



United Nations Educational,
Scientific and Cultural Organization

31C/4

APPROVED

Medium-Term Strategy

*Contributing to peace and human development
in an era of globalization through education,
the sciences, culture and communication*

2002-2007



In order to reinforce UNESCO's visual identity, a new approach to graphics has been outlined in the context of the elaboration of the new communication and public information strategy. The pattern of a "delta" has been chosen as being a place of convergence and fertilization. It symbolizes UNESCO's role as catalyst and mobilizer of energies as it makes its contribution to peace by encouraging human development, cultural pluralism and the sharing of knowledge in a spirit of respect for the diversity of peoples. The cover of the *Medium-Term Strategy* is one of the first to present this graphic concept which, in a variety of forms, will be used for all publications and productions by UNESCO in the course of the next six years.

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Introduction by the Director-General

The Medium-Term Strategy for 2002-2007 (31 C/4 Approved), contained in the present document, represents together with the Programme and Budget for 2002-2003 (31 C/5 Approved) the programmatic pillar of UNESCO's reforms as approved by UNESCO's General Conference in its resolution III/1, adopted at its 31st session held in October-November 2001. The Strategy aims at projecting a new vision and a new profile for the Organization. As Director-General I am pleased to note that governments unanimously welcomed and endorsed the proposals I had submitted for their consideration. Document 31 C/4 bears evidence of our joint determination to concentrate, focus and set priorities.

UNESCO must make strategic choices based on its mandate and a dynamic analysis of its comparative advantage and of emerging challenges. UNESCO cannot be everything for everybody. It must define niches. It must drop marginal endeavours. And we must recognize that we are not alone in an increasingly competitive international environment. Partnerships will be key to be effective and to strengthen outreach and acceptance. We will therefore seek to engage not only governments and other international and intergovernmental organizations, but also civil society and the private sector through partnerships, linkages and networking. Let me underline in particular our commitment to contribute to joint and purposeful action by the United Nations system, especially in pursuing the targets contained in the United Nations Millennium Declaration. In that regard, let me highlight that UNESCO joined in early 2001 the United Nations Development Group (UNDG), which will allow UNESCO to interact much better with other sister organizations of the United Nations at large. All this will be an important component of the Organization's roadmap for the future, not least in performing its functions as laboratory of ideas, standard-setter, clearing house, capacity-builder in Member States and catalyst for international cooperation.

Overall, the Medium-Term Strategy is formulated around a single unifying theme – UNESCO contributing to peace and human development in an era of globalization through education, the sciences, culture and communication. Thus, it seeks to create a link between UNESCO's mandate and role on the one hand and globalization with a human face on the other hand. The Strategy unifies the four main programme areas with a common purpose and defines – for the first time – a limited number of strategic objectives, a total of 12 for the entire Organization and three for each programme. Around these strategic objectives are built two cross-cutting themes, which are and must be intrinsic to all programmes and which will stay with us for the next six years: *the eradication of poverty, especially extreme poverty*; and *the contribution of information and communication technologies to education, science, culture and information and the building of knowledge societies*. These themes are also an entry point to foster much more than hitherto intersectorality, at Headquarters and in the field. Another substantive innovation built into the present Strategy is the mainstreaming of areas, previously

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designated as priority areas, namely Africa, the least developed countries, women and youth. This implies that all sectors and programmes must address their needs and requirements. Equally, there will be special focus on the excluded and most vulnerable segments of society throughout all UNESCO's efforts.

The Strategy outlines:

- three main strategic thrusts around which UNESCO's action will develop over the next six years, namely:
 - developing and promoting universal principles and norms based on shared values,
 - promoting pluralism through recognition and safeguarding of diversity, together with the observance of human rights, and
 - promoting empowerment and participation in the emerging knowledge society through equitable access, capacity-building and knowledge-sharing;
- the major strategic objectives and sub-objectives for the Organization's efforts emphasizing its comparative advantage in relation to other institutions of the system and its specific role as an intergovernmental organization, an entity for international intellectual cooperation and a provider of services to Member States;
- for each strategic objective the outcomes expected to be attained by the end of 2007, facilitating the introduction and application of results-based programming, management and monitoring – a new feature for UNESCO.

The document indicates how UNESCO will set about the task of meeting a dual requirement, namely

- the necessary concentration of the Organization's efforts on a limited number of priority areas in order to ensure that its action has lasting effect and to strengthen its enabling role as the specialized agency of the United Nations system responsible for education, the sciences, culture and communication;
- the consistency of the global strategies and objectives pursued by the Organization with a strong emphasis on and commitment to decentralization and action integrating regional, national and local conditions, aspirations and needs.

The implementation of the medium-term objectives will be an evolving and continuous process and include monitoring and review. As requested by the General Conference, the Strategy will soon be complemented by regional and subregional strategies that are being developed with the contribution of all stakeholders in each region and which will relate the Organization's global strategy to the specifics and particular needs of the various geographic regions and subregions. And certainly, document 31 C/4 is bound to have a clear and direct relation to the Programme and Budget documents during the sexennial period, beginning with document 31 C/5.

The General Conference has agreed that the present Strategy be conceived as a rolling strategy, capable of revision by the General Conference, if so required, so as to reflect

- developments in the international and regional contexts pertaining to the Organization's fields of competence,
- input obtained through consultations and in-country assessments undertaken by field offices in the context of my decentralization reform,
- the results and outcomes of programme activities, also drawing on the findings of evaluations and regular monitoring,
- critical factors that could put at risk the attainment of the expected outcomes.

The preparation of UNESCO's medium-term strategy documents has traditionally been an inclusive exercise – consulting broadly with countries, all regions, national commissions and

other partners. Outreach, involvement and ownership of the strategy are important results of this process solidifying overall support for the Organization. To sustain and nurture this process will be of high strategic and political significance for the UNESCO of the future.

Let me again emphasize that – for the translation of the Strategy into reality – resources are key. In defining the Medium-Term strategy Member States must be fully aware of the financial implications. UNESCO's Programme and Budget for the 2002-2003 biennium is for the third time in a row based on zero nominal growth, that is real negative growth, within a budget envelope of US \$544 million including provisions for inflation and statutory increases. If UNESCO shall succeed in its revitalization, governments will have to review their approach for subsequent biennia falling within the present Strategy with a view to allowing at least zero real growth or, preferably, provide for some growth in the regular budget. I am encouraged by the discussions during the recent session of the General Conference, which suggested that Member States will view a static budget approach not as a dogma for the future.

Let me conclude by saying that I am confident that document 31 C/4, in conjunction with document 31 C/5, will help UNESCO to reclaim the cutting edge in education, the sciences, culture and communication and information.

Paris, February 2002



Koichiro Matsuura

UNESCO contributing to peace and human development in an era of globalization

through education, the sciences, culture and communication

I. THE GLOBAL SETTING

- 1] In many regions of the world, peace remains fragile and tenuous. To help preserve peace in all its dimensions thus remains an abiding challenge for the international community in general and UNESCO in particular. It is a vision embedded in the Organization's Constitution. This entails building trust and understanding among and between different cultures and civilizations, as well as nations, communities and individuals, especially in situations of acute conflict and in post-conflict conditions. The defence of peace starts in the minds of men and women who should be imbued with hope for the future, especially for succeeding generations.
 - ▷ Respect for all human rights;
 - ▷ Equality between women and men;
 - ▷ Democratic participation;
 - ▷ Understanding, tolerance and solidarity;
 - ▷ Participatory communication and the free flow of information and knowledge;
 - ▷ International peace and security.
- 2] UNESCO's commitment to fostering a culture of peace in all its fields of competence is as relevant as ever and has even acquired new relevance for inspiring action by international organizations, States, civil society and individual citizens in the face of ongoing and newly flaring conflicts among and within States and newly emerging types of societal risks, which are taking a heavy toll on civilian populations and aggravating the vulnerability of many societies.
- 3] It is thus appropriate that by resolution 55/47 the United Nations General Assembly has designated UNESCO as lead agency for the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) with a focus on education. The programmatic base for this Decade had been laid in the United Nations Declaration and Programme of Action on a Culture of Peace (General Assembly resolution 53/243) which defined eight domains of action:
 - ▷ Culture of peace through education;
 - ▷ Sustainable economic and social development;
- 4] Indeed, UNESCO is called upon today, as never before since its creation, to contribute to the unity of humankind by upholding human dignity, equality, solidarity, the culture of peace, tolerance, respect for human rights and democratic principles. Recent international developments, in particular the terrorist acts of 11 September 2001, which the General Conference considered a denial of the United Nations Charter, the UNESCO Constitution and the UNESCO Declaration on Principles of Tolerance (1998) and to be an attack against humanity as a whole, will require a long-term response and an effort on the part of the international community, and that to that end UNESCO must take, in all its fields of competence, a proactive role. In that connection, UNESCO will contribute, based on its mandate and within its areas of competence, to the eradication of terrorism, drawing on the Organization's intellectual and ethical character. The General Conference at its 31st session, by resolution 39, invited the Director-General to take appropriate action through UNESCO programmes and studies. In doing so, the General Conference recalled that dialogue constitutes a fundamental challenge based on the unity of humankind and commonly shared values, the recognition of its cultural diversity, and the equal dignity of each civilization and culture. The General Conference further noted that intolerance, discrimination,

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inequality, ignorance, poverty and exclusion among others, provide fertile ground for terrorism and affirmed that while acts of terrorism could never be justified whatever the motives, the world community required a global and inclusive vision of development based on the observance of human rights, mutual respect, intercultural dialogue and the alleviation of poverty, founded on justice, equity and solidarity, to meet the needs of the most vulnerable populations and segments of society.

5] UNESCO together with other actors of the international community is therefore called upon to help bring about conditions under which the peoples of the world, communities and indeed each individual may enjoy genuine human security. Poverty and conflict are prime causes that put human security at risk and endanger human dignity and social justice. Human security is inconceivable without sustainable development including environmental protection. Its attainment will require profound changes in people's and societies' attitudes and their patterns of behaviour,

especially as regards consumption and production, as well as enhanced international cooperation.

6] Consolidating all these elements into a coherent vision for UNESCO at the beginning of the twenty-first century is a formidable challenge, as yet other problems, which the Organization has dealt with in the framework of its mandate in the past, persist and have become even more pronounced.

7] Over the last decade a worldwide consensus has developed on key challenges to humankind, especially on economic and social issues, from a set of global conferences – such as those held in Jomtien and Dakar on education, in Rio on the environment, in Vienna on human rights, in Beijing on women, in Cairo on population and development, in Copenhagen on social development, in Barbados on small island developing states, in Istanbul on human settlements (Habitat) in Budapest on science and in Stockholm on cultural policies. The United Nations Millennium Declaration of September 2000, which will serve

International development goals

Reducing extreme poverty: The proportion of people living in extreme poverty in developing countries should be reduced by at least one half by 2015.

Universal primary education: There should be universal primary education in all countries by 2015.

Gender equality: Progress towards gender equality and the empowerment of women should be demonstrated by eliminating gender disparity in primary and secondary education by 2005.

Infant and child mortality: The death rates for infants and children under the age of five years should be reduced in each developing country by two thirds the 1990 level by 2015.

Maternal mortality: The rate of maternal mortality should be reduced by three fourths between 1990 and 2015.

Reproductive health: Access should be available through the primary health-care system to reproductive health services for all individuals of appropriate ages, no later than the year 2015.

Environment: There should be a current national strategy for sustainable development, in the process of implementation, in every country by 2005, so as to ensure that current trends in the loss of environmental resources are effectively reversed at both global and national levels by 2015.

Note: The selection does not imply a diminished commitment to other goals accepted by the international community, including those adopted at other international conferences.

as an overarching guide for UNESCO's Strategy, consolidated the broad consensus reached and agreed on specific time-bound targets. A set of international development goals (IDGs) defines select major components of a global agenda for the twenty-first century (see box).

- 8] The eradication of poverty has become the overriding international target. Poverty is a denial of human rights and the very antithesis of development. Yet, despite all efforts in past years, poverty and exclusion have deepened and become pervasive. Almost half of humanity is trying to survive on less than US \$2 a day, and a quarter lives on the margins of life on less than US \$1. Seventy per cent of the poor are women and two thirds are under fifteen years of age. The income ratio of the richest one fifth to the poorest one fifth in the world increased from 30:1 in 1960 to 75:1 forty years later. But poverty is not only a scourge for developing countries, it is an equally troubling reality in industrialized countries. UNESCO is called to contribute, across the range of its activities, to the global campaign to halve extreme poverty by the year 2015.
- 9] The persistence of poverty is especially disturbing as it occurs during a phase of intensifying globalization encompassing and affecting all societal activities, not only the economic and financial fields. It has created unprecedented wealth and well-being, but predominantly for rich countries and wealthier segments of populations, while bypassing or even disempowering the poor, countries and individuals alike.
- 10] For many, globalization means marginalization. Many developing societies are experiencing enormous pressures as they struggle to cope and shape their destiny and to attain growth with equity. With its competences in education, the sciences, culture and communication, UNESCO can render effective contributions to assist in these efforts and in the quest to bring about globalization with a human face.
- 11] Today, the process of globalization coincides with a fundamental transformation to knowledge-based societies – largely driven by information and communications technologies (ICTs) – where knowledge and information increasingly determine new patterns of growth and wealth creation and open up possibilities for more effective poverty reduction. Indeed, knowledge has become a principal force of social transformation. The leaders of virtually all countries have professed their desire to transform their countries into learning economies and knowledge societies. Knowledge-based and -led development holds the promise that many of the problems confronting human societies could be significantly alleviated if only the requisite information and expertise were systematically and equitably employed and shared.
- 12] In the years to come, one major challenge for the international community will be to ensure the free flow of, and equitable access to, knowledge, information, data and best practices across all sectors and disciplines. For the free flow to be meaningful, access to knowledge alone will not be enough. Other needs must also be addressed, such as building human capacities and technical skills and developing content necessary to translate knowledge and information into assets of empowerment and production.
- 13] In accordance with the main strategic thrusts of its mission, UNESCO will be called to contribute to all these challenges. In particular, it must focus on the need to reinforce the right to education, to strengthen international scientific and intellectual cooperation, to protect cultural heritage including the increasingly important intangible heritage, to promote media development and to broaden public domain access to information and knowledge. These tasks are essential for creating knowledge societies based on equity and social justice and geared to fostering empowerment.
- 14] Freedom of expression is the *conditio sine qua non* for the self-realization of and participation by citizens in a democratic setting, for promoting diversity, for a realization of the knowledge society, for scientific progress and for the preservation of peace. Indeed, the freedom of expression and its corollary, the freedom of the press, represent pillars of every democratic society. Especially in the changed global environment, they must remain of prime concern to UNESCO. The new media pose new challenges and require new approaches to ensure freedom of expression, access for all, and the free flow of information and knowledge.
- 15] UNESCO's mission to promote education is central to all its tasks and for its international standing. To provide quality education for all will be a paramount challenge for all countries.
- 16] The right to education is a human right and unless it can be secured, all other goals are

bound to suffer. The right to education must be transformed from ideal to reality as today, even after decades of effort, over 100 million children still do not attend school and 150 million drop out without learning to read, write and use numbers. Gender inequalities constrain access and achievement. The illiteracy of 900 million adults limits their individual growth and the social development of their communities. While in relative terms, progress has been registered, in absolute terms the numbers have grown dramatically on a global scale and for many regions. Over the next half century, the world's population will increase by half – to more than 9 billion people. Half of them will be young children needing an increasingly demanding education. This in itself will be a staggering task as never before in human history.

- 17] Education will also be a key feature in the global campaign to fight HIV/AIDS. The impact of HIV/AIDS and other infectious diseases in many countries is as devastating as any war. The AIDS pandemic not only hampers development, it reverses it by destroying capacity in all societal endeavours. AIDS is wiping out decades of investment in education and in human development. AIDS attacks not only human bodies, but affects the political environment as well. UNESCO has a clear obligation and a comparative advantage in areas of work regarding preventive education against HIV/AIDS, in particular culture-sensitive approaches to HIV/AIDS initiatives, in encouraging the application of scientific research for treatment, in highlighting the human rights implications and ethical challenges and in advocacy and policy dialogue.
- 18] Of recent, much international attention has been paid to the digital divide. It accentuates disparities in development, excluding entire groups and countries from the potential benefits of digital opportunities in networked knowledge societies. Bridging the digital divide between developing and developed countries and within countries will thus become a prime strategic challenge throughout UNESCO's activities. This will entail activities to strengthen capacities and skills, to create content, to enlarge access, to foster scientific research and to share knowledge and information through networking and the communication media and information systems.
- 19] Given the enormous speed of scientific discoveries and advances, there is an increasing need for international scientific and intellectual cooperation. Indeed, effective sharing of scientific knowledge and electronic networking and interchanges are becoming ever more critical in bolstering human security and progress, to be reflected in informed policy- and decision-making for sustainable development. The 1999 World Conference on Science has charted the way for UNESCO to support and promote scientific cooperation at all levels, drawing on its unique comparative advantage of combining natural and human sciences under one roof.
- 20] UNESCO will also be called to play a central role in bridging the divide between traditional knowledge and scientific knowledge, bringing a science perspective to knowledge at community levels. This must be complemented by community-oriented science education, allowing the introduction of scientific perspectives into the daily lives and production of people.
- 21] Biogenetics, new technologies, medical discoveries and other scientific advances define areas requiring ethical reflection and eventually normative action through the formulation of pertinent policies and instruments. UNESCO will have an opportunity to live up to its ethical mission in this area largely unattended by other multilateral organizations.
- 22] In the pursuit of its multi-pronged mission, UNESCO will also face new types of challenges: to promote cultural diversity, to preserve the world's heritage, including its intangible domains, and to foster dialogue among cultures and among civilizations. Cultural diversity has come under siege owing to the preponderance of a limited number of cultural and linguistic approaches and content, effectively disseminated through new and old media. Indigenous people and cultures as well as local knowledge are most affected and UNESCO has an important mission to help preserve their uniqueness and identity. Information and communications technologies hold the potential to foster hitherto unknown types of engagement, contacts and interaction among individuals, peoples, communities, nations, cultures and civilizations that can be harnessed to build understanding, solidarity and peace at all levels and to reduce isolation and exclusion so often associated with poverty. Participatory governance, the promotion of creativity, intensified intercultural dialogue, new forms of cultural exchange and dialogue among civilizations leading to better understanding and interaction, are other potential areas of intervention for UNESCO.

- 23] UNESCO can also help reinforce a growing trend towards localization and empowerment at local levels – seemingly paradoxical in conditions of globalization –, especially in the cultural, scientific and educational spheres and more generally in the creation, preservation, dissemination and sharing of knowledge. This will enable people to operate on a platform of their own when dealing with globalization.
- 24] Globalization has injected new relevance and added new dimensions to UNESCO's longstanding mission to bolster respect for universal norms and values. Observing human rights and contributing to their enjoyment, tolerance, freedom of the press, and a commitment to the enhancement of quality of life and well-being remain ongoing tasks for the Organization.
- 25] A new challenge today is to build international consensus on newly required norms and principles to respond to emerging ethical

challenges and dilemmas as a result of globalization. The trend towards a homogenization of educational, cultural, scientific and communication activities is disquieting and risks to bring about uniformity of content and perspective at the expense of the world's creative diversity. The growing commercialization of many spheres previously considered as public goods, such as education, culture and information, jeopardizes weaker, economically less powerful but nevertheless equally important segments of the world community. Technological innovations and powerful mechanisms of control demand new approaches to the protection of the rights of the individual. Overall, there is a need to agree on universally accepted mechanisms to ensure equitable participation in and management of globalization. There are currently very few rules of the game and unless a universally agreed framework can be defined, the poor and the weak will continue to be denied benefits of globalization. Globalization must be made to work for all.

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II. UNESCO'S MISSION

- 26] Against this global context, UNESCO's mandate, as set out in its Constitution, is more relevant than ever. Being called upon to contribute through the "relations of the peoples of the world" to the "objectives of international peace and of the common welfare of mankind", the Organization is duty bound to mobilize its resources, renew its approaches and build up its multilateral action in order "to contribute to peace and security by promoting collaboration among the nations through education, science and culture", later on complemented by communication.
- 27] In light of the ongoing and new global challenges, UNESCO's mission during the medium-term period 2002-2007 will be to contribute to peace and human development in an era of globalization through education, the sciences, culture and communication, based on three main strategic thrusts. These three distinct, yet interrelated axes are:
- a) *developing* universal principles and norms, based on shared values, in order to meet emerging challenges in education, science, culture and communication and to protect and strengthen the "common public good";
 - b) *promoting* pluralism, through recognition and enhancement of diversity together with the observance of human rights;
 - c) *promoting* empowerment and participation in the emerging knowledge society through equitable access, capacity-building and sharing of knowledge.
- 28] In its activities, UNESCO will be guided by three fundamental principles that are inseparable: universality, diversity and dignity. These are closely related to the values of justice, solidarity, tolerance, sharing and equity, respect for human rights and democratic principles.
- 29] At the beginning of the twenty-first century, UNESCO's mission can then be characterized in terms of the following action items:
- ▷ providing a platform for dialogue and action – involving both the public and the private sectors – concerning the world's intellectual commons;
 - ▷ promoting the free flow and sharing of information and knowledge as well as serving as a global knowledge broker in all its areas of competence;

- ▷ contributing to human security and the equitable and inclusive management of social change and transformations as well as natural resources;
- ▷ serving as facilitator and coordinator for the global Education for All movement;
- ▷ promoting the implementation of the new commitment to science (emanating from the World Conference on Science);
- ▷ providing a forum for deliberations on emerging ethical issues, especially those related to science and technology;
- ▷ serving as a gateway for an enhanced understanding of cultural diversity.

