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Организация
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BPI/EPP/2006/PI/2/REV

60 Themes and 60 Weeks to celebrate UNESCO Sixtieth Anniversary

Founded in the aftermath of World War Two, on 16 November 1945, UNESCO's purpose was to develop the "intellectual and moral solidarity of mankind" so as to help remedy the ills that led to the world conflict.

How has this original ambition evolved over time? What does it mean today? In commemorating its 60th anniversary, the Organization sought to reconnect with the inspiration that moved its founders.

It is in this spirit that 60 themes were chosen for the celebration. One for each week from 15 September 2005 to 4 November 2006, the actual date of the 60th anniversary of the entry into force of UNESCO's Constitution.

This has provided the Organization with an opportunity to re-examine, over more than one year, the full range of its priorities. The BPI Infosheets attached to this dossier are the fruit of this exacting stocktaking of UNESCO's activities today.

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Education For All

The number of people receiving education continues to rise. Yet, 77 million children remain excluded from school and 781 million adults are illiterate.

Education is a fundamental human right and is at the heart of UNESCO's action. Yet, many children across the globe are denied access to schoolrooms (77 million in 2004) and over 781 million adults, with 64% of them women, are illiterate. To combat this terrible situation, an ambitious project was launched to provide Education for All (EFA) by 2015. In view of UNESCO's solid background in education, the international community entrusted the Organization with coordinating EFA and with maintaining the shared impetus of the World Education Forum (Dakar, Senegal, April 2000).

Since its creation in 1945, UNESCO has made equal access to education, as stipulated in its Constitution, a top priority. Education is indispensable to the exercise of all basic rights, as the Director-General of UNESCO, Koïchiro Matsuura recalled on Human Rights Day in December 2003. *"Only a person who is aware that he or she has rights can better strive for those rights."* Nobody can enjoy their civil, political, economic and social rights unless they have at least a basic education.

To achieve Education For All by 2015, the international community set itself the following six goals at the 2000 World education Forum:

- expand and improve early childhood care and education
- ensure free universal primary education
- promote learning and life skills for young people and adults
- improve adult literacy by 50%
- achieve gender parity in primary and secondary education
- improve the quality of education

UNESCO ensures that these priorities remain high on the international agenda. It facilitates and encourages cooperation and mobilizes human and financial resources to help States meet their commitments. It also contributes to capacity building at the level of governments, experts, civil society and communities, by providing consultancy services, equipment, organizing training workshops and international conferences and through constant information sharing. Sock of progress achieved is taken yearly in an assessment report.

Classroom in Cambodia, 1994.
(D. Riffet © UNESCO)

Since Dakar and the establishment of the EFA programme, progress has been achieved in some areas, especially concerning universal primary education. The number of children in school is rising slowly while the number of out of school children is falling by one million a year. But at the present pace, only 87% of the world's children will be in school in 2015. The rate of children in school is still below 70% in many sub-Saharan countries, in several Arab states and in Pakistan. Nonetheless, between 1998 and 2001, a number of poor countries did raise access to classrooms by 15%, improve gender

Education For All

This information sheet is not an official UNESCO document. It aims to provide the public with information on the theme of « Education For All »

Education For All

Solutions Do Exist

Some schools designed efficient concrete solutions, including:

- investing in teaching by improving recruitment, training and pay and staffing
- begin schooling early to allow better development of intelligence, personality and behaviour
- reducing class size improves the teacher/student ratio and the students' learning capacity
- teaching literacy skills to parents gives their children a better chance to access education and, moreover, empowers women
- extending the duration of education ensures better training and skills
- early education in the mother language of the learner is more efficient.

equality, adult literacy and the quality of education. Bangladesh, Brazil, Chile, Egypt, Senegal South Africa and Sri Lanka improved access to primary education, reinforced, and in some cases even achieved, gender parity, and undertook major efforts to enhance the overall quality of education. These results prove that political will and appropriate policies can yield rapid progress towards achieving the EFA goals even in the poorest countries.

PROGRESS…

Ten years from the deadline, the task ahead remains difficult. Persistent problems remain such as providing education to women and to the most disadvantaged populations. Providing education to women and girls is crucial to achieving many development goals: for example to reduce malnutrition and infant mortality. Particularly convincing statistics show that educated mothers are 50% more likely to get their children vaccinated than undereducated mothers. The survival rate of children of women with five years of primary education is 40% higher than that of children of uneducated mothers. One out of 16 women living in sub-Saharan Africa dies during pregnancy, compared to 1 in 3,700 in North America.

Nearly 60% of countries will fail to achieve gender parity in primary and secondary education by the end of 2005, one of the goals set at the Dakar Forum. That figure is expected to fall to 40% of countries by 2015.

One billion people on the planet survive on less than one US dollar a day and one child out of six is obliged to work to meet the needs of his or her family. These chilling figures reveal a frightening situation. The children of disadvantaged populations are those most affected by the absence of education. Children with HIV/AIDS, victims of conflicts (27 million youths living in conflict areas have no access to formal education), people with disabilities (150 million children in the world, fewer than 2% of them in school), or rural populations (infrastructures are non-existent in some remote areas) have no way to enjoy their right to learning.

In view of this situation, and despite significant progress achieved, the EFA goals remain a major priority for UNESCO's work in the field of education.

2005 Initiatives

The Literacy Initiative For Empowerment (LIFE) was launched to fight illiteracy. During the 6th Meeting of the EFA working Group (July 19-22 2005), the Director-General of UNESCO stressed the importance of the initiative which opens the door to concrete technical and financial aid to some countries with particularly high illiteracy rate.

Other significant initiatives include: quality training for teachers, especially in sub-Saharan African and the Global Initiative on HIV/AIDS and Education, aimed at reinforcing local educational and preventive action concerning the virus.

Contact :

Education sector

To Find Out More

The 2005 report :
www.efareport.unesco.org

www.unesco.org/education

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Human security

Poverty, pollution, terrorism – the threats to human security are increasing. UNESCO is remaining faithful to its ideals of peace and security, reinforcing its actions in these areas over the past ten years.

Since the concept of human security first appeared, ten years ago in the 1994 UNDP World Human Development Report, it has not ceased to evolve. And, as the nature of the risks and threats facing the world change, so does the definition of what human security means.

NEW THREATS

The 1990's saw new hotbeds of violence emerge, with complex origins and underlying issues. Threats to human security are no longer confined to events and processes occurring within territorial limits. The individual is no longer in danger only from the barrel of a gun, but also when he is hungry, when his home is threatened, and when his day-to-day life is unsafe. Security is no longer a matter for states alone, but has human beings as its central concern. Human security has many faces today, such as political security (violations of human rights and democratic principles); individual and personal security (conflicts, poverty, drug-related crimes, violence against women and children, terrorism); environmental security (degradation of the air, water, land and forests); food security (availability of food in the right quantity and quality, being able to trace the origin of foodstuffs); health security (diseases, epidemics, respiratory illnesses caused by air pollution); economic security (unemployment, precarious work, inequality of income and resources, poverty and homelessness).

Love and Peace, Benn, 1987
(C. Bablin ©UNESCO)

A FUNDAMENTAL CONCEPT

UNESCO has put the concept of security at the heart of its actions. International cooperation is the natural framework to address this question, extending beyond inter-governmental exchanges, to include efforts to "build on the intellectual and moral solidarity of mankind", to which UNESCO is dedicated. Human security is not a state to be achieved, but a process involving the conditions for human dignity.

A whole battery of new international instruments has emerged to wage the war, across national borders, against organised crime, drug trafficking, terrorism and environmental degradation, which increasingly affect peoples' lives. UNESCO has played a pioneering role in this domain. It has successfully integrated human security into an interdisciplinary project entitled "Towards a Culture of Peace". This project has contributed to the international debate on new dimensions of security, as the 1996 conference, "From Partial Insecurity to Global Security", showed.

In the year 2000 a veritable interregional movement was born, with the international conference "What Agenda for Human Security in the Twenty-first century?", organised by UNESCO, which brought together peace research and training institutions.

This information sheet is not an official UNESCO document. It aims to provide the public with information on the theme of « Human Security »

Human security

Promoting human security: Ethical, normative and educational frameworks

UNESCO has wanted to stress a) the need for a ***solid ethical base***, resting on shared values and leading to a commitment to human dignity; b) the strengthening of this ethical dimension through ***existing and new normative instruments***, which should be made available for human security, while assuring that human rights are protected; c) the need to reinforce the ***education and training*** dimension by focusing on themes such as education for peace and sustainable development, human rights training and inclusion in the democratic agenda for human security.

As a result, ethical, normative and educational standards were drawn up, in several regions. The Organization's Medium-term Strategy for 2002-2007 made human security one of its strategic objectives. "Improving human security by better management of the environment and social change" applies to the Organization's major scientific programmes as well as specific actions aimed to further promotion of the concept of human security.

A TRANSDICIPLINARY APPROACH

UNESCO's action is being developed along two fronts: accrediting references to human security as a concept encompassing the actions of peoples, nations and international organisations; exploring various approaches to the problem without losing sight of the core issues of globalisation, security and human rights. The Organization has therefore adopted an intersectoral and complementary approach to address a wide spectrum of situations:

• in the area of education, an awareness of the threats has to be integrated into education systems at all levels, especially the training of scientists. There is an urgent need to train teaching staff, students and researchers in professional ethics that also integrate conflict prevention;

• in the area of environmental security, water, and the prevention of natural disasters, the objective is to see that early warning systems are in place, and to draw up prudent plans for settlement in areas at risk;

• regarding human rights and the fight against discrimination, the goal is to bolster UNESCO's cooperation and commitment to human rights, and to provide services to Member States.

• as far as communication and information are concerned, a significant part of the Organisation's work is devoted to the promotion of press freedom, media pluralism and the security of journalists.

• culture, as a tool for dialogue and reconciliation, is also an essential area for promoting human security. UNESCO is committed to protecting cultural diversity and heritage.

Although UNESCO and the various international organizations can work together to face the complex challenges of preventing and consolidating peace, human security is, above all, a matter for each and every one of us.

To Find Out More

www.unesco.org/securipax

International conferences on human security in:

• Central Asia
(with the OSCE Academy, September 2005);

• South-East Asia
(with ASEAN, July 2006);

• Africa (with the African Union, 2006).

Inter-regional conference on human security (UNESCO, Paris, 2007) whose conclusions will feed into a Global Report on Human Security

Contact :

Social and Human Sciences Sector; Philosophy and human sciences section

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Education for Citizenship

Learning to live together with respect for the other, that is the essential challenge of education for citizenship.

The range of educational initiatives to encourage the values of citizenship is continually expanding, from lessons in morality in Japan, learning basic values in Sweden, a pupils' parliament in Lithuania, to France's "path to citizenship." Education for citizenship witnessed a boom during the 1990's, with the "third wave of democracy," as apartheid ended, the Berlin wall came down, and former communist countries of Eastern Europe held democratic elections. For these countries, civic education programmes have become increasingly important means to teach citizens about their rights and responsibilities.

Learn to respect others
(D.Deriaz © UNESCO)

ACQUIRING VALUES

By bolstering pluralism, states have encouraged the development of civic education programmes that go beyond the simple patriotic models of citizenship that merely demanded unquestioning loyalty to the nation-state. This civic, or civilian education requires a great deal of time and effort, as it means acquiring knowledge, forming attitudes and building values. Citizenship has to be perceived as a capacity to live together in a society that is both democratic and pluralist, as well as the capacity to join together to build a fair and equitable society. Citizenship, then, means possessing qualities, attitudes, behaviours and skills that can be used to build a civic space, where respect for individual differences can be reconciled with shared common values. The feeling of belonging to the same entity can be undermined in some countries by historic divisions and difficult daily realities. How can one talk to children about citizenship when there is a war raging all around them? UNESCO has placed this challenge in the context of a wider programme that links education for all, the fight against poverty, and sustainable development. It is in this spirit that the highly successful teaching kit, The Practice of Citizenship, was created in 1997, and subsequently translated into several languages, including French, Spanish, Albanian and Lithuanian. The aim was to extend the notion of civic education to integrate peace, tolerance, international understanding, intercultural dialogue, human rights and the practice of democracy.

EVERYDAY CONSIDERATIONS

Citizenship is much more than politics. It involves thinking every day about what we buy, which mode of transport we use, and how we behave with our fellow citizens. School is naturally at the core of learning about citizenship. Besides this manual, UNESCO has produced a whole range of teaching materials based on human rights education, which are adapted to local contexts and the needs of students. Most of these publications are available in national and local languages.

• *All Human Beings – a Manual for Human Rights Education* is a guide to understanding the universal elements of human rights (for primary and secondary schools, available in several

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Education for Citizenship

A few considerations

To make the language of human rights accessible to all, national education policies have to take account of the following points:

• ensure that teaching manuals integrate human values that promote peace, social cohesion and respect for human rights and dignity
• change traditional teaching methods for more participative and democratic approaches
• democratize the school's internal structure (e.g. by involving children in school life, creating school societies and student councils, integrating disciplinary measures with the learning process and the exercise of rights)
• ensure that communication and the appreciation of diversity are practiced constructively
• allow rights to be exercised in everyday situations. It is therefore very important to link schools with their local communities, while promoting activities outside school.

languages, including English, French, Portuguese, Arabic, Lithuanian, Bengali and Turkish.

• *Education for Citizenship* is a multimedia CD-ROM in three languages (English, French and Spanish), produced with Education International, the world's largest union of teachers.

• *Education for Human Rights & Democracy in Southern Africa* is a teachers' resource manual, developed within the framework of the pilot project "Education for Human Rights and Democracy in Southern Africa" financed by the Danish Agency for Development Assistance DANIDA in Mozambique, Namibia and Zimbabwe.

• *Peace and Human Rights for Croatian Primary Schools* is a booklet published by the Croatian Commission for UNESCO. It presents a project that aims to promote peace and human rights education in Croatian primary schools through educational programmes and teaching materials.

• *Defence in the Service of Peace* is a teaching manual produced with the French Ministries of Defence and of Education. It provides secondary school teachers with a collection of fact sheets on defence and citizenship.

• *Tool for Quality Assurance of Education for Democratic Citizenship in Schools* is designed to help schools organize themselves around the principle of democratic citizenship and, for the first time, includes six quality indicators of education for citizenship.

The concept underlying education for citizenship is that education should contribute to the development of individuals so that they attain the means to interact with society and to take an active part in decisions regarding social, cultural and economic policies.

Contact :

Section of Education for Peace and Human Rights

To find out more

www.unesco.org/education

For the manual *Defence in the Service of Peace*, see:

www.unesco.org/shs/philosophy

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Broadening Access to Knowledge

Broadening Access to Knowledge: from book to hypertext

Knowledge is easier to obtain than ever, yet information is not shared equally. This is why making knowledge accessible to all is one of UNESCO's priorities.

From the invention of the printing press to the age of the Internet, the means of accessing knowledge are continuously increasing. This is crucial to UNESCO, an Organization responsible for "promoting the free flow of ideas by word and image". The variety of means of dissemination has resulted in broadening access to knowledge but too many people are still denied access to basic information - not to mention new information and communications technologies (ICTs) - because of their geographical location or social condition. The monthly cost of an Internet connection, for example, represents 1.2% of an average U.S. salary while it accounts for 191% in Bangladesh and 278% in Nepal.

Learning to read in the Philippines
(D. Roger © UNESCO)

INFORMATION FOR ALL

To build knowledge societies, the Organization emphasises the human dimension: freedom of expression, universal access to information, access to quality education as well as cultural and linguistic diversity of content. An essential element of this strategy resides in promoting access to information through a number of concrete actions. For example, UNESCO offers opportunities for training in information and communications technologies, especially for women and young people. It also develops and distributes free software. UNESCO supports the creation of Community Multimedia Centres (CMCs) and of telecentres in remote areas of developing nations. CMCs provide new technologies to disadvantaged communities. Working with a group of partners, UNESCO has developed a complete kit of training modules (Multimedia Training Kit) designed for CMC staff. The training modules are distributed on CD-ROM and are also available online (see: To Find Out More).

The Information For All Programme (IFAP) is a key element in achieving the goals determined by UNESCO's mandate: contribute to "education for all," to "the free flow of ideas" and to "increase the means of communication between peoples". UNESCO's Information for All Programme provides a platform for international policy discussions and guidelines for action on:

- preservation of information and universal access to it;
- participation of all in the emerging global information society;
- ethical, legal and societal consequences of ICT developments.

The aim is to build equitable information societies and to reduce the digital divide. To achieve its objectives, UNESCO, among other activities, participated in the World Summit on the Information Society (WSIS) and in implementing its Action Plan. The Organization calls attention to the ethical, legal, social and cultural aspects of the Information Society and encourages all involved (decision-

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Broadening Access to Knowledge

Cutting red tape with just a click

UNESCO and India's National Informatics Centre (NIC), in mid 2005, launched a kit to help political and administrative officials to implement electronic administration programmes. The kit comes as a CD-ROM and aims to demystify the concept of "electronic administration". Along with a general description of the concept, the kit provides several chapters on required equipment, advice on reinforcing human capacities, on developing infrastructure and establishing partnerships. It also addresses the question of creating a legal framework. It presents a number of case studies of several successful initiatives and describes the stumbling blocks encountered and how to overcome them. The kit is one example of UNESCO's contribution to the implementation of the Action Plan adopted during the first phase of the World Summit on Information Society held in Geneva, Switzerland in December 2004. The Plan calls on governments to implement electronic administration strategies aimed to improve the efficiency of the administration and to reinforce relations with citizens.

makers, professionals and representatives of civil society) to also consider these issues.

In the Culture Sector, UNESCO is particularly attentive to national policies regarding publishing. Appropriate policies allow the publishing industry to develop at all levels: authors, printers, distributors and booksellers. This requires governments to consider that publishing is an important, economically strategic cultural sector and that literary creation should be encouraged through measures such as cutting production and distribution costs and adopting an appropriate legal framework. UNESCO provides legal and technical expertise to Member States requesting such aid. It supports the extension of international publishing networks. It also supports awareness programmes such as World Book and Copyright Day (23 April), the World Book Capital, book donation campaigns (such as those created within the *Libros para todos* programme designed for Latin American and Caribbean countries). It contributes to the recognition of quality children's books as well as to the donation of books and the creation of mobile libraries aimed at encouraging reading. Favouring translation is also a major UNESCO endeavour. Translations allow each person to access information in their native language and to improve their comprehension of other cultures. The *Index Translatonium* is produced by the Organization as a tool to measure output and international exchanges in translations. The *Index* is the only international translation bibliography existing in the world. Accessible, free, online and updated three times per year, the *Index Translatonium* contains 1 600 000 entries online (from 1979 to the present). Its database concerns all fields including literature, social and human sciences, natural and exact sciences, art and history.

To Find Out More

Multimedia Training Kit:
http://www.itrainonline.org

On WSIS, Tunis , 16-18 November 2005 :
http://www.itu.int/wsis

On IFAP :
http://www.unesco.org/webworld/ifap

Contact :

Communication and Information Sector:
ci@unesco.org

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Teachers

Teachers are the key to any education reform. Yet their situation is increasingly troubling, in the North as well as in the South.

To date, between 15 and 35 million teachers are needed to achieve the goals of Education for All (EFA) by 2015. Ranging from the lack of appeal for a badly paid profession, poor working conditions or a devastating AIDS pandemic, the reasons explaining the dearth of teachers are numerous. The keystone of the educational system, teachers and professors are a determining factor in attaining one of the six goals set for 2015 at the Dakar EFA Forum: providing quality education. Their essential role to the cultural, economic and social development of populations, places a huge responsibility on them, hence the importance of helping them to prepare for their profession.

Class in Tanzania
(A. Gillette © UNESCO)

The 1966 General Conference adopted a Recommendation on the statute of teachers, in collaboration with the International Labour Organization (ILO), in Geneva. Despite the diversity of worldwide legislation, the Recommendation proposes a range of standards applicable worldwide. Although the 1966 text only applied to pre-school, primary and secondary schoolteachers, a 1997 Recommendation includes the higher education sector. All subjects linked to the profession are examined, such as teacher preparation (training, recruitment), career opportunities (advancement, job security), rights and duties (individual freedom), salaries, health and pension benefits. World Teacher Day on October 5 was chosen to coincide with the adoption of the Recommendation on October 5, 1966. But the 146 Articles that comprise it are not longer sufficient in the face of harsh geopolitical realities. In the North, as in the South, the lack of teachers is reaching alarming levels. Not only is there a quantitative problem, the need for teachers is estimated at 30 million, but there is also a drop in quality. In an effort to cut public spending, certain countries are calling on volunteer teachers who are poorly trained and equally poorly paid. In addition, in many countries the teachers' pay is too low to render the profession attractive, especially in rural areas. In Africa, for example, according to the 2005 Education for All Monitoring Report, the pay for teachers was lower in 2000 than it was in 1970. In some schools, the rate of enrolment has risen much more rapidly than the number of teachers, so much that the student/teacher ratio can be as high as 60 to 1 (one teacher for 60 students). UNESCO's role, in the face of such a deteriorating situation, is to advise countries on how to offer improved training to educators at the secondary and higher education level or to urge the respect of international standards concerning the rights and duties of the profession. The top priority of the Teacher Education Section is the "Initiative for Teacher Education in Sub-Saharan Africa ". This project has activities in the 46 participating countries, through 2015. The aim is to adapt policies regarding teachers to coincide with national development

Teachers

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Teachers

Sierra Leone: primary school teachers in a difficult situation

In 2001, at the end of the civil war that tore Sierra Leone apart for eleven years, school registration fees were abolished and free meals offered in all schools. This led to a spectacular rise in school registrations, which tripled in less than four years, and resulted in large classes, sometimes of up to 70 students.
Approximately 20% of the teachers in government-funded primary schools are not paid by the State. Many are volunteers with limited or no professional training. Some are paid in kind by the community in which they teach. The average monthly salary of a state-run primary school teacher at the end of 2003 was US$50. In real terms, the worth of teachers' pay has been halved since the mid-1990s. Most teachers must provide for four or five people with less that US$2 per day. In addition, payment of salaries is often late. In urban areas, teachers increase their pay by giving private classes. In rural areas, teachers often sell cakes and candy to their students during study breaks. Despite growing morale problems, teacher absenteeism, estimated at approximately 20% at the end of 2001, seems to have somewhat abated.

Source : 2005 EFA Monitoring Report

priorities: improving the quality of training; to recruit and retain a greater number of teachers. The Organization is also committed to training teachers to use appropriate technologies and distance education. For example, the UNESCO International Institute for Capacity-Building in Africa (IICBA), a Teacher Training Network, allows training institutions to become familiar with the latest developments in the field, in particular the development of electronic libraries. The UNESCO Bangkok Bureau manages a portal dedicated to the application of information and communications technologies to continuing education in teacher training. Besides highlighting these concrete actions, the 2007 EFA Monitoring Report published by UNESCO makes several recommendations:

• faced with reduced staff levels in the teaching profession, some countries have lowered requirements for entering the profession. This affects the quality of aspiring teachers and thus the quality of teaching provided. Improved salaries or improvements in admission procedures to teacher training (aptitude and motivational testing, interviews) could be envisaged;

• improve initial training. Young teachers should be accorded more time in the first years on the job to improve their teaching skills;

• training programmes for teachers do not provide sufficient time to learn their subjects. The programme should provide time for trainees to revise core subjects;

• assignment of teachers is a crucial point. So that teachers will be distributed in an equitable fashion, the Report calls for a coherent national assignment policy, which takes into account the needs of each school.

Faced with the challenge of Education For All, countries are often obliged to apply methods favouring quantity over quality. Some African and Asian countries hire teachers as auxiliaries, who are not considered civil servants. However, this practice is not limited to poor countries since auxiliaries can be found in the United Kingdom working alongside qualified teachers.

To Find Out More

UNESCO Bangkok and its teacher-training portal (in English):

http://www.unescobkk.org/education/ict

Contact:

Education Sector:
Higher Education Division,
Georges Haddad
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Natural Disaster Reduction

While the forces of nature are impossible to master, it is possible to master ways to reduce natural disasters. UNESCO has followed such strategies since the 1960s.

The tsunami disaster that hit the shores of the Indian Ocean on 26 December 2004 caused at the same time distress and a huge wave of generosity. With it came the added awareness that nature, no matter how lovely, can quickly turn into a destructive force. But not all disasters can be blamed on nature.

NOT SO NATURAL DISASTERS

Natural hazards are naturally occurring physical phenomena such as earthquakes, volcanic eruptions, landslides, tsunamis, flooding and drought. Disasters can result from these hazards but not all disasters are natural and some are clearly caused by human actions. Deforestation, for example, increases the risk and intensity of flooding; unsafe housing and poor land-use planning; construction in hazard-prone areas can all have catastrophic repercussions. Since the 1990's, natural disasters have been more frequent and have had a greater impact on more extended areas: they caused the deaths of millions of people and therefore enormous economic damage. Poor and developing countries suffer the greatest damage in loss of life as well as in social and economic terms because of their lack of resources, infrastructures and protective systems for disaster preparedness and prevention.

After the tsunami, December 26, 2004
(E. Schneider © UNESCO)

This is all the more serious: the scientific and technological know-how exists to improve paraseismic prevention and wind resistance; to establish early warning systems; and to implement community-based responses. UNESCO has played an active role since the 1960s in adopting preventive strategies: anticipating risks; supporting on-going scientific programmes; and helping to set up disaster relief programmes. The strategy is based on scientific and technological advances, education and interdisciplinary training as well as on awareness raising for decision-makers and the general public. The Organization has several goals in these fields:

- establish early warning systems
- define proper land-use and urban planning standards
- adopt appropriate construction standards
- protect school buildings and cultural monuments
- promote post-disaster research and reconstruction.

UNESCO's actions rely on the expertise of several international and intergovernmental scientific programmes including the International Hydrological Programme (IHP), the Man and the Biosphere (MAB)

Natural Disaster Reduction

This information sheet is not an official UNESCO document. It aims to provide the public with information on the theme of « Natural Disaster Reduction »

Natural Disaster Reduction

Coast Home to 60% of the Population

The shock wave produced by the tsunami resulting in the death or displacement of thousands of people on the shores of Asia and East Africa in December 2004 still resounds in our collective memory. As UNESCO Director-General Koïchiro Matsuura said of the disaster "in a few hours, nearly 300 000 lives were lost. In the most exposed areas, which were in some cases the poorest in the region, the tsunami not only killed, it also destroyed the development efforts and the future outlook of many communities" (1). Although an early warning system exists since 1968 for the Pacific, this is not the case for other parts of the globe, despite the fact that 60% of the world's population (3.6 billion people) live in coastal areas. In an effort to spare this population from paying as heavy tribute to nature again, UNESCO's Intergovernmental Oceanographic Commission (IOC) set up an Intergovernmental Co-ordinating Group (ICG) responsible for managing the Indian Ocean Tsunami Warning and Mitigation System (IOTWS). The system has been operational since July 2006. A global ocean monitoring system is scheduled for later development.

(1) Speech made during the "XXIst Century Talks" on tsunamis, May 10, 2005.

Programme, the International Geoscience Programme and the Intergovernmental Oceanographic Commission.

Through its Natural Disaster Reduction Sector (Basic and Engineering Sciences, Earth Sciences Division), UNESCO participates actively in the prevention field. Activities undertaken include: risk and disaster data exchange and analysis centres; seismic monitoring networks; identification and charting of hazard-prone areas; creation of a Pacific Ocean tsunami early-warning system (and in the Indian Ocean in July 2006), the launch of the International Flood Initiative, and providing assistance to prevention-based communications systems.

In the wake of the tsunami which struck the shores of the Indian Ocean on December 26, 2004, the World Conference on Disaster Reduction held in Kobe, Hyogo, Japan on January 18-22, 2005, adopted three texts concerning disaster reduction, including a ten-year action plan covering 2005-2015. Nearly 4000 participants representing 168 States, 78 United Nations Agencies and other organizations, 161 NGOs and as many media professionals) adopted the Hyogo Declaration recommending that a "culture of disaster prevention" be fostered "at all levels". It also recognized the links between disaster reduction, sustainable development and poverty eradication. The Conference voted to create a natural disaster global early warning system.

UNESCO was an active participant to the Conference. It organized, in partnership with other agencies, thematic sessions. Working with the University of Kyoto, it published a report entitled *Disaster Reduction and Human Security: Education for Sustainable Development.* The report focuses on case studies of best practice efforts in 41 countries in the disaster reduction field. It has also published a CD on disaster reduction issues, in co-operation with the Global Alliance for Disaster Reduction.

To Find Out More

www.unesco.org/disaster

ISDR - International Strategy for Disaster Reduction:
www.unisdr.org

Contact :

Earth Sciences Sector;
Natural Disaster Reduction Division

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Eradicating Poverty

The world has never been as rich as it is today, yet over one billion people suffer from extreme poverty.
UNESCO is committed to raising awareness to the fact that freedom from poverty is a fundamental human right

A reminder of the existence of a silent tragedy: extreme poverty, which affects 1.2 billion people. Eradicating poverty, particularly extreme poverty, has been identified as one of the two crosscutting themes by UNESCO (2002-2007). Reinforced by its ethical and intellectual mission, the Organization is able to contribute in its fields of competence to the implementation of the UN's Millennium Declaration, and, in particular, the fundamental goal of reducing extreme poverty by half by 2015. The Organization's strategy is developed in coordination with human development strategies within the framework of human safety. UNESCO is committed to including the educational, cultural and scientific aspects linked to poverty as seen through the prism of human rights.

Homeless in 2005
(© UNESCO)

A DENIAL OF HUMAN RIGHTS

The World Conference on Human Rights in Vienna in 1993 resulted in declaration after declaration condemning poverty as a denial of human rights and a violation of human dignity. The Vienna declaration required content and conceptual development in order to plan future action. In 2001, the Organization launched a multi-sector poverty eradication programme, with a particular focus on extreme poverty. Twenty-two projects were adopted for 2002-2003 and 20 projects for 2004-2005 (17 pilot projects and 3 conceptual research projects). These three research projects, which form the basis of the implementation of the poverty programme, include:

- to study "the aspects of poverty relative to ethics and human rights: towards a new paradigm in the fight against poverty". A series of international seminars have been organized, including experts in the fields of philosophy, law, economics, and political science (research project 1);
- to "develop national research and policy analysis capacities". Through a programme of research grants, research project 2 helps countries to develop their capabilities and to undertake the studies need to revise and amend national policies;
- to offer support to national poverty eradication strategies as well as to actions in favour of the most disadvantaged in the least developed countries (LDCs).

Research project 3 helps countries to get involved in the international debate on poverty as a human right through the organization of seminars and national hearings and by setting up monitoring and reflection committees. The project is designed to assist countries to review and amend their Poverty Reduction Strategy Papers (PRSPs) within the human rights framework.

The final objective is to consider poverty as a Human Rights issue and to bring the human element to the centre of public policy priorities. This conceptual endeavour is the basis for the 17 pilot projects led by UNESCO, by intersectoral teams (at least two sectors are involved in each project).

Eradicating Poverty

This information sheet is not an official UNESCO document. It aims to provide the public with information on the theme of « Eradicating Poverty »

Eradicating Poverty

A Few Facts

3 billion people receive 1.2% of the world's global revenue while one billion people living in rich countries receive 80%.

8 million children die each year of poverty-related diseases.

150 million children suffer from aggravated malnutrition.

100 million children live in the street.

These projects include:

• **Education and environment for indigenous communities in Indonesia.** To enhance the socio-economic development and the survival of indigenous cultures, it is important to maintain the links between peoples and their natural environment. As the world changes, these populations also tend to change their life-styles, thus slowing their development and even destroying the environment necessary to their survival. The project, led by the Jakarta Office, aims to provide the local communities of Siberut Island, located about 150 km west of Sumatra, with the means to use their natural resources in a sustainable manner.

• **"The Sahara of cultures and people" - Towards a strategy for the sustainable development of tourism in the Sahara, in the context of combating poverty**. This project aims to fight poverty via sustainable development, including tourism, that values and promotes both the tangible and intangible, natural and cultural heritage of the Sahara. It concerns the countries in the Sahara, including local communities and tourism professionals. Tourism is a useful tool to fight against poverty and can safeguard the particularly rich and fragile biodiversity and cultural diversity of the Sahara.

• **Reducing poverty in urban areas among women and young migrants in China and Mongolia.**
The project concerns women and youth migrating from rural areas to seek work in economic boomtowns where workers are in high demand. Although these migrants, the cornerstone of a rapidly expanding system, contribute to producing wealth, they often find themselves discriminated against and poor. The goal of the project is to ease their integration and to provide assistance, particularly in making them aware of their rights to access basic services. It also aims to sensitize public authorities about the situation of this marginalized and abandoned segment of the population which, nonetheless, plays a major role in the country's economic development. The project has made major inroads through an excellent communications strategy which combines action in the field, research, awareness raising, multimedia support and political recommendations.

• **Local and Indigenous Knowledge Systems (LINKS) in a global society.** The LINKS project aims to encourage the use of local knowledge and values to shape methods of eradicating poverty and sustainable protection of the environment. It supports the right of indigenous peoples to development in a safe and viable environment. The first phase saw the launch of field projects in Asia, Europe, in the developing micro island states of the Pacific and in the Americas, all aimed at a rigorous census of local knowledge and at training of local populations to apply this knowledge.

To Find Out More

Poverty as a denial of human rights: www.unesco.org/shs/poverty

Read: *Poverty, a fatality? Promoting autonomy and human security in least favoured groups Benin - Burkina Faso - Mali - Niger*, Ed. UNESCO / Karthala, 2002 (in French).

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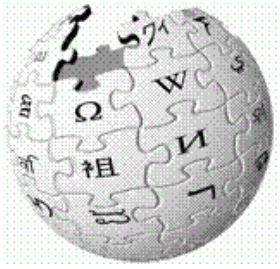
Public Domain and Intellectual Property

"Promotion of equitable access to information and knowledge, particularly with regard to public domain" represents one of the main axes of UNESCO's Communication and Information Sector.

What is the "public domain"? Does it refer to the ownership of material goods, which are public property, intended for the direct use of the community and not liable to appropriation in the private context? Or is the public domain confined to the way the concept has developed in intellectual property law, or more specifically in copyright law - is it the conditions under which a literary or artistic work has ceased, upon expiration of a certain period of time, determined by law, to give rise to certain exploitation rights for its author, and therefore the work can be exploited by anyone free of charge? Does the term "public domain" have an informal and colloquial use, to indicate information that is publicly available without getting into the legal niceties of whether or not it is also subject to copyright? The answer to these questions is obviously a complex one – the concept is evolving with new emerging forms of expression and business models. The latest formal definition, on the international level, is to be found in UNESCO's **Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (2003).** The Recommendation defines 'public domain information' as "*publicly accessible information, the use of which does not infringe any legal right, or any obligation of confidentiality. It thus refers on the one hand to the realm of all works or objects of related rights, which can be exploited by everybody without any authorization, for instance because protection is not granted under national or international law, or because of the expiration of the term of protection. It refers on the other hand to public data and official information produced and voluntarily made available by governments or international organizations*".



The Wikipedia logo. Wikipedia is a Web-based and free-content encyclopedia

WHAT DOES UNESCO STAND FOR?

The Preamble to the Constitution of UNESCO affirms, "*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 fulfil in a spirit of mutual assistance and concern".*

Both the protection of creativity and preservation of creative products and the promotion of a wide access to culture, knowledge and information are considered by UNESCO as indispensable strategies to improve "the free flow of ideas by word and image". These two aspects of the Organisation's core mandate lie at the heart of UNESCO's activities in the fields of copyright and access to information, and have to be reflected in the approach to 'public domain' initiatives.

