



United Nations
Educational, Scientific and
Cultural Organization

DAIMLER

INTERCULTURAL DIALOGUE

Involving Young People around the World

Mondialogo School Contest
Mondialogo Engineering Award
Mondialogo Web Portal

Mondialogo

Intercultural Dialogue and Exchange
An Initiative by Daimler and UNESCO

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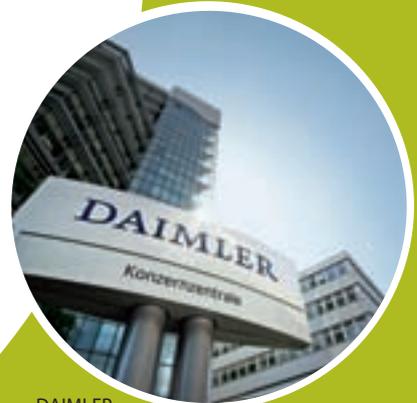
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Students at the MSC
Rome Symposium, 2006

GLOSSARY

ASPnet	UNESCO Associated Schools Project Network
MDGs	Millennium Development Goals
MEA	Mondialogo Engineering Award
MSC	Mondialogo School Contest
MWP	Mondialogo Web Portal
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UDCD	Universal Declaration of Cultural Diversity
UDHR	Universal Declaration of Human Rights

41,300 web community members
100,000 students and teachers
20,600,000 visits on the web
10,000 young engineers
8,700 school teachers
186 countries



▲ MEA winners

FOREWORD

Achieving a more peaceful and prosperous world is everyone's concern. While globalization has made the world more connected and integrated than ever before, it has also brought new tensions, inequalities and divisions to the fore – between people, countries and cultures. In this context, UNESCO's Constitution, which states that "peace must be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind", takes on renewed relevance and urgency.

There can be no sustainable development without guaranteeing every individual's basic right to education, health, shelter and decent employment. This is the ambition behind the United Nations' Millennium Development Goals adopted by the world community at the turn of this new century. But there can be no lasting peace without better understanding between people, without encouraging mutual respect, tolerance and solidarity. The world's most pressing challenges can only be solved together. For all these reasons, intercultural dialogue is a force for peace in the 21st century.

In early 2003, UNESCO joined hands with one of the world's largest multinational corporations, Daimler (formerly DaimlerChrysler), with the support of the German National Commission. As a socially responsible company, Daimler expressed interest in investing in a partnership with UNESCO aimed at involving youth from all cultures in addressing some of the major issues facing the world today.

Some might wonder: what does the United Nations Educational, Scientific and Cultural Organization have in common with a leading manufacturer of premium cars and the world's largest commercial vehicle producer?

It is true that our two Organizations have different mandates, governing bodies, working methods and conditions. UNESCO's Constitution states that "since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed". UNESCO devotes its entire programme to meeting this goal through education, the sciences, culture, and communication and information. Daimler is a pacemaker in technological progress in the automobile industry. The company is equally committed to protecting the environment, to the safety of its vehicles and accident prevention.

UNESCO has a membership of 193 Member States and works closely with its wide range of partners, such as the National Commissions for UNESCO, Goodwill Ambassadors, Artists for Peace, its Associated Schools Network and UNESCO Chairs. Daimler distributes its products in almost every country of the world and has production facilities on five continents. UNESCO's main resource resides in its specialized staff representing over 100 nationalities, spread across an extensive network of field offices. More than 256,000 men and women work for Daimler all over the world.



MSC Beijing Award ceremony, 2008



◀ MEA Award ceremony, Mumbai, India, 2007

This Executive Summary is an account of the road we travelled together from 2003 to 2009. It describes the partnership we forged, but even more important, the many other ensuing relationships formed between young people, teachers, professors and other important agents of change. Like any long journey, it was not always an easy one. We encountered unexpected developments and unforeseen obstacles. But we were also amazed by how close together we became, like a big family — each one different, but bonded to the other and the common cause of making the world a better place for all.

Although we came from different backgrounds, we did share the same common and vital objective — to design a new and effective way to initiate and develop intercultural dialogue among young people on all continents, in urban and remote areas. We were convinced that we would do everything possible to help to meet one of the most vital challenges of this first decade of the 21st century. We set out to provide the best possible forum to enable high school and university students from different cultures, languages, religions and ways of life to reach out to each other, to get to know each other better and hopefully to commit together to laying a solid foundation for lasting peace, security and prosperity for all.

Although we are now parting ways, the journey is far from over. It will continue, through this United Nations International Year for the Rapprochement of Cultures, and beyond, because building bridges between youth from across the world is a key to shaping a peaceful future together.

Irina Bokova
Director-General
UNESCO

Dieter Zetsche
Chairman of the Board of Management of
Daimler AG and Head of Mercedes-Benz Cars





◀ MEA winners in 2009

INTRODUCTION

It is often believed that the world's wealth is made up primarily of its raw materials, precious minerals, fertile soil, heavy industry and high technology. However, the rich cultural diversity of the world is also an integral part of its treasures — to be conserved and protected for present and future generations.

In this era of constant change, globalization, digitalization and delocalization, everyone is in need of roots of stabilization, rationalization and identification. Our primary 'make up' stems from our cultural foundation, beliefs, values, creativity, traditions and customs. In order to stand in the strong winds of change, there is a need to reaffirm our own identity whilst striving to understand, respect and appreciate the cultural fabric of other societies, countries and continents. To a large extent, the world can be seen as a tapestry in which the threads of one culture are intertwined with other cultures reminding us of the specificity of each culture as well as the inter-relationships between cultures and the formation of new cultures.

If we ignore cultures, without an attempt to understand them or without an effort to enquire, we are indeed deviating from the path to real and lasting peace. Many of our societies are increasingly becoming overlapping mosaics of a number of different cultures. Therefore, the process and the pursuit of intercultural dialogue remain at the very forefront of efforts to secure peace, prosperity and dignity for the peoples of the world.

The large-scale involvement of the younger generation, who will soon become tomorrow's leaders and decision-makers, is an increasingly important feature in the affairs of all countries and indeed the world. Societal focus is more and more on the "successor" generation. This has an immediate impact on the pursuit of intercultural dialogue, which has too often been overlooked and neglected.

While UNESCO is committed to empowering and involving the younger generation in a constructive manner, its limited staff and budget puts constraints on its initiatives and outreach. So when Daimler came forward with a proposal to launch a new major platform designed to give young people both the opportunity and the means to contribute proactively to developing real-life intercultural dialogues and exchanges, UNESCO was pleased to enter into a new, innovative and unique partnership.

In early 2003, intensive joint meetings were held to chart the way forward. They involved specialists from UNESCO's Bureau of Strategic Planning and the Education and Science Sectors, staff from Daimler's Corporate Sponsorship and advisors from a communications agency contracted by Daimler.

However, even before the planning of our joint collaboration began, our first task was to get to know each other better, to understand the priorities, procedures, protocol and working methods of each Organization — a dialogue endeavor of a special kind.

From the outset, UNESCO underlined the need to involve not only young people, but also schools and universities in this new initiative. Such an institutional approach would help to reinforce



Students, Beijing
MSC Symposium, 2008



▲ Hans d'Orville
Assistant Director-General
for Strategic Planning,
UNESCO

the capacity of young people and enable them to become leading agents of dialogue and exchange. By calling on institutions of learning, one could also hope to generate a multiplier effect by integrating and reinforcing intercultural learning in school and university curricula, thereby involving a high number of students, teachers and professors and thus reaching the broader community.

Daimler, meanwhile, reiterated their expectations that large numbers of young people from a wide range of countries should be involved in exploring new ways and means to initiate and pursue intercultural dialogue, with emphasis on using the electronic medium. They agreed, however, that many schools were not equipped with computers and had no access to the Internet. A dual approach was thereby agreed upon involve both information and communication technologies (ICTs) and traditional means of communication (e.g. postal services, telephone and fax).

▼ Jörg Howe
Head of Global
Communications,
Daimler AG



Our first meetings were extremely formal and rather cautious. But we soon were able to understand each other better and we ourselves developed new skills in the art of public-private dialogue. We embarked on brainstorming sessions that involved the sharing of visions and aspirations while taking also into account stark realities and eventual obstacles. Excitement rose as concrete planning materialized. We all felt that we were on the verge of creating something very special. We were not sure exactly where our journey would take us, but we were confident and committed to spare no effort in making it an exciting, adventurous, and meaningful voyage for everyone who was keen to come to join us into the unknown and into the unexplored.

In the summer of 2003, a bold and new concept called *Mondialogo* was ready to be launched. Its aim was to mobilize young people via satellite or snail mail, young people and bring them to the forefront of intercultural dialogue. The term, *Mondialogo*: 'world dialogue' (monde in French was chosen to signify "world"). It consists of three main pillars: the Mondialogo School Contest (MSC) for high school students, the Mondialogo Engineering Award (MEA) for university students and the Mondialogo Web Portal (MWP) to serve students, teachers and professors.

If this is your first exposure to the world of *Mondialogo* in support of intercultural dialogue for young people, welcome on board! Learn more about how each pillar has helped to:

- transform our ideals into reality;
- impact on the lives and souls of young participants and;
- provide an added value to teachers and professors.

