



United Nations  
Educational, Scientific and  
Cultural Organization

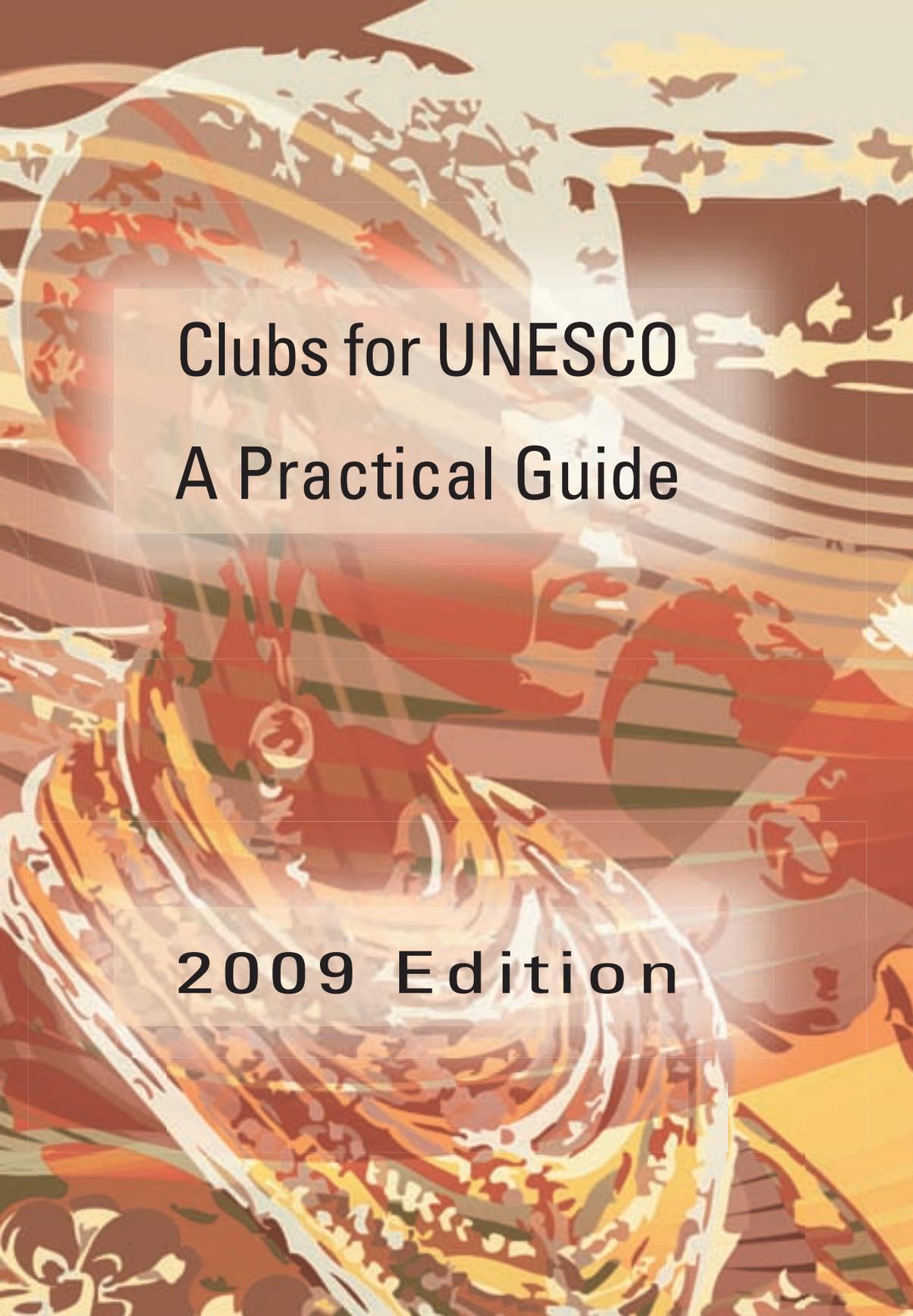
# Clubs for UNESCO

## *A Practical Guide*



**2009  
EDITION**

SECTOR FOR EXTERNAL RELATIONS AND COOPERATION



**Clubs for UNESCO  
A Practical Guide**

**2009 Edition**

# FOREWORD

Foreword by Mr Koïchiro Matsuura,  
Director-General of UNESCO

**A**t the advent of the twenty-first century, the United Nations recognized that within a rapidly changing context of global affairs, civil society's role, and its interaction with the UN, had evolved considerably. Member States emphasized the importance and still untapped potential of civil society's support for democracy and social inclusion.

The "Cardoso Panel", set up by the Secretary-General of the UN in 2002 to look at ways to capitalize on the increased interdependence between the UN and civil society, lent new impetus to promoting international partnership with civil society.

UNESCO has invested heavily in this endeavour. For many years now, UNESCO has been systematically involving different partners in its action in order to maximize the ways it carries out its mission. The Organization's success in its priority programmes in Education, Culture, Science, and Communication has been due, in part, to the growing role civil society plays in meeting the challenges of today's world.

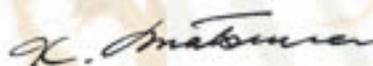
Indeed, our Organization's advantage lies in its capacity to mobilize civil society to create a vast synergy of expertise and hands-on leadership. And Clubs for UNESCO in particular have always played an important role in achieving our ambitious goals and continually lending a fresh perspective to fostering UNESCO ideals.

Let us not undervalue the reach and strength of many arms over one or two. In a contemporary world that is increasingly reliant on shared knowledge and resources, this hands-on approach is one role the UN and ordinary citizens can act upon jointly.

Clubs for UNESCO play a key role in fulfilling the Organization's mission. They are facilitators. They uphold the Organization's values and principles. They encourage dialogue, promote cultural diversity and can contribute to peace and human development.

In order to attain our goals and objectives, it is absolutely essential that at the very core of UNESCO's mission, civil society, and Clubs for UNESCO in particular, be an active participant.

We look forward to a world where individual and group resources and expertise are not held for ourselves alone but are shared with and by all. We look forward to a time of equal opportunity and equal benefit for all. In this regard, the change that ordinary citizens can bring to the world should not be under-estimated. I call on you to give your time, your talent, your expertise and your resources to change the world in a positive way. Your actions can be more far-reaching than you dare to think.



