UNESCO
and the
World Summit for Social Development

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Foreword

The World Summit for Social Development, held in March 1995 in Copenhagen, was a major event that brought the issue of social development into sharp focus. UNESCO played an active role in the preparatory process. It participated in the meetings of the Preparatory Committee and of the regional commissions. It organized a series of seminars and symposia on the key issues of social development. It issued a Postion Paper, authored by the Director-General, and other backgrounders to highlight the importance of education, cultural factors, science and technology and the need for endogenous capacity building.

This book is an anthology of all the documents that were contributed by UNESCO to the World Summit preparatory process.

Part One of the book begins with a chapter on the World Summit. The following chapter briefly reports on UNESCO's contribution to the preparatory process. Summit highlights are given in the concluding chapter.

Documents stating UNESCO's position on social development issued during the preparatory process and the Summit, as well as the speech of the Director-General to the plenary of the Summit, are reproduced in Part Two.

UNESCO organized a series of meetings in different parts of the world to involve the intellectual community in a critical examination of past development experience and a search for alternative models to correct the wrongs of the past and pave the path for a new paradigm of development with emphasis on the 'social'. These meetings were designed to catalyse ideas and generate debate and discussion so that different perspectives and approaches can emerge.

The exercise began with an international colloquium on 'What happened to Development?' It was held in Paris, in June 1994, with the participation of some forty experts drawn from different parts of the world. In November and December 1994, regional symposia were held in Asia, Latin America and Africa, where social scientists presented national perspectives on social development and attempted to outline regional perspectives. For the African region, UNESCO convened, in February 1995, Audience Africa, where Africans were given the floor to analyse the dynamics of development from their own point of view and to come up with an agenda to be pursued in UNESCO's areas of competence. Two other international meetings of experts – held in December 1994 in Bologna, Italy, and in New Delhi, India – discussed specific themes, 'Public Policy' and the 'Role of Science and Technology in Relation to Social Development'. During the Summit itself, two meetings were held: in Roskilde on 'Social Exclusion'; and in Copenhagen, a round table on 'Poverty and Participation in Civil Society'.

Part Three of this book provides capsule summaries of the rich and wide ranging discussions that took place at these gatherings.

Part Four presents statements and addresses made on behalf of UNESCO at different meetings.

We hope that this book will serve as a useful reference and record of UNESCO's contributions to the World Summit for Social Development.

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Contents

Part One

Introduction

The World Summit for Social Development

The United Nations General Assembly, through its resolution 47/92 of 16 December 1992, decided to convene the World Summit for Social Development in March 1995. It accepted the offer from Denmark to host the Summit.

This decision of the General Assembly was a reaffirmation of the need for the international community to address urgent social problems of unprecedented gravity and complexity. The overall objectives of the World Summit for Social Development (WSSD) were: the alleviation and reduction of poverty, expansion of productive employment, and enhancement of social integration.

These three interrelated issues affect all societies with a particularly profound impact on developing countries, and require co-ordinated action by governments, private and non-governmental institutions and international organizations. The Summit was conceived as an expression of a shared world-wide commitment to put the needs of people at the centre of development.

The theme of 'Social Development' which weaves together the three core concerns of the Social Summit was meant to emphasize the need for renewed efforts by the international community towards higher living standards, greater equality of opportunity, and security of human rights. The Summit was expected to highlight development as a process that is people-centred, equitable and sustainable.

Conference background

In the Preamble to the Charter of the United Nations, the peoples of the United Nations expressed their determination 'to promote social progress and better standards of life in larger freedom, . . . to practice tolerance and live together in peace with one another as good neighbours', and 'to employ international machinery for the promotion of the economic and social advancement of all peoples'. Further, in its Article 55, the Charter states that the United Nations should promote 'higher standards of living, full employment, and conditions of economic and social progress and development'.

The Summit was convened to reaffirm the validity of these goals, consider the obstacles to their achievement and outline the forms of international co-operation and the types of national policies which could foster social progress in all parts of the world.

The General Assembly felt that a favourable environment for social progress has been created with the end of the global ideological confrontation and the cold war between the superpowers, the spread of democratic forms of government in various parts of the world, and the greater openness of some nations and societies to tolerance and pluralism. Also promising for a better future are the scientific and technological innovations which facilitate the life of peoples and improve working conditions. The advances in communications now make it possible to exchange information and to learn from one another. The progress in living conditions that has been achieved in large and small nations around the world is another positive development. At the same time, the world community felt concerned about deficiencies in social development. Of particular

Visitors reviewing the
inter-agency exhibit
'New Agenda for Human
Development' in the
Public Lobby of the
United Nations, New
York, in October 1994.
The exhibit's structure is
based on the double
helix of DNA.

concern were the problems of poverty, unemployment and social exclusion.

Despite development efforts of the last fifty years, poverty remains widespread. Some estimates indicate that as many as 1.3 billion people suffer from severe deprivation. Many children die each day from malnutrition in the underdeveloped regions of the world. Underemployment still characterizes the economy of most developing countries. Even in industrialized countries, unemployment has reached alarming levels. Disadvantaged groups continue to be marginalized in economic, social and political processes. Violence, intolerance, and tensions and conflicts within and among communities and nations have become all too frequent. Safeguarding the environment, and achievement of sustainable development are still among the challenges confronting the international community.

The World Summit for Social Development was expected to provide directions and recommendations for international co-operation and for national policies relative to the core issues – alleviating and reducing poverty, expanding productive employment and enhancing social integration. The Summit was not seen as an end in itself, nor as an isolated event but as part of a process attempting to give priority to social progress and to build upon the achievements of previous international conferences.

The Summit was the fifth in a series of seven landmark world conferences organized by the United Nations in the 1990s, all of them closely related: the World Summit for Children (New York, September 1990), the United Nations Conference on Environment and Development (Rio de Janeiro, June 1992), the World Conference on Human Rights (Vienna, June 1993), the International Conference on Population and Development (Cairo, 5–13 September 1994), the Fourth World Conference on Women (Beijing, 4–15 September 1995), and the United Nations Conference on Human Settlements (Habitat II; Istanbul, June 1996).

Preparatory process

A Preparatory Committee for the World Summit on Social Development was constituted which comprised all Member States in the United Nations and members of the specialized agencies. It held its first organizational session in New York from 12 to 16 April 1993 and elected a Bureau, chaired by Ambassador Juan O. Somavia (Chile) and composed of nine Vice-Chairmen (Cameroon, Zimbabwe, India, Indonesia, Poland, the Netherlands, Australia, Mexico and Latvia). The representative of Denmark, the host country, served as an ex-officio member of the Bureau in the capacity of Vice-Chairman.

The February 1993 meeting of the Commission for Social Development and the June 1993 high-level segment of the United Nations Economic and Social Council examined the themes to be addressed by the World Summit for Social Development, paying special attention to the central role of the United Nations system in promoting social development. All countries expressed strong political support for the Summit, the proposal for which was initiated by Chile.

Three substantive sessions and an intersessional consultation of the Preparatory Committee were held in 1994 and 1995 as under:

• First session of the Preparatory Committee, 31 January to 11 February 1994;
• Second session of the Preparatory Committee, 22 August to 2 September 1994;

- Intersessional Informal Consultation, 24–28 October 1994; and
- Third session of the Preparatory Committee, 16–27 January 1995.

Leading to the Summit, the Preparatory Committee meetings considered a variety of reports designed to guide and facilitate the debate and negotiating process. The Preparatory Committee drafted the provisional agenda; prepared the Draft Declaration and Programme of Action; and adopted other decisions relevant to the preparation, outcome, and follow-up to the Summit.

The Summit

The World Summit for Social Development took place at Bella Centre, in Copenhagen, Denmark, on 11 and 12 March, 1995. It was preceded by pre-Summit consultations (6–10 March 1995). The Summit was convened (a) to reinforce the commitments already made in the previous conferences and to anticipate the outcome of future conferences; and (b) to give primacy to **social** over **economic** concerns.

UNESCO played an active role in the preparatory process by organizing a series of seminars and symposia to involve the intellectual community in the process of rethinking development; by issuing a Position Paper and seeking support from the Member States for assigning priority to endogenous capacity-building and highlighting the significance of the cultural dimension in development; and by assisting the work of the Preparatory Committee. It is indeed a measure of success that the Summit has endorsed a new Commitment on Education, Culture and Health in the Declaration, which has incorporated most of the ideas contained in the UNESCO Position Paper. Both in the Declaration and in the Programme of Action,

there are several references to the tasks that UNESCO is mandated to perform. It is important that the Secretary-General referred to the leading role played in the past by UNESCO in the field of social development.

The Summit was an important event; 122 out of 185 states were represented by either the heads of state, or the vice-presidents, or the prime ministers, thus setting a new record. Also, it was attended by more than 26,000 NGOs. The Summit did not only acknowledge the importance of the civil society, but allowed a high degree of participation of the NGOs in the entire preparatory process.

UNESCO's presence at the Summit was conspicuous through the Round Table on Poverty, the convening of the Side-Summit of the Nine Most Populous Countries as a follow-up of the New Delhi EFA-9 Summit, the only exhibition at the Bella Centre of the drawings of children from UNESCO's Associated Schools, and the release of a *Study on the Disabled*, as well as formal submission of the report on Audience Africa to the Summit by the Director-General.

The Summit highlighted the importance of the need for eradicating poverty by proposing a full decade for it, and recognized the central role of women in development. It also underscored the partnership with NGOs. Two countries announced debt cancellations of substantial amounts. The United States announced a new partnership initiative through which 40 per cent of the aid given by USAID will be exclusively earmarked for NGOs, and of a decision to spend US$100 million over a ten-year period to promote education for girls and women. Opinions on the 20:20 Compact were divided. Proposals were also made for the setting up of a Disarmament Fund, the creation of a new Economic Security Council, better co-ordination between the United Nations and the Bretton-Woods institutions, a Summit on Disarmament

for Environment and Development in 2000, a second WSSD in 2000, and the preparation of a Marshall Plan for Africa. The Summit favoured the recognition of cultural factors in development and pleaded for preservation of cultural diversity.

UNESCO's contribution to the World Summit for Social Development preparatory process

As an agency committed to education, science, culture and communication, UNESCO's actions have always focused on issues of social development. The holding of the World Summit for Social Development gave UNESCO yet another opportunity to join hands with other agencies within the United Nations system to further the cause of social development. Through its active participation in the inter-agency co-ordination mechanisms, reinforcement of its co-operation with the scientific community and relevant organizations, and collaboration with various social actors and decision makers via a number of targeted activities, UNESCO played its expected role in the Summit process. At the high-level segment of the substantive session of the Economic and Social Commission (ECOSOC), held in Geneva on 28 and 29 June 1993, the Director-General announced to redouble UNESCO's efforts to increase the access, transfer and sharing of knowledge in order to close the gap between the rich and the poor. Affirming UNESCO's readiness to participate fully in the preparatory process for the Summit, the Director-General expressed the hope, in his ECOSOC Address, that the Social Development Summit will 'explore in depth the interface between society, economy and environment, taking account of current crises and, in particular, the phenomenon of structural unemployment and social exclusion which are problems encountered in every country'.

The Programme and Budget for 1994–95, approved by the twenty-seventh session of the General Conference, made a special provision for UNESCO's contribution to the World Summit. Paragraph 05121 of the Programme (27C/5), relative to this activity, is reproduced below:

A contribution of the highest quality should be made to the World Summit for Social Development, which is to be convened by the United Nations in 1995. While actively participating in co-ordinating inter-agency mechanisms, UNESCO will reinforce its co-operation with the scientific community as well as with relevant organizations associating various social actors and decision-makers. Comparative studies, regional meetings and an international forum will aim at formulating strategies and social policies designed to reduce marginalization, social exclusion and discrimination, especially that affecting disabled people, and to enable citizens to take part in the sustainable development process.

Within the Sector of Social and Human Sciences, a Co-ordinating Unit for UNESCO's contribution to the World Summit for Social Development was created. To assist the work of the Unit, an Intersectoral Task Force was set up by the Director-General, chaired by Mrs Francine Fournier, Assistant Director-General for the Sector of Social and Human Sciences. The Task Force was composed as follows:

Mr V. Kochetkov, Science Sector
Dr M. Hadley, Science Sector
Ms J. Damlamian, Science Sector
Ms K. Stenou, Culture Sector
Mr P. Vasarhelyi, Communication Sector
Mr C. Arnaldo, Communication Sector

Ms L. Schaudinn, Bureau for External Relations
Mr A. I. Hamad, Bureau for External Relations
Mr J. Bindé, World Commission on Culture and Development
Ms A. Draxler, Commission on Education for the Twenty-first Century
Dr A. Kazancigil, Social and Human Sciences Sector
Mr W. Tochtermann, Social and Human Sciences Sector
Ms C. von Fürstenberg, Social and Human Sciences Sector
Mr J. Nkinyangi, Social and Human Sciences Sector
Dr Yogesh Atal, Social and Human Sciences Sector, Secretary to the Task Force

The Co-ordinating Unit for the World Summit consisted of:
Dr Yogesh Atal, Director
Mr Suleyman Baldé, Programme Specialist
Mrs Genevieve Blackburn Klajman, Senior Secretary

The activities carried out by the WSSD Co-ordinating Unit were:
1. participation in interagency meetings;
2. participation in the work of the WSSD Secretariat;
3. participation in the meetings of the Preparatory Committee;
4. organization of national and international seminars, symposia and round tables;
5. sponsoring of studies;
6. publications;
7. involvement of Associated Schools.

1. Participation in interagency meetings

UNESCO participated in the interagency meetings organized by the WSSD Secretariat during the preparatory process. In addition to those held during the Preparatory Committee sessions, UNESCO participated in the ad hoc meetings organized in April 1993 (New York), November 1993 (New York) and May 1994 (Geneva).

2. Participation in the work of the WSSD Secretariat

Responding to the request from the WSSD Secretariat, the Director-General seconded Dr Yogesh Atal, Director of the WSSD Co-ordinating Unit to the WSSD Secretariat in April and May 1994, to assist in the drafting of the Summit documents.

3. Meetings of the Preparatory Committee

The WSSD Secretariat convened three meetings of the Preparatory Committee, and an intersessional informal consultation.

The first session of the Preparatory Committee was held in New York from 31 January through 11 February 1994. At this session, UNESCO made available to the Preparatory Committee the following two documents: **Elements for WSSD Draft Declaration and Plan of Action;** and **Building Endogenous Capacities: a Prerequisite for Social Development.**

The second session of the Preparatory Committee was held in New York from 22 August through 2 September 1994. At this meeting UNESCO circulated the **Position Paper** prepared by the Director-General, as well as a brochure containing Part III of the Position Paper concerning **priority targets.**

In order to finalize the Draft Declaration and the Programme of Action, particularly to remove several brackets, an informal intersessional meeting was convened from

24 through 28 October 1994.

The third session of the Preparatory Committee was held from 16 January 1995 through 27 January 1995. This session devoted itself to the finalization of the two documents – Declaration and Programme of Action, as well as to decide other organizational matters.

4. Regional preparatory conferences

UNESCO attended the Regional Conferences of Ministers of Social Development, preparatory to the World Summit, organized by the United Nations Economic Commission for Africa, held in Addis Ababa, Ethiopia (January 1994), and by the Economic and Social Commission for Asia and the Pacific (ESCAP), held in Manila, the Philippines (October 1994).

5. International and regional events organized by UNESCO

International events

Summit of the E9 Countries - Education for All (EFA). In December 1993, India hosted the Summit of the Nine Most Populous Countries of the World, jointly convened by UNESCO, UNICEF, UNFPA and UNDP as a follow-up to the Jomtien Conference, to discuss the strategies for eradication of illiteracy in these countries. The participating countries were: Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan. The Declaration issued by the Summit leaders is given as an appendix to this chapter. During the World Summit for Social Development, the leaders of these nine countries met in a side-Summit, convened by UNESCO. This event took place in the WSSD area at the Bella Centre, starting on Friday 10 March at 3 p.m. with a private meeting of the representatives of the E9 Countries and the

heads of the four sponsoring agencies. The private meeting was followed by a public meeting in the auditorium, attended by some 450 people.

While opening the public meeting, the Director-General of UNESCO reiterated UNESCO's full support for the E9 initiative and his conviction that basic education must figure high on the agenda for social development. The Prime Minister of India, Mr P. V. Narashima Rao, read out the Joint Communiqué of the E9 Countries on EFA. Mr Gus. Speth, Administrator of UNDP, read out the United Nations Agencies' Joint Communiqué on EFA. The Delhi Declaration is annexed to this chapter.

Salamanca Conference on Special Education. More than 300 participants representing 92 governments and 25 international organizations met in Salamanca, Spain, from 7–10 June 1994 to further the objective of Education for All by considering the fundamental policy shifts required to promote the approach of inclusive education, enabling schools to serve all children, particularly those with special educational needs. The conference adopted the Salamanca Statement on principles, policy and practice in special needs education together with a Framework of Action. These documents are informed by the principle of inclusion, by recognition of the need to work towards Schools for All – institutions which include everybody, celebrate differences, support learning and respond to individual needs. As such, they constitute an important contribution to the agenda for social development – achieving Education for All and making schools educationally more effective. The Salamanca Statement is annexed to this chapter.

What Happened to Development? UNESCO convened an international symposium, held on

18 and 19 June 1994 in Paris, on the theme 'What Happened to Development?' Forty social scientists,economists and other experts in development from around the world participated in the two-day symposium which was inaugurated by the then President of the Republic of France, François Mitterand. The symposium engaged participants in a free and frank exchange of ideas and critical appraisal of the past development experience. The participants felt that the prevailing paradigm of development has run its course. They thought that in a plural and multicultural world there cannot be a single recipe for change, a single model of development. The time has come to recognize the genius of individual cultures and to let them evolve strategies that are appropriate to meet the challenges of humanity's common future. The **UNESCO Courier** published a report on the Symposium which was distributed during the Summit.

CROP meetings on poverty research. UNESCO participated in two international seminars organized by ISSC's Comparative Research on Poverty (CROP) Programme. The first seminar was held in Bergen, Norway, from 21–25 October 1993, on 'Poverty and Political Participation'. It was attended by scholars from Argentina, Belgium, Brazil, Ethiopia, Germany, India, Mexico, Norway, Uganda and the United States.

Another international conference was organized by UNESCO and CROP in Paris from 30 November through 2 December 1994. Attended by more than fifty scholars from different regions of the world, the conference discussed twenty-three reports which reviewed trends of research on poverty in different countries and regions. A volume based on these papers has been published jointly by CROP and

UNESCO under the title **Poverty: A Global Review: Handbook on International Poverty Research.**

UNESCO-NGO Collective Consultation on Higher Education. The Fourth UNESCO-NGO Collective Consultation on Higher Education was held in Paris from 26–28 September 1994, co-hosted by UNESCO and the United Nations University. The consultation was convened to examine the domain of capacity-building through, and in, higher education. Particular attention was given to the capacity-building strategies used or envisaged by NGOs to serve the needs of their specific constituents. Session I of the Consultation was devoted to review the goals and strategies of higher education for sustainable development; the social role of higher education was discussed in the second session; and the third session focused on economic challenges facing higher education. The proceedings of this consultation are published as the sixth title of the series 'New Papers on Higher Education: Meeting Documents'.

Social development and public policy. In collaboration with the Università di Bologna, Italy, UNESCO organized a two-day meeting of experts drawn from Europe, Africa and Latin America on 2 and 3 December 1994, to review and compare specific country initiatives against poverty, unemployment and social exclusion with a view to drawing lessons for future development studies. The meeting examined various models for waging a struggle against poverty and social exclusion in different historical, social and cultural contexts. In particular, it emphasized the necessity of rethinking the model of the welfare state.

Science and technology for social development. An international seminar was organized by

UNESCO, in collaboration with India's National Institute of Science, Technology and Development Studies (NISTADS) on 12–14 December 1994, in New Delhi, to discuss the role of science and technology for social development, with the participation of scientists and social scientists from Asia, Africa, Europe and Latin America. The seminar raised issues related to the role of science and technology in social development. It also took note of the various country experiences where technology is put to use for purposes of employment creation, and for saving water and land resources to accelerate agricultural growth. Acknowledging the fact that advances in science and technology have made it possible to descale and decentralize production utilizing local resources including bio-mass, the seminar suggested that there is ample scope for blending new knowledge with traditional modes of production to provide a complementary rural industrialization strategy that would be both employment-generating and environment-friendly. The **Report** on this seminar was widely distributed during the Summit.

From Social Exclusion to Social Cohesion: Towards a Policy Agenda. An international symposium was jointly organized by UNESCO, ILO, WHO, CEU and ORSTOM in Roskilde, Denmark, on 2–4 March 1995. The symposium had around one hundred participants from five continents. The meeting discussed the following topics:
• from social exclusion to social justice,
• changing lifestyles in North and South,
• from welfare state to caring society,
• public and private: new partnerships,
• making cities liveable,
• from concept to action.

Audience Africa: Africans speak to Africans. Organized by UNESCO in Paris on

6–10 February 1995, the principal objective of Audience Africa was to provide Africans, on the eve of the Copenhagen World Summit for Social Development, with the opportunity to undertake an incisive examination of the whole question of development and development priorities in their continent in the light of the new challenges facing the world. This examination took account of the lessons of the past, the requirements of the present, the demands of the future and the realities of the current international situation in order to set down the terms of a self-reliant development policy that would secure the economic, social, political and cultural progress of the present populations and the survival, in dignity, peace, democracy and justice, of generations to come.

Audience Africa brought together heads of state or their representatives, senior officials from bilateral aid agencies, intergovernmental organizations of the United Nations system, the Organization of African Unity, the African Development Bank, the Economic Commission for Africa and various non-governmental organizations, independent figures from civil society and sympathetic specialists concerned with Africa from the world of education, science, culture and communication. The Document adopted by this group was formally presented by the Director-General to the World Summit and widely distributed in both English and French versions.

Round Table on Poverty and Participation in Civil Society. UNESCO and ISSC's CROP organized a Round Table on Poverty and Participation in Civil Society on 7 March 1995 during the World Summit in Copenhagen. Attended by more than 300 participants, the meeting was opened by Mrs Francine Fournier, Assistant Director-General for Social and Human Sciences. Professor Robert Chambers (Institute of

Development Studies, University of Sussex, United Kingdom) spoke on: 'Whose reality counts when it comes to empowerment and participation'; Professor Elisabeth Jelin (Universidad de Buenos Aires, Argentina) dealt with 'The culture of participation and citizenship'; Dr Sadig Rasheed (United Nations Economic Commission for Africa, Addis Ababa, Ethiopia) talked about 'Poverty and popular participation in Africa: what are the prospects and what are the policy implications'; and Mr Patricio Aylwin, former President of Chile, described the Chilean experiment regarding 'Poverty reduction through participation'. The round table was presided over by Professor Else Øyen, Chair of CROP. The proceedings of the round table have been edited by Professor Else Øyen and Dr Yogesh Atal and are now in press.

Regional symposia

Strategies for social development in Asia and the Pacific. In collaboration with the Association of Asian Social Science Research Councils (AASSREC), a three-day regional symposium was organized by UNESCO in Manila, the Philippines, in November 1994, where country papers reviewing past development experiences and emerging perspectives on social development were discussed.

Latin American and Caribbean perspective. The Latin American and Caribbean Experts Meeting on Social Development and the WSSD took place in Caracas, Venezuela, on 17 and 18 November 1994. The meeting was organized jointly by SELA and UNESCO, with the collaboration of CLACSO and CENDES. The meeting addressed some of the major themes concerning social development in Latin America and the Caribbean, with particular reference to the core issues of the WSSD: poverty, productive

employment and social integration. The participants also had the opportunity to review the progress made by three research projects sponsored by SELA in co-operation with other institutions in 1994, on 'The Articulation of economic and social policies' (CLAD/SELA/CEPAL), 'Methodology for measuring the efficiency in public expenditure' in Latin America and the Caribbean; and 'Solidarity for competitivity' (SELA/UNESCO/UNDP). Finally, the meeting noted the preliminary results of the joint UNDP/UNESCO/CLACSO project on 'Governance Strategies during the Crisis', as well as résumés of the results of several national workshops organized jointly by CLACSO and UNESCO preparatory to WSSD.

Experts meeting on social development in Dakar. An African meeting of experts on social development was convened in Dakar, Senegal, on 11 and 12 December 1994. The participants examined five studies on the following themes:
• the sub-regional state as a solution to the African crisis;
• democracy and peoples' participation in development;
• poverty issues in the Congo: review and prospects;
• generating productive employment: review of past actions and suggestions for new strategies in Kenya; and
• social integration issues: review and suggested strategies for Côte d'Ivoire.

4. Sponsoring of studies

Study on the integration of disabled people. Following the resolution of the twenty-seventh session of the General Conference, UNESCO commissioned Disability Awareness in Action (a Consortium of NGOs based in the United Kingdom) to prepare a report on the obstacles

faced by disabled people in different countries becoming integrated into the mainstream of society. **Overcoming Obstacles to the Integration of Disabled People** outlines the magnitude of the obstacles to the exercise of disabled people's human rights and how these obstacles may be overcome. Citing United Nations estimates, the report says there are about 500 million disabled people world-wide. Of these, 55 million are blind (11 per cent), 70 million are deaf (14 per cent), 130 million have a severe intellectual impairment (26 per cent), 20 million have epilepsy (4 per cent) and 160 million have some sort of mobility impairment (32 per cent). The report provides statistics on the incidence of disability, personal experiences of disabled people from the world over, and examples of human rights abuses against the disabled. It discusses the cultural context affecting disabled people and reviews laws that exist in several nations to protect the rights of the disabled. The report concludes with recommendations for practical action in the areas of income generation, community-based services, independent living, appropriate technology, education and information, and empowerment and integration. The report was launched by the Director-General at the NGO Forum during the Summit. He particularly highlighted the fact that UNESCO decided to request the NGOs concerned with disabled people to prepare the report to ensure that their views and experiences are reflected. The report was widely distributed and attracted media attention. It is important to mention that the WSSD Programme of Action lists several actions to improve the situation of the disabled and promote their integration into the mainstream of social and cultural life.

Searching for new development strategies.
Prepared by Professor Ignacy Sachs of the École des Hautes Études en Sciences Sociales, Paris,

this study was published as the first policy paper of the Management of Social Transformations (MOST) series. The study examines the world-wide social crisis with special emphasis on integration into the production process through employment and self-employment, and looks at the search for new paradigms of development through the following issues: going beyond economicism; the need for a universal axiology; the relations between the economic, the ecological and the social; the democratic regulation of mixed economies; the redefinition of the role of the state; new forms of partnership among the different social sectors; science and technology in the service of development; and reforms in the international system.

