2002 to March 2003.

Phase I involved the Department of Metallurgical Engineering and NKK Corporation exchanging personnel to learn from each other and identify key technology transfer needs. Computer simulation was identified, and there was also a request from students and steel sheet engineers for a NKK researcher to lecture on "The Advanced Technology of High Quality Steel Sheet Manufacturing".

Phase II included a seminar on "Welding in Steel Strip Application" for students and industry representatives. There was also a two-month course on cold rolling simulation programmes in Japan for one Masters-level student. Thai-based NKK Corporation joint-venture partner, Sahaviriya Steel Industry Public Co. Ltd, hosted a training programme for undergraduates.

When Dr. Paritud Bhandhumbanyong was appointed Director of the National Metal and Material Technology Center, Assoc. Prof. Dr. Prasonk Sricharoenchai took over as Chairholder. Phase III, which enjoyed a budget 900,000 JPY (over 8,000 USD), was just beginning.

It included a two-month course for two postgraduate students in Japan and training for six undergraduate students at the Sahaviriya Steel Industry Public Co. Ltd. In addition, NKK donated a plasticine rolling mill. A visit to the Thai Cold Rolled Steel Sheet Public Co. Ltd. (TCR), of which NKK was the majority

share holder, involved discussion of cooperation in the field of research. Finally, there, a postgraduate student made a presentation at the Conference of the South East Asia Iron and Steel Institute (SEAISI) in Singapore.

The NKK Corporation Japan maintained its grant level at 900,000 JPY for Phase IV. Training courses in Japan for postgraduates and in the Thai steel industry now became regular fixtures. Two postgraduate students attended the two-month course in Japan, while the Sahaviriya Steel Industry Public Co. Ltd took in five undergraduates and TCR two. A postgraduate student presented his research work at the SEAISI's annual conference in Japan. Engineers from TCR visited the university's Department of Metallurgical Engineering to examine a steel sheet problem.

A highlight of Phase V was a special lecture which a NKK researcher delivered to students and steel sheet engineers on the topic, "Inclusion in Steel Strip and Steel Sheet". One postgraduate went to Japan for two months' training, while three undergraduates trained at Sahaviriya Steel Industry Public Co. Ltd. and one at TCR. A new initiative also began – a graduate level joint research project on the enamel coating of steel sheet.

Successes

1. The programme strengthened links between university and industry, while the special lectures in Phases I, II and V and the company-based joint research project in Phase V furthered them still.
2. The joint research which, though it went beyond the programme's scope, was related to steel technology.

Difficulties

1. The inadequate annual budget limited activities. Research was reduced in scope because there was cooperation from only a few companies.
2. One Masters-level student who trained in Japan gave up his research work into simulation on his return.
3. Steel engineering students were unable to adapt what they learned about simulation in Japan to the Thai industry. This work should be developed further.
4. NKK Corporation Japan, which donated the Chair's grant, merged with the Kawasaki Steel Company to become the JFE Group. JFE is currently considering whether to continue funding the Chair.

Résumé of Activities

Special Lectures and Seminars

1. A NKK researcher lectured to students and steel sheet engineers at Chulalongkorn University in June 1997 on “The Advanced Technology of High Quality Steel Sheet Manufacturing”.
2. A seminar for students and steel industry engineers on “Welding in Steel Strip Application” was held in November 1998.
3. A NKK researcher lectured to students and steel sheet engineers in September 2002 on “Inclusion in Steel Strip and Steel Sheet”.

Training for Postgraduate Students

1. One postgraduate student attended a two-month course in Japan from March to May 1999 on “The Simulation of Cold Rolling of Steel Sheet”.
2. Two postgraduate students attended a two-month course in Japan from March to May 2000 on “A Motor Looper Model for Tension Control in the Continuous Hot Rolling Mill” and “Thickness Analysis Simulation by Dynamic Theory of Continuous Cold Rolling for Steel Sheet”.
3. Two postgraduate students attended a two-month course from April to June 2001 on simulating “The Profile Control of Cold-rolled Strip” and “The Effect of Roll Eccentricity on Rolled Material Thickness”.
4. One postgraduate student attended a two-month course from March to May 2003 on “Shape and Profile Simulation Models for Six-high Mills”.

Training for Undergraduate Students

Students attended training courses at the Sahaviriya Steel Industry Public Co. Ltd and TCR from April to May each year between 1998 and 2003.

Exchange Visits between Chulalongkorn University Students and TCR Staff

1. A group of graduate and undergraduate students accompanied by Dr. Prasonk Sricharoenchai visited the Sahaviriya Steel Industry Public Co Ltd., TCR, and Thai Coated Steel Sheet Co. Ltd. from 24

to 25 March 2001 to learn about steel rolling mills. Prospects for cooperative research into enamelling between the university and TCR were discussed.

