UNESCO

United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织

UNESCO

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

what is it?

what does it do?

UNESCO 2008

The United Nations Educational, Scientific and Cultural Organization (UNESCO) was born on 16 November 1945.

UNESCO works to create the conditions for dialogue among civilizations, cultures and peoples, based upon respect for commonly shared values. This role is critical, particularly in the face of terrorism, which represents a denial of the principles and values of the United Nations Charter and an attack against humanity. The world urgently requires global visions of sustainable development encompassing observance of human rights, mutual respect and the alleviation of poverty, all of which are at the heart of UNESCO's mission and activities.

UNESCO...
World Challenges

Through its strategies and activities, UNESCO is actively contributing to the achievement of the Development Goals of the United Nations Millennium Declaration by 2015, especially those aiming to:

- halve the proportion of people living in extreme poverty

- achieve universal primary education

- eliminate gender disparity in primary and secondary education

- combat HIV/AIDS, malaria and other diseases

- ensure environmental sustainability

  www.un.org/millenniumgoals

Today, 771 million of the world's citizens are illiterate, according to the UNESCO Institute for Statistics.

Moreover, 1 out of every 5 primary school-age children in developing countries is not in school, totalling over 100 million globally, 53% of them girls.

Education

The international community has pledged to reverse these trends and achieve Education for All (EFA) by 2015. The World Education Forum (Dakar 2000) agreed to reach 6 goals by 2015:

- expand early childhood care and education
- improve access to complete, free schooling of good quality for all primary school-age children
- greatly increase learning opportunities for youth and adults
- improve adult literacy rates by 50%
- eliminate gender disparities in schooling
- improve all aspects of education quality.
  www.unesco.org/education/efa/wef_2000

UNESCO is leading global efforts to achieve these goals by mobilizing political will and coordinating efforts of all stakeholders in education including development partners, governments, NGOs and civil society. EFA is at the heart of UNESCO's major educational activities to:

- assist countries in formulating educational policies
- develop and disseminate materials such as best practices, manuals and teacher training packages designed to cover a wide range of issues, from sustainable development to peace education
- establish new norms and standards on vocational and technical education and the recognition of higher education qualifications
- identify new trends and appropriate strategies to cope with emerging issues in education, such as AIDS
- direct special attention to Africa, the least developed countries and the 9 high-population countries – Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan – that are home to more than 70% of the world's adult illiterates and almost half of its out-of-school children
- develop innovative ways of providing education for people with special needs, living on the streets and in conflict and emergency zones
- broker partnerships between public, private and non-governmental actors to ensure better coordination of efforts and to sustain political momentum.
  www.unesco.org/education/efa

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

- the Literacy Initiative for Empowerment (LIFE), aimed at people with insufficient literacy skills and implemented in 33 countries

- the Global Initiative on HIV/AIDS and Education (EDUCAIDS), promoting massive expansion of prevention education for vulnerable young people

- the Initiative on Teacher Training in Sub-Saharan Africa, addressing the region's teacher shortage crisis (due to HIV/AIDS, armed conflict and other causes)

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

UNESCO is the lead agency for the **UN Literacy Decade** (2003–2012). While coordinating the efforts of diverse partners, UNESCO is developing new tools to measure the impact of literacy campaigns and programmes.
www.unesco.org/education/litdecade

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

Building networks in education

The **Associated Schools Project Network (ASPnet)** launched in 1953, links around 8,000 schools and other education institutions in 175 countries. A laboratory for innovation, it develops programmes to promote quality education and tackles contemporary issues such as environmental protection and intercultural learning.
www.unesco.org/education/asp

In higher education, some 600 UNESCO chairs and networks have been established in more than 120 countries to promote international cooperation.
www.unesco.org/education/educprog/unitwin

UNESCO Institutes and Centres for Education

Today, 6 Institutes and 2 Centres specialized in education work as part of UNESCO's Education Sector to assist countries in tackling education problems of particular concern:

- International Bureau of Education (Geneva)
  www.ibe.unesco.org

- International Institute for Capacity-Building in Africa (Addis Ababa)
  www.unesco–iicba.org

- International Institute for Educational Planning (Paris)
  www.unesco.org/iiep

- UNESCO Institute for Higher Education in Latin America and the Caribbean (Caracas)
  www.iesalc.unesco.org.ve

