



United Nations
Educational, Scientific and
Cultural Organization

A collage of four images: top-left shows a close-up of blue and yellow piano keys; top-right shows a globe with hands reaching up; bottom-left shows a person in a red garment; bottom-right shows a classroom of students with a teacher.

UNESCO-Private Sector Partnerships: Making a Difference

“ UNESCO is a multi-stakeholder forum which seeks to bring the best out of a variety of global, regional, national and local networks. Our primary purpose, therefore, is not the generation of supplementary funds but the promotion of linkages and dialogue through which private and corporate entities can contribute to peace, development and other goals pursued by the Organization. ”

Koïchiro Matsuura
Director-General, UNESCO

Over the past few years, the number of UNESCO's partners from the private sector has increased to several hundred, ranging from multinational companies, to small and medium sized enterprises, philanthropic trusts and foundations, economic and business associations and individuals.

Furthermore, the scope of UNESCO's partnerships with the private sector has evolved and reached a new strategic level. In addition to traditional philanthropic and sponsorship relationships, UNESCO and the private sector now work together by sharing resources and expertise to develop partnership programmes. These programmes promote advocacy, enhance policy dialogue, build international rules and norms, harness markets for development, and carry out projects that contribute directly to tackling global challenges, achieving wide reach and great impact.

Working in five fields of competences - education, natural sciences, social and human sciences, culture and communication and information - UNESCO is able to supply partnership opportunities to the private sector in any one of these five sectors and across these different sectors, forging inter-disciplinary and multi-disciplinary partnerships. Thus, UNESCO's specific goals and assets provide partners with a unique strategic engagement platform for tackling global development challenges and contributing to the alleviation of poverty. UNESCO's core programmes - Education for All, promotion of cultural diversity, safeguarding of the world's water resources, developing equitable knowledge societies and fostering the ethical dimensions of sciences - represent a rich portfolio of interfaces with the specific interests and

capacities of the private sector. UNESCO offers to explore these interfaces through a variety of modalities and the active participation of its powerful global, regional, national and local networks.

UNESCO considers working with the private sector as a necessity not an option.

Partnerships between UNESCO and the private sector have proved to be extremely successful because they are based on common values and synergetic interaction. By enabling the private sector to engage directly in development programmes, these partnerships allow to mobilize significant resources for the objectives set out by UNESCO's Member States.

Responsible behavior, global citizenship, solidarity and peace are at the centre of UNESCO's value propositions. They also make good long-term business sense by positioning the private sector and, in particular, the business community as key drivers of sustainable development. Through partnerships, UNESCO allows philanthropic and business strategies to match more effectively with the needs of the communities in which the private sector operates.

This brochure presents some examples of UNESCO's current partnerships with the private sector. It also provides information on specific opportunities for developing new initiatives jointly, in order to make a true difference for the people of the world.

Ahmed Sayyad

Assistant Director-General
for External Relations and Cooperation

UNESCO's Global Networks

UNESCO's Global Networks

UNESCO's vast global networks are one of its principal assets.

With 191 nations as Member States, UNESCO has more than 50 Field Offices around the world. They work together with regional organizations, national governments, and civil society partners to deliver programmes and activities on the ground.

Institutes and Centres, such as the UNESCO Institute for Water Education in the Netherlands and the UNESCO Institute for Statistics in Canada, are essential institutional branches of UNESCO. They work to build capacities of Member States in UNESCO's fields of competence by training professionals, conducting research, providing statistics, and setting standards.

The National Commissions for UNESCO form a vital link between UNESCO and civil society. Set up by each Member State, they initiate and coordinate national governmental and non-governmental actions to advance UNESCO's mandates.

In addition, there is a diverse range of other specialized intergovernmental bodies to provide essential mechanism for global cooperation for UNESCO's programmes, such as the Intergovernmental Oceanographic Commission (IOC) and the World Heritage Committee. They are supported by their regional, national, and local entities such as, for example, the five IOC Regional Committees, and more than 800 UNESCO World Heritage sites in over 135 countries.

Furthermore, more than 400 intergovernmental and non-governmental organizations and 3,600 clubs, centres and associations maintain close working relationships with UNESCO, and hundreds of other groups and organizations work with UNESCO on specific projects. About 8,000 institutions in 176 countries are members of UNESCO's Associated Schools Project - ASPnet, which provides grassroots support for basic and secondary education. At the level of higher education, the University Twinning and Networking Scheme (UNITWIN) and the UNESCO Chairs programme work to build relationships across national boundaries so that universities and colleges can share their research and expertise. There are now over 600 established Chairs and UNITWIN networks in 121 countries, involving thousands of academics, scholars and graduate students, as well as other partners from economic bodies and civil society.

Partnership Framework

UNESCO works to build partnerships with the private sector within the framework of “The United Nations Global Compact”, and the “Guidelines on Cooperation between the United Nations and the Business Community of July 2000”.

The Secretary-General of the United Nations, Mr Kofi Annan, challenges world business leaders to “embrace and enact” the Global Compact, both in their individual corporate practices and by supporting appropriate public policies. The Global Compact, which is a set of ten universal principles for business concerning human rights, labour, the environment and anti-corruption, offers engagement opportunities to all participants from businesses through dialogue, information sharing and learning, and partnership projects.

The guidelines recognizes that United Nations’ relationship with the business community has become more important as the role of business in generating employment and wealth through trade, investment and finance has grown, and as UN Member States have increasingly stressed the importance of private investment in development.

The guidelines also recognizes that the business community is increasingly appreciative of the role of the United Nations in promoting peace and security, in providing norms and standards in such diverse areas of trade and services, and in addressing issues of vulnerability, poverty, environmental degradation and social conflicts, because all of these are seen as helping to provide a stable and favourable framework for business and development.

The report “We the Peoples: Civil Society, the United Nations and Global Governance” (the Cardoso Report), presented by the Panel of Eminent Persons on United Nations-Civil Society Relations to the United Nations General Assembly in June 2004, is another milestone in the UN’s relationship with the private sector, which it positions as a major component of the UN’s alliances with civil society. It points out: “the rise of civil society is indeed one of the landmark events of our times. Global governance is no longer the sole domain of Governments. The growing participation and influence of non-State actors is enhancing democracy and reshaping multilateralism. Civil society organizations are also the prime movers of some of the most innovative initiatives to deal with emerging global threats”.

Within this overall framework, UNESCO has developed and formulated a full set of policies for enhancing its relations with civil society, which underpins all of UNESCO’s strategies and operations in working together with the private sector to create innovative partnerships which contribute to sustainable development and world peace and security.



PROMOTING PUBLIC-PRIVATE PARTNERSHIPS IN BASIC EDUCATION

a partnership with the World Economic Forum

In recent years UNESCO has worked very closely with the World Economic Forum - the Geneva-based foundation whose membership includes the world's 1,000 leading companies.

UNESCO shares the same view as the World Economic Forum that education is the key for sustainable social and economic development, and that there is a growing need to bring together global and local private sector companies to partner with governments of developing countries to address the needs for the advancement of education in these countries.

In 2004 and 2005, The World Economic Forum's Financing for Development Initiative organized two roundtable meetings to discuss building public-private partnerships in basic education.

The first roundtable took place in Brasilia in November 2004, as a side event of the fourth meeting of the "High Level Group on Education for All" of UNESCO. Key recommendations from the first roundtable were reported to and shared with the participants of the High Level Group meeting. The High Level Group meeting communiqué stated: "Donor countries, international funding agencies and governments must extend collaboration with the

private sector in the mobilization of resources for the full EFA agenda".

