



**UNESCO AND THE MILLENNIUM DEVELOPMENT GOALS  
THE BRAZILIAN EXPERIENCE**

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*"Much remains to be done. But it is my clear sense that there is a positive will at large in the world to deal practically and productively with the EFA question. In this regard, we should not underestimate the strong impulse given by the Millennium Declaration. And Dakar itself, of course, was a remarkable reaffirmation of commitment by the entire international community. We must press on with determination and drive, keeping constantly in our mind's eye the needs of EFA's beneficiaries: the children, the young people, and the men and women whose lives will be enriched by basic education of good quality".*

**Mr. Koichiro Matsuura**, Director-General of UNESCO

## **Introduction**

This paper briefly examines how UNESCO's strategy and the Millennium Development Goals can be integrated into a coherent framework. It does not intend to be neither exhaustive nor comprehensive in its scope, but rather to present some lessons and suggestions that coming from a country that is committed to meeting the MDGs, and from a Field Office that is in close contact with government authorities and social projects developed in Brazil.

## **The Millennium Declaration and its Development Goals**

On 17 December 1998, the United Nations General Assembly approved resolution 53/202, convening the Millennium Summit of the United Nations, which was an integral part of the Millennium Assembly. The overarching theme chosen for the conference was "The Role of the United Nations in the twenty-first century".

The Summit took place from 6 to 8 September 2000, just before the opening of the 55<sup>th</sup> Session of the General Assembly. Never before had so many Heads of State and Government attended an international conference: 147 were present in that occasion, in a total of 191 delegations. After three days of speeches and negotiations, the Heads of State and Government unanimously approved the Millennium Declaration.

The Millennium Declaration contains ambitious goals established by the member-States themselves, as a means to set some minimum standards of living for present and future generations. These consist of time-bound and measurable goals and targets for combating poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women.

### **The Millennium Development Goals**

- Halve extreme poverty and hunger;
- Achieve universal primary education;
- Empower women and promote equality between women and men;
- Reduce under-five mortality by two-thirds;
- Reduce maternal mortality by three-quarters;
- Reverse the spread of killer diseases, especially HIV/AIDS and malaria;
- Ensure environmental sustainability;
- Create a global partnership for development, with targets for aid, trade and debt relief.

### **Follow-up and implementation of the Millennium Declaration**

Defining criteria for measuring the goals and assessing progress towards them was the main priority after the approval of the Millennium Declaration. In this process, the United Nations Development Group (UNDG) played a key role, gathering a number of UN-system agencies providing policy and programme support in areas such as poverty, sustainable development, good governance, etc. More than US\$ 5 billion are mobilized in resources for development.

The actions foreseen at global and national levels will be connected with one another for coherence and effectiveness but will be designed and implemented *primarily* according to the particular needs, opportunities and constraints prevailing at each level. This is to assure that MDGs be included in the agendas of global, regional and individual actors, according to the specific context in which they act.

Some particular actions are being developed in these two realms:

*The Global Level*

- a) **Secretary-General Reports to the General Assembly:** The Secretary-General submits his Annual Reports on Progress towards implementing the Millennium Declaration. It counts on technical assessments of overall progress provided by the UN Department of Economic and Social Affairs (DESA), which collects the latest available statistics of the 18 targets for the MDGs.
- b) **Millennium Project:** the Secretary-General has appointed Professor Jeffrey Sachs as his Special Advisor, in charge of the Millennium Project (housed at UNDP Headquarters). Its major objective is to propose the best strategies for meeting the MDGs. This includes reviewing current innovative practices, prioritizing policy and institutional reforms, identifying means of policy implementation and evaluating financing options. The Project's analytical work will be conducted by 10 Task Forces (comprised of scholars, policy-makers and practitioners, with high-level participation of UN agencies), as well as a UN Expert Group (composed of a senior representative from each participating UN agency) and an International Advisory Panel (comprised of globally eminent persons with expertise in topics relating to MDGs).
- c) **Global Millennium Campaign:** a decentralized campaign structure was created, in order to promote awareness-raising activities regarding the importance of development assistance, trade opportunities, technology transfer, debt relief, etc. a Millennium Campaign Unit was created at UN Headquarters, concentrating its activities in three particular tasks: (i) disseminate data produced within the UN-system; (ii) forge connections between the global Millennium Campaign and other initiatives developed or supported by UN agencies; (iii) promote networking, consultation and partnership-building among key actors.

