# Supporting UNESCO's participation in joint UN country programming: key sectoral messages and sectoral programme focus

Note prepared by the Bureau of Strategic Planning
for the Decentralization Review Task Force (DRTF)

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*The purpose of the present document is to articulate a clear and succinct set of UNESCO's sectoral/thematic messages in each of its five domains as well as sectoral approaches and priorities. They shall serve*
*- to inform UN country teams about the scope and content of UNESCO's core competencies as a specialized agency*
*- to enable UNESCO staff in the field to advocate for the inclusion of UNESCO's multidisciplinary expertise into joint UN country programming exercises and country level activities, and*
*- to highlight the linkage between UNESCO's global and normative work and concrete on-the-ground development/operational action.*

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**The report of Working Group 2 of the first session of DRTF, set out the following framework for main elements/features of key sectoral messages and programme focus:**

- identify key areas of intervention where UNESCO has a comparative advantage and solid technical and substantive resources to offer
- provide clear links to the relevant international goals and commitments, including MDGs
- be supported and illustrated by examples of good practices and concrete delivery modes
- identify areas of action/topics for potential interdisciplinary work
- identify existing networks, and partnerships indicating examples of areas for joint collaboration.

**UNESCO responding to national development priorities**

Although Field Offices Directors are urged/encouraged to assert leadership in UNESCO's fields of competence and define action within the global and regional frameworks (e.g. EFA GAP, NEPAD, etc.), some of the programmes/activities that UNESCO is implementing in or able to offer to a country may not necessarily be included among the strategic priorities and deliverables of a particular One UN programme or UNDAF. They are derived from a country's national development needs and priorities and UNESCO's programme priorities as well as global and regional commitments may not fully or only partly correspond to them. Nevertheless, in such cases an office will still have the opportunity to carry programme activities outside the strictly unified UN programme. The newly to be prepared UNESCO Country Programming Document (UCPD), for which revised/simplified guidelines have been recently circulated to all Offices, will allow to articulate and showcase the entire range of UNESCO's contributions to a country's development – both those implemented in common

UN programming documents and those implemented by UNESCO only. Likewise, there is also a need to reconcile and balance a country-level approach (such as One UN, CCA/UNDAF) with UNESCO's global role and mission.

**The present document constitutes work in progress. It is only over the weekend of 26-28 May 2007 that this first attempt of capturing key messages/sectoral approaches could be completed, in close collaboration with the Sectors. This document will need to be reviewed and finetuned in light of the comments and observations made during the DRTF meeting and the subsequent Global Meeting of Senior Managers.**

As requested by the DRTF, the document will also need to be complemented over time by **a number of annexes and links to existing background materials and reference documents, dedicated websites, etc**…providing, inter alia:

- concrete projects example, to serve as reference or guideline
- statistical data (country related) in the Organization's areas of competence
- helpdesks, including names and contacts of programme specialists/consultants to provide technical backstopping and substantive advice as necessary.

# EDUCATION SECTOR

**Focus of the Education Programme**

Inspired by the moral foundations of the Universal Declaration of Human Rights (1948), the right to education is at the very heart of UNESCO's mission and an integral part of its Constitution which expresses the belief of its founders in "full and equal opportunities for education for all".

The Dakar Framework for Action (2000) reminded the international community of its duty to ensure access to quality basic education for all children, young people and adults, by reaffirming that education *"will meet their basic learning needs in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to be."*

**Promoting universal access to quality basic education** as a fundamental human right continues to be the core mission of UNESCO's Education Sector.

In pursuit of the draft medium-term strategy's (34 C/4) overarching objective '**Attaining quality and life-long education for all**', the Sector's programme orientations and actions will focus on:

**1-** Carrying out the global leadership mandate for the international community:

UNESCO, through its Education Sector, is the lead United Nations agency for:
+ The Global Initiative Education for All (EFA). The role of UNESCO and of its partners is set forth in the  Global Action Plan (GAP).
+ The United Nations Literacy Decade (2003-2012),
+ The United Nations Decade of Education for Sustainable Development (2005-2014)
+ The United Nations Decade for a Culture of Peace (2000-2010)

**2-** Supporting Member States in developing and implementing education policies and strategies, fostering quality education for all at all levels, with particular emphasis on vulnerable and disadvantaged groups.(See Appendices 1 and 2) aimed at attaining the six EFA goals and the two education-related MDGs.