The second roundtable was hosted by UNESCO in Paris in April 2005. It was opened by the Director-General of UNESCO Koïchiro Matsuura, who emphasized the importance of partnering with the private sector to meet the Millennium goal of achieving universal primary education in all countries by 2015. The second roundtable agreed on the need to build both global and local strategic alliances between corporate, public, and civil society sectors to enhance social and economic opportunities for learners, and to promote good practice in private sector support to public institutions.



ALLEVIATING BRAIN DRAIN IN SOUTH-EAST EUROPE

a partnership with Hewlett-Packard

Since the Balkans conflict in the 1990s, many South-East European countries have suffered greatly from the emigration of skilled professionals. Up to two-thirds of the teaching and research staff has left their universities, devastating higher education and scientific research.

In an effort to change this trend, UNESCO and Hewlett-Packard have developed a "Piloting Solutions for Alleviating Brain Drain" programme to help re-establish

“*The work of UNESCO on the Brain Drain Alleviation project in South-East Europe has enabled HP to help several universities in the region to resume their research and teaching mission and reconnect with the scientific community. Such objectives for HP would have been impossible to reach alone without the very strong partnership of UNESCO.*”

Wayne Johnson
Vice-President of University Relations,
Hewlett-Packard Company

links between researchers who have stayed on in their own countries and those who have left.

The project provides grid computing technology to universities in Albania, Bosnia and Herzegovina, Croatia, the former Yugoslav Republic of Macedonia, Montenegro and Serbia to assist teaching staff and researchers to access international research networks, enter into international partnerships, and identify funding opportunities. It also gives financial support to encourage young scientists to remain in their country to carry out research.

By helping to build the human capital in these countries, this partnership between UNESCO and Hewlett-Packard has contributed to cooperation and stability in this whole region, which serves as a catalyst for its successful integration into the global community.

PROMOTION OF BASIC EDUCATION FOR MALAGASY CHILDREN

a partnership with Rotary International, the Coca-Cola Company, and the French – Malagasy Chamber of Commerce

The project of the “Promotion of Basic Education for All Malagasy Children” is a partnership between UNESCO and Rotary International, the Coca-Cola Company and the French-Malagasy Chamber of Commerce, supported also by individual contributions from a direct mail campaign in Switzerland.

The project, which provides “catch up” literacy classes, enables “out-of-school” children to complete the traditional five-year primary education cycle in ten months

through an accelerated primary education curriculum. The classes follow the Ambohitsoratra method, which uses story-based learning techniques.

After just 48 days of intensive learning, 75 per cent of the children who take part in the programme become familiar with reading, writing and numeracy. At the end of the course, younger children can transfer into the formal education system, while older learners can continue to the second phase of a 36-day class that provides basic technical and professional training. A total number of 44,500 children have benefited from the programme since 2001.

The programme, which is carried out by UNESCO in collaboration with the Government of Madagascar, UNDP and WFP, provides businesses with an opportunity to become actively engaged in a local community initiative that assists Madagascar to move closer to the second of the Millennium Goals of achieving universal primary education.



FIGHTING AIDS IN CHINA

a partnership with the American Chamber of Commerce in China and Hoglund Foundation

With the financial support from the American Chamber of Commerce in China (AM-Cham China) and the Hoglund Foundation, UNESCO’s Beijing office has since 2004 piloted two projects to develop community-based responses to help HIV/AIDS-affected children in China.

The projects are implemented in two rural communities in central China to provide education and psychological support for children who have been orphaned or made vulnerable by HIV/AIDS.

The projects' activities included assessing at baseline level the needs of the children affected by HIV/AIDS, developing community-based partnerships between governmental and non-governmental organizations through participatory planning, training parents, teachers and health workers, providing financial support for children's schooling and subsistence, and organizing community campaigns to fight against AIDS-related stigma and discrimination.

The project has contributed tremendously to the effort of fighting AIDS in China.

all relevant actors that reduces risk and vulnerability to the effects of AIDS, and for increases in public-private partnerships at the local level between GBC member companies and UNESCO partners.

The Global Business Coalition against HIV/AIDS, founded in 1997, is an alliance of 200 international companies, employing more than 54 million people worldwide.

UNESCO and GBC have already worked together, organizing a joint forum at UNESCO Headquarters in December 2004. GBC encourages its members to commit themselves to the fight against the AIDS pandemic and helps them develop HIV/AIDS policies adapted to their specific needs, globally and locally, for the benefit of employees, families, and in some cases,



REINFORCING MOBILIZATION AGAINST HIV/AIDS

a partnership with the Global Business Coalition (GBC)

A new partnership agreed in January 2006 between UNESCO and the Global Business Coalition, will serve to advocate for greater attention to prevention education in the global development agenda. The partners will press for adapting preventive education to the diversity of needs and contexts, for encouraging behaviour on the part of

communities. In the fight against AIDS, UNESCO – one of the co-sponsors of UNAIDS – focuses on prevention education through EDUCAIDS, the global initiative on HIV/AIDS, which aims to raise awareness, increase knowledge and skills, and modify behaviour and values so as to reduce the spread of HIV/AIDS and its impact on the education sector. Future programmes will create synergy between the focus areas of the two organizations.

FRIENDLY SCHOOLS IN EGYPT

**a partnership with Hans Christian
Andersen abc Foundation**

The poorest children are the first to drop out of schools. They are also the first to enter into under-age labour, to become street children or victims of trafficking, or to suffer other forms of discrimination, exploitation and abuse. In Egypt, nearly 1.6 million children between the ages of 8 and 15 are out of school.

Hans Christian Andersen abc Foundation collaborates with UNESCO to support a school project for children in need in Egypt, called "Friendly Schools for Children in Difficult Circumstances". The project is carried out in association with the Egyptian Ministry of Education and the World Food Programme (WFP) in Cairo.

Children at these innovative multi-grade "Friendly Schools" not only follow a specially developed curriculum, but also

are taught with methods specially designed for their needs. To encourage class attendance, the children are also given lunches and clean clothes.

The project complements the Egyptian Government's effort in trying to encourage these children to re-enter the school system.

Since April 2005, twenty-two "Friendly Schools" have been established in Egypt, ten of which are financed by the Hans Christian Andersen abc Foundation. The project has brought hope for a better future to the street children throughout Egypt.

Similar activities are now being planned for Yemen, Sudan, Jordan and Lebanon.



HCA
abc
Foundation



Natural Sciences



"FOR WOMEN IN SCIENCE" a partnership with L'Oréal

The L'Oréal-UNESCO "For Women in Science" programme is one of the world's leading awards programmes.

This partnership is developed with the objective of improving the position of women in science and creating new career opportunities for women scientists worldwide. It endeavours to contribute to the third Millennium Goal "to promote gender equality and empower women".

The L'Oréal-UNESCO programme has three categories. The first – the L'Oréal-UNESCO Award, worth US\$100,000 per award, celebrates each year the achievements of five outstanding women research scientists from five continents: Africa, Asia-Pacific, Europe, Latin America, and North America. The jury includes Nobel Prize winning scientists. The second – the L'Oréal Fellowship, worth up to US\$40,000 each, is awarded to three winning women scientists from each of the above five continents in order to contribute towards their doctoral or post-doctoral research projects. The third category includes national initiatives such as national sciences fellowships and mentoring programmes that involve National Commissions for UNESCO and L'Oréal branch offices.

“ L'Oréal's commitment alongside UNESCO in the For Women in Science partnership is a concrete expression of our firm intention to promote women in scientific research and to participate in the creation of new careers throughout the world. ”

Sir Lindsay Owen-Jones
Chairman of the Board of Directors, L'Oréal

Since its creation, the "For Women in Science" programme has recognized the achievements of over 100 women scientists from more than 45 countries.