WHERE TO FROM HERE?

One of the recurrent issues in the debate on the public domain is whether its growth is at odds with the existing

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Public Domain and Intellectual Property

Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (October 2003)

The importance of public domain content constitutes one of the main elements of the Recommendation, which recommends to Member States and international organizations to:
(...) recognize and enact the right of universal online access to public and government-held records(...), giving due account to confidentiality, privacy and national security concerns, as well as to intellectual property rights (...).

(..) *encourage open access solutions (...), as well as online accessibility of public domain information and (...) promote and facilitate ICT literacy,(...).*

To develop and adopt best practices, professional and ethical guidelines, UNESCO published, in 2004, the ***Policy Guidelines for the Development and Promotion of Governmental Public Domain Information***. Pilot activities were initiated in Latin America in order to assist Member States in implementing the policies recommended. A meeting in Lima (26-27 May 2005) allowed to gather experts from 8 Latin American countries (Argentina, Chile, Colombia, Nicaragua, Mexico, Paraguay, Peru and Uruguay) to review the current status of laws, policies and institutional aspects concerning the public domain information strategies of each participating country.

intellectual property rights (IPR) framework or enabled by it? Where should the appropriate balance lie in terms of the interests of the authors and creators rights holders and those of the wider public? Basically, the IPR system does not prevent copyright holders from dedicating their work to the public domain or assigning their rights to an open access project. Certain communities have already set up structures that are compatible with their governing intellectual property laws. Creative commons licenses and open access repositories are just a few examples of the variety of different licensing options available to IPR right holders. Most recently, the revival of the notion of the "information commons" encourages the science community to make scientific and technical data publicly available on certain conditions. These initiatives co-exist within the IPR system.

In conclusion, the philosophy underlying the interest in the public domain is soundly based and will take on even greater significance in the future. There are two pressures which must be acknowledged. The first is due to the increasing sophistication and capacity of the technology, enabling massive digitization of collections, intelligent searching, control over applications and content through the technical platforms and architecture, and the unprecedented technical access to digital content. These technical developments are also driving new notions of economic value, such as "reputational capital", that will open up other economic returns from the sharing of information en masse. The second influence is the recognition that knowledge is a key driver for social and economic transformation. Therefore, broadening access to information and knowledge will continue to be a main strategy, within which the growth of the public domain and the information commons will be critical. It is important to encourage innovation and investment in knowledge-creation through appropriate intellectual property rights, and the macro economic benefits that can flow through knowledge transfer and systems that foster the sharing of ideas.

Contact :

Communication and Information Sector, Information Society Division

To Find Out More

See the Observatory on Access to Information and Knowledge:

www.unesco.org/webworld/portal_observatory

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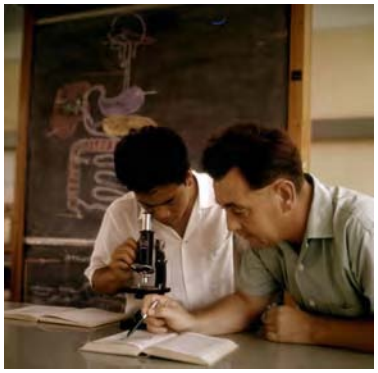
Promoting Advancement of Scientific Knowledge

The world is undergoing a fundamental transformation driven by science and science-based technologies. Most far-reaching innovations originate from advances in the basic sciences.

Although the basic sciences provide the foundation and reveal exceptional opportunities to meet the needs of society, many developing countries find themselves excluded in one way or another from the endeavour to create, and, consequently, fully benefit from scientific knowledge. The welfare of an emerging-knowledge society and the future of humanity have become more dependent on an equitable production, distribution and use of knowledge than ever before. Therefore, the divide in the basic sciences can only deepen the gap in the fields of technology, agriculture, health care, information and communication technologies, science education and finally between the North and South.

UNESCO strives to promote vital worldwide action and regional co-operation in the basic sciences to ensure that science becomes a truly shared asset, benefiting all people.

In responding to the expectations of Member States, the UNESCO programme promotes national capacity-building in the basic sciences, and excellence of basic research in areas of national priority. The science capacity-building project stresses the renewal, expansion and diversification of education in the basic sciences for all, with emphasis on knowledge and skills necessary to educate highly qualified specialists and responsible citizens able to meaningfully participate in the society of the future. This strategy focuses on sustained aid to improve the quality of science education in developing and least developed countries, to foster the use of information and communication technologies, to create and develop a world-class university in each developing country, and to attract, nurture, and maintain young talents.



Science class in Malaysia
(J.Ling © UNESCO)

International and regional co-operation in basic research is promoted within the UNESCO programme in order to ensure high scientific standards. As of today, the programme is implemented through developing the services of a wide range of networks and centres of excellence, consolidated in the framework of the International Basic Sciences Programme (IBSP) launched, in 2004, by UNESCO. The IBSP seeks new partnerships with non-governmental and intergovernmental scientific organizations in order to pool intellectual and material resources to attain the United Nations Millennium Development Goals.

Specific activities and projects that comprise the existing basic sciences programme and are implemented with partners include:

- **Promotion of SESAME** (Synchrotron-light for Experimental Science and Applications in the Middle East), an international independent laboratory created under the auspices

Promoting Advancement of Scientific Knowledge

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Promoting Advancement of Scientific Knowledge

UNESCO-L'OREAL Partnership 'For Women and Science'

Within the framework of an agreement signed September 29, 1999 between UNESCO and L'Oréal, five exceptional women researchers, one per continent (Africa, Latin America, North America, Asia, Europe) working in life sciences or in the material sciences are awarded the annual L'Oréal-UNESCO Prize of US$100 000. The international jury is presided by professors Christian de Duve, 1974 Nobel Prize winner for Medicine, Günter Blobel, 1999 Nobel Prize winner for Medicine, and Pierre-Gilles-de Gennes, 1991 Nobel Prize winner for Physics. Fifteen UNESCO-L'OREAL fellowships of US$20 000 are granted to young women scientists at the doctorate or post-doctorate level. Three are distributed per region (Africa, Arab States, Asia-Pacific, Europe/North America and Latin America) to aid local research on projects often also of interest to major laboratories based elsewhere. Forty national projects, including fellowships, conferences, and classes, are organized by L'Oréal in accord with the UNESCO National Commissions and draw on the network of prize laureates and fellowship beneficiaries. Of all the major scientific prizes, the UNESCO-LOréal prize is the only one dedicated to women.

of UNESCO following the model of CERN (European Organization for Nuclear Research). Current members of the Centre, which is to be located in Alan (Jordan), are Bahrain, Egypt, Israel, Jordan, Palestinian Authority, Pakistan and Turkey. Observers include Germany, Greece, Italy, Kuwait, Russian Federation, Sweden, U.K. and U.S.A. Based on a gift from Germany of the 0.8 GeV BESSY I storage ring and injector system which stopped operation in Berlin at the end of November 1999 and is being up-graded to 2.5GeV, SESAME will provide a first-class, fully competitive source for synchrotron-light which can be used for research and development in many areas, e.g. material research, nanotechnology, biology, environmental problems, medical applications, archaeology, etc. The SESAME facility is expected to be fully operational in 2009.

• **Teaching and Learning Materials** in Chemistry for secondary school level such as a) the low-cost experimental equipment of The Global Project on Microscience Experiments launched by UNESCO and IUPAC (International Union of Pure and Applied Chemistry) in 1996 answer a demand for cost-effective and safe laboratory experiments. In aid of the project, Associate Centres for Microscience Experiments were established in a number of regions; and b) the DIDAC set of teaching materials for a variety of topics in Chemistry produced in cooperation with IUPAC and with AGFA Gevaert in CD ROM, book, poster and transparency form.

• **Support for networks of scientists** including the Microbial Resource Centres Network, the Trace Element Institute for UNESCO and its network of satellite centres, the Molecular and Cell Biology Network.

• **Support for training workshops**, conference participation and research fellowships for young scientists in collaboration with partner organisations in Life Sciences and Biotechnology.

• **Promote information dissemination** in the biological sciences by facilitating access to peer-reviewed specialized journals through free subscriptions and online reference materials.

• **Support for activities** in advanced training and research in physics and mathematics in cooperation with the Abdus Salam International Centre for Theoretical Physics and the International Centre for Pure and Applied Mathematics, as well as action in collaboration with the International Union for Pure and Applied Physics, regional and national physical societies in celebration of the International Year of Physics 2005.

• **Support for teacher-training** workshops in innovative modes of physics teaching, as well as an international mathematics exhibition that seeks to inspire the youth and the public at large to appreciate and experience mathematics.

To Find Out More

Basic and Engineering Sciences Web site : http://www.unesco.org/science/bes

Women and Sciences: http://www.loreal.com/_en/_ww/loreal-women-in-science/

Contact :

Division of Basic and Engineering Sciences
Natural Sciences Sector

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National Education Policies

National Education Policies

Education has a major role to play in achieving sustainable human development. It is up to governments to establish coherent education policies. UNESCO can supply needed technical and programme design assistance.

Education reform is a constant concern of the Organization and its Member States. Countries must find the appropriate response in the face of constant economic, social, and political change combined with rapid scientific and technological innovation. The problems are often considerable and the allotted means limited. The difficulties are even more complex for nations facing the added challenge of administering a vast territory with diverse populations and a variety of institutional and educational systems.

Bai Chay 2 School, Vietnam
(J. O'Sullivan © UNESCO)

A national education policy sets the major objectives and orientations while defining the government's priorities and strategies to achieve its goals. UNESCO's role is to supply technical assistance in order to implement the national education policies. This technical support is varied and depends largely on demand. It can vary from design and implementation of regional and national policies to focusing on a single area or specific programme. UNESCO support is available when Member States request it. These requests emanate from three types of countries:

• Member States wishing to undertake global education reform (long-term outlook and far-reaching change);

• Member States whose education system is in flux and in need of targeted change;

• Member States whose education system is in rehabilitation (emergency situation and short-and medium-term priorities).

REINFORCING NATIONAL CAPACITIES

UNESCO's action is based on a thorough analysis of the educational sectors, in coordination with governments and their partners, taking into account local requirements as well as institutional and national capabilities. The goal is to maximize external aid, adapt it to local needs and to make allotted resources more efficient. Technical assistance is implemented at the national level within the global framework of sustainable development, of the eradication of poverty, of gender equality etc...

One of UNESCO's missions is to help countries reinforce their institutional capacities. The goals for 2015 within the Dakar Framework for Action focus on developing coherent policies and producing credible action plans to achieve the goals of *Education for* UNESCO organized a series of surveys to evaluate the needs in terms of national capacity building. Most States reported a need for external support in order to formulate and to reinforce their educational plans and programmes, especially in the following areas:

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National Education Policies

Planning with Simulations

Simulating educational policies and strategies is a technical tool used to develop sector and strategic planning which allows various development scenarios to be examined. It makes it possible to test the feasibility of actions implemented. Educational planning based on studying scenarios allows a variety of options to be examined whether for the development of an overall system or for specific sectors. The scenarios take into account political options, their technical feasibility and any financial limitations.

• information systems for education management;

• sector analysis and policy evaluation;

• formulation of education policies;

• definition and estimate of available resources;

• macroeconomic framework;

• follow-up and evaluation mechanisms.

In response to these requests, UNESCO organized a series of training workshops for the exchange of experiences on different aspects of education policy such as analysis and development of education policies or planning and implementation strategies in cooperation with other development partners. This national capacity reinforcement approach has proven very successful and requests for assistance are on the rise. During the coming biennium, these actions will continue and expand to regional, national and local levels.

Education for All: a priority

UNESCO's priority is to plan and co-ordinate the Education for All (EFA) Programme within the Dakar Framework. National Action Plans must tackle the problems linked to strategic approaches as well as those due to lack of financial resources. Specifically, each Action Plan:

- is defined through consultation with all members of civil society;
- channels and coordinates support from all development partners;
- defines reforms needed to meet the EFA goals;
- sets up a schedule for long-term financing;
- focuses on action with precise deadlines;
- includes benchmarks to evaluate on-going progress;
- is integrated into wider poverty reduction and development frameworks.

To Find Out More

Education for All web site:
http://www.unesco.org/education/efa

Contact :

Division of Educational Policies and Strategies;
Section for Support to National Education Development:

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UNESCO's Founding Principles

The denial of human dignity at the heart of "civilization," revealed by World War II, obliged the victors to revise the foundations on which humanity has been constructed. UNESCO was born of this necessity.

Due to their total victory in the "great and terrible war which has now ended," the allies, in the fall of 1945, had three issues to resolve:

• **understand** what had brought humanity so close to the brink ;
• **specify** the value system of the allies which would guide them as they ruled – and judged;
• **define** the content of a possible agreement on the future of, not just the victors (who had differing world views) but of all the peoples of the globe.

UNESCO was thus born of an imperative need. Never before in the history of the world had a total war against a totalitarian enemy resulted in such a total victory. Not only did the world need to be reorganized, as was done with the San Franscico Charter (June 26, 1945) and the Bretton Woods Accords (July 22, 1944), it was all of humanity which had to be recast. Such was the goal of the UNESCO Constitution, adopted by 37 nations, in London, on November 1945, and which, over several decades, has rallied the nearly unanimous support of all the peoples of the earth. Today, UNESCO is the most universal of the international organizations. The Constitution speaks for itself. It is not outdated and its relevance to our times is impressive, proving that the work to which the Organization is dedicated is needed now more than ever.
The Constitution is based on a fact which leads to a goal from which the method of achieving it is derived.

UNESCO Headquarters, Paris
(D. Roger © UNESCO)

THE FACT. The "*great and terrible war which has now ended*" damaged humanity not only through its actions, though the death and destruction of war but also by its very nature as expressed by the crimes against humanity. Human dignity was trampled, this was the worst effect of the war. The war was able to take such a turn because of a previous "*denial of the democratic principles of the dignity, equality and mutual respect of men*". This led to two results. First, natural and classic disagreements degenerated into a war without mercy and, secondly, ideologies such as "*the doctrine of the inequality of men and races*" sabotaged elementary respect for human beings and for life itself. Ignorance and prejudice were res-ponsible for allowing such a situation to occur, the Consti-tution asserts.

THE GOAL. To prevent the return of a similar catastrophe, ignorance and prejudice must be eradicated. This is not only a prerequisite to preventing a new "*great and terrible war*," destructive for the human race, it is also necessary for the viable organization of human beings discovering unity in their diversity, after millennia spent in self-ignorance of this diversity and several centuries spent discovering this same diversity through the painful process of a first global unification to combat the impulse of imperialistic drives. A project was needed to uplift humanity and not solely because it is " *in the minds of men that the defences of peace must be constructed*". In fact, says the

UNESCO's Founding Principles

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UNESCO's Founding Principles

The Preparatory Commission

The Commission met in London from November 1-16, 1945, presided by Ellen Wilkinson, Minister of Education for the United Kingdom. Alfred Zimmern, former Deputy Director of the International Institute on Intellectual Cooperation, was the first Executive Secretary of the Commission. The final objective was "*the creation of an organization for education and culture*". There were 42 countries present:, Argentina, Australia, Belgium, Bolivia, Brazil, Canada, Chile, China, Columbia, Cuba, Czechoslovakia, Denmark, Egypt, El Salvador, Ecuador, France, Greece, Guatemala, Haiti, India, Iran, Iraq, Lebanon, Liberia, Luxembourg, Mexico, Netherlands, New Zealand, Nicaragua, Norway, Panama, Peru, Philippines, Poland, Saudi Arabia, Syria, Turkey, South African Union, United States of America, Uruguay, Venezuela and Yugoslavia.

Constitution, it is "*indispensable to the dignity of man...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 ... human rights and fundamental freedoms*". The aim is clear and binding. To ignore it is violation of human dignity.

THE METHOD. "*To develop and to increase the means of communication between ... peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives... to secure the unanimous, lasting and sincere support of the peoples of the world... in a spirit of mutual assistance and concern*." UNESCO is indispensable to achieving "*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*". International cooperation to eradicate ignorance and prejudice works on three levels:

- "**Collaborate** in the work of advancing the mutual knowledge and understanding of peoples, through all means of mass communication;"
- "**Give fresh impulse** to popular education and to the spread of culture;"
- "**Maintain**, increase and diffuse knowledge".

The global result aimed for by UNESCO is founded "*upon the intellectual and moral solidarity of mankind*," a prerequisite in order to "*secure the unanimous, lasting and sincere support of the peoples of the world*".

The goals and principals of the Organization are summarized in Article 1 of the Constitution: "*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*". In short, the fundamentals rest upon a **goal** ("in order to..."), a **purpose** ("to contribute to..."), a **output** ("promoting collaboration...") and on **action** ("through...").

The Forerunners

International Institute of Intellectual Cooperation (IIIC) created in 1924, in Paris. It is responsible for international intellectual and cultural cooperation. It was issue from the International Commission on Intellectual Cooperation, composed of twelve members including Henri Bergson, Marie Curie and Albert Einstein.

International Bureau of Education (IBE) was founded in 1925, in Geneva. It acts as a database on educational matters. Originally a non-governmental organization, it soon had financial problems due to lack of resources. In 1929, the IBE became an intergovernmental organization.

To find out more

On the UNESCO website (www.unesco.org), click on Organization

L'Humanité toujours à construire 1945-2005, Ed. UNESCO, October 2005 (in French)

Online archives : http:// http://www.unesco.org/unesdi/index.php/eng/accueil/unesdi/index.php/e/accueil/

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Intangible Heritage

Intangible Heritage

The 2006-2007 Culture Programme places safeguarding the intangible heritage at the top of its list of priorities. The Convention to safeguard this heritage entered into force in April 2006.

As defined by the Convention for the Safeguarding of the Intangible Heritage, adopted by the General Conference on October 17, 2003, the Intangible Cultural Heritage is comprised of "the practices, representations, expressions, knowledge, skills – as well as the instruments, objects, artefacts and cultural spaces associated therewith – that communities, groups and, in some cases, individuals recognize as part of their cultural heritage". It is sometimes called the living cultural heritage, and manifests itself in the following domains:

- oral traditions and expressions;
- music, dance and traditional theatre;
- social practices, rituals and festive events;
- knowledge and practices concerning nature and the universe;
- traditional craftsmanship.

Carnival of Barranquilla, Colombia, 2003 Masterpiece
(M. Ravassard © UNESCO)

The intangible heritage is constantly changing but some is also threatened with extinction, in part due to globalization. Yet this heritage, both living and traditional, provides a sense of identity and continuity to groups and communities and constitutes a crucible of cultural diversity.

By the end of 2005, 26 States: Algeria, Mauritius, Japan, Gabon, Panama, China, Central African Republic, Latvia, Lithuania, Belarus, Republic of Korea, Seychelles, Syria, United Arab Emirates, Mali, Mongolia, Croatia, Egypt, Oman, Dominica, India, Viet Nam, Peru, Pakistan, Bhutan and Nigeria had already ratified the Convention. Thirty States Parties must ratify the document for it to be implemented. The first task will then be drafting operational guidelines for the implementation of the Convention. The guidelines will include criteria for inscription to one of two Intangible Heritage Lists established by the Convention. In the meantime, the Organization continues to lead programmes essential to the safeguarding of the intangible heritage.

PROCLAMATION OF MASTERPIECES

In 1998, UNESCO created an international distinction "The Proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity" to distinguish the most remarkable examples of intangible heritage. The Proclamation concerns popular and traditional cultural expressions and cultural spaces (places where storytellers congregate, where rituals, markets, or festivals are held) in which popular and traditional activities regularly occur. The Convention encourages countries to draw up an inventory and to take measures to protect this heritage and to promote the participation of local artists and creators in these efforts. In 2001 and 2003, UNESCO proclaimed 47 masterpieces. The 3rd proclamation will be held on November 25, 2005. The masterpieces of the States Parties can be included on

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Intangible Heritage

Examples of Masterpieces Proclaimed by UNESCO

*The Carnival of Binche (*Belgium) dates back to the middle Ages. It is comprised of extravagant fancy dress balls and joyous processions of the legendary character of "Gilles" composed of hundreds of people wearing wax masks topped by magnificent hats decorated with ostrich feathers.

The Andean Cosmovision of the Kallawaya Culture (Bolivia) is a coherent body of beliefs, myths, rituals, values and artistic expressions that provides an original vision of the world. This distinctive world view, derived from belief systems of ancient indigenous peoples, is manifested through traditional medicine, whose virtues are widely recognized not only in Bolivia but in the many South American countries where Kallawaya priest doctors practice. This healing art involves an exceptionally deep understanding of animal, mineral and botanical pharmacopoeia.

Woodcrafting Knowledge of the Zafimaniry (Madagascar). The Zafimaniry people live in the highland, wooded areas of southeast Madagascar. The community is the last repository of a unique woodcraft culture previously widespread on the island. The geometric motifs decorating houses, tombs, furniture, tools and daily utensils are highly symbolic and reflect the Indonesian origins of the community as well as the Arab influence in the area.

the "Representative List of the Intangible Cultural Heritage of Humanity established by the 2003 Convention.

LIVING HUMAN TREASURES

The "Living Human Treasures" are persons who possess, to a very high degree, the knowledge and skills required for performing or creating specific elements of the intangible cultural heritage. This programme encourages the Member States to grant official recognition to exceptionally talented tradition bearers and craftspeople and to encourage the transmission of their knowledge, know-how and skills to the younger generations. With the view to creating new "Living Human Treasures" systems in the Member States, UNESCO offers or plans to offer financial assistance either within the framework of the programme or through extra-budgetary funds which would be added to the financing provided by the normal programmes of the Organization.

LANGUAGES IN DANGER

Languages are not only used to communicate. They also transmit values, cultural expressions, and reflect a certain view of the world. The 2003 Convention tries to safeguard languages as a means of transmitting the intangible heritage. The situation is sombre: nearly half of the world's 6800 languages are doomed to disappear. One language disappears, on average, every two weeks. UNESCO is focusing its efforts on promoting public awareness of the problem of doomed languages; local capacity building to promote appropriate linguistic policies; and mobilization of international cooperation. The Organization relies on several key documents such as the UNESCO Universal Declaration on Cultural Diversity of 2001, "*Language Vitality and Endangerment,*" and, of course, on the 2003 Convention.

TRADITIONAL MUSIC

Music, along with dance, transmits spiritual and aesthetic values essential to groups and requires the most diverse knowledge. Beyond measures of conservation, transmission and documentation, UNESCO contributes to safeguarding the intangible heritage through the UNESCO Traditional Music of the World Collection. Since 1961, the Organization has recorded and promoted all types of music: popular ditties, high-brow or sacred music, rural or urban tunes, festival music, carnival songs and many other genres have been recorded for UNESCO. Most of the recordings are made in situ, in their local context, thus attesting to their central role within the community and, as such, these recordings are rare and unique documents.

Contact:

Culture Sector,
Division of Intangible
Cultural Heritage

To find out more

For all UNESCO events and programmes concerning the intangible heritage go to: www.unesco.org/culture

Find the intangible masterpieces on: www.unesco.org/culture/masterpieces

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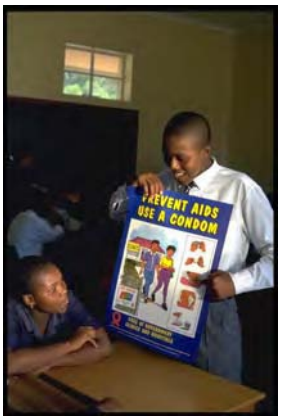
HIVand AIDS Prevention Education

HIV and AIDS Prevention Education

In response to the epidemic, UNESCO's action in the field of HIV and AIDS education is a priority.

AIDS caused approximately 3.1 deaths in 2004 and left 14 million children orphaned. It is estimated that 8,500 people are infected by HIV each day. Nearly half of these people are between 15 and 24 years old. Education has a major role to play in reducing the risks and the vulnerability linked to the AIDS pandemic. To respond efficiently, UNESCO focuses on education and HIV & AIDS within the framework of Universal Access to prevention, treatment, care and support. It offers competence in a variety of fields including policy-making; educational practices; scientific knowledge; sensitivity to social and cultural context; and capacity building in communications. AIDS threatens to destroy decades of investment in education and human development, particularly in vast zones of Sub-Saharan Africa, in Latin America and in the Caribbean. The epidemic is not simply a health problem, it is also a challenge to development in general. Concentrated among young adults, HIV and AIDS strike mostly poor and poorly educated segments of society. Nonetheless, its impact on the educational system is worrying. AIDS limit the pool of available teachers and the demand for education because children with infected family members are encouraged to drop out of school to care for their relatives. The quality of education suffers also due to high absenteeism among teachers, student apathy and a reduction of the time devoted to classes -- all of which impede the delivery of quality education.



HIV /AIDS Prevention education class in Maseru, Lesotho (G.Pirozzi © UNAIDS)

EDUCAIDS: A GLOBAL INITIATIVE

To provide new impetus to prevention education UNESCO and its UNAIDS partners launched the EDUCAIDS global initiative, in March 2004. EDUCAIDS has two primary goals: 1) to address the impact of HIV and AIDS, and prevent the spread of HIV, particularly among young people, through comprehensive educational responses; and 2) to support the education system to provide secure and protective learning environments that meet the needs of educators and students with regard to HIV and AIDS.

UNESCO is currently focusing on the following goals:

• to integrate HIV and AIDS education into international development plans and into national education policies. UNESCO undertakes activities aimed at promoting a better use of resources. At the national level, it encourages policy discussions and wider public involvement;

• to adapt HIV and AIDS education to the diversity of needs and contexts. Stress is placed on information dissemination and on advice services offered through formal and non-formal education, and through networks;

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HIV and AIDS Prevention Education

Advantages of an Intersectorial Approach to HIV and AIDS prevention, treatment, care and support

UNESCO's experience in its fields of competence, education, science, social sciences, culture and communication, allow the Organization to develop technical and organizational skills based on an interdisciplinary approach particularly well adapted to the demands of prevention education. All UNESCO sectors will formulate culturally acceptable responses designed with input from people living with HIV, adapted to gender and age, respectful of human rights and based on scientific facts:

• in the Asia-Pacific Region, the culture, social science and education sectors have developed HIV prevention programmes; forced sex-work by young girls and women; the use of injecting drugs among the ethnic minorities of the Mekong;
• the social science sector focuses on discrimination issues linked to HIV and AIDS and has produced a practical guide for young people on peer education methods;
• the culture and education sectors have jointly produced manuals on the use of theatre in response to HIV;
• the communication sector participates in drafting training programmes for journalists and media professionals in Africa with the aim of improving their ability to treat issues relating to AIDS, culture and gender;
• the science sector strives to make scientifically-based information widely available to public authorities, to communication professionals and to educators.

• to facilitate access to scientifically accurate information. This includes support for scientific cooperation but also includes capacity-building, at the higher education level, in producing and disseminating research and data on HIV and AIDS;

• to reduce vulnerability and to encourage responsible behaviour. UNESCO intends to mobilise political leadership at the highest level. It aims to meaningfully engage decision-makers; education providers, and youth to play an efficient and responsible role. It also fosters innovative community action aimed at protecting and involving the most vulnerable populations.

In support of its preventive, care and support action, UNESCO has launched the FRESH initiative, which places a priority on efficient school health programmes. Working with Education and Health ministers towards the implementation of school health policies and efficient programmes promoting good nutrition, FRESH strives to impart the acquisition of knowledge, of behaviour, and of values which allow children to make appropriate and positive health decisions, even where HIV and AIDS are concerned.

UNESCO's response to HIV and AIDS also includes the promotion, in conjunction with the International Labour Organization (ILO), of HIV/AIDS workplace policies for the education sector with the aim of improving the well-being of learners, educators and other school staff.

UNESCO drafted an HIV/AIDS workplace policy for its own staff.

This initiative, which began with training sessions for trainers chosen from within the ranks of the staff, led to pilot sessions before the training is broadened to remaining staff. The most significant step will be implementing the United Nations policy, adopted in 1991, while adapting it to the needs of UNESCO staff.

To Find Out More

http://www.unesco.org/aids

HIV/AIDS Education Clearinghouse
http://www.hivaidsclearinghouse.unesco.org

Web site of the International Bureau of Education, global database for HIV/AIDS preventive education:
http://www.ibe.unesco.org/HIVAids.htm

FRESH web site:
http://www.unesco.org/education/fresh

Contact:

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Human Rights

Strengthening respect for human rights and fundamental freedoms has been a cornerstone of UNESCO's action since its creation. Its primary goal is fostering a genuine culture of universal human rights.

UNESCO's Constitution contributes to insuring respect for all human rights, within its fields of competence. Given its intellectual and ethical mandate since its creation, the Organization has played an important role in promoting the adoption of standard-setting tools and in fostering research and education concerning human rights. UNESCO's diverse activities are carried out in partnership with the Member States, the UNESCO National Commissions, the United Nations system and civil society.

Eleanor Roosevelt and the Universal Declaration of Human Rights (© UNESCO)

A NEW STRATEGY

UNESCO confirmed its attachment to the cause of human rights at the 32nd session of its General Conference in October 2003. The Conference adopted a new Human Rights Strategy (Document 32 C/57). A fruitful intersectorial effort, of partners outside and within the UN system, produced the following list of priority actions:

• better use of a human rights-based approach in all UNESCO programmes (see box) ;

• promotion of research and publication of information on human rights (right to education, right to take part in cultural activities, right to hold and to express an opinion, right to benefit from scientific progress and from its applications) in order to contribute to the development and the implementation of policies by well-informed political leaders;

• promotion of education on human rights, including learning about and exercising human rights and learning about educational and pedagogical methods to create an environment favourable to dispensing such education. UNESCO is focusing on the implementation of the first phase (2005-2007) of the World Programme for Human Rights Education. The Plan stresses primary and secondary education. The UNESCO Prize for Human Rights Education is awarded every two years;

• setting standards and organizing events relating to the protection of human rights, particularly through the work of the Committee on Conventions and Recommendations (CR). Drafting standard-setting tools in the fields of bioethics and human rights and of cultural diversity and human rights;

• reinforcing partnerships with the aim of dividing the tasks and achieving complementarity within the United Nations system, especially with the UN High Commissioner for Human Rights and its specialized agencies; with research centres; local institutions defending human rights; and civil society in general.

NON-DISCRIMINATION

The struggle against racism, discrimination and xenophobia is the core of UNESCO's mandate. In the fight against discrimination in all of its forms, UNESCO strives to expose the

Human Rights

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Human Rights

Human Rights: The Cornerstone of all UN activity

Integrating human rights into the various activities of the United Nations system was established as one of the major challenges of the reform programme begun in 1997. In 2003, an inter-institutional workshop led to the drafting of a common position of United Nations institutions on the implementation of a human rights-based approach. It is comprised of three main points:

- all programmes should promote human rights;
- standards and guidelines relating to human rights must be applied to all activities in all sectors and in all phases of preparation and of implementation;
- activities must contribute to the capacity-building allowing stakeholders to discharge their obligations and/or permitting stakeholders to obtain their rights.

UNESCO launched a programme in 2005 aimed at progressively integrating human rights into all of its activities. This programme will train UNESCO personnel, both at Headquarters and in the Field Offices, on human rights standards and on drafting programmes based on the respect of human rights.

obstacles impeding the full exercise of human rights. These stumbling blocks include: ultranationalism; religious intolerance; discrimination against minorities; and discrimination in the use of scientific or medical progress such as in the treatment of HIV/AIDS. In October 2003, responding to the emerging challenges of modern society, UNESCO adopted an Integrated Strategy to Combat Racism, Discrimination, Xenophobia and related Intolerance (32C/13). In 2004, following up on this renewed commitment, UNESCO launched an International Coalition of Cities against Racism. Its main goal is to establish a network of cities interested in sharing experiences and expertise with the aim of improving their anti-racist policies through a common action plan.

As for the promotion of gender equality and women's rights, much remains to be done. The figures speak for themselves: barely 15.6% of the world's Members of Parliament are women, there are no countries in which women are paid equal salaries for equal work, women comprise two thirds of the 771 illiterate people in the world, and no woman has ever been Secretary-General of the United Nations nor Director-General of UNESCO. In the hope of reversing this trend, the Social and Human Sciences sector focuses on research aimed at encouraging the development of public policies promoting equality between women and men. Their work also involves sharing knowledge and supporting initiatives taken by women and encouraging women to establish networks. UNESCO encourages the development of university study programmes in the fields of gender equality and women's rights with the aim of producing future leaders that will be sensitive to these issues.

UNESCO also promotes reflection on human safety, on consolidating democracy, and on maintaining peace, all building blocks of a universal human rights culture.

Contact :

Social and Human Sciences Sector;
Human Rights Division

To Find Out More

UNESCO web site on human rights:
www.unesco.org/human_rights

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Information Technology

UNESCO's action in the field of information technology is based on two essential goals: reducing the digital divide and building knowledge societies.

The information and digital revolution began in the United States and in a few northern European countries before spreading to the rest of the world yet it is far from over. Knowledge, the motor for productivity and economic growth, is more and more codified and transmitted through computer and information networks in the new "knowledge society". Information and communications technology (ICT) provides a package of increasingly useful tools in the creation, dissemination and sharing of knowledge. Knowing how to use a computer is now as essential to personal success as basic skills in reading, writing and arithmetic.

Cybercentre in Manhica, Mozambique, 2004
(S. Santimano © UNESCO)

DIGITAL DIVIDE

Although ICT helps to build a knowledge society open to all, it is nevertheless true that a large part of the world's population does not have access to this knowledge. The growing digital divide, which constitutes a genuine knowledge gap, increases development inequalities. In this context, UNESCO has two main goals: to promote the free exchange of ideas and to help maintain, advance and disseminate knowledge. It action is defined by the resolution of the United Nations Social and Economic Council of July 2000 on the "*the role of information technology in the context of a knowledge-based global economy*". It is essential to keep in mind the human element of the digital divide. The goal is to integrate all educational, social, cultural and ethical aspects to contribute to reducing the digital divide by making human beings central to the goals pursued. ICT opens perspectives for education and training, encouraging creativity and intercultural dialogue.

The Organization pursues its activities in three distinct areas: ethical, standard setting and legal; Content and ICT applications; and methodological tools and access to knowledge. UNESCO's strategy is based on four elements:

- **reaching agreement on common principals to regulate the building of knowledge societies.** Technological progress raises ethical questions such as "open knowledge" and sharing information; the quality and reliability of information; respect for linguistic and cultural diversity; protection of intellectual property; and the balance between proprietary and free software;

- **increasing learning opportunities by giving access to content and to diverse and quality education service providers.** The Organization encourages, through pilot projects, the use of ICT in educational reform;

- **capacity building in scientific research, information sharing and cultural exchanges.** UNESCO supports the building of networks to favour greater exchanges and cooperation. The Organization will progressively create, along with other institutions, a global UNESCO portal to

Information Technology

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UNESCO – Public-Private Sector Partnerships

UNESCO collaborates with numerous partners in the private and public sectors. Partnerships with information technology industries are based on ethics and high-level know-how. The list of partnerships continues to grow. It includes agreements with Hewlett Packard, Intel, Microsoft, Alcatel and Hitachi, and concerns areas as varied as teacher training programmes, community access centres or even scientific networks. The nature of the partnership varies, from traditional sponsorship to strategic agreements in which each partner plays a role but without bringing a financial contribution. The Memorandum of Understanding passed with Intel and the Cooperation Agreement passed with Microsoft mark a new stage because they are outside of the traditional context of collecting funds and sponsorship to attempt to meet the needs of developing countries.

allow access to a reservoir of information;

• **promoting ICT use with the aim of developing capacity, empowerment, and governance and social participation.** The use of ICT favours the sharing of information and democratic participation in the exercise of power by social groups at different levels.