**Programme Emphasis**

UNESCO will intensify its support in favour of teacher education and training, literacy, and HIV/AIDS education, especially aiming at obtaining the objectives of its three targeted initiatives:

- Teacher training Initiative in sub-Saharan Africa (TTISSA)
- Literacy Initiative for Empowerment (LIFE)
- The Global Initiative on Education and HIV& AIDS[1]

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[1] http://unesdoc.unesco.org/images/0014/001499/149998e.pdf

To ensure a holistic and solid basis for technical assistance and policy advice to Member States, **the interdisciplinary approach** will bring in the expertise and knowledge of UNESCO's other sectors in areas such as human rights education, science and math education, languages, education for sustainable development, and HIV/AIDS education as well as the appropriate use of ICT in education.

**Key areas of support at the national level**

UNESCO will work with its EFA partners, education sector stakeholders at large, and with the UN country team in the framework of UNDAF and other programming documents, focusing its action on the following key areas:
1- Promotion of national leadership
2- Technical support and Capacity development
3- Advocacy and Communication
4- Resource mobilization
5- Monitoring and Evaluation

In carrying out its actions, UNESCO will implement the following cooperation strategy with its Member States:

*UNESCO National Education Support Strategy* **(UNESS)** [2]

In order to enable UNESCO to play a much more strategic role in supporting national development priorities, and to engage more actively and effectively in the UN common country assessment and programming processes such as CCA/UNDAF, UNESCO is developing the *UNESCO National Education Support Strategy* **(UNESS)**.

UNESS is the country-based education support strategy document, which comprises the 'selection' of a set of government priority areas in education for UNESCO – and ultimately all other UN system partners committed to contributing to the education objectives - to address, in coordination and synergy with all development partners, and with the objective of enabling the country to achieve the Education for All (EFA) goals in particular, and educational development in general.

UNESS will be based on a profound analysis of the major education issues of countries. It will include their challenges, national priorities, and strategies in education as well as the mapping of the development cooperation context, particularly in education, including the level and type of external finance, development partner priorities, areas of interventions, and modalities. In keeping with the organization's universal mandate and global commitments, the UNESCO proposed cooperation strategy in the UNESS document will then be formulated and expressed in terms of the support needed to overcome identified gaps and to respond to country priorities in terms of human, technical, and financial resources. In the case of the three EFA core initiatives, UNESS will make possible a clear definition of UNESCO's role and support strategy in coherence with sector-wide national educational policies.

The UNESS document will therefore provide the basis of a UNESCO action plan and ultimately a UN system action plan for in-country support and cooperation which will be implemented in partnership with the UNCTs and other multilateral and bilateral development

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[2] For further information about UNESS: http://portal.unesco.org/education/en/ev.php-URL_ID=10200&URL_DO=DO_TOPIC&URL_SECTION=201.html

agencies. It will help to ensure the relevance and effectiveness of UNESCO's cooperation programmes.

UNESS should also serve Field Offices as a programmatic framework document for creating synergies, ensuring better coordination of development assistance in education, and mobilizing additional extra-budgetary resources for supporting national educational development. UNESS is the tool that enables implementation of GAP at the country level.

**General Comments**

In order to maximize the impact of UNESCO support to its Member States, Field Offices are encouraged to:

- Harmonize and coordinate action at the country-level within the framework of UNESS, GAP, and through the UNDAF process in order to avoid duplication and redundancy.
- Avoid implementing small-scale fragmented and compartmentalized activities in order to better fulfil the Organization's upstream functions in:
  o developing institutional capacities,
  o providing advice on national policies and plans, and its implementation
  o catalyzing harmonized cooperation among the EFA partners and other stakeholders, and
  o providing intellectual leadership in education.