2005 winner
Zohra Ben Lakhdar,
Laureate of the Prize for the Africa Region.
Professor of Physics,
University of Tunis
El Manar, Tunisia.

© Micheline Pelletier / Gamma, Paris

“ I am delighted to see the role of women in science highlighted, particularly in the area of life sciences. The commitment of a large corporation like L'Oréal alongside an organization like UNESCO is a perfect example of the partnerships we can forge with the private sector. A cooperative venture like this, which aims to involve more and more women in the great scientific adventure, leads to progress not only in science but also in society. ”

Koïchiro Matsuura
Director-General, UNESCO

"A DREAM OF WATER"

**a partnership with Zaragoza Expo
2008**

The 58-minute documentary film "A Dream of Water" was produced by Zaragoza Expo 2008, together with UNESCO and the World Water Assessment Programme (WWAP).

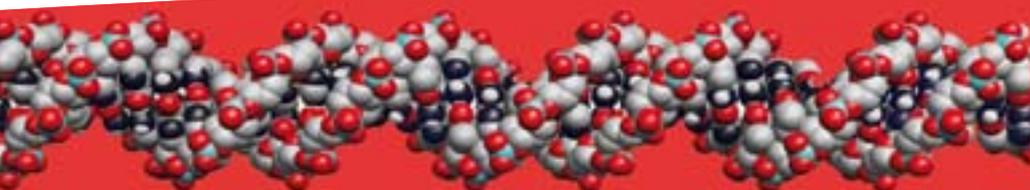
The documentary, shot in a variety of locations in Chile, the Palestinian Territories, Israel, Benin, the Netherlands, and India, is part of a campaign against water misuse and mismanagement. It raised the awareness both about the importance of sustainable use of water resources, and also about the "International Decade for Action - Water for Life, 2005-2015".

After being presented to water experts and country delegations at UNESCO's headquarters in November 2004, the documentary film has now been distributed to different public broadcasting services around the world.

The city of Zaragoza has also been selected to host the International Expo in 2008. In recognition of the significance of the Water Decade, the Expo will be organized as an international celebration of the dynamic relationships between water and human society, as part of a global project on water and sustainable development.



Zaragoza
Expo 2008





PRESERVING INTANGIBLE CULTURAL HERITAGE

a partnership with Samsung Electronics

As part of its corporate social investment, Samsung Electronics was interested in working with UNESCO to support cultural diversity, and in particular to increase the awareness of the world's richly varied living heritage and the need to safeguard it.

In December 2004, UNESCO and Samsung Electronics launched its partnership project to promote the visibility of UNESCO's efforts in preserving the world's intangible cultural heritage – languages, rituals, festivals, music and dance, and oral traditions such as story telling and songs.

This dynamic initiative included a number of programmes. A documentary film called "Our Living Heritage" was produced in collaboration with BBC World, together with a series of short episodes on different elements of the world's living heritage. These programmes were aired on BBC World and donated to UNESCO. Other activities included producing a manual on how to implement the Convention for the Safeguarding of the Intangible Cultural Heritage, developing the UNESCO Intangible Heritage website, and financing exhibitions, performances, lectures and workshops at EXPO AICHI 2005 in Japan to celebrate the world's intangible cultural heritage.

GLOBAL ALLIANCE FOR CULTURAL DIVERSITY

a partnership with 500 companies

The Global Alliance for Culture Diversity is a partnership between UNESCO and a range of public authorities, civil society organizations and businesses in order to develop creative industries and copyright protection in developing countries and transitional economies.

More than 500 businesses, from multinationals to small and medium sized enterprises in the fields of publishing, music, film, design, and crafts, are partners in the Alliance.



Projects implemented in the Alliance included, for example: Motion Picture Association training independent film producers in Colombia; Vivendi Universal training sound engineers for African recording studios; Sesame Workshop developing quality television programmes for children in Palestine; Spanish publishing group Santillana training staff for cultural goods outlets in Cuba; PRISA Media Group sponsoring a scholarship programme for students to learn copyright law; and Maxilivres, the French and Belgian chain of bookshops, supporting a book donation programme for African libraries.

All of these projects have been implemented in order to transfer knowledge and promote best practice.

The Global Alliance has also initiated the idea of building a network of “creative cities”. This initiative works to link up cities and local industries in the fields of cinema, design, folk arts, gastronomy, literature, media arts and music, with the purpose of promoting diverse cultural products in national and international markets, and encouraging innovation through the exchange of know-how.

SAVING ENDANGERED LANGUAGES

a partnership with Discovery Communications Inc.

The diversity of languages is an essential part of our cultural diversity. However, out of the more than 6,000 languages that are currently being spoken, less than 3,000 are likely to survive to the next century.

In order to save the world’s endangered languages, Discovery Communication Inc. entered into a partnership agreement with UNESCO and the UN Works Programme in 2002 to safeguard our linguistic diversity.

Eighteen endangered languages and locations were identified in close consultation and cooperation with experts and the governments of the countries concerned. Discovery Communications Inc. produced 18 short television programmes to highlight the world’s endangered languages. The first nine episodes were filmed in Argentina, Canada, India, Japan, Malaysia, Mexico, the UK and Sweden, and broadcasted in 2003. A further nine episodes were filmed in Australia, Croatia, Gabon, Guatemala, India, Lithuania, Malaysia, Panama and

South Africa, and broadcasted in 2004. Stories of the few remaining people who speak these endangered languages were watched by more than 100 million viewers internationally on the Discovery Channel.

As part of the partnership, Discovery Communications Inc. also produced a documentary called “Archives of Babel”, which showed the attempts of trying to reconstruct the world’s first language.

OBSERVATORY OF CULTURAL POLICIES IN AFRICA

a partnership with the Ford Foundation

The Observatory of Cultural Policies in Africa (OCPA) is a partnership between the Ford Foundation and UNESCO that was forged in 2002 with the support of the African Union.

OCPA is governed by an international Board composed of senior specialists in the field of cultural policy who represent the various sub-regions of the African continent. The Board defines the major orientations of the observatory’s programme, approves its budget and supervises its project implementation.

As an independent pan-African professional organization, OCPA views the development of national cultural policies in Africa and their integration into human development strategies as its primary objective. OCPA monitors the cultural life of the African States, offering policy-oriented information, and providing scientific research and operational services to facilitate the development of cultural policies in Africa to meet the priority needs of the African states. It works actively to promote networking and partnership activities

“*Discovery’s partnership with UNESCO and the UN Works Programme works to protect cultural diversity and helps to promote languages as a means of communication and exchange.*”

Judith A. McHale
President and Chief Operating Officer, Discovery Communications Inc



with relevant bodies to mobilize human, financial, material and technical resources in the field of culture.

Through its online services, which include a website, an electronic newsletter and a database on African national cultural policies and institutions, OCPA acts both as a resource centre and as a regional coordinating and reporting body to provide services to those who are involved in cultural research, cultural training, and cultural policy and decision making.

The competition aims at stimulating dynamic interactions among creators in order to construct a new world of fashion transcending national borders. The second project, entitled "Tribute 21", was initiated in 1997. Under this project, the revenues from the sale of plates designed by eminent artists are channelled to UNESCO through Felissimo to support an artistic programme for children in post-conflict situations by creating a "DREAM Centre" (Dance, Read, Express, Art, Music) where they can express themselves in a protected



"DECISION 21" AND "TRIBUTE 21"

a partnership with Felissimo

The Felissimo Corporation (Japan) is one of the enterprises with an innovative spirit to produce goods and services that are aimed at creating an alternative life style. This approach has led to the creation in 1995, on the occasion of the 50th anniversary of UNESCO, a fruitful partnership between Felissimo and UNESCO. This partnership has two main projects. The first project – the international biennial competition "Decision 21" which started in 1995, invites young designers in the world to create and present an original vision of art of living in the new century.

environment. At present, three Centres have been opened in Kabul, Port-au-Prince and Phnom Penh. A third project "Hope Rings" is under preparation and will be launched during the biennium 2006-2007.

