



United Nations
Educational, Scientific and
Cultural Organization

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Strategic Framework for UNESCO in Brazil

UNESCO Brasilia
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Table of Contents

1. INTRODUCTION	5
2. THE BRAZILIAN CONTEXT	7
3. THE UNESCO COOPERATION FRAMEWORK	11
4. STRATEGIC OBJECTIVES	15
4.1. CROSS-CUTTING THEMES	16
A. PREVENTING VIOLENCE AMONG YOUNG PEOPLE	16
B. EDUCATION FOR SUSTAINABLE DEVELOPMENT	17
C. FIGHTING AGAINST RACIAL DISCRIMINATION	18
D. PROMOTING SITES OF EXCEPTIONAL VALUE	19
4.2. EDUCATION	20
A. NATIONAL CONTEXT	20
B. UNESCO'S COMPARATIVE ADVANTAGE IN EDUCATION	24
C. STRATEGIC OBJECTIVES, MAIN APPROACHES AND LINES OF INTERVENTION	25
4.3. NATURAL SCIENCES	28
A. NATIONAL CONTEXT	28
B. UNESCO'S COMPARATIVE ADVANTAGE IN NATURAL SCIENCES	29
C. STRATEGIC OBJECTIVES, MAIN APPROACHES AND LINES OF INTERVENTION	30
4.4. SOCIAL AND HUMAN SCIENCES	33
A. NATIONAL CONTEXT	33
B. UNESCO'S COMPARATIVE ADVANTAGE IN SOCIAL AND HUMAN SCIENCES	36
C. STRATEGIC OBJECTIVES, MAIN APPROACHES AND LINES OF INTERVENTION	37

4.5. CULTURE	40
A. NATIONAL CONTEXT	40
B. UNESCO'S COMPARATIVE ADVANTAGE IN CULTURE	42
C. STRATEGIC OBJECTIVES, MAIN APPROACHES AND LINES OF INTERVENTION	44
4.6. COMMUNICATION AND INFORMATION	47
A. NATIONAL CONTEXT	47
B. UNESCO'S COMPARATIVE ADVANTAGE IN COMMUNICATION AND INFORMATION	48
C. STRATEGIC OBJECTIVES, MAIN APPROACHES AND LINES OF INTERVENTION	50
5. SUMMARY OF THE STRATEGIC OBJECTIVES OF UNESCO FOR BRAZIL	53
6. THE TEAM OF UNESCO IN BRAZIL	54

1. INTRODUCTION

UNESCO's representation in Brazil was formally initiated in 1966, at a time when the Organization was taking its first steps towards decentralisation. Thus, UNESCO joined other Agencies of the United Nations System represented in Brazil as part of the technical cooperation agreement signed with the Brazilian authorities in 1964. For many decades, collaboration was close and productive; however, it was only in 1992, under the aegis of the World Declaration on Education, prepared and approved on the occasion of the Jomtien Conference (Thailand), that UNESCO came to sign an ample cooperation agreement with Brazil's Ministry of Education. From the mid-nineties on, the Brazilian Office decisively strengthened its action throughout the country, putting its technical competence at the service of innumerable projects and initiatives within the Organization's five thematic areas, namely: education, natural sciences, social science, culture, communication and information. The importance of these actions has resulted in the UNESCO Brasilia Office (UBO) becoming one of the most important UNESCO offices in the world.

This strengthening of UNESCO's presence in Brazil is a consequence of the Brazilian authorities' determination to support their country's development through a model of primary cooperation with the United Nations System. From the 1980s on, and throughout the 1990s, Brazil fostered a model of National Execution (NEX), which led to the United Nation's receiving a considerable volume of government funds to guarantee the implementation of cooperation programmes, in close collaboration with Ministries and Secretariats involved in their respective actions. This modality of cooperation, which brings together national funds and international competence, reflects some of the political and institutional priorities of a country in outright expansion. But it also illustrates the trust being placed in the United Nations System's values, effectiveness and professionalism.

The current international cooperation model advocated by Brazil is very much focused on projects that can provide quality assistance to government partners in the areas of expertise and capacity-building, adding value to national programmes in accordance with

the specific mandate of each agency. UNESCO has committed itself to supporting the efforts of the Brazilian authorities (federal, state and municipal) and, in this context, the Organization has opted to institute cooperation that is at once more strategic and more focused, in consonance with its own specific mandate and the challenges presently being faced by Brazil.

To mirror this new approach, UNESCO has been striving to create a dynamic and evolutionary strategic framework, capable of endowing the projects to be implemented in the coming years with greater impact and coherence. The object of this approach is to frame UNESCO's action in Brazil more selectively, thus allowing it to concentrate on sectors of interventions in which the results obtained by the Organization are known to be more advantageous. This document should reflect a better coordination with the other Agencies of the United Nations System; it has been prepared with this object in mind, and has as its basis the results and strategic recommendations of the CCA¹/UNDAF² process. Furthermore, it complies with the orientations adopted by UNESCO in its main planning and programming documents (C/4 and C/5)³. Finally, it must be underscored that identifying and defining strategic priorities was carried out after careful consultation with national authorities and UNESCO's main partners in Brazil.

1. CCA: Common Country Assessment. This document is a joint analysis and diagnosis of the main challenges a country faces in terms of development. The analysis is made by those United Nations Agencies present in this country and composing the UN Country Team (UNCT). The last CCA on the situation in Brazil was adopted in 2005.

2. UNDAF: United Nations Development Assistance Framework. This document defines the technical cooperation framework implemented by United Nations Agencies. UNDAF is, in fact, a response to the challenges and priorities identified by the CCA. The two documents correspond to a key link in the strategic planning and programming of the United Nations System in a specific country.

3. C/4: UNESCO Medium Term Strategy and C/5: UNESCO Approved Programme and Budget.

2. THE BRAZILIAN CONTEXT

Brazil's vast geographic, demographic and economic dimensions give substance to the optimistic scenarios perennially associated with the country's name. With more than 185 million inhabitants, it is part of the E-9 group of countries, which means that it is one of the nine most populous countries in the world, together with Bangladesh, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan, that have committed to considering education as a key priority for development. Endowed with a strong industrial sector, large and diversified agricultural production, as well as rich natural resources, Brazil would seem poised to compete effectively in today's globalized economy. With an area of 8.5 million km², Brazil is a very large country with a strong economic and geographical influence on the Latin American sub-continent. At the same time, Brazil has assumed strategic political leadership, together with other developing countries.

The above features depict a country endowed with enormous potential. Nevertheless, these positive characteristics are marred by persistent inequality and discrimination. The proportion of people living below the poverty line diminished. Despite this improvement, almost one-third of all Brazilians are still considered as living below the poverty line, according to the latest measurement. Of these, nearly 20 million were deemed to be living in absolute poverty. Thus, as pointed out by the CCA, Brazil is not a poor country, but rather one that is extremely unjust and unequal, due to its very large number of poor people. Brazilian inequality has structural components that are associated with a past characterized by the implementation of a highly stratified model of social organization, in which slavery played an important role, and with the perpetuation of class privileges throughout various political regimes.

Thus, issues of multidimensional and persistent inequality are to be found at the root of the daunting challenges that Brazil currently faces in the pursuit of human development. Such challenges include the eradication of illiteracy, the improvement of quality education, the reduction of environmental vulnerability, social conflicts and

Millennium Development Goal n°3 Promote Gender Equality and Empower women

Gradual advances in the education of women resulted in the inversion of the gender gap in Brazil during the 1980s. Gender discrimination is more obvious with respect to the participation of women in the labour market, wherein occupational segregation, wage discrimination and higher levels of unemployment and underemployment prevail. Women's movements have made notable incursions into Brazilian politics through activism for human rights of various orders. In the formal political arena, however, women have been less successful. Despite specific laws establishing quotas for female participation in politics, Brazilian gender inequality in terms of parliamentary seats is the largest in South America and is even greater than the average for Africa. Violence against women continues to be widespread, affecting women from all segments of the population, resulting in enormous personal and aggregate costs.

UN Country Team – Brazil. Common Country Assessment (Executive Summary §3), 2005.

violence, the diminution of poverty, extreme poverty and exclusion, the promotion of cultural diversity and the generalization of access to new information and communication technology. The educational gender gap has been inverted in Brazil, and women are increasingly participating in the labour force. Nevertheless, their wages are considerably lower than the wages received by men for the same work, education level and skills. Moreover, the participation of women in the political power structure is among the lowest in the region.

It is critical that the distance between the very poor and the rich in Brazil is changing very slowly: the richest 10% appropriate 45.3% of all income, while the poorest 50% appropriate only 13.9%. In short, economic, political, and social inequalities tend to reproduce themselves over time and across generations. Such inequality is wasteful and unfavourable to sustainable development, as well as to poverty reduction. Since equity is now recognized as critical for long-term development, UNESCO's programme will have an overriding concern with policies and actions that promote equity, as well as those that raise awareness as to the need for greater equity.

It is important to note that there is also a socio-political dimension to inequality, in the sense that access to basic services and the practice of citizenship are limited by the differentiated capacity of social groups for representation or advocacy. On the same lines, inequality of race and ethnicity constitute enduring obstacles to the enactment of the rights of indigenous and afro-descendent populations. Within all these domains, cultural realities reiterate the phenomenon of inequality and thus contribute to its perpetuation.

Millennium Development Goal n°1 Eradicate Extreme Poverty and Hunger

Brazil has enormous potential, but it also faces severe challenges. The absolute majority of the poor people live in urban areas, as befits an eminently urban country; however, the proportion of people who are poor is more than twice as large in rural areas. The majority of the rural poor, as well as the poorest of the poor, are predominantly found in the Northeast, where the highest levels of inequality are also to be found. Poverty is also considerably higher among the black population. These differentials are consistent across the board and are reflected in lower levels of income and education, poorer health, worse employment conditions and higher malnutrition levels among North-easterners, blacks and rural people.