- UNESCO Institute for Information Technologies in Education (Moscow)
  www.iite.ru

- UNESCO Institute for Education (Hamburg)
  www.unesco.org/education/uie

- European Centre for Higher Education (Bucharest)
  www.cepes.ro

- International Centre for Technical and Vocational Education and Training (Bonn)
  www.unevoc.unesco.org
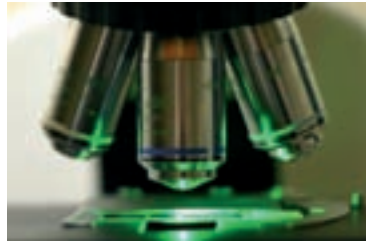
UNESCO began sounding the alarm over the need for sustainable development in 1968 by organizing a groundbreaking conference questioning our unbridled exploitation of nature. Since its inception, the Organization has developed several international programmes to better assess and manage the Earth's resources.

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

Natural Sciences

Freshwater and associated ecosystems are a priority for UNESCO's Natural Sciences Sector.

The International Hydrological Programme (IHP)

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

www.unesco.org/water/ihp

The UNESCO–IHE Institute for Water Education

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

www.unesco–ihe.org

The UN World Water Development Report

provides the most comprehensive, up-to-date overview of the state of freshwater. Every UN agency and commission dealing with water contributes towards monitoring progress towards water-related targets in health, food, ecosystems, cities, industry, energy, risk management and governance. UNESCO hosts the secretariat of 24 UN partners which constitute the World Water Assessment Programme (WWAP).

www.unesco.org/water/wwap

Man and the Biosphere Programme

This network of more than 480 biosphere reserves covers a significant majority of the world's land ecosystems. Each of these special places for people and nature functions like a 'living laboratory' that tests ways of managing natural resources while fostering economic development.

www.unesco.org/mab

The Intergovernmental Oceanographic Commission

and partners coordinate national research and ocean observation programmes (within the Global Ocean Observing System). They continuously monitor ocean conditions to enhance forecasts, reduce uncertainty about climate change, improve the management of marine ecosystems and resources, and provide early warnings of tsunamis and other ocean-related disasters. The IOC is leading the initiative to establish a Global Tsunami Warning System and is also working to improve national development and management plans for the oceans and coasts.

www.ioc.unesco.org

International Geoscience Programme

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

www.unesco.org/science/earth

Disaster Prevention and Preparedness

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

www.unesco.org/disaster

Sustainable Development in Small Islands

Through the innovative use of new information technologies, small islands are given a voice in today's knowledge society while working together to develop and disseminate wise coastal practices.

www.unesco.org/csi

The International Basic Sciences Programme is an

intergovernmental initiative to strengthen national capacities through a network of centres of excellence in the basic sciences. The IBSP deals with projects in mathematics, physics, chemistry, the life sciences and their interdisciplinary areas that serve national needs.

www.unesco.org/science/bes

Renewable Energy helps developing countries define priorities and

implement programmes for solar and other forms of renewable energy, while raising awareness of their importance and efficiency. The Global Renewable Energy Education Training (GREET) Programme supports an annual summer school on 'Solar Electricity for Rural Areas' and supports pilot projects.

