

UNESCO BRAZIL

NEW FRAMEWORK FOR ACTION

human rights

environment



communication

culture



*education
for all*



*struggle against
poverty*



*cultural
heritage
preservation*

science

*information
society*

tolerance



UNESCO **BRAZIL**

NEW FRAMEWORK FOR ACTION



UNESCO Brazil: new signs of action
Brasília : UNESCO, 2001.
153p.

1. International Organization 2. UNESCO



United Nations Educational, Scientific, and Cultural Organization

Representation in Brazil

SAS, Quadra 5 Bloco H, Lote 6, Ed. CNPq/IBICT/UNESCO, 9º andar.

70070-914 - Brasília - DF - Brasil

Tel.: (55 61) 321-3525

Fax: (55 61) 322-4261

E-mail: UHBRZ@unesco.org

"All over the world, societies continue to be threatened by poverty, by violence, by intolerance, by armed conflict, by ignorance, by global warming, by drug abuse, and by crime. These factors have an adverse effect on the quality of our lives. In the beginning of this new century, our highest priority should be the eradication of poverty, of ignorance, and of violence. These elements acquire new dimension and meaning in a world that is characterized by globalization. In order to proceed with its Mandate, UNESCO decided to create three lines of action:

- a) develop universal principles and norms based on common values in order to confront challenges in education, science, culture, communication, and in the protection of the greater good;
- b) promote pluralism through recognizing and reinforcing diversity and human rights; and
- c) promote participation in 'knowledge societies,' through empowerment and shared knowledge."

Koïchiro Matsuura
UNESCO General Director

TABLE OF CONTENTS

Presentation.....	7
The Great Brazilian Challenge.....	9
UNESCO Commitment to the Reduction of Poverty and the Universality of Citizenship.....	25
Partnership Strategies of Decentralization and Support for Innovations.....	35
Projects, Actions, and the Sharing of Technical Cooperation.....	45
▪ Health and Education	45
▪ Culture.....	64
▪ Science and the Environment.....	68
▪ Social Development and Research.....	76
▪ Transdisciplinary Projects.....	89
▪ Human Rights.....	92
▪ Communication and Information.....	96
▪ Antennas.....	99
Documentation and Press Policy.....	109
UNESCO and the Challenges that Persist.....	115
UNESCO Specialists.....	119
Annex I - UNESCO Publications.....	125
Annex II - UNESCO Chairs.....	143
Annex III - Associated Schools.....	145
List of Abbreviations.....	149

PRESENTATION

I present Unesco Brazil III with the conviction that the Organization's actualization in Brazil over the past 5 years shows a broadly positive balance. This balance is demonstrated above all in the areas of shared cooperation and in projects which contribute to public policies as well as to the social agendas of private institutions and civil society. These ideas are ideas that are fundamental to human development.

The strategy adopted was to bring together ideas and actions which are rooted in a profound belief in the innovative potential of people and of Brazilian institutions. This strategy was decisive in making it possible to release the 3rd edition of Unesco Brazil. The involved institutions belong as much to the public sector as to the private sector, and to civil society in general. In these pages numerous examples may be seen of actions that point in the direction of constructing a social scene. These actions are based on the guidelines of principles and values that help in the fight against poverty.

Unesco Brazil III is dedicated to our partners. They knew how to understand the social extension of the ideas that Unesco represents in name of the 188 Member States. These ideas are not utopian, as some of the examples in this document show. On the contrary, they are ideas that are attainable under the proper conditions. These conditions include political good will, and a collective consensus characterized by solidarity.

Today, Brazil is credited more and more with being a nation with a permanent commitment to the fight for the advancement of active citizenship for each and every Brazilian. This is occurring through the process of creating consciousness in a society which is becoming increasingly vigilant and aware of the power of education, science, culture, and communication. The rights of all to education and culture, scientific knowledge, and information are being progressively internalized by various segments of society. This in turn helps society transform the search for greater equality and social justice into an irreversible and permanent process.

The difficulties are many, and they often seem to be insurmountable. However, progress to strengthen the country in order to make it able to face the adverse aspects of poverty is being attained. This is occurring in the important sectors and areas of education for all, public health, and human rights. Unesco recently reviewed its strategies, and put the eradication of poverty and inequality in place as its new frameworks for action. This reveals the importance of amplifying the cultural and social capital of the countries and making them more democratic. As we know, this has a direct effect on the reduction of social injustice.

On the other hand, it is important to remember that every process of change faces various types of obstacles. For this reason, the uncertainties and predicaments of our time need to be discussed and debated with the objective of obtaining a consensus of directions and alternatives of actions to be taken. In addition, boldness is required. Without a bit of boldness it will not be possible to reach the core of the most substantial questions.

Lastly, I would like to express my gratitude to the technical and administrative staff of Unesco Brazil, who have not spared any efforts in amplifying and qualifying the social and cultural relevance of the Organization. Without them it would have been impossible to arrive at the current situation. I feel confident that we are prepared for new challenges.

Jorge Werthein

Director of UNESCO in Brazil

THE GREAT BRAZILIAN CHALLENGE.

A New Country

The profound difficulties that Brazil has historically suffered, especially on the social plane, is not news. The concentration of structural income is so deeply embedded in the country that it comprises an almost integral and insoluble part of the country. This initial chapter is a short presentation of UNESCO Brazil's vision of the Member State where local representation is in action. It does not limit itself to the difficulties that the country faces. It will reveal much more than this. It will reveal a country that is in an intense transformation process. Given the nature and variables of each case, the fact is that Brazil is also reacting to many of its oldest problems. This is shown, for example, in the advances obtained over the last years in terms of education and health for all. This scenario shows a society that is becoming more democratic and participatory each day. This helps to encourage UNESCO Brazil's work. In addition, it makes it possible to believe that the coming generations will have the opportunity of finding a country that is more just than the current one.

Still Suffering the Stigma of Inequality

Brazil is founded on the basis of a model of predatory exploration, slavery, and estate holding. In many ways, Brazil has confined itself to the sixth century and the conquest of the Portuguese. Without being able to cut the roots of this inheritance, certain after effects have crystallized over the country's initial 500 years. This has taken place in the form of a profound inequality among the different layers of society. The material development that positions Brazil as one of the most extensive economies in the world does not find a parallel in social justice or in universal citizenship. It can be said, however, that progress has intensified over the last years, and that there is a more democratic mentality which is becoming more consolidated every day.

The stain of extreme inequality continues to be the most consistent demarcation in this country. This is agreed upon unanimously among those who are familiar with it. A new country is being born, however, one where there are undeniable and marked advances in the social area. This is true in spite of the fact that the immediate effects of this disparity of income have not been substantially felt.

In fewer and fewer instances, the problem of social injustice merely comprises a background to UNESCO Brazil's activities. On the contrary, this situation has become the fundamental object of these activities. With this, UNESCO's representation has become integrated in the national challenge of reducing the ancestral socio-economic cesspool that constitutes, along with its ramifications, the largest obstacle of the country.

Brazil retains the eighth largest Gross National Product (GNP)¹ in the world. The annual per capita GNP, US\$ 4,630² places it among the 50 most well positioned countries. However, when it comes to the Human Development Index (HDI), this index, in general, combines longevity, access to knowledge, and a standard of quality living. In this index, Brazil occupies an extremely lower position, 74th place in world ranking. (The HDI of 0.747 puts the country in the level considered medium in world ranking. This level goes from 0.500 to 0.799.)

Brazil is one of the world's record breakers in bad distribution of wealth. Almost one third of Brazil's population lives in poverty, precisely 32.7%, according to data from 1998³. Indigents account for 13.9% of Brazilians⁴.

These numbers, however, were even more dramatic in a very recent past. In 1990, the poor accounted for 43.8% of the population, and indigents for 21.3%⁵. In eight years, 9.5 million people were redeemed from absolute poverty.

The poorest 20% of the population utilize 2.5% of the country's income or consumption. The richest 20% of the population utilize 63.8%. This represents a difference of 25.5 times more⁶.

Of course, this enormous income gap is reflected in the indicators for living conditions. Almost one fourth of the population – 24% - does not have access to potable water⁷ and 30% find themselves deprived of basic sanitation⁸.

Illnesses associated with lack of sanitation are responsible for almost 65% of the total of public and private hospital stays in the country. It is estimated that each R\$ 4 invested in sanitation signify a savings of R\$ 10 in hospital stays.

Source: Web site of the Ministry of Environment

Recent Encouraging and Hopeful Facts

The country has been gradually demonstrating more positive social indicators. Recent development in the educational area (detailed in the following block) and in other sectors causes us to believe that the prognosis for the coming decades is for a decrease in inequality.

In the decade of the 90's, Brazil was marked by more scholastic activity (an average

.....
1. Among the 174 countries included in the Human Development Report 2000, of the United Nations Development Program for (UNDP) Source: Human Development Report 2000, UNDP. Base year: 1998

2. Idem

3. Source: National Survey for Domicile Demonstration (PNAD)- Brazilian Institute of Geography and Statistics (IBGE)

4. Idem

5. Idem

6. Source: Human Development Report 2000, UNDP. Base period: 1987-1998

7. Idem

8. Source: Human Development Report 2000, UNDP. Base period: 1987-1998

increase of 1.2 years among the 15 to 24 age group), by smaller families, and by a lower infant mortality rate.

Significant conquests in the area of the reduction of social inequality included economic stability beginning in 1994, and a drastic reduction in the inflation rate. Inflation, which had previously reached a rate of 40% a month, was reduced to 10% annually. The so called inflationary "tax", which falls on the poorest part of the population, began to minimize, and a great portion of the population acquired more buying power. Between 1990 and 1998, according to official data, 13 million people jumped over the "line of poverty"⁹.

Federal social spending has increased. The per capita figure for 1993 was R\$ 515.20. This figure went to R\$ 710,70 in 1998¹⁰.

Over the last five years, 373 thousand families obtained housing in the Agrarian Reform Program. The government bought or appropriated 13.2 thousand hectares¹¹. Indigenous lands that were previously demarcated already make up 76 thousand hectares¹². Infant mortality decreased in the last decade. The figure went from 47.8% of babies for every one thousand live births in 1990, to 36.1% in 1998¹³.

Brazilian life expectancy is in ascension, having reached 68.4 years of age in 1999. It was less than 60 years of age in the first half of the 70's.

Life expectancy was not longer due to violence. Between 1984 and 1994, the percentile for deaths from external causes went from 51.6% to 57%. This figure included traffic accidents, homicides, and suicides.

Adult life expectancy, according to the calculations of the Brazilian Institute of Geography and Statistics (IBGE), puts Brazil closer to developed countries. It is estimated that a 40 year old Brazilian today can expect to live an average of 33.8 more years, and that a 60 Brazilian today can live 17.7 more years. In developed countries, beginning at 60, men have an average of 18 more years of life. Women have an average of 22 more years.

The program to fight against Aids is thought of as one of the best in the world by the United Nations (Unaid). The country supplies free medicine to retard the advance of the virus in carriers of HIV. This was done at a cost of R\$ 487 million in public spending for 1999.

In many cases, the reach of the Brazilian vaccination campaigns falls among the best in terms of international standards. For example, the immunization rate against tuberculosis for children up to one year of age is 99%. For measles, the rate is 96%. In 1994, after wide reaching successive and successful immunization campaigns, Brazil received the Certificate for the Eradication of Polio from the Pan-American Health Organization.

In contrast, in this last decade of the century, the reappearance of sicknesses that had previously been eradicated, such as cholera and dengue, shocked the population and the authorities.

In summation, a large leap has been verified, in the country as a whole, in the

9. Source: Report Brazil – Copenhagen + 5, Presidency of the Republic

10. Idem

11. Source: National Institution for Colonization and Agrarian Reform (Incra)

12. Source: National Indian Foundation (Funai), based on data from IBGE

13. Source: IBGE and the Ministry of Health

14. Source: IBGE

15. Idem. Base period: 1995-98

aspect of human development since the 70's. In 1970, not one part of the federation presented indices that would put them in the layer considered highly developed, and 19 were found on the list of low HDI¹⁶. In 1996, ten states, as well as the Federal District, had already reached a higher index of human development. In that same year not one part of the federation was in the low development group. In 1970, 93% of the population lived in destitute municipalities. The percentage fell by practically half until 1991: 47.5%¹⁷.

Leap in Education

The illiteracy rate, an inheritance of the decade, is in decline. It is still very high – one of the highest in Latin America – but the rate fell 20.1% for the population over 15 years of age (or 19.2 million people), in 1991, to 13.3% (or 15 million people) in 1999¹⁸. In the 15 to 19 years of age group for the same period, the figure was cut by half, from 12% to 6% illiteracy¹⁹. There was also a strong reduction in the number of children between the ages of 7 and 14 who were not in school. This number went from 18.2% in 1992, to 4% in 1999²⁰. This signifies, in anticipated statistics, that the country is on the right track in terms of making basic education universal to all.

The tendency is that illiteracy will shortly become something practically restricted to older generations. In January of this year, the National Education Plan was launched. This plan anticipated the eradication of the problem over the next ten years. It also anticipated that ten million youths and adults will attain literacy over the next five years.

This high rate of functional literacy (people who have studied for less than four years), continues to be alarming, but a significant reduction was verified in the last few years, from 36,9% to 29,4%²¹.

Between 1989 and 1998, a growth of 30% in initial registration for Basic Education was registered²². One determining factor in the increase in school coverage, which reached 49% in the municipalities of the Northeast between 1997 and 1998²³, was the creation, in 1996, of the Maintenance and Development for Basic Education and Magisterial Appraisal Fund (Fundef)²⁴. This fund was responsible for the increase in teacher salaries in the neediest regions, where the salaries were generally disgraceful. The mechanisms of financing fundamental education changed as well. This created a correspondence between the division of resources and the number of students registered in each municipality, which caused the system to be more equal.

The School-Scholarship program was initially established in numerous Brazilian cities. It has now become generalized throughout the country. This program has represented

16. Source: Human Development and Quality of Life: Brazilian Indicators, UNDP, Ipea, IBGE, João Pinheiro Foundation, Brasília, 1998

17. Idem

18. Source: Ministry of Education (MEC), based on data from IBGE

19. Source: Report Brazil – Copenhagen + 5, Presidency of the Republic

20. Source: Institute for Applied Economic Research (IPEA) and the National Institute for Educational Research and Surveys (INEP)

21. Source: IBGE

22. Source: MEC/INEP

23. Source: MEC

24. UNESCO 2000 Prize in the category of Education

another consistent stimulus for making basic education in Brazil more universal. The School-Scholarship program, an initiative that is evaluated and approved by UNESCO, results in a premium. This premium is contained in varying values, in the families that keep their children in school.

In secondary education the number of graduates has increased as well. This has happened at a percentage rate of 15% a year²⁵. Official statistics have identified the beginning of a process of making education universal as a principal of the Constitution. Secondary education was the level that received the highest index of expansion in the second half of the 90's. This represents an increase of 81.6% from 1994 to 2000²⁶. This fact is clearly significant from the point of view of its political implications as Brazilians have the right to vote beginning at 16 years of age. The country counts no less than 7.5 million secondary school students²⁷.

Between 1994 and 1998, registration in superior education increased as well, at the rate of 8% a year²⁸. This growth basically received a boost from the opening of new courses and places in private institutions.

Today, however, even with a growth rate of 43.1% in the number of students, only 8% of the population between the ages of 18 and 24 are registered in superior education²⁹. The National Education Plan establishes that the number of spaces offered on the graduate level should reach at least 30% of this contingent of the population in ten years.

Another form of expression of the schooling revolution, which Brazil has been undergoing, is the compelling pace the expansion is occurring at. The speed of the increase of the indices of schooling in the 90's reached four times the velocity of the 80s. In general, what was accomplished in one decade had only been previously accomplished in three decades³⁰. Aside from this, more than one third of the Brazilian population found itself involved in some type of formal or non-formal education. This factor speaks to the way education has begun to be valued in Brazilian society.

Regional Inequalities in Education Are Aggravated

"In respect to the improvement in the educational indicators which have been verified in the last decade, especially in relation to indicators of transition, efficiency, and effectiveness of the system, the level of regional and interstate inequality has reached new depths. This conclusion, from a study made in 1999, comes from the principal agency responsible for educational statistics in the country. This agency is associated with the Ministry of Education and the National Institute for Educational Studies and Research³¹.

The relative distance between the indicators of the richest regions of the country, the South and Southeast, and the poorest, the North and Northeast, have risen. The

25. Source: MEC

26. Idem

27. Source: School Census 2000/MEC

28. Source: MEC/INEP

29. Source: MEC

30. Source: Institute for Applied Economy Research (Ipea)

31. Maria Helena Guimarães de Castro, in "Regional Inequalities in the Brazilian Educational System", text presented in the Inequality and Poverty in Brazil seminar, held by Ipea in Rio de Janeiro in August of 1999

Central Western region holds an intermediate position. This is extremely important in aspects tied to the quality of education. These aspects are concerned with literacy rates, and include students repeating a grade, distortion between age and grade, and the average time of completion, as well as net rates of schooling. In a good part of these indicators the Northeast does not find itself in the same position today that the South was in a decade ago. This is true especially in terms of qualitative questions, in spite of the fact that in this region the efforts and advances are comparatively more significant in the expansion of school coverage.

The illiteracy rate in the Northeast was 45.5% in 1980. It was 3.3 times larger in 1996. The salary that a teacher is paid in the Northeast is 3.3 times lower on average than the salary paid to a teacher in the South.

Racial inequalities are undeniable in Brazil. The comparison between levels of schooling is only one form of measuring them, but it doesn't really illustrate the situation well. In spite of the fact that the illiteracy rate has fallen for all groups, it is still higher for blacks and mixed race individuals (20%) than for whites (8.3%)³². There was a general increase in the years of schooling of the population between 1992 and 1999. Compared by color or race, however, there still remains a difference of more than two years on average, between blacks (4.5 years) and whites (6.7)³³. Between 1992 and 1999, an increase of one year of study corresponded to an elevation of 1.2 salaries in the income of whites and only one half salary among the blacks and mixed race individuals³⁴.

The Great Challenge in the Disparities among the Regions

Enormous regional inequalities are registered in the most diverse sectors of national life. These include inequalities in the educational field. This is an essential aspect to be taken into consideration when trying to understand the Brazilian reality. These inequalities are one of the greatest challenges in the country.

Naturally, national numbers allude to the Brazilian situation. However, a more faithful rendition of the situation always depends on making each microcosm particular in and of itself, but that is not the issue here.

Brazil, a country where the first and third worlds coexist, presents a rich heterogeneity in the most varied of forms. This is true not only from a social point of view. It is true all over an extensive territory that is divided into 5,507 municipalities in 26 states, aside from the Federal District.

Notably, the richest part of the country, the South, leaves the North, the poorest part, standing out in relief. It goes without saying that this is where the indices of human development in general are much more precarious. This region represents realities completely disparate from those of the city.

Based on the data of 1999, it can be seen the states in the Southern and Southeastern regions retain the highest Human Development Index (HDI) equal to or over

32. Source: IBGE, data referring to 1999

33. Idem

34. Idem

0.8). All other states of the Federation, including those of the Northeast, with the exception of two from the North (Rondônia and Roraima), and one in the Central West (Mato Grosso do Sul), fall into the category of medium HDI³⁵. There is an impressive difference between the HDI in Piauí, the lowest of the Federation, at 0.534³⁶, and the HDI in the Federal District and Rio Grande do Sul, the highest (both with 0.869)³⁷.

In a comparison of the municipalities, the profound regional differences become even more evident. According to the report "Human Development and Quality of Life: Brazilian Indicators³⁸" from 1998, "70% of the needs are concentrated in 25% of the Brazilian municipalities". Nevertheless, "on the other extreme is the distribution of the necessary requirements for life in the Northeastern Region, followed by the North, almost 100% of the municipalities are needy in practically every dimension."

According to studies referring to the beginning of the last decade, there is a truly enormous chasm between the best municipal HDI in the country and the worst. The best, that of Feliz, in Rio Grande do Sul, is 0.834, an index which is comparable to countries in Western Europe. The worst, that of São José da Tapera, in Alagoas, is 0.265, falls very close to the worst indices in sub-Saharan Africa³⁹.

In the states with the highest levels of human development, the infant mortality rate is more than three times lower than in other states with lower HDI. Examples: In Rio Grande do Sul, the rate is 19.4 per thousand, in Santa Catarina, 23.1 per thousand, and in São Paulo, 24.1. At the extreme opposite end of the spectrum, Pernambuco, Paraíba and Alagoas have indices, respectively, of 61.8 per thousand, 64.6 per thousand, and 71.9 per thousand⁴⁰.

Growth that is still Small in Cultural Investment

In 1997, Brazilian cultural production moved around R\$ 6.5 billion, which corresponds to approximately 1% of the GNP⁴¹. Even compared to other Latin American countries, this percentage is low. In Chile the number is 2.5%, in Costa Rica, 2.7%, and in Mexico, 6%⁴². Other American countries like Canada apply proportionally six times more of the GNP to culture.

The volume of paper used in cultural production per habitant is more than ten times smaller than in the United States⁴³. The number of books published between 1994 and 1996 for each group of one hundred thousand habitants (13) is five times lower than in Canada (65) and more than two times lower than in Argentina (27), and Uruguay (28)⁴⁴.

In countries like Holland and Finland, proportionally, 20 times more books are

35. Source: Human Development and Quality of Life: Brazilian Indicators, UNDP, Ipea, IBGE, João Pinheiro Foundation, Brasília, 1998. Base Year: 1996

36. Idem

37. Ibidem

38. UNDP, Institute for Applied Economic Research (Ipea), Brazilian Institute of Geography and Statistics (IBGE) and the João Pinheiro Foundation

39. Sources: CD-ROM Atlas of Human Development in Brazil (Base year: 1991) and Human Development Report 2000, UNDP (Base year: 1998)

40. Source: Report The Brazilian Childhood Situation 2001, Unicef

41. Source: João Pinheiro Foundation (FJP)

42. Source: World Culture Report, UNESCO, 2000

43. A comparison of data from the World Culture Report, UNESCO, 2001

44. Source: World Culture Report, UNESCO, 2000

published than are published in Brazil. The number of daily newspapers in the country, proportionate to the population, is five times beneath the United States.

Of 5,506 Brazilian municipalities that were evaluated in a recent study, the crushing majority - 4,455 do not even have a movie theater⁴⁵. More figures: 82% do not offer museums, 84,5% do not have theaters, 65% are deprived of book and record stores, and around 20% have no public libraries⁴⁶.

In 1994, cultural activity employed 510 thousand Brazilians⁴⁷. Medical expenses for the State, including the municipal, state, and federal spheres, for the decennium 1985-1995 were R\$ 725 million⁴⁸.

In spite of these not very encouraging cultural statistics, there was a positive reaction to this area in the country. Private investment received great reinforcement over the last few years, attracted by the fiscal benefits offered by incentive legislation. This legislation included the federal Rouanet and Audiovisual Laws.

From 1990 to 1997, the number of countries that applied resources to culture almost tripled, growing no less than 297%⁴⁹.

In the 90's this allowed for what was called the "recapture" of Brazilian cinema. This is an example of something that greatly affected the Brazilian cultural universe. After a phase of extreme deprivation, there was resurgence in volume and quality, and national cinematography was indicated on three occasions for the Oscar.

Brazilians, however, are not great moviegoers. The rate per person is less than one ticket per year: 0.8 to be exact⁵⁰. In Cuba the rate is 2.2 trips to the movies per year per inhabitant, and in the United States the number is 5.4.

Brazil calculates a significant number of benefits included on the World Cultural Heritage List: nine for cultural value and three for Natural Patrimony. Spain and Italy are the countries with the largest number of benefits. As a comparison, they have 31 each, in a summation of the two categories.

A Rise in Resources for Science and Technology

Scientific production in Brazil is growing at an accelerated pace. From 1981 to 1998, there was a registered rise of 365%. This is above the world average, that of 104%⁵¹.

Five thousand doctors graduate in the country every year. This number is equivalent to countries like China, Italy, and Canada. There were 14,308 doctors in 1995. Five years later, the number reached 27,662⁵².

Research institutions went from 99 in 1993, to 224 in 2000. The number of researchers went from 21,541 to 48,781 in the same period⁵³.

.....
45. Source: IBGE, data referring to 1999

46. Idem

47. Source: João Pinheiro Foundation (FJP)

48. Idem. Actualized values of 1996

49. Ibidem

50. Source: World Culture Report, UNESCO, 2000. Base period: 1994-1998

51. Idem

52. Source: National Counsel of Scientific and Technological Development

53. Idem

The Program for Stimulating University-Press Interaction was recently created, known as the Green and Yellow Fund. This anticipated a tax of 10% on all external royalty payments for the use of foreign technology. Already in 2001, R\$ 240 million should be collected by the fund. This has brought new vitality to scientific means.

In addition, after a period of investment that had taken a downward turn, the Brazilian scientific community was rewarded in 2001 with more public funds than they are accustomed to receiving. The budget proposal of the Ministry of Science and Technology had a rise of 62% from that of the year 2000. Just in the area of research, the ministerial budget went from R\$ 1.087 billion in 2000 to R\$ 1.757 billion this year⁵⁴. The priority themes for the next three years' resources are the Society of Information, Biotechnology, and Genetic Resources as well as Local Systems of Innovation, Climate, Meteorology, and Hydric Sciences, as well as Competitive Innovation, which together should consume half of the allocated funds.

The increase in public investment in science and technology in 2001 interrupts the tendency of the past few years. The applied resources from the Federal Government have been falling slowly. They went from R\$ 3.079 billion in 1995, and went to R\$ 2.393 billion in 1999⁵⁵.

Great Progress in Telecommunications

Brazil is going through two formidable revolutions in its technological profile. Both are occurring in respect to the explosion of telecommunication services. The first is linked to Internet, the second to the expansion of the telephone network. In truth, this is not a particularly Brazilian phenomenon. The country is just keeping up with a global tendency, but the fact that it is keeping up and not falling behind deserves notice.

In the ranking of the countries with more people connected to the world computer network, Brazil finds itself in tenth position. This puts Brazil in front of developed nations like France, which is in eleventh place⁵⁶. In December of 1999, there were already 6.79 million Brazilians connected⁵⁷. In 2001, it is estimated that Internet will have 14 million users in the country.

Brazil occupies third place in the number of hosts in the Americas (13th in the world), behind the United States and Canada. The country is responsible for almost half – 44% - of electronic commerce taking place in Latin America. Around two thousand new requests for registering dominion names are solicited every month⁵⁸.

Internet has promoted a process of making access to public services less bureaucratic. This process is something the likes of which the country has never seen before. The most marked example is of virtual declaration of Income Tax. In 1997 5.8% of income tax declarations

.....
54. Source: Ministry of Science and Technology

55. Source: General Accounts of the Union. Elaboration: Ministry of Science and Technology. Current values.

56. Source: NUA Internet Surveys (Dec.99 Data), cited in "The Evolution of Internet in Brazil", from the Ministry of Science and Technology

57. Idem

58. Source: Ministry of Science and Technology

59. Declarations of Private Individuals and Companies on Rural Territorial Taxes. Source: Federal Revenue Services, cited in the work "The Evolution of Internet in Brazil," from the Ministry of Science and Technology

were delivered through the network. Just two years later, this figure jumped to 62% of the total ⁵⁹.

The Society of Information program, coordinated by the Ministry of Science and Technology, anticipates that Brazil will have the means to operate Internet with all of the technical requirements already existent in the more developed countries. This will occur as much in respect to the velocity of data transmission as to new services and applications. Investments along the line of US\$ 1.5 billion in four years are anticipated ⁶⁰.

Other initiatives that would provide public schools with access to the world computer network and to the development of an infrastructure for education from a distance have been put forward.

The telecommunications sector was the area that has grown most over the last ten years. With the privatization of telephone services, there was an enormous leap in the number of terminals. The number of fixed telephones practically doubled in four years, going from 16.5 million to 38.3 million ⁶¹.

Even more impressive was the expansion of cellular telephones. There were 2.7 million in 1994. In 2000 there were more 23.2 million ⁶². With the advent of pre-paid cellular phones, the popularization of these services was verified. This tendency affected mostly low-income consumers.

The projection of the National Agency of Telecommunications (Anatel) anticipates that Brazil will have more than 116 million incidences of telephone calls in the year 2005. This represents more than ten times the number that existed in 1990: 10.3 million.

At a less intense pace, the number of personal computers has increased without stopping. From 1995 to the biennial of 1997/98, there was an increase of 120% ⁶⁴. These conclusions were based on the 1997/98 period. There was a huge unsteadiness in comparison with other countries that were more advanced in terms of information. While Brazil had 263 personal computers for every ten thousand habitants, Spain had 1,221, or 4.6 times more ⁶⁴.

Portrait of Relative Economic Stability

In January of 1999, the national currency, the Real, lost 40% of its value to the American dollar in just a few days. After this harsh devalorization of the exchange rate, the Brazilian economy managed to reestablish growth in 2000. This occurred due to a combination of several factors including an increase in production, and lower loan interest rates, and controlled inflation. In general, the predictions for the next few years are positive. There is a certain cautiousness, however, about the negative influence of possible external crises, internal turbulence, and structural deficiencies that persist. This cautiousness occurs in function of an elevated National Debt and of dependence on external capital.

The Gross National Product (GNP) has grown 3.9% over the past year ⁶⁵. National

60. Source: Ministry of Science and Technology

61. Source: National Agency of Telecommunications (Anatel)

62. Idem

63. Source: World Culture Report, UNESCO, 2001

64. Idem

65. Preliminary data. Reference: November 2000

interest loan rates fell from 44.95% in March of 1999 to 15.75% in December of 2000. This figure then underwent a high of 18.25% immediately afterwards in June of 2001⁶⁶. This occurred in order to contain the inflationary pressure aggravated by the Argentinean economic crisis and the high rate of the American dollar.

Since 1999 the level of jobs and industrial productivity has grown and so have the areas of agriculture and livestock, with a growth in cultivated land and the utilization of financial input.

The Brazilian grain harvest amplifies every year. The expectation is that one more record will be broken in the 2000/2001 harvest, with a total of 91.4 million tons⁶⁷.

Confirming this forecast, the increase in relation to the previous harvest (1999/2000) will be 10.18%.

Although unemployment is still high and disturbing in the country, it reversed a bit in 2000. In March, 8.059% of the population of 15 years of age or older was affected by unemployment⁶⁸. The rate went to 6.2% in November of the same year⁶⁹.

Another preoccupying reality is the gigantic liquid debt in the public sector in Brazil. This affects half of the Gross National Product.

The loss of investment capacity in the State brought about a series of reactions in the daily life of Brazilians. Electrical energy rationing marked the winter of 2001, and three out of five regions in the country live under the threat of blackouts. The energy crisis is owing to the scant rains (causing extremely low levels of hydroelectric reserves) and in the reduction of the lower water platforms. This has also been caused by the reduction in investments in infrastructure in the sector over the last decade.

On the other hand, in the second half of the last decade, Brazil showed itself to be one of the most attractive developing countries for direct foreign investment. This capital investment support totaled US\$ 23 billion over the period of January to October of 2000⁷⁰.

Inflation for the year 2000 was 5.97%⁷¹. This was lower than the previous year, when a general rise in prices was registered at 8.94%⁷².

Brazil is one of the most populous countries in the world. The country has great potential for expansion in the consumer market, and for large economic projection. Brazil has won a growing place in the globalized commercial scene and has the capacity to move swiftly to higher positions.

Recent Federal Legislation was approved that promises to have a huge impact in the country. This legislation, known as the Law of Fiscal Responsibility, anticipates punishment, including confinement for administrators who misuse public funds. This will result in the construction of a relationship of greater citizenship among the authorities and the population.

In general, the news is good for economy. However, this does not necessarily assure improvement on the social plane. The economic model of an unequal concentration of income persists. In other periods in the past the country has managed to add to its riches

.....
66. Source: Central Bank of Brazil

67. Source: IBGE – Monthly Employment Survey

68. Source: IBGE - Pesquisa Mensal de Emprego

69. Idem

70. Source: Central Bank of Brazil

71. Index of Consumer Prices (IPCA), calculated by IBGE

72. Idem

without guaranteeing broad social justice.

Social inequality is an obstacle to economic development. It is caused, among other things, by the low level of schooling in the population. Social exclusion, as Bernardo Kliksberg shows, is a strong limitation to economic growth. Equity that influences the growth of national savings has beneficial effects on the possibilities for technological development. This creates favorable conditions for the development of social capital. "As a whole, the portrait that is defined demonstrates that societies that strengthen and improve equity have better economic, social, and political results in the long run ⁷⁴."

Youth Threatened by Violence

One of the most devastating symptoms in the social field of Brazil has been the rise of violence, which has alarmed the population. The principal victims are youths.

The rate of homicide and other violent incidents among youths in Brazil is 50 times higher than in countries such as Norway, Ireland, and Spain. In deaths among young Brazilians, homicide and other violent incidents cause 31.5%⁷⁵. In the metropolitan regions, nearly half of the deaths reported for youths are the result of violent causes: 47,7%⁷⁶.

Homicide accounts for one third (33,8%) of deaths for people between the ages of 15 and 24 in the country⁷⁷. When viewed in the context of all age groups, combined violence (homicides, suicides, and traffic accidents) represents 8.7% of mortality. In the age group of youths between the ages of 15 and 25, the proportion rises to 52.3%⁷⁸.

On the other hand, the suicide rate among Brazilians in this age group (5.9%) is well below countries with more satisfactory statistics of violence, such as Canada (13%) and Norway (14.3%)⁷⁹.

Between 1989 and 1998, the total number of murders registered in the country greatly surpassed the growth in population. There was an increase of 45.5% in homicide, compared to an increase of 13.7% in population growth ⁸⁰.

Childhood Threatened by Poverty

Brazil has 23.1 million children between the ages of zero to six ⁸¹. Of this total, 39% are from families with a monthly income of up to one half of the minimum salary ⁸² (equivalent to R\$ 75.50). In the Northeastern region, 53.6% of the families with children in this age group live with a per capita income equal to or below one half of the minimum salary ⁸⁴.

73. Inequality in Latin America – The Postponed Debate, Brasília, UNESCO, 2000

74. KLIKSBERG, Bernardo, Inequality in Latin America – The Postponed Debate, Brasília, UNESCO / Cortez Publisher, 2000

75. Source: WAISELFISZ, Jacobo, Map of Violence II – The Youths of Brazil, Brasília, UNESCO / Ayrton Senna Institute/ Ministry of Justice, 2000

76. Idem

77. Source: System of Information about Mortality (SIM) / Data / Ministry of Health. Year: 1998

78. Idem

79. Source: WAISELFISZ, Jacobo, Map of Violence II – The Youths of Brazil, op. cit.

80. Idem

81. Source: Report -The Brazilian Childhood Situation 2001, Unicef

82. Idem. Base year: 1999

83. Value of the minimum salary in January of 2001 (R\$ 151.00)

84. Source: Report -The Brazilian Childhood Situation 2001, Unicef, based on statistics from IBGE

85. Idem. Base year: 1999

Only 16% of households with children and adolescents from zero to 17 years of age can count on a sufficient water supply. Only 51.2% have access to satisfactory plumbing. Among Brazilian children and adolescents, 37.2% work 40 hours or more per week⁸⁶.

Tolerance towards Difference, Democratic Maturity, Environmental Enthusiasm

The country is notable for its vast ethnical and cultural variety. This originated in the conjunction of Portuguese colonization, the indigenous people and their cultures, and the African Negroes. This mixture then combined with the intense immigration of people from European countries, as well as of Japanese people, Arabs, and Jews. This blend has resulted without the conflicts that generally surround this kind of situation. On the contrary, normally in Brazil these differences are dealt with in harmony. In this way, Brazil serves as an example to the world. This quality, the relative tolerance with racial and cultural differences, serves to generate hope that society does have an intrinsic potential to ease class differences.

Apart from the incontestable difficulties that the country has, there are many factors of optimism and enthusiasm in the Brazilian situation. A wide-ranging freedom of press exists in an environment of growing social participation. Democratic maturity and the affirmation of citizenship are also on the rise.

Also, as observed by Kliksberg, "the social problem cannot be attributed solely to the State. All sectors of society should assume responsibility and participate in the solution"⁸⁷.

There is a growing consciousness in the country of the participation of civil society. More and more non-governmental organizations have acquired influential power in many areas of national life. More and more people are registered in volunteer ventures. It is estimated that 20 million Brazilians donate part of their time to contribute to the greater good of others⁸⁸, the majority meeting in religious groups.

Apart from the cultural diversity and the maturing process of civil society, the material means at Brazil's disposal are plentiful. These are available to help resolve Brazil's more serious incongruous elements in this new century. One of these incongruous elements is the immeasurable natural resources that are distributed in the vast territory of 8.5 million square kilometers. This represents an area 15 times larger than France – making Brazil the fifth largest country in the world.

These lands, Amazonia, The Atlantic Forest, The Pantanal Swamplands, and the Plains shelter the largest biodiversity in the planet. This is a patrimony of incalculable value in a historic moment in which biotechnology has acquired large strategic relevance. Potential uses extend from genetic resources to water resources, and cover a wide gamut of possibilities in terms of technological, mineral, and tourist use.

Brazil shelters almost 20% of the planet's species of animals, plants, and microorganisms. Many of these species are exclusive to these national ecosystems. One example: in the

86. Ibidem

87. In *Latin America: A Region of Risk – Poverty, Inequality, and Social Institutionalism*, Notebooks UNESCO Brasil, Brasília, UNESCO, 2000

88. In agreement with the study of anthropologist Leilah Landim, professor at the Federal University of Rio de Janeiro (UFRJ) and researcher of the Institute of Religious Studies (Iser)

south of the state of Bahia, biologists calculated a number of 450 different species in one particular hectare in an area of the Atlantic Forest in 1993. In comparison, the forest of the Northeastern United States contains only ten species per hectare⁸⁹.

Meanwhile, predatory exploitation has threatened this patrimony, causing an intense process of species extinction. This situation has become more aggravated in the last two decades because of the expansion of the population. Brazil possesses 208 species on the official list of animals threatened with extinction. Ten new species are to be added shortly. There are also 107 species of plants recognized as flora threatened by extinction⁹⁰.

