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## **Task Force on Languages and Multilingualism**

### **Compendium on ongoing activities concerning languages and multilingualism (2006–2007)**

#### **I - Background**

1. This programme review is the result of an inquiry carried out from 16 to 31 October 2006 with a view to drafting a compendium of UNESCO's current activities in the field of languages and multilingualism. Collected with the intention of establishing a realistic synthesis of UNESCO's activities, the feedback provided by Sectors and FO shows that UNESCO action in the current biennium, based on the 33 C/5 intersectoral programme for languages and multilingualism, mainly focus on the following objectives:

- i) promoting multilingual education including mother language instruction;
- ii) safeguarding endangered and indigenous languages;
- iii) promoting multilingualism and linguistic diversity in literate environment, media and cyberspace;
- iv) promoting languages as a means of dialogue and international integration;
- v) improvement of UNESCO's effectiveness through the integration of linguistic factors.

2. Given that languages and multilingualism constitute a highly interdisciplinary and intersectoral domain, those objectives are often interdependent. In fact, the promotion of multilingual and mother-language education can constitute a manner of safeguarding endangered and indigenous languages. The promotion of languages in the literate environment, media and cyberspace reinforces multilingual education, and it is in turn strengthened by the integration of the mother language in the education system. Finally, the improvement of UNESCO effectiveness through the integration of linguistic factors is an element relevant to all possible programmes and actions.

3. The overall coherence of objectives and programmes corresponds to the pervasiveness of languages as tools of a cultural nature. Linguistic factors are strategic in regard to the most important challenges facing humankind, and they contribute both to dialogue and to sustainable development.

4. In fact, the development of linguistic policies that ensure balanced communication between the global and the local is a prerequisite for peace. Likewise, as integration tools, linguistic factors play a strategic role in the eradication of extreme poverty and hunger (Millennium Development Goal 1). Moreover, as a means of communication, they are essential to achieving universal primary education (Millennium Development Goal 2) and to responding to HIV and AIDS, malaria and other diseases (Millennium Development Goal 6). As content vectors, languages are also strategic in order to ensure environmental sustainability (Millennium Development Goal 7) and the enjoyment of fundamental rights (expression, education, participation in cultural life, benefiting from scientific progress).

## **II - Promotion of multilingual education, including mother tongue education**

5. These activities are also instrumental to the promotion of endangered and indigenous languages and useful to reinforce a multilingual literate environment. They are developed mainly in the framework of the 33 C/5:

- i) sub-programme I.2.2, MLA 1, LIFE;
- ii) sub-programme I.2.2, MLA 2, UNLD - Action research in community learning;
- iii) sub-programme I.3.1, MLA 1 - International Mother Language Day;
- iv) and sub-programme I.3.1, MLA 1 - Textbooks and local languages.

6. Under the Education Sector's new structure, the language programme is now under the responsibility of the Section of Inclusion and Quality Enhancement of the Division for Basic Education. The language programme, which is cross-cutting and affects all levels of education, is however the main "body" overseeing activities on languages in the Education Sector. Headquarters is focusing more on policies and services than on implementation; technical and/or financial support to Field Offices and Centres/Institutes working on languages in all regions of the world can be provided.

7. UNESCO's outputs in this area, mainly implemented by the Education sector, are delivered through:

- i) awareness-building activities and advocacy initiatives;
- ii) technical and financial assistance to Member States, including teacher training;
- iii) production of promotional tools and materials for teachers/inspectors, decision-makers and policy-makers in education, curriculum developers, and the general public;
- iv) research, studies and analyses.

#### **A) Awareness-building and advocacy**

8. UNESCO's position paper entitled *Education in a Multilingual World* has played an essential role in orienting national multilingual education policy. During 2006, this was published in several linguistic versions in Cambodia, East Timor, India, Indonesia, Lao PDR, Viet Nam and Thailand. In addition, several publications are produced and disseminated to raise awareness among policy-makers on the importance of multilingualism in education systems.

9. The UNESCO Bangkok Office alone has produced four publications on this subject and an advocacy toolkit on multilingual education; additional publications are produced as a result of symposia or workshops.

10. A unique opportunity for awareness-building, the International Mother Language Day (IMLD) was celebrated at Headquarters thanks to intellectual and financial contributions from all Sectors. In the Field, the IMLD was celebrated in Beijing, Dakar and Montevideo. A report of activities in Member States since 2002 was also elaborated.