UN Country Team – Brazil. Common Country Assessment (Executive Summary S2), 2005.

The concept of poverty entails not only absolute poverty, which in the Brazilian case is responsible for 21.9 million people living in destitute conditions, nor is it restricted to the lack of resources due to unemployment or inappropriate living conditions; it is also related to citizenship and culture. Ethically, it is necessary to recognize that, since all human beings have equal rights, those individuals who do not have their rights guaranteed must also be considered poor. In that sense, inequality gives new dimensions to the challenge of poverty eradication in a country like Brazil.

The country's political scenario has to be taken into consideration in the preparation of a country strategy. The country's federative structure has evolved throughout its history, alternating periods in which power was concentrated in the central government

with others in which it was shared and exercised by the states. The 1988 Constitution consolidated the federation by conferring the same autonomous legal status to all levels of government (Federal, State and local governments). Interventions by the federal government in states or municipalities, or of the states in the municipalities are strictly limited and regulated. The Constitution stipulated specific mandates for the different levels of government and aimed at decentralized and coordinated cooperation between them. However, most of this coordination was not specified and, in some areas, such as the environment, the mandates have concurrent responsibilities.

It is important to note that recent decades have witnessed increasing decentralization to the municipal level. However, the combination of legal autonomy, loosely defined mandates and financial dependence has generated sensitive relationships between the different levels of government. This is a challenge for major social public policies, since the resources to fund them tend to exist at the federal level, while implementation happens at the local level.

Over the last few decades, Brazil has made major progress. The rapid increase of access to basic education in the country, the advances in environmental legislation and the new institutional and legal set-up for the promotion of human rights can be highlighted in this connection. Brazil also has a modern Constitution, a dynamic democratic process, a free press and an active civil society. These are valuable allies for addressing the critical issues that are still pending. The challenges to be met, together with existing potentialities and the role played by the country in the Latin American region, make Brazil a key strategic actor in international cooperation, offering an extraordinary field for innovations and creative solutions for the promotion of equal access to opportunities and for poverty eradication.

3. THE UNESCO COOPERATION FRAMEWORK

Today, UNESCO functions as a laboratory of ideas and a standard-setter to forge universal agreements on emerging ethical issues. The Organization also serves as a clearinghouse – for the dissemination and sharing of information and knowledge – while helping Member States to build their human and institutional capacities in diverse fields. In short, UNESCO promotes international co-operation among its 191 Member States in the fields of education, science, culture and communication.

That said, UNESCO has successfully explored its comparative advantage of being a true network of technical competencies and expertise which can be mobilized all around the world in any of the five sectors of the Organization. UNESCO in Brazil is part of this network and is willing to promote strong coordination and cooperation with all relevant UNESCO entities (Headquarters, Regional Bureau in Latin America, Institutes, etc.) in order to address the needs of the country.

As noted in the Common Country Assessment (CCA) prepared by the UN Country Team (UNCT) in Brazil, the country will have to make great strides towards a more inclusive society if it is to fulfil its recognized potential. UNESCO is well-positioned to support the country's efforts in dealing with some of the critical obstacles to the promotion of inclusion. Over the years, the agency has garnered considerable visibility and credibility in the country. In accordance with its mandate, UNESCO promotes a vision of development founded on justice, equity and solidarity, based on the observance of human rights and aiming at the alleviation of poverty. Through the exercise of its competences, UNESCO can render effective contributions and assist the country's efforts in accelerating the reduction of intolerance, discrimination, inequality, ignorance, poverty and exclusion.

UNESCO's activities in Brazil cover the Organization's five programmatic areas. The strategic objectives peculiar to each one of these five sectors, and the identification of four intersectorial thematic lines that go beyond sectorial divisions were defined

during the consultation and planning process conducted by UNESCO from January to July 2006, within the overall context of UNESCO's 31C/4. The definition of these objectives is based on a meticulous analysis of the national context and of the challenges that characterise each area of intervention. Moreover, such sectorial or intersectorial targets are inserted in a common framework and in a combined approach defined by certain key-principles which have, for a long time, corresponded to the Organization's mandate, both in Brazil and elsewhere. In addition to that, UNESCO in Brazil should work towards more concrete targets and objectives which are embedded in the UNESCO perspective of Results-Based Management (RBM).

UNESCO's action will be aligned to Brazil's priorities as defined in its national development plans, particularly the pluriannual plan (PPA), and sectorial strategies. The strategic objectives developed for each of UNESCO's five programmatic areas, as well as the cross-cutting themes that complete them, rest upon a precise analysis of the national context and its challenges, and also take into consideration the roles and contributions of different partners and stakeholders (public authorities, non-governmental actors, civil society and the private sector, as well as international organizations). In this respect, UNESCO will concentrate its efforts on the kinds of intervention that call for comparative advantage and build its action upon the action and program principles listed above.

The first overriding principle is a firm commitment to focus on UNESCO's mandate and on the five functions that represent some of the comparative advantages of the Organization as spelled out in its medium-term strategy (31 C/4): laboratory of ideas, standard-setter, clearing house, capacity-builder, and catalyst for international cooperation. The UNESCO Brasilia Office and all the Antenna Offices throughout the country will develop projects in accordance with the overall strategic orientations of the Organization (C/4, C/5, International Declarations and Commitments). UNESCO will also pay attention to ensuring strategic consistency between activities funded by Regular Programme and extra-budgetary projects implemented in Brazil.

In view of the challenges posed by a country as vast as Brazil, and in order to generate an effective and lasting action, UNESCO must support itself with financing that goes beyond its own resource base. Nevertheless, it is important that Regular Programme funds continue to strengthen UNESCO-launched initiatives. The Regular Programme

plays a crucial role. Frequently it facilitates the launching of broad cooperation programmes ('seed money'), the support for pilot activities, and it also ensures the participation of national representatives (specialists, university professors, NGOs) in large international UNESCO meetings.

Innovative approaches, in line with the role of UNESCO as a specialized agency, will form the backbone of projects and activities. The Organization will pay strong attention to promoting innovation, and will assist Brazil to act as a pioneer in technical fields related to UNESCO's expertise. It will cover pilot initiatives intended to be expanded and/or replicated, as well as research studies dealing with original approaches or new incoming subjects. UNESCO should appear as a laboratory of ideas and a centre for the dissemination of knowledge.

The sustainability of projects and activities will be considered a priority. As a technical cooperation Agency, UNESCO's mission is to build or strengthen national capacities upon the country's request, and when necessary. UNESCO should not be involved in long-term project management, especially when this involves dealing with service-oriented activities. From the start of any project, UNESCO will define a clear exit strategy in order to prepare the necessary handing over to national partners and to ensure sustainability and full national ownership.

Research initiatives and data collection, critically important upstream activities that feed into policy and decision making, will be continued and will also inform future programming directions by identifying key areas for action and niches for the intervention of UNESCO in Brazil. All programming efforts of UNESCO in Brazil will consider the need to generate knowledge for the further development of the country. The available knowledge and data collection efforts will nurture UNESCO's action in terms of advocacy, policy-making or agenda-setting. It will include a close follow up of international commitments and UNESCO Declarations.

UNESCO will also play a key role as a catalyst for cooperation, both at national and international levels. As a UN Agency, UNESCO is viewed by other social actors as a trustworthy interlocutor, capable of accessing information, experiences and discussion groups, as well as of providing an external perspective that permits assessing national experiences in the light of international efforts. Being politically neutral and above

partisan struggles, it is seen as a trustworthy negotiator by the different groups in the country, especially those of civil society.

UNESCO will develop its actions relying on these features. Networking and mobilizing cooperation among the various national development actors – at governmental and community levels, private sector enterprises, NGOs and professional associations – will continue to be guiding principles in project design, building on the positive experiences of the office in Brazil in this area. UNESCO will further strengthen its capacity to marshal and channel scattered national resources, to promote and strengthen collaboration between government and NGOs, and among NGOs from different regions of Brazil, as well as those of bilateral agencies, in support of specific national initiatives that require an additional impulse.

UNESCO will also support Brazil's efforts towards playing a key role at the international level, especially by promoting and fostering South-South cooperation. UNESCO will act as a catalyst for international cooperation and exchange of experiences and best practices between Brazil and other countries that could benefit from its experience and expertise. Special attention will be paid to Latin American countries, the Community of Portuguese-Speaking Countries (CPLP), and the E-9 countries.

Finally, UNESCO will continue to be an active member of the UN Country Team (UNCT). It will assist Brazil in achieving the Millennium Development Goals and other internationally agreed development objectives, and in observing its international commitments. UNESCO will develop its specific action within the overall cooperation framework designed by the CCA and the UNDAF, seeking synergies and cooperation with the other UN Agencies in Brazil.

4. STRATEGIC OBJECTIVES

It is a fact that Brazil possesses enormous human, technical and financial resources that greatly overshadow anything that a UN agency might be able to offer. At the same time, UNESCO's visibility and credibility give it considerable clout in the nation's context. The main challenge is to build on the agency's comparative advantages and to identify where and how, within the vast array of theoretical possibilities, UNESCO's different substantive sectors can have the greatest impact on the enactment of human rights through the promotion of social and economic progress for all. The critical question is – how best to utilize UNESCO's potentialities and comparative advantages within the context of a huge and diversified country such as Brazil?

In order to answer that question, during the process of preparing its strategic framework, UNESCO undertook an analysis of the national situation and attempted to identify the most critical issues in each field of intervention. This analysis took as its basis the CCA diagnosis and the UNDAF priorities. It was also complemented and enhanced by additional assessments made by UNESCO professionals, and also by a close and open dialogue with national partners both from the government (Federal, State and Municipal levels) and the civil society. The identification of critical issues and key driving factors finally led to the definition of a set of strategic objectives for UNESCO in Brazil.



