



Brasilia  
Office

United Nations  
Educational, Scientific and  
Cultural Organization

# UNESCO Programme in Brazil 2013



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# TABLE OF CONTENTS

**PART I – Situation Analysis .....7**

**PART II – Past and Present Cooperation : Lessons Learned .....11**

**PART III – Proposed Cooperation Framework .....15**

**PART IV – Partnerships .....25**

shs  
social and human sciences

scil  
natural sciences

ci  
culture

ed  
communication and information

education

# Situation Analysis

UNESCO Brasilia presents its third UNESCO Country Programming Document (UCPD) in order to demonstrate and contextualize the Organization's actions which contribute to the development of priority programmes and policies for Brazil during the period 2013 to 2015.

This report is also a revision exercise on UNESCO's relevance as a part of the United Nations System, in an average income country such as Brazil, which is an active Member State in the Organization and other world forums and that has been gaining space in international relations.

UNESCO Brasilia's new programming period should take its possible contribution until 2015 into consideration by implementing the Millennium Development Goals (MDGs), established in 2000 with the Millennium Declaration, highlighting that Brazil has already achieved some of the targets of these goals. It should also take the international commitments taken on by Brazil following the Rio+20 Conference (United Nations Conference on Sustainable Development) into consideration.

With Rio+20, the countries decided to launch a process to develop a set of Sustainable Development Goals (SDGs) from the MDGs and convergent with the Post-2015 development agenda. It is a much more complex agenda, not merely because it covers new global development and sustainability challenges but also because of the need to include the agendas of emerging countries, with Brazil being a highlight to the other nations with its inspiring policies.

Sustainability, in all of its aspects, is presented as guiding element for the development of Brazil in the coming years, as defined both in the Pluriannual Plan (PPA 2012-2015) – "More Development, More Equality and More Participation"<sup>1</sup>, and the Federal Government's plan called "Brazil without Misery"<sup>2</sup>. The actions implemented by Brazil within the scope of these two national programming documents were credited as reducing national inequalities, with a special highlight on the results obtained with the income transfer programmes which are responsible for including a significant

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<sup>1</sup>. "Mais Desenvolvimento, Mais Igualdade, Mais Participação" Available at: <[http://www.secretariageral.gov.br/art\\_social/forumppa/materiais-de-apoio/PPA\\_de\\_Bolso.pdf](http://www.secretariageral.gov.br/art_social/forumppa/materiais-de-apoio/PPA_de_Bolso.pdf)>.

part of the population in a situation of misery in Brazil's growing middle class. It is equally important to mention the other elements, which consolidate the new framework of redistributing the country's wealth. These include the progressive increase in the minimum salary, the extension of social welfare benefits and, above all, the universalization of education and the direct relation between this sector of the population's increased education levels and rise in income.

The challenge is maintaining this new population contingent in the middle class, which will take place with the transition of income transfer policies to those which generate income. A presupposition for this evolution is the resumption of economic growth (also responsible for financing these programmes) and consolidation of the productive tissue, with the strengthening of small and medium sized enterprises.

Faced with this framework, UNESCO's contribution could take place in different forms in the five areas of its mandate. We understand that socio-economic sustainability results from a series of factors, with the creative economy filling a pertinent role in expanding opportunities to generate jobs and income, in addition to promoting inclusion and capacity-building. Therefore, education should be strengthened, especially in the area of technical professional training, in response to the needs of small and medium-sized companies. A virtuous circle of social sustainability is created in this way, guaranteeing access by the new middle class not only to the consumer market but, most importantly, to the labour market.

Finally, and no less importantly, there is the question of environmental sustainability, with its planning going through inclusive development, which has already been mentioned, and also a critical analysis of urban concentration and its reflections on the environment.

Brazil continues with the challenge of qualifying its cooperation in an international plan. The knowledge produced by the country in recent decades could and should be shared with other nations at differing levels of development, with a special highlight on the African countries, especially the Portuguese-speaking nations and its neighbours on the American continent. Brazil occupies a prominent role in these two regions and its leadership in South-South cooperation. It has been successful so far and it is now capable of assisting other countries to seek their own solutions. It is fundamental that these solutions are adapted to local realities and the customs and cultures of different populations, assisting in qualifying existing human and material resources. In this context, UNESCO's participation will be significant, in so far that it can assist Brazil and the other cooperative countries in diagnosing the situation and in an exchange with Brazilian specialists, with a view to training local teams.