#### **B) Technical and financial assistance to Member States, including teacher training**

11. In this area, UNESCO is developing a number of initiatives mainly under FO's responsibility with Headquarters' technical or financial support and in collaboration with national authorities.

12. In India, following the "India Workshop on Multilingual Education, with Special Focus on Tribal Education" (25-27 October 2005) several pilot projects, involving material production and training and aimed at promoting multilingualism in the classroom, were launched (in Orissa, in Andhra Pradesh and Assam). As regards capacity-building seminars, the

Indian state of Chhattisgarh organized its first workshop on multilingual education for tribal groups in October 2006. Moreover, the National Council of Educational Research and Training (NCERT), in collaboration with Central Institute of Indian Languages (CIIL), has begun a programme to carry out consultations and training on multilingual education in three states.

13. The UNESCO Bangkok Asia-Pacific Programme of Education for All (APPEAL), whose action is conceived in consultation with its special advisory multi-stakeholder committee on multilingual education, is supporting nine countries (Bangladesh, Cambodia, China, India, Indonesia, Nepal, Philippines, Thailand and Viet Nam) in the implementation of pilot projects using mother tongue/bilingual literacy programmes. UNESCO is also a member of the advisory board of the UNICEF Viet Nam project 'Mother Tongue Based Bi-lingual Education' (2006-2010 budget: US\$ 1.7 million).

14. Capacity-building workshops were also held in Togo (March 2006) and in North Ossetia, the latter following the creation of a Chair on Multilingual Education (March 2006). In cooperation with the Apia/UNESCO Office, support was given to set up a Language and Literacy Resource Centre in Papua New Guinea, to promote *Tok Pisin* and English, both in initial and educational literacy.

### **C) Production of promotional tools and materials**

15. UNESCO provides a number of guidance publications, literacy manuals and distance education tools in different national languages, sometimes as a result of capacity-building initiatives.

16. In this context, 6,000 literacy manuals in four languages were distributed in the Democratic Republic of Congo as an initiative of the Kinshasa FO. The strategy document "Teacher Training on Additive Bilingual Education in a Multilingual Context" was issued as an outcome of a previous sub-regional workshop (Ouagadougou 2004). The document was elaborated by ACALAN in cooperation with Headquarters and UNESCO/Bamako. A guide to the production of quality textbooks is currently being elaborated by the Réseau international de recherche sur les représentations sexuées dans les manuels scolaires (RIRRS) in cooperation with HQ; this is as a result of a broad partnership with local associations and came in the wake of a regional seminar on gender and literacy issues (Douala, Nov 2005).

17. In Kazakhstan, the Open and Distance Education Delivery was expanded through the production of material in Kazakh and Russian, and the creation of enlarged networks of teachers-users.

18. A teaching kit intended for Roma children in Europe was produced by Headquarters in collaboration with the Council of Europe.

19. Finally, in the framework of its language safeguarding initiatives, the Intangible Heritage Section (ITH) conducts activities for the preparation of language material to be used in communities and especially in schools and literacy classes.

#### **D) Studies and analysis**

20. As regards studies designed to underpin research and strategy (and apart from publications devoted to awareness-raising and training), the Education Sector is producing a series of studies on languages of instruction (LOI) in different regions of the world commissioned by the Sector carried out in cooperation with Field Offices; the latest study on LOI in the Pacific was completed in late 2006. The Education Sector is also organizing a series of activities grouped under the general heading "Access to Success" (beginning in early 2007 with a meeting on common definitions, areas of action and approaches) to respond in a comprehensive way to the need for global action on the problem of quality inclusion and retention. Mother tongue issues will also be on the agenda.

21. Over the past three years, OREALC (Santiago) has been working on analyzing the subject of "Culture Diversity in Education" on which, three volumes have been published, on the following subjects:

I. "Educational Policies to attain Cultural Diversity: Brazil, Chile, Colombia, Mexico and Peru"

II. "Discrimination and Pluralism: Facing Cultural Diversity in School"

III. "Cultural Diversity: Educational Materials for Teachers Training and Work in the Classrooms"

### **III - Safeguarding endangered and indigenous languages and oral traditions and knowledge**

22. These activities are developed mainly in the framework of:

i) sub-programme IV.1.2, MLA 4 – Safeguarding endangered languages;

- ii) sub-programme II.2.2, MLA 3 – Local and indigenous knowledge systems for sustainable development and natural resources management.