Koïchiro Matsuura

# INTRODUCTION

In September 2000 on the threshold of a new millennium, the world's leaders convened at an historic United Nations Millennium Summit to construct a new framework for multilateral cooperation and to discuss the role of the United Nations (UN) in the Twenty-First Century. A universal agreement, the Millennium Declaration, was adopted by 189 nations' leaders and Heads of State as the international community's collective response to the security and development challenges of a changing global environment.

Subsequently, eight Millennium Development Goals (MDGs) were established and the international community committed to a world-wide effort in achieving these goals by 2015. UNESCO, the United Nations Educational, Scientific and Cultural Organization, a specialized agency of the United Nations founded in 1945, is actively pursuing these goals.

The need to develop global partnerships was particularly emphasized in the MDG No 8. Clubs for UNESCO is a creative approach to achieve this challenge. These Clubs, firmly anchored in UNESCO's ideals, foster local ownership. They nurture cooperation and value the bonds of local communities and their capacity to effect sustainable change.

Since global challenges cannot simply be met by large-scale programmes or by governments or businesses alone, these Clubs provide an effective hands-on method. UNESCO, in close cooperation with the National Commissions for UNESCO, has been strengthening its interaction with the civil society and promoting a genuine "culture of partnership" in line with the Cardoso Report on United Nations-Civil Society Relations.

This updated guide is designed for every individual with a desire to contribute to a worldwide movement. It is a basic how-to manual for setting up a Club for UNESCO. It addresses each of us, as individuals and as groups, who wish to be part of humanity's solution and believe in a sustainable global community that can think globally and act locally. This guide also provides basic information on UNESCO's ideals and offers general ideas on how to maximize a community's outreach capacity.

I hope that this guide will be helpful for all current and future members of our UNESCO family.



**Ahmed Sayyad**  
**Assistant Director-General**  
**for External Relations and Cooperation**

# TABLE OF CONTENTS

<b>I. What is UNESCO?</b>	<b>7</b>
<b>II. What are Clubs for UNESCO?</b>	<b>8</b>
1. Definition	8
2. Historical Background	9
3. <i>Raison d'être</i> of Clubs for UNESCO	10
<b>Boxes:</b> Memorable quotes	
<b>III. Why create a Club for UNESCO?</b>	<b>11</b>
1. Aims and Roles of Clubs for UNESCO	11
2. Three main functions	12
3. From local community to the world	15
<b>Box:</b> Tips for Success	16
<b>IV. Structure and Operations of Clubs for UNESCO</b>	<b>17</b>
1. How to set up a Club for UNESCO	17
2. The administrative structure of a Club for UNESCO	17
3. Relationship between UNESCO and Clubs	18
4. Role of National Commissions for UNESCO	19
5. Relations with UNESCO's Associated Schools	20
6. Relation with other Clubs for UNESCO	20
7. Use of UNESCO's name and logo by Clubs for UNESCO	20
<b>Boxes:</b> World Federation of UNESCO Clubs, Centres and Associations (WFUCA)	24
Regional and National Federations of Clubs for UNESCO	24
An Overview of the Clubs for UNESCO Movement	25
<b>V. Annex</b>	
i) Glossary	26
ii) Extract from the Constitution of UNESCO (Preamble and Article I)	28
iii) List of International Days and Weeks	30
iv) Millennium Development Goals (MDGs)	33
v) To stay informed	33

# 1. WHAT IS UNESCO?

## WHAT IS UNESCO?

UNESCO, the United Nations Educational, Scientific and Cultural Organization, a specialized agency of the United Nations was founded on 16 November 1945.

UNESCO functions as a laboratory of ideas and a standard-setter to forge universal agreements on emerging ethical issues. The Organization also serves as a clearing house – for the dissemination and sharing of information and knowledge – while helping Member States to build their human and institutional capacities in diverse fields.

In short, UNESCO promotes international co-operation among its 193 Member States (as of September 2008) and six Associate Members in the fields of Education, Science (Natural Sciences and Social and Human Sciences), Culture and Communication.



# WHAT ARE CLUBS FOR UNESCO?

## II. WHAT ARE CLUBS FOR UNESCO?

### 1. Definition

A global grass-roots movement, Clubs for UNESCO support UNESCO priorities by using a community's own experience, skills and outlook to foster peace and exchange. They consist of groups of people from all ages, from all walks of life and every background who share a firm belief in UNESCO's ideals as set out in its Constitution (see Annex ii).

Although they have features in common, Clubs for UNESCO may take many different forms; the nature of a Club is determined by its membership and by the conditions and social environment in which it is called upon to operate.

Clubs for UNESCO fall into four main categories:

- Clubs established in schools (whose members are pupils and teachers in educational institutions) are at present in the majority.

- Clubs operating in universities and higher educational institutions are the natural sequel to school Clubs and they are growing steadily in numbers and are often established through the initiative of student groups.

- Clubs not intended specifically for schoolchildren or students but for a wider membership. These Clubs have a clearly recognized legal status, and their membership includes leading members of the cultural and public service circles of the community.

- Centres for UNESCO differ from the aforementioned Clubs and Associations for UNESCO because they operate on a permanent basis in premises usually open to the general public. They are staffed by specialized personnel who most often work on a re-

*"Civil society is now so vital to the United Nations that engaging with it well is a necessity, not an option."*

(Extract from the Cardoso Report on UN-Civil Society Relations, entitled "We the Peoples: civil society the United Nations and global governance", United Nations, 11 June 2004)



munerative basis. They have relatively sizeable, and often considerable, financial resources derived from a variety of sources (governments, municipalities, foundations, groups of sponsors).

It would be tedious to try to enumerate the various sectors of the community in which Clubs for UNESCO have been or can be formed; the richness of the movement is due precisely to its flexibility and to the wide variety of possible settings for its work.

The primary purpose of the Clubs is to develop understanding and support for UNESCO and its programmes. They seek to disseminate UNESCO's ideals and undertake activities directly inspired by those of the Organization, broaden cultural horizons and provide an invaluable service to UNESCO and to the National Commissions for UNESCO (See chapter IV, Part 4) in supplementing public information activities. The Clubs respect the founding principles of UNESCO and are non-profit making. They are also legally and financially independent from UNESCO.