The dynamic framework of Brazil's domestic and international relations is decisive for UNESCO, as it demands a new office model. UNESCO Brasília is a national office, although it does not focus merely within the country. It is a model which is open to development aligned with the changes of Brazil's profile and it needs to maintain its sustainability, in which the majority of its operations are financed by extra-budgetary projects implemented with national partners.

Responding to Brazil's demands, characterized by sustainable development, it requires

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<sup>2</sup>. "Plano Brasil sem Miséria". Available at: <<http://www.brasilsemmiseria.gov.br/>>.

strengthening abilities for intersectoral response. Knowledge, science and innovation are the motors of development and depend on quality basic education, which is one of the essential elements for an inclusive society and that is able to transform its diversity into wealth and knowledge.

All of these aspects are also reflected in the United Nations Development Assistance Framework (UNDAF), which was recently validated with the Brazilian Government<sup>3</sup>. In addition to UNDAF, the UCPD 2013-2015 document also sought to consider the documents which contain UNESCO's Mid-Term Strategies, called C4<sup>4</sup> and C5<sup>5</sup>, that are reference documents for the Organization's strategic orientation. The main thematic areas are highlighted within this perspective:

- Millennium Development Goals for everyone;
- Green Economy and Decent Work in the Context of Eradicating Poverty and Sustainable Development;
- Public Safety and Citizenship and
- South-South Cooperation.

This is the context and, simultaneously, UNESCO's challenge for its activities in Brazil. The specific challenges and contributions for dealing with these are described in this document, supporting the Organization's activities in the five areas of its mandate, which are of equal importance to the country.

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<sup>3</sup> The UNDAF document referring to the period 2012-2016 will soon be published on the internet.

<sup>4</sup> UNESCO's Medium-Term Strategy for 2008-2013: document 34 C/4 is available at: <<http://unesdoc.unesco.org/images/0014/001499/149999e.pdf>>. The 37<sup>th</sup> session of UNESCO General Conference will soon publish the UNESCO's Medium-Term Strategy for 2014-2019: document 37 C/4.

<sup>5</sup> Document 36 C/5 is available at: <<http://unesdoc.unesco.org/images/0019/001919/191978e.pdf>>. The 37<sup>th</sup> session of UNESCO General Conference will soon publish the Document 37 C/5.





## Past and Present Cooperation : Lessons Learned

While UNESCO Brasilia reinforces the Organization's recognition of the country's significance to the region and its importance in the international political and economic framework, the presence of a national office reaffirms the interest that the priority themes of the UNESCO mandate are reflected in its public policies. As observed, in recent years Brazil has been working intensely to overcome its challenges, such as the quality of the public services provided to the population, regional inequalities and the eradication of extreme poverty.

As observed in the UCPD 2011-2012, changes to the international cooperation framework in Brazil have encouraged the enhancement of UNESCO's activities in the country. Two factors contributed to this change at that time: increased triangular cooperation with UNESCO's contribution and the United Nations System for Brazilian South-South cooperation and the progressive substitution of the operational services component for technical cooperation of added value in cooperation projects.

The UNESCO Office's response proved to be satisfactory. In relation to the project portfolio, approximately R\$ 84 million were employed through extra-budgetary resources in 2011, while the employment of regular programme resources was in the order of USD 409.8 thousand dollars. The employment of extra-budgetary resources was practically maintained in 2012, reaching the level of R\$ 84.5 million; there was a decrease in the employment of regular programme resources during the same period, with a total of USD 65.3 thousand dollars, which may be attributed to the strategic and budgetary reorientation which the Organization experienced.

The characteristics of the project portfolio were also altered during this period. Despite a reduction in the average volume of resources allocated to each project, the number of partners with which UNESCO began to work with increased, including not only projects with the Federal Government but also in partnership with state and municipal governments. UNESCO's scope of activity altered, now more concerned with producing subsidies (diagnoses and indicators for monitoring and

evaluation, for example) which aim to formulate and qualify the public policies in its five areas of activity.

The relationship with the private sector was also strengthened and the positive results have produced new contacts with private partners interested, above all, in the Organization's capacity to add value to the corporate social responsibility actions which they had already been developing.