Nevertheless, the protection of endangered and indigenous languages is also undertaken through activities related to multilingualism in education, the literate environment, media and cyberspace.

23. The activities concerning this area are, for the most part, co-ordinated by the Intangible Heritage Section (ITH) and implemented both at Headquarters and Field Offices in the framework of the Endangered Languages Programme, as well as under the 2003 *Convention for the Safeguarding of the Intangible Cultural Heritage*, which aims at safeguarding, among others, oral traditions and expressions, including languages as vehicles of the intangible cultural heritage.

As a specific expertise pole in linguistics, ITH also plays a leading role in responding to information and advice requests on matters related to languages from the general public, the media, experts, NGOs, Permanent Delegations, National Commissions, and UNESCO staff. A considerable number of activities and projects focusing on promoting local and indigenous languages as tools for natural resource management and sustainable development, generally under the LINKS project, are managed by the Science Sector.

24. UNESCO's priorities in this area are concentrated on the following functions:

- i) awareness-raising on language endangerment and clearing-house on safeguarding languages and oral traditions;
- ii) capacity-building in Member States for safeguarding languages and oral traditions;
- iii) facilitating and channelling international cooperation between experts and institutions for safeguarding linguistic diversity and intangible heritage;
- iv) advocacy and promotion of local and indigenous languages as tools for natural resource management and sustainable development.

#### **A) Awareness-raising on language endangerment and clearing-house on safeguarding languages and oral traditions**

25. The current activities include:

- i) Headquarters

- (a) development of a UNESCO Register of Good Practices in Language Preservation ;
- (b) elaboration of a new edition of the UNESCO *Atlas of the World's Languages in Danger of Disappearing*;
- (c) production of eighteen short films featuring different endangered languages and their diffusion in 160 countries, in partnership with Discovery Communications Inc.;
- (d) participation in the celebration of International Mother Language Day at UNESCO HQ;
- (e) elaboration of a UNESCO Manual on Safeguarding Oral Traditions and Expressions, as part of the series of thematic publications that will address specific domains of ICH aiming at facilitating the implementation of the 2003 Convention. The manual is scheduled to be published in the first half of 2007;
- (f) development of an indicator of "Status and trends in linguistic diversity and numbers of speakers of indigenous languages" by collating, evaluating and analysing language statistics; joint UNESCO/UNEP project in the framework of the Convention on Biological Diversity and the 2010 biodiversity target.

#### ii) Field Offices

- (a) Dakar - "Identification and safeguarding of endangered languages" concerning the countries of the Dakar Cluster (list of languages, state of documentation, good practices, actors involved in safeguarding measures);
- (b) Abuja - "National Workshops on Raising Awareness for Language Endangerment" (several workshops gathering representatives of related Ministries, local authorities, experts and teachers);
- (c) Kishasa - Support to the Festival International des Langues d'Afrique (FESTILA) ;
- (d) as an independent activity existing since 1988, UNESCO Havana publishes the annual journal *ORALIDAD* entirely devoted to the promotion of the oral traditions of Latin America and the Caribbean. The publication "*Lenguas y Tradiciones Orales de la Amazonia. ¿Diversidad en Peligro?*" (book and CD) was launched in May 2006.

### **B) Capacity-building in Member States for safeguarding languages and oral traditions**

26. These involve supporting local initiatives for documenting previously non-written languages for their wider use, developing language material, training local people to engage in language description and language transmission activities, as well as various activities designed to safeguard oral traditions and expressions.

27. Initiatives co-ordinated by HQ in collaboration with local, national and regional partners and Field Offices such as:

- i) language-learning workshops for ‡Khomani youth in South Africa; production of language documentation and organization of training workshops for future trainers in literacy classes in Bembele and Gbete, Cameroon;
- ii) training workshops for indigenous primary school teachers on the use of Maya oral traditions in the classroom in Mexico (Yucatan, Mexico);
- iii) implementation of eight action plans (art of Akyns, Kyrgyz Epic Tellers, Hudhud chants of the Ifugao, the Oral Heritage of Gelede, Jemaa el-Fna Square, Zapara community, Garifuna language, Bedu in Petra and Wadi Rum and the Palestinian Hikaye), in close cooperation with FOs.