Support for poverty research. Within the framework of collaboration between UNESCO and the International Social Science Council (ISSC) in its Programme of Comparative Research on Poverty (CROP), several publications are being prepared for the International Year for the Eradication of Poverty (IYEP).

7. Involvement of Associated Schools: exhibition

UNESCO collaborated with the WSSD Secretariat to involve children of UNESCO Associated Schools in drawing pictures and writing essays on the themes of the Summit. From the several entries received, a selection of about 400 was displayed as a 68 metre mural in the entrance hall of the Summit venue. This was the only exhibition at the Bella Centre.

8. Documents distributed at the Summit

The following UNESCO publications were distributed at the Summit:

Position Paper and Priority Targets for Action presented by the Director-General of UNESCO. (English/French/Spanish/Arabic/Russian/Chinese/Portuguese)

What Happened to Development? Proceedings of the International Symposium held at UNESCO, Paris, June 1994. (English/French)

UNESCO Courier. Issue of March 1995 on development. (French/English/Spanish)

International Social Science Journal. March 1995 issue devoted to 'Measuring and Evaluating Development'. (English/French)

Overcoming Obstacles to the Integration of Disabled People. UNESCO-sponsored study prepared by Disability Awareness in Action (English).

Perspectives on Social Development. Collection of syntheses of UNESCO seminars and symposia on social development organized preparatory to the World Summit. (English)

Science and Technology for Social Development. Report on the International Seminar on Science and Technology held in New Delhi, India, December 1994. (English)

The Least-Developed Countries and the Challenges of Social Development. Report prepared by the LDC Unit, UNESCO, as a contribution to WSSD. (English)

Audience Africa - 1995. (English/French)

EFA 2000 - Putting People First. (English/French)

Joint UNESCO- IBD Statement. (English)

Searching for New Development Strategies: The Challenges of the Social Summit, by Ignacy Sachs. (MOST Policy Paper 1, 1995.)

The Salamanca Statement and **Framework for Action on Special Needs Education.**

The Delhi Declaration

1. We, the leaders of nine high-population developing nations of the world, hereby affirm our commitment to pursue with utmost zeal and determination the goals set in 1990 by the World Conference on Education for All and the World Summit on Children, to meet the basic learning needs of all our people by making primary education universal and expanding learning opportunities for children, young people and adults. We do so in full awareness that our countries contain more than half of the world's people and that the success of our efforts is crucial to the achievement of the global goal of education for all.

2. **We** recognize that:

2.1 the aspirations and development goals of our countries can be fulfilled only by assuring education to all our people, a right promised both in the Universal Declaration of Human Rights and in the constitutions and laws of each of our countries;

2.2 education is the pre-eminent means for promoting universal human values, the quality of human resources, and respect for cultural diversity;

2.3 the education systems in our countries have made great strides in offering education to substantial numbers, and yet have not fully succeeded in providing quality education to all of our people, indicating the need for developing creative approaches, both within and outside the formal systems;

2.4 the content and methods of education must be developed to serve the basic learning needs of individuals and societies, to empower them to address their most pressing problems – combatting poverty, raising productivity, improving living conditions, and protecting the environment – and to enable them to play their rightful role in building democratic societies and enriching cultural heritage;

2.5 successful education programmes require complementary and convergent actions on adequate nutrition, effective health care and appropriate care and development of the young child, in the context of the role of the family and the community;

2.6 the education and empowerment of girls and women are important goals in themselves and are key factors in contributing to social development, well-being and education of present and future generations, and the expansion of the choices available to women for the develoment of their full potential;

2.7 the pressure of population growth has seriously strained the capacity of education systems and impeded needed reforms and improvements; moreover, given the age structure of the populations in our countries, it will continue to do so throughout the coming decade; and

2.8 education is, and must be, a societal responsibility, encompassing governments, families, communities and non-governmental organizations alike; it requires the commitment and participation of all, in a grand alliance that transcends diverse opinions and political positions.

2. Conscious of the vital role that education must play in the development of our societies, we hereby pledge that, by the year 2000 or at the earliest possible moment:

3.1 we will ensure a place for every child in a school or appropriate education programme according to his or her capacities, in order that no child be deprived of education for lack of a teacher, learning materials, or adequate space; we pledge this in fulfilment of our commitment under the Convention of the Rights of the Child, which we have ratified;

3.2 we will consolidate efforts towards the basic education of young people and adults from public and private sources, improving and expanding our literacy and adult education programmes within the context of an integrated strategy of basic education for all our people;

3.3 we will eliminate disparities of access to basic education arising from gender, age, income, family, cultural, ethnic and linguistic differences, and geographical remoteness;

3.4 we will improve the quality and relevance of basic education programmes by intensifying efforts to improve the status, training and conditions of teachers, to improve learning contents and materials and to carry out other necessary reforms of our education systems;

3.5 we will, in all of our actions, accord to human development the highest priority at national and other levels, ensuring that a growing share of national and community resources is dedicated to basic education, and improving the management of existing resources for education; and

3.6 we will rally all sectors of our society towards education for all, as we hereby endorse the Framework for Action accompanying this Declaration and undertake to review our progress at the national level and to share our experiences among ourselves and with the global community.

4. We therefore call upon:

4.1 international collaborators to raise substantially their support for our efforts to expand our national capacities for expanding and improving basic education services;

4.2 international financial institutions, in the context of structural adjustments, to recognize education as a critical investment without imposing pre-determined ceilings on such investments, and to promote an international environment to enable countries to sustain their socio-economic development; and

4.3 the community of nations to join with us in reaffirming the commitment to the goal of education for all and in intensifying their efforts to achieve it by the year 2000 or at the earliest possible moment.

In accord with the approval by acclamation at New Delhi on this 16th day of December 1993, and in witness of our pledge and commitment, we have individually affixed our signatures to this Declaration.

[Signed by the representatives of China, Bangladesh, Brazil, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan.]

Introduction

The Salamanca Statement

World Conference on Special Needs Education

Salamanca, Spain, 7–10 December 1994

Reaffirming the right to education of every individual, as enshrined in the 1948 Universal Declaration of Human Rights, and renewing the pledge made by the world community at the 1990 World Conference on Education for All to ensure that right for all regardless of individual differences,

Recalling the several United Nations declarations culminating in the 1993 United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities, which urges states to ensure that the education of persons with disabilities is an integral part of the education system,

Noting with satisfaction the increased involvement of governments, advocacy groups, community and parent groups, and in particular organizations of persons with disabilities, in seeking to improve access to education for the majority of those with special needs still unreached; and **recognizing** as evidence of this involvement the active participation of high level representatives of numerous governments, specialized agencies and intergovernmental organizations in this World Conference,

1. We, the delegates of the World Conference on Special Needs Education representing ninety-two governments and twenty-five international organizations, assembled here in Salamanca, Spain, from 7–10 June 1994, hereby reaffirm our commitment to Education for All, recognizing the necessity and urgency of providing education for children, youth and adults with special educational needs within the regular education system, and further hereby endorse the Framework for Action on Special Needs Education, that governments and organizations may be guided by the spirit of its provisions and recommendations.

2. We believe and proclaim that:

• every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning;

• every child has unique characteristics, interests, abilities and learning needs;

• education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs;

• those with special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting these needs; and

• regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

3. We call upon all governments and urge them to:

• give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual differences or difficulties;

• adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise;

• develop demonstration projects and encourage exchanges with countries having experience with inclusive schools;

• establish decentralized and participatory mechanisms for planning, monitoring and evaluating educational provision for children and adults with special education needs;

• encourage and facilitate the participation of parents, communities and organization of persons with disabilities in the planning and decision making processes concerning provision for special educational needs education;

• invest greater effort in early identification and intervention strategies, as well as in vocational aspects of inclusive education; and

• ensure that, in the context of a systemic change, teacher education programmes, both pre-service and in-service, address the provision of special needs education in inclusive schools.

4. We also call upon the international community; in particular we call upon:

• governments with international co-operation programmes and international funding agencies, especially the sponsors of the World Conference on Education for All, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), the United Nations Development Programme (UNDP), and the World Bank:
– to endorse the approach of inclusive schooling and to support the development of special needs education as an integral part of education programmes;

• the United Nations and its specialized agencies, in particular the International Labour Office (ILO), the World Health Organization (WHO), UNESCO and UNICEF:
– to strengthen their inputs for technical co-operation, as well as to reinforce their co-operation and networking for more efficient support to the expanded and integrated provision of special needs education;

• non-governmental organizations involved in country programming and service delivery:
– to strengthen their collaboration with the official national bodies and to intensify their growing involvement in planning, implementation and evaluation of inclusive provision for special educational needs;

• UNESCO – the United Nations agency for education:

– to ensure that special needs education forms part of every discussion dealing with education for all in various forums,

– to mobilize the support of organizations of the teaching profession in matters related to enhancing teacher education as regards provision for special educational needs,
– to stimulate the academic community to strengthen research and networking and to establish regional centres of information and documentation; also, to serve as a clearing house for such activities and for disseminating the specific results and progress achieved at country level in pursuance of this Statement,
– to mobilize funds through the creation within its next Medium-Term Plan (1996–2001) of an expanded programme for inclusive schools and community support programmes, which would enable the launching of pilot projects that showcase new approaches for dissemination, and to develop indicators concerning the need for and provision of special needs education.

5. Finally, we express our warm appreciation to the Government of Spain and to UNESCO for the organization of the Conference, and we urge them to make every effort to bring this Statement and the accompanying Frame for Action to the attention of the world community, especially at such important forums as the World Summit for Social Development (Copenhagen, 1995) and the World Conference on Women (Beijing, 1995).

Adopted by acclamation, in the city of Salamanca, Spain, on this 10th of June, 1994

A Joint Statement to the World Summit for Social Development

By the Director-General of UNESCO and the President of the Inter-American Development Bank

Towards an integrated view of development

1. A new century is about to begin. The peoples and the nations of the planet should seize this opportunity to commit themselves to ensuring, for present and future generations, a world of peace, solidarity and sharing, a world of democracy and respect for human rights, and a world where material and spiritual living conditions make true dignity possible for everyone.

2. UNESCO and the IDB take the opportunity, on the occasion of the World Summit for Social Development, to address this joint declaration to the international community and to state our conviction that, for urgent ethical, economic and political reasons, the social dimension must be a central component in the development process. This goal and the principles that sustain it, call us to action. If we dream of a better world, for us and for our descendants, we must set to work to build it. We have this chance, not only as individual persons and communities or nations, but also as the world community, like a rich, varied and extended family. In this endeavour, an integrated approach to development should be our shared strategic framework: a **human, global, and sustainable** development.

3. We deliberately call it **human**, because it should have human beings, both communities and individuals, at the very heart of its motivations and concerns; **global**, because it should seek to encompass harmoniously the various dimensions of human existence; and **sustainable**, because we should bear in mind the interests not only of present generations but of future ones, too, whom we want to inherit a better world. This human, global, and sustainable development can and should be the development of the twenty-first century: the product of a courageous and clear-sighted choice in favour of a new social reform – a social reform that should be put into motion now. In Latin America, it has already begun in the minds of its people; it should now be rooted in our actions.

The ethical, economic and political urgency of social reform

4. First and foremost, this vision of the development process and the social reform it necessarily entails, constitute an ethical imperative. Having achieved a significant level of development, Latin America should not continue with the current levels of extreme poverty, income inequality, social marginalization and, too often, outright exclusion. Such a situation can only lead to social upheaval, violence, and further disintegration.

5. Yet this social reform is also an economic imperative: in today's internationally competitive environment, a country's success is directly linked to the creative capacity of its people and to its capacity to absorb technology, develop new products, and constantly adjust organizational structures. Extreme poverty, great income inequalities, social marginalization and exclusion are incompatible with the characteristics of a modern human resource base, which calls for a well-trained work force, within a community of informed and committed citizens. Without basic standards of social equity, the social fabric begins to unravel and political intolerance grows,

creating a climate that deters investments. Hence, rather than a mere consequence of economic success, this kind of social development and the social reform that should bring it about are actually essential conditions on which the viability and efficiency of the region's economy rest.

6. Given the increasing pressures on governments in the region to attend to social demands, the social reform is also becoming a political imperative, and the decision to tackle it a welcome manifestation of political realism.

7. Hence, poverty and exclusion should be contained. Yet the common goal of the social reform must be their drastic reduction and eventual eradication from our societies.

Essential characteristics of social reform

8. However, for this social reform to lead towards a process of development that will truly be human, global, and sustainable, it needs to be based on a national consensus and concerted efforts. It should not be a 'foreign' and abstract paradigm, alien to local realities, but rather based on the endogenous socio-cultural characteristics, resources and capacities of each nation. The promotion of a meaningful national dialogue surrounding these issues is, therefore, the primary task in which the international community, through its specialized agencies, could play a uniquely important role. Produced and embraced by a nation's own social actors (political parties and movements, religious organizations and institutions, public and private enterprises, trade-unions, non-governmental organizations, etc.), this social consensus will, thus, become the basis for both the legitimacy and the continuity of the main thrusts of the

social reform. More than a set of policies adopted by a given government, social reform should hence become a true policy of the state. **9.** Another *sine qua non* to make social reform a truly viable and endogenous process is its harmonious integration with the cultural universe of each nation, taking into account, for this purpose, the cultural variety of its population, particularly when this variety is a salient feature of its cultural identity. The local cultural context, the cultural traditions, the values, the means, the symbols, and the practices that sustain the cultural identity of the communities and the nations should, thus, be present as the soul and the unique fingerprint of the reform, made in the image of the population it is supposed to serve. For the reform to bring about human, global, and sustainable development, it should be one that puts down roots into, and springs from, the very humanity that it seeks to help. The same national dialogue which should bring about the consensus whose implementation will transcend the commitments of one government and truly become the policies of the state, should also be an appropriate tool with which to identify both the terms and the forms of this necessary cultural adaptation, without which no meaningful change can take root.

10. The renewed pattern of development prompted by the social reform aims at a significant improvement of the material and spiritual well-being of the population. We should also bear in mind that people are the most important asset for the development of nations; they are active agents who accumulate capital, develop national resources, build social, economic, and political organizations, and carry forward national development. This is why education is not only an essential human right but also a prerequisite for the exercise of other

rights, for the strengthening of democracy and for active and creative participation by everyone in the development process. Increased investment in national human resources should, therefore, be one of the first priorities of development.

11. In order to make such aims feasible, there is also an urgent need for the reorganization and relocation of human settlements. Major cities, as the main scene of ongoing social change, have become extreme illustrations of the complexity of the problems of national development. They have become almost impossible to manage. Fragmented, sprawling urban zones, where problems of unemployment, poverty, social exclusion, the weakening of human solidarity, crime and violence are concentrated, are the result of the **urban bias** in national (pubic and private) economic policies and of the decreasing attention paid to the pressing problems of rural zones, particularly in the developing regions, where poverty, unequal distribution of resources and lack of incentives such as land, credit, technologies, education and culture, lead to a permanent and ever-growing migration into the urban areas. To avoid major social and ecological catastrophes in all the major cities all over the world, a policy of urban decentralization to the rural areas, and its linkage with coherent rural development policies, are essential and urgently needed.

The management of social reform

12. Although in the forefront of our minds, social reform should now be translated into specific actions. It should start with efforts to build a broad, long-term, domestic, social and political consensus. Yet, **how** to introduce policy changes to achieve top priorities is at least as important as asking **what** those policy objectives

and top priorities must be. For this purpose, major innovations in administrative, budgetary and institutional implementation structures will be required. Careful attention must, therefore, be paid to the question of balancing centralization with decentralization; to such issues as the responsibilities of the state and those of the private sector and the individual; and to the role of actors such as non-governmental organizations, religious institutions, trade-unions and the armed forces. Indeed, a particularly important aspect of this institutional endeavour is to make the implementation of social reform a truly participatory process in which all stake-holders would have a say, maintaining the integrity of the social and political consensus that will ensure the continuity and sustainability of the reforms.

13. The changes to be effected in institutional structures and policy-making mechanisms, so as to move in the direction of social reform, should be based on reliable information derived from sound policy research and assessment. That is why developing national skills in social policy design and evaluation and in the management of social transformations is a basic prerequisite of social reform. Consequently, a deliberate policy of endogenous capacity-building should be applied.

Towards increased international co-operation for social development

14. The mandates of both our institutions for the fostering of social development, and their commitment to it, will enable new avenues of co-operation to be opened up in the Latin American and Caribbean region. The conjunction of significant funding and management experience together with the necessary support provided by policy research,

analysis and design, would provide the countries of the region with renewed opportunities for launching socio-economic action programmes of lasting impact.

15. Over the years, UNESCO and IDB have successfully co-operated in many areas. Now, on the occasion of this World Summit for Social Development, and inspired by it, we commit ourselves to establishing a permanent consultation mechanism through personal representatives, in order to strengthen cooperation between our two institutions.

16. Both at the international and at the regional level, we are convinced that unless we learn the 'management of the intangible', including those socio-cultural factors that are the source of such tensions in the world today, global human security will surely elude us. The 'lost decade' cannot, and should not, re-occur; the peoples of Latin America and the Caribbean have a right to expect a modernization process which leads to the enjoyment of a culture of peace.

The holding of the World Summit for Social Development in Copenhagen (6–12 March 1995) was the culmination of a whole range of activities organized in pursuit of Resolution 47/92 adopted by the United Nations General Assembly in December 1992. It was the first time that as many as 122 heads of state or government participated in the Summit – in Rio, the number was 108. In the Summit proper (11–12 March), a total of 150 speeches were made in twenty-five hours; with the exception of the Secretary-General of the United Nations, all other speakers were heads of state or governments, or their representatives. Speeches by other agency heads were made during the pre-Summit plenary sessions. This was also the period when the Main Committee met to sort out all the unresolved issues and finalize the text of the Summit Declaration and the Programme of Action. A good deal of time at the sessions of the Main Committee was devoted to the wording of a **new commitment** on education and culture which was agreed in principle at the third session of the Preparatory Committee held in New York, the text of which had remained undecided. Quite naturally, UNESCO remained a talking point during this period of pre-Summit negotiations at the Main Committee.

Although many world leaders were present, the absence of President Clinton (United States), President Boris Yeltsin (Russian Federation), Prime Minister John Major (United Kingdom), and Prime Minister Jean Chretein (Canada) was quite conspicuous. In a press interview, however, the Secretary-General said that he had spoken to them on the telephone and they had all told him that the fact that they are not here does not mean they will not support the outcome of the Summit.

For one reason or another, there were about eighteen last-minute cancellations by heads of state. These include Angola, Argentina, Botswana, Brazil, Cameroon, the Congo, Dominican Republic, Equatorial Guinea, Kazakhstan, Kyrgyzstan, Mexico, Nigeria, Sierra Leone, Turkmenistan, the United Arab Emirates, Venezuela, Uruguay and the Zambia. Also, there was no high level representation from several countries of small island states, sub-Saharan Africa, former Soviet republics and Latin America. In addition, the following countries remained unrepresented: Brunei, Egypt, Iran, Iraq, Libyan Arab Republic, Oman, Saudi Arabia and the Syrian Arab Republic. The PLO leader, Yasser Arafat, also cancelled his participation at the last minute. Israel, Jordan and Qatar were represented at ministerial level.
A rough tally suggests that the Summit was finally attended by 72 heads of state, 6 vice-presidents, and 44 prime ministers – making a total of 122; about two-thirds of the 185 Member States; indeed an impressive figure.

The Summit was officially opened by the Secretary-General of the United Nations, Dr Boutros Boutros-Ghali, on the morning of 6 March. He said that the Summit is sending a clear message that the international community is taking a stand against social injustice, exclusion and poverty, and making a call for a new social contract at global level. He said that the task is 'nothing more nor less than to think the notion of collective social responsibility'. To quote him further:

'At Rio de Janeiro, we debated the relationship between the human being and the

environment. At Vienna, we looked at the human being as the bearer of rights. The human person as a collective being was the theme of the Cairo Population Conference. And once more, the human person – this time through the rights and status of women – will bring us together next September, at Beijing.'

In his speech, the Secretary-General made reference to the work of the United Nations system in the area of social development, and mentioned particularly the leading role played by UNESCO and the International Labour Organisation.

The Summit unanimously elected the Prime Minister of Denmark, Mr Poupl Nyrup Rasmussen, as President. The Bureau consisted of twenty-seven vice-presidents plus an *ex officio* vice-president (from Denmark). Mr Sadok Rabach of Tunisia was elected as Rapporteur-General, and Ambassador Juan Somavia of Chile as the Chair of the Main Committee.

The Summit consisted of three parts:
• a plenary from 6 to 10 March for general exchange of views where statements of high-level representatives and agency heads were made;
• a main committee from 6 to 10 March for final negotiations regarding the Declaration and Programme of Action; and
• a summit of heads of state or government on 11 and 12 March 1995.

Plenary meetings

Representatives of 140 states, executive heads of twenty-five bodies, programmes and specialized agencies in the United Nations system, twenty-seven intergovernmental and forty-five non-governmental organizations made statements at the plenary meeting. The Director-General of UNESCO addressed the plenary on the morning of 9 March 1995. For each of the five days, a theme was chosen for special focus and speakers

were encouraged to make statements relative to that theme. Thus, 'Enabling Environment' was chosen for 6 March, 'Eradication of Poverty' for 7 March, 'Gender and Participation of Women' for 8 March, 'Employment and Problems of Unemployment' for 9 March, and 'Social Integration and Implementation and Follow-up' for 10 March.

In the statements made at the plenary, the following points were highlighted:
• what the country or organization is doing or plans to do in regard to social development policies, strategies and programmes to alleviate poverty, to create jobs and to enhance social integration;
• highlights of the special social development problems in Africa, LDCs and small island states;
• improvement in, and access to, education – especially for girls and women – as a key factor in social integration, poverty alleviation and job creation; and
• suggestions for creating an enabling national and international environment for social development, including *inter alia* (a) respect for human rights and fundamental freedoms; (b) popular participation in the design and implementation of poverty alleviation programmes; (c) cancellation of external debts; (d) reconsideration of economic structural adjustment programmes; (e) strengthened co-operation and co-ordination between the United Nations system and the Bretton-Woods institutions; and (f) global solidarity marked by enhanced partnership among governments, United Nations bodies, intergovernmental and non-governmental organizations.

Work of the Main Committee

The task of the Main Committee was to remove brackets from the texts of the Summit Declaration and the Programme of Action. In

view of differing positions on several issues, the Chairman of the Main Committee decided to split the committee into a number of open-ended working groups, each one being assigned responsibilities to handle a certain number of pending issues. Of particular importance to UNESCO was the Commitment on Education and Culture which was agreed in principle for inclusion at the third session of the Preparatory Committee but its text could not be agreed and the decision was postponed until the meeting of the Main Committee. The work of finalizing the text of this particular commitment was assigned to a working group headed by Ambassador Shah of India. Ambassador Koos Richelle of the Netherlands chaired the informal negotiations on Chapters II, III and IV of the Programme of Action. A consultative group chaired by Ambassador Richard Butler of Australia dealt with non-resource issues in the Declaration as well as issues concerning human rights throughout the text. The questions relating to resource mobilization were handled by a group chaired by the Malaysian Ambassador, Razali Ismail.

In the text of the Declaration, the outstanding issues to be resolved included: debt cancellation; new and additional financial resources; increased ODA; respect for ILO conventions and workers' rights; human rights and national sovereignty; access to health care services; and countries with economies-in-transition.

In the Programme of Action, the outstanding issues to be resolved included: reorientation of agricultural policies; debt elimination; increased ODA; speculative gains; collective bargaining rights; self-determination; poverty vulnerability indicators; traditional rights to resources; health care access for low-income communities; social safety nets; ratification of ILO conventions; employment needs of indigenous people; social integration of migrants; arms trade; rectification

of human rights treaties; impact of structural adjustment programmes (SAPs) on vulnerable groups; new and additional financial resources; the 20:20 Compact; and countries with economies-in-transition.

The Commitment on Education and Culture occupied the working group for full four days as there were divergent views on the wording of this commitment. The European Union was in favour of a commitment exclusively on education, while the Rio Group (the original sponsors) and the G-77 (of which the Rio Group is a part) wanted the commitment on both culture and education including scientific and technical research. Later, the European Union withdrew its proposal but the United States insisted on the inclusion of health in the commitment. After three days of intense debate and negotiations, an agreed text was prepared. Although the text does not mention Jomtien as such, it nevertheless contains all the ingredients of EFA (Education For All Programme), and exceptionally refers to UNESCO by name as an agency expected to play a role in the fulfilment of this commitment.

The opening paragraph of the commitment covers practically all areas of UNESCO, and not just education. For example, it refers to respecting and promoting our common and particular cultures; striving to strengthen the role of culture in development; preserving the essential bases of people-centred sustainable development and contributing to the full development of human resources and to social development. For each of the five substantive sectors of UNESCO – Education, Natural Sciences, Social Sciences, Culture and Communication – there are important indications for follow-up in this particular commitment. It must be added, however, that UNESCO's active involvement is also sought in other commitments.

The Summit

The last two days, 11 and 12 March, were the actual Summit days as these were devoted to the statements by heads of state and governments or their representatives. A total of 150 speeches were made. While officially the Summit closed at midnight on 12 March, the proceedings continued until 3 a.m. when the Declaration and Programme of Action were adopted – with reservations expressed by a few countries on certain sections of the two documents. Thus, Iraq expressed reservations on commitment 9(b) and Guatemala on the references to 'territorial integrity', while Belize felt that the social consequences of trade sanctions were not sufficiently reflected in the text. Ecuador, Argentina, the Holy See, Sudan and Malta had reservations on the items related to 'reproductive health'.

The tenor of all the speeches made at the Summit was positive and forward-looking, however. None disputed the desirability of people-centred development. Developed and developing countries alike showed concern for prevailing poverty, rising unemployment and emerging disintegrative trends. It was admitted that these problems are surfacing in all countries and therefore they deserve universal attention. However, they also acknowledged that problem profiles vary from country to country and therefore solutions will have to be sought in specific country and cultural contexts. At the same time, all the speakers vouched for international solidarity and co-operation.

Some of the highlights of the statements are listed below:
• Denmark proposed to write off bilateral debts for six countries amounting to 1 billion Danish kroner. Similarly, Austria announced cancellation of debts worth US$100 million for the poorest and most indebted countries.
• Australia pledged to support the development efforts of its neighbouring Pacific island countries. The United States informed of a New Partnership Initiative under which USAID will provide 40 per cent of its aid through NGOs. Mrs Hillary Clinton, First Lady of the United States, announced in a special session that her country would spend US$100 million over a ten-year period promoting education for girls and women in Africa, Asia and Latin America.
• Japan pledged to support actions to promote women in development.
• The Republic of Korea, Russian Federation, Malta and Iceland offered to expand their

Mr Yogesh Atal with Mrs Rachel Hurst, the author of the Report on the Disabled.

training programmes to provide training in various fields to people from the developing countries.