The results obtained during this period bring great satisfaction to UNESCO and may be accessed through the System of Information on Strategies, Tasks and the Evaluation of Results (SISTER)<sup>6</sup>. Some successful examples of this intersectoral action should be highlighted:

- Issue of the "General History of Africa" Collection in Portuguese<sup>7</sup>: published in December 2010. This powerful cooperation product with the Ministry of Education in Brazil and the Federal University of São Carlos (*Universidade Federal de São Carlos*) has been producing important developments, such as the production of pedagogical materials for teaching the History of Africa and of African-Brazilians in primary education, videos for discussion and reflections and the Organization's General Conference's decision to approve and develop the 9<sup>th</sup> volume of the Collection, which focuses on the African Diaspora and is receiving financial support from the Brazilian Government;
- Publication of the Brazilian Law on Access to Information<sup>8</sup>: constructed from subsidies and international studies prepared by UNESCO, the Law on Access to Information makes progress on governmental transparency and social oversight, as well as guaranteeing Brazilian citizens' right to the memory of the country;
- Documentation of Indigenous Languages: in partnership with the Museum of Indigenous People (*Museu do Índio*), connected to the Indigenous People National Foundation (*Fundação Nacional do Índio – FUNAI*), an impressive cataloguing of indigenous languages was carried out in the five regions of the country. The methodology used should be highlighted, including training young indigenous people in the use of digital technologies to capture sound and images with the elders of their villages (holders of traditional language use), as well as handling and storing older records, which had been taken care of by international researchers until that time;
- Cooperation with Guinea-Bissau to implement the Open Schools Programme<sup>9</sup>: in partnership with the Brazilian Cooperation Agency (*Associação Brasileira de Cooperação – ABC*), the Ministry of Education in Brazil (MEC), Instituto Elos and the Gol de Letra Foundation, UNESCO started a new milestone in South-South cooperation. The Programme has the participation not only of government partners but also of non-governmental organisations, taking the experience of implementing the Open Schools Programme developed in Brazil for almost ten years to an African country.

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6. Available at: <<http://sister.unesco.org>>.

7. Available at: <<http://www.unesco.org/new/en/brasil/education/inclusive-education/general-history-of-africa/>>.

8. BRASIL. National Law nº 12.527, of 18 November 2011. Regulates the access to information. Available in Portuguese at: <[http://www.planalto.gov.br/ccivil\\_03/\\_ato2011-2014/2011/lei/l12527.htm](http://www.planalto.gov.br/ccivil_03/_ato2011-2014/2011/lei/l12527.htm)>.

9. Available at: <<http://www.unesco.org/new/en/brasil/social-and-human-sciences/youth/open-schools-programme/>>.

Among the lessons learned during the period of the UCPD 2011-2012 the knowledge acquired from diversifying cooperation partnerships is highlighted. Expansion of cooperation with private initiative and South-South cooperation revealed the need to enhance internal administrative procedures.

For the new period covered by this UCPD 2013-2015 in operational terms, revision of administrative processes began to support cooperation actions in order to be more agile, to reduce costs and to increase transparency of actions, as a part of the office's budgetary self-sufficiency strategy. Facing the challenges of financial sustainability in the coming years, a reduction in administrative costs, and joint work with other institutions in the UN System, will allow the Office's critical capacity to be reinforced. This is being a central element for the new cooperation model requested by Brazilian society.

In collaboration with the UNITWIN Network (UNESCO Chairs Programme), the Category 2 Centres established in Brazil, and the Goodwill Ambassadors, the Office also intends to foster a public debate on the Brazilian challenges in the five areas of UNESCO's expertise, seeking creative and coordinated solutions to make progress with the country's sustainable development.

In the recent years, it has been observed that more advanced communication knowledge tools has allowed more intensive connectivity with different target audiences of the Organization. An essential element is to maintain and to promote the visibility of UNESCO's actions in Brazil in its relationship with partners and society in general, contributing to a better understanding of its actions and a connection with citizens' lives. It has also been observed that has been a broad language transformation in communication accompanies: in addition to the use of multimedia products as an efficient trend for transmitting information and knowledge, relationships through social media channels have revolutionized the institutional presence with different sectors of society.



# Proposed Cooperation Framework

Following below there is an analysis of the priorities in Brazil in the coming years, as described in the Pluriannual Plan (PPA 2012-2015). In addition to the results expected within each area of the Organization's mandate, UNESCO Brasilia intends to concentrate its cooperation actions in 2013-2015 in the following areas:



## Development goal

All Brazilian citizens have the fundamental right to quality education assured by the State throughout their lives.

## Medium-term goals

1. To enhance educational governance through actions in order to promote efficacy, transparency and participation in educational processes.
2. To increase equity in access conditions and results in the Brazilian educational system.
3. To strengthen quality of educational processes to develop learning.