4.1. CROSS-CUTTING THEMES

The need to offer precise and effective technical responses to the challenges in the fields of education, science, culture and communication has led to building the strategic framework on the basis of sectorial priorities. However, the interaction and the complexity of the problems and the difficulties encountered, often defy such sectorial divisions. For some time now, UNESCO has promoted dialogue and cooperation among the Organization's different sectors. One of the major results of this initiative has been the adoption of intersectorial or cross-cutting thematics, framing and mobilizing the action of the entire Organization, and going beyond the specific strategic priorities of each area.

UNESCO Brasilia Office has chosen to apply the same procedure, adapting it to the country's specific challenges. Thus, in regard to certain wide-reaching priorities that take on a critical importance in Brazil, it has decided to mobilise its resources towards facilitating team work, synergies and negotiated action. In this vein, four intersectorial themes were adopted. They will form an action framework for projects and initiatives that tend to decisively benefit from improved cooperation among the Organization's several areas. The nature of UNESCO's missions makes an interdisciplinary approach feasible and often even desirable. This is one of the Organization's strong points. The selected cross-cutting themes are seen as promoting an approach that will put the richness of exchanged experiences at the service of shared results.

A. PREVENTING VIOLENCE AMONG YOUNG PEOPLE

The right to life is the most fundamental of all rights. Having security means living without fearing the risk of violation of one's life, liberty, physical integrity or property. Security means not only to be free from actual risks, but also to be able to enjoy the feeling of security. In this respect, human rights are systematically undermined by violence and insecurity. Crime and violence have increased dramatically in Brazil in recent decades, particularly in large urban areas, leading to more intense public debate on causes and solutions.

UNESCO expects to play a primary role in supporting actions of social inclusion to help in the prevention of violence, especially among young people. The attributes and resources to be found in the heart of the Organization's different areas will be grouped around this objective. Violence is seen as a violation of fundamental human rights, as a threat to the respect for the principles of liberty and equality. An approach focussed on the access to quality education, to decent jobs, to cultural, sports and leisure activities, to digital inclusion and the protection and promotion of human rights and of the environment will be implemented as a response to the challenge of preventing violence among youths. Such approach should also help in creating real opportunities for young people to improve their life conditions and develop their citizenship.

UNESCO will make use of the experience acquired in Brazil over a long period of time, in the context of the International Decade for a Culture of Peace and Non-violence for the Children of the World (2001 – 2010), to conduct long-lasting and effective intersectorial initiatives.

Initiatives targeted at the Brazilian youth should be developed by UNESCO through an integrated approach combining quality education, the protection of human rights and the concept of full human development.

B. EDUCATION FOR SUSTAINABLE DEVELOPMENT

The 2002 Johannesburg Summit on sustainable development proposed to the UN General Assembly the proclamation of the International Decade of Education for Sustainable Development for the period 2005 – 2014, which was approved during its 57th Session, in December 2002. As the United Nations lead agency in education, UNESCO must play a key role in the promotion of this decade, particularly in setting quality standards in education for sustainable development.

The overall goal of the Decade is to integrate the principles, values, and practices of sustainable development into all aspects of education and learning. This educational effort will encourage changes in behaviour that will create a more sustainable future in terms of environmental integrity, economic viability, and a just society for present and future generations. This represents a new vision of education, a vision that helps people of all ages to better understand the world in which they live, addressing the

complexity and interconnectedness of problems such as poverty, wasteful consumption, environmental degradation, urban decay, population growth, health, conflict and the violation of human rights that threaten our future.

The scale and diversity of its natural resources make Brazil a key country in terms of environmental preservation and sustainable development. The impact of those public policies implemented up to now may have an effect on a planetary scale, and it is important to make the public aware of, and sensitive to, the implications of such preservation efforts. The UNESCO office will play a primary role in promoting the International Decade of Education for Sustainable Development. The preservation of the threatened heritage will only be possible with the comprehension and the shared responsibility of different generations.

C. FIGHTING AGAINST RACIAL DISCRIMINATION

Brazil is still marred by racism and racial discrimination. This situation is not only prejudicial to the most fundamental human rights, it is also an obstacle to a harmonious development for a society rich in diversity, and a hindrance to the progress of a fairer and more democratic Brazil. It is a challenge to the principles of peace, dialogue and tolerance embraced by UNESCO.

Such a challenge can usefully benefit from specialized approaches, in particular from UNESCO's expertise in social and human sciences. Nevertheless, the scope and the complexity of the struggle against discriminations merit the introduction of a cross-cutting approach that would marshal all the organization's resources. The UNESCO Brasilia Office and UNESCO Antenna Offices throughout the country will strive to generate synergies and support initiatives that, going beyond the program sectors, may effectively contribute to the fight against racism.

In particular, a set of actions could be undertaken to mobilize public and private social actors which already work for the promotion of racial equality. An important framework for this activity is the UNESCO's Slave Route programme, which is an instrument to raise awareness within the Brazilian society as to the importance of this historical heritage, and facilitate its integration into the development of the country's identity.

D. PROMOTING SITES OF EXCEPTIONAL VALUE

The long history that links Brazil to UNESCO has permitted the creation of privileged spaces placed at the disposal of the Organization's values and missions. These spaces may just as easily be world heritage sites, nature reserves of the MaB Programme or those Universities that host UNESCO chairs. In each one, UNESCO has managed to leave its mark by transforming it into a space for excellence, preservation, or knowledge, thus contributing towards the diffusion of the Organization's ideals.

Presently, the Brazil Office intends to continue paying special attention to these spaces. With continued respect for its initial vocation and its specific mission, the different programme teams are actively working together to enhance the value of its potential resources in terms of development. This collaboration is particularly keyed towards giving a leading role to Brazil's natural and cultural diversity in responding to the country's priorities and challenges.

The biosphere reserves, for example, could offer a framework for cooperation among the various UNESCO sectors. Preserving the environment (science) could find an extension in valuing indigenous knowledge (culture), culminating in the creation of employment and activities in the field of 'responsible tourism'. In the same way, such integrated procedures may produce material for pedagogical contents (education) or for disseminating knowledge on the internet (communication).



4.2. EDUCATION

A. NATIONAL CONTEXT

Quality Education: a persisting challenge. Despite notable progress made in recent decades, whereby the country practically attained the universality of mandatory primary and lower secondary education (93.8% in 2003)⁴, Brazil still displays gaps in regard to access to early childhood education and secondary education. However, the major educational challenge remains the quality of education. In too many cases, the educational system is not able to provide cognitive and essential life skills, or to foster the development of values that enable citizens to participate actively in society and to promote sustainable human development.

Millennium Development Goal n°2 Achieve Universal Primary Education

Brazil is now close to achieving universal education at the lower levels. Within primary schools, the problem for Brazil is now more one of quality than universality, since one-fifth of the children who complete the fourth grade have not attained adequate reading or mathematical skills. Repetition and dropout are common. Teachers are often insufficiently qualified and their wages are generally quite low considering the importance of the work they carry out. Illiteracy is still high (12%) in the adult population. Three additional challenges merit special consideration at this time: increasing access to pre-school education, addressing inequalities in access to education, and improving the performance of the educational system at the secondary and university level. A greater commitment to quality and to the permanence of children in school, as well as to equity at all schooling levels, is paramount. Given the current ongoing transition in the age composition of the population (the demographic bonus), it is critical that larger and better investments in education, in better schools and better learning, be made now.

UN Country Team – Brazil. Common Country Assessment (Executive Summary §6), 2005.

4. NATIONAL INSTITUTE FOR EDUCATIONAL RESEARCH. Ministry of Education. 2003.

Literacy, the Right of Everyone. Despite governmental and non-governmental efforts, and the significant increase in literacy rates over the last few decades, 15.2 million people over 9 years old were still considered illiterate⁵ in 2004. Illiteracy is still high among the adult population (13.6 million), particularly in rural areas, in the Northeast (8.3 million) and among the afro-descendant population (18.2% of the afro-descendant population in 2001, according to the Ministry of Education)⁶. There are still one million Brazilians aged 15-24 who are considered illiterate. From a gender perspective, bringing literacy to the female population still represents an important challenge for the achievement of the Millennium Development Goals.

The Brazilian government has placed adult literacy high on its policy agenda and should receive all necessary support in order to fulfil its commitments to the EFA Goals Decade. Brazil is also involved in the Literacy Initiative for Empowerment (LIFE). As indicated in the most recent 2006 EFA Global Monitoring Report, literacy is fundamental for the attainment of individual rights, and can simultaneously generate human and social benefits, as well as economic returns.

Fighting Inequalities in Education. Large racial and ethnic inequalities prevail in the Brazilian society (especially in some specific groups such as the indigenous population, the afro-descendant population, the “quilombolas”, the inmate population and the rural population). Literature shows that there are strong correlations between ethnic origin and educational opportunities. These coexist side by side with social and regional inequalities, thus contributing to the educational exclusion of a considerable number of young people and adults.

In 2003, while 60% of white students from 15 to 17 years old were enrolled in secondary education, the rate for the afro-descendant population was only 32%. Another relevant issue is the distortion involving the age/school-grade ratio. For the same age group, in 2001, the net enrolment rate in regard to secondary education was 51% for the white population and 25% for the afro-descendant population. Thus, in 2001, the rate for the afro-descendant population did not equal the rate for the white population, as had been forecasted in 1992⁷.