PROTECTING BIODIVERSITY FOR THE FUTURE OF MANKIND

a partnership with the United Nations Foundation (UNF) and the United Nations Fund for International Partnerships (UNFIP)

The UN Foundation was created in 1998 with a US\$1 billion contribution from Ted Turner, founder of CNN, to support UN

“ ***This programme aims to demonstrate that solving problems using business skills is more effective than simply using money. Managers of protected areas are incredibly good at science and conservation, but the real issues emerge in project management, business plans, financial plans and marketing. This is putting these areas under threat. There needs to be greater control, which is something that many managers of these sites realize.*** ”

Chris West
Deputy Director, Shell
Foundation

causes and activities. The Foundation builds public-private partnerships to address the world's most pressing problems. An overall framework agreement was signed in 1998 between UNF and UNFIP, a fund designed to receive grants exclusively from UNF, to achieve the goals and objectives of the Charter of the United Nations. UNESCO's World Heritage Centre has been working in partnership with the UNF and UNFIP on a number of projects, valued at US\$40 million, that aim to conserve the world's biological diversity.

The World Heritage Centre and UNF are also cooperating to mobilize additional financial and technical resources to achieve long term conservation of World Heritage. As a result, UNF has enlisted the support of private sector corporations including Gillette, Vodafone, Expedia Inc and conservation organizations such as the Nature Conservancy, Conservation International, the World Conservation Society, the Frankfurt Zoological Society and many others.

SHARING BUSINESS SKILLS WITH CONSERVATION SITE MANAGERS

a partnership with Shell Group

Through the transfer of its business skills into conservation organizations, the Shell Group helps to protect the world's most precious ecosystems by ensuring that the scarce resources available for conservation are used as effectively as possible. With the support of a Shell Foundation grant to UNESCO's World Heritage Centre, and with the World Heritage Centre staff acting as intermediaries, experienced Shell Group managers have the opportunity to work closely with World Heritage site managers over a period of one year or more, helping them design and implement business planning practices in their daily activities.

This pilot programme is part of UNESCO's "Enhancing our Heritage" initiative, which is based on the principle that many of the policies and processes used by successful businesses, such as human resources management, risk management and strategic planning, can be successfully applied to protected areas management agencies.

Starting from the Aldabra Atoll in the Seychelles – one of the world's few nearly un-touched ecosystems, and extending to Bwindi Impenetrable National Park in Uganda, one of the last homes of the mountain gorilla, the project undertakes a variety of activities ranging from building management capacity to helping develop sustainable financing strategies.

THE RAPID RESPONSE FACILITY FOR WORLD HERITAGE

a partnership with the United Nations Foundation and Flora and Fauna International

Natural World Heritage Sites represent the world's pre-eminent areas of biodiversity, and their identification and protection are key parts of the global community's responsibility for conservation. When emergencies / urgent situations occur, critical time is often lost funneling appropriate financial resources to the site, during which precious natural world heritage values may be irreparably damaged.

The Rapid Response Facility (RRF) was established by a joint effort between UNESCO's World Heritage Centre, the United Nations Foundation and Flora and Fauna International (a UK based conservation NGO) to provide timely and flexible resources to address threats and emergencies

affecting Natural World Heritage sites and surrounding areas of influence. The RRF aims to:

- Mobilize funds to respond quickly to emergency situations;
- Provide bridging funds in places where longer-term funding is being sought, and;
- Catalyse innovative financing mechanisms as part of long-term support programmes.

THE TOUR OPERATORS' INITIATIVE

a partnership with the Tourism Industry

The Tour Operators' Initiative for Sustainable Tourism Development (TOI) is a network of over 20 tour operators, of all sizes and specialities, that have committed to incorporating sustainability principles



Flora & Fauna

Together, the World Heritage Centre, UNF, and FFI make up the "project coordinating group". They receive grant applications, select those that are eligible, and monitor the implementation of conservation measures on the ground. The RRF is being developed and tested in an initial Pilot Phase (2006-07), during which it will award small grants. Approximately five or six such grants will be available each year. The objective is to turn it into a permanent facility for World Heritage sites in need of rapid access to emergency support.

into their business operations. The Initiative was developed with the support of UNESCO's World Heritage Centre, the United Nations Environment Programme (UNEP), and the World Tourism Organization (WTO/OMT), which are also full members of the Initiative and provide TOI with resources as well as guidance and technical advice. The Centre for Environmental Leadership in Business (at Conservation International) is an active partner of the TOI, providing technical and financial assistance in all of the Initiative's areas of activity.

Together, the TOI members are taking action in three key areas:

- Supply chain management – to develop a common approach and tools for assessing suppliers;

- Cooperation with destinations – to exert a positive influence and speak with a collective voice on the actions of all partners, tourist boards, customers, suppliers, governments and developers;
- Sustainability reporting – to develop and test reporting guidelines and performance indicators on sustainable development.

Members of the Initiative are moving towards sustainable tourism by committing themselves to integrating sustainability into their business practices and by working together to promote and disseminate methods and practices compatible with sustainable development.

PROMOTING WORLD HERITAGE

a partnership with the Media Industry

The World Heritage Committee has adopted four strategic objectives that include the need to communicate about the World Heritage conservation process and sensitize all stakeholders to the need to preserve the world's natural and cultural resources. UNESCO's World Heritage Centre has been cooperating with television producers, broadcasters and large press networks and, as a result, a wide variety of publications and films have been developed.

One example is the recently developed partnership between Hewlett-Packard and the National Geographic Society, through which the popular World Heritage map has been re-designed and printed to create a more effective communication tool. Moreover, in future years, the association of the digital technology and printing skills of Hewlett-Packard and the National Geographic Society's mapping expertise will help to identify solutions to technical requirements imposed by the annual updating process of such a publication.

Other projects include the Digital Archive of Heritage conducted in partnership with Nippon Hoso Kyokai (NHK), Japan's public television channel. Over 100 films on World Heritage produced by NHK are donated to UNESCO for educational purposes and will ultimately be incorporated into a visual databank of images accessible by an international audience through the Internet. Other partnerships have been concluded with Südwestrundfunk (Germany), Evergreen Digital Contents (Japan), and Tokyo Broadcasting System (Japan) and have generated close to one thousand films about World Heritage sites.



Communication & Information

The partnerships that UNESCO has established with the IT industry in the area of communication and information are joint ventures between an ethically-based approach and high-level technical know-how. This approach corresponds to the Geneva Plan of Action, adopted by the World Summit on the Information Society in December 2003, promoting actions that "build on and accelerate public-private partnerships, focusing on the use of ICTs for development" (Geneva Plan of Action, paragraph 26 b).

BRIDGING THE DIGITAL DIVIDE

a partnership with Microsoft

Building partnerships for bridging the digital divide is the core of Microsoft's corporate citizenship strategy.

In order to help bridge the digital divide and to use information and communication technology (ICT) to enhance education and social and economic development in the world, Microsoft and UNESCO signed a global cooperation agreement in November 2004 to work jointly on a range of programmes worldwide over a period of five years.

The agreement identified eight areas in which the partnership between Microsoft and UNESCO will provide significant benefit in developing countries:

- Education and learning;
- Community access and development;
- Cultural and linguistic diversity and preservation;
- Digital inclusion and capacity building;
- Exchange and promotion of best practices on the use of ICT for development programmes;

- Fostering web-based communities of practice, including content development, knowledge sharing and empowerment through participation;
- Sharing expertise and strategies.