2. On their return from Fukuyama two graduate students spent time at TCR. From 11 to 22 June 2001 they shared views and experience with TCR engineers on steel sheet rolling, studied actual rolling processes for their computer-based simulation and collected data for use as simulation results. One Masters-level student returned to TCR from 8 to 9 October 2001 to gather data on steel sheet rolling for his thesis.
3. Engineers from TCR visited CU's Department of Metallurgical Engineering in September 2001 to advise on a problem with steel sheet inclusion.

Student Presentation

1. A Masters-level student presented a paper on cold roll steel sheet simulation which he had studied in Japan to the 2001 Conference of SEAISI, held in Singapore from 14 to 16 May.
2. Another Masters-level student presented a paper on cold roll steel sheet simulation which he had studied in Japan at the 2002 Conference of SEAISI in Japan from 8 to 11 April.

Joint Research Project

A joint research project on the enamel coating of steel sheet was conducted on material supplied by TCR. The project also benefited from the cooperation of an enamel coating company which improved the quality of TCR's steel sheet enamel coating.

Socio-economic Impact

National Level

1. A special lecture by a NKK Corporation researcher on the advanced technology of steel sheet processing upgraded knowledge and understanding and whetted the appetites of engineers to learn more.
2. Masters-level students in Chulalongkorn University's Department of Metallurgical Engineering were keen to improve their understanding of steel sheet rolling technology from Japan, which increased interest in research in the department.

3. Chulalongkorn University provided a local steel sheet company with technical advisory support, which subsequently developed into joint research co-operation.
4. The activities of the Chair in Metallurgical Engineering strengthened cooperation links between the university and industry.

Regional Level

1. The project was an example of technology transfer from a developed to a developing country, from a high-tech steel company in Japan to a university in Thailand and from the university to a local steel sheet company. The Chair's mission could be widened to include other fields, as long as it was able to identify donors and universities willing to participate.
2. Thai university education standards and research capacity was possibly improved by students training in Japan and making presentations to SEASI conferences.

Prospects for Future Development

1. Local steel sheet companies could benefit effectively from the transfer of the technology of cold rolling simulation.
2. Seminars and lectures by researchers from NKK Corporation Japan could help to provide the technology which would improve the quality of steel sheet manufacturing and processing.
3. Joint research ventures could help improve the standard of the Department of Metallurgical Engineering's teaching in advanced steel sheet technology.
4. Higher levels of private-sector sponsorship would enhance the Chair's work. Both Chulalongkorn University and the donor company, majority shareholder in the local steel sheet company, would gain.

Publications

1. N. Panich, P. Sricharoenchai and F. Fujita: "Thickness Analysis Simulation by Dynamic Theory of Continuous Cold Rolling for Steel Sheet", SEASI QUARTERLY, Oct. 2001, Vol.30.4, p.54-60
2. P. Visitvattanukul, P. Sricharoenchai and F. Fujita: "Simulation of effect of Roll Eccentricity on Rolled Material Thickness" SEASI 2002 Japan conference and exhibition, 8-11 April, 2002, Tokyo, Japan, p.6-4/1-11.



Prof. Zurab Tsereteli

**UNESCO Chair
in Fine Arts
and Architecture**

Academy of Fine Arts, Moscow, Russian Federation

UNESCO Chair in Fine Arts and Architecture

(Russian Academy of Fine Arts)

1. Background

The activity of the UNESCO Chair in Fine Arts and Architecture builds on the traditions of the Russian Academy of Fine Arts. Dating back to the 18th century, it is Russia's oldest state-owned arts institution. Following the reforms enacted by Peter the Great and Catherine the Great, the Academy became the main channel through which foreign ideas and styles were introduced into Russian culture.

The Soviet regime frowned on artistic and cultural exchange which it curbed greatly. The Academy's UNESCO Chair is now trying to rebuild ties between Russian and foreign arts and culture, a truly vital task if Russian culture is to regain its international place.

2. A Summary of the Chair's Work:

The Teaching and Training Network in Fine Arts and Architecture

The Chair's work has three main thrusts which combine in a complex interplay: education, research and exhibitions, both permanent museum displays and temporary shows. It seeks to operate on national, regional and international levels.

The Chair has developed a complex, innovative provision that caters to art and art history students and lifelong learners, who can be broken down into five target groups. They are listed below in order of priority for the Chair's system of teaching and training:

- 1) Postgraduate students who are (a) preparing their Ph.D. dissertations and (b) who are seeking to improve their skills through one of the special workshops. The latter group benefit from the expertise of tutors and facilities which include well-equipped studios.
- 2) High school pupils who plan to go to art school or study history of art. The Chair also admits pupils who are interested in art as an extra option. They, however, usually attend core curriculum classes only and do not take part in workshops or art history seminars. The Chair has created a Centre for Children's Art Education, that has now run successfully for four years.