***"A peace based exclusively upon political and economic arrangements of governments would not be a peace which could secure unanimous, lasting and sincere support from people of the world and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind"***

(UNESCO Constitution)

## **2. Historical Background**

The very first Club was set up in Sendai, Japan in 1947 even before Japan became a Member State of UNESCO in 1951. This Club is an example of a grassroots initiative becoming an integral part of a larger forum for solidarity as this initiative was created from the ruins of the post-war period and later grew spontaneously by people from several countries sharing a commitment to civic awareness.

***UNESCO cannot achieve its ambitious objectives alone. It is fortunate to have a vast and unparalleled range of constituencies, partners and networks that are eager to be involved in its work: governmental and non-governmental, public and private partners, which combine their competencies and resources around a single goal owing to the presence and approval of UNESCO.***

(UNESCO's Medium-Term Strategy 2008-2013)

The enthusiasm and speed at which these Clubs emerged was astounding. In a mere few months following UNESCO's founding, a popular movement had been established. Over 100 Clubs were already in existence on 4 November 1949 when Mr Jaime Torres Bodet, then Director-General of UNESCO during a lecture commemorating the third anniversary of the founding of UNESCO, appealed for the creation of Clubs for UNESCO in secondary schools and universities.

Following this appeal, the movement of Clubs for UNESCO has been

steadily expanding throughout the world. Today, there are approximately 3700 Clubs in nearly 100 countries (as of September 2008).

### **3. Raison d'être of Clubs for UNESCO**

The premise for the Clubs was drawn from the Preamble of the UNESCO Constitution which states that “a peace based exclusively upon political and economic arrangements of governments would not be a peace which could secure unanimous, lasting and sincere support from people of the world” without calling upon local residents to cooperate and learn from one another both domestically and internationally.

***“(...) the vital importance of partnership to UNESCO’s work. This means first and foremost our collaboration with members of the “UNESCO family” – that is, with National Commissions, national committees of intergovernmental programmes, category 2 centres, UNESCO Chairs, Associated Schools, and Clubs and Associations. We must do more to maximize the use of these valuable networks and intermediaries.”***

(The 34th General Conference closing session, Mr Koïchiro Matsuura, Director-General of UNESCO)

Beyond political leaders and policy-makers, this movement exemplifies how ordinary citizens can influence decision-makers. These Clubs are pioneers in building sustainable bridges within civil society.

But how are these people to be associated with the construction of peace that, just after the Second World War, was felt to be urgently necessary and has not become less so in a world where people are still in conflict with each other?

How can they be made to respond to the notion of the intellectual and moral solidarity of mankind that was recognized by the founders of UNESCO as the basis for such peace?

It was the people who spontaneously found an answer to these questions by joining together in Clubs for UNESCO, the very name of which clearly expressed their commitment to the Organization’s ideals and their wish to play a part in making them a reality.



# III. WHY CREATE A CLUB FOR UNESCO?

## 1. Aims and Roles of Clubs for UNESCO

The main objective of UNESCO is “to contribute to peace and security in the world by promoting collaboration among nations through Education, Science, Culture and Communication in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion (...)”. (UNESCO Constitution, Article I)



### *So, why a Club?*

The Clubs were born of individual initiative: from the beginning to the present day they have been set up in answer to a widespread feeling among their members of the need to participate more actively in international life, in harmony with UNESCO's approach and within its fields of competence. Their activities are directed towards the ideals set forth in the Preamble to the UNESCO Constitution.

### *We can summarize the aims of Clubs for UNESCO as follows:*

- To promote understanding of the aims and ideals of UNESCO and work for the success of their implementation;
- To facilitate international understanding, cooperation and world peace;
- To support human rights;
- To contribute to the training in civics and democracy of their members;
- To participate in social development conceived as the attainment of the conditions most conducive to the full development of the human personality.

Each Club is free, of course, to decide that any one of these aims should be given priority over the others. It stands to reason that the major aims outlined above can be formulated differently or that Clubs can add other aims, of a variant nature or simply less general in scope.

However widely Clubs for UNESCO may differ from country to country, they are in each case the creation of people who share the aims and ideals of UNESCO and resolved to act together to assist in their realization.

## ***2. Three main functions***

---

While activities may vary from one Club to another, the function of a Club may be simply summed up as follows: Training, Dissemination of Information and Action.

### ***Training***

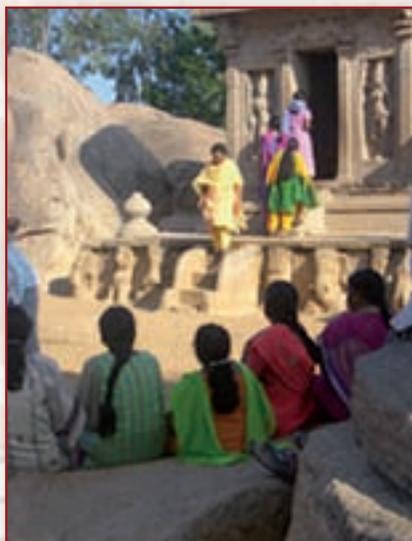
Value of Clubs for UNESCO does not lie simply in the knowledge it helps to impart but also in its training role, in the self-education of its members through their participation in its activities. The Clubs do not provide training for their members alone; they also seek to contribute to the education of those around them. Training can take the form of studying basic UN and UNESCO documents such as the Universal Declaration of Human Rights and the Constitution of UNESCO in order to grasp the fact that what these organizations say and do is of direct concern to them.

Most of the Clubs arrange visits, excursions and tours for the twofold purpose of giving participants a more concrete idea of economic, social and cultural conditions (visits to industrial centres, dams, model farms, training centres, monuments, museums, artists' studios), and providing opportunities for personal contacts between people from different backgrounds or different countries.

Training can also take the following form: participation in international conferences, especially in those dealing specifically with matters



relating to Clubs for UNESCO, through information seminars designed for members of National Commissions in various regions; international exchanges enabling Club leaders to obtain practical experience in countries where the Clubs are particularly active. UNESCO does its utmost to promote such exchanges. It also welcomes leaders from National Federations or Clubs wishing to become more familiar with its working methods and programme, either at its Headquarters or Regional Offices.



### *Dissemination of Information*

A basic purpose of a Club for UNESCO is to increase awareness. Clubs obtain and disseminate factual data about national and world problems, the activities of international organizations, the activities of the Club itself and so on. Club members are outward-looking, aware of the message they have to communicate and mindful of the role they can play in stimulating the interest of their family, their acquaintances, their colleagues and, more broadly, their community. Clubs publish documents promoting literacy, environmental conservation and preservation of cultural heritage, for example, in their own national and local languages.