Bill Gates
& Koïchiro
Matsuura

A variety of projects have been developed within this framework of cooperation. For example, after identifying teacher-training as an area where the cooperation of Microsoft and UNESCO will make a real and lasting difference in the developing countries of the whole Asia-Pacific region, Microsoft and UNESCO's Bangkok Field Office developed the "Next Generation of Teachers" project.

Working closely with the national Education Ministries, the project helps teacher-training institutions in the Region to integrate computers and ICT into their training programmes. The project follows a flexible approach, ensuring that learning tools and activities meet the needs of individual countries. The project has contributed to education and learning in the whole Asia-Pacific region.



IMPROVING THE USE OF ICT IN CLASSROOMS

a partnership with Intel Corporation

In order to improve the use of information and communication technology (ICT) in classrooms worldwide, and to enable today's

“Through global citizenship efforts and local partnerships, one of the ways we are helping to strengthen communities is to extend the benefits of technology to the people that can benefit most.”

Bill Gates
Chairman, Microsoft

students to prepare for the demands of tomorrow, Intel has signed a Memorandum of Understanding with UNESCO to share its resources with UNESCO in developing with other stakeholders (Cisco and Microsoft) a model syllabus that will set global standards in ICT knowledge and skills.

The syllabus will be used to strengthen teacher-training programmes and help teachers to integrate ICT into the classroom.

As well as providing a basis to develop practical tools to help teachers in the classrooms, the syllabus will also be designed in a way so that all education policy-makers,

re-establishing scientific cooperation in the region, as well as for facilitating the integration of this region into the pan-European scientific network.

The aim of the Space for Science project is to establish such a network that will bring together the complementary roles of satellite and terrestrial networks to serve the scientific communities better and faster. Content management, interactive communication collaboration services and portal services have been identified as the means to create a community feeling that facilitates long-term cooperation programmes. The network comprises several scientific disciplines such as

Intel Corp

Alcatel

ICT
teacher
Training



© UNESCO / Serge Daniel



course providers and teachers can use it to make sure that training programmes and courses will keep up with the changing ICT standards and contents.

SPACE FOR SCIENCE

a partnership with Alcatel Alenia Space

Alcatel Alenia Space recently entered into a partnership with UNESCO and the European Space Agency to support the Space for Science Programme.

A high-performance communication network for the scientific community in South-East Europe is a key tool not only for strengthening education and research in science and technology, but also for

life sciences (biology and biotechnology); environment sciences (with priorities in agriculture, water and ecosystem management); materials sciences (high-energy physics and chemistry); computer sciences and telecommunication.

As part of the programme, Alcatel Alenia Space is providing, from its premises in France, broadband satellite connectivity, multimedia satellite services, and other applications such as video conferencing to scientific education and research institutions in Southern and Eastern Europe.

The project is under study to be expanded in South-East Europe and it is also hoped that it will be replicated and adapted to benefit other countries in the world, in particular in Africa.

Alenia Space





Social & Human Sciences

UNESCO, in its social and human sciences programming, has revised its approach on some initiatives with the specific aim to bring in new private sector partners.

Examples of partnerships today involve event sponsorships, joint research and awareness raising, multilingual publishing, etc. One example is a project in Gangjin, China, where, in partnership with Space Group (an architectural/urban design firm based in Seoul, Korea) and the municipality, UNESCO is sponsoring an international experts meeting and seminar on historic preservation and the management of change in the urban area, which will specifically examine Gangjin's problems with managing rapid growth. It is intended that this will support the planning of policy and urban design changes in Gangjin.

This example reveals how UNESCO has a unique capacity to unite agents from the public and the private, even across countries – from Korea to China in this case. This is perhaps the best argument for donors that are “internationalizing” to turn to UNESCO as a partner to identify projects.

Several initiatives in the social sciences and humanities today are seeking sponsors or expert collaborators. The subjects touch on social change, youth, migrations, health, scientific development, ethics, democracy, human rights, and violence, among other social science and humanities themes. There are even annual events around the subject of promoting philosophy education. Precise descriptions of all partnering opportunities are collected in a booklet called “UNESCO SHS Guide to Partnerships”, which can be found online at **www.unesco.org/shs/partnership**

Across-Sectors



“As a global company, we depend on open minds, respect and willingness to learn from others. Mondialogo is a worldwide initiative that appeals to the hearts and minds of young people. Through Mondialogo, we bring young students together to give them the opportunity to learn from other cultures, break down prejudices and discover new perspectives.”

Dieter Zetsche
Chairman of the Board of Management,
DaimlerChrysler AG

MONDIALOGO

a partnership with DaimlerChrysler

UNESCO's partnerships with the private sector sometimes involve two or more programme sectors of UNESCO, truly reflecting UNESCO's inter-disciplinarity and multi-disciplinarity.

In October 2003, DaimlerChrysler and UNESCO launched the "Mondialogo" partnership, which is coordinated by UNESCO's Bureau of Strategic Planning with the Science and Education sectors.

Mondialogo consists of three pillars: the "Mondialogo Engineering Award" for young engineers, the "Mondialogo School Contest" for students between 14 and 18 years of age, and the "Mondialogo Internet Portal" available in five languages, which complements and supports the project activities while also offering an online dialogue forum and intercultural magazine.

Mondialogo encourages global dialogue between young people from diverse cultural, religious and linguistic backgrounds. It puts into practice UNESCO's Universal Declaration on Cultural Diversity and encourages students and future engineers to think about new ways to develop intercultural learning and to achieve sustainable development.

Mondialogo Engineering Award Finding sustainable solutions

The Mondialogo Engineering Award promotes cooperation among young engineers around the world and supports

human and institutional capacity building for engineering and technology in developing countries.

Students from industrialized and developing countries team up to work together over the course of one year to produce proposals for engineering applications that demonstrate excellence in applied engineering, help develop the technological infrastructures of developing countries, and contribute to the Millennium Development Goals of eradicating poverty and achieving sustainable development.

The award aims to improve living conditions in developing countries by stimulating young engineers to create and share innovations that address basic needs, such as the provision of water, food, medical services and housing.

An international jury assesses the award proposals on the basis of sustainability, feasibility and level of intercultural dialogue demonstrated in the development of the proposal. In 2004-2005, more than 1,700 young engineers from 79 countries participated, forming 412 international teams. Twenty-one of the best proposals, representing 28 countries, received an award. Among them, five were selected for special jury recognition on the basis of their outstanding contributions.

Representatives from the winning teams gathered in Berlin for the award ceremony and workshops on engineering's contributions to sustainable development and poverty reduction. A second round of the award is anticipated for 2007.



Winner team
UK-Cuba

Mondialogo School Contest

Learning to live together

The Mondialogo School Contest motivates students between 14 and 18 years of age to explore cultural diversity. The worldwide contest provides students with an opportunity to find out more about their own cultures as well the cultures of others.

Each registered student team is paired up with a student team from another country, usually another continent. Together, the partnered teams select a topic around which to develop sustainable intercultural dialogue and a joint project with a tangible result. The joint projects may assume any form of creative expression.



Exhibition
Nigeria-Azerbaijan



During the first Mondialogo School Contest launched in 2003, approximately 1,500 teams took part, representing over 25,000 students from 126 countries. Students developed games, composed music, produced plays, made films, compiled photographic documentaries and posters, wrote stories, created websites, and designed articles of clothing and jewellery. One student and one teacher from each of the 25 finalist partnered teams attended the first Mondialogo Symposium – a four-day cultural event held in Barcelona in the autumn of 2004.