It is hoped that this review will help to highlight why there is a persistent call for the continuation of such endeavors, like *Mondialogo*, which promoted dialogue among cultures and people, mutual respect and understanding so effectively. The *Mondialogo* journey, begun as an exploratory exercise, ended with compelling and often moving experiences.

Hans d'Orville
Assistant Director-General
for Strategic Planning, UNESCO

Jörg Howe, Head of Global
Communications, Daimler AG

The Mondialogo team

From left to right : Amina Hamshari, Ann-Belinda Preis and Camille Misset (UNESCO); Viktoria Brueller, Stefan Bernhart (Daimler AG); Oliver Michels (ajoint), Leszek Bialy (UNESCO), Martina Eifert, Roland Grossmann (ajoint) and Tony Marjoram (UNESCO).



MONDIALOGO SCHOOL CONTEST (MSC)



Although educators and policy-makers generally agree on the principle of educating for intercultural dialogue, little room in the curricula has been given to this essential dimension for survival in the 21st century. Even today, most teachers have received little, if any, training in this vital field.

Hence, there was a determined effort to bring intercultural dialogue into schools and classrooms through the Mondialogo School Contest (MSC). Empowering students as the real actors for engaging in intercultural dialogue and providing guidance and resource materials to teachers to reinforce their role as facilitators were essential features of the MSC.

Effective intercultural dialogue requires knowledge, skills, aptitudes and attitudes conducive to reaffirming identity, openness to others and building respect and appreciation of differences. The four pillars of learning for the 21st century — learning to know, learning to do, learning to be and learning to live together—served as the guiding light and foundation for the MSC.

It should be kept in mind that the idea of a school contest was agreed upon by UNESCO and Daimler mainly as a mechanism to stimulate and motivate, rather than to promote competition. From the start, it was understood that all schools taking part in the contest could be considered as winners, because everyone involved would gain so much by initiating and pursuing intercultural dialogue. However, special recognition and awards would be given to those school teams who achieved particularly meaningful and intensive dialogues.

“My school is one of the few schools that have integrated this activity in the regular classes, and my colleagues and I are hoping to do it for the school year (2010-2011) that starts in April. I do not have enough words to express my gratitude for the opportunity to meet so many teachers from all over the world. I try to keep in touch with them and have been doing collaborative projects with many. Our present technology allows us to meet people online and form all kinds of relationships. However, I believe that meeting teachers with whom we can work with effectively (and passionately!) needs a more personal touch that only face-to-face encounters and Symposia can give. I hope Mondialogo will continuously provide such encounters to us teachers”.

Rose Sabanal, Teacher at Fukiai High School, Japan.

The MSC Objectives

The MSC aimed to:

- raise awareness of the importance of cultural diversity and the value of intercultural education;
- mobilize high school students and schools to assume an active role in fostering intercultural dialogue and develop the professional capacity of teachers to include intercultural dialogue as an integral part of the learning process;
- contribute to international understanding and peace by promoting fruitful exchanges between young people worldwide;
- enhance quality education through a project-based approach to issues of world concern; and
- pursue dialogue and friendships commenced while forging new ones.



▲ Chinese Calligraphy workshop during the Beijing MSC Symposium, 2008

MSC Strategy and Procedures

In an effort to launch the Contest in optimum conditions, UNESCO relied heavily on its Associated Schools Project Network (ASPnet), which involves over 8,700 schools in 180 countries. The Network, set up by the Organization in 1953, seeks to promote quality education through conducting of innovative projects. All ASPnet initiatives are designed to reinforce the ethical, humanistic and international dimensions of education.

“The Symposium gave me an opportunity to make new friends, to learn things that probably I never would have found in books and to rediscover myself.”

Aniela-Elena Gheorghe, student, Romania

It was therefore only natural that ASPnet should be involved in all stages of the MSC. The Contest was in fact first presented in August 2003, at the International Congress of ASPnet National Coordinators (from over 100 countries) in Auckland, New Zealand, on the occasion of the 50th anniversary of the Network. In the light of the ensuing debate and proposals made by the Coordinators, the plans and strategy for the MSC were finalized. It was agreed that:

- the Mondialogo School Contest would be launched via ASPnet and open to all other interested schools;
- MSC Registration Forms would be completed by interested teams consisting of 4 to 30 students (aged between 14 to 18 years old) in each school and returned to the MSC Web Master, to be matched with another team elsewhere in the world;
- joint intercultural projects would be conducted during a period of 4 to 5 months;
- MSC Joint Project Reports accompanied by tangible results showing proof of the results achieved would be submitted to UNESCO;

- the MSC International Jury of eminent personalities would be convened to examine the projects and validate the retention of 25 joint project finalists (representing 50 teams) as well as to select the three winning projects; and
- one student and one teacher from each of the 50 team finalists would be invited to participate in the MSC International Symposium.

Implementation and Main Results of the MSC

Three rounds of the contest were held in 2003/2004, 2005/2006 and 2007/2008 respectively. Each round witnessed an increase in the number of participating students and countries. In round I, some 1,500 teams representing 25,000 students in 126 countries took part in the Contest, while in round III some 2,700 teams in 140 countries participated (see Annex 1). In all, the MSC reached some 90,000 students and teachers in 161 countries.

Students

In developing their joint projects, students showed considerable openness, creativity, imagination and inventiveness using various formats: theatre plays, multicultural artworks, videos, models, interactive games, and so on. They shed valuable new light on how meaningful intercultural dialogues can be achieved by addressing a wide range of topics — from identity to the United Nations Millennium Development Goals (MDGs), from heritage to climate change, from immigration and emigration to a sustainable future, from the Olympic spirit and fair play to natural disaster prevention.

The students definitely became the main actors in the planning and implementation of their projects. While learning about the cultures and life styles of their partners, they deepened their knowledge and awareness of their own cultural roots, origins and traditions as well as of the contemporary issues and challenges tackled in their joint projects. Young learners acquired and reinforced vital life skills and competencies such as team work, leadership qualities, empathy, problem solving techniques and research skills.

“Mondialogo has made a drastic change in my life, in my personality and in my future professional career plans. It has shown me that even if we are different, united we are one, inseparable and invincible.”

Lorelis Tejada Cruz, student, Dominican Republic



Countess Setsuko Klossowska de Rola (third from the left, back row) in between MSC teachers, Barcelona, Spain, 2004

Teachers

As for the supervising teachers, they played crucial roles in encouraging students, sustaining their interest when problems (particularly in the field of communication) arose and in seeking community resources in support of their projects. They encouraged other teachers across the curriculum to contribute to their projects, which enhanced interdisciplinarity and led to a more holistic approach.

MSC SchoolKit for Teachers in Support of Intercultural Dialogue

One of the first steps taken by UNESCO and Daimler was to produce, in English and in French, a draft MSC SchoolKit presenting guidelines on the Contest and practical suggestions on how to initiate and develop intercultural dialogue. Subsequently, the Kit was revised, after each round of the Contest, in the light of the ideas and experience gained by the MSC teachers. The third edition of the MSC SchoolKit looked a lot different from the first edition in both content and layout. The latter presents intercultural dialogue as an exceptional journey, like boarding a *ship*, filled with new *partnerships*, new *relationships* and especially new *friendships*.

Each registered team also received important resource material such as the Universal Declaration of Human Rights (UDHR) and the UNESCO Universal Declaration on Cultural Diversity (UDCD). In order to help teams inform their entire school and local community about their involvement in the MSC and in developing intercultural dialogue, they were provided with MSC promotional material such as pens, posters, calendars, t-shirts, stickers, balloons and banners (see Annex 4).

“The most significant manner in which the MSC contributes to quality education is in the learning opportunities for peace it provides. . . partnering of teams from different countries give the students a keener, more critical understanding of their own country. It opens up the minds of the students, exposes them to other cultures, issues and people, and it makes education truly borderless.”

Ameeta Mulla Wattal, teacher, India

Teachers at the MSC
Barcelona Symposium, 2004



MSC Projects

The Mondialogo School Contest offered, for most schools, a truly unique opportunity to establish a partnership with a team of their peers in another part of the world. Communication was not always easy due to time zones, language, political differences, difficulties in having access to the Internet, different school holidays, minimal resources to send material to their partners and little time in the curriculum for special projects. However, ‘where there is a will there is a way’, and once initial contacts were made, most of the dialogues intensified during the project implementation phase. Teams reported that in the beginning they had bi-monthly or weekly contacts with their partners, but before the end of the project they were communicating practically on a daily basis. Students often stayed at school after hours to work on their projects and even came to school on weekends and during their vacations. When there was a problem of language, they would often seek help in their families or communities. Teachers brought out the best in all of their students (in terms of motivation, creativity, eradication of stereotypes, learning from others, developing research and analytical skills), whatever their level.

Students demonstrated tremendous maturity and perseverance in reaching out to each other, in creating something together and in achieving meaningful and useful results. The MSC led to so much outstanding and exceptional dialogue that it was indeed an enormous challenge to select the finalists and winners.

“There is a need for intercultural dialogue. In the next contest, I will suggest a dialogue on issues that plague my community (e.g. teenage pregnancy, drug abuse, etc.). Mondialogo is an experience to treasure because it proves that people of different backgrounds can talk and live together.”