The field of education puts ICT at the centre of its action. It allows teaching to be expanded by pushing back constraints of time and place. The challenge is to find the best use of ICT in order to improve the quality of teaching. UNESCO will establish closer links between the producers and end users of didactic materials. The goals aimed for are:

• a broad dissemination of knowledge and of best practices in the use of ICT;

• increased use by governments of ICT-based systems to provide services;

• dissemination of research results on changes brought about by ICT in the educational process and their impact;

• promotion at the international level of debate on drafting standards for content and distance learning supports and for e-learning as well as for the establishment of teaching using ICT;

• teacher training in the use of ICT as a pedagogical tool.

UNESCO and Open Source Software

Since 2001, UNESCO supports the development model of free and open source software. The rise in these types of software has led to the development of new methods of creation and of knowledge sharing. Software is called free when its source code and the basic elements of its design are accessible to all, contrary to what's called "proprietary" software in which the source code is not available. Free software is software whose programme is supplied for free to users (copyleft) with the agreement that the entire community will benefit from improvements made by each user. Copyleft guarantees that no one can individually appropriate the fruit of a collective effort.

To Find Out More

Information For All Programme (IFAP) : http://www.unesco.org/webworld/ifap

Observatory on the Information Society : http://www.unesco.org/webworld/observatory

Contact:

Communication and Information Sector;
Information Society Division

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Observing and Understanding Oceans

Oceans represent nearly 70% of the Earth's surface and are a significant source of food and mineral resources. However, pollution and depleted fishing resources are destroying the ocean's delicate balance.

The Intergovernmental Oceanographic Commission (IOC) is the United Nation's primary programme on marine sciences and services. Created in 1960, the IOC has made international cooperation its primary goal in order to insure that its programmes reach all parts of the world. The Commission helps to compensate for lack of infrastructure and the dearth of technical data found in certain countries. Its goal is to "promote scientific research with the aim of increasing knowledge on the nature and resources of oceans through the concerted efforts of its members".

The IOC has three major goals:

• to promote and coordinate multinational research;

• to provide Member States with integrated marine services including data exchange and ocean surveillance stations;

• to foster capacity-building for marine research through training and teaching programmes in the short and long term; through mutual assistance between countries; and through partnerships with various institutions. A new programme was recently created to promote capacity-building in the field of sustainable development. To achieve its aims, it must demonstrate to all levels of society that marine sciences offer important benefits in terms of security and of conservation of essential resources located in the oceans and coastal regions.

The IOC is involved in various activities aimed to meet these goals.

The Tsunami Early Warning System in the Pacific represents the IOC's most successful programme. It has undoubtedly saved numerous lives since it was established in 1965. Since the 2004 tsunami, the IOC has actively sought to extend the system. A global early warning system is scheduled, while, an Indian Ocean Early Warning System will be operational shortly.

Chilean ocean drifter used in tsunami early warning system (2005, Shoa © UNESCO)

The Global Ocean Observing System (GOOS) is the IOC's most widespread programme. It is a real time ocean observation system which offers climatic and weather forecasts useful for forward planning and elaborating risk prevention strategies. (See box).

The Ocean Data and Information Network for Africa (ODINAFRICA) unites marine institutions from 25 African countries. It receives funding from the IOC and the government of Flanders in Belgium. Designed to improve access to the most up-to-date information, the network develops capacity-building of archival infrastructure and the skills needed to store and manage archived data. Each Member State has an Information

Observing and Understanding Oceans

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Observing and Understanding Oceans

The Global Ocean Observing System (GOOS)

Oceans do not respect national borders, hence the importance of an international system based on cooperation between States. GOOS was officially created in 1991 from a desire to pool data and resources. GOOS collects international data on the oceans and seas of the planet in a coordinated and reliable manner. It is the ocean component of the Global Climate Observing System (GCOS) and is the coastal component of the Global Terrestrial Observing System (GTOS).

Sixty-one Member States directly participate in the GOOS project. They freely collect and share information on the marine environment. Improving the quality of data collected and the forecasts derived from it are major factors in understanding climate change. This data can help prevent future catastrophes such as rising sea levels, coastal erosion, *El Niño* or *La Niña*. It can also prevent the depletion of fishery resources by forecasting the best time to harvest them. The programme underlines the need of all countries, developed or emerging, to share information.

Many instruments are used to gather the real-time data provided by marine observation: ocean drifters (some can be tracked via satellite), marine measuring instruments, satellite observations of the oceans, coastal and shallow-water observation stations as well as fixed ocean observation platforms.

Centre and a National Centre for Marine Data.

The Harmful Algal Bloom Programme (HAB) trains Member States to fight against algae harmful to fishery resources and capable of leading to fishery closings; to a fall in tourism; or to public health problems. Thirty-five workshops and over 500 training sessions have been organized in which participants benefited from both new technologies and lessons learned from the past.

Ecosystem Indicators for Management of Resources. The IOC develops techniques and indicators used worldwide to measure the condition of marine and coastal ecosystems. Scientists use the data to measure the impact of climate change. They then propose strategies and recommendations. In addition, they produce information which can be used to estimate future resource productivity, including size of fish populations or the state of barrier reefs.

Research on Climate Change allows experts worldwide to measure the role of oceans on climate change. It also fosters comprehension of the potential effects of such change, like rising sea levels. Together with the World Meteorological Organization (WMO) and the International Council for Science (ICSU), the IOC sponsors the *The World Climate Research Programme* (WCRP).

Oceans are "Wells of Carbon." Given the important role played by oceans in attenuating climate change, the IOC promotes and coordinates international research, measurements and systematic observations on the role of oceans as "wells of carbon".

Contact :

ioc.secretariat@unesco.org

Keith Alverson, Head of Section, Operational Observing System Section, at IOC
K.Alverson@unesco.org

To Find Out More

Intergovernmental Oceanographic Commission web site:
http://www.ioc.unesco.org/

GOOS web site:
http://ioc.unesco.org/goos

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Museums and the Memory of the World

An undisputed place to share, museums are not only the "living" memory of the development of art, but also of science and technology. Memory keeps the past alive.

Although museums are a relatively recent creation of humanity, dating back only two centuries, the collection of objects has always been present in human cultures. It symbolizes a relationship that allocates a privileged status to the material traces left by our ancestors. Museums are tools for the safeguarding and the preservation of heritage as a whole. They are also places where the interaction between culture and nature is visible: the number of science, natural science and technology museums is growing steadily.

Graphic composition of Cairo and the Colonnade of the Amenhotep III Temple of Luxor.
(H.F. Ibrahim © M. Taurus)

BEARING WITNESS TO THE PAST

Museums serve the endogenous development of the social groups to which they bear witness and of which they allow the expression of cultural aspirations. UNESCO plays a significant role in the preservation of the world's cultural heritage. For example, the Organization has developed the HeritageNet project and developed software that stores and publishes museum catalogues via the Museolog programme. This application can manage the movement and restoration of art objects; research and select documents; and creates backup and archives of databases.

In Egypt, after an International Campaign to Safeguard the Nubian Monuments, UNESCO launched the International Campaign to establish the Nubian Museum in Aswan and the National Museum for Egyptian Civilization (NMEC) in Cairo. The Nubian Museum opened in 1997 and won the Aga Khan Award for Architecture in 2001. The NMEC is currently under construction and is scheduled to be inaugurated in 2008. It will be the first museum in Egypt and in the Arab world, focused on civilization. Since 1993, UNESCO has committed itself to the renovation and refurbishment of the National Museum of Kuwait and is restoring its collection of Islamic Art. Since 2004, within the framework of Italian Funds in Trust, UNESCO is helping restore and digitalize the Islamic and Hebraic manuscripts of Dar al Makhtutat, in Yemen. Beginning in April 2003, resulting from pillaging of the Baghdad Museum in Iraq, UNESCO, with the aid of donors, has been helping the museum in various areas such as computer databases; refurbishing laboratories; preparing information manuals for personnel; and training courses in management and conservation.

Since 1948, UNESCO has published a quarterly magazine dedicated to museums and to heritage, *MUSEUM International*. This magazine provides an exchange of scientific information and techniques and fosters international cooperation. The editorial approach aims to encourage dialogue among those involved in: research; best practices in safeguarding and

Museums,
Memory of the World

This information sheet is not an official UNESCO document. It aims to provide the public with information on the theme of « Museums, Memory of the World »

Museums, Memory of the World

UNESCO/Jikji Memory of the World Prize

In April 2004, the UNESCO/Jikji Memory of the World Prize was created to contribute to the promotion of the goals of the Memory of the World programme. It also commemorates the inscription to the Memory of the World Register of the *Buljo jikji simche yojeol*, the oldest known book published using movable metal type, in 1377 in Korea. The *Jikji* contains the essentials of Zen Buddhism compiled by a priest, Baegun, in the late Goryeo period. The Jikji was printed in two volumes: the first volume has not been found and the second volume is kept in the National Library of France.
The US$ 30,000 prize is awarded every two years to institutions or individuals having made a significant contribution to the preservation of documentary heritage and to accessibility to this heritage. The Prize itself, management costs and costs linked to the awards ceremony are covered entirely by the Republic of Korea. The Czech National Library was the laureate of the first Jikji Prize in 2005.

conservation of cultural heritage; and political decision-making in a cultural environment undergoing profound changes. The magazine is published in four languages: Arabic, English, French, and Spanish (online version).

In 1992, UNESCO launched the Memory of the World Programme in order to avoid collective amnesia and to promote the conservation of archival funds and of library collections around the world to ensure their worldwide dissemination. The Organization established the Memory of the World Register, consisting of a list of collections of documentary heritage of universal interest. These include the Bleek Collection, (South Africa,1997) the Goethe Literary Fund (Germany, 2001), a fund of Colonial Archives (Benin, 1997), a Phoenician Alphabet (Lebanon, 2005), a Collection of 19th Century Latin American Photographs (Venezuela, 1997). In November 2006, National Memory of the World Committees were set up in 68 Member States. Two Regional Committees are also operational: Asia-Pacific and Latin America-Caribbean. To date, 120 collections from 57 countries are inscribed on the Memory of the World Register.
Several regional projects also operate within the framework of the Memory of the World Programme:

The Archives of the Slave Trade were established in 1999. The project aims to improve access to and the safeguarding of original documents relative to the transatlantic slave trade and to slavery throughout the world.

Postcards from West Africa. The goal is to gather, in digital format, a selection of historical postcards relative to the 16 countries of the Economic Community of West African States (ECOWAS) during the period from 1890 to 1930.

Photography in Latin America and the Caribbean. A CD-ROM with over 3000 photographs represents the significant historical events occurring since the 19th Century in 10 Latin American and Caribbean countries.

Archives of the Dutch East India Company. UNESCO is cooperating with the Dutch East India Company (or Verenigde Oostindische Compagnie – VOC), to make its archives more widely available.

The Manuscripts of Timbuktu. This project, financed by Luxembourg, aims to insure the safeguarding of and to provide the widest possible access to the invaluable manuscript cultural heritage existing in both private and public collections in the region of Timbuktu.

To Find Out More

Memory of the World site :
http://www.unesco.org/webworld/mdm

Contact:

Communication and Information Sector
Information Society Division
a.abid@unesco.org

Culture Sector, Museum Division

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Managing Social Transformation

Given the overwhelming changes brought on by globalization and new technologies, UNESCO promotes action aimed to strengthen ties between social research and policy-making.

MOST, created to "manage social transformation," is the first intergovernmental initiative launched within the United Nations System. From 1994 to 2003, the programme focused on international research. Today it is more focused on improving the programme's political impact and visibility. The programme works in close relationship with National Committees established in 63 countries. Since 19 October 2005, it is presided by South Africa's Minister of Social Development, Mr. Zola Skweyiya.

Saint Petersburg, Summer 2005
(© UNESCO/S. Castro)

POLITICAL IMPACT

The most recent initiative (2004-2013) focuses primarily on the need to link international public action networks to those of researchers and experts. The goal is to make social science research relevant to concrete political issues. Several avenues for action have been defined:

• develop and treat knowledge on social changes according to recognized methods in both the North and South;

• encourage better use of research results in policy development through improved tools;

• guarantee better interaction between research and action by drawing on the scientific and political expertise which abounds at UNESCO;

• increase capacity building in scientific, professional and institutional fields, especially in developing countries.

The following themes are the result of wide ranging consultation among UNESCO's partners, and will be given particular attention by the new MOST-2 networks which bring together researchers and decision makers:

• Latin America and the Caribbean: *fighting poverty;*

• Africa: *regional integration policies;*

• Arab States: *the role of the State in developing social policies;*

• Asia/Pacific: *human safety;*

• Europe: *ageing societies;*

• Developing Small Island States of the Pacific and Caribbean: *sustainable development*.

MOST seeks new ways to widely distribute information pertinent to target groups including social affairs ministers, regional and local authorities, the media, grass-roots organizations, civil society and the academic community. A series of services and resources was developed to meet their needs.

Launched at the end of spring 2005, the **MOST-2 Digital Library,** is a clearing house for the programme's publications. A multilingual search engine makes it easy to access documents.

Manging Social Transformation

This information sheet is not an official UNESCO document. It aims to provide the public with information on the theme of « Managing Social Transformation »

Managing Social Transformation

Member States of the MOST Intergovernmental Council (2005-2007)

Western Europe and North America : Belgium, Finland, Greece, Israel, Italy, Sweden; **Central/Eastern Europe** : Czech Republic, Hungary, Uzbekistan**,** The former Yugoslav Republic of Macedonia ; **Latin America and Caribbean**: Costa Rica, Cuba, Dominican Republic, Mexico, Peru, Venezuela ; **Asia-Pacific**: Afghanistan, China, Fiji, Islamic Republic of Iran, Malaysia, , Sri Lanka, Thailand ; **Africa** : Cameroon, Congo, Mali, Mozambique, Senegal, South Africa, Uganda, United Republic of Tanzania ; **Arab States**: Egypt, Jordan, Morocco, Oman.

The series of MOST-2 Policy Papers, available in English, French and Spanish, rests on the political analysis and conclusions derived from MOST work and from other scientific output by programme partners.

The Policy Research Tool is a no-fee online policy research service. Users will be able to create individual research profiles and produce customized reports with select content from original documents.

INTERNATIONAL ACTION

At the international level, MOST is involved in several large-scale initiatives. These include the International Forum on the Social Science-Policy Nexus scheduled for February 2006 in Argentina and Uruguay. The Forum will be held simultaneously in four cities – Buenos Aires, Cordoba, Rosario and Montevideo. It aims to understand and analyse five key themes in which social science expertise is indispensable for efficient policy intervention: Global Issues and Dynamics; Social Policies; Urban Policies and Decentralization; Regional Integration Processes; Population and Migration. Representatives of the social science and political communities will gather during the Forum with the aim of finding a common language and shared terms of commitment.

MOST organizes meetings of ministers of social affairs on a regular basis. Following the model established by the "Forum of Ministers of Social Development" currently in its sixth session in Latin America, two similar fora were created in Africa. The first was held in southern Africa in November 2004 and the second is scheduled for January 2006 in West Africa. A first South Asia Forum is under consideration. This system of interactive apprenticeship between ministers should strengthen horizontal cooperation and foster the following goals:

• promote reflection, consultation and cooperation on social development issues;

• ensure an appropriate setting for research on adequate responses;

• share experiences and best practice methods.

The final goal is to reduce economic and social inequalities.

To Find Out More

Policy Papers :
www.unesco.org/shs/most/policy-papers

The International Forum on the Social Science-Policy Nexus (IFSP) to be held in Argentina and Uruguay, from February 20 to 24, 2006:
www.unesco.org/shs/ifsp

Contact :

www.unesco.org/shs/most

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Crafts and Design

While rooted in tradition, handmade objects are also inspired by creativity and modernity. Today, crafts and design have, in some countries, become a major asset to development.

Crafts take their roots in age-old traditions which are renewed by each generation and stand at the threshold of cultural industries. Craftspeople do not simply conserve the cultural heritage but also enrich and adapt this heritage to the contemporary needs of societies. Traditional crafts reflect the creativity, the culture and the heritage of the craftsperson. These objects, whether designed for utilitarian or artistic purposes, represent a very valuable form of cultural expression, a 'capital of self-confidence' which is especially important in the developing countries.

Re-emphasizing the value of handmade works is also important for many developed countries where the quality of life is often threatened by excessive industrial standardization.

Cover of the trilingual brochure *Craft and Design* (© UNESCO)

STIMULATING INNOVATION

UNESCO has, for many years now, endeavoured to develop well-balanced, coherent and concerted action by combining training, production and promotional activities and by stimulating the necessary cooperation between the relevant national bodies and regional, international and non-governmental organizations. The Organization hopes to stimulate innovation and training; to ease the creation of small businesses; and to promote the presence of artisan creators on the international market thus creating ties between crafts and design. This project is supported by many exhibitions ("Salon Maison et Objet" in Paris, France and Folk Art Market in Santa Fe, USA) in cooperation with the private sector. UNESCO is particularly concerned with the creation of original models, with the promotion of quality crafts and with the ability of artisans to commercialize their products on the international market.

CULTURE AND DEVELOPMENT

One of the goals of the Culture Sector is to strengthen ties between culture and development through capacity building and sharing know-how. Crafts and design offer non negligible advantages in the areas of economic growth and social cohesion for developing and least developed countries. It can open opportunities to poor and indigenous populations, giving them the means to take action. The Organization strives to make the artisans better known and to provide decision makers with quantitative and qualitative information on the cultural and social impact of crafts, particularly on tourism. Workshops will facilitate exchanges between artisans and young students in design schools to promote interaction. Creativity will be stimulated through the use of the latest technologies. In April 2005, a workshop on basket making took place in Madagascar with female artisans from around the Indian Ocean. In September 2005, a meeting of basket makers from the Mediterranean took place in Tunisia. The programme also aims to encourage the production of quality handmade crafts, and

Crafts and Design

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From the UNESCO Crafts Prize to the Seal of Excellence

As of 2006, the UNESCO Crafts Prize, created in 1990 and attributed by region, will be replaced by the "Seal of Excellence" Programme at the sub-regional level. The Programme, created in 2001 jointly by UNESCO and the ASEAN Handicraft Promotion and Development Association, which promotes hand-made crafts in South-East Asia, aims to establish seals of quality and to attract to the attention of international markets towards the rich and diverse traditional crafts of participating countries. Given the growing interest for the programme, UNESCO decided in 2004, to expand the Seal of Excellence to the regions of South-East and Central Asia. The project was implemented in other regions of the world in 2006.

creations through Internet with the launch of a promotional tool slated for early to mid 2006: an online directory of all prize beneficiaries known as the "Catalogue of Catalogues".
UNESCO has also launched a series of initiatives including:

• the publication and broad distribution, in 1990, of a Methodological Guide to the Collection of Data on Crafts (available in English, French, Spanish and Arabic);

• the organization of a first international workshop related to data collection on "crafts and tourism" (Fez, January 21 to 23, 2002) and the establishment of a "UNESCO Index of Expenditures for Crafts Per Tourist and Per Day".

In addition, UNESCO is involved in promoting innovative training concepts relating to creating new products, new wrapping, new marketing and management techniques for small businesses while stressing training for women and youth. In the same spirit, the Design 21 fashion contest offers hundreds of young designers from the five continents opportunities to break into the market. This biennial competition invites young designers to create and present an original vision of the art of living in the new century. The latest instalment, entitled "Love/Why?" took place in November 2005 at UNESCO Headquarters in Paris.

Finally, since 2002, UNESCO has encouraged the Global Alliance for Cultural Diversity. The Alliance provides support to cultural industries in developing countries in fields such as music, film and publishing. It fosters respect for intellectual property and encourages public-private agreements between members of the Alliance in order to ease the exchange of experiences, of know-how, and of best practice along with capacity building at the local level. The goal of the Alliance is to ensure a diverse offer of cultural goods and services on national and international markets in this increasingly globalized world.

To Find Out More

ASEAN Handicraft Promotion and Development Association web site : www.aphada.com

To contact the Global Alliance for Cultural Diversity: globalalliance@unesco.org

Contact:

Culture Sector;
Arts and Creativity Division

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Science and Technology for Development

The overall focus of science, engineering and technology programme activity at UNESCO is on human and institutional capacity-building.

The application of knowledge in science, engineering and technology (SET) drives sustainable social and economic development, and is vital in addressing basic human needs, poverty reduction, promoting secure and sustainable development, emergency and disaster prevention, response and reconstruction, bridging the knowledge divide and promoting intercultural cooperation. The overall focus of science, engineering and technology programme activity at UNESCO is on human and institutional capacity-building and the application of SET to poverty eradication, sustainable social and economic development and the other Millennium Development Goals and related priorities regarding engineering and international development. Programme activities include advocacy and advisory services, information gathering and publication, curricula development and delivery, continuing education, distance and virtual learning and associated expert meetings, workshops, conferences and institutional cooperation in partnership with governments, the private sector, professional bodies and NGOs.

Technical training in Skopje, Macedonia, 2003
(E. Lazovska © UNESCO)

Capacity-building in science, engineering and technology

We live in increasingly global knowledge societies, where science, engineering and technology are of greater importance for economic and social development. Capacity-building is vital in this context. Programme strategy to promote human and institutional capacity-building in SET focuses on developing and strengthening:

- science and engineering education, training, research and professional development;
- curricula, learning and teaching materials and methods;
- standards, quality assurance and accreditation;
- distance and interactive learning;
- science and engineering ethics and codes of practice;
- advocacy and public understanding of science and engineering;
- indicators, information and communication systems for science and engineering;
- women and gender issues in science and engineering;
- emergencies and disaster prevention, preparedness, response and reconstruction;
- science, engineering and technology policy and planning.

Science, engineering and technology for poverty eradication

Poverty is often considered economic terms, but relates primarily to the limited access of people living in poverty to the

Science and Technology for Development

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Science and Technology for Development

UNESCO and Solar Villages in Africa

In Onamunanamha, in northern Namibia, a pilot solar village has resulted from a joint project between UNESCO and the UNDP. The electric supply has been supplied to the local church, school and clinic. Recent graduates have been trained to maintain this system. A similar project in Makanijira (Malawi) supplies power to 3,000 village habitants and its surrounding areas.

A feasibility study has been lead by UNESCO to establish a solar village in N'Gaoundere (Cameroon). This extensive study encompasses the production and distribution of five series of didactic assistance (in French) for primary school children, students in technical schools and community leaders, as well as the training of 100 community leaders themselves and representatives of women's organizations. This feasibility study has been distributed in Cameroon, Mali, Morocco, Niger, Tunisia, Tanzania and Zimbabwe.

Another solar village established in Ampasina Maningory (Madagascar) in 2000 uses solar panels installed on top of public buildings. The electricity generated supplies the City Hall, a primary school, a secondary school and the city lighting. It is planned to make this village a training center for renewable energy.

knowledge and resources with which to address their basic human needs in such areas as water supply and sanitation, food production and processing, housing, energy, transportation, communication, income generation, employment and enterprise creation. Engineering, science and technology is vital in addressing these areas of need. Engineering, science and technology need to be appropriate to the social, economic, educational and knowledge situations of people living in poverty, and can then enable poor people to alleviate their own poverty and promote sustainable livelihood development. People living in poverty are often more exposed to emergencies, natural and man-made disasters, and there is an important role for SET in emergency and disaster preparedness, mitigation and response. Programme activities focus on SET for poverty eradication, improving innovation systems through applied research, development of information, information-sharing and pilot project activity, with particular reference to the least developed countries.

Science, engineering and technology for sustainable development

Science, engineering and technology knowledge and resources exists to address basic human needs, poverty reduction, sustainable development and other UN Millennium Development Goals, following the World Summit on Sustainable Development and as part of the UN Decade of Education for Sustainable Development (for which UNESCO is the lead agency). We need to apply knowledge in science, engineering and technology now where it is needed to make a difference to people's lives. In addition to related activity in capacity-building, programme activities address the need for direct support for the activity under the DESD (Decade of Education for Sustainable Development) and the WSSD (World Summit on Sustainable Development) WEHAB (Water, Energy, Health, Agriculture and Biodiversity) objectives in such areas as:

- environmental/ecological science and engineering;
- waste management, water supply and sanitation;
- cleaner production and recycling;
- energy efficiency, conservation and renewables;
- emergencies and disaster preparedness, response and reconstruction;
- involvement of engineers in policy making and planning for sustainable development.

To Find Out More

Sciences Portal Section:
http://www.unesco.org/science

Contact :

Sciences Sector ;

Education Sector, Science and Technology Education

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Secondary and Vocational Education

Secondary and Vocational Education

A growing number of young people have access to secondary education. This rise in demand requires urgent measures to increase opportunities, to diversify subject matter and to re-evaluate technical and professional training.

According to the UNESCO Global Education Digest 2005, nearly 500 million children and adolescents are receiving secondary education compared to only 321 million in secondary schools in 1990. Despite this rapid rise, a large number of young people, close to 300 million, remain excluded from secondary schooling. Furthermore, secondary establishments face serious problems in terms of quality and of relevance and these have a negative impact on the level of students. These problems include: educational content ill-adapted to the needs of youth or of society, the fragmentation of knowledge; and inefficient teaching methods.

Secondary school in Havana, Cuba
(S. Bahri © UNESCO)

ILL-ADAPTED METHODS

It is generally accepted that in the developed and developing countries, current educational programmes follow models developed to respond to needs of the 19th and early 20th Centuries and not those of the 21st. This is why UNESCO supports the drafting and establishment of strategies and national policies aimed at expanding and reforming secondary education. Its efforts focus on the following essentials:

• **coherence and interaction** between national secondary education policies and the goals of Education For All (EFA), in order to anticipate the needs that will arise from the increase in pupils at the primary level;

• **equitable access** to secondary education, particularly through distance teaching, gender equality, and the integration of marginalized groups and of minorities;

• **renewal of content**, teaching methods and apprenticeships, especially in the scientific and technical disciplines;

• **acquisition of life skills**, particularly to protect against HIV/AIDS and for building initiative and sprit of enterprise to strengthen the fight against poverty;

• **training for teachers** and managers to meet the new roles required of them;

• **recognizing the value of the role of art** and culture to content and teaching methods in order to stimulate the creativity and critical thinking of students;

• **creation of links** between general secondary education and vocational training so that certain core skills such as teamwork and using new information and communications technologies will be acquired by both categories of students thus responding efficiently to the demands and aspirations of the younger generations as well as to meet requirements of sustainable development.

Long considered as second rate teaching, technical and vocational

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Secondary and Vocational Education

The International Centre for Technical and Vocational Education and Training

The UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC) based in Bonn, Germany has been operational since 2000. It focuses on developing countries, countries in transition and countries in post-conflict situations. It accords special attention to the needs of youth, women and the underprivileged. Its mission is to promote TVET, support its implementation, improve access to it and ensure that TVET provides quality training. UNEVOC helps Member States to put in place efficient training and education adapted and open to all. To attain its goals, the Centre has created several tools: the networks (the UNEVOC network is comprised of over 220 specialized institutions in over 150 countries); sharing information and publications, counselling services; and the training and development of human resources.

education and training (TVET) is gaining ground in national educational policies. Decision-makers are becoming aware of the importance of training and preparing young people for the workplace. TVET is a concrete solution in the fight against poverty and for sustainable development. The UNESCO revised Recommendation on technical and vocational education and training in 2001 defined TVET as "*a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life*".

The Organization provides technical assistance to establish training programmes for teachers and to develop teaching materials or programmes aimed at strengthening ties between education, agriculture, and industry. The goal is to provide impetus to this type of education and to return it to the status it deserves by improving the quality of training provided and through gender parity.

In the area of parity, UNESCO is active in supporting the efforts undertaken by its Member States. In 2002, the Organization launched a programme in the Asia and Pacific Region aimed at improving TVET access to young girls from disadvantaged backgrounds. The project consisted of putting in place training programmes in communities in Cambodia, Indonesia and Nepal. The Organization elaborated a strategy aimed at reintegrating former combatants into civilian life. Many former combatants, most of them young, are locked into a cycle of violence which makes them incapable of living in society. Education and training then become essential tools in reconstruction and integration programmes. TVET provides communities afflicted by conflict an opportunity to reconstruct infrastructure and to develop an economy slowed or halted by civil unrest. In poor, rural areas in developing countries, TVET allows families and rural communities to improve themselves. TVET encourages a diversified economy and the recognition of the value of traditional arts and industries.

Contact :

Education Sector ;
Secondary Education and Technical and Vocational Education

To Find Out More

International Center UNEVOC :
www. unevoc.unesco.org

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Media Development

UNESCO focuses on media plurality in developing countries.

UNESCO approaches media development by focusing on developing countries. Based on the guiding principles of Article 19 in the Universal Declaration of Human Rights, the UNESCO Strategy on Human Rights adopted in 2003, and its Constitution, the Organization promotes the free flow of ideas by word and image and collaborates in the advancement of mutual knowledge and understanding of all peoples, through all means of mass communication.
Human rights, equality, democracy and good governance are considered to be long-term guarantees of economic and social development.

DJ Elias Raul S. Langa on Radio Komati, in Manhica, Mozambique. Elias is also a farmer (© S. Santimano/UNESCO)

The emergence of a civil society

Media pluralism and press freedom have become increasingly crucial as preconditions for democratic development. Thus, media and communication development projects have become more important. Directly linked to the United Nations Millennium Declaration and the Millennium Development Goals (MDGs), media development underpins human rights, democracy and good governance. In formulating the MDGs, heads of state and governments declared that they *"will spare no effort to promote democracy and strengthen the rule of law to ensure respect for all internationally recognized human rights and fundamental freedoms, including the right to development"*. Serious inadequacies in media development prevent the emergence of a vigorous civil society in a large number of developing countries thus undermining the ability of the public to understand and deal with major issues. These inadequacies include a lack of media pluralism representing different viewpoints, as well as poor human and institutional capacities to deal with current and emerging issues in existing media institutions. Active citizenship is the best means of fostering development and preserving democracy and basic freedoms; especially in countries undergoing a transition from authoritarianism to democratic governance. Governments alone cannot address the problems of development; other sectors of societies must get involved.

Media and Democracy

The media plays an important and unique role in society.
It looks at civil society's perspectives and agendas on local, national and global issues adding credibility and access to those viewpoints by the larger community. Second, the media facilitates dialogue and debate between

Media Development

This information sheet is not an official UNESCO document. It aims to provide the public with information on the theme of « Media Development »

Media Development

The International Programme for the Development of Communication (IPDC)

It is vital to provide international assistance to develop pluralistic media in terms of diversified ownership, in particular for the development of independent community media. This is a key priority assigned to UNESCO's IPDC. IPDC is the only multilateral forum in the UN system designed to mobilize the international community to discuss and promote media development in developing countries. UNESCO created IDPC in 1980 to accelerate media development. Up until 2006, it channeled US$90 million to more than 1,000 projects in 139 countries. The projects are wide-ranging – from a Pan African news agency to a women's television venture in a small Pacific island, from a regional media institute in Southern Africa to Nepal's first independent radio station.

civil society and government. Third, the media can educate and inform the government and the public about the functions of civil society. Fourth, the media creates an environment for transparency. Fifth, as with other organisations, sectors and groups, civil society needs media to report on its accomplishments thereby enabling goodwill and a positive image that need to be strengthened for a credible civil society. Sixth, media partnerships with civil society can support popular causes and deliver public services, especially at the local level, where community media serve as catalysts for action.

The Windhoek Declaration, endorsed by UNESCO's General Conference in 1991, succeeded in bringing media development to the African agenda. This declaration brings attention to the establishment, maintenance and fostering of an independent, pluralistic and free press as a prerequisite for the development and maintenance of democracy and economic development.

UNESCO's training support

Training of media professionals is vital to developing countries. Too often, media professionals are challenged by inadequate skills and are unable to address major development issues. UNESCO provides support for the development of training support materials including: model curricula for journalism training, participatory research tools and methodologies, ICT based toolkits, community media handbooks, best practice sourcebooks, radio script collections, and TV training manuals and videos. Local language media in most developing countries (whether private, public or community oriented) are constrained by many factors that affect their investigative capacity. They suffer from a lack of capable trainers, training facilities, local language training material and the inability to release staff for training.

Pluralism of media channels and messages depends not only on the number of channels, but also on their diversity, effective distribution, accessibility and affordability.
An important advisory role is provided on media legislation and policy to promote freedom of expression as a basic human right and to foster media independence and pluralism as prerequisites for democracy. In zones of conflict, UNESCO collaborates with local media and mobilizes resources to strengthen their capacity as independent and reliable partners in the democratic process. Through its flagship Community Multimedia Centres programme, UNESCO supports local capacities to develop content and community outreach, particularly in Africa where media development is a special priority.

To Find Out More

The IPDC site:
www.unesco.org/webworld/ipdc

The CMC site:
www.unesco.org/webworld/cmc

Multicultural online catalogue for independent producers and broadcasters:
http://creativecontent.unesco.org

Media Education in the Mediterranean:
www.mediamentor.org

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Man and the Biosphere

Man and the Biosphere

Since the 1970s, UNESCO has promoted international cooperation to improve people's relations with the biosphere – our life support system.

While 20th century technology has for the most part allowed better health and longer lives, higher food production, better housing, better access to information etc., the processes that have produced these gains are putting an increasing strain on the planet. One of the most telling measures of this strain is the unprecedented loss in biological diversity, i.e. the variety of life on earth from genes, species, to entire ecosystems.

PROBLEMS AND CHALLENGES

It is estimated that, as a result of conversion and exploitation of natural areas, the extinction rate of living species is now over 1000 times higher than the historical evolutionary rate. Since humanity is highly dependant on biological diversity for goods and services such as foods, fuel and fibre, medicines, soil regeneration and climatic regulation, this loss has been equated to a loss of our "life insurance" system.

The island of El Hierro (Canaries, Spain), a Biosphere Reserve (2000) (© El Hierro Biosphere Reserve)

In 1987, the concept of "sustainable development" was introduced to encourage using resources in a less wasteful way, promote solidarity of the developed countries with developing ones, and keep options open for future generations. This concept was at the heart of the UN Conference on Environment and Development in 1992 and the World Summit on Sustainable Development in 2002. However, in a world oriented towards materialistic gain, it has proved hard to put it into action.

HOW HAS UNESCO RESPONDED?