www.unesco.org/science/bes

The Local and Indigenous Knowledge Systems
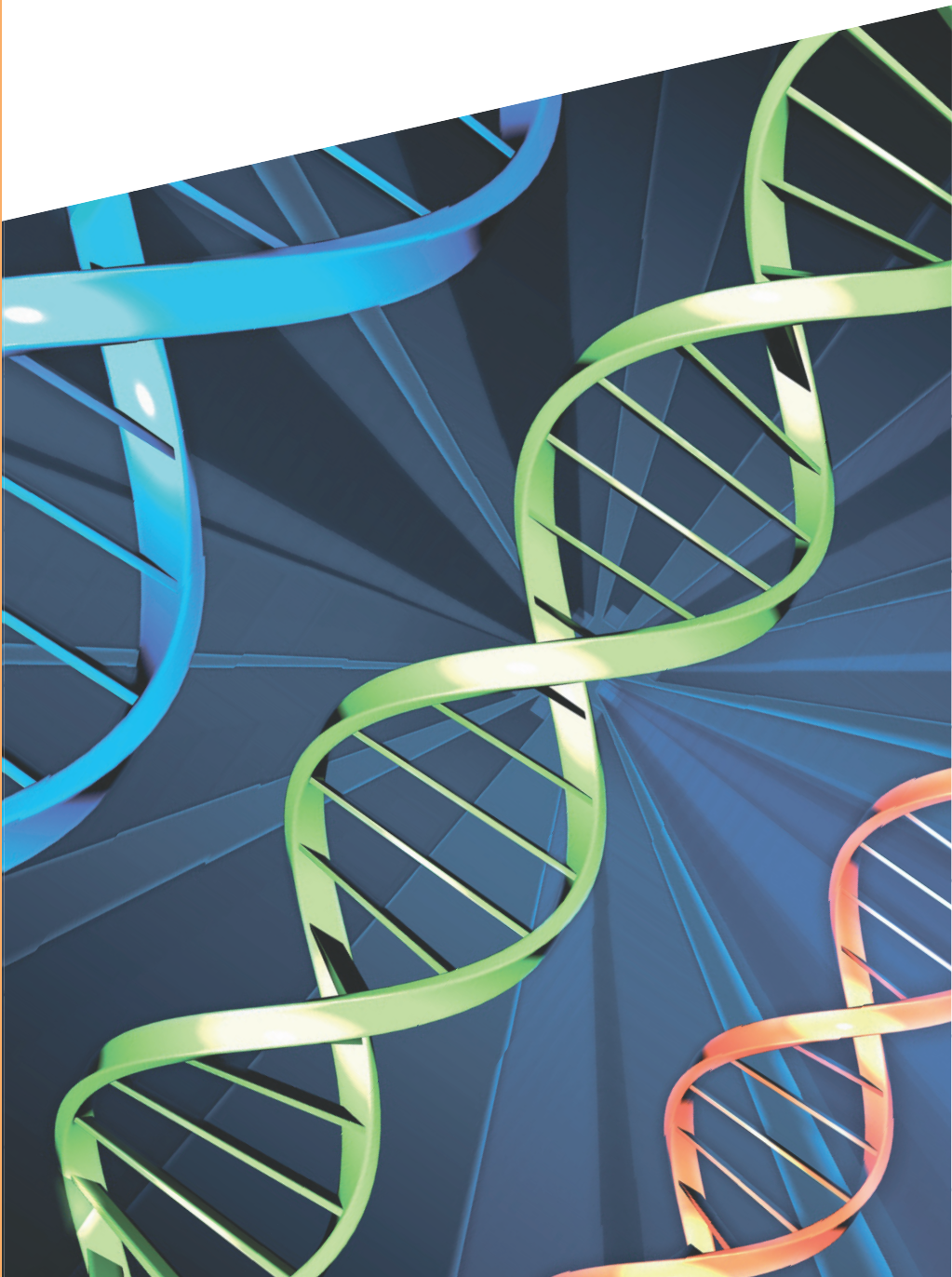
(LINKS) project places rural communities at the heart of sustainable development

by rooting resource management in indigenous knowledge and skills related to cultural and biological diversity.

www.unesco.org/links

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

Social and Human Sciences

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

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

www.unesco.org/ethics

Created in 1998 to meet the growing challenge presented by scientific and technological advances, the **World Commission on the Ethics of Scientific Knowledge and Technology (COMEST)** brings together leading intellectuals and scientists. After developing ethical guidelines relevant to freshwater, energy and the information society, COMEST is now examining ethical issues linked to the environment and sustainable development, and promoting environmental ethics education for scientists. It is also pursuing the issue of ethics in outer space.

www.unesco.org/ethics

From the teacher in a one-room schoolhouse in Africa to education ministers in Asia, UNESCO works at all levels to promote information dissemination and education on human rights. By publishing reference documents, organizing conferences and helping to develop national, regional and international strategies and networks (for instance, the Coalition of Cities Against Racism), **UNESCO strives to make human rights and the struggle against discrimination and intolerance essential components of research and policy-making.**
www.unesco.org/issj

UNESCO's ethical approach to scientific progress also applies to the larger social transformations linked to globalization.