*The Country Level*

- a) **MDG Reports:** Along with monitoring at the global level through the Secretary-General's Reports to the General Assembly, following-up progress at the local level is a

major thrust within the MDGs strategy. These reports, apart from constituting valuable policy-planning documents for National Governments and local actors, work as advocates for the MDGs, bringing about the involvement of partners within the country, especially in what concerns the civil society and private companies. Furthermore, it customizes MDG targets in a common language and framework, allowing for comparisons and internalization of international recommendations. The MDG Report is based upon existing data and analyses, reinforcing the national character of the report, as well as providing for low-costs in this initiative.

UN Country Teams, led by the Resident Coordinator, assists in the preparation of the MDG Report, based on the following principles:

- (i) broad national ownership, based on close consultation and collaboration with all relevant institutions;
- (ii) full involvement of UN agencies, development banks and bilateral donors;
- (iii) recognition of data already collected, analysed and assessed through a consultative process among development partners;
- (iv) support to national capacity for data collection, analysis and application.

**b) National Millennium Campaigns:** The same strategy devised globally for awareness-raising regarding MDGs can be constructed nationally, with the assistance of the Millennium Campaign Unit. UN Country Teams have a major role to play by:

- (i) drawing attention to the MDGs through partnership-building and awareness-raising activities;
- (ii) provide access to international experience and best-practice through the Millennium Campaign Unit;
- (iii) reorienting the UN system's communication and advocacy efforts around the MDGs.

**c) Operational Activities:** the UN system is certainly in a privileged position in what regards policy dialogue with national counterparts for the achievement of the MDGs. This gives the UN an opportunity to provide leadership at the country level, through direct contact with civil society organizations and political authorities, as well as using

its legitimacy to put forward the ideas it defends. A range of strategic actions within what is called “project cycle” can be give effect to the UN system’s operational response:

- a) *Monitoring and Assessment:* The preparation of the first MDG Report at the country level should provide an overall map to understand where the country is positioned in what concerns the achievement of the MDGs. If the process for production of the Report is inclusive, chances are that a genuine national consensus is created around its results.
- b) *Formulation of National Strategies:* A close partnership between the UN system and the National Government must necessarily consider the issue of national ownership of MDGs. Local strategies to solve local problems is certainly one of the most important elements in achieving the MDGs, what does not preclude the sharing of international experiences. Nevertheless, adapting the global MDG strategy to each particular social, political, cultural and economic context is fundamental for its success.
- c) *Project Formulation and Implementation:* UN agencies usually co-operate with National Governments for the implementation of specific projects in their mandate areas. These technical co-operation projects are surely one of the most effective ways of incorporating the MDGs and their targets within national public policies. Furthermore, policy dialogue for the creation of new programmes directly connected to the achievement of the MDGs should be fostered by all UN-system organizations.

### **UNESCO’s Participation at the Global Level**

UNESCO is closely participating in the global strategy for strengthening and implementing the MDGs, by participating in the main decision-making forums created within the UN-system for that purpose. Apart from being a member in the United Nations Development Group (UNDG), which is chaired by the UNDP Administrator, UNESCO has a seat in the UN-system Chief Executives Board, helping define major guidelines for the implementation of the MDGs.

The implications of the MDGs for UNESCO are manifold. It certainly affects the Organization's programme and budget for the upcoming years. An internal task force on the MDGs chaired by the Director of the Bureau of Strategic Planning has been created, gathering members from virtually all UNESCO sectors. The suitability of UNESCO's medium- and long-term strategies for achieving the MDGs was one of the key topics addressed in the first meetings.

Although UNESCO staff recognized that many important issues advocated by the Organization were lacking in the Millennium Declaration (e.g. the word "science" is not mentioned in that document at all), most of the MDGs come from international conferences organized or sponsored by UNESCO (e.g. the "achieve universal education" goal has been agreed by member-States of the Dakar summit in 2000). In fact, even though UNESCO's draft programme and budget for 2002-3 has not been prepared in close connection with the MDGs, it bears an overwhelming resemblance with those goals. Below is a brief synthesis of how the MDGs are related to the Major Programmes contained in 31 C/5.

*Goal 1 – Eradicate extreme poverty and hunger*

One of the major strategies envisaged by 31 C/5 was the cross-cutting theme of eradicating poverty, with actions developed by all sectors. Education is seen as the major way to overcome situations of poverty and social exclusion. The Dakar Framework for Action recognizes that "accelerated progress towards education for all is a pre-condition of meeting international development targets for poverty reduction and vital for reducing inequalities between and within societies". The UN General Assembly itself has called upon UNESCO to promote the inclusion of education in anti-poverty strategies (UNGA resolution A/55/586).