For effective programme implementation and service delivery, Field Offices will be supported by the specialized technical expertise of the Institutes and Centres and can call upon technical and advisory support from HQs, regional bureaux, and UNESCO worldwide education specialists and practitioner networks.

## Appendix 1 <mark>TO BE COMPLETED</mark>

### Improving support to countries in achieving the EFA Goals[3]

There is a pressing need, six years after Dakar, to focus on the whole of EFA – all six goals which, taken together, form the basic education agenda '*geared to tapping each individual's talents and potential, and developing learners' personalities, so that they can improve their lives and transform their societies*'[4]

### Key EFA messages: Addressing the urgent EFA challenges
*(MDGs, targets and indicators for which UNESCO is directly responsible)*

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|---|---|
| **Giving children the best start**<br>EFA Goal 1 | Background: early childhood care and pre-primary education are provided in diverse ways depending on context, and percentages of children benefiting from formal pre-primary opportunities are static. Reference: The 2007 EFA Global Monitoring Report provides new data and indicators as part of a more developed framework for assessing progress in ECCE.<br>Strategy: Put in place policies which provide for a healthy and stimulating early learning environment so that children, particularly disadvantaged children, are ready to get the most out of school when they enter the primary level |
| **Accelerating access to and completion of quality basic education**<br>EFA Goal 2<br>MDG 2, Target 3/Indic. 6 and 7 | Background: there are still approximately 77 million out-of-school children of primary school age, and 53% of them are girls. Between 1998 and 2002, the global Net Enrolment Rate in primary education increased by only 1%, from 83.6% to 84.6%. Also, household costs are a major obstacle for the poor, and schools fees are still collected at the primary level in 89 out of 103 countries surveyed.<br>Strategy: To reach those who remain out of school will require not just greater efforts, but above all different approaches adapted to the particular circumstances of disadvantaged socio-economic groups. Those in greatest need are rural populations, ethinic minorities, girls, and those with unschooled mothers. If school fees are eliminated, other resources must be found to fill the resulting gap, and the risk to quality from a large influx of children into the system must be addressed. |
| **Addressing gender issues throughout the education system**<br>EFA Goal 5<br>MDG 3, Target 4/Indic. 9 and 10 | Background: 76 of 159 countries had not achieved gender parity in primary schooling as of 2002, and measures to ensure the equal schooling of girls and boys were not adequate to meet the 2005 goal of gender parity in primary and secondary schooling. Of the 100 million children out of school, 55% are girls, and 64% of adults without literacy skills are women.<br>Strategy: There is a compelling need to address ongoing obstacles to girls' access to schooling, as well as to tackle issues of gender equality within the school environment. It is important to mention that in some countries and subregions the gender issue is related to boys. |

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[3] See Full text of the Global Action at: http://www.unesco.org/education/efa/WG2006/Globalactionplan.pdf

[4] The Dakar Framework for Action. Education for All: meeting our collective commitments.

**Improving educational quality**
EFA Goal 6

Background: Being in school or in an adult learning programme will not have positive impact unless it is of high quality and leads to useable knowledge and competencies.
Strategy: Areas to address:
- The initial and in-service training of teachers; curricula and content;
- learning materials;
- use of appropriate languages for learning, particularly the learner's own language in initial instruction;
- adequate instruction time and an emphasis on literacy as a tool of learning;
- clean, safe and child-friendly schools.
- good school leadership

**Mobilising the resources to achieve EFA**

Background: The $7bn needed for reaching the primary education goal is far from met. In addition, the real costs of the HIV & AIDS epidemic and of achieving quality across the board are not yet known.
Strategy:Areas to address:
- Increase the amount of resources of the international community to the countries most in need;
- commitment of the governments to increase their investment in education;
- intersectoral approach of the government to tackle the education issues;
- improvement of the efficiency and the efficacy of the educacational systems;
- involvement of the school community and of multistakeholders to support the educational systems.

**Focus on countries with the most urgent needs**

Successive editions of the EFA *Global Monitoring Report* have indicated countries which are unlikely to achieve the EFA goals by 2015, focusing on primary education, adult literacy and gender parity. Many of them are Least Developed Countries (LDCs). Countries in post-disaster or post-conflict situations also have deep EFA needs with EFA-related indicators often falling.