To carry out their task of providing information, the Clubs collect documentation on UNESCO and the United Nations. In order to obtain these documents, they organize exchanges with other Clubs and also apply to UNESCO, the United Nations Information Centres, embassy cultural services, tourist offices, the documentation centres of National Commissions for UNESCO and Federations and Clubs for UNESCO in other countries. The majority of Clubs, however, do not merely collect information material, but produce it themselves.

Some Clubs make translations into their own language of outstanding educational works, UNESCO documents, or sound-tracks of documentary films produced by UNESCO, etc.

Associated with such dissemination activities are Clubs' efforts to make UNESCO publications more widely known by various means, promote their sale and attract more subscriptions to the Organization's

periodicals. There is little need to dwell on the bulletins produced by many Federations and Clubs, as such activities form part and parcel of the life of any association. The bulletins usually comprise information about international organizations, leading articles on subjects and problems cropping up in the course of their work, records of the Clubs' and National Commissions' activities, practical information.

### *Action*

However widely Clubs may differ from country to country, they are in all cases, as we have seen, the creation of people attracted by the aims and ideals of UNESCO and resolved to act together to assist in their realization.



This is the essential condition for the existence of a Club dissemination: Although the first two functions, training and information are necessary, they cannot be considered sufficient, and any Club that confined itself to them would to some extent be failing in its mission. Furthermore, they do not take on their full value unless they do lead to action.

The members of the Clubs must therefore make a close study of the aims and ideals they wish to serve; to this end, it will be useful for them to read not only the Constitution of UNESCO, the Charter of the United Nations and the Universal Declaration of Human Rights but also, in a wider context, the basic literature on international organizations and

their objectives, in order to grasp the fact that what these organizations say and do is of direct concern to them. Of course this initial contact is not enough: while it is necessary to return fairly frequently to the sources - chiefly for the benefit of newly recruited members - the Club must also draw up a programme.

To begin with, this very flexible programme can be in broad outline only. There will always be time to add to it in the light of current events, circumstances, opportunities, proposals by a neighbouring Club, suggestions from supporters, the readiness of prominent people to accept an invitation to address the Club, the availability of documentary material, action taken by the National Commission for UNESCO, the National Federation of Clubs for UNESCO or the World Federation and the priorities adopted by the UNESCO General Conference.

As may be dictated by its local resources, financial means and the preference of its members, each Club can select some of the following activities:

- Lectures and debates: seminars and study days, symposiums and meetings designed to develop an awakening of interest in UNESCO, its mission and work;
- Participation in International Days, Weeks, Years and Decades proclaimed by the UN and UNESCO and Celebrations of Anniversaries with which UNESCO is associated (see Annex iii);
- Gathering, publishing and distributing of information material;
- Organization of cultural activities (i.e. exhibitions, drawing or photography competitions):
  - Organization of youth camps;
  - Excursions and study tours; exchanges between Clubs.

### ***3. From local community to the world***

---

#### ***At the local level***

Within their local community, the members of Clubs for UNESCO are Ambassadors for UNESCO who can raise awareness and develop knowledge about UNESCO and its missions. The members of Clubs for UNESCO stimulate interest in values and perspectives that integrate the Organization's ideals in one's own community, sometimes in remote areas.

### *At the national level*

Clubs for UNESCO encourage the civic awareness that binds people to their historical community and to the specific cultural values of which it is the guardian and brings home to them the need to preserve those values and make their importance, dignity and unique originality clear to all. National civic awareness also means being actively involved in the economic and social problems of one's time. The Clubs for UNESCO can also help to promote a deep national understanding of the responsibilities devolving on each individual in the development process.

### *At the international level*

Clubs for UNESCO help to spread a desire for understanding and cooperation, by organizing face-to-face discussions with other people of all origins and exchanges of information, studies and individuals, as well as through the countless contacts and ties that the modern world makes possible – in short, by exercising a liberal minded influence beyond national frontiers. At the same time, they strive to gain a better knowledge of the problems facing mankind as a whole and to support the organizations working for their solution.

### *Tips for Success*

Consider the following:

1. What are your main reasons for starting a Club for UNESCO?
2. Do you have the time and resources to run a Club?
3. Figure out when and where the Club will meet
4. Develop a clear, organized plan and determine which UNESCO priority areas are best suited for the Club
5. Stay informed about UNESCO's activities

# IV. STRUCTURE AND OPERATIONS OF CLUBS FOR UNESCO

## **1. How to set up a Club for UNESCO**

---

Any person wishing to set up a Club should get in touch with the National Commission in the respective country (See Chapter IV, Part 4), which will give her or him the information needed to carry out the project, since it is for the National Commission to encourage the creation of Clubs and to determine the nature and extent of their activities.

The National Commission is responsible for the orientations and legitimacy of activities that are undertaken by the Clubs, Associations and Centres for UNESCO. In charge of helping to promote international solidarity, these Clubs are usually organized independently within a National Federation. The National Commission must ensure that these Clubs respect the ethics of UNESCO, being particularly vigilant on the use of the name and logo of UNESCO.

The following elements should be submitted to the National Commission for consideration:

- Name of the President
- Name of the Secretary-General
- Contact details: Postal address, telephone, fax, e-mail address
- Priority areas
- List of potential projects and activities
- Financial status and administrative structure
- Objectives and expected outcomes

## **2. The administrative structure of a Club for UNESCO**

---

Experience has shown that a well organized Club with a sound administrative structure offers the best guarantee of continuity and effective action. Great importance should therefore be given to the administrative and management side of work. The formalities of general assemblies, the details of bookkeeping and the drafting of minutes and reports may seem tedious, particularly to young people, and appear to tie up Club activities in needless red tape. However, the Club must follow basic rules: observing such rules and establishing appropriate executive machinery are the best possible training in democracy; no democratic body, however small, can do without them.

There is also a practical reason why officers and some rules are essential: most Clubs must have a budget and to receive and disburse money. This is a field in which the greatest care and certain precautions must be taken. In particular, a Club may have occasion to apply for a grant from a local authority, a government department or the National Commission, when certain formalities will have to be observed as a proof of the Club's serious intentions.