## Expected results

1. Equity of access and quality of learning guaranteed at all levels of education (primary and higher education).
2. Policies for literacy at the right age, as well as the literacy of young people and adults strengthened, guaranteeing improved efficiency and continuity of programmes and actions.
3. National capacities to support training and valuing teaching staff strengthened.
4. Management, planning and evaluation tools consolidated, with the aim of improving the efficiency of the resources applied to education and the results from this learning.
5. Public policies consolidated, directed towards efficiency in the Brazilian educational system, taking the federative pact and National Education Plan (*Plano Nacional de Educação – PNE*) directives into consideration in the three spheres: municipal, state and federal.
6. Technical and vocational (or professional) education strengthened and linked to primary and secondary education.
7. The principles of lifelong learning recognized and strengthened.
8. Public policies on preventive health education on HIV/Aids implemented in schools, both within the domain of formal and informal education, and related to special preventive education policies for HIV/Aids adapted to the target audience's language, cultural and religious specificities, and values and practices related to health in general promoted.
9. Curricular directives for education on ethnic-racial relations applied in education.
10. Education for sustainable development enhanced.
11. Educational policies for youth revised and strengthened.

## Challenges

1. Promotion of universal access to education for all Brazilian citizens, independent of their socio-economic, cultural, ethnic or religious background.
2. Improvement of the quality of primary education, including the implementation of full-time education policies, preventive health and HIV/Aids education, and education for sustainable development.
3. Extension of the access to quality education for children.
4. Overcoming students' learning difficulties using educational methodologies which are adapted to the students' realities.
5. Increasing the completion of formal educational and reducing school drop-out rates at all educational levels.
6. Eradicating school exclusion practices of any nature through education for human rights and the encouragement of co-existing with differences.
7. Supporting initiatives which promote improved cooperation between primary and higher education.

8. Guaranteeing that the necessary basic, technical and professional, transversal and transferable expertise are developed in primary education for the appropriate placement of young people in the labour market.
9. Supporting practices which guarantee quality in initial and lifelong teacher training and give value to the teaching profession.



### Development goal

Guarantee the right to a balanced environment, and the right to produce scientific knowledge, encouraging conservation and development policies in line with sustainability, as well as increasing access to the produced scientific and technological knowledge.

### Medium-term goals

1. To increase the construction of technical planning capacities and evaluation of policies and programmes in the areas of science, technology and innovation directed towards sustainable development.
2. To promote the process of institutional connectivity in order to consolidate the National Science, Technology and Innovation Policy.
3. To support scientific and technological development in Brazil.
4. To foster the formulation of public policy management directed towards innovation and industrial competitiveness in the country.
5. To support policies that consider the rational and sustainable use of biodiversity resources in accordance to protection practices advocated by the National System of Conservation Units (*Sistema Nacional de Unidades de Conservação – SNUC*), especially those related to biosphere reserves and Natural World Heritage sites.
6. To support the principles of education for sustainable development, focusing on primary and secondary school students.
7. To develop and to support the implementation of institutional instruments and processes, which allow for the consolidation of different mechanisms for employing Environmental Compensation resources.
8. To support the preparation and the introduction of policies for the conservation of coastal and marine ecosystems, as well as the country's development process for the National Plan for Territorial, Coastal and Marine Use.



9. To support the implementation of policies for technical and institutional capacity-building to manage water resources at the three government levels – federal, state and municipal.
10. To develop the expertise to prepare and to support implementation of Socio-environmental Port Management Plans.

### Expected Results

1. A consolidated National Science and Technology policy.
2. National Geopark Network created and operating.
3. Teachers trained on environmental and scientific education in order to produce citizens who are aware of the planet's sustainability.
4. National institutions trained to manage water resources more efficiently, while considering superficial and underground hydrologic cycles.
5. Science, technology and innovation integrated and cooperated between the Mercosur countries.
6. The National Plan for Territorial, Coastal and Marine Use finalized and published, involving continental, coastal and marine features, based on complex inter-relations between the environments, environmental characteristics, pressure vectors, and socio-economic realities.
7. Institutional instruments and procedures defined to allow Chico Mendes Institute for Biodiversity Conservation (*Instituto Chico Mendes de Conservação da Biodiversidade – ICMBio*) to employ environmental compensation resources.