**Thobejane
Nokulunga,
teacher,
South Africa**



▲ Photographer Shen Che and Laura Wong (Mondialogo team)

“My student who went to the Symposium found the experience to be life changing. It is one of the most valuable educational experiences because it offers youth the occasion to do real work and to bring about real change.”

Nancy Schwartz, teacher, USA

MSC Jury

The credibility, value and visibility of the Contest were endorsed and promoted by the eminent members of the MSC International Jury, consisting of the Brazilian author Paulo Coelho, the Chinese television celebrity Yang Lan, the Lebanese musician Marcel Khalife, the UNESCO Artist for Peace, Countess Setsuko Klossowska de Rola, the Gabonese diplomat Jean Ping, and the first woman in Europe to be elected as President of Iceland, Vigdis Finnbogadottir and a number of other leading personalities (see Annex 2). The Jury's main task was to examine and validate the 25 joint projects retained by the Pre-Selection Committee (composed of Daimler/UNESCO staff, who reviewed all of the MSC projects submitted) and to select the winners of the Contest. They based their selection on the following criteria: well completed and documented MSC Joint Project Reports and submission of tangible results achieved, relevance to establishing meaningful intercultural dialogue resulting in the “I”, “you” and “we” concept, development of teamwork/partnership, creativity, capacity building in communication, intensity of dialogue and the seeking of solutions to problems encountered. Time and again, Jury members expressed how impressed they were with the level of dialogue achieved, the pertinence of the joint projects undertaken, and the apparent impact of the exchanges on the young people, their schools and communities.

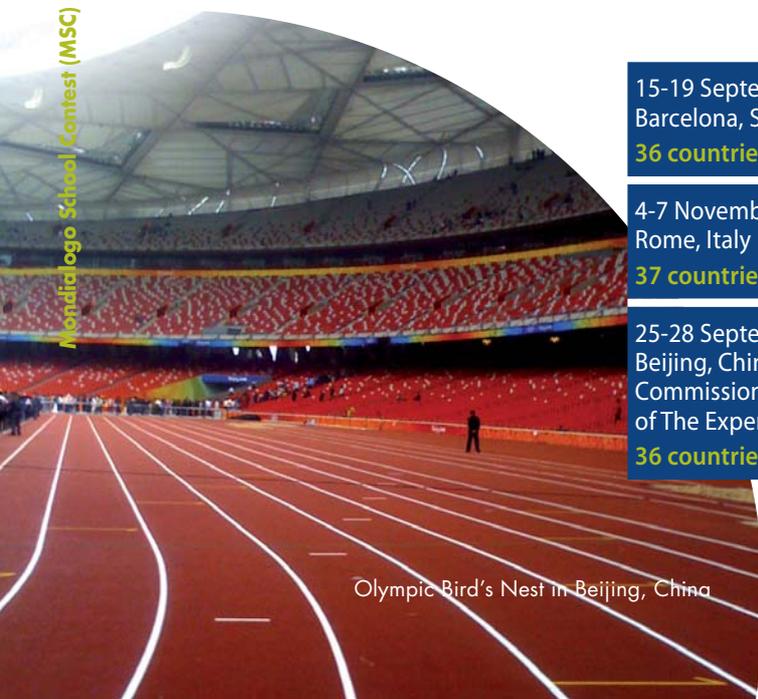
MSC International Symposia

The culminating event of the MSC was the International Symposium, which brought together representatives (one student and one teacher) from each of the 50 finalist teams from all parts of the world. Each of the three Symposia (2004, 2006, and 2008) was held in a different city: in Barcelona

(Spain), Rome (Italy) and Beijing (China) respectively. All encounters were prepared with great care and although each one had some common ingredients, each also had its own specificity. Both UNESCO and Daimler were determined to make each Symposium the experience of a lifetime for all involved.

Interactive activities (including games and sports) were organized to help young people and teachers to quickly get to know each other better. Practical workshops enabled young people to develop further their artistic and creative skills in such fields as music, art, calligraphy, human rights and journalism. Visits were made to World Heritage sites e.g. to admire the works of Antoni Gaudí in Barcelona, the historical centre of Rome and the Great Wall and Forbidden City in Beijing. Debates were held on the value and challenges of intercultural dialogue, and special sessions were held for teachers on how best to incorporate intercultural learning in both the classroom and out-of-school activities. In Barcelona, students produced an enormous tapestry from fabric brought from the various countries under the guidance of the Japanese artist and MSC Jury member Setsuko Klossowska de Rola. In Rome, students were invited to bring traditional clothing and accessories and a ‘culture of clothing fashion show’ was held showing the beauty, diversity and functionality of each garment and their cultural and climatic relevance. The Olympic games were held just one month prior to the Symposium in Beijing, and Olympic experts e.g. the lighting engineer of the Birds Nest (the Olympic Stadium), the designer of the Olympic clothing and Olympic medalists met with the young people to share their experience and vision of the Olympic ideals in fostering dialogue and exchanges between the people of the world.

A special drafting group was set up at each Symposium, composed of students from each region of the world. They presented their ‘Declaration’ in support of intercultural dialogue at the closing ceremonies. A press conference was held at each



Olympic Bird's Nest in Beijing, China

15-19 September 2004
Barcelona, Spain

36 countries represented during the Symposium

4-7 November 2006
Rome, Italy

37 countries represented during the Symposium

25-28 September 2008

Beijing, China in close cooperation and with the support of the National Commission of the People's Republic of China for UNESCO and the support of The Experimental High School Attached to Beijing Normal University

36 countries represented during the Symposium

Symposium allowing students, teachers, Jury Members and high-level UNESCO and Daimler representatives to share their views, experience and results made possible through the Contest, and to encourage others to take part in this unique and worthwhile endeavour.

However, the highlight of each Symposium was the Gala Award Ceremony, when all of the finalists received their Certificates of Recognition for their outstanding participation in the MSC and the winners were announced. First place winners received cheques for €1,500, second place winners €1,000 and third place winners €500. The cheques were made out to the corresponding schools to equip them further for pursuing intercultural dialogue.

MSC Finalists and Winners for Outstanding Achievements

MSC Projects touched upon a wide range of topics and issues. The following are just a few examples of exemplary projects conducted by finalists and winners (indicated with an asterisk):

- a board game explaining action to be taken in case of natural disasters (teams: Turkey/Japan, 2004)*;
- information campaign on HIV-AIDS prevention (teams: South Africa/Australia, 2004);
- the setting up of a school for street children in Jakarta (teams: Indonesia/Italy, 2006)*;
- a board game initiating players to the importance of contributing to the UN Millennium Development Goals (teams: Lebanon/Italy, 2006)*;
- a solidarity project for Iraqi refugee children (teams: Syria/USA, 2008)*; and
- the design of clothing from recycled goods e.g. paper, leaves, tin cans, etc. (teams: Mexico/Germany, 2008).

“At the Symposium Workshop, hearing about child soldiers from someone who personally experienced being one had a dramatic effect on my student and I. We realized that the problems we are moaning about in Europe are simply ridiculous compared to those of people elsewhere. Yes, I can say such meetings make us more responsible for the world and build up our civic duty.”

Daniela Stefanova, teacher, Bulgaria

MSC Junior Ambassadors

Following the first Symposium, it was obvious that the young student finalists were exceptionally committed, articulate and motivated to not only pursue the dialogue engaged but also to actively promote the next round of the MSC. The continuation of the Contest was declared at the final hour of the 2004 encounter in Barcelona. It was then decided to give the students an opportunity to increase interest and participation in Round II of the MSC in their respective communities/countries. To compensate them for their efforts, the winners — one student and one teacher from six countries (and from each continent) — were invited to attend the UNESCO World Youth Forum, which was meeting in Stuttgart, Germany in July 2006 and during the World Soccer Cup. Once again, the young people showed their capacity to mobilize. Hundreds more teams signed up for the MSC in Bulgaria, the Dominican Republic, Egypt, Fiji, Romania and Senegal, and each country sent its MSC representatives to Stuttgart, where they were awarded MSC Junior Ambassadorships. This special recognition was designed to confirm their significant contribution to intercultural dialogue and their pledge to pursue such dialogue throughout their lives. The title of MSC Junior Ambassadors was granted subsequently to the student finalists attending the second and third MSC Symposia.

MSC project Benin - USA, 2008 ▶



▲ Mr Subrata Kumar Das, teacher, organizing a Mondialogo Day in 2005 for the launching of the second round of the Mondialogo School Contest (2005/2006) in Bangladesh

“Mondialogo is the best thing that has happened to me. I’ve gained lots of useful experience during the Symposium and this is why I’m really interested in being a Junior Ambassador and later work at UNESCO.”

Anita Kousari, student, Iran



Mondialogo Days Winners invited to Stuttgart, Germany, on the occasion of the 2006 FIFA World Cup ▼





▲ MEA Symposium, participants in front of the Brandenburg Gate in Berlin, 2005

Mr Zhang Xinsheng,
Vice-Minister of Education of China,
Former Chairman of the Executive
Board of UNESCO (2005-2007) in
2008, MSC Beijing Symposium ▶

MSC & MEA

Special care was given to establish bridges between the MSC and the Mondialogo Engineering Award (MEA). At the second and third MSC Symposia, a few of the MEA university engineering student finalists were invited to attend and present their development-oriented intercultural dialogue projects to the MSC finalists. Explanations were given on their projects, which covered a wide range of issues such as access to clean water, renewable energy sources, enhancing urban transportation and improving nutrition. They explained also why they wanted to become engineers and to help develop not only their respective countries, but also to lend assistance to others. It is interesting to point out that after each session between the MSC and MEA students, a certain number of high school students — female and male — indicated their interest in pursuing, at the university level, studies in engineering.