- 3) Students from art schools like the Surikov Art Institute in Moscow, the Repin Institute in St. Petersburg, and the Moscow Architectural Institute who want to broaden their knowledge of modern and contemporary art, sadly underrepresented in post-Soviet art syllabuses. They can attend additional classes at the Chair's facilities in the Moscow Museum of Modern Art.
- 4) Adult lifelong learners who attend a two-year course called "Free Art Workshops". There are courses on modern and contemporary art history, visits to artists' studios, workshops, and classes on collecting contemporary art, museum management, legislation, and marketing and public relations.
- 5) Art enthusiasts from the general public who attend the lectures and many exhibitions which the Chairholder regularly organises.

All teaching is part of a single, flexible system which enables the UNESCO Chair of Fine Art and Architecture to provide for students from all age groups and backgrounds with different interests and goals. Introduced by the Chairholder, it takes the broad view, which encompasses foreign and contemporary art. The underlying teaching principle is to show students that art develops internationally, that it is, and has always been, determined by the cross-fertilization of ideas and styles by artists from all over the world. This approach has particular resonance for the educators and researchers of the future, whose task it will soon be to reshape the Russian cultural environment and introduce internationally recognized values and attitudes towards art history and contemporary art.

The Artistic and Museum Activities of the UNESCO Chair for Fine Arts and Architecture

Chairholder, Professor Zurab Tsereteli, is an internationally renowned sculptor and President of Russian Academy of Fine Arts. He sets the agenda for the bulk of the Chair's action, which includes a number of recent major Russian and international projects:

- A two-part sculptural composition to commemorate the 500th anniversary of the discovery of the New World. The first part is a 60-metre high monumental stature sculpted by Professor Tsereteli in Seville, Spain, called "The Birth of a New Man". Prof. Tsereteli is currently working on the second part. Called "The Birth of a New World", it is to be erected in Puerto Rico, the only part of the United States where Christopher Columbus actually set foot.

- The reconstruction of the Cathedral of Christ the Saviour in Moscow. Professor Tsereteli was Chief Artist, using his expertise to oversee decoration and statuary in the cathedral, destroyed by the Bolsheviks in the 1930s. The project was more than a gigantic artistic enterprise, it has also marked the beginnings of a true school of religious art in post-Soviet Russia. The Chair has organized special courses, seminars, workshops and conferences on religious art, which is undergoing a renaissance and restoring links with Orthodox Christian art worldwide.
- A project known as “Culture and Discovery” in Uruguay. Zurab Tsereteli designed the squares in Montevideo named after Leon Tolstoy and Yuri Gagarin, to whom he also sculpted statues.
- “Russian Culture in Italy”. The Chairholder initiated and steered this project, which involved donating statues of Russia’s greatest poet, Alexander Pushkin, and the great Russian artist, Karl Brulov, to Rome. Zurab Tsereteli recently completed a statue to Nikolai Gogol in Rome, where the great writer wrote his world-famous novel, *Dead Souls*.
- A celebration of historical and cultural ties between France and Russia. As part of this project Zurab Tsereteli sculpted the statue of General Charles de Gaulle in Moscow, and is currently working on a monumental structure to Balzac in Paris and a statue in *La Rochelle*.
- “Eternal Memory of the World”. A project devoted to victims of the Holocaust. Zurab Tsereteli built the monument to Holocaust victims in Moscow and has sculpted an inscription which he proposes to place worldwide wherever Holocaust tragedies took place.
- “Tears of Terror”. Zurab Tsereteli’s designs and models for a monument to the New York victims of the September 11 tragedy, which he created in its immediate aftermath.
- The design and creation of a children’s educational park in Moscow, called “World of Wonders”.

The UNESCO Chair and its Chairholder have played central, highly effective roles in creating museums and staging exhibitions in Moscow.

- The Chairholder was the driving force behind the creation of the Moscow Museum of Modern Art, still the only one of its kind in Russia. Designed to reflect the parallel development of art in Russia and worldwide, it has earned an international reputation in just four years.
- The Chair has both advised and been directly involved in over

60 exhibitions in the Moscow Museum of Modern Art. A score of them were international in scope, featuring artists from Finland, Brazil, Chile, Uruguay, Mexico, India, Germany, France, Sweden, Indonesia, Japan and elsewhere. It was the Chair which held the show devoted to Tibetan artists, “Mandala of the Millennium”.

- It was on the initiative of the Chairholder that the museum complex in Moscow, “Gallery of Arts” was created. It is devoted to the support of classical traditions in modern art and draws on the Chair’s expertise and collaboration to exhibit the little-known or forgotten works of traditional art from Russia (which includes the international Russian Diaspora) and other countries in both East and West.
- The Chairholder recently put forward the idea of creating another museum and workshop centre, to be called “The Museum of the Avant-garde”. It will show the latest trends in international contemporary art. At time of writing the museum was due to open in 2003.