The Social and Human Sciences Sector (SHS), moreover, is developing a number of initiatives within this cross-cutting theme. Apart from local actions in the Commonwealth of Independent States, the Arab world, African countries and East Asia, directly financed by the regular programme, some overall projects are currently being implemented: "Advocacy campaign on poverty eradication"; "Breaking the cycle of poverty among marginalized youth"; "Building capacities to deal with poverty eradication", etc.

Other initiatives related to the eradication of poverty are also developed by other in-house sectors.

*Goal 2 – Achieve universal primary education*

UNESCO's first Major Programme is Education, focusing on a follow-up to the World Education Forum, held in 2000. *Basic education for all* has been designated as the principal priority for 2002-3 (resource allocation increased by 41.7%). According to 31 C/5, “the urgency of action regarding the achievement of basic education for all is based on the view that, as we enter the twenty-first century, the denial of anyone’s right to education (...) is fundamentally unacceptable”.

UNESCO has closely assisted member-States around the globe to prepare their national education strategies and the Education for All action plans. This close cooperation at the local level has certainly contributed to the increasing coverage-rates for education in some parts of the world, especially in East Asia and Latin America.

The creation of the E-9 Programme is yet another initiative within the scope of Education for All, gathering nine high-population countries in the developing world, in order to discuss the major issues within Education for All.

*Goal 3 – Empower women and promote equality between women and men*

Promoting and protecting the rights of the women is certainly one of the main strategic thrusts within UNESCO's mandate. UNESCO counts on a division on *Women and Gender Equality*, within its Bureau for Strategic Planning. This division aims to forge the inclusion of gender issues within UNESCO's main programmatic areas, as well as working as a clearing-house for the production of gender-related knowledge and distribution of publications on this theme (especially in what concerns the dissemination of the *Convention on the Elimination of All Forms of Discrimination against Women*).

The drafting of UNESCO's Programme and Budget for 2002-2003 (31 C/5) established Programme III.2 concerning the *Promotion of human rights, peace and democratic principles* within the Social and Human Sciences sector. UNESCO has participated in a series of international conferences on human rights since 1997, encouraging the adoption and implementation of national human rights plans of action.

Furthermore, within the Education Sector, UNESCO is following-up the goals established by the Dakar Framework for Action, regarding the provision of equal access to primary education for boys and girls. This goal is being disseminated by UNESCO field offices around the world, which are working in partnership with National Governments for the formulation of their National Education Plans. In this regard, UNESCO has been actively participating in the United Nations Girls' Education Initiative (UNGEI), launched in conjunction with the World Education Forum (April, 2000).

*Goal 4 – Reduce under-five mortality by two-thirds and Goal 5 – Reduce maternal mortality by three-quarters*

The reason for these two goals to be considered together is that tackling them require a common effort in preventive education. UNESCO is positive that the most cost-effective means to diminish both child and maternal mortality is by educational activities, promoting awareness-raising of mothers regarding their own health and that of their children.

One major example of the importance given by UNESCO to this sort of initiative is *Main line of action 4, Preventive education in response to the HIV/AIDS pandemic*, within Programme I.2 of 31 C/5. HIV/AIDS projects around the world are closely associated with the reduction of both mother and children mortality, especially when they are linked to primary health care. UNESCO develops a number of initiatives in this regard, including policy research conducted by IIEP and Field Offices around the globe, preventive education in schools, etc.

Furthermore, one should also consider the importance of technical and vocational education, especially in what concerns the training of personnel involved with health care (with emphasis on primary care, child and maternal health), making them qualified to address preventive issues

that strengthen a participatory approach for health, helping account for the diminishment of child and maternal mortality.

*Goal 6 - Reverse the spread of killer diseases, especially HIV/AIDS and malaria*

As previously mentioned, HIV/AIDS preventive-activities compose one of the most important strategic thrusts for UNESCO nowadays. Globally, UNESCO is one of UNAIDS's key partners, working with preventive and health education. The Organization committed itself to including the fight against HIV/AIDS as one of its highest priorities in the follow-up to the Dakar World Education Forum.

UNESCO assists Member States in identifying and supporting appropriate community actions in the implementation of HIV/AIDS preventive education programmes and projects, especially in what concerns the reviewing of preventive education strategies, assessing their effectiveness, as well as the dissemination of best practices and international experiences.

*Goal 7 – Ensure environmental sustainability*

Commitment to the preservation of our common environment has been one of UNESCO's top priorities over the last years. The Science Sector within UNESCO has been conducting a number of programmes that positively help member-States to achieve sustainable practices in their use of the environment.

Even though the Millennium Declaration contains no mention to the word "Science", many projects developed by UNESCO and related to this theme greatly contribute to ensure environmental sustainability for future generations.