The country has one of the largest concentrations of reservoirs of fresh water in the world. This is an essential resource and one that is of great strategic value in this new century. Now more than ever it has become necessary to create an adequate and sustainable administration of water resources. These resources are found in abundance in most of the country, but they are threatened by pollution and disorganized exploitation.

"Older" and More Urban Each Day

The preliminary results of the national census held in 2000⁹¹ reveal that Brazil is in the process of true demographic transformation. The numbers reveal a country that is essentially urban and a population that is growing older.

Brazil is one of the most populous countries in the world, with 169.5 million inhabitants. This figure represents 22.7 million more inhabitants than 10 years ago. The total surpassed official forecasts by three million.

Women are in the majority. For each group of one hundred females, there are only 96.9 men. There are more than 2.6 million women in the country. Women are found mostly in the urban areas, and men predominate the rural areas.

The cities are where 81.2% of the population resides. In 1991, this number was 75.6%. This represents an increase in the concentration of the population in urban areas of 5.6 percentage points. In the Southeast, the most industrialized region, the number of inhabitants in the cities is even larger: 90.5%. This number is in line with urbanization in a developed country.

The rural exodus in the country has occurred at such a rapid pace and in such large dimensions that the State's capacity to respond has not kept up with the problems resulting from this accelerated urbanization. As a result, problems like threats to public safety, unemployment, and an increase in the size and number of slums have become inextricably linked with the metropolises. Around 80 million people live in 49 of the largest cities. This figure represents almost half of the population. The peripheries of the large cities lack a wide variety of services and they are also the locations of alarming incidences of violence. The figures are up to 150 homicides for every 100 thousand inhabitants.

The demographic growth index was 1.6% a year in the 90's, as opposed to 1.9% in the 80's. A fall in the birth rate (6.2 children per woman in the 60's in comparison to

89. Source: *State of the World 2001 – Worldwatch Institute Annual Report*

90. Source: Brazilian Institute of Environment and Renewable Natural Resources (Ibama)

91. Data from IBGE

2.5 children per woman in the 90's) is associated with the rise in life expectancy. This puts Brazil in a rapid process of aging in terms of its population. In 1999, 8% of the population was already over 60 years old. Forecasts are for this number to reach 12% in 2020.

Brazil is traditionally a young society and youths are still a proportional majority in the country. The fact, however, is that this population aging process is a phenomenon that should be paid attention to as it will bring a substantial change in the Brazilian scene in this century ⁹².

BRAZIL IN A FEW NUMBERS

Population: 169,544,443

Human Development Index: 0.747

Life Expectancy: 68.4 years

Illiteracy for Youths and Adults: 13.3%

Infant Mortality: 36.1 for each 1,000 live births

Poverty: 32.7% of the population

Indigence: 13.9% of the population

Homicide: cause of 52.3% of deaths of youths between the ages of 15 and 24

Keys for Change

In a country that has such plentiful possibilities and which is so rich in natural resources, there has historically been a substantial part of the population banned to poverty and exclusion. This is a Brazilian paradox. The country has experienced centuries of backwardness in the process of making education universal. This is caused by the low level of average schooling for the population, along with a large cultural and scientific deficit. These factors are deeply rooted in social and regional inequality, and in a degrading concentration of income that is devastating the country

The educational capital for one person, that is, the quantity and quality of education received, is a preoccupying factor in terms of weighing means of well being. Inequalities in education, as they are understood in the broadest and most holistic way, generate inequality in health, affect the possibilities for work and working conditions, and affect the socio-economic profile. In the words of the General Director of UNESCO, Koïchiro Matsuura, education is common good number one. "But we can't exactly call it a 'common good' until everyone has access to it."

Without a doubt, the social question shows itself to be the most urgent and central pending national problem today. This question encompasses the grave picture of regional inequalities that stop economic growth and aggravate human rights. "Obviously, poverty is not a problem that is intrinsic to the question of the violation of human rights. However, poverty provokes a certain wearing out of social relations which ends up, in the majority of cases, creating situations of disrespect for these rights." writes the Brazilian Oscar Vilhena Vieira⁹³.

92. Source: IBGE

93. In "Education for Citizenship - Joint Actions of the School and the Community", São Paulo, Cenpec, 1999

Inequality and poverty are directly related to the fields of activity and interest of UNESCO. Contrary to what could appear to be true at first, this inequality includes the social exclusion that overlaps all types of incongruous elements in terms of the production of cultural, intellectual, and scientific benefits as well as access to them. Ultimately, education and communication, environmental protection, and respect for human rights are all related to the Organization.

This is not a motive for resignation. Inequality does not submit itself to historical and economic determinations. Brazil is not compelled to repeat a social pattern from the past, or from the present. In order to overcome the problem, however, a new model of development is necessary. In contrast to the current model, this would have to be one that would not be concentrated on income.

This presentation demonstrates a country that has reached a boiling point, one that is going through extraordinarily rapid changes. It demonstrates a country whose members are coexisting with immense and resistant disparities. The representation of UNESCO can contribute to this metamorphosis in terms of orienting its direction towards social justice and the popularization of science, education, and culture for all.

UNESCO COMMITMENT TO THE REDUCTION OF POVERTY AND THE UNIVERSALITY OF CITIZENSHIP

The UNESCO Mandate and the New Framework for Action

This Specialized Agency of the United Nations was founded in 1946 to guarantee peace through the means of intellectual cooperation between the nations. UNESCO currently counts 188 Member States, including Brazil.

The following emblem marks the agency's Constitution: "If war is born in the minds of men, then it is in the minds of men that defense for peace must be built."

UNESCO, or the United Nations Organization for Education, Science, and Culture, keeps this supreme objective in mind. Its actions extrapolate the design contained in its name. The institution sees itself as becoming involved in a vast universe of activities in many different areas.

Communication, which is not tied to the UNESCO stamp, is one of the areas in which the Organization plays an important role. This role includes the exchange of information and the supplying of a communicative infrastructure.

In addition to these terms, the term science alludes to true multiplicity in fields of knowledge that belong as much to Natural Sciences as to Human and Social Sciences.

New International Order: The Context of the UNESCO Agenda

The transformations that have been sweeping the international scene in the last years of the twentieth century have brought a new agenda to public debate all over the world. The end of the dichotomy that marked a bipolar order left a challenging panorama for all multilateral institutions that were born following the end of World War Two. These institutions came into being and evolved in the vigilant environment that followed 1945, and which accompanied the implosion of the Soviet Empire, in 1989.

These global forums gave life to what is known today as the United Nations System, which for a half a century represented the only institutional safeguard against the potential occurrence of a nuclear disaster. Over the last ten years, with the end of the preceding order, all of the system's institutions have been gradually revising their signs of action.

Through whatever luck, the agencies that deal with political, military, economic, commercial, and financial subjects are evaluating their objectives and methods in order to

adequately fit the needs of an institutional structure and an international order that has not yet been defined.

It couldn't be any different with UNESCO, which has already been mobilizing its field of specialists in order to adapt to a New World. This is being done in a way that will consecrate its universal vocation in the fields of education, culture, science, and human rights and communication.

In terms of global changes, UNESCO demonstrates its specificity now more than ever. Its directing principles are designed to work on middle and long term goals. This is done to contribute to the gradual change in customs and attitudes that at times find themselves profoundly rooted in national societies.

Contrary to the other entities in the United Nations System that should react immediately to day to day stimuli, the initiatives of the Organization are at the same time universal and preventive. UNESCO's major strength resides in the fact that its actions are born of a consensus achieved in the midst of radical diversity from 188 countries from all over the world.

In order to obtain its objectives UNESCO is an international observatory today as well. This observatory is dedicated to intellectual and ethical cooperation, and is open to civil society, as well as to the artistic, scientific, and professional world. In more than a half century of existence, unrivalled experience and knowledge have been accumulated to serve a world in transformation.

These singular characteristics which consecrate UNESCO in the family of the United Nations were the central focus of the institutional reform that is currently in place. The new UNESCO bases itself on ancient principles that will gain a new brilliance in the forthcoming years.

In the first place, it must be understood that UNESCO is a global institution with references and authority in its fields of competence. This means that at the same time that the debates necessary for gaining space in the world for intellectual innovations are promoted, there is a guarantee that produced and accumulated knowledge be preserved as a legacy for all of humanity. Intellectual, ethical, strategic, and normative credibility is the first pillar of UNESCO actuation in the world.

This capacity of clustering and preserving ideas is the concrete input that UNESCO has at its disposition to promote understanding between the nations. This also reinforces international technical cooperation in all areas of the UNESCO mandate.

The second pillar of actuation is the constant preoccupation with the contemporary problems the world faces. This permanent objective is the institution's guide for mobilizing the means that are essential to its plan of offering technically coherent and intellectually valid solutions for the international community.

The urgency of human development in the Four Corners of the globe is a driving force for UNESCO in the world today. Through the means of innovative focus, low cost, and wide ranging practices, and a true stockpile of successful experiments that are widely recognized, the Organization finds itself in the privileged position of being able to subsidize change on a national, regional, and global scale.

In other words, UNESCO today is a global forum where the international community

has the opportunity to give meaning and consciousness to the ambiguous process of globalization. The institutional energy of the Organization is directed at the appropriation of political, social, moral, and technological means of the contemporary world. This is done to ensure that the growing gap that divides the world between rich and poor is reverted. The means required for this large task are the design of policies, transdisciplinary research, and information exchange, the enabling of individuals and communities, partnerships with the academic and scientific communities, and projects of technical cooperation.

The global perspective of the Organization allows it to understand the problem of poverty in the world as a far-reaching and widely inclusive theme. This is not only a result of a tight "focus" or "nucleus." The institutional presence of the Organization in the member countries guarantees that a base from which solutions are suggested for global processes has a local flavor. This comes from adapting the proposals to the daily reality of those who live in the community. The proposals are adapted to the people and to their own particular necessities, identities, cultures and aspirations.

Henceforth, UNESCO has a central challenge for the twenty-first century. That is the development of sustainable mechanisms in order to provide universal options for the excluded.

Eradication of Poverty and Inequality with New Framework for Action

During the last years of the twentieth century, there was a growing consciousness that poverty and inequality are difficult problems to disassociate. In order to understand poverty, it is important to understand the level of schooling of each individual. Poverty signifies that personal choices are hampered by constraints of an economic and social order.

The new paradigm that has been recognized is one in which development cannot be understood as economic affluence. The quality of human life depends on elements that are not monetary, and that cannot be measured from the point of view of econometrics (such as GNP).

This broad focus brings up dimensions that are not economic, or quantitative. This fact allows for room in the search for socially effective answers that go beyond the simplistic argument that battling poverty is accomplished through economic growth. This means that, when taking into account the non-monetary aspects of poverty, it is feasible to think about significant contributions that emanate from general knowledge. This can be done without reducing the traditional preoccupation of the canons of economic theory.

Poverty is understood as a far-reaching phenomenon. It embodies social vulnerability, social exclusion, and the capacity to vocalize demands, discrimination, and a lack of dignity and empowerment, among other things.

Poverty refers to the structure of well being and the participation in daily social life, historically conditioned by every society. It is not defined only by per capita income. It is also determined by the level of inequality in the distribution of wealth. Reducing poverty depends directly on growing economically while reducing inequality. It is not merely related to a lack of resources.

The Means

There are many ways in which UNESCO can contribute to the eradication of poverty in the world.

Developing social capital signifies strengthening civil society through policies that improve public confidence, which has eroded because of inequality. This also implies a proportionate growth in associating civil consciousness, and in making it more mature.

The institutional mechanism of UNESCO is making its arguments, practices, perspectives, and the allocation of resources focus on a central question. This question involves making education, culture, science, and communication instrumental in elevating the indices of human development among the peoples of the world.

The Organization is a forum for exchanging ideas about international policies and practices that could result in the eradication of poverty. Research on the nature, reach, and impact of poverty on diverse regions of the globe are carried out. The Organization is in a privileged position to offer specificity to the geographical, cultural, and historical variations that poverty takes on in its member states.

UNESCO utilizes its special capacity for uniting specialists in meetings with academics, politicians, and personalities who contribute to consolidating a new paradigm of development through debate. This new paradigm is one that is no longer based on economic development as the only solution for poverty. It is one that values elements with a strong regional and national flavor, such as degrees of security, vulnerability, and liberty, among other things. Through gathering and spreading information, knowledge, solutions, and pilot projects, among other things, UNESCO exercises its function as a catalyzer.

This occurs through the means of technical cooperation that UNESCO provides to the member states. In this way, UNESCO contributes to generating capacities that can monitor, evaluate, and promote effective public policies for the eradication of poverty. As a standard setter, UNESCO can offer guidelines and initiatives in the fields of contemporary human discovery.

Breakthroughs in Social Policy in Brazil

Brazil is notable for its quality in political, academic, and intellectual debate on fighting poverty and its penetration in these areas. Brazil is very directly involved in experimenting with different forms in this arena. Debate has a privileged place in institutes, universities, foundations, and publications, among other things. The country counts on a great amount of accumulated human capital in the area of social themes.

For years, UNESCO has been offering technical cooperation in the search for viable solutions to human development in the country. All of the activities of the Representation are affected by the pattern of human development. The activities are based on the idea that the statistics can be modified on a medium term basis. These activities cover education, a more democratic process of access to new technologies, and research among youths.

It is important to call attention to the fact that Brazil is not a poor country. Rather, it is an unjust one. For the most part, the high levels of poverty are the products of intense inequality in the distribution of wealth and in the opportunities for social and economic inclusion.

UNESCO's areas of competency are critical for empowerment. They create an environment that facilitates people's active participation in their individual and collective development. This occurs in respect to human rights, public policies attentive to cultural development, sustainable development, and the access of information for all. This is accomplished through education. UNESCO can collaborate with instruments that empower people to create an environment that is favorable towards the reduction of inequality.

Current Program Project

The General Conference of UNESCO, where all member states have a seat, approves a Program Project every two years. This Project is to be closely followed by the institution in the subsequent biennial. The current Program Project was approved in the 30th Session of the General Conference, held in Paris in November of 1999. Brazil was part of the approving body.

For the biennial 2000-2001, the focus of actions again fell on the fight against exclusion, on the eradication of poverty, on human development, and on democracy and peace.

A priority exists to define global strategies that confront global social problems. This is done keeping in mind that the strategies will only be more efficient if they are adapted to the specific problems and the specific populations of the country in which UNESCO actuates. The groups of special interest in this biennial are women, youths, African countries, and less developed countries.

A description of the great strategic objectives for the areas of major concern in UNESCO's activities under the mandate of the Organization follows. This mandate, in principle, is to address the priorities anticipated for the biennial 2000-2001, and to perpetuate them in a long lasting way.

Education

Education will be promoted as a fundamental right, according to the Universal Declaration of Human Rights. The diversification of the content and methods and the promotion of universally shared values represent ways through which the quality of education may be improved. Experimentation, innovation, and spreading information, in addition to sharing information and successful experiences will be promoted.

Science

Ethical principals and norms will be promoted in order to guide scientific and technological development and social transformation. This will be done with attention to

human safety for the best administration of social and environmental change. Scientific, technical, and human abilities should be strengthened in the emerging information society.

Culture

Other developments and implementations of the established instruments of standard setting in the area of culture should be promoted. This will serve to protect cultural diversity and encourage pluralism and dialogue among cultures and civilizations. A search for consolidation in relations between culture and development is also anticipated, through the means of creating abilities and exchanging knowledge.

Communication and Information

The free circulation of ideas will be promoted in addition to universal access to information, the expression of pluralism and of cultural diversity. This will be done through a variety of means of communication and through the global network of information. All of these means should have access to information and communication technologies, especially in the public domain.

The following methods are currently in place within the great programs:

Education for All throughout a Lifetime

The entire population, especially children, should have access to a basic education, in order to become mobilized for partnerships and commitments. Fundamental schooling should undergo renovation and development. Pre-school education and education for children with special needs should be promoted. Literacy education and non-formal and/or community education for youths and adults will be favored as well, enlarging the possibilities for education for the excluded groups. Educational systems should be renovated and should be adapted to the information era, including secondary education, which requires larger diversification. Cooperation between universities will be reinforced, stimulating academic mobility. Education will look towards a sustainable future in interdisciplinary action in areas such as the environment, population, and development.

Sciences at the Service of Development

Progress in scientific knowledge is anticipated in addition to transferring and sharing scientific knowledge. Also anticipated are: improvement in university education in the basic sciences and in engineering sciences; the promotion of cooperation in terms of research and graduation in mathematics, physics, and chemistry; the strengthening of research capabilities in the areas of biological and biotechnological sciences; the organization of interdisciplinary and development partners in the access of scientific information; the

promotion of an integrated focus on questions of environment and development; a search for ethics in the sciences and in the creation of technologies; the strengthening of abilities in earth sciences; the reduction of vulnerability to natural disasters; the cooperation of research programs in order to improve knowledge of the functions, service, and values of the ecosystems; the valorization of biosphere reserves as instruments to conciliate conservation and development; as well as the valorization of water resources in a vulnerable environment, reinforcing administrative abilities concerning these resources.

Intersector projects are developed within this program, focussing on: environment and the development of the coastal regions and tiny islands; human development for sustainable life in the Pacific; the reduction of scientific uncertainties concerning coastal and oceanic processes; answers to the demands for conventions and programs related to the oceans; the battle against poverty, and the administration of social and environmental transformations in the cities.

Cultural Development: Patrimony and Creation

The valorization of cultural and natural patrimony is anticipated: the safeguarding and revitalization of material and non-material patrimony; the application of preventive norms and actions for the protection of cultural patrimony; the restoration of patrimonies affected by conflicts; the promotion of the Convention for the Protection of World Cultural Heritage; the promotion of live culture, of creativity, of folk art and of design; the protection of creativity; the valorization of reading and the access of all to reading. This also includes defense for consolidation in a society of communication and information for all; for the free circulation of ideas; freedom of expression, freedom of the press, of democracy and peace.

Towards a Society of Communication and Information for All

The search for linking means of communication with peace and tolerance, for social participation, beyond the battle against poverty; the reduction of the distances concerning communication and information; public radio broadcasting and endogenous audiovisual production; the development of "infostructure," with integrated strategies and methodologies in terms of information and computers, in ways in which libraries and archives will be ports of access to the information highways.

For a Culture of Peace

This transdisciplinary project is focussed on aiding in the creation of consciousness and the establishing of cooperative relations towards a culture of peace. The program elaborates national educational plans and programs in order to promote this culture with a goal of improving content and methods of education and training. This is seen as well in terms of a culture of peace. In addition, intercultural dialogue is encouraged, as well as cultural pluralism.

Beyond the areas contemplated by the Program Project for the biennial 2000-20001, UNESCO's mandate is composed of declarations and plans of actions that are the result of large global and regional conferences organized by the Organization. They are also the result of resolutions made by internal agencies such as the Executive Counsel and the General Conference.

The Executive Counsel of the Organization highlighted the following Strategic Axes for UNESCO actualization:

The Development of Universal Principles and Norms Based on Shared Values

This task responds to the ethical vocation of UNESCO and signifies preserving the world's riches through the means of initiatives, norms, standards, shared values, and, when necessary, regulated mechanisms which permit the defense of recognized universal rights. These rights include the right to water, energy, atmospheric space, to new technologies, and to culture, among other things.

Promotion of Pluralism by Means of Recognizing and Respecting Diversity, in Conjunction with the Observance of Human Rights

UNESCO should combat the danger of cultural standardizing and homogenization, defending diversity in all of its forms: biological, cultural, and linguistic, among others. This objective seeks to provide incentives for local solutions and global processes, taking into account the diversity of necessities and aspirations, environments, lifestyles, identities, and cultures.

Promotion of Empowerment and of Participation in the Society of Knowledge

UNESCO should guarantee, as a priority, that women and youths are able to actively participate in the design and formation of the new "information society." This task has the objective of promoting the exchange and diffusion of knowledge in contemporary societies. This is done through traditional channels, through new technologies, and through the media, among other things.

Strategy for the Medium Run – 2002-2007

For the next six years, the strategy that should guide the Organization is firmly focussed on the battle against poverty. The elimination of poverty has become a primary international objective with the notion that this represents the denial of human rights and the antithesis of development.

The general idea is to contribute with the forces that drive at humanization and globalization. This process has to represent a human aspect and must be advantageous to all.

Another essential point in the international strategy of UNESCO for this period is the fight to fill the chasm between rich countries and developing countries in respect to computers and computer information. This strategy includes access for all to information and communication technologies, and to the free circulation of ideas.

In this way two transversal themes, which are of interest to all of the programs of the Organization, were chosen.

- The elimination of poverty, especially extreme poverty.
- The contribution of communication and information technologies towards the development of education, science, culture, and the construction of a knowledgeable society.

UNESCO makes a great effort to promote education as a fundamental right, as well as to improve the quality of education and to stimulate innovation. This occurs in the sharing of knowledge and practices. This process, in the Field of Action of Dakar, acquires absolute priority. The Dakar Forum attributed particular attention to the educational necessities of the poor and the excluded, to the reduction of illiteracy for adults, to development of childhood protection and to pre-school education, to the improvement of the quality of schooling, and to the elimination of educational differences between the sexes, in addition to the mobilization of the necessary resources.

The preoccupations of the Organization will follow the line of long lasting development in order to assure that the ethical dimensions of current scientific and technological development on course will be clearly considered.

In the area of culture, the focus of actions will fall back on the promotion of normative instruments and the protection of cultural diversity. This focus will become a highlight in order that globalized repercussions about the questions concerning identity can take place as well as the capacity for integration of groups, along with the revitalization of non-material cultural patrimony.

PARTNERSHIP STRATEGIES OF DECENTRALIZATION AND SUPPORT FOR INNOVATIONS

In order to face the enormous challenges that its mandate holds, UNESCO Brazil embraces the search to work in conjunction with a large array of institutions. These institutions, governmental or not, have proven the quality of their representation and seriousness in treating the wide-ranging problems in their fields of action. This search also includes the support necessary to think and act in an integrated form in order to obtain solutions for innumerable social problems.

The practice of establishing partnerships has been a constant in the actualization of the Representation, especially over the last few years. These partnerships are established with organized civil society or with agencies of public power. Overcoming these barriers to Brazilian human development certainly requires the sum of continuous efforts, permanent and systematic for all of society and for the governments. There can be no other way. This mutual participation process is what UNESCO Brazil intends to encourage.

With the growing appearance of UNESCO's breakthroughs in the areas of education, culture, science, and communication for the 2002-2007 period, the demands for partnerships and actions in the area of technical cooperation have become much larger. This has obligated UNESCO Brazil to redouble its efforts in order to serve the most varied types of solicitations. These solicitations converge in a general way in the enlarging spaces that are emerging in the fight for citizenship.

Taking into consideration the vastness of the territory of Brazil, and the enormous regional differences it contains; UNESCO has sought to broaden the number of regional offices involved in this situation. These offices are organized and maintained in partnership with the involved states or municipalities. This strategy of decentralization has allowed for larger project systemization and for a more permanent dialogue with various participants from the government and from social society.

Important aspects of the strategies currently in place are the innovations. It can be affirmed today that Brazil is a huge laboratory for innovation. Overall, the country can verify the desire to put renovated ideas into practice. There are innumerable initiatives in this direction. Public powers as much as non-governmental organizations have sought to take alternative routes, routes which produce more resistant social effects and which serve to give more potential to the policies of social development currently in place, in addition to creating new policies.

In this scene, UNESCO adopts the policy of sharing ideas and experiences that have been successful in other countries. At the same time, UNESCO seeks to support, evaluate, and encourage projects that reveal a wide social reach. This was the case in the School-Scholarship Project. In addition to this, UNESCO seeks to form partnerships for innovative initiatives that originate from within UNESCO itself. This was the case in the Opening the Schools on the Weekends Project. The objective of this project was to provide more spaces for citizenship, to fight against violence, and to encourage youth protagonism.

In this way, based on a policy of partnerships, decentralized action, and support and encouragement for innovation, UNESCO outlines a mode of operation that it practices. This mode of operation shows itself to be efficacious in making the collective commitments linked to the principal signs of the Organization's Action effective.

This policy has allowed for a broadened scope of alliances and partnerships and has shortened the distance between the ideas of the Organization and the people who are the most qualified to adopt them and turn them into a reality.

There are various Federal Government agencies (ministries, secretariats, etc.) among the principal partners of UNESCO in Brazil. These include more than 30 federal and municipal entities, organizations from civil society, private foundations, press institutions, university institutions, and research centers, among other things. The connections UNESCO has with these partners occur through the agreements and protocol of cooperation, service memorandum, co-authored editions of books, and participation and promotion in partnership of scientific and cultural events. These events are organized through campaigns for peace and citizenship, and occur with and without allocation of resources.

In function of the continental dimension of the Brazilian territory, the partnerships have shown to be an efficient means to spread UNESCO's work. This has opened new opportunities in the country for making the ideas the Organization represents in the name of the 188 countries concrete. These ideas integrate and aid public policies which have human development as an objective.

There are two basic types of institutional partnerships being applied by UNESCO Brazil. The first is those who receive support focusing on a specific event such as a publication, seminars or a symposium, public events, video production, televised debates, and others. The second is the permanent alliances which develop actions which are guided by and attend to established means and values of the principal documents and reference points of the Organization.

Allowing eventual partners to participate in the organization of different types of events allows UNESCO Brazil to expose and debate ideas that are key to sustained human development. This also allows for the propagation of orientation and reference documents. This practice allows for better circulation and improved confrontation concerning the ideas that demonstrate themselves to be indispensable in forming a consensus.

In terms of producing ideas, one of UNESCO's strongest points is its cultural capital. The spreading of information about its more important theses are distinguished as a requisite priority of UNESCO. This is also accomplished through permanent debate.

For the scientific and cultural events promoted or supported by the Organization

specialists from the area or from specialized institutes are frequently invited to participate. They take part as debate or conference participants. The participation of these specialists contributes in a significant way to expanding the intellectual density of the event or technical meeting. Over the last two years, UNESCO has offered conferences or has participated in technical meetings in Brazil which have included the Director of the Hamburg Institute of Education, Adama Ouane, Juan Carlos Tedesco, from IIEP in Buenos Aires, José Silvio, from IESALC, Cecilia Braslavsky, Director of IBE, and Soo-Hyang Choi, Chief of the Early Childhood and Family Education Unit - UNESCO.

In general, the alliances with a more permanent character deal with ministries and entities from the Federal Government. They also deal with states, municipalities, and with a few private entities, ones with an eye on assuring a prolonged effect, one that will encourage continuity in policies. Many of these means are constant in the signs of action and commitment that have been established in the areas of education, science, culture, communication, and human rights. Many of them are decennial and require continuity of action. Many times, a partnership with an international organization becomes a factor of stability of investment along a number of years.

Aside from the work that is integrated with public powers, entities of civil society and private institutions, UNESCO seeks to establish a constant dialogue with Legislative Power and with the press. Articulation with Legislative Power has extremely important results in the approval of laws, specifically laws which correct historical distortions in order to provide the complete exercise of rights to education, culture, and to scientific and technological knowledge, as well as to free expression of ideas and opinions. Articulation with the press is founded on the recognition of its role in mobilizing public opinion. This role makes it a powerful element in opening spaces where citizenship can become valuable.

Aside from Legislative Power and the press, UNESCO's set of strategies in Brazil deserves attention for its campaigns and mobilizations for peace. Its public awards and its international dimension must also be mentioned. This includes articulated action in partnership with other agencies of the United Nations, and to other financing organizations.

Legislative Power

The National Congress has been an important partner in the promotion of public audiences and in the opening of debate about the principal themes of interest to the Organization. This has been true for the Federal Senate as much as the Congress. An inclusive Group of Parliamentary Friends of UNESCO was established. In the case of Brazil, the National Congress is a central part of achieving public policy for human development. This policy needs to be policy that will be efficient and sustainable in the long run.

There are a wide variety of initiatives associated with the Houses of Legislative Power. Among these, the publication of books and materials with content that contributes to parliamentary debate stand out. Initiatives for the formulation of public policies in the areas of the Organization's mandate are also prominent. The frequent presence of UNESCO in discussions promoted by Parliamentary Commissions for Human Rights and

Education, as well as the huge participation of the National Congress in the World Campaign for a Culture of Peace has promoted seminars, discussions, and encounters with government representatives and organized civil society. This has occurred in conjunction with the organization of events dealing with strategic themes for development. In the year 2000 this occurred in the School Scholarship, Poverty and Citizenship Seminar and in the National Conference for Education, Culture, and Sports, which UNESCO helped organize.

The Group of Parliamentary Friends of UNESCO was created in July of 1997 in order to amplify and strengthen the role of parliamentary powers in the implementation of the commitments and signs of action of the Organization. Putting the knowledge generated by UNESCO at the disposition of the group in order that this knowledge may be utilized in the creation of public policy is another goal of the action. Another aim is to straighten the ties between Groups of Parliamentary Friends of UNESCO in other countries, promoting international cooperation between Legislative Powers in this way.

The group consists of congress members and senators from a wide variety of parties and regions. They have included some of UNESCO's theses in their political platforms, which in many cases serve as a foundation for future projects of law.

In a Federative structure like Brazil's, UNESCO cannot cheat itself from offering its knowledge to state and municipal legislatures. Over the past few years, activities such as the publication of books and materials, debates, seminars, and pronouncements took place in more than twelve State Legislative Houses and in ten Municipal Houses from the around the entire country.

UNESCO has established relationships, partnerships, cooperations, and events with various parliamentary organizations. These organizations have been international or foreign and have included: Amazon Parliament, Andino Parliament, Central American Parliament, European Parliament, Latin American Parliament (Parlatino), World Action of Parliaments, Parliament of Mercosul, Cultural Parliament of Mercosul, International Assembly of Parliaments of the French Language, among others. These relationships are important for the exchange of ideas and for the maturing process of intercultural dialogue.

Means of Communication

UNESCO Brazil continues to cultivate a close relationship with the press, which frequently discloses information related to the activities of the Organization. The journalists are permanently kept informed of the activities related to the Organization. This occurs through press releases, publications, or through the Website, in addition to frequent invitations to participate in UNESCO's events.

In this relationship, the Brazilian press has repeatedly shown its confidence in the work of the Organization in a way that has allowed UNESCO to consolidate its position as a trustworthy source of information.

In this interaction with the media, television has a special power in a country as enormous as Brazil. For this reason, UNESCO seeks to involve credible personalities from TV in campaigns and communication strategies. These personalities are often actors and

actresses. For example, one of the major artistic personalities in the country is Fernanda Montenegro. She received an Oscar indication for the film *Brazil Central* in 1999. This film was attached to the campaign for the International Year of the Culture of Peace. Fernanda is an UNESCO artist today, as is the singer and composer Gilberto Gil. Pelé, one of the greatest examples of a sports ambassador, joins this group along with Lili Marinho, both of whom are UNESCO ambassadors.

Another form of insertion in the media is the presence of information of a social and educational nature in television drama and other programs; especially those produced for young people. This has proven to be an excellent form of dissemination for UNESCO's ideas, given the grand power that televised messages have in Brazil in terms of influence on social behavior. Some of these questions have been introduced in soap operas and on other programs, owing to partnerships between UNESCO and the networks. These questions have involved themes such as the prevention of Aids, violence in the schools, and the importance of preserving the cultural patrimony.

In relation to the editorial policies of UNESCO Brazil, the formation of partnerships reveals itself to be essential. This confirms intellectual support and adds to the organization's credibility. The partners help to consolidate the institution's image and to spread its messages and promote debate. A good example of cooperation in editorial production is the one UNESCO cultivates with the Ayrton Senna Institute and the BankBoston Foundation. This cooperation has resulted in the publication of six books about childhood, violence, citizenship, and street kids.

Campaigns and Events for Peace

With the help of partners, UNESCO Brazil has obtained great results in the organization of events with a large public and with significant results. One highlight has been non-academic educational activities en masse for youths where the ideas of the Organization end up being disseminated in the middle of a festive atmosphere.

With Latin American Youth for Democracy (Layd) at its side, UNESCO organized large events such as the national campaign Brazil Clamors for Peace. Latin American Youth for Democracy is a continental organization for the promotion of activities focussing on youths.

Anchored in popular music shows and various attractions offered in Brazilian city parks, the campaign achieved its objective of collecting and destroying toy guns in an educational anti-violence campaign. This activity was done with children who received orientation about how to prevent traffic accidents. These activities were parallel to the en masse collection of signatures for the Culture of Peace Manifesto.

Another campaign that took place was with Layd. Give Peace a Try was sponsored by the Bank of Brazil. This campaign took place in the shopping centers of the country with sessions of reading and signing the Manifesto 2000. This partnership also gave birth to the Summer of Peace, another opportunity to spread the principles of the Culture of Peace and to collect signatures for the manifesto, this time on the Brazilian beaches.

Also in partnership with UNESCO, the Viva Rio Foundation organized Peace

Games, which had its first edition in 1999. This event found a way to use sports in order to help combat the high levels of violence among youths. This was done through the promotion of basketball, volleyball, and soccer competitions. The Peace Games were also marked by the campaign for the disarmament of the youths of Rio de Janeiro and involved the distribution of soccer balls with the logotype of the Culture of Peace. Forty thousand youths participated in the competitions, which served as a background for an impressive number of signatures for the Manifesto 2000: 1.2 million.

Sports, leisure, and culture proved to be a wonderful way to spread the message of the Culture of Peace, along with other UNESCO messages.

International and Interagency Cooperation

The consolidation of UNESCO's institutional image implies local dissemination of the Organization's international ideas. Some of UNESCO's themes are very attractive to public opinion in Brazil, and to the Brazilian media. They have an immediate resonance in the day to day life of the population. They touch on national dramas such as violence in the media, and on the Culture of Peace. Other subjects, however, anticipate debates that are still embryonic in society, such as sexual abuse on Internet.

In relation to violence in the media, UNESCO Brazil concentrates on using data that comes from studies and the world experience of the Organization. This occurs through the publication of important international documents about the subject of violence in the media in addition to the subject of juvenile violence.

A large variety of activities were organized throughout the country for the Culture of Peace. These activities involved governments and federal, state, and municipal legislatures, as well as television, Internet, universities, hundreds of schools, and soccer teams. A large variety and quantity of partners took part in the activities. Private partners helped UNESCO decorate buttons, t-shirts, and kits for the Culture of Peace.

UNESCO Brazil put the question of sexual abuse on Internet on the Brazilian public agenda by creating a group that involves the government and civil society in the discussion of the Declaration of Paris on Pedophilia on Internet.

The international dimension of UNESCO's activities include work that is in conjunction and partnership with other agencies of the United Nations, with the World Bank and with the Interamerican Bank of Development. Many projects are developed in partnerships, which allows for a united viewpoint on United Nations ideas. An example of this policy is the Interagency Group of Education and Culture which counts on the participation of UNDP, ILO, Unicef, UNFPA, Unifem, UNDCT and which has the objective of making projects and actions compatible from the perspective of education and culture for all.

UNESCO has a special association with the Brazilian Agency for Cooperation (ABC), linked to the Ministry of External Relations. All technical cooperation agreements maintained by UNESCO in Brazil are approved and signed by ABC. The agency also performs the required follow through in relation to generated products. This connection and strategy define UNESCO's role and place it in the broadest context of the country's requirements.

Awards

Public awards are integral to the UNESCO set of strategies in Brazil. These awards serve as an incentive in recognition of successful initiatives in the realm of public power and civil society. This works as well for the personalities who have been prominent in the areas incorporated in the mandate of the Organization. Among the awards that are offered, the following are highlighted:

Unesco Award Brazil – granted to innovative personalities and projects in the areas of Education, Science and Environment, Culture, Human Rights and Communication;

School Administration Award – an initiative in partnership with the Roberto Marinho Foundation, the National Counsel of Secretariats of Education (Consed) and the Union of Municipal Directors of Education (Undime). This award has a national scope and is awarded to schools from all units of the federation. This award counts on the support of the Ford Foundation, of Unicef, and of the U.S. Embassy, which promotes a trip to the United States for the directors of the award winning schools;

Award for the Encouragement of the Prevention of DST and Aids, and Drug Abuse in the Schools – organized in partnership with UNDCP, this award is given annually to scholastic insitutions that are prominent in relevant actions in the prevention of DST and AIDS, and drug abuse;

Human Rights Award – initiative of the Secretary of State for Human Rights, the Ministry of Justice, with UNESCO support, this annual award recognizes the work of NGOs, high school and university students, as well as other participants in the defense of human rights.

These awards constitute an excellent opportunity for mobilizing innovative ideas and helping consolidate the ethical and intellectual identity of the Organization.

Modernizing Management

As a result of the increase of partners and technical cooperation agreements, UNESCO has already conceived and begun the implantation of a new administrative system. This system's guiding principals are transparency and agility in administrative procedures. Over the past four years, Representation of UNESCO Brazil has experimented with a slight increase in its service operations, notably to the Brazilian government. These operations have included technical cooperation and assistance. The increase was spread throughout all of the sectors of UNESCO's activities, and included the innumerable partnerships established during this period. Apart from a wide variety of public structures on the federal, state, and municipal levels, these partners included private entities and other agencies integrated in the United Nations System. Non-governmental organizations were also included in the partnerships that develop projects with important socio-educational content.

The UNESCO vision embraces a variety of established partnerships in Brazil. These are partnerships that deal with concrete actions in the areas of the objectives proposed in the Project Documents. These partnerships look towards agility and efficiency in reaching these objectives. They also seek to provide effective reinforcement of technical cooperation and assistance using the highly qualified technical staff that is an integral part of their structure. This takes place in the many areas that constitute their mandate of action. UNESCO has acquired a large amount of knowledge over the years that it has been in action in over 50 countries. In the context of the partnerships, the transferring of this knowledge is taken on as a natural and essential outcome of the cooperation process. Direct and permanent interaction among the technical and administrative staffs of UNESCO projects is a prominent factor in the success of the projects that receive support.

Another outcome of this strategic vision and of the process of investments that is rarely mentioned, is a modern information system. This system was put into operation in January of this year and is supported by a relational database, called the Integrated System of Accounting, Budget, and Financial Administration – SICOF. This system uses the most recent advances in the field of computer science. It took almost two years to build in terms of conception, analysis, and development. The system uses standardized methods (Administrative Requests – AR, Payment Requests – PR, and Travel and Expense Requests – TER) and concentrates on registering information essential to the processing of contracts, bids, per diem expenses, travel expenses, and the payment of various non-contract expenses.