Through its **Management of Social Transformations (MOST) programme,** UNESCO conducts studies on subjects such as international migrations, multicultural policies and urban issues through grassroots projects, consultations and academic networks. MOST aims to strengthen links between research, policy and practice and to create synergies in strategy, programmes and geographic presence. It stresses social inclusion and the **eradication of poverty.**
www.unesco.org/most

Emphasizing the importance of future-oriented studies, UNESCO plays a major role as an ethical, philosophical and scientific forum on issues ranging from human security and conflict prevention to inter-cultural dialogue, social transformations, citizenship and globalization and the fight against poverty.

The 21st Century Talks, held in different parts of the world, bring together scientists, philosophers, researchers and artists to address critical questions shaping societies.
www.unesco.org/shs/prospective

Philosophy, which stimulates critical and independent thought, develops understanding of the world and fosters tolerance and peace, has long been celebrated at UNESCO. In 2005, the Organization established **World Philosophy Day.**
www.unesco.org/shs/philosophy

The **International Convention Against Doping in Sport,** a universal and binding convention, was adopted unanimously at UNESCO's General Conference in October 2005 in a move to harmonize anti-doping efforts worldwide.

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

Culture

The Convention concerning the Protection of the World Cultural and Natural Heritage, adopted in 1972, was based on the premise that certain places are of outstanding universal value and as such form part of the common heritage of humanity. While fully respecting national sovereignty, and without prejudice to property rights provided by national legislation, the States Parties to the Convention recognize that protecting World Heritage is the duty of the international community as a whole. The **World Heritage List** currently includes over 800 natural and cultural sites, from India's Taj Mahal to Mali's ancient city of Timbuktu and such natural wonders as the Great Barrier Reef in Australia. The **World Heritage Centre** is the permanent secretariat of the Convention.

http://whc.unesco.org

UNESCO provides technical assistance to safeguard exceptional sites, particularly in regions that have seen conflict such as in Afghanistan, Cambodia, Democratic Republic of Congo and Iraq, among others.

Monuments and natural sites reflect one dimension of our shared heritage. A tremendous wealth of cultural expression can also be found in developing countries in the form of intangible heritage – the festivals, songs, languages and meeting places that fuel creativity and solidarity.

The International Convention for the Safeguarding of the Intangible Cultural Heritage adopted by UNESCO's General Conference in 2003 is the first international instrument to provide a legal, administrative and financial framework to protect this heritage.

Prior to its entry into force in April 2006, UNESCO had proclaimed 90 Masterpieces of the Oral and Intangible Heritage of Humanity. These will be included on the **Representative List of the Intangible Heritage of Humanity** called for by the Convention.

www.unesco.org/culture/ich_convention/

its Action Plan in 2001, UNESCO Member States reaffirmed their conviction that cultural diversity is one of the roots of development and dialogue.

In 2005, a new step in this direction was taken with the adoption of the **Convention on the Protection and Promotion of the Diversity of Cultural Expressions.**

UNESCO is working on several fronts to promote cultural diversity and dialogue among cultures and civilizations. From the Silk Roads to the Slave Route, several academic research programmes shed light on positive and negative forces shaping cultural diversity in the past and present. Studies such as the *Atlas of Endangered Languages* highlight the need to preserve linguistic diversity, while the *Index Translationum* provides an international bibliography of translated works.

www.unesco.org/culture/xtrans

Through the **Global Alliance for Cultural Diversity,** UNESCO brokers new partnerships between public and private actors to support local cultural industries – such as music and publishing – in developing countries. The Alliance works to increase the availability of diverse, affordable cultural products worldwide to prevent piracy and encourage respect for international copyright regulations. Some 500 businesses and professional associations around the world are Alliance members and take part in implementing about 50 projects.

www.unesco.org/culture/alliance

Key UNESCO legal instruments for culture

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

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

1954: Convention for the Protection of Cultural Property in the Event of Armed Conflict.

1970: Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. This is the cornerstone of international efforts to curb the illicit art trade.

1972: Convention concerning the Protection of the World Cultural and Natural Heritage. This was the first convention to put forth the idea that humanity possesses a common heritage and the legal foundation for the World Heritage List.

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

2001: Convention on the Protection of the Underwater Cultural Heritage. This was the first convention to protect such sites as the Alexandria lighthouse in Egypt and shipwrecks over a century old.

2001: Universal Declaration on Cultural Diversity, recognizing it as part of the 'common heritage of humanity'.

2003: Convention for the Safeguarding of the Intangible Cultural Heritage.

2005: Convention on the Protection and Promotion of the Diversity of Cultural Expressions.