Some specific Programmes developed by UNESCO deserve special emphasis:

- *Promoting sustainable and renewable energies through the World Solar Programme 1996-2005*
- *International Hydrological Programme*

- *Man and Biosphere Programme*
- *UNESCO Intergovernmental Oceanographic Commission*

Furthermore, one should mention that the whole Programme II.2 of 31 C/5 is related to “Sciences, environment and sustainable development”. Within it, UNESCO develops actions related to water interactions and social impacts, preservation of biosphere reserves, capacity-building activities in ecosystem management, sustainable living in coastal regions, etc.

*Goal 8 –Create a global partnership for development*

UNESCO contributes to the achievement of this goal in many ways. Embedded in this goal is the idea put forward by the Organization that the concept of development cannot be understood if one does not focus on sustainable social development. The whole range of programmes and projects developed by UNESCO try to address this issue. They are based on the premise that economic development alone is not enough: in order to be effective, developmental policies must reach those in need, providing for minimum standards of living among local communities.

The wide range of field offices representing UNESCO at the local level can also foster this “global partnership for development”. Firstly, they help us implement the idea of “thinking globally, acting locally”, considering the specificities of each local community. Moreover, the promotion of south-south co-operation seems to be an effective way of promoting social development in the poorest countries, counting on experiences and best practices of similar social contexts.

### **UNESCO's participation at the Country Level: The Brazilian Experience**

Although the global strategy has given thrust to the promotion of the MDGs at the international level, their achievement and implementation can only occur if one acts locally. MDGs are, after all, global indicators that encourage and influence national developmental policies and indicators.

Even before the approval of the Millennium Declaration, some MDGs (which were called International Development Goals up to that moment) were already present in national strategies. The approval and ratification of a development goal in an international conference usually brings about an attempt to internalize the norm, through public policies aimed to attain the established goal. Most of the international summits and conferences held throughout the 90s created this sort of commitments, which have been constantly incorporated in national strategies.

During the last decade, Brazil went through an unprecedented reform of its state apparatus, along with economic and political stabilization. This also meant a restructuring of old public strategies into new policies, making use of the social knowledge that emerged during this decade. In this regard, incorporating international recommendations became one critical concern in the process of policy design and implementation. International commitments soon became internal norms, approved by the Congress and integrated in the public administration, especially under one of the Ministries or special Secretaries.

According to the Brazilian Constitution, the Multi-Year Plans prepared by the Executive branch are the major medium-term planning tools for the Government and its developmental strategy. This is the *AvançA Brasil*, a comprehensive plan that sets Brazilian targets that are usually in tune with international goals. One key example of this is Programme “Every child in the school”, which aims to universalize access to primary education” (Millennium Goal 2).

The Brazilian experience on the MDGs and the devising of a comprehensive development strategy was based on a symbiosis among the National Government (as well as State and Municipal administrations), the civil society, the private sector and the UN-system.

UNESCO/Brazil could integrate itself in this national partnership due to its internationally-recognized experience in adding value to national projects, the legitimacy conferred to UNESCO’s symbolic and practical meanings and its leverage to conduct policy dialogue among different social sectors and gather the best expertise to implement governmental projects.

Since 1996, UNESCO's cooperation with the Brazilian government has been increasing on a yearly basis. Currently, UNESCO has technical co-operation agreements with virtually every single Ministry that deals with our mandate areas: Ministries of Education, Health (conducting health education initiatives), Science and Technology, Environment, Culture, etc. These technical co-operation projects, as we will see below, are in tune with goals set within UNESCO and the overall Millennium Goals.

The national partnership for the MDGs, however, does not occur solely on the basis of technical co-operation projects. Several other activities are developed: research projects, publications, seminars, etc. These are usually co-organized by UNESCO and other Government or UN-system agency.

Below is a brief description of the different sorts of activities conducted by the Office in the realm of the MDGs. This list does not intent to comprehend all projects developed by the Office, but rather to give an overall picture of our contribution to the strengthening of the MDGs in Brazil.

### **Technical co-operation projects according to the MDGs**

#### Goal 1 – Halve Extreme Poverty and Hunger

##### *National Policy for Social Assistance*

UNESCO supports the implementation of the National Policy for Social Assistance, through a technical co-operation agreement with the Ministry of Social Security. The programme's main goal is to create a new concept of social assistance, through sustainable development and decentralization. This shall bring about social inclusion and protection of social rights. A new culture of social assistance is envisaged, counting on effective governmental actions, raising quality of life and curbing poverty in the country.