28. Initiatives co-ordinated by Field Office include:

- i) Hanoi - "Safeguarding the Endangered Language of the Khang Ethnic Minority" (preparation of language material and training workshops for local experts and community members);
- ii) Apia - "Indigenous Language Revitalization and Preservation in Melanesia and the Pacific - Phase II" (preparation of teaching material and capacity-building workshops for local people in language documentation techniques);
- ii) Beijing - After having run activities focusing on collecting and disseminating traditional songs of different provinces in China and investigating eight languages of the She, Manchu, West Yugur, Aning, Lakkia, Hezhen and Ersu groups, the Beijing Office is now negotiating with the Government to develop a programme in favour of endangered languages in the Yunnan province;
- iii) Kingston - The first authoritative website on Caribbean Indigenous and Endanger Languages (CIEL) was developed through a partnership with the Language Unit of the University of the West Indies (UWI). The website showcases and promotes the preservation of over 20 indigenous languages in the region and also provides access to books production and training schemes;
- iv) Islamabad – This Office has awarded a contract to the Institute of Balochistan Studies to carry out mapping and inventory-making of the intangible cultural assets of Balochistan (in particular in the Pishin, Bolan and Banjgur provinces);
- v) Youndé FO is working at a study of the endangered languages of the Adamawa escarpment.

**C) Facilitating and channelling international cooperation between experts and institutions for safeguarding linguistic diversity and intangible heritage**

29. The main activity within this action line is a project entitled "Capacity-building for the Safeguarding of Languages and Oral Traditions and Expressions in Sub-Saharan Africa". The project aims at promoting international cooperation between stakeholders, experts and institutions as well as facilitating institutional capacity-building in Member States. This is done through organization of two large-scale workshops (in Bamako in March 2006 and Addis Ababa in February 2007) bringing together representatives of university departments and national institutions specialized in African languages.

**D) Advocacy and promotion of local and indigenous languages as tools for natural resource management and sustainable development**

30. As vehicles for local and indigenous knowledge, languages play a central role in establishing community-based natural resource management and sustainable development. Their recognition is important in order to allow indigenous knowledge-holders and State resource managers to successfully dialogue across systems of knowledge, values and meanings and as a result, they provide a basis for equitable biodiversity governance.

31. Some examples of recent and on-going work, mainly under SC responsibility, achieved through HQ/FO collaboration, include the following publications and events:

- i) Reef and Rainforest: An Environmental Encyclopaedia of Marovo Lagoon, Solomon Islands (including over 1200 terms in Marovo language, with indexes to the lesser vernaculars of Hoava and Vanunu, as well as to scientific taxonomic equivalents) [SC HQ with Apia Office];*
- ii) Dream Trackers – Yapa Art and Knowledge of the Australian Desert, entirely in the Walpiri (Aboriginal) language with texts in English and French (interactive multimedia CD-ROM)*
- iii) The Canoe is the People: Indigenous Navigation in the Pacific, for which a Maori language version is currently under development with Waikato University, New Zealand. [SC HQ with CI and ED sectors, and Apia Office];*
- iv) Bilingual Nature-Trail Guidebooks of the south Surin Islands (Thailand) presenting traditional Moken terms for plants and providing information for both Thai and English-speaking tourists on*

the Mokens' extensive understanding of the natural environment [SC HQ with Bangkok Office];

v) *Maps for Islands in Saturn Province* (Thailand), the location of historical events and the connections of the indigenous Urak Lawai with their natural milieu have been detailed on maps produced for educational dissemination [SC HQ with Bangkok Office];

vi) Indigenous knowledge-based publications in vernacular languages are also under development with the Mapuche Pewenche (Chile), as well as the Mayangana of the Bosawas Biosphere Reserve (Nicaragua) [SC HQ with Montevideo Office];

vii) *Two workshops* were organized in 2006 on the theme of indigenous understanding of the natural environment (Caracas, 17-22 October, and Montevideo, 30 October).