### Challenges

1. Promoting the importance of science as a national development tool alongside Brazilian society.
2. Raising awareness with the population and productive sectors of society on the importance of conserving Brazilian biodiversity, while bearing in mind its strategic role of promoting scientific progress as a path towards sustainable development.
3. Encouraging the introduction of concepts of a green economy when preparing policies and implementing actions directed towards sustainable development and the generation of income and jobs.
4. Encouraging the production of environmental studies to serve as subsidies for environmental licensing practices.
5. Raising awareness with all social actors to support the implementation of policies and actions resulted from developments following Rio+20 on the themes of Water and Oceans, in order to guarantee an economic, social and environmentally sustainable future for present and future generations.
6. Consolidating institutional policy, instruments and procedures to operationalize and employ environmental compensation.

## Development goal

Progressively decrease social inequalities in the country by promoting individual and collective human rights.

## Medium-term goals

1. To disseminate knowledge and good social transformation practices as a basis for preparing and implementing public policies for social inclusion to eradicate misery and to reduce poverty.
2. To expand respect for human rights in the country, with consolidated policies to combat racism and discrimination, and to strengthen policies to include people with disabilities in social life and the labour market.
3. To promote policies to prevent urban violence and to promote human safety, especially in major urban and metropolitan areas in the country.
4. To foster a debate on emerging ethical and social challenges, particularly bioethics, and to promote the values of a culture of peace, respect for diversity and tolerance.

## Expected results

1. Public agents and non-governmental organisations capable of promoting social values and practices for a culture of peace.
2. Practices to reduce violence in the school environment expanded, particularly among young people, with growing involvement from the school community, and these practices within the scope of South-South cooperation shared.
3. Universal values of human rights through formal and non-formal education promoted, including the recognition of governmental or advisory bodies working in the area strengthened.
4. People with disabilities included in the labour market, with total respect for their situation and coherent adaptation according to their needs.
5. Effective public policies for social development implemented and all forms of discrimination eliminated, with particular emphasis on racism and gender inequality.
6. Consistent public safety policies consolidated with respect to the full exercise of citizenship.
7. A debate in the field of bioethics and ethical principles fostered, both for life and professional education and interpersonal relationships.

## Challenges

1. Eradicating misery which persists in the country, particularly in the regions that are considered pockets of poverty.
2. Promoting human rights and respect for diversity to the more vulnerable populations.
3. Promoting social inclusion actions, especially to prevent violence and for sport and youth empowerments.
4. Strengthening the full exercise of citizenship, extending the social oversight of public policies, and supporting national conferences, councils and other political participation instruments.
5. Expanding partnerships and institutional networks, especially with the private sector and academia, within the context of accomplishing UNESCO's mandate in the Human and Social Sciences area.



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## Development goal

Increase national installed capacities in order to preserve and to promote world heritage and cultural diversity, as well as to encourage intercultural dialogue.

## Medium-term goals

1. To integrate policies to preserve cultural heritage with sustainable development
2. To strengthen policies to support and to safeguard intangible cultural heritage.
3. To promote and to disseminate cultural diversity and intercultural dialogue with all of its interfaces: religious, ethnic and cultural.

## Expected results

1. Public policies to promote and develop historic heritage sites strengthened.
2. Cultural heritage management practices in municipal, state and federal spheres refined, and these practices within the scope of South-South cooperation shared.
3. Museological and museographic programme and exhibition at the Museum of Congonhas (*Museu de Congonhas*) completed and launched.
4. Elements of immaterial heritage safeguarded, with an emphasis on documenting indigenous languages and cultures.

5. Production and provision of the population's general access to cultural goods and services increased.
6. Policies to support the promotion of books and reading consolidated.
7. Public policies focused on intercultural and inter-religious dialogue consolidated, with an emphasis on preserving and promoting sites linked to the memory of the slave trade.

## Challenges

1. Associating heritage policies with various economic development practices, whether national or local, in a sustainable way.
2. Conciliating the Convention directives to protect underwater heritage and the national legislation in force.
3. Identifying and evaluating the particularities of heritage management in countries connected by South-South cooperation, in order to adapt activities and practices developed to their realities.
4. Enhancing and carrying out consolidated policies for intercultural and inter-religious dialogue.
5. Empowering communities to implement activities connected to protecting and promoting cultural diversity.
6. Promoting tourism connected to cultural heritage in a sustainable way, as a tool for preservation and regional development.



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## Development goal

Promote the concept of a knowledge society and access to infostructures and quality information. Encourage digital inclusion policies which foster the creative use of new Information and Communication Technologies (ICTs) for education, science and culture. Support public policies to develop public and community media with broad freedom of expression.

## Medium-term goals

1. To train university lecturers and journalists based on the UNESCO curricular model for teaching journalism.
2. To develop communication strategies to empower young people through ICTs.
3. To encourage policies for integrating ICTs in schools in the public network.
4. To train young people in technical and vocational education (professional courses), incorporating ICTs and other innovative technologies, with a focus on the labour market.