### *Legal status of Clubs for UNESCO*

It is entirely to the advantage of Clubs for UNESCO to acquire, under the laws applying in their country to non-profit-making cultural associations (if these exist), the legal status that will entitle them to official recognition by the public authorities. It is highly desirable that the National Commission should advise them on this matter.

### *Resources of Clubs*

Self-reliance should be the guiding principle of Club management. It should be pointed out that it is quite possible for a Club to be content with activities that cost nothing but voluntary efforts of many members.

Nevertheless, it will usually have to handle some funds, even if they consist only of membership fees or receipts from public functions organized by the Club. It is also quite natural that Club members should wish to arrange educational or cultural trips, and this will inevitably entail some expenditure. Consequently, although they may not wish to go to any great expense, they will have to work out figures, prepare budget estimates and submit financial reports. Besides, it is useful for young people to gain some experience in this way of a treasurer's functions and to acquire some knowledge at least of the basic financial terms and practices.

### **3. Relationship between UNESCO and Clubs**

In taking UNESCO's name, the Clubs commit themselves to subscribe to the general principles underlying the Organization's action. However, although UNESCO allows its name to be used by Clubs recognized by the National Commission for UNESCO or the Federation of Clubs in the country concerned, this does not create any official link between UNESCO and the Clubs, whose activities are the concern of the National Commission, which assumes responsibility in its country





for undertakings and activities carried out in UNESCO's name.

Clubs for UNESCO are considered financially and legally autonomous. Although independent, UNESCO, in close collaboration with the National Commissions for UNESCO in the respective Member States, provides ideas and intellectual, financial or material assistance for projects and activities supporting UNESCO's priorities.

Many Federations and Clubs have regular or occasional contacts with UNESCO, mainly with the Section for UNESCO Clubs and New Partnerships within the Sector for External Relations and Cooperation and with the Programme Sectors at UNESCO Headquarters. In addition, they refer with increasing frequency to the Regional Offices and UNESCO advisers and attachés in the different parts of the world. Such cooperation has proved very efficient, since the UNESCO staff away from Headquarters are in a good position to help the Clubs develop their activities and to collaborate in their fields of specialization to the organization and the carrying out of meetings as well as in the launching of programmes.

#### ***4. Role of National Commissions for UNESCO***

---

It should be noted that the role of the National Commission is not only to foster activities in their respective countries that will contribute to attain the objectives of UNESCO, but also to see that such activities do not depart from the ideals by which they are inspired.

The National Commissions are bodies comprising government representatives, capable of associating with UNESCO's work the leading national groups concerned with the development of education, science, culture and communication. They provide liaison between each Member State and UNESCO and fulfil advisory, executive and information functions vis-a-vis their own governments and UNESCO. The National Commission or similar body, each Member State is formally required to set up, under Article VII of UNESCO's Constitution, is a profoundly original feature of UNESCO, the Organization being the only Specialized Agency in the United Nations system that directly associates representatives of the intellectual community of its Member States with its work.

The National Commissions are responsible for ensuring that the Clubs keep to UNESCO's ideals and that its name is not used to promote activities not in line with the Organization, such as profit-making

or seeking personal interest. Clubs respect their statutes concerning the National Commission's responsibilities towards UNESCO. Clubs are expected to support the National Commission's work in UNESCO's programmes in their respective countries.

National Commissions are essential to forge partnerships with the stakeholders of civil society. They play a key role in terms of increasing the visibility of the Organization and to protect its image in discharging their core functions of liaison, coordination and information among different actors and partners of the Organization. They are primarily responsible for the identification of Clubs and the legitimacy of their activities as the Clubs carry the name of UNESCO.

To obtain contact details of the National Commission for UNESCO in one's country: [www.unesco.org/en/national-commissions](http://www.unesco.org/en/national-commissions)

### ***5. Relations with UNESCO's Associated Schools***

---

Founded in 1953, UNESCO's Associated Schools Project Network (ASPnet), commonly referred to as UNESCO Associated Schools, is a global network of some 8000 educational institutions in 177 countries (ranging from pre-schools and primary to secondary schools and teacher training institutions), who work in support of quality education.

UNESCO encourages the reinforcement of synergies between the Clubs Movement and the Associated Schools Network as it believes they are complimentary to each other. Such convergence between the Clubs Movement and the Associated Schools is obviously not restrictive. When possible, co-operation, joint action and mutual stimulation strengthen initiatives and help diffuse the UNESCO spirit more widely.

### ***6. Relations with other Clubs for UNESCO***

---

Here we would simply mention the many contacts established between Clubs in the same country (when no National Federation exists to facilitate inter-Club exchanges and joint work) and between Clubs in different countries and continents.

### ***7. Use of UNESCO's name and logo by Clubs for UNESCO***

---

#### ***General principles and conditions:***

On 1 November 2007, the General Conference approved the "Directives concerning the use of the name, acronym, logo and Internet domain names of UNESCO." According to these Directives, the use of the name and logo of UNESCO is the prerogative of the Organization's governing bodies, Secretariat, and National Commissions.

These bodies are also the only entities that can authorize others to use the name and logo of UNESCO.

Any use whatsoever by other bodies must be expressly authorized in advance and in writing clearly indicating the

- i) duration;
- ii) scope of the authorization;
- iii) graphic modalities.

There are two main criteria for granting use of the name and logo in connection with a specific activity:

- i) the activity is relevant to the strategic objectives and programme priorities of UNESCO;
- ii) the concerned body is compliant to the values, principles and constitutional aims of UNESCO.

Authorizations to use the name and logo of UNESCO are given under the following general conditions:

- i) the decision whether or not to authorize is always taken in light of the recommendations of the concerned National Commission(s) for UNESCO;
- ii) the body receiving the authorization is requested to assess the impact of the use on UNESCO's visibility.

There are three main types of authorizations:

- i) patronage (moral support) granted to a specific event, activity or publication at the request of another body (patronage cannot be granted to a body itself or to a lasting project programme);
- ii) contractual arrangements with another body for a specific activity, event or project (e.g. partnership, cooperation, co-production agreements);
- iii) authorization of a national entity to take part in an intergovernmental programme (e.g. World Heritage sites), a programme network (e.g. Associated Schools), or in the movement of Clubs, Centres and Associations for UNESCO.