“The Mondialogo School Contest helps to improve the quality of education that is so desperately needed by combining formal learning with learning by doing and learning to live together.”

Student Declaration, Rome Symposium

MONDIALOGO ENGINEERING AWARD (MEA)

“From the creation of the Mondialogo partnership in 2003 to this third Mondialogo Engineering Award Ceremony Stuttgart, we have witnessed top class examples of international cooperation and intercultural dialogue between young engineers around the world. By helping address the United Nations Millennium Development Goals, young engineers are our main hope in coping with the immediate threats and multiple crises of today and tomorrow.

The aim of the initial Daimler discussion with UNESCO was to promote international cooperation, dialogue and understanding among young people around the world as a basis for developing mutual understanding, respect and a more peaceful and prosperous world for all. From the beginning, Daimler was keen to envisage two main lines of action that could mobilize and involve both high school and university students. The Mondialogo School Contest was intended for the former, while the Mondialogo Engineering Award was conceptualized for the latter.

Why engineering? As a major corporation founded on engineering excellence, Daimler invests significant resources in research and development. Many engineers work on the research and development of groundbreaking technologies and innovative high-quality products. UNESCO’s Science Sector has always included Engineering among its activities. Following intensive consultations between UNESCO and Daimler, the Mondialogo Engineering Award was designed to bring intercultural dialogue to the forefront of engineering studies and practical applications. This initiative can truly be seen as history in the making, as it was the first attempt to provide an international platform for intercultural dialogue specifically for students in engineering. The MEA was launched in 2004. Like the MSC, it went from success to success in three exceptional rounds of activity.

MEA Objectives

The MEA promoted cooperation between student engineers at universities around the world. It focused on the development of joint engineering project proposals to address some of the major issues and challenges facing developing countries in terms of poverty reduction, sustainable development, and climate change mitigation and adaptation. The MEA rewarded excellence in applied engineering cooperation between universities in industrialized and less industrialized countries. One of the core beliefs of the MEA is that international cooperation achieved through such projects is one of the best ways to promote intercultural dialogue and exchange. In developing, preparing and drafting their project proposals, students in industrialized countries learnt more about the cultural context and living conditions of their partnered team. Students in countries with limited resources also learnt about the country of their partnered team and were encouraged and given support to draw up projects to help improve the livelihood of less fortunate members of their communities. The MEA also sought to support human and institutional capacity building for engineering and technology in developing countries, with emphasis on sustainable development and the UN MDGs (as one teacher at an MSC Symposium pointed out, the MDGs have become the ABCs for the 21st century).

Address of Walter Erdelen, ADG/SC of UNESCO, MEA Award Ceremony, 9 November 2009, Stuttgart, Germany



◀ MEA Winners, Berlin, Germany, 2005



UN Millennium Development Goals
(<http://www.un.org/millenniumgoals/>)



▲ Champion Lewis Hamilton (left) with MEA winners, 2009

MEA Strategy and Procedures

Each of the three rounds (2004/2005, 2006/2007, 2008/2009) of the MEA commenced with a worldwide advertising campaign. Since one of the main goals was to enlist as many engineering students as possible in all parts of the world, information booklets and posters were sent out to every university with an engineering faculty. Interested student engineers were encouraged to form local university teams and invited to register and formulate some ideas for possible project proposals on the Mondialogo website. They were then invited to establish a partnership with another registered team or teams (some international teams had more than two partners) in another part of the world interested in a similar area of development. Over the course of about six months, the two or more teams conducted research, gathered and exchanged information and further elaborated on their joint project, which they then submitted as an entry to the Award contest. A six-month period was required to discuss and develop project proposals by virtue of the time required to prepare such proposals, and also because of the fact that universities in the southern and northern hemispheres have different academic years, examination schedules and periods when students have more or less time.

Upon submission, all project proposals were reviewed. Following a pre-selection process, an independent MEA Jury met to select some 30 finalists. The MEA Jury consisted of leading men and women engineers, scientists, and researchers (see Annex 2).

Implementation and Main Results of the MEA

Between 2004 and 2009, nearly 10,000 engineering students from more than half of the countries in the world took part in the MEA. Their project proposals centred on meeting priority needs for the most underprivileged segments of society. Projects focused, for example, on water supply and sanitation, waste management, food production, improving housing and shelter, enhancing transportation and mobility, seeking alternative sources of energy, and responding to emergencies, disasters and reconstruction. Project proposals were a mixture of theoretical and practical applications, taking into account cultural relevance, local customs and traditions, climatic conditions, environmental protection and concern for sustainability. The project proposals quickly broke down stereotyped images of engineers as male and rather technical, reserved and indifferent. Instead, they clearly showed the empathy, compassion and cultural sensitivity of aspiring engineers today, and included almost 50% of young women — above the more usual 10-15% of women enrolled in engineering courses around the world! The MEA was most successful in engaging young engineers from around the world to deal with some of the most pressing problems facing humanity.

It became obvious that project proposals were not just drawn up by engineering students in the industrialized countries, but rather through frequent exchanges with their peers in another part of the world. As needs were identified, solutions were sought and even applied. For example, one team at the University of Illinois in the USA traveled to Orissa, India where they were hosted by their partner team. Together, they went to a local remote village to examine what type of device could be developed to help rural villages produce their own electricity, educate the population, facilitate daily life and alleviate health problems, while at the same time eradicating the need for wood and ensuing deforestation by employing an alternative source of energy. The “biofuel electrification project” in the Orissa district was intended to serve as a model for practical energy sources in similar areas in central Asia.

THE BIOFUEL ELECTRIFICATION PROJECT IN ORISSA

Situation analysis:
Lack of internal village organization, unemployed youth

Proposed solution:
Power generation managed by a village committee made up of male and female leaders, jobs created in oil production and energy generation, empowerment of women’s self help groups



Engineering students showed enormous sensitivity, maturity, practicality, openness, responsibility and vision. Contrary to the MSC, they did not have, for the most part, the benefit of a supervising professor due to their age and academic level. However, this did not prevent them from seeking advice and guidance from both within their universities (from professors, libraries, research departments, laboratories, etc.) as well as in their communities (consulting a wide range of experts — from engineers to cultural specialists, scientists and environmentalists). For the most part, MEA teams did not encounter the same communication problems as some MSC teams, who did not have access to the Internet. However, while greater numbers of undergraduate engineers have access to the Internet, this access was also in some cases limited by the availability of computers, telecommunications connections, bandwidth and power supply. Many groups in the MSC and MEA also faced the issues and challenges of communicating in a second or third language.



Wim Wenders at the MEA Award Ceremony, Berlin, Germany, 2005

MEA Projects

With regard to the quality of project proposals for development purposes it seems that each round had its fair share of outstanding submissions. The following is a sampling of some of the Award winning projects:

"We are proud that the engineering projects are helping in real and tangible ways to make lives better in developing countries. We are also proud that those projects were developed by young engineering students all over the world in cooperation with each other. It is a wonderful example of social commitment and global networking, of people reaching far beyond the borders of their countries, to use and exchange their knowledge, skills and imaginations to make our world a better place."

*M. Bharat, Vice President
Product Innovations and Process
Technologies, Daimler AG*

Round I (2004/2005)

"Use of Unmanned Aerial Vehicles (UAVs) for Land Mine Detection"

Project Team: Canada/Lebanon

"Power Supply for Health Centres in Rural Areas of Mali by Means of Solar Energy"?

Project Team: Germany/Mali

"A Sustainable Approach to the Control and Remediation of Municipal Solid Waste Leachate at the Payatas Disposal Facility in Metro Manila"?

International Project Team: Philippines/Singapore

"Jatropha Energy Development for Rural Communities in Ghana"?

International Project Team: Ghana/UK

"Treatment and Recovery of Waste Whey in the Palestinian Dairy Industry"?

