



United Nations Educational,
Scientific and Cultural Organization

2002-2007

Latin America and the Caribbean

Regional Strategy

Related to the UNESCO Medium-Term Strategy

(31 C/4 Approved)



MEDIUM-TERM STRATEGY 2002-2007
FOR THE LATIN AMERICA AND CARIBBEAN REGION

Elaborated in the light of the discussions held during the
Director-General's Consultation of the National Commissions for UNESCO
Of the Latin America and Caribbean region
Montevideo, Uruguay, 15-18 July 2002

I. Introduction

1. At the start of the twenty-first century, the Latin America and Caribbean region is faced with a series of critical processes stemming essentially from the impact of globalisation, the worsening of poverty, and the crisis of the State.
2. Needless to say , the conjunction of such processes and their serious consequences for the societies of Latin America and the Caribbean, in particular for the poorer and more vulnerable segments of the population, have a negative impact on the development of education, science, culture and communications and information. Indeed, in many countries the resources of the States have diminished, while at the same time we are witnessing an unprecedented crisis of values in the region at a moment when its cultural diversity is also threatened.
3. All these processes require general and sectoral assessments geared towards action that should be permanently updated with a view, on the one hand, to have the capacity for evaluating progress achieved and, on the other, to have available a solid and well founded basis to respond to new challenges, in particular in UNESCO's fields of competence. Those efforts, aimed at elaborating action-oriented assessments, should be accompanied by the elaboration of indicators, on the basis of the various initiatives taken in this field, including the work carried out by the UNESCO Institute for Statistics.
4. High priority should also be given to supporting regional and subregional integration efforts, given that the frameworks and dynamics of such integration are doubtless excellent tools to promote UNESCO's vision, objectives and action in its efforts to contribute to peace and development in an era of globalisation , the unifying theme for its action over the 2002-2007 period.
5. In its capacity as an intergovernmental organization, UNESCO should strengthen its contribution to achieve strategic coherence in the overall decisions taken at the different regional and sub-regional fora of ministers responsible for issues on the Organization's agenda. Such a contribution would be very useful to strengthen regional and subregional cooperation and to identify innovative intervention strategies.
6. Furthermore, UNESCO is called on to strengthen its role in fostering movements of ideas in its fields of competence. Innovative approaches are increasingly required, rooted in the consolidation of democratic processes throughout the region. Such action should be based on the protection and promotion of human rights, in particular of economic, social and political rights, and on the so-called third generation rights, in particular the right to development and the right to peace, together with the promotion of human security, understood in it widest sense and which should be closely linked to the struggle against poverty.

II. Regional priorities

7. As a whole the countries of the Latin America and Caribbean region **have confirmed the relevance of the twelve strategic objectives of the Medium-Term Strategy of the Organization for 2002-2007 in the fields of education, science, culture, communication and information, and those related to the two cross-cutting themes** (eradication of poverty, especially extreme poverty and the contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society). However, the diversity of situations in the region should be borne in mind from the start and, consequently, a priority should be given to subregional strategies (see Annex I) with a view to ensuring enhanced planning at the sub-regional level based on the already identified needs of the different countries, on the already existing cooperation and on the Organization's expertise at regional, sub-regional, cluster and national levels.

EDUCATION

8. The Education for All (EFA) programmes have formally reached their basic goals in Latin America and the Caribbean, since the coverage of education throughout the continent is, as a whole, very good from the age of five up to secondary school. Nevertheless, at the level of basic education, future progress will be hampered by several factors:

- first of all, increasing poverty results in higher rates of drop-outs and uneven school attendance;
- secondly, where coverage remains adequate, quality is at stake - the poor receiving the lowest quality whereas others can afford access to international standards of the best training;
- a third shortcoming of present education systems lies in the rapid decay of attitudes, the lack of reference to basic values, erosion of manners and respect. To put it bluntly, violence has forced its way into the school system itself. This is not only an education problem, but a reflection of a broader social phenomena related to the breakdown of social structures as well as to the influence of new cultural models conveyed by the media.

This interaction between education shortcomings and trends at global level highlights the importance of the role that UNESCO can play as a multi-faceted organization with competence in culture, communication and social sciences as well as education.

9. Teachers are a key factor for ensuring the quality of education. But it is clear that their social and economic status has declined in some countries in relation to other professions and this hinders the best students from entering into the profession, giving also way to massive brain drain, which has been gaining momentum over the past years. Moreover, many aspects of life in today's society damage the achievements teachers strive for: children are engulfed by poor quality entertainment in the mass media; conditions of life may hamper homework or commitment to learning, etc. Last but not least, some education systems suffer from discontinuity in the quality of teachers from the primary level up to

university. Any weakness in that chain of teaching has an impact on the capacity of the system as a whole to promote excellence.