The overwhelmingly positive response to the first contest paved the way for a new

and second Mondialogo School Contest, launched in 2005. This second contest 2005-2006 registered 2,600 teams with 35,400 students from 138 countries. An international jury of prominent personalities will select the strongest 25 partnered teams, whose representatives will attend the next Mondialogo Symposium in November 2006. The contest involves UNESCO's Associated Schools Project (ASPnet), a worldwide network of 7,900 schools in 176 countries.

Mondialogo Internet Portal

Making it easy to communicate

The Mondialogo Internet Portal offers everyone interested in intercultural exchange a forum for information and communication.

With separate website areas for both the Mondialogo School Contest and the Mondialogo Engineering Award, participants can present and exchange their ideas about specific activities. In addition, special fora have been created for teachers to explore issues surrounding intercultural teaching, for students to discuss contest topics and creative approaches to problem-solving, and for young engineers and technicians to exchange information, build contacts and share ideas.

Visitors to www.mondialogo.org are invited to exchange their knowledge and ideas with the participants of the Mondialogo School Contest and the Mondialogo Engineering Award, as well as with experts and prominent representatives of different cultures, and with other visitors to the website.

As a central information and dialogue platform, the portal itself is an excellent example of intercultural exchange.



Looking Forward to the Future

Priorities for cooperation

Through a well coordinated strategy and a pro-active approach, UNESCO works to ensure that all the projects and activities in its five sectors actively pursue the following six of the eight United Nations' Millennium Development Goals:

- Eradicate extreme poverty and hunger;
- Achieve universal primary education;
- Promote gender equality and empower women;
- Combat HIV/AIDS, malaria and other diseases;
- Ensure environmental sustainability;
- Develop a global partnership for development.

The last goal of "developing a global partnership for development" underpins the achievement of all the others because the Millennium Development Goals can only be reached when all the major partners, both public and private, work together in partnerships.

There are many programmes and activity strands in which UNESCO and the private sector can work together to develop new and innovative partnerships.

Looking Forward to the Future

priorities for cooperation

Education



Education for All

The primary objective of UNESCO's education programme is to achieve Education for All (EFA) in its broadest sense, that is education for all, at all levels, throughout life.

The six goals of Education for All are to:

- Expand and improve early childhood care and education;
- Ensure free and compulsory primary education of good quality for all children by 2015;
- Promote learning and life skills programmes for young people and adults;
- Expand adult literacy by 50 per cent by 2015;
- Eliminate gender disparities in access to education in primary and secondary education by 2005 and achieve gender equality by 2015;
- Improve education quality, especially in literacy, numeracy and essential life skills.

Literacy

The United Nations General Assembly has declared that the period from 2003 to 2012 will be known as the United Nations Literacy Decade. The Decade endorses the expanded notion of literacy, which is not limited to the generic skills of reading, writing and calculating, but is instead a human right related to development. In particular, the Decade gives special attention to achieving a 50 per cent improvement in adult literacy by 2015, as well as equitable access to basic and continuing education for all adults. It also focuses on

meeting the learning needs of those who are excluded from quality learning. It will also play a vital role in realizing the Millennium development Goals that focus on eradication of poverty.

UNESCO has the mandate to coordinate activities undertaken at the international level during the Literacy Decade. To achieve this, UNESCO has established a strategic framework entitled "Literacy Initiative for Empowerment (LIFE)", which is aimed at creating learning opportunities for the illiterate population, with a particular focus on women and girls. LIFE is operational in 35 countries where either the literacy rate is less than 50 per cent or there is a population of more than 10 million without literacy competencies. LIFE activities are country-led and respond to each country's specific needs and priorities, contributing to the achievement of the EFA goals 3, 4, and 5 and the Millennium Development Goals in these selected countries through the empowering of people with no or insufficient literacy skills.

Teacher Training

The world is facing an acute and growing shortage of teachers. Currently, there are 60 million teachers in the world, but another 15 to 35 million are needed in order to achieve Education For All by 2015. UNESCO has launched a high priority initiative on Teacher Training in Sub-Saharan Africa for the Decade 2006 to 2015. It addresses the critical issue of improving and expanding teacher education in the sub-Saharan region, where troubled educational and working conditions, as well

as the impact of the AIDS pandemic, have created significant teacher shortages and impeded teacher quality. The programme focuses on curricular reform, on design and implementation of comprehensive teacher education policies, on building new skills to help teachers meet the new needs of learners by training teachers to use technologies and distance education, and on developing networks of teacher training institutions for joint activities and sharing of resources and good practice. Gender equity and bridging the “gender digital divide” are also taken into account in teacher preparation and training.

Reducing the Impact of HIV and AIDS through Education and Media

UNESCO’s distinctive mix of fields of competence provides it with a unique interdisciplinary experience that is particularly appropriate for tackling HIV and AIDS through education.

EDUCAIDS is a multi-country initiative to support the implementation of comprehensive national educational responses to the HIV and AIDS pandemic – led by UNESCO within the UNAIDS programme. It is a partnership mechanism to assist countries to put in place and implement a comprehensive educational response – one that uses all educational modalities (formal, non-formal, and informal), and all elements and components of an education system to address the pandemic in an effective and efficient way.

EDUCAIDS has been designed to work within existing development cooperation goals and mechanisms, assessing gaps in current responses and supporting countries in scaling up responses and filling those gaps.

Currently Afghanistan, Bangladesh, Burundi, Cambodia, China, Jamaica, Jordan, Kazakhstan, Lao PDR, Lebanon, Lesotho, Mozambique, Namibia, Switzerland, Syria, Thailand, Uzbekistan and Vietnam are engaged in activities under EDUCAIDS.

The mass media and community media, particularly Community Multimedia Centres (CMCs) have a major role to play in disseminating targeted and effective message, and in convincing parents, teachers and community leaders of the need to learn about HIV/AIDS.

UN Decade of Education for Sustainable Development

In December 2002, the UN General Assembly proclaimed the ten-year period from 2005 to 2015 as the “Decade of



Education for Sustainable Development (DESD)” and designated UNESCO as the lead coordinating agency for this UN initiative.

The purpose of the United Nations “Decade of Education for Sustainable Development” is to integrate the values inherent in sustainable development into all aspects of training to encourage changes in behaviour that will enable a more viable and fairer society for everyone.

UNESCO views education for sustainable development as a process of learning how to make decisions that will consider the long-term future of the economy, ecology, and equity of all communities. During this Decade, education for sustainable development will contribute towards producing citizens who will be capable of facing the challenges of the present and the future, and decision-makers who will act responsibly to create a viable world.

Education for sustainable development is the kind of education that cultivates respect for diversity and for harmonious relationships between human and natural world, and the kind of education that builds capacities for the future.

Looking Forward to the Future

priorities for cooperation

Natural Sciences

Environmental Education

UNESCO is developing projects that take a creative approach to environmental education. One example of teaching materials is the "Teaching Resource Kit for Dryland Countries" targeting primary and secondary schools in countries affected by desertification. The kit will be released towards the end of 2006 by UNESCO's science sector as a contribution to the UN "Decade of Education for Sustainable Development". Among other projects, one might cite the founding by UNESCO of a regional post-graduate school in the Democratic Republic of Congo to "Africanize" tropical forest management. The school blends the use of modern technologies (such as remote sensing) and a people-centred approach that involves students helping local rural communities to develop tree nurseries, renewable energies and other practices that protect the environment while alleviating poverty. The Great Apes Survival Project (GRASP) launched by UNESCO and UNEP similarly seeks to gain community support for the conservation of Great Apes and their habitat through awareness-building campaigns and the promotion of economic activities that promote sustainable development, such as eco-industries and eco-tourism. The Division of Ecological and Earth Sciences is responsible for the programmes cited here.