The philosophic bases that shaped the SICOF development process were founded on three basic principals. The first objective was to allow the wide integration of efforts dispensed by UNESCO itself, as well as the efforts of the various cooperation projects that UNESCO implements here in Brazil. This integration presumes the use of on-line communication and the permanent search for a drastic reduction in the flow of paper between UNESCO and its partner projects. It also counts on the establishment of routines that favor swift response in terms of contract and payment processing. In addition, standardizing the information that goes on the system and guaranteeing its quality are also important in order to completely eliminate the repetition of efforts that are related, in addition to multiple input of data, which many times results in error. The second of these three basic principles is to carefully examine the availability of current information and how procedures that are under direct responsibility of the projects are facilitated. Finally, the third and final principle, not necessarily the last in order of importance and priority, is that SICOF acts full time as a fiscal inspector of the regulation of the norms and procedures determined by the UNESCO Administrative Manual.

These methods allow for the facilitation of follow up and evaluation for UNESCO undertakings in Brazil. Promoting these methods is an absolute priority for UNESCO in Brazil. This priority is the natural result of winning the initial challenge to create instruments that give operational support and widen the horizons of action for UNESCO Brazil in a secure electronic atmosphere. A new level of technical expertise must be reached and this offers a new and important challenge to the technical staff of UNESCO in Brazil.

UNESCO PARTNERS

FROM THE UNION SCOPE – CEF, Municipal Chamber of Salvador, Civil Cabinet of the Presidency, Committee for Education of the Chamber of Deputies, Committee for Education of the Federal Senate, Solidarity Community, Solidarity in Literacy and Solidarity University, Active Community, CNPq, Capes, Denatran, Bank of Brazil Foundation, National Library Foundation, Palmares Cultural Foundation, Children and Adolescents' Foundation, National Health Foundation, Funai, Fiocruz, Inbra, Infraero/BA, Ministry of Science and Technology, Ministry of Culture, Ministry of Education, Ministry of Justice/State Secretary for Human Rights, Ministry of Social Assistance, Ministry of Agrarian Development, Ministry of Health, Ministry of International Relations, Ministry of Environment, Petrobras, Seplanteq, SPE-Bahia, USP, UFBA, UFGO, UFMT, UFMG, UFCS, UFTO, UFPA, UFPR, UFRJ, UNI-Rio, Social Volunteers.

STATES – Acre, Alagoas, Amapá, Amazonas, Bahia, Ceará, Federal District, Espírito Santo, Goiás, Maranhão, Mato Grosso do Sul, Mato Grosso, Pará, Paraíba, Pernambuco, Piauí, Rio de Janeiro, Rio Grande do Norte, Rio Grande do Sul, Roraima, São Paulo, Tocantins.

MUNICIPALITIES – Belém, Belo Horizonte, Congonhas do Campo, Cubatão, Cuiabá, Goiânia, Diamantina, Giânia, João Pessoa, Juiz de Fora, Maceió, Natal, Olinda, Ouro Preto, Palmas, Recife, Rio de Janeiro, Rio das Ostras, São Luís, Salvador, São Paulo and Teresina,

NON-GOVERNMENTAL ORGANIZATIONS – Ação Educativa (Educational Action), AED, ANDI, Arte Viva (Live Arts), Abipti, ABM, Abmp, Abong, Association of Cultural Attachés of Latin America and the Caribbean, Association of Municipalities of Brazil, Arte Sem Fronteiras (Arts Without Frontiers), ANCA, Palas Athena, Brahma Kumaris, Canto da Cidade (Music of the City), Casa Via Magia (Magic Road House), Cebrap, Cebela, Cedeca, Cepia, Cipó Comunicação (Communication Cipó), Brazilian Committee of Youth, Culture of Peace Committee, CDI, National Committee for the International Year of the Volunteer, Icomos/Brazil Committee, the Bahá'í Community of Brazil, Contag, CULT, CRUB, Consed, Edisca, Fórum dos Pró-Reitores de Extensão (Post Graduate Rectors Forum), Iochpe Foundation, Luís Eduardo Magalhães Foundation, Maurício Sirotsky Sobrinho Foundation, Fumdam, Odebrecht Foundation, Peiropólis Foundation, Roberto Marinho Foundation, Afro Reggae Group, Olodum Cultural Group, GIFE, Gerdau Company Group, Ambar Institute, Ayrton Senna Institute, IBAM, Cervantes Institute, Itaú Cultural Institute, Iser, Hospitality Institute, Politics Institute, Herbert Levy Institute, Paulo Freire Institute, Röerich Institute of Peace and Culture of Brazil, Sou da Paz Institute, Julape/Brasil, Julad, Missão Criança (Children Mission), MST, Youth for Peace Movement, OAB/BA, Volunteer Partners/RS, Polis, Axé Project, Pescar Project, Travessia Project, Brazilian Educational Network, Senai, SESI, SESC, Recreational Society Carnavalesca Filhos de Gandhi, UBES, Municipal Union of Bahia, Undime, Unipaz, Viva Rio.

INTERNATIONAL AGENCIES AND ORGANIZATIONS – USAID, International Development Bank, World Bank, British Council, Andrés Bello Agreement, Ford Foundation, W. K. Kellogg Foundation, UNICEF, UNIFEM, Ilanud/Brasil, ILO, PAHO/WHO, Parlatino, UNAIDS, UNCDF, UNODCCP, UNDP, UNIC.

PRIVATE SECTOR/OTHERS – BankBoston, Brasil Telecom, Ordecc College of Brazil, Communication Network of Bahia, Rede Globo Communication Network, Catholic University of Brasília, Catholic University of Goiás, Catholic University of Salvador, Castelo Branco University, Ulbra, Methodist University of Piracicaba, Methodist University of São Paulo, “O Povo do Ceará” Newspaper, Architecture and Urbanism College (Santa Bárbara d’Oeste, SP).

PROJECTS, ACTIONS AND THE SHARING OF TECHNICAL COOPERATION

HEALTH AND EDUCATION

EDUCATION

The responsibility of public power for education in Brazil is divided among three levels of government – the Union, states, and municipalities. These are the entities that collaborate in the organization of the respective systems of schooling. The distribution of roles follows the prescribed methods of the Constitution and the Law for the Directorships and Bases of Education.

The Union is responsible for the national political coordination of education. It unites different levels and systems in the practice of redistribution and supplementary functions. It is incumbent upon the states, which offer primarily secondary schooling, to establish ways to offer proportional obligatory schooling in their municipalities. The duty of the municipalities is to offer pre-school and elementary schooling with elementary school as the first priority.

The Declaration of Jomtien was important for Brazil in the 90's. The ideal of education for all was announced in this declaration and had a notable impact on Brazil. This occurred thanks to the joint efforts of three public areas of educational administration. In addition, there was growing participation from the National Council of Secretariats of Education (Consed) and of the Union of Municipal Directors of Education (Undime). In basic education, Brazil reached rates 95.5% coverage, a rate that puts it close to the most advanced countries. This number shows Brazil as pulling up in the final lap of completing the process of making access to this educational level universal.

According to the 1999 data, 36,059,742 students were registered, 91% of whom were registered in public schools. From 1991 to 1998, the number of students who completed a basic education grew 124.3%.

Secondary schooling also expanded greatly. From 1991 to 1999, registration increased 136%, with a larger increment occurring in the last years owing to the policy of

making this level of schooling more democratic. The number of students jumped from 3,770,000 in the beginning of the decade to 7,769,199 in 1999, with more than 70% of the openings being offered by public power.

In the same upward direction, superior schooling expanded and diversified in order to attend to the new professional demands generated by the intense process of technological and productive transformation. In a universe of 1,565,056 registered students at the beginning of the decade, the system evolved to 2,369,945 students in 1999. Nevertheless, there is a persistent regional concentration in the offerings of the Southeastern and Southern regions, where 54% of the total students registered in university courses study.

When referring to the education of youths and adults, apart from the verified reduction in the illiteracy rates (from 20.1% in 1991 to 13.3% in 1999), the country still exhibits a significant contingent of absolute illiterates: approximately 15 million, they are concentrated mainly in the rural regions and in the peripheries of the large urban centers.

In the last few years, a variety of innovations were introduced in the Brazilian educational system. This occurred above all in the areas of basic education. Highlights follow.

- The creation of Fundef (Maintenance and Development for Basic Education and Magisterial Appraisal Fund), which allows for the distribution of financial resources in accordance with the localization of the number of students based on the minimum value of student/year.
- Creation of TV School, to assure that the teachers in the schools for basic education are served with modern and well conceived programs, in different curricular areas.
- Perfecting the evaluation system and statistical information, making current and indispensable data available for educational planning.
- Evaluation and amplification of the policies which deal with didactic books, which are guaranteed and distributed at no cost to the students in basic education. Improving quality of the books is a focus as well. Approximately 110 million books are currently being distributed.
- The School-Scholarship Program, a mechanism through which financial support is awarded to poor families that keep their children registered in basic schooling.
- The Every Child in School Program, which has a strategic role in the fight against the challenge of exclusion.
- The Expansion of Professional Education Program (Proep), with financing from BID, making possible the creation of 200 public centers of professional education.
- The Expansion of Secondary Education Program (Proem), to give support to the huge expansion of middle schooling, with financing from BID.
- The Solidarity in Literacy Program, which is offering a significant contribution to the reduction of absolute illiteracy. This program encourages the continuity of studies in schools for youths and adults who did not have access to obligatory education.
- The Solidarity University Program, which is making effective involvement in socio-educational university programs viable.

UNESCO Participation

UNESCO has participated in Brazil's efforts to fight to make the idea of basic education for all a concrete reality. This is being done on many different levels and in many different circumstances. This participation has occurred through agreements, projects, and protocols of technical cooperation with government agencies, with private entities, and with non-governmental organizations. These instruments allow for joint actions and constant exchange in the search for ideas to occur. This takes place in the elaboration of the explicit commitments of our normative and orientation documents, such as the World Declaration of Education for All, the Signs of Action of Dakar, the Hamburg Declaration, the World Declaration of Superior Schooling for the Twenty-First Century, the Salamanca Declaration, the Seoul Recommendations, and the Jacques Delors Report, among others. A large part of the activities are conducted in the field of extra-budgetary programs.

It is important to show the educational dynamism of the country, which favors the development of concrete actions of cooperation. With UNESCO participation, Brazil has assumed commitments to education for all. Today Brazil is one of the countries in a group of Nine Most Populous Countries (E9 Initiative) that is most rapidly advancing in the fight for massive schooling for children, youths, and adults.

Without a doubt, the role of education has grown considerably in the life of the country. Confronted with the crisis in social relations, education assumes the ever more difficult task of making diversity a positive factor. This is true as much from the point of view of developing respect and understanding, as from developing human creativity.

It is certain that the existence of a large contingent of poor people makes creating universal citizenship more challenging. However, the progressive policy of educational inclusion favors the strengthening of policies that will overcome this problem, making active citizenship more available to all.

UNESCO is participating in this process of maintaining permanent links and cooperation among the various elements involved in educational policy. UNESCO is reinforcing its commitment with all of the social participants in a concrete way that promotes quality education and a renovation of the formal and non-formal systems of education. This constitutes one of its primary mandates.

In a final analysis, the essence of UNESCO's mission is treated here in terms of accomplishment in the areas of human development and in the formation of a culture of peace.

Working with public power and civil society, UNESCO develops a wide variety of activities in the area of education. An abundance of action takes place in the field of regular education and in distance education yet it cannot go without saying that the activities that occur in transversal and transdisciplinary subjects, such as environmental education, traffic education, education for citizenship, among others, are emphasized as well.

The following are the principal actions and activities developed in the field of projects of technical cooperation maintained between UNESCO and its partners.

Cooperation with the Ministry of Education and the Secretariats of Education:

In the agreement with the Ministry of Education, UNESCO gives aid and technical and operational support to the following projects and actions:

- Implantation of national curricular parameters;
- Evaluation of superior and secondary schooling;
- Solidarity in Literacy for youths and adults;
- Development of distance education;
- Students with special educational needs;
- Evaluation of the offering of post-graduate education;
- Indicators of evaluation of superior educational expenses;
- Indigenous education;
- Reform of professional education and secondary schooling;
- School-Scholarship Program

Among these projects, Programs for the Improvement and Expansion of Secondary Education (Promed) and Expansion of Professional Education (Proep) deserve mention. The Secretariat of Secondary Education and Technology of the Ministry of Education coordinate both of these programs.

The first program is involved in the context of a broad reformation of secondary schooling. The objective is to improve and expand the policy of education for all. Brazil is close to reaching a universal level of obligatory basic schooling. This causes secondary schooling to stand out as the next challenge to be overcome. This needs to take the form of making the opportunity to study, and to continue studying, proportional to the Brazilian youth population.

On the one hand Promed should contribute to the training of qualified technical people in order that they can train, follow through on, and evaluate the different components of reform implantation. On the other hand, Promed will serve to introduce innovative pedagogical practices. Promed will serve to introduce a subprogram for distance education in support of secondary schooling.

UNESCO's participation in the project, as much in the central sphere of action, together with the Ministry of Education, together with the states, offers an opportunity to put the Brazilian experience in comparison with initiatives which have been verified in other contexts.

Strategies that are being cogitated for Promed conclude in broad social significance. They point in the direction of a progressive process of making secondary schooling universal in Brazil, as was established by the Constitution of 1988.

The largest objective in relation to Proep is to make Brazilian professional education adequate to the changes that are taking place in the working world. One of the hoped for results of this reform is to widen the possibilities of professional education directed towards youths and workers in general by means of the implantation of 200 public education centers. This includes improving the process of human development and giving priority to the excluded sectors and to the unemployed.

Today UNESCO maintains 15 cooperation agreements with State Secretariats of Education in the sphere of action of the Proep and Promed Programs.

The School of the Forest

Within the **Program for the Improvement and Expansion of Secondary Education** (Promed) coordinated by the Secretary of Secondary Education and Technology of the Ministry of Education (MEC–Semtec) and of the technical cooperation agreement signed by UNESCO, the Government of the State of Acre is initiating the School of the Forest Project. The objective of this project is to promote the transformation of professional education in the State focussing on a project for agro-forestal, forestal, and touristic sustainable development.

Professional courses will be offered by the School of the Forest and by its decentralized centers. These courses were defined taking into consideration the current economical activities and potential generators of work and occupational opportunities in different regions of the country.

The training of human resources constitutes in actuality, one of the major challenges for a sustainable development project. These resources need to be used to orient the various processes of sustainable production and of agro-industrialization together with family farm agriculture, and areas such as ecotourism.

The School of the Forest as a professional training center should assume a fundamental role in the professional development. This development acts in the transformation of basic rural/forestal technology of production. It should serve the demands of products native to the forest (rubber, cashew nuts, wood, and medicinal plants), of agro-forestal products (coffee, guaraná, açaí, cupuaçu, pupunha, banana, long pepper) and agricultural and animal products (mandioc flour, brown sugar, meat, milk, and fish).

These products are strategic in making the economy of Acre strong and dynamic.

School Youth Project

The Expansion of Secondary Schooling Program has been implemented by the Ministry of Education and counts on technical cooperation from UNESCO.

This program has a general objective of improving quality and amplifying the degree of coverage for the entire system of middle education in the country, as a form of guaranteeing larger social equity. Its goal is to amplify the number of new spaces by 1.6 million over the next three years, which represents an increase of approximately 20% in relation to current registration. Using this measure, the program seeks to assure the constitutional precept of universal progress in secondary education.

The global design of School Youth contemplates actions structured around the following axes:

- Rationalization, expansion of the school system, improvement of service;
- Alternative service networks;

- Decentralization and school autonomy;
- Curricular development;
- Valorization and continuous training for education professionals;
- Youth projects.

These axes seek to confront the various challenges surrounding the process of secondary education reform in Brazil. Prominent among these are:

- implementation of new National Curriculum Parameters for Secondary Education;
- definition of a new standard of service that will be adequate for a school of youths and young adults;
- initial and continued training of education professionals;
- implementation of innovations in the process of teaching and learning;
- consolidation of evaluation mechanisms;
- definition of specific financing for secondary education;
- improvement in administrative processes in systems and schools.

The resources destined for this project are in the area of US\$ 1 billion and are furnished by a loan from the Interamerican Development Bank (BID), in the value of US\$ 500 million, and in national co-partnership, equivalent to US\$ 500 million, with US\$ 50 million from the National Treasury and US\$ 450 million from the Units of the Federation.

Expansion of Professional Education

The professional training of youths and adults is one of the greatest challenges of Brazilian educators. The working world undergoes profound and rapid changes, depending on the emergence of a new model of professional education centered on the competencies of different areas. In order to supply this demand, the Ministry of Education created the Expansion of Professional Education Program (Proep). Its mission is to develop integrated actions in education utilizing work, science, and technology. The objective of this program is the implementation of a new model of professional education, one that propitiates the amplification of available places and provides for diversification in the definition of courses and in the courses offered. This objective seeks to adequately meet the demands of the working world and of modern technology.

Proep's principal focus is the amplification of the offering of professional education, with an emphasis on making curricula current and adequate in order to offer courses based on the reality of the work market.

Financing for school projects aims at building, broadening, and reforming infrastructure. It also seeks to acquire equipment and learning materials, in addition to capturing and using human resources.

When Proep was created, its goal was to triplicate the offer of professional education on all levels in five years. This goal sought to create a situation similar to those in developed countries. To this end, the program counts on resources in the order of US\$ 500 million,

half of which is financed by the Interamerican Development Bank (BID). Half is provided, in equal parts, by the Ministry of Education and by the Worker's Assistance Fund (FAT) of the Ministry of Labor and Employment.

The anticipated goal for the year 2003 is to reach 400 thousand students on the technical level and 800 thousand on the basic level, these numbers being distributed in approximately 300 Centers of Professional Education in the federal, state, and community areas.

Since the end of 1997, when Proep was implemented, the Program has already approved 172 school projects. These are made up of 46 federal, 55 state, and 71 community institutions. The program has committed resources on the order of R\$331.3 million. All of these projects are currently active, with significant involvement from the community.

Opening Spaces: Education and the Culture of Peace

The program Opening Spaces: Education and the Culture of Peace has become part of the largest sign of UNESCO action. This is the sign that is focussed on the construction of a culture of peace, on education for all throughout a lifetime, and on the battle against poverty and the construction of a new school for the twenty-first century. This new school will have a school function and not a school address.

The Opening Spaces program is nourished by a series of surveys promoted by UNESCO about youth, violence, and citizenship. These surveys indicate a lack of access to opportunities, most particularly to culture, sports, and leisure. When the youths feel that they are active subjects of the program, they want to participate. Contrary to popular belief, this has shown to be a prominent tendency.

UNESCO defends the creation of a national program of opening schools on the weekends as a way of making alternative spaces available. This serves to attract the youths and collaborates in reversing the picture of violence. It also serves to construct spaces for citizenship. This strategy is born in the observations made by UNESCO about experiments of similar design that are successful in the United States, France, Spain, and other countries. These experiments, where work is done with youths in artistic, cultural, and sport areas, constitute an excellent form of violence prevention.

A survey done by the Interamerican Development Bank shows that the programs taking place with great success are generally administrated in a local way. They involve partnerships from all sectors of society. These include companies, public institutions, community organizations, the police, and the judicial system. Another identifiable characteristic is that each situation is analyzed and diagnosed individually in each community, and that the evaluations and criticisms are made with the objective of developing adequate strategies for every type of problem.

The participation of civil society in the new concepts of public administration and social management stand out as well. Studies from the World Bank about the battle against poverty show in a clear and consistent way, that whatever project of social development and battle against poverty that includes participation from the community demonstrates significantly better results than those from projects that are implemented based on vertical hierarchy structures⁹⁴.

94. The World Bank Participation Source Book – World Bank, 1996

The Opening Spaces program has three points of focus. These are the youth, the school, and the community. The idea is to privilege youths whose families are badly situated on the distribution of wealth scale. Working with youths means thinking about children as well. This occurs in a preventive way, offering children a chance to frequent certain activities on the weekends. The nature of the work is about prevention and at the same time about transformation. Families and communities are considered in the same way by the program.

UNESCO's idea is to point out the program as a suggestion for public policy. The suggestion involves utilizing public space and social equipment that has been idle in order to serve education and culture.

This kind of initiative intends to broaden the social and public dimension of all organizations and entities that are existent in society.

The solution for the violence problem has gained a privileged place in terms of action and development of youth protagonism. A consensus has been reached that it is possible to influence public policies and contribute to the transformation of the school. Through programs of this kind it is possible to contribute to the transformation of youth itself.

The common ground of the innovative experiments in the fight against violence in Brazil are the participation of youths as protagonists, the committed involvement of the community, and a profound respect for the rights of citizenship. These elements have been identified in an analysis of this type of program.

Another fundamental pillar of the program is that of the partners. UNESCO believes in the importance of creating a support network consisting of different partners. These partners utilize alternatives to fight against the violence that already exists in their communities.

UNESCO has been giving support to programs of this nature in states like Rio de Janeiro, where 111 schools were opened initially. In Pernambuco, the work began in August of 2000. Work is beginning in the states of Bahia, Alagoas, and Mato Grosso as well as in the cities of São Paulo, Belo Horizonte, Maceió, Natal, Palmas, Olinda and Recife.

The evaluation of the program in Rio de Janeiro demonstrates a high level of receptivity to the program. These surveys were of a quantitative and qualitative nature.

They were conducted through focus groups and interviews, where various subjects and agencies were heard from. These included parents, members of the communities, program counselors (paid teachers and volunteers) and participating and non-participating youths. These surveys demonstrated a high degree of receptivity to the program. These surveys showed results, which included a closer approximation (dialogue) between students and teachers, and between teachers and parents of students that went to the schools on the weekends. Results also included a fall in the rate of absences in school activities for the youths that participated in the program. The youths that had gotten used to using school space in a forbidden way, especially for playing soccer, now go in through the front door. This door is open now; a fact that implies renewed appropriation of public space as much for these youths as for the community. They participate, organize, and take advantage of alternatives for leisure, sports, and culture in school. They feel that the school is theirs and as a consequence they care for it more.

Perceptions About the Opening Spaces Program

"Among the positive characteristics of the Program, one is most evident: a high approval rating among the participants heard from in the study. This approval was expressed on a wide variety of levels, from the excellent grades given to the Program to the evaluation of how the Program contributed to the improvement of work in the school. It was expressed as well by optimizing the intra and extra-school relationships within the community.

Another important aspect was the significant effort demonstrated by the entire team of professionals involved in the Program. They gave innumerable demonstrations of their commitment to the Schools of Peace.

The fact that the Program seeks to occupy a space that had been neglected is emphasized in respect to discussion among the involved parties of various fundamental aspects for the life of a citizen, in the meaning of facing violence through:

- Making cultural goods and services more democratic;
- Offering space and equipment for leisure activities, sports, and art;
- Education for citizenship;
- Making school space legitimate as a meeting place for different generations, families, and for the communities;
- Consideration of the school establishment as a privileged location for socializing for the youths and for the development of non-academic learning activities, cultural, and sports activities;

Another important point is the challenge represented by the schools themselves. This occurs in respect to the questions that arise and eventually go beyond the pedagogical postures and proposals that are not in synch with a social project for youths."

Source: Schools of Peace, UNESCO, 2001.

Cooperation with Representative Entities from Educational Directorships

Three principal entities compose educational leadership in Brazil. They are, respectively, the National Union of Municipal Directors of Education (Undime), the National Council of Secretariats of Education (Consed), and the Council of Rectors of Brazilian Universities (Crub). UNESCO maintains protocols of technical cooperation with all of them. These are protocols based on the innumerable educational activities defined in the orientation documents approved by the General Conference of the Organization.

These entities are of fundamental importance for incorporating agreed upon elements of UNESCO into the field of public policy. These elements include UNESCO's commitments and large world events that take place in order to examine the most urgent educational questions. These entities also play a strategic role in the debates that take place about new ideas and perspectives for education in general.

Apart from these permanent activities which are developed with these three entities in the field of public policy, the Administration in Reference to School Directorships Award deserves mention. This award is already in its third year and is executed in a partnership between UNESCO, Consed, Undime, and the Roberto Marinho Foundation.

The main objective of this award is to distinguish public recognition in the schools for basic education that are prominent in terms of innovative administration. A diploma is granted. It has been possible to mobilize hundreds of scholastic institutions in all states. The states go through a process of self-evaluation with the participation of the scholastic community states before nominating themselves for the award. The award is announced primarily through the intermediary Canal Futura, of the Robert Marinho Foundation.

In the area of basic education, the implementation of the Signs of Action of Dakar in Brazil deserves mention. This action, in partnership with Consed and Undime, is being discussed in the context of the implantation of the National Plan for education.

In relation to superior education, apart from the UNESCO chairs (read more below), the Representation is initiating discussions on the implications of the World Declaration About Superior Education for the Twenty-First Century in Brazil. This is happening in partnership with the Council of Rectors of Brazilian Universities (Crub). This document represents an important breakthrough in world discussion about superior education. This is a result of the quality of its propositions and the agreements obtained in its commitments. The annual reports of the Paris Conference were published in Portuguese and this provided the impulse for a seminar with deans, university leaders, and specialists. This strategy is being followed through by means of the organization of local events in various regions of the country.

Cooperation with the National Congress

Owing to the importance of Legislative power in public policy for education for all, UNESCO has developed links with the Federal Senate and the Congress. This articulation focuses on diverse activities surrounding the process to strengthen the educational factor in the project for development in the country. Among the joint actions taking place in the year 2000, the following are noteworthy. The Seminar on School Scholarship, Poverty, and Citizenship is one, and the National Conference on Education, Culture, and Solutions is another. Both of these events count on UNESCO participation, as much as in the organization of the events as in the thematic discussions and presentation of projects that occurs there. Most recently, UNESCO is collaborating with the Senate Commission on Education in the discussion of the Sign of Action of Dakar and of the National Plan for Education.

Cooperation with Other Entities

The policy of education for all involves a broad sum of efforts. UNESCO has sought to develop activities together with other entities that benefit from recognized public credibility.

Cooperation with the Social Service for Industry (SESI), an agency tied to the National Council of Industry is significant in this way. UNESCO participates in the Training Program for Trainers in Education for Youths and Adults with SESI. This program is organized in partnership with the University of Brasilia.

This program, which is being assisted by UNESCO international specialists, seeks to prepare professionals to actuate in the continued education of youths and working adults. This is being done by the means of modular courses from a distance. There were two courses in specialization and six extension course in the years 1999 and 2000. These courses were administrated for teachers of youths and adults and involved 1,393 student instructors.

Other activities were developed in partnership with other governmental and non-governmental entities and organizations involved in the area of education. These partners included Educative Action, the Paulo Freire Institute, the National Institute for Colonization and Agrarian Reform (Incra), and the National Department of Transit (Denatran). The cooperation with Incra, which involved the participation of the Landless Workers Movement (MST), allowed relevant work to occur in literacy programs for youths and adults in rural housing.

Training for Trainers in Education for Youths and Adults

The Training Program for Trainers in Education for Youths and Adults is a partnership with the Social Service for Industry (SESI), UNESCO, and the University of Brasilia. The basic objective of this program is the training and specialization of professionals from SESI and the partners. The subject of this training is techniques and methodologies of continuous studies. The method is a modular one, which uses distance education for youths and adults. This program was created in 1999 to give support to the SESI Worker Education Program. The program became one of the priorities of the institution, which works towards increasing the level of basic schooling and the Brazilian labor force.

Systematic training for trainers contains and provides opportunities for research and study in graduate courses, extension courses, and post graduate courses. It prepares professionals to become tutors, academic counselors, and coordinators of educational events. These events are created for youths and working adults all over the country.

The aims are:

- To prepare professionals through modular courses and distance education to become active in continuous education for youths and adults. These courses seek to make the youths and adults capable of taking advantage of socio-technology and to qualify and re-qualify them professionally;
- To support and encourage development of surveys and experiments in the technology of continued education. This includes modular courses and distance education, both of which are applicable in graduate and post graduate teaching;
- To support and participate in planning projects and in the production of instructional

resources, audio-visual materials, software applications, materials for individual studies to be used in continued education, both in modular courses and distance education;

- to organize and train professionals in activities for tutoring and academic orientation to be put into action in programs of distance education.

The program is structured in a modular form and guarantees that at the completion of each module, it will be possible to obtain progressive certification. The program can be entered in a progressive fashion, and can be adapted to the situation of each particular student. Two specialization courses have already been offered for 247 students and three continuing education courses have been offered for 652 students.

From the perspective of continuing education studies, the program also develops a series of teleconferences that aim to build knowledge and mobilize institutions and professionals that deal with the education of youths and adults. The teleconferences also seek to organize a Client Bank for the program. Three teleconferences were organized using Satellite TV, Infovia-CNI, and Internet. More than 10,400 professionals in centers of organized participation met in these teleconferences.

In addition to these activities, didactic and support materials were produced for the students. They were broadcast on the program. Highlights included 12 modules, two student guides, and a program document. In addition, five videos and a CD-ROM were produced.

There is a conviction that the program will have a profound impact on the education of youths and adults among working Brazilians.

Traffic Education

UNESCO is executing a project with Denatran, an agency of the Ministry of Justice, in order to aid in the prevention of traffic accidents. The main objective of the project is to fight against aggressive and violent behavior beginning with students at the tender age when they begin basic education. The vision of the project as well, is to introduce to the schools the problem of traffic as a subject to be studied, analyzed, and reflected on. This type of thinking takes place through education, making it possible to construct a situation where traffic is more human and more linked to citizenship.

UNESCO shares society's preoccupation with the elevated indices of violence in traffic in Brazil. Violence in traffic is one of the principal causes of violence and death in the country. The gravity of this fact becomes even larger when the age group that is most affected is observed. The largest numbers of victims are between 5 and 10 years of age.

The project Towards the School focuses on basic education. The project's goal is to reach a minimum of three million students in 15 Brazilian states. The teachers in the selected municipalities will be trained and given the instruments and pedagogical resources necessary. They will work on traffic safety in a way that crosses curricular areas. The administrative agencies of traffic and education will benefit as well from the new pedagogical proposal when working with the theme, particularly in the municipalities.

The project should have approximately two million beneficiaries from the secondary schools. Completion of the course in one of the participating secondary schools will serve as a valid pre-requisite for obtaining a driver's license, as the candidate may be submitted to a theoretical exam at the Traffic Bureau.

UNESCO and the Policy of Solidarity in Literacy

UNESCO has been involved in the Federal Government's Solidarity in Literacy Program since the program began. The initiative is directed towards literacy training for youths and adults from the most isolated municipalities and with the lowest schooling rates. This program has made significant progress. More than 600 thousand people have become literate over the past five years.

The main objective of the program is to prepare youths and adults to enter regular studies. A vast and diversified group of partners assured financing. This confirms broad coverage of the program.

The model that is being built provides a real opportunity for literacy for thousands of youths. These youths would normally have little or no chance to manifest their intellectual and creative capacity. In reality, this is a program of inclusion for individuals who are excluded. As such, it has been included as education for all in the anticipated strategies of the Hamburg Declaration, and the Sign of Action of Dakar.

On a grander scale, the program positions itself as a national and international model for wide reaching partnerships. These partnerships include universities and commercial sectors, in addition to different elements of public power and civil society. This type of partnership is innovative and demonstrates enormous potential for testing in other contexts, principally in Latin America and Portuguese Africa.

UNESCO Brazil still maintains cooperation focussing on literacy and post-literacy education with the Institute of Education of UNESCO in Hamburg.

Solidarity in Literacy

According to information from the Brazilian Institute of Geography and Statistics (IBGE), 13,3% of Brazilians 15 years old and under don't know how to read or write. This percentage is distributed in an unequal fashion throughout the national territory. The number reaches 28.8% in the Northeast. In 1977 Professor Ruth Cardoso, wife of the President of Brazil, presented the proposal to create the non-governmental organization Solidarity in Literacy. This organization was created in order to confront the high indices of illiteracy in Brazil and to strengthen citizenship in poverty stricken areas of Brazil. The program looked to civil society for partners and also to the Ministry of Education and other areas of the Federal Government, in addition to universities and municipalities.

In that same year, 1997, a project pilot was developed in 38 cities. This project counted on the pedagogical support of 38 universities. It was financed by 13 companies.

The cost per student, one of the most impressive things about the program, is

R\$ 34. The Ministry of Education participates with 50%, which is provided in school materials. Private initiative participates with the other R\$ 17. It is up to the municipality to designate where the literacy training will take place, and to organize the program's infrastructure.

This model represents an innovation in the realm of public policy in the social area. The novelty of the content of the Solidarity in Literacy Program has as much to do with the institutional design that makes the program viable, as to the unusual set of partners. These partners include local public power, universities, and the private sector, in addition to the Federal Government.

Currently, the program counts on the participation of 80 companies and 180 university institutions in 1,005 municipalities in 17 participating Brazilian states. The program has served a total of 1.1 million Brazilians.

The program seeks to expand while keeping citizenship in sight in the fullest meaning of the word. This expansion includes the organization of new supplemental courses in all of the participating communities, thus guaranteeing continuity of studies for the students. A development center was also created for the implantation of work cooperatives for joining the labor force.

The Solidarity in Literacy Program has shown itself to be a valuable instrument of social inclusion and of national mobilization for Brazil. The program's efforts have had a great effect on reducing illiteracy and providing education for youths and adults.

The guiding principles of the program make up part of Move Forward Brazil. Move Forward Brazil foresees the "elimination of illiteracy among 15 to 24 year olds⁹⁵," as a decisive method in the combat against "social exclusion, which demands a national pact of solidarity for the construction of a fairer society, one which guarantees dignity for all of its citizens⁹⁶."

UNESCO participates directly in the program, acting in two important ways. One is in an active Technical Cooperation Program, where UNESCO exchanges ideas with its own technical staff and with technical staff from other countries. The other is participation as a Partner Company in two of the poorest municipalities in Brazil – in lower Amazonas and Melgaco, in the Northern region of Pará.

UNESCO Chairs

There is a growing consciousness of the important function superior education plays in programs of sustainable development. Universities and other higher education institutions are essential for the creation, transference, and application of knowledge. They are responsible as well for the formation and additional qualification of the professional and of the high level administrative professional. In addition, they are responsible for the advance of education in all forms and on all levels.

This consciousness has been occurring at a time of profound economic changes. Among other repercussions, these changes have had serious effect on the quantity and

95. Move Forward Brazil Program, Social Development, A Fairer Brazil, page 8

96. Move Forward Brazil Program, Social Justice and the Quality of Life, page 114

the types of public financing available for superior education. This has occurred as much in developed countries as it has in developing countries.

Principally in developing countries, and to a certain point in central Europe and the Orient, institutions of higher education confront problems of unprecedented magnitude.

The adverse conditions under which they operate demand appropriate measures and efforts. The respective states, as well as each institution, must address this demand in the first place. However, it is difficult to channel significant resources towards higher education in these countries, which are subjected to grave socio-economic and political problems, and to an onerous burden of external debt.

Given these factors, international assistance and cooperation are currently essential factors in reverting the process of deterioration in the institutes of higher learning in these countries. This is true above all in the less developed countries.

These preoccupations helped cause the initiation of the Unitwin UNESCO Chair Program. This decision of the General Conference, in its 26th meeting in 1991, was made as a plan of international action to strengthen the role of higher education in developing countries, using appropriate mechanisms to increase inter-university cooperation.

The Unitwin UNESCO Chair Program uses the method of aiding in the establishment of networks among the universities in addition to other forms of inter-relationships between institutes of higher learning on inter-regional, regional, and sub-regional levels. These strong networks and inter-relationships clearly demonstrate an efficient way to promote institutional development. They demonstrate how to share resources and how to facilitate the exchange of technical knowledge, experiences, and students.

The program is based on solidarity among the universities. This solidarity is essential to the initiation of a process that establishes strong and lasting ties between institutions of superior education and scientists in the global sphere. The program insists on the establishment of these links especially in developing countries (South-south cooperation) where the importance of these links was terribly neglected in the past.

In Brazil, UNESCO has 21 chairs (see Annex). These chairs have sought to develop activities for research, teaching, and growth in strategic areas for sustainable development. These chairs have also sought to strengthen the scientific and social relevance of the university.

Associated Schools

The objective of the UNESCO Associated Schools Program is to plant the seeds for the spirit of tolerance and respect for human rights and for cultural diversity in the minds of children, adolescents, and youths. These seeds are planted in addition to the importance of living together and of international comprehension.

The program emerged in 1953 and counts more than five thousand associated schools all over the world. Currently, Brazil has one hundred participating schools (see Annex).

School is a privileged place for the development of activities that are conducive to the construction of a fairer social scene, in addition to one that includes more solidarity.

UNESCO offers teachers the possibility of participating in projects of education for

peace and the defense of human rights. The development of a culture of peace and non-violence is indispensable for the new millennium that is longing for actions for human solidarity and against all types of discrimination.

A school associated with UNESCO becomes a promotional center for the culture of peace. An associated school seeks to structure its teaching on the fundamental pillars of education proposed in the Jacques Delors Report-Learn to Be, Learn to Live Together, Learn to Learn, and Learn to Do.

Educational Agency for Development

As a national initiative, this agency's objective is to get in synch with the most advanced contemporary innovations for development. This agency's mission is to multiply access to knowledge, making it permanently available in order to promote development. This occurs in three large ways. These are the articulation and distribution of knowledge, of permanent education, and of education for development. UNESCO acts in conjunction with the principal partners of the program. These partners include the Executive Secretariat of the Program for Community Solidarity in the Civil Cabinet of the Presidency of the Republic, the Brazilian Service of Support to Small Businesses (Sebrae), and the United Nations Development Program (UNDP). These entities integrate the Coordination Council, which defines strategic guidelines for implantation and general lines of action.

HEALTH

Education and health are fundamental human rights and should be understood as an integrally linked combination.

Education has shown itself to be the central question of the implementation of development programs. This has been true especially in actions concerning health. In order to stimulate the exercise of better health for the citizenry, these health actions must enable social practices that help to build scenarios of improved opportunities for citizens, which will subsequently contribute to the reduction of poverty.