10. Drawing on ICTs opens promising new perspectives, but without compensating any of these shortcomings. Other related issues such as equipment, proper training, capacity-building and adaptation of contents should also be borne in mind. On the other hand, the rapidly growing field of informal education calls for careful monitoring and quality-control. The question of how to combine formal and informal education remains an open one. The impact of the media and of role models in society at large may have even more importance in education issues than many aspects of the education system itself. **The thrust should be on maintaining and restoring existing structures, on attenuating as much as possible the impact of the factors that work against the fundamental goals of education. At the same time new modalities and systems should be explored.**

11. UNESCO can make a major contribution to ensure that that thrust is translated into action by:

- Providing expertise and first-class capacity-building through its education institutes (such as IIEP, BIE) and the UIS.
- Responding to the specific needs of each Member State through its decentralized structures and drawing upon the National Commissions and national expertise.
- Setting its action in the framework of existing and dynamic sub-regional structures such as the MERCOSUR through which its added-value will be multiplied and made fully effective.

12. Other issues to be taken into consideration are:

- Pursuing the publication and the dissemination of the regional histories;
- Furthering actions aimed at fostering intellectual curiosity that should underpin any training in science and technology;
- Mainstreaming the recommendations of the Budapest World Conference on Science (1999) with regard to improvements in science education, taking due account of the contribution that academies of science and researchers can make to enhance science teacher training;
- Revision of history curricula, with a view to contributing to an enhancement of understanding.

NATURAL SCIENCES

13. The current economic situation in many countries of the region will further widen the scientific deficit from which many of them suffer. Scientific education is not sufficiently developed due, firstly, to the fact that prevailing social values privilege the humanities and business-oriented studies, and, second, to poor infrastructures in universities and the research sector. Participating in world scientific development requires large and lasting investments in training, equipment and research programmes, all of which are likely to diminish in the near future due to economic difficulties. Furthermore, one of the major tools for scientific development and knowledge sharing, namely international joint research programmes, remain weak and the future prospects of such joint ventures are very low. Most countries of the region are thus exposed to lagging behind in the field of scientific and technological cutting-edge research. The agendas of the steering bodies of national research appear to diverge from the trends of actual ongoing research and this could impact in the long term the very capacity of the countries to fuel national development in a world where power and wealth are closely related to mastering knowledge. The link between education, science and economy appears here as a strong but dangerous one since it could lead to a joint downgrading of all three unless upstream measures are taken.

14. As far as science is concerned, access to cutting-edge knowledge, information and data is crucial for the universities and laboratories of the region to keep abreast of the world scientific movement. This linkage to the global world of research ought to be translated as soon as possible into **teacher training in all major sciences and upgrading of science education at all levels of the curriculum.**

15. As recommended by the Budapest Conference on Science and Technology, **the design of scientific policies should be an overarching priority impacting research, education and even the economy.** The regional framework is an appropriate one for supporting Member States efforts in that respect given the similarities in their respective situations with regard to these issues. Focus should be given as well to those technologies which could better meet the needs of the poor and better correspond to the capacities of the productive sector of each country.

16. The concept of sustainable development should remain a guiding principle in policy-making which entails that particular attention be paid to environment issues and calls for increased cooperation between natural and social and human sciences. These issues should be considered in the light of the Resolution of the General Conference (Resolution 31 C/40) and in the light of the results of World Summit on Sustainable Development (Johannesburg September 2002).

17. The scarcity of scientific capacity in the region makes any further brain drain extremely harmful. Therefore, due attention should be given to fellowship programmes, in the framework of a more flexible fellowship policy, especially for the benefit of scientists coming from small island states where this is the privileged way of having access to modern equipment and scientific teamwork.

SOCIAL AND HUMAN SCIENCES

18. In the framework of the on-going restructuration of SHS, UNESCO's role as a laboratory of ideas, a platform for dialogue and a forum for interdisciplinary cooperation should be increased and improved in all the fields of the social and human sciences. This is very important for the region since the need for diagnosis, analysis and forecast appears to be a strategic element of its development. Pending the conclusions of the more in-depth consultation launched by the Sector with broad involvement of regional networks such as FLACSO and CLACSO, it is already obvious that research capacities should be mobilized to enlighten governments in dealing with the swiftly changing situation as well as with poverty, inequality, unevenly-rooted democracy, rural and urban problems, etc.