• The 20:20 Compact, as proposed by UNDP and UNICEF, received open support from Spain, the Netherlands, Guyana, Norway, the Philippines, Mongolia, the European Union, Sri Lanka and Ireland; several others expressed reservations. As a result, the Summit remained somewhat ambivalent on this proposal.

• Morocco suggested that there is an urgent need for the preparation of an African Marshall Plan.

• France and Norway supported the idea of a system of international taxation, particularly on financial transactions, along the lines of Tobin Tax.

• Sweden proposed the creation of a Disarmament Fund and the establishment of a United Nations Economic Security Council.

• Latvia referred to a proposal from the Baltic States to hold a United Nations Summit on Disarmament for Environment and Development in Riga in 2000.

• Paraguay, Thailand, India, Indonesia, Bangladesh, Côte d'Ivoire, Bolivia, Nicaragua and Mali referred to their countries' commitment to further reforms in education, and work towards the attainment of the goals of EFA.

• Specific national-level efforts to eradicate poverty and promote social development were mentioned by Hungary, Honduras, South Africa, India, Zimbabwe, Kenya, Nicaragua, Lesotho, Botswana, Swaziland, Thailand, Bangladesh and Colombia.

• A number of countries from the former Soviet Union urged the international community to pay special attention to the needs of the countries-in-transition.

• Several countries from the Middle East expressed reservations regarding the language used in references to family and population. The Holy See wanted a change in the language.

UNESCO's activities during the Summit

From the very beginning, UNESCO has been associated with the Summit, and made its contribution in different ways towards the attainment of the objectives of this world event. At the first session of the Preparatory Committee, UNESCO circulated two papers: one highlighting the significance of endogenous capacity-building, regarding it as a prerequisite to social development; the other listing priority targets for action in UNESCO's areas of competence. The ideas contained in these papers were further chiselled and elaborated in UNESCO's Position Paper which was circulated during the second session of the Preparatory Committee and distributed the world over in seven languages – English, French, Spanish, Russian, Chinese, Arabic and Portuguese. The paper advocated the role of education and culture in the creation of **an enabling environment** for social development, and in dealing with the **problems of poverty, unemployment and social exclusion.** The circulation of this document made many participants to the sessions of the Preparatory Committee notice the conspicuous absence of a commitment specifically dealing with education and culture. To correct this omission, the Rio Group within the Group of 77 and China initiated a process to propose, at the third session of the Preparatory Committee, the inclusion of a **separate commitment.** While this proposal was accepted in principle no unanimity could be reached and it was decided to have the text negotiated at Copenhagen. During the first four days of the Summit, a special working group, constituted by the Main Committee,

The Director-General of
UNESCO with representatives
of a women's NGO.

worked on this text. UNESCO thus was at the centre stage during the Summit; the adoption of the new commitment which was finally placed at number 6 was an important outcome.

Various documents prepared by the different sectors based on special activities organized preparatory to the World Summit, as well as other background documents on EFA, LDCs and on Africa were made available to the Summit participants. A special UNESCO stand at the Bella Centre attracted a wide range of delegates.

UNESCO co-operated with the Secretariat of the World Summit in involving school children from several Associated Schools in the preparation of pictures, posters and essays on the themes of the Summit. Out of more than 1000 entries, a selection of 400 items was displayed in the only exhibition arranged at the Bella Centre. The artwork produced by the children of the Associated Schools was woven into a 68 metre mural which attracted the attention of delegates as they crossed the Bella Centre's main hall. As *Terra Viva*, the newspaper issued during the Summit, reported in its 12 March issue: 'The exhibition, detailing the hopes and thoughts on the condition of the planet by youth from

around the world, is powerful.'

From 2–4 March 1995, an international seminar was arranged by UNESCO in collaboration with Roskilde University, WHO, the International Labour Research Institute, OSTROM and the European Union, on the theme of 'Social Exclusion'. The three-day seminar, attended by more than 150 scholars from different parts of the world, discussed the following themes:
• from social exclusion to social justice,
• changing life-styles in North and South,
• from welfare state to caring society,
• public and private: new partnerships,
• making cities liveable,
• from concept to action.
Similarly, on 7 March 1995, UNESCO organized, in collaboration with the CROP Programme of the International Social Science Council, a round table on 'Poverty and Participation in Civil Life', in which one of the keynote speakers was the former President of Chile, Mr Patricio Aylwin. Other speakers were: Professor Robert Chambers of the University of Sussex, Professor Elizabeth Jelin of Buenos Aires, Argentina, and Dr Salig Rasheed of the

The Director-General of UNESCO conversing with a group of disabled persons.

United Nations Economic Commission for Africa, Addis Ababa, Ethiopia. The round table was moderated by Professor Else Øyen, currently chairing CROP and teaching at the University of Bergen, Norway. Mrs Francine Fournier, Assistant Director-General for the Sector of Social and Human Sciences of UNESCO, opened the round table, which was held at Eigtveds Phakus and attended by around 350 people.

The Director-General of UNESCO, Dr Federico Mayor, attended the NGO Forum 95 on 9 March 1995 to officially release the publication of a UNESCO-sponsored study entitled **Overcoming Obstacles to the Integration of the Disabled People**. The study was prepared by a consortium of five NGOs working for the disabled under the banner of **Disability Awareness in Action**, based in London, United Kingdom.

On 10 March 1995, UNESCO convened the side-Summit of the Nine Most Populous Countries as a follow-up to the EFA Summit held in New Delhi in December 1993. This meeting was presided over by the Prime Minister of India, P. V. Narasimha Rao, and attended by President Suharto of Indonesia and high-ranking ministers from Bangladesh, China, Pakistan, Egypt, Nigeria, Brazil and Mexico. At the meeting, each country made a statement confirming its commitment to Education for All. The Joint Communiqué by the nine countries, which constitute half the world's population, and another Communiqué on behalf of the heads of agencies – read by the Administrator of UNDP, stressed the importance of basic education for social development. President Suharto of Indonesia also announced that he would host a ministerial meeting of the nine countries in September 1995. This 'mini-Summit' gave additional impetus to the nine-country initiative and lent high visibility to UNESCO in Copenhagen. Both the Communiqués are appended to this Chapter.

UNESCO also participated in the Meeting of Asian Parliamentarians organized on 4 and 5 March 1995 at the Danish Parliament. Similarly, on 8 March 1995, UNESCO was represented at a workshop on 'Poverty and Human Dignity', organized at Eigtveds Phakus

Besides addressing the Plenary, the Director-General opened the EFA side-Summit, and was invited to speak to the Main Committee of the Summit. He also addressed a press conference on 9 March following his speech at the plenary. He gave interviews to the correspondents of *Terra Viva, Politiken Summit,* Euronews, Jordan TV and some other individual journalists. The Danish National Commission invited the Director-General to give a lecture. The Director-General also addressed the Foreign Policy Society of Denmark on the issue of peace building, paid a courtesy call to the Minister of Education of Denmark, and held a discussion session at DANIDA.

During the Summit, the Director-General held working sessions with the Prime Minister of India and the newly appointed Minister for Human Resource Development; the President of Pakistan; the President of Georgia; the President of Guinea; the President of Zaire; the President of El Salvador; the Prime Minister of Togo, and the delegation of Kazakhstan.

The following activities were undertaken by the UNESCO Office of Public Information (OPI) at the Summit:

Distribution of press-kits.
a. UNESCO press kit on the Social Summit, focusing on the role of education, making particular reference to the Summit of the nine most populous countries, held in New Delhi in December 1993. The kit also included the UNESCO Position Paper.
b. Press kit on Audience Africa.
c. Other important UNESCO documents relative to development.

Press releases. Nine different press releases were written and distributed during the Summit.

Press conferences. Two press conferences were arranged, one addressed by the Director-General following his speech at the plenary on 9 March, and the other by the ADG/ED after the side-Summit of EFA-9.

Interviews. OPI arranged interviews by journalists with the Director-General, ADGs and other senior officials.

The Declaration and Programme of Action: an analysis

The Declaration
Following a short introduction, which outlines the need for and goals of the Summit, the Declaration is divided into two parts.

Part I has two sections. Section A is entitled **'Current Social Situation and Reasons for convening the Summit'.** Section B enumerates **'Principles and Goals'.** It recognizes the importance of sound broadly-based economic policies, the family as the basic unit of society, the importance of transparent and accountable governance and respect for all human rights and fundamental freedoms.

Part II consists of ten commitments; these are:

Commitment 1. 'We commit ourselves to create an economic, political, social and cultural and legal environment that will enable people to achieve social development.'

Commitment 2. 'We commit ourselves to the goal of eradicating poverty in the world through decisive national actions and international co-operation, as an ethical, social, political and economic imperative of humankind.'

Commitment 3. 'We commit ourselves to promoting the goal of full employment as a basic priority of our economic and social policies, and

to enabling all men and women to attain secure and sustainable livelihood through freely chosen productive employment and work.'

Commitment 4. 'We commit ourselves to promoting social integration by fostering societies that are stable, safe and just and based on the promoting and protection of all human rights, and on non-discrimination, tolerance, respect for diversity, equality of opportunity, solidarity, security and participation of all people including disadvantaged and vulnerable groups and persons.'

Commitment 5. 'We commit ourselves to promoting full respect for human dignity and to achieving equality between women and men, and to recognising and enhancing the participation and leadership roles of women in political, civil, economic, social and cultural life in development.'

Commitment 6. 'We commit ourselves to promoting and attaining the goals of universal and equitable access to quality education, the highest attainable standard of physical and mental health, and the access of all to primary health care, making particular efforts to rectify inequalities relating to social conditions and without distinctions as to race, national origin, gender, age or disability, respecting and promoting our common and particular cultures, striving to strengthen the role of culture in development, preserving the essential bases of people-centred sustainable development, and contributing to the full development of human resources and to social development. The purpose of these activities is to eradicate poverty, promote full and productive employment and to foster social integration.'

Commitment 7. 'We commit ourselves to accelerating the economic, social, and human resource development of Africa and the least developed countries.'

Commitment 8. 'We commit ourselves to ensuring that when structural adjustment programmes are agreed to, they should include social development goals, in particular, or eradicating poverty, promoting full and productive employment and enhancing social integration.'

Commitment 9. 'We commit ourselves to increase significantly and/or utilize more efficiently the resources allocated to social development in order to achieve the goals of the Summit through national action, and regional and international co-operation.'

Commitment 10. 'We commit ourselves to an improved and strengthened framework for international, regional and sub-regional and sub-regional co-operation for social development, in a spirit of partnership, through the United Nations and other multilateral institutions.'

Programme of Action

The Programme of Action outlines policies, actions and measures to implement the principles and fulfil the commitments set out in the Declaration.

The Programme of Action consists of five chapters. Each chapter is divided into 'Basis for Action' and 'Objectives and Actions'. A synoptic outline of the chapters is given below:

Chapter I. An enabling environment for social development
A. A favourable national and international economic environment

B. A favourable national and international political and legal environment

Chapter II. Eradication of poverty
A. The formulation of integrated strategies
B. Improved access to productive resources and infrastructure
C. Meeting the basic human needs of all
D. Enhanced social protection and reduced vulnerability

Chapter III. The expansion of productive employment and the reduction of unemployment
A. The centrality of employment in policy formulation
B. Education training and labour policies
C. Enhanced quality of work and employment
D. Enhanced employment opportunities for groups with specific needs
E. Broader recognition and understanding of work and employment

Chapter IV. Social integration
A. Responsive government and full participation in society.
B. Non discrimination, tolerance and mutual respect for, and value for diversity
C. Responses to special social needs
D. Responses to specific social needs of refugees, displaced persons and asylum seekers, documented migrants and undocumented migrants.
F. Violence, crime, the problem of illicit drugs and substance abuse
G. Social integration and family responsibilities

Chapter V. Implementation and follow-up
A. National strategies
B. Involvement of civil society
C. Mobilization of financial resources
D. The role of the United Nations system

Summit highlights

To sum up, some of the most important key features of the Summit document are listed here:
1. The Summit made a strong commitment to eradicate poverty and made recommendations for preparing time-bound national strategies.

2. The Summit documents forcefully emphasized the importance of enhancing the participation and leadership roles of women in political, civil, economic, social and cultural life and in developmental activities.

3. Providing full and productive employment was assigned a high priority both as a means to eradicate poverty and as a strategy to utilize the creative potential of all the members of a society.

4. For the first time, the international community affirmed that social development and human rights form part of a continuum and are to be seen in tandem.

5. The issue of reductions in military expenditures has been placed on the international agenda.

6. Despite efforts by some delegates to reopen the issues discussed at Cairo, the Summit succeeded in preserving the Cairo language.

7. There is a recognition of the social consequences of structural adjustment programmes and the related need to balance the national budgets without destabilizing the fabric of society.

8. The influence of NGOs in the global processes was very evident. The Summit acknowledged the view that full involvement of civil society is critical to achieve the goals of

social development. It may be mentioned here that some of the NGOs issued an Alternative Declaration as they were dissatisfied with the economic framework of open free-market forces which was somehow endorsed by the Summit.

9. The Summit asked for closer co-ordination between the Bretton-Woods institutions and the United Nations system, implying thereby that the present pattern of interactions between the two is not very satisfactory.

10. A debate was generated on the proposal for a 20:20 Compact, advanced by UNICEF and supported by UNDP and other sister agencies. Opinions on this remained, however, divided; therefore, the Summit did not make any specific commitment and left it to the governments and donor agencies to work out the arrangements bilaterally.

11. The need for developing endogenous capabilities was strongly emphasized. This will require not only promotion of training activities in the various subjects leading to high-level specialization, but also support for the creation and strengthening of national and regional infrastructures both for empirical research and training. Such need is greatly felt in the social sciences as expertise is required in the developing countries in the fields of planning, social indicators, evaluation and general surveys.

Countries with economies-in-transition need such help to reorient their social sciences and build endogenous capabilities in public administration, management, business administration, international trade, survey research and other related fields.

The last chapter of the Programme of Action, devoted to 'Implementation and Follow-up', has devoted a separate section to the United Nations system, as the latter is expected to play an important role in the follow-up. In this respect, Paragraph 96 (b) of the Programme of Action reads as follows:

In order to improve the efficiency and effectiveness of United Nations organizations in providing support for social development efforts at the national level, and to enhance their capacity to serve the objectives of the Summit, there is a need to renew, reform, and revitalize the various parts of the United Nations system, in particular its operational activities. All specialized agencies and related organizations of the United Nations system are invited to strengthen and adjust their activities, programmes and medium-term strategies, as appropriate, to take into account the follow-up to the Summit. Relevant governing bodies should review their policies, programmes, budgets and activities in this regard.

Introduction

Commitment 6 in the World Summit for Social Development Declaration

We commit ourselves to promoting and attaining the goals of universal and equitable access to quality education, the highest attainable standard of physical and mental health, and the access of all to primary health care, making particular efforts to rectify inequalities relating to social conditions and without distinction as to race, national origin, gender, age or disability; respecting and promoting our common and particular cultures; striving to strengthen the role of culture in development; and contributing to the full development of human resources and to social development. The purpose of these activities is to eradicate poverty, promote full and productive employment, and foster social integration.

To this end, at the national level, we will:

a. Formulate and strengthen time-bound national strategies for the eradication of illiteracy and universalization of basic education, which includes early childhood education, primary education and education for the illiterate, in all communities, in particular for the introduction, if possible, of national languages in the educational system and by support of the various means of non-formal education, striving to attain the highest possible standard of learning;

b. Emphasize lifelong learning by seeking to improve the quality of education to ensure that people of all ages are provided with useful knowledge, reasoning ability, skills, and the ethical and social values required to develop their full capacities in health and dignity and to participate fully in the social, economic and political process of development. In this regard,

women and girls should be considered a priority group;

c. Ensure that children, particularly girls, enjoy their rights and promote the exercise of those rights by making education, adequate nutrition and health care accessible to them, consistent with the Convention on the Rights of the Child, and recognizing the rights, duties and responsibilities of parents and other persons legally responsible for children;

d. Take appropriate and affirmative steps to enable all children and adolescents to attend and complete school and to close the gender gap in primary, secondary, vocational, and higher education;

e. Ensure full and equal access to education for girls and women, recognizing that investing in women's education is the key element in achieving social equality, higher productivity, and social returns in terms of health, lower infant mortality and the reduced need for high fertility;

f. Ensure equal educational opportunities at all levels for children, youth and adults with disabilities, in integrated settings, taking full account of individual differences and situations;

g. Recognize and support the right of indigenous people to education in a manner that is responsive to their specific needs, aspirations and cultures, and ensure their full access to health care;

h. Develop specific educational policies, with gender perspective, and design appropriate

mechanisms at all levels of society in order to accelerate the conversion of general and specific information available world-wide into knowledge, and the conversion of that knowledge into creativity, increased productive capacity and active participation in society;

i. Strengthen the links between labour market and education policies, realizing that education and vocational training are vital elements in job creation and in combating unemployment and social exclusion in our societies, and emphasize the role of higher education and scientific research in all plans of social development;

j. Develop broad-based education programmes that promote and strengthen respect for all human rights and fundamental freedoms, including the right to development, promote the values of tolerance, responsibility and respect for the diversity and rights of others, and provide training in peaceful conflict resolution, in recognition of the United Nations Decade for Human Rights Education (1995–2005);

k. Focus on learning acquisition and outcome, broaden the means and scope of basic education, enhance the environment for learning and strengthen partnerships among Governments, non-governmental organizations, the private sector, local communities, religious groups and families to achieve the goal of education for all;

l. Establish or strengthen both school-based and community-based health education programmes for children, adolescents and adults, with special attention to girls and women, on a whole range of health issues, as one of the prerequisites for social development, recognizing the rights, duties and responsibilities of parents and other persons legally responsible for children consistent with the Convention on the Rights of the Child;

m. Expedite efforts to achieve the goals of national Health-for-All strategies, based on equality and social justice in line with the Alma-Ata Declaration on Primary Health Care, by developing or updating country action plans or programmes to ensure universal, non-discriminatory access to basic health services, including sanitation and drinking water, to protect health, and to promote nutrition education and preventive health programmes;

n. Strive to ensure that persons with disabilities have access to rehabilitation and other independent living services and assistive technology to enable them to maximize their well-being, independence and full participation in society;

o. Ensure an integrated and intersectoral approach so as to provide for the protection and promotion of health for all in economic and social development, taking cognizance of the health dimensions of policies in all sectors;

p. Seek to attain the maternal and child health objectives, especially the objectives of reducing child and maternal mortality, of the World Summit for Children, the United Nations Conference on Environment and Development and the International Conference on Population and Development;

q. Strengthen national efforts to address more effectively the growing HIV/AIDS pandemic by providing necessary education and prevention services, working to ensure that appropriate care and support services are available and accessible to those affected by HIV/AIDS, and taking all necessary steps to eliminate every form of discrimination against and isolation of those living with HIV/AIDS;

r. Promote, in all educational and health policies and programmes, environmental awareness, including awareness of unsustainable partners of consumption and production.

At the international level, we will:

s. Strive to ensure that international organizations, in particular the international financial institutions, support these objectives, integrating them into their policy programmes and operations as appropriate. This should be complemented by renewed bilateral and regional co-operation;

t. Recognize the importance of the cultural dimension of development to ensure respect for cultural diversity and that of our common human cultural heritage. Creativity should be recognized and promoted;

u. Request the specialized agencies, notably the United Nations Educational, Scientific and Cultural Organization and the World Health Organization, as well as other international organizations dedicated to the promotion of education, culture and health, to give greater emphasis to the overriding goals of eradicating poverty, promoting full and productive employment, and fostering social integration;

v. Strengthen intergovernmental organizations that utilize various forms of education to promote culture; disseminate information through education and communication media; help spread the use of technologies; and promote technical and professional training and scientific research;

w. Provide support for stronger, better co-ordinated global actions against major diseases that take a heavy toll of human lives, such as malaria, tuberculosis, cholera, typhoid fever and HIV/AIDS; in this context, continue to support the joint and co-sponsored United Nations programme on HIV/AIDS;

x. Share knowledge, experience and expertise and enhance creativity, for example by promoting the transfer of technology, in the design and delivery of effective education, training and health programmes and policies, including substance-abuse awareness, prevention and rehabilitation programmes, which will result, inter alia, in endogenous capacity-building;

y. Intensify and co-ordinate international support for education and health programmes based on respect for human dignity and focused on the protection of all women and children, especially against exploitation, trafficking and harmful practices, such as child prostitution, female genital mutilation and child marriages.

Joint Communiqué

Of the heads of delegations of the nine high-population countries at the World Summit

We, the heads of delegations of the nine high-population countries participating in the World Summit for Social Development convened in Copenhagen, recognize Education for All as an indispensable means to the achievement of the goals that we are gathered here to pursue. Education for all is essential in overcoming exclusion and achieving social integration in modern societies; it is instrumental to the success of efforts to reduce unemployment and eliminate poverty. Indeed, nothing is more fundamental to the achievement of social progress than the development of human competence through education and training.

Conscious of the essential role that education plays in promoting social development, we hereby:

reiterate our commitment, expressed in the Jomtien World Declaration on Education for All and reaffirmed in the Delhi Declaration adopted at the Summit of the Nine High-Population Countries in December 1993, to basic education and the provision of opportunities for lifelong learning as the cornerstones of social development and national progress;

renew our pledge to act vigorously to improve the quality of education, reform its content and organization, and expand educational opportunities, giving special consideration to disadvantaged groups, as an essential component of national social development plans and progress;

urge the participants in this Summit to pursue Education for All as a human right and priority for social development;

report with pride the significant and measurable progress our countries are making towards the goal of providing quality education to all, through improved formulation and implementation of policies at the national, sub-national and community levels, increased mobilization of resources, innovations in practice, and higher rates of participation and achievement among students:

appeal to the leaders of all countries as well as to the movement of non-governmental organizations (NGOs) gathered at this summit to ensure, through all available means, that priority attention is accorded to basic education, particularly for girls and women, as an essential measure in advancing social progress and equitable development for all peoples;

acknowledge with appreciation the co-operation of international organizations and agencies in promoting Education for All and urge that their efforts in this crucial undertaking be continued and intensified.

10 March 1995

Joint Communiqué of the heads of the United Nations agencies and organizations

on 'Education for All: a Requirement for Social Development',

made at the side-Summit of the Nine High-Population Countries

Introduction

We, the heads of agencies and organizations of the United Nations system, meeting with the heads of delegations of the nine high-population countries at the World Summit for Social Development, do hereby reaffirm our commitment to the principles set forth in the World Declaration on Education for All, adopted in Jomtien, and in the New Delhi Declaration signed by the heads of state/government of the nine countries.

We recognize that access to basic education and lifelong learning opportunities is both a fundamental human right and a requirement for human development and that the education of girls and women, in particular, by expanding the choices available to them for the development of their full potential, contributes significantly to both social development and social justice.

We are convinced that education is a vehicle for building peace, promoting democratic norms and social cohesion, expanding employment opportunities and contributing to the alleviation of poverty – all of which are the essential ingredients of social development.

We affirm that education of girls and empowerment of women are important ends in, and of, themselves and essential to the achievement of sustainable development. Such initiatives also reduce rapid rates of population growth, thus, facilitating progress in combating poverty and improving the health, education and nutritional status of children.

We stress the urgency of assigning the highest priority to a concerted effort required to overcome the constraints to education and to move the world closer to the goal of education for all its people, and

We pledge to intensify our co-operation with these countries, working with each other and within our respective fields of competence, in pursuit of the global goal of Education for All.

10 March 1995
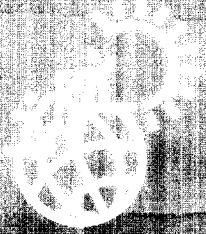
Part Two

UNESCO documents

Building endogenous capacities: a prerequisite for social development

Contribution to the first substantive session of the WSSD Preparatory Committee

New York, 31 January to 14 February 1994

UNESCO has been pursuing, since its inception, two inseparable objectives of consolidating peace and contributing to human development. Its activities have been geared to promote transfer of knowledge and mutual sharing to create respect for cultural diversity, to spread a scientific ethos, and to encourage people's participation in building the visions of a desirable future.

Since UNESCO is neither a technical assistance agency nor a research institution, its function is, as the Director-General has said, 'to serve as a link in the realm of ideas, knowledge, and commitments . . . It is to facilitate the transfer and sharing of knowledge: knowledge of how to eliminate the greatest obstacle to development – illiteracy; knowledge of how to improve education systems in an age where the key resources are intelligence, creativity and adaptability; knowledge needed to protect the environment and manage population growth; knowledge to grant every body access to science and technology while stemming the brain drain; knowledge to strengthen communication capacities and facilitate the circulation of information; knowledge to foster mutual respect and tolerance, democratic participation and awareness of human rights.'

UNESCO subscribes to the view that it is the empowerment of people through access to knowledge that determines the social development of a people. As an agency dedicated to the cause of knowledge, UNESCO has all along worked for the empowerment of people through its actions in the spheres of education, natural and social

sciences, culture and communication. It has, thus, been serving the cause of social development.

The three key concerns of the World Summit for Social Development are also the concerns of UNESCO because an intervention in the domain of knowledge is needed for all of them. Education, understood in its broadest sense, provides the means for people's successful entry into the economy, and for effective participation in the polity as well as in other aspects of socio-cultural life. Application of social sciences to the investigation of the problems of development – economic, political and social – is another intervention for which UNESCO possesses the competence. The role of science, technology and communication in development, and the interface between culture and development, are yet other areas within UNESCO's jurisdiction. From the point of view of priority groups, UNESCO's activities focus on women, young people, the disadvantaged, the least-developed countries, and the Member States of Africa; all these groups rank low in terms of development, both economic and social.

Development so far

The holding of the World Summit at this juncture is an acknowledgement of the fact that the past five decades of development have not succeeded in improving the overall development profile of the countries around the world. Of course, on almost all indicators of modernization and development a rising

curve may be noted: expanding rates of literacy, increasing industrialization and modernization, rise in life expectancy, economic development, faster means of transportation, and revolutionary changes in the fields of communication and information. The world has become a place of increasing interdependencies due to the combined effects of the processes of globalization. As we approach the end of the twentieth century, we are not only preparing the balance sheet of our past gains and failures, but are also constructively engaged in shaping our common destiny. It is the vision of the future that has begun to guide our action. Past achievements, however, are not a cause for complacency. Fast depletion of resources and alarming pollution of the environment caused by mundane pursuit of economic growth are questioning the very sustainability of development. The ever-widening gap between the rich and the poor resulting in exclusion and marginalization of groups, vulgar expressions of intolerance and hatred resulting in loss of innocent lives, emergence of newer and more dangerous diseases (such as the AIDS pandemic), abuse of drugs, heinous violation of human rights, and persistent illiteracy among one-fifth of the world's population, remind us of the gross neglect of the human and cultural dimensions of development.