The Chairholder has profoundly changed Russia’s museum landscape, making it far more modern, innovative and international.

The Research Findings of the UNESCO Chair of Fine Art and Architecture

One of the Chair’s prime activities is research, which is closely linked to its educational and museum programs. Since the Chair was established, it has focused closely on educational and museum programs. It has published over 40 books and 300 articles on the history and theory of art, architecture and the built environment, modern and contemporary art, and international links in art and architecture. They have been published not only in Russia but in the UK, France, Germany, China, Italy and the USA.

As for research, the Chair has presented its findings at numerous international and national conferences, several of which the Chairholder organized. The Chair’s research work and publications include:

- A research program of studies into modern and contemporary international and Russian art. There are three thrusts to it:
 - An exploration of the avant-garde in art and architecture of the 20th century, its impact and implications for the future.
 - An analysis of the chief international trends in the development of modern art.
 - A monitoring of contemporary Russian art and its international links and influences.

This program ties in closely with the Chair's educational and museum-related work: it has published more than 30 books and 100 articles on related topics.

- A reinterpretation of Russian art and architectural history based on the analysis of international influences. Such an approach is new and important after the long years of the Soviet isolation and introduces fresh areas of research to Russian art history. Not only does it examine foreign influences, it also considers areas of study prohibited under the Soviet regime, like so-called "decadent" art, émigré art and the religious art of recent centuries. The subjects covered have given rise to ten books and dozens of articles.
- A study of how the co-existence of the visual arts and architecture has evolved in the history of world culture. The Chair takes this multi-disciplinary historical study, which involves different kinds of art worldwide, and uses it as a foundation on which to build a theoretical framework for the artistic development of the contemporary built environment. The Chair has published a dozen books and several dozen articles in conjunction with this programme.
- "Contemporary Art Education: Survival of Tradition and the New Technologies", an analysis of how classical art training can be preserved. The Chair means to leverage some of the most innovative approaches in the philosophy and technology of contemporary art. The UNESCO Chair of Fine Arts and Architecture is now working hard to organize an international conference in Moscow and St. Petersburg in June 2003 on this theme under the patronage of the Director-General of UNESCO and the President of the Russian Federation.

3. Socio-economic and Cultural Impact of the Activities of the Chair

On a national level the Chair's teaching and training activities are of prime importance. By drawing on its expertise and the innovative approach it has developed in recent years and through cooperation with over 100 Russian and foreign agencies, the Chair has succeeded in providing the most advanced teaching and training in the field of art and art history in Russia. It developed this provision through multi-disciplinary research led by the Chairholder and Chair professors.

The Chair's teaching and training provision caters to an unusually broad cross-section of target groups, ranging from school children to graduates, Ph.D. students and adult lifelong learners. Traditional methods are combined with new educational technologies and approaches, like getting art students directly involved in various capacities in the organization of international artistic events and museum activities.

The Chair's teaching/training philosophy is founded on the premise that international cross-fertilization of styles, idea and influences is central to understanding the history of world and Russian art and the making of contemporary art worldwide.

Research is one of the Chair's prime activities on the national level. It is closely linked to its educational and museum programs. Since the Chair was established it has run several important research programs described above in "The Research Findings of the UNESCO Chair in Fine Art and Architecture".

Networking and knowledge-sharing are significant activities, which take on their full importance at regional and international level. The Chair has succeeded in establishing and developing a network of more than 200 universities, art and architectural schools, art museums, academies of art and research institutions in the fields of art history, theory and technology. The Chair networks with Russian regions and many countries, from Belgium to Brazil, and Kazakhstan to Sweden. It has built very close contacts with Tibetan artists in exile and has undertaken joint projects with similar institutions in the UK, Germany, France, Italy, Sweden and all over South America.

There have been exchanges of scholars and professors from the universities of Oxford, Venice and Bern, academies of the arts in France, Spain, Georgia and Kirgizstan. The UNESCO Chair of Fine Arts and Architecture is working on the preparations for an international conference, "Contemporary Art Education: Survival of Tradition and the New Technologies " (see above).

On an international level the chair's most fruitful activity has been its creative artistic work and its projects to revive modern art museums in Russia. Chairholder has been the driving force behind most of the Chair's efforts in this sphere, which have helped to redraw the museum map of Russian and breathe innovate, creative new life into it. (see The "Artistic and Museum Activities of the UNESCO Chair for Fine Arts and Architecture").