5. BRAZILIAN INSTITUTE FOR GEOGRAPHY AND STATISTICS. National Household Sample Survey. 2004.

6. Idem.

7. BRAZIL. Ministry of Education. 2006.

Education For All – 2015

Six Goals Approved during the Dakar Conference in 2000 and to Be Achieved by 2015

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Brazil has achieved substantial results in regard to indigenous education, but it still remains a priority to be met. Among 148,000 children and students in 2004, 78.7% were enrolled in primary education and only 2.9% in secondary education⁸. In this context, important challenges have come up, such as providing this population with an effective intercultural and bilingual education, as well as paying special attention to indigenous teachers and training (pre-service and in-service).

Secondary Education, Technical Education, Higher Education: preparing youths for professional life. There are several different educational alternatives to prepare youths to seize the opportunities that might open to them in their productive life. However, each one of these alternatives has to face critical challenges.

- **Secondary Education:** In 2005, enrolment in secondary education amounted to approximately 9.0 million: 7.9 million (87.8%) in the public sector, of which 3.9 million (43.3%) were in the evening shift. From the total enrolment rate, 4.7 million (52.22%) students are about 15 – 17 years of age.

⁸. NATIONAL INSTITUTE FOR EDUCATIONAL RESEARCH. Ministry of Education. 2004.

Millennium Development Goal n°6 Combat HIV/AIDS, Malaria and other Diseases

The Brazilian experience in the field of HIV/AIDS has become an international reference. Non-formal preventive education is still a mark of the success of this experience, as it has been sensitive to the regional, cultural and social diversities that characterize the country. The strategy adopted was based on the coordinated action of the various sectors that have interacted for the establishment of continuous and renewed educational initiatives in target social sectors.

According to available data, 70% of the HIV/AIDS cases correspond to citizens between the ages of 20 and 39; many of these contracted the virus during adolescence. Such evidence reinforces the importance of involving the school community in the elaboration and development of educational activities, allowing the school to become a privileged space in which to build a healthier society through the integral development of the citizen.

- **Technical Education:** Furthermore, enrolment in technical secondary education reached approximately 707,300 people (7,86%). Students older than 20 years old accounted for 66% of this figure, of which 58% were enrolled in private institutions and 83.5% were concentrated in the most developed regions of Brazil (South-eastern and Southern regions)⁹. It is important to highlight that secondary education has recently begun to be integrated to professional and technical education in 20 (out of 27) Brazilian federative units, particularly in the Northern and North-eastern regions of the country. New enrolments in this modality are estimated to amount to 62,000 by 2006 and to an additional 53,000 by 2007.

- **Higher Education:** Over the past ten years, the enrolment rate in higher education increased by 134%. This is due, mainly, to the participation of private institutions that, in 2003, accounted for approximately 70.8% of enrolments. Of these students, 67.7% studied in the evenings. In spite of this significant expansion, higher education is still a challenge in Brazil. Access to public institutions needs to be expanded to a larger proportion of

9. NATIONAL INSTITUTE FOR EDUCATIONAL RESEARCH. Ministry of Education. 2005.

young people aged 18-24, particularly those coming from the lower social stratum. In addition, the evaluations indicate the existence of major quality disparities among educational institutions, especially among private organizations.

Qualifying and Training Teachers. Improving the professional training of teachers is critical to any effort aimed at improving the quality of education. The latest results of the Basic Education Evaluation System show that 51.6% of all fourth grade students had “critical” or “very critical” performances in mathematics. The figure reaches 55.4% for “critical” or “very critical” performances in Portuguese. Similar or even worse results were found in the last grades of primary and secondary education. At the same time, Brazil ranked among the last positions of PISA 2000 and PISA 2003¹⁰. It is of fundamental importance to establish the links between learning evaluation results and pre-service and in-service teacher education and training, in order to effectively renovate the learning process in the classrooms. Equally important is the establishment of career development plans for teachers and other professionals in the education sector.

B. UNESCO'S COMPARATIVE ADVANTAGE IN EDUCATION

The support that UNESCO can provide to Brazil has to be viewed within the framework of the solid and complex network of national institutions in charge of educational activities at the national, state and local levels. UNESCO fulfils specific functions that stem from its internationally-mandated role. Thus, as the Agency entrusted with the coordination of the global drive towards Education for All (EFA), UNESCO's role is to follow up the activities by assessing progress, analysing effective policies, disseminating knowledge about good practices, and alerting on emerging challenges. This contribution seems to be particularly critical for Brazil, as an E-9 country. Along these lines, UNESCO can play a unique role in contributing to harmonizing educational statistics in Brazil and disseminating such data around the world.

A second set of functions derives from UNESCO's mandate as an international and inter-governmental organization specialized in education, with demonstrable experience in generating knowledge in education in order to support the strengthening of education policies with holistic social results, by providing reliable data and information.

10. NATIONAL INSTITUTE FOR EDUCATIONAL RESEARCH. Ministry of Education. 2004.

Finally, quality and equity remain a crucial challenge in Brazil, as both are essential to respond to the needs of the country and for the construction of a knowledge society. Research shows that a large proportion of students at different schooling levels have deficient performance in critical subject matters. The low absorption of scientific concepts hampers the inclusion of individuals into modern society. UNESCO will provide technical support and expertise to address both the issues of quality and equity in education.

C. STRATEGIC OBJECTIVES, MAIN APPROACHES AND LINES OF INTERVENTION

Strategic Objective 1:

Supporting National Efforts in Pursuit of the EFA Goals on Universal Access and Quality Education

In 2000, when countries committed themselves to promoting the goals of Education for All by means of the Dakar Framework for Action, UNESCO was given the responsibility of being the lead agency in promoting EFA around the world. This means that UNESCO in Brazil has the task of supporting the Brazilian government – at the federal, state and municipal level – in the development of public educational policies that ensure universal access and quality education to all children, youths and adults. This task is to be accomplished not only by means of inputs to policy-making, but also by the assessment of progress, encouragement of debate and by advocacy for the fundamental right to education for all.

Lines of intervention:

- To monitor the progress made by Brazil in achieving the EFA goals and in addressing the strategic focuses of PRELAC (Regional Educational Project of Latin America and the Caribbean);
- To support the monitoring of actions towards the achievement of EFA goals and to identify gaps with a view to promoting new actions aimed at strengthening public policies;
- To facilitate dialogue and articulation of policies developed by various governmental sectors at different levels (national, state and municipal);
- To serve as a forum for dialogue and articulation between governmental insti-

tutions, civil society organizations and the private sector for the development of policies, programs, projects and actions that contribute to the achievement of EFA goals;

- To coordinate with other UN agencies and other development cooperation agencies in supporting the country's efforts towards the attainment of EFA goals;
- To develop advocacy actions in order to raise public awareness in regard to EFA;
- To support a framework for the teaching of sciences in primary and secondary schools, which can also relate to current vocational education programs.

Strategic Objective 2:

Contributing to Knowledge Generation in Education

UNESCO is committed to being a clearinghouse and a laboratory of ideas within the framework of the technical cooperation it develops with member states. These roles are directly linked to the generation of knowledge in education, with a view to contributing to educational practices in the classroom and to policy-making at the municipal, state and federal levels. Similarly, UBO will give attention to UNESCO/UNITWIN Chairs in Brazil by working towards the strengthening of inter-university cooperation and by supporting the Chairs in performing their important role as knowledge generators.

Lines of intervention:

- To generate, and support the generation of, knowledge through studies, research, evaluation and pilot-projects, in order to provide inputs for the formulation of educational policies and programs;
- To strengthen UNESCO/UNITWIN Chairs Programme.

Strategic Objective 3:

Providing Technical Support to Strengthen Educational Policies and Practices

As a UN specialised agency with an important mandate in education, UNESCO is devoted, among other functions, to capacity-building in member countries and to promoting international cooperation. In education, these are two important tools in the development of policies and practices aimed at universalizing access and improving quality. As Brazil has officially committed itself to promoting Education for

All, UBO will technically cooperate with governmental institutions, civil society organizations, and international partners in order to support policies and practices that are conducive to achieving EFA and preventive education in HIV/AIDS.

Lines of intervention:

- To provide technical support to educational system management teams, in order to strengthen their technical capacities in implementing and monitoring activities to ensure access and learning for all;
- To cooperate technically with the government, at different levels, in order to strengthen educational policies and practices aimed at improving equity and quality of education;
- To identify national and international good practices and to disseminate them within Brazil;
- To foster initiatives particularly targeted at the Brazilian youth and support vocational and technical education projects;
- To provide technical assistance in preventive education for HIV/AIDS;
- To facilitate South-South cooperation initiatives and exchange best practices and lessons learned mainly from Brazil, Portuguese-Speaking countries and other countries in Latin America and the Caribbean.

4.3. NATURAL SCIENCES

A. NATIONAL CONTEXT

A Natural Heritage in Danger. Brazil has important reserves of natural resources, large biomes with important bodies of fresh water, and extensive areas that contain a rich and complex biodiversity. These assets and potentialities are in danger, however, due to uncontrolled exploitation by human beings. This may be most evident with respect to the fate of its main biomes. The Amazon Region has already lost 15% of its original forest cover due to a variety of causes which the public authorities seem powerless to revert. The Atlantic Rainforest is down to only 7% of its original 1.36 million km² of forest cover and is threatened with total extinction. Other biomes such as the Cerrado, the Pantanal and the Caatinga are also endangered by the spread of non-sustainable economic activities.