International Project Team: Canada/Palestine

Round II (2006/2007)

"Economic Improvement of Indian Farmers by Solar Processing of Agro-Products"

International Project Team: India/Singapore

"Solar-Charged, Battery-Operated LED Lanterns to Replace Oil Lamps in the Developing World"

International Project Team: India/USA

"Improving the Structural Strength under Seismic Loading of Non-Engineered Buildings in the Himalayan Region"

International Project Team: Nepal/UK/India/Japan

"Design and construction of bridges for the rural population in Rwanda"

International Project Team: Germany/Rwanda

"Integrated Water, Energy and Sanitation System, IWESS, for the Lake Victoria Region, Kenya"

International Project Team: Kenya/Sweden

Round III (2008/2009)

"Air compressor based water pump for water supply in rural hilly areas of Nepal"

International Project Team: Nepal/USA

"Community Water and Sanitation Services for Informal Settlements in Cape Town, South Africa"

International Project Team: USA/South Africa

"Iron Oxide Absorbers for Arsenic Removal: low cost treatment for rural areas and mobile applications"

Project team: Argentina/USA

"Rural Cold Storage"

International Project Team: Nepal/USA

"Reuse of Waste Materials for Sustainable Future"

International Project Team: India/UK

MEA Symposia



▲ Walter Erdelen, Assistant Director-General for Natural Sciences, UNESCO and MEA Jury co-chair



▲ Bharat Balasubramanian, Daimler Jury co-chair for the MEA 2007, Vice President Product Innovations and Process Technologies, Daimler AG

▼ Herbert Kohler, Daimler Jury co-chair for the MEA 2005 and 2009, Vice President Group Research & Advanced Engineering e-drive & Future Mobility Chief Environment Officer Daimler AG



Each Round culminated in the selection of some 30 joint project proposals by the MEA International Jury. A student engineer from each of the 60 teams was invited to attend the MEA International Symposium held each time in a different city: Berlin, Germany in 2005; Mumbai, India in 2007; and Stuttgart, Germany in 2009. The Symposia served as valuable fora to deepen the dialogue commenced between two teams as well as to initiate exchanges between all of the teams represented. Visits were made to places of interest, such as the Mercedes research department in Berlin (Germany), the Mercedes-Benz plant in Pune (India) and the Mercedes-Benz Museum in Stuttgart (Germany). At the Symposium, teams presented, explained and justified their project proposals to the other finalists, the UNESCO and Daimler organizers, Jury members and the media. Such presentations demanded a clear explanation of the aims of the project, how it contributed to development and took into account cultural relevance, a description of the dialogue and exchanges achieved, and an indication of resources (both financial and human) required for implementation. Presentations were often quite sophisticated, with students' use of various media such as websites, videos, CD-ROMS and power point presentations ensuring their clarity.

MEA Awards

The highlight of each Symposium was the Gala Award Ceremony attended by special guests, including the famous film director Wim Wenders (Berlin, 2004), and Lewis Hamilton (Stuttgart, 2009), the youngest ever Formula One World Champion. Hamilton's informal

comments were moving, encouraging and very inspirational, emphasizing the vital role engineers play in F1, how young engineers should pursue their commitment and translate their dreams into reality, and how important it was to create solutions to the serious problems facing the world. One of the young engineers later reported that the whole event — the Symposium and Award Ceremony, including Hamilton's comments, just 'blew his mind'. Such a reaction underlines the appreciation of the engineering students for everything that was designed and planned especially for them throughout the Symposium.

2005 Berlin, Germany

27 countries represented

2007 Mumbai, India

31 countries represented

2009 Stuttgart, Germany

28 countries represented

Over the six-year period, some 400 joint project proposals were submitted within the framework of the Mondialogo Engineering Award. The selection of finalist project proposals and winners were made in accordance with the following criteria: technical excellence; focus on poverty reduction; sustainable development and the UN MDGs; feasibility and demonstration of the intercultural dialogue achieved between teams in different parts of the world. At each Symposium, all finalists received Awards in the form of financial grants for the implementation of their proposed projects. First place, gold awards represented €15,000, silver awards €10,000 and bronze awards €5,000. In all some €900,000 were granted in favour of some 90 development-oriented projects planned and implemented in a spirit of intercultural dialogue and mutual respect.

Many of the Award-winning project proposals were not only implemented, but received further funding and support. The following is just one example.

One of the MEA winners in the first round (2004/2005) was a team from Kwame Nkrumah University of Science and Technology (Republic of Ghana), partnered with a team from the University of Cambridge (United Kingdom). Their joint project proposal dealt with energy development for rural communities in Ghana, and more specifically the development of Jatropha diesel in order to enhance access to modern energy services and to reduce forest depletion. Following the MEA Symposium in 2005, the young engineers received some 2.4 million Euros from the European Union and the University of Sassari in Italy to take to scale their pilot project and provide new forms of energy to rural communities in Ghana.



Winners of the Mondialogo Engineering Continuation Award for the Jatropha project, MEA Award ceremony, Stuttgart, Germany, 2009

MONDIALOGO WEB PORTAL (MWP)



The first two pillars — the Mondialogo School Contest and the Mondialogo Engineering Award — would not have been able to operate without the third essential pillar, the Mondialogo Web Portal. In an era of globalization and the growing use of information and communication technologies, such an international initiative fostering intercultural dialogue could not be launched without relying on such an instrument. The setting up of a multi-lingual MWP and hiring of a full-time Web Master called for a major investment, but the MWP quickly proved how vital and useful it was. The MWP aimed to:

- provide a platform of exchange for both high school students participating in the MSC and university students taking part in the MEA to enter into contact with their peers around the world;
- enable users of the first two pillars to access instantly relevant information concerning their respective contests and to seek assistance;
- experiment further with the effective use of information and communication technologies (ICTs);
- facilitate and enhance communication between the MSC and the MEA students; and
- offer information and data concerning intercultural dialogue, sustainability and the UN Millennium Development Goals (MDGs).

At the level of schools, the technological gap (both regarding access and use) remains enormous, even within countries. Yet ICTs are revolutionizing the learning process, as they provide extraordinary access to information, knowledge, data banks and websites that are indispensable for research, learning and analysis. ICTs also provide the means to communicate over large distances and at



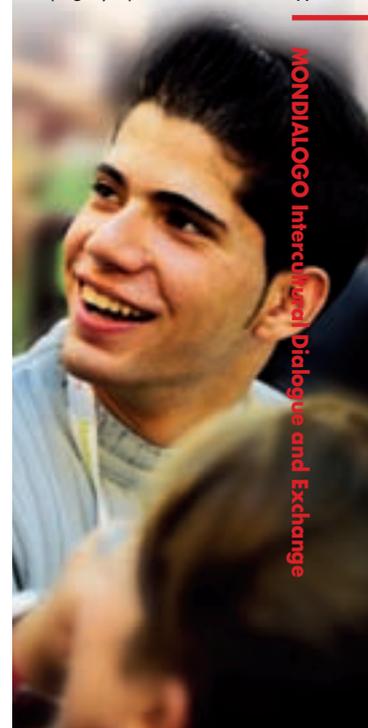
relatively low cost. Hence, Mondialogo relied heavily on the use of ICTs, but did not discourage students, without access to such technology, from taking part in the MSC or MEA.

Special websites were created for both pillars, allowing students to share their ideas and provide information on their projects. Special forums were also created for teachers to explore issues related to intercultural learning. As a central platform for dialogue, the MWP represents an excellent example of intercultural exchanges.

Mondialogo Web Portal:

20,600,000 visits
41,300 registered community members
186 countries

▼ MSC participant at the Beijing Symposium, 2008





Dialogue begins at home

First, the Mondialogo initiators had to learn to dialogue with each other — starting on their home fronts. Within UNESCO, Mondialogo created a large web of dialogue between the Bureau of Strategic Planning, the Education and Natural Sciences Sectors, and various operational units. For the first two rounds, Daimler colleagues from both Detroit (USA) and Stuttgart (Germany) were on board. Frequent consultations enabled colleagues from both UNESCO and Daimler to understand each other better and to share, early on in the partnership, the same ideals and basic aims. Opinions of course varied, but a sound and constructive consensus was always reached. Discussions focused not only on setting and attaining objectives, but also on possible obstacles and how they could best be avoided and addressed. This approach helped to save time and avoid complications and setbacks. UNESCO brought to the table its experience in contributing to quality education and its international networks and contacts. Daimler came with its expertise in planning and management procedures and its communication competency and advisors. Together, a solid team was formed and constant dialogue was forged.

“Mondialogo has enhanced quality education in many ways. It helped us to move from the traditional ways of teaching to global and modern methods. It teaches students to see that the world is wider and very diverse. The Contest enables them to think in a more global way, and to learn about other cultures, people and their own culture. The Contest provides a wonderful vehicle for helping me to reinforce teamwork, problem solving and communication — skills and aptitudes I constantly emphasize in my classroom.”

Adrian Marcus Thirkell, teacher, Indonesia.

LESSONS LEARNT

On the eve of launching the Mondialogo School Contest (MSC), there was a lot of tension in the air — worries that few schools would sign up, insurmountable communication problems that could compromise exchanges, too little time for thorough intercultural dialogue and anguish that the results might not fully meet the expectations envisaged. It is true that our journey had its share of turbulence, but it surpassed, by all accounts, initial hopes and goals. It not only shed valuable light on how high school students can become the prime actors for intercultural dialogue, but also showed us how intercultural learning can be, and must become, an essential part of the learning process. The first round of the Mondialogo Engineering Award (MEA) followed one year later. The MEA was not based on an existing activity, as the MSC was on the UNESCO Associated Schools Project Network (ASPnet), but was created anew, building from the ground up. As it developed, changes were made and the MEA was itself slightly re-engineered to enhance the quality of the Award and make it more user-friendly. Let's take a closer look at what we have learnt so far from this unique expedition involving both events. But first of all, what did the organizers learn?

ASPnet helps to launch the Mondialogo School Contest (MSC)!