In this way, obtaining new health related parameters becomes an issue of ethics and epistemology belonging to the pillar of education. When contemplating an expansive approach to health, only education can make these actions effective.

Quality human development, in consolidation with UNESCO actions, is found to be the indispensable solution in education and health programs that work to improve quality of life indices in Brazil.

UNESCO Brazil has been generating projects of technical cooperation with the Ministry of Health since 1998. The implantation of the National Health System has priorities and premises that fine-tune themselves with the principal mandates of UNESCO. These are the mandates from the large areas of education and science that serve human development and the eradication of poverty.

The understanding that an interdisciplinary actualization is fundamental for the improvement of social conditions, especially in the area of health, has been on the agenda of the development of these projects.

Aids

Technical cooperation between UNESCO and the Ministry of Health National Program of Sexually Transmitted Diseases/Aids began in 1988 with the project Training, Research, and Institutional Support in the Field of Aids Program II.

The goal of this program is to act in a broad way in the areas of education, human rights, and communication in order to develop policies of utilizing human resources to work in the prevention and control of sexually transmitted diseases and Aids. This includes training for health professionals and other related professionals including teachers, lawyers, and journalists, in addition to the population in general.

The action takes place in partnership with learning institutions from all over the country, state and municipal secretariats, and non-governmental organizations.

The program acknowledges that Aids has been affecting the lowest income population more and more, as well as youths, women, and children. With this in mind, the program gives priority to these groups. This is consistent with the preoccupations of UNESCO, which has dedicated itself to surveying these segments and to intervening on their behalf. Social mobilization is a capital instrument for the project. UNESCO is working together with civil society and the private sector in order to confront the epidemic. An effort is also being made to make the ongoing actions sustainable.

The partnership of UNESCO and the Ministry of Health has contributed to the amplification of solutions for the control and prevention of sexually transmitted diseases and Aids, especially when referring to the formalization of sub-projects with non-governmental institutions and other entities.

The Aids Program in Brazil has been gaining international recognition for its positive results. These results have stimulated a policy of external cooperation as well, involving over 30 countries and 12 agencies in bilateral and multilateral cooperation.

UNESCO Awards Positive Initiatives Against Aids and Against Drugs in Schools

The Award for the Promotion of the Prevention of Sexually Transmitted Diseases and Aids and the Prevention of Drugs in Schools was created in 2000. It is the only award of its type and it promotes the participation of public and private schools around the country. The objective of this annual award is to grant scholastic institutions that have shown themselves to be prominent in relevant actions related to the theme. The United Nations Program for the Drugs Control (UNDCP), the National Coordination of Sexually Transmitted Diseases/Aids, and UNESCO have received 53 application forms containing descriptions of the implemented actions from schools in 19 states.

Awards were granted to four schools in the states of São Paulo, Rio de Janeiro, Alagoas and Rio Grande do Sul. Since the awards were granted, the prize-winning institutions have been developing a Guide for Educators, which contains material about the themes, and descriptions of successful experiences. This is being done together with the National Coordination of Sexually Transmitted Diseases/Aids, UNDCP, and UNESCO.

This initiative goes to the meeting for the UNESCO mandate in search of partnerships with agencies in the United Nations System. This will mobilize society to make strategies that promote the decentralization of activities more effective. These activities would be, in principal, the government's, but would be those that stimulate proposals in the area of social mobilization that would contribute to the improvement of the quality of life for children, adolescents, and educators.

Profae

The project Technical Support for the Consolidation of Nursing Professionals Training – Profae was launched in 2000 with the objective of supplying technical, operational, and methodological support for the qualification of nursing professionals in Brazil.

Regulation legislation for the practice of nursing exists in the country. The legislation has minimum training and education requirements. It is not enforced, however. In order to change this situation, this technical cooperation project proposes to train 12 thousand instructors who will use new methodologies to qualify 225 thousand professionals. The project has national scope and proposes to convert professionals currently working on an elementary level into professionals working on a secondary level as Nurse's Aides.

Working with Profae, the project should develop a system of competency certificates for these aids and should stimulate institutional development in the Technical Schools and the Training Centers of Human Resources for the National Health System.

When this project is concluded, it will have a large impact on the training of human resources in the health area in Brazil. This impact can be replicated in other countries, in reference to a pedagogical project and a partnership strategy as well as in the definition of competency and of the process of certification.

Basic Health Services

This is a term of technical cooperation established by UNESCO in 2000. The objective is to subsidize the Basic Health Services Department of the Ministry of Health in the implementation and training of directorships for the development of the Family Health Program. This occurs on all three levels of government and allows for the elevation of the indices of human development in the country.

The current proposal is to act in developing actions that are primarily focussed on health. The proposal focuses specifically on actions involved with the installment and organization of health services for populations that are less privileged economically.

The program has been implanted gradually all over the country. The program has

formed teams of family health organizations and community health agencies. These components are fundamental in basic health services in Brazil.

A permanent network of qualification, training, and education centers is being formed for these professionals. This is being done with the proposal of involving universities and other training centers with health services. These centers will be active in three parts of the qualification process. They will be involved in introductory training, where the professionals are formed into teams. They will also be involved in permanent service education with methodology that is in place, and also methodology that will be accessed from a distance. The last part of the process will be academic training, which will include undergraduate and post-graduate studies for health professionals in specialization or residency courses.

By the first semester of the year 2000, more than 8,000 family health teams had been qualified. These teams were composed of a doctor, a nurse, and a nurse's aide who were responsible for health care for the entire population of a determined geographic area. The program benefited 27 million Brazilians. In addition, more than 130 thousand community health agents received training and were active in the 4,400 involved municipalities, regularly visiting more than 73 million people.

Vigisus

The project Promotion of Health, Operational Research, and Studies for the National System of Vigilance in Health – Vigisus, was created in 1999 and makes up part of a large program formulated by the Ministry of Health, with technical collaboration from various international organizations. The World Bank provides half of the financing for this project. The project seeks to establish the National System of Vigilance in Health, a fundamental component in the sanitary reform project of Brazil.

Technical cooperation with UNESCO embraces the development of studies and scientific research essential for knowledge about the health situation in Brazil. This knowledge is incredibly important in the poorest regions. Learning and research institutions have been mobilized for the production of new methodologies for research and for improvement in the quality of the information produced by this research.

There were 14 studies and research projects in the areas of epidemiological and environmental vigilance around the country in the year 2000. This research was performed with the intention of supporting and structuring these areas, in addition to structuring actions for the prevention and control of diseases in Legal Amazônia.

The research institutes or the involved universities went through a selection process that evaluated their technical and administrative capacities in order to ensure their ability to perform the studies.

Decit

The technical cooperation agreement established between UNESCO and the Ministry of Health's Department of Science and Technology (Decit) is called Cooperation for the Development of Actions in Health Science and Technology. This agreement comes from the need to aid in the structuring of this area.

Scientific production for health has traditionally been small. Investing in the use of scientific methodology in organizing existent scientific production, and in defining research priorities are all topics on the agenda for activities related to this project. This extensive agenda also includes establishing priorities to structure and reinforce ethics councils for research, and stimulating the links between research developing agencies and universities. This agenda accentuates the interdisciplinary aspect of the project.

CULTURE

Based on the guidelines defined by the Organization's General Conference, UNESCO Brazil seeks to contribute to the protection and reinforcement of the cultural patrimony of the country. Emphasizing culture as an agent of development, UNESCO Brazil seeks to contribute to non-material cultural manifestations, to cultural diversity and pluralism.

Fortunately, Brazil's constitutional principals find a common ground in many of UNESCO's aspirations for the area of culture. The Brazilian Constitution is marked by respect for cultural diversity. This is a distinctive feature of the country. It treats culture as a collective right, one that is incumbent on the State to guarantee "full exercise of cultural rights and access to sources of national culture." It also establishes that the State "will support and stimulate the valorization and diffusion of cultural manifestations, with special emphasis on protecting popular, indigenous, and Afro-Brazilian culture in addition to other participants in the national civilizing process." This includes the protection of the remains of fugitive slave refugees.

Within the country's administrative structure, three public administration levels are responsible for establishing and implementing cultural policy. This obligates UNESCO to diversify its partners in this area, without neglecting entities from the private sector.

The Institute of Historical Patrimony and National Art (Iphan), a Federal agency created in 1937, was the precursor to the current agencies. Iphan, a principal axis to the preservation of cultural patrimony, was an UNESCO partner in several actions. States and municipalities adopted its legal model for preservation.

Iphan deals with landmark preservation holdings that include 29 historical centers, 65 architectural and landscape areas, 960 buildings and 65 collections of furniture or applied arts. In addition, Iphan protects various archaeological sites.

National policy for the cultural sector has grown significantly since 1985 when the Ministry of Culture was created. UNESCO has developed a variety of initiatives in partnership with the Ministry of Culture.

In the 80's, the institution used mechanisms of tax benefits to provide incentives and give support to private initiative and culture projects. This was done in order to provide stimulation for sustaining actions in this area. In the state sphere and in some of the larger cities, tax benefits have helped encourage regional and local culture in a powerful way.

Another significant factor of the maintenance and/or redemption of cultural values in the country was the creation of the Palmares Cultural Foundation in 1988. Federal law accomplished this. The Foundation fills a historical gap that has existed in terms of cultural policy for the Afro-Brazilian population and other assorted minorities. Another UNESCO partner, the Foundation has made a great effort particularly in the area of protecting the remains of fugitive slave refuges, 700 of which have already been identified. These areas are in the process of being transferred to the descendents of the fugitive slaves.

The Foundation has also been verifying that the preoccupations about the preservation and production of contemporary culture in all spheres are being made public. This has been marked by quantitative expansion and qualitative improvement in interventions, events, and expositions, as well as in the inclusion of cultural questions in basic education. In addition, a special preoccupation has been demonstrated with the installation of public libraries and the amplification of public access to computers in public spaces. These spaces include cultural centers, museums, and libraries. In this way, the Secretariat of Books and Reading of the Ministry of Culture registered the existence of 3,500 libraries in the country in 1997. Through the A Library in Every Municipality Program, 687 new libraries were established between 1996 and 1999. The goal for 2003 is to have 90% of the municipalities endowed with libraries.

The intention is to introduce a significant number of cultural centers in the peripheries of the large cities. This will be done with an eye on increasing the activities associated with culture, thus contributing to the reduction of juvenile violence.

For cinema, the goal is to increase national film production from 35 in 2001 to 45 in 2002.

Another recent example of advancement in the cultural sphere was the creation of the Secretariat of Patrimony, Museums, and Art. The implementation of the Registry of Non-Material Capital in the country was entrusted to this Secretariat, which counted on UNESCO cooperation within the Monument Program.

An intense movement towards decentralization in the area of culture has been taking place all over the country. States and municipalities have been taking on the responsibility of protecting their own patrimony. The historical cities have been making great efforts to give value to this wealth, and there has been an increasing awareness of patrimonial protection and of local identity. Some beneficial consequences have been the generation of income and the development of tourism.

This has caused growing attraction to private investment in these areas. For example, the Prodetur Program of the Northeast Bank of Brazil, together with the Interamerican Development Bank, has contributed to this change in mentality in an important way. This has taken place through the means of investment in historic areas. The Federal Economic Bank, an important state bank, recently increased its activities in historical areas with lines

of credit created specifically for the restoration of old buildings for domestic use as well as for the installation of small businesses.

Monumenta - The Community Gets Involved in Patrimonial Protection

Through the means of local involvement and involvement of the community and businesses in historical patrimony, a sensitizing process occurs among the youths in the involved areas. They become more aware of the important signs of history in their country. Improvement in the administration of the historical cities also takes place. The training of professionals in the area of patrimonial conservation is anticipated in addition to the re-valorization of public spaces in the historical areas. This includes the restoration of monuments and the search for means that will enable this patrimony to last. In order to make these results a fixed part of the new mentality, the neglected consciousness of the need for permanent conservation of the historical Brazilian cities needs to be addressed.

The Monumenta Program counts on UNESCO cooperation and is being implemented by the Ministry of Culture with its own resources in addition to resources from the Interamerican Development Bank. In the first stage, the World Cultural Heritage cities of Ouro Preto and Olinda have participated, in addition to Recife and Rio de Janeiro. The cities of São Luiz, Salvador, Diamantina, and Brasília are preparing to become part of the program in addition to 20 other historical cities. The complete list embraces 105 historical centers designated as landmark preservation sites by the Institute of Historical Patrimony and National Art.

UNESCO provides technical and administrative support in order to make the program viable across the entire country.

The Monumenta Program makes a decisive contribution to the reinforcement of activity in the preservation of historical Brazilian cities. This occurs in line with the precepts of the World Cultural Heritage Convention of UNESCO, in which the Member Countries committed to protecting their cultural and national inheritance, and giving it value.

The program involves the amount of US\$ 125 million, 60% of this being national resources, and 40% being resources from the Interamerican Development Bank (BID).

An increase in the rate of schooling of the population and in the actualization of history teaching has resulted in an increase in the level of consciousness about the relevant role culture plays in society. This has been true especially in the area of protection of cultural patrimony. This movement is supported in a growing way by entities from the private sector.

According to a technical study⁹⁷, culture involved around de R\$ 6.5 billion (1% of the PIB) in Brazil in 1997. Every million Reals in this figure represents 160 jobs generated, demonstrating that cultural activities can produce jobs and income.

97. Economy of Culture, text from José Álvaro Moisés, published by the Ministry of Culture

The Representation's agenda for actualization in the country in the area of culture includes the international conventions and commitments established in UNESCO's field: Convention for the Protection of Cultural and National Patrimony of Humanity (1972), Convention on the Means for Prohibiting and Preventing Illicit Importation, Exportation, and Transference of Cultural Goods (1970), and the Recommendation on Saving Traditional and Folkloric Culture.

Along the year 2000, UNESCO Brazil carried out a number of conservation and restoration projects in the areas of World Cultural Heritage. Among these projects were Ouro Preto and Congonhas do Campo, in addition to other important actions in the field. Training courses for specialists in conservation and historical and urban patrimony were offered in partnership with the Federal Universities of Bahia and Pernambuco. The International Docomomo (Documentation and Conservation of the Modern Movement) Conference was held at the University of Brasilia. UNESCO Brazil also participated in the elaboration of a manual for financing projects in historic cities.

To stimulate and allow for the education of the youngest generations in patrimonial valorization and preservation, a Portuguese version of the Patrimony in the Hands of the Young Kit is being prepared by the Center for World Cultural Heritage/UNESCO. This kit is directed at getting the public school network involved in teaching natural and cultural preservation.

In partnership with the Federal Economic Bank, UNESCO edited a book on the theme "World Cultural Heritage in Brazil." This book offered information to a broad public by giving these riches large visibility. The book reinforced the formation of a preservationist mentality in the country.

Special emphasis has been given to Brazilian historical centers participating in the Monument Program, the Ministry of Culture, and the Interamerican Development Bank. These entities currently participate in the cities of Olinda and Ouro Preto and should become involved shortly in São Luiz do Maranhão, Salvador, and Brasília. All of them are "Patrimony of Humanity" cities, along with other Brazilian historical centers. In order to provide technical support to this program, UNESCO established a cooperation agreement with the ministry in the biennial 2000 - 2001.

Through an instrument of cooperation with the Urban Development Company of the State of Bahia (Conder), technical studies have taken place for the preservation of the historic center of Salvador. These studies emphasize housing use in the buildings in the historic center.

UNESCO has recently confirmed a cooperation protocol with the Federal Economic Bank. This protocol looks towards collaboration with the bank's cultural programs, especially those focussing on the revitalization of Brazilian cultural patrimony.

Attention has been given as well to actions of exchange and cultural cooperation for Latin American regional integration. This has been accomplished by means of entities from the private sector mobilized for cultural activities. Among these entities are the Association of Cultural Attachés of Latin America and the Caribbean, and the Association of Art Without Frontiers, as well as the Latin American Cultural Market.

The activities of the Cultural Tourism Program of the Regional Office for Latin

America and the Caribbean-OREALC program of UNESCO, have sought to elevate the folk art of the region. The Solidarity in Folk Art Program works in conjunction with the Solidarity Community Program of the Federal Government and focuses on the generation of income and qualification of folk art production.

Cultural Portal of Art Without Frontiers Promotes Integration of Cone Sul

Latin America encounters enormous difficulties in integration among its countries. This fact has presented itself as an opportunity to confront this lack of contact among cultures with common roots.

In Brazil's case, a successful effort has shown results with the creation of the Cultural Portal of Art Without Frontiers (www.artesemfronteiras.com.br). This portal is open to the participation of cultural entities in Latin America.

The portal grew out of a cooperative action between the International Association of Art Without Frontiers, and the Cultural Institute of Itaú of São Paulo. It focuses on uniting information about cultural activities in Latin America and the Caribbean, and with cultural promoters. It allows for the exchange of information and promotes direct contact between the entities in order to provide for exchange that will facilitate the mounting of itinerant expositions and of shows around the continent. More than 1,200 institutions are already registered.

The Art Without Frontiers Association, with support from UNESCO, organizes annual forums for the discussion of regional cooperation and concrete means to improve cultural links between countries.

SCIENCE AND THE ENVIRONMENT

In no other epoch in human history have transformations in the areas of science and technology had such great influence on people's lives. The last few decades have been a series of new discoveries and advances. This has occurred in the areas of computers, telecommunications, and biotechnology, as well as in new forms of energy and new materials. All of this has profound implications in the way of life of societies. The correlation between science and technology and self-sustaining development in nations and the quality of life is unquestionable. This is where the importance that UNESCO attributes to institutions that produce knowledge comes from. These institutions are above all institutions that see the urgent necessity of arriving at a period of fairer knowledge sharing among nations.

The National Council for Scientific and Technological Development (CNPq), and the Coordination of Post Graduate Studies (Capes) were formed in 1951. Since that time, Brazil has been undertaking a systematic effort to construct an infrastructure for research that is compatible with the challenges that the country faces. This initial effort was previously fortified with the creation of Funding for Studies and Projects (Finep) in 1970 and more recently, in 1985, with the Ministry of Science and Technology.

In spite of numerous difficulties, Brazil has managed to organize a qualified post-

graduate and survey system. This system looks as though it will make great leaps in the coming decades. Recent data indicates that the country passed the 1% international scientific production mark (measured by articles and indices of citations). Between 1981 and 1998 a 365% increase in scientific production occurred.

Conscious of the strategic role of scientific and technological policy, and of its possibilities, the Ministry of Science and Technology obligated itself in the year 2000 in the approval of what is called the sector funds. These include funds for electrical energy, hydraulic resources, earth and waterway transportation, computer science, mineral technology, air and space infrastructure and university-business integration. This is done with a vision of strengthening the support mechanisms for technological development in sectors that are considered vital for the country in terms of overcoming some of the obstacles that have appeared in its development.

These funds are added to the existing and operating recourses of CNPq, Capes, and Finep, in addition to funds for research and technology that were instituted by some federal agencies and could give the area a new boost.

UNESCO's actualization in Brazil began in the area of the environment. This is due to the area's importance for the actual survival of humanity. This theme is part of the Budapest Declaration on Science and Development for the twenty-first century. In this sector, numerous relevant activities are in development through a technical cooperation agreement with the Ministry of the Environment.

More recently, agreements were initiated with the Ministry of Science and Technology. Agreements were signed with CNPq as well, for the definition of a system of indicators in science and technology, and with Capes, for a national survey on dropout rates from masters and doctoral programs both within the country and outside of it.

Environment

The Environment area of the UNESCO Brazil office began its structuring in 1994. Agenda XXI serves as a reference for agencies in the United Nations System in terms of environment and development. This Agenda demands that a series of initiatives be fulfilled for implantation and follow through. UNESCO Brazil was not properly structured to fulfill all the requirements.

The objectives of the new sector of Brazilian Representation were defined according to the recommendations of the Rio 92 conference, the UNESCO Mandate, the Principles of Strategy for the Middle Term, and of the Programs and Estimates approved for each biennial period. These objectives were defined in a way that makes planning keep up with the dynamic process and evolution that occurs in the practice of the commitments that were assumed at the Rio conference.

The strategy employed to develop the sector seeks to conciliate the anticipated actions of UNESCO's global programs. Through international agreements and conventions, this strategy works with public environmental policies and public policy for sustainable development in Brazil. The policies are present in the Plurianual Plan and in Move Forward

Brazil (both plans of the government). Many of them grew out of the Agenda XXI itself. For each program or project of the Organization in action through the Regular Program, UNESCO seeks to establish a correspondent action of cooperation with the Brazilian government, with non-governmental institutions, or with multilateral organizations.

Regular Program funds, beyond favoring the implementation of the majority of the anticipated goals, were capable of generating significant extra budgetary resources. Brazil is a country where global financing methods for the environment are applied in significant quantities in the areas of protection, conservation, and sustainable use of natural resources.

In this way, the large majority of actions in the environmental area spring from the conciliation of actions implemented by UNESCO programs in the global sphere. This occurs in national policy on environment and sustainable development, and seeks to combat the waste of natural resources and to consolidate society's new attitudes in relation to environmental questions.

A highlight in the realm of environmental education follows:

• National Program for Environmental Education (PNEA)

The program was introduced in August 2000 with the objective of promoting the sensitivity, mobilization, consciousness, and qualification of society in terms of environmental questions, keeping a sustainable future in sight.

UNESCO is the United Nations agency entrusted with implementing and accompanying the recommendations of chapter 36 of the Agenda XXI. The Agenda deals with Education, Consciousness, and Qualification. Beyond this, the transdisciplinary program Education for a Sustainable Future emphasizes the integration between education, science, culture, communication, and sustainable development.

UNESCO cooperates with PNEA, an agency that seeks to inform and educate in order to transform behavior and attitudes. This cooperation is accomplished through the means of technical, scientific, and institutional support in actions defined by the Ministry of Education's Directorship of Environmental Education.

The program anticipates, more specifically, the creation of an Inter-institutional Commission on Environmental Education in every unit of the Federation. It also anticipates the construction of Environmental Education Centers. These would be physical spaces where environmental education activities occur. This would take place in Brazilian municipalities. The organization of the centers would concentrate in a State Center, where information from all of the centers from every state would converge. A national network for the training for educators in Environmental Education would take place, in addition to the implementation of a system for capturing and circulating information in the field of environmental education and sustainable practices.

In the year 2000, PNEA offered the Distance Environmental Education Basic Course from a to 4500 trainers. This axis of the initiative is part of the Protectors of Life network. Students of 10 and 14 years old act as leaders in efforts of environmental education in their schools and communities.

The Brazilian System of Information in Environmental Education and Sustainable

Practices and the Electronic Bulletin are currently in a process of consolidation. The distribution of information is already occurring through the site of Environmental Education on the Portal of the Ministry of the Environment (www.mma.gov.br/port/sdi/ea/capa/index.html).

Environmental Education for a Sustainable Future

UNESCO has been active in the area of water resources since 1965, when the International Water Decade began. This was a global initiative of the Organization and is known today as the "International Water Program." Brazil, aside from being the country with the most fresh water in the world, suffers from local scarcity of water, especially in the Northeast region. Prowater is one of the principal instruments of administration in the National Policy of Water Resources and seeks to implement mechanisms of decentralized administration in order to improve the access of the population to the resource that is most important to everyone.

The founding principals of the National Policy of Water Resources includes mechanisms of sanctions and penalties for the use of water, and decentralized administration, with the participation of public power, the communities, and the users of water themselves.

A highlight in the realm of Water Resources follows:

• Prowater Project

UNESCO has been providing technical cooperation to the Brazilian government in terms of institutional reinforcement for the Ministry of Environment's Secretariat of Water Resources (SRH/MMA) since 1998. This has occurred with the objective of integrating complementary sector actions and to provide SRH/MMA with technical operational conditions that are adequate for the formulation of National Water Resources Policy.

The creation of the National Waters Agency (ANA) as the executive agency of the National Policy for Water Resources, solidified the advances in the implementation of sanctions and penalties for the use of water. ANA is an executive agency of the National Policy for Water Resources. The creation of ANA consolidated the mechanisms used to administrate water resources in Brazil.

The Brazilian government maintains a Loan Agreement with the World Bank. The principal objective is the Sustainable Development of Water Resources for Semi-arid Brazil - Prowater/Semi-arid.

Prowater is an initiative of the Federal Government. The agency has the socio-environmental objective of human development and the eradication of poverty. The agency assures access to water resources to the less favored classes of the population, promoting democratic use of these resources.

The agency's actions are concentrated in the semi-arid region, which includes nine states of the Northeast and the northern part of the state of Minas Gerais. This is the poorest area in Brazil. Adverse climatic conditions in this area combine with a low level of educational coverage and a large concentration of low-income communities.

The execution of the project goes through the process of implementing operational mechanisms to promote the management of water resources and the supervision of the financed work projects. This includes performing a series of actions to collect and distribute water to the regional population, focussing on the reduction of poverty and improving the conditions of life in the region.

Prowater offers other secondary advantages such as the optimization of water use in agriculture. This generates an improvement in the regional economy, and in the creation of new regional workstations.

In order to turn around the critical situation found in this region, the Federal Government began to execute some priority actions in cooperation with UNESCO. These actions included the creation of artificial sources of fresh water, through the construction of dams and barriers, which have served to partially resolve the problems that are related to the lack of water in the region.

Beyond this, Prowater includes special actions in areas where there are precarious conditions for the lives of human beings. Consequently, the low-income communities are the major beneficiaries of the success of the program.

Conservation and sustainability of the use of water sources in the Northeast region of Brazil reinforces the promotion of the fundamental goals of UNESCO.

Prowater is intrinsically related to the goals of UNESCO's International Hydrological Program (PHI). The strategy includes qualifying the Member States to plan and implement projects of sustainable management of their water resources.

The Priority is Water

The National Environmental Education Program is a federal program for non-formal Environmental Education. The program unfolds in three axes. One focuses on the consolidation of efforts in Environmental Education in each state, creating Inter-institutional Commissions as well as Centers and Bases for Environmental Education. This first axis also focuses on stimulating the construction of a local Agenda XXI. Another axis focuses on qualification and mobilization. The guiding force of this axis is Protectors of Life, a project that encourages the participation of youth in the protection of the environment. The Brazilian System of Information in Environmental Education and Sustainable Practices – SIBEA – represents the axis of distribution and spreading of information about innovations related to the theme.

A highlight in the field of Biosphere Reserves follows:

- Consolidation of Brazilian Biosphere Reserves Project

This project was established in 1996 through a technical cooperation agreement between UNESCO and the Brazilian government. This was done in order to intensify the process of implementation and promotion of Biosphere Reserves in Brazil and to circulate information about that process.

Biosphere reserves make up the principal objective of the Man and the Biosphere Program – MaB. UNESCO coordinates MaB on a global scale. UNESCO contributes with technical, institutional, and scientific support for the implementation and elaboration of new proposals.

Currently, Brazil contains four Biosphere Reserves:

- Biosphere Reserve of the Atlantic Forest;
- Biosphere Reserve of the Green Belt of the City of São Paulo;
- Biosphere Reserve of the Savannah; and
- Biosphere Reserve of the Pantanal Swamplands.

The objective of the project is the consolidation of the Biosphere Reserves as real instruments of environmental administration and sustainable development. The project promotes improvement in the quality of life with participation from the population. The project also implements specific actions for strengthening the administrative system in the protected areas and their surroundings, such as pilot projects defined by the Administrative Councils of each participating area.

UNESCO's work on the project includes the recruitment of national and international consulting services and third party services that are always necessary. These include, for example, the elaboration of studies for the creation of the Caatinga Biosphere Reserve. This took place by means of a contract with the Northeastern Ecological Society, in support of the Brazilian government's strategy to establish biosphere reserves in each and every Brazilian ecosystem. Administrative, technical, and financial management of this strategy work in accordance with the provisions of the project document.

The project's process of implementation includes cooperation with the Division of Ecological Sciences of UNESCO headquarters in Paris as well as the Regional Office of Science and Technology for Latin America and the Caribbean in Montevideo.

A highlight in the field of Decision-Making Information follows:

- Centralized Information System of Environmental Strategies Project (SUIA)

Chapter 40 of Agenda XXI recommends the establishment of programs for the reduction of the differences in data banks in order to improve the accessibility of information and to assure that decisions that have an impact on the environment are more frequently based on consistent information.

The immediate objective of the project is the elaboration of a unified system of sector information, one that would be capable of promoting the Ministry of Environment, as well as its associated agencies in addition to institutions. Moreover, this would involve environmental information on a strategic and management level.

UNESCO participates in supporting the Ministry of Environment in the recruiting of consultants in the information sciences for the conception, preparation, and management of actions that are inherent to the implementation and continuity of the system.

Cooperation with CNPq

UNESCO Brazil maintains important cooperation with the National Council for Scientific and Technological Development (CNPq). This is the official agency of financing for research, with a preliminary focus on the development of human resources. The agency contributes to the redefinition of the course of the National System of Science and Technology.

CNPq was founded in 1951. The agency is linked to the Ministry of Science and Technology. CNPq gives support to scientific and technological development. This support includes the distribution of research grants and post-graduate studies scholarships, among other things. The agency's work is of great importance to various universities, research institutes, companies, students, and researchers from all over the country. At the moment, the agency is promoting a redefinition of its role within the National System of Science and Technology, which is going through a restructuring itself, examining its concept of encouraging research.

UNESCO support in this process of transformation includes groups of technicians and researchers working together with specialists from CNPq. The initial work involved defining the principal indicators necessary for database analysis and for shaping the program. A new organizational and functional structure was designed as well. Presently, a group of specialists is defining a new system of monitoring the projects that are supported with financing or scholarships granted by CNPq.

The cooperation includes the definition of a System of Performance Indicators in Science and Technology. The cooperation is also composed of a promotion of discussions concerning new approaches to innovations in the fields of technology, biodiversity, intellectual property, environmental monitoring, and education in science and technology. Additionally, the cooperation is working on the elaboration of a training plan. This plan will concentrate on adapting CNPq employees to the new system of working in the area, as well as perfecting the support supplied to the CNPq database in order to form scientific and technological policies.

Cooperation with Capes

Study and Work for Masters and Doctorates in the Country

In the realm of the CAPES-UNESCO agreement, studies about graduate studies for Masters and Doctorates in Brazil are being developed. A set of studies was initiated in 1998, and has investigated the relationship between graduate studies and the subsequent work of titled Masters and Doctorates in the country in the 90's. Among other aspects, the working situation of those coming out of the universities, and the trajectory of their studies and their professional actualization are being studied. The contribution of their coursework to the professional activities developed is also being studied. The projects include programs based in universities in Belo Horizonte, Brasília, Florianópolis, Porto

Alegre, Rio de Janeiro, Recife, São Paulo and Salvador. The first two stages of the research have already been completed. They involved Masters and Doctorates who had graduated in the fields of Administration, Agronomy, Biochemistry, Clinical Medicine, Civil Engineering, Electric Engineering, Physics, Chemistry, and Sociology. The third stage is in a completion phase and involves graduates in Law, Economy, Mechanical Engineering, Geosciences, Dentistry, and Psychology. More than 5,500 Masters graduates were interviewed, and around 2,800 Doctorates.

Another comparative study deals with aspects of academic actualization of the Doctorates. These include publications, research projects, and participation in research networks, in editorial and accessory committees, teaching, and orientation. These aspects are compared with the trajectory of studies of the Doctorates. This includes whether the initial degrees were received in the country or outside the country and whether the post-graduate and Doctorate studies took place in the country or in another country. The survey used information from CAPES and data obtained through questionnaires. Internet sent the questionnaires to a sampling of almost 600 academics in post-graduate programs. The programs had been evaluated by CAPES and had received the highest ratings (six and seven) in the areas of Biochemistry, Electrical Engineering, Physics, and Chemistry.

The studies were conducted within the realm of NESUB – Center for Studies for Superior Education of the University of Brasília. The studies were under the general coordination of Jacques Velloso, and counted on the participation of research groups coordinated by colleagues at UFBA, UFMG, UFPE, UFRGS, UFRJ, and USP. The studies are being published in a joint UNESCO and CAPES effort in the second semester of 2001.

Science for the Twenty-First Century

In the year 2000, in partnership with ABIPTI and FUCAPI, UNESCO edited the Declaration on Science and the Use of Scientific Knowledge. This was a result of the World Conference, which took place in Budapest in 1999, and the Declaration of Santo Domingo (Science for the Twenty-First Century). The document/commitment of Budapest established fundamental principals to guide scientific and technological development in the twenty-first century. The preamble affirms that all cultures can contribute to scientific development in a universal way. The sciences should be at the service of humanity as a whole, and should contribute to making sure that everyone has a deeper understanding of nature and of society. In addition, everyone should have access to a better quality of life and to a healthy and sustainable environment, both for present generations and for those of the future.

The World Declaration emphasizes science for knowledge and knowledge for progress. It also emphasizes science for a culture of peace, science for human development, and science in society and for society. In the preface of the Brazilian edition, the Director General of UNESCO – Koïchiro Matsuura – stressed that Brazil possesses a highly qualified scientific and technical community. He also points out that the majority of the members of this community are greatly committed to high moral standards and that they can only benefit from a free, open, and democratic discussion of the themes brought about by the Budapest and Santo Domingo Agreements.

SOCIAL DEVELOPMENT AND RESEARCH

Social Development

Confronting poverty and its dramatic consequences is the most serious challenge for Brazilian society. The magnitude of the problem excludes the citizen from productive life in a process that is progressive. The problem creates obstacles to the consolidation of the development of full and participatory democracy. It causes fragility in the basic social nucleus, in the family, and in other groups that interact with the social system.

Two government programs in which UNESCO participates stress the aim of diminishing the poverty level and levels of inequality. These programs insist on results in action, on administrative efficiency, and on the effectiveness of public spending. These are the Solidarity Community Program, a technical cooperation between UNESCO and the Counsel of the Solidarity Community, and the Social Assistance Program, a technical cooperation between UNESCO and the Ministry of Social Assistance and Prevision.

Although both programs are government initiatives, they break away from the traditional notion that social policy is the exclusive responsibility of the State and one that is organized according to an administrative process that is paternalistic, centralized, and assistance oriented. The programs organize their policies in a dynamic and integrated fashion, beginning with the necessities felt and manifested by the citizen, and with participation from the citizen. They establish new coordination opportunities for existent programs. They create new institutions and install social services in a new "market" in which the State is not the only creator or supplier.

UNESCO, attentive to the Declaration of Copenhagen for World Social Development, has assumed a commitment to eradicating extreme poverty. The deliberations of its Executive Council function actively in these programs. This participation comprehends the formulation process, which focuses on turning the citizen into the subject of the transformations. In addition, it understands the implementation process, which focuses on stimulating actions that have the effective participation of society.

The Organization directs its attention to the creators of public policies and to the directors of private press. These elements are put on high priority, with a special focus on the problems of the pockets of absolute poverty that exist in the country.

UNESCO stimulates the activities of the programs in two major directions. The first is to enable the partners of the programs that participate in the United Nations International Agenda for Development. The second is to engage these partners in the commitment to the eradication of poverty, with the perspective that poverty is a violation of human rights and that it compromises political systems.

The Solidarity Community

This is one of the most important programs in the social area. This program created an innovative process for social mobilization in Brazil. The Solidarity Community linked intellectual and financial government and private initiative resources in a transparent way. UNESCO has participated through technical cooperation since the beginning of the program in 1995.

This unites the following components:

Solidarity Qualification: Professional training for youths between 15 and 21 years of age in needy areas of the large metropolitan regions of the country. Qualification for involved NGOs, with the "Course for Social Administrators," to strengthen the communities where they are active. Between 1996 and 2000, more than 50 thousand youths were qualified. By 2002, another 50 thousand will be served, with more than 40 million dollars in mobilized resources.

Solidarity University: Mobilization of university students for work in poor communities, focussing on overcoming difficulties of information, articulation, and organization. This program has 160 participating universities, 470 partner municipalities, 7,404 university students and 745 professors. More than 10 million dollars is being mobilized.

Solidarity Literacy: To remove illiteracy in the youth population between 12 and 18 years of age in the municipalities with the worst illiteracy rates, without excluding the demands of adults. This program has 70 participating companies, 40 thousand literacy instructors trained by 167 universities and 1,005 municipalities. By December 2000, 1.5 million adolescents and adults were served, and resources in the area of 32 million dollars had been mobilized.

Apart from technical cooperation, UNESCO participates in this program as a partner in two of the extremely poor regions of the states of Pará and Amazonas.

Folk Art and the Generation of Income: With a vision of redeeming cultural traditions in needy communities and with preserving folklore as an alternative for generating income. The work is organized based on information about folk art activities in the communities and is accompanied in the field by specialized consultants, NGOs, and civil entities with proven authority and recognition in the area. By the year 2000 it had served 26 communities.

Legal Signs: Principles to define a Legal Sign that adequately regulates relationships between the government and organized civil society are currently being elaborated. A new law was created in 1997 to regulate volunteer work. In 1999, another law defined the organizations of civil society and government partners. In addition, standards of support and the expansion of offerings of the universe for the demands of micro-credit emerged in 1999 and 2000.

Volunteer Program: Focussing on the reinforcement of the concept of volunteer work, and the stimulation and involvement of citizens in participation actions within their own communities. By the end of the year 2000, 27 Volunteer Centers had been created and supported in 13 states and in the Federal District. These centers represented the mobilization of 300 volunteer educators, 350 volunteer work coordination technicians, and an investment of more than four million dollars.

Information Network of the Third Sector – RITS: This represents the indispensable presence of computer science in the program. It promotes, via Internet, the interaction and the distribution of data between organizations from civil society. It also makes information about fundraising, juridical support, volunteer exchange, training opportunities, and partnership models available, among other things. The network also offers services like the Electronic Magazine for the Third Sector. There are 13 thousand registered organizations. A weekly bulletin has five thousand subscribers.

Political Dialogue: Debates with representatives of civil society and the government about the grand themes of social development have been taking place. Political Dialogue stimulates solutions and accompanies the implementation of preventative measures in the process of organizing the projects. In addition, it removes the obstacles to its execution and promotes understanding and consensus in necessary areas.