#### **IV - Promotion of multilingualism and linguistic diversity in the literate environment, science, media and cyberspace**

32. The activities concerning this objective are developed mainly in the framework of:

- i) sub-programme V.1.1, MLA 2 - Multilingualism and cyberspace;
- ii) sub-programme V.1.2, MLA 3 - Local language media content;
- iii) sub-programme IV.2.3, MLA 1 – Development of cultural industries and strengthening of partnerships.

33. UNESCO's action in this area, implemented mainly by the Communication and Information sector, but also intersectorally or by the Culture, Education and Science Sectors, is delivered through:

- i) Capacity-building, local content development projects including software development;
- ii) Channelling multi-stakeholders' cooperation;
- iii) Publication of analysis and monitoring tools.

#### **A) Capacity building, local content development projects including software development**

34. Regarding this modality of intervention, numerous projects are presently being carried out locally and globally:

- i) Africa** - "Project entitled "Renforcement de l'Édition en langues nationales et des environnements multilingues en Afrique", including several initiatives (Dakar) – and activities focusing on the literate

environment and publishing training (Bamako); project entitled “Developpement de l’édition et des environnement multilingues en Afrique”, in collaboration with the Organisation internationale de la francophonie, focusing on multilingual local books production;

**ii) Arab region** – Creation of Arab-Tamazigh radio in Morocco

**iii) Asia** – 16 Community Multimedia centres were established in India Bangladesh, Bhutan, India, Nepal and Sri Lanka; digitization of Thai script for minorities in north-west Viet Nam and a Human Rights digital library was created in Kazakhstan);

**iv) Latin America and the Caribbean** – some 15 multilingual radio or TV station, web and video projects in Bolivia, Brazil, Chile, Guatemala, Ecuador, Paraguay, Peru and Jamaïca;

**v) Globally** – Developed since 2002, the Babel Initiative project is contributing to UNESCO's goal of building knowledge societies, fostering universal access to information, through a three-fold strategy on policy formulation, information dissemination, research and pilot projects; within CLT, a project to support publishers from developing countries to participate in the on-line Frankfurt Book Fair has been implemented.

## **B) Channelling multi-stakeholders' cooperation**

35. UNESCO functions as a catalyst to facilitate partnership and cooperation among different stakeholders principally in the framework of the follow-up of the World Summit on the Information Society (WSIS - Geneva 10 to 12 December 2003, and Tunis 16 to 18 November 2005). In this context, UNESCO and ITU organized the "Global Symposium on the Multilingual Internet" (Geneva, Switzerland, 9-11 May 2006) and, following the first multi-stakeholders consultations meeting organized by UNESCO, the Organization has been formally designated as facilitator of the action line “C8”: *Cultural diversity and identity, linguistic diversity and local content*.

36. Further guidance for multistakeholders initiative is provided by the «Sana'a call for dialogue among cultures and civilizations», which is the final declaration of the international Symposium on Dialogue among Cultures and Civilizations, (Sana'a, Yemen, February 2004) on the promotion publications translated from and into Arabic. Another reference frame is represented by the “the Rabat Commitment” issued from the conference “Fostering Dialogue among Cultures and Civilizations through Concrete and Sustainable Initiatives”, (Rabat, June 2005), focusing, inter alia,

- on greater emphasis on the role of languages as a means for intercultural dialogue on private-public partnership ;

- on the promotion of language training for media professions to lower language barriers for successful dialogue. The Rabat Commitment is reflected in the workplans for the 33 C/5 (all Sectors), further to the

instructions of the Director-general (DG/Note/05/42, 13 September 2005).

37. In its role of guidance provider, UNESCO organized with ICANN and NTRA (National Telecommunication Regulatory Authority, Egypt) a workshop entitled 'Towards a Multilingual Global Internet: Avoiding the Risk of Fragmentation' (Athens, Greece, 31 October 2006). In the framework of the follow-up of the "Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace" (2005), a questionnaire was sent to all UNESCO Member States.

38. The Encyclopedia of Life Support Systems (EOLSS) is a virtual library equivalent to 200 printed volumes, with contributions focusing on all aspects of sustainable development from environmental issues to language and culture. This project is funded by Eolss Publishers, Co Ltd and involves thousands of authors from over 100 countries. One of its theme addresses *Linguistic Anthropology* and includes articles on multilingualism and language planning, documenting endangered languages and maintaining language diversity as well as language and culture. Over 100 articles within the different disciplines are linked to languages. These articles are currently available online ([www.eolss.net](http://www.eolss.net)). Specific themes should be available in the form of e-books by the end of 2007.