Research & Development: supporting and fostering the economy. Scientific and technological development could be better connected to productive activity in Brazil. Sustained increases in productivity would require a more focused system of technological



Millennium Development Goal n°7 Ensure Environmental Sustainability

Improving the quality of life and the exercise of human rights by today's citizens is not enough if the rights of future generations to equal or better conditions are not respected. Brazil has enormous comparative advantages in natural assets and is extraordinarily rich in biodiversity. Environmental legislation in Brazil is now among the most advanced in the world. However the practical difficulties met in its implementation are enormous. There is increasing recognition of the need for better policies and stronger institutions to manage Brazil's natural resources and consolidate SISNAMA. The Amazon region, for instance, has already lost 15% of its total forest area whilst the Atlantic Forest is still in danger, and the Cerrado is targeted by the expansion of the agricultural frontier.

UN Country Team – Brazil. Common Country Assessment (Executive Summary §12), 2005.

development. Links could be enhanced between research institutes, universities (which are responsible for much of the Brazilian effort in the area of knowledge generation) and the productive sectors. Business firms rely to a great extent on imported technologies. Effective strategies to induce Research & Development within the productive sectors and to promote the absorption and dissemination of technologies are still wanting.

B. UNESCO'S COMPARATIVE ADVANTAGE IN NATURAL SCIENCES

Brazil has a solid legal and institutional basis, both in the Environmental and in the Science and Technology sectors. However, it encounters serious practical difficulties in implementing the country's advanced legislation in these fields. UNESCO's role can be vital in providing various forms of support, such as timely technical assistance, legitimizing initiatives, assisting in monitoring the implementation of internationally-agreed treaties and agreements, identifying and channelling national and international resources, strengthening collaboration between government and civil society organizations and supporting other projects and initiatives that may contribute to socio-environmental improvement.

More specifically, Brazilian authorities are expecting UNESCO to provide them with assistance and technical support in implementing recommendations approved in forums where UNESCO has been leading international mobilization. In particular: The Declaration on Science and the Use of Scientific Knowledge, established by the World Science Conference; the World Water Assessment Programme (WWAP); Environmental Education and the Decade of Education for Sustainable Development – DESD; and the Man and the Biosphere Programme (MAB).

UNESCO's official responsibilities in these areas lend a distinctive profile to the sector. In this light, since 1975, UNESCO has been promoting studies within the ambit of the International Hydrological Programme (IHP) and has an important technical/scientific background in water management. It is important to remember that water is a UNESCO priority, and that all support should be given to water related initiatives, as UBO has been doing, cooperating with Brazilian authorities in this area for several years, and all support will be given to projects like "PROÁGUA Semi-Árido". By the same token, UBO has cooperated on Biosphere Reserves, an area in which Brazil has been particularly active and innovative within the scope of the MaB, for more than fifteen years. However, there is still a need to consolidate

the achievements and to improve the functioning of the network of biospheres reserves.

UNESCO also has an important role to play in enhancing science education as well as in Science & Technology policy. In particular, innovative and pilot actions will have to be implemented to strengthen scientific teaching in basic and secondary education. In accordance with the Budapest Conference of Science, UNESCO will support national efforts to promote social inclusion through information strategies on Science and Technology.

C. STRATEGIC OBJECTIVES, MAIN APPROACHES AND LINES OF INTERVENTION

Strategic Objective 1::

Promoting the Integrated Management of Hydrological Resources

Acting as a capacity-builder, UNESCO will assist the State Systems of Hydrological Resources Management by proposing instruments and methodologies for the decentralization of water management. It will dedicate attention to the revitalization of Hydrological Basins in vulnerable situations and stimulate water conservation, rational use of water and quality monitoring through education on water usage.

Lines of intervention:

- To support the evaluation of the PROAGUA Semi-Árido, as well as the design and implementation of a national PROAGUA;
- To promote capacity building for the public and private management of water basins;
- To promote and support a series of publications on water resources;
- To advocate water use education in all sectors of civil society;
- To support Brazilian participation in water related forums, such as the IHP and WWAP;
- To promote activities in connection with the International Water Decade (2005-2015); the Brazilian Water Decade and the Year of Water and Culture.

Strategic Objective 2:

Promoting the Protection, Conservation and Sustainable Use of Biological Diversity

In order to help consolidate the National System of Protected Areas (SNUC), UNESCO will strengthen the Brazilian Network of Biosphere Reserves as an instrument for shared management and evaluation of the impact of the SNUC and the Plan for Protected Areas. UNESCO will support the integrated management of World Heritage Natural Sites in Brazil through the Programme of Biodiversity Conservation, which is already being developed with financial support of the United Nations foundation, TNC and CI-Brazil. UNESCO will also support sustainable tourism as an instrument for income generation, particularly among youngsters trained by the Youth Programme of Biosphere Reserves.

Lines of intervention:

- To use Biosphere Reserves and World Heritage Natural Sites as the starting point for cross-cutting activities, stressing the potential of these sites to implement an integrated vision;
- To promote capacity building of traditional populations for the sustainable use of natural resources in Biosphere Reserves;
- To promote case studies in quality economies within Biosphere Reserves;
- To assist in the implementation of actions foreseen in the Conservation of Biodiversity Program in Brazil's World Heritage Sites – BraPatrimônio;
- To support the management and monitoring of environmental compensation mechanisms at the federal and state levels;
- To foster cooperation in ecological corridors and ecosystems Brazil shares with neighbouring countries;
- To stimulate communication and diffusion programs concerning the importance and value of biodiversity;
- To strengthen South-South Co-operation among countries with large tropical rainforests, particularly on capacity building, management and use of natural

renewable resources, and developing new ideas for participatory approaches with local and indigenous populations.

Strategic Objective 3:

Supporting Capacity-Building in Science and Technology for Sustainable Development

The aim of UNESCO will be to help improve the effectiveness of Brazil's science and technology policy and to link it more closely to the needs of the country's productive sectors in order to promote sustainable development. To this purpose, UBO will endeavour to promote the integration of quality and effectiveness in the teaching of sciences, utilizing UNESCO's weight to leverage several initiatives that will help the country redefine its approach in this domain.

Lines of intervention:

- To support the discussion and implementation of a National Science and Technology Policy through international and parliamentary articulation;
- To assist in the planning and implementation of a new institutional system for science and technology;
- To stimulate the popularization of S & T in education within the framework of the Decade of Education for Sustainable Development (DESD);
- To support improvements in the teaching of the sciences;
- To encourage the generation of scientific and technological knowledge in universities and other research institutions;
- To improve the dissemination of scientific and technological knowledge not only in universities and other research institutions but also to the wider public.

4.4. SOCIAL AND HUMAN SCIENCES



A. NATIONAL CONTEXT

The nature of the challenges to be met by the Social and Human Sciences programme coincides with some of the most important difficulties faced by Brazil itself. The fight against poverty, as well as the efforts to diminish inequality and reduce violence are all national priorities placed at the top of the list of the political and institutional agenda. They are also to be found at the heart of actions undertaken by UNESCO which, relying on information, lessons learned, research and knowledge generation, seek to support the efforts of the Government and of civil society, in order to revert or alleviate the current situation.

Persistent Poverty, Social Inequality and Injustice in Brazil. Although it has a large number of poor people (53.9 million) with a monthly family per capita income of 50% of the minimum salary, Brazil is not a poor country, but still has to overcome a

Millennium Development Goal n°8 Develop a Global Partnership for Development

Since 1990, the rate of increase of the labour force has been higher than the number of jobs created. The economically active population in 2003 amounted to 88 million people, of which 8.5 million were unemployed. The current employment problems faced by Brazil are: unemployment, informality, decrease in real wages, gender and racial inequalities at the workplace. Unemployment is particularly high in the largest cities and is linked to the relatively slow growth of the economy, to the low labour component in observed economic growth, to the restriction of credit that accompanies high interest rates, and to the sheer elimination of jobs caused by deregulation and by the restructuring of productive processes in the larger industries, as they reorganized themselves to better compete on the national and international market. Young people, women and blacks are the most affected by the current labour market problems. Reducing the huge informal sector in Brazil is not a straightforward task, nor one which generates consensus.

UN Country Team – Brazil. Common Country Assessment (Executive Summary §8), 2005.

Violence, a Challenge for Human Rights

Equity and human rights are systematically undermined by violence and insecurity. Crime and violence have increased dramatically in recent decades, particularly in large urban areas. Homicides have become the third leading cause of death among men, and the leading cause among young males aged 15-39. Black men have particularly high mortality rates from violent causes. A significant proportion of all deaths stems from interpersonal conflicts and confrontations not linked to other forms of criminality. The incidence of thefts, robberies and aggressions of various types is on the rise. Organized crime, especially drug traffic is on the rise and engenders various types of violence. These gangs cause enormous social and economic damage, through assassinations, arms traffic, terror, fomenting addiction among children and adolescents, and by jeopardising the legitimacy and viability of Brazilian public institutions. Of particular concern is how the prevailing climate of violence and insecurity will impact on the future of youths, and thus of the country itself

UN Country Team – Brazil. Common Country Assessment (Executive Summary §9), 2005.

reality of injustice and inequality. It is, in fact, extremely unjust and unequal. The social injustices are present throughout the country and are reflected in a medium rank in the Human Development Index (HDI), which means difficulties are still to be overcome in education, health, income distribution and employment conditions.

Human Rights Violations. Brazil, with its enormous social and economic inequalities, promotes a vast array of actions for the advancement and defence of human rights. Despite considerable and innovative work in promoting human rights, the country, nevertheless, still has a dismayingly large number of people who continue to encounter major difficulties in exercising their citizenship and their basic rights. These are great challenges and UNESCO understands that, only by mobilizing all social actors directly or indirectly involved, the Organization can contribute to the promotion of citizenship, to the consolidation of democracy, to the promotion of equality, and to widespread access to justice and security. Such advancements are essential in leading the country to build and strengthen a culture of human rights.

The Plague of Violence. Poverty, inequality and social injustice are reflected in the continuous violation of human rights, including the right to life and to security. Rates of violence and lack of security, especially in larger urban areas, have increased in the last couple of decades. Homicides are one of the main causes of death among men, and the main cause of death among young people between 15 and 39 years of age. Black men are the majority of violence victims.