4. Prospects for Future Development

As it looks to the future, the Chair is considering how to harness its successful, innovative concept of training for artists and art historians to combine the traditional teaching of classical art with graduate involvement in contemporary art events and museum activities. Key to this thinking is the Chair's belief that international exchanges of ideas and influence shape the understanding of art history and the making of contemporary art. Study of this cross-fertilisation of international cultural and artistic links will play a part in forming the new post-Soviet mentality. The Chair will provide advanced multi-disciplinary teaching and training in all branches of the fine arts, various traditional and innovative techniques, architecture, environmental design, history and theory of art and museology. Theoretical classes will be combined with on-the-job group training in organizing modern and contemporary art shows, which will bring teachers and students into direct contact with the public, media, and curators.

The Chair plans to draw on its new teaching philosophy and methods to prepare specialists whose task it will be overhaul the entire field of arts education and reshape public understanding. The extensive network the Chair has built will ensure wide, efficient knowledge-sharing.

Networking

The Chair has established and, in coming years, is planning to support, a permanent network of more than 200 universities, art and architecture schools, museums and research institutions in the field of art history, theory and technology in many countries. The network will condition the international nature of research and teaching. For the first time, all types of Russian avant-garde art will be seen in exhibitions organized by the Chairholder and become taught as part of a syllabus. At the same time, the Chairholder and professors will co-supervise PhD studies in other institutions, exchanges of teaching methods and material, and joint workshops, seminars and exhibitions.

Advancement of Knowledge in Research

- The Chair will continue its sophisticated program of research into modern and contemporary art, which remains unique to Russia. For the first time, all the art forms and types prohibited by the Soviets will be studied and exhibited.

- The Chair will work on spreading its new approach to Russian art and architecture history, founded on the view that culture develops internationally through mutual influences between countries. (Results of research are described in a textbook now being printed in Russian and English.)
- The Chair is planning to work out, publish and teach its theory of the historical coexistence of visual arts in the history of world culture.
- The Chair will continue to provide services to the Russia's Ministry of Culture, artists associations and unions and provincial governments by carrying out national programs related to its fields of competence, organizing conferences and exhibitions within the city of Moscow's programmes of international exchange.

Main Projects

The Chair initiated a politically resonant project, "Peace for the Caucasus", which aims to study common art traditions in an attempt to highlight the unity underlying the region's divided nations.

The exhibition will be organized at the end of 2003 and will bring together modern artists and their work from all the nations in the Caucasus, as well as showing traditional masters. The exhibition will set the scene for the conference on the future development of Caucasus.

The Chair has another major project in the pipeline, which will involve staging a conference on the problem of arts education in the 21st century. It hopes to invite representatives from UNESCO, art and culture institutions and major art schools in different countries to discuss issues that will include new technologies in art education, the influence of the news media, and the role of science in teaching art. Another major item on the agenda will how to preserve nations' artistic identities.

5. Publications, Multimaterial

- 1) Title: *"Coexistence of the Arts in the History of Culture"*
 Authors: **V. Tolstoy, D. Shvidkovsky, N. Vinogradova et al.**
 Publisher: Russian Academy of Science Press
 Year: 2000

- 2) Title: *“Art of the 20th Century: Results and Perspectives”*
Authors: **V. Tolstoy, A. Yakimovitch, D. Shvidkovsky, A. Ikonnikov, V. Hait et al.**
Publisher: Russian Academy of Science Press
Year: 2001

Multimedia Materials

- 3) Title: *“Russian Academy of Fine Arts: History and Present Times”*
Authors: **V. Vanslov, E. Zaitzev et al. (CD)**
Publisher: Russian Academy of Art
Year: 2002

In addition, the Chair has published over 80 books on ancient, modern and contemporary Russian and World Art (see attached list in Russian).

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Biodiversity Conservation
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Part I

Introduction

Two major international gatherings on the “Reconstruction of Scientific Co-operation in Southeast Europe” both recognised the key importance of scientific co-operation in improving and strengthening social, economic and political stability in the area. They were the International Conference of Experts in Venice from 24 to 27 March 2001 and the Round Table of Ministers of Science, which took place at UNESCO’s Paris headquarters on 24th October in 2001.

Particular stress was laid on the urgent need for:

- a) stemming the brain drain;
- b) capacity building;
- c) conserving and ensuring the sustainable use of the region’s rich natural resources and cultural diversity;
- d) building a framework for mutual understanding and co-operation.

To achieve those objectives, attendees agreed that complementary national and regional measures were necessary and that they should focus on developing research infrastructure, tools and facilities.

Among measures envisaged, the following were deemed particularly important:

- a) strengthening national research and information technology infrastructure;
- b) networking by educational institutions and research agencies to increase the mobility of academic staff and students and to share expertise and equipment;
- c) putting in place national and transnational networks of socio-ecological complexes with integrated operational infrastructures for balancing the conservation of biological and ecological (including ethno-cultural) diversity with social and economic development.