5. To strengthen policies to disseminate ICTs as a way of promoting economic development.
6. To foster public policies which guarantee universal access to public information, transparency and exercising citizenship.
7. To encourage information management mechanisms for public policies on education and culture.
8. To develop electronic government infostructures, ensuring good governance practices.

### Expected results

1. Public policies on social and electronic communication modernised.
2. Professional qualifications for civil servants working in public media and community media professionals made available.
3. Better informed citizens, with access to a wide range of information from different areas.
4. National policies for archives and libraries consolidated, with a focus on improving the management of documents and public archives and democratizing access to public information.
5. A higher number of Brazilians with guaranteed access to digital literacy.

### Challenges

1. Promoting and encouraging the expansion of infostructures and social communication services, electronic communication and telecommunications, in order to contribute to a decrease in information asymmetries.
2. Training media professionals so that they are impartial and capable of covering the major themes of national interest.
3. Monitoring cases of aggression against journalists and those who have suffered from threats and retaliations when exercising their profession.
4. Contributing to actions that promote ICTs used as a tool for social and educational inclusion, for training for labour market competitiveness, and for contributing to the country's socio-economic development.
5. Encouraging content production by the State in order to strengthen its role of promoting access to information.

The word "sciences" is rendered in a large, stylized font where each letter is a different color and contains or is surrounded by text representing various scientific fields. The colors and associated fields are: 's' (yellow) for "social and human sciences", 'c' (green) for "natural sciences", 'i' (orange) for "culture", 'e' (purple) for "communication and information", and 'n' (blue) for "education".

social and human sciences

natural sciences

culture

communication and information

education

## Partnerships

With its status as an intergovernmental organization, National Governments have always been UNESCO's preferential partners. However, the Organization's presence in a federative country such as Brazil requires its Office to have the capacity to converse with Governments at federal, state and municipal levels.

The 1988 Federal Constitution of Brazil started the process of municipalizing public policies and for direct assistance to the population. Thus, UNESCO understands that its presence and cooperation with all levels of the Government is essential, particularly on themes such as educational management, teachers' training to enhance their qualifications, sustainable use of natural resources, social development and combating poverty.

On the other hand, it cannot ignore the importance of other non-governmental actors when implementing public policies and building the country's development. It falls to UNESCO not only to converse with these other actors but also to act as catalyst for interaction between these sectors: for example, building a bridge between academia and productive sectors.

Faced with this framework and with the working experience in recent years as a base, the Federal Government continues to be the main partner of UNESCO Brasilia Office for a further UCPD period. However, it intends to reinforce cooperation with the other governmental levels such as the states, the Federal District and municipalities, also as a way of reinforcing cooperation with the federal level, assisting in conveying decisions and recommendation of federal policies to local levels. Therefore, UNESCO will contribute to improving instruments of governance and training human resources directed towards public policy management.

In the coming years, UNESCO Brasilia understands that it is relevant to reinforce its relationship with the Brazilian business community, with social responsibility institutions and organizational bodies in order to increase the efficiency of its actions and projects.

As a way of guaranteeing the quality of subsidies to national public policies, contacts with academia and other centres of research and excellence are also relevant. An effective and constant relationship with UNESCO Chairs Network (UNITWIN) should be reinforced, in the same way that new partnership with other universities and research centres should be sought. The consequence will be the promotion of debates, which may transform and generate factors for new solutions to Brazilian challenges. There is also an interest in reinforcing the current capacity-building activities, which are already underway at Category 2 Centres in the country, qualifying Brazilian specialists and promoting an exchange of experiences, particularly with other Latin American countries and African Portuguese-speaking ones.

In the current framework of change in the international cooperation milestone, partnership with other agencies, funds and United Nations System programmes takes on a special relevance. In addition to the natural relationship with programmes and inter-agency working groups, operational contact is shown to be increasingly necessary. The local United Nations Country Team (UNCT) – with UNESCO as the lead agency –, took on the challenge of implementing the United Nations Development Group (UNDG) pilot project called the Business Operations Strategy (BOS), which responds to the Member States' demand of reducing operating costs and eliminating the duplication of actions to support project execution. Thus, UNESCO Brasilia has been working tirelessly to introduce this pilot model of harmonizing procedures and optimizing human and financial resources. It seeks to increase effectiveness, transparency and oversight of administrative processes, thereby reducing the cost of these operations.





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