### *Active Community*

The Active Community is a very innovative strategy put forward by the Federal Government through a NGO it created (*Solidarity Community*). It promotes a local integrated and sustainable development in the poorest Brazilian Municipalities, as a means to foster the halving of poverty in the country. The Programme's first phase included 137 municipalities around the country, which underwent training sessions for agenda-building regarding local integrated and sustainable development implementation processes. The main challenge is achieving 1,000 municipalities until 2002. The selection of municipalities that will be included in the project occurs through analyzing human development indicators in the municipalities.

### *Agency of Education for Development (AED)*

UNESCO Brazil has been supporting AED, a public programme that develops a wide array of actions aiming to increase management and entrepreneurship capacity of small enterprises, local governments and civil society organizations in Brazil. The strategy envisaged by AED focuses on the promotion of a local, integrated and sustainable development (DLIS), that is, initiatives that encourage the creation of sustainable communities that can promote their own local development. This can only be achieved by changing the traditional view of compensatory policies into a modern position regarding public policies, focusing on partnerships between the State apparatus and the civil society in order to implement policies that are in tune with local needs and that rely on local agents for its implementation. The motto "think globally, act locally" can be directly applied in this strategy, which is gaining reputation and legitimacy in the Brazilian scenario.

### Goal 2 – Achieve universal primary education

#### *Solidarity in Literacy*

UNESCO co-operates with *Solidarity in Literacy* for the implementation of its literacy programme for children and adolescents, one of the most innovative literacy projects ever prepared in Brazil. The methodology developed by the programme involves several

Governmental sectors, the civil society, the private sector and universities to co-finance and implement educational programmes at the local level, offering education for virtually every child and adolescent in Brazil. The creation of this programme is certainly one of the key reasons to explain how Brazil will achieve universal primary education even before the deadline established by the MDGs (2015).

### *Associated Schools Project*

The Associated Schools Project has been created in 1953, currently counting on more than 5,000 schools all over the world. Brazil participates in the Programme, gathering 200 schools up-to-date. Its main objective is to spread the spirit of tolerance and respect for human rights. In Brazil, the Programme is directly related to projects implemented by UNESCO within the Culture of Peace. One should mention the “Making Room” Programme, developed in several cities and States. It promotes the opening of schools over the weekends, creating spaces for youth sociability, also diminishing violence levels in local communities.

UNESCO conducted some research projects that demonstrated that the Programme could effectively allow for the creation of a new type of relationship between the student, the teacher and the school, making them closer actors with community concerns. This closeness allowed for the identification of a more active role of the school in their personal lives, encouraging them to actively participate and attend school activities.

### Goal 3 - Empower women and promote equality between women and men

#### *Profae*

UNESCO and the Ministry of Health co-operate for the training of nursing professionals in Brazil. This project offers education for nursing assistants that only completed basic education. Thus, they have the chance of acquiring specific technical knowledge and to complete their schooling courses.

After the conduction of market studies, it was detected that there are many more women than men working in the nursing area. The Ministry of Labour affirms that there are six female workers for each male worker (women's participation accounts for approximately 86,6% of nursing professionals). Since the project's main priority is to offer better professional training, the women involved will be directly benefited through educational improvement and possibly higher wages.

One should also mention that the project employs state-of-the-art technology on distance education in order to train the persons involved in it. Apart from reaching nursing professionals at virtually every single region in Brazil at lower costs, this also makes women acquainted with the new information and communication technologies, helping bridge the gap between the "information poor" and the "information, the so-called digital divide.

### *Solidarity in craftsmanship*

For a long time, UNESCO has been a partner of the Solidarity Community, providing a particular technical co-operation to Programme Solidarity in craftsmanship. This programme aims to improve the quality of living of poor communities by encouraging crafts activities, thus revitalizing and disseminating traditional knowledge and the local culture.

The artisans involved in the Programme are mainly women (around 85% of the artisans) from 22 to 50 years old and low-schooling rates. Most of them live in rural areas and compose large families whose total income amounts up to two minimum wages (approximately 150 dollars). The Programme thus offers these women different opportunities for raising their quality of living and their incomes.

Goal 4 - Reduce under-five mortality by two-thirds and Goal 5 - Reduce maternal mortality by three-quarters

*Project Basic Care*

UNESCO and the Ministry of Health have signed a cooperation agreement in 2000, for the implementation of Programmes “Basic Care” and Family Health”. The Programme is based on the conception that prevention is the best strategy to fight diseases. The Programme thus develops educational training activities for the family health teams, diffusing preventive practices among them. Around 50 million people are reached by these teams, involving 3,800 municipalities.

*Project Profae*

Besides helping bridge the gender gap, Project Profae has also an education for health component that causes a diminishment of both maternal and child mortality rates. Due to professional qualification of nursing technicians and support personnel, the quality of health assistance improves in a yearly basis. Prevention, assistance and health promotion, which are achieved through an intensive training process with nursing personnel, bring about the reduction of mortality rates both for mothers and their children.