The UNESCO Regional Bureau for Science and Technology in Europe (ROSTE), based in Venice, Italy, was asked to coordinate and facilitate a preparatory process with the aim of developing a set of local projects that would enable regional policy to be put into practice on the ground.

In order to raise the financial support needed for the implementation of projects, the preparatory process was to end with an international conference at which projects would be presented. Key attendees would include both potential donors and beneficiaries.

One major initiative within the preparatory process was based on the broad philosophy of UNESCO'S Intergovernmental Programme on Man and the Biosphere (MAB) and on conceptual and operational adjustments and improvements made at and after the UNESCO-MAB Conference in Seville, Spain, in 1995.

Key dimensions of the MAB philosophy are contained in the following fundamental statements of principle:

- a) humans and the environments they have made and are integral parts of the biosphere, or nature;
- b) the ecosystemic, or holistic, model must replace sectorial and reductionistic approaches in the field of research and the management of large-scale socio-ecological complexes;
- c) interdisciplinary scientific and educational action should underpin sustainable resources management as part of the overall effort to achieve sustainability.

The UNESCO-MAB programme, centred as it is on national, regional and global networks of Biosphere Reserves (BRs), provides the most suitable infrastructure and mechanisms for implementing policies and achieving the kind of goals set for the South-Eastern European (SEE) Region.

A well-designed and well-established network of BRs (including trans-boundary biosphere reserves – TBRs) should encompass the wide environmental, social, economic and cultural diversity identified at national, regional and global levels.

Because of their spatial arrangements, BRs are viewed as pilot areas or social-ecological complexes, where national and international policies and agreements on the conservation of biological and ecological diversity and sustainable development are implemented with the aim of achieving ecological and social security. As part of this commitment, BRs should also provide facilities for sharing information and knowledge and encouraging mobility, common understanding and mutual co-operation.

Against this background, UNESCO-ROSTE initiated and funded the launch of the preparatory process for a project to develop and strengthen the network of TBRs in the SEE region. The project entails fostering the further development of national BR networks, building links between them, and finally creating a framework for the implementation of a specific regional policy.

The preparatory process began in 2001 with the full participation of the region's National MAB Committees: Romania, Bulgaria, Serbia and Montenegro, Croatia, Albania, Greece, Turkey and the Republic of Moldova. It comprises four phases:

- i)** Phase I was carried out in 2001 and ended with the meeting held in Sinaia, Romania in December 2001. The meeting assessed the current status of the environment and identified the major constraints, needs and opportunities relating to the implementation of sustainable management principles in the specific socio-economic and environmental context of the SEE Region;
- ii)** Phase II took place in 2002. It included the special session of the EuroMAB Conference in Rome in October 2002 and was devoted to the MAB programme in SEE countries;
- iii)** Phase III was spread over the first half of 2003 and ended with this report which incorporates output from Phases I and II;
- iv)** Phase IV is focusing on developing the regional project to establish a network of TBRs.

The remainder of the current report is structured to cover the objectives and outputs of the first three phases of the preparatory process. Parts II and III deal with Phase I, Part IV with Phase II, and Parts V and VI with the country reports, objectives and recommendations developed in Phase III.

The report explores the background to the design and development of a regional project for an operational infrastructure that balances the conservation of biological and ecological diversity (including ethno-cultural diversity) with social and economic development. It also addresses mutual co-operation among countries from the SEE region.

Although the National MAB Committees of Bosnia-Herzegovina and Macedonia contributed only to Phase II of the preparatory process, the report assumes their full support for its principal statements and recom-

mendations. The assumption is based on the fact that both countries' MAB Committees endorsed the resolution of the special session on the MAB Programme in the SEE region at EuroMAB Conference in Rome in October 2002.

Part II

Sinaia Meeting: Preliminary Objectives

In order to focus clearly on the specific characteristics of the MAB Programme in SEE countries, it was decided to arrange a dedicated workshop in Sinaia, Romania, in December 2001, funded by the UNESCO ROSTE.

Preliminary objectives which the meeting hoped to achieve included:

- to identify the chief features characterising the state of environment at national and Balkan regional levels and the driving forces behind policy-making in each country;
- to single out the key constraints in the implementation of sustainable management principles in the specific socio-economic and environmental contexts of the SEE region.
- to list the main requirements for improving the network of Protected Areas (PAs), particular BR networks;
- to discuss new areas which could potentially be selected and managed as BRs, with particular focus on those requiring the combined efforts of two or more countries, i.e. TBRs;
- to identify ways of improving and strengthening the organisation and management of existing SEE BRs as pilot areas in order to foster local sustainable development practices.
- to establish a framework for long-term co-operation among SEE states, particularly in the fields of biodiversity conservation (as stated in Article II of the Convention on Biological Diversity) and local sustainable development, based on the ecosystemic approach which is extensively promoted in BR management;
- to formulate a set of potential joint initiatives or projects in the SEE region for submission to the 2002 EuroMAB Conference for further consideration and possible support.