UNESCO's functions

- 30] Throughout its activities and projects, UNESCO will perform and assume a range of functions corresponding to its role as the international lead agency for education, the sciences, culture and communication:

a laboratory of ideas: UNESCO will play a key role in anticipating and defining, in the light of the ethical principles that it champions, the most important emerging problems in its spheres of competence, and in identifying appropriate strategies and policies to deal with them;

a standard-setter: UNESCO will serve as a central forum for articulating the ethical, normative and intellectual issues of our time, fostering multi-disciplinary exchange and mutual understanding, working – where possible and desirable – towards universal agreements on these issues, benchmarking targets and mobilizing international opinion;

a clearing house: UNESCO has a role in gathering, transferring, disseminating and sharing available information, knowledge and best practices in its fields of competence, identifying innovative solutions and testing them through pilot projects;

a capacity-builder in Member States: UNESCO will organize international cooperation for servicing its stakeholders, especially its Member States, in building human and institutional capacities in all its fields of competence;

a catalyst for international cooperation: UNESCO as a technical multidisciplinary agency will assume a catalytic role for development cooperation in its fields of competence. To that end it will seek to ensure that the objectives, principles and priorities it promotes are followed suit by other multi- and bilateral programmes and that projects are implemented, in particular at regional and national levels, through innovation, effective interventions and wise practices.

A road map for a revitalized UNESCO: principles of action and programming

- 31] In order to fulfil its main strategic tasks and perform effectively the various functions, UNESCO's actions and programming will be guided by a set of principles:
- 32] *Concentration:* The Organization's work will be concentrated so as to improve impact and to produce synergies – in strategic, programmatic and geographic terms.
- ▶ For each of UNESCO's four domains – education, culture, the sciences and communication – three *strategic* objectives will be defined in the present Medium-Term Strategy.
 - ▶ In each of the three biennial programme and budgets, falling within the six-year period, one principal priority, to be allocated increased budgetary resources, and three other priorities will be designated for each *programme* sector, complemented by clearly defined outcomes to facilitate results-based programming.
 - ▶ UNESCO's *programme* activities will be targeted at the urgent needs of disadvantaged and excluded groups or geographic regions. The needs of Africa, the least developed countries (LDCs), women and youth will be mainstreamed throughout all programmes (see box). Further, to concentrate efforts on well-defined targets, a small number of countries (such as at present Nigeria, Cambodia, Haiti, Colombia, Algeria or Palestine) or groups of countries (such as the Balkans, the Caucasus, the Great Lakes region or the Korean peninsula) will be identified as the target of increased, coordinated efforts by the Organization for a specified period. They are countries or subregions in a situation of transition, in a pre- or post-conflict situation, or where flagship activities are likely to produce tangible results. The selection of such countries can be reconsidered, as situations evolve, during the rolling review of the Medium-Term Strategy. Likewise, efforts must also be deployed to facilitate, to the fullest extent possible, the participation of small island developing States and other small Member States in all of UNESCO's activities, paying special attention to the fact that the Caribbean and Pacific subregions in particular, and small States more generally, account for a large percentage of those countries that have marginal representation in the subsidiary organs and intergovernmental bodies of UNESCO and therefore to seek to identify administrative mechanisms to enable their representation on these specialized bodies.

Responding to the needs of Africa, the least developed countries, women and youth

With respect to *Africa*, UNESCO's action will be structured around four complementary objectives:

- ▶ Promoting human capacity-building in the Member States of the region and, at subregional level, fostering initiatives to facilitate the coordination of programmes in the field of science and technology education and to make basic education accessible to all;
- ▶ Helping African countries to establish a strategy for the prevention of HIV/AIDS and other infectious diseases by developing and implementing national education plans and acknowledging cultural values;
- ▶ Mobilizing, and acting as a catalyst for, international cooperation in support of initiatives by Member States, by fostering exchanges and cooperation, particularly with the OAU, African sub-regional organizations, the United Nations systems the World Bank and the African Development Bank; this aims at devising and implementing common policies and strategies in the priority fields of the Organization in order to establish a sustainable culture of peace and ensure sustainable development in Africa;
- ▶ Promoting the active participation of communities and representatives of civil society in the planning and implementation of development programmes, and also their involvement in decision-making at national and local levels; encouraging practices designed to strengthen the process of peaceful coexistence, democratization, democratic governance and tolerance.

With respect to the *least developed countries (LDCs)*, two thirds of which are in Africa, UNESCO is committed to:

- ▶ targeting the most disadvantaged groups (women and youth) and identifying specific actions for them;
- ▶ spreading and replicating successful examples of alternatives to traditional formal education;
- ▶ encouraging the use of science and technology in order to improve material living conditions in the LDCs;
- ▶ using culture as a political lever for poverty alleviation (promoting artistic creation, developing cultural industries and intellectual property rights);
- ▶ fostering the development of LDCs and their access to ICTs.

As regards *women*, a gender perspective will be integrated in policy planning, programming, implementation and evaluation activities in all areas of UNESCO's competence with a view to promoting empowerment and achieving gender equality. Women's priorities and vision of development goals and approaches will be addressed and promoted through greater participation of women at all levels and in all areas of UNESCO's action. Region-specific programmes and activities that benefit girls and women of various ages, including the young and the elderly, will focus on networking, exchange of information, sharing of knowledge and building alliances across borders and cultures in the framework of the *United Nations Declaration and Programme of Action on a Culture of Peace*. Further promotion and implementation of the *Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW)* and all other international normative instruments that promote women's human rights will remain a top priority.

As regards UNESCO's policy of mainstreaming *youth* – persons between 15 and 25 – it is aimed at *ensuring that youth concerns, visions and contributions are fully taken into account* through a variety of approaches. The principal objective of UNESCO's efforts is the *empowerment of young people* so as to ensure and enhance their full participation as equal and valuable partners, especially in the design and shaping of the knowledge society. UNESCO's action is based on the *World Programme of Action for Youth to the Year 2000 and Beyond* which was adopted by the United Nations General Assembly in 1995. It is further inspired and guided by recommendations, declarations and plans of action emanating from a number of regional and international youth meetings and fora held over the last years.

- ▶ The decentralization reform launched by the Director-General seeks to bring UNESCO's action closer to the country level, to align UNESCO's programmes and activities with the genuine needs of the beneficiaries and thus to bring about "bottom-up" programming. The pivot for this process shall be the new network of cluster offices, regional and country offices, which will allow close and proactive consultations with all parties concerned.
 - ▶ Building upon ongoing regional integration processes and priorities and linked to the Organization's renewal and decentralization efforts, UNESCO will develop specific regional and sub-regional strategies. These strategies will be formulated in close collaboration with all stakeholders and drawing on UNESCO's field network and in consonance with their respective objectives, priorities and specific agendas, following the adoption of the global Medium-Term Strategy by the General Conference.
- 33] *Flexibility*: UNESCO will maintain sufficient flexibility to be able to cope in a proactive manner with the emergence of new issues and challenges that might necessitate a change or shift of emphasis in its action and also to be able to give the Organization the capacity to adapt its global strategies to local features and conditions.
- 34] *Excellence and innovation*: UNESCO will be able to claim and demonstrate its leadership in education, science, culture and communication only to the extent that it excels. To that end:
- a) UNESCO will organize itself as a focal point for the identification, collection, processing and dissemination of the best available knowledge and experience in its various fields of competence. UNESCO will sustain an ongoing exchange with the prime movers in the intellectual and scientific community, with relevant professional communities and with centres of expertise throughout the world.
 - b) UNESCO will mobilize available expertise and practical support at various levels of intervention.
 - c) UNESCO will foster a culture of evidence-based policy – nationally, regionally and internationally – through the collection and use of high quality, timely data in education, science and technology, communications and culture. The UNESCO Institute for Statistics (UIS) is the focal point for UNESCO's data collection efforts. It will concentrate on four main types of action:
 - ▶ Guardianship of cross-national data through regular collections of key data, including those required for monitoring progress towards IDGs, data-sharing and dissemination.
 - ▶ Development of appropriate methodology for new indicators and improvement of existing indicators.
 - ▶ Assistance to countries with a view to improving their capacities for data collection, use and analysis through training and other support.
 - ▶ Analysis and interpretation of cross-national data in order to inform policy development and monitoring.
- d) UNESCO will aim at increasing its visibility, also by focusing on flagship programmes and initiatives, such as the World Heritage Centre (WHC) and the Intergovernmental Oceanographic Commission (IOC), described in the boxes, as well as other programmes.
- 35] *Convergence through inter- and multidisciplinary action*: Today's problems cut across the boundaries of traditional disciplines and call for the application of comprehensive, interdisciplinary and intersectoral strategies of action and skills. UNESCO, as a specialized organization within the United Nations system, is a repository of specialized knowledge and expertise, yet it is not a funding agency. One of UNESCO's comparative advantages is the linkages and complementarities existing between the four in-house domains and with other partners in the United Nations system. The Medium-Term Strategy aims at a concentration of skills on well-defined themes, strategies and projects, to be complemented by internal and external knowledge-sharing and exchange networks. This is underlined by the selection of two cross-cutting themes for the sexennial period, which must be intrinsic to all UNESCO's programmes and which must play a central role for the entirety of the Organization's activities:
- ▶ eradication of poverty, especially extreme poverty;
 - ▶ the contribution of the information and communication technologies to the development of education, science and culture and the construction of a knowledge society.
- For each of these cross-cutting themes, an integrated strategy has been prepared and included in the present document. The promotion of the two cross-cutting themes shall serve to:
- ▶ strengthen interdisciplinary and intersectoral approaches and work within UNESCO;
 - ▶ mobilize all the sectors of the Organization for a select and well-defined issue of high global priority;

The oceans

– a UNESCO flagship programme –

The Intergovernmental Oceanographic Commission (IOC) of UNESCO was established in 1960 as a specialized mechanism of the United Nations system to coordinate ocean scientific research and ocean services worldwide. The commitment of 129 Member States, gathered in its own Assembly, has allowed to maintain for 40 years a high-level forum in support of a strong focus on ocean science. UNESCO through its IOC has played and will continue to play a leadership role in the development of the knowledge necessary to manage ocean resources.

IOC has successfully coordinated the major ocean science programmes responsible for generating the knowledge and collecting the data needed to:

- ▶ Understand the role of the ocean in bio-geochemical cycling, drawing the attention to the process of climate and global change;
- ▶ Understand ocean circulation and its relationship with the atmosphere, increasing the range of weather and climate forecasting;
- ▶ Assess the role of marine ecosystems in the cycling of CO₂ in the marine environment;
- ▶ Establish the baseline reference and conduct regular assessments of the major ocean basins to ascertain the impact of man-made activities and pollution.

To perform these tasks, IOC coordinates action of its Member States and develops strong partnerships with other organizations. IOC sponsors, together with the World Meteorological Organization (WMO), the United Nations Environment Programme (UNEP) and the International Council of Scientific Unions (ICSU), the *World Climate Research Programme*, together with the *International Geosphere-Biosphere Programme* (IGBP), the *Global Ocean Ecosystem Dynamics Programme* and together with SCOR a study of the Global Ecology and Oceanography of Harmful Algal Blooms (GEOHAB). *The Global Investigation of Pollution in the Marine Environment* programme, conducted together with UNEP and the International Maritime Organization (IMO), produces regular assessments of major ocean basins.

These efforts have laid the foundation for an expanded role of IOC in meeting the challenges of sustainable development of the oceans and coasts. In the follow-up to the Rio Earth Summit (1992), IOC is responsible for “Addressing critical uncertainties for the management of the marine environment and climate change”. Particular focus is given to the African Process as a follow-up to the Pan-African Conference on Sustainable Integrated Coastal Management (PACSICOM). Working through training, education, and mutual assistance (TEMA) to improve the capacity of developing countries, IOC has the global responsibility for helping to establish the institutions that are called under the United Nations Conference on the Law of the Sea (UNCLOS) to provide the stewardship for the largest commons of the planet.

IOC is pioneering the development of operational oceanography, the continuous monitoring of ocean conditions to provide a range of services public and private users. The predictions of El Niño/La Niña, storm-surges and tsunamis, and of ocean weather, are outcomes routinely to be made available.

IOC’s International Data and Information Exchange (IODE) programme, which comprises a network of National Oceanographic Data Centres in 66 countries, linked to the World Data Centres for Oceanography, advocates and applies a policy of open and unrestricted flow of ocean data to the international community.

In this context, since 1998 a major initiative is the implementation of the *Global Ocean Observing System (GOOS)*, which IOC leads in partnership with WMO, UNEP and ICSU. GOOS is part of an Integrated Global Observing Strategy (IGOS) with the space agencies of the world as partners. GOOS has an open ocean subsystem to improve weather and climate forecasting, and a coastal one to provide information to manage and restore healthy coastal ecosystems and living resources, to forecast and mitigate the effects of natural hazards, to enable safer and more cost-effective marine operations and to protect public health.

The growing observation network comprises remote sensing from satellites; coastal instruments including tide gauges; buoys, drifters and other platforms; ships of opportunity (including commercial ferries) and long time series records of variability. Since 1998 the Initial Observing System of GOOS is operating through the contribution of the Member States of IOC and incorporates existing operational elements. It is growing by developing pre-operational pilot projects to demonstrate utility and cost-effectiveness; building capacity for developing countries; stimulating enabling research; and interacting with users to determine the most useful products. Much of the application of GOOS will take place through the new Joint WMO/IOC Technical Commission for Oceanography and Marine Meteorology (JCOMM).

World heritage

- a UNESCO flagship programme -

The framework of world heritage activities at a glance

- ▶ *Convention concerning the Protection of the World's Cultural and Natural Heritage (1972)*
- ▶ World Heritage Committee
- ▶ General Assembly of States Parties to the *Convention* (162 States Parties as at March 2001)
- ▶ World Heritage Centre (WHC), Secretariat to the Committee
- ▶ Advisory bodies to the Committee - World Conservation Union (IUCN), International Council of Monuments and Sites (ICOMOS) and International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM)
- ▶ 690 cultural and natural heritage properties on the World Heritage List

UNESCO's *World Heritage Convention* is contributing to the protection of the planet's cultural and natural diversity, especially important in the context of globalization and global environmental change. Within UNESCO, the World Heritage Centre takes a multidisciplinary approach to the conservation of both cultural and natural heritage of outstanding universal value in the framework of decisions adopted by the World Heritage Committee and the General Assembly of the States Parties.

Reform

- ▷ A technical agenda of strategic reflection and policy development will be embarked upon beginning with the 30th anniversary of the Convention in 2002.
- ▷ The working methods of the Committee will be reformed to facilitate streamlined decision-making in support of world heritage conservation.
- ▷ The selection criteria for inscription of sites on the World Heritage List and the modalities for the inclusion of sites on the List of World Heritage in Danger will be the subject of expert and legal review.
- ▷ Renewed emphasis on the conservation principles of the *Convention* and the management of world heritage sites will be driven by a revision of the *Operational Guidelines for the Implementation of the World Heritage Convention*.

Global strategy for a balanced and representative World Heritage List

Implementation of the *World Heritage Convention* is continuing to contribute to international standards for heritage conservation. New challenges have emerged with a broadened definition of heritage. The complex of distinctive spiritual, material and technological responses of people to their environment that characterize heritage emphasize the links between tangible and intangible culture and the inseparability of nature and culture. States Parties are increasingly proposing nominations of non-monumental cultural sites, a diverse range of ecosystems, as well as sites that demonstrate the outstanding interactions between people and the environment (cultural landscapes), places with both cultural and natural values and sites with spiritual and other associative values. The World Heritage Committee's *Global Strategy for a balanced and representative World Heritage List* thus concentrates efforts on identifying new world heritage sites in under-represented regions and categories of heritage better reflecting the world's cultural and natural diversity as well as sites reflecting multiple cultural identities.

Major focus

To meet the challenges of protecting world heritage, a new system of World Heritage Partnerships will focus on effective management. A key objective will be to integrate world heritage conservation actions into regional and urban planning and sustainable development strategies (including eco- and cultural tourism). All efforts will be made to respond quickly to the various threats to world heritage sites to ensure biodiversity and cultural heritage conservation. Public and private sector cooperation will be consolidated and new actions developed to address particular threats posed by resource exploitation (such as mining) at or near world heritage sites. The six-year cycle of periodic reporting approved by the General Assembly, and strengthened processes for monitoring the state of conservation of world heritage properties will also be continued. The outstanding value of world heritage sites and the cultural, environmental and economic benefits of world heritage conservation will be promoted using examples of best practice management (including *traditional management regimes*).

A World Heritage Membership programme will aim at strengthening the existing *World Heritage Information Network* (WHIN) and fostering a general ethic of conservation through capacity-building, education (through a network of universities and "World Heritage in Young Hands"), public awareness and media strategies. The objective will be to mobilize a vast international constituency in support of the protection of the world's most outstanding cultural and natural heritage sites.

- ▶ increase the visibility of UNESCO's contribution to the achievement of objectives common to all the organizations of the United Nations system.

36] The new decentralization strategy of UNESCO will demand even more multidisciplinary and intersectoral strategies and approaches. With particular support from cluster offices, Member States will be assisted by multidisciplinary teams in the preparation of various programming exercises conducted within the framework of the United Nations system. In an effort to become a learning organization, UNESCO will move speedily to design, introduce and internalize knowledge management and networking techniques, especially ICT-based approaches and tools.

37] *Cooperation through partnerships, alliances and other linkages:* Partnerships, alliances and other linkages and mechanisms are powerful instruments for addressing global issues, supported by a growing internationalization of civil society and the private sector, largely due to electronic networks. Given the needs and expectations as against the limited means at its disposal, UNESCO will have to select certain priority areas for action in which it will seek to play a leadership role. For other areas, it will need to opt for participation in programmes implemented in cooperation with partners, in some cases with those partners taking the lead. It is therefore of crucial importance to plan all action, right from the start, within the framework of a partnership system allowing for the most effective distribution of labour while ensuring effective monitoring of action and results. In future Programme and Budget documents, partnership relations shall be identified in a context map, identifying, as appropriate, for each programme and strategic objective, the partners to be associated and their respective roles and contributions.

- ▶ UNESCO will continue to cooperate and coordinate its activities with the other members of the United Nations system, thus contributing to the process of strengthening the United Nations system as a whole through more coherent and complementary interventions. To that end, at the global level UNESCO will participate fully in the work of the Administrative Committee on Coordination (ACC) and its subsidiary bodies. At the country level, it will contribute to country-level programming of development cooperation, reinforced also through UNESCO's ongoing decentralization reform. The main focus will be on cooperation

in the context of the Common Country Assessment (CCA) and United Nations Development Assistance Framework (UNDAF) instruments, and with the World Bank/IMF in the context of the Comprehensive Development Framework (CDF) and Poverty Reduction Strategy Papers (PRSP) instruments. In this context, and in any other *ad hoc* exercise, UNESCO will work towards an appropriate reflection of the Organization's fields of competence. UNESCO will also support efforts that aim at involving the major bilateral donors in the joint programming at the country level.

- ▶ The Organization will extend its links to and seek the conclusion of cooperation agreements with other intergovernmental, international and regional institutions, development banks, and bilateral partners.

▶ UNESCO will also build on its long-established and fruitful relationships with numerous NGOs and representatives of civil society and their umbrella organizations, including Associated Schools.

▶ National Commissions, as constituent elements of UNESCO under Article VII of the UNESCO Constitution, will continue to act as the central liaison bodies between Member States and the Secretariat, concurrently enhancing public awareness of the Organization's ideals and activities. Modalities may include a strengthening of the human and operational capacities as well as networking capacities of the National Commissions, so as to facilitate a more effective participation in the execution and evaluation of UNESCO's programmes. Efforts will continue so that National Commissions are able to fully play their role as bodies for consultation, liaison, information, evaluation and programme execution, whilst expanding their field of action to include the search for funding and the mobilization of new partnerships.

▶ New impetus will be given to UNESCO Clubs, Centres and Associations which number 5,000 members in 120 countries. These are well positioned to represent diverse groups within civil society and to contribute to citizen education and intercultural as well as intergenerational interaction.

▶ Cooperation with parliamentarians (including the UNESCO Parliamentary Leagues) will help build a pivotal constituency for UNESCO and provide links between the executive and legislative branches with respect to the various aspects of UNESCO's mandate and activities.