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

www.unesco.org/webworld

Communication and Information

A key part of UNESCO's strategy lies in promoting access to information and knowledge through a range of activities. These include creating ICT (information and communication technology) training opportunities, in particular for women and young people; developing and distributing free software; and collaborating with private software companies for the benefit of all.

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

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

UNESCO serves as a **watchdog for press freedom** by publicly denouncing serious abuses, including the assassination and detention of media professionals. It works to protect threatened individuals through diplomatic channels. In addition, the annual UNESCO/Guillermo Cano World Press Freedom Prize, worth US$ 25,000, is awarded to individuals and organizations defending freedom of expression at great risk.
www.unesco.org/webworld

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

Through the **Information for All Programme,** UNESCO is fostering debate on the political, ethical and societal challenges of the emerging global knowledge society and developing guidelines and projects to promote equitable access to information.
**www.unesco.org/webworld/ifap**

UNESCO's initiative for **Creative Content** seeks to stimulate innovation in local content production for television, radio and new media in developing countries and to promote cultural and linguistic diversity. The programme makes available UNESCO's Audiovisual E-Platform, a multicultural, audiovisual online catalogue for independent producers and broadcasters.
http://portal.unesco.org/ci/cc

UNESCO helps libraries and archives make the transition to the digital age, for example, by digitizing parchments of the Lithuanian Academy of Sciences or extraordinary Arab and Islamic scientific manuscripts. For both librarians and non-professionals creating virtual libraries, UNESCO and the United Nations Food and Agriculture Organization (FAO) launched a training CD-ROM on 'Digitization and Digital Libraries'.
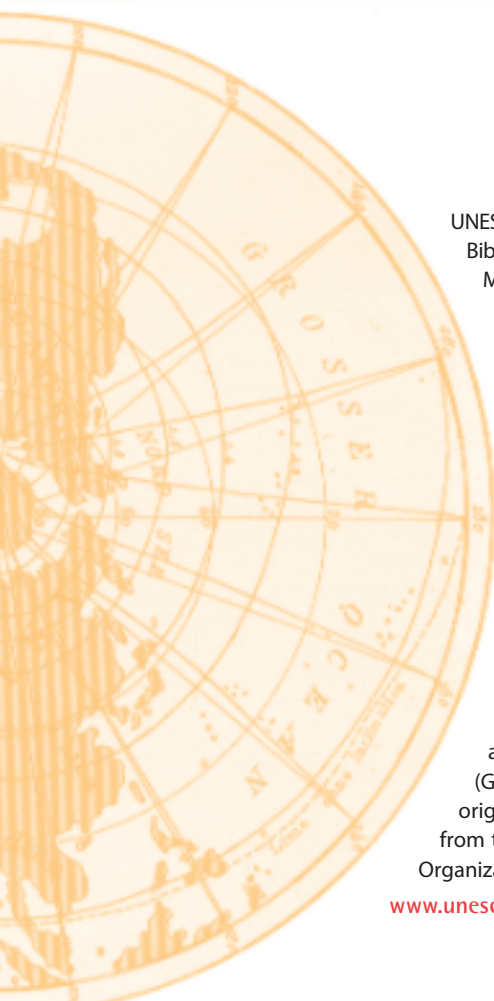
UNESCO played a key role in the creation of the Bibliotheca Alexandrina, the largest library in the Middle East and Africa, inspired by the legendary institution founded over 2000 years ago by Ptolemy I.

Through UNESCO's **Memory of the World Programme,** an international advisory committee maintains a registry to protect and digitize documentary heritage of universal value.

Treasures include the oldest version of the Koran, known as the Mushaf of Othman; the most comprehensive collection of Chinese traditional music; Fritz Lang's *Metropolis* and Ludwig van Beethoven's Ninth Symphony (Germany); Mexican codices, the only existing original sources of pre-Hispanic culture; and works from the Ethiopian National Archives and Library Organizations.

www.unesco.org/webworld/mdm

UNESCO has been a key participant in the **World Summit on the Information Society,** promoting the concept of the 'knowledge society' and its four principles: freedom of expression, universal access to information and knowledge, equal access to education and cultural diversity. In addition to projects furthering the WSIS Plan of Action, UNESCO organizes events to highlight development opportunities offered by ICT in education, the sciences, culture and communication.

www.unesco.org/webworld/wsis

How is it financed?