Part III

Principal Output and Related Results

The meeting in Sinaia, Romania, from 7 to 10 December 2001, brought together 14 participants from 10 countries: Albania, Bulgaria, Croatia, Greece, Italy, Moldova, Romania, Slovenia, Turkey and the former Yugoslav Federation. Ten months later, a special two-session workshop devoted to the SEE region was convened in Rome during the EuroMAB 2002 Meeting, from 7 to 11 October, 2002. It was attended by 20 delegates from the sub-region who further explored the findings of the Sinaia meeting.

Both meetings successfully addressed the following three issues:

- i) assessment of the current status of biodiversity conservation and management in PAs and BRs;
- ii) identification of the constraints, needs and opportunities relating to the MAB National Committees' capacity to promote the BR concept and Sevilla Strategies as identified by the MAB Programme;
- iii) developing and managing networks of national BRs and TBRs.

Countries attending the Romania meeting presented comprehensive overviews of their domestic environmental situations. They included facts on biodiversity conservation, major environmental threats, national policies for PAs and, more specifically, the outlook for developing BRs. The process continued in Rome, where the final case studies were presented

In Sinaia participants agreed on a set of final recommendations concerning:

- ✓ the need to foster capacity-building practices within existing institutional frameworks (e.g. periodic reviews of existing BRs, the establishment of new ones, the development of multilateral TBRs, the promotion of the BR concept among national policy-makers and stakeholders);
- ✓ ideas for improving co-operation in research, studies, training and educational activities at the specific subregional SEE level.

There was general consensus that support should be sought from UNESCO ROSTE in Venice in developing the institutional framework of co-opera-

tion in the SEE region for establishing new reserves and ensuring that existing ones function properly.

Delegates also agreed on specific focuses of action where efforts needed to be intensified. They were transnational co-operation in research (including socio-economic analyses), comparative studies on the implementation of the BR concept in the SEE region, and training and education programmes.

Potential pilot schemes in fields specifically related to the improvement of MAB BRs at national and transboundary levels were identified as ways to conserve biodiversity and ethno-cultural diversity, as well as to further sustainable development co-operation and partnerships in SEE countries. Pilot initiatives included:

- ✓ Extending the Sinaia workshop's highly positive spirit of co-operation. To this end participants strongly recommended the creation of a communication tool serving the specific needs of the SEE MAB National Committees and their close partners (particularly the coordinators of BRs). Initially, it could be Web-based, accessible from UNESCO ROSTE's Venice Office homepage. It would feature an online forum to encourage communication and interaction. Based on her personal experience in the field, the Turkish representative kindly offered to act as the e-forum's moderator during its testing phase in 2002, with the support of ROSTE.
- ✓ Strengthening capacity-building initiatives, particularly during transition periods until sustainable development practices became policy. Such initiatives are designed to facilitate the adoption of innovative, integrated (i.e. holistic and flexible) territorial management tools and experimental flexible approaches. Biosphere reserves are seen as ideally suited to creative new practices that seek to reconcile the protection and sustainable use of natural and cultural diversity.
- ✓ Networking at the subregional level to tie in with other initiatives, while investing in additional BRs and TBRs to reinforce international co-operation and drive the strategy of regionally consolidating the MAB Programme. During the meeting, several potential sites suitable for new TBRs were identified.
- ✓ Handling natural resource management scenarios with multiple stakeholders in a region recognised as highly conflictual. Negotiation and conflict resolution were identified as priority skills in BR management processes.

- ✓ Developing educational aids (particularly environmental education) for use in schools and academic institutions. It was considered urgent to act rapidly on the idea. Among measures felt to be particularly important were the creation of communication and learning tools for children, the design of advanced training seminars for graduate and post-graduate students (based on a trans-sectoral approach), the adoption of environmental auditing as a teaching aid, and support for the mobility of Masters-level and Ph.D. students, young scientists and administrative staff among SEE network partners and UNESCO Offices (e.g. ROSTE) or other UN Agencies (e.g. UNEP).
- ✓ Reviving the role of research and academic communities.
- ✓ Advocating a more integrated vision of BRs as strategic instruments for sustainable resource planning, with the focus on such specific aspects as water resource management and quality control and monitoring.

Participants at the Sinaia workshop decided that the country reports and the proposals and recommendations which they had agreed and formulated should be integrated into a single document. It should then be published and promoted as a working document ahead of the EuroMAB Conference with a view to seeking potential donors for future co-operative ventures within the EuroMAB network.