▶ Cooperation, alliances and partnerships with the private sector at various levels are becoming

increasingly important not only for the United Nations and its funds and programmes, but equally so for UNESCO. Opportunities for such collaboration will be actively pursued during the

period of the Medium-Term Strategy, bearing in mind the need for partners to observe ethical business practices and to provide appropriate substantive and financial contributions.

III. PROVIDING THE MEANS

Marshalling the resources — regular and extrabudgetary funds

Human resources and administrative innovations

38] To respond to all ongoing and new challenges combined will demand an enormous amount of human and financial resources, well beyond the reach of UNESCO or, for that matter, the international system of cooperation as a whole. At present, a mismatch exists between the financial resources required to address the complex global problems and the shrinking flows of official development assistance (ODA). This circumscribes a major dilemma for multilateral organizations, as without sufficient human and financial resources programme activities and their sustainability will be constrained.

39] Given the financial limitations, one option will be to bring about an increase in extrabudgetary contributions channelled through UNESCO, which at present exceeds available programme funds already to the tune of 5:1. Extrabudgetary funds – from bilateral government donors, the funding organizations of the United Nations system, including the World Bank, the European Union, the regional development banks and the private sector – have thus become part and parcel of UNESCO's resource base. Henceforth, they will become an integral part of UNESCO's programming and they must be firmly targeted on the strategic objectives of this strategy. In that regard, UNESCO will actively work towards a consistency between the regular programme and the objectives and expectations of extrabudgetary donors.

40] UNESCO will further pursue the possibility of defining longer-term funding strategies with the main external funding partners and to codify them in formal cooperation agreements. In that context, multi-donor and multi-year funding arrangements will be explored. To take advantage of the catalytic effect of UNESCO's programmes, joint or complementary thematic studies will also be initiated with donors.

41] Programme priorities inevitably influence staffing needs in terms of relevance of skills, competences, numbers, training and renewal of expertise. The Organization's overall human resources policy will have to be adapted accordingly, bearing in mind the impact of critical parameters such as motivation, initiative, creativity, gender balance, geographical distribution of staff, delegation of authority and accountability. Rejuvenation of staff will be a central objective as will be better career development and planning. As an integral part of a new performance management system, a competency-based framework will be developed including for senior managers. The current performance appraisal system will be redesigned, establishing a clear link between individual objectives and the achievement of results, and incorporating the competency model. Further, a career development policy and programme will be introduced, covering lateral transfers, special assignments, an external studies programme and related career development training. A new policy framework will be implemented concerning work/family agenda issues aimed at equipping staff members better to manage their work and family responsibilities. Beyond concern for the well-being of its staff, such a policy aims also at attracting and retaining competent employees. To allow the best possible match between organizational needs and the legitimate aspirations of the staff, both at Headquarters and in the field, a rotation scheme has been developed. This scheme shall ensure greater staff mobility. UNESCO will also ensure continuous learning for all its staff. To this effect, a series of training programmes will be developed and implemented. The introduction of modern working methods, techniques and documentation services, based on ICTs, will allow distance learning and training on a global scale, instantaneous linkages between Headquarters,

the field and other entities, as well as the operation of a hub for networking, knowledge sharing and knowledge brokering.

- 42] The improvement of management processes, including greater delegation of authority together with more effective oversight mechanisms and procedures, across the entire Organization will be equally critical for its credibility, transparency, accountability, effectiveness and impact. This will not be a one-time event but will require a sustained effort stretching over several biennia and stages.
- 43] UNESCO's decentralization reform will increase the direct relevance of the Organization for Member States, given the prospect of closer consultation, more direct involvement in the planning cycle and more effective delivery of programmes. Overall, the reform aims at a more efficient utilization of resources through more rational and networked field operations, allowing a concentration of expertise and human resources through the modality of cluster offices.

Communicating to the world – strengthening UNESCO's outreach capacity

- 44] In an increasingly competitive and results-oriented international environment, strengthening UNESCO's visibility, communication and outreach will be critical.
- 45] There will be a new mechanism to reinforce the identity of the Organization. It is less a question of communicating about the institution as such, than of describing in word and image the essential missions and objectives it intends to pur-

sue over the next six years. The purpose of the communication action will be to spell out UNESCO's messages and back up the execution of its programmes.

- 46] It will be based on a permanent system for monitoring public opinion, and will put programme managers in the front line. For this purpose, a communication centre will be established in every programme sector and there will be training to back up the new system.
- 47] UNESCO will have to redirect its media choices and will need to concentrate on digital information, while ensuring access for all to the knowledge and information in its various fields of action. The existing information and dissemination services, to which will be added a new function of editorial coordination for the web, will be grouped together in a single entity pursuing synergies with programme sectors, thus contributing to the emergence of a new "culture of communication" in the Organization.



- 48] The subsequent sections set out the strategic objectives and sub-objectives, strategies to be pursued and outcomes expected. They describe activities to be undertaken in UNESCO's areas of competence – education, the sciences, culture and communication – and through its two cross-cutting themes, focusing on the eradication of poverty and the use of ICTs and their contribution to knowledge societies. The following chart provides a systematic overview of the substantive themes and strategic objectives constituting the Medium-Term Strategy for the period 2002-2007.

UNIFYING THEME

UNESCO contributing to peace and human development in an era of globalization through education, the sciences, culture and communication.

TWO CROSS-CUTTING THEMES

- Eradication of poverty, especially extreme poverty ■
- The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society ■

THREE MAIN STRATEGIC THRUSTS

Developing and promoting universal principles and norms, based on shared values, in order to meet emerging challenges in education, science, culture and communication and to protect and strengthen the “common public good”

Promoting pluralism, through recognition and safeguarding of diversity together with the observance of human rights

Promoting empowerment and participation in the emerging knowledge society through equitable access, capacity-building and sharing of knowledge

TWELVE STRATEGIC OBJECTIVES

<i>Education</i>	<i>Sciences</i>	<i>Culture</i>	<i>Communication and Information</i>
<ul style="list-style-type: none"> ■ Promoting education as a fundamental right in accordance with the Universal Declaration of Human Rights; ■ Improving the quality of education through the diversification of contents and methods and the promotion of universally shared values; ■ Promoting experimentation, innovation and the diffusion and sharing of information and best practices as well as policy dialogue in education. 	<ul style="list-style-type: none"> ■ Promoting principles and ethical norms to guide scientific and technological development and social transformation; ■ Improving human security by better management of the environment and social change; ■ Enhancing scientific, technical and human capacities to participate in the emerging knowledge societies. 	<ul style="list-style-type: none"> ■ Promoting the drafting and implementation of standard-setting instruments in the cultural field; ■ Safeguarding cultural diversity and encouraging dialogue among cultures and civilizations; ■ Enhancing the linkages between culture and development, through capacity-building and sharing of knowledge. 	<ul style="list-style-type: none"> ■ Promoting the free flow of ideas and universal access to information; ■ Promoting the expression of pluralism and cultural diversity in the media and world information networks; ■ Access for all to information and communication technologies, especially in the public domain.

Education

49] In pursuit of UNESCO's three main strategic thrusts, UNESCO will promote education as a fundamental right, work to improve the quality of education, and stimulate innovation and the sharing of knowledge and best practices. Equally, UNESCO's efforts in the education field are directed at the eradication of poverty, through both formal and non-formal settings and education.

50] The World Education Forum (Dakar, Senegal, April 2000) constituted a watershed for UNESCO. The

Forum confirmed the Organization as the coordinator of the Education for All (EFA) partners and charged it with the task of maintaining their collective momentum. Thus, UNESCO is placing the outcomes and priorities of Dakar at the heart of its work during 2002-2007. The realization of the six goals of the Dakar Framework for Action (see box) will be the overriding priority for UNESCO's education strategy. Indeed, a vigorous and effective follow-up to Dakar will shape the future activities of the entire Organization.

[15]

Education

Education for All ♦ *the six Dakar goals*

(adopted by the World Education Forum, Dakar, Senegal, 26-28 April 2000)
(Dakar Framework for Action, para.7)

We hereby collectively commit ourselves to the attainment of the following goals:

- (i) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- (ii) ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
- (iii) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;
- (iv) achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- (v) eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
- (vi) improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

- 51] The Dakar Framework for Action reaffirmed the vision of the international community at the World Conference on Education for All (Jomtien, Thailand, 1990) that all children, young people and adults have the human right to benefit from an education that will meet their basic learning needs. The Dakar Forum gave the Jomtien vision more precise operational direction and paid special attention to:
- ▶ the learning needs of the poor and the excluded;
 - ▶ the reduction of adult illiteracy;
 - ▶ the expansion of early childhood care and education;
 - ▶ improving the quality of learning;
 - ▶ overcoming gender disparities; and
 - ▶ mobilizing the requisite resources.
- 52] In addition, the Dakar Forum placed the main responsibility for fulfilling the right to education squarely upon the shoulders of Member States. It emphasized the need to pursue the EFA goals in close cooperation between governments and civil society and through a transparent, democratic and participatory process. UNESCO's task will be to mobilize human and financial resources to support Member States in their efforts to fulfil the EFA commitments at national, regional and international levels, taking fully into account the diversity of national situations, and to renew education systems and approaches with a view to responding to the challenges of building knowledge societies.
- 53] The Dakar Forum constituted part of the ongoing dynamics of change affecting the world of education. Together with the report of the International Commission on Education for the Twenty-first Century, *Learning: The Treasure Within* (1996), a series of UNESCO world conferences (adult education, Hamburg, 1997; higher education, Paris, 1998; technical and vocational education, Seoul, 1999; science, Budapest, 1999) helped to define an ambitious international agenda unified by the global quest for building learning societies based on education as a lifelong process. This coincided with a renewal of interest in education and education policies at the highest levels in many countries, both in the North and the South. Of particular importance is the consensus that has emerged that education must be central to the international fight against poverty and exclusion, a major international development goal set by the Millennium Summit (see box, page 2). Of equal importance is the growing recognition that education must play a key role in learning to live together in a globalizing and increasingly interdependent world, in particular through the promotion of tolerance and respect for universally shared values, human rights and fundamental freedoms.
- 54] UNESCO will take into account the entire educational continuum, going from pre-school to higher education, including formal and non-formal approaches, technical and vocational education, the fight against illiteracy in all its dimensions, including basic skills and functional literacy, adult and lifelong learning and the utilization of local languages – all are necessary to ensure the success of EFA. In this context, adequate follow-up to relevant international conferences and commitments will be ensured.
- 55] UNESCO's work will have both “upstream” and “downstream” dimensions. Its roles as a laboratory of educational ideas and as a setter of educational standards are vital expressions of its upstream work entailing advisory services to Member States, policy analysis, policy formulation, monitoring, reporting and research. They also offer the chance for productive collaboration between UNESCO and its partners (academic, governmental and non-governmental) as well as within its own worldwide networks of institutes and other educational institutions.
- 56] UNESCO's downstream role will focus on capacity-building, information exchange, and other modalities of international cooperation. Particular attention will be paid to the generation of feedback loops so that field experience and knowledge from capacity-building and information networks can enrich and illuminate the upstream work. By the same measure, the latter will inform and update the downstream activities through which UNESCO provides support to Member States. While concentrating efforts and resources on EFA, UNESCO will continue to address other educational concerns and responsibilities, such as education for a culture of peace, science and technology education, higher education, and technical and vocational education. These aspects of UNESCO's educational work will be especially significant for the renewal of education systems and the building of knowledge societies.

Global initiative for Education for All

We affirm that no country seriously committed to education for all will be thwarted in their achievement of this goal by a lack of resources. The international community made this collective commitment in Dakar and launched a global initiative in support of Education for All.

As part of its mandate, UNESCO is coordinating the global initiative aimed at mobilizing the resources in support of national EFA efforts. The international community will apply a common understanding of the six options for the initiative and adopt others as considered necessary in specific country contexts. The six options are:

- (i) increasing external finance for education, in particular basic education;
- (ii) ensuring greater predictability in the flow of external assistance;
- (iii) facilitating more effective donor coordination;
- (iv) strengthening sector-wide approaches;
- (v) providing earlier, more extensive and broader debt relief and/or debt cancellation for poverty reduction, with a strong commitment to basic education; and
- (vi) undertaking more effective and regular monitoring of progress towards EFA goals and targets, including periodic assessments as part of evidence-based policy.

[17]

Education

Strategic objective 1

Promoting education as a fundamental right in accordance with the Universal Declaration of Human Rights

57] Advancing the right to education as enshrined in the Universal Declaration of Human Rights is central to UNESCO's mission. Free, compulsory and universal primary education for all is among the most clearly defined of these rights, which governments have a duty and responsibility to make a reality. The political commitments undertaken by the international community in Dakar and the Dakar Framework for Action it adopted are an expression of the collective political will to make substantial progress in the years to come. To that end, UNESCO will pursue the following strategic sub-objectives:

Building partnerships for EFA

58] UNESCO will act as the catalyst for international cooperation in education, mobilizing partners and resources in the pursuit of the EFA goals.

Recognizing that the key partners in all EFA-related forms of cooperation are the Member States, UNESCO will coordinate comprehensive, thorough and continuous policy planning at all levels (national, regional and international), working in close cooperation with the four official partners in the EFA movement (World Bank, United Nations Population Fund, United Nations Development Programme and United Nations Children's Fund – each playing important complementary roles within their own mandates), other United Nations organizations and programmes as well as bilateral agencies and NGOs. To further broaden linkages, UNESCO is associating itself with the United Nations Development Group (UNDG), especially on issues pertaining to education. UNESCO will continue to coordinate the global initiative which aims at designing the strategies and mobilizing the resources needed for national EFA efforts. Based on commonly understood principles for the global initiative accepted by EFA partners, i.e. all intergovernmental organizations, multi- and bi-lateral donor agencies, regional development banks, non-governmental organizations, beneficiary countries, civil society and the private sector, UNESCO will undertake high-level advocacy in order to increase the quantity, quality

and range of resources provided by the international community in support of national EFA efforts. This includes combining traditional and innovative approaches to resource mobilization, utilization and management, for example increased and more predictable official development assistance (ODA) and the use of sector-wide approaches, debt relief schemes and government-led donor coordination as efficiency measures (see box). Clearly, additional resources will be required to implement all EFA commitments.

Expected outcomes:

- ▶ Sustained political commitment achieved and EFA goals and priorities placed high on the international, regional and national policy agendas;
- ▶ International support efficiently directed, utilized and managed in support of national EFA efforts;
- ▶ Increased and more predictable external financial assistance in favour of basic education to support national, subregional and regional EFA strategies.

Supporting policy reforms in favour of EFA

- 59] Success in achieving the Dakar goals will be determined at the country level. A major task for UNESCO will be to support Member States in policy reforms, especially the design and implementation of EFA policies and action plans as well as of legal instruments for promoting universal access to basic education. Member States must be the prime movers in designing or strengthening national EFA action plans by 2002, which ought to be embedded in both overall national education and poverty reduction strategies. A key for the success of EFA policies, as firmly established by the 1990 Jomtien Conference, will be that basic education means much more than primary schooling. Learning begins at birth and continues throughout life. UNESCO will therefore emphasize the integration of early childhood care and education into education policies and systems. It will also give particular attention to adult learning and revitalize, within the United Nations Literacy Decade, non-formal basic education for youth and adults. Furthermore, it will try to ensure that educational policies adopt inclusive approaches that embrace marginalized groups, people with special needs and ethnic minorities.

- 60] Cooperation and sharing of experience among Member States and partner agencies will be promoted through national, regional and sub-regional EFA forums and other cooperative mechanisms. UNESCO will focus particularly on the least developed countries, Africa, South Asia, E-9 countries and countries in transition or in crisis. In particular, the needs of the E-9 countries will be accorded high priority, keeping in view the fact that two thirds of the world's illiterates are found in E-9 countries.

- 61] To encourage the development of evidence-based policies, UNESCO, including through its institutes, will help build the capacity of Member States to map their situations, design better education systems, deliver services and monitor results and developments towards reaching the EFA goals. The EFA Observatory, hosted by the UNESCO Institute for Statistics, will monitor and report progress towards EFA goals, in close cooperation with national bodies, donor agencies and non-governmental organizations engaged in EFA activities. The Observatory will help build capacities and facilitate the free flow and sharing of all pertinent information and data. Thus, UNESCO will provide critical and sustained input and guidance to policy-makers at all levels, underpinning the formulation, review and eventual amendment of national EFA policies and action plans.

Expected outcomes:

- ▶ Large number of national EFA plans developed by the end of 2002 and process of implementation launched;
- ▶ Increased regional/subregional cooperation through the organization of regional and subregional EFA fora and creation of permanent mechanisms for consultation and sharing of experience in several regions/subregions;
- ▶ Evidence-based policy development and decision-making by many countries through regular monitoring, assessments and reporting on progress towards EFA goals;
- ▶ Capacities for data and information collection and analysis strengthened in several countries and regions.

Advancing the right to education

- 62] The right to education is not only enshrined in Article 26 of the Universal Declaration of Human Rights, but is also recognized in the International Covenant on Economic, Social and Cultural Rights (Articles 13 and 14), in the Convention on the Rights of the Child (Articles 28 to 30) and in numerous other normative instruments. Thus, denial of education and educational deprivation constitute a violation of human rights. UNESCO will intensify its advocacy for a more effective application of existing normative instruments concerning the right to education and to that end it will cooperate with the relevant institutions, in particular the United Nations Committee on Economic, Social and Cultural Rights. Monitoring the implementation of the Convention against Discrimination in Education (1960) will be another important element of UNESCO's work. Particular emphasis will be placed on ensuring that education becomes truly inclusive, in particular by effectively reaching the unreached – especially the poor, women and girls, rural populations, minorities, refugees and countries or populations victims of disasters and people with special needs. UNESCO will further seek to engage Member States and new educational providers in a dialogue highlighting education as a public good and encourage all actors in the field of education to pay due regard in their undertakings to the need for equity, inclusion and social cohesion in today's societies.
- 63] Strengthening girls' right to education is a high priority for UNESCO. In line with the Millennium Declaration, and with a view to eliminating gender disparities in primary and secondary education by 2005, UNESCO will continue to be an active partner in the United Nations Girls' Education Initiative (UNGEI). The need to ensure gender equity will also be prominent throughout UNESCO's entire education programme. One way of implementing the right to education is to work towards literacy. Faced with an increasing gap between literates and illiterates in terms of social, civic and economic opportunities, UNESCO will renew its efforts towards achieving literacy for all, targeting principally girls and women. On the other hand, emphasis will be placed on an education that helps to meet the challenges of poverty and exclusion by promoting life skills and access to the world of work, in particular through technical and vocational education.

Expected outcomes:

- ▶ Intensified international public debate about the right to education;
- ▶ Development of guidelines and shared norms, including the proposal of a consolidated normative instrument on the right to education;
- ▶ Gender disparities in primary and secondary education eliminated or greatly reduced in most Member States by 2005;
- ▶ Preparation, launch and implementation of a ten-year United Nations Literacy Decade and Plan of Action in order to reach the target of achieving a 50 per cent improvement in levels of adult literacy by 2015.

Empowering the poor and reaching the unreached through education

- 64] Ensuring access to education for millions of children and adults living in poverty and disadvantaged by economic status, geography, cultural or linguistic barriers or special needs, is a core challenge for UNESCO. In order to ensure that the needs of the poor, the excluded and the marginalized are addressed, UNESCO will help build the necessary capacities in national governments and civil society, gather and disseminate best practices, and stimulate dialogue about inclusive approaches to educational strategies.
- 65] UNESCO will seek to expand non-formal basic education that provides equitable, well-tailored access to information for people on their rights to participate in policy dialogue, to legal recourse, to work, to basic social services and to civic amenities, as well as on measures and practices to improve quality of life in general. UNESCO will also promote non-formal basic education that stresses the concept of vulnerability and risk management particularly in relation to HIV/AIDS and drug abuse.
- 66] UNESCO is also committed to supporting educational needs of countries and populations in crisis situations. This will include contributions to an inter-agency cooperation network on education in emergencies focusing on refugees, displaced populations, women and children affected by conflicts. UNESCO will further gather and disseminate information in order to mobilize international public opinion and support for the plight of refugee children as well as street and working children who are deprived of their right

to education. The Organization will contribute in particular to support the education of refugees and other displaced persons, especially in countries suffering from conflict situations or natural disasters, and ensure that education remains one of the major fields of international humanitarian action.

Expected outcomes:

- ▶ Wider access to education achieved in many countries through the development of comprehensive and inclusive educational strategies for the poor and the excluded;
- ▶ Non-formal basic education programmes developed as a means of assisting the development of life skills thus alleviating poverty and improving people's quality of life;
- ▶ Strengthened inter-agency mechanisms for education in emergencies and more effective support provided to Member States in post-conflict and crisis situations.