Goal 6 – Fighting HIV/AIDS and other diseases

In Brazil, UNESCO is associated to the National Co-ordination on STDs/AIDS at the Ministry of Health for the implementation of the National Programme to fight the epidemic, which counts on Brazilian resources and a World Bank loan. The great capacity to attract partnerships towards the National AIDS Programme is certainly one of the factors that contribute to its recognized international success.

This success is also directly related to the decentralization capacity for the State and Municipal levels, in order to allow for the implementation of community actions in close contact with the

local population. Thus, UNESCO also co-operates with São Paulo State and Municipal Governments, implementing the AIDS Programme in these places. The programme reached considerable success, especially due to the productive partnership between UNESCO and the State and Municipal AIDS Departments.

The strategy adopted is encouraging behavioural change through education, with special emphasis on youngsters. A wide network of NGOs has been created. Their direct contact with local communities make them a fundamental component for the very implementation of the programme, contributing for effective actions. More than 1,000 NGOs are involved in this initiative.

#### Goal 7 – Ensuring environmental sustainability

##### *Water for All*

In Brazil, UNESCO supports the Ministries of Environment and National Integration since 1998, through technical co-operation agreements focusing on the strengthening and implementation of the National Policy for Hydrological Resources. This Programme is in close connection with UNESCO's actions worldwide, especially through the International Hydrological Programme managed at Headquarters.

UNESCO co-operates with the federal government for the implementation of Proágua, a national programme related to water management in Brazil's semi-arid regions. Its main objective is to increase water supply for low-income communities in that region. For this end, it trains and mobilize POPULAÇÕES RIBEIRINHAS so that they can create a new culture of relation with the environment, promoting sustainable practices at the local level, implemented and observed by these communities.

##### *Environmental Education*

As a means to raise awareness regarding the importance of our common environment, UNESCO co-operates with the Ministry of Environment for the implementation of the

National Programme on Environmental Education. This project aims to disseminate knowledge and abilities for improving quality of living and spreading the idea of a sustainable future.

Many actions have been developed within this project, including the creation of Inter-institutional Commissions, Environmental Education Centers in Brazilian States, thus stimulating the implementation of Agenda 21 at the local level. More than 20,000 multipliers will be trained, in order to disseminate messages related to sustainable development among the civil society.

#### *Science and Technology Public Policies*

Science and technology are currently recognized as one of the most important elements to promote not only environmental sustainability, but also to reach a broader standard of social development. In this regard, the Ministry of Science and Technology has signed a technical co-operation agreement with UNESCO for the joint preparation of guidelines for public policies in the area of science and technology in Brazil.

One of the key components of this project is the creation of the *White Book*, which should gather definitions on public policies, guidelines, lines of action and priorities for the development of science and technology in Brazil. This also includes training and capacitating Ministry personnel in the areas of planning and management in science and technology.

This programme's conception was based in the idea that, even though the word "science" is not mentioned at all in the Millennium Declaration, it is nevertheless an element of utmost importance for any sort of social, human or economic development in the twenty-first century. Furthermore, one has to consider that UNESCO is well placed to provide a very reliable assistance for member-States in their definition of public policies in this area, thus helping them create the necessary environment for the development of science and technology at the national level.

Goal 8 - Create a global partnership for development, with targets for aid, trade and debt relief

Horizontal Co-operation between UNESCO/Brazil and African countries

Following some guidelines from the Director-General, the Brasilia Office started to provide technical co-operation to other UNESCO Offices around the world. This co-operation has strongly involved the education and science sectors in the Office.

*Sharing successful experiences in the field of HIV/AIDS*

This project aims to strengthen youth networks in three regions of Mozambique (Sofala, Zambezia and Gaza), helping local communities to face AIDS-related problems. UNESCO/Brazil will identify successful experiences and didactic material produced in Brazil and that can be adapted to the specific reality of Mozambique.

