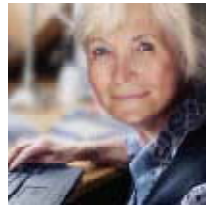




United Nations
Educational, Scientific and
Cultural Organization



UNESCO

UNESCO

The United Nations Educational, Scientific and Cultural Organization

was born on 16 November 1945.

UNESCO's mission is to contribute to the building of a culture of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.





“UNESCO has all the qualifications to bring an intellectual and humanist response to globalization and to the economic crisis: we know that culture and art, the sciences, education, communication and knowledge are the real values that form the essence of humanity.”

Irina Bokova, Director-General

World Challenges



The objectives of the international community – as set out in the Internationally Agreed Development Goals (IADGs), including the Millennium Development Goals (MDGs) – underpin all UNESCO's strategies and activities.

The Organization focuses, in particular, on two global priorities:

- Africa;
- Gender equality.

And on a number of overarching objectives:

- Attaining quality education for all and lifelong learning;
- Mobilizing science knowledge and policy for sustainable development;
- Addressing emerging social and ethical challenges;
- Fostering cultural diversity, intercultural dialogue and a culture of peace;
- Building inclusive knowledge societies through information and communication

UNESCO carries out these priorities and objectives within a results-based framework ensuring aid effectiveness, accountability and transparency.

www.unesco.org/en/strategic-planning

Priorities and Themes

Global priority:

Africa



“Africa is one of UNESCO’s two global priorities. During my term of office at the head of this Organization, I firmly intend to give fresh impetus to our action in this direction... I am determined to find ways to respond more effectively to requests made by the African Union and African countries in particular with regard to countries which have experienced conflict or natural disaster...”

Irina Bokova at the Summit of the West African Economic and Monetary Union
– Bamako, Mali, 20 February 2010

Africa, as a designated global priority, is being integrated into all phases of the development, implementation and evaluation of UNESCO’s programmes. This includes a special emphasis on UNESCO’s response to post-conflict situations and reconstruction.

UNESCO works in cooperation with the African Union and its NEPAD programme, with eight sub-regional African communities recognised by the African Union and within the framework of the UN system. UNESCO’s cooperation with the African Union has led to pan-African decisions in the fields of education, culture and natural sciences. Among these are:

- Implementation of the Second Decade of Education for Africa (2006-2015)
- Coordinated action on African languages, the African diaspora and African arts and culture

- A consolidated Plan of Action on Science & Technology implemented by the African Man and the Biosphere network (AfrimAB).
- A joint African position and specific decisions on climate change and the creation of an Observatory for Science based in Africa.

UNESCO has been instrumental in the creation of the African World Heritage Fund and coordinating UNESCO activities with regional and sub-regional organizations in projects on African languages and the harmonization of curricula in HIV/AIDS prevention.



Global priority:

Gender Equality

“Gender equality is one of ... the pillars of my personal vision to promote a ‘new humanism’ during my mandate as the Director-General. At UNESCO, we look forward to close collaboration with UN Women when it becomes operational on 1 January 2011.”

Irina Bokova in support of UN General Assembly Resolution, July 2010 establishing the new United Nations Entity for Gender Equality and the Empowerment of Women known as “UN Women”



UNESCO has been at the forefront of efforts to support women’s and girls’ rights, empowerment, and gender equality through all its domains - education, the natural sciences, culture, communication and information. In 2007, UNESCO’s Member States designated “Gender Equality” as one of its two global priorities for 2008-2013.

- Girls account for more than half of the world’s out-of-school children
- Two-thirds of 796 million adult illiterates are female
- Three-fifths of the world’s one billion poorest people are girls and women
- Women are still under-represented in political decision-making and are often trapped in insecure, low-paid positions
- Women are more vulnerable in economic and financial crises and more exposed to violence in situations of armed conflict



UNESCO is strongly committed to pursuing Priority Gender Equality through substantive programmes and concrete action, as encapsulated in an organization-wide Priority Gender Equality Action Plan through a dual approach: (i) gender-specific programming through initiatives that specifically seek to redress inequalities by targeting women and girls or men and boys; (ii) gender mainstreaming through the integration of a gender equality perspective in all its programming.

In education (formal and non-formal), UNESCO strives to redress gender inequalities at all levels in terms of access, retention, completion, and quality. The Organization also works towards the promotion of women’s empowerment and gender equality through the integration of these considerations into its normative work in areas such as the ethics of science, culture and human rights. In communication and information initiatives, UNESCO aims to address issues such as the stereotyping of women and inequalities in women’s access to and participation in all communication information systems. In conflict and post-conflict areas, the Organization actively supports activities that seek to guarantee a safe working environment for all journalists.

Climate Change

“Our atmosphere can’t tell the difference between emissions from an Asian factory, the exhaust from a North American SUV, or deforestation in South America or Africa.” – UN Secretary-General Ban Ki-Moon, UNFCCC COP 15, Copenhagen, December 2009



Climate change is affecting our environment, our societies, and our common natural and cultural heritage. Finding solutions to mitigate its negative impacts and adapt to changing conditions requires an approach that unites sound, unbiased science with a range of environmental, economic, informational, social, attitudinal and behavioural factors. All sectors of UNESCO and its many Field Offices, Centres and Institutes are addressing climate change.