Active Community Program: Active in the social development promoted by the Federal Government with UNESCO technical cooperation. Initiated in 1999, the program embraces needy municipalities with the objective of integrating them in the socio-economic space of Brazil. This occurs by means of affirmed actions in the area of self-sustainable development. This is accomplished with courses, seminars, and administrative actions in the target regions.

Social Assistance Program

Through a technical cooperation with the Ministry of Social Assistance UNESCO provides support to the implementation of the National Policy for Social Assistance and Prevision.

The objective of the program is to make a new concept of social assistance viable through the means of sustained development and of decentralized actions. This is accomplished by focussing on the creation of protection, inclusion, and maintenance of social rights.

In this cooperation, UNESCO works in the structuring of a database and in information analysis. UNESCO also works in the generation of indicators and the production of technological methodology and tools that will adequately assist the process of planning, monitoring, and evaluating the impact of the results.

UNESCO acts as well in the elaboration of the National Program for the National Qualification of Human Resources for Social Assistance. This includes the structuring of

projects for the implementation of qualification for administrators and technical teams in the three spheres of government. This structuring includes state and municipal councils for social assistance, and provider entities for assistance services, focussing on the qualification of the same for the exercise of their respective roles.

Generation of Income Project: Includes actions that stimulate economic and social investment focussed on productive occupation. This project contributes to the strengthening of community and associate organizations, and local economic growth. This is done focussing on the utilization of available raw materials and on the absorption of human resources from the community itself. Consequently, the project contributes to improving the lives of the low-income population.

Social and Community Actions Project: Comprises projects and activities for human promotion to better represent the emergencies in the needy segments of the population, notably children, adolescents, the aged, and those with special physical needs.

Project for the Development of Community Action: The objective is to develop actions for human promotion of a social and community nature in a joint effort with other levels of the government. The developed actions will better respond to the emergency requirements of the needy segments of the population.

Support for Needy Children: Assures integral service to children between the ages of 0 and 6 in nurseries, pre-schools, and other establishments in order to guarantee their physical, psychological, and social development. This support promises gradual integration in the educational system, as well as orientation for the families to the importance of their participation in the process.

Support to the Aged: Assures all people 60 years old and over will be guaranteed their rights and will be guaranteed integration in the family and community. This occurs by the means of actions that have a preventive, curative, and promotional nature. The priority of this program is to make serving the aged a priority in terms of not living in a home for the aged, and respecting their autonomy, and respecting their rights as citizens.

Brazil Child - Citizen: Assures integral service to children and adolescents in a situation of personal and social risk, conforming to the precepts of the Organic Law of Social Assistance and to the Statute of the Child and Adolescent.

Eradication of Child Labor: Encourages programs and projects of government initiatives in the process of the eradication of child labor. This focuses on protecting the children in the rural zone against risks and exploitation in the work. This is done as well for the adolescent of 7 to 14 years of age. Financial support to families and the offer of socio-educational activities in complementary school periods are the means used to accomplish this goal.

Providing Continuing Benefits - BPC: Guarantees the provision of one minimum salary to people with special physical needs and to the aged of 67 years or older who can prove that they have no other means to maintain themselves. This is done under the Organic Law of Social Assistance.

The direct beneficiaries of Technical Cooperation follow:

National Council for Social Assistance: Advisory members and their institutions.

State Secretariats for Labor and Social Assistance or their equivalents, their directors, and technicians responsible for system administration on a state level: approximately 300 people.

Municipal Secretariats for Social Assistance, secretariats equivalent to the states in a municipal plan, technical directors responsible for municipal administration: approximately 18 thousand people.

State and Municipal Councils for Social Assistance: approximately 35 thousand people.

Segments of the Federal, State and Municipal Governments, and entities of Social Assistance: approximately 700 people.

Social Transformation Management

The cooperation agreement UNESCO-INSS (the National Social Security Agency) is developing a pioneer program for collaborative education in Brazil. This program is implanting a training program and a distance education program that focuses on the qualification of more than 50 thousand INSS providers in 26 states. These programs are initially reaching 100 executive management entities. In a country of staggering continental proportions where many times distances are only accessible by waterway or by air, the cost of on site training programs becomes extremely high. In addition to this, the difficulty of getting around in certain regions makes the work difficult to accomplish.

This program uses technologies like WBT in order to adapt itself to the various individual circumstances of the public providers. The program places itself among the preoccupations of the MOST (Management of Social Transformations) Program. This program seeks to provide technical assistance for the improvement of social policies that focus on guaranteeing a better quality of life to the urban and rural populations, in addition to making services and governmental structures more modern and more democratic.

Distance Education for INSS Providers

The complexity and extent of the challenge of training and recycling the human resources of INSS summons us to look for rapid and efficient alternatives. The solution points to the utilization of technologies like WBT (Web Based Training) where each user can program the hours and the duration of their training. This can be done alone or in assisted groups, depending on users' available time and their capacity to absorb. Studies demonstrate that productivity in learning through Internet is significantly superior to conventional methods of training from a distance. Learning through Internet guarantees a faster learning process and a larger retention of knowledge, and above all, more interactivity.

The program permits the elevation of the level of integration between all the agencies. This constitutes harmonious and uniform procedures in the entire national territory. It also establishes permanent channels of communication with the social security clientele.

UNESCO participation represents the possibility of working in a transdisciplinary way. This can be done by utilizing a variety of its programs with information and computer technology, including MOST, and distance education. This occurs in the area of human and social development.

Surveys

The partnership system adopted by UNESCO Brazil for the development of its surveys is indispensable. However, this does not make the Organization exempt from the technical and executive responsibility for the work. This work is accomplished by the means of a specialized team.

In large volume surveys when the collection of information is performed far from the central office, UNESCO contracts and enables teams or local institutions. This is done in the organization of fieldwork and preliminary analyses. The teams become more like partners than contracted parties because of their dedicated involvement to the work.

A description of the most constant UNESCO partners in the organization of surveys follows.

Agency of the United Nations and International Institutions

Interamerican Development Bank, World Bank, Ford Foundation, WHO, PAHO, UNDP, UNAIDS, UNDCP, UNICEF, UNCDF, USAID, W.K. Kellogg Foundation.

Governmental Organizations

National Coordination of Sexually Transmitted Diseases/Aids (Ministry of Health), National Institution of Colonization and Agrarian Reform, Ministry of Education, Ministry of Agrarian Development, Secretary of State of Human Rights (Ministry of Justice).

Non-governmental Organizations

Educational Action, ANDI, Ayrton Senna Institute, Institute for Religious Studies (Iser), Pólis Institute, National Council of Secretariats of Education (Consed), Viva Rio Movement, Union of Municipal Directors of Education (Undime).

Academic Institutions

Federal, state, and private universities in various states, the Oswaldo Cruz Foundation.

In the exercise of its role as an Agency of the United Nations Systems, UNESCO has carried out innovative surveys on an international scale. The surveys have been of undeniably high quality, and have brought together new knowledge that has been accumulated.

UNESCO Brazil initiated structuring in the area of surveys just a few years ago (1977). This structuring was carried out in a profound way and reinforced not only the surveys, but also the image of the Organization as a provider, announcer, and creator of knowledge. Within the context of the Organization's Mandate, UNESCO Brazil identifies themes of international, state, and local or sector interest. In addition, UNESCO Brazil elaborates survey projects, ones that define methodology and instruments of data collection and processing. Partnerships and sponsorships for the financing of surveys occur as well as the coordination of the surveys, which are generally carried out with the support of specialized consultants or institutions.

The results are published in the form of books and have had huge impact in governmental and academic spheres. They have also had repercussions in non-governmental organizations interested in the various themes explored. The press has been promoting the projects through extensive coverage that often generates valuable polemics from the point of view of reflection and the construction of knowledge.

In general, the surveys developed by UNESCO Brazil have the objective of uniting new information about themes that have not been studied sufficiently. This is done in order to aid in the formation of public policy. Another area that is equally important is the evaluation of policies, programs, or projects developed by public institutions or non-governmental entities.

UNESCO Brazil has already developed the following surveys:

- Youth, Violence, and Citizenship – The Youths of Brasília;
- Youth, Violence, and Citizenship in the City of Curitiba;
- Youth, Violence, and Citizenship in the City of Rio de Janeiro;
- Youth, Violence, and Citizenship in the City of Fortaleza;
- School-Scholarship Program in the Federal District;
- Gangs and Groups in the Federal District;
- Map of Violence: The Youths in Brazil;
- Gender Relations In Agrarian Reform Housing in Brazil;
- Profile of Municipal Education Directorships;
- Map of Violence II: The Youths in Brazil;
- Evaluation of Preventive Actions Against STDs/AIDS and Drug Abuse in Elementary and High Schools in Brazilian Capitals.

- Cultivating Life, Disarming Violence - Experiences in Education, Culture, Leisure, Sports, and Citizenship with Youths in Situations of Poverty;

The following are summary descriptions of concluded research projects with the exception of the final description of a project that is currently taking place entitled "Secondary Education: Students and Teachers' Perceptions about School."

Youth, Violence, and Citizenship

The surveys about Youth, Violence, and Citizenship took place in four important Brazilian metropolises: Brasília, Curitiba, Rio de Janeiro, and Fortaleza. The first took place in Brasília, and was inspired by the lamentable episode of an Indian's death. While sleeping at a bus stop, he was burned alive by four youths from the city's upper middle class. The results of this survey were so valuable that they motivated authorities from other cities to solicit similar studies from UNESCO.

The surveys in this group had the goal of supplying aid to the formulation of effective public policy in relation to violence among youths in each of the participating cities. Although each locale had its own particular characteristics and conditions, various conclusions could be projected onto other localities. This confirmed a national character in the results.

The organization of the survey in each city mobilized a variety of local institutions and technicians. In Brasília, UNESCO counted on partnerships with UNCDF, PAHO and WHO, as well as UNDCP, UNDP and UNICEF. This group also included the Secretary of State for Human Rights (Ministry of Justice, the Secretary of Education for the Federal District, and the newspaper *Correio Braziliense*. The fieldwork counted on the participation of students from the University of Brasília (Social Sciences Department).

In the other states, UNESCO composed a different arrangement of partnerships. These partnerships included the National School of Public Health/the Oswaldo Cruz Foundation, The Ford Foundation, and the Ayrton Senna Institute, in addition to state educational authorities, researchers, and students from local universities.

School-Scholarship Program in the Federal District

The local government in 1995 implanted the School-Scholarship Program in the Federal District. The objective of this program was to guarantee school attendance of children between 7 and 14 years of age from extremely low-income families. Each family that maintained their children in school received the equivalent of one minimum salary from the local government. Obligatory frequency and basic scholastic achievement were required.

This pioneer program in Brazil is directly related to the international program of UNESCO of education for all. Plans for the program included preliminary evaluations conducted by the local government. The nature of the program made it opportune for a more far-reaching evaluation.

UNESCO Brazil decided to organize this evaluation after two years of program activity. This was done in partnership with Unicef and other institutions such as the

Education and Advisory Committee in Social Politics (Pólis), the Department of Evaluation of Basic Education of INEP/MEC (National Institute for Educational Research and Surveys/Ministry of Education), and the Secretary of Education for the Federal District.

The general objective of the survey was to identify the educational impact of the initiative. The intention was to become familiar with behavior, ideas, values, and how the students, parents, and teachers involved in the program express themselves. This was done focussing on recognizing what changed in the reality of the beneficiaries.

As a result, the survey provided evidence that this type of strategy has a drastic impact on the reduction of the incidence of dropouts, and repeating a grade. The value and validity of the program was recognized in the survey. On the other hand, the survey did not go without pointing out the necessity for improvement in the program.

Among other positive effects, the UNESCO evaluation allowed other similar initiatives to be implanted in other Brazilian cities. The Federal Government adopted a similar program as well. In addition, the School-Scholarship program in Brazil is serving as a model for programs in other countries.

Gangs and Groups in the Federal District

The survey "Gangs and Groups in the Federal District" has been involved in the context of the priority actions of UNESCO in the international sphere. This survey is intimately related to the orientation of the United Nations to give value to the youth as a social protagonist.

The general objective of the survey was to "give a voice" to the youths of the cities that compose the periphery of the capital of the country. The survey collected and organized the perceptions of the youths about violence and social institutions like the family, school, government, church, and police, among other things.

The survey was considered innovative because of the scientific treatment it gave to human feelings. The survey studied the youths on the periphery of Brasília and more specifically, the existence of gangs and groups of the Federal District. The survey studied what distinguishes these youths from members of other types of youth groups. It also dealt with how gangs are organized, and how their members think and live. The survey examined how they live and what their expectations are. It also investigated what values guide their actions and decisions, as well as how they behave.

UNESCO partners in this work were the Secretariat of Tourism and Leisure of the Federal District and the Ayrton Senna Institute. The Regional Commissioner Offices of Education in the surveyed cities were mobilized as well as the Police Commissioner Offices of Planaltina and Samambaia. The Commissioners Office for Police for Children and Adolescents participated as well, in addition to survey takers and consultants.

The results have been highly valued by the institutions and people involved, directly or indirectly, in the question of youth and public safety in the Federal District.

Map of Violence: The Youths of Brazil

Brazil has an impressive amount of information at its disposal. This information is not always used to its full potential. An example of this is the information available through the System of Information about Mortality (SIM), from Datasus, an agency linked to the Ministry of Health.

UNESCO Brazil reorganized and tabulated the data from SIM information. The first survey was organized in 1999. The second took place in 2000, bringing the data up to date.

Information on deaths and the cause of death were analyzed in studies along the period of 1979 to 1996. This information was brought up to date in the second survey of 1998. The information involved the 15 to 24 years of age group, selecting the three largest indicating categories of violence. These categories are traffic accidents, homicide and other violence, and finally, suicide.

The survey involved three geographical selections:

- Each one of the 27 parts of the Federation (26 states, and the Federal District);
- The capitals of these parts;
- The 12 metropolitan regions of Brazil.

UNESCO utilized the capacity and knowledge of its own professionals exclusively, making them responsible for the entire execution of the survey. The Ayrton Senna Institute contributed with financial resources to fund publication.

The results had enormous impact in the Brazilian media, together with repercussions in the authorities of the country.

Gender Relations in Agrarian Reform Housing in Brazil

The survey approached themes that allow for familiarity with the productive, reproductive, domestic, and socio-political activities of women and men in agrarian reform housing. This survey also focused on elemental and conditional factors (material and ideological) that restrict the full exercise of citizenship for women.

Another important point of this survey was the identification of the level of information and the attitudes of the woman and men that participated in relation to sexually transmitted diseases, with an emphasis on Aids. The survey examined disease prevention and access to health services.

The survey took place in six states in Brazil, in four regions: Bahia and Ceará (Northeast Region), Mato Grosso (Central West Region), São Paulo (Southeast Region), and Paraná and Rio Grande do Sul (Southern Region).

The study was conducted in partnership with the National Institute of Colonization and Agrarian Reform (Incra), and agency of the Ministry of Agrarian Development, and Unicef. Other partners included the Landless Workers Movement (MST), and the National Confederation of Agriculture Workers (Contag).

From a technical point of view UNESCO counts on researchers, consultants, and

NGOs that act in the thematic area and that aid in field study.

The survey counted on the financial support of the Ministry of Health/National Coordination of Sexually Transmitted Diseases/Aids, of UNAIDS, and of the Ayrton Senna Institute.

The results were considered extremely important for the social participants involved in the subject. The results are being utilized in a process of formulation and revision of public policy in the area.

Profile of Municipal Directorships of Learning

The objective of this survey was to compose a "picture" of the municipal directorships of education. This was done in order to discover who they are, what they think, and what their most important problems are.

This survey had a national character. It utilized the methodology of sending questionnaires through the mail to the 5,507 Brazilian municipalities. Responses were collected from 1,973 questionnaires, which represents a sampling of around 35% of the total. This figure is considered highly satisfactory for this type of survey.

UNESCO Brazil coordinated this project with the partner Union of Municipal Directorships of Education (Undime).

Violence, Aids, and Drugs in the Schools

The conclusion of this survey is anticipated for September 2001. Complete processing of the information and resulting analyses are not yet available.

This survey is taking place in primary and secondary schools of the state, municipal, and private systems. It includes the occurrence of violent episodes from the years 1998 and 1999.

The objectives of the study are to identify and correlate frequency and gravity of acts of violence and factors of school vulnerability. Other elements of the study are how the students and the teachers express themselves about the violence as well as mechanisms for the prevention, reduction, and eradication of the problem. The study also intends to perform a diagnostic of information, attitudes, practices, and behavior of youths and adolescents schooled in the prevention of STDs and Aids, and against drug abuse. The study deals with identifying experiences that offer a way out of situations of violence in schools, and offer alternatives in the prevention of drug use and in the fight against Aids. The survey involves 14 states in Brazil. This is considered to be regional representation.

Financing for this survey resulted in involvement from a wide variety of institutions: The Secretary of State of Human Rights (Ministry of Justice); National Coordination of Sexually Transmitted Diseases and Aids (Ministry of Health), UNDCP, the Ayrton Senna Institute, as well as resources from UNESCO itself.

Evaluation of Preventive Actions for STD/Aids and Drug Abuse in Schools of Basic and Secondary Education in Brazilian Capitals

This is the first survey of the Evaluation of Preventive Actions for STDs/Aids and Drug Abuse in Schools of Basic and Secondary Education in Brazilian Capitals that has taken place on a national level. This occurred in conjunction with institutions that make up the Brazilian Program of STDs and Aids.

Students from the 5th to 8th grades of basic education were interviewed along with students from the 9th to 11th grades of secondary education. The groups were divided according to age and gender in 340 schools of the public and private systems in 14 capitals.

These capitals were: Manaus and Belém, in the Northern Region; Fortaleza, Recife, Maceió and Salvador, in the Northeast; the Federal District, Goiânia and Cuiabá in the Central West; Vitória, Rio de Janeiro and São Paulo, in the Southeast Region; and Porto Alegre and Florianópolis in the South.

The following instruments were used in the survey: closed questionnaires for students, parents, and teachers; open individual interviews with school directors, and observations in the observed schools.

Cultivating Life, Disarming Violence – Experiences in Education, Culture, Leisure, Sports, and Citizenship with Youths in Poverty

For over a year, UNESCO has accompanied programs carried out by local governments, NGOs, and other entities from the private sector in 10 states in Brazil. These programs are developing activities that collaborate in the fight against violence and in the construction of a culture of peace. This process emerges from the activities in art, education for citizenship, sports and training with and for youths in communities subject to socio-economic and cultural vulnerabilities.

The intention is to give social recognition to the youths, introducing them to a society that is more open to these experiences. The intention is also to identify the alternatives that have been investigated by a variety of institutions. These alternatives include methodologies, the formation of activities, and strategies for sustainability and replication, among other things. These programs have provided visibility, and have stimulated the exchange of experiences and the creation of networks among the participants. Other experiences have come about through the programs. Apart from contributing to images of youth, in particular youths in poverty, these programs have shone a spotlight on the stigmas that exist in the negative picture that associates youths with violence. A rich and extensive bank of information in which these experiences appear is being created and will be available to other national and international agencies. This will stimulate support and will contribute, on one level to the sustainability of the experiences, and to the ability to replicate them. This will allow for the design of public policy for youth.

Questionnaires were sent to 330 non-governmental and governmental organizations.

The government organizations were on a federal, state, and municipal level. Based on this material, a profound study of the 33 selected experiences was performed. This study included focus groups with participating students, fathers, mothers, or legal guardians, and with coordinators, teachers, or counselors from the participating institutions. Individual interviews with the director of the entities were examined by the institution, with representatives that act in the environment of the beneficiary population, and with project partners. The study includes theoretical debates on values and discussions about culture as a right in and of itself and as a counterpoint to violence. The study also includes an analysis of social indicators of the quality of life of youths in poverty. The study focuses on the communities and the outline of these dimensions according to information from the interviews. This provides a vocabulary of meanings for the related themes of youth, art, sports, and culture, and the impact of experiences in the life of the youths. The profile of each of the 33 experiments is in line with the formation of its practices. The study explores the impact the experiences have on the lives of the youths in addition to analyzing the obstacles, recommendations, and aid for public policy.

Secondary School: Students and Teachers' Perceptions of School

This study has only recently been initiated and is still in the phase of testing the qualitative and quantitative instruments for field study. The survey will last 14 months.

The objective of this study is to become familiar with the youth, teacher, director, and secondary school level educators' perceptions of school. This study includes the participants' values and expectations as much as education. One specific objective is to perform a diagnostic of information that the youths have about their day to day life, and their behavior in it is emphasized. Other elements include work, family life, leisure, and their thoughts about the future and how school fits into their lives. One objective is to verify the way the school functions when faced with the confrontation between its pedagogic proposal and its day to day practices. This includes becoming familiar with the physical and organizational structure of the schools in order to identify the sociability networks in which the youths are involved. It also includes identifying experiences of youth protagonism in schools with activities in school management, associations, experiences with cultural activities, volunteer work, student presses, and sports initiatives, among other things.

The study is based on linking qualitative and quantitative techniques. This results from the self-applied questionnaires given to the students and the teachers, in addition to the directors of the technical bodies of the selected schools. Focus groups will be used which include students, teachers, directors, supervisors, and orientation personnel. A sampling will be shown in steps. The sampling will be comprised of different elements, with representation from Federative Units (UFs) and municipalities. These elements will include scholastic units that are stratified proportionately according to the total registration of the system (state or private), by school level (secondary), and by shift (night or day).

Another element will be specific classes in specific schools. A total sampling of 60,000 students in 12 UFs, one city on the outskirts, and 11 municipalities is estimated. The classes will be made up of about 40 students each.

TRANSDISCIPLINARY PROJECTS AND THE CULTURE OF PEACE

Even while working on multiple fronts, UNESCO's mission involves one fundamental ideal. This mission is the construction of a culture of peace. "The proposition of the Organization is to contribute to peace and security, promoting cooperation among the nations through the means of education, science, and culture, focussing on universal respect to justice, to a state of law, and to human rights and fundamental liberties."

In 1995, the Member States of the Organization decided to channel their efforts and energy in the direction of a culture of peace. To this end, UNESCO Brazil cooperated with government on three levels – Union, state, and municipal. In addition, UNESCO worked with legislative power and civil society, building an extensive network of partnerships.

To replace a long lasting culture of war for a culture of peace requires prolonged educational efforts. These efforts need to be coordinated among all sectors of society. This is the only way to modify reactions and to construct sustainable development with the capacity to overcome the causes of conflict. The citizens have the task of organizing themselves and assuming their part of the responsibility. Peace is not a passive process.

The World Movement for a Culture of Peace should be "a huge alliance of existing movements," a process that unifies all of the entities that are currently working in favor of this fundamental transformation in our societies. The objective is to allow all people, or organizations, to contribute to this process in terms of values, attitudes, and behavior. This can occur with individuals as well as with institutional structures and procedures.

A culture of peace becomes part of human rights and represents a path to assuring fundamental values in a democratic life, with equality and social justice. The construction of this culture is fundamental in order that every human being may be respected as a citizen, and that their rights as such are respected and guaranteed.

The Culture of Peace program works with the presupposition that peace is not something to be seen in an abstract way, but something to be seen as linked to all dimensions of daily life. In the Brazilian reality, it is possible to imagine that wars are something distant from the country's day to day existence. However, if the anonymous "wars" embedded in violence are observed, this stops being true. The Culture of Peace Program focuses on the prevention of conflicts of this type. The program deals with the battle against violence, exploitation, cruelty, inequality, and oppression. These items are intrinsically related to the prevention of conflicts and to non-violent resolution.

In the economic field, the passage from an excluding, concentrated system of income towards a mutual and sustainable one is anticipated. Without this development, a lasting country will be impossible to attain. This process also questions the practice of adopting models for development from other countries without respecting their traditions and diversity and without incorporating a human, social dimension with participation in each context.

The culture of peace is a long-term initiative that takes into account the historical,

political, economic, social, and cultural context of each human being. It is important to learn about this culture, developing it and putting it into practice on a day to day level. This includes family life, regional life, and national life. It is a never-ending process.

Education, in the broadest sense of the word, is a crucial component of a culture of peace. Education is an important element in the process of making each citizen more sensitive to others. This process places a sense of responsibility on each citizen in respect to rights and liberties.

Cultural pluralism is another right. Peace cannot have any presuppositions about homogeneity.

The transdisciplinary perspectives make the construction and discussion of a culture of peace viable. This discussion is founded on respect to multiple and diverse elements. It considers each human being as unique, and recognizes interaction among human beings.

UNESCO Brazil obtained extremely satisfactory results when conducting the mobilization of activities linked to the International Year of the Culture of Peace and the Culture of Peace program. This was not surprising, as the appeal for a culture of peace contained in the 2000 Manifesto resonated deeply in the country. The enormous social mobilization was demonstrated in 14.5 million signatures, making Brazil the champion in the western world.

In addition to the collection of signatures, there is a large representative body of work.

For example, regional seminars on the 2000 Manifesto took place in the municipalities and states. These seminars assigned responsibility to each human being to translate values and attitudes into standards of behavior that inspire a culture of peace in their daily lives.

This process culminated in the seminar that took place in the House of Congress. This seminar had a national reach, and united educators and partners came from all over Brazil to discuss the Culture of Peace and its interface with human rights and transdisciplinary elements.

UNESCO Brazil has developed programs with states like Rio de Janeiro and Mato Grosso that work with peace among youths in the schools. These programs promote actions directed at the creation, diffusion, and reinforcement of a culture of peace and of respect for diversity.

One of the most important actions in the area of trans-disciplinary projects is Project Generation XXI. This project is directed at sustainable human development. Through an innovative political proposal, 21 young blacks were treated as the subjects of their own rights. Learning situations were produced where they could develop their talents and amplify their possibilities for economic, social, and cultural equity. In respect to diversity, this contributed to improving and strengthening a culture of peace. The project is an initiative of the BankBoston Foundation in a strategic alliance with the Cultural Palmares Foundation (Ministry of Culture) and in partnership with the Geledés Institute and the Institute of the Black Woman, and UNESCO.

In the work of the International Year of the Culture of Peace, UNESCO Brazil counts on an indispensable network of partners like the Brahma Kumaris Organization, the Palas Athena Association, the Brazilian Bahá'i Community, the Peiropolis Foundation, the Brazilian Association of Magistrates and Public Defenders for Childhood and Youth, and the BankBoston Foundation.

Partnerships also exist with the I'm for Peace Institute, from São Paulo, and the Viva Rio project, supporting the organization of the movement "Enough! I want peace!"

In addition to this, UNESCO has been working in strict collaboration with the Ministry of Education in the sphere of indigenous education since the beginning of the 90s. This work has been accomplished in the scope of the MEC/UNESCO cooperation, specifically in the production of curriculum parameters for indigenous schools all over the country and in the production of didactic material for indigenous teachers. Most recently, UNESCO has been seeking to collaborate more directly with the problem of endangered languages. The creation of a Languages Division in the Education sector of the UNESCO network was part of this process. UNESCO seeks to register and produce didactic teaching materials for teaching indigenous languages as a first language.

In terms of the valorization of indigenous culture, the UNESCO/FUNAI agreement highlights in the objective of strengthening the autonomy of the communities and preserving their habits, customs, and traditions.

Redeeming Citizenship for Indigenous Peoples

The technical cooperation agreement between UNESCO/FUNAI was implanted as a response to the great process of consciousness raising that occurred in respect to the question of the ethnical minorities in the country.

The elaboration and execution of methods were effective in terms of providing opportunities to the indigenous communities to proceed with territorial management, environmental protection, and self-sustaining economy. Making resources viable and maintaining them adequately in order that they may survive, was one of the most important results of the cooperation agreement UNESCO/FUNAI. Autonomy for the communities in terms of making decisions and putting initiatives into practice that sustain the life of the community and maintain the habits and customs that characterize them was one of the major goals of the cooperation. Interaction of the communities with different sectors of society was another goal of the cooperation. These goals have been reached.

UNESCO provides technical cooperation to assure that the rights of indigenous peoples will be assured. One of the forms of guaranteeing that this happens is through the mechanism of empowerment. This empowerment process allows for indigenous communities to develop their own agendas, and strengthens their capacity to express their demands, making them more explicit, and allowing for their exoneration.

HUMAN RIGHTS

The Human Rights issue has been present at the base of UNESCO since its creation. This issue has guided the Organization's actions on an international level. Necessary adaptations are considered in each member state regarding the cultural, social, political, economic, and institutional characteristics of the national realities.

It is important to keep in mind that the historical legacy of colonization and human development in Brazil has not been favorable to the human rights culture. Obvious social and economic inequality is the clearest expression of this legacy today.

In contrast, the current Brazilian Constitution of 1988 represents an important breakthrough in changing this tradition, where progress has been slow. The constitution established the most precise and detailed Bill of Rights in national history, and has become a great conceptual and juridical advance for the promotion of human rights. It included the identification of civil, political, economic, social and cultural rights, as well as a precise set of guarantees.

Furthermore, the defense of human rights has become a formal commitment on the part of the government in the last decade. The defense of human rights started being incorporated into public policy through the approval of the National Human Rights Program, elaborated under the coordination of the Ministry of Justice. The program was gradually implemented with the participation of governmental institutions, companies, and NGOs.

The initiative follows the recommendation of the World Conference on Human Rights held in Vienna in 1993 by UNESCO, that each member state prepare its own human rights program.

In 1996, UNESCO Brazil started a link with what was then the National Secretariat of Human Rights (currently State Secretariat of Human Rights) of the Ministry of Justice. This contact resulted in the signing of a Technical Cooperation Agreement with the general objective of implementing the National Human Rights Program. This agreement lasted until September 1999, when it was substituted by one with pertinent updates and improvements, which is currently in effect.

The joint actions put into practice in the context of the agreement are directed at matters related to the protection and promotion of the rights of children, adolescents, and other vulnerable groups (women, African-Brazilians, the elderly, and physically-challenged individuals). They are also directed at the development of information systems and the development of human resources for the human rights area in addition to the organization of research and studies that amplify and accumulate new knowledge and contribute to the formulation of public policies. These actions also include the organization of meetings, seminars, and related events, as well as the promotion of campaigns and presentation of awards, and national and international publications.

UNESCO participates in the Technical Cooperation Agreements. In general terms, this happens in the discussions about projects to be developed, in the supervision of the implementation of these projects, and in the analysis and evaluation of the products and results achieved. It also provides all managerial and administrative support necessary for the implementation of the projects.

For the execution of the plans, professionals and institutions are mobilized whose profile and qualifications that are best suited to the work that needs to be done. Thus, a diversified engagement in terms of competence and experience is guaranteed. Research centers and universities, NGOs, and professionals in a wide variety of areas of knowledge are involved, paralleling with partnerships with public institutions.

Here are some of the main activities developed within UNESCO's Agreement for Technical Cooperation with the State Secretariat of Human Rights - Ministry of Justice:

Survey: Tracing Paths in a Violent Society – The Life of Criminal Youths and their Non-Criminal Brothers

Conducted by the Latin American Center for Studies on Violence and Health, a unit of the National School for Public Health of the Oswaldo Cruz Foundation, this research seeks to clarify the causes which lead youths in the same family (brothers or cousins), who are raised in the same environment, to display distinctly different behavior regarding the practice of violent acts. The study involves Rio de Janeiro and Recife. The results have been published as a book by Fiocruz Publishing.

Research: Victimization of Police Officers in Rio de Janeiro

Conducted by the Institute of Religious Studies (Iser). Systematization and analysis of information on the incidence of violent acts against military and civil police officers.

Conditions for the Implementation of Municipal and State Councils for Children and Adolescents, Tutelary Councils, and Funds for Childhood and Adolescence

Survey conducted by the Brazilian Institute of Municipal Administration (Ibam).

Actualization Course on the Area of Domestic Violence against Children and Adolescents

Held by the Laboratory for Children's Studies, together with the University of São Paulo (USP). Aimed at enabling professionals in the states of Brazil to treat children and adolescents who are victimized by domestic violence. Taught partly through distance education and partly through class attendance.

Course on Human Rights for Military Police Officers

Held by the Latin American Faculty of Social Sciences (Flacso). Its objective was the training of instructors in the states of the Northeast of Brazil.

Course on Non-Lethal Techniques for the Action of Military Police Officers

Held by Equity International, an institution based in Switzerland. Focuses on the training of educators in the Military Police Academy of the State of São Paulo.

Extension Courses on Human Rights

Instituted by the Federal University of São Carlos, the Federal University of Paraíba, and the Federal University of Goiás, focuses on the development and advancement of human rights concepts, legal tools, and practices within the Academic Community (faculty, students and staff) for professionals already in the human rights area and for the population in general.

Regional Courses for Municipal City Hall Technicians on Accessibility for Physically-challenged Individuals to Public Buildings and Installations

Conducted by the Brazilian Municipal Administration Institute (Ibama), these courses enable City Hall teams to adequately treat the matter of access of the physically-challenged to public buildings and services, and leisure and cultural activities among other things in the municipal codes for construction projects.

Development of Information Systems

The State Secretariat for Human Rights developed and implemented the Computerized System for the Protection of the Child and Adolescent (Sipia). This consists of the creation of software to be installed in each Council for the Rights of Children and Adolescents and makes it possible to register and consolidate information on the violation of the rights of children and adolescents. This information is permanently updated.

Conception and Publication of the Human Rights in Daily Life Manual

A publication conceived to inform, educate, and train the individuals participating in governmental and non-governmental organizations who are responsible for the implementation of the National Human Rights Program, and to make the commitment on the part of Brazil in the area clear. Its elaboration was coordinated by a team of the Faculty of Education at the University of São Paulo and mobilized several professionals, institutions, and artists, which resulted in the exceptional quality of the content and of the graphic presentation of the product.

PNDH in Movement Bulletin

A newsletter prepared and distributed systematically to register and publicize the actions that are implemented in the National Human Rights Program.

Leaflets from the Radcal Newspaper

Special leaflets on human rights themes (for instance, "African-Brazilians," "Physically-Challenged Individuals," "The Elderly Woman," "Statute for Children and Adolescents") were produced and distributed to about one hundred thousand high-school students together with the Radcal Newspaper, a periodical edited by the Athos Bulcão Foundation.

Translation and Publishing of Books Edited by UNESCO Headquarters

Examples: Reflections on Tolerance and The Right to Humanitarian Assistance.

Presentation of the Human Rights Award – Student Category

Instituted and awarded annually by the President of the Republic to university students (thesis contest) and high-school students (essay contest). The themes for the texts are chosen annually and are generally inspired by annual themes on human rights chosen by the United Nations.

University Entrance Examination Prep Courses for African-Brazilians and the Needy

This is a pilot project that consists of support for four university entrance examination preparatory courses for African-Brazilians and the needy, with the objective of improving the access to university education of students from these segments of the population.

The courses are taught by volunteer teachers, at hours and periods that allow for the conciliation of work and school work. Organized by institutions engaged in social movements: Zumbi Work and Study (Tez), in Campo Grande, Mato Grosso do Sul; Reference Center for Negro Culture, in Juiz de Fora, Minas Gerais; Steve Biko Cultural Institute, in Salvador, Bahia; and the Roots Center (Project Okitalandê), in Recife and Olinda, Pernambuco.

Study on the Implantation of State and Municipal Councils for Physically Challenged Individuals

Developed by the Brazilian Institute of Municipal Administration (Ibam). Its objective is to get to know the reality about the effective implantation of the councils and their characteristics.

The National Human Rights Program Goes Through Evaluation and Update Process

Given the necessity of including aspects regarding economic, social, and cultural rights in the National Human Rights Program, a process of evaluation and update of the plan has begun. The initiative of the State Secretariat of Human Rights fulfilled the demand identified by civil society and by the NGOs acting in the area. A team from the Center for Studies on Violence at the University of São Paulo (NEV/USP) has been appointed to coordinate the project.

The process started with the presentation of five regional seminars and one national seminar, from which local contributions to the update could be absorbed. These events had the active participation of hundreds of representatives of NGOs and other institutions. All documentation produced at the seminars is being processed and systematized in order to evaluate the pertinence of the contributions and to compose a proposal for the update of the program.

COMMUNICATION AND INFORMATION

UNESCO and the Information Society

A large part of UNESCO's mandate is the promotion of the free circulation of ideas through communication, information, and computer science. This is essential in order to reduce the gap that exists in these areas between developed and developing countries. Both the medium term strategy for 1996-2001 and for the period 2002-2007 prescribe the use of technologies of communication and information for the benefit of the development of democracy and peace.

One of the conclusions reached in the 28th General Conference of UNESCO in 1995 is that it will be possible for technology to be an instrument for development that is truly centered on the human being, when indiscriminate access is provided throughout the world. This technology may be used in education and health to contribute to breaking the vicious cycle of poverty and isolation that exists in developing countries.

For UNESCO, the new communication technologies have had great repercussion in the intellectual field. Internet is the most splendid facet. This area constitutes the nucleus of the developmental process.

The growing variety of interactive media in the field of education such as CD-ROM or interactive television exponentially increases the possibilities for autonomous learning. Other positive effects include distance learning. In scientific investigation, access to laboratories, documentation, and databases must be facilitated for scientists in developing countries. They will also have new possibilities for interchange and collaboration with colleagues from other parts of the world at their disposal. Information technology may also optimize methods for controlling and monitoring the environment, and helping to inhibit aggressions against it. In the area of culture, technology presents enormous potential as a way of enlivening cultural identities, and promoting dialogue among cultures. This can stimulate creativity, among other beneficial effects. This can also increase the unimaginable capacity that the means of communication possess for information.

This revolution, however, involves risk. UNESCO, without losing sight of its role as a stimulator of the information society, and guardian of the "right to communicate," warns us about the risk of excluding less-favored groups. This exclusion occurs in individual societies and on an international level in a world in which information and communication have become more and more competitive and commercial.

Another important matter has to do with the maintenance of linguistic and cultural diversity in the information society. It is estimated that 90% of the databases on the Internet are in English.

Besides all this, the growing frequency of access to interconnected networks and databases has brought about great problems of an ethical and judicial nature regarding the confidentiality of information. Adding this to matters of intellectual property creates

possibilities for breaches in the system, and violation of author's rights.

These concerns do not even mention the worrisome traffic of information of an intolerant, racist, violent, or pornographic nature – particularly the access children have to this type of information.