*Cooperation with Mozambique in the Science and Environment Sector*

UNESCO/Brazil and government officials of Mozambique have been holding several meetings during the last months. Besides sharing best practices in this area, the possibility for applying successful Brazilian programmes in Mozambique communities has been discussed, including the areas of environmental education, social technology, science and technology, etc. These co-operation initiatives include:

- Negotiations regarding the use of Brazilian satellites for environmental monitoring in Mozambique. After being analyzed several times at Headquarters, UNESCO/Brazil conducted policy dialogue among authorities from the two countries, which resulted in an agreement on this particular issue. One of the actions within this project was a mission of technicians from Mozambique, which took courses on environmental monitoring and the use of environmental satellites in Brazil;

- A joint project for the training of human resources has also been discussed with Mozambique. This would focus on students taking MSc and PhD courses, focusing on Mozambique at first, but aiming to spread to other Portuguese-speaking countries in Africa. The Brasilia Office is currently negotiating with the Brazilian Ministry of Science and its subsidiary bodies the establishment of a scholarship quota for students from Mozambique.
- Brazil and Mozambique have also been co-operating in the field of Meteorology. Technicians from the two countries have met in order to discuss the possibility that Brazilian technicians calibrate the standards used by Mozambique's National Institute of Meteorology, involving the Brazilian Institute for Space Research (INPE).

#### *Literacy Programmes*

In partnership with Programme *Alfabetização Solidária* (Solidarity in Literacy), UNESCO/Brazil will support the Maputo Office in the establishment and strengthening of literacy programmes in the country. *Solidarity in Literacy* will donate didactic books to be used in literacy classes in Mozambique, whilst UNESCO will provide transportation and distribution of the material. The aim is to expand this programme to other Portuguese-speaking countries in Africa.

#### *School Grant Programme in Mozambique, Tanzania and São Tomé e Príncipe*

UNESCO is supporting the establishment of the very successful School Grant Programme in these three countries. In the pilot phase, the Brasilia Office will cover the costs of 5 scholarships for each country. Negotiations are being held so that UNESCO covers also additional costs related to the implementation of the Programme in these countries.

### *Cooperation with Ecuador*

UNESCO Office in Quito has the status of UNESCO Regional Office for Communication and Information in Latin America. Thus, several Brazilian projects are being supported by the Quito Office, especially in the area of Community Radios, Digital Inclusion and Press Freedom. Besides, UNESCO/Ecuador supported the organization of the Latin American Forum for Information Society, held in Rio de Janeiro. Cooperation in other areas has also been advancing: the President of IPEA (Brazilian Institute for Applied Economics) went on a mission to Quito, supporting UNESCO. Technicians of the Science and Environment Sector engaged in negotiations with the local government, in order to implement the Brazilian parameters of the Programme for Environmental Education.

### **Cooperation within the UN-system in Brazil**

The UN-system in Brazil develops a number of joint activities that are directly linked to the MDGs. This includes mainly the organization of large seminars and the conduction of research projects, as well as partnerships for publications.

Up to now, no country-team for the MDGs has been assembled, even though awareness regarding the Millennium Campaign has been widespread. Some activities are currently being designed as a means to effectively launch a wide partnership for the MDGs in Brazil. UNESCO and UNDP are currently discussing the possibility of launching a collection of the declarations approved in the largest international conferences and summits during the 90s, what gave birth to the International Development Goals and the MDGs themselves. UNews, the magazine of the UN-system in Brazil, will circulate a special edition on the MDGs, assessing the projects developed by each UN agency.

Below is a list of activities developed by the UN-system in Brazil regarding the MDGs. This list is by no means exhaustive, but rather it intends to represent the main lines of action these institutions develop in the country.

*Cooperation for the School Grant Project*

UNICEF and UNESCO have jointly worked in the realm of the School Grant Project. One has to consider that this is one of the most innovative and successful social project ever developed in Brazil, combining minimum income, poverty alleviation and education (MDGs 1 and 2). Along with UNICEF, UNESCO conducted an evaluation of the project in the Federal District, which pointed out that it indeed makes a difference for those affected.

Along with the Education Commission in the Senate and the Ministry of Education, UNDP and UNESCO jointly organized an international seminar on the School Grant project (20-22 May 2002), held at the Ministry of Foreign Affairs. The meeting was one of the most important gatherings of specialists on this project. The meeting was also supported by ILO.

*Early-childhood education*

UNESCO, UNDP and UNICEF participate in the Millennium Fund for the development of early-childhood education in Brazil. This fund counts on US\$ 135,000 from the World Bank, and will attract more funds from the private sector. Its objectives are closely related to the Dakar Goals and to the second MDG, that is, providing universal primary education. UNESCO is the Executive-Secretary of the Millennium Fund in Brazil.

Along with the World Bank, UNESCO published a simplified handbook for early-childhood public managers, aiming to affect mainly those at the municipal level, who have difficult access to technical information. It intends to raise their awareness regarding the importance of early-childhood education, encouraging them to develop this theme in their municipalities.