Secondly, the UNESCO Associated Schools Project Network (ASPnet) confirmed its capacity to serve as a high performing laboratory for the launching and conduct of the Mondialogo School Contest. Located in all parts of the world, and with the help of the National Commissions for UNESCO and ASPnet National Coordinators, UNESCO's Associated Schools quickly responded to the call for applications to take part in the MSC and prepared the terrain for a successful Contest. The large number of participating teams, from the first to the third round, clearly showed that the MSC responds to a real need. Young people are not only keen to dialogue with their peers elsewhere, but are ready to make enormous efforts, and sometimes even sacrifices, to pursue and reach tangible results.

MSC + intercultural dialogue = quality education!

Thirdly, the four pillars of learning for the 21st century proved to be an effective framework for intercultural dialogue. In the first round, "learning to know" dealt mainly with learning about the other team — their culture and their way of life. However, by the second and third rounds it became obvious that intercultural dialogue can be forged by focusing on a wide range of stimulating topics such as inclusive education, human rights education, water conservation, climate change, environmental protection and the need for a sustainable future. By "learning to do", students developed skills and competencies in project planning and implementation, problem solving techniques, research, and language proficiency (both of the mother tongue as well as other languages, especially that of their partner team). "Learning to be" not only made young people more aware of their own culture, customs and traditions, but also awakened their interest and appreciation of other lifestyles. They developed a team spirit, assumed responsibilities, helped each other and practised solidarity. "Learning to live together" validated the proposed "I", "you" and "we" MSC concept. In practically all of the MSC Joint Project Reports, students reiterated how their MSC projects led to compromise, consensus and unity. Like UNESCO and Daimler, the two partnered teams often became one big team, sharing the same concerns and aspirations. "Learning by doing" seemed to be the key for both intercultural dialogue and quality education.

Intercultural dialogue can best be achieved through joint projects!

Fourthly, partnered teams understood, from the beginning, that to become a finalist they had to go beyond superficial exchanges of correspondence. They had to develop together imaginative and meaningful school-based

projects. Students had to set common objectives, taking into account each other's availability and schedules, which were not often the same. Furthermore, matching teams had to communicate in one of the two working languages (English/ French) of UNESCO and of Mondialogo, which for the most part were not their languages of instruction. Project work has proved to be the most effective way to incorporate issues of local and global concern into the curricula, and to provide a holistic and interdisciplinary approach to learning. The MSC projects showed how motivating they were for students and how they brought out the best in them. All these factors led to in-depth dialogue that transcended not only borders and continents, but also the time frames of each round of the MSC. Even now, in 2010 many of the MSC participants are still in contact with each other. The MEA was developed based on the belief that intercultural dialogue between young people works best when it is built on a joint activity that addresses serious issues of common concern, such as reducing poverty in developing countries, promoting sustainable development and addressing some of the issues and causes of climate change. Engineering is vital in addressing such issues, and as project development is an essential part of an engineering education, the MEA built upon these factors to promote cooperation and intercultural dialogue between young engineers.

It has become urgent to bridge the electronic gap between the "haves" and the "have nots"

Communication is at the heart of dialogue, and of course this was one of the most serious challenges encountered. That is why, from the outset, the MSC gave due attention to fostering the best possible use of information and communication technologies (ICTs). Students were encouraged to communicate frequently and they often did, sometimes even on a daily basis, in spite of different time zones, languages and lifestyles. A big investment was made to make available a Mondialogo Web Portal with an experienced and full-time Web Master. If a school

"The students participating in Mondialogo have set a landmark in our school. I see that all teachers feel more motivated to do projects like Mondialogo. Our school will never again be the same. I am definitely incorporating Mondialogo in our curricula."

Iolanda Krusnavskas, teacher, Brazil

▼ Elizabeth Khawajkie (UNESCO) in between Lebanese MSC participants, Beijing Symposium, China, 2008





▲ Winners at the Barcelona MSC Award Ceremony, 2004

“Cambodia is a very poor country and we did not have computers and e-mail, which were the obstacles we encountered. But our partner school helped us with supplies and resources, and we have now solved our problem.”

**Sam Sokha,
Teacher,
Cambodia**

did not hear from its partner, it could get help. The latest information on the Contest was constantly updated and made available. Teams that were not in a position to make their own website could use space on the Web Portal. However, there is still an urgent need to find a way to bring ICTs into the classroom and the learning process for all. While greater numbers of undergraduate engineers have access to the Internet, this access may also be limited by the availability of computers, telecommunications connections, bandwidth and power supply. One student group, for example, was only able to use a computer lab on one day per week, and if there were connection or power supply problems, then communication that week was a problem. Many groups in the MSC and MEA also faced the issues and challenges of communicating in a second or third language.

The MSC provides in-service training to teachers

The MSC revealed the paramount role of teachers in helping to guide their teams of students down the road of intercultural dialogue. However, they did indicate that, for the most part, they themselves had received very little, if any, training in this crucial field. The availability of the MSC SchoolKit, and its revised versions, proved to be an indispensable tool for initiating intercultural dialogue and bringing it to fruition.

Incorporating intercultural learning in the classroom has begun

One of the objectives of the MSC was to start to incorporate intercultural dialogue in school curricula. Although much remains to be done in this field, the MSC has initiated a process. The concrete proposals developed by partnered schools revealed that the intercultural skills and competencies acquired by young people are an integral part of the set of life skills required to face the challenges of today. Intercultural dialogue and exchanges are essential, and have to be more systematically integrated in classroom learning. Hence, it is hoped that the MSC can be pursued in

order to achieve this aim and to gain the attention and support of decision-makers and curriculum developers.

Mondialogo Engineering Award (MEA)

The Mondialogo Engineering Award has been a major success in terms of bringing teams of student engineers from developing and developed countries together to form international teams and develop project proposals that address issues of poverty, sustainable development, climate change mitigation and adaptation. As noted elsewhere; a core concept of the Award is that international cooperation on such projects is one of the best ways to promote intercultural dialogue and understanding. Each round of the Award has commenced with an advertising campaign and mail-out of posters and information to every university with an engineering faculty around the world. Interested student engineers were encouraged to form local university teams, and invited to register themselves and their ideas for possible project proposals on the Mondialogo website.

The Mondialogo Engineering Award has gone from strength to strength in terms of total numbers of registered teams, interest in the Award and the commitment of young engineers to work together in the preparation of project proposals that address major issues and challenges. It is hoped that the MEA will continue to help turn the dreams of young engineers into reality and improve the quality of life of some of the world's poorest people.

“With regard to poverty reduction (...), engineering underpins social, political and economic development (...). Access to clean water reduces disease and helps increase local productivity. Education rates increase as less time is spent fetching water.

Similarly, electricity supports education because children have light to learn after dark (...). As basic needs are met by less labour intensive methods, women gain time for education, employment and economic activities, raising the standard of living of their families”,

**MEA Young Engineers Call for Action,
Stuttgart, Germany, 9 November
2009**



MSC Jury Meeting in Beijing, 2008

There is room for more linkages between the MSC and the MEA!

Although efforts were made to bring together students taking part in both events, more can and should be done in this respect. MEA finalists were invited to speak to high school students at the MSC Symposia, and succeeded in making young people more aware of the broad spectrum of development that depends on inputs from engineers. Hence, new ways should be found to link the MSC with the MEA. Selected MSC finalists should take part in future MEA gatherings and descriptions of the MEA finalist proposed projects should be diffused, for information, to ASPnet and MSC schools. As we know, there is a serious lack of students, particularly girls, entering faculties of engineering, with many ramifications on development and the advancement of societies. If young people were better aware of the many opportunities engineering studies offer, they might be more inclined to become engineers, agents of change and champions of intercultural dialogue.

SOS! More coverage of the MSC and MEA outputs is required!

Due attention was paid to making the Contest, the Awards and their corresponding achievements known. Each of the six rounds of the MSC and MEA were launched by press releases, which were also prepared on the occasion of Jury meetings. A considerable amount of Mondialogo promotional material was produced, ranging from pens to posters, calendars to SchoolKits and exhibitions to world maps. UNESCO provided a series of video clips on both the MSC and the MEA that were broadcast worldwide by CNN. Yet Mondialogo has still not become a household word and many schools, universities and the general public are unaware of its existence, value and considerable potential. A more systematic and inventive system of reporting and diffusion has to be ensured in order to achieve optimum media coverage. Ministries of Education and universities must receive more information on Mondialogo and how they can take an active part in it. MEA winning projects could also have received more support in terms of fundraising for the actual implementation of their proposals.

Mondialogo was intended to give recognition, prizes and awards for outstanding achievement in establishing significant intercultural dialogue. It was not initiated to win awards. However, during the course of the seven-year Daimler/UNESCO partnership, Mondialogo was honored with seven major awards for its contribution to furthering



Mondialogo
not only
granted awards,
it also
won awards!

social responsibility (see Annex 3). These distinctions demonstrate the value and worth of Mondialogo as well as the most vocal advocates for the need to pursue this worldwide endeavor.



"I am a firm believer in project-based education. Mondialogo has been more effective than any textbook for teaching my students about the world and giving them an opportunity to contribute to it."

*Thomas Fast,
English language
teacher, Japan.*

◀ M. Barbosa (former Deputy Director-General of UNESCO) and D. Zetsche (Chairman of the Board of Management of Daimler AG and Head of Mercedes-Benz Cars)



CONCLUSION

Although UNESCO and Daimler are now parting ways, the journey to forge and intensify intercultural dialogue is far from over. We must, take into account the lessons learnt, continue to heed the needs and requests of high school and university students, and change into high gear so as not to lose the momentum gained and interest sparked.