The official graphic charter of UNESCO defines the UNESCO logo as a block composed of the following three parts:

- i) the temple symbol – including the UNESCO acronym;
- ii) the complete name (United Nations Educational, Scientific and Cultural Organization) in one or several languages;
- iii) a dotted line in logarithmic progression.

These components cannot be dissociated and this combination is not subject to any interpretation. See the following illustration:



United Nations  
Educational, Scientific and  
Cultural Organization

As regards the language(s) in which the complete name of the Organization should be featured, the (local) language(s) of the relevant audience(s) should be chosen. See the following illustrations:

The minimum size of the logo is 1.2 cm measured from the top to the bottom of the temple symbol.

The logo block of UNESCO must not be used alone. A short text should always be featured on the right-hand side of the dotted line which specifies the concerned entity and nature of association with UNESCO.



United Nations  
Educational, Scientific and  
Cultural Organization

Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture

Organización  
de las Naciones Unidas  
para la Educación,  
la Ciencia y la Cultura



United Nations  
Educational, Scientific and  
Cultural Organization

منظمة الأمم المتحدة  
للترقية والعلم والثقافة



Organização  
das Nações Unidas  
para a Educação,  
a Ciência e a Cultura

### *Use of the logo by Clubs for UNESCO*

Unless another body has been designated by the Member State, the National Commission is the authority in each country that monitors the use of the name and logo of UNESCO at the national level. National Commissions may give, or not give, Clubs for UNESCO the permission to use the Organization's name, acronym and/or logo of UNESCO, or Internet domain names featuring the name or acronym, subject to the above general conditions. The National Commissions assume the legal and other consequences that arise out of the authorizations that they give.

Whenever a Club for UNESCO uses the logo of UNESCO, it shall ensure that it is never used alone but always together, at the right hand side of the dotted line, with

- i) the Club's own logo (optional);
- ii) the Club's own name;
- iii) the below wording that specifies the nature of association with UNESCO.

Wording for Regional Federations of Clubs, Centres and Associations for UNESCO:

***“Member of the World Federation of Clubs, Centres and Associations for UNESCO”***

or

***“Regional Coordinating Body of Clubs, Centres and Associations for UNESCO”***

Wording for National Federations of Clubs, Centres and Associations for UNESCO:

***“Member of the World Federation of Clubs, Centres and Associations for UNESCO”***

or

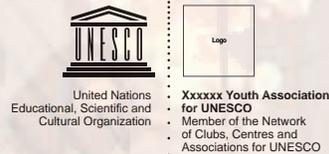
***“National Coordinating Body of Clubs, Centres and Associations for UNESCO”***

Wording for individual Clubs:

***“Member of the Movement of Clubs for UNESCO”***

See the following illustrations:

Clubs cannot authorize other entities to use the name or logo of UNESCO. Clubs are not authorized to sell for profit any products or services bearing the name, acronym and/or logo of UNESCO.



The commercial use of the name, acronym and/or logo of UNESCO, alone or in combination with other elements, must be approved by the Director-General of UNESCO under a specific agreement.

For more information, please see on the Internet: [www.unesco.org/en/logo](http://www.unesco.org/en/logo)

### ***World Federation of UNESCO Clubs, Centres and Associations (WFUCA)***

An international NGO called the World Federation of UNESCO Clubs, Centres and Associations (WFUCA) was formed in 1981 as the international coordinating body of the movement of Clubs for UNESCO worldwide. WFUCA is a NGO that has official relations with UNESCO.

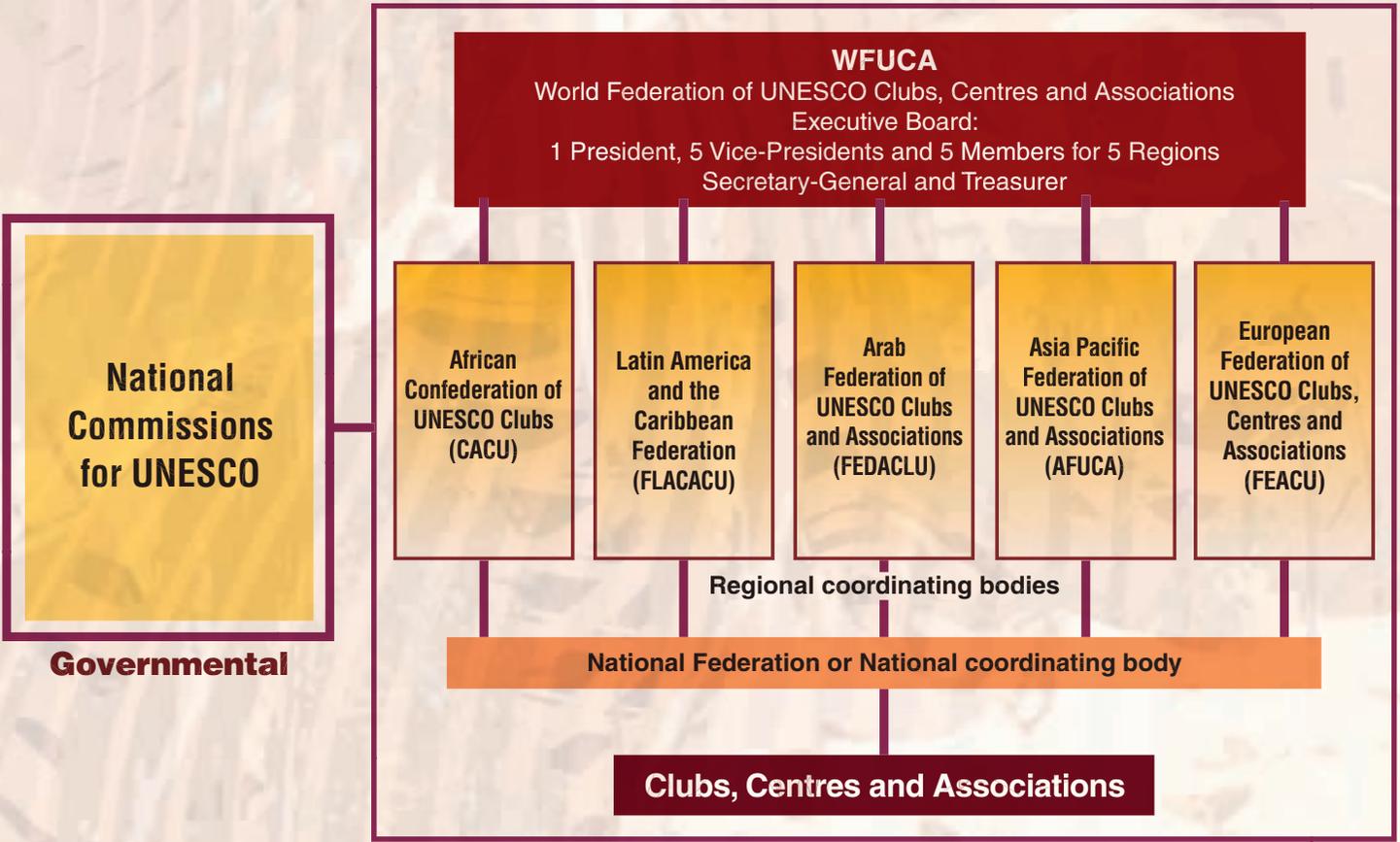
Its role is to provide general co-ordination services, organize meetings and exchanges, and contribute to training programmes, projects and publications. It's interregional and sub regional programmes stimulate active co-operation among national federations. A World Congress of WFUCA is held every four years to evaluate, coordinate and integrate the Federation's programmes.