Another joint activity developed by the UN-system is the Early-Childhood Committee, which is linked to the Active Community Programme (which aims to promote a local integrated and sustainable development in the Brazilian poorest cities). UNESCO and UNICEF are members of the Committee, providing technical expertise to the discussions held and the material produced. The Committee aims to articulate actions by the Federal Government, International Organizations and NGOs towards children, in what concerns education (MDG 2), health

(MDGs 4 and 6) and poverty alleviation (MDG 1). A very complete handbook for managers is being released, containing detailed information on early-childhood legislation, public policies, concepts, etc.

#### *Research Projects*

The UN-system is closely integrated in what concerns research projects that identify major issues in the public agenda and allow for the proposal of public policies to tackle them. One of the major research projects ever conducted in Brazil is *Violence, Drugs and AIDS in Brazilian Schools*, which was supported by UNAIDS, the World Bank and coordinated by UNESCO, as well as a number of institution that are not part of the UN-system.

Two inter-agency groups were created by the UN-system: the *Inter-Agency Group for Racism* and the *Inter-Agency Group for Education and Culture*. A very important research project was conducted by UNESCO and supported by UNDP, regarding the first topic, entitled *Racism in schools*. It tackles the issue of racism as a major barrier for the achievement of education for all (MDG 2). Several others research projects are being conducted by UNESCO, in partnership with the UN-system.

#### *Seminars and conferences*

Finally, yet another sort of activity developed in partnership with the UN-system in Brazil: organizing international seminars and conferences. Some major examples of this activity are the conduction of several events within the scope of the Culture of Peace Programme.

Along with the Inter-American Development Bank (IDB), UNESCO organized one of the largest seminars on teacher education, *Regional Conference "Teachers performance in Latin America and the Caribbean"*, held in Brasilia in July, 2002.

A National Meeting on Innovative Social Experiences was organized by the World Bank, held in Brasilia last June, co-sponsored by several institutions from the UN-System (ILO, UNICEF and UNESCO), as well as NGOs. It aims to award innovative experiences developed by

NGOs that actively contribute to the promotion of social and human development, especially in what concerns poverty eradication (MDG 1), sustainable development (MDG 7), strengthening of human rights (MDGs 1-6), etc.

### **Lessons learned from past experiences and suggestions for the full implementation of MDGs in Brazil**

After this brief overview of the activities conducted by UNESCO and the UN-system in Brazil regarding the MDGs, some notes can be made regarding the successes and flaws of the strategy envisaged so far.

- A close degree of cooperation between the UN-system and the Governmental counterparts is a prerequisite for the success of social projects focusing on the MDGs. Policy dialogue at all levels facilitates the spreading of the messages contained in the MDGs to governmental authorities, fostering the internalization of these objectives in the national development strategy;
- Promoting awareness-raising on the importance of MDGs is by no means a short-time task. The Brazilian experience shows that the creation of the institutional conditions for development – and for the promotion of MDGs – is a long process of collaboration between the parties involved. In this country, this process has started in the early- and mid- 90s, which has slowly but progressively ameliorated social indicators in Brazil, creating a path for the meeting of the MDGs and their specific targets;
- Even before the launching of a global MDG campaign, one should think of disseminating the MDG message among UN-system staff. Few persons, especially at the field level, are aware of the impact that MDGs pose to their agency medium- and long-term strategies. Acting “internally” as well as “externally” is certainly a top priority if we are to effectively disseminate the MDGs worldwide;

- Within UNESCO, it is of utmost importance that a clearer strategy for the MDGs be developed. One can note the close similarities by UNESCO's Programme and Budget (31 C/5) and the MDG strategy, as previously mentioned. However, for effective actions to be taken, more specific knowledge and policy orientation is required. The idea of consulting Field Offices regarding their activities in the realm of MDGs is certainly a good beginning (the first such action was the questionnaire sent by the Chief ERC/CFS/OFP). More such initiatives could be conceived, e.g. a gathering of international specialists (Mr. Jeffrey Sachs himself could be of great importance) along with staff from Headquarters and the Field Level, in order to promote the discussion of how to best adapt UNESCO's medium-term strategy for the MDGs. This would give a great amount of information for UNESCO staff, especially at Field Offices, to conduct further actions in partnership with the UN Country Teams and UNDG.
- At the field level, an important strategy is also the conduction of seminars and meetings gathering national specialists and international experts that have a close contact with national reality, for the discussion of national strategies for the MDGs and the role of the UN-system in this strategy. This discussion would be richer if there is a general guideline for action regarding the MDGs coming from Headquarters.
- Further discussion regarding how UNESCO could contribute in the preparation of the MDG Country Report is also a major priority. UNESCO's ability to collect data, especially in what concerns education, the environment and AIDS should be encouraged. UIS could also be involved in this task. This could be very profitable for countries like Brazil, which have not yet prepared its MDG Report.

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