Regional, Ethnic, Gender and Race Disparities. The analysis of regional, gender and race /ethnic statistics reveals the gravity of the inequality situation in Brazil. The Northeast and Northern regions are the poorest; moreover, data sources by race clearly show that discriminatory attitudes towards the indigenous and afro-descendant population persist within Brazilian society. Afro-descendants comprise 47.3% of the Brazilian population and they represent 66% of the poor segment. It is known that black women are the poorest among the poor population

Recent developments in promoting human rights have been welcomed, but there is no expressive understanding of the universality and indivisibility of civil, political, social, economic and cultural rights.

Racial Discrimination

Brazilian society is among the most culturally and racially diverse in the world. Data sources by race are improving; they clearly show that discriminatory attitudes towards the indigenous and black populations persist within Brazilian society. These are apparent at a number of levels in the political, economic and social life of the country. The majority of poor people are black; blacks have a lower education and perform worse than whites in translating education into social mobility; the majority of people targeted by the police are black; moreover, black people have higher infant mortality rates, higher rates of unemployment, and earn less for the same work. They are also significantly under-represented in all positions of power in the State. Thus, they are locked.

UN Country Team – Brazil. Common Country Assessment (Executive Summary §4), 2005.

B. UNESCO'S COMPARATIVE ADVANTAGE IN SOCIAL AND HUMAN SCIENCES

The mission of the Social and Human Sciences programme is to advance knowledge, standards and intellectual cooperation in order to facilitate social transformations conducive to the enactment of the universal values of justice, freedom and human dignity. In Brazil, this mission essentially implies helping to reduce poverty and social inequality, supporting social inclusion and protecting and promoting human rights and ethical values in science, which is in accordance with the country's priorities.

UNESCO by means of its Social and Human Sciences Programme has a vital role in channelling international technical cooperation towards the promotion of critical social transformations. To this purpose, it scans the social environment, analyzing data, policies, projects and programmes, proposing paths of action, while mobilizing and raising awareness among social actors, which is the key to any social action.

It is important to promote the debate to empower vulnerable groups, especially afro-descendants, the indigenous population, women and youth, to accomplish these perspectives. UNESCO will support dialogue among these groups, focusing on actors such as the government, private entities and non-governmental organizations.

On the other hand, UNESCO will take advantage of the experience acquired in preparing and producing universal legal instruments to foster debates and discussions on ethical matters, and will assist in implementing, in Brazil, international commitments such as the International Declaration on Bioethics.

C. STRATEGIC OBJECTIVES, MAIN APPROACHES AND LINES OF INTERVENTION

Strategic Objective 1:

Promotion of Social Inclusion, the Struggle against Social Inequality and Poverty Reduction

Poverty reduction, coupled with the fight against social inequalities, will be a key priority for the Social and Human Sciences Programme in Brazil. An upstream and strategic approach rooted in social sciences information, knowledge and research will be put in place in order to influence policy-making and strengthen capacity-building. Close attention will also be paid to pilot-initiatives in the field of social inclusion in close cooperation with NGOs and civil society. Technical cooperation is present in all stages, from the planning to the implementation of projects and innovative activities.

Lines of intervention:

- To support the government at the federal, state and municipal levels in the formulation, implementation and evaluation of public policies aimed at reducing social inequalities;
- To support studies and research intended to reinforce the understanding of social problems related to poverty and the formulation of public policies;
- To contribute to the formulation, implementation, monitoring and evaluation of pilot-projects aimed at reducing inequality and social exclusion;
- To contribute to projects and the empowerment of vulnerable groups and strengthen NGO networks;
- To contribute to the capacity-building of governmental institutions and the empowerment of non-governmental organizations;
- To elaborate models/programs and strengthen the debate on exclusion, inequality and poverty in the country, considering lessons learned in other countries.

Strategic Objective 2:

Promotion of Human Rights and the Struggle against Racism and Racial Discrimination

UNESCO will stimulate debates and discussions on themes linked to human rights and in particular to the fight against racism. The main objective is to raise awareness of public opinion, especially among young people, in regard to the importance of these issues and to foster sustainable development in the heart of a new society impregnated with justice and equity. Furthermore, the values of the culture of peace will be disseminated within Brazilian society supporting empowerment actions and pilot initiatives.

Lines of intervention:

- To support the government and civil society in monitoring, implementing and evaluating the National Programme of Human Rights;
- To support the government and civil society in monitoring, implementing and evaluating the National Programme for Human Rights Education;
- To disseminate and to support the application of the Human Rights-Based Approach by the federal, state and municipal levels of government;
- To support the fight against racism and racial discrimination currently being carried on by different social actors, more specifically by the Special Secretariat for Policies to Promote Racial Equality;
- To stimulate and support studies and research that will bring a better understanding of social occurrences, in order to contribute to the design of public policies. UNESCO Chairs will be involved in the process;
- To formulate and disseminate innovative ideas and projects. Public spaces, schools and other equipment will be used for cultural, educational, sporting and leisure activities related to the Culture of Peace;
- To stimulate and support development of educational contents for activities intended to teach the culture of peace and non-violence and conflict resolution.

Strategic Objective 3: *Strengthening Ethical Principles in Science and Promoting Philosophy*

UNESCO will organise debates, discussions and seminars on contemporary themes related to ethics in sciences. This action will be supported and developed by a policy of publications to be made available to leaderships and key partners. Special attention will be dedicated to the dialogue between the various scientific activities and UNESCO Chairs, in particular, will be considered a strategic partner. In the same way, different activities will be undertaken to further promote the diffusion of philosophy in Brazil and to strengthen the contribution of philosophy towards shaping the debates on practical and operational matters.

Lines of intervention:

- To stimulate and support the debate on ethics in science and bioethics in Brazil by promoting seminars and workshops, bringing in experts from abroad, involving Governments, the Parliament, NGOs and universities in this debate;
- To foster cooperation within scientific sectors to raise awareness and promote debates on ethical issues in science;
- To disseminate and publicize International Declarations and other standard-setting instruments related to these issues;
- To promote research and teaching in philosophy and bioethics, as well as dissemination of results in key UNESCO areas of intervention.



4.5. CULTURE

A. NATIONAL CONTEXT

A Favourable Context. The current situation is particularly favourable for the expansion of activities promoting culture and preserving heritage in Brazil. Indeed, State action in the field of culture is experiencing a period of strong affirmation in the country.

There is a growing consciousness of the economic dimension of culture, as well as of its role in the conception of social policies favouring greater respect for cultural diversity, pluralism and human rights. In this vein, several cultural policies have been formulated, including: national normative actions such as the Book Law and the constitutional amendment that creates the National Plan for Culture; the establishment of a management system for the museum field; a national campaign to assign a minimum annual budget for culture; and the establishment of clearer mechanisms for the allocation of resources for cultural projects.

Some Priorities on the Agenda. The National Plan for Culture has defined priority themes to be taken into account from 2005 to 2015: Public Management of Culture; Cultural Rights and Citizenship; Culture and Development; Cultural Heritage; "Communication is culture." The Pluriannual Plan for Investments (PPA 2004/2007) also reflects the above program lines and points out the presence of culture in other cross-cutting policies.

Public Management of Culture. Despite the intent of giving culture the status of an actual public policy in Brazil, the current environment still lacks trained human resources, due either to the customary deficiency of public administration personnel, or to the broader object of cultural action, which calls for increasingly diverse professional profiles. To define the duties of public and private bodies and civil society, to build instruments of governance, to introduce cross-sector activities, to enhance professional training and to design new concepts and mechanisms of financing the cultural production are challenges which are being faced by the public and private sector, as well as by civil society.

Cultural Rights and Citizenship. The links between Culture and human rights, as well as the role of Culture in fighting discrimination, are issues Brazil has been trying to face. Nevertheless, the integration of Culture with other social policies is a recent experience which still calls for improvement. There is a lack of a deeper cultural approach when dealing with indigenous people, their traditions, their languages that are in danger of disappearing, and their knowledge related to nature. The same happens with the afro- descendants, who present the worst social indicators of the country, but only in the last few years have been targeted by specific social policies, which could also be improved in terms of a deeper cultural approach.

Culture and Development. The economic impact of Culture is broadly recognized in Brazil. Little has been done, however, to achieve a precise assessment of this phenomenon. Moreover, the links between Culture and development go beyond economic aspects; this means an even stronger challenge in measuring and monitoring the impacts of actions conceived in this line. Brazil is a fertile field for the development of projects wherein culture could figure as a central issue, due to its remarkable creative diversity. Areas like traditional crafts, small manufacturers, fashion and design are strategic for Brazil, given their capacity to improve the living conditions of the

Indigenous People

There are some 215 different indigenous groups speaking 180 different languages in Brazil today. For the most part, these are very small societies, the majority having less than one thousand people. Brazilian policy has centred on the demarcation of land rights for indigenous people on a scale unprecedented anywhere in the world, although their lands are still susceptible to invasion by miners, farmers, loggers and others. In addition, the government has focused on improving the health and educational situation of indigenous populations. The fact that many of these territories include rich biological regions has made the indigenous peoples a chess piece in complex ethno-environmental politics.

UN Country Team – Brazil. Common Country Assessment (Executive Summary §5), 2005.

poorer people. In other words, links with the safeguarding of tangible and intangible cultural heritage might be the main references for policies in this field.

Cultural Heritage. Brazil has a wide tradition in public policies related to the protection of Heritage, which partially explains its close relationship to UNESCO in this field. The current challenge is to take an intersectorial approach to both tangible and intangible heritage and to improve their relationship with development, particularly as concerns the urban development of historic sites. It is also quite relevant to spread and consolidate the recent experience of safeguarding intangible heritage.