Strategic objective 2

Improving the quality of education through the diversification of contents and methods and the promotion of universally shared values

67] UNESCO will promote new approaches to improve the quality of education for all throughout life. The pursuit of quality education has become an essential task for UNESCO and shall aim at reaching an adequate balance between results and contents. It must go beyond increasing the material inputs for school systems or enhancing school effectiveness, important though these are. Quality education must be pursued on a holistic basis and include:

- a)** values and civic education, especially for human rights and democracy, peace and universally shared values such as citizenship, tolerance, non-violence and dialogue among cultures and civilizations;
- b)** the reform of curricula, taking into account sociocultural needs and promoting regional and subregional networks;
- c)** support by UNESCO of Member States' initiatives to carry out bilateral or multilateral revision of textbooks, particularly textbooks on history and civic education;

- d)** the measurement and monitoring of learner achievements;
- e)** the structure, method and content of education systems;
- f)** the improvement of human and material resources;
- g)** preventive education;
- h)** school networking through the Associated Schools Project;

In this respect, two of the pillars identified by the Delors Commission, "learning to be" and "learning to live together", ought to receive pride of place in education at all levels.

68] The quest for quality education is today inextricably bound up with the processes and impact of globalization. With a focus on promoting universally shared values and a culturally sensitive diversification of educational contents and methods, UNESCO's approach towards quality education will address a broad range of themes: education for a culture of peace and sustainable development; science and technology education for all; respect for cultural and linguistic diversity (see also strategic objectives 8 and 11); preventive education in response to HIV/AIDS and drug abuse; physical education and sport (particularly given the fact that MINEPS III re-affirmed UNESCO's role as focal point for physical education and sport in the United Nations system and reiterated the importance of physical education and sport as an essential element and integral part of the process of continuing education, human and social development as well as personal well-being); the encouragement of attitudes, behaviour and lifestyles conducive to well-being and good health; environmental and population education.

69] UNESCO will pursue the following strategic sub-objectives:

Promoting universally shared values through education

70] In a world that is still influenced by prejudice and ignorance, and torn by violence, conflict and intolerance, helping people to learn to live together is one of education's key missions. UNESCO will continue to advocate an education that promotes behaviour and values that are conducive to the development of peaceful, democratic and pluralistic societies. Nurturing understanding between peoples, fostering mutual respect and the recognition of universal values

such as human rights, democracy, tolerance and non-violence, solidarity and intercultural understanding are essential. In close cooperation with the Office of the United Nations High Commissioner for Human Rights, UNESCO will pursue the fulfilment of the goals of the United Nations Decade for Human Rights Education (1995-2004). Activities will also be based on the Plan of Action for a Culture of Peace adopted by the United Nations General Assembly and related to the United Nations Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010). The role of Associated Schools in this respect will be emphasized.

71] Neither EFA nor the goal of enhancing the quality of education will be reached without adequate recognition of the role played by teachers. In this respect, quality education should clearly recognize the key and evolving role of teachers in the educational process. UNESCO will therefore focus on issues of teacher training and retraining and renew its efforts to ensure the improvement of the status of teachers. UNESCO will emphasize the importance of teacher training and retraining for all levels and forms of education, including the use of information and communication technologies and modern methods of distance and open learning, as a means of building an enabling environment in the context of the knowledge society.

Expected outcomes:

- ▶ National plans for human rights education and related teaching materials and resources developed and implemented as a result of collaborative efforts between national authorities, civil society and new actors in education;
- ▶ Values of a culture of peace promoted through the revision of educational contents and processes and reorientation of national education systems;
- ▶ Universal values and intercultural education promoted through school-based networking and collaboration with teacher associations, youth organizations and the media.

Improving and diversifying the contents and methods of education

72] Education must reflect the diversity of education needs, expectations, interests and cultural contexts. This poses particular challenges under conditions of globalization given its strong tendency towards uniformity. To this end, UNESCO will help to expand more learner-centred methods, materials and technologies by diversifying educational contents and renewing pedagogic processes so that they are better adapted to the specific contexts of learners. Close attention will be given to improving the quality of teaching and learning materials, the professional skills of teachers, the use of appropriate language(s) of instruction and bilingual education to promote diversity. UNESCO will develop a strategy pertaining to the use of local languages in education and the teaching of other languages. Local languages are a pillar for identity and dialogue and the teaching of additional languages. Utilizing modern methods is a means of promoting better understanding, tolerance, diversity and peace and a vehicle for empowering individuals in the twenty-first century. A true improvement of quality must also affect the whole learning environment including health, nutrition and other factors. Particularly important will be the inclusion of new knowledge, competencies and behaviours in curricula that are culture-sensitive and can be taught and learned in a local language. Also, further efforts will be conducted to enhance science and technology education and technical and vocational education. In addition, continued attention will be placed on physical education and on disciplines and approaches contributing to the development of a humanistic education, such as artistic education, history and philosophy.

Expected outcomes:

- ▶ Formulation of educational policies and strategies that promote cultural and linguistic diversity throughout the curriculum;
- ▶ Increased capacity in the areas of curriculum renewal, teacher training, materials development, and monitoring and evaluation of learning achievement.

*UNESCO's response to the HIV/AIDS pandemic:
focus on preventive education*

HIV/AIDS is threatening to wipe out decades of investments in education and in human development, particularly in large parts of sub-Saharan Africa and in Latin America and the Caribbean. No longer simply a health problem, the HIV/AIDS pandemic is becoming a "total human problem" and a development disaster. It is especially serious among young adults; everywhere, it strikes at the poor and uneducated. In many African countries, it afflicts the groups whose knowledge and skills are most vital for development. Given this context, the United Nations Millennium Assembly set as an explicit goal the reduction of HIV infection rates in persons 15 to 24 years of age by 25 per cent within the most affected countries before the year 2005 and by 25 per cent globally before 2010.

UNESCO can best contribute to curbing the epidemic by taking a lead role in preventive education within the global framework of the United Nations system, in particular UNAIDS. It can build on its unique interdisciplinary experience by combining educational policies, approaches and practices, knowledge from science, sensitivity to diverse cultural and social contexts and capacity-building in communication. UNESCO's strategy will focus on addressing the needs of those who are most vulnerable to HIV/AIDS, including the poor, young girls and women, and out-of-school children and youth.

UNESCO's response to the HIV/AIDS pandemic will seek to combat complacency, challenge stigmatization, overcome the tyranny of silence, and promote more caring attitudes. In cooperation with UNAIDS co-sponsors, Member States, civil society partners and the private sector, UNESCO's contribution to the fight against the HIV/AIDS pandemics will concentrate on:

- *Integrating HIV/AIDS preventive education into the global development agenda and national policies:* UNESCO will engage in high-level advocacy to facilitate a better mobilization of resources and an effective integration of HIV/AIDS prevention into larger development frameworks, including poverty eradication strategies, comprehensive preventive and health education strategies against malaria and tuberculosis, and the follow-up to EFA. At the national level, UNESCO will promote wider policy dialogue and greater public information with respect to HIV/AIDS prevention. UNESCO will also attend to the institutional impact of the pandemic, especially by contributing to the stabilization of education systems.
- *Adapting preventive education to the diversity of needs and contexts:* UNESCO will work on enhancing the quality and effectiveness of preventive education and on developing access to scientific information on HIV/AIDS provided by basic research. This will include new and clearly targeted preventive education tools, informed by innovative social and cultural approaches to the pandemic. Close attention will be given to disseminating accurate information about methods of transmission, safe practices and counselling services through formal and non-formal education and networks, in order to reach students, institutions and communities. In addition, UNESCO will promote scientific cooperation and strengthen capacities of higher education institutes to produce and disseminate research and information related to HIV/AIDS.
- *Encouraging responsible behaviour and reducing vulnerability:* Preventive education is a concern and a responsibility for all, including people living with HIV/AIDS. UNESCO will develop methods and materials to enable decision-makers, the educational community and youth to play an efficient and responsible role in HIV/AIDS prevention and to prevent discrimination against those living with HIV/AIDS. It will also encourage innovative community responses that empower the most vulnerable and promote respect for human rights in the context of HIV/AIDS.
- Finally, UNESCO will continue to *explore the ethical dimensions of the HIV/AIDS pandemic*, including access to treatment and vaccine trials.

Expected outcomes:

- ▶ Comprehensive and broad-based HIV/AIDS education and prevention campaigns conducted, particularly among the 15-24 age group in Africa and South Asia;
- ▶ Effective preventive education strategies in both formal and non-formal settings devised and implemented particularly in severely affected Member States, including the *Focusing Resources for Effective School Health* (FRESH) initiative;
- ▶ Development of clearly targeted and culturally sensitive preventive education methods and materials.
- ▶ Impact of HIV/AIDS pandemic on educational capacities assessed.

Promoting science and technology education for all

73] As recommended by the World Conference on Science (Budapest, 1999), UNESCO will pursue an integrated Plan of Action for Science and Technology Education and work towards a renewal and diversification of basic science and technology education in both formal and non-formal settings. In addition to promoting the teaching of scientific and technological subjects it will emphasize the ethical issues raised by scientific and technological progress and the implications of science and technology for democracy and sustainable development. In the context of the strategy for environmental and science education, attention will be paid to the promotion of science-based disaster preparedness. Effective science education necessitates a sustained approach from the primary to the tertiary level. Another aspect is the introduction of scientific perspectives into the daily lives and production of people in poor communities. In assisting Member States to build capacity, UNESCO will also promote a greater use of ICTs in science teaching, focusing in particular on the training of teachers and on extra-curricular programmes for youth (see also strategic objective 6, para. 115).

Expected outcomes:

- ▶ Policy guidelines developed and Member States' capacities strengthened in curriculum planning regarding science and technology education, in particular the introduction of science and technology in basic education and the development of integrated, gender-sensitive and socio-culturally relevant teaching materials;
- ▶ Support to Member States in development of prototype non-formal modes of teaching to popularize and enhance public understanding of science and technology education.

Developing effective strategies of preventive education

74] Health promotion and preventive education are key elements in the broad vision of EFA that takes into account the needs of children, young people and adults affected by HIV/AIDS, drug abuse, hunger and poor health. The development and implementation of an effective strategy to combat the HIV/AIDS pandemic is of utmost urgency. It is now clear that education is the most important vehicle for checking the spread of HIV/AIDS and there are examples of good and successful practice that need to be emulated and replicated (see box). UNESCO, a partner in the UNAIDS Programme, will attach high priority to education and prevention in order to stem the spread of HIV/AIDS. Comprehensive preventive education will play a central role in these efforts, including educational, scientific, communication, cultural, social and human rights dimensions. Both non-formal and formal approaches will be of importance in that regard. Cooperation with the United Nations Population Fund (UNFPA) for the promotion of adolescent and reproductive health, including school-based interventions, will be part of UNESCO's overall approach. It will also contribute to other inter-agency flagship programmes designed to combat health-related issues keeping people in developing countries in the vicious circle of ill health and poverty.

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Education

Strategic objective 3

Promoting experimentation, innovation and the diffusion and sharing of information and best practices as well as policy dialogue in education

75] In the field of education, scientific and technological advances are opening new avenues and environments for learning and teaching as well as building knowledge societies, capable of transforming societies and serving as motor for progress and sustainable development. UNESCO's role and responsibility for promoting knowledge-sharing as widely and as equitably as possible have thus never been more important. In this context, UNESCO will promote the exchange of information and expertise on innovative approaches and local solutions through advocacy and networks of learners, educational professionals and

decision-makers. UNESCO will continue to play a key role as a laboratory of ideas, standard-setter and clearing house of best practices and innovative policies and approaches to education, in close cooperation with its education institutes and in pursuit of the recommendations of the Delors Report. Through its clearing house function and appropriate technical support, UNESCO will contribute to building Member States' institutional capacities with a view to renewing their education systems and to meeting rapidly changing societal needs including science-based "disaster preparedness". UNESCO will also continue to promote regional and international cooperation, strengthening networks and knowledge-sharing, facilitating dialogue and coordination among all partners, including new actors in education such as NGOs, voluntary organizations and the private sector.

- 76] UNESCO will pursue the following strategic sub-objectives:

*Identifying new trends
of educational development and
promoting policy dialogue*

- 77] By observing and analysing trends and patterns, UNESCO will identify and anticipate future challenges and advise Member States on new educational issues and agendas. In particular through its institutes, it will provide intellectual support to policy-makers and practitioners in the identification of priorities, best practices and innovations with a view to buttressing education strategies and policy reforms. UNESCO's education institutes and centres will contribute, in a coherent and complementary manner, to the achievement of the objectives and sub-objectives of the education strategy and, to that end, develop focused and concentrated programmes, adopt results-oriented approaches and enhance visibility and outreach. UNESCO will act as a laboratory of ideas, supporting research and undertaking comparative studies as well as nourishing links with research centres, universities and professional institutions. Through these processes, and in particular through periodic publications and reports, UNESCO will generate and make available a rich, dynamic base of knowledge about new thinking and innovative approaches to teaching and learning.

- 78] UNESCO will promote policy dialogue between all actors and stakeholders in education (governmental, non-governmental – in particular teachers' associations –, civil society and private sector and intergovernmental organizations). Such a policy dialogue, based on country ownership and empowerment, will form a key contribution to improving the quality and relevance of education. By fostering a more open dialogue and better public understanding of educational issues, UNESCO will help Member States build consensus and mobilize support for education, in particular, national EFA plans. For decades, education has been acknowledged as a public good that promotes equity through free basic education and fosters social cohesion. Today, educational provision increasingly includes, alongside state institutions, private sector providers, franchised institutions, and open and distance learning through the Internet and other ICTs that offer a variety of educational services. On these issues, UNESCO can be a platform of dialogue and a trusted interlocutor between the public and private sector providers of educational goods and services. The Organization will also engage in a variety of partnerships with all actors concerned.

Expected outcomes:

- ▶ Education policies and strategies better formulated and developed, informed by research results and prospective studies and analyses;
- ▶ Prospects for effective national education plans enhanced in many Member States as consensus among and ownership by all stakeholders is secured through broad-based dialogue;
- ▶ Better understanding of educational approaches and learning processes and more effective collaboration and synergies among all actors, including public and private providers of education, through national, regional and global workshops and seminars.

Renewing education systems

79] UNESCO will continue to provide advice and assistance to Member States for a renewal of their education systems, including the promotion of interdisciplinary approaches. In particular, it will promote the reform of general secondary education and the development of technical and vocational education. As regards the latter and in line with recommendations of the Seoul Conference (1999), UNESCO will emphasize integrated approaches that focus on the needs and interests of young people and blend professional competence, values and life skills. UNESCO will advocate technical and vocational education as a life-long process helping people to adapt their knowledge and skills to the rapidly changing needs of the workplace. The network of national and regional UNEVOC Centres will be reinforced to become the hub of an international and inter-agency mechanism for capacity-building and specialized exchange of information. Jointly with the International Labour Organization and other willing agencies, UNESCO will formulate an international long-term programme for the development of technical and vocational education and training, including teacher training and alternative delivery mechanisms.

80] The outcomes of the World Conference on Higher Education (Paris, 1998) furnish the main strategic orientations of UNESCO's action in higher education. Higher education has a pivotal role to play in the renewal of education systems and development in general, because of its role and the influence of its institutions and programmes on all societal activities. UNESCO will assist Member States in enhancing the quality of higher education and teacher-education systems by developing international and regional guidelines for policy formulation with emphasis on a sector-wide approach. Measures will also be taken by UNESCO to facilitate the mobility of teachers and students and to encourage broad participation of women in higher education. This implies working in close partnership with Ministries of Education, professional associations, academic networks, including the UNITWIN/UNESCO Chairs Networks, and with society at large.

Expected outcomes:

- ▶ Support to Member States for the reorientation of secondary education and strengthening of technical and vocational education through innovative and more effective collaboration between educational institutions and employers;
- ▶ International and regional policy guidelines developed to enhance the quality of higher education and teacher education systems;
- ▶ Institutional capacity strengthened in higher education through networking and twinning arrangements and guidelines for academic freedom and institutional autonomy developed as integral aspects of quality assurance in higher education;
- ▶ Academic mobility of students and teachers facilitated through the enhanced application of regional and international agreements concerning the recognition of educational qualifications.

Harnessing information and communication technologies (ICTs) for education

81] ICTs offer the potential to expand the scope of learning, breaking through traditional constraints of space and time as well as boundaries of current education systems. The accelerating privatization of educational goods and services, partly driven by the potential and impact of ICTs, poses an entirely new challenge for the international community. The challenge is to define the best use of ICTs for improving the quality of teaching and learning, sharing knowledge and information, introducing a higher degree of flexibility in response to societal needs, lowering the cost of education and improving internal and external efficiencies of the education system. ICTs will be the objects of study since computer literacy is a basic skill for performing in the knowledge society. ICTs also provide the means for better management and use of educational resources. UNESCO will promote the judicious use of ICTs as innovative and experimental tools to renew education. It will also explore their potential as new delivery mechanisms and for system-wide expansion of educational provision and quality, especially through distance education and by focusing on non-formal education. By further exploiting the potential of ICTs, UNESCO will establish closer links between the

producers and users of educational materials in order to promote quality and encourage participation in all cultural and linguistic settings.

Expected outcomes:

- ▶ Wide dissemination of knowledge and best practices related to the impact of ICTs on education through an online clearing house, knowledge-base and multimedia resource centre;
- ▶ Broader use by governments of ICT-based delivery systems in formal and non-formal education, utilizing different mixes of new and traditional media and appropriate methodologies;
- ▶ Dissemination of research results on ICT-induced changing dynamics of the teaching-learning process and its impact on content and teacher-learner interaction, in particular as regards distance education and teacher training and development;
- ▶ International debate and reflection promoted in favour of developing internationally compatible descriptors and standards for distance and e-learning courseware, and for e-learning institutions.

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Sciences

82] The challenges emanating from globalization and from the trends in many areas are becoming ever more complex, often driven by scientific and technological insights and breakthroughs, and they carry manifold implications. Policies to address these challenges increasingly demand scientific advice based on analysis, understanding, sharing and anticipation. More than ever, at the beginning of the twenty-first century decision-making and the formulation of policies must be fully informed as to their scientific underpinnings and consequences, drawing on input both from the natural sciences and the social and human sciences. UNESCO is in a unique position to assist and advise governments in that regard, as it has at its disposal, under one roof, capacities and expertise pertaining to major scientific disciplines which can be brought to bear in an integrated and consistent manner. The sciences programmes of UNESCO represent a multidisciplinary effort designed to enable countries to adapt to change through a balanced and equitable transition towards knowledge societies.

83] In the first place, UNESCO will respond by promoting scientific research, findings and knowledge and by encouraging their transfer and sharing to ensure equitable benefits for all societies. In consonance with UNESCO's mission and the theme for the present strategy, the quest for people-centred sustainable development will remain a central guiding principle of the Organization's activities in both the natural as well as the social and human sciences. This will acquire particular importance in the follow-up, in close cooperation with other United Nations agencies and funds, to various world conferences and summits held over the past decade and in the preparation of and follow-up to the World Summit on Sustainable Development (Rio +10) scheduled to be held in South Africa in 2002. UNESCO will focus on improvements

to various dimensions of human security, particularly addressing the needs of the most vulnerable populations at global, regional, national and local levels. In that context, UNESCO will also take into account the contributions of the community of international non-governmental organizations promoting sustainable development.

84] Further, UNESCO will seek to ensure that the ethical dimensions of the current scientific and technological evolution be fully addressed. Scientific progress opens up new avenues for a reflection of shared values and thus allows UNESCO to fulfil its mandate as international lead agency pertaining to ethical issues. The ethical dimension is derived from the rights of each human being enshrined in the Universal Declaration of Human Rights and the related international covenants and instruments which UNESCO will continue to promote and protect in all its spheres of competence.

85] UNESCO will address these challenges in an integrated framework, which responds to the new commitment to science for the twenty-first century, as defined by the results of the World Conference on Science, held in Budapest, Hungary, in 1999. The practical expression of this new contract is the recognition that the contribution of science cannot only be based upon terms of research and knowledge but must also be justified by its relevance and effectiveness in addressing the needs and aspirations of societies. The full participation of societies and all groups of societies in decision-making on scientific matters will be encouraged, as well as the need to contribute to the definition of strategies that enable an effective use of research findings and innovations. Furthermore, the relationship between scientific research, education, technological innovation and their practical benefits is complex and involves today a large variety of actors.

In order to guarantee that the sciences are geared towards work for sustainable peace and development, all groups of society and all societies – with due consideration and respect for diversity – must be able to participate in democratic decision-making on scientific matters. Consequently, UNESCO's activities will promote science as a shared asset benefiting all peoples, based on the precept of solidarity.

Strategic objective 4

Promoting principles and ethical norms to guide scientific and technological development and social transformation

86] The World Conference on Science addressed the interrelation between science and society and highlighted the need for the setting of ethical standards to guide scientific behaviour and social change. Based on its ethical mandate and its pioneering role and leadership in this field, UNESCO will build on earlier work in this area, including that of organs established by the Organization, and will promote an implementation of the instruments and guidelines already adopted. UNESCO will also promote enhanced international cooperation in this area and support the building of national capacities. The Organization will further inject a fresh impetus to action concerning the promotion and protection of human rights in its fields of competence.