In 1971, UNESCO's Programme on Man and the Biosphere (MAB) was designed to foster cooperation among countries in interdisciplinary research, demonstration and training in natural resource management. MAB strives to promote not only a better understanding of the environment, including global change, but greater involvement of science and scientists in policy development concerning the rational management of biological diversity. In many places, MAB has made modest but significant contributions to realising sustainable development. MAB operates through:

A broad based scientific agenda – working with different groups of partners. Each country is invited to set up a MAB National Committee that represents government, academia and NGOs. Different countries or groups of countries conduct their own MAB research or participate in international endeavours coordinated by the MAB Secretariat, in cooperation with the Secretariats of global conventions (such as on Biological Diversity, Combating Desertification), other UN bodies (UNEP, FAO), and the main science programmes of ICSU (International Council for Science) and the European Union. Topics cover ecosystems such as: drylands and mountains; urban systems; humid tropics; coastal and

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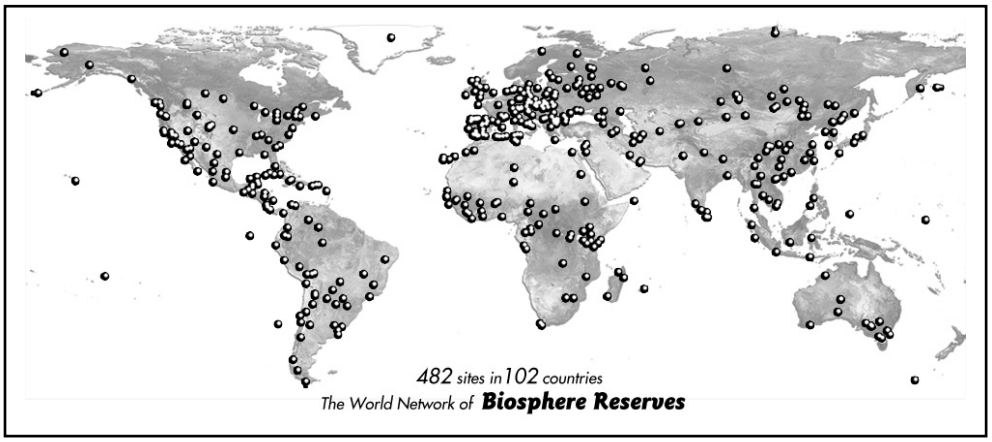
Man and the Biosphere



© UNESCO 2005 (Satellite background © ESA/ENVISAT)

marine systems; or issues such as long term ecological research and scientific assessments of ecosystem services; promoting quality economies, use of new carbon trading mechanisms; exploring links between cultural and biological diversity. Training focuses on areas such as: integrated management of tropical forests; conflict prevention and management; Ecotechnie (ecology, economics and appropriate technology).

Scientific achievements are recognized through the MAB Young Scientists Awards, the Sultan Qaboos Prize for Environmental Preservation, and the Michel Batisse Award for Biosphere Reserve management.

The World Network of Biosphere Reserves is comprised of 507 sites located in 102 countries. The biosphere reserve idea originated under the MAB programme as a land management tool to reconcile the conservation of biological diversity with economic development. Biosphere reserve criteria have evolved to meet the challenges of sustainable development. Countries are invited to designate sites as biosphere reserves, and also to undertake a periodic review process every ten years to improve the functioning of existing ones. Transboundary biosphere reserves are receiving increasing interest as a UNESCO accolade of international cooperative efforts. Regional and thematic sub-networks allow exchanges of experience and ideas and the development of research, for example on alternative governance structures, or measuring progress using the human development index. Efforts are being made to explain the complementarity of biosphere reserves with World Heritage sites and Ramsar Convention Wetlands, and also to promote biosphere reserves as "learning sites" for the UN Decade on Education for Sustainable Development.

To Find Out More

www.unseco.org/mab

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Multilingualism

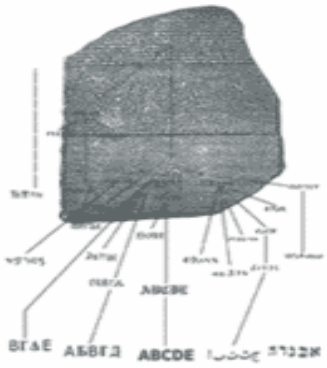
Multilingualism

Vectors of social and cultural values, the world's 6000 languages are all worthy of protection. UNESCO, through its initiatives, works to promote linguistic diversity and multilingualism.

Languages are not only useful communications tools, they also reflect and transmit perceptions of the world. As vectors of values and of social and cultural expression, they are a determining factor in establishing the identity of groups and individuals. Yet, of the 6000 languages in the world, over 50% are at risk of extinction, 94% of them are spoken by 4% of the global population and less than one quarter of them are used in education or in cyberspace – and mostly quite sporadically. Only several hundred languages are recognized in the world of education, the public domain and the digital community.

ENSURING EQUITABLE ACCESS TO KNOWLEDGE

Promoting linguistic diversity and multilingualism in all fields, especially in education and culture, in the media and in public life, is a prerequisite to ensuring equal access to education and to knowledge; to a potentially equitable participation of all to human development; and to general respect for the identity of each individual or group. The promotion of cultural diversity; of intercultural dialogue; of education for all; and of the construction of knowledge societies, a flagship UNESCO activity, is doomed to failure without broad commitment to promote multilinguism and languages, including endangered languages.



Languages, vectors of knowledge and symbols of cultural heritage (© UNESCO)

Promoting multilingualism consists of encouraging and developing linguistic policies allowing each non-dominant linguistic community to use its first language in as many areas as possible while learning the/a national language as well as a language of international communication. Native speakers of a tongue which dominates at the national level, should have the opportunity and should be encouraged to learn another national tongue and one or two international languages.

Far from being a purely technical question, the use of languages is at the junction of many thorny issues--technical and political, sensitive and varied. Personal identity questions, issues of national identity and of exercising power are linked to the choice of using or not using a language or even of not having the choice of using one language over another, be it at school, in the media, in cyberspace or in front of a judge. UNESCO has an essential role to play in drafting and promoting policies and actions in favour of multilingualism. In this area, UNESCO has already developed a number of standard setting tools as well as specific operational programmes.

In the area of standard setting tools, these include:

• the Universal Declaration on Cultural Diversity and its Action Plan (2001);

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Multilingualism

Loss to humanity

UNESCO is convinced that the extinction of each and every language means an irrecoverable loss to humanity. UNESCO cares because:

- languages are the tools par excellence for socialising, communication, and for expressing and transmitting social and cultural practices;
- languages are indispensable for the development and transmission of human knowledge;
- languages in their amazingly rich variety testify to the creativity of the human mind;
- languages attribute and confirm identity and are precious to their speakers.;
- languages reflect past experiences and are vehicles of cultures and identities, and of expectations and dreams;
- there is growing awareness of the interdependence among biodiversity, cultural diversity and linguistic diversity.

- the Convention for the Safeguarding of the Intangible Heritage;

- the Recommendation on the Promotion and Use of Multilingualism and Access to Cyberspace (2003);

- the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (see article 6.2 b) (2005).

Concerning the operational initiatives, UNESCO's action is spread throughout the various sectors. In the field of **education**, its action is focused on multilingual education (the use of at least three languages: the mother tongue, a national language and an international language).

The **culture** sector provides assistance to endangered languages and to languages as vectors of the intangible cultural heritage. It supports publishing industries in national languages and in translation.

The **information and communication** sector aids initiatives that promote digital access to languages and that develop local content for cyberspace, thus providing a subsidiary strategy for protecting endangered languages.

Certain initiatives, relating to safeguarding local and indigenous knowledge through recognition of the value of local languages, were developed within the **science** sector.

Other actions, of a more intersectoral nature, were achieved in the fields of national book policies, International Book Day, International Mother Language Day (February 21), the Babel initiative, or the follow-up to the *Recommendation on the Promotion and Use of Multilingualism and Access to Cyberspace.*

In view of the threats to linguistic diversity and following a rise in awareness by Member States, clearly expressed in the 171st session of the Executive Council in 2005, the Secretariat is drafting an intersectoral strategy. It is based on the principal that there exists a vital interaction between culture and development combined with the view that languages constitute a fundamental dimension of existence, at the centre of all interaction with the social and natural environment. This strategy aims to strengthen UNESCO's intersectoral role in promotion and awareness raising of the issue of languages, with the goal of gaining recognition for the importance, at the national and international level, of languages, of linguistic diversity and of multilinguism in educational, administrative and judicial systems, in cultural expressions and practices as well as in the media, in cyberspace, in political, scientific, commercial and tourist exchanges.

To Find Out More

Cultural and linguistic diversity in the Education sector :
www.unesco.org/education

in the Culture sector:
www.unesco.org/culture/endangeredlanguages

in the Communication sector:
www.unesco.org/webworld/multilingualism

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Cultural Industries

Cultural products are at the same time bearers of identity, values and meaning and factors of economic and social development. The preservation and promotion of cultural diversity must lead to the encouragement of the development of cultural industries that are able to make an impact on a local and worldwide level.

Cultural industries produce and distribute cultural goods or services *'which, at the time they are considered as a specific attribute, use or purpose, embody or convey cultural expressions, irrespective of the commercial value they may have'*, according to the terms of the **Convention on the protection and promotion of the diversity of cultural expressions** adopted by UNESCO in 2005.

These industries include publishing, music, cinema and audiovisual production and multimedia. Also included are crafts and design, which are not, strictly speaking, industries, but which are very similar in their management, for example in the creation of small & medium-sized companies.

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The concept has been widened to that of '*creative'* industries, by including architecture and different artistic categories: visual arts, performing arts, etc.

All these industries already constitute one of the most dynamic sectors of the economy and of world trade, and will grow more in the future, giving new trade perspectives to developing countries. On a global level, they currently represent more than 7% of gross world product, and, according to recent forecasts, they will reach around 10% in the years to come.

The paradox is that if creative cultural resources abound in developing countries, the world map of cultural industries reveals a major gap between the North and the South. It is fundamental to understand the causes of this, above all the structural ones, and attempt to remedy them.

In the South there are already cases of major successes, for example in India, South Africa, Colombia, Venezuela, China, Brazil or in other Latin American countries, where the music industry represents 4 to 5% of worldwide turnover, but much remains to be done to improve the participation of most developing countries in these high added value sectors. As an example, quality crafts, which are in the foremost rank of resources born from creativity, are a real reservoir of employment in many countries.

Furthermore, the respect of copyright is everywhere an essential condition for the continued strengthening of cultural industries. Conversely, piracy often nullifies the efforts made by countries, especially developing countries. Hence the necessity of preventive measures, which concern both raising the awareness of the public and training those professionals who are the most concerned by it. UNESCO has always striven to support the States in their initiatives to establish efficient sectoral cultural policies. It has provided its expertise and supplied instruments for more than thirty years, first in the field of books and publishing, which remains its main field of activity, in crafts, and later in other cultural industries.

Cultural Industries

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Cultural Industries

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The Global Alliance for Cultural Diversity is a UNESCO action programme that supports the emergence or strengthening of cultural industries (books & publishing, cinema, recorded music, multimedia, crafts) in developing countries and countries in transition, in order to enable the creation or growth of local markets and access to worldwide markets, which is favourable to sustainable development. The originality of the approach lies in the creation of a new kind of partnership, associating the public sector, the private sector and civil society. Launched in 2002, the Global Alliance today has a network of 500 members and many other partners. It has set up around fifty projects and created tools (manuals, case studies) for decision-makers.

It was a pioneer in this field, starting in the early 1950s, and then later again, especially through the *Copyright Conventions* and *the Agreement on the free circulation of cultural materials* (the so-called *'Florence Agreement'*). In recent years it has carried out very intensive **normative action**, which in 2005 led to the adoption of the *Convention on the protection and the promotion of the diversity of cultural expressions***,** mentioned above, and innovative **operational action**, based on the initiative of the *Global Alliance,* the encouragement of public-private partnerships and partnerships with civil society, in order to reinforce international solidarity at all levels.

Close cooperation between Headquarters and the Field Offices makes it possible to harmonize this revitalized methodological approach with actions in the field.

In all areas, above all in those that involve making major investments, regional, sub-regional, (South-South) or triangular (South-South-North) co-operations also appear more and more necessary.

Finally, it is necessary to observe that, within the United Nations, there is a constantly increasing recognition of the importance of creative & cultural industries by a large number of agencies or organizations, such as the International Labour Organization (ILO), the World Intellectual Property Organization (WIPO), the United Nations Conference on Trade and Development (UNCTAD), as well as UNIDO, UNDP, the Global Compact and NEPAD. This is also seen during Summits and Ministerial Conferences, such as the Conference of Ministers of Culture of the African Union in Nairobi, Kenya (10-14 December 2005) that approved a Plan of action on: '*Cultural industries for the development of the Africa*'.

The Culture Sector and the Communication and Information Sector, through the '*Programme for creative content',* are the main units involved in UNESCO, together with its decentralised offices. As the measurement of international flows of cultural goods and services is important data, cooperation with the International Institute for Statistics is also essential.

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To Find Out More

www.unesco.org/culture/industries
(cultural industries)

www.unesco.org/culture/copyright
(copyright)

www.unesco.org/culture/alliance
(Global Alliance)

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Education of Girls and Women

Today, over 100 million children, 55% of which are girls, still do not have access to primary education.

As affirmed in the Universal Declaration of Human Rights, "everyone has the right to education". UNESCO's Convention against Discrimination in Education underlines the need to promote equal opportunity and treatment. Education is a means of ensuring that girls and boys have an equal opportunity in life. Most of the 100 million children deprived of access to primary education are girls. Most live in Sub-Saharan Africa, South and West Asia and the Arab States. In rural Africa, about 70% of girls do not finish primary school. Women account for 64% of the adults worldwide who cannot read and write with understanding. Only 88 adult women are considered literate for every 100 literate adult men.

Village women in Pantit, Sudan peer through the school's window to watch their daughters in class.
(© UNICEF OLS/2004/Bonn)

A TOOL IN REDUCING POVERTY

When 189 Heads of State signed the Millennium Declaration in 2000, they recognized that educating girls is a powerful and necessary tool in reducing poverty and achieving human rights. Education has a profound effect on girls' and women's ability to claim other rights and achieve status in society, such as economic independence and political representation. Educated mothers are more likely to send their girls to school, to look after the health of their families and have smaller families. Educated women are less likely to be exposed to exploitation and risks such as HIV and AIDS.

Addressing critical challenges and core issues are essential for increasing access to and completion of education for girls and women. Among these are:

- changing society's attitudes towards girls' education;
- increasing society's awareness of girls and women's rights and reflecting these rights in national legislation;
- raising the status of women in society by increasing the number of women in decision-making positions;
- educating women so that as mothers they can sustain the education of girls in the long term;
- expanding early childhood education;
- encouraging girl-friendly schools.

UNESCO'S ACTIVITIES

UNESCO has invested energy in promoting equality between men and women over a long period of time. As a follow-up to the Beijing Declaration and Platform for Action, UNESCO adopted a three-pronged strategy in 1995. This strategy is reflected in its Medium-Term Strategy for 2002-2007, which stipulates that the needs of women

Education of Girls and Women

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Education of Girls and Women

Education For All

The Dakar Framework for Action (2000) explicitly mentions the issue of gender and girls' education (goals 2 and 5). Goal 2 indicates that by 2015 all children, particularly girls, have access to and complete free and compulsory primary education. Goal 5 stipulates the elimination of gender disparities in primary and secondary education by 2005 and the achievement of gender equality by 2015.

Gender parity in access to schooling is the first step towards gender equality in education. "*Gender equality requires the achievement of equal outcomes for women and men, notwithstanding that they are starting from different positions of advantage, and are constrained in different ways*" (*EFA Global Monitoring Report 2003/4, Gender and education for all: the leap to equality*).

According to the *EFA Global Monitoring Report 2006, Literacy for life*, 49 countries had achieved gender parity in primary and secondary enrolment by 2002. However, the 2005 gender parity target has been missed by 94 countries (out of 149 with data), especially in South Asia and Sub-Saharan Africa. Moreover, 86 countries are at risk of not achieving gender parity even by 2015.

must be mainstreamed in all programme activities and projects.

UNGEI. UNESCO is an active partner in the United Nations Girls' Education Initiative (UNGEI) launched in 2000 at the World Education Forum in Dakar. Its goal is to narrow the gender gap in primary and secondary education by 2005 and ensure that by 2015, all children complete primary schooling, with girls and boys having equal access to all levels of education. UNESCO is part of the Global Advisory Committee which aims to provide strategic guidance and to facilitate the development and implementation of the UNGEI strategies**.**

Regional networks and partnerships on gender issues in education. In 2002, UNESCO Bangkok facilitated the establishment of a regional network "Gender in Education Network in Asia" (GENIA) at the request of Member States. The main goal of this Network is to promote gender equality in education in terms of access, retention, performance and self realization through developing gender responsive education policies and challenging societal gender stereotypes. Fifteen countries are members of the Network, and nine receive specific in-depth support from UNESCO for gender capacity-building activities.

Empowerment of women in order to send girls to school. Household poverty is one obstacle to enrolment, transition and retention for girls and women. Poverty reduction programmes are crucial to ensuring equitable and quality education with lasting results. Progress has been made through the introduction of income generating activities. UNESCO is supporting two programmes in rural areas in Niger and Burkina Faso aimed at empowering women, through sustainable literacy programmes and development of income generating activities. Experiences show that literate women are better at managing their micro-credit activities, have a greater capacity to participate in decision-making and have a better understanding of health care issues.

A skills-based literacy programme for women in China. About 36,000 women from Xuan Wei county have learned to read, write and calculate thanks to the course, and the female illiteracy rate has fallen by 29% compared with the average for the province. More than 300 technical training courses in 70 subjects have taught new skills to 275,000 women. The local authorities design and produce learning materials geared to local conditions, which also present positive images of women. The courses also include basic craft skills. Thanks to skills learned at women's literacy programmes, millions of rural women are now self-sufficient. UNESCO has been working with local people to enhance the quality of the programme through adding a component on information and communication technology.

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www.unesco.org/education/primary

www.unesco.org/women

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World Heritage

World Heritage

For over 30 years, UNESCO has been working with countries to identify World Heritage sites and ensure their safekeeping for future generations.

Places as unique and diverse as the wilds of Tanzania's Serengeti, the Pyramids of Egypt, the Great Barrier Reef in Australia and the Baroque cathedrals of Latin America make up our world's cultural and natural heritage. In October 2006, 812 cultural, natural and mixed sites were located in 138 States Parties. They are ours to share, to cherish and to respect.

The *Convention concerning the Protection of the World Cultural and Natural Heritage* was adopted by the General Conference of UNESCO in 1972, and is founded on the premise that certain places on Earth are of "outstanding universal value" and as such should form part of the common heritage of humankind. One hundred and thirty-eight States Parties to the Convention are united in the common World Heritage mission on October 23, 2006.

The Cape Coast Fort, Ghana, World Heritage site
(B. Jacquot © UNESCO)

Inscription on the World Heritage List is only a first step towards safeguarding these sites for future generations. Management and preservation efforts are an ongoing process, which involves local communities as well as site managers and national authorities.

The World Heritage Fund provides about US$3.5 million annually to support activities requested by States Parties in need of international assistance. It includes compulsory and voluntary contributions from the States Parties, as well as from private donations. The World Heritage Committee allocates funds according to the urgency of requests - giving priority to the most threatened sites. International Assistance from the Fund can support requests falling under five categories: emergency assistance, preparatory assistance, training assistance, technical co-operation and promotional and educational assistance.

When the very characteristics for which a site was originally inscribed on the World Heritage List are threatened, inscription on the List of World Heritage in Danger can be a powerful tool for conservation. It calls the world's attention to sites endangered by natural conditions or human activity such as: armed conflict and war, earthquakes and other natural disasters, pollution, poaching, or unplanned construction, and mobilizes international resources for emergency preservation measures. There are currently 31 sites on this List.

The nomination process and its actors

States Parties prepare a Tentative List (an inventory of sites within its borders considered to be of outstanding universal value) from which they can nominate sites for inscription on the World Heritage List. They submit nominations to the World Heritage Centre along with a plan detailing how the site is managed and protected. The World Heritage Centre reviews these nominations and then transmits them to

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World Heritage

Bamiyan Valley in Afghanistan
This cultural landscape was inscribed on the List of World Heritage in Danger in 2003 simultaneously with its inscription on the World Heritage List. The property is in a fragile state of conservation considering that it has suffered from decades of neglect and vandalism. UNESCO, at the request of the Afghan Government, coordinates all international efforts to safeguard this site. Thanks to generous financial contributions from the governments of Japan (US$ 3,2 million) and Germany (US$1 million), several projects are carried out by UNESCO for the conservation of the fragments of the Buddha statues, the niches, the mural paintings in the caves, and the preparation of a Master Plan for the entire valley.

The National Parks of Garamba, Kahuzi-Biega, Salonga, Virunga and the Okapi Wildlife Reserve in the Democratic Republic of the Congo
Since 1994, all five World Heritage sites of the DRC were inscribed on the List of World Heritage in Danger as a result of the impact of the war and civil conflicts in the Great Lakes region. In 1999, an international safeguarding campaign was launched by UNESCO together with a number of international conservation NGOs to protect the habitat of endangered species such as the mountain gorilla, the northern white rhino and the okapi. This resulted in a 4-year US$3.5 million emergency programme to save the five sites, funded by the United Nations Foundation and the Government of Belgium. In 2004, international donors, non-governmental organizations and the governments of Belgium and Japan pledged an additional US$50 million to help the Democratic Republic of the Congo rehabilitate these World Heritage parks.

the appropriate advisory bodies for evaluation: the International Council on Monuments and Sites (ICOMOS), the World Conservation Union (IUCN) and the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM).

The intergovernmental World Heritage Committee consists of 21 members elected for terms up to 6 years by the General Assembly of States Parties at their biennial meeting. Once a year, the Committee decides which sites to inscribe on the World Heritage List. It also examines reports on the state of conservation of inscribed sites and makes all other decisions needed to implement the Convention.

An ongoing commitment

Inscription on the World Heritage List is a catalyst to raising awareness about heritage preservation on the part of governments and citizens alike. Heightened awareness, in turn, leads to greater consideration and a general rise in the level of protection and conservation afforded to heritage sites. Regular reporting on the state of conservation of inscribed sites and technical missions, when necessary, ensure the upkeep of their outstanding qualities.

Today, more and more sites are preserved thanks to partnerships developed with governmental and non-governmental stakeholders, local and regional authorities, research institutions, the media and the private sector.

World Heritage Centre

Established in 1992, the World Heritage Centre is the focal point and co-ordinator within UNESCO for all matters related to World Heritage. Assuring the day-to-day management of the Convention, the Centre organizes the annual sessions of the World Heritage Committee, provides advice to States Parties in the preparation of site nominations, organizes international assistance from the World Heritage Fund and co-ordinates both the reporting on the condition of sites and the emergency action undertaken when a site is threatened. The Centre also organizes technical seminars and workshops, updates the World Heritage List, database and web site, develops teaching materials to raise awareness among young people of the need for heritage preservation, and keeps the public informed of World Heritage issues.

To find out more

Culture Sector, World Heritage Centre

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Water Management

Water Management

Water is the source of all life. But through pollution, destruction of ecosystems and poor management, it risks becoming scarce and expensive.

The global water crisis is growing. It threatens the security, stability and sustainability of the planet and consequently, humanity itself. This is why the period from 2005 to 2015 has been declared the International Decade for Action 'Water for Life'. The overall goal is to reach objectives defined on an international scale in the field of water and sanitation by 2015. In the Millennium Declaration (2000), the United Nations called to *"Reduce by half the proportion of people without sustainable access to safe drinking water"*. They also indicate that good water management is the guarantee of *'equitable access'* and *'adequate supplies'*.

Schoolgirl using a pump at Srah Srang school, Cambodia
(© UNESCO/S. Tang Chhin)

The work of the Division of Water Sciences at UNESCO is based on three pillars.

The International Hydrological Programme (IHP), launched in 1975, is an intergovernmental programme of scientific cooperation concerning water resources. Its target is to improve scientific and technological data, in order to promote rational water resource management that respects the environment. The theme of the sixth phase of the Programme (2002-2007) is 'Water interaction: Systems at Risk and Social Challenges'. This phase emphasizes social aspects of supply. Indeed, without water, economic and human development is impossible. Poor management also leads to depleted supplies, falling water tables, shrinking inland lakes or diminishing stream flows. The programme is based on five themes:

• *global changes and water resources*. Today, there is no accurate data about global hydrological change. If it existed, this data would make it possible to know how, when and where human activities that are linked to extreme weather events affect ecosystems;

• *integrated watershed and aquifer dynamics*. To manage water, it is necessary to analyse river systems and aquifers, by studying both natural as well as man-induced processes;

• *land habitat hydrology* covers the analysis of interactions between climate (arid, humid, temperate & cold zones), topography (mountains, small islands, etc.) and land use (rural, urban & natural environments);

• *water and society* deals with the complex relationships between people and water resources (attitudes, concepts and beliefs);

• *water education and training.* The results of the IHP must strengthen education and continuing training. Hydrologists, as well as the general public, must benefit from knowledge and technology.

The second pillar is the **UNESCO-IHE Institute for Water Education.** Based

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Water Management

A few figures...

Every day, 6,000 people die from diarrhoeic diseases linked to water, most of them children under the age of five.

1 billion people lack access to water supply, and 2.4 billion to sanitation systems.

2,200 water-related natural disasters occurred in the world between 1990 and 2001.

50% of the world's wetlands have disappeared since 1900.

70% of water taken for human use is used by agriculture, mostly for irrigation.

Source: UN/WWAP, World Water Development Report*: Water for People, Water for Life*. Paris, New York & Oxford, published by UNESCO & Berghahn Books, 2003.

in Delft (Netherlands), it offers training and postgraduate research programmes in the fields of water and the environment, aimed at professionals from developing countries. In October 2005, the Institute launched a new anti-arsenic water filter that can save tens of millions of lives since arsenic is fatal when present in drinking water.

The third pillar of the Water Sciences Division is the **World Water Assessment Programme** (WWAP). This initiative by the entire United Nations aims to develop the tools and skills needed to manage practices and policies that contribute to improving global freshwater supplies. The WWAP's mission is to:

- assess the state of the world's freshwater resources and ecosystems;
- develop indicators and measure progress towards achieving sustainable use of water resources;
- help countries develop their own assessment capacity;
- document lessons learned and publish a World Water Development Report.

The World Water Development Report - 'Water, a Shared Responsibility' was published on 22 March 2006, on the occasion of World Water Day. This event, whose theme in 2006 was 'Water and Culture', is held this year under the leadership of UNESCO.

The last few decades have seen the reinforcement of the belief that water resource management must be planned using an integrated approach: decisions aimed to reduce poverty, enable economic development and ensure food safety and health of human populations, while preserving vital ecosystems, must be based on a better understanding of all water management systems.

To Find Out More

UNESCO portal:
http://www.unesco.org/water/

IHP Site:
http://www.unesco.org/water/ihp/

UNESCO-IHE site: http://www.unesco-ihe.org/

WWAP site:
http://www.unesco.org/water/wwap/

Contact:

International Hydrological Programme:
ihp@unesco.org

World Water Assessment Programme:
wwap@unesco.org

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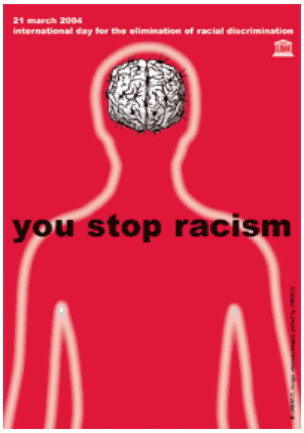
Combating Racism

Faced with the rise in racist actions, UNESCO places the fight against all types of intolerance at the heart of its mandate. It contributes to drafting standard setting tools and operational projects.

Racism is the result of different pseudo-scientific theories claiming that there are several races among human beings and which ranks these races hierarchically. These theories are "*scientifically false, morally condemnable, socially unjust and dangerous, …there is no justification for racial discrimination, in theory or in practice, anywhere*" (Preamble of the International Convention on the Elimination of All Forms of Racial Discrimination, 1965). According to Article 2 of the 1978 UNESCO Declaration on Race and Racial Prejudice, racism is comprised of *"racist ideologies, prejudiced attitudes, discriminatory behaviour, structural arrangements and institutionalized practices resulting in racial inequality ... it is reflected in discriminatory provisions in legislation or regulations and discriminatory practices as well as in antisocial beliefs and acts"*



Poster for the 2004 International Day Against Racism

UNDERSTANDING IS KEY

To better understand the different questions linked to racism, the Organization has decided to focus on several areas:

• development of scientific research and reflection on racism, discrimination and xenophobia ;

• renovation of UNESCO's standard-setting tools and strengthening of cooperation with the different actors in the United Nations system;

• development of new educational approaches, drafting of teaching materials and statistical indicators on racism, discrimination, xenophobia and intolerance;

• mobilisation of opinion and policy-makers;

• preservation of the diversity of multiethnic and multicultural societies;

• fight against racist propaganda in the media and in cyberspace.

The Organization has also implemented operational programmes and projects to participate, in a concrete manner, to the eradication of racism and of all forms of discrimination.

The International Coalition of Cities Against Racism. This initiative, launched in 2004, aims to create a concrete global framework to fight racism within a network of cities interested in exchanging best practices, experience and expertise in order to improve their policies. UNESCO focuses on the city, where various ethnic groups and cultures mix and where differences are confronted on a daily basis. It is based on the cooperation of the essential actors in this venue: city officials and civil society. In December 2004, the European Coalition, which includes Berlin, London, Paris, Madrid, Rome, Nuremberg, Stockholm, Geneva, Riga and Barcelona, was launched. The

Combating Racism

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Combating Racism

Defining Universal Criteria Against Racism and Discrimination

UNESCO has drafted international tools defining the principals, concepts and universal criteria against discrimination:

- Declaration on Race and Racial Prejudice (1978);
- World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance (Durban, 2001);
- UNESCO Universal Declaration on Cultural Diversity (2001);
- UNESCO's integrated strategy of fighting against racism, discrimination, xenophobia, and intolerance (32C/13, 2003);
- Slave Route Project (1994);
- UNESCO's strategy for HIV/AIDS prevention education

project is being implemented in other regions: Africa, Latin America and the Caribbean, North America and Arab States. Each coalition develops a ten-point action plan. The results of its implementation are measurable using indicators developed by UNESCO and research centres. The programme expires in 2007 when the International Coalition will be put into place.

The UNESCO/UNAIDS HIV/AIDS Project (2001) is a programme aimed at ending the stigma and discrimination associated with HIV/AIDS. Its goal is to raise awareness and to ease understanding of discrimination based on HIV/AIDS and on questions dealing with human rights. It also aims to encourage youth participation in HIV/AIDS prevention, education, and communication.

The 1992 Education Programme for Children in Need aims to provide concrete, immediate and visible aid, particularly through non-formal education, to the most vulnerable and discriminated against populations. The children in need are grouped into four categories: street children; child workers; child victims of war and natural disasters; handicapped children, and children who suffer from cancer or HIV and AIDS. The goal is draw action from the principles contained in the 1990 Convention relative to Children's Rights. From 1992 to 2004, 287 programmes have been supported financially in 81 countries for a total of EU$ 27,570,000.

The Awareness Raising Programmes: Promoting Tolerance

- the UNESCO/Madanjeet Singh Prize, to promote tolerance and non-violence. Created in 1995, the prize of EU$ 100 000 is awarded every two years. In 2006, the laureate was the President of the United Front for Tamal Freedom, Veerasingha Anadasangara

- International Day for Tolerance, November 16. Created in 1995 by the UN General Assembly;

- March 21, International Day for the Elimination of Racial Discrimination. Created in 1966 by the UN General Assembly.

To Find Out More

SHS web site:
www.unesco.org/shs/againstdiscrimination

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Higher Education

Higher education is a pillar for sustainable development, not just for training those who maintain and promote the infrastructures of democracy and justice, but also for building capacity for critical thinking, innovation and discovery.

The World Declaration on Higher Education (1998) recalled the missions and functions of higher education, and defined a global vision of the sector for the twenty-first century. These, together with major new trends and developments in higher education worldwide continue to shape UNESCO action in this field. Underlying this action is growing recognition of the role of higher education in achieving the goals of the global agenda – EFA, MDGs and sustainable development.

The **UNITWIN Programme** is the most important downstream UNESCO activity in higher education. There are over 500 Chairs and Networks established in 123 Members States and more than 700 institutions. Its under-lying principle is to build capacity in higher education through knowledge transfer and in a spirit of solidarity among academics and researchers. The Programme has been successful *inter alia* in (a) transferring high level know how, (b) introducing academic programmes in non-traditional subject areas, (c) developing scientific innovations, (d) providing a forum for knowledge exchange, (e) responding to development needs, (f) establishing international bodies and (g) participating in reconstruction of higher education.

The launching of **Academics Across Borders** Initiative in November 2005 brought an added dimension to UNITWIN. It is intended to improve performance of universities in the areas of research and programme development leading to the establishment of centres of excellence and to open access to innovative approaches for sustaining quality higher education across borders. Already the Africa-Asia Dialogue has been established; steps are being taken to identify centre of excellence in Africa and to undertake a mapping exercise that will facilitate Africa-Europe and Africa-North America dialogue.

Higher Education Open and Distance Learning Knowledge Base (© UNESCO)

The Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications was launched as a response to the ethical challenges and dilemmas facing higher education in an era of globalization, and as a platform for dialogue linking key higher education stakeholders. Its action plan includes the revision of **the six regional conventions on the recognition of qualifications** so that they respond better to changes in higher education. In the context of increased commercialization and cross-border provision in higher education, the conventions represent educational agreements that could provide international standards of qualifications recognition and quality assurance, based on the needs and principles put forward by the ratifying states.

Higher Education

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Higher Education

Guidelines for Quality Provision in Cross-Border Higher Education

Developed jointly by UNESCO and the OECD (Organisation for Economic Co-operation and Development), and finalized in consultation with Member States and other key stakeholders in higher education, the Guidelines are an educational response to the growing commercialization of higher education and address the specific issue of cross-border higher education and its quality.

They are voluntary and non-binding. Their primary objectives are to support and encourage international cooperation and understanding in quality assurance in general, to protect students and other stakeholders from disreputable providers, and to encourage the development of quality cross-border higher education that meets human, social, economic and cultural needs.

The Guidelines will serve as a reference tool in capacity-building for the reform of higher education systems.

UNESCO is contributing to revitalizing **higher education in Iraq** by providing laboratory equipment, textbooks, short-term fellowships; facilitating the establishment of an International University Network for Iraq. This action is supported by the International Fund for Higher Education in Iraq.

Thanks to the UNESCO/Hewlett-Packard partnership on "Piloting Solutions for Alleviating **Brain Drain** in South East Europe", 7 universities in Albania, Bosnia and Herzegovina, Croatia, the FYR of Macedonia and Serbia and Montenegro, received grid computing equipment. In addition, financial support allowed young researchers to undertake short-term visits abroad and establish research partnerships with co-nationals. A similar pilot project will be launched in Africa aiming to facilitate the contribution of the Diaspora to the sustainable development of the region.

The **UNESCO Forum on Higher Education, Research and Knowledge** – an intersectoral project funded by the Swedish International Development Cooperation Agency (Sida) – was launched in 2001 as a global platform for knowledge generation and dissemination through an up-to-date website, publications, seminars and meetings bringing together policy-makers, academics, representatives of NGOs. Its global and regional themes include: determinants and consequences in higher education, knowledge and its production, analytic investigations in higher education in Africa and research management.

CHALLENGES AND PROSPECTS

Higher education's fundamental mission for the twenty-first century includes the training of well-qualified teachers to serve in more effective education systems, the provision of quality education in responsible citizenship, lifelong learning for entrepreneurship, professional and vocational skills, research and innovation.

To fulfill this mission, the sector faces major challenges: the increasing demand for higher education, the need for closer links with the world of work, the growing commercialization of higher education, globalization and the growth of borderless education, the improvement of the use of research to inform policy-making, the use of information and communication technologies, gender equity.
Higher education is well placed to meet these challenges; this requires global understanding of and support for the critical role of higher education in developing the human capacity needed not only to achieve national development but also to meet the requirements of the global agenda.

UNESCO will continue to support Member States and higher education institutions to tackle these challenges so that higher education fully contributes to the sustainable national development process.