UNESCO has therefore adopted an organization-wide Climate Change strategy, which the Director-General has translated into a succinct Climate Change Initiative with four areas:

- climate science, drawing on activities by the Intergovernmental Oceanographic Commission (IOC) and the International Hydrological Programme (IHP) to mobilize climate knowledge: science, assessment, monitoring and early warning as a prime input to UN system-wide activities;
- Education for Sustainable Development, in particular climate change education;
- a focus on UNESCO’s network of biosphere reserves as field observatory and sites for education, livelihoods, sustainable tourism and climate science observation; and
- research into the social and human dimensions of climate change.



These areas, along with the ongoing work of the Intersectoral Platform for UNESCO Action on Global Climate Change, cover all of UNESCO’s sectors, and primarily address adaptation, the knowledge base and education.

UNESCO provides a unique forum for addressing climate change and its impacts on the environment and human society.

- Climate change has substantial implications for education and learning, requiring re-orientation of educational programmes to integrate new content, creation of awareness for social transformation and positive, participatory action and a solution-centred approach to education and learning.
- Its effects are evident in the potential and real deterioration of certain World Heritage Sites.
- Climate change has an effect on equality and human rights and ultimately can be the basis of conflicts.
- Climate change can be addressed through more transparent communications and education.

The **UN Decade of Education for Sustainable Development** (2005-2014) aims to speed up the re-orientation of education towards sustainable development and to ensure that training and public awareness systems also focus on sustainability issues.



Young people are great agents of peace and national development and a vital partner in the effort to mitigate the impact of the current global crises. UNESCO promotes the civic engagement of young people as means of empowerment and preventing violence.



UNESCO's cross-cutting approach focuses on building skills for successful transitions to adulthood (including advocacy, employability and leadership skills); raising awareness of crucial issues for youth development (such as HIV/AIDS); and providing youth with opportunities to engage in development and building peace.

- Almost 85% of young people live in developing countries; by 2025 this figure will be 89.5%
- Over 200 million young people live on less than 1 US\$ a day; 515 million live on less than 2 US\$ a day
- 300,000 children and youth under the age of 18 are currently participating in armed conflict



UNESCO and Young People

UNESCO encourages:

- **Participation** of young women and men in UNESCO and its various networks and partner organizations
- **Partnerships** between UNESCO and young people's networks and organizations
- **Integration** of youth concerns and issues into the policy agendas of Member States in education, the sciences, culture and communication to give recognition, visibility and credibility to young people's contributions.

Launched on 12 August 2010, the **International Year of Youth on "Dialogue and Mutual Understanding"** is an opportunity to advocate for strengthened commitments and increased investments in young people.

UNESCO has developed the **Strategy on African Youth** (2009-2013) as a means of mobilizing key stakeholders around common goals, including the 10-year Plan of Action of the African Union for Youth Development and Empowerment.

The UNESCO General Conference Youth Forum, created in 1999 and held every 2 years, is unique in the UN system as it institutionalizes the participation of young people in UNESCO's highest decision-making body.

Rapprochement of Cultures

“...Given the new challenges of an increasingly interconnected world, our shared task is to build solid bridges, based on solidarity between all cultures so as to create a new universal ethics of living together.”

Irina Bokova, Director-General, UNESCO, Extract from message on the occasion of the launch of 2010, International Year for the Rapprochement of Cultures



According to UNESCO's Constitution “...ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war.”

The power of these words, penned more than sixty years ago, still prevails as the need for mutual understanding has become ever more topical and compelling.

In this context, the **2010 International Year for the Rapprochement of Cultures**, for which UNESCO was designated the lead agency, provides a unique opportunity to achieve a two-fold objective: 1) to raise the awareness of the international community of the virtues of cultural diversity and intercultural dialogue, using specific examples to acknowledge the importance of the constant exchanges between cultures and the ties forged between them since the dawn of humanity; and 2) to fight for human rights and against new forms of racism and discrimination.

To strengthen UNESCO's activities pertaining to dialogue among cultures and peace, the Director-General of UNESCO, Ms Irina Bokova, established a High Panel of eminent personalities from different

geographical and intellectual spheres - researchers, scientists, representatives of civil society, journalists, writers, artists and creators, entrepreneurs, religious leaders, women and men alike.

Four major themes were selected to build an action plan for the Year and to highlight the benefits of the fruitful diversity of cultures – and its corollary, intercultural dialogue – in the fields of UNESCO's competence: education, the sciences, culture, communication and information:

1. promoting reciprocal knowledge of cultural, ethnic, linguistic and religious diversity
2. building a framework for commonly shared values
3. strengthening quality education and the building of intercultural competencies
4. fostering dialogue for sustainable development

Our partners – National Commissions for UNESCO, UNITWIN/UNESCO Chairs and UNESCO Associated Schools, Goodwill Ambassadors and UNESCO Clubs and Centres, as well as parliamentarians, locally elected officials, culture, education and media professionals and youth organizations – are called upon to participate actively in creating a culture of dialogue, which is deeply entrenched in UNESCO's mandate.



Education



Today, 796 million adults are illiterate, two-thirds of them women.

Despite significant progress since 2000, 69 million children remain out of primary school; 54% of them are girls.

Millions of children leave school without acquiring basic literacy and numeracy skills.





Leading Education for All (EFA) by ensuring global coordination and providing assistance to Member States to achieve the EFA goals and education-related Millennium Development Goals.