19. Tackling issues such as poverty, sustainable development, education and human security in the light of human rights opens up new fields of reflection and action. This approach could be a backbone for the development of social and human sciences in the region and a basis for their renewal.

20. UNESCO's achievement in the protection of the human genome should give way to a steady development of ethical concerns throughout the region starting from bio-ethics to the ethics of economy. The CIB and COMEST could be merged to reflect the concern for ethics of science and technology as a basic dimension of all scientific activity.

21. Rising concern about violence, crime and war puts the concept of human security in the centre of the region's present situation. The concept of governance, so often applied at all levels of public management, also remains a key element. In any case the need for documented evidence, well-informed analysis and a broad debate is greater than ever and should not be bridled by pre-coined notions or references. The available capacities of the region should not be dispersed but should focus on core issues. Bearing in mind that funding in that field is very scarce and drives most of the research to meet the requirements of donors, it is even more important that the working themes of scholarly independent research address those issues that remain outside the scope of current interests. Funded research is under pressure to yield results, and fundamental research has been weakened. At the same time micro research needs to be encompassed in an effort to build more holistic visions and to call into discussion major societal problems, if it is to be of any relevance.

22. Special attention should be given to the celebration of the anniversary of the abolition of slavery in 2004. The region has a specific interest in developing and publishing knowledge about all matters related to the history and consequences of slavery. This action should be undertaken in the light of the Durban World Conference, and open new paths to identity-building and mutual understanding for large groups of the region's population.

23. With support from its Institute of Statistics and other relevant institutions, UNESCO should support regional research networks in designing new ways of assessing and measuring poverty, for example, and help bridge the gap between policy making under the umbrella of the MDGs (Millennium Development Goals) and real-life situations amongst the poorest and unreached populations of the region.

24. Since UNESCO is not a funding institution, but rather one with an essentially intellectual and ethical mandate, the development of the social and human sciences, together with the strengthening of action promoting human rights implementation and monitoring, are a key aspect of UNESCO's future role and action in the region. The Organisation is expected to provide guidance in matters as crucial as bioethics, human security, social management, collective values, etc.

25. A major need is the elaboration by UNESCO of sustainable development strategies for the small island States of the Caribbean.

CULTURE

26. Culture can be regarded as a major asset for many countries and this will be increasingly true in the near future. As eco- and cultural tourism develop, the cultural assets of a given country turn into economic wealth, beyond the positive aspects that recognised and valued cultural roots can provide to a society. Many indications, such as the growing involvement of major agencies in these matters and the development of cultural NGOs, show that this is becoming a field of major importance for the future, one that needs to be nourished at both the national and regional levels. Whereas cultural goods, heritage and living culture most often have a national or even local background, this level may prove to be inadequate for the formulation of an innovative strategy. The member states of Latin America and the Caribbean might take advantage of the various sub regional organisations to highlight common features and interests. Given the scarcity of resources, and the different situations of the member states of the region, it is imperative to identify the specific fields in which UNESCO's strategic objectives of promoting cultural diversity and supporting creativity can be made operational

28. Thus, the principal goal of the UNESCO regional strategy in the field of culture for Latin America and the Caribbean should be to help Member States **place their tangible and intangible heritage at the heart of their policies, both as a contribution to a sub-regional development frameworks, and as a stronghold from which to resist all the harsher impacts of the driving forces of globalisation.**

29. National or sub regional cultural capacity- building require some technical and financial support to reach the basic conditions of a fair competition with models pouring from the other cultural areas, in particular as regards the development of cultural identities. The culture itself is vivid and able to reach out to broad audiences, but the initial conditions for disseminating it and adding to creative diversity are just not there. New technologies are only part of the answer, since their applications require training, financing, customisation, and cannot be disconnected from the real situation in which the living heritage carves its way into the future. This grassroots aspect of things is very often the key to all other expected developments.

30. Linkages must be made with education, since early exposure and introduction of young people to heritage is a way of broadening the base for any cultural policy. Special mention is made of the Spanish language as a heritage that the region should further promote.