UNESCO's regular two-year budget is financed by Member States through assessed contributions. The regular budget for 2006 and 2007 is US$ 610 million. UNESCO also benefits from substantial extra-budgetary funding to strengthen its programmes, especially in the field, and to increase its outreach activities. In 2004, these extra-budgetary resources amounted to some US$ 322 million.

Get involved...

Join one of the 3,600 UNESCO Clubs, Centres and Associations in more than 80 countries.
www.portal.unesco.org/communities/clubs

Contact one of approximately 8,000 Associated Schools in 175 countries.
www.unesco.org/education/asp

UNESCO accepts a limited number of national officials, researchers and university students as interns to work in the Organization's fields of interest for one to three months. Several fellowships and student grants are also available.
www.unesco.org/fellowships

Since 1946, UNESCO has been led by:

Julian Huxley of the United Kingdom (1946–1948)
Jaime Torres Bodet of Mexico (1948–1952)
John W. Taylor of the United States (1952–1953)
Luther Evans of the United States (1953–1958)
Vittorino Veronese of Italy (1958–1961)
René Maheu of France (1961–1974)
Amadou-Mahtar M'Bow of Senegal (1974–1987)
Federico Mayor of Spain (1987–1999)
Koïchiro Matsuura of Japan (1999–   )

An Institute of Statistics

The UNESCO Institute for Statistics (Montreal) was established in July 1999 in order to meet the growing needs of UNESCO Member States and the international community for a wider range of policy-relevant, timely, and reliable statistics in the fields of education, science and technology, culture and communication.
www.uis.unesco.org

UNESCO Prizes

UNESCO awards 33 international prizes in its fields of competence, such as the Félix Houphouët-Boigny Peace Prize, the L'Oréal – UNESCO Prize for Women in Science and several international literacy awards.
www.unesco.org/en/prizes

UNESCO

United Nations
Educational, Scientific and
Cultural Organization

How does it work?

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

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

Koïchiro Matsuura of Japan was elected Director-General in 1999 and re-elected in 2005.

The Secretariat consists of the Director-General and staff. The Director-General is the executive head of the Organization. He or she formulates proposals for appropriate action by the Conference and Board and prepares a draft biennial programme and budget. The staff implements the approved programme. There are about 2,160 members from some 170 countries (July 2005). Under a recent decentralization policy, more than 680 staff members work in UNESCO's 58 field offices around the world.

UNESCO's **National Commissions** constitute a unique network within the UN system. The Commissions in 191 Member and Associate States form a vital link between civil society and the Organization. They provide valuable insight concerning the Organization's programmes and help implement many initiatives including training programmes, studies, public awareness campaigns and media outreach. The Commissions also develop partnerships with the private sector, which can provide valuable technical expertise and financial resources.
www.unesco.org/ncp/natcom

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

MILESTONES

1940s

November 16, 1945:
Representatives of 37 countries meet in London to sign UNESCO's Constitution which comes into force on November 4, 1946 after ratification by 20 signatories.

1948: UNESCO recommends that Member States make free primary education compulsory and universal. First issue of the UNESCO *Courier*.

1950s

1952: An intergovernmental conference convened by UNESCO adopts the Universal Copyright Convention. In the decades following the Second World War, the Convention served to extend copyright protection to numerous states not then party to the Berne Convention for the Protection of Literary and Artistic Works (1886).

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

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

1960s

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

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

1970s and 1980s

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

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

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

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

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

1990s

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

1992: Creation of the Memory of the World Programme to protect irreplaceable library and archive collections. It now includes sound, film and television archives.

1997: The United Kingdom returns to UNESCO having previously left in 1985.

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

1999: Director-General Koïchiro Matsuura undertakes major reforms to restructure and decentralize the Organization's staff and activities.

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

21st century

2003: The United States returns to UNESCO having previously left in 1984.

The General Conference adopts the Convention for the Safeguarding of Intangible Cultural Heritage.

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

Bureau of Public Information

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

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

www.unesco.org/bpi

UNESCO Publications

To find out more, contact:
Bureau of Public Information,
UNESCO
7, Place de Fontenoy
75352 Paris 07 SP,
France
www.unesco.org/bpi
E-mail: bpi@unesco.org

www.unesco.org/publishing