To Find Out More

Website:
www.unesco.org/education/hed

Contact :

Division of Higher Education

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Sustainable Development in Small Islands

Representing 20% of UNESCO's Member States, small islands are recognised as some of the most vulnerable countries in the world.

Spread across the Atlantic, Pacific and Indian Oceans, and the Caribbean and Mediterranean Seas, Small Island Developing States (SIDS) form distinctive groups. Each has its own unique characteristics, yet they share many common features. Recognised as some of the most biologically and culturally diverse countries in the world – they are also extremely vulnerable. They face multiple challenges including, but not limited to, small land size, large exclusive economic zones, vulnerability to natural hazards and disasters, limited natural resources, heavy dependence on imports, isolation from markets, and increasing tourism pressures. Many SIDS also figure in the list of Least Developed Countries. However, despite the many challenges, the people who call these islands home are resourceful, adaptable and resilient.

Fishing village
(©Ismail Abdulla/Maldives)

UNESCO undertakes many activities within its mandates and fields of expertise that focus on SIDS. Subsequent to the Barbados Conference on the Sustainable Development of SIDS (1994), the different sectors and units reviewed their programmes of work relating to SIDS, with the goal of contributing to the implementation of the Barbados Programme of Action. Relevant activities and projects have spanned a wide range of technical fields and areas of concern, including distance education, basic and life-long education, environmental education and education for sustainable development, freshwater resources, global sea-level monitoring, renewable energy, natural hazards and disasters, coastal area management, local and indigenous knowledge, biodiversity conservation, tangible and intangible cultural heritage, poverty alleviation, national and regional enabling environments and use of modern communications technologies to mitigate problems of geographic isolation.

Recognising the special importance of inter-sectoral and interdisci-plinary action for coastal regions in general and for islands in particular, the Environment and Development in Coastal Regions and Small Islands (CSI) Platform was established by UNESCO in 1996. The objective of CSI is to contribute to environmentally sustainable, socially equitable, culturally respectful and economically viable development in coastal regions and in small islands. Since its inception, CSI has promoted collaborative work among the five Programme Sectors, including the field offices and functions as the UNESCO focal point for the review and further implementation of the UN Programme of Action for the sustainable development of SIDS.

Some specific projects led by CSI that promote sustainable island living include (i) Small Islands Voice, (ii) Youth Visioning for Island Living, (iii)

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Sustainable Development in Small Islands

The Programme of Action for the Sustainable Development of Small Island Developing States and the Mauritius Strategy

Following the United Nations Conference on Environment and Development (Earth Summit) in Rio de Janeiro in 1992, the special circumstances of SIDS have increasingly gained global attention. The 1994 United Nations Conference on the Sustainable Development of Small Island Developing States, held in Barbados, established a Programme of Action addressing 15 priority areas for sustainable island development. Ten years later, a United Nations International Meeting was held to review progress and refine further implementation of this Programme of Action (Mauritius, January 2005). The main outcome was the Mauritius Strategy – a document that reaffirmed the continued validity of the 1994 Barbados Programme of Action while identifying new priorities and emerging issues.
This review process also highlighted that while several SIDS are effectively addressing and managing some aspects of their vulnerability with progress in many priority areas, much remains to be done. UNESCO will continue to mainstream the needs of SIDS in all the Organization's activities; and promote the holistic, integrated approach to sustainable island living and development, through intersectoral action with an intergenerational perspective at the interregional level

Sandwatch and (iv) Local and Indigenous Knowledge Systems.

Launched in 2002, **Small Islands Voice (SIV)** (www.smallislandsvoice.org) is a cross-cutting project involving small islands in the Caribbean, Pacific and Indian Ocean regions. Small Islands Voice focuses on sustainable living and development activities at the local level through 'Communities in Action', and sharing of these experiences interregionally via exchanges and the media: print, radio, video, television and the internet.

Youth Visioning for Island Living (www.youthvisioning.org). Supported by many organizations at the national, regional and inter-regional level, Youth Visioning seeks to build capacity among island youth; to give youth a voice in sustainable development matters; and to make positive changes at the local and national level. From creating awareness about substance abuse in the Solomon Islands to starting a children's environmental programme and playground in Jamaica and integrating disabled youth into society in Mauritius, the list of creative, dynamic Youth Visioning projects underway around the world is growing.

Sandwatch
www.unesco.org/csi/smis/siv/inter-reg/sandw.htm started as a project in the Caribbean islands in 2001, supported by UNESCO's Education sector (ASPNet), Science Sector (CSI), and UNESCO's Office for the Caribbean. Sandwatch provides a framework for school students, with the help of their teachers and local communities, to work together to critically evaluate the problems and conflicts facing their beach environments and to develop sustainable approaches to address these issues.

The LINKS initiative (www.unesco.org/links), which has evolved from a cross-cutting project to a regular component of the Science programme, seeks to empower local and indigenous communities by advocating local knowledge and practice as key resources for sustainable development. The project reinforces the role of local communities in biodiversity governance and ensures the continuing dynamism of indigenous knowledge by strengthening its transmission from elders to youth. LINKS activities address Pacific and Indian Ocean islands with a particular emphasis to date on the Cook Islands, Federated States of Micronesia, Palau, Solomon Islands, Vanuatu, Mauritius, Rodrigues and La Reunion.

To Find Out More

Coastal Regions and Small Islands Platform:
www.unesco.org/csi/

UNESCO and small islands:
www.unesco.org/en/sids

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Copyright

Many of us do not realize to what extent copyright is a part of daily life. When we read a book, watch a film or listen to the radio, use the Internet or go to the theatre, we are consuming copyright-protected subject matter.

As early as 1947, UNESCO's General Conference resolved that *"UNESCO shall (…), with due regard to existing agreement, consider the problem of improving copyright on a worldwide basis".*

STANDARD-SETTING

The Intergovernmental Copyright Conference, held in Geneva, adopted the **Universal Copyright Convention** in 1952. The objective of the UCC was not to put a new international agreement in the place of previously existing ones, particularly the Berne Convention for the Protection of Literary and Artistic Works. On the contrary, it aimed to establish a common legal denominator so that countries, differing widely in regard to civilization, culture, economic development, may become part of the international system of copyright protection by joining the UCC as a first step before accession to the Berne Convention and its higher protection standards.

Mafalda, a popular cartoon character promotes respect of copyright
(© Joaquin Salvador Quino/UNESCO)

UNESCO's cooperation with other UN agencies and international bodies in standard-setting continued with the adoption of the **Rome Convention (1961) for the Protection of Performers, Producers of Phonograms and Broadcasting Organisations** (the "neighbouring rights convention"). Many important copyright topics such as the legal protection of folklore and public domain issues were discussed regularly by the joint UNESCO/WIPO (World Intellectual Property Organisation) Committees, with special attention given to UNESCO priorities in the cultural and development aspects of copyright. Over the years, the Organization contributed, on the request of many developing countries, to the setup of their national copyright framework, both by providing legal assistance in drafting copyright laws and by providing technical assistance for development of structures for collective management of authors' rights.

RAISING AWARENESS

Promotion and assistance to teaching of the subject of copyright in universities in developing countries was a pioneer initiative of UNESCO started after the first World Congress on Teaching of Copyright Law organized by UNESCO in the mid 1980s. As a result, more than 15 UNESCO Copyright Chairs have been created in universities around the world. The ***e-Copyright Bulletin***, the only copyright legal journal in six languages, is an example of the teaching and information tools provided by UNESCO to the Copyright Chairs, and also to a much larger public of lawyers and experts in the field.

Building awareness on the importance of copyright protection as a means to

Copyright

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Copyright

Prevention of piracy

Prevention through training: multiplier effect of the Anti-Piracy Training for Trainers (APTT). The first advanced course for copyright enforcement officials was organised by UNESCO in the sub-region of South-Eastern Europe in 2004. 25 judges, prosecutors, customs and police officers were trained at the course in Sofia. More than 250 is the number of trained copyright law enforcement officials at the national anti-piracy follow-up seminars organised in the beneficiary countries with the active involvement of the APTT participants.

Prevention through public awareness-raising: an anti-piracy awareness campaign was launched in Colombia with the support of UNESCO through display of posters throughout the Bogotá public transport network. Mafalda, a popular cartoon character, created by the Argentinean illustrator Joaquín Salvador Lavado *(Quino)*, has been used to convey a message that promotes respect of copyright.

encourage creativity was another priority in this field. Many respected members of today's copyright community refer to ***The ABC of Copyright*** which helped them take their first steps in understanding about copyright. Innovative ideas, such as the 'mimed' copyright of ***Marcel Marceau***'s video film was produced by UNESCO and brought the message to a wider audience.

THE DIGITAL CHALLENGES

Digital technologies and the Internet did not leave copyright protection unaffected. Copying material became a very easy process that produced perfect quality of the copies, both legal and illegal. The possibilities for creation and dissemination of protected works increased, and so did piracy, thus jeopardizing the cultural industries in developing countries and those in transition. To contribute to a more secure legal and enabling environment, UNESCO adopted **anti-piracy** as one of the pillars of the Global Alliance for Cultural diversity, which was created in 2002. This initiative pooled efforts of the public, private and non-governmental sector to build sustainable cultural industries in developing countries. Innovative projects in the area of copyright enforcement, new forms of copyright awareness campaigns are examples of what is being done to contribute to a culture of respect for copyrights.

The digital environment also brought to the forefront of the debate the question of the delicate balance between the interests of authors and the general public interest of access to knowledge. UNESCO could not remain indifferent to these important issues which represent part of its core mandate. **The Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace** (2003) dedicates one of its four chapters to the *"Reaffirming of the equitable balance between the interests of right-holders and the public interest."*

The exceptions and limitations to copyright protection in the digital environment, the public domain content, the peer to peer exchange of protected works over the Internet, the rights of broadcasters and the objective of freedom of expression are just a few examples of the topics which UNESCO is currently addressing and on which the international community will be expecting a reaction.

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To Find Out More

The Copyright site:
www.unesco.org/culture/copyright

Copyright Bulletin :
www.unesco.org/culture/copyrightbulletin

Collection of National Copyright Laws:
www.unesco.org/culture/copyrightlaws

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UNESCO and civil society

Civil society actors have multiplied in recent years. The increasingly important role of these actors in all social, economic and cultural spheres of globalization and the expansion of partnerships represent a new challenge.

UNESCO and civil society

By creating a High-Level Panel (presided by the former president of Brazil, F .H. Cardoso) in charge of evaluating the cooperation between the United Nations and civil society, the UN Secretary-General gave new impetus to developing a global partnership with civil society, one of the Millennium Development Goals. To that end, a report was produced by the high-level panel, stressing the necessity of cooperating with civil society, considering that "Public opinion has become a key factor influencing intergovernmental and governmental policies and actions."

"Peoplescape" (Ablade GLOVER). Don du Ghana à l'Organisation en 1991. (©UNESCO)

UNESCO's interaction with civil society

Today, civil society's new power and its growing and decisive influence have impact on political, governmental and intergovernmental action.
The forging of solid partnerships with civil society, including parliamentarians, local authorities and the private sector, allows the Organization to be more attuned to citizens' concerns and better able to mobilize the active support of public opinion. Since its creation, UNESCO has worked with a number of these civil society actors (CSA), who have been called the new partners of the United Nations.
We can consider at present that this partnership policy is integrated systematically in our action. It is in the interest of all to involve and associate the CSA in the promotion of sustainable development. These partnerships are developed in close collaboration with UNESCO National Commissions.

The approximately **335 international non-governmental organizations** with which UNESCO maintains official relations (formal and operational), as well as the 21 foundations with established official relations, mobilize public opinion on the ground, notably in isolated or precarious regions in the world, to promote greater consideration of the geographic and cultural diversity of the non-governmental community. They also act as relays for the implementation of UNESCO programmes.

Comprised of people of all ages and nationalities from every walk of life, some 4000 (2006) UNESCO Associations, Centres and Clubs, in around 100 countries, help spread UNESCO's ideals, work as volunteers to turn them into reality on the ground, and give visibility to the values promoted by UNESCO within local communities. The Clubs, which form an independent network, are involved in global issues with local impact and contribute to reflection on choices of societal models.

Parliamentarians, as legislators and the people's representatives, are the best-

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UNESCO and civil society

A few figures

In Brazil, there are more than 60,000 civil society organizations in Sao Paulo and Rio de Janeiro alone.

An estimated 2 million citizens' associations exist in India.

Egypt has more than 30,000 non-profit organizations. Among them, just the professional groups represent a membership of 3 million people.

Analysts describe the emergence in the last two decades of a "global civil society".

(*Source: United Nations)*

placed to have direct influence on law-making, voting on national budgets and ensuring that UNESCO's goals are reflected in national legislation. In cooperation with the Inter-Parliamentary Union (IPU), regional parliamentary organizations and regional forums, some 50 parliamentary focal points and 30 parliamentary leagues grouped under the name of "UNESCO friends", the Organization is taking measures to involve parliamentarians in its activities and priorities.

Cooperation with cities, local authorities and city organizations is crucial for sustainable development of communities. UNESCO, with its global urban networks and programmes (Coalition of Cities against Racism, Creative Cities, Educating Cities, World Book Capital, Multipurpose Community Telecentres, etc.) brings to local authorities the benefits of decades of study, research and experience in the field. The Organization also facilitates connections between cities and with other partners, through sponsoring, twinning and networking operations.

The private sector encompasses all members of the business community (from small and medium-sized companies to multinational corporations, as well as the unofficial economy) and their representatives, through non-profit organizations, chambers of commerce, philanthropic foundations and other groups. Developing partnerships and cooperation agreements, UNESCO mobilizes top quality expertise, networks, services and equipment as well as funding from private sector actors.

UNESCO's unifying role

UNESCO must create a link and facilitate dialogue between governments and the CSA in order to place global issues at the heart of its action.

In its role as mediator in the spheres of international cooperation and in global governance, UNESCO can provide a space for dialogue to a whole range of stakeholders focused on the same issues.

The Organization must therefore reinforce, harmonize and diversify its framework for cooperation and partnership to coincide with its priorities. By expanding the variety of its partners in this way, UNESCO multiplies the means it can use to pursue its goals, and creates synergy between governmental and non-governmental actors.

"Civil society is now so vital to the United Nations that engaging with it well is a necessity, not an option. It must also engage with others, including the private sector, parliaments and local authorities."

Excerpt from *Cardoso Report*

To Find Out More

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Bureau of Public Information
BPI/Infosheet/34

Freedom of Information and the Press

UNESCO promotes freedom of expression and freedom of the press as a basic human right.

UNESCO, in keeping with its Constitution, advocates the basic human right of freedom of expression, enshrined in the Universal Declaration of Human Rights, and its corollary, press freedom. Indeed, since its creation in 1945, UNESCO has been called upon *to "promote the free flow of ideas by word and image"*, and the Organization's Member States have repeatedly confirmed this mandate over the years in decisions adopted by the General Conference, the highest authority of the United Nations agency. UNESCO promotes freedom of expression and freedom of the press as a basic human right.

Public's right of access to information

A free press is not a luxury that can wait for better times; rather, it is part of the very processwhich can bring about better times. Freedom of the press should not be viewed solely as the freedom of journalists to report and comment. It is strongly correlated with the public's right of access to knowledge and information. Communication often acts as a catalyst for the development of civil society and the full exercise of free expression enables all parts of society to exchange views and find solutions to social, economic and political problems. Free media play a crucial role in building consensus and sharing information, both essential to democratic decision-making and to social development.

In keeping with this mandate UNESCO has been working with professional organizations, and a wide range of governmental, as well as non-governmental partners, on several fronts to build up, support and defend free, independent and pluralistic media in developing countries, countries in transition and in conflict and post conflict areas.

Promoting Freedom of Expression, Press Freedom, Independence and Pluralism of the Media, Democracy, Peace and Tolerance.

UNESCO's media work

UNESCO maintains close relations with regional and international media organizations and press freedom advocacy groups. One of its major partners is the electronic clearing-house and alert network, IFEX, which groups 1500 member organizations in 120 countries in 2006. Since 1992, IFEX has facilitated the sharing of information about press freedom and the efficiency of reactions to cases of violations.

Professional training for journalists

UNESCO recognizes that media independence and freedom of information do not hinge only on the capacity of private individuals to operate media outlets; it also requires a commitment to professional standards of reporting. Thus UNESCO's work includes advocacy, professional training for journalists and media professionals, and support for professional networks,

Freedom of Information and the Press

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Freedom of Information and the Press

Assistance to Media in Conflict Situations

For several years now, UNESCO has been supporting independent media in conflict and post-conflict situations to enable them to gather and disseminate non-partisan information. In this respect, the assistance provided to independent media in Afghanistan, Angola, the Balkans, East Timor, the Great Lakes Region in Africa, Iraq, Liberia, the Middle East, Nepal, Sudan and elsewhere has contributed to peace building and reconciliation processes. This action in promoting independent media in conflict situations has been recognized by the international community. The humanitarian nature of this work was recognized by the Office of the United Nations High Commissioner for Refugees and the Department of Humanitarian Affairs in the June 1994 United Nations Inter-Agency Appeal. In 1996 the Appeal designated UNESCO as lead agency for assistance to independent media for the reconstruction period in the former Yugoslavia. Since then the Organization has received considerable financial support from a number of donor countries. In conflict areas, information is very often replaced by rumors and propaganda. UNESCO will therefore continue to support, together with the United Nations and professional organizations, local media whose independence of the parties to the conflict is acknowledged, which provide non-partisan information and which defend the values of peaceful coexistence and mutual understanding.

as well as providing governments with advice and information on best practices regarding media legislation and regulation.

World Press Freedom Day

Amidst the growing recognition of the importance of press freedom for democracy and development, in 1993 the United Nations General Assembly proclaimed that May 3 is “World Press Freedom Day”. Throughout the world, this Day serves as an occasion to celebrate press freedom, raise awareness of violations against the right to freedom of expression and draw attention to the work of all too many journalists forced to brave death or jail to bring people their daily news. It is also on World Press Freedom Day that UNESCO awards the annual UNESCO/Guillermo Cano World Press Freedom Prize to a journalist who has distinguished him or herself in the fight for press freedom.

UNESCO is increasingly being asked to assist, together with the other United Nations system organizations, funds and programmes, in seeking solutions in conflict prevention, emergency assistance, and post-conflict peace-building. Freedom of the press, pluralism and independence of the media, and development of community newspapers and radio stations are crucial to the re-establishment of social bonds and to the reconciliation process.

To find out more

Further information is available at the website:

http://portal.unesco.org/ci/

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Anticipation and foresight

Anticipation and foresight

Better preparation for the future of the planet and humanity is the objective of UNESCO's Division of Foresight.

One of UNESCO's essential missions is to be a laboratory of ideas, with the task of anticipating the needs of future generations and the transformations of the modern world. This prospective aim is inscribed in UNESCO's Constitution.

The Organization has the responsibility not only "to contribute to peace and security" through education, science and culture, but also to "maintain" and "increase" knowledge and to encourage cooperation among the nations "in all branches of intellectual activity".

INTELLECTUAL WATCH

UNESCO's watching role is therefore an integral part of its mandate of intellectual cooperation. The Foresight Programme gives this mission a particularly significant visibility. More than ever, it is vital that UNESCO have the capacity for intellectual watch.

There is a difference to be noted between foresight and forecast. Foresight is obviously not prediction, but nor should it be confused, as it often is, with forecasting. Foresight tries to imagine different possible futures (or "futuribles"). Foresight thus trains its sights first on the present. It diagnoses the "bubbles" of the future that are already discernible and questions current decisions in terms of their potential consequences. Finally, it attempts to "manage the unforeseeable" in a future primarily marked by uncertainty.

The Division of Foresight, Philosophy and Human Sciences therefore seeks to shed light on the actions and medium- and long-term policies of Member States using "upstream" expertise. This completely trans-disciplinary expertise transcends divisions between the different fields of the Organization's competence (education, science, culture, communication and information).

Some 50 intellectuals from Africa, Asia, the Middle East, the Americas and Europe brought together by the *21st Century Talks* attempted to tackle the issue of "The Future of Values".

ACTION OF THE FORESIGHT DIVISION

The *21st Century Talks* and *21st Century Dialogues* gather together prominent personalities, representing different currents of thought, cultures or sensibilities from different regions of the world, to work on key questions about the future. Participants in these sessions have included notably Arjun Appadurai, Mohammed Arkoun, Souleymane Bachir Diagne, Jean Baudrillard, Aziza Bennani, Boutros Boutros-Ghali, Manuel Castells, Jacques Delors, Jacques Derrida, Cheick Modibo Diarra, Claude Hagège, Axel Kahn, Paul Kennedy, Julia Kristeva, Edgar Morin, Luc Montagnier, Stephen Jay Gould, Paul Ricoeur, Jeremy Rifkin, Marie Ribinson, Saskia Sassen, Michel

This information sheet is not an official UNESCO document. It aims to provide the public with information on the theme of « Anticipation and foresight »

The World Report: Towards Knowledge Societies

"Towards Knowledge Societies" is the first report in a new UNESCO series. Published every two years, these reports will focus on themes that are UNESCO's priorities, such as cultural diversity or sustainable development.
Published in November 2005, "Towards Knowledge Societies" emphasizes UNESCO's interest in the potential for a new form of development based on sharing knowledge, due notably to technological advances in information and communication.

The Report establishes clearly the difference between knowledge societies and information societies. Information societies are based on technological breakthroughs, while knowledge societies "encompass social, ethical and political dimensions".
The Report focuses mainly on how to build knowledge societies to promote a "smart" form of sustainable human development. Analyzing the increasingly crucial role of economic growth, the Report suggests that knowledge can provide new impetus for development in countries in the South. It also provides a detailed analysis of factors that block numerous countries' access to opportunities promised by new information and communication technologies, particularly the growing digital divide and the constraints on freedom of expression. The Report concludes with a series of recommendations to remedy the situation.

Serres, Peter Sloterdijk, Amadou Toumani Touré, Alain Touraine, Gianni Vattimo, and Michael Walzer.

The Division of Foresight, Philosophy and Human Sciences is also responsible for developing the forward-looking report on 20 global problems entitled "The World Ahead: Our Futures in the Making", translated in six languages.

A number of partnerships have been established with institutions and civil society actors, including Expo 2000, the Agenda of the Millennium, the Club de Rome, etc.

Lastly, the division has had numerous articles on future-oriented themes published in key newspapers and magazines in over 100 countries in the world. The articles communicate UNESCO's key themes in its different fields of competence.

To Find Out More

UNESCO World Report , "Towards Knowledge Societies"

http://portal.unesco.org/shs/en/ev.php-URL_ID=1520&URL_DO=DO_TOPIC&URL_SECTION=201.html

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www.unesco.org/shs/prospective

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Cultural Diversity

Since its creation more than 60 years ago, UNESCO's theoretical and operational framework has evolved. Today, the recognition of and respect for cultural diversity as a factor of social cohesion, sustainable development and stability lie at the heart of national and international policy concerns.

In accordance with its Constitution, UNESCO has a dual mandate: to preserve the "*fruitful diversity of the cultures*" of its Member States, and *"to promote the free flow of ideas by word and image*". Respect for the diversity of cultures as well as freedom of expression and communication are thus considered to be the best means of achieving unity through diversity.

UNESCO has placed the pursuit of unity at the heart of its commitment as illustrated by the recognition of the equal dignity of all cultures, the protection of cultural property, the promotion of intercultural dialogue, the respect for cultural rights, the definition of cultural policies in favour of diversity, the promotion of constructive pluralism, the preservation of different cultural heritages; in short, the recognition of each culture's specific contribution to the universal civilization of humankind.

World Day for Cultural Diversity for Dialogue and Development is celebrated on 21 May. (©UNESCO)

Underlying this commitment is a profound transformation of the notion of culture. The initial concept of the "fruitful diversity of cultures" – a vision of cultures as distinct and finite entities, ideally coinciding with the borders of nation-states and contributing to culture's common treasure in order to build "the intellectual and moral solidarity of humankind" – has been replaced by the concept of "cultural diversity" both "inside" and "outside" each society, regarded as the entire range of interactions between cultures, which can be revitalized through their own capacity for dialogue and openness.

Understood in this way, culture embraces much more than arts and letters. "Culture should be regarded as the set of distinctive spiritual, material, intellectual and emotional features of society or a social group; it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs." (Preamble to UNESCO's Universal Declaration on Cultural Diversity, 2001)

Defending Cultural Diversity

Defending cultural diversity involves a dual challenge: on one hand, ensuring harmonious coexistence and a willingness to live together peacefully among individuals and groups from diverse cultural horizons and living in the same country; and on the other hand, safeguarding creative diversity, i.e., the many forms through which cultures find expression. It is for this reason that UNESCO is committed to the creation of an international environment founded on the respect for human rights and fundamental freedoms—particularly those of minorities and indigenous peoples --

Cultural diversity

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Cultural diversity

Seven International Conventions

- Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (1970)
- Universal Copyright Convention (1952, revised in 1971)
- Convention for the Protection of Cultural Property in the Event of Armed Conflict (first protocol 1954; second protocol 1999)
- Convention concerning the Protection of the World Cultural and Natural Heritage (1972)
- Convention on the Protection of the Underwater Cultural Heritage (2001)
- Convention for the Safeguarding of the Intangible Cultural Heritage (2003)
- Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005)

and contributes to elaborating policies encouraging the integration and participation of all citizens, in order to avoid divisions and conflicts arising from the "sanctification" of differences. In this way, UNESCO works for cultural pluralism, the political response to cultural diversity.

Moreover, the Culture Sector has set as one of its priorities the promotion of a global environment in which the creativity of individuals and peoples is preserved and valued. Pursuing its commitment on the intellectual, operational and normative level, UNESCO's efforts were rewarded in 2001 when its Member States unanimously adopted UNESCO's Universal Declaration on Cultural Diversity. This is the first international legal instrument devoted to all components of cultural diversity: cultural pluralism, cultural rights, creativity and international solidarity. The Declaration stresses the organic links between cultural pluralism and the flourishing of societies' creative capacities, vehicles of values, identities and meanings. This instrument thus raises diversity to the level of "common heritage of humanity", the defence of which is deemed an ethical imperative, inseparable from respect for human dignity.

The Declaration is part of a set of normative instruments in which three of the seven international Conventions (*see box*) – corresponding to Articles 7 to 12 of the Declaration – constitute the pillars of the preservation and promotion of creative diversity: the Convention concerning the Protection of the World Cultural and Natural Heritage (1972); the Convention for the Safeguarding of the Intangible Cultural Heritage (2003); and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005).

While the two Conventions concerning heritage were intended to safeguard humanity's memory and the expressions of its heritage in order to ensure their transmission to future generations, the 2005 Convention aims at protecting and promoting the diversity of cultural expressions, the results of individual or collective creativity as disseminated by contemporary vehicles of culture, namely cultural activities and goods and services. The objective of this Convention is to create an environment conducive to making the five inseparable links of the same chain – creation, production, distribution/dissemination, access to and enjoyment of cultural expressions – beneficial to all societies.

Reinforced by the development of its theoretical and operational framework and supported by its various instruments and resources, UNESCO explicitly calls upon not only States but also other actors and civil society to recognize their duty to ensure that culture, in its rich diversity, becomes an innovative arena for dialogue and mutual understanding.

To Find Out More

www.unesco.org/culture and click on cultural diversity

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Priority Africa

A constantly reiterated willingness for cooperation, and support for African authorities in drafting their policies: UNESCO's relationship with Africa is characterized by permanence and pragmatism.

In the early 1960s, when many African Member States became independent and joined UNESCO, the Organization started to build up a solid partnership with Africa in order to respond to its needs concerning the development of indigenous political and intellectual leadership. In the 1970s, the Organization responded to the Lagos Action Plan, notably by launching the ***Priority Africa*** programme in 1985, which was permanently adopted by the 25th General Conference in 1989. In 1986, it contributed to the adoption of the Programme of Action for African Economic Recovery and Development by the General Assembly of the United Nations. In the framework of the United Nations System-wide Special Initiative on Africa, UNESCO has been designated lead agency in three sectors: basic education, harnessing information technology for development, and communication for peace-building.

Axoum Obelisk, Ethiopia
(©P. Viesi/UNESCO)

Always attentive to the needs of the continent, UNESCO organized ***Audience Africa*** in 1995. This consultation enabled the Organization to set up a moral partnership contract between Africa and the international community and to include priorities drawn up by Africans themselves in its programmes. In order to coordinate these actions, an internal UNESCO structure was created in 1996: the Priority Africa Department.

Appropriate responses

The most appropriate response to the needs of Africa was the creation of a unified international framework for action, based on African leadership. In 2001, this framework, the ***New Partnership for Africa's Development*** (NEPAD), was created in association with the African Union (AU). It enabled UNESCO and the AU to cooperate in order to concentrate on the implementation of the programme.

In 2001, UNESCO organized an international seminar on "***Forward-looking Approaches and Innovative Strategies to Promote the Development of Africa in the 21st Century***". The aim was to define new guidelines for action and strategies to promote the development of Africa. The UNESCO Medium-term Strategy (2002-2007) includes the recommendations of the seminar and NEPAD's priorities. The Organization then set up a consultative committee for follow-up, - the UNESCO Committee for NEPAD - which makes recommendations for the sustainable development of Africa, as well as for the support that UNESCO can provide to NEPAD.

From vision to action

In 2003, the Ouagadougou seminar '***UNESCO and NEPAD: from Vision to Action***' defined how the NEPAD Action Plan should be applied in the areas of competence of the Organization.
Since then, UNESCO has contributed to the drafting and implementation of

Priority Africa

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Priority Africa

UNESCO and Africa in figures

More than **20**% of the Organization's budget is devoted to the African continent.

15 Multi-country or national offices outside headquarters implement UNESCO activities in the field: Abuja, Accra, Addis Abeba, Bamako, Brazzaville, Bujumbura, Dar es Salaam, Harare, Kinshasa, Cairo, Libreville, Maputo, Rabat, Windhoek, and Yaoundé.

2 Regional offices: BREDA (Dakar) for education and ROSTA (Nairobi) for science.

53 UNESCO National Commissions in African countries.

Over **1,300** UNESCO Clubs, **1,600** Associated Schools, **80** UNESCO Chairs create networks among more than thirty African countries.

AU/NEPAD action plans in the following areas:

- **education and culture**, with the 6th AU Ordinary Session of Heads of State and of Government (Khartoum, January 2006) that adopted a declaration on the interface between culture and education, proclaimed the Second decade of Education for Africa (2006-2015) and 2006 as Year of African Languages. The Summit was preceded by preparatory Ministerial Conferences on education (Algiers, April 2005, Addis Abeba, January 2006) and on culture (Nairobi, December 2005).

- **environment**, with the Action Plan adopted at the Maputo Summit in June 2003;

- **science and technology**, with the African Ministerial Conference on Science and Technology in Dakar in September 2005 and Johannesburg in November 2003.

Reinforce regional cooperation

To reinforce action in favour of African regional integration, UNESCO set up the Forum of Regional and Sub-regional African organizations to support UNESCO-NEPAD cooperation (FOSRASUN). The Forum was conceived as a tool of cooperation between UNESCO and the Regional Economic Communities (RECs), which are the pillars for the implementation of the AU/NEPAD programme. SADC and COMESA will organize the next meeting of FOSRASUN in June 2006.

Africa Day

As a token of its commitment to Africa, UNESCO organizes Africa Day every year on 25 May, in cooperation with the Organization's Africa Group. In **2004**, this day was marked by the visit of the Chairman of the AU Commission, Alpha Oumar Konaré, and in **2005** by the visit of the President of Nigeria, Olusegun Obasanjo, Chairman of the AU and of the Committee of Heads of State and of Government in charge of the Implementation of NEPAD.

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For more information

www.unesco.org/Africa

Africa Department

The mission of the Africa Department is to **reinforce the coordination of programmes to benefit Africa,** creating conditions conducive to ensuring that the special priority given to Africa by the governing bodies is translated into reality. It is responsible for ensuring that Africa-related activities are treated as a priority; it monitors and coordinates all programmes to benefit Africa; it is attentive to the needs and aspirations of the continent through contacts with the Permanent Delegates to UNESCO; it coordinates the response of the Organization in respect of post-conflict and reconstruction; it mobilizes resources and of promotional activities in for Africa.

To better take into consideration the priorities of the continent, the Department monitors **relations with the Member States and partnerships in Africa**. It is UNESCO's focal point for NEPAD, joint United Nations programmes in Africa and cooperation with the African regional and sub-regional organizations.

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Distance learning

Open and distance learning is one of the most rapidly growing fields of education. It is fast becoming an accepted and indispensable part of the mainstream of educational systems in both developed and developing countries, with particular emphasis for the latter.

The term *distance learning* or *open and distance learning*, as it is most frequently used, represents an approach that focuses on opening access to education and training provision, freeing learners from the constraints of time and place, and offering flexible learning opportunities to individuals and groups of learners. Open and distance learning is one of the most rapidly growing fields of education, and its potential impact on all education delivery systems has been greatly accentuated through the development of internet-based information technologies, and in particular the World Wide Web. There is evidence that it can lead to innovation in mainstream education, and may even have effects beyond the realm of education itself.

(© UNESCO)

Increasing access, quality and equity

Achieving the Education for All goals set in Dakar and at the Millennium Development Summit entails a commitment to a triad embracing *access, quality* and *equity* in education in all forms and at all levels. It means ensuring that the digital divide does not further marginalize the poorest sectors of the population and finding creative, alternative paths to learning.

Open and distance learning is fast becoming an accepted and indispensable part of the mainstream of educational systems in both developed and developing countries, with particular emphasis for the latter. This growth has been stimulated in part by the interest among decision makers, educators and trainers in the use of, and also by the recognition that traditional ways of organizing education need to be reinforced by innovative methods, if the fundamental right of all people to learning is to be realized.

Governments worldwide are promoting more and more the use of open and distance learning as a complementary approach to traditional educational structures in order to meet the new and changing demands for education and training in the 21st century and to limit as much as possible long-term effects caused by lack of resources, demographic trends, the HIV and AIDS pandemic and military conflicts. The following factors have contributed to the success and expansion of distance education provision:

- need to ensure lifelong education by multiplying entry points to learning and training opportunities;
- provision of increased opportunities for updating, retraining and personal enrichment;
- improving cost-effectiveness of educational resources;
- enhancing the quality of existing educational services;
- balancing inequalities between age groups;

Distance learning

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Distance learning

UNESCO Higher Education Open and Distance Learning Knowledge Base

The Higher Education Open and Distance Learning (ODL) Knowledge Base project aims to support decision makers with ready access to information and tools that will assist them in more effective policy planning, development and management of ODL. This project focuses on quality provision of ODL in higher education.

The HEODLKB addresses the growing interest in the use of ODL to extend access to higher education in developing countries. Launched by UNESCO in 2002, this project provides policy makers with access to information that will assist them in ensuring that the planning and management of ODL are conducted appropriately.

The project has created three regional databases on open and distance higher education: in Africa; in Asia and the Pacific; and in the Community of Independent States (CIS) and the Baltic States. The inter-regional Decision-Support Tool (DST) proposes key questions concerning quality assurance of distance higher education. In 2006-2007 the project is being expanded to address two new regions – Arab States and Latin America and the Caribbean.

● extending geographical access to education;

● providing speedy and efficient training for key target groups;

● expanding the capacity for education in new and multidisciplinary subject areas;

● offering the combination of education with work and family life;

● the technological advances that have made it possible to teach more and more subjects at a distance (particularly the Internet and the World Wide Web);

● enhancing the international dimension of educational experience.