When we started out, we were not sure how long we would stay together. There was no time limit foreseen in the initial Daimler/UNESCO agreement. The three pillars — the Mondialogo School Contest (MSC), the Mondialogo Engineering Award (MEA) and the Mondialogo Web Portal (MWP) — were actually launched on an experimental basis. It was only in the light of a very successful first round of the MSC that Daimler decided to sponsor a second and a third final round. The same was true for the MEA.

The success achieved in support of intercultural dialogue and learning can be best described in three key words: **mobilization, impact** and **results**.

Mobilization

In just seven years, the MSC and the MEA involved over 100,000 school students and teachers in 161 countries and 10,000 young engineers in 123 countries. The MWP was accessed over 20,600,000 times from 183 countries.

Impact

The intercultural dialogue undertaken had an enormous impact on both learners and teachers, as testified by the assessments conducted and the testimonies of the practitioners, of which a selection

appears throughout this publication. At a time when school and university curricula are extremely demanding and examinations very competitive, young people took time to form a team, partner with another team somewhere else in the world and strive to build something meaningful together. Time and again, they reiterated how much Mondialogo changed their lives. Mondialogo helped bring the world into their classrooms and faculties of engineering, by bringing young people into contact with each other in a spirit of mutual respect and appreciation.

Results

The joint projects developed by students enabled them not only to learn to work together, but also to live together in harmony and on an equal footing. With their partners, they produced tangible and measurable results addressing many of the major issues and challenges facing the world today, and which also reflected their own hopes and preoccupations.

What better investment can we make?

Mondialogo is an initiative that aims to transform not only the climate of the classroom but also the views, attitudes and visions of both high school and university students. Both the MSC and the MEA have played a major role in breaking down the walls of stereotypes and prejudice, and have provided a platform for building mutual respect and appreciation among the young people of the world. Mondialogo was not launched by Daimler and UNESCO to improve only the present, but also to provide solutions for the future. Throughout the past seven years, so many students have testified to the extent to which Mondialogo has altered and enhanced their way of thinking, their way of acting and their way of approaching the future. Education is certainly the best investment any society, country or corporation can make. It is hoped that other sponsors, from the public and private sectors, will help UNESCO to pursue the Mondialogo journey to ensure that intercultural dialogue becomes an inherent part of both school and university curricula for all.

Mondialogo has much to contribute to this year's International Year for the Rapprochement of Cultures and its follow-up. Students and teachers are keen to sign up for the next Rounds of the MSC and the MEA. Let us do and give them the opportunity to form new teams, and develop more partnerships in favour of intercultural dialogue, and hence create a more peaceful, sustainable and prosperous world. They are our only real hope for tomorrow, we must not let them down.

Ann Belinda Preis

Senior Programme Planning Officer, Bureau of Strategic Planning, Mondialogo Coordinator for UNESCO

Stefan Bernhart

Head of Corporate Sponsorship, Mondialogo Coordinator for Daimler

ANNEXES

1. Country participation in Mondialogo from 2003 to 2009
2. Personalities supporting the Mondialogo initiative
3. International awards granted to the Daimler/UNESCO Mondialogo initiative
4. The multilingual Mondialogo publications: Flyers, Posters, Schoolkit for Teachers, Reports

1. Country participation in Mondialogo from 2003 to 2009

	Country/Territory	MEA (123 countries)	MSC (161 countries)		Country/Territory	MEA (123 countries)	MSC (161 countries)
1	Afghanistan	x	x	37	Congo, Republic of the	x	x
2	Albania	x	x	38	Cook Islands		x
3	Algeria	x	x	39	Costa Rica	x	x
4	Andorra		x	40	Côte d'Ivoire	x	x
5	Antigua and Barbuda		x	41	Croatia	x	x
6	Argentina	x	x	42	Cuba	x	x
7	Armenia	x	x	43	Cyprus		x
8	Aruba		x	44	Czech Republic	x	x
9	Australia	x	x	45	Denmark	x	x
10	Austria		x	46	Dominican Republic	x	x
11	Azerbaijan	x	x	47	Ecuador	x	x
12	Bahrain		x	48	Egypt	x	x
13	Bangladesh	x	x	49	El Salvador	x	x
14	Barbados		x	50	Equatorial Guinea		x
15	Belarus		x	51	Estonia		x
16	Belgium	x	x	52	Ethiopia	x	x
17	Benin	x	x	53	Fiji		x
18	Bhutan	x		54	Finland	x	x
19	Bolivia	x	x	55	France	x	x
20	Bosnia and Herzegovina	x	x	56	Gabon		x
21	Botswana		x	57	Gambia	x	x
22	Brazil	x	x	58	Georgia		x
23	Bulgaria	x	x	59	Germany	x	x
24	Burkina Faso		x	60	Ghana	x	x
25	Burundi	x	x	61	Greece	x	x
26	Cambodia	x	x	62	Guatemala	x	
27	Cameroon	x	x	63	Guinea		x
28	Canada	x	x	64	Guyana		x
29	Cayman Islands		x	65	Haiti	x	x
30	Central African Republic		x	66	Honduras	x	x
31	Chad		x	67	Hungary	x	x
32	Chile	x	x	68	Iceland		x
33	China	x	x	69	India	x	x
34	Colombia	x	x	70	Indonesia	x	x
35	Comoros		x	71	Iran, Islamic Republic of	x	x
36	Congo, Democratic Republic of	x	x	72	Iraq	x	x



	Country/Territory	MEA (123 countries)	MSC (161 countries)
73	Ireland	x	
74	Israel	x	x
75	Italy	x	x
76	Jamaica	x	x
77	Japan	x	x
78	Jordan	x	x
79	Kazakhstan	x	x
80	Kenya	x	x
81	Kiribati		x
82	Korea, Republic of	x	x
83	Kuwait		x
84	Kyrgyzstan		x
85	Latvia	x	x
86	Lebanon	x	x
87	Libyan Arab Jamahiriya	x	x
88	Lithuania	x	x
89	Luxembourg		x
90	Macedonia, former Yugoslav Republic of	x	x
91	Madagascar	x	x
92	Malawi	x	x
93	Malaysia	x	x
94	Mali	x	x
95	Malta		x
96	Mauritania	x	x
97	Mauritius	x	x
98	Mexico	x	x
99	Micronesia		x
100	Moldova, Republic of		x
101	Mongolia		x
102	Montenegro	x	x
103	Morocco	x	x
104	Mozambique		x
105	Myanmar	x	
106	Namibia	x	x
107	Nepal	x	x
108	Netherlands	x	x
109	New Zealand		x
110	Nicaragua	x	x
111	Niger	x	x
112	Nigeria	x	x
113	Norway	x	x
114	Oman	x	x

	Country/Territory	MEA (123 countries)	MSC (161 countries)
115	Papua New Guinea	x	
116	Pakistan	x	x
117	Palestinian Territories	x	x
118	Panama	x	x
119	Paraguay	x	x
120	Peru	x	x
121	Philippines	x	x
122	Poland	x	x
123	Portugal		x
124	Qatar		x
125	Romania	x	x
126	Russian Federation	x	x
127	Rwanda	x	x
128	Saint Lucia		x
129	Saint Vincent and the Grenadines		x
130	Samoa		x
131	Saudi Arabia	x	x
132	Senegal	x	x
133	Serbia	x	x
134	Sierra Leone		x
135	Singapore	x	x
136	Slovakia	x	x
137	Slovenia	x	x
138	South Africa	x	x
139	Spain	x	x
140	Sri Lanka	x	x
141	Sudan	x	x
142	Swaziland		x
143	Sweden	x	x
144	Switzerland	x	x
145	Syrian Arab Republic	x	x
146	Tajikistan	x	x
147	Tanzania, United Republic of	x	x
148	Thailand	x	x
149	Togo	x	x
150	Tonga		x
151	Trinidad and Tobago	x	x
152	Tunisia	x	x
153	Turkey	x	x
154	Turkmenistan		x
155	Uganda	x	x
156	Ukraine		x
157	United Arab Emirates	x	x
158	United Kingdom of Great Britain and Northern Ireland	x	x
159	United States of America	x	x
160	Uruguay		x
161	Uzbekistan	x	x
162	Venezuela	x	x
163	Viet Nam	x	x
164	Yemen	x	x
165	Zambia	x	x
166	Zimbabwe	x	x

2. Personalities supporting the Mondialogo initiative

MSC JURY MEMBERS AND AMBASSADORS



At the MSC Beijing Award Ceremony, 2008



Lourdes Arizpe (Mexico), former Assistant Director-General for Culture

(UNESCO), was President of the International Social Science Council (ISSC) from 2003 to 2008.



Mounir Bouchenaki (Algeria)

was elected Director-General of

the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM) in 2005, following a long career at UNESCO, where he was Assistant Director-General for Culture from 2000 to early 2006.



Shen Che (China)

Chairman of the China Folklore Photographic Association and

President of Humanity Photo Awards. Since 1998, this international competition invites photographers from across the world to record and preserve the heritage of folk culture.