87] In the pursuit of this strategic objective, UNESCO will focus on the following sub-objectives:

Standard-setting, policy formulation and awareness-raising regarding ethical issues

88] Building on the work of the International Bioethics Committee, the Intergovernmental Committee for Bioethics and the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST), UNESCO will serve as an interdisciplinary, multicultural and pluralistic forum for reflection on issues pertaining to the ethics of science and technology. It will bring together the intellectual and scientific communities as well as actors from politics, civil society and industry in an effort to identify common ethical challenges and positions and to promote cooperation in this regard.

The Organization will assist and provide advice to Member States with a view to elaborating appropriate guidelines and policies and developing normative instruments. In this connection, UNESCO will promote the dissemination and implementation of the Universal Declaration on the Human Genome and Human Rights and of the principles and guidelines elaborated by COMEST.

89] UNESCO will also support Member States in their efforts to stimulate an open and well-founded public debate on issues and challenges related to scientific and technical progress and technological applications and act as an observatory of ongoing developments. The Organization will focus on the sensitization of policy-makers in both the public and the private spheres, the press and the public at large. Although a broad scientific and technological culture will be promoted, particular emphasis will be put on the ethical dimension of science. To that end, UNESCO, with enhanced cooperation between the natural and the social and human sciences, will assist in building and sharing capacity and expertise through support for the establishment of national bodies entrusted with ethical issues, the creation of an international network of institutions and specialists and the promotion of educational activities.

Expected outcomes:

- ▶ Broader awareness of policy-makers of new challenges regarding ethical issues of scientific and technological developments;
- ▶ The progressive translation into national legislation of normative instruments elaborated by UNESCO, such as, the Universal Declaration on the Human Genome and Human Rights;
- ▶ Creation of national entities dealing with the ethics of science and technology and of regional and international networks;
- ▶ Intensified international exchange of information on ongoing developments in scientific and technological fields, particularly those representing potential threats to human security.

Promotion and protection of human rights

90] UNESCO's action will focus, in close cooperation with the United Nations High Commissioner for Human Rights, on the protection of human rights, democratic principles, and fundamental freedoms relating to its fields of competence, through the implementation of the different standard-setting instruments adopted by the Organization and through the procedure established by 104 EX/Decision 3.3 of the Executive Board, which defines UNESCO's role in dealing with communications concerning human rights violations in the fields of competence of the Organization. UNESCO will also pursue the development of institutional mechanisms for disseminating information on violations of the rights of the intellectual community. It will monitor their application in close cooperation with governments, intergovernmental organizations and relevant professional and international non-governmental organizations. Overall, it will promote teaching, research and information activities.

91] The Organization will undertake advocacy, awareness-raising and knowledge-sharing with regard to human rights through education and information activities and placing special emphasis on women's rights. It will also endeavour to facilitate and disseminate research in the field of human rights, particularly with regard to the obstacles impeding the full implementation of social, economic and cultural rights and taking fully into account human rights-based approaches to development. The global network of UNESCO Chairs in human rights, democracy, peace and tolerance will play a part in these efforts.

92] UNESCO will put its expertise and knowledge also at the service of eliminating all forms of discrimination, in particular in the framework of the follow-up to the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance, held in Durban, South Africa, in August 2001.

Expected outcomes:

- ▶ Enhanced protection of human rights falling within the fields of competence of the Organization, through further implementation of normative instruments and design and implementation of monitoring mechanisms and procedures;
- ▶ Promotion of research and information in the field of human rights through a more efficiently connected network of UNESCO Chairs, with particular emphasis on social, economic and cultural rights and human rights-based approaches to development;
- ▶ Enhanced protection of rights of women through the promotion of existing normative instruments;
- ▶ Identification of new trends and obstacles, including changing patterns of social relations, affecting the full enjoyment of human rights.

[29]

Sciences

Strategic objective 5

Improving human security by better management of the environment and social change

93] Preserving and enhancing human security today demands the formulation of integrated strategies dealing with manifold risks and menaces within UNESCO's spheres of competence. Accordingly, the sciences are called upon to refocus their approaches on acute and major societal needs and to integrate human rights concerns. Complex issues such as climate change, food and water security, poverty, HIV/AIDS and other contagious diseases, biological diversity and the impact of abrupt social transformations demand innovative and interdisciplinary approaches from both the natural and the social and human sciences, also taking into account the role and importance of local and traditional knowledge.

94] UNESCO's five intergovernmental and international scientific programmes are a privileged tool to address those issues from an interdisciplinary point of view through research, training, education, policy advice and awareness-raising. Ongoing efforts to realize synergies with the international scientific programmes of ICSU will allow UNESCO to tackle more effectively the major challenges to sustainable development and to

- implement the recommendations of the World Conference on Science.
- 95] The International Hydrological Programme (IHP) – UNESCO’s principal mechanism to contribute to the priority issue of water resources and related ecosystems (see also paras. 104 and 105) – will strive to minimize the risks to water resources systems, taking fully into account social challenges and interactions and developing appropriate approaches for sound water management. Among its main objectives will be assessing the temporal and spatial distribution of global freshwater resources and use, developing approaches to reduce the vulnerability of hydrosystems and their supporting ecosystems and improving water resources management for vulnerable areas. Capacity-building and water education and training, as well as institutional development – with emphasis on the use of ICTs for water resources research and training – will be reinforced and the social and ethical views of water users will be incorporated into the development of guidelines for conflict prevention and resolution.
- 96] The UNESCO Intergovernmental Oceanographic Commission (IOC) coordinates ocean scientific research and services worldwide. Through its activities UNESCO is a leader in developing the knowledge needed to manage ocean resources sustainably (see box, page 9). Together with its partners, IOC will coordinate the major ocean science programmes for understanding the ocean’s role in climate change and the carbon cycle, and will assess man’s impact on the oceans. It will continue to lead development and implementation of the *Global Ocean Observing System (GOOS)*, as part of an Integrated Global Observing Strategy (IGOS) to improve forecasting of natural phenomena as well as management of coastal seas and their living resources. It will build the capacity of developing countries, especially to manage and exchange the marine data and information needed for sustainable development and intensify support to the African Process as a follow-up to the Pan-African Conference on Sustainable Integrated Coastal Management (PACSIKOM), to the effect that IOC will concentrate in Africa a significant portion of its field activities, especially in the development of marine data and information networks and integrated coastal management. Furthermore, IOC will improve ocean services to Member States through the new Joint WMO/IOC Technical Commission for Oceanography and Marine Meteorology.
- 97] The International Geological Correlation Programme (IGCP) will contribute to enhancing knowledge on earth sciences with a view to applying it to the management of natural resources and to serving as a catalyst for international cooperation in support of sustainable development and environmental monitoring.
- 98] The Man and the Biosphere (MAB) Programme – an integral element of UNESCO’s action in the environmental field – will promote approaches to link adaptive ecosystem management and will create partnerships between all sectors of society. Through the World Network of Biosphere Reserves it will enhance the global ability for monitoring ecological change and create awareness of the value of biological diversity and its links with cultural diversity. An integrated approach, with due consideration of local and traditional knowledge, to managing ecosystems – especially those important in the protection and development of freshwater – will be encouraged through novel ecological research in partnership with the global environment change community. MAB will continue to enhance capacities through education and training to deal with environmental issues.
- 99] The Programme on Management of Social Transformations (MOST) will further develop the outputs of its research networks aiming – through the dissemination of best practices and new methodologies – at two main objectives: the renewal of social sciences curricular contents at the university level and the elaboration of strategies to facilitate interaction and cooperation between research, public authorities and civil society in the formulation of policies for social transformation and innovation.
- 100] In advancing the strategic objective, UNESCO will pursue the following strategic sub-objectives:
- Promoting a better understanding of natural and social systems***
- 101] While ecological problems have reached global dimensions, potential solutions have become more localized, especially through ecosystem management. The one certain factor is that the rate of change in societal and ecological systems will increase, while the probability of predicting the direction of change is set to decrease. UNESCO’s activities focused on ecosystem management will continue to be science-based,

but will also integrate local and indigenous knowledge. Ecological monitoring and evaluation activities will increase, providing a link to the critical task of mitigating effects of global climate change.

- 102] In the earth sciences, there is a need for improved understanding of geological, geochemical, hydrogeological, mineralogical and geophysical parameters so as to bolster sustainable development through adequate monitoring. The modelling and forecasting of the impact of environmental and climate change calls for the introduction of new and more sophisticated technologies and related capacity-building as well as the collection of pertinent data. The use of satellite data will be enhanced and integrated into the management of earth sciences.
- 103] The role of oceans and their ecosystems in climate change are becoming ever more important. These issues call for improved scientific understanding as well as communication of findings to decision-makers and the public, the creation of observation systems and databases, and the production of numerically based forecasts.
- 104] The coastal areas of the world are subject to increasingly severe pressure due to massive demographic shifts towards coastal belts, in particular coastal cities, and to mounting strain from growth in tourism. Competition and conflict over the coastal resources of small islands and continental countries are leading to the marginalization and impoverishment of large segments of coastal populations. UNESCO will therefore continue to assist Small Island Developing States (SIDS) and other island groupings in determining their own agendas for human security and sustainable development and in providing them with access to the science needed for sustainable development.
- 105] Natural hazards and risks continue to afflict countries and regions worldwide. Given the devastation they cause and the enormous economic and social consequences – especially for poor countries and poor people – UNESCO will promote science-based disaster preparedness and prevention also through environmental and science education. An interdisciplinary programme aimed at enhancing the scientific understanding of natural hazards will be developed, paying particular attention to public information and institutional educational components related to natural hazards and to the mitigation of their adverse effects through the modelling of geo-dynamic

space-time processes of the earth. In developing strategies for enhancing human security, UNESCO shall also address the impact of and preparedness for technological and other man-made disasters.

- 106] With respect to energy, UNESCO will advocate and promote the increased use of new and renewable energies, in particular solar energy. In its contribution to the World Solar Programme 1996-2005, UNESCO will focus on the development of the Global Renewable Energy Education and Training Programme which will be geared especially towards the needs of African countries and will further involve qualified and experienced scientists from developing countries in the execution and implementation of the Global Renewable Energy Education and Training Programme.
- 107] UNESCO will continue to give priority to network research on social transformations, that is, different ways in which globalizing forces affect local communities and national societies with diverse historical experiences, economic and social patterns, political institutions and cultures. Such research shall focus, in principle, on the themes recommended by Member States for the second phase of the MOST Programme (2002-2009). Likewise, priority will be given to the follow-up of major United Nations conferences relating to environment and development, population and development, social development and habitat and to a better articulation of the main parameters of the rapidly evolving human security agenda.
- 108] Policy advice will be provided on poverty in all its dimensions and specificities, including migration, drugs, urban violence and exclusion, in line with the strategy for the cross-cutting theme on eradication of poverty, especially extreme poverty, and to provide for pertinent extension mechanisms.

Expected outcomes:

- ▶ Improved research, elaboration and dissemination of data in the fields covered by the five scientific programmes, geared to address the different dimensions of human security and to establish an enhanced knowledge base for implementing strategies aimed at sustainable development;
- ▶ Development of integrated environmental management approaches, with emphasis in critical areas such as coastal zones and of disaster mitigation plans for vulnerable groups;
- ▶ Dissemination of UNESCO guidelines aimed at disaster preparedness and mitigating the consequences of natural disasters;
- ▶ Introduction and use of modelling and forecasting tools supporting hydrological, ecological and geological policies and applications in many countries and regions;
- ▶ Improved assessment of the impact of human and technological activities on the oceans;
- ▶ Improvements in sustainable use of coastal natural resources by small island developing states;
- ▶ Increased use and promotion of new and renewable energies, in particular solar energy, geared especially to the needs of African countries;
- ▶ Better use and integration of social science research results, emanating from UNESCO's activities, in policy-making and governance, especially in countries undergoing transformation.

Providing a scientific basis for environmental security

109] Water resources and supporting ecosystems will be of the highest priority for UNESCO activities between 2002 and 2007, as the timeliness and urgency of addressing freshwater issues have become widely recognized as a key component of human and environmental security. Through enhanced inter-agency cooperation, and in close collaboration with United Nations system partners, such as WMO and UNEP, special attention will be given – especially by IHP – to minimizing the risks to vulnerable water resources systems and to taking fully into account social challenges and interactions and cultural diversity. This shall result for different bioclimatic regions in the development of appropriate approaches for integrated water resources management and

the strengthening of capacities. Particular emphasis will be given to small islands and coastal zones pursuant to the Barbados Conference on Small Island Developing Countries and the subsequent review undertaken by the General Assembly in September 1999. Equally, special attention will be given to water resources management in arid and semi-arid zones. UNESCO shall also endeavour to provide an enhanced understanding of vulnerabilities and causes of water conflicts and to develop cooperative approaches and tools to assist in preventing or reducing them through successful water resources management.

- 110] In response to the request of the United Nations Commission for Sustainable Development, UNESCO is taking the lead in coordinating and preparing the United Nations system-wide World Water Assessment Programme (WWAP) on freshwater resources, supported by extrabudgetary resources. In cooperation with 23 other United Nations agencies and programmes, UNESCO hosts this programme. It will culminate in the publication of the first World Water Development Report (WWDR) in early 2003 on the occasion of the third World Water Forum scheduled to be held in Kyoto, Japan. Subsequent reports will be prepared every three years. Together with WWAP, inter-agency cooperation will be pursued in the field of water resources management.
- 111] IOC and its partners will continue to develop and implement the Global Ocean Observing System to improve weather and climate forecasts, and to provide information for the safe and sustainable management of coastal seas.
- 112] UNESCO will advance research on the different dimensions of human security, especially with a view to identifying new risks and threats at the regional level. To that end, the networks of all scientific programmes, but especially those of MOST, will be mobilized to contribute to formulating integrated approaches for an increased participation by the populations concerned.
- 113] UNESCO will also seek to promote and facilitate a better reflection of scientific and technological developments in various economic and cultural contexts. It will further address the need to prevent conflicts at their source and the needs of the most vulnerable populations at regional and sub-regional levels, through its global network of peace research and training institutions, thereby reinforcing human security and contributing to

the implementation of the Decade for a Culture of Peace and Non-Violence for the Children of the World.

Expected outcomes:

- ▶ Strengthened regional, subregional and national capacities to deal with the challenges of human security in areas of UNESCO's activities, particularly in the area of water resources and their supporting ecosystems;
- ▶ Implementation of UNESCO's guidelines on the use of water resources, especially regarding vulnerable water systems, in all regions;
- ▶ Elaboration of integrated approaches to human security at the regional, subregional and national levels, targeting the most vulnerable populations, including the preparation of methodologies for the prevention and resolution of conflicts, in particular over natural resources;
- ▶ Development of improved scientific forecasting tools for oceans, coastal zones and their impact on living resources;
- ▶ Preparation and publication of the *World Water Development Report*;
- ▶ Formulation of integrated approaches to strengthen popular participation and understanding as well as policy-making pertaining to scientific developments.

Strategic objective 6

Enhancing scientific, technical and human capacities to participate in the emerging knowledge societies

114] The emergence of the knowledge societies represents a paradigm shift for the future of development efforts, opening up both new opportunities as well as responsibilities for UNESCO. It must bring to bear its position at the forefront of international efforts for the advancement, transfer, sharing and dissemination of knowledge. In pursuing these efforts, UNESCO will focus on human and institutional capacity-building and networking in the basic sciences and engineering, as well as data collection, monitoring and policy advice aimed at the elaboration of context-relevant science policies, attuned to the ethical challenges involved. In order to analyse and place in proper

perspective developments related to and the impact of the emergence of knowledge societies, UNESCO will also contribute to the development of tools to improve understanding of the contemporary world.

115] UNESCO will focus on the following sub-objectives:

Strengthening human and institutional capacities in the sciences

116] With a view to reducing disparities in the scientific capacities of Member States UNESCO's efforts will focus on the development of institutional capacities and human resources in the different disciplines and the promotion of cooperation between the natural and the social and human sciences, particularly in the least developed countries with adequate attention given to the ethics of science and technology. To that end, UNESCO will assist Member States in the formulation and the development of science and technology policies, and capacity-building, including in research and science and technology management, and their interrelationships. The Organization will also pay special attention to the preservation and integration of scientific resources in countries afflicted by conflict, sudden economic and social transformations or difficult transitions.

117] UNESCO will place emphasis on the strengthening of university teaching and research at the national level, assisting Member States to develop their capacities to access data, to participate in international exchanges of scientific and technological information and to facilitate the participation of researchers – especially women and young scientists – in cooperative and international research. UNESCO will also encourage the involvement of women and youth in science and technology development. Furthermore, UNESCO will pay attention to the global trends concerning the demand for and mobility of science and technology professionals, and will explore the feasibility of UNESCO playing a more active part in intellectual resources management with a view to promoting higher education and advanced research facilities in developing countries. UNESCO will also promote partnerships and cooperation between science and technology in universities, research institutes and foster the application of results by industry and the private sector. Every effort will be made to promote the culture of

maintenance and its relevance for sustainable development, with a focus on intersectoral aspects. The Organization will sponsor and encourage cooperative long-term investments and activities involving international centres. It will work for networking among national institutions and will emphasize capacity-building, especially in cutting-edge technologies and areas such as biotechnologies or emerging nano-technologies. Building such capacities is a prerequisite for creating a level playing field for all countries to compete in the global economy and to take advantage of the full potential of scientific endeavour for societal advancement and sustainable development.

- 118] The Organization will also pursue its support to the scientific community in the various disciplines of the natural and human and social sciences, in particular through the UNITWIN and UNESCO Chairs Networks. UNESCO will also continue to support South-South cooperation. This will help give new impulses and strengthen UNESCO's cooperative links with educational and research institutions in all regions. It will also reinforce its institutional partnerships with major organizations and scientific networks, ensuring an outreach to all disciplines. UNESCO will work towards strengthening and further developing programmes in the basic sciences, such as mathematics, physics, chemistry and biology.
- 119] The Organization will seek to increase the dissemination of scientific and technological information and to facilitate access to scientifically relevant data as a vehicle for contributing to scientific and economic progress. In order to ensure broad access to sound information, especially in the public domain, UNESCO will assist in developing guidelines for ensuring networked access to scientific information and promote training in science communication skills. It will also promote the exchange of best practices in the popularization of science so as to enhance the ability of scientists and journalists to communicate on science and technology and thus enrich information and public debate.
- 120] In the context of its activities in science and technology education for all (see section on Education, strategic objective 2, page 20), UNESCO will provide assistance to faculties of science in developing Member States with a view to improving the quality and relevance of teaching and research programmes in both the social and natural sciences, placing emphasis on

education and in-service training of science teachers at the secondary and university levels. The Organization will also provide advanced research training in all disciplines, particularly for least developed countries, and promote their participation in collaborative research drawing on international and regional networks and national scientific institutions.

Expected outcomes:

- ▶ Enhanced human and institutional capacities at the national level and support for regional and international networking in the field of sciences for research and training;
- ▶ Enhancement of capabilities of national institutions in developing countries to assess and find solutions to environmental problems and to adapt to the exigencies of knowledge societies;
- ▶ Intensified exchanges between scholars and participation in cooperative programmes; expanded training leading to a decrease in the brain drain of graduates from all scientific disciplines;
- ▶ Improved access by developing countries to ICTs for scientific data and information dissemination; access to online media and networks addressing science and development issues;
- ▶ Increased and more effective use of ICTs for better transmission and sharing of scientific knowledge at all levels, including the establishment of virtual universities;
- ▶ Enhanced ability of scientists and journalists to communicate on science and technology, contributing to a richer and more enlightened public debate on science-related issues;
- ▶ Improved quality of teaching and research programmes; broader participation of scientists, especially women scientists, from developing countries in collaborative research;
- ▶ Improved cooperation between universities and industry to promote innovation;
- ▶ Enhanced involvement of different social and political actors, including parliamentarians, in many countries in addressing scientific developments and their impact on societies.

Adapting science policy to societal needs

- 121] UNESCO will foster international cooperation with respect to the adoption of science and technology policies that put science in the service of societal needs. This will entail the formulation of guidelines, the collection and analysis of adequate gender-disaggregated data for policy-making, advocacy of best practices, the conduct and dissemination of comparative studies on policy issues and the transfer of findings to decision-makers.
- 122] Assistance to Member States in policy formulation will be consistent with ethical considerations and aim at human-centred integrated approaches to scientific and technological development, fostering the participation of all stakeholders. UNESCO will also promote cooperation between parliamentary committees on science and technology, support regional networks and encourage the development of innovative cooperative programmes. Special attention will be given to gender mainstreaming as an essential component of all policy processes.

Expected outcomes:

- ▶ Improved science policy analysis and formulation of national policies, budgets and legislation, based on guidelines developed; harmonization of science and technology policies as part of subregional/regional integration processes;
- ▶ Strengthened endogenous research and operational capacities for national science and technology systems, including the creation of regional centres of excellence;
- ▶ Enhanced public participation in the formulation of policies;
- ▶ Improved understanding of members of parliamentary science and technology committees and senior policy-makers.