# Appendix 2

## THE INTERNATIONAL (EDUCATION) GOALS

**EFA Goals**

**Education-related Millennium Development Goals with related targets**

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Goal 2. Achieve Universal Primary Education

Target 3: Ensure that all boys and girls complete a full course of primary schooling

- 6. Net Enrolment Ratio in Primary Education (UNESCO)
- 7. Proportion of Pupils Starting Grade 1 who Reach Grade 5 (UNESCO)
- 8. Literacy Rate of 15-24 year-olds (UNESCO)

Goal 3. Promote gender equality and empower women

Target 4: Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015

- 9. Ratio of Girls to Boys in Primary, Secondary, and Tertiary Education (UNESCO)
- 10. Ratio of Literate Women to Men 15-24 years old (UNESCO)
- 11. Share of Women in Wage Employment in the Non-Agricultural Sector (ILO)
- 12. Proportion of Seats Held by Women in National Parliaments (IPU)

# Natural Sciences

## Cornerstone/focus of the Natural Sciences Programme:

**Applying the transformative power of science to promoting peace, eradicating poverty and conserving the environment, as contributions to sustainable development**

[MDG 1; MDG 7, MDG 8]

## UNESCO's comparative advantages

- UNESCO is the only UN specialized agency with an explicit mandate in the natural sciences.
- UNESCO has access to both national governments and to the global scientific community.
- UNESCO's Natural Science Sector has numerous in-country partners, including UNESCO science institutes and centres; Chairs, IBSP, IGCP, IHP, IOC and MAB national bodies; and members of regional scientific networks.
- UNESCO's multi-sectorality enables it to provide an integrated, multidisciplinary approach to addressing key issues such as sustainable development and alleviation of the effects of climate change, which impact the eradication of poverty and the building (of the defences) of peace.

## Key messages

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| **Effective national science policy frameworks are central to peace, poverty eradication and development** | Assisting Member States to frame science, technology and innovation (STI) policies provides the blueprint for building human and institutional capacity and for utilizing science in all aspects of development.<br><br>[MDG 1; MDG 8 especially targets 14, 15 and 18, WCS] |
| **Equitable water governance is crucial to human and environmental well-being** | Providing scientifically sound policy guidelines and good practices in water governance is critical to the sustainability of water sources; for improved water resources management in river basins and aquifers, particularly in arid and semi-arid zones; the peaceful use of shared water resources; and fair access to water services.<br>[MDG 7, target 10, WSSD] |
| **Sustained observations of the oceans are key to understanding climate change** | Improving the prediction of climate change and its impacts on marine ecosystems and resources is needed for the implementation of management and mitigation policies at the national level, including the establishment of monitoring and warning systems for tsunamis and other coastal and oceanic natural hazards.<br>[MDG 7, MDG 8, WSSD] |
| **Ecology and earth sciences are the basis for environmental sustainability** | Ecosystem-based research and capacity building on mountains, coastal zones and small islands, tropics, drylands and urban areas focus on the nexus between climate change, biodiversity and sustainability, and synthesize knowledge |

|  | useful for policy- and decision-makers tasked with attaining MDGs and other global targets. IGCP research activities involve the largest worldwide triangular network of South-South and North-South co-operation in earth system research and promotes the use of earth science knowledge by decision-makers in planning for sustainable development. |
|---|---|
| **Basic sciences and science education empower the poor and the marginalized (and lay the foundations for a culture of science education)** | [MDG 7, CBD-2010 target on biodiversity loss, WSSD] Basic scientific knowledge forms the foundation on which all current and future technologies are based. That is why scientific knowledge must be the common heritage of humankind, demystified and popularized at all levels. UNESCO will place emphasis on promoting basic and engineering sciences and science education in order to attain a culture of science education as the precursor to a knowledge-based society worldwide. |
| **Disaster preparedness (and prevention) mitigates the effects of natural hazards and saves lives** | [MDG 3, MDG 6] Promoting the creation of networks of institutions at regional and national level concerned with information and education concerning natural and human-induced disasters is essential for enhancing disaster preparedness and mitigation. |

[MDG 3, MDG 7]

## SC programme focus

### 1. Support for national STI policy

- Assisting in the establishment of national STI policy and development frameworks.
- Assisting in the establishment of national science academies for advisory support.
- Helping governments in ensuring that indigenous and traditional knowledge is taken into account in national development strategies.