Water and Associated Ecosystems

Water and Associated Ecosystems is the principal priority of UNESCO's Natural Sciences Sector.

The freshwater programme of the Natural Sciences Sector is built around three pillars:

■ International Hydrological Programme (IHP): The IHP uses an ecosystem approach to manage water interactions sustainably. IHP seeks better ways to manage different water resources, such as groundwater, urban water and river basins, to meet the challenges of extreme events, including floods, to resolve water conflicts, and to understand the impact of global change on the water cycle. It operates through 166 IHP National Committees and focal points across the world, which in many countries have significant policy and management roles. A growing network of centres deals with different aspects of freshwater at the regional or international level, all operating under the auspices of UNESCO and working together to contribute to IHP. An example is the International Centre for Water Hazard and Risk Management in Japan, which focuses on floods.

■ UNESCO-Institute for Water Education (IHE): As one of the largest graduate schools for water in the world, UNESCO-IHE focuses on education and capacity-building in the field of water management, especially in the context of developing countries. As an integral part of UNESCO, the Institute operates entirely on extrabudgetary resources.

■ World Water Assessment Programme (WWAP): As a UN initiative hosted by UNESCO, WWAP produces the World Water Development Report. The second edition has been distributed in March 2006 at the Fourth World Water Forum in Mexico City.



Furthermore, UNESCO also plays an active role in UN-Water, the inter-agency mechanism on freshwater.

The freshwater programme's links with ecosystems are developed through the eco-hydrological approach, which aims to focus on ecological processes in the water cycle, and through a focus on ecosystems with special hydrological characteristics, such as wetlands, mountains, islands or drylands.

International Decade for Action, Water for Life



In addition to the "Decade of Education for Sustainable Development", the UN General Assembly has also proclaimed the ten-year period from 2005 to 2015 as the "International Decade for Action, Water for Life".

This UN initiative calls for a greater focus on water-related issues at all levels and on the implementation of water-related programmes and projects. It also stresses that these water-related development efforts will need to ensure the involvement and participation of women.

UN-Water will be responsible for organizing and coordinating activities of the Water Decade.

Building Capacity in the Basic and Engineering Sciences and in Policy Formulation

UNESCO helps reinforce the capacities of developing countries in the basic and life sciences, engineering and technology. In partnership with diverse funding agencies, UNESCO provides data, advice and technical assistance so that governments can formulate and implement effective science and technology policies and strategies.

The International Basic Sciences Programme (IBSP) is an international initiative to strengthen national capacities through a network of centres of excellence in the basic sciences. The IBSP deals with projects in mathematics, physics, chemistry, the life sciences and their interdisciplinary areas that serve national needs. One such project involves training teachers, curriculum developers and university staff in microscience methodology. Microscience is an exciting and innovative way for school pupils to carry out practical experiments in science by means of very simple equipment that comes in the form of a kit for chemistry, biology, etc. The kit responds to a demand for cost-effective and safe practical experiments in countries that are unable to provide secondary schools and training colleges with fully equipped laboratories. Over the past decade, a network of microscience training centres has been set up in developing countries.

UNESCO's Abdus Salam International Centre for Theoretical Physics (ICTP) promotes research in physics and mathematics in developing countries, notably by offering scientists training that can be applied in their home countries. Based in Trieste (Italy), the centre hosts more than 4,000 scientists a year and works with several academies of sciences, including the Academy of Sciences for the Developing World (TWAS). The ICTP comprises more than 600 fellows and associate fellows. It receives generous funding from the Government of Italy and the International Atomic Energy Agency.

UNESCO promotes gender mainstreaming in science and technology, as exemplified by the awards recognizing exceptional women scientists on every continent, created in a partnership with L'Oréal.

The Division of Basic and Engineering Sciences is responsible for the programme in basic and engineering sciences. The Division of Science



Policies for Sustainable Development is responsible for the science policy programme.

Renewable Energy for Development

Lack of access to diverse and affordable energy services means that the basic needs of nearly one-third of humanity are not being met. Achieving the Millennium Development Goal of halving, by 2015, the proportion of the world's population earning less than one dollar per day will depend on whether we are able to provide this population with access to modern energy services.

In addition to playing an advocacy role, UNESCO runs a Global Renewable Energy Education and Training (GREET) Programme whose strategy is two-fold: (a) improving the use and maintenance of renewable energy technology; and (b) strengthening national competencies by favouring the exchange of knowledge and experience.

UNESCO also supports pilot projects stimulating the use of renewable energy to improve living conditions in rural areas, thereby contributing to local development. Hands-on pilot and demonstration projects are still needed in many parts of the world. These pilot projects act as a catalyst for bigger projects by having a multiplier effect that can then leverage additional funding. UNESCO has helped several countries to install solar electricity in public facilities (rural schools, pumping stations, health care centres, maternity hospitals, etc.) in remote villages. Solar electricity has a direct impact on the success rate of students in rural schools by extending studies into the evening hours. Similarly, in maternity hospitals, solar water heating improves hygiene, thereby protecting mothers and their newborn infants from life-threatening infections.

The Division of Basic and Engineering Sciences is responsible for this programme.

Natural Disaster Reduction

UNESCO contributes to the assessment and mitigation of natural hazards - earthquakes, volcanic eruptions, tsunamis, floods and landslides, etc. - through various programmes that are part of the UN International Strategy for Disaster Reduction. Since the Kobe World Conference on Disaster Reduction in Japan in January 2005, UNESCO has been promoting new undertakings such as an international flood initiative, a coalition on education to integrate disaster resilience into school educational programmes, an alliance to develop city disaster management plans in mega cities, and an early warning system for tsunamis in the Indian Ocean.

The Division of Basic and Engineering Sciences is responsible for this programme.

UNESCO Intergovernmental Oceanographic Commission (IOC)

The UNESCO Intergovernmental Oceanographic Commission (IOC) is the ocean sciences and services focal point in the United Nations system, contributing to the execution of the Johannesburg Plan of Implementation adopted at the World Summit for Sustainable Development.

IOC supports the sustainable development and assessment of oceans and coasts by improving the scientific understanding of the marine environment, setting international standards for the collection and open exchange of ocean data, and building the capacities of developing countries to use new knowledge and apply new tools.





Through the broad use of ICTs and its ocean portal, IOC coordinates networks of scientists, practitioners and decision-makers. In an effort to concentrate its actions and contribute to the fulfilment of related Millennium Development Goals, IOC leads the implementation of the Global Ocean Observing System, with the climate component reaching 60 per cent of its planned advancement by the end of 2007.

Working together with the World Meteorological Organization, UN-ISDR and other key partners at international, regional, and national levels, the IOC is contributing the expertise acquired during the past forty years towards the operation of the Pacific Tsunami Warning System. This international ocean service supported by the International Tsunami Information Centre has – until now – been the only tsunami warning system in the world. It is one of the most successful, long-term international cooperative programmes ever undertaken by the IOC, serving twenty-six Member States in the Pacific region. Through the concerted action of the 139 Member States of the IOC of UNESCO, this experience is currently being fast-tracked to help the nations of the Indian Ocean to establish a full-fledged Tsunami Warning and Mitigation System, with an initial operational date for July 2006. Similar systems are being planned for the Caribbean, the Mediterranean and the northeast Atlantic.

Man and the Biosphere Programme and the World Network of Biosphere Reserves

The Man and the Biosphere Programme (MAB) focuses on ecological, social and economic dimensions of the loss of biodiversity and how to reduce this loss. This is to respond to the 2010 target set by the World Summit for Sustainable Development and the Convention on Biological Diversity.