Brazilian Forum on Ethics for Children and Adolescents on the Internet – Pro Ethics-BR

As a repercussion of the Conference on the Sexual Abuse of Children, Child Pornography, and Pedophilia on the Internet held in Paris in 1999, UNESCO Brazil served as a catalyst for the formation of a permanent forum in order to discuss the matter deeply and suggest actions.

Implemented in October 1999, the Pro Ethics-BR forum is composed of representatives from 16 governmental and non-governmental organizations. These organizations cover the areas of legislation, computer software, regulation of telecommunications, childhood, education, and social research.

Pro Ethics-BR is a project of great importance to Brazilian society. The intention behind it is to facilitate institutional links as a complement to specific legislation. This is accomplished by promoting self-regulation, particularly that of Internet providers. This program also focuses on the mobilization of Brazilian society in relation to the prevention of all forms of violence against children and the stimulation of the production of knowledge regarding violence on the Internet.

The UNESCO Brazil office works as a secretariat for the forum and outlines the sketches of the plan of action. Besides coordinating the forum and acting as a mediator, UNESCO provides relevant and qualified information on the theme. This has occurred with the publication of the book *Endangered Innocence*, a translation of the documents presented during the Paris Conference.

International Virtual Education Network

The technological progress of the society of information has the potential to satisfy educational demands, even in regions where there is still a lot to be done in terms of infrastructure and information technology.

The International Virtual Education Network promises to boost the incorporation of information and communication technologies for use as tools by teachers in Latin America in order to create a network among teachers in the region. It will then be possible for the teachers to share knowledge, educational software, didactic strategies, and teaching experiences.

Supported by the Interamerican Development Bank (BID), the project counts on the support of UNESCO – Brazil. This support takes place in the planning of a system capable of developing learning modules for students and teachers, as well as for the physical structure and implementation of a pilot program.

UNESCO is in charge of the initial part of the project, the one to put it in motion. Some actions put into practice include the mobilization of countries interested in the project, the training of the technical group responsible for the development of the educational modules, and the support for the creation of the office for the national coordination of the project, in the Distance Education Department of the Ministry of Education.

The network is a very interesting experience of international technical cooperation among developing countries. It is an instrument for the promotion of high-quality education for all. It is a laudable initiative because of the assimilation of new technologies in education, which result in a structural change in daily educational practices.

Preparation of the Brazilian Network for Virtual Education

Technical cooperation for the constitution of the International Virtual Education Network maintained by UNESCO with the Ministry of Education resulted in the proposal for a new partnership for the creation of the Brazilian Net for Virtual Education. This is currently undergoing examination by the Brazilian Cooperation Agency.

The following results are expected from UNESCO's preparatory assistance: demonstration of learning modules; selection of schools to participate in the pilot program; material instrumentation of these schools; evaluation of the performance of the learning modules, and full cooperation throughout the project.

Citizen Government

UNESCO Brazil and the Government of the State of Santa Catarina maintain a technical cooperation agreement for the preparatory assistance of the conceptual and operational structuring of the program Citizen Government.

The idea behind the project is to apply information technology to public administration in order to increase the quality of public services and the transparency of the government.

Committee for the Democratization of Computer Science (CDI)

This is a non-profit non-governmental organization created in Rio de Janeiro in 1995. Its pioneering work is to bring computer science to less-privileged communities. UNESCO supports this committee by promoting advertisement of the program among the Agencies of the United Nations System and enabling support actions such as the donation of computers. Through the Computer Science and Citizenship schools, CDI implements educational and training programs in all states of Brazil and in other countries. With these programs it promotes the reintegration of the members of low-income communities, especially children and adolescents, in order to diminish the levels of social exclusion they suffer under. It also promotes literacy, citizenship values, ecology, health, human rights, and non-violence.

ANTENNAS

In order to carry out its mandate in Brazil, UNESCO has the challenge of conceiving and supporting programs that take into consideration both the referential breakthroughs developed through dialogue and understanding among the member countries and the diagnosis regarding the specific needs of the country. This takes place in the areas of education, culture, science, environment, and communication. Faced with the complexity and diversity of the local reality, UNESCO Brazil has developed a model for action based on partnerships. One of the most important strategies in the model is the decentralization of actions. This decentralization allows for dialogue to take place between UNESCO and those more directly involved in the process of social changes. It also facilitates this dialogue.

BAHIA

The actions of UNESCO in Bahia were initiated in September 1999. In the first months activities were restricted because the aim then was to define areas for institutional activity and make actions operational. Despite this, support was given to local, national, and international institutions fighting Aids in the state.

The most important activities consisted of institutional support for events, with contributions for projects of electronic editing and layout for posters, pamphlets, timetables, flowcharts, diagrams, and other items.

Between 1999 and 2000, the Bahia office put the following actions into practice.

Cooperation with the Urban Development Company of the State of Bahia (Conder)

As a result of the Study on the Urban Dynamic of Investment Opportunities at the Historical Center of Salvador, part of the Historical Center Project, the regional office has an agreement with Conder. The objective of this agreement is to develop executive projects for housing. Technical and financial cooperation for the support and maintenance of the office of the Historical Center is also in progress.

Cooperation with Non-Governmental Organizations

Partnership with the principle NGOs acting in Bahia have mainly occurred in the fight against AIDS.

Among the actions supported by UNESCO, the following stand out.

Educational Initiatives Aimed at Children and Adolescents Living on the Streets

A large variety of activities make up the project Educators Training in the Prevention of STD/Aids, a partnership with the Foundation of the Child and the Adolescent of the State of Bahia and the Axé Project. These activities include the elaboration of a

theater program as well as supplementary academic activity related to the prevention of STDs. This occurs in a partnership with the City Mother Foundation, and institutional support to Cedeca in the elaboration of the Information System About Sexual Violence Against Children and Adolescents – Justice System.

Assistance to the Actions on STDs/Aids in the State

UNESCO in Bahia assists the Secretariat of Health of the State of Bahia in the fight against STDs and Aids.

Prevention of STDs/Aids with Agricultural Workers

In a partnership with the Agricultural Workers Federation of Bahia (Fetag), UNESCO acts in the prevention of these diseases in the Recôncavo Bahiano region.

Evaluation of Projects Regarding the Prevention of STDs/Aids

A project put into practice in partnership with the Center for Drug Abuse Study and Therapy (Cetad) and the Faculty of Psychology at the Federal University of Bahia, and with the Institute of Collective Health (ISC).

Opening Spaces Program

The program focuses on opening state public schools to the community on the weekends for the development of pedagogical, artistic, cultural, and sports activities.

Implementation of the Expansion of Secondary Education in the State of Bahia (Proem)

The objective of the program is to develop and implement public policy and directorships of secondary education in the state in order to facilitate educational administration and subsequent results.

In agreement with UNESCO areas of action in partnership with the civil society represented by several non-governmental entities and with the public sector, a wide variety of actions, programs, and projects in the area of culture took place. For instance: Project Say What You Think, with the Cultural Foundation of the State of Bahia and Unipaz; Culture and Diversity Project, with the Center of Afro-Oriental Studies of the Federal University of Bahia; Our Diversity Project, with the Center of Education and Popular Culture (Cecup); Center for Latin-American Cultural Reference, for the installation of a totally computerized documentation center open to the public; Latin-American Cultural Market Project and Latin-American Art Fairs. This list does not mention the activities of support to the conservation of historical monuments and sites, a partnership with the Artistic and Cultural Patrimony Institute (Ipac), and the Education for All Project, Secretariat of Education of the State of Bahia.

The Regional Office has also focused on the distribution of the Manifesto for a Culture of Peace and Not Violence, having counted on the institutional involvement of the Municipal Mayor's Office of Salvador, the Institute of Collective Health, the R erich Institute,

the Community Forum of the Fight Against Violence, the Olodum Cultural Group, Muzenza, Malê de Balê, the Commission for the Culture of Peace of the House of Councilmen of Novo Engenho, and the Boy Scouts Association.

In 2001, besides continuing the project Social Agenda for the Youth of Salvador, UNESCO in Bahia launched the International Year of the Volunteer. This was a partnership with the Luís Eduardo Magalhães Foundation, Seplantec, the Secretariats of Education, Health, and Labor, and Social Action, Justice and Public Safety of the Government of the State of Bahia and Secretariats of Education and Labor and Social Development of the Municipal Mayor's Office of Salvador.

This project, the Center of Volunteers of Bahia, and the Friends of the School Program, count on the participation of about 30 institutions from Bahia that deal with volunteer work.

Other activities predicted for the year 2001 are the International Encounter of the Adolescent, a partnership, among other institutions, with Cipó/Andi, Pracatum, Fundação Odebrecht, Gapa and Unicef; the Social Educator Seminar; and the Latin America Habitat Forum 2000, held by the Federal University of Bahia, Conder and Seplantec.

An example of other actions UNESCO in Bahia is also working on is the program Opening Spaces: Education and Culture for Peace, in which it is stated that schools will be open during the weekend for educational, cultural and non-academic educational activities (read chapter on Partnership Strategies). Currently, the project is in its initial stage in the state.

MATO GROSSO

Actions in the areas of rural education and cultural affirmation of Indian populations, as well as well as a concern for the youth, are especially relevant in the contribution from UNESCO's antenna in the state of Mato Grosso.

The geographical and social profile of the state makes it clear to see why these centers of interest prevail. Mato Grosso is the third largest unit of the federation in terms of territorial dimension, at 901 thousand square kilometers. The population, according to the Census conducted in the year 2000, reaches 2.4 million. Therefore, it presents a rather low demographic density.

In the agrarian structure large farms are predominant, and the economy depends basically on agricultural activity.

Historically, the consolidation of the large farm model interfered with the expansion of the family farm producer. This also occurred in respect to Indian societies, whose land and wealth were invaded and dispossessed. The precariousness of agrarian and agricultural policies when added to the nonexistence of social policies focused on the poorest segments has sent small producers, riverside populations, extraction farmers, Indian societies and part of the urban population into abandonment.

In the past few years, through the efforts of the Brazilian agrarian reform program, the agrarian scene has undergone some changes. The land in Mato Grosso is currently the destination of a great number of agrarian reform beneficiaries. There are approximately 260 rural settlements in all regions of the state, with an area larger than 4.5 million acres. They lodge sixty thousand families.

The state has also gone through a period of great development in its communications, energy, and transportation infrastructure. This has lessened geographic isolation. There has been a leap in economic performance, with great advances registered in agricultural production and cattle breeding. The state became the national record holder for extensive, mono-cultural soybean, cotton, and sugarcane crops. The multiplication of initiatives in agricultural industry was verified as well.

In education, the state is halfway through its journey. On the one hand, there was an advance in terms of the recovery of democratic relationships in schools. On the other hand, there is a need to make actions of policies in this field more profound.

The UNESCO action in Mato Grosso was organized thanks to effective support on the part of the State Government. This joint action has been developing with the state and municipal governments, and also with organizations of the civil society such as those of women, Indians, youths, churches, and artists, among others. The action seeks self-sustainable processes of affirmation of the values of the culture of peace, based on the strategic components of education and culture.

The work follows these lines:

- Identifying and living the values of the Culture of Peace in the pedagogical processes;
- Getting individuals/beneficiaries involved in becoming protagonists in the structuring of citizenship;
 - Building commendable examples based on reality, with its limitations and potentials, in addition to integrating knowledge;
 - Making society sensitive to the ethnic diversity and the environment, especially the bio-diversity of living beings. Doing this through local action.

Among the actions defined by UNESCO in Mato Grosso, several deserve special attention. These are the Rural Education Program, the Open Space for Dialogue of Childhood and Youth, and the creation of the Center for Indian Cultural Reference of Mato Grosso. These are initiatives that have been introduced in a strategic manner as an effective contribution to the conception and achievement of public policies.

The Rural Education Program has been developed in 22 rural settlements of the agrarian reform since the year 2000. This has occurred in an area of 617,430 acres, and has helped 5,681 families. Its objective is the collective construction of an alternative proposal for rural education. The driving force behind this project consists of the collective construction of a project for a school that privileges the identity of the rural population, the continuity of students in the educational system, and the valorization of professionals in the field of education. The curriculum to be defined must incorporate values, knowledge, and abilities that guarantee the growth of the students and the community. It also seeks to develop solid experiences in ecological and organic agriculture. Based on the teaching-learning process and centered on the school and the educational community, the intention is to make projects that will constitute models or demonstrative units viable for further activity.

For this program, UNESCO counts on the partnerships of the State Secretariat of Education, municipal City Halls in São Félix do Araguaia, Confresa and Ribeirão Cascalheira, the Secretariat of Agriculture, the National Institute of Colonization and

Agrarian Reform (Incra), organizations of rural workers, country women, and teachers.

In Mato Grosso there are 38 ethnic groups, not to mention the nine references concerning isolated groups. Despite the wealth this diversity represents, the Indian societies in the state are victims of exclusion and genocide. They are involved in land-related conflicts and suffer from the poisoning of their land and water by the indiscriminate use of agrochemical substances. There are also cases of exploitation of Indian labor. All of this is aggravated by a certain deafness on the part of the non-Indian population to the cries of 24,800 Indians in Mato Grosso.

Since the 16th century educational programs for Indian communities have been guided by catechism, civilizing processes, and forced integration of Indians in national society. From Jesuit missionaries to the positivists in the Indian Protection Service, from catechism to bilingual instruction, the bitter medicine has always been the same: to deny differences, assimilate Indians into the national culture, and make them give up their own identity.

To oppose this context of oppression, UNESCO is aligned with the state government through the Secretariat of the Civil Cabinet, and with institutions such as the Rondon Museum, the Federal University of Mato Grosso, Unicem, Art Indian, the National Indian Foundation, and other Indian organizations. These alliances are serving to plan and implement the Center for Indian Culture Reference. The basis of this center will be the construction of the citizenship of Indians. This will be accomplished through making art and culture more democratic and through seeking respect for ethnic diversity, thus giving the Indian population much deserved attention.

The objective of the Youth Protagonism Project – Open Space for Discussion of Childhood and Youth, is to create spaces for the affirmation and expression of youths. These spaces provide a place where they can talk, feel, and dream, and where their desires can be heard by their families and schools in their social spaces. These desires can then be echoed in the execution of public policies.

This redemption of youths comes as a reaction to a worrisome reality. It has been observed in the last few decades that violence against or among youths has worsened. Their involvement with drugs is a particularly alarming situation: in the 90s, youths were hit hardest by the growing rate of deaths by homicide. There was an increase of 45.5% in relation to the total population in the country, whereas in Mato Grosso, the increase in the number of deaths of people between 15 and 24 years of age reached a rate of 144.7% above the population in general.

The office in Mato Grosso also participates in the program Opening Spaces: Education and Culture for Peace, which focuses on opening schools on the weekends for cultural, educational, and non-academic educational activity (read chapter Partnership Strategies). The project is currently in its initial stage in the state.

PERNAMBUCO

Implemented in March 2000, the UNESCO project in Pernambuco has developed the following main activities.

Program for Evaluation and Incentives in the Quality of Basic Education in Pernambuco

An agreement with the State Secretariat of Education, its objective is to establish a system of annual evaluation and monitoring of the quality and performance indicators in the units of the public school system, besides developing a policy of incentives for schools to stimulate improvement and performance as well as a system for strengthening the conditions for school management.

In the year 2000 the system evaluated approximately 300 thousand students of 2,800 schools (all of them public and from 68 districts) in the areas of Portuguese, Mathematics, and Science. Furthermore, data regarding the infrastructure of the school and the school management situation was analyzed. Other research factors were the principal and teacher situation, and characteristics of students, as well as the degree of parental conformity.

Each school received two reports (one analytical and another synthetic) at the beginning of 2001 as a guide for planning that would overcome the current state of affairs. Besides the reports for each school documents for the districts, regions, and for the state were produced.

The system is the basis for planning actions for training and strengthening the autonomy of the school. It also makes it possible for a series of studies on factors explaining the quality of education and the performance of the students to be conducted. It also prescribes a decisive activity on the part of the Secretariat of Education for the consolidation of mechanisms for a democratic and collective school administration.

Forum for a Culture of Peace in Pernambuco

In July 2000, this permanent coordination of activities which consolidate the Culture of Peace in the state was established. The Forum for a Culture of Peace in Pernambuco congregates over 70 NGOs, besides representatives for the Executive, Legislative, and Judiciary branches of the government and the Public Ministry of the State. The Forum organized the Pact for Peace, which was a result of two months of work by 12 theme groups. Three structuring actions are a part of the Pact: spiritual and physical disarmament of the population; schools being open during the weekend, and stopping impunity on all levels. There are a great number of additional detailed recommendations.

Project Opening Spaces: the Opening of Schools During the Weekend

A direct result of the recommendations of the Forum for a Culture of Peace in Pernambuco, this project began in the state of Pernambuco, with the opening of thirty schools on Saturdays and Sundays. The objective is to offer cultural, sports-related, educational, and recreational alternatives for youths in the metropolitan region. (According to UNESCO's Map of Violence II, Pernambuco leads in the ranking of the Units of the Federation with the highest homicide rate in the 15 to 24 years of age group). In 2001, 300 schools from all over the areas of the metropolitan region of Recife where there is a greater risk for violence should participate.

Education for Health and the Prevention of Water-Transmitted Diseases

An agreement with the Secretariat of Health in the State of Pernambuco, this project started in 2001. The program focuses on the reduction of poverty rates and on the improvement of the offering of basic sanitation services on the part of the state (drinking water, sewer lines and in-house toilets). This activity is part of the Alvorada Program, developed in the 14 States with the lowest Human Development Index. UNESCO, in agreement with the Secretariat of Health, has cooperated in both the area of Health Education and the evaluation of the program's social and cultural impact.

Tacaruna Project

UNESCO has also been cooperating with the State Secretariat of Culture regarding the project for the revitalization of an enormous abandoned industrial plant (a 58,000 square meter piece of land and a 24,000 structure) already dispossessed by the State. This is a culture complex with movie theaters, theaters, museums, a cultural-artistic collection of Pernambuco, the Center for Training Culture Professionals, restaurants, and a four-star hotel, among other things.

RIO DE JANEIRO

UNESCO in Rio de Janeiro has a mission to foster the development of the potential of the state. This is true especially where the reduction of social and cultural inequality is concerned. In Rio it seeks to locally represent the priorities highlighted by UNESCO both on a national and on an international level. Its activities are established based on Technical Cooperation Agreements with the state government, city halls, non-governmental organizations, and private companies. These activities are conducted as Extra-Budgetary Programs, and are financed by the partners.

Due to its historical structure, its cultural diversity and its social experience, Rio de Janeiro is a privileged space for the development of innovative public policies.

Some of the more marked characteristics of Rio de Janeiro are cultural and intellectual reference points, tourist potential, urban violence, and the strong presence of NGOs. Other significant traits of this state are its influence on national public opinion due to the communication enterprises whose headquarters are in the city of Rio de Janeiro. There are a wide variety of elements that have led to both violence and to unique creative solutions. Among the projects and actions in which UNESCO participates, the following deserve special attention.

New School Project

Launched in April 2000, this is a new program that looks towards the recovery of quality in public education. The New School will present a diagnosis that will serve as the basis for decisions on different state investments. This project tends to be the integrating element for the other programs the State Secretariat of Education is in charge of. Its results will guide programs for teacher training, career plans, and investments in infrastructure and equipment so as to correct inequalities and provide support for the most fragile parts of the system.

These proposals are in synch with UNESCO's priority axes and with Jomtien's and Dakar's

recommendations for Education for All. This is due to the fact that they value and concretely support democratic school administration, teacher training, and the quality of education that is measured through student performance. Ultimately, this means improving the quality of public education, and making access to new knowledge and new technologies more democratic.

In this project, the evaluation of the schools is made by the Cesgranrio Foundation based on 17 indicators, both of a quantitative and of a qualitative nature.

Culture of Peace

The project for the Development of a Culture of Peace in Rio de Janeiro has as its objective the formulation and implementation of activities and public policies for education, culture, and social development directed at the construction of a culture of peace in the Fluminense society. The projects Schools of Peace and Say It People are contained in this cooperation agreement for cooperation.

Schools of Peace

The project was created based on the recommendations of the research UNESCO has developed over the last decade, in which the following data deserves special attention: statistically there has been an increase in homicides and accidents involving youths on the weekends; low-income adolescents resent the lack of leisure opportunities and spaces and link that resentment to the violent acts they commit or are victims of.

With this situation in mind, it was proposed that the space in public schools, space which is normally idle on the weekends, be used to offer an alternative for leisure, culture, education, and solidarity organization, especially for the youths in low-income communities.

This initiative is peculiar, for it is one of the first concrete actions focussing on the construction of a culture of peace and not violence that is anchored in educational space. The actions in the project are guided by the view that the youth is a citizen who is capable of putting him/herself in a critical position in relation to his/her own problems and of being an agent for social transformation.

Despite being simple, this concept implies a change in ethical posture. This is because it considers the public it focuses on as having a leading role rather than a supporting one. The activities developed at the schools, such as crafts workshops, music and dance presentations, film discussions, and sports all have peace as their motto.

All actions seek to promote an encounter among people whose beliefs, ethnic groups, and social levels are different, thus bringing out what we have in common: the desire to live in a fairer, more humane world.

The project is a laboratory for ideas. Following through on these ideas incorporates the strategic intention of gathering a methodology that can be repeated in other situations and places.

The evaluation is positive among those participating in the project

The Schools of Peace project has a high rate of approval among the participating students. The great majority of students gave the program grades between 7 and 10 (82.3%), on a scale of 0 to 10. More than half of the grades fall between 9 and 10 (55.2%)⁹⁹.

99. Source: Schools of Peace Evaluation, UNESCO, 2000.

The New Baixada Project

Baixada Fluminense is one of the poorest regions in the Metropolitan Area of Rio de Janeiro, scathed by violence and the presence of organized crime. The municipal districts in Baixada Fluminense are the home to a population of approximately 3.5 million inhabitants and are characterized by disorganized occupation of the land. These elements bring about economic loss and demand the execution of costly draining projects and sanitation infrastructure construction projects.

The Interamerican Development Bank finances the Agreement for the Development of Community Relations for the Implementation of Social Activities of the New Baixada Program. Through this agreement, UNESCO has started coordinating these activities.

The objective is to improve the living conditions of the population in the Baixada Fluminense through social activities to be developed in eight selected neighborhoods – Chatuba and Mesquita, in the district of Nova Iguaçu; Olavo Bilac and Centenário, in Duque de Caxias; Lote XV and Xavantes, in Belford Roxo; and Jardim Metr pole and Coelho da Rocha, in S o Jo o de Meriti.

Partnership with the Federal Economic Bank

The Regional Office in Rio de Janeiro maintains a partnership with the Federal Economic Bank with the object of greater development of joint actions. These actions focus on integrated human development of Brazilian society through education, science, and culture.

This cooperation follows the following lines of action:

- local development, focussing especially on youth and gender;
- programs for the revitalization, recovery, and preservation of historical, natural, and cultural patrimony, as well as patrimonial education;
- support to the social administration;
- program For a culture of peace;
- culture and development;
- education for a sustainable future;
- preservation and environmental education.

Say It People

The Say It People project seeks to foster local answers for fighting poverty and cultural standardization. Initially, the program was seen as part of an international seminar for the youth on Culture and Peace in the Preparatory Assistance of the project Development of a Culture of Peace in the State of Rio de Janeiro. It has gained new outlines and broadened its spectrum of action.

Proposals and concrete actions for and with the youths guide the project. It focuses on solutions, dialogue, participation, and solidarity, for this generation and future generations, and Rio de Janeiro.

The immediate objective is to value the growing social protagonism that is taking place in organizations in the so-called third sector. This serves to create more spaces for

greater articulation, attention, and sustainability of successful experiences for the youth.

By experimenting with new ideas, indicators, and excellency practices the project intends to highlight local social answers and new models for social inclusion. These are successfully developed, for the most part, with the direct participation of the youth of Rio de Janeiro.

Third sector organizations forming partnerships with Say It People: Afro Reggae, Idea Warehouse, CEASM – Maré, CECIP, Connaction, Criar Brasil, Criola, Eco, Excola, Fase, Coopa-Roca Generation, Grude, Jongo da Serrinha, Nós do Morro, Oca, PIM – Sidewalk Girls, If This Street Were Mine, Anonymous Theater, TV N'ATIVA, Viva Rio – Rights Counter.

DOCUMENTATION AND PRESS POLICY

UNESCO Editions

In 1997, UNESCO Brazil created a press policy that was a partnership with public and private institutions. The objective of this policy was to make the orientation documents of the Organization available to the principal social segments in Brazil. This policy has made it possible to publish texts that are fundamental for the implementation of the commitments approved by the General Conference of UNESCO. A rich collection originated from the Conference (see list in Appendix) and will continue to be enlarged to make the Organization's reflections and research results available to Brazilian society.

Among the titles edited during the first phase of this editorial policy, the following books are prominent: Education – a Treasure to be Found, a worldwide report on education coordinated by Jacques Delors, which comprises an extraordinary collection of ideas and reflections that support education in the twenty-first century, and the Worldwide Report on Culture and Development, coordinated by Javier Perez de Cuéllar, edited under the title Our Creative Diversity, which synthesizes new thoughts on the importance of ethical dialogue among cultures and the implications of this dialogue on economic and social development.

The acceptance of the first two titles stimulated a dynamic process of editorial policy. This began with the editing of texts considered relevant to public policies. Among the most important themes that were identified, the result of the research on Youths, Violence, and Citizenship stood out. In a partnership with the Ayrton Senna Institute, several books on the subject were produced. These books made recommendations that are extremely useful to the reduction of violence rates. The information from these books along with the recommendations became available to formulators and executors of policies for youths.

Regarding the same theme, two books that brought together international contributions were translated and edited. The first was *The Child and Violence in the Media*, organized by Ulla Carlsson and Cecilia Von Feilitzen, and the second was *Endangered Innocence*. These books were translated into Portuguese. They are about the subject of Pedophilia on the Internet, which was discussed at the Specialists Meeting which was held in Paris in January 1999. Both books are recognized as valuable contributions to the area. In 1998, the UNESCO Collected Notebooks were launched. These are destined towards the editing of smaller and socially relevant texts. The collection was structured on the

following series: Education, Science and Environment, Culture of Peace, and Human Rights and Culture.

UNESCO's growing participation and cooperation with entities in both the public and the private sector resulted in the increase of the demand for editions on the various areas covered by the mandate of the organization. This made the number of partnerships and edited titles increase as well. The partnership between UNESCO and the Federal Economic Bank for the production of a book about the World Cultural Heritage in Brazil deserves special attention. This work presents the Brazilian contribution to the natural and cultural property of humanity. The book was published at the end of the year 2000 and deserves special attention.

The current collection includes UNESCO's main orientation documents. It contemplates UNESCO's various areas of activity as well, with a clear tendency for expansion.

After four years of experience, four basic lines of action guide the formulation of publications by UNESCO BRAZIL. The first gives continuity to the publishing of versions, translated into Portuguese, of the main documents of the Organization that bring about discussion on the great themes of UNESCO such as education for all, culture of peace and preservation of the cultural property, among other things. In this group are documents such as the World Declaration of Education for All, the Hamburg Declaration, the Seoul Recommendation, the reports by Delors and Cuellar, the Declaration of Science and Use of Scientific Knowledge (the Budapest Declaration) and the Signs of Action of Dakar. The second front involves the elaboration of its own projects relevant to the social development of the country. This occurs with the publishing of results of studies and research conducted by the Representation. Books such as *Map of Violence – The Youths of Brazil* and *Struggling Partners or Pots and Pans – Gender Relations in Rural Housing* resulted from this line of action. The third line of action has the objective of editing texts that are considered relevant to public policies in a wide variety of areas. The last grants institutional support to works that represent qualified contributions to the intellectual capital of the Organization. Along these 4 editorial lines, UNESCO has edited 132 titles in 4 years.

The strategy that has been adopted is the publishing of a title and a subsequent seminar of debates on the theme. These debates include the presence of the authors, specialists, public policy directors, and the press. This provides favorable opportunities for reaching the potential user of the results of the reflection or research quickly. As good examples of this practice, the following are important. Some of the books published in the areas of youth, violence, and citizenship became the objects of special attention from the main periodicals in the country. Headlines originated from them. The same can be said about the publishing of the book *The Seven Things You Need to Know about Education in the Future*, by Edgar Morin, with the presence of the author at a Ministry of Education symposium about high school policies, when he exposed the main thesis in his book to an audience of 500 people.

UNESCO's works, published through partnerships or not, are present in the largest urban centers in the country through a network of distributors. They are distributed on a national basis and are sent to the main public libraries.

UNESCO has made use of nationwide events to put up booths, both at national and international book fairs and exhibitions. The publications are seen at the largest book fairs in the country such as the ones in São Paulo, Rio de Janeiro, and Porto Alegre. UNESCO's booths are visited by thousands of people at these events.

In addition, little by little, the books produced in the system of co-editing have been getting to neighboring countries and even to other Portuguese language countries.

UNESCO and the Press Liberty, Democracy, and Human Development

One of the missions of UNESCO is to promote freedom of expression and the free flow of information. This is closely related to the defense of human rights and democracy. The Brazilian Representation seeks to promote the communication of actions and activities the Organization considers relevant to the development of the countries and for the construction of democratic societies.

When free and active, the press is an important instrument for social mobilization. If marketing and advertising are capable of mobilization through factual and persuasive language, the press has the power to bring about awareness through denouncement, analysis, reflection, and the exhibition of facts.

UNESCO believes in the potential the press has to generate mobilization and it invests heavily in this capacity. This occurs through a systematic relationship with the various sectors of Brazilian media. The spreading of ideas, opinions, actions, activities, and data is a pro-active form of contributing to a public debate about matters which are essential for social development and democracy.

In the field of education, for example, the Brazilian press has constantly proved over the last few years that its views on Brazilian problems have grown more critical and more acute. Information has been permeated by discussions. In this manner, it allows for the constitution of a two-way street, through which the knowledge about actions and activities in the area of education is spread. This provides space for reflections and debates on education itself.

UNESCO seeks to stimulate this public debate. It finds that there is a predisposition on the part of the Brazilian government and society to address crucial issues such as illiteracy, school failure, and the permanence of children in school. These issues fall under the Education for All Throughout a Lifetime slogan, as stated by the main international documents and declarations of the Organization on the subject.

The same posture that UNESCO has with the press extends to other areas of the UNESCO Mandate. This means culture, science, environment, human rights, youth, communication, information, and computer science. In all these fields the press becomes a partner in bringing together information and reflection. This occurs in a way that allows for a give and take dynamic in which one partner leads the other, and vice-versa.

UNESCO consolidates its theoretical and philosophical breakthroughs in this spirit

of stimulating freedom of expression. Adding this to the presence of its ideas in communication products UNESCO solidifies its basic principle. This principle is the structure and maintenance of peace.

The Brazilian Media

There is an enormous range of press media in Brazil. This is true as much from the point of view of the importance of the companies as of their bearing in the press world. There are six nationwide newspapers: "Folha de São Paulo," "O Globo," "O Estado de São Paulo," "Jornal do Brasil," "Gazeta Mercantil," and "Correio Braziliense." There are also dozens of local newspapers, half a dozen national television stations ("TV Globo," "SBT," "TV Bandeirantes," "TV Record," "Rede TV," and "TV Nacional"), as well as six FM radio stations ("CBN," "Transamérica," "Joven Pan," "Nacional," and "Antena 1"). Added to these are three weekly magazines with enormous circulation that are published nationwide ("Veja," "IstoÉ," and "Época"), dozens of cable TV stations, small papers and specialized periodicals.

Making Journalists Aware

UNESCO Brazil develops activities for the mobilization of press professionals. These include courses, reporting awards, and other activities.

Workshops on Violence in the Schools and Youth and Aids were offered to journalists from national newspapers in order to present them with the most recent data and perspectives on the reality of youths in Brazil.

The UNESCO Journalism Award intends to foster proposals for news stories on successful activities in the area of youth, violence, and citizenship. The winner will receive airplane tickets and trip expenses to pay for the coverage. The news will be published in his/her original newspaper and in other media abroad. The Press Agency for the Rights of the Child and the Adolescent (Andi) is UNESCO's partner in this activity.

Also with Andi, in addition to the Ayrton Senna Institute and Unicef, UNESCO Brazil develops a wide variety of other projects involving the media and the youths. The Survey about Youths in the Press Media is a quantitative survey regarding the space that is designated for the coverage of subjects related to adolescents in Brazilian newspapers. The Empty Talk Newspaper is a quarterly publication focussing on the main aspects of youth's reality. In the activity of Media Support, UNESCO and Andi contact directors of television programs that are directed at young audiences and contribute with the elaboration of content of these programs, based on research and acquired knowledge about youths in Brazil.

Media that has an editorial slant and conduct that matches UNESCO's principles for youth, violence, and citizenship will receive a seal of quality from the organization. The emblem should become a reference for the Brazilian press and an indication of credibility for the media that receives the award.

Relationship to the Press

As a result of the close relationship UNESCO Brazil tries to have with journalists, the Brazilian press has been covering the themes relevant to the Organization with great frequency. Interviews, articles by the General Director and by the Representative of UNESCO in Brazil, and pieces on the work performed by the institution, among other things, have become habitual in the Brazilian press.

The policy of the Representation is to make journalists as well informed as possible as far as the activities performed by UNESCO are concerned. This is done through several forms of contact, on a permanent and systematic basis, from press releases to the shipping of publications or invitations to participate in events. The objective is always to obtain the greatest possible number of professionals and types of media.

The keyword in this relationship has been trust. UNESCO has become a reference to the Brazilian media as an excellent source of safe and reliable information. The character of the information provided by the Representation solidifies its credibility. This character has been widely recognized as being free of political and personal interest.

Audiovisual Means

UNESCO has a close relationship with television, a medium that has extraordinary persuasive power in Brazil. This relationship involves putting UNESCO ideals into the content of television drama. It also involves the choice of well-known TV stars as UNESCO artists. In addition, the Representation has also offered support to the production of movies related to the programs developed by the organization. One example is *Castro Alves – Spoken Portrait of the Poet*, by *Sílvia Tandler*. This is a fictional documentary on Castro Alves, one of the greatest Brazilian poets and winner of the Silver Daisy Award, given by the National Conference of Bishops of Brazil. Another example is *Route to Orixás*, a documentary on the cultural connections between Brazil and Africa, by *Renato Barbieri*.

The Library and Documentation Center of UNESCO Brazil

The Library and Documentation Center of UNESCO Brazil has the role of organizer and administrator of information services and bibliographic material edited by UNESCO and the United Nations. Above all, this occurs in reference to theoretical and normative documents and conventions and declarations. These documents concentrate on UNESCO's actions in Brazil. In addition, a deposit of bibliographic material that is the result of technical cooperation projects maintained with public power, private initiatives, international agencies, and entities from civil society are available.

The library has worked to become a source of information for UNESCO and the public in general. The library offers reference services for bibliographic research, making both national and international archives available from UNESCO. This occurs through the

use of electronic information systems like Internet and databases, among other things. These services were created only recently and they are growing. This growth has been successful in serving different types of institutions such as universities, research centers, ministries, and other agencies. The library recently integrated with the database of the UNESCO international information system.

The policy of the UNESCO Library is to keep material up to date. This means keeping up with UNESCO books, documents, and periodicals. It also means keeping up with periodicals from other institutions, and with videos and CDs that contain useful information for the technical cooperation and research projects that UNESCO Brazil is involved in.

The library collection is processed in a databank through software for the libraries of UNESCO WINSIS. Material is also processed through Microsoft Access software, which will be made available shortly as public archives. This will make it possible to consult the collection directly on line.

The organization of the collection currently on the shelves is taking place based on the criteria established by the international UNESCO thesaurus. For those who would like to get to know this organization in order to examine material in a more independent fashion, just ask the librarian for guidance. The library is being organized in order to serve everyone with quality, speed, and precision.

UNESCO AND THE CHALLENGES THAT PERSIST

The first chapter of this document described the main problems that Brazil encounters. The largest problem of all is poverty and social injustice. The subsequent chapters showed examples of UNESCO action in partnership with the efforts of Brazilian society and public power in order to obtain living standards that are compatible with the ideas of modern citizenship.

As we have seen, Brazil has made significant progress over the last decade. Fundamental education has become practically universal. Infant mortality rates have dropped. Useful means of communication have enlarged in a considerable way. The preservation of historical and natural patrimony has accelerated, and a new environmental consciousness is becoming stronger in the country.

Brazilian science reached new heights in some areas, gaining international recognition. National culture has managed to make its presence felt with the force of its creative diversity, gaining credibility by highlighting intercultural dialogue.

Progress has also been significant in the area of citizenship and human rights. A new consciousness is clearly developing. This consciousness is more lucid and more critical in relation to social inequality and injustice. This allows for a growing capacity for a discerning Brazilian population. Both the press and civil society in general have become more attentive and vigilant in regards to what is said about the right of every person to live a dignified life. This dignity is based on principles and values of justice and social equity.

The progress that Brazil has made gives us cause to believe that new levels of citizenship will be reached in the initial decades of the new century that we are entering. A few years ago, this would have seemed improbable.

In this journey in the current battle for collective dignity it is certain that many obstacles will arise. Historically, battles for social victory are rigorous, and almost always, asymmetrical. Conservatism and backwardness are still firmly rooted in many sectors of social life. Even so, there is room for hope.

The idea that is most precious to UNESCO is the idea of education for all. This theme has already spread out across the Brazilian territory. The power of education is indisputable in the fight against backwardness and reducing social inequalities.

However, without diminishing the advances and the creation of new methods of confronting problems, it is undeniably true that many challenges still persist. Some of these are even more complex than the problems that have been overcome in the past.

This makes the necessity of reorganizing and designing strategies more and more important. This planning must occur in a way that will define mechanisms and political postures that are suitable to the challenges and the magnitude of the problems.

In the field of education, eradicating illiteracy and completing the process of making basic education universal have become imperative and urgent questions. Stimulating decisive advances in the direction of making pre-school and secondary school universal has also become a vital question. The necessity of adopting a policy of superior education has also become clear. On the one hand, this needs to occur in a way that assures that universities and research systems become involved in the circuit of contemporary scientific and technological advances. On the other hand, this needs to occur in a way that will create ways for secondary school dropouts to have access to superior education, above all for those from low-income families.