Communication is Culture. A current challenge, in Brazil as elsewhere, is to understand and to find practical solutions, in terms of public policies and regulations, for the impact of new technologies on the production and diffusion of cultural contents. The impact of the Internet on copyright and new forms of transmission of cultural contents are being broadly discussed in Brazil. All these are in fact very sensitive and specialized issues, wherein further reflection and an improvement of the debate and of the available expertise are needed.

B. UNESCO'S COMPARATIVE ADVANTAGE IN CULTURE

Brazil and UNESCO have always been closely and positively aligned in the field of culture. The country has always responded quickly to the standards set by UNESCO, has signed most of the cultural Conventions and, in several cases, has made conceptual contributions to the formulation of these legal instruments. The World Heritage Convention is one of the most visible UNESCO instruments in Brazil, with 17 sites currently on the List. These sites represent, in a broad and balanced way, the country's cultural and natural diversity.

Brazil also has an advanced set of federal laws and policies on Intangible Heritage that has been conceived, updated and implemented under the leadership of IPHAN (Institute for National Artistic and Historical Heritage). Their dissemination to States and Municipalities does not follow the same level of quality and coherence, however. Thus, UBO can help, through advocacy and instrumentation, to support the dissemination of concepts, criteria and instruments beyond the federal level. Linguistic heritage, with regard to the more than 150 existing indigenous languages, as well as aloctone and African idioms, is another broad field which UBO can help the country to explore.

The challenge for UNESCO in Brazil is now to provide an adequate response to the growing importance of the cultural field and its increasing demands. In turn, the current context provides an opportunity to move beyond UNESCO's well-known work in the cultural heritage field and to collaborate with Brazil in the design of broadly-conceived cultural policies, projects and programmes.

UNESCO's Brasilia Office is often sought out on issues of Cultural Diversity, particularly when it is seen not only in the context of the imbalance between countries that produce and consume cultural products, but also in its links with human rights and minority rights, and as a way of fighting discrimination that causes inequality. In attempting to face its most pressing problem – social inequality – the country has been discovering the strong influence of culture in shaping this reality and its potential importance to the eventual transformation of the current scenario. In addition to efforts aimed at the ratification of the recently-approved Convention on Cultural Diversity, UNESCO is expected to contribute to the assessment of the impact this instrument will have on trade relations involving cultural services and goods. It should also highlight the opportunities that the Convention may create concerning its instruments and related entities (Fund, international cooperation instruments, Intergovernmental Committee, Conference of Parties, etc).

The promotion of the links between culture and development appears to be one of the most strategic niches for UNESCO in Brazil. Two main key points can be identified. The first relates to the economic impact of culture. This potential is broadly recognized in Brazil, but little has been done to assess its real value through the creation of data bases and a permanent information system. UNESCO could support the efforts of public institutions in this direction. The second field of intervention is related to the Convention on Cultural Diversity. Traditional crafts, small manufacturers, fashion and design are strategic for Brazil, given the range of products and their capacity to improve the living conditions of poorer groups. UNESCO is requested to promote the assistance of international expertise in this field and also to legitimate local projects, to mediate the approaches of the several institutions involved and, particularly, to strengthen the links between crafts and the safeguard of tangible and intangible cultural heritage.

C. STRATEGIC OBJECTIVES, MAIN APPROACHES AND LINES OF INTERVENTION

Strategic Objective 1:

Promoting the Incorporation of UNESCO's Legal Instruments into Cultural Policies

This is a strategic moment in which to take advantage of, and to optimize the historical synergy and coherence between Brazilian cultural policies and UNESCO recommendations, particularly in the field of heritage. Efforts might be concentrated on translating these orientations and international commitments into concrete actions through their incorporation into the country's legislation and programmes in the field of Culture.

Lines of intervention:

UNESCO receives several requests for support in the construction of cultural policies, to which it should respond adequately. That is the case, for instance, of policies related to the preservation and safeguarding of intangible and tangible cultural heritage.

- To encourage the ratification of UNESCO's legal instruments, in particular, the Convention for Cultural Diversity;
- To support the dissemination, at the levels of state and municipal legislations, of Register methodology and the elaboration of inventories and safeguarding plans regarding intangible heritage;
- To support the creation of a Living Human Treasures system for States and Municipalities;
- To support studies, research and safeguarding measures for linguistic diversity;
- To support studies, research, registration and the means of diffusion of traditional knowledge, especially knowledge and practices related to nature;
- To foster a pro-active and systematic monitoring of the state of conservation of World Heritage Sites in Brazil;
- To encourage the revision of national policies regarding World Heritage, mainly the revision of the draft list of World Cultural Heritage sites and the introduction of new concepts of selection;
- To support projects and activities for the conservation and promotion of World Heritage sites, especially in the field of Cultural Tourism;

Strategic Objective 2:

Enhancing the Linkages between Culture and Development, through Capacity Building and Knowledge Sharing

Despite the increasing interest and recognition of the broader approaches of Culture, there is a lack of expertise and concrete experiences. UNESCO could support the construction of a solid and permanent performance in this direction, favouring international cooperation and acting on the weakest link in the chain: capacity building in both the public sector and civil society. In this context, special attention will be paid to the linkages between Culture and Development: Brazil has strong potential for using its cultural diversity as a lever for economic development. Indeed, in the field of cultural tourism as well as creative industries (e.g.: crafts and design) there are some very valuable assets that could be used to develop a sustainable 'creative economy' in the country.

Lines of intervention:

- To support the creation of information and cultural statistics systems for the country by bringing in international experience concerning successful information systems and compatibility with international standards. Also, to support initiatives that complement public actions such as observatories, databases and studies of specific fields of the economy of culture – publishing, cinema, etc;
- To support the conception and implementation of legislation for the creation of planning, budget and management systems for cultural services and goods, in line with the National Plan for Culture;
- To support international cooperation in the conception of regional strategies for the promotion of cultural diversity, especially in multilateral agreements, identifying opportunities for creative industries at the regional level, in line with the Global Alliance for Cultural Diversity;
- To design and disseminate methodologies for the management of cultural and historical heritage, particularly for sustainability strategies, including, among others, the experience of implementing the Monumenta Programme from 1997 to 2007;
- To design and disseminate methodological approaches for the support and promotion of crafts production in connection with the safeguarding of cultural heritage and tourism.

- To build a reference mark for the work of UBO aimed at the improvement of national capacity to assess the impact of new media on the diffusion and production of cultural goods, especially concerning new languages and copyright.

Strategic Objective 3:

Safeguarding Cultural Rights and Encouraging Dialogue among Cultures and Civilizations

Efforts to treat culture as a right and to consider its links to social and education policies in the fight against discrimination, preventive health and poverty are recent advances in Brazil. Specific bodies and programmes were only recently created at the federal level. Civil society and the private sector have been progressively adding that dimension to their actions in the field of culture. In all cases, it is necessary to move towards a more solid clarification of the role of culture, as well as to promote a greater articulation among the actors and the adoption of evaluation instruments that can regularly monitor and redirect the implemented actions.

Lines of intervention:

- To design means of implementation for the Convention for Cultural Diversity, creating indicators and methodologies for the evaluation of Brazil's actions for cultural rights and intercultural dialogue;
- To reinforce the activities of the Slave Route Project (notably through the development of research and pedagogic material) in order to develop a better understanding of the cultural heritage from the slave trade and slavery and to better fight against historical sources of inequality and racial discrimination;
- To assess experiences, build indicators and define methods of design, implementation and evaluation of cultural projects directed at cultural pluralism and the accomplishment of cultural rights;
- To identify priority areas and develop intersectorial projects, especially in the fields of preventive education, digital inclusion and the fight against racism and discrimination;
- To develop methodologies for the evaluation of social programmes with a focus on cultural contents, concerning benefits achieved, as well as the quality and impact of projects from the point of view of culture;

4.6. COMMUNICATION AND INFORMATION

A. NATIONAL CONTEXT

Knowledge is recognized to be a central force in social transformation. Within the Brazilian context, knowledge and information open up possibilities for more effective poverty reduction strategies and for the attenuation of inequality. Within the context of UNESCO's mandate in communication and information, the current scenario offers some promising prospects, as well as some well-entrenched obstacles to the democratization of knowledge and to the promotion of wider access to sources of information and quality content, particularly at the community level. The current situation and some of the constraints can be described as follows:

Public Information and Media Concentration. The media market in Brazil is very large, having been estimated at US\$ 3 billion in 2005. It is divided in three private networks comprising 138 companies, and controlling 668 media vehicles (TV stations, radio and newspapers). One single network accounts for 53% of the market and has 54% of the total TV audience. This high level of concentration is a challenge to pluralism and to the right to information in democratic Brazil.

TV and Radio: major sources of information in Brazil. Open signal TV and radio broadcasting are the major sources of information for the majority of Brazilians. In the first years of the present century, 88% of the domiciles in Brazil had a TV set (most receiving open signal) and 88% of the Brazilians listened to the radio daily. The high penetration of open signal TV makes it the major source of information in the country.

The Internet: new source of information for the few. Internet home users have doubled since 2000, reaching 11.96 million in 2005. Yet, 55% of Brazilians aged 10 or more have never had any contact with computers, and 68% have never connected to the Internet. Effective advances towards a digital society in Brazil in no way imply that the digital gap is being reduced in the country. Information circulated on the Internet mostly reaches the middle classes and upper social strata.

Public Service Broadcasting. In addition to commercial media, Brazil has an independent media segment composed of public service broadcasting and



community media. Public service broadcasting (PSB) includes some TV and Radio stations devoted to education and culture, but most of it is still dependent on government funding. PSB has played an important role in diversifying access to cultural products in Brazil.