Narrowing the knowledge gap

The transition to a knowledge society is based on the need to acquire new knowledge and skills throughout life. Facing the educational challenges of the 21st century, UNESCO continues, through its support to open and distance learning, to contribute to the construction of knowledge societies in a lifelong learning context.

UNESCO's activities in open and distance learning include:

● helping Member States to build capacity in open and distance learning by generating public interest in its use, sensitizing policy and decision makers to its potential, assisting in drafting respective policies supporting the establishment of delivery systems, institutions and programmes, training personnel, improving student support systems and course production;

● focusing on the special needs of people with disabilities, migrants, minorities and people in conflict areas who cannot be reached by traditional education delivery schemes;

● in-service-teacher training and training of trainers by encouraging and assisting Member States to make wider use of open and distance learning techniques including new technologies such as CD-ROMs, television and radio satellite broadcasting;

● helping Member States to initiate and develop open university schemes and other higher education programmes making use of distance education;

● promoting ICT-supported learning by co-operating with international and regional development banks, private and public sector partners and intergovernmental and non-governmental organizations such as the Commonwealth of Learning (COL), the International Council for Open and Distance Education (ICDE), the International Federation for Information Processing (IFIP);

● promoting debate and reflection in favour of developing international and regional policy guidelines for distance and elearning courseware to enhance the quality of higher education and teacher education systems.

To Find Out More

See : www.unesco.org/odl

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Education for Sustainable Development

For more than 60 years, UNESCO has worked to promote and improve education. The Organization leads the United Nations Decade of Education for Sustainable Development (2005-2014).

UNESCO first demonstrated its concern for sustainable development in the Science Sector. Today, that goal is present in all UNESCO fields of competence – education, the social and human sciences, science, culture and communication. In December 2002, the United Nations General Assembly, through its Resolution 57/254, declared a Decade of Education for Sustainable Development (2005-2014) and designated UNESCO as the lead agency.

The basic vision of the Decade is a world where everyone has the opportunity to benefit from education and learn the values, behaviours and lifestyles required for a sustainable future and for positive societal transformation. This translates into four objectives:

• facilitate networking, linkages, exchange and interaction among stakeholders in Education for Sustainable Development (ESD);

• foster an increased quality of teaching and learning in ESD;

• help countries to make progress towards and attain the Millennium Development Goals;

• provide countries with new opportunities to incorporate ESD into education reform efforts.

This vision is reinforced by the 2003 General Conference 32 C/Resolution 17 reaffirming UNESCO's support to the Earth Charter and recognizing it as an important ethical framework for sustainable development.

WHAT IS ESD?

• education that allows learners to acquire the skills, capacities, values and knowledge required to ensure sustainable development;

UN DESD logo

• education at all levels and in all social contexts (family, school, workplace, community);

• education that fosters responsible citizens and promotes democracy by allowing individuals and communities to enjoy their rights and fulfill their responsibilities;

• education for life-long learning;

• education that fosters the balanced development of the individual.

Throughout the Decade, ESD will contribute to enabling citizens to face the challenges of the present and future and leaders to make relevant decisions for a viable world.

As lead agency, UNESCO will be proactive, and all parts of the Organization will work together in an intersectoral manner to ensure the success of the Decade.

Education for Sustainable Development

This information sheet is not an official UNESCO document. It aims to provide the public with information on the theme of « Education for Sustainable Development »

Education for Sustainable Development

Landmarks of UNESCO's involvement in sustainable development

In **1968**, UNESCO organized the first intergovernmental conference to reconcile environment and development. It led to UNESCO's Man and the Biosphere (MAB) Programme. It was a significant step in the process that resulted in the United Nations Conference on the Human Environment (Stockholm, **1972**). A follow-up of this conference was the establishment of the United Nations Environment Programme (UNEP).

At the Rio Earth Summit in **1992**, UNESCO received the responsibility for implementing Chapter 35 (Science for sustainable development) and Chapter 36 (Promoting education, public awareness and training) of the Agenda 21 action programme.

The **2000** Millennium Declaration and the Millennium Development Goals (MDGs) reaffirmed the international community's support of "*development that is truly sustainable*" and defined "*respect for nature*" as a fundamental value.

At the **2002** Johannesburg Summit, UNESCO reaffirmed its commitment to Agenda 21 and formed several partnerships, including the *Education for Rural People Flagship Initiative*, the *Global Higher Education for Sustainability Partnership*, and the *Educating for Sustainable Living with the Earth Charter* initiative.

UNESCO's efforts will aim to:

• catalyse new partnerships with the private sector, youth and media groups;

• encourage a research agenda on ESD, as well as monitoring and evaluation;

• serve as forum for bringing together key stakeholders, such as multinationals, faith-based institutions, youth associations, indigenous people, etc.;

• share good ESD practices;

• link Member States that have put in place ESD curricula, policies and research with those Member States requesting help.

UNESCO's role and, in fact, the task of Member States are defined by the four major thrusts of ESD: improving quality basic education; reorienting educational programmes; developing public understanding and awareness; and providing training. The DESD will be a success if we manage to take up the following challenges:

Go beyond environmental education to reach education for sustainable development. The concept of sustainable development has been closely related to environmental protection. The Decade is not limited to environmental education, but also encompasses social and economic pillars. Developing adequate teaching approaches are, thus, an immediate challenge.

Learn from what already exists. Many countries have carried out ESD programmes or activities. Identifying these, evaluating the results, and disseminating information about them will allow for quicker integration of this new vision of education into national plans.

Mobilize the media. The media represents a powerful means of awareness-raising and dissemination. Making the media an ally for transmitting quality information to citizens is a pledge of success.

Establish partnerships and create synergies among initiatives and programmes. No institution, even at a global scale, can manage to achieve the goals of the DESD on its own. Only united, can we be sure to build a viable world for us and for generations to come.

To Find Out More

The DESD website : www.unesco.org/education/desd

UNESCO and Sustainable Development (Paris, UNESCO, 2005)

The DESD in brief (leaflet, UNESCO, 2005)

The New Courier, May 2005 issue

Teaching and Learning for a Sustainable Future education program: www.unesco.org/education/tlsf/

The Earth Charter: www.earthcharter.org

Contact :

Education for Sustainable Development Section (ED/PEQ/ESD), esddecade@unesco.org

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Desertification and arid zones

Dry lands are fragile ecosystems. They are at the center of UNESCO's efforts at international scientific co-operation in the study of natural resources.

One quarter of the total land area of the world is dry land and yet home to about one sixth of the world's population. Many dry lands are prone to desertification, which is defined as land degradation in arid, semi-arid and dry sub-humid areas as a result of a combination of different factors including climatic variation and human overexploitation. Dry lands are fragile ecosystems: scarce freshwater resources, shallow top soils, low biomass productivity render them vulnerable to overexploitation such as grazing, deforestation, and inadequate irrigation practices leading to salinization. Widespread poverty is characteristic of many dry lands. And yet dry lands have been cradles to some of the world's greatest civilizations. Desert landscapes have throughout the ages elicited feelings of mystery and vision and have fascinated poets and travelers.

Desertification in the area of the river Senegal
(D. Roger © UNESCO)

An interdisciplinary approach

Dry lands were precisely at the center of UNESCO's earliest efforts at international scientific co-operation in the study of natural resources. The first international research program on arid zones was launched in the early-mid 1950s. One of its merits, and not the least, was that it blazed a trail in its interdisciplinary approach to the study of natural resources and its holistic view of the problems or arid and semi-arid lands. The UNESCO Programme on Man and the Biosphere (MAB) and the International Hydrological Programme (IHP) continue scientific work by studying the sustainable use and management of freshwater resources in dry land ecosystems.

Fifty years later, our understanding of arid lands has vastly improved, and the amount of data available with which to study arid lands has virtually exploded. However, new challenges have come to the fore, such as climate change (particularly with regard to the hydrologic and carbon cycles), sustainability (or the continued provision of ecosystem goods and services), or energy (both as a problem in terms of fuel wood consumption or as an opportunity for solar energy).

2006, Year of Deserts

These and other issues were discussed at the international conference "The Future of Drylands" which UNESCO organized in Tunisia from 19-21 June 2006 in collaboration with the Tunisian Government and about 10 international organizations such as FAO, UNDP, UNEP and UNCCD. Embedded within the *International Year of Deserts and Desertification* proclaimed by the UN General Assembly for 2006, the conference opened new perspectives for future research priorities in understanding dryland ecosystems and promoting sustainable development in the world's dry lands.

Desertification and arid zones

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Desertification and arid zones

Facts and figures

In all, more than **110** countries have drylands that are potentially threatened by desertification. Africa, Asia and Latin America are the most threatened by desertification:

▪ 2/3 of the continent is desert or drylands in Africa. The region is afflicted by frequent and severe droughts. Many African countries depend heavily on natural resources for subsistence. Africa's desertification is strongly linked to poverty, migration, and food security;

▪ Asia contains some 1.7 billion hectares of arid, semi-arid, and dry sub-humid land reaching from the Mediterranean coast to the shores of the Pacific. In terms of the number of people affected by desertification and drought, is the most severely affected continent;

▪ Although better known for their rain forests, Latin America and the Caribbean are actually about one-quarter desert and drylands. Poverty and pressure on land resources are causing land degradation in many of these dry areas;

▪ 30% of the land in the United States is affected by desertification.

UNESCO is well positioned in addressing and resolving problems of the world's dry lands:

The **Man and the Biosphere (MAB) Programme** studies sustainable management and rehabilitation of dry lands using research sites from the World Network of Biosphere Reserves;

The **International Hydrological Programme (IHP)** is concerned with studies on arid and semi-arid areas which are under higher water stress so as to mitigate serious water crises;

The **Division of Cultural Policies and Intercultural Dialogue** with its project on "The Sahara of cultures and people" develops a strategy for the sustainable development of tourism in the Sahara in the context of combating poverty;

The **World Heritage Convention** safeguards many outstanding natural and cultural sites in dry lands, which can become "motors" for dryland development;

The **MAB Programme** and the **Associated Schools Project Network** have developed and diffused an "Education Kit on Combating Desertification" for use in primary schools (available in Arabic, Chinese, Hindi, English, French, German, Mongolian, Russian and Spanish).

To find out more

The World Day to Combat Desertification and Drought, is celebrated every year the 17th of June

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International Civil Service

The concept of international civil service is not self-evident. It is defined primarily by its adherence to a "sacred duty" to serve societies.

States have as their base a population, comprised of people that stand to receive the services that a government can render, usually by means of a civil service.

In practice, however, the idea of civil service has taken on greater scope. It has expanded in the direction of service to society, which includes everyone and not only those who belong to the community that founded and finances this service. It also means serving the social good, the duties and needs that intrinsically go beyond any contingency or affiliation. These two distinct currents have no reason to coincide, though there is a tendency to confuse them. Neither one is coextensive with the notion of civil service, strictly speaking, and even less with civil servants – most civil services can be performed perfectly well by private sector providers, as a thousand daily examples demonstrate.

Another distortion has led rather predictably to equating "civil service" with "service of a government organization", which has a different meaning. Civil service literally means service concerning the entire community and deriving from it, in contrast to private concerns. To serve a state organization does not necessarily confer this quality to the activity of all of the organization's agents.

In particular, there is no reason to attribute to an international organization's agents the status of members of a "civil service", to consider them a fortiori as part of a corps or a profession. These organizations are forms that States take on for their action, at the head of which they agree to appoint a prominent person as director general or secretary general. The latter recruits staff. Thus at UNESCO all the "civil servants" are in fact the staff of the Director-General who recruited them and who can dismiss them, as only he is vested with a mandate by Member States.

More than 2,000 individuals from over 160 countries work for UNESCO.
(© M.Ravassard/UNESCO)

Yet the continuity and nature of business make the concept of international civil service understandable. When thousands of people spend long periods of their professional lives as part of one or several international organizations, it is natural that they should consider themselves as part of a community, or even a corps, with characteristics closely resembling those of civil servants.

Besides, the operation and goals of the organizations that employ them tend to reinforce this belief: vast bureaucracies within which definite careers are traced, they all take on goals oriented towards

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UNESCO Office in Phnom Penh (Cambodia)

The UNESCO office in Phnom Penh is responsible for implementing projects related to the Angkor temples, inscribed on the World Heritage List since 1992. The aim is to restore 80 temples with the assistance of several international partners, both private and public. The latter are supported by the International Coordinating Committee on the Safeguarding and Development of the Historic Site of Angkor (ICC), for which UNESCO acts as permanent secretariat.

The different staff employed by UNESCO to carry out this major project includes:

● UNESCO staff on fixed-term contracts: two international staff and local staff (support staff, secretaries, or drivers).

● An ALD (Appointment of Limited Duration) or international professional staff with a temporary contract. The ALD runs a training programme at the University of Fine Arts in architecture and archaeology.

● The consultants, with specialized expertise. Some 20 to 50 consultants may work on the site in a year. Some are engineers working on restoring the monument; others are experts carrying out studies to plan out the site for cultural tourism. Missions for technical advisors are short, about one week. Restoration contracts do not exceed 11 months.

promoting the good of society, or serving a certain segment of society, or managing particular state institutions.

Finally, the international nature of these organizations' activities place them generically under the rules of the Vienna Convention designed to protect diplomatic relations and diplomats, which helps to situate the people engaged in such activities in an ensemble that bears all the characteristics of a civil service with international scope.

This shared reality cements the notion, even though interagency mobility is low. It seriously detracts from the idea that a genuine international civil service exists. If this were true, there would be generalized internal mobility.

Without the support of such a possible functional anchorage, the notion of international civil service must from that point on be based on the idea that there is a specific global, international purpose that justifies the special activity of a professional community that is assigned the task of carrying it out. This would be difficult to establish, and even more difficult to maintain, as the number of groups and people that have the vocation or function to deal with international affairs is so much larger than the number of international civil servants. Furthermore, the idea that humanity's shared problems could be the responsibility of a specialized technocracy inspires dread.

It is more when it comes to practice that the idea of international civil service takes on substance. Indeed, everywhere in the world, many legitimate goals of human endeavour come up against the passivity, frailty or even the opposition of one or more States. It is essential that these objectives continue to be served by a minimal group of competent and dedicated people, in conditions of independence and security that guarantee that their mandate will neither be betrayed nor abandoned. In that sense, societies – and humanity in general – need to be able to rely on the steadfastness, impartiality, loyalty to a "sacred duty" and imperturbability of international civil servants, accountable only to their director general, and he himself responsible to his governing bodies to respect the Constitution to which he has sworn allegiance.

This membership in such an "international" civil service – in terms of goals rather than by definition - confers many more duties than rights. Any associated rights exist only because they facilitate the fulfilment of duty.

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The fight against doping in sport

The use of performance-enhancing drugs is one of the biggest threats to sports today.

Doping does irreparable harm to sports and all athletes. The use of performance-enhancing drugs diminishes the moral and ethical principles that underpin sports. Doping destroys fair play and equitable competition, harms athletes and damages the credibility of sports.

These concerns were first highlighted in the UNESCO International Charter of Physical Education and Sport (Paris, 21 November 1978). Article 7 of the Charter notes the deleterious nature of doping and states that: "*No effort must be spared to highlight the harmful effects of doping, which is both injurious to health and contrary to the sporting ethic, or to protect the physical and mental health of athletes, the virtues of fair play and competition, the integrity of the sporting community and the rights of people participating in it at any level whatsoever.*"

Doping destroys fair play and equitable competition.
(© UNESCO)

HEALTH CONSEQUENCES

In recent times doping has become more pervasive and insidious. Athletes and athlete support personnel (including coaches, managers and medical personnel) have become increasingly sophisticated in their attempts to gain even the slightest of advantages, often with severe health consequences. Misuse of substances or methods has led to cardiovascular disorders, liver and kidney disease, psychological or physical dependence, even death. The spectre of harm has been further raised by blood doping and gene manipulation to enhance sporting performance.

The impact of doping also extends beyond the athletes concerned or sports itself. It is a problem that affects society as a whole. This is because the benefits of sports carry well beyond playing fields. Sports are powerful vehicles for peace that forge closer relations, mutual respect and understanding between peoples. Sports also contribute to development, drawing individuals together, providing facilities and access to community services. They foster cooperation and help strengthen social ties and networks. Sports are also an important learning tool for young people. It is often during the playing of sports that children learn important values and models of good conduct that last a lifetime. Doping has the potential to cut across these many benefits, making it essential that governments, communities, sports organizations and individuals all take action to eliminate doping.

INTERNATIONAL RESPONSE

The international community has been very active in the fight against doping in sport. International efforts gained considerable momentum in 1999, with the establishment of the World Anti-Doping Agency (WADA) and the development of a unified World Anti-Doping Code (the Code) in 2003 to harmonize anti-doping standards and ensure a consistent global approach.

Combating doping in sport

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Combating doping in sport

International Convention against Doping in Sport

On 19 October 2005, the 33rd session of the UNESCO General Conference unanimously adopted the International Convention against Doping in Sport, the first truly global anti-doping convention. Its purpose is to harmonize anti-doping efforts worldwide and to provide a legal framework within which governments can take action to remove doping from sport that are complementary to those being taken by the sporting movement. The Convention ensures that all governments have a legal commitment to implement the Code.

The Convention is a permissive document. The obligations are articulated in non-prescriptive language, requiring a commitment to undertake measures at the national and international level consistent with the principles of the Code. There is flexibility in the approach governments can take to give effect to the Convention, either by way of legislation, regulation or policies, however, States Parties are required to:

- Restrict the availability of prohibited substances or methods to athletes (except for legitimate medical purposes), including measures against trafficking,
- Facilitate doping controls and support national testing programmes,
- Withhold financial support from athletes and athlete support personnel who commit an anti-doping rule violation, or sporting organisations that are not in compliance with the Code,
- Encourage producers and distributors of nutritional supplements to establish 'best practice' in the labelling, marketing and distribution of products which might contain prohibited substances, and
- Support the provision of anti-doping education to athletes and the wider community.

The final task was UNESCO's preparation of an international instrument. This was necessary to provide a legal framework within which governments can take action to remove doping and support the Code.

UNESCO is actively involved in international efforts to tackle doping in sport largely through the administration and monitoring of the International Convention against Doping in Sport. A new anti-doping programme, involving education and capacity-building initiatives, has also been introduced to support the Convention.

UNESCO will assist States Parties to develop and implement effective anti-doping programmes through the application of the *Fund for the Elimination of Doping in Sport*. This fund, established under the Convention and made up of voluntary contributions, will provide for anti-doping capacity building programmes across the world as well as the sharing of knowledge and best practice.

These activities sit alongside a strong focus on education by UNESCO. Ultimately one of the keys to success will be providing quality advice to the athletes of tomorrow and building resilience among young people around the globe. Schools provide an ideal learning environment because it is often there where young people first learn about fair play, teamwork and cooperation. It is also important to sensitize the wider community to the harm caused by doping in sport. UNESCO believes that if the values of fair play are effectively instilled, they will have a lasting impact in the fight against doping in sport.

In 2001, UNESCO and the International Council of Sport Science and Physical Education published a booklet "Champions don't cheat". (© UNESCO)

To Find Out More

Anti-doping:
www.unesco.org/education, click on 'physical education and sport'

Website of the World Anti-Doping Agency:
www.wada-ama.org

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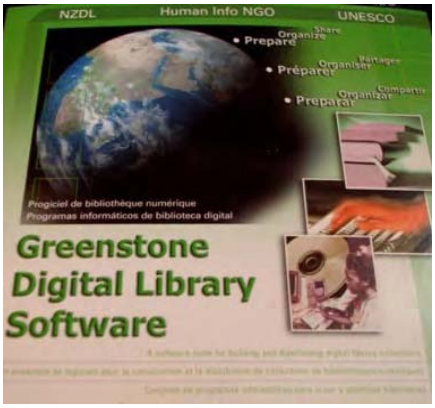
Libraries and Archives

Libraries and archives are essential to the free flow of knowledge. They play a key role in the preservation of cultural and intellectual memory. UNESCO has promoted their development for the past 60 years.

For 60 years, UNESCO has been entrusted with the responsibility of ensuring the spread of knowledge through improved access to printed and published materials produced anywhere in the world. Much of this knowledge is stored in and can be accessed through libraries which are the caretakers of society's accumulation of wisdom.

With the advent of ICTs, the traditional role of libraries has changed to one of providing access to information in different formats from different sources. The concept of libraries without walls is becoming accepted as one means of enabling access to content around the clock either through new functions or adapting its services to users in a digital environment.



A software suite for building and distributing digital library collections (© UNESCO)

In 2003, UNESCO, with the University of Waikato, New Zealand, developed the "Greenstone Digital Library Software" as a tool to organize information and publish it on the Internet or on CD-ROM. It is intended to empower users to build their own digital libraries.

The Organization also assists libraries to acquire appropriate technologies and network resources. Training programmes are being developed with specially-designed training materials to meet the needs of library staff.
The UNESCO Library Portal and the UNESCO Archives Portal provide a single interactive access point to information for librarians and archivists as well as their communities. They currently contain over 22,000 links to websites of libraries and archives around the world, as well as to resources related to training, preservation and international co-operation in these areas.

ARCHIVES: TRACES OF LIFE

Archives contain the "instructive traces of life", according to a former Director-General, Jaime Torres-Bodet, or, in the words of Desmond Tutu, they "hold us accountable… They are a potent bulwark against human rights violations. We must remember our past so we do not repeat it". These quotes express the essence of archives: they are essential for accountability and thereby for good governance; they constitute individual and collective memories and they are indispensable for understanding the past of societies and individual citizens. Furthermore, they provide evidence that may inspire orientations and actions at present and in the future.

In 1979, UNESCO created its Records and Archives Management Programme (RAMP) in cooperation with the International Council on Archives in order to meet the needs of Member States and developing countries in particular, in the areas of archives administration and records

Libraries and archives

Libraries and archives

Digital Heritage

More and more, cultural and educational resources are being produced, distributed and consulted in electronic form. The heritage of original digital content—which might be digital photos, a web page or a database—makes up an integral part of the heritage of humanity. The Charter on the Preservation of the Digital Heritage (2003) tackles the risk of this evolution.

The inherent instability of the Internet presents additional risks for knowledge in HTML format. The need to preserve this new form of indexed knowledge requires international agreement on issues such as archiving, preservation and diffusion. The guidelines accompanying this charter are aimed at adapting and enlarging existing measures in this domain, such as procedure, legal instruments and methods of archiving. For example, UNESCO has brought together CD-Rom manufacturers to discuss the development of an archiving format.

In order to produce this charter, UNESCO organized several regional consultations concerning the conservation of digital heritage in 2002. These consultations took place in the Baltic Region (Latvia), in Africa (Ethiopia), Latin America and the Caribbean (Nicaragua) and Asia and the Pacific (Australia).

management. This Programme serves to focalize activities to support national development through infrastructure development, strategies for archival training, standard-setting instruments, protection of the archival heritage, application of ICTs and research in archival theory and practice. UNESCO publishes studies and guidelines on different aspects of archiving and additional resources on archives are made available free of charge.

The Organization also contributes to capacity-building and digitization of holdings. A large number of training workshops have been conducted throughout the world to develop skills needed for the preservation of archives. This includes the Joint Technical Symposium, organized every 3-4 years on the technical developments in conservation.

To a large extent, the camera has replaced the pen in recording our history. Today, television archives are some of the largest repositories of the collective memory of the 20th century but while all documents are affected by chemical factors that contribute to their decay, audiovisual records are particularly vulnerable: they are doomed from the day they are made and the process of decay cannot be stopped.

However, digital media which are becoming the most widely used method of storage and access are also inherently fragile. Whether information is recorded on stone or parchment, print, magnetic or digital supports, huge swathes of recorded memory will be permanently lost if active measures to ensure its conservation are not undertaken. Preservation is essential for continued access to knowledge whether it is recorded on traditional analogue media or the more recent digital supports.

Contact

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To Find Out More

UNESCO Library Portal:
http://www.unesco.org/webworld/portal_bib/

UNESCO Archives Portal:
http://www.unesco.org/webworld/portal_archives/

UNESCO Documents and Publications:
http://unesdoc.unesco.org/ulis/index.html

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Ethics of science and technology

Cloning, genetically modified food and nanotechnologies are the result of advances of science and technology. They can be used for the benefit of humankind but at the same time they raise ethical questions.

Ethics of science and technology is the principal priority of the Social and Human Sciences Sector. UNESCO, as the leading international organization in the area of ethics aims to meet the moral challenges that are presented by scientific and technological innovations. New developments demand that we as human communities are innovative and at the same time take appropriate action to make sure that scientific and technological advances will be used to benefit humankind.

The rapid advance of science and technology is fascinating and continuously challenging our imagination and expectations, but our understanding of the ethical implications must be developed at the same time. Science and technology on the other hand can also give rise to fears and risks. When considering technological risks related with the environment and human and animal health, not only scientific and technological uncertainties are at stake, but also socio-economic and ethical concerns. In order to address these uncertainties, a systematic and intensive ethical analysis, involving not only scientists but also policy-makers and the general public is needed. A more informed debate can establish a bridge between science and society, also providing a reliable basis for political decision-making.

The Global Ethics Observatory provides data on ethics infrastructures in the Member States
(© UNESCO)

Science and ethics: major challenges

UNESCO's activities in ethics of science and technology seek to place scientific and technological progress in a context of ethical reflection that is rooted in the cultural, legal and philosophical heritage of the Member States. With the advice of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST), UNESCO assists Member States to address the moral concerns in connection to science and technology through providing expertise in a number of areas of applied ethics, such as:

- studies on environmental ethics and on clarification of the precautionary principle. They provide clear information and enable scientists and policy-makers to identify relevant ethical principles. Proposals are in development for a core curriculum in environmental ethics while existing programs have been collected in the database;

- studies on science ethics, in connection to possible misuse and dual use and in relation to existing codes of conduct for scientists;

Ethics of science and technology

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Ethics of science and technology

The Global Ethics Observatory

In order to help Member States to build capacity in applied ethics, a system of databases is being created: the Global Ethics Observatory (GEObs). GEObs has worldwide coverage in bioethics and other areas of applied ethics in science and technology such as environmental ethics, science ethics and technology ethics. Designed to serve as a valuable reference, collaborative, consultative, and comparative resource hub of ethics activities around the world, it is freely accessible online to all Member States and the general public. Six databases will make up GEObs:

- Database of experts in applied ethics;
- Database of ethics institutions and committees;
- Database of teaching programmes;
- Database of relevant legislation;
- Database of codes of conduct;
- Database of resources in ethics (journals, textbooks, case material, videos and resources for ethics committees).

The databases are also intended to become a platform for supporting and advancing ethics activities by assisting Member States and other interested parties to identify experts, establish ethics committees, construct informed policies in the area of ethics and design ethics teaching curricula. In order to facilitate global accessibility, GEObs will be available in the six official languages of UNESCO: Arabic, Chinese, English, French, Russian, and Spanish.

- studies on the ethics of new and emerging technologies, such as space technologies and nanotechnologies in order to prepare policy-makers and the general public for future ethical debate;

- teaching of ethics, initiating and reinforcing educational activities and developing quality assessment systems in order to promote that young scientists and professionals are sufficiently trained in the ethical dimensions of their disciplines. Educational resources are published (such as a manual on *Informed Consent*). An ethics teacher training course will be organized for the first time in November 2006.

Scientists, philosophers, lawyers, engineers, education specialists, policy-makers, experts with the best reputation and expertise in their respective areas are regularly invited to assist UNESCO and COMEST in such efforts. They are helping UNESCO to identify the state-of-the-art, the significant issues and potential international needs and activities in each area. Their proposals and conclusions, in a subsequent stage, are object of international consultations, starting with intensive discussions in COMEST, leading to advices and recommendations that will be submitted to the UNESCO governing bodies. The composition of these groups of experts takes into due account considerations of professional excellence, multi-disciplinarity, gender and regional distribution. The diversity of views is indeed the very raison d'être of COMEST. Any apparent difference between professionals with scientific training and those from a humanities or with philosophical background represents a healthy reflection of this diversity of views and an attempt to reconcile the different perspectives of scientific and philosophical approaches. Ethics of science will necessarily require intimate relationships with science itself, as expressed in a well-known adagium: *"Science without ethics is blind, ethics without science is empty".*

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Bureau of Public Information
BPI/INFOSHEET/45

Education through sport

Sports and physical education provide the foundations necessary for the development and well-being of younger people in society and the educational system.

The general public sees the sports phenomenon from a preconceived angle of "games", "competitions", "clash of teams" and/or "adversaries", "doping", "hooliganism", "victory at any price", and "commercialization". While sport is gaining in importance in society and social development, it is also considered a social and cultural phenomenon that goes beyond sports facilities, stadiums and other areas where it is practiced.

In fact, the spectacular development of sport through the media and its popularity, able to attract massive numbers of fans with diversified interests, lead inevitably to greater consideration of its educational role, to convey messages and contribute to the communication of UNESCO's ideals.

Children practising martial arts in Japan.

© E. Bustarret/UNESCO

It is from this perspective that the Organization promotes physical education and sports, through its International Charter adopted in 1978 by the 20th session of the General Conference. It establishes the crucial role the educational system can play in the growth and cognitive and physical development of children and young people, as well as adults, throughout their lives. Education is an essential key to achieving development and progress. In such a context, physical education and sports are considered an integral part of quality education within the framework of Education for All (EFA). Physical education and sports do indeed contribute to developing "generic" skills, the cognitive and physical potential of a child, and provide him with the foundations necessary for complete development and well-being. Educational systems constitute the basic foundations for building physical and mental well-being, as expressed in the phrase "Mens sana in corpore sano", a healthy mind in a healthy body.

Civic foundations

Another educational aspect, as important as physical and mental well-being, is related to the inherent values that sports transmit:

. respect for rules

. rejection of cheating, meaning to seek victory at any price

. respect of the winner for the loser, as well as the loser's acceptance that the winner is the best at that moment

These civic and democratic foundations forge the values for living together in diversity and respecting differences. Sports stir up passion and excess, unfortunately highlighted by the media and the news, which tend to obscure the essential aspect: an athletic encounter allowing us to surpass ourselves and do our best in peak condition. High-level sports activity has engendered larger-than-life symbols that externalize commonly-held values: commercialization and the escalation of financial stakes that lead to cheating and scandals may remain marginal

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Education through sport

UNESCO Champions for Sport

In late 2005, five world-class athletes were appointed UNESCO champions for sport. These sports personalities communicate the Organization's message: to promote the values of physical education and sports to build a better future for younger generations.

Edson Arantes Do Nascimento Pelé (1994), triple football world champion, campaigns against adolescent drug use and promotes sports as a means of social expression.

Michael Schumacher (2002), seven times Formula One world champion, has made financial contributions to projects in Senegal, Sarajevo and Peru. He has chosen to help young people to give them an opportunity for a better future.

David Douillet (2002), twice Olympic judo champion (1996 and 2000), supports several projects of UNESCO's Education Sector, including the "Hope and Solidarity through Ball Games" programme in Niger that mixes educational, cultural and sport activities.

Serhiy Bubka (2003), the "vaulting tsar", was designated Champion for "his humanitarian activities in favour of young people, his action to enable disadvantaged children to benefit from physical education, and his dedication to the Organization's ideals".

Viatcheslav Fetisov (2004), ice hockey champion, promotes sport among young people in difficult conditions and advocates making sport a more integral part of education and training.

occurrences but they are nonetheless serious and troubling.

Taking all of these factors into consideration, UNESCO contributes to promoting and developing physical education and sports from the angle of education. This makes it possible to emphasize an approach that promotes the values attached to its ideals of equity, ethics and peace.

UNESCO strives to improve the quality of physical education and sports notably through its follow-up of the International Year of Sport and Physical Education (2005) and MINEPS (International Conference of Ministers and Senior Officials responsible for Physical Education and Sport).

Its action concerns mainly the special attention that the educational system must devote to quality training for PES teachers, and reinforcing capacity-building of training facilities for PES teachers. This need implies recognizing the necessity of incorporating the "universitization" process for such teacher training facilities in a large number of Member States, particularly the developing ones. In the same way, teaching PES at the basic education level helps to meet the requirements of an Education for All that integrates teaching cognitive and physical values to children.

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To Find Out More

www.unesco.org/education, click on Physical Education and Sport

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Media pluralism

UNESCO's *New Communication Strategy* gives high priority to encouraging the free flow of information, to promoting its wider balanced dissemination, and to strengthening communication capacities in the developing countries.

UNESCO's mission to promote media pluralism emanates from the *New Communication Strategy* adopted in 1989 to (a) encourage the free flow of information at international as well as national levels, (b) promote its wider and better balanced dissemination without any obstacle to the freedom of expression, and (c) strengthen communication capacities in the developing countries to increase participation in communication processes.

Studio of Radio Huanuni, Bolivia.
(© A. Jonquières/UNESCO)

Media pluralism permits the expression of diverse opinions, cultures, languages and groups in any given society in relation to various representations. The media in a democratic society should not only be independent but also should be pluralistic. A vibrant democracy requires an independent and pluralistic media, which is free from governmental, political or economic control and with access to the materials and infrastructure that are needed for the production and dissemination of media products and programmes.

For instance the capacity of community radio to foster democracy involves both the rights of groups and individuals to broadcasting opportunities and the obligations of democratic governments to provide a conducive environment to public participation. Public participation underpins the purpose of community media, which is distinct and different from national media.

The community radio sector's responsibility to expand community involvement in broadcasting and to encourage participation by those denied effective access to, and those not adequately served by other media, squarely falls within the concept of media pluralism. This is one of the reasons why UNESCO has been promoting community radio as the third tier of broadcasting structure underlining the importance of Public Service and private broadcasting ownerships. As independent, professional, and viable entities, local media, including community news papers can produce content that reflect diversity within and between societies also providing sufficient space for issues that introduce social change.

Plurality is reflected through a combination of public, private, commercial, mainstream, alternative, national, and community media with diverse content and possibilities for various segments of the society to engage with different media. Diversified media ownership provides more opportunities for the free flow of information – on public affairs; people's free expression through the mass media; cultural expression, particularly in vernacular languages use, and the arts; popular participation in public affairs discussion; political pluralism, and public demands for transparency. Therefore a pluralistic media environment not only promotes but also

Media pluralism

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Media pluralism

Press Freedom

UNESCO has supported freedom of expression networks to foster press freedom and has played a significant role in Africa in support of the movement for media pluralism and press freedom since the Windhoek Conference in 1991. IPDC played a catalytic role in the establishment of the Media Institute of Southern Africa (MISA), which is well-known for its consistent work in promoting press freedom on the continent. Every year, IPDC supported African journalists networks are building solidarity for press freedom and associating closer links with international freedom of expression networks such as IFEX. Support to the Media Foundation for West Africa intiated a Network of African Freedom of Expression Organizations that will contribute to the advancement of democracy in Africa.

assures the existence of the greatest possible number of newspapers, periodicals, TV and radio broadcasting institutions and reflects the widest possible range of voice and opinion within any society at different level of operation such as global, national and local.

The production and dissemination of mainstream media content involves enormous fixed costs, also called high first-copy costs. To cover these costs, media producers often have a strong incentive to produce content for the largest number of consumers, presenting material that serves larger audiences with a view to attract the advertisers. Therefore the pure economic characteristics of media markets lead natural market forces to discriminate against the preferences of minorities – racial, ethnic, and any other relatively small groups whose tastes in media differ from the majority's.

Eliminating a newspaper or broadcast voice deprives all citizens of an independent voice and will likely diminish the welfare of the "non-majority"; their economic and political need for news, information, and other vital content will be under-served even in a well-functioning market. The deliberate policies to encourage pluralism with the largest number of media ownerships, information sources and segments of media engagement are essential to protect and promote democratic engagement of the society.