The most conspicuous challenge in the area of education is the challenge of guaranteeing, according to the Seoul recommendations, professional training for all. This social necessity is hugely evident in the context of structural unemployment. Qualification and re-qualification become high priorities, above all in the excluded segments of society, or those who are vulnerable to exclusion.

In terms of themes involving the transferring of information, the challenge consists of creating a systemized way of treating subjects that are important to contemporary citizenship in the pedagogical project in the schools. Significant among these subjects are the teaching of ethics, human rights, civilizing values, and environmental education. Special emphasis should be given to physical and mental health, above all to the permanent battle to fight Aids, drug abuse, and the presence of alcohol in the schools. The battle against a wide variety of violence is also growing larger in the area of educational activities.

In science and technology, one of the main challenges is to obtain sustainability. This requires the creation of an atmosphere that will encourage natural involvement from university and research institutions in the analysis of solutions for the social and economic problems of the country. Assuring that the universities have the means to conduct these activities with high standards of quality is also necessary and vital to development. It goes without saying that making scientific knowledge available to all is essential. Society should get to know and recognize the importance science has in the elevation of the quality of life.

In the area of culture, one of the hugest challenges consists in the reconstruction of Brazilian identity. This occurs in the incorporation and internalization of values through popular culture in a way that provides for the construction of solid foundations for the effective emergence of a creative Brazilian diversity. As Sergio Paulo Rouanet said, recuperating forgotten identities is essential. We have to look back in order to find the identities that have disappeared in order to form our own. We need to embrace the Negro, Indigenous, Portuguese, and European identities. It is also important to make the production of knowledge of Brazilian history and culture broader and deeper, not only in terms of incorporating them as subjects in school. Brazilian political cultural policy needs to consider more and more the civilizing level, in addition to enlarging and strengthening integration with Latin America.

In the area of culture it is also important to strengthen the insoluble association between culture and development. This is evident in the report on creative diversity coordinated by Perez de Cuellar. Many development projects fail because they do not give attention to cultural factors. Projects that look towards the promotion of human development need to pay attention to all of the sources and factors that influence people and give their lives meaning.

In the field of human rights, the battle against violence in all of its forms and manifestations stands out as an important priority. Safety and liberty for all people are indispensable in order for the country to reach higher standards of civilization. The culture of peace needs to be woven into all areas of the social fabric. The experience UNESCO has been developing in some states and municipalities of opening schools on the weekends has had many objectives. The most important one has been to develop a culture of peace among youths. This represents a policy that could contribute to the formation of citizens who have a capacity for solidarity. This could also contribute to speeding up the process of making citizenship universal by constructing social scenes oriented towards this theme.

The development of a culture of peace among children and youths depends on the reinforcement of human values in education. Integral personality formation is indispensable in order to avoid that the youths become victims of the negative options frequently associated with Aids, drugs, and violence. Schools and educators need to be more and more prepared to confront the current process of the victimization of youths.

In terms of the environment, the largest challenge lies in the necessity of a radical change in the consumer standards of current society. The lavish and unsustainable way that humanity has appropriated natural resources puts us very close to the edge in terms of the capacity our natural systems have to support us. This is a historical process and one that has occurred both in the areas of renewable and non-renewable resources.

The challenge is to migrate towards a new economy. This is true for the world and for Brazil. The challenge is to fight waste and favor recycling and reuse of input from natural resources. In addition, it is important to invest in collective transportation, and in new forms of renewable energy. It is also important to adequately treat residue in general. Recuperating the dynamics and functions of effected ecosystems, both natural and urban, is also necessary. In addition, treating environmental patrimony as something socially and economically active is a way to generate jobs and income.

UNESCO is always present in confronting these challenges with the conviction that they can be won through a strategy of working in partnership with society. UNESCO counts on the mobilization of this society. The most important element in this strategy is that it is a collective one.

UNESCO does not ignore the difficulty and complexity that characterize the outlined challenges. However, UNESCO believes that a new mentality that carries the values of peace and citizenship is emerging all over the world. This mentality has spread out over the world with great velocity owing to the advances that have been made in communications. This mentality is reinforced on one side by the growing posture of respect for cultural plurality and on the other side by the convergence of values that transcend specific details and

define the planetary dimension of life. In addition, it is gaining strength and public credibility for a battle without respite against all forms of social injustice.

UNESCO has a vision that is more humanistic than economic. In the name of the legitimate collection of the capital that comes from knowledge and experience that it has accumulated through its history, UNESCO is able to contribute significantly to Brazil. UNESCO can aid Brazil in the construction of a social democracy that will reach every home and every person.

The valiant efforts of UNESCO arise from the complexity and interdependence of the phenomena and the factors that surround them. This contributes to a multi-dimensional vision of development. Today this vision encompasses the conditions that are necessary to avoid viewing social politics as something that is compartmentalized.

UNESCO Specialists.

Jorge Werthein

Director of UNESCO Office in Brazil

Sociologist. Masters Degree in Communication. Masters Degree in Education, and Ph.D. in Education from Stanford University. Specialist in International Relations, Director of IICA (1977-94).

Maria Dulce Almeida Borges

Coordinator of the Education Sector

Educator. Masters Degree in Physics and Chemistry Sciences from the Science Department of the University of Lisbon. Graduate Degree in Education from the University of Paris X. Specialist in Educational Training Policies.

José Roberto Alves Corrêa

Executive Manager of UNESCO Office in Brazil

Post-graduate in Project Elaboration, Analysis and Evaluation, Finance and Budgetary Administration, Public Policies Evaluation. Superintendent of Management and Planning of CNPq, Director and President of Ibama and of Capes/MEC, Director of the Brazilian State Reform Program.

Julian Poole

Finance Officer

Graduate degree and MBA from ESCP in Paris, Bachelors Degree in Law from the University of Paris and Graduate degree in Accounting Mastership from the French State. Finance Director at Michelin Group (1980-1991), Expenditure Comptroller at UNESCO Headquarters (1993-1999).

Marlova Jovchelovitch Noletto

Coordinator of the Social and Human Sciences Sector of Transdisciplinary Projects, and of the Culture of Peace Program at UNESCO Office in Brazil

Masters Degree in Social Services from the Catholic University of Rio Grande do Sul. Graduate in Social Welfare Policies in the Scandinavian Countries, IFSW/Sweden, 1988. President of the National Social Welfare Assistance Council (1994-1996) Public Policies and Rights of the Child and Adolescent Officer at Unicef (1997-1999).

Célio da Cunha

Editing and Publishing Coordinator

Masters Degree in Education from the University of Brasília. Doctorate in Education from Unicamp. Superintendent of Social Development and Human Sciences at CNPq and Director of Educational Policies (MEC-SEF). Adjunct Professor at the Education Department of UnB.

Celso Salatino Schenkel

Coordinator of the Scientific and Environment Sector

Forest Engineer. Specialist in Regional Development Planning at UN/Cepal (1983). Planning Coordinator of the Superintendence of Rubber (1985/1988). Director of Ecosystems and Vice-President of Ibama (1990/1991). Coordinator of the Environmental Center of the National Department of Cooperatives (1991/1993).

Jurema de Souza Machado

Coordinator of the Culture Sector

Graduate in Architecture and Urbanism from the Federal University of Minas Gerais; Consultant at the Ministry of Culture and at the MONUMENTA Program from 1999 until 2001; President of Iphan/MG (Institute of Historical Patrimony and National Art) from 1995 until 1998; Adviser of Planning of the Ouro Preto City Hall, from 1993 until 1995.

Carlos Alberto dos Santos Vieira

Project Officer

Specialist in Scientific and Technological Policies (IPEA/UnB/MCT). Professional Experience in Macroeconomic and Social, Urban, and Regional Development Planning in Private Consultant Companies and Public Organizations. Subsecretary of Planning Control and Evaluation (Ministry of Science and Technology). Adjunct Secretary of Professional Education (Ministry of Labor).

Bernardo Marcelo Brummer

Science and Environment Specialist

Agronomic Engineer. Specialist in Administration and Planning of Natural Resources from Ufpe. Specialist in Rubber Culture from FICAP. Masters Degree in Agronomy from Esalq - USP. Technical Consultant Specialist and Adviser of Sudhevea (1980-1990). Specialist and Adviser of Ibama (1990-1997).

Marilza Regattieri

Project Officer for Education

Masters Degree in Economics from the Federal University of Viçosa. Analyst of State Plans in Technical Education of the Ministry of Education (1998-99).

Ary Antonio Mergulhão Filho

Project Officer for Science

Graduate in Administration from the Catholic University of Rio de Janeiro - PUC/Rio. Masters Degree in Operational Research from the Technological Institute of Aeronautics - ITA. Specialist in Management.

Lúcia Maria Gonçalves de Resende

Project Officer for Education

Specialist in Higher Education Methodology, Educational Guidance, Non-formal Education, and Youth Leadership. Masters Degree in Educational Curriculum and Methodology from the University of Brasília. Doctorate in Brazilian Education from the State University of São Paulo. Professor at the University of Brasília.

Graciete Barros

Project Officer for Education

Bachelors Degree in Tourism. Post-graduate in Political Sciences. Specialist in Integration Processes in Latin America. Specialist in Elaboration and Monitoring of Social Projects. Specialist in Governmental Project and Program Performance Evaluation. Specialist in International Finance Proceedings and Operations (BID/BIRD).

Paulo Roberto Benite

Project Officer for Social Development

Graduate in CNI - International Commerce and Business - UNEB - BSB - Management of CEF in São Paulo State - (1978-1986) - Director of Private Pension Fund of the Federal Social Welfare Assistance System (87-2000).

Alessandra Schneider

Project Officer for Education

Specialist in Childhood Education Programs. Psychologist. Specialization in Pre/Post Natal Health, Education and Infant Development from the University of Brasília. Post graduate work in Program Design and Administration and Social Policy for the Interamerican Institute for Social Development.

Theremilza Cristina Santana Raposo

Project Officer for Education

Psychologist. Post-graduate in Sexual Education from the Unified Educational Center of Brasília. Specialist in Sexual Education, Sexual Health and Reproduction. Ten years of Professional Experience in HIV/AIDS Area and Educational Health Program Elaboration.

Gabriel Ferrato dos Santos

Project Officer for Education

Economist, Masters Degree in Business Administration. Professional experience at Getulio Vargas Foundation in São Paulo. Professor and Researcher at the Institute of Economy at the State University of Campinas. Was granted leave from the Ministry of Health in July, 1997 to coordinate the REFORSUS Project.

Lorena Carvalho

Project Officer

Pharmacist. Masters Degree in Food Science and Technology from the Federal University of Vicosa and Maryland University. Specialist and Food and the Prevention of Chronic Degenerative Diseases and Food Chemistry.

Ana Lúcia Guimarães

Public Information Officer

Graduate in Journalism and Audiovisual Production (Radio-TV-Cinema) from the University of Brasília. Professional experience in radio production, in newspaper, and television. During the last seven years she ran her own Communication Advisory.

Edson Fogça

Graphic Designer

Graduate in Architecture and Urbanism from the University of Brasília (1986). Scholarship Student from the Portuguese Government (1989), Trainee in the Portuguese Institute of Architectural Patrimony (Ippar). Worked in the areas of Exhibition Design, Graphic Design, and Publicity.

Maria Luiza Monteiro Bueno e Silva

Librarian

Bachelors Degree in Library Science (1983) and Specialist in Administration and Organization of Libraries from the University of Brasília (1987). Professional experience in Governmental Organization and School Libraries. Coordinator of a Seven-library System of Binational Cultural Centers (United States and Brazil). Director's Assistant of the United States Information Service Resource Center at the American Embassy in Brazil.

Matias Spektor

Assistant to the Director of UNESCO Office in Brazil

Bachelors Degree in International Relations. Masters Degree in International Relations from the University of Brasília.

Roberta Martins

Legal Adviser

Attorney. Bachelors Degree in International Relations. Specialist in Human Rights from the University of Brasília/Fesmpdft/University of Essex. Adviser to the Secretariat Advisory for Citizenship Rights of the Ministry of Justice (1996).

UNESCO Antennas

Rio de Janeiro

Marta Porto

Coordinator

Graduate in Social Communication and Post-graduate in Strategic Planning and Information Systems from the Catholic University of Minas Gerais. Masters Degree in Information Science from UFMG. Director of Cultural Planning and Municipal Cultural Secretary of Belo Horizonte and Member and Coordinator of the Municipal Cultural Council.

Mary Garcia Castro

Research Coordinator

Sociologist. Masters Degree in Urban Planning-UFRJ; and in Culture Sociology-UFBA; Ph.D. in Sociology from the University of Florida. Associate Researcher of the Study Center of International Migrations-Unicamp; Retired Professor from UFBA; Research in the areas of Gender, International Migration, Cultural Studies and Youth.

Sandra Macedo

Special Consultant for Nova Baixada Project

Sociologist. Diplôme d'Etudes Approfondues in Political Sciences from the Sorbonne Nouvelle University. Post-graduate in Human Ecology from the René Descartes Medical College. Professional experience in France and Brazil. Worked on various Social-environmental Impact Studies, and as a Researcher in the areas of Evaluation of Public Policies for Youth (Education, Professional Capacity, and Drug Use Prevention).

Maria Cecilia Oswaldo Cruz

Project Officer for Cultural Development

Archaeologist. Professional experience in the Elaboration and Execution of different projects in the Cultural Area in Public and Private Cultural Institutions. Planned and coordinated research in this area.

Patrícia Lacerda

Project Officer for Education

Graduate in Social Psychology from UFMG. Specialist in Labor Relations from FACE/MG. Masters Degree in Brazilian Education from PUC / RIO. Planned, researched, and coordinated projects in the area of Education in Minas Gerais and Rio de Janeiro.

Mara Bergamaschi

Public Information Officer

Journalist, Social Communication Degree from the Federal University of Minas Gerais (UFMG). Worked on Special Project for the Dean's Office for Post-Graduate Studies.

Political Reporter for State of São Paulo newspaper. Press and Media Consultant in Brasília.

Bahia

Djalma Benedito Neves Ferreira

Coordinator

License és Histoire (Université Paris VII), Diplôme de Démographie Générale (Université Paris I), Diplôme d'Expert en Démographie (Université Paris I). Local Coordinator of BID (1994/99), Social Policy Coordinator (Secretary of Planning, Science, and Technology of Bahia (1999/2000).

José Pedro Garcia Castro

Public Information Officer

Graduate in Social Communication and in Printed Journalism from the City College, RJ.

Special student of the Masters Course in Social Communication at UFBA. Adviser of Social Communication at the Chamber of Deputies, Brasília-DF and Legislative Assembly of Bahia (1994/1996), Adviser of Communication Porto Seguro City Hall (1997/1998), Chief of "O Diário" Newspaper, in Porto Seguro-BA (1998/1999).

Mato Grosso

Ana Maria de Oliveira Lopes

Coordinator

Graduate from the Federal University of Mato Grosso. Professional experience:

Chief of the Education Secretary Cabinet, Coordinator of "Terra Project" – Education for Rural Children, participated in the consulting process of the "Carta da Terra, "

Vice-President of the Creatio Institute. Team member of the following:

Education in Cuiabá-Basic Information and The reality of Education in Cuiabá-Subsidies for the Principal Educational Plan in Cuiabá.

Jerônimo Luis Barbosa Urei

Administration and Finance Officer

Graduate in Business Administration from the Cândido Rondon College. Professional experience: Adviser to Senator Antero Paes de Barros Cabinet, Adviser to the former President of the Creatio Institute, Mr. Carlos Maldonado, Coordinator of the Translation Group of the Continental Conference of the Americas "Carta da Terra."

Aldenice Bernardes Garcia

Project Officer

Biologist. Masters Degree in Public Management in Tourism: Sustainability and Competitiveness from the International University of Anadalúcia- Spanish American Headquarters of Santa Marfa de la Rábida - Spain. Technical Consultant for the Preparation Project Advisory Unit of the Special Project State Foundation of Environmental of Mato Grosso - FEMA/MT, on the elaboration of the Pantanal Program (1996-1998).

Larissa Silva Freire Spinelli

Project Officer

Masters Degree in Education from the Federal University of Mato Grosso. Specialist in Teaching and Methodoly in Higher Education. University Professor, Project Officer of the UNESCO antenna in Mato Grosso.

Daniela Lepinsk Romio

Public Information Officer

Social Communication/Journalism Degree from the Federal University of Mato Grosso.

Pernambuco

Julio Jacobo Waiselfisz.

Coordinator

Masters Degree in Educational Planning from the Federal University of Rio Grande do Sul. Graduate in Sociology from the University of Buenos Aires. Professional experience: Professor in various Latin American Universities. Specialist in Education for the Latin American Agricultural Cooperation Institute of International Organizations (PNUD, OEA).

Sergio Murilo Junior.

Coordinator of the Culture of Peace Program in Pernambuco.

Attorney. President of Latin American Youth for Democracy. Founder of the National Committee of Violence Victims. Member of the Youth Committee of the Latin American Parliament. Parliamentary Adviser to Deputy Franco Montoro; Adviser to the Health Minister.

ANNEX I

UNESCO BRAZIL PUBLICATIONS 1997 - July 2001

Classification by category, activity areas, in decreasing chronological order
(For more information, please consult www.UNESCO.org.br on the Internet)

DIRECT PUBLISHING OR CO-PUBLISHING:

EDUCATION:

From Proclaimed Values to Experienced Ones: Transforming into Actions the United Nations and UNESCO Principles in School Projects and Educational Policies.

(UNESCO Brazil Journal. Education Series; 7)

Dos valores proclamados aos valores vividos : traduzindo em atos os princípios das Nações Unidas e da UNESCO para projetos escolares e políticas educacionais. (Cadernos UNESCO Brasil. Série educação; 7).

Cândido Alberto Gomes.

UNESCO, Rio de Janeiro State Government, Aug. 2001.

Educational Policies: Ideas and Actions.

(UNESCO Brazil Journal. Education Series; 6)

Políticas de educação: idéias e ações. (Cadernos UNESCO Brasil. Série educação; 6).

Jorge Werthein and Célio da Cunha.

UNESCO, 2001.

Schools of Peace

Escolas de paz.

Miriam Abramovay et al. Translated by Romes de Sousa Ramos

UNESCO, World Bank, Rio de Janeiro State Government, University of Rio de Janeiro, 2001.

Making Room: Education and Culture for Peace

Abrindo espaços: educação e cultura para a paz

Marlova Jovchelovitch Noieto, coord. et al

UNESCO, Jun. 2001.

Cochabamba Declaration: Education for All, Accomplishing our Collective Commitments.

Declaração de Cochabamba. Educação para todos: cumprindo nossos compromissos coletivos.

UNESCO, 2001.

Education for All: the Dakar Commitment. World Education Forum. April 26-28, 2000.

Educação para todos: o compromisso de Dakar. Fórum Mundial de Educação,

Dakar, 26-28 abril, 2000.

Translated into Portuguese by Lólio Lourenço de Oliveira.

UNESCO, Consed, Ação Educativa, Ford Foundation, Apr. 2001.

Literacy: Building the Future. (Worker Education; 2)

Alfabetização: construir o futuro. (Educação do trabalhador; 2)

Daniel Wagner.

UNESCO, SESI, CNI, Oct. 2000.

Personnel Training for Educational Management in Latin America.

(UNESCO Brazil Journal. Education Series; 4)

Formação de Recursos Humanos para a Gestão Educativa na América Latina. (Cadernos

UNESCO Brasil. Série educação; 4)

UNESCO, Oct. 2000.

Fundamentals of the New Education.

(UNESCO Brazil Journal. Education Series; 5)

Fundamentos da nova educação. (Cadernos UNESCO Brasil. Série educação; 5)

Jorge Werthein and Célio da Cunha

UNESCO, Oct. 2000.

Seven Complex Lessons in Education for the Future.

Os Sete saberes necessário à educação do futuro

Edgar Morin. Translated by Catarina Eleonora F. da Silva and Jeanne Sawaya

UNESCO, Cortez, Aug. 2000.

Recommendations from Seoul.

Second International Congress on Technical and Vocational Education.

Seoul, Republic of Korea, 26-30 Apr. 1999.

Segundo Congresso Internacional sobre Educação Técnico - Profissional. Relatório Final.

Seul, República da Coréia, 26-30 de abril, 1999. Translated by Fernando Meirelles de Azevedo

Pimental and Manuela Maria Corrêa Frazão. UNESCO, Jun. 2000.

Handbook on Monitoring Learning Achievement: Towards Capacity Building
Rendimento da Aprendizagem : construção de competências
Vinayagum Chinapah. Translated by Francisca Aguiar
UNESCO, Carlos Chagas Foundation, Ed. Autores Associados, May 2000.

Education and Transdisciplinarity

Educação e transdisciplinaridade
Basarab Nicolescu et al.
UNESCO, USP, Escola do Futuro, CESP, Apr. 2000.

Municipal Educational Managers: a Profile

Dirigentes municipais de educação: um perfil
UNESCO, Undime, Ford Foundation, Mar. 2000.

Citizenship and Education: Heading for a Significant Practice

Cidadania e Educação: Rumo a uma Prática Significativa
Luis Abdala-Bertrand, org.
UNESCO, Papyrus, 1999.

Declaration of Hamburg: Agenda for the Future - Confintea

Declaração de Hamburgo: agenda para o futuro - Confintea
UNESCO, SESI, 1999.

Education for a Sustainable Future

Educação para um futuro sustentável
UNESCO, Edições IBAMA, 1999.

Education, Work, and Unemployment: New Time, New Perspectives.

(UNESCO Brazil Journal. Education Series; 3)
Educação, trabalho e desemprego. (Cadernos UNESCO Brasil. Série educação; 3)
Jorge R. Werthein
UNESCO, 1999.

Change and Development Policy on Higher Education

Política de Mudança e Desenvolvimento no Ensino Superior
UNESCO, MEC/SESu, Garamond, 1999.

Trends in Higher Education for the 21st Century. World Conference on Higher Education for the 21st Century. Reports. Paris, 5-9 Oct. 1998.

Tendências da educação superior para o século XXI. Conferência Mundial sobre o Ensino Superior. Anais. Paris, 5-9 out. 1998.

Translated by Maria Beatriz Ribeiro de Oliveira Gonçalves. UNESCO, CRUB, Capes, 1999.

School Scholarship: Educational Improvement and Reduction of Poverty

Bolsa-Escola: melhoria e redução da pobreza

Julio Jacobo Waiselfisz, Miriam Abramovay e Carla Andrade

UNESCO, Unicef, Polis, 1998.

Learning: the Treasure Within

Educação: um tesouro a descobrir.

Jacques Delors, org. et al. Translated by José Carlos Eufrazio

UNESCO, Cortez, 1998.

Higher Education and Mercosul

O Ensino Superior no Mercosul

Jacques Veloso

UNESCO, MEC/SESu, Garamond, 1998.

New Paths for Secondary Education: Brazil in perspective.

(UNESCO Brazil Journal. Education Series; 1)

Novos rumos do ensino médio: Brasil em perspectiva.

(Cadernos UNESCO Brasil. Série educação; 1)

Cândido Alberto Gomes

UNESCO, 1998.

How Much Does the Enlargement of Secondary Education Cost?

(UNESCO Brazil Journal. Education Series; 2)

Quanto Custa a Expansão do Ensino Médio? (Cadernos UNESCO Brasil. Série educação; 2)

Cândido A. Gomes

UNESCO, 1998

Computer Science for Basic Education: a Curriculum for Schools

Informática para a educação básica: um currículo para escolas

T. van Weert, coord.

UNESCO/MEC, 1997.

Paulo Freire: a Biographical Bibliography

Paulo Freire: uma biobibliografia.

Moacir Gadotti

UNESCO, Instituto Paulo Freire, Cortez, 1997.

CULTURE:

Cultural Dimensions of the Global Transformation: an Anthropological Approach.

As dimensões culturais da transformação global: uma abordagem antropológica

Lourdes Arizpe, org.

UNESCO, Aug. 2001.

World Cultural Heritage in Brazil

Patrimônio Mundial no Brasil

UNESCO, Federal Economic Bank, Jul. 2000.

Cultural Industries and Regional Integration: the Cases of NAFTA, the USA, and Mercosul.

Las Industrias culturales en los acuerdos de integración regional: el caso del Nafta, la EU y el Mercosur.

Hernan Galperin

UNESCO, 1998.

Our Creative Diversity. Report of the World Commission on Culture and Development.

Nossa diversidade criadora : relatório da Comissão Mundial de Cultura e Desenvolvimento.

Javier Pérez de Cuéllar, coord. Translated by Alessandro Warley Candeas

UNESCO, Papyrus, 1997.

SCIENCE AND ENVIRONMENT:

Water Use in Brazil: First Evaluation of Today's Situation and Perspectives for 2025.

Gestão da água no Brasil: uma primeira avaliação da situação atual e das perspectivas para 2025.

Carlos E. M. Tucci, Ivanildo Hespanhol and Oscar de M. Cordeiro Netto.

UNESCO, Jul. 2001.

Science, Ethics and Sustainability: Challenges for the New Century

Ciência, ética e sustentabilidade: desafios ao novo século

Bursztyn, Marcel et al.

UNESCO, Cortez, CDS-UnB, May. 2001.

Vegetation in the Federal District: Time and Space

Vegetação no Distrito Federal: tempo e espaço

UNESCO, MAB, Reserva da Biosfera no Cerrado, Jan. 2001.

Science for the 21st Century: a Vision and Basis for Action.

World Conference Declaration on Science and the Use of Scientific Knowledge.

Scientific Agenda - Action Plan. Budapest and Santo Domingo, 1999.

Ciência para o século XXI : uma visão e uma base de ação. Declaração da Conferência Mundial sobre Ciência e o uso do conhecimento científico. Agenda científica - base de ação.

Budapeste e Santo Domingo, 1999.

UNESCO/Abipti/Fucapi, Nov. 2000.

Ecojobs at São Paulo's Green Belt Biosphere Reserve.

(UNESCO Brazil Journal. Environment Series; 1)

O ecomercado de trabalho na reserva da biosfera do Cinturão Verde da cidade de São Paulo. (Cadernos UNESCO Brasil. Série meio ambiente e desenvolvimento; 1) UNESCO, Feb. 2000..

Desertification.

Desertificação

Celso Schenkel and Heitor Matallo Jr., org.

UNESCO, 1999.

Science and Power.

Ciência e Poder

Federico Mayor and Augusto Forti, org. Translated by Roberto Leal Ferreira

UNESCO, Papirus, 1998.

COMMUNICATION:

The Child and the Media: Image, Education and Participation

A criança e a mídia: imagem, educação e participação

Cecilia von Feilitzen and Ulla Carlsson.

UNESCO, Cortez, Sep. 2001.

Children and Media Violence

A criança e a violência na mídia

Carlson, U. & Feilitzen, C., org.

Translated into Portuguese by Maria Elizabeth Santo Matar.

UNESCO, Cortez, 1999.

Innocence in Danger: Child Sexual Abuse, Child Pornography, and Paedophilia on the Internet.

Inocência em perigo: abuso sexual de crianças, pornografia infantil e pedofilia na internet.

UNESCO, Abranet, Garamond, 1999.

Youth's Perception of Violence in Mass Media Communication.

(UNESCO Brazil Journal – Human Rights Series; 1)

Percepção dos Jovens sobre a Violência nos Meios de Comunicação de Massa.

(Cadernos UNESCO Brasil. Série de direitos humanos; 1)

Jo Groebel.

UNESCO, 1998.

SOCIAL SCIENCES/SOCIAL DEVELOPMENT:

Cultivating Life, Disarming Violence: Experiences in Education, Culture, Leisure, Sports and Citizenship Among Youths in Situations of Poverty.

Cultivando vida, desarmando violências: experiências em educação, cultura, lazer, esporte e cidadania com jovens em situações de pobreza

Mary Castro et al.

UNESCO, Brasil Telecom, Fundação Kellogg, Banco Interamericano de Desenvolvimento, Aug. 2001.

UNESCO Brazil: New Framework for Action. (English and Portuguese versions)

UNESCO Brasil: novos marcos de ação. (versões em inglês e português).

Translated into English by Linda Clark.

UNESCO, Aug. 2001.

Struggling Partners or Pots and Pan Coordinators?: Gender Relations in Rural Housing.

Companheiras de luta ou coordenadoras de panelas?:

as relações de gênero nos assentamentos rurais.

Maria das Graças Rua and Miriam Abramovay

UNESCO, Oct. 2000.

Latin America: a Region of Risk, Poverty, Inequality, and Social Institutionalism.

(UNESCO Brazil Journal. Social Development Series; 1)

América Latina: uma região de risco-pobreza, desigualdade e institucionalidade social.

(Cadernos UNESCO Brasil. Série desenvolvimento social; 1)

Bernardo Kliksberg. Translated by Norma Guimarães Azeredo

UNESCO, Aug. 2000.

Map of Violence II: Youths of Brazil.

Mapa da violência II: os jovens do Brasil.

Julio Jacobo Waiselfisz

UNESCO, Ayrton Senna Institute, Ministry of Justice, Aug. 2000.

Street Children

Meninos de Rua

M. Filomena Gregori e C.A. Silva

UNESCO, Ayrton Senna Institute, Liv. Da Vila, Ed. Contexto, Jun. 2000.

Inequalities in Latin America: the Postponed Debate

Desigualdade na América Latina: o debate adiado

Bernardo Kliksberg. Translated by Sandra Trabuco Valenzuela.

UNESCO, Cortez, Apr. 2000.

Engendering a New Feminism: Grassroots Women Leaders

Engendrando um novo feminismo: mulheres líderes de base

Miriam Abramovay and Mary Castro

UNESCO, Cepia, 1999.

Say It People: Youth, Violence and Citizenship in Rio de Janeiro

Fala galera: juventude, violência e cidadania na cidade do Rio de Janeiro

Maria Cecília de Souza Minayo et al.

UNESCO, Ayrton Senna Institute, Ford Foundation, Fiocruz, Garamond, 1999.

Gangs, Crews, Buddies, and Rappers.(English and Portuguese versions)

Gangues, galeras, chegados e rappers

Miriam Abramovay et al. Translated by Cláudia Kern.

UNESCO, Ayrton Senna Institute, Setur, 1999.

Youths from Curitiba: Hope and disillusionment, Youth, Violence and Citizenship.

Jovens de Curitiba: esperanças e desencantos, juventude, violência e cidadania.

Ana Luisa F. Salla et al.

UNESCO, Ayrton Senna Institute, Government of Paraná/Secretariat of Education, 1999.

In Touch With the Crew: Youth, Violence and Citizenship in Fortaleza

Ligado na galera: juventude, violência e cidadania na cidade de Fortaleza.

Barreira, César, coord.

UNESCO, Ayrton Senna Institute, Unicef, Fnuap, 1999.

Youth and Family Agriculture: Challenging New Inheritance Standards

Juventude e agricultura familiar: desafios de novos padrões sucessórios

Ricardo Abramovay, coord.

UNESCO, FAO, Epagri, Incra, 1999.

UNESCO Brazil (English and Portuguese versions)

UNESCO Brasil (versões em português e inglês)

UNESCO, 1999.

Youth, Violence and Citizenship: Youths from Brasília

Juventude, violência e cidadania: os jovens de Brasília.

Julio Jacobo Waiselfisz

UNESCO, UNDP, Undcp, Unicef, Fnuap, Correio Brasiliense, Ministry of Justice,

Secretariat of Education of the Federal District, Cortez, 1998.

Map of Violence: Youths from Brazil

Mapa da violência: os jovens do Brasil

Julio Jacobo Waiselfisz

UNESCO, Ayrton Senna Institute, Garamond, 1998.

Rethinking the Role of the State for Social Development;

Overcoming Dogmas and Conventions.

Repensando o estado para o desenvolvimento social:

superando dogmas e convencionalismos.

Bernardo Kliksberg. Translated by Joaquim Ozório Pires da Silva

UNESCO, Cortez, 1998.

UNESCO Brazil

UNESCO Brasil

UNESCO, 1998.

Gender and Environment

Gênero e meio ambiente

Mary Castro and Miriam Abramovay

UNESCO, Unicef, Cortez, 1997.

Governing Globalization: Inclusion Policy, Change in Sharing Responsibility.

Report on Democratic Principles.

Governar a globalização: a política de inclusão, a mudança de responsabilidade compartilhada. Relatório sobre os princípios democráticos e a governabilidade.

United Nations, 1997.

HUMAN RIGHTS:

Universal Declaration on the Human Genome and Human Rights.

Declaração Universal do genoma humano e os direitos humanos

Translated by Regina Coeli

UNESCO, Jul. 2001.

Passport for Equality. 2.ed.

Passaporte para a igualdade. 2.ed.

UNESCO, May 2001.

Reflections on Tolerance

Reflexões sobre a tolerância

Translated into Portuguese by Catariana Eleonora F. da Silva and Jeanne Sawoya.

UNESCO, Ministry of Justice, Garamond, 1999.

The Right to Humanitarian Assistance

Direito a assistência humanitária.

Translated into Portuguese by Catariana Eleonora F. da Silva and Jeanne Sawoya.

UNESCO, Ministry of Justice, Garamond, 1998.

AIDS:

Evaluation of Preventive Actions Against STDs/AIDS and Drug Abuse in Elementary and High Schools in Brazilian Capitals.

(Portuguese and English versions)

Avaliação das ações de prevenção de DST/AIDS e uso indevido de drogas nas escolas de ensino fundamental e médio em capitais brasileiras (Versões em português e inglês)

Maria das Graças Rua and Miriam Abramovay. Translated by Cláudia David.

UNESCO, Ministry of Health, Unaid, Unodccp, Jun. 2001.

Handbook for Legislators on HIV/AIDS, Law and Human Rights

(Portuguese and Spanish versions)

Manual para legisladores sobre VIH/SIDA, leyes y derechos humanos

Translated by Andrew Miccoles and Miles Forrest.

UNESCO, May 2001.

Compêndio para legisladores sobre HIV/AIDS, legislação e direitos humanos.

Translated by Célia Leal da Costa Genovez.

UNESCO, Unaid, Inter-Parliamentary Union, Sep. 2000.

INSTITUTIONAL SUPPORT

EDUCATION:

Integrated Module VI: Research Process Elements.

Module I: Research and Autonomous thinking.

Módulo integrado VI: elementos do processo de pesquisa.

Modulo I: a pesquisa e o pensar autônomo.

Bernardo Kipnis and Walter Omar Kohan

SESI, CNI, UnB, UNESCO, Aug. 2001.

Integrated Module VI: Research Process Elements.

Module II: Project Elaboration and Writing the Monography.

Módulo integrado VI : elementos do processo de pesquisa. Modulo II:

a elaboração do projeto e a redação da monografia.

Bernardo Kipnis and Walter Omar Kohan

SESI, CNI, UnB, UNESCO, Jul. 2001.

Integrated Module I: Fundamentals of Youth and Adult Education.

Module I, Contextualization for Youth and Adult Education.

Módulo integrado I : Fundamentos de educação de jovens e adultos. Módulo I, contextualização da educação de jovens e adultos.

Cláudia Lemos Vóvio, Mayra Pátricia Moura and Vera Masagão Ribeiro
SESI, CNI, UnB, UNESCO, Jun. 2001.

Integrated Module II: Fundamentals of Distance Education

Module I, Technical-historic Approach in Distance Education.

Módulo integrado II: Fundamentos da educação à distância. Módulo I, abordagens técnico-históricas em educação à distância.

Maria de Fátima Guerra de Sousa and Ivônio Barros Nunes
SESI, CNI, UnB, UNESCO, Jun. 2001.

Integrated Module III: Means and Material for Distance Education Module II, Computers as a Means for Distance Education.

Módulo integrado III : Meios e materiais para educação à distância. Módulo II, a informática como meio para educação à distância.

Gilberto Lacerda Santos
SESI, CNI, UnB, UNESCO, Jun. 2001.

Integrated Module IV: Organization of Pedagogical Work for Education.

Module II: Youths and Adults in Learning Process, Organizing Work Projects. Module I: concepts for teaching and learning. Módulo integrado IV: organização do trabalho pedagógico na educação de jovens e adultos. Modulo I: concepções de ensinar e aprender.

Jane Paiva and Inês Barbosa de Oliveira
UNESCO, SESI, CNI, UnB, Jun. 2001.

Integrated Module IV: Pedagogical Work Organization in Youth and Adult Education.

Module II: Youth and Adults in Learning Process, Organizing Work Projects. Módulo integrado IV: organização do trabalho pedagógico na educação de jovens e adultos. Modulo II: jovens e adultos em processos de aprender, organizando projetos de trabalho.

Jane Paiva and Inês Barbosa de Oliveira
SESI, CNI, UnB, UNESCO, Jun. 2001.

Integrated Module V: Management of Learning Organizations.

Module I: Contemporary Management.

Módulo integrado V: gestão de organizações de aprendizagem. Modulo I: a gestão contemporânea.

Eda Castro Lucas de Sousa
SESI, CNI, UnB, UNESCO, Jun. 2001.

Integrated Module V: Management of Learning Organizations

Module II: the Pedagogical Project and the Management Process.

Módulo integrado V: gestão de organizações de aprendizagem.

Modulo II: o projeto pedagógico e o processo de gestão.

Eda Castro Lucas de Sousa

UNESCO, SESI, CNI, UnB, Jun. 2001.

Fifth National Congress on Educational Arts in Schools for All.

VI National Festival of Arts Without Frontiers. Brasília, 6-9 Nov. 2000.

V Congresso Nacional de arte-educação na escola para todos.

VI festival Nacional de Artes sem Fronteiras. Brasília, 6-9 nov. 2000.

MEC, Caixa Econômica, GDF, Funarte, UNESCO, Nov. 2000.

Secondary Education in Brazil: or the Retold Story of the Ugly Duckling

O Ensino médio no Brasil: ou a história do patinho feio recontada

Cândido Alberto Gomes

Universa Ed., Catholic University of Brasília, UNESCO, Sep. 2000.

Education and Citizenship

Educação e cidadania

Pref. Mun. De Cubatão, UNESCO, 2000.