Three sets of factors have brought a convergence of concerns regarding a new approach to development that puts people at the centre. These are: consequences of past development; continuing growth of population; and knowledge explosion and technological revolution.

As mentioned earlier, past development efforts could not erase the diversity of cultures and the differing systems of governance; there now exist multiple sources of funding development activities, both internally and internationally; the

strategy of technology transfer is constantly being reviewed by concerns for 'appropriate' technology; the manpower profile has changed with a sizeable increase in indigenous expertise replacing the expatriate experts; and there is a rising trend towards free and open markets.

On the population front, apart from a continuing addition of 10,000 persons every hour of the day, different migratory processes have brought about significant changes in the demographic profiles of individual countries. Improvements in health have reduced infant mortality, on the one hand, and increased longevity, on the other, making it necessary not only to provide for schooling for the burgeoning number of new entrants, but to create institutional mechanisms for the rising percentage of the old and retired. The stateless refugee populations dispersed in different parts of the world demand special attention.

With the rapid obsolescence of machines and the arrival of new technologies, a situation has been created where there is manpower with 'trained incapacities' and where there is rising incapacity of the existing institutional arrangements to train and retrain people for the newly needed skills. For example, **computeracy** is a new skill that is needed in practically all professions. The newly educated will have to be not only literate and numerate, but also **computerate.**

Human Resource Development, which is intrinsic to social development, has to respond to the challenges posed by this changing scenario.

The international community has come to realize that old recipes are rendered inefficacious. There is an acknowledgement of the multiplicity of cultures and plurality of peoples. There is growing disenchantment with the prevailing paradigm of development that aimed at homogenization by introducing exogenous ideas and institutions with complete disregard for the

sensitivities of recipient cultures. Costly failures have brought home the lesson that outside models cannot be imposed. Cultures have considerable resilience to withstand external onslaughts; when this is lost they succumb to dominant pressures and even lose their identity.

It is in such a milieu where countries now have their own indigenous expertise, and a sense of cultural identity, that new patterns of international co-operation will have to be developed and pursued. In many respects, the **sectoral** approach has become obsolete, and is non-workable making a clear case for a **holistic** approach. UNESCO's current efforts are directed towards this end in its fields of competence: education, sciences both natural and social, culture and communication. UNESCO's goal is to help build endogenous capabilities to enable the societies to fashion their own futures.

In evolving new strategies of development it is important to differentiate between three sets of problems: global problems, common problems, and country-specific problems.

Global problems are those that are of concern to all as they affect the entire globe. However, their intensity may be felt differently by different countries – a fact that may influence their prioritization in individual country contexts. The global environmental problem is a case in point.

Then there are problems which are commonly experienced by many; for example, poverty, illiteracy and unemployment. Again, their manifestations, gravity and magnitude differ from region to region and from country to country. Solutions to these problems will certainly need international intervention but the strategies will have to be devised with due regard to individual country contexts. Common problems may, or may not, have common solutions.

Country-specific problems also need

international support but their solutions will have to be culturally appropriate.

There is thus a need to add the cultural dimension to development that had hitherto been ignored or paid only lip service. Generally, the cultural variable has been brought in as an explanatory device to justify failures of externally induced innovations and changes. It is time to include the cultural variable in the planning process itself, so that realistic models of development can be drawn up, where culture would serve as a facilitating factor. Living cultures of the so-called developing countries cannot be condemned as mere traditions and assigned to a museum. In fact, available studies of social change and development suggest that cultures of all societies are changing; in the process, in each culture, many cultural traits and complexes have been abandoned and many new ones added, either through endogenous invention or exogenous innovation. The cultures have exercised their **right** to select or reject, and they have used their genius to indigenize fresh entrants. Through these processes cultures have been constantly renewing themselves and becoming more complex and differentiated.

An understanding of these aspects of culture is essential for formulating a genuinely feasible strategy of development. Such a strategy will have a cultural dimension and a context specificity, yet at the same time emphasize the need for international solidarity.

Building the endogenous capabilities

Education for All

There is a consensus view that education is a prerequisite to all development. It is also realized that the problems of poverty, economic dislocation, political conflict and communal violence have their origins partly in past policies that did not pay sufficient attention to providing

an appropriate education. The fact that even the educated are among the ranks of the 'unemployed' and thereby some of them even drift to poverty and marginalization, suggests that education alone is not a panacea. This is certainly not to deny the linkage between education and development. No lasting progress towards sustainable development, political democratization, respect for human rights and social equity can be made if education – production and dissemination of knowledge – is denied a central place in development efforts.

Education performs the dual function of transmitter of culture (particularly in the domain of knowledge and values) and catalyst of social change and transformation. Education is a key to Human Resource Development, and an effective tool to eliminate absolute poverty and achieve higher levels of social integration.

Investments in education made by governments to realize these functions have made education an ever-growing enterprise. Education has begun to reach the masses, and thus, serving a heterogeneous clientele – rural and urban, men and women, minority ethnic groups and autochthonous peoples, rich and poor, physically fit and disabled. Despite such enlargement, education has not yet been able to sufficiently meet all challenges and cope with ever-increasing new demands. Neither has illiteracy been fully eradicated, nor has the target of universal primary education been achieved. Similarly, there are several grey areas in higher education. A yawning gap exists between research and teaching within the university system and there is very little interaction between the university and the school, and the institutions of learning and the world of work. The entire educational apparatus, in most countries, faces a double crisis: that of coping with burgeoning numbers and knowledge explosion.

Eradication of illiteracy remains an unfinished agenda that deserves the utmost priority. To discuss the progress of Education for All (EFA) and develop a framework for achieving this objective, UNESCO recently convened a Summit of the Nine High-Population Countries in India, where all the participating heads of states committed themselves to dedicate 'a growing share of national and community resources to education'. For example, the Prime Minister of India announced to double the expenditure on education, i.e. 6 per cent of the country's GNP. This is a clear expression of the political will to tackle the key EFA issues – universalizing primary education and making all adolescents and adults literate. The disparity of access – gender or geographic, quality of school, and learning achievement, all remain crucial problems and deserve priority attention (see Delhi Declaration above).

While education is a universally recognized right, it has not yet become a universal reality. There are around 948 million adult illiterates in the world. Unless some drastic measures are immediately taken, their number may, by the end of the century, still be as large as 935 million – more than the total population of present-day India. It is important to note that while there is an overall decline in the illiteracy rate, several countries have registered a rise in the number of adult illiterates because of population growth. Moreover, the literacy rate among the young is higher than among adults, particularly women.

From a policy point of view, to identify and eliminate the factors leading to unequal educational opportunities on the basis of gender, rural-urban residence, ethnic or cultural differences and levels of living, becomes a primary task. This task implies not only to provide universal access to education but also to make quality education accessible to all members of society, irrespective of their gender, place of

residence and other social characteristics.

Reductions in female illiteracy and, more generally, in educational level disparities, are crucial for social development not only because of the vital role women play in agriculture and rural development, or their increasing participation in urban economic activities, but also because of the close relationship between a mother's education and her children's health and fertility rates, as well as for the influence mothers have on the education of their children.

Besides, improvement in the literacy rate of females relative to that of males is a pre-condition in most countries to a higher overall adult literacy rate: those countries with lower overall adult literacy rates almost invariably have higher female–male literacy disparities. For example, of the 130 million out-of-school children, 81 million are girls. The highest female–male literacy disparities are generally to be found in sub-Saharan Africa and Southern Asia, and in some Arab States, while the lowest rates are to be found in the Latin American and Caribbean region.

The past two decades have shown pronounced improvement in **school enrolment ratios** – an increase of 328 million pupils between 1970 and 1988; most of this (96 per cent) in the developing countries. Statistics indicate that world-wide this addition meant a 50.1 per cent increase at the first level, 40.7 per cent at the second level, and 9.2 per cent at the tertiary level. For different country clusters, the breakdown is as in the following table.

It is estimated that there are at least 130 million eligible children who are not enrolled in primary school and their number may grow to 162 million by the year 2000. Of those who enrol, at least one-third do not finish school for a variety of socio-economic reasons.

Despite a remarkable increase in enrolment numbers, the net enrolment ratios are quite

	Levels		
	First	Second	Third
Developing countries of which:			
Sub-Saharan Africa	56.3	37.8	5.9
Arab States	76.7	21.7	1.6
Latin America/Caribbean	56.1	37.1	6.8
Eastern Asia/Pacific	48.3	45.3	6.5
Southern Asia	56.7	39.8	3.5
Least-developed countries	79.1	18.4	2.5
Developed countries	4.5	70.5	25.0
World total	50.1	40.7	9.2

frustrating in the regions of sub-Saharan Africa, the Arab States and Southern Asia, where children in the age-groups 6–11 going to school ranges between 35 per cent and 55 per cent.

The question of enrolment needs to be seen in the context of demographic trends. In countries where the growth of the younger population is faster, the availability of adults for the teaching profession becomes a problem. Similarly, where increases in the elderly population are registered, adults of working age have an additional claim on their time. Sub-Saharan Africa is the only region in the world where in the past two decades both young-age and old-age dependency ratios have been rising, and it is in this region where there are only two working-age adults per school-age child. Analysing the situation, UNESCO's *World Education Report 1991* concludes: 'The most dramatic challenge is in sub-Saharan Africa: if all children aged 6–14 in that region are to be admitted to school, where for the sake of argument it is assumed that the pupil/teacher ratio is forty, then one out of every eighty working-age adults would have to be a full time teacher. If the high rate of illiteracy of the adult population of sub-Saharan Africa is taken into account, then the requirement would be for one out of every forty literate working-age adults.

The corresponding figure in developed countries is only one out of every 200 working-age adults' (p. 23). The implication is clear: 'The claim on the time of the average working adult in that region over the past two decades, therefore, has been a double one: education of an increasing number of children and care of an increasing number of old people' (ibid.).

In this regard, it is important to emphasize that young people represent an essential part of global human resources (they will number 1.8 billion by the year 2000!). Considering their potential for creativity and their dynamism, young people deserve special attention. However, unemployment and under-employment among them, and the resulting crises in values and mores, have rendered them economically vulnerable and socially insecure. The phenomenon of social exclusion or marginalization of young people, of relegating them to the fringes of society where delinquency and drug abuse are omnipresent, constitutes a serious danger. This is why fresh impulse needs to be given to promoting pertinent and relevant youth policies.

The international community owes a special responsibility towards the countries-in-transition in Central and Eastern Europe as well as in those countries of other regions which are moving away from centralized planning towards market-oriented economies. These are the countries with relatively high rates of literacy; as such, their priorities lie in the area of tertiary education which requires thorough revamping particularly in the area of social sciences. With a sudden transition to a market economy, the previous pattern of guaranteed employment by the state, and the attendant social benefits, have virtually disappeared. The mounting rates of unemployment, associated with rising inflation, the flight of qualified personnel to foreign lands, and the prevailing mismatch between skills

available and skills needed necessitate reorientation of the system of tertiary education. The misnomer of social sciences for ideological indoctrination is now being challenged and the substance of teaching in fields such as political science, sociology, economics and history has to be completely replaced along with inclusion of courses in public administration and management, international economics and trade, and business administration. These countries, as is the case with other developing and least-developed countries, need indigenous development personnel as well as researchers and social analysts to conduct baseline surveys, formulate development plans, and investigate the process of social transformation.

Additionally, many countries throughout the world are switching over to their respective national languages as media of instruction which makes it necessary to translate high-quality material from foreign languages; at the same time there now exist diversified needs for foreign languages. Academics as well as administrators are looking for different paradigms of development and governance. The need is urgently felt to retrain those who are already in the economy and in the service sectors and to train in the new mould those young people who are soon to enter these sectors. UNESCO has set up a special programme, PROCEED (Programme for Central and Eastern European Development), to attend to the urgent needs of the countries-in-transition in Central and Eastern Europe.

In order to attain the goal of Education for All (EFA), so as to create Learning Societies, the existing model of education – the so-called 'academic model' – will have to be replaced by a model of **polyvalent** education. To quote Jacques Delors, Chairman of the International Commission on Education for the Twenty-first Century:

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What is expected of education is not only to respond, on a world scale, to educational demands, and guarantee the excellence of teaching but also the equity demanded by the right to education for all; prepare and favorise change while, at the same time, cultivating the intellectual curiosity of each man and woman, a capacity for adaptation, a taste for innovation, assure the progress of modern societies and at the same time the blossoming of individuals deeply rooted in their culture *(UNESCO Sources*, No. 52, November 1993, p. 7).

Recognizing the incapacity of the formal systems of learning to accommodate all the aspirants to education, it has become necessary to find alternative ways of imparting knowledge. The growing obsolescence of skills and increasing demand for newer ones requires a continuous programme of learning for all age-groups for which different arrangements will have to be worked out. We need new **functional equivalents** of school to cope with the changing demand structure.

Simultaneously, it has become necessary to change the orientation to learning within the school system. The rapid advances in technology demand an attitude to 'unlearn to relearn'. This requires flexibility of approach, and not rigidity fostered by rote learning. Learning is no longer synonymous with memorizing.

All this also necessitates treating school as an open system, or a sub-system with an effective interface with the economy.

To sum up, in the field of education several measures are indicated:

1. Eradication of illiteracy and extension of the coverage of primary education both in terms of geography and demography.

2. Re-examination of the emphasis in teaching and reconsideration of the role of secondary and tertiary education in terms of specialization and diversification.

3. Improvement in the quality of education through introduction of interdisciplinarity, and shift of emphasis from memorizing to critical and creative thinking. Education should not only develop 'know-how' but also 'know-why'.

4. Development of effective programmes for civic education.

5. Establishment of appropriate links between education and the world of work.

6. Injection of flexibility into the teaching programme to suit learner needs and capabilities, and to respond to changing demands, so that education can reach the unreached. This would require **de-formalization** of the current system and use of teaching methods other than the conventional ones.

7. Introduction of programmes of short-term training and re-training for those who are already in employment.

8. Strengthening the systems of higher education to promote research, not only in science and technology, but also in social sciences, to assess human resource needs as well as the impact of science and technology on social structures and cultures.

Science for All

Almost 80 per cent of research and development activities are concentrated in a few industrialized countries where a large percentage of scientists, engineers and technologists is concentrated. These countries have also caused a 'brain drain'

from the developing countries. Resource constraints and a severe shortage of highly qualified scientists have created considerable problems in generating an ethos of science in several of the developing countries and in all of the least-developed and small island countries. What is heartening, however, is the fact that the growth of new technologies has made it possible for the societies to 'leap-frog' rather than follow the previously assumed evolutionary stages. No society has to reinvent the wheel. A common pool of knowledge and technologies is now available for all societies to draw from. What is needed is strengthening of the systems of higher education in each country so that training can be locally imparted and the transfer of technology facilitated. This would ensure development of endogenous capabilities and would also serve as an effective deterrent to the brain drain. Alongside the action to enhance national and regional capabilities in higher education and scientific and technological training, it is also essential to promote both basic and applied scientific research and the dissemination of its results. In order to promote rational use of resources and establish harmony with nature as well as among human beings such a scientific culture is a *sine qua non*.

Spectacular advances in science and technology should not, however, be allowed to blind our eyes to their negative effects on Mother Earth and the environment that sustains us, and will be needed to sustain the coming generations. Such was the message of the 1992 Earth Summit held in Rio de Janeiro, which worked out Agenda 21. Through its Man and the Biosphere (MAB) Programme, Environment, Population, and Development Education and Information (EPD) Programme, and the newly initiated Management of Social Transformations (MOST) Programme, UNESCO will continue to work in the areas of environment, housing and shelter, and urbanization, with a view to exploring alternative lifestyles that are environment-friendly and conducive to social development.

UNESCO's activities for the coming biennium in the area of environment and development are designed in accordance with Agenda 21 (especially Chapter 36). The environment and development education plans focus on the dynamics of physical/biological and socio-economic environment and human development in an interdisciplinary perspective. The aim is, as indicated in Agenda 21, 'to achieve environmental and developmental awareness in all sectors of society on a world-wide scale'. UNESCO will 'strive to achieve the accessibility of environmental and development education linked to social education, from primary-school age through adulthood to all groups of people'.

Promoting a culture of peace

The end of the cold war has not meant an end to conflicts. In the newly emerging states of Eastern Europe, ethnic conflicts have arisen with the collapse of communism. This tragic sequel has cooled down the euphoria. Reflecting on such a threatening development, the General Conference of UNESCO came to the consensus that, within its fields of competence and in close co-operation with the organizations of the United Nations system, UNESCO should make it a priority to promote a Culture of Peace, 'For only a culture of peace, built on mutual respect and tolerance, will permit the consolidation of pluralist and open societies within which human rights, fundamental freedoms and democracy can flourish, and which will make it a duty to protect minorities within a framework of mutual respect and harmonious interaction'.

In order to foster a culture of peace it is

necessary to identify the core values contributory to peace (for example, tolerance and non-violence) and also to promote studies on enemy images, strategies of conflict resolution, and non-military aspects of international security. UNESCO proposes to launch some two or three pilot projects in countries which have been torn by war or civil strife and where United Nations peace-keeping operations have been conducted. Experiences gained from these pilot projects will help develop strategies for conflict resolution and construct defences of peace in the communities to forestall any future conflicts.

There is a need to curb the forces that tend to divide and disintegrate the communities. When there is an absence of free flow of information and when barriers are planted to restrict communication, societies become divided along racial, linguistic, religious and communal lines. The communication revolution brought about by recent advances in science and technology has made it possible to break down these barriers; it has opened up new opportunities for exposure across communities and countries. Modern media are not only facilitating the broadening of our cognitive horizons and the rapid dissemination of messages world-wide, they are also being used in fostering cultural identities. They are a powerful means that can be used, it must be acknowledged, both to create commonalties and to destroy harmony. It is, therefore, essential that strategies of social development pay due attention to the creative potential of the communication media and prevent their misuse for propagating hatred, violence and divisiveness.

The decision by the General Assembly to declare 1995 as the United Nations Year of Tolerance provided an opportunity to form a vast alliance to stop 'tolerating the intolerable'. One of the major challenges of our time is to achieve the harmonious coexistence of highly diversified communities in a democratic context. It requires genuine intercultural dialogue. The resurgence of extremism, xenophobia and violent ethnic conflicts are clear signals of rising intolerance. No task is more urgent than that of promoting active tolerance so that people are enabled to understand each other and accept diversity and cultural differences.

Fashioning the future

The goal of all development is to fashion a desirable future. Mid-term reviews of development have helped in assessing the achievements and failures, in identifying unintended consequences – both functional and dysfunctional, and in redefining goals and redesigning strategies. This has meant a constant interaction between research and action. To build the future on the foundations of the present, and in the context of a country's cultural past, there is a continuing need to recheck and update relevant data and information, and to review priorities in the light of newer findings. Continually changing social situations – demographic contours, literacy profiles, occupational matrices, migration patterns, volumes of trade and international transactions, to mention but a few – demands a continuous and scientifically rigorous programme of research and evaluation. Outdated ethnographies, imported and untested theories and one-shot surveys are no answer to the pressing demand for on-going policy-relevant and action research so crucial for any programme of development. When societies entered the development era, many of them suffered from severe paucity of data and non-availability of trained 'natives' to undertake this responsibility. Outside expertise in the area of economic development and planning filled this need and provided the initial blueprints for development.

Two decades later, when results of development were reviewed internationally, the need to shift focus on **endogenous** development was strongly emphasized. The later emphases on human resource development, on sustainable development, and now on social development are further elaborations of the same concept.

Endogenous development is possible only when endogenous capacities are built. An adequate infrastructure (for education, training and research as well as for industrial production) and adequate indigenous trained capacity (teachers, researchers, technicians, engineers, bureaucrats, managers) are a prerequisite for endogenous development.

It is heartening that through education and training, in most countries there now exist indigenous capacities which are beginning to challenge the previous pattern of total dependence on expatriate expertise. But this process needs strengthening. At the same time, it is equally important to prevent emergence of 'North' and 'South' within each country, replicating the world situation.

That such patterns of inequity and unequal opportunity are emerging in the developing countries is borne out by several studies – a fact which points to the desirability of constantly assessing the consequence of development planning and projects.

Some of the areas that would need such assessments to ensure the achievement of social development goals are illustrated below:

Monitoring the goals of EFA

To achieve the goals of EFA it is necessary to identify the areas where gender disparities continue to exist and to investigate the socio-cultural factors that continue to cause gender discrimination. The growth and expansion of education system has given rise to segmented educational tracks offering unequal quality to

social groups. The inequalities between educational achievements of people in different socio-economic strata are yet another concern for which country-specific studies are in order.

Unequal educational quality and social integration

Intergenerational and intragenerational social mobility is perhaps the most effective way to integrate individuals, families and social groups into higher levels of livings and the dominant culture. Long-term processes as well as unintended results of structural adjustment policies have not only conspired against increasing equality of opportunities but have also adversely affected social mobility.

The slower growth of employment has meant that more qualified people are competing for jobs that require less skills and offer lower wages.

There is no doubt about the positive impact of increasing educational levels on social development. However, it would be unrealistic to expect that this will be sufficient to eliminate poverty and to advance social integration. Careful analysis of the various factors facilitating social integration is necessary in individual country contexts.

Changing profile of human settlements

Socio-economic development of all nations – developed and developing – is affected by the nature and type of human settlements. Continued migration to urban areas, population growth and increasing industrialization are causing an urban explosion. Already 42.6 per cent of the population lives in urban areas and it is estimated that by the year 2025 the urban population will account for 60.1 per cent which will then be a population equal to the present world population of 5 billion people. An effective social development strategy will,

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therefore, have to focus on this global problem of urbanization, which brings with it issues of poverty, unemployment, crime and violence, social disorganization and environmental pollution. To manage urban growth to ensure sustainability of the cities is a daunting challenge. While several studies of the process of urbanization and its consequences have been carried out in the developed countries, there is an urgent need to initiate studies in the developing countries with a view to finding solutions to growing urban crises and creating adequate infrastructures in rural areas to stem the cityward migration trends.

Debate and discussion on development and the future

Through a variety of activities – training seminars, symposia and workshops, as well as empirical research and studies on the processes of development, modernization and nation-building – UNESCO has encouraged world-wide debate and discussion and helped sharpen several of the key concepts relative to development, and to the future. Its current work – both in the natural and the social sciences – is oriented to promote the cause of 'sustainable' and 'human'

development with a strong emphasis on respect for cultures and the building of endogenous capacities – the two pillars of social development. It must be said that expertise in the field of development – social analysis, planning, monitoring and evaluation – is severely lacking in most of the developing and least developed countries where a heavy reliance is still to be found on outside expertise. Such dependence has led to the imposition of outside models of development that have failed to meet the aspirations of the people. A time has come when donor assistance should move from mere supply of technology and equipment – as the UNDP Report on Human Indicators 1993 very rightly pleads – to the building of endogenous capacities so that societies are enabled to choose their own paths and strategies of sustainable development.

The vision of a homogenized global culture is neither desirable nor attainable. Cultural diversity, like bio-diversity, needs to be respected and protected, and societies should be enabled to fashion futures which are both desirable and sustainable. To attain such a cultural symbiosis international solidarity needs to be reaffirmed. Let the goal of social development be **all** for **all**.

Elements for the WSSD Draft Declaration and Plan of Action

UNESCO contribution to the first substantive session of the WSSD Preparatory Committee

31 January to 11 February 1994

While past development efforts had given primacy to economic growth, they have not been able to contain widespread poverty and provide full employment. Marginalization and exclusion of significant sections of the population, acceleration of rural exodus, deterioration of the urban habitat, ghettoization of the suburbs, and degradation of the natural environment highlight the current crises resulting from the global development process.

The recently held General Conference of UNESCO expressed its serious concern over structural adjustment policies that have severely affected social sectors such as education and health and even compromised the prospects of national economic recovery and development. Now a world-wide 'social adjustment' is to be achieved.

There is an emerging consensus that economic growth should subserve the cause of social development and ensure its environmental sustainability. Development must have a human face. Sustainable social development is possible only through a radically reoriented programme of human resource development, not in the narrow managerial sense of the term but in a broader sense of improvement in the quality of life: better education, better health, respect for human rights, democracy, rational use of resources through the application of recent advances in science and technology, and a commitment to the culture of peace and international solidarity.

To achieve social development, the following priority actions are indicated:

1. Endogenous capacity building

i. Education and training should be assigned top priority and investments in education be augmented so that socially distant and geographically unreachable populations can have access to knowledge through the use of both formal and non-conventional institutional mechanisms ('intensive learning' and 'deformalization' of the educational processes in such a way that nobody 'misses the boat').[1]

ii. In particular, it should be emphasized that education and empowerment of girls and women are key factors in curbing the population growth, promoting gender equity and in the development of their full potential.[2]

iii. To prepare for the twenty-first century, and to overcome the present crises, thorough review and renovation of the content of education and restructuring of entire educational systems are urgently indicated. Teacher training and recycling are particularly important to maintain the required levels of quality and timely preparation for the new jobs (i.e. eco-jobs).[3]

iv. Efforts should continually be made for rapid transfer and sharing of knowledge – particularly in the area of science and technology – to ensure their better utilization to promote progress and bridge the knowledge gap. The rigour and diversification of higher education is fundamental. Networks among universities and new partnership between industries and the

vocational training centres as well as technical higher education become indispensable.[4]

v. Human resource development strategies should be reoriented to realize the potential and creativity of the culture of a given society. An effective interface be established between culture and development. Development should be based on the will of each society and should express its fundamental identity. Balanced development can only be ensured by making cultural factors an integral part of the strategies designed to achieve it; such strategies should pay due regard to historical, social and cultural context of each society.[5]

2. Promote development of **rural areas**: to prevent emigration at its roots, facilitate living in the homeland, particularly through
i. formal and non-formal education facilities;
ii. promotion of artisanal and cultural tourism;
iii. integral development of indigenous cultures;
iv. in peace contexts, ensure armies' facilities for health emergencies;
v. local material based shelter for all;
vi. decentralization of education and social services at municipal level.