UNESCO promoting media pluralism

UNESCO's International Programme for the Development of Communication (IPDC) provides support to enhance media pluralism and to build the capacity of media professionals and institutions. The three priority areas of the Programme are (a) freedom of expression and media pluralism (b) training, and (c) community media development.

IPDC recognizes that freedom of expression and media pluralism are often confronted with indirect or direct attempts to restrict their development. These include various forms of repression of the free exercise of the profession; controls over distribution of government advertisements, restrictions on information sources, attempts by governments to take control of journalists' unions and associations. IPDC plays a vital role by providing opportunities in local media capacity building for free and pluralistic media in developing countries. For example, from 2002-2005, IPDC implemented 159 projects in 80 countries.

To Find Out More

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Cultural policies

As the only United Nations institution with a mandate in the field of culture, UNESCO endeavours to create cultural policies in accordance with its Constitution. These policies put forward appropriate responses to the challenges of cultural diversity and dialogue among cultures in the context of globalization.

Cultural policies have evolved down through the years, following the evolution of the concept of culture. Beyond arts and letters, culture today encompasses a wider domain: lifestyles, ways of living together, value systems, traditions and beliefs. In just a few decades, the idea of "diversity of cultures", viewed as static juxtaposed entities corresponding ideally to the borders of nation-states, came to be complemented with the idea of "cultural diversity", understood as an evolving process, with the capacity for regenerating cultures by inciting implicit or explicit dialogue.

The Buddhist temple: a space that is social and recreational as well as religious. Thailand.
(© A.Clayson/UNESCO/WWAP)

Cultural policies were thus formulated first according to an "inter-state" reality, centred on international cultural cooperation, and little by little began to take into account an "intra-state" cultural issue. Now, because the force that connects culture and development is a function of harmonious interaction among communities and individuals, simultaneously within societies and between societies, the accent is on intercultural dialogue, also termed dialogue among cultures, civilizations and peoples.

Current cultural policies are aimed at protecting and promoting cultural diversity in all its forms, both heritage-related and contemporary. They are based on a series of normative instruments established by UNESCO and involve the Culture Sector as a whole. UNESCO did, however, set up a Division of Cultural Policies in 2000, as a forum of reflection to ensure a holistic approach that includes all dimensions of the culture programme, notably issues linked to cultural pluralism. In this capacity, UNESCO supports Member States in revising and updating their cultural policies, with a double aim: one, to develop the cultural sector, notably by responding to needs for legislation, training in cultural administration and management of cultural resources; and two, to ensure that culture has its rightful place in all development policies, particularly those related to education, science, communication, health, environment and tourism.

Since 2001, about 40 countries have called on the Organization in order to obtain strategic tools to help boost their institutional capacities and allow them to better define their national cultural policies. Such initiatives to assist Member States contribute to the Millennium Development Goals (MDG) and are carried out through numerous partnerships with UNESCO field offices, the key relays. Among the most visible actions on behalf of Member States' culture sectors: reinforcing the methodological and scientific foundations of cultural policies through sub-regional workshops on **"Cultural indicators in Central America"**; setting up the **Observatory of Cultural Policies** (OCPA) in May 2001;

Cultural Policies

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Cultural Policies

Some Landmarks

The *Declaration of the Principles of International Cultural Co-operation* (1966), the *Intergovernmental Conference on Institutional, Administrative and Financial Aspects of Cultural Policies* (Venice, 1970) and the *Conference on Cultural Policies* (Bogota, 1978) all reaffirmed the importance of indigenous development and introduce the idea of "culture de métissage" or melting-pot culture, calling into question the traditional idea of culturally monolithic states. The *World Conference on Cultural Policies* (Mondiacult, Mexico City, 1982) stressed the importance of the growing interdependence of culture and development; The *World Decade for Cultural Development*, launched in 1988, pursued the issue, resulting in the publication of the report "Our Creative Diversity" (1995) and the *Intergovernmental Conference on Cultural Policies for Development* (Stockholm, 1998), the latter devoted to the interaction between cultural policies and development. The *UNESCO Universal Declaration on Cultural Diversity* (2001) marked a new phase in the creation and implementation of cultural policies, taken up also by the World Summit on Sustainable Development (Johannesburg 2002) where it was underlined that in addition to the three pillars – economic, environmental and social - of development, there is a fourth, the cultural pillar, and diversity today is considered a "collective strength".

supporting the activities of international networks and institutions specialized in training, education and information, such as the **European Network of Cultural Administration Training Centres** (ENCATC) for Europe, Russia, the Caucasus and Central Asia; le **Red de Centros y Unidades de Formación en Gestion Cultural** (ENCATC) for Latin America, the Caribbean, Spain and Portugal. At the same time, UNESCO has founded a significant number of UNESCO Chairs.

In the wider domain concerning the relationship between culture and development, UNESCO has undertaken some 20 projects highlighting mainly, on one hand, the links between culture and health, and on the other, the links between culture and tourism. The first is **Culture and HIV/AIDS**, which aims to help States develop culturally appropriate responses to HIV/AIDS. This approach respects cultural references of local populations and involves them in the fight against HIV/AIDS, by mobilizing all concerned, including artists, religious leaders, traditional healers, etc. The second is the programme on **cultural tourism** as a development policy that promotes tangible and intangible heritage. It intensifies research, builds local capacities, catalogues "best practices", forms networks and carries out field projects to create intelligent tourism, beneficial to visitors, hosts, environment and cultural diversity, thus contributing to sustainable development and better appreciation of otherness. UNESCO's support of cultural policies upholds its fundamental mission, to "build peace in the minds of men". Today this mission is carried out in the context of increasing interdependence among States in all fields of human activity and unprecedented intermingling of populations. In such a context, raising awareness at the local, national and international level on the issues of recognition and respect of cultural diversity and their corollary, intercultural dialogue, is more crucial than ever for sustainable development. For this reason the Division of Cultural Policies added its intercultural dialogue programme in 2002, with the aim of injecting the principles of genuine mutual understanding into all cultural strategies and institutions.

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Observatory of Cultural Policies**:**
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Cultural policies :
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Traditional Knowledge

The 'traditional knowledge' concept finds its place in such seemingly unrelated debates as natural disasters, intellectual property, heritage preservation, curriculum development, poverty eradication or biodiversity management.

Traditional knowledge refers to the cumulative and dynamic body of knowledge, know-how and representations possessed by peoples with long histories of interaction with their natural milieu. It is intimately tied to language, social relations, spirituality and worldview, and is generally held collectively. Too often, it is simplistically conceived as a pale reflection of mainstream knowledge, in particular, Science. One noteworthy international benchmark is the 1992 Convention on Biological Diversity whose far-reaching Article 8(j) requires State parties to *"respect, preserve and maintain knowledge, innovations and practices of indigenous and local communities embodying traditional lifestyles relevant for the conservation and sustainable use of biological diversity".*

The MAYANGNA peoples' hunting/fishing lifestyle. Bosawas Biosphere Reserve.
(© K. Scetbon-Didi/UNESCO)

Challenges for UNESCO

Traditional knowledge calls into question many fundamental notions. Local communities can no longer be viewed as passive receivers of development aide. They possess their own rich understandings about the natural milieu and their own interpretations about how it should be managed. When these are ignored by scientists and resource managers, efforts to conserve local ecosystems may falter and local livelihoods may be undermined.

Universal education provides important tools for human development. But it may also inadvertently erode cultural diversity and disorient youth by obstructing the transmission of indigenous language and knowledge. Education must strike a balance between exogenous and endogenous knowledge, and new dynamics must be found between teachers, students and community knowledge-holders.

While knowledge sharing and free flow of information are long-standing international goals, concerns about bio-piracy and patents on traditional knowledge have enflamed debates on access and benefits sharing, as well as intellectual property rights. For local communities, in what circumstances do risks of misappropriation outweigh benefits from sharing and enhanced transmission?

Biodiversity governance and knowledge transmission

The Local and Indigenous Knowledge Systems (LINKS) programme seeks to empower local communities in biodiversity governance by highlighting the central role that their knowledge, practices and worldviews play, alongside science, in sustainable development. One example is the field project with the Mayangna of Nicaragua's Bosawas Biosphere Reserve. A rigorous recording of indigenous knowledge of aquatic resources demonstrates its multiple facets and provides a first basis for

Traditional knowledge

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Traditional knowledge

ICTs for intercultural dialogue and diversity (CI with CLT)

Globalization increasingly puts at risk cultural resources of indigenous peoples. This project aims to preserve these resources through access to Information and Communication Technologies (ICTs) and capacity building in content development. By fostering intercultural dialogue between marginalized indigenous peoples and other groups in both urban and rural settings, the use of ICTs contributes to asserting identities and fighting discrimination. This project enables indigenous stakeholders to acquire greater mastery of ICTs, thus opening new opportunities for income-generation. In 2004-05, 10 indigenous communities were trained in a-v content production and ICT use, resulting in 13 documentaries, 1 fiction, 1 video clip and 2 DVDs with A-V archives. International awareness was raised about indigenous creativity and its expression through ICTs, thus reinforcing intercultural dialogue and cultural diversity.

dialogue with State managers. LINKS also seeks to maintain the vitality of knowledge within communities by reinforcing knowledge transmission from elders to youth. To this end, new ICTs are used as vehicles for traditional knowledge, such as the interactive CD-ROM on Pacific Islander knowledge of the ocean environment: *The Canoe Is the People: Indigenous Navigation in the Pacific*.

Intangible Cultural Heritage

One of the domains recognized in the 2003 *Convention for the Safeguarding of the Intangible Cultural Heritage* is 'knowledge and practices concerning nature and the universe'. As such, UNESCO assists Member States in developing activities and programmes to safeguard such knowledge and practices, as well as languages, in particular endangered languages, as vehicles for intangible cultural heritage and traditional knowledge. "Safeguarding" measures ensure the viability of the intangible cultural heritage, including identification, documentation, research, preservation, protection, promotion, enhancement, transmission, particularly through formal and non-formal education, and revitalization. State Parties are to ensure wide participation of the communities that create, maintain and transmit such heritage, and to involve them actively in its management.

Cultural Diversity

The UNESCO Universal Declaration on Cultural Diversity (2001) and the recent Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005) recognize traditional knowledge systems as part of humanity's cultural heritage and their protection and promotion as an ethical imperative. The UNESCO Programme on Cultural Policies and Intercultural Dialogue supports the development of tools and methodologies that make traditional knowledge systems visible in media that can be understood by all cultures. The challenge is to identify spaces and processes that allow lesser or non-recognized knowledge systems to be represented with respect and cultural sensitivity to create opportunities for dialogue with all society.

Traditional knowledge and intercultural education

Traditional forms of transmission are interlinked with the knowledge itself. While local language is a vehicle for the transmission of traditional knowledge within a linguistic community, a wider language of communication, that may be a national or official language allows for knowledge sharing with other cultural groups Mutual consultation and dialogue between bearers of traditional knowledge and "non bearers" using both local and mainstream languages is a prerequisite for the promotion and preservation of traditional/local knowledge.

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www.unesco.org/culture/ich_convention/index.php

www.unesco.org/culture/en/endangeredlanguages

Cultural and linguistic diversity in education: http://portal.unesco.org/education/en/ev.php-URL_ID=12871&URL_DO=DO_TOPIC&URL_SECTIonfiltered=201.html

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Acting with and for youth

Young people aged 15-24, the symbol of a society that is replenishing itself, account for nearly 20% of the world's population. UNESCO is supporting the energy and goals of this vibrant, heterogeneous force in order to help them in their development.

UNESCO's commitment to youth dates back to its founding. Early in the aftermath of the Second World War, the Organisation helped to set up international projects that enlisted young volunteers to rebuild Europe. Sixty years later, youth is a priority group integrated into all of UNESCO's programmes and activities.

Action strategy

UNESCO's objective is to further young people's self-empowerment. The Organisation goes to great lengths to give them the means to act and help them improve their own qualities by reaching out to them and meeting their expectations. To do that, UNESCO seeks and encourages support for youth within its own Secretariat, among Member States and among its various partners. United Nations inter-agency cooperation is a major vector in the advancement of youth.

The **Youth Section**, which was set up in 1998, is in charge of coordinating UNESCO's action with and for young people. It aims to encourage their integration into UNESCO programmes and facilitates the creation of partnerships, for which it has a huge network of youth groups and NGOs.
The Section also assists Member States in developing their youth policies and cooperates with all the units within the Organisation thanks to its youth focal points. In this connection, it has developed training programmes for UNESCO staff on the integration of youth issues. Lastly, the Section is a source of information for and about young people.

The UNESCO Youth Forum

This event, the main bridge for dialogue between young people and UNESCO, is above all a unique place where young people from around the world can exchange their ideas, compare their points of view and share their experiences. It is an essential meeting that also brings together representatives of NGOs and international youth networks.
Since the first time it took place, in 1999, the Forum, the only one of its kind anywhere in the United Nations system, has continuously raised its profile in terms of the number of young delegates in attendance, the number of Member States represented and observers, and the recognition of its growing importance. In 2003, the Forum became "an integral part of each session of the General Conference". It provides young people with an opportunity to develop specific strategies and proposals that can be realistically implemented in the framework of its programmes and activities.

Acting with and for youth

Acting with and for youth

The Youth Section's approach:
- Young people are a resource, not a problem.
- Young people are partners, not a target group.
- Young people have specific interests and needs, and skills they are willing to contribute.

The Youth Section's role:
- **Participation**: to ensure young people's presence in UNESCO's organs (Secretariat, permanent delegations, national commissions).
- **Partnership**: setting up partnerships with youth associations, NGOs and networks and cooperating in the development of joint projects.
- **Policies**: providing Member States with assistance in integrating youth issues into all the policies and programmes.
- **Promotion and information**: acting as a youth information clearinghouse, producing and distributing publications.
- **Monitoring**: tracking and assessing projects targeting youth and encouraging research on the advancement of youth.

UNESCO's **4th Youth Forum** hosted 237 participants in Paris from 31 September to 2 October 2005. The theme was "Youth and the Dialogue among Civilisations, Cultures and Peoples: Ideas for Action in Education, the Sciences, Culture and Communication". The Forum's report, containing serious recommendations, was presented to the 33rd General Conference of UNESCO, which, for the first time, integrated them into the Commissions' work.

Examples of good practices

- **Education**

The Youth Section has become involved with four Southwest Asian NGOs in a project called "Breaking the Cycle of Poverty of Young Women" in South Asia, which aims to promote young women's self-empowerment and help them become agents of social change (site on line soon).

- **Human and social sciences**

In cooperation with the International Pharmaceutical Students' Federation, the Section has developed a kit: "HIV/AIDS and human rights: mobilising youth".

- **Exact and natural sciences**

The Section is committed to youth organisations of small developing island states and contributes to the project "Youth Visioning for Island Living", which deals with economic, social and environmental issues.

- **Culture**

In partnership with the Oxfam International Youth Parliament, the Section has contribution to the production of *All Different, All Unique*, the "youth" version of the UNESCO Declaration on Cultural Diversity. Also, *The World Heritage, Today and Tomorrow with Young People* was published to raise youth awareness of protecting the world heritage.

- **Communication and information**

In order to offset the lack of consistency of information sources about youth, the Section helped to set up a global youth information and data exchange network, *InfoYouth Network*.

- **National commissions**

Several UNESCO national commissions have developed committed initiatives in the area of youth advancement. Some have a youth unit (Canada, Republic of Korea), or an individual in charge of developing projects for and by young people. Others include members of the national youth council or other bodies representing young people (Sweden).

- **Youth Commission**

The Youth Commission brings together the youth organisations of the UNESCO-NGO Liaison Committee and strengthens their contributions to UNESCO activities.

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To find out more

UNESCO Youth Section:
www.unesco.org/youth

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Struggle against slavery

Because the disregard of major historical events constitutes an obstacle to mutual comprehension, UNESCO decided to shed light on the slave trade and to contribute to the fight against contemporary forms of slavery.

The slave trade directly concerns modern societies – because of the universal silence that surrounded it, the extreme violence that went with it, the troubling perspective it provides on the discourse used to justify it, but also because of the perpetuation of its disastrous consequences. It brings up critical issues, such as human rights, cultural pluralism and the definition of new citizenships. The slave trade moreover generated substantial interaction between the peoples of Africa, Europe, the Americas, the Indian Ocean, the Arabian and Muslim world and Asia, which brought about deep and lasting transformations of their culture, learning, beliefs and behaviour. Some of the most significant artistic movements of the 20th century were born of such interaction, including cubism, jazz and hip-hop. The concept of "route" was chosen to illustrate this dynamic of exchanges between peoples and cultures. The Slave Route Project, which is intersectoral and interdisciplinary, was launched in 1994 in Ouidah (Benin). It aims, first of all, to break the silence surrounding the slave trade and slavery by contributing, through pluridisciplinary scientific research, to a better understanding of their fundamental causes, stakes and modes of operation, Secondly, it aims to elucidate the impact of slavery on contemporary societies. Its third and final objective is to contribute to a culture of tolerance and peaceful coexistence between peoples by encouraging reflection on intercultural dialogue.

You will be a free man, my son!
(© UNESCO)

The Project's achievements

The Slave Route Project created momentum that led to launching awareness campaigns, developing research projects, publishing books and articles, and producing audiovisual and educational material in various countries around the world. Among the project's major achievement was helping instigate the recognition of the slave trade and slavery as a "Crime against humanity" by the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance, held in Durban (South Africa) in 2001.

From its inception, the project was organized around five closely-related programmes: scientific research, educational activities, conservation of places, sites and buildings of memory, collection and preservation of written archives and oral traditions, and promotion of the African diaspora's contribution, notably living cultures and forms of artistic and spiritual expression. Ten years after the project's start, new directions have been defined. These include increasing activities in the regions least covered, namely the Indian Ocean, Asia, the Arabian and Moslem world and Andean America; and the exploration of neglected subjects such as the long-term effects of slavery and the slave trade, the transfer of knowledge and know-how from Africa towards the rest of the world, and the fight against racial

Struggle against slavery

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Struggle against slavery

2004: International Year to Commemorate the Struggle against Slavery and its Abolition

The Slave Route Project culminated in the United Nations proclamation of the year 2004 as International Year to Commemorate the Struggle against Slavery and its Abolition. It honored the Haitian revolution and the bicentenary of the first black state, as well as the slaves' fierce struggle for their own freedom and dignity. The celebration provided an opportunity to discover more about the slaves' resistance, notably the 1791 uprising led by Toussaint Louverture that brought Haiti's independence in 1804. It marked the slaves' first victory against the system that oppressed them.
For UNESCO, the year was an occasion to initiate a number of activities to raise awareness of the cultural exchanges and global transformations that the slave trade engendered in the world, and to inform a wider public about the goals of the Slave Route Project.

prejudice and racism, the legacy of this history.

Human trafficking: a modern form of slavery

In tandem with the Slave Route Project, UNESCO has been fighting human trafficking, a new form of slavery, since 1996 in Asia and 2004 in Africa. Human trafficking is defined as illegal commerce of persons by means of abduction, threat or use of force, deception, fraud or "sale", for the purpose of sexual exploitation and forced labour. Today's slave trade operates with fake passports and plane tickets. The traffickers cram their victims into trucks and bribe border guards. They use the cover of fake work contracts and visas. According to the International Organization for Migration (IOM), several million men, women and children are the victims of traffickers every year all over the world. Trafficking is frequently linked to prostitution, but is also active in domestic and agricultural settings and in the human organs market.

The socio-cultural aspect of human trafficking is often overlooked. UNESCO's research, primarily in Western and South Africa, shows that traffickers take advantage of traditional beliefs and practices and vestiges of the slave trade to subjugate their victims. In the same way, gender discrimination perpetuated in many cultures makes women more vulnerable. The ongoing challenge is devising culturally appropriate responses. In the Upper Mekong region, for instance, to pass on information about the dangers of trafficking, UNESCO helps produce and distribute local radio soap operas in the languages of ethnic minorities, the populations most at risk from traffickers. Understanding the needs of present and future victims is the top priority for framing preventive action, while improving the design and application of policies remains essential for effectively combating human trafficking. To that end, UNESCO collects best practices in the fight against the slave trade, to inspire decision-makers by showing them examples of innovative and successful strategies. To contribute to local and national capacity-building, UNESCO organizes training for politicians, NGOs, community leaders and media.

To Find Out More

Slave Route Project:
www.unesco.org/culture/slaveroute

Human trafficking in Africa and Asia:
www.unesco.org/shs/humantrafficking
www.unescobkk.org/culture/trafficking

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Towns and human habitats

Almost 50% of the world's population or some 3 billion people lived in towns and cities in 2006. Apart from being places of urban poverty, cities are also considered as engines of development, principal sources of social change and communication, centres of cultural expression, innovation and inter-cultural exchange.

In order to optimise the use of cities' resources, it is important that careful consideration is given to **urban management**. Good urban management is concerned with efficiency and effectiveness in the use of human, financial and material resources to meet clearly defined goals. Partnerships are crucial to bring together the skills and the experience of the public and private sectors with those of communities and NGOs. In this framework UNESCO promotes the concept of the sustainable and **inclusive city**.

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UN Programme Focus on Cities

Major UN organisations addressing cities and urban issues include UN-HABITAT, UNDP, UNICEF, UNRISD (United Nations Re-search Institute for Social Development) and UNESCO. The Second UN-Conference on Cities and Human Settlements, *HABITAT II, Istanbul 1996*, was the culmination of a series of UN conferences that were held in the last decade of the 20th century. It resulted in a forward-looking and proactive declaration. UNESCO's work on cities builds upon the spirit of this declaration within its specific mandate.

In June 2006, UNESCO is one of the main participating international organizations at UN-HABITAT's World Urban Forum III in Vancouver, Canada.

Balancing urban growth and the environment

As cities grow in population and sprawl in size, water is becoming an increasingly fragile resource. UNESCO's International Hydrological Programme (IHP) seeks to improve knowledge of hydrological processes and to develop approaches for the assessment and sound management of water resources. A particularly novel project deals with "Urban Water Conflicts" which seeks to characterize water-related conflicts in cities.

UNESCO also promotes projects as the prevention of earthquakes in 'City at Risk'. Activities related to natural disaster reduction in cities at risk promote a better understanding of natural hazards and enhance preparedness and public awareness through education, capacity-building and community participation.

Urban sprawl and pollution very often adversely affect the natural environment and biodiversity both inside and outside cities. To minimize their effects, UNESCO's Division of Ecological Sciences (ECO), within the framework of its Man and the Biosphere programme (MAB), upholds the integrated ecosystem approach to urban management, applying the biosphere reserve concept to the city and its hinterland. Cities working along the lines include Cape Town, Chicago, Rome, Seoul, Sao Paulo and Stockholm.

Towns and human habitats

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Towns and human habitats

Facts and Figures

- Projections anticipate that by 2015, there are likely to be 360 cities with populations greater than a million, 150 of them in Asia and some 30 mega-cities, of which half are also likely to be in Asia.
- In Asia and Africa, which are currently less than 40 % urban, the population is likely to grow to 50% in the next two decades, creating an increase of more than 1 billion citizens in Asia and of some 440 million in Africa.
- In North and South America the population is already more than 75% urban. This is in line with Europe, which is already over 80% urban.
- Up to 2030, virtually all global population growth will take place in urban slums. Some 650 million urban dwellers live in life-threatening conditions of poverty and environmental degradation and this number is expected to more than double by 2025.

Source : UN-HABITAT Global Reports

As lead agency for the UN Decade of Education for Sustainable Development (2005-2014), UNESCO views cities as the chief centres of thought and action when it comes to education and learning about sustainable development. The UNESCO Chair 'Growing up in Cities' at Cornel University (NYC) opened a platform for children and city professionals in view of increasing the empowerment of children in reshaping their urban existence and to improve city mayors' awareness on children's participation to urban management in e.g. Bangalore, Johannesburg, Trondheim, etc.).

The city as the centre of democracy

The city is an essential link between individual and state, between citizenship and democracy. UNESCO' Social and human sciences programmes promote projects like the "International Coalition of Cities Against Racism", "Working together with Migrants" and research projects about cities and social transformations, urban policies and democracy, renewal of historical cities or the training of city professionals. In March 2005, UN-HABITAT and UNESCO signed a Memorandum of Understanding to strengthen their cooperation.

The Sector is the focal point for the cooperation between UN-HABITAT and UNESCO, and develops a specific cooperation with UN-HABITAT on "Urban Policies and the Right to the City" or "Social Sustainability of Historical Districts". The Sector is also coordinating UNESCO's participation to the bi-annual UN-HABITAT World Urban Forum.

UNESCO accords high priority to the needs of disadvantaged and marginalized groups through actions that enable local communities to voice their needs and empower their participation in decision making. Wide ranging support to media and communication development projects is provided through the International Programme of the Development of Communication (IPDC).

Making the city a living and liveable cultural heritage and a laboratory for intercultural dialogue

Throughout history, cities have been cradles of civilisation and living laboratories for intercultural dialogue. Initiatives such as the 'Creative Cities', 'Cities for Peace database' or 'Culture in the Neighbourhoods' illustrate UNESCO's attempt to promote pluralistic policies supportive of the rich diversity of cultural identities and expressions at the local level.

UNESCO also supports urban tourism that respects the cultural identity and ecology of cities while creating jobs and improved economic development, e.g. in the framework of *"La route des Ksours"* in the Algerian Sahara.

In the framework of UNESCO's World Heritage Convention, the World Heritage Cities Programme was established and the formation of several cities networks encouraged, such as the creation of the Organisation of World Heritage Cities aiming at enhancing the exchange of experience on the international level. The Vienna Memorandum on World Heritage and Contemporary Architecture as well as the Declaration on the Conservation of Historic Urban Landscapes have been drawn up recently and since then serve as guiding tools for integrated management and planning of historic urban areas.

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To Find Out More

UNESCO Urban Development:
www.unesco.org/shs/urban

World Heritage Cities:
www.ovpm.org

UN-HABITAT :
www.unhabitat.org

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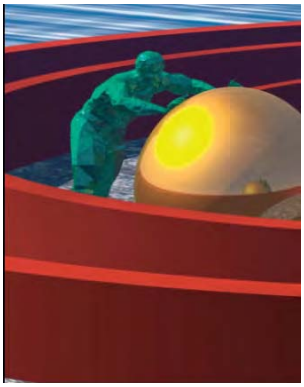
Bioethics

Stem cell research, genetic testing, cloning: progress in the life sciences is providing with new power to improve health and control the development processes of all living species. A new word has been coined to encompass the social, cultural, legal and ethical concerns: bioethics.

Since the 1970s, the field of bioethics has grown considerably. While it is true that bioethics today includes medical ethics issues, its originality lies in the fact that it goes much further than the professional codes of ethics concerned. It entails reflection on societal changes and even the global impact of scientific and technological advances. To the already difficult question posed by life sciences – How far can we go? – other queries must be added concerning the relationship between ethics, science and freedom.

UNESCO's ethical watch mandate is becoming increasingly necessary in light of recent scientific developments and their far-reaching implications for society. Founded on the belief that there can be no peace without the intellectual and moral solidarity of humankind, UNESCO strives to involve all countries in this inevitably international and transcultural discussion.

UNESCO has been promoting reflection on the ethics of life at the international level since the 1970s, and it was in 1993 that the Organization began to develop a bioethics programme. Since 2002, as part of the ethics of science and technology, it is one of the five priorities of the Organization.



In 2005, UNESCO adopted the Declaration on Bioethics and Human rights (© UNESCO)

International intellectual forum

The bioethics programme provides an international intellectual forum for multidisciplinary, pluralistic and multicultural reflection on bioethics and aims at fostering both national and international debate on the major ethical issues arising from recent developments in the life sciences and their applications in order to work out ethical guidelines for the international community and Member States.

Two advisory bodies work hand in hand to assist the Organization in promoting reflection on the ethical and legal issues raised by research in the life sciences and their applications and in carrying out activities in the field at international level, as well as at regional and national levels:

- the **International Bioethics Committee (IBC)**, composed of 36 independent experts and which has been distinguished since its foundation by its multidisciplinary and multicultural membership and the transparency of its work;
- the **Intergovernmental Bioethics Committee (IGBC)**, composed of 36 representatives of Members States.

Standard-setting action

Over recent years, due to the growing number of scientific practices that go beyond national boundaries, the need to set universal ethical benchmarks covering issues raised within the field of bioethics and the need to work together towards bringing out common values have characterized more and more the international debate.

Standard-setting action in the field of bioethics has become a necessity felt throughout the world, often expressed

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Bioethics

The Universal Declaration on Bioethics and Human Rights (2005)

Although in the eyes of international law the Universal Declaration constitutes a non-binding instrument, its value and its strength are in no way diminished. For the first time in the history of bioethics, all States of the international community have solemnly committed themselves to respect and apply the basic principles of bioethics. The Declaration deals with ethical issues raised by medicine, life sciences and associated technologies as applied to human beings, taking into account their social, legal and environmental dimensions.

Its aim is rather to constitute a basis for States wishing to endow themselves with legislation or policies in the field of bioethics. It also aims to inscribe scientific decisions and practices within the framework and respect of a certain number of general principles common to all. And it aims to foster dialogue within societies on the implications of bioethics and the sharing of knowledge in the field of science and technology.

Apart from the already well-established principles in the scientific community such as the principle of autonomy and individual responsibility, respect for privacy and confidentiality, the Declaration raises the issues of access to quality health care and essential medicines, nutrition and provision of clean water, to the improvement of living conditions and the environment and the reduction of poverty.

by scientists and practitioners themselves, as well as by legislators and citizens. This is why, for the past ten years, UNESCO has undertaken actions to involve all countries in this international discussion in order to bring out fundamental principles common to all, with respect for cultural diversity. The ***Universal Declaration on the Human Genome and Human Rights*** adopted in 1997 marked the first major success of the bioethics programme of UNESCO and was followed in 2003 by the adoption of the ***International Declaration on Human Genetic Data*** and in 2005 by the adoption of the ***Universal Declaration on Bioethics and Human Rights***.

After a period of intensive standard-setting action, UNESCO is now focusing its action on **supporting implementation at regional and national levels**, with special attention to developing countries. UNESCO co-organized, for example, the First Bioethics Days for West and Central Africa on "What Ethics for Research in Africa?" from 11 to 13 July 2005 in Dakar (Senegal). This meeting aimed to strengthen the debate on ethical issues raised in a continent where the health sector faces great economic and social challenges.

In 2004, UNESCO celebrated the opening of a Regional Bioethics Centre in Vilnius (Lithuania), in order to facilitate the transfer of knowledge, build up local expertise and stimulate the development of ethical debate and analysis nationally and regionally.

Three major project activities are planned to strengthen capacity-building, ethical reflection, awareness-raising and dissemination of the principles set forth in the Declarations:

- **the Global Ethics Observatory** (GEObs, see the sheet 44) constitutes an information tool freely accessible online to Member States and the general public aiming at developing a worldwide network of databases in bioethics and other areas of applied ethics;

- **the Ethics Education Programme** (EEP) aims at encouraging and supporting Member States to develop teaching programmes in bioethics. More particularly, it will provide assistance to Member States to promote ethics programmes, to set up infrastructure for creating and implementing teaching programmes, to identify the resources required for implementing ethics programmes and to create a fellowship fund;

- through **the Assisting Bioethics Committees** (ABC) project UNESCO continues its efforts and action in promoting the establishment of national bioethics committees. Within the framework of the ABC project, Member States in need of bioethics committees at national level will find assistance and support for the establishment of such committees and, once they are established, for the enhancement of the functioning of committees.

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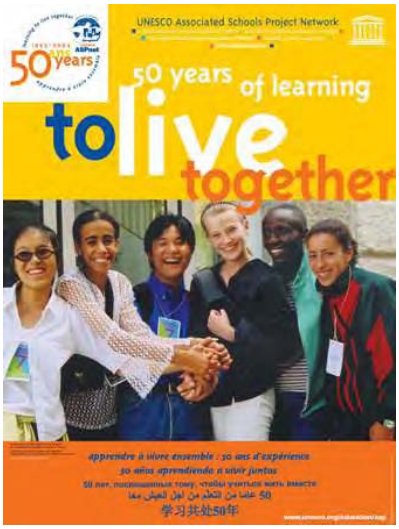
Learning to live together

School is one of the foundations of democratic values. It provides the opportunity, from earliest childhood, to live better together and to respect each other. Thanks to its network of Associated Schools, UNESCO contributes to building international understanding.

Launched in 1953, UNESCO's Associated Schools Project Network (ASPnet), known as UNESCO Associated Schools, is a global network of more than 7,900 educational institutions in 177 countries, ranging from pre-school to secondary schools and teacher training centres. Promoting UNESCO's ideal of peace and working to improve the quality of education comprise its mission. Today it is one of the largest networks of schools in the world promoting international understanding, under the auspices of the United Nations. Associated Schools are also called upon to help achieve the Millennium Development Goals (MDG): the fight against poverty, education for all (EFT) and education for sustainable development. ASPnet's four main study themes are:

- World concerns and the United Nations system
- Human rights and peace
- Intercultural learning
- Environmental issues and education for sustainable development

Associated Schools are encouraged to invent educational pilot projects related to the themes, to create innovative educational material and methods, and to develop exchanges between students and teachers all over the world. These activities grow out of their interests, their capacities and their social and cultural environment. The goal is not only to support the teaching of values and ideals, but also to put them into practice in everyday school life.



Poster for ASPnet's 50 years, 1953-2003
(©UNESCO)

Intercultural dialogue

While societies have always been multicultural and multi-ethnic, it is now that we realize the importance of promoting this diversity. It can be studied and experienced in the context of research undertaken by students on their own origins and through exchanges with students in other countries.

Within the framework of the pilot project ***World Heritage in Young Hands***, launched in 1994 with UNESCO's World Heritage Centre, a world heritage educational resource kit for secondary school teachers was developed and tested in Associated Schools throughout the world. This comprehensive interactive tool presents the World Heritage Convention and the list of goods and proposes practical activities to be undertaken. It has been translated into some 30 languages. International youth forums on world heritage, training seminars for teachers and students and courses on concrete approaches to conservation are organized as part of the project. Multimedia materials (CD-ROMs and

Learning to live together

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Learning to live together

Human Rights on the Front Line

Associated Schools take for reference the Universal Declaration of Human Rights, the Declaration on the Rights of the Child, UNESCO's 1974 Recommendation, the Convention on the Rights of the Child, and the Decade for Human Rights Education (1995-2004). Discussions must be based on the students' own experience in order to make them aware of their rights, duties and responsibilities.

UNESCO helps countries to implement the first phase (2005-2007) of the World Programme for Human Rights Education. It also supports the education component of the International Decade for a Culture of Peace and Non-violence for the Children of the World (2001 to 2010). The Associated Schools network contributes to promoting peace though numerous initiatives; some have received *Peace Pillar Awards*.

Students and teachers of ASPnet institutions in Germany, the Palestinian Territories, Jordan and Lebanon gathered in Tripoli (Lebanon) from 12 to 20 November 2005 to participate in a cross-cultural workshop entitled "Tradition and the Modern Spirit in the Arab World", in the framework of the Euro-Arab dialogue. Participants in mixed groups conducted inquiries and interviews, collected information and went on excursions in Lebanon.

DVDs) have also been produced and others are in preparation.