Community Media: opportunities for local content. Community media is growing in the country. Community radio and TV cater to a very small, almost residual although growing share of local audience. A major obstacle to further rapid expansion stems from the difficulties faced in obtaining authorisation from the Ministry of Communication, which controls the distribution of the frequency spectrum.

Information and Communication Infrastructure: an asset for education and learning. Information and communication infrastructure is an important asset for education and learning. A significant infrastructure is already serving public schools; a large number of people have access to the internet from their schools, workplaces and homes; TV channels dedicated to education broadcasting in C-band to dishes have been installed in workplaces, homes and schools; public service broadcasting and some community radio and TV stations are dedicated to education and culture.

Press Freedom: a major achievement to be enhanced. Despite undeniable progress since the end of the military regime in the mid 1980s, freedom of the press is still far from the ideal level registered in most developed countries. A survey by the *Reporters without Borders* in 2005 placed Brazil at 63rd in a list of 167 countries, concerning freedom of the press.

New Media, New Opportunities? Regulation of digital TV and Radio in Brazil is a critical issue, in that it governs opportunities for increasing diversity in sources of information and, in the long run, affects incentives for a content industry. How much of this industry will be local and open to new entrants will depend on the model of legal protection to be adopted, and on the training of the relevant specialists.

B. UNESCO'S COMPARATIVE ADVANTAGE IN COMMUNICATION AND INFORMATION

Brazil was among the first major developing countries to respond to UNESCO's proposal that the concept of knowledge societies be utilized in reference to the role

of global dissemination of new information and communication technologies in building the future. Brazilian society and its government have been committed to UNESCO's objectives in terms of broadening public access to information and reducing the digital gap. It is also concerned with ensuring freedom of expression, and responsibly mobilizing new information and communication technologies for formal and lifelong education.

Brazil has launched various initiatives at the federal, state and municipal levels, aimed at democratizing access to the information infrastructure. However, reaping full benefits from the emerging knowledge economy and society, meeting the Millennium Development Goals, and creating a favourable environment for the reduction of urban violence will require wider access to quality content in Brazil, particularly at the community level. UNESCO can help, through advocacy and as a neutral actor, to support the definition of strategies for higher accessibility to quality information, including cultural products and governmental information. UNESCO can also advocate in support of effective strategies for the production of quality local content and for preservation of information.

In addition, the UNESCO Brasilia Office is often looked to for guidance on issues of best practices in the use of new information and communication technologies in education. UNESCO presents them not simply as a sophisticated tool for dissemination of distance education practices, but also in the context of preparing teachers for creative ways of mixing available tools – old and new – in their classroom activities.

As a neutral agency, UNESCO has a unique role to play in adding credibility and giving support to initiatives towards enhanced access to quality information in Brazil. The Organization also has the leverage to promote a balanced mobilization of new and traditional information and communication technologies for education due to its worldwide experience, particularly that which it has accumulated in its field offices and institutes. The Tunis Agenda of the World Summit of the Information Society (2005) has given UNESCO the leading role in the promotion of actions related to access to information and knowledge; e-learning; e-science; cultural diversity and local content; media and ethical dimensions, through which UNESCO intends to contribute to the process of moving from information society into knowledge societies.

In particular, actions will be taken in the context of UNESCO's Information for All Programme (IFAP), as a framework to create equitable societies through better access to information, through Brazil's National IFAP Committee.

C. STRATEGIC OBJECTIVES, MAIN APPROACHES AND LINES OF INTERVENTION

Strategic Objective 1:

Foster Democratic Media through Access to Diversified and Quality Information

The approach being proposed here is to take advantage of UNESCO's catalytic role in order to mobilize various actors around the need to increase sources of good quality information. This will be accomplished by adopting proper policies and strategies, supporting South-South collaboration for production and sharing of content in the Portuguese language, creating awareness of the social implications of the use of the new technologies, and monitoring violations of the right to freedom of expression.

Lines of intervention:

- To contribute to catalyse different initiatives of digital inclusion, focusing on community access to information and knowledge and information literacy;
- To promote the formulation of policies and strategies for the preservation of digital heritage and access to governmental information in the public domain;
- To support initiatives on the ethical, cultural and social implications of the use of ICT in the Brazilian society;
- To facilitate South-South cooperation in the production, sharing and circulation of cultural, education and science contents in the Portuguese language;
- To support the monitoring of violations to the freedom of the press as well as initiatives that promote freedom of expression.

Strategic Objective 2:

Promoting the Use of Information and Communication Technologies in Education

This is a cross-cutting strategic objective that will depend on resources from both the Communication and Information and the Education programmatic units. The central approach is to mobilize UNESCO's international experience as a laboratory of

ideas, in support of wider and more balanced use of information and communication technologies, traditional and new, in teacher education and by teachers in their everyday work, and also as a tool for lifelong, continuous education.

Lines of intervention:

- To support initiatives in using ICT for teacher training and training teachers in the use of ICT for education – in cooperation with the Education programme;
- To support initiatives in using ICT for teacher training and training teachers in the use of ICT for education – in cooperation with the Education programme;
- To support actions towards the mobilization of ICT for formal, lifelong and continuous education, as well as for collaborative work and sharing of learning materials – in cooperation with the Education programme;
- To support initiatives in using ICT for teacher training and training teachers in the use of ICT for education – in cooperation with the Education programme;
- To support actions towards the mobilization of ICT for formal, lifelong and continuous education, as well as for collaborative work and sharing of learning materials – in cooperation with the Education programme;
- To support actions towards the mobilization of ICT for formal, lifelong and continuous education, as well as for collaborative work and sharing of learning materials – in cooperation with the Education programme.

Strategic Objective 3:

Information and Knowledge for Social Development

This objective proposes cross-cutting interventions that will benefit from the joint resources of Communication and Information, Culture, Natural Sciences and Social and Human Sciences programmatic units. UNESCO will play a catalytic role with other multilateral agencies in mobilizing information and communication professionals for the production of better quality information for social development. The Organization will also support initiatives for capacity building in the use of the new technologies for the production of creative content and for wider access to scientific information.

Lines of intervention:

- To act as a catalyst of multilateral agencies in the mobilization of information and communication professionals for the production of quality information about urban violence, environmental issues, prevention of HIV/AIDS – in cooperation with the Natural Sciences and the Social and Human Sciences programmes;
- To promote and support capacity building initiatives in the use of ICT for production and circulation of creative local content, especially at the community level – in cooperation with the Culture programme;
- To promote initiatives which broaden access to information and knowledge of science and technology at international level – in cooperation with the Natural Sciences and the Social and Human Sciences programme;
- To promote professional journalism and investigative reporting on issues relating to good governance.

<p>Cross-cutting Themes</p>	<p>Preventing Violence among Young People</p> <p>Education for Sustainable Development</p> <p>Fighting against Racial Discrimination</p> <p>Promoting Sites of Exceptional Value</p>
<p>Education</p>	<p><i>Strategic Objective 1:</i> Supporting National Efforts in Pursuit of the EFA Goals on Universal Access and Quality Education.</p> <p><i>Strategic Objective 2:</i> Contributing to Knowledge Generation in Education.</p> <p><i>Strategic Objective 3:</i> Providing Technical Support to Strengthen Educational Policies and Practices.</p>
<p>Natural Sciences</p>	<p><i>Strategic Objective 1:</i> Promoting the Integrated Management of Hydrological Resources.</p> <p><i>Strategic Objective 2:</i> Promoting the Protection, Conservation and Sustainable Use of Biological Diversity.</p> <p><i>Strategic Objective 3:</i> Supporting Capacity-Building in Science and Technology for Sustainable Development.</p>
<p>Social and Human Sciences</p>	<p><i>Strategic Objective 1:</i> Promotion of Social Inclusion, the Struggle against Social Inequality and Poverty Reduction.</p> <p><i>Strategic Objective 2:</i> Promotion of Human Rights and the Struggle against Racism and Racial Discrimination.</p> <p><i>Strategic Objective 3:</i> Strengthening Ethical Principles in Science and Promoting Philosophy.</p>
<p>Culture</p>	<p><i>Strategic Objective 1:</i> Promoting the Incorporation of UNESCO's Legal Instruments into Cultural Policies.</p> <p><i>Strategic Objective 2:</i> Enhancing the Linkages between Culture and Development, through Capacity Building and Knowledge Sharing.</p> <p><i>Strategic Objective 3:</i> Safeguarding Cultural Rights and Encouraging Dialogue among Cultures and Civilizations.</p>
<p>Communication and Information</p>	<p><i>Strategic Objective 1:</i> Foster Democratic Media through Access to Diversified and Quality Information.</p> <p><i>Strategic Objective 2:</i> Promoting the Use of Information and Communication Technologies in Education.</p> <p><i>Strategic Objective 3:</i> Information and Knowledge for Social Development.</p>

5. Summary of the Strategic Objectives of UNESCO for Brazil

6. The Team of UNESCO in Brazil

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Vincent Defourny

*Representative of the UNESCO Brasilia Office a.i.
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Inside

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People - p. 33

Niven Franci

p. 15

Cover

Eduardo Trópia

Panoramic view from the São Francisco de Paula Church, Ouro Preto - MG

José Albani Ramos de Souza

*Forecourt and Sanctuary Church with Aleijadinho's prophets - Bom Jesus de Matosinhos - MG
Bumba-meu-boi revellers - Historic Centre of São Luís - MA*

Nelson Muchagata

People

Salomon Cytrynowicz

Detail of Itamarati Palace arches. Brasília - DF

Soraya Ursine

Historic Centre of Diamantina - MG

Zig Koch

Meanders of a river on the coastal plain. Atlantic Forest: Southeast Reserves