3. To combat marginalization and exclusion and to promote **people's participation** – as key indicator of social development – respect for human rights and the forging of democratic attitudes must be promoted from early childhood. Tolerance and non-violence must be favoured by all available means. Intercultural dialogue and press freedom must be ensured.[6]

4. Environment. As follow-up of Agenda 21, efforts should be redoubled to promote environmental awareness so that rational use of resources can be made for sustainable human development. It is extremely important to decrease the impact of natural hazards (specially the recurrent ones). Research and training on Man-Nature relationship in different parts of the world should be carried out in an interdisciplinary framework.[7]

5. Communication. To foster awareness and attitudinal change, as well as to promote social integration, communication must be improved world-wide through the utilization of new communication technologies and informatics. In this regard, countries should elaborate overall information policies.[8]

6. Follow-up of the World Summit for Social Development. Endogenous capacities in social planning, evaluation and management of social transformation should be built. Simultaneously, methodologies appropriate for investigation in non-Western societies should be evolved. These 'observatories' are of great importance for 'early warning' to monitor the implementation of the Summit resolutions.[9]

Notes

1. Education for All Plan of Action (World Bank, UNDP, UNICEF, UNESCO meeting, Jomtien, March 1990).

2. The recent New Delhi Declaration and Plan of Action for the Nine Most Populous Countries of the World have given great impulse in this respect.

3. The International Commission on Education for the Twenty-First Century set up by UNESCO under the chairmanship of Mr Jacques Delors, President of the Commission of the European Communities, is currently reflecting on the new roles of education and new demands made on education in a world of accelerating economic, environmental, and social change.

The Report of the Commission, due in early 1995, will provide directions to reorient education to meet the goals of Social Development. UNESCO's biennial World Education Report will continue to monitor and survey the trends in education and identify emerging challenges.

4. UNESCO's programmes such as UNEVOC, Science 2000, UNITWIN and UNESCO Chairs are designed in pursuance of this goal. It has also encouraged setting up regional and international networks of scholars and research institutions in education, physical and biological sciences, social sciences, culture and communication. UNESCO has launched a series of World Science Report, published biennially; the first Report will be issued in February 1994.

5. It is largely through UNESCO's efforts that the two concepts of 'culture' and 'development' were first linked, and the cultural dimension of development was underscored. 1982 MONDIACULT held in Mexico elaborated that principle. During the present World Decade for Cultural Development UNESCO is propagating this orientation. The Independent Commission on Culture and Development set up by UNESCO and the United Nations under the chairmanship of Mr Javier Pérez de Cuéllar is working on proposals both for urgent and long-term proposals to meet cultural needs in the context of development. Its report, expected in early 1995, should contribute towards the pursuit of this goal.

6. UNESCO's governing organs have repeatedly emphasized this point. Through the recently held meetings in Montevideo (1990), Prague (1991), Tunis (1992) and Montreal (1993) UNESCO has evolved a Plan of Action on Education for Human Rights and Democracy. It was endorsed by the United Nations World Conference on Human Rights held in Vienna (June 1993).

7. The Man and Biosphere (MAB) Programme, the Intergovernmental Oceanographic Commission as well as the newly initiated interinstitutional and intersectoral programme on 'Education and information on environment, population and human development' are good examples of UNESCO's transdiciplinary approaches to environmental issues.

8. Investment in developing communication capacities, increasing access to information sources and providing people with knowledge, skills, and opportunities to articulate their concerns are important areas of work of UNESCO through its International Programme for the Development of Communication (IPDC). UNESCO will bring out an updated version of its World Communication Report in 1996.

9. UNESCO has recently launched a programme, MOST (Management of Social Transformations), to respond to the growing demand from the developing countries and the countries-in-transition for the building up of endogenous capabilities in social sciences and for assisting them in the monitoring of social change and transition.

UNESCO Position Paper

Executive summary

1. *The current state of the world warrants a contrasting, Janus-like diagnosis. The progress achieved in several areas of social and economic development is more than off-set by events and trends which threaten peace, hamper further social progress and even jeopardize the achievements of the past three decades.*

2. **Development is a human right** *and action to achieve sustainable social development is both an* **ethical imperative** *and a manifestation of political realism.*

The international community, and especially the major industrial countries which control the international economic system, must **act now**, *with determination, to meet the development challenge. Developing nations should* **re-assess their national policy priorities**, *and conclude national pacts between the government and opposition parties, so as to* **provide continuity to development policies**, *beyond election cycles. Sustainable development cannot be expected from unsustainable governance.*

3. *That development is a comprehensive process, as UNESCO has been advocating for decades, is now agreed upon by the international community. Beyond economic growth, which is an engine and not an end in itself,* **development is first and foremost social**; *it is also intimately linked to peace, human rights, democratic governance, environment, and last but not least, the culture and lifestyles of the people. Change only takes place in practical terms when behaviour patterns shift. Raising public awareness about the globality and complexity of the main challenges and promoting*

feelings of compassion are necessary in order to transform everyday behaviour of individuals and communities.

Only such a **radically new approach to development policies** *will allow the eradication of poverty and social exclusion, provision of adequate productive activities to individuals, reduction of rural exodus, control of explosive urban growth, and protection of the environment.*

4. **Development and peace** *are intimately linked. UNESCO implements a* **Culture of Peace Programme** *which involves social development actions towards peace-building in post-conflict situations, as well as towards preventive actions to avoid impending conflicts.*

5. *In UNESCO's fields of competence, the main targets of action towards social development are:*

i. **Endogenous capacity building** *through fostering human resources, a thorough renovation of educational contents and systems at all levels, knowledge transfer and sharing within and between countries;*

ii. *Combating poverty and exclusion effectively by ensuring* **people's participation in social development**, *respect for human rights, tolerance, non-violence and democratic attitudes, through education, from early childhood onwards and support of citizens' organizations, as well as the pluralism and independence of the media.*

iii. **Recognizing cultural factors** *as an integral part of balanced development strategies and paying due regard to the historical, social and*

UNESCO documents

Mr Federico Mayor,
Director-General of UNESCO

cultural contexts of each society is essential for
sustainable development;

iv. *The promotion of a* **new vision of employment
and work** *within the broader concept of 'active life',
which includes production, as well as civic, social
solidarity and leisure activities, as the basic
principle of a 'caring society';*

v. **The improvement of the quality of life of rural
populations** *through formal and non-formal
education and training, as well as raising their
income levels, by promoting productive activities in
cultural tourism and eco-tourism, shelter-building
by using local materials, development of local
social and health services, as well as community
media;*

vi. *The promotion of* **environmental awareness**
and people's participation in the equitable and

rational use of resources for sustainable human
development and the preservation of the
environmental rights of future generations;

vii. **Science and technology** *are resources which
should be better harnessed and more equitably
shared for social development;*

viii. **Communication** *is an area deeply transformed
by scientific and technological progress.
Opportunities offered by communication networks
and informatics should be put at the service of
social development;*

ix. *The promotion of endogenous skills in social
policy-making,* **evaluation and management,**
*evolving 'early warning' devices to enable
governments to monitor the implementation of
social development efforts and progress from social
exclusion to social coherence.*

I. The vision of UNESCO on social development

1. A world of contrasts

Humanity is currently reminiscent of the mythological figure of Janus, with both a bright and a sombre face. In many ways, it seems to be hesitating between progressing towards peace, justice, freedom and prosperity, and regressing on the way to conflict, segregation, exclusion and oppression.

We have covered quite a mileage along the first direction since the Second World War, even if the road ahead is still very long and progress achieved unevenly shared. The challenges are enormous, but overall, the world is a safer and freer place. With the end of the cold war, the nuclear threat is a more distant prospect. Demilitarization progressed and military spending declined, even if the developing countries continue to devote an inordinate proportion of their resources to armaments and major industrial powers continue to produce and export arms to poorer nations. In the last fifty years, developing countries have experienced an economic growth three times faster than the industrial ones, and despite the increase in the world population from 2.5 to 5.5 billion, per capita income has tripled and the world GDP has been multiplied by seven. Social indicators on infant mortality, life expectancy, nutrition and education show remarkable improvements. Thirty years ago, close to three quarters of humanity was living in conditions of abject poverty; today this proportion – still scandalously high – is about one third.

For the first time in history, a majority of the world population lives under pluralistic and relatively democratic regimes. The positive developments that occurred in Namibia, South Africa, the Middle East, El Salvador and Cambodia, are encouraging.

Science and technology, which have made breath-taking advances, constitute enormous resources for the fulfilment of human needs.

However, the dark face of Janus is also very much part of the picture. Despite all the achievements, we shall enter into the twenty-first century without having attained the development goal of securing for everyone and for all, an active life, procuring the fulfilment of material and spiritual needs, in conditions of peace, and full respect for all human rights – political, civil, economic, social and cultural. New threats to international security are massive population displacements, environmental degradation and inter-cultural conflicts. Many countries are facing inter-ethnic tensions, resulting from years of oppression and dictatorship. Ethnic, cultural, religious and social conflicts are spreading and increasing within countries, with the risk of disintegration of states and a further multiplication of wars. There is a serious risk that the bi-polar configuration, which went with the end of the cold war, be replaced by an anarchical world scene, with the daunting prospect of a multiplication of local and regional conflicts, opposing several hundred entities, born out of the disintegration of nation-states.

The absence of an equitable and better shared economic growth has aggravated inequalities internationally between countries and domestically between social groups. This situation is at the origin of massive emigration from rural areas to cities and extreme poverty in peri-urban settlements. As a consequence, criminality has increased in urban areas. It has reached global dimensions, in the form of terrorism, large-scale drug and arms traffic. Cities and sprawling urban zones experience rising crime rates, violence and weakening of the social fabric and human solidarity.

Pollution and local and global environmental problems have reached the point where they

raise the issues of human survival and the sustainability of the Earth system. If we cannot properly address the problems of excessive demographic growth, the world population may double by 2050, with the corresponding ecological strains. The socio-economic inequalities between, and within, nations are unjustifiably high. According to the UNDP Human Development Report 1994, the richest 20 per cent of the world population controls 84.7 per cent of GNP, 84.2 per cent of world trade, and has an income 60 time higher than the poorest 20 per cent which controls only 1.4 per cent of world GNP and 0.4 per cent of world trade.

With the current labour framework, trade patterns and progressive automation of production, unemployment and underemployment are growing, aggravating the dualization of societies and causing risks of social disintegration Even the richest group of countries see their social problems getting worse, with some 40 million poor, 20 million unemployed, and 3 million homeless people. The former communist countries, undergoing a process of transition to market economy – in the unfavourable context of an economic community of nations lacking political cohesion and vision – are experiencing considerable social problems. In most of the developing countries, dualization of societies and poverty are reaching alarming proportions.

The international community must act with determination and efficiency to reduce and, in the long run, overcome these problems. Solutions can be found. The technical and policy instruments exist. What is needed is to take ambitious and innovative initiatives for development. The United Nations family, with its specialized agencies, programmes, and funds, has a special responsibility in fostering the emergence of such a collective will.

The Report of the Secretary-General of the United Nations on An Agenda for Development (A/48/935, 6 May 1994), which UNESCO appreciates and supports, also insists on this point. In the present Position Paper, UNESCO elaborates a number of dimensions of, and action targets, for social development in its fields of competence, which are complementary to the Secretary-General's document.

2. The necessity of a radically new approach to development: ethical imperative and political realism

Development should be approached from a broad perspective. It calls for more decisive action.

To act for development is an **ethical imperative**. It is, at the same time, a requirement of political intelligence and realism. In our increasingly interdependent world, where few areas escape the impact of globalization, failure in development is bound to be detrimental to all parties, including the richer ones. Development requires an equitable sharing of opportunities as well as of available scientific, technological and financial resources. Only in this way will the interplay of nations turn into a positive-sum game, in which all countries, groups and individuals win.

Development is a human right. The World Conference on Human Rights, which took place in June 1993, in Vienna, recognized the **right to development** to be universal and an integral part of fundamental human rights.

UNESCO has, for decades, advocated a broad, non-reductionist approach to development, rejecting the fallacious opposition between so-called 'hard' and 'soft' development, which reflected an unrealistic and over-simplified view.

Development is a process bearing simultaneously on peace-building, economic

growth, environmental sustainability, social justice and democratic governance, mindful of the wisdom inherited from the past and the welfare of future generations.

Development should be based on the will of each society, and cultural factors should be an integral part of all strategies designed to achieve balanced development.

No one can dispute the fact that economic growth is the engine of development. However, past development efforts, which have given primacy to economic growth to the detriment of the social dimension, have been unable to contain widespread poverty and provide adequate employment opportunities. Marginalization and exclusion of significant sections of the population, acceleration of the rural exodus, deterioration of the urban habitat, ghettoization of the suburbs, and degradation of the natural environment highlight the current crisis, resulting from the deficiencies of the global development process.

The 1993 session of the General Conference of UNESCO expressed serious concern over past structural adjustment policies that have severely affected social sectors such as education and health, and even compromised the prospects of national economic recovery and development. Now, a world-wide **'social adjustment'** is to be achieved. Such a requirement is being increasingly taken into account in new structural adjustment policies.

There is an emerging consensus that economic growth should subserve the cause of social development to ensure environmental sustainability. Development must have a human face. Sustainable social development requires a radically reoriented programme of **human resource development**, not in the narrow managerial sense, but in a broader sense of improvement in the quality of life: better education, better health, respect for human

rights, democracy, rational use of resources through the application of recent advances in science and technology, as well as a commitment to international solidarity and the promotion of a culture of peace. The International Development Strategy of the Fourth United Nations Development Decade is based on such a conception of human resource development.

3. The price of development

Development efforts cannot succeed without the unfailing commitment of the international community. The powerful countries, which control most of the world's economic, financial, commercial, scientific and technical resources, should contribute to the international development enterprise more generously, in ways commensurate with their power and responsibilities. Their economic policies should also respond to such responsibilities.

Developing nations should seriously review their **national policy priorities**, display accountability, transparency and rigour in their governance and, in particular, drastically reduce their military spending, to devote the greater part of their budget to social development in the fields of education, health, upgrading of rural areas, and productive activity for all.

'National pacts' should be concluded in order to ensure that socially relevant national policies are pursued efficiently, over a sufficient period of time by the state, regardless of government terms of office. Reforms cannot be sustainable if governmental measures are not continued over time.

Developing countries' efforts are hampered by the obstacles to their manufactured exports, by the wide fluctuations in prices of raw materials and adverse trends in terms of trade. While they are to respect the social rights of their workers and international labour norms and legislation,

they should not be prevented from taking advantage of lower labour costs.

International co-operation for development should be strengthened and the developing countries should take part in global economic policy co-ordination.

The decreasing financing of development is a major problem. In this respect, the proposals formulated in the UNDP *Human Development Report 1994* must be actively supported and implemented. The most important of these proposals is the global taxation on international foreign currency transactions. Applied identically by all countries, at the modest rate of 0.05 per cent, such a tax would generate annually US$150 billion for development. Professor James Tobin – the Nobel Economics Prize Laureate in 1981, who first proposed this scheme in 1978 – suggests, in a special contribution to the *Human Development Report 1994*, that the revenues of the tax be devoted to international development efforts and managed by international organizations. Together with other proposals of the UNDP Report, such as the 20:20 Compact and the 'peace dividend', by a 3 per cent annual reduction in global military spending, over 1995–2005, international development co-operation can make a great step forwards.

II. The action of UNESCO on social development

1. Development and peace
Development and peace are inextricably linked. Under-development, poverty, and social inequalities are sources of conflict. The process of peace-building in post-conflict situations as well as in situations where preventive activities can avoid impending conflict involves long-term actions which are, in fact, a combination of actions for development and peace. This combined activity characterizes the **Culture of Peace Programme**, recently instituted by UNESCO. The Organization has initiated large-scale peace-building programmes, notably in El Salvador, Cambodia, Namibia, and Mozambique. Related activities for a culture of peace are included in the special programme for South Africa and Burundi, as well as the initiatives to assist the Palestinian authorities in the Autonomous Palestinian Territories in education, science and technology, culture and communication.

Regional and national culture of peace programmes emphasize a process of participation and co-operation of all parties to a conflict in the planning and implementation of human development projects. This may be facilitated by peace-promoters and development workers engaged in these projects and trained in methods of conflict resolution. Educational materials towards a culture of peace to be used in both formal and non-formal settings, are developed taking fully into account traditional forms of peacemaking in the society concerned as well as recent experiences with the peace process.

2. Social development: first and foremost
The social dimension is to be the starting point of development and should determine, to a large extent, the priorities of development policies. The World Summit for Social Development (WSSD) should be followed up by a large international effort to implement the Programme of Action which the Summit will adopt The themes chosen for the Summit – eradication of poverty, productive employment, and social integration – should be considered from a broad development perspective.

Fundamentally, **social development requires conditions of a real social transformation, conducive to the eradication of poverty, promotion**

of productive employment, and integration of the social fabric. Such conditions relate, *inter alia,* to the framework of work; the nature of jobs; mechanisms for the transfer of, and access to, knowledge and acquisition of professional qualifications; the form and content of education in general, and higher education in particular; and appropriate media infrastructure performing a social function.

In the follow-up of the WSSD, and the implementation of its Programme of Action, the establishment of monitoring and 'early warning systems' will be of great importance to detect and solve political and social conflicts and unrest. Endogenous capacities should be built in social policy-making, management and evaluation. UNESCO has recently launched the Programme **MOST** (Management of Social Transformations) to respond to the growing demand from Member States, and particularly from developing countries and countries-in-transition for assistance in building their capacity in analysing and monitoring social transformations and in social policy-making.

3. The main areas of social development

Social development means policies and actions to reduce and eliminate dualization of societies, social exclusion, unemployment and poverty, and to provide opportunities for disadvantaged persons and groups for improving their living conditions.

i. **Endogenous capacity building**, especially concerning human resources, through education, training and knowledge sharing, both between and within countries, is a top priority for social development and social cohesion. Without access to knowledge for all, there cannot be development. Education provides a qualified work force, individuals capable of launching

significant industrial and technological initiatives, and active citizens who engage in societal life and promote development. Education contributes to fostering equal opportunities and social equity.

Development requires well-trained individuals. Indeed, development initiatives, especially in technology and industries, can be better undertaken by qualified citizens, particularly if appropriate incentives exist, than by citizens without access to knowledge.

When accompanied by other measures to reduce poverty, education is the most powerful single factor in moderating population growth. The International Conference on **Population and Development** (Cairo, September 1994) emphasized the necessity to make progress on this crucial issue.

Women's education and participation in active life are particularly important for **gender quality**, as well as **reducing excessive population growth**, as pointed out in the Declaration and Framework for Action of the Education for All Summit of Nine High-Population Countries of the World, organized by the Government of India and sponsored by UNESCO, UNICEF and UNFPA in December 1993, in New Delhi. The **Fourth World Conference on Women: Action for Equality, Development and Peace**, to be held in Beijing in September 1995, will give a further impetus to gender equality and the role of women in development.

Strategic investment in education at all levels is an absolute requirement for social development. However, the global demand for education, which is rising at a fast rate, cannot be met only through formal education systems. In many developing countries, the total national budget would be insufficient to finance Education for All. New solutions, low-cost 'delivery systems' need to be developed to provide educational opportunities on a massive

scale, but of adequate quality to meet humanity's ever-evolving learning needs.

In the field of **basic education**, the Jomtien Declaration on Education for All (EFA) and its Framework for Action, adopted in March 1990, set an ambitious but crucial goal for social development which requires the mobilization of the international community. Basic education is now defined in a broad sense, to include the whole of compulsory education as well as early childhood development, adult literacy and also basic training and acquisition of life skills. EFA is to be seen in a life-long perspective. In addition to schooling, it provides learning opportunities for those not having access to, or not successful in, formal education through the promotion and validation of education and training in non-formal environments.

As primary education enrolments expand, social demand increases for **secondary education** which is gradually transforming itself into mass education, but with difficulties in responding to individual and societal needs. Yet it is at this level of education that important behavioural changes occur that affect fertility rates, active citizenship and social responsibility.

It is also at this level that **vocational education** could become a major factor in the struggle against unemployment and underemployment by preparing students for present and future job opportunities and developing basic entrepreneurial skills.

Higher education is fundamental for the development of transfer and sharing of knowledge, and needs to assume a leading role in the renovation of the entire education system. New roles for higher education may need to be defined to provide life-long learning opportunities at the highest level. Less formal and more flexible ways of advanced training and up-dating knowledge and skills must be found. The possibilities offered by the new communication technologies should be exploited in this endeavour.

Another important phenomenon is the establishment of networks among universities and new partnerships between industries, vocational training centres and higher technical education.

In an open society and a market economy, graduates who enjoyed the privilege of access to higher education should not only rely on the government to provide them with a job. The equation, Degree equals Job, no longer applies in a highly competitive context, which requires constant updating of knowledge and skills. **Higher education graduates must become entrepreneurs**, and both civil society and the state must encourage and facilitate the entrepreneurial approach, through such incentives as loans to students with the highest grades or who commit themselves to an industrial initiative, agreements with the private sector, etc.

The International Commission on Education for the Twenty-First Century, set up by UNESCO, is currently working on the new roles of, and demands for, education. Its report, to be issued shortly, will suggest new directions in education for social development. UNESCO programmes, such as UNITWIN and UNESCO inter-university networks, UNEVOC in vocational education, SCIENCE 2000 in scientific and technical education, are working towards innovation and reform in these fields. The biennial UNESCO *World Education Report* monitors and surveys the trends in education and identifies emerging challenges, drawing on the work of the Organization in collecting, analysing, and disseminating educational data.

ii. Democratization and respect for human rights are now recognized as being at the core of the development process. This is probably the most

significant of all the changes that have occurred in developmental thinking since the end of the cold war. The voluntary participation of the NGOs, citizens' movements, grass-root groups and underprivileged people, as actors, as well as partners of public authorities, in the decision-making and implementation concerning development actions are key indicators of the quality and relevance of such actions. Fostering education for human rights and democracy are, therefore, of the utmost importance.

Democratic governance, respect for human rights, tolerance and the freedom of the press are the surest ways to regulate political, cultural, economic, social and ethnic tensions. UNESCO is actively promoting, as the lead agency, the **United Nations Year for Tolerance (1995).** It is also implementing programmes in support of the free flow of information in the world. Authentic democratic governance is also the best way to eliminate discrimination and social exclusion and to reinforce social cohesion.

Full participation of all members of society in the decision-making process, particularly in development-related decisions, is the surest way to ensure long-lasting development. It is also the best guarantee of an equitable development that benefits all, bringing in the marginalized and excluded. Here again, even though the presence of women is now taken for granted in any process of development, especially in the rural and informal sectors, they are often neither seen nor heard. This situation not only contravenes basic human rights, it contradicts any hope of in-depth, sustainable development.

Social development requires **the active and voluntary participation of the people** and particularly the under-privileged populations such as the poor, the unemployed, the disabled, and migrant workers. The empowerment of these groups must be a priority, through

provision of education and training in the management of their own communities, financial resources and technical facilities. They should benefit from well-targeted capacity-building programmes. The basic communities, grass-roots movements and NGOs must be actively supported by public funding.

It is essential that the indigenous populations become agents of their own development and participate as full partners in the formulation of national social policies. Cultural minorities must participate fully, without any discrimination of any kind in national development strategies and socio-cultural policies.

Education for active citizenship, forging democratic attitudes and respect for human rights, tolerance and non-violence must be promoted from early childhood and maintained on a life-long basis.

Social conflicts and unrest hamper development efforts. **Anticipatory** and **preventive** approaches must be promoted, by creating an **awareness of the intangible** both upstream, at the government level, and downstream, in public opinion.

iii. Recognizing cultural factors as an integral part of balanced development strategies and paying due regard to the historical, cultural and social contexts of each society is a complex but essential process in formulating sustainable social development policies.

Safeguarding the cultural heritage and indigenous knowledge of traditional cultures is one of the priorities in UNESCO's vision of social development. The New Strategy for Safeguarding Cultural Heritage Campaigns, whilst retaining the core element of safeguarding *per se*, puts the emphasis on training of local personnel, on cultural tourism and on the economic protection and enhancement of cultural heritage.

As lead agency for the World Decade for Cultural Development (1988–1997), the Organization is co-ordinating activities in Member States to enhance the cultural dimensions of development policies and programmes.

The **World Commission on Culture and Development**, set up by UNESCO, works on the role of culture in development and its report, to be published in 1995, will provide guidance for the future in this field.

iv. Employment, and more generally participation in active life, are the most effective ways of struggling against social exclusion and poverty and of fostering social cohesion.

An urgent task is to modify the current pattern of a 'jobless growth', supported by employment-destroying technologies. The point is not to try to put a brake on technological progress, but monitor and assess its utilization and regulate the market so as to foster **labour-intensive** approaches and **labour absorbing technologies**, particularly in certain sectors like large infrastructural construction work. Machines should replace people only when unavoidable and work really cannot be done efficiently by men and women, or to alleviate the hardships of work. Otherwise, given the difficulty of recycling workers whose educational background is weak, the rising number of permanently unemployed people is a huge price to be paid. This is one of the principal causes of social exclusion, marginality and violence.

Fostering micro-industries in rural zones, the use of bio-mass as a source of energy; promoting new employment opportunities such as eco-jobs at the municipal level, concerning water resources and treatment of industrial waste and pollution; activities aiming at improving the quality of life in cities and countryside, processing of waste, maintenance of equipment

and habitat are likely to provide new jobs. The reduction of jobs in industry and the modern service sector should be compensated by new forms of employment – in social solidarity services to help the elderly and disadvantaged groups, or in environmental protection (eco-jobs), as well as by job-sharing. New ways of taking care of social needs by the civil society itself, in the form of partnership arrangements between users, the associative sector, the private sector, local authorities and the state, are to be promoted. Such efforts, which should partly compensate the constraints of the welfare state, by **fostering a 'caring society'** will create increased employment opportunities.

Not only the quantity but also the quality of employment and gender equality in work are important factors of social development. Increased participation of women in active life at all levels is fundamental.

What is really necessary is a **new vision of work**, within the framework of the **broader concept of 'active life'**, which would include not only productive employment but also the notions of job-sharing, as well as activities devoted to civic life, social solidarity and leisure.