Promoting literacy and quality education for all throughout life, with a particular emphasis on gender equality, youth and reaching society's most vulnerable and marginalized groups, including indigenous peoples. Special attention is placed on Africa, the least developed countries and small island developing states, with education for sustainable development as a crosscutting concern.

The international community has pledged to achieve Education for All by 2015. The World Education Forum (Dakar, 2000) agreed to reach six goals by 2015:

- Expand early childhood care and education
- Ensure that all children are able to access and complete free and compulsory primary education of good quality
- Increase access to learning and life skills programmes for youth and adults
- Improve adult literacy rates by 50%
- Eliminate gender disparities in education
- Improve all aspects of education quality.

UNESCO is leading global efforts to achieve these goals by mobilizing political will and coordinating the efforts of all stakeholders in education including development partners, governments, NGOs and civil society. UNESCO works at all levels of education to promote access, equity, quality and innovation by:

- Assisting countries in formulating and implementing educational policies;
- Directing special attention to Africa, the least developed countries and the 9 high population countries – Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan – that are home to more than two thirds of the world's adult illiterates and 40% of out-of-school children;
- Promoting a comprehensive response to HIV and AIDS in the education sector;

- Developing and disseminating best practices, manuals and teacher training packages designed to cover a wide range of issues, from sustainable development to human rights education;
- Encouraging special measures to provide education in situations of conflict and emergency;
- Supporting the development of technical and vocational education and training programmes linked to the world of work;
- Setting quality standards on the recognition of qualifications in higher education;
- Brokering partnerships between public, private and non-governmental actors



Every year, UNESCO publishes the **EFA Global Monitoring Report**, assessing where the world stands on its commitment to provide a basic education to all children, youth and adults by 2015.

UNESCO is the lead agency for the **UN Literacy Decade** (2003–2012), which aims to raise awareness and create new impetus for literacy, catalyse stronger political commitment, improve the quality and scale of programmes for youth and adults, and mobilize additional funding so that a significant reduction in the number of illiterates is achieved.

UNESCO is also leading the **UN Decade of Education for Sustainable Development** (2005–2014) to highlight the central role of education in the pursuit of sustainable development.

In higher education, over 650 UNESCO chairs and more than 60 networks have been established in some 127 countries to promote research, training and international cooperation.

To accelerate action towards EFA goals, UNESCO is focusing on 3 core initiatives in key areas:

- The **Literacy Initiative for Empowerment**, aimed at 35 countries most in need;
- The **Teacher Training Initiative** in Sub-Saharan Africa, addressing the region's large teacher shortage;
- The **Global Initiative on Education and HIV/AIDS**, to promote and scale up HIV/AIDS prevention efforts in education.

Building networks in education

The **Associated Schools Project Network**, launched in 1953, links more than 8,500 schools and other educational institutions in 180 countries. A laboratory for innovation, it develops programmes to promote quality education and tackles issues such as environmental protection and intercultural learning.

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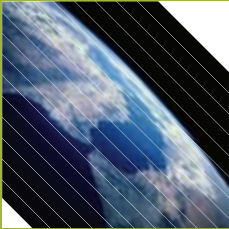
UNESCO Institutes and Centres for Education

Today, six Institutes and two Centres specialized in education work as part of UNESCO's Education Sector to assist countries in tracking education problems of particular concern:

- International Bureau of Education (Geneva) www.ibe.unesco.org/en.html
- International Institute for Capacity Building in Africa (Addis Ababa) www.unesco-icba.org
- International Institute for Educational Planning (Paris) www.iiep.unesco.org
- International Institute for Higher Education in Latin America and the Caribbean (Caracas) www.iesalc.unesco.org/ve
- UNESCO Institute for Information Technologies in Education (Moscow) www.iite.ru
- UNESCO Institute for Lifelong Learning (Hamburg) www.unesco.org/education/uil/
- European Centre for Higher Education (Bucharest) www.cepes.ro
- International Centre for Technical and Vocational Education and Training (Bonn) www.unevoc.unesco.org



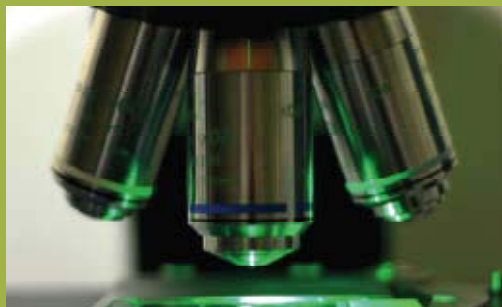
Natural Sciences



UNESCO began sounding the alarm over the need for sustainable development in 1968 by organizing a groundbreaking conference questioning the unbridled exploitation of nature. Since its inception, the Organization has developed several international programmes to assess and manage the Earth's resources better.

UNESCO helps reinforce the capacities of developing countries in the sciences, engineering and technology. In partnership with diverse funding agencies, UNESCO provides data, advice and technical assistance to help governments formulate and implement effective science and technology.

- **Promote** research and technical capacity-building for the sound management of natural resources and for disaster preparedness and mitigation.
- **Strengthen** national and regional research and innovation systems, capacity-building, the use of technologies, and scientific networking.
- **Encourage** the development and implementation of science, technology and innovation policies for sustainable development and poverty eradication.