39. Moreover, every years since 2004, the UNESCO Office Kingston has supported the Conference "Cultural Diversity and the Caribbean Information Society" (CARDICIS), which provides an important opportunity for information sharing, partnership and policy proposals in the Caribbean.

### **C) Publication of analysis and monitoring tools**

40. Concerning the publication of printed or online studies and monitoring tools, a number of products have recently been or are being issued. These include:

- i) a joint ED/CII survey on the use and promotion of small languages on-line was completed in the framework of the Babel Initiative;
- ii) a digital library on representative works of Arab literature (available on-line and on CD-ROM);
- iii) an online portal on Maghreb cultural heritage;
- iv) a printed document on the literate environment in West Africa;
- v) a quarterly online update of the world bibliography of translation (Index Translationum) and related web sites;

- vi) Spanish and Portuguese versions of the guide “Book Donations for Development”;
- vii) a comprehensive study on multilingualism in cyberspace carried out by Unión Latina;
- viii) the guide *Comment assurer la présence d’une langue dans le cyberspace*, by linguist Marcel Diki-Kidiri, was published in late 2006.

## **V - Promotion of languages as means for dialogue and international integration**

41. A number of activities related to this objective are developed mainly in the framework of:  
sub-programme IV.2.3, MLA 1 – Development of cultural industries and strengthening of partnerships.

42. These activities are underpinned by the assumption that languages, besides being factors for community or national empowerment, are also bridges and factors for integration and dialogue between cultures and peoples.

43. This integrative role of languages, namely transnational ones, has been underscored by the African Union, for which those tongues are a factor of the continent’s economic and cultural integration. The Language Plan of Action for Africa, whose importance was reaffirmed by the AU’s last Executive Council (10EX.CL/Dec.245 (VIII)), assigns specific importance to regional linguistic policies in this respect.

44. One of the key activities developed in this context is the organization by the African Academy of languages (ACALAN), official agency of the African Union for linguistic matters, of five regional meetings on the linguistic factors of African integration, which UNESCO is supporting intellectually, logistically and financially through HQ/FO synergy. The first meeting was held in Bamako (May 2006); following meetings are scheduled to take place in Addis, Algiers, Dar es Salaam and Johannesburg.

45. The promotion of a stronger Latin America and the Caribbean Cooperation through Building a Bilingual Bridge (Spanish and English) is also being studied by the Kingston FO, upon the request of Jamaica, Trinidad and Tobago, Saint Lucia, Barbados and Antigua. This includes adaptation of formal curricula, non-formal education and the publication

of web portals promoting multilingualism and multiculturalism in cyberspace.

46. The importance of free circulation of ideas and literary heritage beyond linguistic boundaries as a means for understanding and dialogue is at the heart of the CLT activities aimed to support translation, namely through the production of two online tools regularly updated: The Clearing House for Literary Translation (information centre, guidance for all those – translators, publishers, researchers, archivists, teachers – working on the research and exchange of literary contents) and the Index Translationum (an international bibliography of translations totalling some 3,000,000 entries in all disciplines, of which 1,700,000 are available on line free of charge).

## **VI - Improvement of UNESCO effectiveness through linguistic factors integration**

47. The initiatives in this area are part of the overall optimization of programme effectiveness. In order to efficiently reach all of its partners, beneficiaries and stakeholders, UNESCO needs to adapt its resources, programmes and communication tools to their linguistic codes. This objective is attained by:

- i) raising awareness on linguistic factors and mainstreaming them into the overall project cycle;
- ii) translating pertinent documents into diverse languages;
- iii) training staff.

### **A) Raising awareness on linguistic factors and mainstreaming them into overall project cycle**

48. To ensure that the intersectoral articulation of all language-related activities is developed within a coherent action plan, a Task Force on Languages and Multilingualism was created in January 2006 (DG/note/06/06). This Task Force, chaired by the Director-General, is meant to guarantee that the issue of languages is embedded effectively within the work of all sectors, within the overall programming cycle, and that decisions taken in this respect are implemented.