31. Associate Member States rights should be fully respected in the different UNESCO instances, particularly when designating sites for consideration by the World Heritage Committee

COMMUNICATION AND INFORMATION

32. The **two strategic objectives n°10 and n° 11**, of the 31 C/4, i.e., promoting the free flow of ideas, and promoting the expression of pluralism in the media, are of full relevance to Latin America and the Caribbean. Connections with the outside world are far superior to connections within the region. Though this could be regarded as a positive trend, it also denotes a double deficit: lack of internal flow of information, combined with asymmetrical exchanges with the outside world. While the range of TV channels accessible from all parts of the region displays a wide choice of commercial or public programmes, opening up the region to the corresponding influences, access to data bases, internet, libraries, archives remains uneven throughout the region, limiting the ability of its people to reach out to information as they need it. Action in favour of disseminating information on free software could help overcome such limitations, while combating pirate copies of commercial software.

33. As knowledge becomes everyday more a key issue for development, the issues of information for all, free flow of information, the development of local contents, fostering diversity in knowledge display are key dimensions for ensuring sustainable development. A digital gap exists in the region and between the region and the north. Since there are no technical reasons for this gap, policies must be responsible for a situation that hampers development at all stages, from education up to investment decisions by foreign firms.

34. In order to correct this and facilitate, for example, e-learning, UNESCO must cooperate with partners, communities and networks to mobilise resources, and bring about a widespread change that affords critical mass to the expected progresses.

35. Close attention must be given to the content of the communication tools as they expand and reach more and more people. This expansion of communication could become negative, if left unmonitored. UNESCO should keep track of threats to children on the Net and major mass media programmes, with a view to setting appropriate standards and, like in the field of ethics, overseeing their implementation.

III. PARTICIPATION STRATEGIES WITHIN THE FRAMEWORK OF UNESCO'S DECENTRALIZED ACTION

36. The best way to focus the Organization's action in the Latin American and Caribbean region requires that its decentralization process be strengthened around the existing structures: (regional offices, *cluster* offices and national offices) and by increasing the rate of decentralization of the Organization's Major Programmes. High priority should be given to providing these structures with the necessary human resources in all of the Organization's programme areas and in trying to achieve broader and more efficient synergies through the action carried out for UNESCO by National Commissions in the region, which are undertaking a broad range of national-wide initiatives and projects. All this should lead to a renewal of the Organization's participation strategies in the region, involving the development of political commitments and actions to promote education, science, culture, and communication and information.

Annex I Subregional priorities

37. With a view to adequately reflecting the specific needs of the various subregions in the Latin American and Caribbean region, subregional priorities have been established on the basis of the decisions of Ministerial meetings in the different countries, which are increasingly articulating suitable strategies to satisfy the specific needs identified, together with the present decentralization structure of UNESCO in the region as a whole.

A. Andean Group

(Bolivia, Ecuador, Peru and Venezuela)

I. EDUCATION

- Quality basic education for all
- Quality Indicators

II. CULTURE

- Cultural policies
- Culture for development

III. SCIENCE

- A) Natural Science
 - Teacher Training in science and technology
- B) Social Science
 - The right to development and economy ethics

IV. COMMUNICATION

- The use of science and technology in education
- Network of national projects for the use of ICTs in schools to close the digital technology gap

The Andean Group, represented by Bolivia, Ecuador, Peru and Venezuela welcome the Summit Meeting on Communication, Development and Democracy, to be held in Tunis in the year 2005.

B. Cuba, Dominican Republic and Haiti

I. Education

Enhancing the quality of Education for All

Special education for handicapped sectors (physical-mental and/or in situations of risk or exclusion).

In the particular case of Haiti, according to an agreement by the General Conference, basic adult education.

II Natural Sciences

Promotion of sustainable development in coastal zones and small islands.

Protection, conservation and/or rehabilitation of the environment, water resources and ecosystems.

III Social Sciences

Social, cultural and economic rights as a comprehensive part of development related human rights.

Promotion of economy ethics in the current world globalisation process, on the basis of the objectives of the struggle against poverty.

IV. Culture

Promotion of cultural diversity and heritage as fundamental rights and propellers of human, social and economic development.

V. Communication and information

Development of digital technologies and digitalization of historic, cultural and scientific funds in each country concerned.

Development of community radio and television stations.

B. Priorities for the Central American and Mexican subregions

(Mexico, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica and Panama)

I. Education

To continue a broad and overall formulation and definition of the objectives, processes, instruments, structures and organization required for education, with a view to counting on an educational system suited to the new national and regional conditions and aspirations within the new international context and which may favour learning and knowledge.

In the light of the challenges posed by the twenty-first century, the Ministers of the countries involved have committed themselves to:

1. Strengthening of the conditions for equity and quality education

Namely, the globalization of education, by resorting to innovative and flexible methods adapted to the specific needs of the various population groups, aiming at quality and at all actions which may ensure such quality as the main goal, while establishing, as a cross-cutting thrust, sound training on values to facilitate daily awareness in classrooms and in educational centres.