Science Technology and Innovation (STI)

Policy: UNESCO helps Member States, particularly in Africa, to formulate national policies for investment in science and technology by offering policy and methodology options, and technical advice on formulation, implementation, monitoring, and review of policies and plans. It promotes university-industry partnerships and encourages countries to develop sound science governance.

The International Hydrological Programme

aims to provide the scientific knowledge, technical training and policy advice required to manage water efficiently, fairly and environmentally. IHP is increasingly involved in developing tools and strategies to prevent water conflicts from erupting between and within states over this precious resource.

The UNESCO Institute for Water Education

in Delft is the hub of a global network of partners in water education and capacity building.

The UN World Water Development Report,

published every three years, provides the most comprehensive, up-to-date overview of the state of fresh water. Every UN agency and commission dealing with water contributes to monitoring progress towards water-related targets for health, food, ecosystems, cities, industry, energy, risk management and governance. UNESCO hosts the secretariat of the 26 UN partners that constitute the World Water Assessment Programme (WWAP), the pilot programme of UN-Water founded in 2000.

In the field of science and technology, UNESCO develops ethical guidelines, standards and legal instruments, especially in the domain of bioethics.





Biodiversity conservation, on which every aspect of human well-being and the achievement of the international development goals depends, can only be tackled by taking into account the multi-disciplinary dimension of the challenge it represents. This is where UNESCO can effectively contribute by promoting international biodiversity and ecosystem governance, by building and filling the gaps in the scientific knowledge base on biodiversity, by taking into account the cultural dimensions of biodiversity use and by raising awareness, educating and communicating on the vital importance of its sustainable use. Through its worldwide networks and as a key partner of the Secretariat of the Convention on Biological Diversity, UNESCO has carried out a large variety of initiatives to celebrate the International Year of Biodiversity 2010.

The Man and the Biosphere Programme (MAB), a network of more than 553 biosphere reserves, covers a majority of the world's land ecosystems. Each of these special places for people and nature functions like a living laboratory that tests ways of managing natural resources while fostering economic development.

The Intergovernmental Oceanographic Commission and its partners coordinate national research and ocean observation programmes (within the Global Ocean Observing System) and continuously monitor ocean conditions to

enhance forecasts, reduce uncertainty about climate change, improve the management of marine ecosystems and resources, and provide early warnings of tsunamis and other ocean-related disasters. The IOC is leading the initiative to establish a Global Tsunami Warning System and is working to improve national development and management plans for the oceans and coasts.

The International Geoscience Programme, in collaboration with the International Union of Geological Sciences, helps scientists in more than 150 countries improve techniques to assess energy and mineral resources while expanding the knowledge base of the Earth's geological processes and reducing the risks of natural disasters in developing countries.

Disaster Prevention and Preparedness: UNESCO contributes to the assessment and mitigation of natural hazards – earthquakes, volcanic eruptions, tsunamis, floods and landslides – through various programmes that are part of the UN International Strategy for Disaster Reduction. UNESCO has been promoting new undertakings such as an international flood initiative, a coalition on education to integrate disaster resilience into school educational programmes, and an alliance to develop city disaster management plans in megacities.



Sustainable Development in Small Island Developing States (SIDS):

The Intersectoral Platform on the Implementation of the Mauritius Strategy for the Sustainable Development of SIDS builds synergies among all UNESCO programme sectors to plan and implement joint activities in SIDS regions. This includes strengthening the capacity of SIDS to address pressing sustainable development concerns such as climate change adaptation, reinforcing community voices in global debates, and tailoring science policy approaches to small island needs.

The International Basic Sciences Programme

is an intergovernmental initiative to strengthen national capacities through a network of centres of excellence in the basic sciences. The IBSP deals with projects in mathematics, physics, chemistry,

the life sciences and their interdisciplinary areas that serve national needs.

Renewable Energy: UNESCO helps developing countries define priorities and implement programmes for solar and other forms of renewable energy, while raising awareness of their importance and efficiency.

The Global Renewable Energy Education

Training Programme supports an annual summer school on Solar Electricity for Rural Areas and backs pilot projects. Local and Indigenous Knowledge Systems (LINKS) places rural communities at the heart of sustainable development by rooting resource management in indigenous knowledge and skills, and by recognizing the synergies between cultural and biological diversities.



Social and Human Sciences



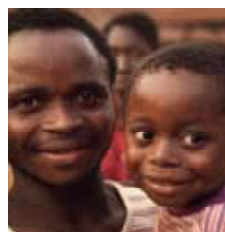
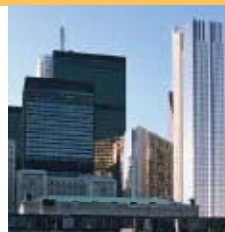
UNESCO places ethics and human rights at the centre of its action.

- **Promote** principles, practices and ethical standards pertaining to scientific, technological and social development.
- **Promote** the advancement of knowledge on emerging social and ethical global challenges.
- **Contribute** to dialogue among civilizations and to a culture of peace through philosophy, the human sciences, good governance, the promotion of human rights and the fight against racism.
- In the field of ethics of science and technology, UNESCO **focuses** on emerging ethical challenges: nano-technologies, converging technologies, biometrics and biosecurity.