49. To promote awareness at all levels within the Secretariat and encourage the inclusion of the issue of languages within the operational work of all Sectors, and facilitate operational cross-cutting articulation of all language-related activities, the Intersectoral Group for Languages

(composed of focal points throughout the Sectors) permanently ensures consultation and sharing of information at HQ, with UNESCO Institutes (UIE, UIS) and with FO, in conformity with the strategic orientation provided by the Task Force on Languages and Multilingualism.

50. To exercise an awareness and mainstreaming function within a specific national context, the Brazilian Working Group on Languages (composed of representatives of the Brasilia UNESCO Office, national governmental representatives, the Palmares Foundation, the Indio Museum and universities) has been collaborating with other relevant institutions, such as the Brazilian Institute for Statistics (IBGE) for policy design and development in this field.

## **B) Translating pertinent documents into diverse languages**

51. The translation of official documents and UNESCO publications into official and non-official languages is part of the Organization practices aimed at reaching all possible partners, stakeholders and beneficiaries. Concerning sale publications, in 2006 the Publications Unit of the Bureau of Public Information produced 62 titles in official UN languages and, through transfer of rights, some 15 titles in languages, as Bengali, Basque, Catalan, Khmer, Turkish and Tajik). In 2007, the Publications Unit plans to issue some 80 titles on sale in the Organization's official languages and some 25 titles in different languages such as Vietnamese, Japanese, Czech Dutch, Slovenian, Bengali, Korean, Thai. Building a specific network in the service of a larger and more effective outreach, the UNESCO National Commissions play an essential role in this respect, by facilitating, promoting or financing some of the published translations.

52. Other publications are translated and published by Field Offices. For example, a number of documents concerning HIV and AIDS, which already exist in Russian, have been translated by the Moscow Office into Kazakh, Kyrgyz and Tajik to be more accessible to the targeted populations. Another significant example is the new Asian Multilingual Thesaurus of Geosciences (AMTG - <http://www.ccop.or.th/amtg>), created in the framework of the South-East Asian Network for a Geological Information System (SANGIS, coordinated by the Jakarta FO) to respond to difficulties in using keywords in English for the geological and geophysical management.

53. The list of translated documents also includes the Summary Report of EFA Global Monitoring Report (Delhi), the position paper *Education in a Multilingual World* (Bangkok/Hanoi/Pnom Pehn), a text on microscience experiences (Windhoek), and educational guidelines on resources recycling (Doha), expert papers on the assessment of snow-glacier and

water resources in Asia” (Almaty), the *Community Based Disaster Risk Reduction Toolkit* (Jakarta), the three-volume publication *Knowledge for Sustainable Development: An Insight into the Encyclopedia of Life Support Systems* (SC HQ), and the four-volume *Encyclopedia on Knowledge for Sustainable Development* (SC HQ).

54. Translation is also essential in the field of online publications. UNESCO's homepage and top level portal content, the weekly «In Focus» dossier, BPI News items (News, Press Releases, Media Advisories) and the monthly e-magazine *UNESCO Courier* are all available in UNESCO's six official languages.

55. The UNESCO Division of Conferences, Languages and Documents (CLD), has been a forerunner within the UN system in the use of translation software, namely in the field of the translation memory tools. CLD translated in 2006 35,400 standard pages (4,825 into Arabic, 4,173 into Chinese, 5,279 into English, 10,952 into French, 5,073 into Russian and 6,131 into Spanish). In 2007, an even larger number of pages is expected to be translated, because of the additional documentation produced for the General Conference. The total number of meetings with interpretation organized by CLD, increasing every year, amounted in 2006 to 262 (99,24% in English, 94,66 in French, 20,99 in Spanish, 7,63 in Russian, 14,88 in Arabic and 5,34% in Chinese).

### **C) Staff training**

56. UNESCO, both at HQ and in the Field, makes a special effort to encourage staff members to attend language classes. Linguistic courses (Arabic, Chinese, English, French, Russian and Spanish) are organized by the Bureau of Human Resources Management within the approved staff training programme. As such, they are part of normal working hours. In addition, language-related incentives are provided to the Staff in accordance with Staff Rule 103.15 and Item 2320, paras. 29 and 30 of the UNESCO Manual. To identify the beneficiaries of those measures, proficiency examinations in Arabic, Chinese, English, French, Russian and Spanish for the General Service category are organized every year.