World Federation of UNESCO Clubs, Centres and Associations (WFUCA)  
Address: c/o UNESCO House – 1 rue Miollis – 75732 Paris Cedex 15  
FRANCE – Tel: +33 (0)1 45 68 48 19 – E-mail: sg.fmacu@yahoo.fr



### ***National and Regional Federations of Clubs for UNESCO***

National and Regional Federations of Clubs for UNESCO are the coordinating bodies of the UNESCO movement within their respective countries or regions. They come under the responsibility of the relevant National Commissions for UNESCO and should always inform and consult the National Commissions in carrying out their activities.



### i) Glossary (*in alphabetical order*)

#### ***Constitution of UNESCO***

The Constitution of UNESCO, signed on 16 November 1945, came into force on 4 November 1946 after ratification by twenty countries: Australia, Brazil, Canada, China, Czechoslovakia, Denmark, Dominican Republic, Egypt, France, Greece, India, Lebanon, Mexico, New Zealand, Norway, Saudi Arabia, South Africa, Turkey, United Kingdom and the United States of America.

#### ***Director-General of UNESCO***

The executive head of the Organization. He or she is elected every four years by the General Conference.

#### ***ERC (External Relations and Cooperation)***

The Sector for External Relations and Cooperation (ERC) plays a central role in developing relations with Member States, Associate Members, observers and territories, and coordinates its activities with the United Nations, its specialized agencies, programmes and organs, and with other international intergovernmental and non-governmental organizations. In addition, the Sector is in charge of partnerships with the private sector as well as with bilateral and multilateral donors and partners.

#### ***The Executive Board***

Composed of 58 Member States, is responsible for ensuring the execution of the programme adopted by the General Conference. It meets twice a year to examine the Organization's programme and budget.

#### ***The General Conference***

Primary decision-making body, comprising representatives of all Member States. It meets every two years to determine the policies and main lines of work of the Organization. Following the principle of one vote per country, it approves UNESCO's biennial programme and budget. Every four years, it appoints the Director-General based on the recommendation of the Executive Board.

## ***Member States and Associate Members***

Countries that have signed the Constitution of UNESCO are Member States to UNESCO. There are 193 Member States (January 2009).

Territories or groups of territories which are not responsible for the conduct of their international relations that have signed the Constitution of UNESCO are called Associate Members of UNESCO. There are 6 Associate Members (January 2009).

## ***National Commissions for UNESCO***

The National Commissions for UNESCO are national cooperating bodies set up by the Member States for the purpose of associating their governmental and non-governmental bodies with the work of the Organization.

## ***Participation Programme***

The Participation Programme functions as one of the complements to UNESCO's regular activities by analyzing, evaluating and facilitating the implementation of national, sub-regional, inter-regional and regional projects directly related to the activities of the Organization.

## ***Permanent Delegations to UNESCO***

The Permanent Delegations to UNESCO, established by Member States, ensure liaison between Member States' Governments and the Organization's Secretariat. The Permanent Delegations are headed by a person having diplomatic status (generally with the rank of ambassador). When a Permanent Delegate is appointed to the Organization, the appointment is the subject of an official communication addressed to the Director-General of the Organization.

## ***Secretariat***

The Secretariat consists of the Director-General and staff. There are around 2,100 members from some 170 countries. More than 700 staff members work in UNESCO's 58 field offices around the world (January 2009).

ii) Extract from the Constitution of UNESCO (*Preamble and Article I*)

Constitution of the United Nations Educational, Scientific and Cultural Organization

*Adopted in London on 16 November 1945 and amended by the General Conference at its 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 12th, 15th, 17th, 19th, 20th, 21st, 24th, 25th, 26th, 27th, 28th, 29th and 31st sessions.*

The Governments of the States Parties to this Constitution on behalf of their peoples declare:

*That since wars began in the minds of men, it is in the minds of men that the defences of peace must be constructed;*

*That ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war;*

*That the great and terrible war which has now ended was a war made possible by the denial of the democratic principles of the dignity, equality and mutual respect of men, and by the propagation, in their place, through ignorance and prejudice, of the doctrine of the inequality of men and races;*

*That the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfill in a spirit of mutual assistance and concern;*

*That a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.*

*For these reasons, the States Parties to this Constitution, believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives;*

*In consequence whereof they do hereby create the United Nations Educational, Scientific and Cultural Organization for the purpose of advancing, through the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind for which the United Nations Organization was established and which its Charter proclaims.*

## Article I

### Purposes and functions

- 1.** The purpose of the Organization is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.
- 2.** To realize this purpose the Organization will:
  - (a)** Collaborate in the work of advancing the mutual knowledge and understanding of peoples, through all means of mass communication and to that end recommend such international agreements as may be necessary to promote the free flow of ideas by word and image;
  - (b)** Give fresh impulse to popular education and to the spread of culture: By collaborating with Members, at their request, in the development of educational activities;  
By instituting collaboration among the nations to advance the ideal of equality of educational opportunity without regard to race, sex or any distinctions, economic or social;  
By suggesting educational methods best suited to prepare the children of the world for the responsibilities of freedom;
  - (c)** Maintain, increase and diffuse knowledge:  
By assuring the conservation and protection of the world's inheritance of books, works of art and monuments of history and science, and recommending to the nations concerned the necessary international conventions;  
By encouraging cooperation among the nations in all branches of intellectual activity, including the international exchange of persons active in the fields of education, science and culture and the exchange of publications, objects of artistic and scientific interest and other materials of information;  
By initiating methods of international cooperation calculated to give the people of all countries access to the printed and published materials produced by any of them.
- 3.** With a view to preserving the independence, integrity and fruitful diversity of the cultures and educational systems of the States Members of the Organization, the Organization is prohibited from intervening in matters which are essentially within their domestic jurisdiction.