The Universal Declaration on Bioethics and Human Rights is the latest standard-setting instrument on bioethics. Adopted by UNESCO's General Conference in 2005, it follows the Universal Declaration on the Human Genome and Human Rights, developed by UNESCO's International Bioethics Committee and adopted in 1997. This Declaration serves as a legal reference and a basis for reflection on such critical issues as human cloning. The International Declaration on Human Genetic Data, added in 2003, sets out the ethical principles that should govern the collection, processing, storage and use of data (extracted from biological samples: blood, tissue, saliva, sperm, etc.) that are playing an increasingly important role in our lives.



In the field of ethics, science and technology, UNESCO focuses on emerging ethical challenges: nanotechnologies, converging technologies, biometrics and biosecurity.





UNESCO tackles interlinked issues such as gender, youth empowerment, migration and urbanization.

Created in 1998 to meet the growing challenge presented by scientific and technological advances, the **World Commission on the Ethics of Scientific Knowledge and Technology** brings together leading intellectuals and scientists. After developing ethical guidelines for fresh water, energy, the information society, outer space and nanotechnologies, COMEST is currently focusing on two main areas: environmental ethics, with particular reference to the social and human implications of global climate change, and science ethics, with particular reference to the status of scientific researchers and the regulation of scientific conduct.

GEOBS is a system of databases, freely accessible online in the six official languages of UNESCO with worldwide coverage in bioethics and other areas of applied ethics in science and technology. It helps identify experts in ethics, ethics committees, ethics institutes and centres, ethics teaching programs, legislation in the area of bioethics, codes of conduct for scientists and resources in ethics

UNESCO puts social and human sciences at the service of peace and development providing policy-oriented data on emerging social and ethical global challenges. The compounded impact of the globalization processes induces a complex dynamic of transformations involving all social actors.





Through its **Management of Social Transformations programme (MOST)**, UNESCO tackles interlinked issues such as gender, youth empowerment, migration and urbanization.

UNESCO encourages the teaching of philosophy, which stimulates critical and independent thought, develops understanding of the world and fosters tolerance and peace. In 2005, the Organization established **World Philosophy Day**. As an intellectual forum, UNESCO promotes international philosophical dialogues on contemporary issues relating to the promotion of a more equitable world.

In cooperation with public authorities, sport federations and the private sector, UNESCO promotes research on the social, economic, educational and cultural dimensions of sport with a view to contributing to governmental policies and efforts to make sport a tool for development and peace. **The International Convention Against Doping in Sport** was adopted unanimously at UNESCO's General Conference in October 2005 to harmonize anti-doping efforts worldwide.

Through the **Coalition of Cities against Racism**, UNESCO strives to make human rights and the struggle against discrimination and intolerance essential components of research and policy-making.



Culture



UNESCO is in the vanguard of international efforts to safeguard tangible and intangible heritage.

- **Promote** cultural diversity by safeguarding heritage in its various dimensions and enhancing cultural expressions.
- Promote social cohesion by **fostering** pluralism, intercultural dialogue, and a culture of peace, as well as securing the central role of culture in sustainable development.
- UNESCO works to **preserve** humanity's irreplaceable riches: its diversity and shared heritage .
- A set of **conventions** has been established to ensure the protection and safeguarding of humanity's shared heritage in both its tangible and intangible forms.





The Convention Concerning the Protection of the World Cultural and Natural Heritage, adopted in 1972, led to the establishment of the **World Heritage List**, which as of April 2010 includes 890 outstanding cultural and natural sites. The World Heritage Centre is the permanent secretariat of this convention.

The Convention for the Safeguarding of the Intangible Cultural Heritage, adopted in 2003, creates an international platform to safeguard intangible cultural heritage, ensure mutual respect for the living heritage of communities worldwide, and raise awareness of its importance.

The Convention on the Protection of the Underwater Cultural Heritage, adopted in 2001, entered into force in January 2009. It ensures protection for submerged cultural property against looting and destruction.

The 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions reaffirms the right of States to draw up cultural policies, recognizes the



specific nature of cultural goods and services as vehicles of identity, values and meaning, and strengthens international cooperation to favour the cultural expressions of all countries.



The 1954 Convention for the Protection of Cultural Property in the Event of Armed Conflict, and its Second Protocol of 1999, help rebuild broken communities, re-establish their identities, and link their past with their present and future.



Since 1970, the **Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property** has provided a solid international platform for combating illicit trafficking in cultural property. It encourages heritage policies that uphold respect for cultural diversity.



Under the umbrella of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions, UNESCO has created the **Global Alliance for Cultural Diversity**, which supports local cultural industries, including crafts, music, publishing and film in developing countries, through public-private and North-South partnerships.

UNESCO maintains longstanding programmes that foster links between peoples, such as the Slave Route project, the Atlas of the World's Languages in Danger, and the History of Humanity book series devoted to Africa, Latin America, the Caribbean and Central Asia.

Other key UNESCO legal instruments for culture:

1950: Agreement on the Importation of Educational, Scientific and Cultural Materials (Florence Agreement) with its Protocol (Nairobi) to improve the circulation of knowledge.

1952: Universal Copyright Convention, revised in 1971, protects intellectual property – from scientific and literary texts to film and sculpture – with the familiar ©.

1980: Recommendation concerning the Status of the Artist recognizes the special labour conditions of artists and their unique role in society.



Communication and information

Communication, information and knowledge are driving forces of sustainable development. UNESCO believes they must also become the basic tools for disadvantaged people to improve their own lives. To build inclusive knowledge societies, the Organization focuses on the human dimensions of the digital divide – cultural and linguistic diversity of contents, access and empowerment of civil society.