Exclusion from active life is the most potent factor of social exclusion, dualization, violence, and ultimately the weakening of social fabric. Job-destroying economic and technological policies involve a heavy social cost. We must radically reorient such policies, through international co-operation and agreement.

v. The promotion of social development in rural areas is a top priority. Both in rural zones and urban areas there are specific social development problems. They should be approached in their own right but also in terms of **rural-urban articulations**. Major cities have become – particularly but not only, in developing countries – hard to manage, fragmented, sprawling urban

zones, where problems of unemployment, poverty, social exclusion, weakening of human solidarity, crime and violence are concentrated. The governance of cities should be improved, by appropriate policies, but the problems of urban zones in developing countries are linked to those of the rural zones. The unmanageable growth of cities is due both to the "urban bias" in national economic policies and to the problems of rural zones, where poverty, inequitable distribution of resources such as land, credit and technologies, force peasants to emigrate massively into the urban areas, where the majority of the world population is expected to live in the twenty-first century. Development of rural areas is a potent factor in reducing excessive migration resulting in mega-cities and huge slum areas. However, in most of the developing countries, the majority of the population still lives in rural zones, and a majority of this rural population is poverty-stricken. Therefore, the promotion of these areas and the improvement of the quality of life of their inhabitants, through appropriate economic, social and educational policies, aiming at improving the living conditions and encouraging rural populations to stay in their home regions, deserve attention. Particularly needed are measures in formal and non-formal education and training. The promotion of cultural tourism and eco-tourism, as well as handicrafts and cultural goods, shelter-building based on local techniques and materials, development of local social and health services and of community press, radio and television, can be 'economic propellers', providing additional jobs and welfare.

UNESCO's **MOST** Programme (Management of Social Transformations) promotes research and policy-relevant activities on the problems of cities and urban-rural interactions. Its programme on Human Habitat is focused on stimulating the formulation of urban policies aimed at enhancing social integration and rehabilitation of underprivileged settlements.

vi. Society and Nature relations are a basic dimension of development. As a follow-up of Agenda 21, efforts should be redoubled to promote environmental awareness and the rational use of resources in view of sustainable human development. The viability of the Earth should be secured for the sake of its current inhabitants and for the future generations.

Economic, social and environmental dimensions of development are inter-related. The types of economic growth and industrialization which have been pursued endanger ecosystems, tend to exhaust non-renewable natural resources, and deteriorate the local and global environments, as does rapid population growth. Extreme poverty, which prevails among large populations of developing regions is a factor of environmental degradation, the poor being both agents and victims of ecological problems. The success of sustainable development policies depends on the participation of all segments of society and particularly of local populations and communities.

Controlling and mitigating the impact of natural hazards and technological risks is extremely important. Research, training and dissemination of policy-relevant, accurate information on Man-Nature relationships in different parts of the world should be actively pursued. Measures should also be encouraged for bringing together modern scientific and traditional ecological knowledge with a view to producing enduring resource use systems which combine efficiency, environmental integrity and equity.

UNESCO's scientific programmes such as the Man and the Biosphere **(MAB)**, Intergovernmental Oceanographic Commission **(IOC)**, International Hydrology Programme **(IHP)**,

International Geological Correlation Programme **(IGCP)**, Management of Social Transformations **(MOST)** and the Inter-Agency and Interdisciplinary Project on Education and information on environment and population for human development **(EFD)** are actively working on various dimensions of environmental issues, in an interdisciplinary perspective. A pioneering activity of the Organization is in the field of desertification. As of the late 1940s, it started awareness-raising; and initiated scientific research and action programmes from the 1950s onwards in this area which is still at the top of the environmental agenda in many regions.

vii. Science and technology constitute enormous resources for development. They have been effective in health, economy and environmental protection. They can, however, be better and more intensively utilized. On the one hand, scientific and technological knowledge and skills constitute resources concentrated in certain parts and in the hands of certain groups. The majority of countries and populations have very limited access to such resources. This situation must be improved by effective policies, and mechanisms, of knowledge and information sharing.

On the other hand, technology has been, and still is, utilized for destructive purposes, particularly in the arms industry. Technologies which induce ecological risks should be abandoned. The harnessing of science and technology for the promotion of sustainable human development, for better shared productive employment and active life, and a more rational use of natural and human resources must be high on the international agenda.

UNESCO publishes a biennial **World Science Report** to monitor developments in this field. It has also supported the establishment of regional and international networks of scholars and research institutions in physical, biological and social sciences.

viii. One area, deeply transformed by science and technology, is **communication**. Social development focuses on people and societies and places the source of most development goals at the level of individuals and communities. It depends, in a large measure, on creating a participatory communication process and establishing a system for communication of objectives and consensus-building within communities and societies. Communication technologies are essential to the generation of, access to, and sharing of knowledge and information. The free and voluntary participation of people, which is a pre-requisite of social development, partly depends on the accessibility and reach of communication and information facilities. Investing in improving these facilities, expanding their access to different segments of society and providing people with the knowledge, skills and opportunities to make their views and concerns known should, thus, be considered as essential factors in social development, social integration and cohesion.

Support must be given to efforts to create communication and information networks which facilitate the generation and exchange of information, pluralism and multiplicity of ideas and viewpoints and which enhance dialogue, transparency and democracy in the governance of society.

Training, research and other programmes and activities geared towards building and strengthening communication and information capacities in every society should be encouraged. UNESCO is active in these fields through its International Programme for the Development of Communication **(IPDC)**, General Information Programme **(PGI)** and Intergovernmental Informatics Programme **(IPP)**.

III. Priority targets for action

In UNESCO's field of competence, actions on the following priority targets are to be implemented, to make progress towards social development:

A. Endogenous capacity building

i. Education and training policies should be assigned top priority and investments in education be augmented and strategically targeted so that socially and geographically disadvantaged populations have access to knowledge, through the use of both formal and non-conventional institutional mechanisms such as intensive learning and the promotion of diversified approaches to education. The goal is that nobody 'misses the boat'.[1]

ii. In particular, social policies should focus on the education and empowerment of girls and women which are key factors in promoting gender equity and the development of their full potential, as well as curbing the population growth.[2]

iii. To prepare for the twenty-first century, and overcome the present crisis, a thorough review and renovation of the content and methods of education and restructuring of entire educational systems are to be undertaken urgently. Teacher training and retraining are particularly important to maintain the required levels of quality. Another requirement is adequate preparation for new types of employment, such as eco-jobs.[3] New educational programmes should contribute to evolving a new approach to employment and work, as part of the broader concept of 'active life' which should be the basic principle underlying the organization of work and leisure in society.

iv. Efforts should continually be made to secure rapid transfer and sharing of knowledge, particularly in the area of science and technology, towards their better utilization, to promote progress and to bridge the knowledge gap.

v. Actions towards diversification of higher education are fundamental. Networks among universities and new partnerships between industries and the vocational training centres as well as higher technical institutes become indispensable elements in this respect.[4]

vi. The design of human resource development strategies should be reoriented to realize the potential and creativity of all individuals in society. Development strategies should be based on the will and lifestyles of each society, and pay due regard to the historical, social and cultural contexts of each society.[5]

B. Development of rural areas.
To improve the quality of life of rural populations and also prevent emigration at its roots actions should, in rural zones, particularly focus on
i. formal and non-formal education facilities;
ii. promotion of productive employment; including areas such as handicrafts and cultural and eco-tourism;
iii. development of indigenous cultures;
vi. utilization of armies' facilities for social development efforts, such as improved health services and infrastructure building;
v. promotion of building local-material-based shelter for all;
vi. decentralization of management of education and social services at municipal level.

C. Institutional, economic and social policies are to be evolved, to foster people's participation and empowerment which are key factors in combating marginalization and exclusion.

Educational systems should promote human rights, tolerance and non-violence, as well as democratic attitudes starting from early childhood. Inter-cultural dialogue and freedom of the press and of expression, as well as respect for the diversity of opinions should be supported6. Such long-term policies will be the best way to create an enabling environment for social development and preventing exclusion and inequalities. Democratization and respect for human rights are now at the core of the development process. They are key indicators of the relevance of social development policies.

D. Efforts should be redoubled, as a follow-up of Agenda 21 and in other contexts, to promote environmental awareness and people's participation in the rational use of resources for sustainable human development. Policies to eliminate poverty – a factor of environmental deterioration – are necessary for sustainable development. Decreasing the impact of natural hazards (especially the recurrent ones) is extremely important for social development. Research and training on the Man–Nature relationship in different parts of the world should be carried out in a transdisciplinary framework.[7]

E. Communication and information resources and infrastructures are essential for fostering individual and social awareness and attitudinal change, as well as for promoting social dialogue, integration and cohesion. To enhance their impact and contribution to the process of social development, communication must be improved world-wide, especially through the use of new information and communication technologies. In this regard, countries should elaborate comprehensive media and information policies.[8]

The accessibility of communication to different segments of society, particularly disadvantaged communities and social groups in developing countries, is to be expanded, especially through modern information technologies including computer, satellite and other telecommunications facilities.

F. Actions to improve endogenous skills in social policy-making, evaluation and management of social transformation are necessary. Appropriate methodologies for investigation in all types of societies should be evolved, for elaborating 'early warning' devices to enable the governments to monitor the implementation of the resolutions to be adopted at the World Summit for Social Development.[9]

Notes

1. Framework for Action to Meet Basic Learning Needs (World Bank, UNDP, UNICEF, UNESCO meeting, Jomtien, Thailand, March 1990).

2. The New Delhi Declaration and Framework for Action for the Nine High Population Countries in December 1993 have given great impulse in this respect (New Delhi, India, December 1993)

3. The International Commission on Education for the Twenty-First Century set up by UNESCO under the chairmanship of Mr Jacques Delors, President of the European Commission, is currently reflecting on the new roles of education and new demands made on education in a world of accelerating economic, environmental, and social change. The Report of the Commission will provide directions to reorient education to meet the goals of Social Development. UNESCO's biennial World Education Report will continue to monitor and survey the trends in education and identify emerging challenges.

4. UNESCO's programmes such as UNEVOC, Science 2000,UNITWIN and UNESCO Chairs are

designed in pursuance of this goal. It has also encouraged setting up regional and international networks of scholars and research institutions in education, physical and biological sciences, social sciences, culture and communication. UNESCO has launched a series of World Science Report, published biennially; the first Report was issued in February 1994.

5. UNESCO's efforts contributed to the linking of the two concepts of Culture and Development. The 1982 MONDIACULT held in Mexico elaborated that principle. During the present World Decade for Cultural Development, UNESCO is propagating this orientation. The World Commission on Culture and Development, set up by UNESCO and the United Nations, under the chairmanship of Mr Javier Pérez de Cuéllar is working on both urgent and long-term proposals to meet cultural needs in the context of development. Its Report should contribute towards the pursuit of this goal.

6. UNESCO's governing organs have repeatedly emphasized this point. Through the recently held meetings in Montevideo (1990), Prague (1991), Tunis (1992) and Montreal (1993), UNESCO has evolved a Plan of Action on Education for Human Rights and Democracy. It was endorsed by the United ations World Conference on Human Rights held in Vienna (June 1993). UNESCO is the lead agency and promotes various activities for the United Nations Year for Tolerance (1995).

7. The Man and Biosphere (MAB) Programme, the Intergovernmental Oceanographic Commission (IOC), the Management of Social Transformations (MOST), as well as the interinstitutional and intersectoral project on Education and Information on Environment, Population and Development (EFD), are examples of UNESCO's transdisciplinary approaches to environmental issues.

8. Investment in developing and strengthening communication capacities, increasing access to information sources and providing people with knowledge, skills, and opportunities to articulate their concerns are important areas of UNESCO's work through its International Programme for the Development of Communication (IPDC). UNESCO will bring out an updated version of its *World Communication Report* in 1996.

9. UNESCO has launched in 1994 a programme, MOST (Management of Social Transformations), to respond to the growing demand from the developing countries and the countries-in-transition for the building up of endogenous capabilities in social sciences and for assisting them in the monitoring of social change and transition. MOST develops interdisciplinary and comparative projects on social policy, social experiments and social analysis in different parts of the world.

Federico Mayor
Director General of UNESCO

7.

UNESCO Statement at the Summit

Delivered on 9 March 1995

The celebration of the fiftieth anniversary of the founding of the United Nations gives us a unique opportunity not only to look back and take pride in the great strides humanity has made since the Second World War, but also to analyse what went wrong in our development efforts that have left the world with such stark inequalities. Fifty years ago, our concern was to rebuild the nations that were ruined by the ravages of war, and to accelerate the pace of development of those countries that had suffered colonization and exploitation. Fifty years later, we assemble here to acknowledge that despite economic growth, despite advances in science and technology, despite major improvements in literacy and education, there are gross deficiencies in our social development. We have an unfinished agenda that requires a new strategy to implement, and we have new set of priorities to address. We must jointly decide what destination we wish to reach.

Poverty, unemployment, social exclusion and marginalization are problems that infest all our societies – not only those of the South. Both North and South are in search of new solutions, as the old recipes and past policies have failed to address these problems. It is not only the South that needs development; the challenge is global. We can no longer allow economics to dictate our social realities. New paradigms of development are emerging. Rio and Cairo highlighted **ecolological** and **demographic** parameters of development. Copenhagen and Beijing call for full consideration of the **social** and the **cultural.** The message is loud and clear: economic growth should subserve the cause of social development. It certainly should not cause social crises. The

time has come to realize that while we face common problems, we may not always have common answers. We have entered an era of uncommon opportunities and we must not let them pass.

It is important that we acknowledge the heterogeneity of the one world we live in. The challenge lies in creating, through shared essential values, unity in diversity. The new development paradigm must be built on the premise of multiculturalism, giving due regard to the specificities of a country and its culture. Each country should chart out its own course in keeping with its cultural values while respecting the rights of other cultures. A development model that ignores the cultural dimension is bound to fail.

Human beings are both the means and ends of social development. The world community should affirm its commitment to invest in people. The strategies of human resource development will have to be reoriented to realize the potential and creativity of all peoples. Human resource development should be understood in the broad sense of improvement in the quality of life: better education, better health, shelter for all, respect for human rights, democracy, rational use of resources, and a culture of peace and international solidarity. These constitute the enabling environment for social development towards which UNESCO is fully committed.

The Position Paper that I issued during the preparatory process has underscored the importance of building endogenous capacity – to train people in different fields and skills so that they can contribute to the fashioning of the

Mr Federico Mayor,
Director-General of UNESCO

future of their societies and cultures. I am glad that this Summit has underlined this aspect by making a specific commitment to Education and Culture in the Declaration and by recommending a whole range of activities in the Programme of Action.

Education is not only a significant measure of social development, it is also a prerequisite and a key factor influencing other development indicators. Therefore, a priority task is to expand educational opportunities and to eliminate all obstacles to equal access to education especially to girls and women, and at all levels and spheres of learning. Education must inform our todays with the foresight of the coming tomorrows. Let our past be our guide; but let our future be our inspiration.

We assemble here to commit ourselves to attend to the unfinished agenda of the twentieth century, in the light of the challenges we face today and foresee for the future. The enormous task of eradicating illiteracy is still on our agenda. Despite all efforts there will still be too many illiterates by the year 2000, most of whom will be women. It is the persistence of illiteracy that brought the world community together at Jomtien five years ago. This was a major alliance of the United Nations system – UNESCO, UNICEF, UNDP, UNFPA, the World Bank, and the civil society. There the World Bank announced it would make available another one billion dollars a year for education. In this respect, I am glad to inform you of the joint statement that UNESCO and the Inter-

American Development Bank have issued, in which we pledge to co-operate more closely in the future on social development.

The World Conference on Education for All reaffirmed the Right to Education and expressed unanimous agreement to undertake a concerted effort to eradicate illiteracy and universalize basic education. Subsequently, at the 1993 New Delhi Summit, the leaders of the Nine High-Population Countries – accounting for over half the world's population and for seven out of ten adult illiterates – committed themselves to redouble their efforts to meet the basic learning needs of their people through reshaping their own priorities. Education must be lifelong. External support is only a trigger factor in support of the national will. The leaders of these same nine countries, I am pleased to announce, are meeting here tomorrow, at my invitation, to reaffirm their commitment and discuss further steps to develop their co-operation to achieve the goals of Education for All.

Progress in the provision of basic education is already increasing demand for secondary and higher education. We can no longer ignore the important role of university education in building endogenous capacity and in generating much needed research for social and economic development. The Social Summit has brought to the fore the importance of social sciences and the need to train indigenous scholarship in these disciplines. It is, therefore, important that higher education becomes an integral part of the 'Learning Society'.

Higher education must become a widely available facility for retraining, updating intensive study, teacher training and lifelong learning – as well as functioning as an 'early warning' system. In this context, it must be remembered that a qualified jobless person is better placed than an unqualified person to undertake new ventures – particularly with the help of incentives – and to

help the unqualified jobless to find work.

Special priority must be given to expanding opportunities for those who have been excluded from the educational mainstream – particularly women and girls in rural communities who make up such a large proportion of the world's illiterates. Traditional education structures have resulted in too many drop-outs and too much frustration among those who have 'missed the boat'. Through the use of imaginative strategies and new communication and energy-generation technologies, we must make sure the 'boat' passes again and again, preferably offering instruction in the mother-tongue. Reaching the unreached and including the excluded is one of the great educational challenges of our time, addressed to societies, rich and poor.

This challenge is bound up with the promotion of rural development which, in turn, crucially impinges on the problems of the urban habitat. Improving the quality of rural life must be central to any strategy for social development. One measure that could be envisaged in this context is the peace-time use of the army as a friendly partner in the regeneration of rural life.

As the Secretary-General said in his opening speech, UNESCO has led the way in the area of social progress and social development. In all UNESCO's fields of competence – education, natural and social sciences, culture and communication – the needs relating to social development are enormous and UNESCO is committed to pursue this goal focusing particularly on the least developed countries, land-locked and small island states, and the countries-in-transition. I am glad to note that this Summit has decided to make a specific commitment to Africa. For the entire week of 6 February 1995, I invited all the Member States of Africa to UNESCO headquarters to listen to what Africa has to say about its own development and about the strategy to

implement it. At the request of its participants, I am glad to present to this Summit the recommendations made by **Audience Africa** which will guide UNESCO's future actions in that continent.

To mark the start of the United Nations Decade for the indigenous people, UNESCO last month hosted a meeting of the **Indigenous Assembly for Peace** which was created at the initiative of Rigoberta Menchu Tum. At this meeting, representatives of indigenous communities themselves expressed their own ideas regarding their social and cultural requirements. As it is said in the sacred book of the Maya Popol Vuh: **Que no sean ni uno ni dos ni tres. Que todos se levanten. Que nadie se quede atras** – Let it not be one nor two nor three. Let all rise. Let no one be left behind. Could you imagine a better definition of social inclusion!!

The importance this Summit has assigned to education and culture in the global strategy for social development invites UNESCO and its Member-States to redouble their efforts towards building an enabling environment for social development. The three essential messages of this Summit are: (i) respect cultural diversity which has enriched our common human heritage; (ii) strengthen our societies to overcome factionalism and discord; and (iii) empower people by ensuring their participation in the processes of development. It is the cohesion and integration of our societies that must be enhanced. We need to build not only geographical but spiritual bridges between people, and strengthen the intellectual, cultural, and communicational linkages between our societies. All the partners – the IGOs, the NGOs, and the governments – should join in this co-operative endeavour. UNESCO stands ready to participate in the effort to promote social integration and create a **Culture of Peace**.

We must work with conscious resolve to transform the age-old culture of conflict and war into a culture of co-operation and peace. Of course, war we must wage, but let this war be waged against war. Let us promote tolerance and non-violence in this United Nations Year for Tolerance for which UNESCO is proud to be the lead agency. Let us work for the social harmony by reaching the unreached and by diminishing social distance so that we achieve the goals of the United Nations Charter and UNESCO's Constitution: Justice, Equality and Freedom.
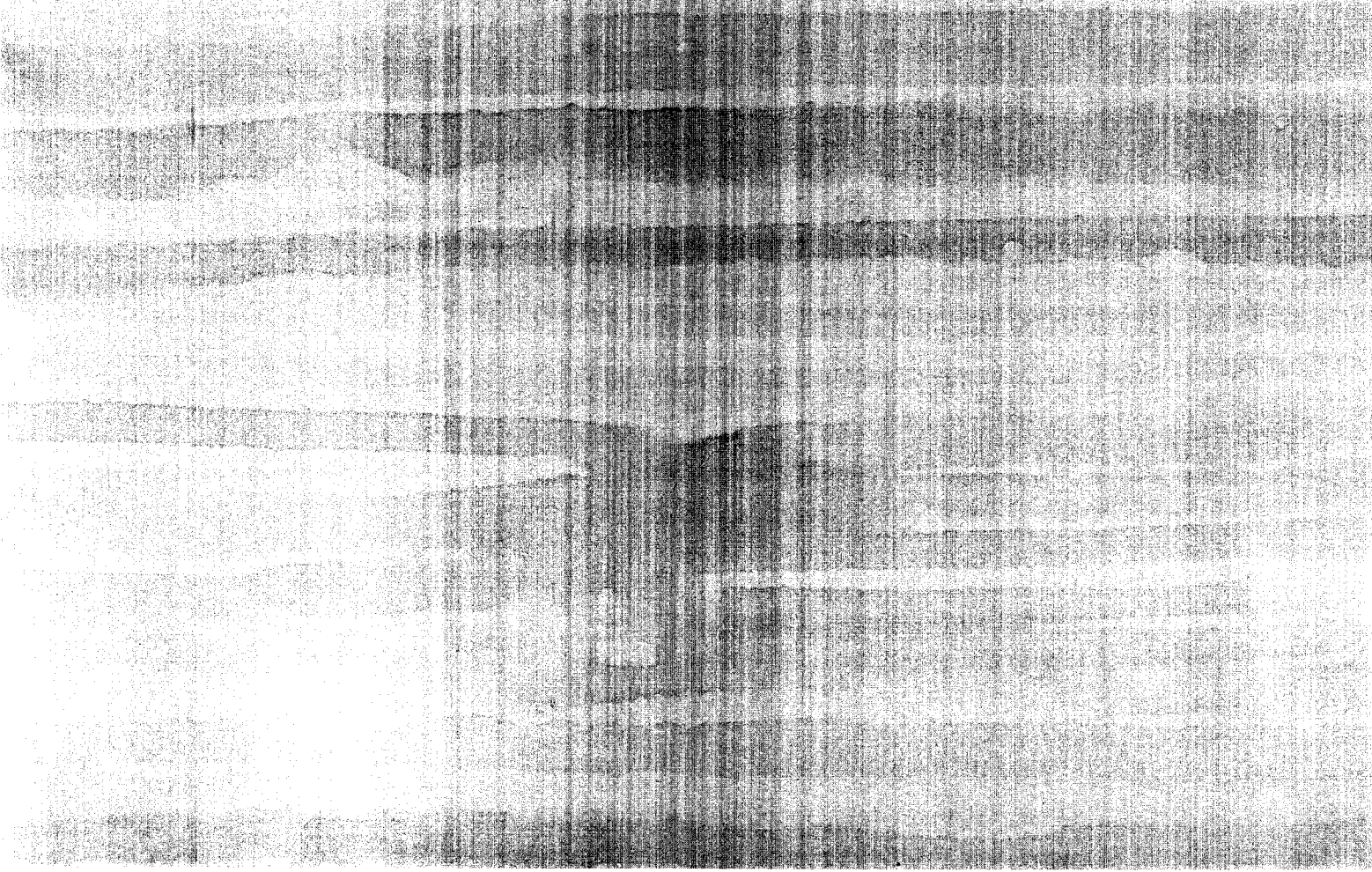
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Development so far – and now, where?

The two-day symposium organized by UNESCO, on 18 and 19 June 1994, in Paris, to discuss what has become of development engaged scholars and thinkers from different parts of the world in a free and frank exchange of ideas and critical appraisal of the past development experience. Below is a résumé of this intense debate.

With the end of Second World War began a new era of international co-operation with the twin goals of **reconstruction** and **development**. The Marshall Plan was prepared to rebuild war-torn Europe with the help of the Bretton-Woods institutions; and the process of decolonization led the underdeveloped countries of the Third World to prepare their own blueprints for change with bilateral and multilateral external assistance particularly within the framework of the newly created United Nations system. Now approaching close to the celebration of fifty years of the existence of the United Nations system and the Bretton-Woods institutions, there is renewed interest in development. It is being redefined with adjectives such as **endogenous, human, sustained, people-centred, social,** etc.

We did development for full fifty years, and we are newly sloganeering this word now with such great concern. Quite naturally we must ask: what happened to development? Are we admitting that what we did in the past was not development? That it was a misnomer? Or, are we suggesting, on the basis of careful stocktaking, that there is considerable unfinished agenda which requires a fresh prioritization? Or, are we becoming aware of the several unintended, harmful consequences of the prevailing paradigm of development, and feeling the urgency to discard it, and start afresh?

What has happened by way of development so far? and how and where do we go from here?

This was the agenda of the two-day symposium organized by UNESCO on 18–19 June 1994 with François Mitterrand, President of the French Republic, as the keynote speaker.

One thing is clear: there is growing disenchantment. Compared to hopes that people invested, the results have been very disappointing – the **rising revolution of aspirations** of the 1950s already got transformed in the later part of 1960s in the **rising revolution of frustrations** that still continues unabated with the fear that there may be a greater force of turbulence ahead. Development efforts also failed to adequately provide even for the basic needs of all the peoples; that is why there is demand for strategies that respond to the basic needs and which urgently tackle problems of poverty, unemployment, and social marginalization. Consequences of what had happened in the past fifty years have similarly been disastrous for the global environment; the concerns for our common future are leading to the re-examination of our dealing with nature in terms of sustainability.

What happened to development? It is both a question as well as a satire. Taken literally, it is a query to find out how much has been attained and what remains to be done. Going beyond the surface, the tone of the question may also indicate that the promise of development has been falsified; that there has been a **failure** of development.

Opinions on the gains (or failures) of development are divided. As one participant said, it depends on what indicators are chosen to evaluate the past performance, and from whose perspective. No one argues the betterment of situation in terms of conventional indicators of modernization: literacy and education, electricity, urbanization, political participation, mass media, international movements of people, science and technology. Even the fact that Bretton-Woods institutions have US$14 billion in reserve and are making an annual profit of US$1 billion, and that 90 countries are undergoing a process of World Bank engineered 'structural adjustment' may be regarded, by some, as an index of success.

At the same time, there are other features that cast gloom over all the attainments. For example, there are still a billion people around the world who remain illiterate; poverty is rampant with many millions living below the poverty line; the divide between the rich and the poor – both the countries, and the people in each individual country – is not only continuing but widening; there is hunger and disease – and new deadly diseases, such as HIV/AIDS, are inflicting not only the poor but also the very rich; unemployment figures – both in developed and developing countries – are staggeringly high; authoritarian regimes and military dictatorships are still to be found where there are gross violations of human rights; corruption is widespread; internecine conflicts and wars threaten peace and security; and the sustainability of the ecosystem is going down with the depletion of natural resources and the pollution of the environment. There is concern for cultural adulteration and for the loss of cultural identity.