Developing tools to understand the contemporary world

- 123] In order to capture the complexity of the global developments, especially those related to the emergence of knowledge societies, UNESCO will undertake and draw on future-oriented studies and scenarios. This effort will seek to analyse and capture the main components and processes inherent in knowledge societies with a view to articulating a common and shared vision and to design strategies for developing open knowledge societies. UNESCO's activities in this area will comprise: (i) a biannual report on a major future-oriented issue, containing an analysis of the main factors and trends of relevance to UNESCO's fields of competence; (ii) enhanced networking and professional links with private and public research establishments and institutions engaged in future studies and forecasting; (iii) supporting capacity-building for policy analysis and forecasting in the fields of competence of the Organization. Complementary to these activities, UNESCO will undertake, in cooperation with NGOs and funded from extrabudgetary resources, a retrospective reflection on its past orientations, activities and accomplishments and the interactions with Member States in that regard.

Expected outcomes:

- ▶ Conduct of prospective studies, to be consolidated in a biannual UNESCO World Report, and stimulation of an international debate on aspects pertaining to the knowledge societies;
- ▶ Development of regional and national capacities for prospective analysis and studies in the fields of competence of the Organization.

Culture

124] Cultures must be recognized as comprising the heritage of values, knowledge and skills upon which identities are based, and as embodying the creative visions and energies that empower people to enrich and renew those identities through interaction with other cultures, with a view to consolidating both peace and human development. Cultural factors and assets also feature centrally in efforts to combat poverty and in the process of building knowledge societies – i.e. the cross-cutting themes of this Strategy. The World Commission on Culture and Development, in its report *Our Creative Diversity*, and the conclusions of the Intergovernmental Conference on Cultural Policies for Development (Stockholm, 1998) stressed that cultures in all their diversity must play an essential role as agents of global development and coexistence. Major subsequent achievements have been the formation of a network and the organization of round tables of ministers of culture, followed by the adoption of the UNESCO Universal Declaration on Cultural Diversity (31st session of the General Conference 2001), which includes a comprehensive plan of action.

125] In consonance with its mission, UNESCO will focus over the next six years on three closely interrelated strategic objectives elaborated below:

- ▶ the drafting and implementation of standard-setting instruments in the cultural field in which UNESCO has an important comparative advantage, particularly as regards the protection of cultural heritage;
- ▶ the promotion of pluralism and the dialogue between cultures and civilizations by recognizing and preserving the principle of cultural diversity based on respect for human rights;
- ▶ enhancing the linkages between culture and development through capacity-building and sharing of knowledge with a view to strengthening the Organization's contribution to the

follow-up to the Stockholm Conference on Cultural Policies for Development, in particular through evidence-based policy advice to its Member States in a limited number of fields.

Strategic objective 7

Promoting the drafting and implementation of standard-setting instruments in the cultural field

126] Cultural heritage is a key component of identities and is rapidly becoming a key factor for economic growth, development, social cohesion and peaceful coexistence. It plays an increasingly important role in providing young people in particular with a sense of who they are, where they have come from and what their lives mean. Heritage buildings, locations and sites, artworks and artefacts, as well as languages, customs, communal practices and traditional skills articulate identity and meaning at local, national and regional levels. The notion of cultural heritage itself has become more inclusive to encompass cultural landscapes, living cultural traditions, and symbolic and spiritual values.

127] In order to protect that heritage, the Organization will particularly reinforce efforts to broaden the understanding of existing instruments so as to enhance compliance and attract new accessions and ratifications on the road towards universality. The designation by the United Nations General Assembly of the year 2002 as International Year for Cultural Heritage for which UNESCO has been designated as lead agency, and the observation of the thirtieth anniversary of the World Heritage Convention in the same year will be important milestones in this regard.

- 128] The 1972 Convention on the Protection of the World Cultural and Natural Heritage, with 690 cultural and natural heritage sites inscribed in the *World Heritage List*, continues to be a unique tool for the protection of natural and cultural diversity. However, it needs to be reinforced in order to meet new challenges associated with the globalization process as well as the evolving definition of heritage itself. Indeed, the complex of distinctive spiritual, material and technical responses of people to their environment emphasize the links between natural and cultural diversity, enhancing the singular character of the Convention. Implementation of the Convention by its 162 States Parties by itself will contribute to international standards for heritage conservation. Efforts will be pursued towards a more balanced and representative World Heritage List, through the identification of new sites in under-represented regions and of heritage categories apt to reflect cultural and natural diversity as well as multicultural identities (see also box, page 10). In the process, closer linkages between the strategies for the world's tangible and intangible heritage, which is shared by humanity as a whole, will be sought.
- 129] A new emphasis on the conservation principles underlying the Convention will be facilitated by an in-depth revision of the Operational Guidelines for its implementation, a consolidation of technical cooperation projects and renewed partnership and outreach efforts. One of the key aspects will be the integration of heritage conservation strategies into regional and urban planning as well as sustainable development strategies (including eco-cultural tourism) and the recognition of traditional management regimes and alternative (or local) forms of knowledge. In its heritage conservation effort, UNESCO will also concentrate on regions of armed conflict and on conditions of resource exploitation, particularly through mining. Against this background, the modalities governing the inclusion of sites in, and the use of, the *List of World Heritage in Danger* will be reviewed.
- 130] Advocacy will be central for a successful continuation and further strengthening of the heritage regime. UNESCO will launch a special campaign to broaden understanding of, compliance with and accession to the 1954 Convention for the Protection of Cultural Property in the Event of Armed Conflict and to its Protocols. Preparations will be made for the entry into force of its Second Protocol and the establishment of the Intergovernmental Committee foreseen by it. UNESCO will also reinforce its action to combat illicit traffic in cultural property, strengthening the implementation of the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (1970) and the UNIDROIT 1995 Conventions. In general, the Organization will promote new accessions, encourage the drafting of national legislation and improve professional training. As an entirely new initiative, a draft declaration against the intentional destruction of cultural heritage will be submitted to the 32nd session of the General Conference.
- 131] In order to respond to the increasing demand for new norms in the cultural field, in particular with respect to the intangible and underwater cultural heritage, the Organization will undertake a major initiative to encourage participation in the Convention on the Protection of the Underwater Cultural Heritage, adopted by the General Conference at its 31st session on 6 November 2001, including assistance with national implementing legislation and supporting publications.
- 132] Intangible cultural heritage encompasses complex, broad and diverse forms of living heritage in constant evolution. In that context, UNESCO will encourage nominations for the programme of "Masterpieces of Oral and Intangible Heritage" and stimulate use of the Guidelines for the Establishment of a Living Human Treasures System. All of this will feed into the preparatory work for a new international standard-setting instrument which, in seeking an increasingly precise definition of the concept of intangible heritage, is intended to improve the Recommendation on the Safeguarding of Traditional Culture and Folklore and to create a new conceptual and legal framework emphasizing the importance of intangible cultural heritage.
- 133] UNESCO will pursue its efforts to protect and enhance contemporary creativity by striving to enhance the status, living and working conditions of the artist in the framework of the Recommendation concerning the Status of the Artist and of the Recommendations of the World Congress on the Status of the Artist (1997) as well as reinforcing its action in the field of copyright and neighbouring rights in close collaboration with the World Intellectual Property Organization (WIPO).

Expected outcomes:

- ▶ An increase in the number of States Parties to each of the Conventions by 15; 15 more national laws adopted or amended to reflect them;
- ▶ Greater participation in the drafting and adoption of texts, as well as the translation of their principles into national legislation and monitoring by relevant intergovernmental committees;
- ▶ Greater participation of Member States in the protection of underwater heritage through broad accession to the new instrument, and enhanced knowledge of civil society through programming for capacity-building at the regional and international levels;
- ▶ In parallel to the drafting of a new standard-setting instrument on intangible heritage, improved citizen participation in the heritage protection that counters cultural and economic impoverishment and safeguards cultural diversity;
- ▶ Elaboration of guidelines on social rights of the artist and their incorporation in national legislation in five Member States.

Strategic objective 8

Safeguarding cultural diversity and encouraging dialogue among cultures and civilizations

134] With respect to this strategic objective, UNESCO will pursue the following sub-objectives:

Safeguarding cultural diversity

135] The extension of the process of globalization, though representing a challenge for cultural diversity, creates the conditions for renewed dialogue among cultures and civilizations, respecting their equal dignity, based on human rights and fundamental freedoms. On the basis of *Our Creative Diversity*, the report of the World Commission on Culture and Development (1996); the Action Plan adopted by the Intergovernmental Conference on Cultural Policies for Development (Stockholm, 1998); and the UNESCO Universal Declaration on Cultural Diversity (2001), UNESCO will pursue its efforts to advocate the crucial role of culture in national

and international development strategies. The three documents recommend in particular the elaboration of cultural policies aimed at the promotion of cultural diversity for pluralism, sustainable development and peace.

136] The idea is to channel diversity towards constructive pluralism through the creation of state and societal mechanisms to promote harmonious interaction between cultures. To achieve this goal, both the State and the civil society have an important role to play by promoting equality and inclusiveness, not uniformity, by recognizing the sense of belonging and fostering empowerment, allowing individuals to enjoy the security of individual and plural identities within an accepted social and democratic framework.

Expected outcomes:

- ▶ Implementation of the action plan of the UNESCO Universal Declaration on Cultural Diversity and, in particular, analysis of the cultural implications of globalization in order to help Member States restructure their cultural policies, emphasizing the links between culture, diversity, pluralism and sustainable development;
- ▶ Sustained international debate on main messages raised in the report *Our Creative Diversity* and the UNESCO Universal Declaration on Cultural Diversity by addressing, in particular, the implications of globalization on issues of identity and the capacity of individuals and groups to interact;
- ▶ Development of programmes aimed at fostering shared values;
- ▶ Assistance to individuals and communities in reconstructing and promoting their identities where these have been disrupted by conflict, migration or urbanization.

137] The protection and safeguarding of cultural heritage is of the essence for protecting cultural diversity. UNESCO will continue to provide policy advice and technical know-how for the preservation of sites which are not on the World Heritage List. This will be based on holistic and culturally diverse perceptions of heritage – intellectual, spiritual and material – and is bound to challenge historically developed views of culture, in particular in international law and policy.

- 138] To that end, UNESCO will support creators and transmitters of culture and focus on strengthening local and traditional knowledge systems and their transmission mechanisms to the young, especially by old people and women. UNESCO will also contribute to the international discussion on the rights and heritage of indigenous peoples with a view to forging a consensus on the need for standard-setting instruments in that area.
- 139] The development dimension will occupy an important place in UNESCO's heritage conservation activities. Conservation work can contribute to poverty alleviation through the creation of livelihood opportunities and jobs as well as the generation of income. UNESCO will work to ensure full participation by people and populations living in or near heritage sites in the development and the implementation of conservation policies and management.
- 140] Parallel to the normative efforts, UNESCO will also focus on the revitalization of intangible cultural heritage in all its dimensions, such as languages, oral traditions, values, know-how for the creation of material culture and performing arts, as well as traditional knowledge relating to ethical, economic, socio-political and ecological life, including methods of conflict resolution, environmental protection and healing. New technologies provide fresh opportunities in that regard and UNESCO will introduce them to support the recording, archiving and dissemination of intangible heritage, as well as the creation of hybrid cultural expressions. Activities in this area will interface with work done by the Organization in related areas such as indigenous cultural heritage and local knowledge systems.

Expected outcomes:

- ▶ To promote international awareness, UNESCO will proclaim 150 new *Masterpieces of the Oral and Intangible Heritage of Humanity*;
- ▶ To enhance capacity-building in Member States, UNESCO will develop user-friendly handbooks, outlining a methodology framework for the establishment of national inventories for safeguarding local and national intangible heritage and will conduct related training;
- ▶ UNESCO will strengthen the participation of custodians and creators through protective mechanisms and administrative and legal incentives based on the *Living Human Treasures System* and through the implementation of the action plans aimed at protecting and enhancing the masterpieces of the oral and intangible heritage of humanity, in particular with a view to promoting recognition of the central role of women as custodians of intangible heritage;
- ▶ To highlight the central role of languages in the protection of cultural diversity, UNESCO will ensure the revised publication and wide dissemination of the *Atlas of Endangered Languages* and two *World Language Reports*.

Dialogue among cultures and civilizations

- 141] The protection of cultural diversity is closely linked to the larger framework of the dialogue among civilizations and cultures and its ability to achieve genuine mutual understanding, solidarity and cooperation. Such dialogue is designed to give a new and contemporary meaning to the notion of cultural heritage. Indeed, it may lay the foundation for a better understanding of the dynamic impact and cross-fertilization, if not confluence and convergence, of civilizations and cultures that has occurred throughout history until today. It encompasses values, beliefs, philosophical and political concepts, and cultural and scientific accomplishments of the different regions and peoples.
- 142] Through its mankind and regional histories and through interregional intercultural projects (notably the Silk Road and the Slave Route projects), UNESCO has shed light on the complex processes involved in cultural interaction and their relevance for today's life. The activities undertaken during the United Nations Year for Dialogue among Civilizations 2001 have provided opportunities to reflect on these interrelationships and their

present-day implications from various angles. In the follow-up to this Year, UNESCO will promote awareness about these processes and interrelationships and promote better mutual knowledge. It will also stimulate the conduct of research in order to document and demonstrate in more detail the benefits and enrichments civilizations and cultures have drawn from each other, for the larger good of humanity. UNESCO will support the creation of online networking facilities and interaction among research institutions internationally to promote synergies, collaboration and multidisciplinary results.

143] The dialogue among civilizations transcends dimensions of culture and heritage, affecting all areas of UNESCO's competence. It extends to a much larger agenda: different ways in which societies relate to and protect the environment, express solidarity, harness scientific and technological knowledge in innovative ways and express their societal experience and life through literature and the arts. UNESCO will seek to introduce aspects of the need and value of the dialogue among civilizations into curricula for history, geography and citizenship education, based on the results of UNESCO's history and roads projects. UNESCO will seek to ensure that their contents will be properly adapted for educational purposes at different levels and included in various curricula.

144] The dialogue among civilizations, in turn, is influenced if not driven by the dynamics of contemporary creation and its inherent range of expressions. Creation is a forceful means to foster dialogue and a better mutual understanding of cultures. UNESCO will foster innovative ways of promoting artistic education, both formal and non-formal, and provide related policy advice to Member States. Such educational activities shall help to reflect on and induce a closer link between traditional and modern cultures.

Encouraging pluralism

145] Contributing to the building of multicultural societies which respect the principle of pluralism will be another challenge for UNESCO. Pluralism is at the core of a democratic and dynamic society and is indispensable for harmonious interaction between cultures and peoples thriving on dialogue, debate, tolerance and mutual respect for the other, irrespective of their origins,

gender, race or creed. The principles of democracy and observance of human rights are essential for upholding and promoting pluralism. Based on best-practice analysis, UNESCO will develop guidelines for participatory pluralism and will contribute to the recognition, promotion and application of cultural rights, as defined in existing human rights instruments. UNESCO will seek to sensitize national authorities as to the crucial role cultural and educational institutions as well as NGOs can play in that regard. More attention will be paid to the pivotal role of language in the definition of cultural identity and, in particular, to endangered languages and the study, learning and translation thereof as a key element for the promotion of the intangible heritage, cultural diversity and linguistic pluralism.

146] The protection of diversity requires recognition of the special status of cultural goods and services. Cultural enterprises and creative industries are privileged channels of creativity as well as increasingly important sources of employment and wealth creation. They bear within them the source of social and economic dynamism to enrich human life. On the basis of the principles contained in the UNESCO Universal Declaration on Cultural Diversity, which was adopted by the General Conference at its 31st session, the Organization will support those Member States who wish to develop cultural policies aimed at promoting the free flow and exchange of ideas and works and to promote a framework for free and diversified cultural expressions by enabling cultural industries to be represented at the global level. To that end, consideration will be given to the importance of:

- ▶ enhanced political will in favour of cultural diversity at global level, and translation of the notion of "culture and development" into practical actions based on partnership;
- ▶ demonstrating the solidarity of companies in industrialized countries with developing countries, and highlighting the concept of social responsibility by corporations;
- ▶ better understanding of the impact of cultural products of different origins on national identities;
- ▶ monitoring consumer reactions to, and the degree of public acceptance of, national and foreign cultural products, in particular markets;
- ▶ creating new opportunities for creative people and artists in developing countries to have their work produced and marketed;
- ▶ promoting broader and more diversified cultural offer at global level;

- ▶ expansion of North/South transfer of “know-how” and production, marketing and distribution technologies for cultural products and encouragement for the formation of business partnerships;
- ▶ achieving a better balance between national and foreign cultural products available in markets of developing countries through the sustainable development of endogenous cultural industries;
- ▶ enhanced copyright protection for the benefit of creative people in both South and North and, consequently, the creation of new cultural markets for all;
- ▶ global mobilization in favour of cultural diversity, facilitating trade negotiations in the field of cultural goods and services.

Expected outcomes:

- ▶ Formulation of national policies and support to specialized cultural institutions with a view to fostering cultural pluralism based on democratic principles and human rights;
- ▶ Improved history, geography and citizenship education as a result of activities carried out during the United Nations Year for Dialogue among Civilizations and subsequent initiatives and events as well as through the history and intercultural projects of the Organization;
- ▶ Creation of innovative partnerships bringing together the public and private sectors and civil society at the global and regional levels, such as through the vehicle of the *Global Alliance for Cultural Diversity*;
- ▶ Enlarged and diversified cultural offer, in particular from developing countries, contributing to a deceleration of asymmetries at the global level;
- ▶ Application of modern management and marketing techniques and introduction of ICTs by cultural industries in developing countries.

147] UNESCO will give priority to promoting the development of small and medium-sized cultural enterprises to assist in poverty alleviation. It will support the creation of innovative partnerships at the global and regional levels to foster endogenous cultural productions and strengthen national capacities, in particular through the creation of a new international forum, the Global Alliance for Cultural Diversity, which will be launched at the beginning of the sexennial period. Conceived to foster a flexible partnership between the private

and the public sectors and civil society, the Global Alliance will aim to develop the solidarity and responsibility of all partners; it will aim in particular to promote and defend cultural diversity, focusing on the development and circulation of cultural goods on a global scale. It will be an innovative modality to encourage North/South and South/South cooperation and may become a powerful tool for the alleviation of current asymmetries in the trade flow of cultural goods. Effective consultation and coordination will be sought with other United Nations agencies and programmes concerned, in particular UNDP, ILO, UNCTAD, WIPO and the Global Compact. The method followed will be exploratory and will be required to adjust its applications while preserving the same principles. Companies, associations and institutions adhering to the alliance will be invited to support actively actions aiming at opening markets for cultural goods produced in developing countries, investing in start-up industries in developing countries, transferring professional know-how pertinent to the cultural industry sector and participating in training activities. Governments of concerned countries will be asked to guarantee appropriate copyright protection and enforcement, both for conventional trade and for e-commerce purposes, and to formulate policies conducive to the development of their cultural industries. Lastly, UNESCO will mobilize a large spectrum of actors of civil society such as teachers, scientists, artists, and all the professions involved in cultural goods and services and their respective umbrella groups and associations.

Strategic objective 9

Enhancing the linkages between culture and development through capacity-building and sharing of knowledge

148] On the basis of the Action Plan of the Intergovernmental Conference on Cultural Policies for Development (Stockholm, 1998), UNESCO will pursue its efforts to advocate the crucial role of culture in national and international development strategies.

149] In the area of heritage, UNESCO will pilot projects aimed at raising public awareness about the importance of conserving the world's most outstanding cultural and natural sites, involving the

mass media, the Internet and other digital means. The preparation of an educational resource kit for teachers known as *World Heritage in Young Hands* will carry the message to secondary schools.

150] Promoting heritage also requires the design of policies for the tourism-related development of cultural heritage. To that end, UNESCO will help upgrade endogenous capacities, identify and disseminate best practices so as to counter the negative impact of unsustainable tourism development. Through UNESCO's strategic partnerships with the tourism industry and the World Tourism Organization, the promotion of genuine cultural tourism will be encouraged.

151] In the area of world heritage conservation, the involvement of local communities in large-scale ecological protection, urban conservation, integrated planning and tourism projects will enhance sustainability and contribute to overall efforts aimed at combating poverty. Capacity-building, training (including skills development for young people) and public awareness strategies (including the use of the media, the Internet and other new technologies) will be used to impart an ethic of conservation. The objective will be to mobilize a vast international constituency in support of the task, in the process promoting knowledge-led development.

152] The promotion of crafts constitutes another component for enhancing the linkages between culture and development. Anchored in efforts to overcome poverty and to advance sustainable development, UNESCO will assist crafts organizations and craftspeople to deal with issues such as data collection, training, promotion and societal status. Pilot workshops will be held on techniques and modalities for preparing the participation in crafts fairs while Internet presence through websites will be promoted to improve the outreach and networking of craftspeople. UNESCO will also contribute to pilot projects in the training of trainers for product design and marketing.