2. Enhancement of school management decentralization, social participation and teacher training

This is achieved by promoting a transparent, pertinent, more participative school management, decentralizing decision-making, placing greater responsibility at local level and promoting wide participation of all the sectors of society in educational tasks – above all parents – strengthening family-school co-participation in the educational effort, facilitating the action of social auditing and actively incorporating them in the analysis and solution of institutional problems.

3 Stepping up efforts in training of young people, secondary education and labour skill certification

To strengthen programmes geared at continuous education to guide and train young people for life, employment, innovation and productivity, maintaining as cross-cutting theme education on values.

4. Enhancement of upper secondary education, technical and higher education, science, technology and academic mobility.

To consolidate existing programmes and to generate new offers satisfying contemporary needs and those presented by new challenges.

5. Promotion of new technologies at the service of education.

To unite the necessary efforts to achieve human resource training, installation of equipment and construction of suitable teaching strategies to incorporate the new information and communication technologies in actions responding to the subregion's educational commitments with quality and equity.

II Natural Sciences

To promote the formulation of policies to foster research, information, funding and dissemination of science and technology to advance in the establishment and consolidation of a scientific culture in the subregion.

III Social and human sciences

To promote and facilitate programmes allowing for research, and the development of cooperation in the area of social and human science, philosophy, human rights and ethics in the subregion.

IV Culture

1. To promote the formulation of policies encouraging respect, recognition and promotion of cultural diversity as a subregional wealth.
2. To promote the formulation of a policy that will stimulate conservation and salvaging of the subregion's sub-aquatic heritage.
3. To adapt the actions framed in the Convention for the Protection of the Cultural and Natural Heritage, to face new challenges, including integration into the tasks for the conservation of world heritage sites of aspects related to strategies for sustainable human development.

V Communication and Information

1. To develop joint work with the mass media to enable them, in their clear role as co-educators, to strengthen and complement the tasks undertaken in the school-room, in the home and in the different sectors of society, with emphasis on training and consolidation of the essential values of respect for the dignity of the human person, tolerance, pacific conflict solving, social justice and freedom.
2. To promote and enhance programmes facilitating free access to technological information mechanisms, which in turn will facilitate training programmes for users to better benefit from the new communication and information technologies.

C. Priorities for the Caribbean subregion

The main priority of the subregion is

SUSTAINABLE HUMAN DEVELOPMENT: AN INTEGRATED APPROACH.

I. Education

- Education for All (EFA)
- Special needs (physically challenged)
- Disadvantaged groups (social dysfunctional youth)
- Capacity building/quality education

- Teacher training
- Male Drop Outs
- Indigenous Education

II. *Science:*

- Support for the Intergovernmental Oceanographic Commission (IOC) in the Caribbean
- The teaching of science for life skills
- Promotion/Popularization of (natural)science
- Promotion of traditional medicine science
- Ethical science and best practice
- Wetlands and Marine Research
- Environment and Coastal Management
- Supporting Science Fairs
- Promoting science in pre-school and primary schools
- Science exchange programme in the Caribbean
- Disaster Management and Preparedness

III *Social and Human Sciences:*

- Poverty Eradication
- HIV/Aids Education and prevention
- Non-violence for children and youth (protecting the rights of youth)
- Management of Social Transformation (MOST)
- Management of the effect of Migration Patterns
- Sexuality and reproductive health

IV *Culture:*

- Protection of the World Heritage and the promotion of the nomination of sites.
- Capacity building in Management of Cultural Heritage Sites.
- Protection and promotion of the Tangible and Intangible Heritage: Slave Rout Project; Preservation of the Mother tongue/Nation Language/Indigenous language, Caribbean Lexicography)
- History of the Caribbean
- Promotion of domestic cultural industries
- Promotion of Cultural Literacy
- Ethical practices of culture
- Underwater cultural heritage
- Multicultural approach to Cultural Policy Development

V *Communication and Information:*

- General Access to Information and Communication Technology
- Ethics in Internet Communication (Development of policies)
- Community Information Centres
- Professional training for pluralistic media
- Caribbean Television Network (Revival of CBU and CANA)

- Community media training with the request to UNESCO to support the International Programme for Development of Communication (IPDC)
- Capacity building for Media personnel

D. MERCOSUR Subregional priorities

PRIORITIES FOR UNESCO'S MAJOR PROGRAMMES, MERCOSUR REGION

I. Education

Strategic Objective 1: Promoting education as a fundamental right in accordance with the Universal Declaration of Human Rights

Sub-objective 1: Supporting policies aimed at avoiding repetition, over-age and drop-out.