### 2. Focus on science education

- Enhancing access to university-level science education, with a special focus on marginalized and special needs populations.
- Utilizing ICTs to enhance access to scientific knowledge.
- Providing technical training enabling communities to utilize new technologies (such as renewable energy).

### 3. Focus on capacity building

- Empowering Member States to develop endogenous science capacity.
- Helping governments and professional communities to design strategies and infrastructures for the capacity building of scientists and engineers.
- Assisting scientists in establishing and sustaining organisations and networks, nationally, regionally and internationally, including those with an emphasis on women scientists or young scientists.

### SC Strategies

- Ensuring that STI and environmental sustainability issues are incorporated into national development plans.

- Establishing links to the MDGs and other international development goals.

- Using the WCS and the WSSD as frameworks, especially for science education, capacity building and contributing to sustainable development.

- Encouraging South-South and triangular co-operation in science networks.

- Using strategic partnerships established with other UN agencies, scientific unions, NGOs, and the private sector.

<div align="center">**Social and human sciences**</div>

**<u>Focus of the Social and Human Sciences Programme</u>**

**The Social and Human Sciences Sector will pursue a four-pronged approach to respond to national, regional and global needs:**

a) in the field **of <u>social development</u>**, the strengthening of policy oriented-research in the social sciences on key issues relating to poverty eradication, migration, urban issues, youth and gender will be ensured in parallel to the development of research-policy dialogue spaces and forums;

b) as regards the **<u>development and strengthening of national research systems</u>** contributing to policy formulation;

c) fostering international cooperation in the field of the social and human sciences, covering both the promotion of international **<u>comparative research programmes on specific issues</u> <u>and policy-oriented research capacity building</u>** at the national level;

d) focusing on normative issues, the **<u>strengthening of the human rights-based approach</u>** to the elaboration and implementation of social development policies.

**<u>Key messages</u>**

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|---|---|
| **Policy research for social development** | Strengthening of policy oriented-research in the social sciences on key issues relating to poverty eradication, migration, urban issues, youth and gender will be ensured in parallel to the development of research-policy dialogue spaces and forums, on the basis of the results of the various regional and sub-regional forums of Ministers of Social Development already held, in particular in Africa, Latin America, South Asia and the Arab States |
| **Contributing to policy formulation as regards the development and strengthening of national research systems** | Providing policy advice on the strengthening of the social and human sciences, in particular in higher education institutions ;<br>- promoting a better articulation between national and international research programmes and national social development needs, including the monitoring of national research systems contributions to social development policies;<br>- enhancing the ethics of science and technology dimensions and components of national research systems and the establishment of national committees of ethics of science and technology and of bioethics; |
| **Fostering international cooperation in the field of the social and human sciences to support social development** | Fostering international cooperation in the field of the social and human sciences, covering both the promotion of international comparative research programmes on specific issues and policy-oriented research capacity building at the national level, so as to provide national authorities with an evidenced-based presentation of best practices and policy options in the field of social development ; |
| **Strengthening the human rights-based approach to the elaboration and implementation of social development policies** | Strengthening the human rights approach to the elaboration and implementation of social development policies, the translation of the key principles of the major UNESCO normative instruments in the field of bioethics into national legislation, as well as the monitoring of the Convention against doping in sport |

**Strategies: ……**


**UNESCO's comparative advantage: ……**

## Culture

Culture is an asset for economic and social development – and it contributes to poverty eradication and sustainable development. Given its intrinsic value for humankind, culture should be sustained and serve as a driving force for dialogue, social cohesion, innovation and peace.