Launched in 2003, the ***Mondialogo School Contest*** is a competition between secondary schools relating to intercultural dialogue, organized in partnership with DaimlerChrysler. Teams of students in different schools work as partners and learn to appreciate one another as they complete joint projects. These exchanges make ***Mondialogo*** the most extensive intercultural dialogue among young people in the world. When the contest was held for the second time in 2005/2006, it brought together more than 34,300 students in 138 countries.

As part of **"Breaking the silence"** (1998), a project concerning the slave trade, ASPnet started an international campaign to raise awareness and encourage schools to take action for cultural diversity and against racism. **"All Equal in Diversity"** mobilizes schools against racism, discrimination and exclusion. It is a follow-up to the International Year to Commemorate the Struggle against Slavery and its Abolition, celebrated in 2004. Schools are invited to undertake a minimum of three activities annually over three years, against racism and in favour of cultural diversity.

Regional intercultural projects are among ASPnet's other noteworthy initiatives, including the **Baltic Sea Project**, started in 1989 and involving 200 schools, the 2004 **Great Volga River Route - Uniting the Seas (Baltic, Black and Caspian Seas)** that brings together 16 countries, and the **Western Mediterranean Sea Project.** The latter aims to promote Euro-Arab dialogue as well as natural and cultural heritage in the region. Finally, in the context of the project **This is our Time** (1995), Associated Schools all over the world interconnect in real time for 24 hours via internet, fax and conference calls, focusing every year on a different subject: human rights, world heritage, cultural diversity, sustainable development, etc.

Numerous prototypes of educational tools were also produced by ASPnet, such as the education kits for "World Heritage in Young Hands", "Living and Learning in a World with HIV/AIDS" and "All Equal in Diversity".

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Science and technology policies

Science and technology policies consist of a set of principles, declarations, guidelines, decisions, instruments and mechanisms oriented towards scientific and technological development in the medium and long term.

Recent UNESCO programmes on science and technology policy have witnessed important developments. UNESCO focuses its programme on providing assistance to developing countries to integrate sustainable development priorities into their national policies on science, technology and innovation. UNESCO works on improving governance of national and regional S&T systems and making deliberations on emerging science policy and ethical issues related to science and technology more participatory. The participatory process is encouraged, with more involvement of forums of parliamentary science committees, scientists, the private and public sector, representatives of the media and members of civil society.

Helsinki Parliamentarian Meeting 2003.
(© UNESCO)

On Gender, science and technology

Gender equality is one of the eight United Nations Millennium Development Goals, which clearly call for action related to science, technology and gender. UNESCO is expected to play a major role in addressing the above mentioned issues, implementing those science and technology related recommendations, and advocating and affirming the crucial role of women and the gender dimension in science and technology through its programmes and activities. The Science Sector has prepared an International Report on Science, Technology and Gender-2006 (IRSTG), as a concrete example of UNESCO's commitment at integrating gender perspectives in science and technology.

Science and Technology Policy Formulation

UNESCO provides guidelines for policy formulation and assist developing Member States in formulating their S&T policies and strategies. NESCO assisted countries such as Lebanon, (*recently launched by the Director-General, see photo*) Mozambique, Lesotho, Albania, Brunei, Maldives in formulating their national strategies. Currently UNESCO is helping Mongolia, Congo, Nigeria, Namibia, in formulating their national science policies. Plans are underway to assist other countries such Seychelles, Ethiopia, Swaziland in similar efforts.

Reform of the Nigerian Science, Technology and Innovation System

The Government of Nigeria with the support of Japan and technical assistance from UNESCO, is currently conducting a large-scale reform of its science, technology and innovation system. The plan includes the following components: a) a through review of the of all the functions of the Nigerian S&T System coupled with a preliminary evaluation of the performance of the country's government and academic science and technology institutions b)

Science and technology policies

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Science and technology policies

Popularisation of science and technology

The primary objective of this programme is to increase public understanding of science and technology.

UNESCO Prizes in science:

- UNESCO Science Prize, for an outstanding contribution to the technological development of a developing country or region,
- Kalinga Prize for the Popularization of Science,
- Carlos J. Finlay Prize for Microbiology,
- Javed Husain Prize for Young Scientist,
- Sultan Qaboos Prize for Environmental Preservation,
- Great Man-Made River International Prize for Water Resources in Arid and Semi-Arid Areas,
- UNESCO/Institut Pasteur Medal for an outstanding contribution to the development of scientific knowledge that has a beneficial impact on human health.
- l'Oreal-UNESCO Prize for Women in Science.

Science Centres and Museums

The main accomplishment in this area has been the establishment more than 15 years ago of the Network for the Popularisation of Science and Technology in Latin America and the Caribbean (Red-POP). During the last biennium, it conducted technical assistance on science centres development in East Jerusalem, Morocco, and Yemen. For this biennium, it has received a request on technical assistance for science centre development from Malaysia and Bahrain.

Science exhibition

Several international science exhibitions related to improvement of public awareness on science and technology were organized in 2004-2005.

in-depth international review of the programmes of the institutes and research universities c) a human resources development programme designed to upgrade skills in the area of research management and the management of technical change and d) development of a proposal for financing mechanism for science and technology in Nigeria.

Israeli-Palestinian Science Organization

IPSO is based on the belief that science, given its universal character, can be instrumental in stimulating dialogue, openness, and mutual respect, and thus in serving the cause of peace. The readiness to cooperate, already existing among numerous Israeli and Palestinian scientists and scholars, calls for the establishment of an appropriate facilitating framework.

The objectives of IPSO are:

- To foster co-operation between Israeli and Palestinian scientists and scholars and to help create an infrastructure capable of bolstering sustainable development in both communities;
- Identify areas of science where cooperation between Israelis and Palestinians is feasible and productive;
- Build a science and scholarship-based bridge of good will between Israelis and Palestinians;
- Create an environment in which Israeli and Palestinian scholars and scientists will meet and establish dialogue;
- Support joint scholarly and scientific projects through funding and administrative assistance.

UNISPAR

The Science Policy Division is implementing a programme on University-Industry-Science Partnership (UNISPAR) with the objective of fostering co-operation among university-industry and research institutes as a valuable contribution to the industrialization of developing countries and the economies in transition. The UNISPAR Programme aims at raising the quality of technical universities in developing countries and encouraging them to be more involved in the process of industrialization of their country, creating technology parks and incubators.

In Africa, for example, activities have included: a UNISPAR conference; training workshops on such topics as sustainable development, maintenance and repair of scientific equipment (including a manual) and small grants scheme for projects on biogas technology production of feedstock, wood adhesive bio-fertilizer for nitrogen fixation, etc.

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To Find Out More

Red-POP site:
www.redpop.org

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Non-formal education

One of the main objectives for UNESCO with regards to education is to empower the poor and reach the un-reached through education. That means expanding non-formal education.

Non-formal education (NFE) defined as *"any organized and sustained educational activities that do not correspond exactly to the formal education systems of schools, colleges, universities and other formal educational institutions"* has been gradually playing a critical role in achieving Education for all (EFA) and MDGs. Recent phenomena such as diversification of individual learning needs in a rapidly changing society, persistent problems of illiteracy and out-of-school children, limitation of formal schooling system in education delivery, and development of information and communication technology have spurred the EFA stakeholders to revisit the potential of NFE.

A learner reading in NFE class in Bangladesh
(© S. Aoyagi/UNESCO)

Pertinent examples can be noted such as, the World Bank that made efforts in developing a paper on Adult NFE Programmes in 2004; JICA who developed its position paper on NFE in 2005; and many developing countries i.e. Bangladesh, Nepal and Niger that recently prepared their long-term NFE policies. NGO interventions in education and development provided, in most cases, were in the form of NFE.

NFE can address in nature diversified learning needs of pre-school children, out-of-school girls and boys, young people, and women and men in a changing society. NFE emerges in varied forms such as early childhood education, community learning centers (CLCs) for village people and urban dwellers, adult literacy classes, skills and vocational training in workplaces, distance education for those who live in remote areas, public health education, civic education and continuing education for youth and adults both in developed and developing countries. The delivery modes and domain of NFE are wide-ranging but it has common denominators, i.e. 'need-based approach', 'contextual relevancy' and 'flexibility in learning contents, time and place' that show a good contrast to formal schooling. Through NFE, linkage between EFA and MDGs can be strengthened by focusing on improvement of livelihood of the people and more integrated and relevant educational and developmental interventions will be realized by connecting learning to individual empowerment and community development.

Historically, huge amounts of budgets and efforts have been spent to increase assess and quality of school education, especially for primary education so that it may accomplish international commitments including Karachi Plan, Jomtien Declaration, and more recently the Dakar Framework for Action. However, there are still 711 million illiterate adults, about 77 million out-of-school children and countless school drop-outs in the present world. Given the inherent limits of formal education

Non-formal education

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Non-formal education

Out-of-school children

● about 115 million children of primary school age were not enrolled in primary school in 2001- 2002;

● some 53% (61.6 million) of the world's out-of-primary-school children are girls;

● 19 countries have more than 1 million out-of-primary-school children, including ten in sub-Saharan Africa (where countries with relatively small populations, such as Burkina Faso, Mali or the Niger, thus face a huge challenge) and the largest three South Asian countries (India, Pakistan and Bangladesh).

Source: EFA Global Monitoring Report 2007 (UNESCO)

that can hardly suffice for learners in disadvantaged situations in poverty, geographical location, language and societal barrier, it is crucial for the EFA and MDGs stakeholders to reflect on a manner in which they can capitalize and integrate NFE in the existing education and development framework. This is necessary in order to provide alternative learning to those in disadvantaged situations in developing countries and to address the changing learning needs of all aged population of developed countries beyond the school system. It should be noted that at present, the national budget for NFE is on the average of only 1 to 2% compared to the total budget for education. This imbalance should be remedied by national governments and international partners.

A paradigm shift from 'top-down education' to 'need-oriented learning' throughout life in knowledge-based society can be seen in many cases in different regions of the world such as community-based learning centers in Asia, Africa and Arab States, NFE for adolescent girls with focus on poverty reduction in South Asia, vocational training, HIV/AIDS preventive education in NFE setting.

UNESCO has been promoting NFE, both in up and down streams, through providing policy advice, conducting research and study, developing monitoring and evaluation system, and piloting various types of NFE delivery, by linking learning into development.

Challenges in promoting NFE are manifold. They include the increase of political commitment and budget to NFE, enhancement of synergy between formal and non-formal education at national level, and building partnership to link education to development at international level.

To Find Out More

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Post-conflict reconstruction

Natural disasters and civil strife are more and more common. UNESCO has been increasingly called upon by its member states to react in immediate post-conflict and natural disasters situations.

UNESCO concentrates its efforts on the human and intellectual aspects of peace-building through four fundamental pillars, namely education, culture, sciences and communication. Actions in these fields have proven to be significant in breaking conflict cycles and preventing relapse.

UNESCO has proved in several situations that it can intervene with immediate short-term quick impact activities early enough during the initial humanitarian phase of a PCPD situation to secure immediate needs, while first of all having the capacity to bridge activities to the early recovery and reconstruction and development phase.

Destroyed in 1993 during the war in Bosnia and Herzegovina, the Old Bridge of Mostar was rebuilt 11 years later. It is a reconciliation symbol.
(© A. Roussel/UNESCO)

UNESCO assistance is aimed not only at providing urgent help by assessing damages and mitigating losses but also by preparing national authorities, and professional and civil society organizations for longer-term sustainable reconstruction through technical expertise and advisory services.

UNESCO places a strong emphasis on country ownership and local capacities enhancement to handle post conflict rehabilitation through:

- rehabilitation of educational systems;
- promotion of cultural diversity including protection of cultural/natural heritage at risk; and
- reconstruction and promotion of independent and pluralistic media

protection of environment and biological diversity.

Promotion of education

The right to education in emergency situations is fully recognized. UNESCO PEER (Programme for Education for Emergencies and Reconstruction) began its existence in Mogadishu as UNESCO-Somalia in January 1993. As the only decentralized UNESCO programme of its kind, PEER, from its inception, has responded to crises in the Horn of Africa, Great Lakes, Angola, Burundi, Mozambique, Guinea, Haiti, Cambodia, Afghanistan, Bosnia-Herzegovina, etc. The Organisation developed the Teacher Emergency Package (TEP). It consists of a kit of materials and a methodology of teaching basic literacy and numeracy in the mother language of the pupils. Each TEP contains basic teaching equipment for children and teachers (textbooks, teacher's manual, pens, pencils, eraser, exercise books, books, blackboards, chalks, etc.) and can cater for the daily needs of 80 pupils. Teachers are given on-the-spot training in their use.

Protection of cultural heritage

UNESCO is dedicated to promoting better understanding of the proactive role of cultural heritage, cultural diversity and human creativity as a basis for dialogue and reconciliation and a vehicle for peace-building, social stability, respect for human rights, and disaster reduction. In addition to provide international coordination mechanisms and enhance the application of normative tools for the protection of

Post-conflict reconstruction

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Post-conflict reconstruction

Facts and figures

Since 1945, we have seen **150 conflicts** erupt on every continent, resulting in **20 million deaths and 60 million casualties**. In the First World War, civilians accounted for 5% of the victims
That figure has now risen to **80 per cent or even 90 per cent, half of these being children.**
In addition, in 2006, more than **20 million refugees and 30 million displaced** persons were living in the most precarious of circumstances, and at least 60% of their number are children.

(Source:UNESCO)

cultural heritage, UNESCO has implemented several projects for the rehabilitation and safeguarding of cultural heritage, notably through: the training of cultural professionals (Cambodia, Afghanistan, Iraq and Sudan), protecting and preserving archaeological sites (Angkor, Bamiyan and Jam), rehabilitating historic buildings and monuments (Mostar bridge) and museums (National Museum in Baghdad, museums of Kabul and Ghazni, National Museum of Khartoum), and supporting cultural institutions (National Heritage Institute National Library, and Regional Conservation Centre in Baghdad). Specific training courses for site guards and border patrols have also been developed in Cambodia and Iraq to prevent looting and to fight against illicit traffic of cultural property. Concerning natural disasters, the Organisation played an important role in the emergency assessment of the damage to the Citadel of Bam in Iran, as a result of the severe earthquake of December 2003. The cultural programmes have also been developed for Tsunami-affected children in Southeast Asia.

Promotion of independent media

UNESCO has advanced understanding about the role that freedom of expression and independent media play in avoiding violent conflict. The Organisation has facilitated projects across the globe as diverse as supporting election reporting, awareness-raising on principles of freedom of expression, constructing community radio stations, broadening access to information technology, and providing training and equipment for television production.
In Iraq as part of a UN umbrella program, UNESCO supported local initiatives in defense of freedom of expression and human rights. A focus was placed on supporting the Iraqi constitutional process, ensuring that freedom of expression was protected in the new constitution. Key elements included capacity building for officials and journalists and engaging the wide Iraqi community in debate about the constitution. In Liberia, Rwanda and Burundi, UNESCO supports Press Houses in order to enhance their role as professional resource centres. Television co-production between Israeli and Palestinian journalists has been supported in Israel and Palestine to further the dialogue. On-the-job training of journalists has been provided in Afghanistan, Liberia, Republic of Central Africa, Democratic Republic of the Congo (DRC) and Rwanda. National conferences on Media Policy were held in Liberia and DRC, which lay the groundwork for media law and policy reforms in these countries
Since 1996 when UNESCO was designated as lead agency for assistance to independent media for the reconstruction period in the former Yugoslavia, the Organization has been recognized as the UN lead agency in assistance to media in Afghanistan, DRC and Iraq.
In 2004 the UNESCO World Press Freedom Day celebrations in Belgrade adopted a Declaration addressing the role of the international community in assisting independent media in conflict. The Belgrade Declaration, endorsed by the UNESCO General Conference in October 2005, stresses that independent local news media are essential to provide trustworthy information that is vital for peace and reconciliation efforts.

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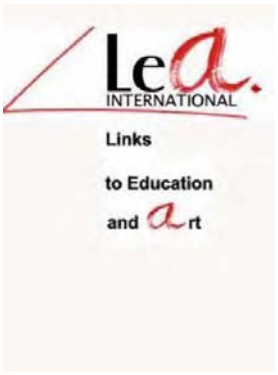
Arts Education

Creativity is at the heart of being human. Culture and Education sectors are being made to acknowledge the value of arts education in promoting creativity, innovation and cultural diversity wide world.

Through UNESCO'S programme related to arts education which culminated at the World Conference (6 to 9 March, 2005 in Lisbon, Portugal) a common effort from the Culture and Education sectors, in HQ and Field Offices, is being made to acknowledge the value of arts education in promoting creativity and innovation, cultural diversity and in giving equal learning opportunities to children and adolescents living in marginalized areas. Creativity is at the heart of being human: a defining feature of our intelligence and emotion.

Learning in and through the arts (Arts Education and Arts-in-Education) can enhance at least four quality factors: active learning; a relevant curriculum that captures the interest and enthusiasm of learners; knowledge of, and engagement with the learner's local community, its culture and environment; and trained and motivated teachers.



(© UNESCO)

Common patterns and objectives have emerged in the arts education programmes of each region. In **Latin America** arts education plays an important role in promoting peace and cultural understanding among young people. In this framework the UNESCO-supported programme *Opening Up Spaces* in Brazil is a good example. This programme lends support to schools in underprivileged areas that suffer from great social and economic tension. It is currently implemented with success in over 6 000 public schools in Pernambouco, Bahia, Rio de Janeiro, São Paulo, Rio Grande do Sul, Minas Gerais and Piauí. Over five million people, including children, adolescents, young people and adults, are involved in this extracurricular programme. The main principle is to open up school establishments to students, their families and the community over weekends, and to offer them artistic, cultural, scientific, sports, social and civic activities, depending on the possibilities of each establishment. Launched in 2000, this project has had a very positive effect in reducing juvenile violence in the communities where it is implemented. It is interesting to note that the workshops held in each school are, in 80% of the cases, run by volunteers that spontaneously came forward to the local co-ordinators of the project. Their profiles vary widely with, of course, a large number of artists and craftspeople working in different fields of art and craft, but also socio-cultural organizers and social-service workers. The programme is a model of solidarity and mutual aid within a community. Also worth mentioning is the very large and fruitful music-education programme, *Youth Orchestras*, started by the Venezuelan conductor Antonio Abreu, which in a matter of 20 years has spread with great success to a large number of countries in the region. It has turned several generations of young people away from violence and has awoken true musical callings. Fostering national and regional identities and integration is particularly evident in programmes developed in

Arts Education

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Arts Education

The Korean program (2003)

- Establishment of policy directions and the expansion of consensus (Research projects; weekly Arts Education Policy Forums online and off-line; arts education TV programmes, e.g. *Visits to the World's Arts Education Site*; Internet hub site for arts education http://arte.ne.kr; monthly webzine and weekly newsletter; arts Education case-study book; official White Paper);
- Vitalization of arts education in schools (Cooperation between ministries of culture, education and local government; classroom lectures, extracurricular activities, special-skills training; a pool of visiting arts instructors to 32% of primary to senior public schools; local governments provide matching fund for visiting teacher placements);
- Vitalization of arts education in social areas (Training programmes at existing cultural facilities; arts programmes for prisoners and immigrant spouses);
- Training of arts-education professionals (Mandatory and voluntary training programmes; self-study groups; professional training centre to be established 2006);
- Systems support for arts education (The Korea Arts and Culture Education Service and their website).

Africa. Many programmes have been promoted in different countries notably in the field of drama, poetry and theatre as part of literacy teaching methods as well as to foster a better understanding among children and adolescents in connection to African cultural gender issues, HIV-Aids, as well as of history of Africa. These programmes have proven that drama is a powerful vehicle to transmit knowledge. Moreover it has become urgent to maintain the links between children and teenagers and the traditions in which they grew up. School has a role to play. Art education favours the blooming and the opening up of the personality of the child and helps the development of his or her creative mind; it is therefore crucial to pay more attention to art education in the curriculum. All the experiences which have been undertaken within this framework have had an important impact on children and teenagers both at academic and social levels

Arts education in developed regions such as **Europe and North America** is also being developed to promote social cohesion and equality. One of the examples is minority Roma populations in Europe, where there is an increased difficulty in safeguarding a culture that is economically and socially unstable. Often they don't receive an adequate level of primary education to allow them to move onto secondary school. According to the UNDP, in Serbia only 19% of them have completed elementary school and they are six times poorer than the poverty of the majority population surveyed. In Hungary, there are alternative programmes of schooling that include their culture, art and language dimensions on the curriculum. The Rabindranath Tagore Foundation School in Ózd, for example, provides a mainstream educational system that encourages, empowers and develops Roma children's cultural identity. These programmes have proven to be successful in integrating them into the mainstream educational system; however most of these special schools operate as small-scale NGOs and need greater support.

Creativity, problems solving and innovation are the main concern in the **Asian region**. Some of the Asian countries have started to work at a ministerial level in view to promote Arts Education Policy. For example the Republic of Korea has launched a programme in 2003, which promotes cooperation between the two ministries of culture and education. The policy operates within a framework of five central objectives (*see box below*). As of 2006, Korea will begin the systematic implementation of arts education in the curriculum, with legislative support to follow.

To conclude, also worth recalling is that emotional intelligence as an integral part in the decision-making process works as a vector for actions and ideas, establishing reflection and judgment. Sound moral behavior, which constitutes the grounding of citizens, requires emotional participation.

To Find Out More

LEA International at:
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Dialogue among cultures, civilizations and peoples

Current events throughout the world demonstrate the need for the international community to work towards peace. UNESCO aims to achieve this goal by supporting and promoting dialogue among cultures, civilizations and peoples.

The quest for a dialogue among civilizations cultures and peoples is deeply entrenched in UNESCO's constitution and its various programmes and resolutions. The promotion of dialogue in order to "build peace in the minds of men" is at the core of UNESCO's mission.

In our increasingly divisive societies, it is essential to ensure harmonious interaction among people and groups with plural, varied and dynamic cultural identities as well as their willingness to live together. Therefore the fostering of dialogue among cultures and peoples can only occur on the basis of the recognition of and respect for cultural diversity. In this context, UNESCO advocates for inclusive and participatory policies as a guarantee of social cohesion, the vitality of civil society and peace.

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For several years, and especially since the United Nations Year for Dialogue among Civilizations (2001), the issues raised by the dialogue among civilizations, cultures and peoples have been addressed through important initiatives, declarations and in many conferences and meetings organized by UNESCO and numerous stakeholders in a wide range of countries and regions. These events have also given rise to programmes and publications fulfilling UNESCO's advocacy role.

Efforts are also being pursued through activities for the recognition and preservation of the diversity of the world's cultural heritage as well as its manifold cultural expressions which allow for a better knowledge among cultures and peoples.

Contemporary challenges

Globalization and the emergence of new challenges, threats to humankind, ignorance and widening gaps in mutual understanding have made the need for dialogue among peoples more necessary than ever. We witness at present a sense of shared vulnerability and at the same time a palpable new willingness to counter intolerance and fanaticism and to build instead on opportunities that globalization has created for intercultural exchange and understanding.

In October 2001, UNESCO's General Conference affirmed the fundamental challenge constituted by dialogue; a challenge based on the unity of humankind and commonly shared values, the recognition of cultural diversity and the equal dignity of each civilization and each culture. The General Conference set out a new framework for action, which has been progressively refined by the Executive Board, most recently at its 175th session.

New impetus has been gained from the *United Nations World Summit* in September

Dialogue among cultures, civilizations and peoples

This information sheet is not an official UNESCO document. It aims to provide the public with information on the theme of "Dialogue among cultures, civilizations and peoples"

Dialogue among cultures, civilizations and peoples

UNESCO has responded to the need for further dialogue among civilizations by intensifying and focusing its strategy on concrete actions and results in the following areas:

- The articulation of a set of commonly shared values;
- Initiatives at the regional and sub-regional levels;
- The development of action-oriented thematic proposals drawing on all domains of UNESCO;
- Multi-stakeholder involvement beyond governmental representation and deliberate engagement of youth, women and existing UNESCO networks;
- Renewed exploration of the contribution of religions to dialogue related activities;
- Research on the role of dialogue in advancing women's rights.

The Rabat Commitment, adopted in June 2005, constituted a major break-through in this regard, setting out concrete and practical steps in various domains of UNESCO, which the Organizations participating in the Rabat Conference – ISESCO, ALECSO, the Organisation of Islamic Conference, The Danish Centre for Culture and Development, the Anna Lindt Foundation - have pledged to pursue.

2005, when the world's leaders committed themselves to taking action for the promotion of a dialogue among civilizations and a culture of peace at the local, national, regional and international levels and assigned UNESCO a lead role in this endeavour.

Following the "cartoon crisis" in 2006, a new challenge has arisen with respect to the complementarity of the principles of freedom of expression and the respect for cultural and religious symbols. UNESCO's Member States called for concrete approaches and practical action, drawing on all the domains of expertise of the Organization – education, the sciences, culture, communication and information.

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Roads of dialogue

The concept of "roads" or "routes" has been at the heart of many of the Organizations's intercultural dialogue projects. Roads are itineraries by which individual travellers or communities have conveyed their ideas and customs across continents and oceans. From the Silk Route to the Slave Route to the Iron Roads in Africa, history has shown us that routes are venues for the exchange of cultural experience, ideas, values and goods through art, trade and migrations.

The advent of technologies has accelerated the rate of globalization. One result of this phenomenon is that men and women of different cultures are exchanging ideas and opinions, gaining a better understanding of one another, their ways of life and ways of thinking. On the flip side, globalization can also have negative effects leading to a feeling of exclusion rather than openness and leading to the rejection and/or violence because of fear of the other, his values and culture. Intercultural dialogue can help promote social cohesion and promote sustainable development.

Interreligious dialogue

UNESCO's programme on Interreligious Dialogue aims to promote dialogue among different religions and spiritual traditions in a world where intra- and inter-religious conflicts are becoming ever more present. These conflicts often result from ignorance or a misunderstanding of different cultures or traditions. The programme is considered an essential dimension of intercultural dialogue. It focuses on interactions and reciprocal influences between religions, spiritual and humanist traditions and the necessity of promoting reciprocal knowledge in order to respect cultural and religious diversity. The Programme has also generated a network of UNESCO Chairs for interreligious dialogue and intercultural understanding.

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Science and Technology Education

Scientific advances have led to significant societal changes. Quality science and technology education is a key tool for the future of humanity.

Scientific and technological discoveries/inventions have made a great impact on humanity in the last century, leading to significant societal changes. As a result, it is now widely accepted that socio-economic and cultural development is largely influenced by scientific and technological advances. In an increasingly democratic society, this requires a scientifically and technologically literate citizenry. In this context, relevant, quality science and technology education (STE) is a key tool not only to form scientists but also to develop basic knowledge, life skills and critical thinking in people - young and adult - to participate meaningfully in a rapidly evolving world society.

Promoting children's interest in science
(© UNESCO/O. Hall-Rose)

Paradoxically, STE has not kept pace with advances in science and technology. The vital role of education in the world of science and technology (S/T) was highlighted in the Declaration of the World Conference on Science (Budapest 1999) which states that "*there is an urgent need to renew, expand and diversify science education for all, with emphasis on scientific and technological knowledge and skills needed to participate meaningfully in the society of the future*".

In most countries, STE is not a priority issue on the education agenda, and STE policy, curriculum, teaching/learning materials and methods, teacher training, etc., are often weak, outdated and uninteresting. As a result, ill-equipped and ill-trained science teachers lack motivation and schoolchildren, notably at the secondary level where career choices are made, are increasingly abandoning science subjects. For the past few decades, the scientific community has been expressing great alarm at the serious decrease in student enrollment (boys and girls) for science and technology studies and careers.

HOW DOES UNESCO TACKLE THE PROBLEM?

UNESCO is fully aware of its responsibilities and the importance of its role in responding to such challenges through concrete actions for the benefit of its Member States. Thus, it promotes actions at the international, regional and national levels in order to help countries, especially developing ones and LDCs, strengthen their capacities and knowledge base to improve their national STE policies and programmes.

Actions have been promoted in areas such as:

• **Capacity-building** of policy-makers, curriculum planners, teacher trainers and teachers, by means of training courses, provision of resource materials, access to and exchange of information and cooperation between scientists and science educators.

Science and Technology Education

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Science and Technology Education

Bridging the Gap between Scientists and Science Educators

Within the framework of the joint initiative being carried out by the Education and Natural Sciences Sectors, over 120 policy-makers and curriculum planners, scientists and science educators from 55 Member Sates in Asia/Pacific, Africa, Arab States and Latin America/Caribbean had the opportunity to share views on the strengths and weaknesses in science and technology education (STE). They established practical mechanisms of cooperation to bridge the gap between scientists and science educators with a view to improving STE in their respective regions. According to feedback received, China, Viet Nam, Nepal, Thailand, Peru, Argentina, Bolivia, Namibia, Mali, Uganda, Ethiopia and Ghana among others, have already initiated pilot projects and training activities with strong cooperation between scientists and science educators.

• **Improving the quality and relevance** of existing STE programmes, notably through policy and curriculum review/update, pilot projects, teacher awards, youth-friendly activities and teaching/learning materials.

• **Worldwide clearinghouse,** including production/reproduction and dissemination of information and capacity-building manuals, modules, posters, CD-ROMs, videos, etc.

• **International framework for action,** notably through provision of guidelines, organization of regional and national seminars/workshops, promotion of partnerships with specialized institutions as well as networking.

• **Public awareness and understanding** of science and technology, including community panels, science camps, field trips, thematic posters, media programmes, etc.

Over the last six years the STE programme has been significantly re-oriented in order to address priority objectives based on latest developments in S/T and STE. The Budapest Declaration on Science was the turning point, followed by the Millennium Development Goals, the Johannesburg Declaration, EFA Dakar Framework for Action and the UN Decade on Education for Sustainable Development. UNESCO has been assisting Member States to incorporate such elements in the different activities being developed to improve the quality and relevance of their national STE policies and programmes.

According to feedback from Member States, this global STE movement promoted by UNESCO has proved very successful and requests to participate are increasing each year. Action will continue in the coming biennium with a view to involving many more Member States in UNESCO's STE programme.

Science and Technology for Marginalized Girls

Developed in partnership with the Rubistadt Foundation of Cameroon, this project aims at providing scientific, technical and vocational education to 14-27-yr girls excluded from schools for socio-economic reasons and living in remote rural areas. The main objective of the project is to arrive at the social integration of such girls. They are provided with basic S/T knowledge and skills in order to enable them to have better-paid and secure jobs, thus contributing to poverty alleviation in the region as well. The project has been developed in the Nkondjock, Njombe and Penja communities. 13 training modules have been prepared and over 100 girls trained. Extension of the project to other sub-Saharan countries is planned in the coming biennium.

To Find Out More

Science and Technology Education web site:
http://www.unesco.org/education/ste

Contact :

Division of Secondary, Technical and Vocational Education
Section for Science and Technology Education

United Nations
Educational, Scientific and
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Towards knowledge societies?

Towards knowledge societies?

"Knowledge societies" represent one of the new century's greatest challenges. UNESCO is working to make these new societies a source of human and sustainable development for all.

The term "**knowledge societies**" was first used at the end of the 1960s; according to theoreticians, the wealth of a nation depends more on its ability to produce, exchange and transform knowledge than on its natural resources or industrial production.

Will the 21st century see a real expansion of knowledge-sharing societies? Several obstacles bar the way. The digital divide is now often coupled with a knowledge divide. The latter separates countries with a good education system, research facilities and development potential from the others, which are hard hit by the brain drain.

The UNESCO World Report "Towards Knowledge Societies" presents a panoramic forecast for current upheavals. The Report puts forward several key ideas such as:

● Knowledge societies cannot be reduced to the information society: unlike information, knowledge cannot be considered mere merchandise.

● Diminishing the digital divide is crucial, but not sufficient, because it is most often coupled with a much older and deeper knowledge divide.

● Knowledge plays an increasingly important role in economic growth, in both North and South. It is also one of the keys to human and sustainable development.

●The expansion of knowledge societies – as long it doesn't lead to the creation of guaranteed income for the profit of countries in the North - therefore constitutes a new development opportunity for countries in the South.

● There isn't a single model for a knowledge society. Knowledge societies must be pluralistic and take into account the diversity of knowledge cultures. It is up to each society to promote the local and indigenous forms of knowledge it possesses.

● Knowledge societies will accomplish their mission only if they succeed in fostering an ethic of collaboration and become knowledge-sharing societies.

UNESCO is working to build knowledge societies that are the source of human and sustainable development for all. To that end, priority must be given to linguistic diversity, by encouraging bilingualism, and if possible trilingual's, starting at primary school level. Appropriate measures must also be taken to promote linguistic diversity in cyberspace.

Progress must be made towards certification of knowledge found on the internet, i.e. towards quality labels to identify outstanding websites providing particularly reliable and valuable information.

Women's contribution to knowledge societies must be increased: access for

This information sheet is not an official UNESCO document. It aims to provide the public with information on the theme of « Knowledge Societies »

Towards knowledge societies?

Knowledge society success stories

When it declared independence in 1965, Singapore had all the characteristics of a less-developed economy. For the last 40 years, the government has put into effect proactive policies aiming to boost the population's skills, increase productivity and create the conditions to attract industries with high-level capital and added value. As a result Singapore has become a real economic hub for Southeast Asia and its GDP per capita (US$25,000) exceeds that of many industrialized countries.

In 1971, several thousand people settled on a desert plain 20 km from Lima (Peru) and created the **Villa El Salvador** community. Without any outside assistance, the settlers built houses and roads and founded schools and organizations. As the decades went by, their determined action for participatory community development turned their shantytown into an organized municipality. The development effort relied on women and women's groups, which played a key role in the venture's success. Today 98% of the children attend school and the illiteracy rate among adults (4.5%) is the lowest in the country. Proof of the extraordinary vitality of this volunteer democracy is the existence of some 100 clubs for cultural, sports, artistic and other activities in a community that now numbers more than 400,000 inhabitants.

women to basic, secondary and university education as well as to scientific careers must be encouraged by appropriate measures (scholarships, flexible schedules, more women teachers and researchers, in-service training, creating positions for women mediators).

Knowledge is a powerful lever in the fight against poverty. The knowledge economy is an opportunity for emerging countries and for their people's welfare. The Indian state of Kerala, for instance, despite its low per capita income (US$432 in 2003), boasts social indicators and a rate of human development close to those of industrialized countries. Life expectancy has risen to 73 years and school attendance is over 90%. Thanks to the quality of its research infrastructure, Kerala contributes significantly to making India the 8th country in the world for scientific publications. But not all societies are ready for such changes. We must therefore make sure that the expansion of the knowledge economy does not aggravate the inequality between those in the centre and the more marginal, incapable of producing the goods and services on which growth now depends. The World Report stresses that effort must be made, particularly in schools, to teach future web surfers to sort, prioritize and use wisely the information available on the internet.

Before we can reap the benefits of reaching the level of knowledge societies, investments are necessary. Between now and 2015, the number of teachers must increase by an estimated 15 to 35 million, more than 3 million of them in sub-Saharan Africa. This represents a considerable rise in the expense budget, one that these countries probably won't be able to afford. To achieve universal access to primary school by 2015 in developing countries and countries in transition, some US$9 billion more is needed annually, in other words more than four times what donor countries are now contributing per year. The recent initiative to cancel part of the debt of heavily-indebted poor countries is very encouraging. These countries have taken advantage of their debt reduction to spend more on education 40% of recovered resources) and on health (25% of resources).

To Find Out More

www.unesco.org/shs, click on Prospective Studies

The World Report is available on line in PDF format in English, French, Spanish, Russian, Chinese and Arabic

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