iii) List of International Days and Weeks *(adopted by United Nations and its specialized agencies)*

<b>January</b>	
27	International Day of Commemoration in memory of the victims of the Holocaust
<b>February</b>	
21	International Mother Language Day
<b>March</b>	
8	International Women's Day and United Nations Day for Women's Rights and International Peace
21	International Day for the Elimination of Racial Discrimination
21-28	Week of Solidarity with the Peoples Struggling against Racism and Racial Discrimination
22	World Water Day
23	World Meteorological Day
<b>April</b>	
4	International Day for Mine Awareness and Assistance in Mine Action
7	World Health Day
23	World Book and Copyright Day
<b>May</b>	
3	World Press Freedom Day
15	International Day of Families
17	World Information Society Day (formerly World Telecommunication Day)
21	World Day for Cultural Diversity for Dialogue and Development
22	International Day for Biological Diversity (formerly December 29, changed in 2001)
25-1 June	Week of Solidarity with the Peoples of Non-Self-Governing Territories
29	International Day of United Nations Peacekeepers
31	World No-Tobacco Day
<b>June</b>	
4	International Day of Innocent Children Victims of Aggression

5	World Environment Day
17	World Day to Combat Desertification and Drought
20	World Refugee Day
23	United Nations Public Service Day
26	International Day Against Drug Abuse and Illicit Trafficking and International Day in Support of Victims of Torture
<b>July</b>	
First Saturday	International Day of Cooperatives
11	World Population Day
<b>August</b>	
9	International Day of the World's Indigenous People
12	International Youth Day
23	International Day for the Remembrance of the Slave Trade and its Abolition
<b>September</b>	
8	International Literacy Day
16	International Day for the Preservation of the Ozone Layer
21	International Day of Peace (formerly the opening day of the UN General Assembly, changed to a set date as of 2002)
During last Week	World Maritime Day
<b>October</b>	
1	International Day for Older Persons
4 - 10	World Space Week
5	World Teacher's Day
First Monday	World Habitat Day
Second Wednesday	International Day for Natural Disaster Reduction
9	World Post Day
10	World Mental Health Day
16	World Food Day
17	International Day for the Eradication of Poverty

24	United Nations Day and World Development Information Day
24-30	Disarmament Week
<b>November</b>	
6	International Day for Preventing the Exploitation of the Environment in War and Armed Conflict
16	International Day of Tolerance
Third Sunday	World Day of Remembrance for Road Traffic Victims
20	Universal Children's Day, and Africa Industrialization Day
21	World Television Day
25	International Day for the Elimination of Violence against Women
29	International Day of Solidarity with the Palestinian People
<b>December</b>	
1	World AIDS Day
2	International Day for the Abolition of Slavery
3	International Day of Disabled Persons
5	International Volunteer Day for Economic and Social Development
7	International Civil Aviation Day
9	International Anti-Corruption Day
10	Human Rights Day
11	International Mountain Day
18	International Migrants Day
19	United Nations Day for South-South Cooperation
20	International Human Solidarity Day

For further information, please visit the UN's Conferences and Events site  
[www.un.org/events/index.html](http://www.un.org/events/index.html)

## iv) Millennium Development Goals (MDGs)

- Goal 1:** Eradicate extreme poverty and hunger
- Goal 2:** Achieve universal primary education
- Goal 3:** Promote gender equality and empower women
- Goal 4:** Reduce child mortality
- Goal 5:** Improve maternal health
- Goal 6:** Combat HIV/AIDS, malaria and other diseases
- Goal 7:** Ensure environmental sustainability
- Goal 8:** Develop a Global Partnership for Development

## v) To stay informed

### **Websites**

UNESCO Official Website: [www.unesco.org](http://www.unesco.org)

UNESCO ERC Webpage about Clubs for UNESCO: [www.unesco.org/clubs](http://www.unesco.org/clubs)

UNESCO Constitution: [www.unesdoc.unesco.org](http://www.unesdoc.unesco.org) (search Constitution)

United Nations Official Website: [www.un.org](http://www.un.org)

United Nations/Civil Society Relations: [www.un.org/issues/civilsociety/partnerships.asp](http://www.un.org/issues/civilsociety/partnerships.asp)

Millennium Development Goals: [www.un.org/millenniumgoals/](http://www.un.org/millenniumgoals/)

### **Free publications\***

- UNESCO: What is it? What does it do?
- International Directory of Clubs, Centres of Associations for UNESCO
- UNESCO and Civil Society
- Directory of National Commissions for UNESCO
- UNESCO Club Manual 1990
- UNESCO and Clubs for UNESCO, Parliaments and Interparliamentary Organizations, Cities and Local Authorities

*\* Requests for these publications should be addressed to:*

UNESCO

**Sector for External Relations and Cooperation**

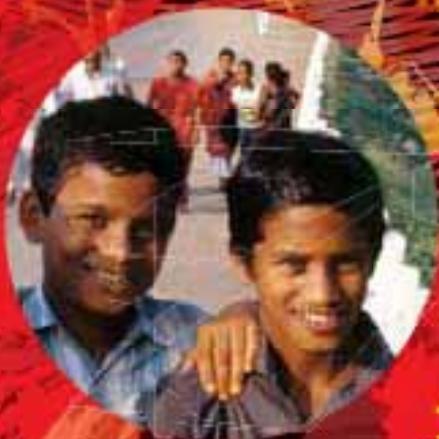
**Section for UNESCO Clubs and New Partnerships**

7 Place de Fontenoy 75352 Paris 07 SP FRANCE

Tel: +33 (0)1 45 68 14 73

Fax: +33 (0)1 45 68 58 54

Email: [erc.pts@unesco.org](mailto:erc.pts@unesco.org)



SECTION FOR UNESCO CLUBS AND NEW PARTNERSHIPS