- **Promoting** freedom of expression and information.
- **Building** capacities in order to ensure universal access to information and knowledge.





A key part of UNESCO's strategy consists of promoting access to information and knowledge, notably by creating ICT training opportunities, with special focus on women and young people; developing and distributing free software; and collaborating with private software companies for the benefit of all.

In the developing world, UNESCO's **Community Multimedia Centres** promote community empowerment and open a gateway to active membership in the global knowledge society. CMCs combine low-cost, easy-to-operate community radio with public access to the Internet and related technologies. They inform, educate and entertain, but also give a strong public voice to the voiceless and encourage greater accountability in public affairs.

UNESCO promotes **freedom of expression and press freedom** as basic human rights. By providing policy advice and developing networks, it encourages governments to develop standards and legislative instruments to defend this principle. UNESCO also provides direct support to independent and pluralistic media, especially in countries in transition and in conflict and post-conflict areas. In Afghanistan, for example, UNESCO helped re-launch the independent Kabul Weekly and the national news agency. It has also been working with the government and local media to develop new legislation mindful of press freedom and supportive of public service broadcasting.



UNESCO serves as a **watchdog for press freedom** by publicly denouncing serious abuses, including the assassination and detention of media professionals. It works to protect threatened individuals through diplomatic channels. In addition, the annual UNESCO World Press Freedom Prize is awarded to individuals and organizations defending freedom of expression at great risk.

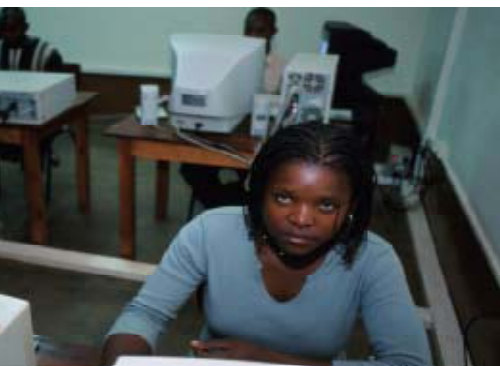
The **International Programme for the Development of Communication** works to improve the resources of independent and pluralistic media in developing countries and those in transition. The IPDC helps to fund projects from training courses to the modernization of news agencies and broadcasting organizations.

UNESCO promotes **linguistic diversity on the Internet**. In 2009, it signed an agreement with ICANN (Internet Corporation for Assigned Names and Numbers), the body that assigns online addresses to Internet users, to help put into operation Internationalized Domain Names.

Through the Information for All Programme, UNESCO fosters debate on the political, ethical and societal challenges of the emerging global knowledge society and develops guidelines and projects to promote equitable access to information.

UNESCO helps libraries and archives make the transition to the digital age, for example, by digitizing parchments of the Lithuanian Academy of Sciences or extraordinary Arab and Islamic scientific manuscripts.

In 2007, UNESCO and the United States Library of Congress joined forces to develop a **World Digital Library** that digitizes rare and unique documents in libraries and cultural institutions all over the



world and makes them available online without charge. The documents include manuscripts, maps, books, sheet music, recordings, films, prints and photographs.

UNESCO played a key role in the creation of the *Bibliotheca Alexandrina* the largest library in the Middle East and Africa, inspired by the legendary institution founded over 2000 years ago by Ptolemy I.

Through UNESCO's **Memory of the World Programme**, an international advisory committee maintains a registry to protect and digitize documentary heritage of universal value. Treasures include the oldest version of the Koran, known as the Mushaf of Othman; the most comprehensive

collection of Chinese traditional music; Fritz Lang's 'Metropolis' and Ludwig van Beethoven's Ninth Symphony; Mexican codices, the only existing original sources of pre-Hispanic culture; and works from the Ethiopian National Archives and Library organizations.

UNESCO has been a key participant in the **World Summit on the Information Society**, promoting the concept of 'knowledge societies' and its four principles: freedom of expression, universal access to information and knowledge, equal access to education and cultural diversity.

In addition to projects furthering the WSIS Plan of Action, UNESCO organizes events to highlight development opportunities offered by ICT in education, the sciences, culture and communication.







United Nations
Educational, Scientific and
Cultural Organization

How does it work?

- **The General Conference** is UNESCO's primary decision-making body, comprising representatives of all Member States. It meets every 2 years to determine the policies and main lines of work of the Organization. Following the principle of 1 vote per country, it approves UNESCO's biennial programme and budget. Every 4 years, it appoints the Director-General of UNESCO based on the recommendation of the Executive Board. www.unesco.org/en/general-conference

The Executive Board, composed of 58 Member States, is responsible for the execution of the programme adopted by the General Conference. It meets twice a year to examine the Organization's programme and budget. www.unesco.org/new/en/executive-board

📍 UNESCO Headquarters in Paris and the flags of the 35th General Conference.

👉 Opening of the 184th session of the Executive Board.





📍 UNESCO Headquarters in Paris – *The Garden of Peace* (or Japanese Garden) in Spring. Donated by the Government of Japan, this Garden was designed by American-Japanese sculptor artist Isamu Noguchi in 1958 and installed by Japanese gardener Toemon Sano.