All this is diagnosis, and is well-known. Any dialogue or debate on development delineates the same syndrome. The questions is: what is the

prognosis? How do we go beyond the reactive phase? Should we go on cursing darkness while waiting for a full glow of light to arrive, or should we begin by lighting even a single candle?

Staunch critics of the prevailing paradigm of development feel that it has promoted westernization in the name of modernization. It is their assertion that designed and defined by the West (which is now renamed North), the development exercise was meant to transform the states of the Third World into agents of foreign capital; through them, the West (or the North) has succeeded in causing both intensive and extensive exploitation of resources of the developing countries. The globalization process is, according to some, delegitimizing the state. One estimate suggests that the combined capital of fifteen major multinationals is greater than the combined GNP of nearly one hundred poor countries! With their help, chosen élites in developing countries have built pseudo-Manhattans in the ocean of poverty. Similarly, the growth of foreign direct investment (FDI) has been very lopsided. While such investment in the developing world has gone up from 13 per cent in 1986–90 to 40 per cent in 1996, amounting to US$70 billion, it was pointed out that 80 per cent of it had gone to only ten countries; and among them, one country (China) claimed nearly half of it. In contrast to this, when the World Bank gives loans, its conditionalities run into 40 pages for a sum of only US$20 million.

Several participants came down heavily on the World Bank and the International Monetary Fund (IMF). It is alleged that these institutions run their operations to rescue the rich, and to support non-democratic regimes. The harm inflicted on the social sectors by the prescription of structural adjustment was highlighted by many speakers. What goes back to the World Bank and IMF as debt-repayment is four to six

times the figure spent on education and health, by the indebted country, for example.

The greatest damage is done to the indigenous cultures. Governed by the ethics of economism, the expatriate expertise ignored traditional wisdom and imposed outside models; their failure was always attributed to the native cultures. Technological onslaughts were aimed at the destruction of traditional cultures in the hope of creating a homogenized world culture.

Despite such mammoth pressures, cultures did not die. They exhibited their resilience to withstand all assaults from without. The world continues to be a veritable mosaic of cultures.

There is a growing consensus on three premises:
i. while science extends limits on what is technologically possible, it is the cultures that should determine what is ethically desirable and humanly sustainable;
ii. life on earth is shared: we must think globally and act locally; and
iii. we can fashion our future.

There is evidence of a certain awakening in the South. It has begun to speak. It is questioning the verticality of relationships and demanding the terms of parity. As against externally induced development, there is growing consensus on **indigenization** of knowledge and on **endogenous** development. It is argued that sustainability can be operationalized only in the context of endogenous development. Collapse of communism in Eastern Europe has heralded the end of cold war and created hopes for the spread of democratic culture. Dirigism is giving way to liberalism bringing in a new relationship between the state and the market in the former socialist states. Erosion of state power in such countries is believed to have created space for the civil society. The tumbling down of the supranational structure of the Soviet Union notwithstanding,

there is emergence of several regional structures like ASEAN, SAARC and the European Union. These epigenetic formations are redefining the role of the nation-state and creating new contexts for development co-operation.

There is an emerging consensus on the view that peace and development are two sides of the same coin. If peace was war against war, development is war against want. However, the premise that development is prerequisite for peace has been challenged by the events of the past. Most threats to peace have come from the industrially advanced countries – that is what the cold war was all about. The developed countries have fought their wars in remote locations of developing countries. They are the manufacturers and vendors of arms and armaments. Only two inferences can be drawn from such evidence:
i. development does not ensure peace, or
ii. the **developed** countries are also **not developed** – in that case, we need to change the very definition of development, and build a new typology of underdevelopment.

The relationship between democracy and development also deserves a re-examination. Is democracy a precondition for development? Or does development create conditions favourable to democracy? References to the 'Asian miracle' were a clear reminder that the East Asian countries that have registered remarkable economic growth in the last three decades are those that have not fared well on the democracy indicator. Similarly, democratically elected leaders were described by a speaker as dinosaurs who have devoured resources to their advantage; rather than being trustees of the public, most of them have been inheritors of privilege. While recognizing the role of the civil society, the participants did not view it as replacement of the state. Fear was expressed that some of the actors or agencies of civil society may act as instruments

to service corruption and support authoritarian regimes.

Caution was also expressed in judging the role of the market in a free economy. The failure of the state to perform the market function in centralized economies should not lead one to the counter proposition that markets can replace the state. There is no either/or between the state enterprise and the private sector. Markets and states have to work together. Economies are to be seen as embedded in culture.

A two-day dialogue reviewing development experience of the past fifty years in different regions of the world and from varied perspectives, was not expected to arrive at a freshly rethought paradigm of development. However, the discussion did suggest elements for it. Without trying to logicalize all the suggestions, an inventory is given below:

1. Development is not a stage, it is a policy.

2. Development should focus on people and not on economic growth *per se*. This is not to deny the importance of economic growth.

3. Development should essentially be viewed as a process of **reverse colonization** that would empower people and promote authentic sustainable change.

4. Development should not be a **received** experience; it should be a **lived** experience. In other words, development should not depend on charity; nor should it be regarded as clinical treatment. It is not enough to fight a disease; the body politic must be duly fortified to forestall its future occurrence, and to combat any other impinging ailments. We should move away from treatment to prophylactic action.

5. The North cannot serve as the 'reference group' or 'role model' for the South; and yet the gap between the two has to be bridged. For this, it is important that the North should also start practising what it has been preaching. Structural adjustment is needed even in the North; it must

change its priorities; it must change its life-style rather than impose such a life-style on the South.

6. There is a need to move from short-term selfish policies to a long-term vision in which the world is seen as a conglomerate of cultures with a variety of futures. Local area-specific strategies rooted in indigenous cultures and civilizations will have to evolve for the problems that are commonly shared by the humanity.

7. Such a strategy will have to focus on the consolidation of peace and democracy, and promote respect for human rights.

8. A new framework of global governance is called for. In such a framework, development co-operation would imply more than just aid: trade, investment, technology, labour – all kinds of flows. Economic partnership will have to be based on mutual interests and not charity, co-operation and not conflict, equitable sharing of market opportunities rather than protectionism, and far-sighted internationalism in place of stubborn nationalism. A serious search should also be made for new sources of international funding.

These elements are likely to ensure sustainable human development – a development 'that brings human numbers into balance with the coping capacity of societies and the carrying capacity of Nature'. Such strategy is likely to accelerate economic growth, bring about improvements in human lives without destroying natural capital, and to empower people so that they are enabled to design and participate in the processes and events that will shape their future.

The prevailing paradigm of development has run its course. Fifty years are enough. In a plural and multicultural world there cannot be a single recipe for change, a single model of development. Time has come to recognize the genius of individual cultures, and to let them evolve strategies that are appropriate to meet the challenges of humanity's common future.

S. Baldé

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Local development and public policy

In collaboration with the Università di Bologna, Italy, UNESCO organized a two-day meeting of experts drawn from Europe, Africa, and Latin America on 2 and 3 December 1994, to review and compare specific country initiatives against poverty, unemployment, and social exclusion with a view to drawing lessons for future development studies. Below is a report on the meeting.

The meeting opened with a general discussion on: 'Stakes in Social Development at Global Level'. With the end of the cold war, the global scenario has changed as if the 'cold war' has been replaced by 'cold peace' and societies are experiencing new forms of social instability and rupture. Most of the societies are affected by moral and social crisis. Hunger, extreme poverty, unemployment and exclusion are matters of world-wide concern. All societies are engaged in a search for effective public policies to combat rising social problems and to promote social development.

Globalization of economy and culture is reinforcing market interdependence, encouraging international population movements, and necessitating a co-ordinated system of decision-making for facing the newly emerging challenges. Changing the course of thought is certainly not easy. But it is unavoidable.

The model of industrialized societies of the North hardly provides a satisfactory solution. These societies themselves are feeling compelled to reconsider their model of consumerism, life-style, and the way their institutions function. The East European societies are going through the phase of transition to market economy and democracy, which calls for innovation in order to stabilize economy and change institutional frameworks.

The period of this transition shall certainly be longer than expected. For, whereas the administered economy is dead, pure liberalism, like the perfect market, has not yet come into the realm of reality. It is clear for everybody that the dichotomy of public versus private has become a matter of past. All acknowledge the need that the solidarity with the future generations must be safeguarded, by having a better articulation of economic, social, and environmental factors.

The economy and the economists must be put in their place. Societies must take advantage of the spectacular scientific and technological progress to attend to the problems of unemployment and poverty, and to prevent deterioration of the environment.

In the South, as in the North, the search of new development models should be buttressed by the principles mentioned above, and should be based on social justice, democracy, respect of human beings, personal freedom and equality of rights and duties of the citizens.

It is this new framework that will provide answers to the vexing question such as these: How to manage globalization of economy, of finance, of migrations, of information, and of epidemics? How to reconcile the global policy of solidarity and co-operation with ethnic wars (conflicts) and social fragmentation? How to articulate the public sector (national or local) with market (private) and civil society?

Social development in Europe

The model of the 'welfare state', as practised in Scandinavian countries, was developed after the Second World War in the context of unprecedented economic growth. It extended the principles of human rights to social policy. The outcome was enhancement of level of education, widening of access to information, not to mention the rise in consumer level and social welfare, thus generating social protection of the largest number of people.

For the majority of people, provision by the state of health services, education, family aid and other social services became characteristic of daily life. The social movements of the 1960s and 1970s reinforced the rights related to work, as well as social and family rights. Thus, progressively, integration and social justice were assured, by virtue of a respectable income, health system, education system, housing policy and leisure. Such progress influenced the outlook on social policy. Slowly, centralized planning came to co-exist with the action organized and taken care of by the citizens.

With the crisis of 1973–74 and the resulting changes – privatization, budget cuts, neo-conservatism – the concept of the welfare state came under heavy criticism. And the need to reform welfare was strongly expressed. As a consequence, today, in most of the European countries, a mixed approach is followed.

The Scandinavian experiment has shown that modern societies give birth to complex processes through which social actors can acquire values of good citizenship, that is, a feeling for self-respect, and respect for the political system and institutions which, in turn, must take into account the needs of the people in the changing social and economic milieu. There is a need to understand these processes so that the Scandinavian experience can be replicated in other societal contexts.

Countries-in-transition

Within the framework of the analysis of social policy in Europe, it seemed interesting to look at the situation of the countries of Eastern Europe which are going through a phase of transition. In these countries, the communist state had full responsibility for social welfare and security. With the collapse of communism, there is a twofold transition process: the advent of market economy and a move towards setting up a democratic polity. This has meant denial to the masses the social benefits they were used to receive in the previous polity, and consequently a rise of frustration particularly among the minority groups who now feel the pinch of social exclusion.

Social pathology and social exclusion are, of course, not new in these countries. But they were subdued during the totalitarian regime. The question that arises is: in what ways the changes have accentuated these phenomena and how can they be fought on a long term basis?

The change in the model of social policy calls for new initiatives. When Western Europe itself is reconsidering the welfare function of the state, what model can the countries-in-transition emulate? The erstwhile communist societies faltered on the economic front but took care of their populace; the Western societies succeeded on the economic front with a free market economy, but generally neglected the social concerns, and are now contemplating to even cut down the welfare function. What should then be the model for social security? This is the key question.

Social development in Latin America

Case studies from Brazil and Mexico became the basis for discussion on the Latin American situation relative to social development.

The Brazilian case study related to the Campaign Against Hunger run by the Conseil National de Sécurite Alimentaire (CONSEA). It is an example of government–society partnership in search of new awareness for defining and executing public policy. CONSEA's campaign is an experiment of struggle against mass poverty by launching a national movement for putting into effect the measures and the procedures for eradicating hunger and misery on the basis of solidarity, co-operation between government and civil society, and decentralization in the implementation of interventions.

The study showed that one can reasonably place hope in this new form of partnership between government and civil society for struggle against poverty. However, the lasting solution requires creation of jobs, effective implementation of social policy and vigorous and supportive action by the citizens. Today, such partnership is more a matter of talk rather than a reality on the ground.

The Programme for National Solidarity (PROMASOL) was the subject of the Mexican case study. This programme is intended to serve as a model of struggle against poverty in the context of structural adjustment and as a means for promoting social citizenship, capable of remedying inconveniences of the system of protection. It is based on three priorities: to improve the living conditions of the farmers, indigenous Indians and poor urban neighbourhoods; to foster the regional development and establishment of the productive infrastructures to improve the living conditions; and to foster and strengthen the participation of social organizations and local authorities. This new strategy is seen as a means to reduce the intervention of the state.

Judging by its scope and sweep, it is a significant experiment, which covers the whole of the territory and the participation of the entire population. PROMASOL enables one to maintain and extend linkage between the state and the society and to promote citizenship. It reinforces the idea that state welfare cannot eradicate poverty.

The case of South Africa

The discussion focused on the challenges which South Africa has to meet after the dismantling of apartheid.

The big question was to know whether the protagonists of the national government – Mandela, De Klerk, Buthelezi – would continue to overcome contradictions which the enemies of yesterday brought into being.

Serious problems are facing a violent society, in which thousands of persons died in the fight for an apartheid-free society. The attainment of that goal has, however, not meant an end to factional strifes.

Structural constraints persist in the civil service sector which is heavily dominated by the Afrikaners, who are often corrupt and mostly overpaid. The difficulties persist in the police sector.

Apartheid signified not only political exclusion of a major section of the population, but also a system of economic exploitation and of institutionalized inequalities – deeply entrenched, highly unequal distribution of income between the white and the black.

The challenges before the Mandela government are enormous. The time is too short to make a judgement. However, the hard reality is that the big struggle of the people of South Africa has obtained only a part of what is

possible, that the classes which caused suffering and misery continue to control South African society of today.

The black workers, however, remain a force, around which a programme of social emancipation, promotion of democracy and creation of a just and equitable society can be deployed.

Conclusions

The conference raised the question concerning the model, or the models, to be invented for struggle against poverty and social exclusion in the different historical, social and cultural contexts.

The experts present at Bologna were not content with a descriptive treatment of diverse manifestations of poverty and of urban and rural exclusion. They emphasized the need for rethinking the model of the welfare state.

The concept of the welfare state is certainly being subjected to an all round attack, but it is not dead. It is high time to invent new methods of intervention by dismantling social services which are too much centralized. The time has come to give the individuals and the groups their autonomy and their dignity, for enabling them to exercise their citizenship.

In this respect, citizen participation plays an important role, not only as a movement for safeguarding the rights of individuals against poverty and exclusion but also as a form of self-organization for social development. The creation of a network of solidarity and mutual help, local initiatives and voluntary action for self-development appear as source of values, which could respond to complex social situations that demand effective and timely intervention.

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Science and technology for social development

A report on the international seminar organized by UNESCO, in collaboration with the National Institutue of Science, Technology and Development Studies (NISTADS) from 12 through 14 December 1994, in New Delhi to discuss the role of science and technology for social development.

'Our high expertise remains barren as it is entrenched in deep channels that are not linked to our societies' – was a confession made by one of the internationally known Indian scientists who chaired one of the sessions of the International Seminar on Science and Technology for Social Development organised by UNESCO in collaboration with the National Institute of Science, Technology and Development Studies (NISTADS), New Delhi. He was speaking in the session devoted to the discussion of the problem of endogenous capacity-building in the context of scientific and technological revolution. He was of the view that nothing seems to be wrong in the training of the scientists and technologists in terms of substance as these experts from the so-called 'Third World' do very well in their career in the developed, industrialized world. However, the same experts fail to relate themselves to their own countries and to make the needed contribution to the development process. The crisis, therefore, is that of social commitment, of putting the **Nehruvian** scientific temper at the service of **Gandhian** ideals of social equity, dignity of labour and cultural autonomy combined with a sense of global brotherhood. Already in developing countries such as India, there is some sort of revolt against the foreign-trained experts and there is a call for the scientists and technologists to re-do their

agenda, to insert social considerations in their scientific quest.

There was latent consensus that the present-day world is increasingly becoming non-liveable and also non-sustainable. Whatever is done by science and technology is peripheral to the developmental concerns of the people. Compared to their contribution to the growth of military-industrial complex, science and technology have hitherto paid little attention to the task of enriching culture or eliminating poverty. Whatever changes have been brought about in society as a consequence of scientific innovation are largely unintended, though all of them have not been negative or dysfunctional. No doubt, science and technology have their share in contributing to the progress of societies. But the fact remains that traditional wisdom and indigenous knowledge have been alienated from science and technology, and that the latter have even worked for their replacement.

While it is true that science and technology impact and affect society, it is equally important to structure the priorities of scientific research and development in accordance with the needs and demands of society.

There was evidence in the presentations of this realization. Referring to Richard Nelson's book, *The Moon and the Ghetto*, one speaker said that we acknowledge the capability of

science and technology to reach the moon but we need them more in the ghettos, to improve the lot of the people who live in abject poverty. Scientists must develop empathy for the people and relate their work to solve their problems. The question is not what is technologically feasible, but what is socially desirable; to set priorities in terms of societal needs and not in terms of theoretical exigencies.

That this can be done, and is being attempted by some scientists and technologists, was the message that the seminar gave loudly and clearly. The discussion on the Second Green Revolution, for example, focused on this change in orientation. It was confessed that the First Green Revolution was indeed a **grain** revolution. It responded to the demand for 'grow more food'. Quite naturally, the experts selected the most favourable sites – good fertile lands, suitable infrastructure, rich farmers. That revolution was based on adaptive and applied research. There were no major scientific breakthroughs. But it succeeded in terms of additional tonnage of food grains to maintain a buffer stock and attain food security to a large extent.

The fact that there is now need for launching a **Second** Green Revolution in India is an implicit admission of the deficiencies of the first. It was reported that while the population growth rate has remained more-or-less steady, or even declined somewhat, there has been significant fall in the rate of agricultural output. For thirty-four years – from 1950 to 1984 – there has been an additional production of 30 million tons per annum on average; it has now come down to an average of 12 million tons. With rising population figures, this decline in the food grain production is certainly a cause for concern, and hence the case for a Second Green Revolution.

Agricultural scientists admit that today they can no longer ignore the question of sustainability. Similarly, equity considerations that

were bypassed at the time of the First Green Revolution cannot be side-tracked today. Drylands, wastelands, marginal lands and small farms owned by poor and marginalized people will have to be covered by the Second Green Revolution, and it will have to make use of the advances made in the field of biotechnology and molecular biology. Green Revolution, in the new context, is not only for **greenery**; it is indeed seen as social forestry. Unlike the first, it is not conceived as a measure for additional technical inputs, but as a new development strategy of Agro-ecological planning. The key concerns today are: How can biotechnology be put to use in the vast countryside to bring people above the poverty line? How to make use of local resources in the most efficient manner so as to achieve self-sufficiency?

The discussion on decentralized industrialization dwelt on these questions. The concept of flexible specialization was discussed at length as it reflected changes in the prevailing industrial paradigm. The new production model, known as 'Third Italy', is developed on that premise. In this kind of production, several small-scale units form some sort of consortium to manufacture and market fairly sophisticated products at reasonable costs. This system treats labour as an asset, economizes on the working capital, and facilitates quick responses to the market by taking on customized production, and encouraging continuous innovations both in the processes and the products. It is a science-based, employment-oriented and environment-friendly system which provides an alternative to centralized mass production by encouraging production by the masses. These production units use locally available material, including biomass, recycled goods, new polymers and ceramics. Their management is horizontal.

A concrete example of the use of local resources with the application of modern

technology was offered by the Indian Institute of Science, Bangalore. It has initiated a programme acronymed ASTRA (meaning weapon in Sanskrit) – Application of Science and Technology to Rural Areas. ASTRA has developed a system of water harvesting and biomass generation. The group has designed a technology through which all the monsoon water is stored underground and retrieved as and when desired for purposes of irrigation. ASTRA believes that in India agriculture is by far the biggest potential source of employment. As such, it is in this area that innovations are needed so that people do not get uprooted and migrate to the urban centres. The flexible systems, it must be said, should not be seen as an alternative to centralized industrialization; they are indeed complementary to it and contribute to the complexity of the process of industrial growth.

The problems of urban conglomerates are mainly those of management. It has been a common experience that with the advancement of science and technology, and with the rising rates of literacy, there has been an acceleration of the process of rural exodus. Improvements made in the cities to solve the problems of congestion and overcrowding have attracted more and more migrants from the rural areas. It is necessary, therefore, to consider ways through which the face of the rural areas is uplifted and enough incentives are created for the people to remain there. A kind of technology is needed that is relevant, socially acceptable, and which does not promote 'social apartheid'.

Fifty years of development experience have not been able to eradicate social ills of poverty, inequity and social exclusion. In fact, many new dimensions have been added to these problems which exist in almost all countries. This fact has sobered 'economic arrogance', and has even challenged the claims of technology to be the panacea. Even the economists have bidden

goodbye to the 'trickle-down' theory. There is realization of the negative aspects of the globalization process. While nobody doubts the importance of economic growth, or the role of modern technology, in promoting social development, there is now concern shown for the social and cultural context in which changes are sought. Questions such as the following are being raised: how to avoid transition from rural poverty to urban poverty? how to ensure that uneducated–unemployed people will not be transformed as educated–unemployed? how to prevent wasteful use of natural resources? and how to make good the deficit in the delivery of social services? In other words, how to relate economic growth and technological advancement to societal goals?

There was the feeling that science and technology are capable of addressing to these questions. For this, they will, however, have to reorient themselves to find uncommon (i.e. culture-specific) solutions to the common problems experienced by different societies. Solutions that seem to work in a given cultural context may fail in another. The challenge is to harmonize cultural singularities with pluralities of development and not equate development and modernization with **westernization.** There is a need for a closer association between natural and social sciences.

The concerns of social development have brought to the fore the social science disciplines. Already, there is a new group of expertise emerging which defies the traditional boundaries. As was said by one of the speakers : 'In the company of scientists, I am dubbed as a social scientist; and in social science gatherings, I am identified as a scientist.' This blurring of identities is not to be regretted; this is indeed a most welcome sign and needs to be encouraged.

Relating the discussions at this Seminar to the concerns of the World Summit for Social

Participants at
the New Delhi Seminar

Development, it was pointed out that the road to Copenhagen begins from Rio. The Earth Summit, held in 1991 in Rio, approached the problem of development from the environmental angle and provided science and technology the centre-stage; the Copenhagen Summit approaches the same issue from a societal point of view and, therefore, invites social sciences to come forward. Rio talked of **sustainable development, climatic change, and bio-diversity**; Copenhagen is considering the issue of **sustainable livelihoods (removal of poverty and unemployment), societal change and cultural diversity.** Thus, there are parallel concerns which are mutually dependent.

The first need, therefore, is to bridge the gap between natural and social sciences. Not only the scientists and technologists must have social commitment; social scientists must also develop specialisms to monitor and analyse the impact of science on society. They must equip themselves to manage science and solve the problems created by technological advancements. Effective dialogues ought to be established between scientists and social scientists, including setting-up of joint research teams. Time has come to inject interdisciplinarity across the boundaries of the two sets of disciplines. As part of human resource development strategies, curricula in higher education must be revised to introduce this kind of interdisciplinary orientation.

The meeting also suggested that networks of scientific institutions and researchers working to promote blending of indigenous technology with advances in science and technology and to develop area-specific technological solutions must be set up and strengthened, so that there is exchange of knowledge and ideas, and even diffusion of stimulus. The purpose of such networks will not be to seek ready-made solutions for their blind replication in strange cultural settings but for mutual learning. In this regard, there is considerable scope for South-South co-operation which may take the form of exchange of teachers and students, launching of parallel research projects, and even comparative studies in similar socio-economic settings.

The most important challenge in the countries of the South is that of Human Resource Development. These countries have to obtain the target of literacy and universal primary education; they have also to demystify science

Participants of the New Delhi Seminar at tea break: Dr A. Ramachandran, Dr Iba Kone, Dr Aragon, Dr Ignacy Sachs and Dr Ashok Jain.

and popularize it among the masses in order to create a scientific temper, and take effective measures to curb brain drain.

Innovative strategies for human resource development which combine education with work place and local environment need to be seriously pursued as they provide decentralized modes of purposeful education. It is also important to investigate the cause of decline in the enrolment for post-graduate and doctoral work in basic sciences in several advanced countries and even countries such as India. This decline seems to be related to the changing public image of science and its relationship to development. Scientific social research on this phenomenon is urgently called for.

All this is needed to develop endogenous capability. The development paradigm pursued in the past was based on the premise of exogenous change. The change in orientation now being proposed does not suggest insulation from outside influence but acknowledges the changing profile of developing societies which have now improving levels of literacy and a potential for endogenous capacity building. There is also mounting evidence of cultural response to exogenous innovations. The urge for retaining cultural diversity while accepting modernity goes against the previously held principle of homogenization. What to accept from the outside and how to adapt it to suit the genius of the host culture is a decision that is now increasingly taken by the indigenous élite – the leadership and the scholarship – in most countries.

Recent studies have shown that there is high correlation between HRD indices and R&D. It implies that the base of human resources has to be expanded so that R&D requirements can be met effectively by the indigenous scholarship. At the same time, it is important to create favourable conditions to reverse the process of the brain drain. In the context of African continent, the situation is really serious. One estimate suggests that there are about 100,000 experts from the developed countries working in Africa; the same number of African experts are working in United States and the United Kingdom. This means that Africa has the capacity of absorbing all those Africans who are working as expatriates in other lands. One possible reason for this situation is the prevailing mismatch between the demands for jobs and supply of manpower. But the most important reason is the big difference in scale of payment of salaries and the working conditions. Moreover, training abroad makes people unsuitable, in many respects, to deal with the local problems. They develop wrong reference groups and remain alienated.

Attention needs also to be paid to the off-campus surrogate institutions that train people on job. Several centres have been opened, for example, in India to train people in the use of computers. Since formal institutions are rendered incapable of meeting the rising demand for training and retraining caused by rapid advances in science and technology, these surrogate institutions play a very useful role. It is advisable to utilize this resource for purposes of vocational

education. Children trained by their families in crafts are, it was argued, not an example of child labour and should be reoriented as vocational training while also contributing to the family income. Taking them away from these sites in the name of child labour will therefore be dysfunctional.

Education is fundamental to social development; in fact, it is one of the important indicators of social development. Moreover, a literate society has the potential of developing a scientific temper. In the absence of education, even introduction of small elements of modernity may result in disastrous consequences. For the management of technology, four different kinds of capability are needed: namely, **operative capability** – to be able to operate a given technology; **transaction capability** – required for facilitating the transfer of technology, for technological upgrading, or for making technology adaptable to a specific situation; **innovative capability** – to make technological innovations; and **supportive capability** – to provide maintenance and repair. A Human Resource Development Programme should be designed to build all the four kinds of capabilities.