153] In the framework of the International Decade of the World's Indigenous Peoples (1995-2004), UNESCO will apply an interdisciplinary approach towards ensuring the full participation of minorities and marginalized and vulnerable groups in devising, implementing and monitoring policies and actions which directly affect them. In that regard, UNESCO will concentrate its efforts on tangible and intangible heritage, the promotion of

multilingual and multicultural education – formal and informal –, the promotion of cultural rights, the definition of mediation mechanisms to facilitate the participation of indigenous peoples in decision-making processes, the enhancement of local and indigenous knowledge systems and intergenerational transmission; the empowerment of indigenous peoples through equitable partnerships with non-indigenous partners, and support to the creation of national consultative bodies and networks by and of indigenous peoples.

Expected outcomes:

- ▶ Creation of an Internet-based observatory on "culture and sustainable development" to collect, analyse, validate and disseminate innovative cultural approaches and initiatives based on best practices;
- ▶ Enhanced cooperation among all partners with a view to better responding to the needs for cultural planning, information, education, management and financing;
- ▶ Formulation of cultural indicators in order to assess changes to policies, strategies and programmes at local and national levels;
- ▶ Broad-based partnerships with tourism industry in support of world heritage sites and observance of guidelines for responsible and sustainable tourism;
- ▶ Data bank on cultural policies, operational activities and best practices, such as innovative approaches to natural and cultural heritage and intercultural dialogue;
- ▶ Equipping craftspeople with enhanced design, marketing and management techniques, including microcredit facilities;
- ▶ Improvement of crafts statistics;
- ▶ Use of ICTs for exhibition and marketing purposes.

Communication and information

- 154] Regarding communication and information, UNESCO's action will be in line with the objectives set out in the resolution of the United Nations Economic and Social Council (July 2000) on "the role of information technology in the context of a knowledge-based global economy" and in the United Nations Millennium Declaration (September 2000). These texts call for the creation of an international strategic partnership to bridge the digital divide and establish a knowledge society that is open and non-exclusive.
- 155] For UNESCO, the main objective in this perspective must be to build a knowledge society based on the sharing of knowledge and incorporating all the sociocultural and ethical dimensions of sustainable development. Beyond the technological aspects, the real challenge is to take account of the human dimension of the digital divide. In this respect, education constitutes a priority objective because there can be no *information for all without education for all*. ICTs affect every field of action of the Organization, as reflected in the cross-cutting strategy for this theme, (see pages 51-55) which deals with the contribution – including in its societal aspects – of these technologies to the development of education, science and culture and the construction of a knowledge society.
- 156] The World Summit on the Information Society (WSIS), scheduled to be held in Geneva in 2003 and in Tunis in 2005, under the auspices of the International Telecommunication Union (ITU), will allow to take stock of all the issues at stake, to draw up a balance sheet of achievements and to define strategies for future action. In this connection, the horizon of the Medium-Term Strategy seems relatively distant when one considers the dynamics of the information revolution and the rapid pace of technological innovation: only eight years ago there were 50 sites on the Web; now there are several million. Furthermore, it is estimated that the number of Internet users, who were around 407 million at the end of 2000, will exceed 1 billion by 2005.
- 157] It is UNESCO's mission to promote the free flow of information, knowledge and data, to encourage the creation of diversified contents and to facilitate equitable access to information and to the means of sharing knowledge while at the same time giving attention to institutional capacity-building. Access to information and the management of knowledge and "contents" shall be a major focus for action in the years to come.
- 158] The Organization will pursue its action at three distinct but interdependent levels: (i) the ethical, standard-setting and legal fields; (ii) the contents and applications of ICTs within its fields of competence, including development and democratic governance; (iii) methodological tools and accessibility to information and knowledge.
- 159] Since 1980 the International Programme for the Development of Communication (IPDC) assisted developing countries to enhance their communication capacities and improve training in this area. The new intergovernmental programme "Information for All" (IFAP), established in January 2001 as a platform for reflection and action to help reduce the digital divide, will be a complementary instrument for this purpose: it is expected to provide a frame of reference and to help define the main lines of action in this field. Cooperation between IPDC and IFAP will be strengthened to ensure an optimal use of available resources and know-how.
- 160] UNESCO will draw on a wide range of partners: the organizations of the United Nations (in

particular UNDP, ITU, WIPO and the World Bank), other international and regional intergovernmental organizations (such as the European Union), non-governmental organizations and professional communities active in UNESCO's fields of competence and, of course, the private sector. The Organization will make a special effort to strengthen its relations with civil society organizations.

161] The Organization will seek to encourage international debate and reflection regarding the impact of globalization on access to information services and communication processes. It will also help to explore existing or future mechanisms to foster universal access to information and communication and the expression of cultural diversity in the knowledge society. To that end, it will endeavour to combine traditional and new media, especially through community-based development.

Strategic objective 10

Promoting the free flow of ideas and universal access to information

162] Globalization and the ICTs affect the free flow of ideas and universal access to information in two ways. For one, there are new dangers and threats arising from the use of the new media, such as incitement to violence, intolerance and hatred or a rise in cybercrime. Beyond, the increasing concentration and growing number of mega-mergers between major media companies may well lead to restrictions on the freedom of expression and thought, and to limits in the free flow of ideas and access to information. On the other hand, by multiplying the opportunities for linking individuals and communities and by facilitating access to information, ideas and knowledge, ICTs can enable these groups to overcome exclusion and escape from their isolation. By the same token, ICTs increase and broaden possibilities for citizens' participation in governance and decision-making processes.

163] UNESCO's role will be to foster international intellectual cooperation and to mobilize world public opinion and all its partners for the promotion and defence of the freedom of expression and the right to information – which is closely linked to the right to education. To this end, UNESCO will foster the formulation of universally

recognized principles and common ethical standards related to the use of ICTs. This work will be part of the Organization's contribution to the preparation of WSIS. An effective strategy for the promotion of the public domain will be a key element of its action, based on the principle of free access to information.

164] In this context, the Organization will focus on the following sub-objectives:

Promoting freedom of expression, freedom of the press, pluralism and independence of the media

165] UNESCO will continue to promote and uphold the freedom of information, by encouraging the work of professional and non-governmental organizations active in this field. Major advocacy efforts in that regard will be aimed at the general public worldwide, decision-makers, parliamentarians, civil society organizations and institutions for the training of journalists. Global awareness-raising will seek to strengthen the freedom of expression and of the press, especially in countries in transition and in conflict or post-conflict zones. Particular support will be given to independent media in view of the important role they are able to play in conflict prevention and resolution as well as in promoting the values of peace, tolerance and mutual understanding. Similarly, a fresh impulse will be given to initiatives aimed at creating in Member States conditions for the functioning of the media in a democratic setting, in accordance with the declarations and plans of action of the five regional seminars (organized between 1991 and 1997 at Windhoek, Almaty, Santiago, Sana'a and Sofia) on the promotion of independent and pluralistic media. The Organization will continue to support and promote the traditional media which play a fundamental role in developing countries, especially as regards the consolidation of freedom of expression and of pluralism. It will also contribute to the establishment or strengthening of alert networks for the protection of freedom of expression and of the press so as to provide greater security for journalists and intellectuals.

Expected outcomes:

- ▶ Progress in the application of human rights and fundamental freedoms in the media;
- ▶ Introduction of provisions relating to freedom of expression, freedom of the press and independence of the media into the domestic legislation of about 15 countries;
- ▶ Increase in the number of independent newspapers and radio or television stations, both public and private, in countries in transition and in conflict or post-conflict zones;
- ▶ Extension of the geographical coverage of networks in order to fight more effectively against threats to the security of journalists and intellectuals.

Fostering the application of human rights and fundamental freedoms in cyberspace

- 166] With its long experience in defending freedom of expression and democracy in the traditional media, UNESCO will also promote in cyberspace respect for the principles enshrined in the Universal Declaration of Human Rights: freedom of expression, respect for privacy, security of the person, the rights to information and education, protection of the moral and material interests inherent in intellectual work, fair use of works, respect for legality, universal principles of law and ethics, social responsibility of the providers of information and use of the Internet to advance democracy. Given its functions as a discussion forum and an intellectual clearing house, the Organization will further promote reflection on the ethical and societal implications of the information society. It will analyse the main trends in this area as well as positions and documents by governmental authorities and international governmental and non-governmental organizations. This may lead to the formulation of draft standard-setting texts or instruments on which international agreement can be attained. UNESCO is the only organization in a position to bring together creators, artists, publishers and the users of knowledge, such as librarians, teachers and researchers. It is therefore particularly well placed to take part, in close consultation with the World Intellectual Property Organization (WIPO), in the ongoing debate on intellectual property and the fair use of works, legal exceptions to copyright for purposes of teaching and research, and the promotion of works in the public domain. This debate, involving all actors concerned, may culminate in joint recommendations

on the subject to be taken into account in the context of the preparation of WSIS. At the same time, various actions will be undertaken to sensitize the general public as well as specific target audiences.

Expected outcomes:

- ▶ Broadening of public debate on intellectual property and the fair use of works for educational, scientific and cultural purposes;
- ▶ Progress towards an international consensus on these matters and in the formulation of recommendations for all the parties concerned.

Promoting and extending the public domain of information

- 167] Without a market value, the public domain of information offers a priceless though poorly exploited reservoir of data, information, knowledge and documents of all kinds resulting from research financed by public funds or made available in the public domain. ICTs radically transform the conditions for exploiting this “common public good”, which can now be made accessible to the public at large, exchanged and shared. As an organization for international intellectual cooperation with a worldwide mission, UNESCO will champion the promotion of the public domain of information by encouraging the formulation and adoption of policies and legislation aimed at enlarging universal access to this “public good” in fields essential to the knowledge society. Furthermore, it will foster the preservation, digitization, accessibility and wider dissemination of works in this category, including works in the *Memory of the World* programme. At the same time, it will seek to improve national and international practices relating to the public domain by seeking to establish common standards for registration, storage and exchange and by formulating pertinent policies, guidelines and legislative texts.

Expected outcomes:

- ▶ Greater awareness by Member States of the value of the documentary heritage;
- ▶ Preparation of guidelines for access to information in the public domain;
- ▶ Formation of an international partnership for the collection, preservation and dissemination of the documentary heritage.

Setting up a UNESCO knowledge portal

168] A public, Internet-based portal serves many purposes. It may be an objective, a means of action and an outcome. Through it, the Organization can demonstrate how access to a content-rich public domain may be an important asset in the construction of the knowledge society. Its purpose will be to prove the feasibility and usefulness of a global site which can host a vast range of information and documents available in the public domain and which attests to the diversity of the forms, the national, cultural and linguistic origins and, of course, the contents of the materials made available. The information and items presented (policies, statistics and data, methodologies, etc.) are primarily aimed at users in the developing countries. In this connection, the various experiments in electronic democracy and online governance and the opportunities for improving public administration and citizen participation through the use of ICTs, especially in the developing countries, will be collected with a view to disseminating best practices. In view of its high cost, the portal project will be carried out in cooperation with other partners.

Expected outcomes:

- ▶ Better access to information and data in the public domain in education, science, culture, communication and information through an Internet-based UNESCO knowledge portal;
- ▶ Increase in the number of users of the site from different regions; and global links to groups, institutions and other information providers;
- ▶ Better knowledge of current practices concerning electronic governance and citizen participation.

Strategic objective 11

Promoting the expression of pluralism and cultural diversity in the media and world information networks

169] In pursuit of this objective, which is closely linked to strategic objective 8, UNESCO will continue to encourage cultural and linguistic pluralism and the vitality of the various forms of cultural expression by giving support to the production and dissemination of media and information products at the

local, national and regional levels. In the case of the media, as indeed for all communication and information techniques, the promotion of pluralism is a supreme challenge. The production and dissemination at the local, national and subregional levels of educational, recreational and cultural products that meet the expectations of particular social groups constitute an important means of ensuring authentic cultural diversity and promoting genuine pluralism. In helping to produce and disseminate programmes geared to different social contexts, public radio and television services can also reduce the risks of cultural uniformity. To that end, UNESCO will articulate principles; assist with policy formulation; raise awareness of governmental authorities and professional circles; promote partnerships among the public and private sectors and civil society for the development and dissemination of cultural products; and, lastly, undertake vigorous and effective action at the country level to conduct pilot projects.

170] UNESCO will focus on the following sub-objectives:

Encouraging the production and dissemination of audiovisual programmes

171] In partnership with specialized international non-governmental organizations, the aim will be to elaborate policies and strategies for the production and dissemination of audiovisual programmes that take account of the needs of target audiences – women and youth – and reflect the concerns of specific groups such as ethnic or linguistic minorities and disadvantaged rural or urban communities. By virtue of its specific mission and at least partly of being independent of commercial interests, a public radio and television service which respects criteria of diversity and quality of content can make a significant contribution to meeting popular concerns and expectations regarding communication and information. Efforts will therefore be pursued to strengthen public radio and television services through respect for editorial independence. Stress will be laid on improving the quality of products and programmes and on broadening distribution channels. Media education is of particular importance for UNESCO and it will also be given priority in this context. Action will firstly deal with raising the awareness of and mobilizing decision-makers and media professionals pertaining to the themes mentioned above. Emphasis will be placed on the need to foster the expression of cultural and linguistic pluralism in media content. While

supporting initiatives aimed at reducing “violence on the screen”, UNESCO will promote the concept of “the educational and cultural dimension of the media”. Other action, within the framework of regional and interregional strategies and in partnership with specialized organizations, will encourage productions and co-productions of developing countries, foster exchanges of programmes, experience and expertise and facilitate the access of endogenous productions to world markets. These actions will be supplemented by pilot projects designed to support the training of professional staff and the development of installations and facilities.

Expected outcomes:

- ▶ Increase in the number of productions supported by UNESCO, in the volume of financial resources mobilized and in the number of works and producers given access to international distribution channels;
- ▶ Increase in the number of persons trained and in the number of media organizations addressing different target groups, particularly in developing countries;
- ▶ Adoption of national legislation concerning public service radio and television.

Promoting the diversity of content in information networks

172] Cyberspace constitutes a highly promising area for exchanges, creativity and the expression of a broad range of cultural values and identities. It will be UNESCO’s task to devise policies and strategies designed to encourage the production, safeguarding and dissemination of educational, scientific and cultural contents through world networks. Based on studies and research carried out in Member States and on the results of experiments, practices and policies, the Organization will prepare a set of recommendations for the promotion of linguistic and cultural diversity in cyberspace. Initiatives such as the Babel programme aimed at developing multilingualism on the Internet will be encouraged. Under the *Memory of the World* programme, whose purpose is to preserve and make known the rare and endangered documentary heritage of universal value, methodologies and principles defined in recent years will be applied, as will be efforts to preserve and disseminate. These measures will be extended to other countries, other linguistic sources, and other means.

173] Lastly, efforts will be made to launch a global strategy for the safeguarding of the digital memory, together with all partners concerned. The task will involve analysing the problem and identifying possible solutions and recommendations, to be formulated at the international level, both for gathering and preserving in digital form the existing documentary heritage and for preserving digital products which are themselves threatened with destruction.

Expected outcomes:

- ▶ Improved cultural and linguistic diversity through a more diverse offer on the Internet and other digital products;
- ▶ Formulation of comprehensive recommendations on cultural diversity on the Web and for digital products and their wide application;
- ▶ Arrangements in place for gathering and preserving in digital form the existing documentary heritage and digital products.

Strategic objective 12

Access for all to information and communication technologies, especially in the public domain

174] UNESCO will respond to the challenge of the digital divide by supporting institutional and human capacity-building in developing countries, the least developed countries and countries in transition, in particular through a regional and decentralized approach. Access to knowledge and to the media and genuine participation in the knowledge society is impeded for the greater part of humanity by a variety of obstacles: inappropriate infrastructure, both with respect to energy and hardware availability, telecommunications and mass dissemination facilities; insufficient financial resources; persistent illiteracy; the absence of a scientific environment conducive to the use of such technologies; lack of training in the use of ICTs; unreliable maintenance or assistance; contents which are unsuitable or even impossible to use for linguistic or cultural reasons. UNESCO’s contribution to bridging the digital and media divides will compromise the formulation of policies to strengthen institutional capacities and creating the conditions for equitable access for all to information, knowledge and the underlying technologies. For this purpose, all partners involved in international cooperation will be mobilized.

175] In this context, UNESCO will focus on the following sub-objectives:

Formulating integrated regional and national policies and strategies for communication, information and informatics

176] Efforts will mainly focus on the development of local contents, human resources and infrastructure. The cooperation with regional organizations will be a key element of these strategies, which will give priority to fostering or strengthening local capacities in terms of equipment, human resources and methodology. In this context, strong emphasis will be placed on training in information and communication technologies through formal and informal means, at local, national and regional levels, with a view to facilitating access to learning, to boost capacity-building, to help eradicate poverty, to support economic development and to reduce the digital divide. The objective will be to create and disseminate media products for local, national, subregional and regional communities. At the same time, encouragement will be given to the formation or strengthening of existing networks of archives, libraries and other documentation services through institutional support. Priority will be given to the potential offered by cyberspace for regional cooperation and access to local information. In this context, encouragement will be given to set up a world network of developers and users of digital information management and processing tools. Within all these strategies, training for women and young people will be assigned priority so as to facilitate their participation in communication processes.

Expected outcomes:

- ▶ Preparation of strategies and action plans at regional and subregional levels;
- ▶ Greater participation and capacity for self-development on the part of specific target groups;
- ▶ Broader participation in world networks as a result of training and institutional support;
- ▶ Formation of a world network of developers and users of digital and documentary information management and processing tools;
- ▶ Greater participation in regional networks and improvement of their technical quality.

Promoting access to information and means of communication

177] Within the framework of inter-institutional cooperation and a broader partnership with multilateral institutions such as UNDP, ITU, the World Bank, regional intergovernmental organizations and other actors, UNESCO will seek to promote initiatives aimed at fostering the use of ICTs for educational, scientific, cultural and communication purposes. A greater effort will be made to mobilize international technical cooperation for the purpose of capacity-building in the fields of communication and information, in particular through IPDC and the Information for All Programme. More particularly, the experiment of multipurpose community telecentres set up to encourage the assimilation of ICTs in disadvantaged urban or rural areas will be pursued and extended by way of support for development programmes. Pilot projects will demonstrate the combination of traditional means of communication (especially radio) and new information technologies (especially the Internet) through telecentres at community level. This will make it possible to test the conditions necessary for their success for a range of applications, including education, health, daily life, poverty alleviation, participatory management and local decision-making.

Expected outcomes:

- ▶ Increase in the number of development projects focused on the "infostructure", communication capacities and the volume of resources mobilized;
- ▶ More diversified applications of ICTs for training purposes, especially for distance education and scientific and cultural cooperation;
- ▶ Increase in the number of pilot projects aimed at establishing a number of community telecentres linked to the Internet ("radio browsing"); increase in the size of the populations reached through these facilities;
- ▶ A number of websites established and CDs produced at community level offering local contents.

Strategy for cross-cutting theme: **Eradication of poverty, especially extreme poverty**

Context

- 178] Poverty is a denial of basic human rights and is today of concern to all societies. The injustices, exclusions, deprivations and inequalities that poverty, and especially extreme poverty, engenders and, above all their causes, must effectively be dealt with, if social justice and cohesion, economic and social progress, democracy and ultimately peace are to be further strengthened. Indeed, there is an inescapable relationship between poverty and durable peace as well as stability of the entire global community. Extreme poverty today affects 1.2 billion persons, of which three quarters live and work in rural areas.
- 179] Governments and international organizations alike have placed poverty eradication at the centre of the global efforts to advance economic and social development. In a series of international conferences and most recently at the United Nations Millennium Summit, they have committed themselves to the international development goal of halving the proportion of people living in extreme poverty by the year 2015. The mid-point of the United Nations Decade for Poverty Eradication (1996-2005) has just been passed. Many initiatives have been taken both within and outside the United Nations system, with a view to creating synergies to overcome poverty. In general, their principal objectives are to create a pro-poor policy environment; to increase resource flows to the poor; to generate social capital and institutions enhancing access for the poor to knowledge, information and opportunities and to empower the poor and their communities.
- 180] Long-term poverty eradication strategies must be harmonized with other human development strategies and place them in the overall context of human security, focusing on the needs of the individual and their communities. A number of recent reports from international institutions, development cooperation agencies as well as poverty research networks linked to field action have underlined the importance of ensuring these links for poverty reduction strategies to become effective and sustainable. This is particularly necessary since there are indications that in some regions progress in reducing rural poverty has stalled over the last few years (see IFAD Rural Poverty Report 2001 *The Challenge of Ending Rural Poverty*).
- 181] UNESCO is well placed, as the United Nations system's intellectual and ethical organization, to advocate the moral as well as the political imperative of poverty eradication. Poverty eradication is a significant condition for world peace and security – and a question of human dignity. Promoting the right to development and education will therefore be one of UNESCO's tasks, complemented by advocacy in favour of right to development, and through supporting understanding and solidarity among humankind – both between countries and between populations divided by growing disparities.
- 182] The educational, cultural and science-related dimensions of poverty and anti-poverty policies are often neglected. Although the poverty paradigm has evolved from merely financial and monetary measures and definitions (“less than US \$1 a day”) towards more human-centred concepts, such as deficiencies in “human capabilities”, lack of social capital, vulnerability, lack of dignity, such broadened definition and understanding is rarely reflected in policies, strategies and policy documents.
- 183] For example, the Highly Indebted Poor Countries Initiative (HIPC), launched by the World Bank

and the International Monetary Fund in 1996, has focused on the need for countries to elaborate poverty reduction strategies in order to qualify for debt relief. Yet, too often they do not fully take into account the central role of education, the cultural dimension of development, gender equity, water and other natural resources, environmental considerations and governance arrangements – all of which can be addressed through contributions by UNESCO. The ultimate goal must be the formulation of comprehensive country-owned strategies developed in a participatory and inclusive manner, together with other multi- and bilateral partners.