The Secretariat consists of the Director-General and staff. The Director-General is the executive head of the Organization. She formulates proposals for appropriate action by the General Conference and Executive Board and prepares a draft biennial programme and budget. The staff implements the approved programme.

UNESCO numbers more than 2,000 **staff members** from 170 countries. Under the current decentralization policy, 870 staff members work in UNESCO's 65 field offices and institutes around the world.

How is it financed? UNESCO's regular two-year budget is financed by Member States through assessed contributions. The regular budget for 2010 and 2011 is US\$ 653 million. UNESCO also benefits from substantial extra-budgetary funding to strengthen its programmes, especially in the field, and to increase its outreach activities.

The **UNESCO Institute for Statistics (Montreal)** was established in July 1999 to meet the growing needs of UNESCO Member States and the international community for a wide range of policy-relevant and reliable statistics in the fields of education, science and technology, culture and communication. It is the official data source for the education-related targets of the Millennium Development Goals and Education for All. Its data are featured in many leading international reports such as the EFA Global Monitoring Report, the World Development Indicators and the Human Development Indicators. The UIS also provides training and technical assistance to national statisticians to improve data quality and to develop new methodologies and indicators that better reflect emerging policy issues. In short, the UIS seeks to provide the 'data to make a difference'.

www.uis.unesco.org

UNESCO is part of the the **UN system** and works closely with a wide range of regional and national organizations. Some 350 non-governmental organizations (**NGOs**) maintain official relations with UNESCO and hundreds more work with the Organization on specific projects.

UNESCO's **National Commissions** constitute a unique network within the UN system. The Commissions in 196 Member and Associate States form a vital link between civil society and the Organization. They provide valuable insight for the Organization's programmes and help implement many initiatives including training programmes, studies, public awareness campaigns and media outreach. The Commissions also develop partnerships with the private sector, which can provide valuable technical expertise and financial resources. www.unesco.org/en/national-commissions

👁 *Walking Man*, by Alberto Giacometti (Switzerland, 1901-1966). Work of the artist and surrealist sculptor known for his thin and rigid statues that seem to be in movement. The sculpture stands 1.83 m tall and signifies the will to discover the world.



UNESCO Prizes UNESCO awards 23 international prizes in its fields of competence, such as the Félix Houphouët-Boigny Peace Prize, the L'Oréal – UNESCO Prize for Women in Science and several international literacy awards.

www.unesco.org/en/prizes

➔ UNESCO Headquarters in Paris – Fontenoy Building, Room I – Some Permanent Delegates attend the 35th General Conference of UNESCO.

Get involved...

- Join one of the 3,500 UNESCO Clubs, Centres and Associations in some 100 countries: www.unesco.org/en/clubs
- Contact one of the Associated Schools: www.unesco.org/education/asp
- UNESCO accepts a limited number of national officials, researchers and university students as interns to work in the Organization's fields of interest for one to three months. Several fellowships and student grants are also available.

www.unesco.org/new/en/unesco/join-us



Since 1946, UNESCO has been led by:

Julian Huxley, *United Kingdom (1946–1948)*

Jaime Torres Bodet, *Mexico (1948–1952)*

John W. Taylor, *United States (1952–1953)*

Luther Evans, *United States (1953–1958)*

Vittorino Veronese, *Italy (1958–1961)*

René Maheu, *France (1961–1974)*

Amadou-Mahtar M'Bow, *Senegal (1974–1987)*

Federico Mayor, *Spain (1987–1999)*

Koïchiro Matsuura, *Japan (1999–2009)*

➔ **Irina Bokova**, *Bulgaria (2009–)*



Milestones



1940-1950

16 November 1945:

Representatives of 37 countries meet in London to sign UNESCO's Constitution which comes into force on 4 November 1946 after ratification by 20 signatories (photo above).

1948: UNESCO recommends that Member States make free primary education compulsory and universal.

1950-1960

1952: An intergovernmental conference convened by UNESCO adopts the Universal Copyright Convention. In the decades following the Second World

War, the Convention served to extend copyright protection to numerous states not then party to the Berne Convention for the Protection of Literary and Artistic Works (1886).

1956: The Republic of South Africa withdraws from UNESCO claiming that some of the Organization's publications amount to 'interference' in the country's 'racial problems'. The state rejoins the Organization in 1994 under the leadership of Nelson Mandela.

1958: Inauguration of UNESCO's permanent Headquarters in Paris designed by Marcel Breuer (United States), Pier- Luigi Nervi (Italy) and Bernard Zehrfuss (France).

1960-1970

1960: Launch of the Nubia Campaign in Egypt to move the Great Temple of Abu Simbel to keep it from being swamped by the Nile after construction of the Aswan Dam (photo below). During the 20-year campaign, 22 monuments and architectural complexes are relocated. This is the first and largest in a series of campaigns including Moenjodaro (Pakistan), Fez (Morocco), Kathmandu (Nepal), Borobudur (Indonesia) and the Acropolis (Greece).

1968: UNESCO organizes the first intergovernmental conference aimed at reconciling the environment and development, now known as 'sustainable development'. This leads to the creation of UNESCO's Man and the Biosphere programme.





1970-1980

1972: The Convention concerning the Protection of the World Cultural and Natural Heritage is adopted. The World Heritage Committee is established in 1976 and the first sites are inscribed on the World Heritage List in 1978.

1974: Pope Paul VI awards the John XXIII Peace Prize to UNESCO.