### UNESCO's comparative advantage

- The only international organization with a specific mandate in the field of culture
- Sixty years experience in the field
- Universality (192 Member States and 6 Associate Members)
- Respected for neutrality and professionalism
- Creates and oversees the major international instruments in the field of culture

As the sole United Nations agency with a mandate in the field of culture, UNESCO is its leading advocate and must work towards supporting the integration of culture in the development agenda at the country level.[5]

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**Definition of culture[6]**

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

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The relationship between culture and development has yet to become a major policy concern. This is largely owing to the difficulty encountered in producing evidence-based data on existing linkages. The gap between public discourse and actual practice remains wide.

UNESCO has acquired considerable expertise, as well as global and operational tools that can demonstrate the benefits of investing in culture, and justify new approaches to policy formulation. A major feature characterizing progress in this domain is the linkage between operational action and the solid normative foundation provided by international conventions, recommendations and declarations elaborated by UNESCO in the field of culture.[7]

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[5] For background information on culture and development, see: World Decade for Cultural Development 1987-1997, World Conferences on Cultural Policies – first in Mexico City in 1982 and second in Stockholm in 1998, the World Commission on Culture and Development, its international normative achievements through its Declarations and Conventions; as well as the World Summit Outcome Document, *Millennium Summit Declaration,* para.14.

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

[7] Notably the Convention concerning the Protection of the World Cultural and Natural Heritage (1972); Convention for the Safeguarding of the Intangible Cultural Heritage (2003); Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005); Convention for the Protection of Cultural Property in the Event of Armed Conflict (1954); Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Cultural Property (1970); Convention on the Protection of the Underwater Cultural Heritage (2001); the Universal Copyright Convention (1952 and 1971); UNESCO Declaration concerning the Intentional Destruction of Cultural Heritage (2003)

Culture entails the different manifestations of human, intellectual and artistic creativity, past and present. These expressions, together with the individuals and institutions responsible for their transmission and renewal, constitute what is commonly regarded as the "*cultural sector*". Culture provides a stock of resources from which individuals and communities may draw inspiration and guidance ("*social capital*"). This notion defines culture as the creative force that helps people to grow and societies to change. This assumption is highly relevant for issues of growth, sustainability and investment.

**UNESCO's advocacy in culture is based on the following basic tenets:**

- **Culture** is a primary characteristic that is common to all of humanity. Associated with the shared emotional experience of the human condition and a collective memory, culture can be a powerful unifying force among diverse peoples of the world. Culture is a dynamic, open and flexible process. Since culture is not homogenous and static, it can only develop via a continuous process of exchanges and interactions with other cultures.
*(This is essentially the notion of "unity in diversity")*

- **Cultural diversity** is a feature of humanity and must be safeguarded to curb a trend towards uniformity in human practices across different cultures, driven by globalization. Consequently, market values alone cannot orient cultural policies.

- **Cultural industries and creativity** play an increasingly important economic role as a productive sector as well as a tool to foster integration processes. This sector becomes a strategic outlet for production, dissemination, income creation and poverty eradication.

- In addition to its economic value, culture has an intrinsic value as **a source of identity** and spiritual, intellectual, emotional and moral fulfillment. As such, it is essential to the quality of life and to human development.

- There can be no sustainable development in economic, technological, political, social or human terms without the full recognition of the **equality and rights of all cultures**.

**Key messages**

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| **The culture sector is a major source of income and employment** | The culture sector constitutes a tremendous economic force in its own right (s*tatistics of cultural flows may be provided as an illustration*). Cultural industries and creativity are strengthening their position in the global economy as a strategic outlet for innovation, production, dissemination, income generation and poverty eradication. In the process, culture can serve as a tool to foster social promotion and economic integration processes. |
| **Culture is essential to sustainable development** | Policies that take into account cultural factors, and notably cultural specificities, are more effective and more lasting |