Appraisal of Output

A working group on the MAB Programme in SEE countries devoted two sessions to discussing and reappraising the main points of the Sinaia workshop with the aim of integrating them into the proposed agenda of EuroMAB 2002.

The group's presented and assessed additional country reports and sought to identify potential projects for upgrading and further expanding national and transboundary MAB-BRs and to examine how they addressed issues and needs. The result was a reaffirmation of the role of BRs as tools for conserving biodiversity and fostering local sustainable development co-operation and partnerships.

It was decided that a complete dossier had to be prepared. It would include a regional assessment of the programme and reanalysis of

country reports in the light of proposals and recommendations formulated in Sinaia. The dossier was intended as a strategic document for UNESCO in its efforts to promote MAB and BRS in SEE countries and to attract potential donors for future co-operative ventures.

Overview of Results and Related Proposals for Future Activities

Although most SEE MAB National Committees share the EuroMAB Network's goals and objectives, attendees at the Rome meeting underlined what made the Balkans special:

- ✓ the great biological and ecological diversity that was still unprotected
- ✓ the region's diverse ethno-cultural heritage that also needed to be safeguarded;
- ✓ the widespread wealth of natural resources which could play a valuable role in improving socio-economic systems in transition;
- ✓ the important strategic role of BR, and especially TBR, networks in fostering socio-economic and technological development at national and transnational levels;
- ✓ the strong links that exist between natural and cultural diversity identified in the region, which reflects the need for a well co-ordinated programme of resource inventorying, research and monitoring (see *Part VI*).

To meet the specific needs of the Balkans which they had identified, delegates at the Rome meeting submitted a request to the UNESCO Secretariat for funding from both its regular and extrabudgetary sources and for help in approaching potential donors.

They also asked the UNESCO Secretariat to consider the need for strengthening the role of the Venice Office (ROSTE) as a strategic focal point for the SEE region.

The Special Case of Transboundary Biosphere Reserves: Potential Sites

In line with their recommendation to focus on the key role of TBRs in the SEE region, both the Sinaia and Rome meetings advocated specific sites to be declared TBRs. They are as follows, in alphabetic order:

1. Albania

- ✓ Lakes Ohrid and Prespa (Macedonian border);
- ✓ Southern areas and Lake Prespa (Greek and Macedonian borders).

2. Bulgaria

- ✓ Four biosphere reserves are located on its borders: Srebarna – Romanian border, Chouprene – Serbian border, Slavjanka – Greek border, and Lopoushna – Turkish border. All have potential as transboundary biosphere reserves.

3. Croatia

- ✓ The first transboundary riverrine biosphere reserve along the banks of Rivers Dunav, Drava and Mura, which includes the Kopacki Rit Nature Park, an important RAMSAR wetland site.

4. Greece

- ✓ All Greece's major rivers (Axios, Strimonas Nestos, Evros) rise in other countries. Similarly Lake Doirani also straddles the Macedonian border, while Lake Prespa is governed by trilateral agreement creating a Balkan nature park. Greece's cross-border rivers and lakes are numerous and diverse. They have the potential for driving ecotourist programmes and transborder co-operation.

5. Moldova

- ✓ The Prut River in the Lower Prut region has potential as a transboundary biosphere reserve in co-operation with Romania and the Ukraine.

6. Romania

- ✓ Three possible locations for the development of transboundary biosphere reserves were identified:
 - Lower Prut River – with Moldova and Ukraine;
 - Iron Gates Gorges – with Serbia and Montenegro;
 - Maramures Mountains – with the Ukraine.

7. Turkey

- ✓ Turkey is now in a position to establish at least one biosphere reserve as an essential short-term measure to ensure more efficient conservation of its natural and cultural heritage, while working on the creation of a network of national biosphere reserves.

Part IV

Concluding Remarks and Recommendations

In the light of the findings that arose from the Sinaia and Rome meetings, the participants' concluding remarks and recommendations involved a request for technical and financial support from UNESCO in the following areas of action:

- ✓ reinforcing the MAB network at the SEE subregional level and linking it to other UNESCO programmes;
- ✓ strengthening relations with other co-operative frameworks, particularly international programmes already operating in the region, e.g. co-operation between the Council of Europe and UNESCO for the protection of the natural heritage and biodiversity;
- ✓ facilitating the creation of focal points to share information and experience at the subregional level (a dedicated website was considered to be a strategic starting point);
- ✓ completing and publishing country reports by the end of 2003;
- ✓ facilitating the sharing of experience and viewpoints inside and outside the SEE countries, by ensuring that region-specific activities are given appropriate visibility;
- ✓ drafting proposals to be addressed to potential donors for projects to foster stronger co-operation among SEE countries; assisting each SEE country in identifying its own durable focal point for exchanging and updating information.