1975: The United Nations University is established in Tokyo under the auspices of the UN and UNESCO.

1978: UNESCO adopts the Declaration on Race and Racial Prejudice. Subsequent reports on the issue by the Director-General serve to discredit and dismiss the pseudo-scientific foundations of racism.

1980: The first two volumes of UNESCO's General History of Africa are published. Similar series focus on other regions, notably Central Asia and the Caribbean.

1990-2000

1990: The World Conference on Education for All, in Jomtien (Thailand) launches a global movement to provide basic education for all children, youths and adults. Ten years later in Dakar (Senegal), the World Education Forum commits governments to achieving basic education for all by 2015.

1992: Creation of the Memory of the World Programme to protect irreplaceable library and archive collections. It now also includes sound, film and television archives. 1997: The United Kingdom returns to UNESCO, which it left in 1985.

1998: The Universal Declaration on the Human Genome and Human Rights, developed and adopted by UNESCO in 1997, is endorsed by the UN.

21st century

2001: The General Conference adopts the UNESCO Universal Declaration on Cultural Diversity.

2003: The United States returns to UNESCO, which it left in 1984. The General Conference adopts the Convention for the Safeguarding of Intangible Cultural Heritage.

2005: UNESCO and its Intergovernmental Oceanographic Commission develop and launch an interim tsunami early warning system in the Indian Ocean.

2008: The 1,700-year-old Aksum Obelisk, transported to Rome by Mussolini's troops in 1937, is reinstalled in its original setting in northern Ethiopia.

2009: The General Conference elects Irina Bokova (Bulgaria) as UNESCO's tenth Director-General. She is the first woman and the first Eastern European to head the Organization since its creation.

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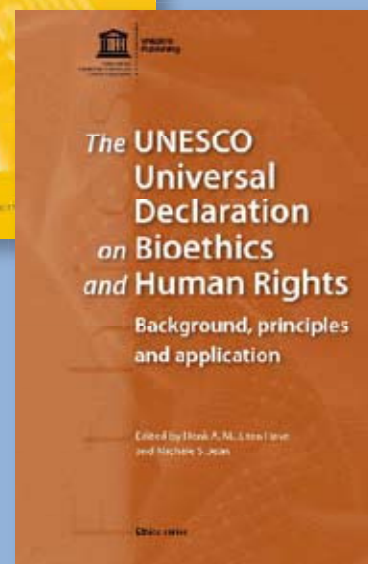
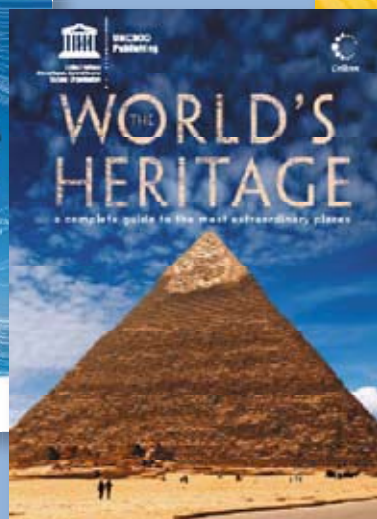
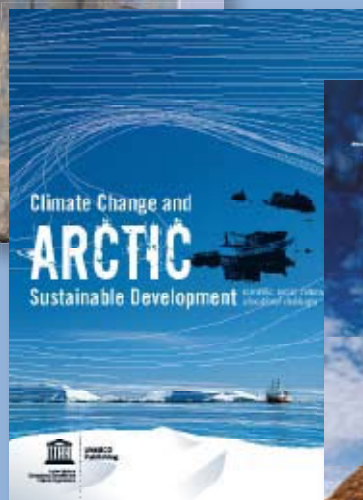
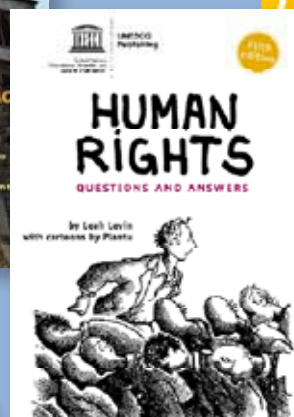
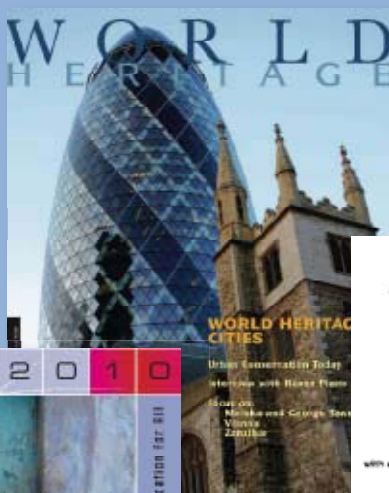
The Division of Public Information within the Sector for External Relations and Public Information (DPI) provides the media worldwide with information on the Organization's actions and priorities, including film footage, photographs and sound recordings of UNESCO events and activities. It also organizes press conferences and produces films and television shows.

DPI schedules, manages and promotes major UNESCO events including concerts, exhibitions and shows and promotes interactive communication through the UNESCO web portal. Its publishing house yearly produces and distributes over 100 titles worldwide in English, French and Spanish on a variety of subjects reflecting the Organization's expertise.

To find out more, please contact:

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"Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed." UNESCO Constitution

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