| | because they are based on values that are meaningful to each specific people and community, hence generate a shared ownership (e.g., cultural approach to HIV/AIDS). |
|---|---|
| **Culture facilitates social cohesion** | The recognition of the equality of all cultures minimizes the risks of marginalization and reinforces solidarity thereby promoting an inclusive society. |
| **Culture contributes to international security and world peace** | In the wake of globalized economic processes inequalities develop and national sovereignty erodes, causing social discord and surges of nationalism expressed in cultural terms. In this context, culture can easily become politicized and instrumentalized, causing global or regional instability. |
| **Culture and democracy are mutually reinforcing** | Sustaining cultural diversity contributes to the respect for human rights. Denial of the cultural identity of any group or the right to equal access and enjoyment of cultural life undermines human development. |
| **Culture is crucial to the environment** | Cultural diversity is as fundamental as biodiversity, hence those policies that take into account cultural factors, and in particular time-honored traditional cultural practices closely linked to the natural environment, are the most ecologically sound and guarantee sustainable development practices.<br><br>Culture should be treated as a sustainable resource for the maintenance of diversity. |

## Focus of the Culture Programme

*Adopting a cross-sectoral approach*

- Devising cross-sectoral and integrated strategies aimed at deploying cultural resources as tools for addressing issues such social disintegration, marginalization or unemployment;

- Integrating culture into a broader range of policy formulation and policy action through the *Cultural Diversity Lens Toolkit* and other tools and modalities;

- Assisting other UN agencies and national stakeholders in assessing the impact of policy and programmes on the principles underlying the sustainability of culture and cultural diversity.

*Building inclusiveness*

- Creating the conditions for individuals to access, participate in and benefit from culture, regardless of gender cultural or ethnic background;

- Promoting inclusive policies ensuring freedom of choice and expression and genuine participation, respect for individual's right to equal access to cultural life.

*Supporting the creative sector (strategies, policies and operational action)*

- Encouraging measures to sustain and develop creative economies and ensure access to world markets in order to full participation of all peoples in development;

- Providing incentives to creators, artists and industry capable of stimulating domestic cultural industries (production, distribution and consumption).

*Reinforcing UNESCO's normative action in the field of culture*

- Encouraging UNESCO Member States to ratify the principal instruments devoted to the various aspects of culture with a special emphasis on the UNESCO Universal Declaration on Cultural Diversity and the three key conventions (1972, 2003 and 2005).

- Ensuring the active implementation of these normative instruments.

- Building enhanced public awareness of the objectives of UNESCO's normative instruments.

*Establishing links between UNESCO cultural programme and the MDGs*

- Although culture is not explicitly mentioned in the 8 UN Millennium Development Goals, it is clear that adopting a cultural approach can contribute to achieving these objectives. This is particularly relevant with regard to MDGs 1 (eradicating extreme poverty), 3 (promoting gender equality and empowering women), 6 (combating HIV/AIDS), 7 (ensuring environmental sustainability) and 8 (developing a global partnership for development).

## Strategies

National governments, policy makers, international organizations, funds and programmes as well as civil society should be encouraged to invest in and commit to:

- Heritage conservation and safeguarding intangible cultural heritage
- Implementation and awareness raising in regard to international standards
- Promoting intercultural and interreligious dialogue
- Sustaining endogenous cultural industries (production, access and dissemination)

## Simply stated:

*Why Culture?*

*Because it…*
- *generates income and employment,*
- *offers measurable and long-term social and educational benefits,*
- *promotes innovation, creativity and diversified products and services,*
- *enhances quality of life,*
- *is compatible with sustainable development, and*
- *has the potential to create bonds among peoples of the world, thereby contributing to dialogue, mutual understanding and world peace*

**Communication and information**

**Cornerstone/focus of the Communication and Information Programme**

**Creating, accessing, utilizing and sharing information and knowledge is today the most powerful tool to enable individuals, communities and peoples to achieve their full potential (in promoting their sustainable development and improving their quality of life).[8]**

[MDG 1; MDG 8]

**UNESCO's comparative advantages**

- UNESCO is the only UN agency with a constitutional <u>mandate</u> to "Promote the free flow of ideas by word and image" and to "Maintain, increase and diffuse knowledge".
- UNESCO has a 60 year <u>experience</u> in global standard setting, establishing of national policies and implementation of concrete projects in the area of communication and information.
- UNESCO has a clearly defined <u>human rights-based approach</u>.
- UNESCO has a <u>dedicated organizational entity</u> (Sector for Communication and Information) with experienced, highly professional and competent international staff.