The New (LDB) Law of Basis and Directrix: a Law of Hope

A nova LDB : uma lei de esperança

C. A. Gomes, org.

Catholic University of Brasília, Ed. Universa, UNESCO, 1999.

For a Basic Rural Education

Por uma educação básica do campo

Incra, CNBB, UnB, Pronera, Unicef, UNESCO, 1999.

Dear Child: Daily Life of Nurseries and Kindergartens

Criança querida : o dia-a-dia das creches e jardim-de-infância

Renate Keller Ignácio

Monte Azul Community Association, UNESCO, 1998.

Alternatives for Content Organization and Educational Processes in Professional Training: Research

Formas alternativas de organização dos conteúdos e processos de ensino na formação profissional : pesquisa.

CNI, Senai, CIET, UNESCO, 1998.

Educational Award for Quality of Work: Awarded Experiences, 1997.
Prêmio educação para a qualidade do trabalho : experiências premiadas, 1997
MEC, UNESCO, 1998.

International Seminar on Public Policies for Secondary Education.

Proceedings. São Paulo, 29-30 Aug. 1996.

Seminário internacional de políticas públicas do ensino médio. Coletânea.
São Paulo, 29-30 ago. 1996.

Consed, MEC, Secretariat of Education of São Paulo, UNESCO, 1998.

Job Market Trends in the Educational Field: Questions and Debate

Tendências do mercado de trabalho e educação: questões para debate
CIET, UNESCO, 1998.

Environmental Education Concepts. (Handbooks on Environmental Education)

Conceitos para se fazer educação ambiental. (Cadernos de educação ambiental)
Secretariat of Environment of São Paulo/UNESCO, 1997.

Educational Legislation and Education for the 21st Century

Direito Educacional e Educação no Século XXI

Elias de Oliveira Motta

UNA, UNESCO, 1997.

Youth and Adult Education: Curricular Proposal for the First Segment of Basic Education

Educação de jovens e adultos: proposta curricular para o primeiro segmento
do ensino fundamental

Vera Maria Mazagão Ribeiro, coord.

UNESCO, Educational Action, MEC, 1997.

CULTURE:

Talking about Tradition and Folklore: Basic Knowledge of Traditions and Culture
from Rio Grande do Sul.

Falando em tradição e folclore: conhecimentos básicos da cultura e tradições do Rio Grande do Sul.
Odalgil Nogueira de Camargo

Ed. Gráfica Pe. Berthier, CIOFF, UNESCO, 2000.

Who is the Gaucho....

O gaúcho quem é...

Pedro Ari Veríssimo da Fonseca

CIOFF, UNESCO, 2000.

Restoring the Ceiling of the Senhor Bom Jesus de Matosinhos Sanctuary of Congonhas, Minas Gerais.

Restauração do forro da nave do Santuário do Senhor Bom Jesus de Matosinhos. Congonhas, MG Iphan, Mayor's Office of Congonhas, Biapo Construction, UNESCO, 1999.

1st Forum for Cultural Integration.

Arte sem Fronteiras, UNESCO, 1998.

SOCIAL SCIENCES/SOCIAL DEVELOPMENT:

Social Justice: a Jewish View.

A justiça social: uma visão judaica.

Bernardo Kliksberg. Translated by Dagoberto Mensch
Maayanot, UNESCO, 2001.

Familiar Drawings: Research on Family of Street Children and Adolescents.

Desenhos familiares: pesquisa sobre família de crianças e adolescentes em situação de rua.
BankBoston Foundation, UNESCO, Dec. 2000.

Information without Myths.

Informações sem mitos.

BankBoston Foundation, UNESCO, Dec.2000.

Youth: a Call of Hope, the Profile of Youths from Palmas, 1999.

Juventude : um grito de esperança, o perfil do jovem palmense, 1999
Ulbra, Youth Secretary of Palmas' City Hall, UNESCO, 1999.

Scenarios of Restructuring Brazilian Industry.

Cenários de reestruturação da indústria brasileira.

CIET, Senai, CNI, UNESCO 1998.

Youngsters Taking Part in Public Policies, v.1 and 2.

Jovens acontecendo na trilha das políticas públicas. v.1 e 2
CNPd, DST/AIDS, Unfpa, UNESCO, 1998.

HUMAN RIGHTS:

For a Culture of Peace and Non-Violence in Schools

Por uma cultura de paz e não-violência nas escolas

Marisa Serrano

Chamber of Deputies, UNESCO, Dec. 2000.

More Humane Rights

Direitos mais humanos

C. Alencar

Garamond, UNESCO, 1998.

TECHNICAL COOPERATION PROJECTS

EDUCATION:

Storybook: Indigenous Park of Xingu. V.1

Livro de historia: parque indígena do Xingu. v.1

MEC, UNESCO, 1998.

School TV: National Evaluation of the TV Program "School TV"

TV da escola : avaliação nacional do programa TV Escola

MEC, UNESCO, 1998.

Learning Portuguese in the Schools of the Forest

Aprendendo português nas escolas da floresta

MEC, CPI-AC, UNESCO, 1997.

Literacy Handbook. (Indigenous Education)

Caderno de alfabetização. (Educação indígena)

MEC, CPI-AC, UNESCO, 1997.

Regional Preparatory Conference for the

Fifth International Conference on Adult Education. Hamburg, Jul. 1997.

Conferencia regional preparatória para a V Conferencia internacional

sobre educação de adultos. Hamburgo. jul. 1997

MEC, UNESCO, 1997.

Special Education: Education of the deaf. (Pedagogical Update series; 4. v.2)

Educação especial: a educação dos surdos (serie atualidades pedagógicas; 4. v.2)

MEC, UNESCO, 1997.

Special Education: Hearing Deficiency. (Pedagogical Update series; 4. v.1)

Educação especial: deficiência auditiva (serie atualidades pedagógicas; 4. v.1)

MEC, UNESCO, 1997.

Special Education: Mental Deficiency. (Pedagogical Update series; 3)

Educação especial: deficiência mental (serie atualidades pedagógicas; 3)

MEC, UNESCO, 1997.

Special Education: Brazilian Sign Language. (Pedagogical Update series; 4. v.3)
Educação especial: Língua brasileira de sinais (serie atualidades pedagógicas; 4. v.3)
MEC, UNESCO, 1997.

Kanamari Stories: Written on the Second Educators' Training Course in the Village...
Histórias de Kanamari: escritas no 2o. Curso de formação de educadores na aldeia...
MEC, UNESCO, 1997.

Special Needs in the Classroom (Pedagogical Update series; 2)
Necessidades especiais na sala de aula (serie atualidades pedagógicas; 2)
MEC, UNESCO, 1997.

International Seminar on Educational Evaluation.

Report. Rio de Janeiro, 1-3 Dec. 1997.
Seminário internacional de avaliação educacional. Anais.
Rio de Janeiro, 1-3 dez. 1997
MEC, INEP, UNESCO, 1997.

Time Passes and History Remains: Xacriaba Indians.
Tempo passa e a historia fica: Índios Xacriaba
MEC, UNESCO, 1997.

CULTURE:

Kalunga: the Land People.
Kalunga: povo da terra.
M. de N. Baiocchi
Ministry of Justice, UNESCO, 1999.

Portuguese-Brazilian Architecture in Maranhão

Arquitetura luso-brasileira no Maranhão
Ministry of Culture, UNESCO, 1998.

Pataxó People and their History.

Povo Pataxó e sua historia
MEC/SEE, UNESCO, 1997.

SCIENCE:

Talking About Our Health: Health Handbook for Indigenous People.
Conversando sobre a nossa saúde: manual de saúde para os povos indígenas.
Ministry of Health, UNESCO, 1999.

Xacriaba Book on Medicinal Plants.

Livro Xacriaba de plantas medicinais.
MEC, SEE, UNESCO, 1997.

SOCIAL SCIENCES/SOCIAL DEVELOPMENT:

**Innovative Strategies for Partnership Against Social Exclusion:
Evaluation, Dialogue and Perspectives.**

Estratégias inovadoras de parceria no combate à exclusão social:
avaliação, diálogo e perspectivas.
Solidarity Community, UNESCO, UNDP, Sept. 2000.

Tracing Roads in a Violent Society.

Traçando caminhos numa sociedade violenta
Simone G. Assis
Ministry of Justice, UNESCO, 1999.

Tracing Roads in a Violent Society: Summary.

Traçando caminhos numa sociedade violenta : sumario
Ministry of Justice, UNESCO, 1999.

Assistance of Adolescents in Conflict with the Law.

Atendimento ao adolescente em conflito com a lei
Ministry of Justice / DCA, UNESCO, 1998.

**Public Policies and Strategies for the Social Educational Assistance of
Adolescents in Conflict with the Law.** (Rights guarantee collection, subsidies series; 2).
Políticas públicas e estratégias de atendimento socioeducativo ao adolescente em conflito
com a lei. (Coleção garantia de direito, série subsídios; 2). Ministry of Justice, UNESCO, 1998.

Judicial Themes of The Third Sector: Comparative Review

Temas jurídicos do terceiro setor: revisão comparativa
Anna Cynthia Oliveira
Solidarity Community, UNESCO, 1998.

Everything in Krenak Language: Conne Panda Rithioc Krenak

Coisa tudo na língua Krenak: conne panda rithioc Krenak
MEC, UNESCO, 1997.

COMMUNICATION:

Youths in the Media: the Challenge of AIDS. ANDI/IAS/UNESCO research.

Jovens na mídia: o desafio da AIDS. Pesquisa ANDI/IAS/UNESCO

ANDI, Ayrton Senna Institute, UNESCO, 1999.

HUMAN RIGHTS:

Brazil, Gender, and Race: Everyone United for Equal Opportunities.

Brasil, gênero e raça: todos unidos pela igualdade de oportunidades

Ministry of Justice, Ministry of Labor, ILO, UNESCO, 1998.

Human Rights in Day to Day Life.

Direitos humanos no cotidiano

Ministry of Justice, UNESCO, 1997.

Sipia: User's Handbook.

Sipia: manual do usuário

Ministry of Justice, SND, UNESCO, 1997.

AIDS:

HIV/AIDS Control: the Brazilian Experience, 1994-1998.

Controle do HIV/AIDS: a experiência brasileira, 1994-1998

Ministry of Health, UNESCO, 1999.

Taking Care of My Child With AIDS.

Cuidando da minha criança com AIDS

RNDH, UNESCO, 1999.

EDUC AIDS. Third National Meeting of Education for the Prevention of AIDS.

São Paulo, 14-16 Jun. 1999.

EDUC AIDS. Terceiro Encontro Nacional de Educação na Prevenção da AIDS.

São Paulo, 14-16 jun. 1999.

APTA, Unicef, Ministry of Health, Pedst/AIDS, UNESCO, 1999.

ANNEX 2 - UNESCO Chairs in Brazil

BRASÍLIA, DF

University of Brasília:

Chair: "Distance Education"

National Association of Managers of Higher Education Institutions (Andifes):

Chair: "Institutional and Public Policies Evaluation"

GOIÁS

Catholic University of Goiás:

Chair: "Educational Sciences for Basic Education Professional Training and Educational Research"

MATO GROSSO

Federal University of Mato Grosso:

Chair: "Educational Sciences"

MINAS GERAIS

Federal University of Minas Gerais:

Chair: "Professional Training through Distance Education"

PARÁ

Federal University of Pará:

Chair: "Ecology, Environmental Development, and Ecology"

PARANÁ

Federal University of Paraná:

Chair: "UNESCO-AUGM of Culture of Peace"

Chair: "Sustainable Development"

RIO DE JANEIRO

ORDECC College of Brasil:

Chair: "City and the Environment"

Federal University of Rio de Janeiro:

Chair: "Sustainable Development"

Chair: "Form and Development Biology"

College of Brazil:

Chair: "Global Economy and Sustainable Development"

University of Castelo Branco:

Chair: "Distance Education"

RIO GRANDE DO SUL

Lutheran University of Brazil (Ulbra):

Chair: "Food Science and Technology"

SANTA CATARINA

Federal University of Santa Catarina:

Chair: "Chemical Engineering"

SÃO PAULO

University of São Paulo:

Chair: "Higher Education"

Methodist University of São Paulo:

Chair: "Education for Peace, Human Rights, Democracy and Tolerance"

Methodist University of Piracicaba:

Chair: "Communication for Regional Development"

Architecture and Urbanism College:

Chair: "Land Architecture, Constructive Cultures, and Sustainable Development"

TOCANTINS

Federal University of Tocantins:

Chair: "Environmental Studies for Sustainable Development in Brazilian Transition Zones"

ANNEX III - Associated Schools

BAHIA

Ilheus: Instituto Nossa Senhora da Piedade

Jequié: Campus de Educação Integrada

Vitória da Conquista: Colégio Poli. de Vitória da Conquista

BRASÍLIA, DF

CAIC UNESCO – São Sebastião, Escola Casa do Sol, Escola Classe 14 do Gama

Escola Classe 409 Norte – Assoc. de Pais e Mestres da E.C. 409 Norte, Escola das Nações

Instituto de Educação Guinness

ESPÍRITO SANTO

São Mateus: EPPSG Alternativa "Lago dos Cisnes"

Vila Velha: Colégio Ateneu do Espírito Santo

Vitória: Centro Educacional Leonardo Da Vinci, Escola Crescer,

Escola Juscelino Kubitschek de Oliveira

GOIÁS

Anápolis: Escola Municipal "Deputado José de Assis"

Goiânia: Colégio Lyceu de Goiânia, Escola Municipal Antônio Fidélis,

Escola Municipal Nadal Sfredo,

Escola Municipal Professora Deushaydes Rodrigues de Oliveira,

Escola Municipal Professora Marília Carneiro Azevedo Dias

Itaberaí Colégio Estadual Honestino M. Guimarães,

Educandário Evangélico "Durval Rosa Pires",

Escola Estadual Benedito Pinheiro, Escola Estadual Maria Olinta de Almeida,

Escola Estadual São Benedito

Silvania: Escola Municipal Manoel Caetano do Nascimento

MARANHÃO

São Luis:

Centro Educacional Montessoriano Reino Infantil,

Colégio Literato, Colégio Santa Tereza,

Instituto Educacional Mater Dei
São Bernardo: Colégio Atual

MINAS GERAIS

Araguari: Colégio Anglo de Araguari
Belo Horizonte: Grupo Pitágoras
Minas Novas: Esc. Estadual Dr. Agostinho da Silva Silveira,
Escola Estadual Presidente Costa e Silva
Ouro Preto: Escola Estadual Dom Velloso
Pampulha: Colégio Santa Marcelina
Patos de Minas: Esc. Estadual "Abílio Caixeta de Queiroz"
Raul Soares: Centro de Educação "Cidadãos do Futuro"
Uberlândia: Escola Estadual Prof. José Ignácio de Sousa
Viçosa: Centro Educacional Gênese

PARÁ

Belém: Centro de Serviços Educacionais do Pará – CESEP,
CESEP/Maguari – Centro de Estudos Reino Encantado

PARANÁ

Curitiba: Colégio Bastos Maia, Colégio Nossa Senhora de Sion,
Colégio OPET, Organização Educacional Expoente S/C Ltda.,
Sociedade Educacional Positivo
Londrina: St. James' American School
Pato Branco: Colegio Integral
São José dos Pinhais: Colégio Universitário São José dos Pinhais

RIO DE JANEIRO

Abolição: Crianças & Cia Creche Escola
Andaraí: Centro de Formação Profissional Bezerra de Araújo
Barra Mansa: Centro Universitário de Barra Mansa – UBM
Belford Roxo: ABEU – Colégios e Faculdades Integradas
Cachambi: Creche Escola Sonho Encantado
Duque de Caxias: Instituto de Educação Jesus Maria José
Ilha do Governador: Escola Municipal Anísio Teixeira
Jacarepaguá: Centro Educacional Bambini, Colégio Gama Filho – Unidade Jacarépagua,
Colégio Senhora da Pena, Unidade Integrada Garriga de Menezes
Laranjeiras: Colégio Israelita Eliezer Steinbey,
Curiosa Idade Centro Educacional
Mangueira: GP 241 – Nação Mangueirense
Méier: Colégio Metropolitano
Niterói: Colégio Educando, Instituto GayLussac

Padre Miguel: Centro Educacional Elpidio da Silva
Penha Circular: Educandário Silva
Piedade: Colégio Gama Filho – Unidade Piedade
Realengo: Colégio de Aplicação Dr. Paulo Gissoni Colégio Castelo Branco,
Colégio Gissoni Junior , Universidade Castelo Branco
Rio de Janeiro: Amanhecendo Escola para Bebês e Crianças Ltda., Atchim Jardim Escola Ltda.,
Baby Garden MCM Movimento Cultural, Centro Educacional da Lagoa, Centro Educacional
Jean Piaget, Centro Educacional Miraflores, Colégio Anglo-Americano, Colégio da Cidade,
Colégio Eduardo Guimarães, Colégio Israelita Brasileiro A. Liesin, Colégio Pedro II, Colégio Rio
de Janeiro, Colégio São Pedro de Alcântara, Constructor Sui-Campus Internacional Montessori,
Creche Criancando Ltda., Creche Terezinha Amorim do Tribunal de Justiça do Estado do RJ,
Escola Parque – Gávea, Escola Vitória, Grupo Integrado Magdalena Kahn/ Colégio
Chapeuzinho Vermelho, Jardim Escola Lestonnac, Jardim Escola Stockler, Les Petits Creche
Escola Ltda., Meimei Escola Montessoriana, MOPI – Moderna Organização Pedagógica Inf.
Ltda., Organização Hélio Alonso de Educação e Cultura Colégio Hélio Alonso, Our Lady of
Mercy School, Petra – Pequeno Trabalhador/Casa Escola Montessoriana,
Piuui Creche Escola Ltda., Tic Tic Tac,
Santíssimo: Escola Municipal Evaristo de Moraes
São Gonçalo: Colégio de Aplicação Dom Hélder Câmara
Senador Camará: Escola Municipal 08-17-37 Presidente Wilson
Unidade Integrada Garriga de Menezes
Vaz Lobo: Escola Municipal Pires e Albuquerque
Vila da Penha: Instituto Agras de Ensino

SÃO PAULO

Botucatu: Centro Educacional Professor Reinaldo Anderlini
Campo Limpo: Colégio EAG Tec
Cidade Dutra: Colégio Albert Einstein
Granja Julieta: Colégio Elvira Brandão
Itapira: Colégio Ementa Objetivo Itapira
Jardim Santo André: Colégio Arbos
Jundiaí: Lar Anália Franco
Parada de Taipas: Escola Prígule s/c Ltda. (Colégio Prígule)
Santa Cruz das Palmeiras: Associação de Proteção e Assistência à Infância
Santo André: Centro Educacional Paineira
Santos: Colégio do Carmo
São José dos Campos: Escola Monteiro Lobato, Escola Moppe Educação Infantil
e Ensino Fundamental
São Paulo: Escola de Educação Infantil Bem Querer S/C Ltda., nima Núcleo de
Desenvolvimento Infantil Ltda., APMIT Casa da Criança, Associação Escola Graduada de São
Paulo, Colégio Augusto Laranja, Colégio Benjamin Constant, Colégio EMECE, Colégio Floriano
Peixoto S/C Ltda, Colégio Friburgo – Casinha Pequenininha, Colégio Gato Xadrez / Colégio

Conde Domingos, Colégio Experimental Integrado, Colégio Guilherme Dumont Villares, Colégio Jardim França, Colégio Magno / Mágico de Oz, Colégio Mater Dei, Colégio Ofélia Fonseca, Colégio Paulo de Tarso, Colégio Rainha da Paz, Colégio Saint Hilaire, Colégio Sapiens, Colégio Stella Rodrigues, Colégio Vital Brazil, Colégios Integrados Oswaldo Cruz – Pais Leme, E.M.E.F. CAIC Ayrton Senna da Silva, Educati – Educação Infantil, Elo – Escola de Educação Infantil, Escola Americana e Colégio Mackenzie, Escola de Educação Infantil Geretti Reis, Escola Jardim das Nações, Escola Paulista de Educação Especial, Escola Terra Matter, Escolinha do Tio Simão, Espaço Aberto Educação Infantil, Instituto de Ensino Barão de Mauá, IREP – Sociedade de Ensino S/Sltlda., Prima Escola S/C Ltda., Radial – Faculdades e Colégios, Somai Educação e Tecnologia,
São Vicente: E.E.P.G. Profa. Maria Dulce Mendes, E.M.E.F. / NUMAA "Ana Lucia
Sorocaba: Colégio Uirapuru
Vila Monumento: Centro Educacional Von Martins

SANTA CATARINA

Florianópolis: Centro Educacional Menino Jesus
Lages: Colégio Sigma

SERGIPE

Aracaju: Universidade Tiradentes

ABBREVIATION LIST

- ABC** • Associação Brasileira de Cooperação. Brazilian Agency for Cooperation .
- ABIPTI** • Associação Brasileira de Instituições de Pesquisa Tecnológica. Brazilian Association of Technological Research Institutes.
- ABM** • Associação Brasileira de Municípios. Brazilian Association of Municipalities.
- ABONG** • Associação Brasileira de ONGs. Brazilian Association of Non-governmental Associations.
- ABRANET** • Associação Brasileira dos Provedores de Acesso, Serviços e Informações da Rede Internet. Brazilian Association of Access Providers, Services, and Information on the Internet.
- AED** • Agência de Educação para o Desenvolvimento. Educational Agency for Development.
- AIDS** • Acquired Immune Deficiency Syndrome.
- ANA** • Agência Nacional de Águas. National Waters Agency .
- ANATEL** • Agência Nacional de Telecomunicações. National Agency of Telecommunications.
- ANCA** • Associação Nacional de Cooperação Agrícola. National Association of Agricultural Cooperation.
- ANDI** • Agência de Notícias dos Direitos da Infância. Press Agency for the Rights of the Child and the Adolescent.
- APTA** • Associação para a Prevenção e o Tratamento da Aids. Association for the Prevention and Treatment of Aids.
- BSB** • Brasília
- CAPEB** • Coordenação do Aperfeiçoamento do Pessoal de Nível Superior. Coordination of Post Graduate Studies.
- CBN** • Central Brasileira de Notícias. Brazilian Central News Network
- CDI** • Comitê de Democratização da Informática. Committee for the Democratization of Computer Science.
- CDS-UnB** • Centro de Desenvolvimento Sustentável da Universidade de Brasília. Sustainable Development Center of the University of Brasília.
- CEBELA** • Centro Brasileiro de Estudos Latino-Americanos. Brazilian Center for Latin American Studies.
- CEBRAP** • Centro Brasileiro de Análise e Planejamento. Brazilian Center for Analysis and Planning.
- CECIP** • Centro de Correção de Imagem Popular. Center for Correction of Popular Image.
- CECUP** • Centro de Educação e Cultura Popular. Center of Education and Popular Culture
- CEDECA** • Centro de Defesa da Criança e do Adolescente. Center for the Defense of the Child and Adolescent.
- CEF** • Caixa Econômica Federal. Federal Economic Bank.
- CENPEC** • Centro de Estudos e Pesquisa em Educação e Cultura. Center of Studies and Research on Education and Culture.
- CEPAL** • Comisión Económica para América Latina y el Caribe. Economic Commission for Latin America and The Caribbean.
- CEPIA** • Cidadania, Estudo, Pesquisa, Informação e Ação. Citizenship, Studies, Research, Information, and Action.
- CESP** • Companhia Energética de São Paulo. Energy Company of São Paulo.
- CETAD** • Centro de Estudo e Terapia do Abuso de Drogas. Center for Drug Abuse Study and Therapy .
- CETREDE** • UFCE Centro de Treinamento e Desenvolvimento da Universidade Federal do Ceará. Center for Training and Development of the Federal University of Ceará.
- CIET** • Centro Internacional para a Educação, Trabalho e Transferência de Tecnologia. International Center for Education, Labor, and Technological Transfer.
- CIPÓ/ANDI** • Projeto Cipó da Agência de Notícias dos Direitos da Infância. Cipó Project of the Press Agency for the Rights of the Child and the Adolescent.
- CNBB** • Conferência Nacional dos Bispos do Brasil. National Conference of Bishops in Brazil.
- CNI** • Confederação Nacional da Indústria. National Industry Confederation.

CNPD • Comissão Nacional de População e Desenvolvimento. National Commission of Population and Development.

CNPq • Conselho Nacional de Desenvolvimento Científico e Tecnológico. National Council for Scientific and Technological Development.

COBRAMAB • Comissão Brasileira para o Programa O Homem e a Biosfera. Brazilian Commission for the Man and Biosphere Program.

CONDER • Companhia de Desenvolvimento Urbano do Estado da Bahia. Urban Development Company of the State of Bahia.

CONFINTEA • Conferência Internacional sobre a Educação de Adultos. International Conference on Adult Education.

CONSED • Conselho Nacional dos Secretários de Educação. National Council of Secretariats of Education.

CONTAG • Confederação Nacional dos Trabalhadores da Agricultura. National Confederation of Agricultural Workers.

CPI-AC • Comissão Pró-Índio do Acre. Pro-Indians Commission of Acre.

CRUB • Conselho de Reitores das Universidades Brasileiras. Council of Rectors of Brazilian Universities.

CULT • Conferência Nacional de Cultura. National Cultural Conference.

DATASUS • Departamento de Informática do Sistema Único de Saúde. Computer Department of the National Health System.

DECIT • Departamento de Ciência e Tecnologia do Ministério da Saúde. Department of Science and Technology of the Ministry of Health.

DENATRAN • Departamento Nacional de Trânsito. National Department of Transit .

DST/AIDS • Coordenação Nacional de Doenças Sexualmente Transmissíveis e Aids. National Coordination of Sexually Transmitted Diseases and Acquired Immune Deficiency Syndrome.

EDISCA • Escola de Dança e Integração Social para a Criança e Adolescente. Dancing and Social Integration for Children and Adolescents School.

EPAGRI • Empresa de Pesquisa Agropecuária e Extensão Rural de Santa Catarina. Agricultural and Livestock Research and Rural Extension Company of Santa Catarina.

ESALO - USP • Escola Superior de Agricultura Luiz de Queiroz da Universidade de São Paulo. Luiz de Queiroz Higher Education School of Agriculture of the University of São Paulo.

ESCP • École Supérieur du Commerce du Paris. Higher Education School of Commerce of Paris.

FACE/MG • Faculdade de Ciências Econômicas de Minas Gerais. Economic Sciences College of Minas Gerais

FAO • Food and Agricultural Organization.

FAT • Fundo de Amparo ao Trabalhador. Worker's Assistance Fund.

FEMA/MT • Fundação Estadual de Meio Ambiente do Estado de Mato Grosso. State Foundation of the Environment Mato Grosso.

FESMPDFT • Fundação Escola Superior do Ministério Público do Distrito Federal e Territórios. Higher Education Foundation of the Public Ministry of the Federal District and Territories.

FETAG • Federação dos Trabalhadores Agrícolas da Bahia. Agricultural Workers Federation of Bahia.

FINEP • Financiadora de Estudos e Projetos. Funding for Studies and Projects.

FIOCRUZ • Fundação Oswaldo Cruz. Oswaldo Cruz Foundation.

FJP • Fundação João Pinheiro. João Pinheiro Foundation.

FLACSO • Faculdade Latino-Americana de Ciências Sociais. Social Sciences Latin American College.

FORÉTICA-BR • Fórum Brasileiro sobre Ética pelas Crianças e Adolescentes na Internet. Brazilian Forum on Ethics for Children and Adults on Internet.

FUCAPI • Fundação Centro de Análise, Pesquisa e Inovação Tecnológica. Foundation Center of Analysis, Research, and Technological Innovation.

FUMDHAM • Fundação Museu do Homem Americano. Foundation of the American Man Museum

FUNAI • Fundação Nacional do Índio. National Indian Foundation.

FUNARTE • Fundação Nacional de Arte. National Art Foundation

FUNDEF • Fundo de Manutenção e Desenvolvimento do Ensino Fundamental e Valorização do Magistério. Maintenance and Development for Basic Education and Magisterial Appraisal Fund.

GDF • Governo do Distrito Federal. Federal District Government.

GIC • Grupo Intersectorial de Coordenação. Intersectional Group for Coordination.

GIFE • Grupo de Institutos, Fundações e Empresas. Group of Institutes, Foundations, and Companies.

GNP • Gross National Product.

HDI • Human Development Index.

HIV/AIDS • Human Immune Deficiency Virus/Acquired Immune Deficiency Syndrome

IAS • Instituto Ayrton Senna. Ayrton Senna Institute.

IBAM • Instituto Brasileiro de Administração Municipal. Brazilian Institute of Municipal Administration.

IBAMA • Instituto Brasileiro do Meio Ambiente e dos Recursos Naturais Renováveis. Brazilian Institute of Environment and Renewable Natural Resources.

IBE • International Bureau for Education of UNESCO.

IBGE • Instituto Brasileiro de Geografia e Estatística. Brazilian Institute of Geography and Statistics.

IEA • Instituto de Estudos Avançados. Advanced Studies Institute.

IFSW • International Federation of Social Workers.

IICA • Instituto Interamericano de Cooperación para a Agricultura. Interamerican Institute of Agricultural Cooperation.

IIEPE • Instituto Internacional de Planeamiento de la Educación. Internacional Institute of Educational Planning.

ILANUD • Instituto Latino-Americano das Nações Unidas para a Prevenção do Crime e Tratamento do Delinqüente. Latin American Institute of the United Nations for Crime Prevention and Delinquency Treatment.

ILO • International Labor Organization

INCRA • Instituto Nacional de Colonização e Reforma Agrária. National Institute for Colonization and Agrarian Reform.

INEP • Instituto Nacional de Estudos e Pesquisas Educacionais. National Institute for Educational Research and Studies.

INFRAERO/BA • Empresa Brasileira de Infra-estrutura Aeroportuária na Bahia. Brazilian Company of Airport Infrastructure in Bahia.

INSS • Instituto Nacional do Seguro Social. National Social Security Institute.

IPAC • Patrimônio Artístico e Cultural. Artistic and Cultural Heritage.

IPEA • Instituto de Pesquisa Econômica Aplicada. Institute for Applied Economic Research .

IPHAN • Instituto do Patrimônio Histórico e Artístico Nacional. Institute of National Historic and Artistic Heritage.

IPPAR • Instituto Português do Patrimônio Arquitetônico. Portuguese Institute of Architectural Heritage.

ISC • Instituto de Saúde Coletiva. Institute of Collective Health .

ISER • Instituto de Estudos da Religião. Institute of Religious Studies.

ITA • Instituto Tecnológico de Aeronáutica. Technological Institute of Aeronautics.

JULAD • Juventude Latino-Americana pelo Desenvolvimento. Latin American Youth for Development.

LAYD • Latin American Youth for Democracy.

MAB • Man And the Biosphere Program.

MCT • Ministério de Ciência e Tecnologia. Ministry of Science and Technology.

MEC • Ministério da Educação. Ministry of Education.

MEC/SEE • Secretaria de Educação Especial do Ministério da Educação. Secretary of Special Education of the Ministry of Education.

MEC/SEF • Secretaria de Ensino Fundamental do Ministério da Educação. Secretary of Basic Education of the Ministry of Education.

MEC/SEMTEC • Secretaria de Educação Média e Tecnológica do Ministério da Educação. Secretary of Secondary Education and Technology of the Ministry of Education.

MEC/SESu • Secretaria de Ensino Superior do Ministério da Educação. Secretary of Higher Education of the Ministry of Education.

Min. Justiça/DCA Departamento da Criança e do Adolescente do Ministério da Justiça. Child and Adolescent Department of the Ministry of Justice.

MOST • Management of Social Transformations.

MST • Movimento dos Trabalhadores Sem Terra. Landless Workers Movement.

NESUB • Center of Studies for Higher Education of the University of Brasília.

NEV • Núcleo de Estudos da Violência. Center for Studies on Violence.

NGO • Non-governmental Organizations

OAB/BA • Ordem dos Advogados do Brasil na Bahia. Attorneys' Union of Brazil in Bahia.

OEA • Organização dos Estados Americanos. American States Organization.

OREALC • Escritório Regional da UNESCO para a América Latina e o Caribe. UNESCO Regional Office for Latin America and the Caribbean.

PAHO • Pan American Health Organization

PARLATINO • Parlamento Latino-Americano. Latin American Parliament.

PEDST/AIDS • Programa Educacional sobre Doenças Sexualmente Transmissíveis e Acquired Immunodeficiency Syndrome. Educational Program for Sexually Transmitted Diseases/Acquired Immune Deficiency Syndrome.

PHI • Programa Hidrológico Internacional. International Hydrological Program.

PIB • Produto Interno Bruto. Internal Gross Product.

PNAD • Pesquisa Nacional por Amostragem de Domicílio. National Research for Samples of Residence.

PNEA • Programa Nacional de Educação Ambiental. National Program for Environmental for Education.

PNDH • National Program for Human Rights.

POLIS • Formação e Assessoria em Políticas Sociais. Education and Advisory Committee in Social Politics.

PROEM • Programa de Expansão do Ensino Médio. The Expansion of Secondary Education Program.

PROEP • Programa de Expansão da Educação Profissional. The Expansion of Professional Education Program

PROFAE • Suporte Técnico à Consolidação da Formação dos Trabalhadores de Enfermagem. Technical Support for the Consolidation of Nursing Professionals Training.

PRONERA • Programa Nacional de Educação para Reforma Agrária. National Program of Education for Agrarian Reform.

PROMED • Program for the Improvement and Expansion of Secondary Education.

PUC/RIO • Pontifícia Universidade Católica do Rio de Janeiro. Catholic University of Rio de Janeiro.

RNDH • Rede Nacional de Direitos Humanos. National Network of Human Rights.

SBT • Sistema Brasileiro de Televisão. Brazilian Television System.

SEBRAE • Serviço Brasileiro de Apoio a Micro e Pequenas Empresas. Brazilian Service of Support to Small Businesses.

SEI • Superintendência de Estudos Econômicos e Sociais do Estado da Bahia. Superintendence of Economic and Social Studies in State of Bahia .

SENAI • Serviço Nacional de Aprendizagem Industrial. National Service of Industrial Education.

SEPLANTEC • Secretaria de Planejamento, Ciência e Tecnologia. Secretary of Planning for Science and Technology.

SESC • Serviço Social do Comércio. Social Service for Commerce.

SESI • Serviço Social da Indústria. Social Service for Industry.

SETUR • Secretaria de Turismo e Lazer do Distrito Federal. Tourism and Leisure Secretariat of the Federal District.

SIBEA • O Sistema Brasileiro de Informações em Educação Ambiental e Práticas Sustentáveis. Brazilian System of Information in Environmental Education and Sustainable Practices.

SICOF • Integrated System of Accounting, Budget, and Financial Administration.

SIM • Sistema de Informações sobre Mortalidade. System of Information about Mortality.

SIPIA • Sistema Informatizado para Proteção da Infância e do Adolescente. Computerized System for the Protection of the Child and Adolescent.

SND • Sistema Nacional de Debêntures. National System of Debiture.

SPE • Superintendência de Planejamento Estratégico. Superintendence of Strategic Planning.

SRH/MMA • Secretaria de Recursos Hídricos do Ministério do Meio Ambiente. Secretariat of Water Resources of the Ministry of Environment.

SUDHEVEA • Superintendência da Borracha. Superintendence of Rubber.

SUIA • Projeto Sistema Unificado de Informações Ambientais Estratégicas. Centralized Information System of Environmental Strategies Project

TEZ • Trabalho e Estudo Zumbi. Zumbi Work and Studies.

UBES • União Brasileira de Estudantes Secundaristas. Brazilian Union of Secondary Students.

UF • Unidades da Federação. Federation Unit.

UFBA • Universidade Federal da Bahia. Federal University of Bahia.

UFGO • Universidade Federal de Goiás. Federal University of Goiás.

UFMG • Universidade Federal de Minas Gerais. Federal University of Minas Gerais.

UFMT • Universidade Federal do Mato Grosso. Federal University of Mato Grosso.

UFPA • Universidade Federal do Pará. Federal University of Pará.

UFPR • Universidade Fedead do Paraná. Federal University of Paraná.

UFRJ • Universidade Federal do Rio de Janeiro. Federal University of Rio de Janeiro.

UFSC • Universidade Federal de Santa Catarina. Federal University of Santa Catarina.

UFTO • Universidade Federal de Tocantins. Federal University of Tocantins.

ULBRA • Universidade Luterana do Brasil. Lutheran University of Brazil.

UN • United Nations

UNA • The United Nations Association.

UNAIDS • Programa Conjunto De Combate à AIDS. Joint Program Against AIDS.

UnB • Universidade de Brasília. University of Brasília.

UNCDF • United Nations Capital Development Fund.

UNDCP • United Nations Drug Control Program.

UNDIME • União dos Dirigentes Municipais de Educação. Union of Municipal Directors of Education.

UNDP • United Nations Development Program (Former UNODCCP).

UNEB • União Educacional de Brasília. Educational Union of Brasília.

UNESCO • United Nations Educational, Scientific, and Cultural Organization

UNFPA • United Nations Population Fund

UNIC • United Nations Information Center.

UNICAMP • Universidade de Campinas. University of Campinas.

UNICEF • United Nations Children's Fund.

UNIFEM • United Nations Development Fund for Women

UNIPAZ • Universidade Holística da Paz. Holistic University of Peace

UNODCCP • United Nations Office for Drug Control and Crime Prevention.

USAID • United States Agency for International Development.

USP • Universidade de São Paulo. University of São Paulo.

VIGISUS • Promoção à Saúde, Pesquisa Operacional e Estudos para o Sistema Nacional de Vigilância em Saúde.
Promotion of Health, Operational Research, and Studies for the National System of Vigilance in Health.

WBT • Web Based Training.

WHO • World Health Organization

WINISIS • The UNESCO micro CDS/ISIS Software for Windows.

Editorial Council

Jorge Werthein
Maria Dulce Almeida Borges
Célio da Cunha

Conception and Coordination:

Célio da Cunha
Matias Spektor

Technical Consultant:

Luciano Milhomem

Text:

Rafael Faria

Technical and Editorial Assistance:

Larissa Vieira Leite
Maria Luiza Monteiro Bueno e Silva

Cover:

Edson Fogaca

Translation and review:

Linda Clark