Sub-objective 2: Supporting policy reforms in favour of Education for All, particularly inclusive education policies, those in favour of adult education and those in favour of early childhood.

Sub-objective 3: Increasing the action capacity of the poor and using quality education to bring that capacity to marginalized groups, thus ensuring equality of opportunities and therefore, equity.

Strategic Objective 2: Improving the quality of education through the diversification of contents and methods and the promotion of universally shared values.

Sub-objective 1: Promoting universally shared values through education.

Sub-objective 2: Supporting communication, information and family education policies, particularly for the most vulnerable sectors, aiming at increasing the results of learning.

Sub-objective 3: Improving and diversifying the contents and methods of education, increasingly incorporating new information and communication technologies into the student's learning process and into teacher training.

Strategic Objective 3: Promoting experimentation, innovation and the diffusion and sharing of information and best practices as well as policy dialogue in education.

Sub-objective 1: Identifying new trends in the development of education, based on prospective studies and assessments.

Sub-objective 2: Professional enhancement of teachers and strengthening of administrative and curricular management.

II. Natural Sciences

Strategic objective 5: Improving human security by better management of the environment and social change

Sub-objective 1: Promoting understanding of natural and social systems to achieve sustainable development and guarantee human security for present and future generations.

Strategic objective 6: Enhancing scientific, technical and human capacities to participate in the emerging knowledge societies.

Sub-objective 1: Strengthening of capacity-building for the scientific and technological policy-making to face the needs of the overall development of society.

Sub-objective 2: Policy-building to retain and harness highly qualified national human resources.

Sub-objective 3: Fostering of socialization and use of scientific and technological knowledge linked to measures aimed at improving the quality of life of the population.

III. Social and Human Sciences

Strategic objective 1: Promoting human rights and their connection with the right to development, with emphasis on economic, social and cultural rights.

Sub-objective 1: Developing programmes in favour of non-discrimination and of tolerance.

Sub-objective 2: Developing programmes in favour of the enhancement of democracy and governance.

Sub-objective 3: Studying and analysing socio-cultural impacts of urbanization and migration and their articulation with public policies on the issue.

Strategic objective 2: Contributing to national capacity-building and to the development of research, training and formulation of public policies in the social science area.

Sub-objective 1: Carrying out prospective studies and analyses of the major trends on key issues in the region.

Sub-objective 2: Promotion of the discussion of development models in the region.

Sub-objective 3: Studying and analyzing the ethical impacts of economy in the region.

IV. Culture

Strategic objective 7: Promoting the drafting and implementation of standard-setting instruments in the cultural field.

Sub-objective 1: Fostering the development of sustainable cultural tourism.

Sub-objective 2: Capacity-building for the struggle against illegal traffic of cultural property.

Sub-objective 3: Protecting intellectual rights in the framework of culture.

Strategic objective 8: Protecting cultural diversity and encouraging pluralism and dialogue among cultures and civilisations.

Sub-objective 1: Enhancing history and geography teaching through initiatives and activities to achieve effective subregional integration.

Sub-objective 2: Adopting measures to safeguard the tangible and intangible cultural and natural heritage.

Strategic objective 8: Enhancing the linkages between culture and development through capacity-building and sharing of knowledge.

Sub-objective 1: Involving the cultural dimension in social and economic projects.

Sub-objective 2: Fostering cultural industries as a key factor of regional development.

V. Communication and Information

Strategic objective 10: Promoting the free flow of ideas and universal access to information

Strategic objective 1: Favouring free access to educational, scientific and cultural contents in digital format to achieve the objective of information for all.

Strategic objective 2: Encouraging capacity-building to generate local quality contents in Spanish and Portuguese.

Strategic objective 11: Promoting the expression of pluralism and cultural diversity in the media and world information networks.

Strategic objective 1: Encouraging capacity-building to generate local quality contents in Spanish and Portuguese.

Strategic objective 12: Access for all to information and communication technologies, especially in the public domain.

Sub-objective 1: Encouraging the entry into the public domain of new programmes and contents, aimed at regional development.

Sub-objective 2: Designing of strategies and regional, subregional and national action plans to favour access to information and communication technologies in the world networks, and to provide the region with an adequate information structure.