**Key messages**

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| **Communication contributes to development** | Communication systems and processes (for example community radios) that enable dialogue and allow individuals and communities to speak out, express their aspirations and concerns, and participate in the decisions that are crucial to development.<br>[MDG 1; MDG 3] |
| **Media freedom and access to information play a key role in empowering the poor** | Free and independent media serves as an information conduit to facilitate good governance, creating and developing the relations between an informed, critical, and participatory population and responsive elected officials.  They bring hardier civil society, political transparency, and sustainable economic development, which have all repeatedly demonstrated their importance in the alleviation of poverty.<br>[MDG 1] |
| **Media and ICT define peoples' cultural identity and self-expression** | Communication and information have a great potential to foster mutual understanding, peace and reconciliation, particularly in open conflict and post-conflict countries. Content in media and on the internet must reflect the linguistic and cultural diversity of people.<br>[MDG 1) |
| **Access to information and knowledge is crucial to** | Unhindered access to information and knowledge (for example through libraries and websites) is essential for |

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[8] The crucial contribution that communication and information  can make to development was clearly made by the WSIS  Plan of Action stressing the role of communication and information to «advance the achievement of the internationally-agreed development goals, including those in the Millennium Declaration, the Monterrey Consensus and the Johannesburg Declaration and Plan of Implementation, by promoting the use of ICT-based products, networks, services and applications, and to help countries overcome the digital divide ».

**national development**        development as it supports economic, social, political, health, cultural, educational, and scientific activities. Everyone needs access to the information they deem relevant to them and should therefore have the opportunity and skills to use this information.

<div align="right">[all MDGs]</div>

## <u>Sectoral programme focus</u>

### *1. Focus on enabling environments (national strategies, policies and laws)*

- Assisting in the establishment of national information policy frameworks

- Assisting governments in the establishment of free, independent and pluralistic media , including ensure editorially independent public service broadcasting;

- Providing assistance in setting up adequate freedom of information frameworks including records and archives management capacities to foster transparency/accountability of governmental action;

- Assisting governments in setting up legal frameworks for knowledge creation, access and sharing;

- Helping governments in ensuring diversity of information sources in all languages.

### *2. Focus on community access (operational projects)*

- Enhancing community access to information, with a special focus on marginalized and special needs population;

- Providing assisting in the setting up of operational library services enabling communities to access information and knowledge.

### *3. Focus on capacity building (operational projects)*

- Empowering users to access information and knowledge (media and information literacy)

- Helping governments and professional communities to design strategies and infrastructures for the capacity building of media professionals (e.g. journalists schools);

- Helping governments and professional communities to design strategies and infrastructure for building capacity of information/knowledge managers (e.g. library schools);Assist media and information professionals in establishing and sustaining organisations and networks, nationally and internationally

## <u>Strategies</u>

- Building on global and normative work[9]

- Linking policy development with operational activities (e.g. in the area of community access)

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[9] Declaration of Belgrade on Media, Conflict Prevention and Reconstruction (2003); Declaration of Dakar on Media and Good Governance (2004); Declaration of Colombo on Media, Development and Eradication of Poverty (2006); Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (2003); Charter on the Preservation of Digital Heritage (2003); Action Plan of the 10th UN Inter-Agency Round Table on Communication for Development (2007)

- Using the WSIS Action Plan as a framework, particularly with respect to actions in the areas of universal access to information, cultural and linguistic diversity, e-learning, e-science and media freedom and development

- Building on UNESCO's network created within the framework of the implementation of the WSIS Action Plan

- Using national structures established within the framework of UNESCO's activities (International Programme for the Development of Communication ( IPDC);  Information for All Programme (IFAP) (National Committees); Memory of the World Programme (National Memory of the World Committees)

- Using strategic partnerships established with other UN agencies, NGOs and professional organisations and the private sector