For this, MAB promotes multi-partner initiatives in fields such as ecological dimensions of climate change, sustainable use of biological diversity, the coastal-marine interface, synthesis of knowledge and new research on selected ecosystems (on arid lands & humid tropics).

The main tool for MAB activities in the field is the World Network of Biosphere Reserves.

Over 450 sites worldwide form part of this Network. They act as laboratories where biodiversity conservation and sustainable development approaches are tested and developed. They are ideal places to design innovative economic models that benefit local people and maintain cultures, biodiversity and associated values. Many Member States also work with biosphere reserves in their research and educational programmes, including UN Decade of Education for Sustainable Development.

The Division of Ecological and Earth Sciences is responsible for this programme.



Looking Forward to the Future

priorities for cooperation

Culture

Protecting and Promoting Cultural Diversity



The primary objective of UNESCO's Culture Programme is to ensure worldwide recognition of the urgent need to protect and promote the world's cultural diversity in its manifold expressions as a guarantee for peace and sustainable development of peoples, within and among societies.

Guided by this objective, future partnerships between UNESCO and the private sector will aim at sustaining the diversity and wealth of cultural heritage in all its forms – physical, natural, as well as intangible cultural heritage which is embodied in human creativity and living cultures, in order to promote an ethically-rooted respect for values and symbolism which make up our cultural identity.

It is indeed crucial for UNESCO to join forces with the private sector in order to strengthen and better diffuse a reciprocal knowledge between and among peoples and cultures, and their achievements which are rooted in millennia of plural histories. Such partnerships with the private sector are essential in helping UNESCO reach out to generations and diverse audiences for the benefit of a greater respect for cultural diversity.

The private sector offers a unique platform for transferring such ethical commitment of the international community at large to activities that preserve our common heritage

as a shared responsibility in order to achieve sustainable development, notably through the protection of our common environment; through reconciling cultural heritage preservation and urban development; through heritage education; through facilitating linkages between cultural enterprises to boost capacity-building in developing countries to contribute to poverty reduction and income generation; through supporting the promotion of existing international legal instruments of UNESCO for the protection of cultural diversity and their application; through the transmission of traditional and secular know-how and history from generation to generation; and through fostering intercultural dialogue.

It is in this framework that we hope strategic partnerships with the private sector will be further promoted and established.

World Heritage

The World Heritage Convention of 1972 has been identifying places of outstanding universal value for over three decades. Although the conservation of a World Heritage site is the responsibility of the country where the site is located, the survival of many of these culturally and naturally diverse properties has relied on the contributions from States Parties to the World Heritage Fund.

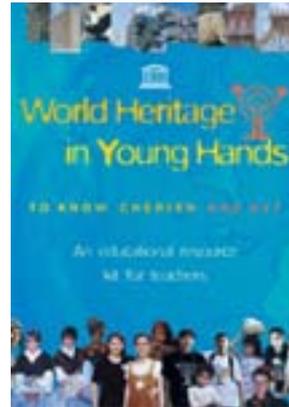
Today over 800 properties have been identified on the World



Heritage List and countries across the globe are joining together to conserve this heritage for future generations. With the ever-increasing number of properties, the World Heritage Fund alone can no longer ensure their long-term survival. Responding to this crisis, UNESCO has launched the World Heritage Partnerships for Conservation (PACT) initiative to generate support and strengthen the cooperation needed to ensure adequate protection of these world treasures. The success of PACT depends on forming sustainable partnerships to mobilize resources in order to consolidate and expand existing levels of technical and management expertise.

The World Heritage PACT provides innovative ways for corporations, organizations and individuals to participate in safeguarding and conserving World Heritage. Creative alliances that meet organizations' goals and individuals' interests are encouraged in order to develop sustainable relations and mutual long-term benefits.

Many partnership opportunities reflecting the needs and priorities of the World Heritage Committee have been identified. They include site-specific projects where a partner can contribute both financially and technically to the long-term conservation of a site. Emphasis in this context will be placed on sites belonging to the List of World Heritage in Danger. Moreover, it is also possible to support World Heritage programmes that have been developed to implement priority conservation action at sites. These programmes include themes such as earthen architecture, sustainable tourism, cities, forests, small islands and marine sites. Education and awareness-building at the local, national or international level is also an important part of the conservation process. In addition, there are many awareness-raising activities that need support, including exhibitions, the development of interpretive materials, films, and publications such as the quarterly World Heritage Review.



World Heritage in Young Hands

As part of the flagship project "World Heritage in Young Hands" launched in 1994 with the UNESCO World Heritage Centre, UNESCO produced a kit for teachers on heritage education, tested in UNESCO Associated Schools in many parts of the world. This comprehensive interactive tool presents the World Heritage Convention and listed sites and proposes a range of practical activities. It has been translated into some 25 languages. International youth fora on heritage, training seminars for teachers and young people and courses on a concrete approach to conservation are organized under this project. Multimedia materials (CD-ROM and DVD) have already been produced and more are in preparation.

Looking Forward to the Future

priorities for cooperation

Communication & Information



The Promotion of ICTs for Development

Everybody should have the opportunity to acquire the skills in order to understand, participate actively in, and benefit fully from the emerging knowledge societies.

In the spirit of the Action Plan of the World Summit on Information Society, which encourages “a structured dialogue involving all relevant stakeholders, including through public and private partnerships, in devising e-strategies for the Information Society and for the exchange of best practices”, UNESCO has been developing a series of multi-sector partnerships.

These actions are particularly centred on ICT for development. Examples include:

- Education and ICT;
- Community Access and Participation;
- Gender and ICT;
- Indigenous People and Information Society;
- Information Literacy;
- Media Education;
- People with disabilities and ICTs;
- Communication and Information Training;
- Youth and Information Society.

UNESCO focuses on providing people with the skills and abilities for critical reception, assessment and use of information in their professional and personal lives, through media education and information literacy

programmes. The use of ICT can improve information and service delivery, encourage citizen participation in the decision-making process, and make government more accountable, transparent and effective.

UNESCO also focuses on training, continuing education and lifelong learning for media and information specialists, especially in developing countries.

Another area is capacity-building in the use of ICT for education, particularly in improving and expanding literacy and teacher training.

Special attention is given to improving participation in knowledge societies, through building the capacities to access and apply information and ICTs so as to turn the digital divide into opportunity.

Developing a Global Partnership for Communication

With the rapid development in the communications and information sector, particular attention now needs to be given to promoting diversity in the media as a way to preserve concepts of identity and social bonds within cultures and communities by stimulating freedom of expression, empowering local and national ownership, and creating local content, local languages and intercultural dialogue.

Section for Multilateral and Private Funding Sources

Operating within the Sector for External Relations and Cooperation, and working in conjunction with the United Nations system's network of focal points for private sector relations, the Section for Multilateral and Private Funding Sources (MLT) is in charge of developing UNESCO's relationship with the private sector. This includes consultancy and backstopping support to the conception, implementation, overall monitoring and follow-up of operational initiatives, building partnership capacities through specific training and tools, as well as further developing the Organization's strategic and policy framework for private sector partnerships.

The MLT Section facilitates the private sector's access to UNESCO by ensuring connection and interaction with suitable specialists, programmes and actions within the Organization. Thus, it is the clearing house for relations between private sector partners and internal structures, including UNESCO's programme sectors, field offices, Institutes, and National Commissions.

Significant and sustainable contributions from the private sector to UNESCO's main target audiences can only be secured through full compliance with established institutional accountability and transparency standards. In respecting these standards, the MLT Section is committed to promoting innovative, tailor-made modalities of cooperation that match the goals and competencies of the Organization with the specific interests and resources of private sector partners.

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Please visit our website:

www.unesco.org/en/communities/privatesector



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