Paulo Coelho (Brazil)

Mondialogo Ambassador, author of the

The Alchemist. With 100 million books sold, Paulo Coelho is the most widely-read author of our time.



Vigdís Finnbogadóttir (Iceland)

was the first woman to be elected President of the Republic of Iceland. In 1998, she was nominated UNESCO Goodwill Ambassador for Languages. She is a member of the UNESCO High Panel on Peace and Dialogue among Cultures.



Frank Fredericks (Namibia)

is the first Olympic

medallist of his country, Namibia. In 1999, he created the Frank Fredericks Foundation, which promotes sports education, and became Chairman of the IOC Athletes' Commission in 2008.



Sheikha Haya Rashed Al-Khalifa (Bahrain)

is a lawyer and diplomat from Bahrain, and was the third woman to be elected as President of the United Nations General Assembly at the 61st session in 2006.



Marcel Khalifé (Lebanon)

is one

of the world's most famous composers of Arab music. He became known during the 1975-1990 Lebanese civil war for his patriotic songs. He was appointed UNESCO Artist for Peace in 2005.



Setsuko Klossowska de Rola (Japan)

was married to the French painter Balthus and is the Honorary President of the Balthus Foundation. She was appointed UNESCO Artist for Peace in 2005.



Henning Mankell (Sweden)

Mondialogo

Ambassador and internationally acclaimed author published in 33 countries, generating numerous international film and television adaptations.



Kenizé Mourad (Turkey)

is the daughter of a Turkish

princess married to an Indian Rajah. She is the author of the international bestseller translated into 27 languages: *Memories of an Ottoman Princess*.



Jean Ping (Gabon)

is currently the Chairperson of the African Union

Commission. He was President of the 59th session of the General Assembly of the United Nations in 2004, and has held the position of Secretary of State and Minister of Foreign Affairs, Cooperation and Francophonie of the Republic of Gabon.



Yang Lan (China)

is the Chairperson

of Sun Media Group and Sun Culture Foundation. She is a leading television anchor in China and is also the co-founder of Sun Media Investment Holdings Ltd, one of China's most prominent private media groups.



MEA winners, 9 November 2009, Stuttgart, Germany

MEA JURY MEMBERS



Ali Uddin Ansari (India)

is Professor and Director of the Centre for Environment Studies and Socioresponsive Engineering (CESSE), Muffakham Jah College of Engineering & Technology, Hyderabad, India.



Kamel Ayadi (Tunisia)

was the President of the World Federation of Engineering Organizations (WFEO) in 2007 and Minister of State in the Tunisian government from 2004 to 2006.



Barry J. Grear (Australia)

was in 2009 President of the World Federation of Engineering Organizations (WFEO).



Paul Jowitt (UK)

is Professor of Civil Engineering Systems at Heriot-Watt University and Executive Director of the Scottish Institute of Sustainable Technology.



Shirley M. Malcom (USA)

is Head of Education and Human Resources Programs, American Association for the Advancement of Science (AAAS).



Peggy Oti-Boateng (Ghana)

is Director of the Technology Consultancy Centre, Kwame Nkrumah University of Science and Technology, Kumasi, Ghana.



Gülsün Sağlamer (Turkey)

is a Professor of Architecture, Istanbul Technical University, Turkey. She has organized a symposium on "Housing for the Urban Poor" in Istanbul.



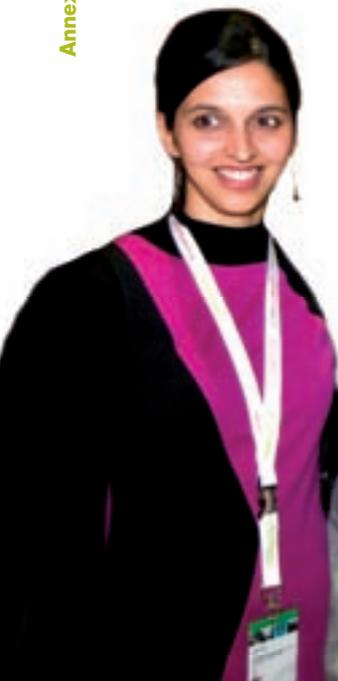
Lee Yee-Cheong (Malaysia)

was the President of the World Federation of Engineering Organizations (WFEO) in 2005 and pioneered the use of computers in power system planning in Malaysia and for the ASEAN Power Grid. He was also President of the ASEAN Federation of Engineering Organisations (AFEEO).



Wei Yu (China)

is Director of the Research Centre for Learning Science, Southeast University, China. She initiated and set up the first Ph. D programme in bioelectronics in China and made important contributions to the reform of higher education and distance learning in China from 1993 to 2002 as Vice-Minister of Education, China.



◀ MEA winners in 2009



3. International awards granted to the Daimler/UNESCO Mondialogo initiative

28 June 2007: Daimler won an International Stevie Award in the 2007 International Business Awards. Mondialogo was selected as the "Best Corporate Social Responsibility Program in Europe".

5 December 2006: "Germany - Land of Ideas" ("Deutschland - Land der Ideen") Award. For this award, Mondialogo was chosen as one of 365 landscapes all over Germany to be honoured for innovation.

2 November 2006: "WebAward 2006" for the best Online Community.

20 June 2006: "CSR Award 2006" in the category "Diversity Communications" for outstanding implementation of Corporate Social Responsibility (CSR).

15 December 2005: Award of the "Freiheit und Verantwortung" ("freedom and responsibility") initiative, in the category "Big Companies": Mondialogo was honored for outstanding commitment.

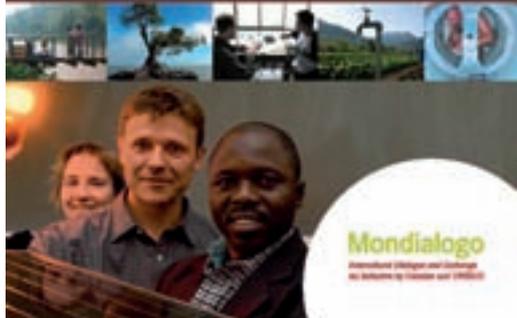
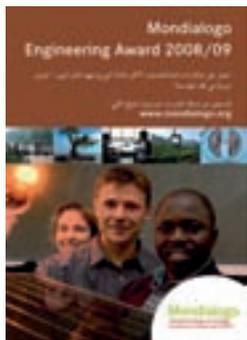
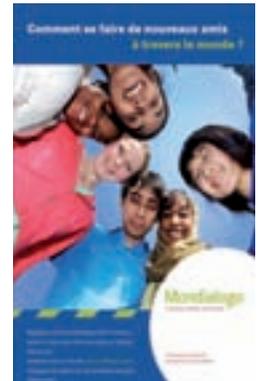
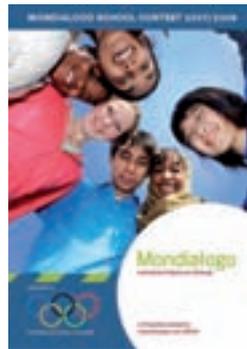
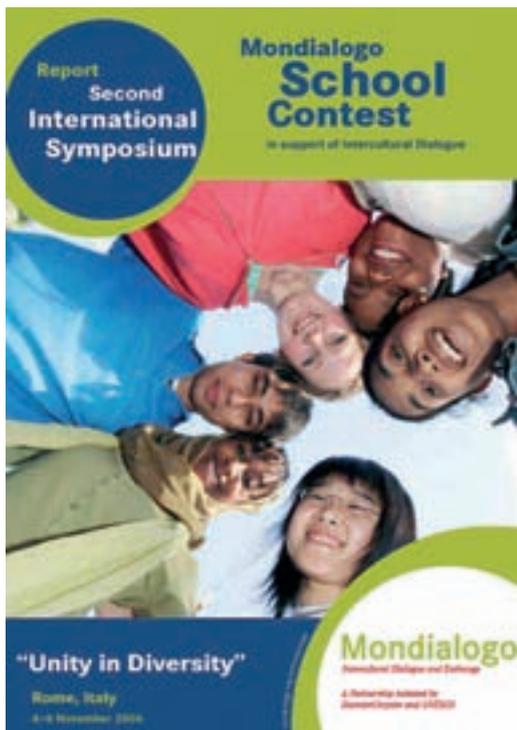
16 September 2005: "Best Global Website Award 2005" by Localisation Research Centre of the University of Limerick in Ireland.

7 September 2005: "Clarion Award 2005" in the category of "strategic communication" from the International Visual Communication Association (IVCA). Mondialogo won the award in recognition of its exemplary communication in the field of social responsibility in sustainable development and social and cultural integration across the world.



◀ MEA Award ceremony, Berlin, 2005

4. The multilingual Mondialogo publications: Flyers, Posters, Schoolkit for Teachers, Reports



In Memory

Mondialogo is like a big family. When something good happens to one member everyone rejoices. And when tragedy strikes we all mourn. We present our deepest sympathy and condolences to the families and friends of Mondialogo School Contest student finalists Diana El Chayeb (Lebanon) and Florian Weitzel (Germany) who both participated in the Second MSC International Symposium in Rome, Italy, 4-7 November 2006.



<http://www.unesco.org/bsp>
<http://www.unesco.org/education/asp>
<http://www.unesco.org/science>
<http://www.daimler.com>