- 184] Much remains to be done to develop effective concepts and approaches for such integration to be effective and to translate these strategies into practical measures, which are aimed at giving the poor both options and a voice. Despite formal recognition of the importance of “participation” and “ownership” by developing countries, the development and poverty eradication agenda still risks being largely set by donors. The success of policies and national plans aimed at poverty reduction is not only dependent upon strong political commitment but also on genuine country ownership as well as authentic participation of all actors in society. Building on its strong position as a partner to civil society UNESCO can work towards ensuring civil society representation in the policy design, formulation and implementation processes.

UNESCO's strategy

- 185] UNESCO has been called upon by its Member States, through various General Conference resolutions and Executive Board decisions, to make its specific contribution to poverty reduction through the design of an appropriate long-term strategy. The Executive Board concurred with the Director-General's subsequent proposal that poverty eradication be selected as a cross-cutting theme for the activities of the Organization as a whole. The following strategy defines the main parameters of a distinct UNESCO contribution to poverty eradication, in particular extreme poverty, which will be integrated and followed by all programmes. It shall enable UNESCO to contribute constructively in its areas of competence to the implementation of the United Nations Millennium Declaration and especially its central goal of halving extreme poverty by the year 2015.
- 186] This strategy is based on an analysis of UNESCO's comparative potential for contributing to poverty

eradication in all its fields of competence and taking into account the overall challenge. Specific entry points will be identified bearing in mind various plans and frameworks for action, such as the Dakar Framework for Action, the Stockholm Conference on Cultural Policies for Development, the Budapest World Conference on Science, and the Plan of Action for a Culture of Peace. Likewise the collaboration with various partners inside and outside the United Nations system will be a key feature for all activities, involving especially the World Bank, UNDP, UNICEF, UNFPA, FAO, IFAD and ILO.

Strategic objectives for UNESCO's action

- 187] UNESCO will focus on three major, interrelated strategic objectives, which in turn have direct linkages also to the second cross-cutting theme:

Strategic objective 1

To contribute to a broadening of the focus of international and national poverty reduction strategies through the mainstreaming of education, culture, the sciences and communication.

- 188] The formulation of national poverty reduction strategies requires short-, medium- and long-term contributions from UNESCO:
- 189] *Short-term:* the integration of education for all strategies (i.e. covering formal and non-formal education as well as vocational and science education), as requested in Article 9 of the Dakar Framework for Action, of human resource dimensions and of other dimensions pertaining to the Organization's fields of competence into national and international poverty reduction strategies and initiatives. This will necessitate sensitization of both decision-makers and civil society.
- 190] *Medium-term:* proposing the adoption of EFA plans aimed at reinforcing formal and non-formal education approaches and alternative delivery systems adapted to the specific needs of the poor and the marginalized; the adoption of plans to ensure broader access to safe water; and the systematic introduction of local knowledge and cultural heritage components into all strategies.

191] *Long term:* assessment of progress made, identification of obstacles and ways to overcome them; mobilization of resources for comprehensive poverty reduction strategies, integrating education, culture and the sciences.

192] Action at the regional level will build on the Organization's decentralization process and its field presence. Priority will be given to the exchange of best experiences in establishing alternative education delivery systems targeting in particular rural populations and women. Efforts will also be made to assess progress made in strategy linkage and implementation, including contributions to design meaningful indicators as well as fostering capacity-building in the collection of statistics (in close cooperation with other United Nations competent bodies, national institutions, and in the framework of the PARIS 21 initiative).

Expected outcomes:

- ▶ Integration of the education for all (EFA) approach and human resources development, particularly in cultural development and science and technology, into long-term poverty reduction strategies and plans of action in a number of countries, particularly LDCs and acceptance of this approach by the other international and bilateral organizations involved in poverty reduction;
- ▶ Regional, subregional and national capacities and networking in human resources development and capacity-building, in particular as regards project design and implementation, with a view to strengthening country-ownership and gender mainstreaming.

193] At the field level, UNESCO's action will draw on input from all programme sectors and from its institutes. The policy guidance component shall integrate elements of education and human resources development planning at the sectoral level.

Strategic objective 2

To support the establishment of effective linkages between national poverty reduction strategies and sustainable development frameworks, focusing on UNESCO's areas of competence. Furthermore, to help mobilize social capital by building capacities and institutions, especially in the public domain, with a view to enabling the poor to enjoy their rights.

194] Many countries severely affected by poverty are challenged to establish effective links between poverty reduction strategies and national strategies aimed at sustainable development. Such linkages shall ensure that the loss of natural resources (in particular water resources, land, forests, and biodiversity) and pollution be checked. This shall create the basis for social capital formation and the formation of institutions for the poor to make use of their natural environment and create livelihoods. Overall, it will help to bolster human security. This shall be pursued through the following action:

195] *Short-term:* to provide policy guidance relating to the integration of poverty reduction and sustainable development strategies, focusing on UNESCO's fields of competence, and to building social capital and institutions targeting the most vulnerable populations, in particular in rural areas and periurban settings.

196] *Medium-term:* to contribute to a convergence of poverty eradication policies and plans of action for sustainable development through subregional and national interdisciplinary pilot projects, training and institution-building; enhancing knowledge-sharing and networking at the national and subregional levels and to improve linkages to global observance and early-warning systems concerning natural resources and natural disasters; special attention will be given to fostering interaction and linkages between local knowledge and globally available knowledge.

197] *Long-term:* to contribute to institutional capacity-building in order to ensure the free flow and sharing of scientific information at the international, regional and subregional levels concerning aspects of human security. Building on its scientific programmes with their global scope, UNESCO will seek to initiate action at regional and subregional levels.

Expected outcomes:

- ▶ Convergence of objectives of poverty reduction strategies and sustainable development plans, leading to the creation of livelihoods for the poor related to their natural environment and resources;
- ▶ Establishment of linkages between national poverty reduction strategies with sustainable development and human security frameworks, particularly in LDCs;
- ▶ Strengthening of institution-building, knowledge-sharing arrangements, training and networking capacities in a number of countries, in particular LDCs, so as to enhance the management of risks and threats to human security in UNESCO's fields of competence.

Strategic objective 3

To contribute to an enabling national policy framework and environment for empowerment, participatory approaches and livelihood generation.

198] Reclaiming the community as a dynamic actor for social transformations has become in the last few years a major priority for pro-poor development strategies, and in particular, for poverty alleviation and reduction frameworks. The cultural, local governance, and advocacy dimensions – in particular as they relate to women's and young girls' participation – must be fully taken into account if such an endeavour is to lead to effective empowerment of the poor. Effective participatory decentralization processes for natural resource use as well as for providing access to financial and credit facilities will be essential in that context. Emphasis will also be placed on the need for establishing pro-poor coalitions involving the public sector, NGOs, and the private sector, and effective participative decentralization processes for natural resources and financial services in order to ensure devolution.

199] UNESCO has already acquired experience in working at community levels, be it through non-formal education activities aimed at reaching the unreached, the involvement of communities in the management of cultural and natural heritage conservation, the implementation of micro-credit

schemes, education pertaining to population and reproductive health (in cooperation with UNFPA); and the creation of multimedia community centres, combining traditional and new media to enhance access to information and knowledge and to foster non-formal education. Building capacities at the community level will also be of significance for preventive education campaigns aimed at tackling HIV/AIDS. To that end, UNESCO will design and implement a number of intersectoral and interdisciplinary projects – especially in the framework of the two cross-cutting themes – in the least developed countries, particularly in Africa and South and South East-Asia.

200] For field projects to be successful it will be necessary to identify key components and relay mechanisms within communities, promoting the empowerment of the population in communities with specific attention to the needs of women, youth and the elderly. UNESCO action in this regard will require inputs from all programme sectors and from its institutes.

Expected outcomes:

- ▶ Mobilization of social capital through education, training, micro-credit and schemes for the use of natural resources based on community needs assessments, especially in rural areas, in several developing countries;
- ▶ Implementation of participatory decentralization processes and empowerment of local communities through various means, such as the management of cultural and natural heritage, micro-credit schemes, multimedia community centres, and non-formal education activities.

201] In sum, UNESCO will undertake the following activities:

- a) *policy formulation and implementation*, including assisting in the design of country-owned, integrated pro-poor national policies and frameworks, involving all stakeholders, and building the capacities of governments to put in place participatory and inclusive processes at national and local levels;
- b) *advocacy and information*, emphasizing that freedom from poverty is a human right, a global ethical imperative, and a top priority for governments and the international community;

- c) policy-oriented research* contributing to the analysis of extreme poverty – and monitoring progress toward its eradication;
- d) capacity-building*, particularly in countries immersed in or emerging from conflict or natural disasters and at local levels;

- e) innovative field projects*, especially through projects under its cross-cutting themes, to demonstrate feasibility and potential results as a basis for translating them into policies and mainstreaming them nationally or in other countries.

Strategy for cross-cutting theme:

The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society

Context

202] Information and communication technologies (ICTs) play a significant role in development efforts, in poverty alleviation – underlining the linkage between both cross-cutting themes – and in all the fields of competence of UNESCO. ICTs open up new horizons for progress and the exchange of knowledge, education and training, and for the promotion of creativity and intercultural dialogue. The opportunities to accomplish the Organization’s core missions – to promote “the free exchange of ideas and knowledge” and to “maintain, increase and diffuse knowledge” – have possibly never been greater. These technologies could also help to strengthen social cohesion and reinforce the capacity for self-development of individuals and groups within each society. Nevertheless, the growing digital divide is actually leading to greater inequalities in development. This is giving rise to paradoxical situations where those who have the greatest need of them – disadvantaged groups, rural communities, illiterate populations, or even entire countries – do not have access to the tools which would enable them to become fully fledged members of the knowledge society.

203] Education, science and culture are at the heart of the trend towards a knowledge society as are the media and information; thus this theme will be fully addressed by and integrated into all UNESCO programmes. Indeed, all sectors have a role to play in this process. The goal of this cross-cutting strategy is to show how the Organization intends to provide a coordinated response, based on an interdisciplinary approach.

Strategic objectives

204] UNESCO will not be acting alone. It will be joining forces with many institutions – intergovernmental organizations of the United Nations system or the Bretton Woods system, regional development banks, private and public sector partners, non-governmental organizations – which are competent to act in these fields. But UNESCO must apply itself precisely where the impact of ICTs is most strongly felt: in the activities and products of the human mind. Its approach must unfailingly incorporate all the sociocultural and ethical dimensions and help to bridge the digital divide by placing the individual at the centre of development objectives. These issues will be further developed and form the basis for UNESCO’s contribution to the preparation of WSIS and for other international initiatives.

205] Within this framework four strategic objectives will be pursued:

- ▶ agreeing on common principles for the construction of knowledge societies;
- ▶ enhancing learning opportunities through access to diversified contents and delivery systems;
- ▶ strengthening capacities for scientific research, information-sharing and cultural exchanges;
- ▶ promoting the use of ICTs for capacity-building, empowerment, governance and social participation.

Strategic objective 1
Agreeing on common principles for the construction of knowledge societies

- 206] UNESCO plans to study the issues arising from the transition to a knowledge society and to examine its effects on the organization, forms and content of knowledge and knowledge-sharing with a view to elucidating the choices in this domain. ICTs represent a strong lever for economic growth and for development. Technological progress does not, however, necessarily provide everyone with equal access to knowledge and skills and it gives rise to a series of “info-ethics” issues at the international level: the quality and reliability of information, respect for the diversity of languages and cultures, effects on the organization of knowledge and thinking, universal access to information and knowledge, in particular in the public domain, and balanced reinforcement of capacities at the international level. UNESCO will endeavour to bring about a common and consensual vision of the ultimate goals of the knowledge society by encouraging the broadest possible participation by decision-makers, professional communities, representatives of civil society, bilateral and multi-lateral partners and the private sector in a debate on the conditions for the development of a knowledge society open to the greatest number.
- 207] During the period under consideration, the Organization will strive to encourage, in its principal fields of competence, the use of intellectual works for non-profit and educational purposes and to promote the principle of universal access to the sources of knowledge. UNESCO, which numbers among its partners communities of experts who produce, disseminate, gather and conserve information and knowledge, proposes to take part in the ongoing debate concerning the future of intellectual property in close consultation and coordination with WIPO. Thus, the promotion of fair use with regard to intellectual works falling within all its fields of competence will be one of UNESCO’s tasks in the years to come.

Expected outcomes:

- ▶ Production of studies and research on the impact of the development of the information society, in particular on education, science and culture;
- ▶ Definition of universally recognized principles for the construction of a more just and more equitable knowledge society;
- ▶ Formulation of recommendations on access to information and fair use with regard to intellectual works;
- ▶ Broader public domain access to information and knowledge.

Strategic objective 2
Enhancing learning opportunities through access to diversified contents and delivery systems

- 208] Moves towards “learning societies and organizations” are based on the need to acquire new knowledge throughout life. More and more opportunities for learning are offered outside the formal education system, many of them supported by ICT development and tools. But as educational demand increases and supply diversifies, increasing disparities can be observed in respect of access, affordability and quality.
- 209] ICTs are only a part of a continuum of technologies, all of which can support and enrich learning. Ethical and legal issues concerning widespread use of ICTs in education (e.g. ownership of knowledge; legal and tariff frameworks; learning opportunities and educational materials; new challenges related to education as a commodity; the impact of education on cultural diversity) will need to be addressed in this context.
- 210] A programme for which extrabudgetary funding will be sought will be carried out starting with the setting up of an active and dynamic clearing house to document, generate, share and disseminate information and knowledge on all aspects of ICTs and education. The clearing house will assist Member States, especially developing countries, in policy development and capacity-building for policy analysis and decision-making. This will include the development and management of an Internet-based gateway on education

and development as part of a UNESCO portal (in cooperation with partners) and research on alternative delivery systems and their impact on content, quality and the teaching/learning process.

- 211] Furthermore, through pilot projects, UNESCO will encourage using ICTs as levers for educational change. In the context of formulation of EFA national plans, advice will be provided to Member States on the increased use of ICTs with a view to reaching out to the excluded; to improving quality of content and teaching; and to creating centres of innovation and experimentation in communities. The introduction of education management information systems or improvement of existing ones will be supported as a tool to further the EFA goals.
- 212] UNESCO will also foster new forms of networking of teacher-training institutions and of teachers, the creation of electronic libraries and the production of electronic educational materials. The development of internationally compatible descriptors for distance and e-learning courseware, and for e-learning institutions will be encouraged through networks of experts and inter-country cooperation.

Expected outcomes:

- ▶ Building of a clearing house/knowledge base of materials, research and best practices related to the use of ICTs in education and learning processes, including the creation of an Internet-based gateway as part of a UNESCO portal;
- ▶ Policy advice to Member States for ICT use in education;
- ▶ Progress towards achieving EFA targets at country level through the strategic use of ICTs for expanding access to education and learning;
- ▶ Demonstration of the impact of ICT-based alternative delivery systems through pilot projects;
- ▶ Networking of teacher-training institutions and of teachers.

Strategic objective 3 Strengthening capacities for scientific research, information sharing and cultural exchanges

- 213] UNESCO will endeavour to encourage access to and participation in all forms of intellectual activity for educational, scientific, cultural and communication purposes. To that end it will promote the establishment of a public forum for creation and exchanges at all levels. The production and dissemination of educational, scientific and cultural materials and the preservation of the digital heritage will constitute an important aspect of its work. The Organization also plans to emphasize how ICTs can, in particular through the formation of networks of specialists or of virtual interest groups, increase exchanges and cooperation in its fields of competence.
- 214] Electronic information carriers offer a range of technological options for the processing, management and transfer of digital information. The creation, in partnership with other interested organizations, of a global UNESCO portal with several sub-portals offering access to a pool of information and data in the public domain in the Organization's fields of competence (education, science, culture, communication and information) will provide a key tool for its action. This global portal of knowledge, which will be put in place gradually, should constitute the equivalent of "world public libraries" in the era of the knowledge society. The information provided will, as a priority, be geared to users in developing countries.
- 215] An international campaign will be launched to safeguard endangered digital memory. The goal will be both to encourage the collection and conservation of the digital heritage of recorded knowledge and to formulate a set of concrete recommendations aimed at preservation.
- 216] The Organization will also encourage the use of new methods of access to education and to scientific information – virtual universities, virtual laboratories and research groups. The development of such methods may contribute partially to bridging the scientific divide, notably by enabling researchers in developing countries to participate in research at international level and to share its results. Pilot projects will be used to test the specific circumstances under which these tools can be best deployed.

Expected outcomes:

- ▶ Creation of a multidisciplinary UNESCO portal with several sub-portals;
- ▶ Operation of various digital networks of specialists in various domains of UNESCO;
- ▶ Guidelines for preservation of digital heritage and of preserving materials in digital form.

Strategic objective 4
Promoting the use of ICTs for empowerment, governance and social participation

217] The use of ICTs is potentially beneficial to development as it encourages the sharing of information and the exercise of power by social groups at various levels, offering in particular the possibility of networking individuals and systems. The participatory aspect of community life is thus strengthened, as are relations with authorities, at all levels. The Organization will also promote the development of appropriate information and communication tools to support decision-making and encourage dialogue between citizens and public authorities, thereby reinforcing democratic governance and citizen participation.

218] UNESCO will encourage initiatives to promote the use of ICTs, in particular community radio linked with the Internet or with multi-purpose telecentres, for educational, scientific or cultural purposes or in support of development programmes. The strategy will focus on the production, adaptation, translation and sharing of contents; the setting up of pilot projects corresponding to different cultural contexts and stages of development; the inventorization, evaluation and exchange of experience at the national and international levels; the formulation and implementation of national policies to encourage community action and cooperation.

219] In line with recommendations of the World Conference on Science, the Organization will support initiatives aimed at developing local and indigenous knowledge systems (LINKS) as a means of empowering local communities and a tool to combat marginalization and deepening impoverishment. LINKS are a system of understanding, interpretation and meaning that are embedded in

communities and that provide the basis for local level decision-making about fundamental aspects of day-to-day life. Action will focus on three interconnected areas: to build linkages and synergies between science and local and indigenous knowledge so as to transform environmental management practices; to enhance the protection of these systems from improper appropriation and exploitation; and to revitalize the intergenerational transmission of local knowledge, in tandem with conventional education. These activities have relevance not only for building knowledge societies, but are also closely linked with efforts to reduce poverty, the other cross-cutting theme of the Medium-Term Strategy.

Expected outcomes:

- ▶ Creation in several countries of local media and telecentre networks and study of their impact;
- ▶ Increased participation of citizens in civic life and in decision-making by means of ICTs;
- ▶ Capacity-building for ICT use by citizens;
- ▶ Strengthening of local and indigenous knowledge systems.

Principles of action

220] UNESCO shall concentrate its resources on realistic objectives and focus its efforts on the kinds of activities where it has a comparative advantage. A balance between reflection and action will be sought in formulating the objectives, which will be implemented in four areas: studies and research, formulation of principles or standards, pilot projects and, lastly, awareness-raising, dissemination and training activities:

- a) Studies and research will focus on gathering essential data at the international level, examining trends, and stimulating interdisciplinary and multicultural reflection on the potential for action at the international, regional and national levels.
- b) The rate at which principles and standards are formulated will vary widely in the envisaged areas of priority since the obstacles to be overcome may vary considerably. Fair use raises essentially legal issues whereas the preservation of the heritage involves the solving of material problems. Finally, the provision of assistance for policy-making at

national level will always remain an essential task.

- c)* Pilot projects will aim at exploring the possibility of multisectoral action in the field. They will make it possible to analyse real difficulties and the most pressing problems and to explore potential solutions taking into consideration different sociocultural contexts.
- d)* UNESCO's efforts would be to no avail if they did not bring about genuine change. For that to be possible the outcome of activities must

be made known to and applied by the international community. This calls for two complementary operations: diffusion and advocacy, which may take various forms: raising the awareness of government authorities, professional associations and the public through the media or specialized documentation, publications, and initial or advanced training within education systems, formal or informal, in the classroom or through distance education.