One question that figured in all the discussions at the seminar was about the kind of technology choice we have today, particularly in the context of sustainability of the consumption patterns and life-styles that are in vogue in the North and are being emulated by the élite of the South in their quest for modernity. But modernity does not mean reproduction of the experiences of the North. It remains an open question whether there should be some mechanism to debate on the social development implications of a new technology when it enters a market. Education may help develop a person's social awareness.

There was an emerging consensus that

technologies that are appropriate to specific cultural contexts must be developed rather than accepting second-rate and discarded technologies from abroad in the name of **appropriate** technology. Developing countries need not go through a phased programme of adoption of technologies. Some of the newer technologies are being simultaneously introduced in both developed and developing countries. The process of leap-frogging is already taking place.

The seminar succeeded in its aim to raise issues related to the role of science and technology in social development. It also took note of the various country experiences where technology is put to use for purposes of employment creation, and for saving water and land resources to accelerate agricultural growth. Advances in science and technology have made it possible to descale and decentralize production utilising local resources including bio-mass. There is ample scope for blending new knowledge with traditional modes of production which will provide a complementary rural industrialization strategy that would be both employment-generating and environment-friendly.

Science and technology constitute a necessary input into socially equitable development strategies. For this, consistent policy packages are needed which should include, *inter alia*, grass-roots education to disseminate scientific culture, and encouragement to new forms of partnerships between households, communities, citizen's movements, public authorities and private enterprises.

It is not a question of **whether** technology, but of **what** technology. The Seminar attempted to illustrate the kind of technology that may contribute to social development. The potential is tremendous; the task is stupendous; and the time is propitious to proceed further on this journey.

Else Øyen

Chair of CROP, University of Bergen, Norway

Participation of the poor in civil society

UNESCO and ISSC's CROP organized a Round Table on 'Poverty and Participation in Civil Society' on 7 March 1995, in Copenhagen, during the World Summit. Attended by more than 300 participants, the meeting listened to the presentations made by Dr Francine Fournier, UNESCO Assistant Director-General for Social and Human Sciences; Professor Robert Chambers of the Institute of Development Studies, University of Sussex, England; Professor Elisabeth Jelin of the Universidad de Buenos Aires, Argentina; Dr Sadig Rasheed of the United Nations Economic Commission for Africa, Addis Ababa, Ethiopia; and Mr Patricio Aylwin, former President of Chile. Below is given a summary of the discussion at the round table by Professor Else Øyen, Chair of CROP, who also presided the meeting.

With increasing recognition of the role of civil society in promoting social development, there is emerging consensus on the necessity to enhance the participation of the poor in civil society. A round table to discuss the prospect of such a strategy in various regions of the world was organized on 7 March 1995 during the World Summit for Social Development in Copenhagen.

Initiating the discussion, Robert Chambers of the University of Sussex argued against the dominant unidimensional stereotype of the poor, and emphasized that the poor live in a world of multiple realities. The poor cannot be treated as a uniform group. Their poverty takes many different forms. The poor are equipped with different resources, because they live in different environments and have to cope with different challenges, and because they use their insights and opportunities to create different survival strategies. In order to make themselves and their families survive under cruel conditions, they have to develop more creative skills than most other people. Many of their survival strategies do not conform with the expectations of the majority society that stamps

the activities of the poor as immoral, unnatural and the like. It is not understood by bureaucrats and policy makers that the accepted strategies for 'survival' in the world of the non-poor are neither useful nor available in the world of the poor. 'The fox has many ideas but the hedgehog has but one big idea.' The poor have to struggle with several survival strategies at the same time, change strategy immediately if new opportunities arise or gateways close, and involve all the members of the household in seeking and finding food, fuel, animal fodder, cash and support in different ways, in different places, at different times of the year. The activities unfold under a high degree of uncertainty.

Had the same dynamic activities been applied in the majority society, they could have been compared to the management of a small firm on the brink of bankruptcy. But these skills of versatility are invisible to the world of the non-poor, and consequently neither put to use, nor appreciated.

The realities of the poor are so different from the realities of the non-poor that time has come to make a choice between the two, said

Chambers. Up to now the realities of the world of the non-poor and their unidimensional images of the poor have dominated thinking and policy-making for the alleviation of poverty. The results have been discouraging. The complex realities of the poor must take precedence if we were really to alleviate povrty. Those realities can only be tapped through direct interaction between poor people and those representatives of the world of the non-poor who are responsible for aid programmes and interventions. Those detached professionals who are moulded by the centre, and trained to look for simple and uniform criteria for distribution of aid, will have to move from the centre to the periphery, from the simple to the complex, and from the uniform to the diverse, and into direct interaction with poor people, if they were to succeed. Only by breaking their own dominance over poor people's lives, and by absorbing the uncertainty of the complex and diversified realities of poor people, can a new paradigm of understanding develop.

Sadig Rasheed of the Economic Commission for Africa presented a very realistic account of the poverty scene on the African continent. Whatever poverty measurement is applied, they all bear witness to widespread, intense and continued poverty, in particular in sub-Saharan countries. Although foreign aid has been pouring in for many years, both through national and international agencies and through non-governmental organizations, yet poverty has increased. The question can well be raised if the effect of the enormous economic investments had been proportional to the amount of money transferred, if the resources have been sufficient, and if they have been allocated in the most optimal way.

Much of the aid has been given as food supplies. The short term goal has been to remedy direct hunger and famine. But the long

Perspectives on social development
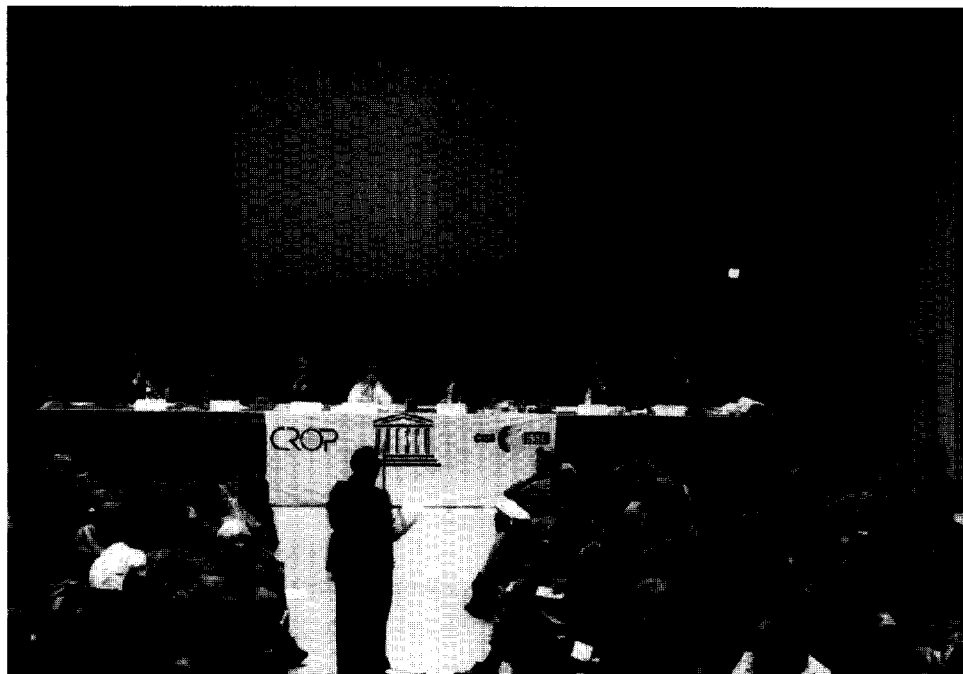
term results of such aid have been detrimental to rural production and subsistence farming.

At the same time, structural adjustment programmes intended to have long term positive effects on the national economy, have had short term negative effects for the rural poor and poverty alleviation programmes, demonstrating the conflict of goals between the interests of the non-poor and the poor. Devaluation, price increases and liberalization of trade and imports have adversely affected the poor. The social programmes introduced to mitigate the impact of the structural adjustment programme have mainly been cosmetic.

But if restructuring of the economy is aimed to alleviate poverty, then the poor – who form the majority of the population – should be empowered to participate in the decisions. Democratic institutions have to be developed in a political landscape which, for a long time, has been authoritarian and repressive. Although the responsibilities do not lie with the foreign aid agencies only, foreign aid should be tailored to the well-functioning of democratic institutions. But foreign aid agencies have a moral responsibility for educating the poor about their democratic rights, convince them of the value and benefits of exercising these rights, and assist them in practising these rights.

An example to bring the non-poor in close contact with the poor is provided by Chile. Despite strong economic growth experienced by that country in recent years, poverty has not declined; the poor could not reap the benefits of economic success. To correct the situation, the Chilean government initiated a project. The first part of the project was to identify the most deprived communities and make them the target for a national concerted effort to reverse the undesirable development. The next step was to form local committees in each of the communities, consisting of top people from business, politics, voluntary agencies, labour unions, the Church, along with the representatives for the poor. The communities are required to give a complete picture of the intensity and forms of poverty in their area of responsibility, to propose and implement measures and to report to a municipal committee whose members are drawn from the same spheres, but at the municipal level. The municipal committees have the power to initiate measures at their level, survey measures at the lower levels, and to report to a national committee which, aided by a group of independent experts, has the responsibility for proposing measures at the national level.

It is too early to say anything about how this experiment is going to work for the alleviation of poverty and promotion of participation in civil society. A couple of laws have already been proposed concerning the establishment of small businesses. However, an important spin-off of the experiment is that the élite are exposed to poverty and the conditions of the poor. The realities of the poor are being made visible to the non-poor.

In the paper entitled 'Towards a Culture of Participation and Citizenship', Elizabeth Jelin raised basic issues related to the participation of the poor in civil society. 'The sense of belonging and the possibility of interaction lie at the core of humanity. In other words, human society exists when there exists "the other" and a public sphere of interaction.' What does it take to transform a biological being into a human being? Is it enough to provide food and shelter to a person, or is it necessary also to provide a social context where a biological being can be turned into a human being through interaction, participation and development of social and political skills? Can a 'threshold of humanity' be observed when the resourceful refuse the less resourceful access to participation on arenas

The panelists of the
UNESCO/CROP Round Table

where such skills are developed and decisions of profound significance for the poor are being made?

The problems of poverty alleviation are, thus, part of a broad moral discourse, tying both the absence of basic guarantees for survival and the denial of citizenship to deprivation of human rights. Maintenance of human rights concerns us all. Those non-poor who refuse human rights to other human beings are violating central norms which democratic societies have to defend if they consider themselves democratic.

Different strategies are employed by those who are excluded from the central arenas to survive in the context of poverty. One strategy is to withdraw into passivity and apathy. Another strategy is to find alternative social spaces and gain a sense of dignity with like-minded people. Another strategy may be the open rejection of the norms of the powerful through violence. Making use of democracy is a much more complicated strategy which implies, among other

things, a sense of social responsibility from people who are excluded from those very social and economic spheres which a social responsibility is supposed to embrace.

The actors in the world of the non-poor have changed. Until the 1970s, the state was at the centre, and political parties, elections and revolutionary wars were the vehicles for change. Now we are witnessing a growth of parallel activities, collective protest movements and international networks, the so-called third sector, composed of non-profit and non-governmental organizations which are ready to intervene on behalf of the poor. Such organizations are becoming spokespersons for the poor and intermediaries between the state and the dispossessed.

The discussion at the round table focused mainly on participation of the poor and touched the concept of civil society only marginally. Several definitions of civil society are available. One of the definitions makes civil society

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synonymous with the grassroots, the grassroots being poor people or ordinary people, deprived people represented through NGOs, or people manifesting themselves through social movements. Another definition contrasts civil society from a military society. A third defines it as a society that extends certain social rights to all its members. A fourth regards civil society as that part of a society which runs parallel to the state and state-initiated activities. A fifth considers this provider of public spaces for discussion and dialogue. All these definitions reflect an uncertainty about the role of the state. On the one hand, the state is seen as the best guarantor of poverty alleviation, equity and a fair distribution of resources. On the other hand, the state is mistrusted; neither is it considered to be fair, nor a promoter of better conditions for the poor. Therefore, a need is felt to develop a parallel non-state sector forcing the state to change its course. The state, however, continues to be the most powerful instrument for redistribution in favour of the dispossessed. The foreign aid agencies are called upon to help achieve this goal. The 20:20 proposal at the Social Summit was another attempt to lean on national governments to change their course towards a more humane policy. If the proposal had been accepted it would have had a sizeable impact both on the role of the state in developing countries and on poverty alleviation.

What does participation of the poor mean in concrete terms? On which arenas shall the poor be allowed to participate? With their limited skills and knowledge of the larger society, shall they be allowed to only participate at the micro level of their own local arena? Or shall they be educated to the norms of the dominant society before they are allowed to participate? In most countries, poor people are formally allowed to vote, but so far it is considered an uninteresting arena, for many reasons. How many resources should be transferred to the poor before they are considered equal partners in decision-making? Do we simply have to acknowledge the fact that within the present social and political system poor people are let into the arenas of the non-poor, only as a token? How far can intermediaries go when speaking on behalf of the poor? Is it enough that non-poor people understand the realities of the poor people and react accordingly? Is a middle course feasible, such as that put forward on the construction of public spaces for dialogue where respect for others is the rule? And how can such public spaces be at the same time incorporated and free of the dominant political system?

Participation of the poor in the important arenas of civil society is a powerful strategy. But it is likely to meet resistance, giving rise to a counter strategy. Therefore, a study of the participation of poor people in civil society should also include a study of the counter-strategies of the non-poor. Poverty research now needs to focus more strongly on the role of the non-poor and their part in creating and sustaining poverty, including that of barring the poor from participating and forming the future civil society.

If the poor are to participate in the world of the non-poor the challenge is to build bridges between the two worlds and to secure a two-way traffic across the bridge.

Virginia A. Miralao
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Science Research Councils (AASSREC)*

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An Asian perspective

In collaboration with the Association of Asian Social Science Research Councils (AASSREC), a three-day regional symposium was organized by UNESCO in Manila, the Philippines, where country papers reviewing past development experiences and emerging perspectives on social development were discussed. Following is a synthesis of those presentations and the ensuing discussion.

Countries in the Asian region exhibit wide variations in their populations, geographies and natural resources. They differ markedly in terms of their cultures, religions and histories. And yet they show distinctive features as Asian societies.

The region hosts eight of the world's ten most populous countries and has a large share of the world's poorest, although the region is also hailed for giving witness to the most remarkable economic, social and demographic 'miracles' in modern times. Not only Japan (which industrialized in less than half the time it took Western countries to do the same), even the small and resource-poor economies such as Hong Kong, Singapore, Taiwan, and the Republic of Korea have attained economic breakthroughs and sustained their economic gains. Likewise, China along with Sri Lanka have attained palpable improvements in the health and welfare conditions of their populations at relatively low levels of economic development, besides posting substantial reductions in their population growth rates. Similarly, some countries display literacy and education levels that are high by developing-country standards. More recently, both Thailand and Indonesia have undergone dramatic demographic transitions and are similarly experiencing economic breakthroughs.

The positive changes in some countries notwithstanding, countries in the Asian region, with the exception of Japan and the NICs, continue to confront massive and persistent poverty and unemployment problems, as well as political/ethnic conflicts and social tensions. Using current economic indicators, however, most analysts agree that following the long-term recession in the West, Asia is today's most important 'economic growth area' and will continue to be so in the near future.

Lessons from earlier country development experiences

Given their widely varying circumstances and histories, countries in the region pursued different paths in the post-World War II period to advance their economies and to develop their nationhood and the well-being of their populations.

A review of the development performance of countries in the region indicates that with the exception of those subjected to long wars and internal conflicts, countries which had pursued a socialist path had, in fact, gained headway in providing for the basic needs and improving the quality of life of their populations. The huge public investments required by their social welfare programmes, however, threatened the growth of their economies and the viability of their welfare-oriented policies.

On the other hand, the free-market policies of
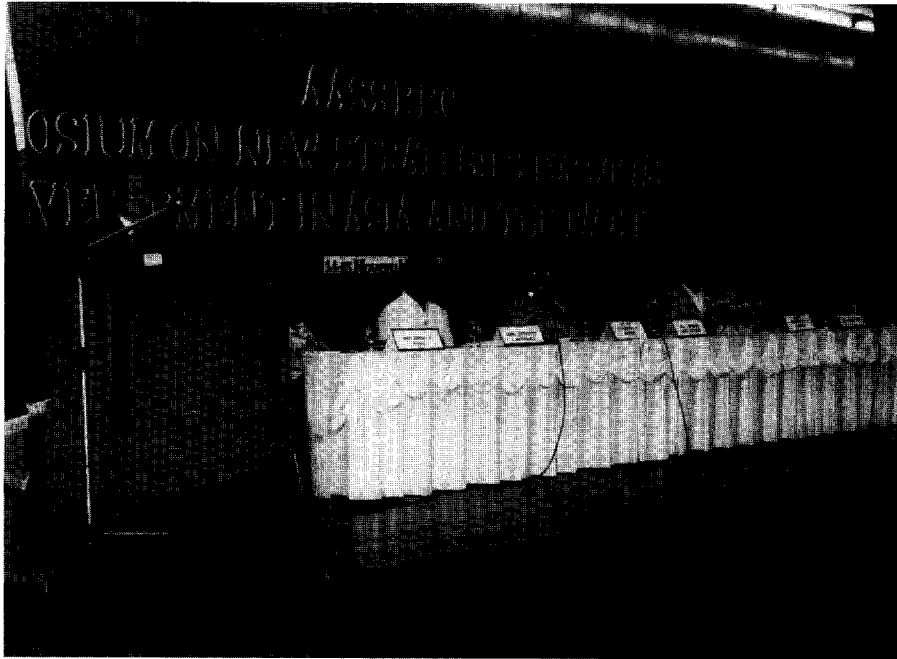
countries such as Indonesia, Thailand and the Philippines have allowed these countries to register sustained economic growth since the 1950s, except for that period in the Philippines when combined political and economic factors during the Marcos regime caused a severe national economic crisis. However, economic gains tended to marginalize various groups and sectors and to exacerbate income and regional disparities and other forms of social inequalities. The generally less than commensurate performance of these countries along social development indices has prompted them likewise to institute and experiment with various reform packages to meet their social and economic development objectives.

Country development experiences in the region thus lend support to the now widely accepted conclusion that neither the market-oriented development policies with their emphasis on economic growth necessarily result in overall social development or in the

betterment of the general population, nor do socialist policies operate to sustain economic growth and further improvements in the well-being of the population. Both market and socialist development models and approaches have their limitations.

Countries in the region have come to realize the complexity of economic and social development issues and problems. There is a general agreement that there are no easy guidelines to the kinds of policy mixes and reform packages that can be adopted to confront development issues simultaneously and effectively. Measures which have been taken to alleviate poverty, reduce income disparities and expand social services have, for instance, not always worked to further social cohesion/integration within countries. This is especially true in those countries where existing class, ethnic and other social divisions are rooted in culture, religion, or tradition. Similarly, the often conflicting demands and requirements of

economic growth on the one hand, and of redistributive and social justice policies on the other, point to difficulties in managing complex economic, political and development processes.

Countries in the region have also learned that there are multiple consequences of development policies all of which cannot be anticipated. Hence, while policies may impact positively on certain aspects of development, these may also impact negatively on other concerns.

Countries in the region are beginning to recognize that the state and the market have distinct though complementary roles to play in national development. Although by necessity, the state must take charge of overall planning and the provision of basic services, market forces must govern basic economic processes to foster entrepreneurship and the competitiveness and dynamism of national economies. With regard to the role of the state, country experiences further indicate that governments must move to broaden participation in the formulation and implementation of development policies to include various groups and the affected masses.

In sum, therefore, the lessons learned from earlier development experiences reveal that development issues and concerns cannot be segmentalized, even as attempts have been made to disaggregate these into components (e.g., poverty, unemployment, poor health, food scarcity, environmental degradation, etc.) and to address these with especially designed policies and programmes. It is also evident that neither an economic growth orientation nor a welfare oriented approach is sufficient to enable countries to attain their goals of improving the quality of life for everyone and of enhancing national unity, peace and harmony. All too often, the performance of countries has also been gauged mainly in terms of the attainment of quantitative (economic, service delivery, and human resource development) targets, and less

so in terms of the means/processes used for attaining such outputs and in terms of other qualitative social transformations desired by countries.

Current social development problems and concerns in Asia

Asia continues to grapple with interrelated development problems which, among others, include maintaining the momentum of economic growth; reducing poverty and income disparities among the population; providing basic services and ensuring full employment, resolving civil/communal strifes and other social imbalances and tensions; and preserving their natural resources and environment.

Economically, these countries face the task of managing economic processes to sustain their economic growth, raise national incomes and improve the distribution of these and other economic benefits among households and families.

The large absolute increases in their populations also threaten the ability of governments to dispense their functions and sustain their efforts at social transformation.

Ecological concerns have also emerged as a development and public policy issue in the region. Industrial projects and economic progress have imposed a toll on the environment and natural resources of even some of the region's resource-rich countries. These trends will render the economic growth of member countries unsustainable in the long term.

The huge number of people living in absolute poverty provides yet another indicator of the problems of underdevelopment. In part, the high incidence of poverty owes to the tendency of earlier development strategies and processes to marginalize the poor and to exacerbate income disparities within countries.

Raising the income and improving the living conditions of the poor, in turn, will require governments to undertake programmes to expand productive employment opportunities, improve the poor's access to education and health services, and provide 'safety nets' to meet the poor's basic requirements for food, shelter, health, and education. The task of generating productive employment opportunities in the countries is further compounded by the large number of annual additional entrants to the labour force, which in a country like China consists of still as many as 200 million job seekers per year. In creating new employment opportunities, governments will also have to consider employment possibilities that will increase the productivity and returns to labour in view of the tendency of population/labour force growth to depress the wages of workers.

Improving the material conditions of the poor further necessitates that national development policies and strategies incorporate programmes to improve the delivery of basic social services, including increasing the access of poor households to health and education services.

In terms of education, the proportion of illiterates generally constitutes over 20 per cent of adult populations, although this is still particularly high (over 50 per cent) in a few countries. The goal of providing primary education to all is yet to become a reality in many countries, while enrolment in secondary schools seldom reach 50 per cent of the eligible population. Expectedly, enrolment at tertiary levels is even lower and is as low as 2 per cent to 4 per cent in countries as diverse as China, Bangladesh, and Sri Lanka. The substantial rates of adult illiteracy and the low enrolments at higher levels of education underscore the importance of expanding non-formal and distance education programmes to enable families to move out of the poverty trap.

Attaining social integration and national unity has also remained an elusive goal. This owes in part to traditional social divisions or cleavages as well as to the increasing social differentiation that has occurred within countries during the course of development.

Cross-cutting most of the foregoing development problems and concerns is the gender issue which is now widely acknowledged to influence the success of development efforts. Given the historical patriarchal structures of most Asian societies, the marginalization and discrimination of women in the region are evident in most areas of public/national and private life. In several instances, evolutionary change has furthered female exclusionary processes so that there are generally more women among the poor and the down-trodden. Female exclusion and seclusion are further reflected in the lower female participation rates in formal employment, education and public offices, and decision-making. The burden of child care and household maintenance also falls almost exclusively on women, even as they additionally contribute to the economic upkeep of families. Aside from this double burden, most societies in the region also impose a double standard of morality and behaviour on women.

Finally, emerging social problems associated with the increasing urbanization and modernization need priority attention. These problems impinge on the ability of countries to evoke common values as a basis for national unity, and to infuse a moral dimension to their visions of national development.

Current development approaches and strategies

Recognizing the limitations of earlier development models and learning from their own experiences, national governments have

since modified their development approaches and strategies to address economic and social development issues specific to their countries. Across countries, there is a move away from the simplistic view that economic development results in the restructuring of society or of its opposite, i.e., that restructuring society causes economic development. There is now a broad consensus that development should redound to the restructuring of both society and the economy, and to the improvement in the living standards and the quality of life of the general population.

Consequently, national governments have turned their attention towards balancing economic growth and social equity/justice concerns in their development approaches. In most instances, this has entailed the liberalization of key economic policies to promote efficiency in the production and distribution of goods and in the allocation of labour resources. But because the market has its own imperfections and cannot solve all problems, governments continue to provide the directional and legal-regulatory framework for the economy, and to assume responsibility for basic infrastructure development and the delivery of basic services especially to the poor and the disadvantaged.

The current development approaches also emphasize the need for comprehensive and integrated development plans and programmes considering the interrelatedness of most development problems and issues.

Another feature of the current development approaches of countries in the region is the inclusion in their national plans of measures and policies to counteract the tendency of development to favour established élites and richer households. Among such measures is the adoption of a basic-needs strategy to ensure that the poor majority attain acceptable and improving living standards. Most countries have,

likewise, adopted participatory and broad-based approaches to development to ensure that plans and programmes are responsive to the needs and conditions of ordinary people. Participatory and broad-based development approaches also help prevent the adoption of exclusionary policy and programme measures that are detrimental to the interests of poorer sectors.

National development plan documents contain several other strategies for addressing specific national problems. They contain targets and strategies for reducing the national incidence of absolute and relative poverty. The widespread provision of social services is further seen as an integral component of poverty alleviation strategies. These crucial services include community health, water and sanitation; food and nutrition; shelter and housing; and basic literacy and formal education and other forms of skills – and non-formal training to improve human resource capabilities.

Plan documents are likewise concerned with expanding opportunities for productive employment to meet people's needs for jobs and income sources. Some of the strategies identified for doing this include stepping up the process of rural industrialization; establishing free trade zones and industrial estates; modernizing key industries; and encouraging the creation of new businesses and economic enterprises.

With regard to social integration, it is recognized that reducing income/economic inequalities, and curbing other forms of social injustices is crucial. Several countries have passed measures to speed up the process of developing political power and economic resources in the rural areas and in the regions outside their national capitals. Because of the multi-ethnic compositions of several Asian countries, development approaches in the region also include the protection of the rights and interests of ethnic minorities and the promotion of

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respect and communication between and among their ethno-linguistic and cultural groups. The elimination of discriminatory policies and practices and the management and resolution of ethnic tensions and conflicts are some of the measures incorporated in development plans and programmes for preserving national unity and the multicultural diversity of countries.

Country development approaches also incorporate various measures for promoting the rights and improving the status of women, and for reducing existing gender gap in employment, income and education.

Steps are also being taken for the conservation of natural resources and the preservation of the environment which underlies the long-term sustainability of development efforts.

Social scientists have now the challenging task of providing the necessary research and analytical work for monitoring and assessing the effectiveness of current development approaches and strategies, and for further refining development plans and programmes. There is a need to lend research support to governmental efforts to balance economic growth and social equity strategies and to manage multi-cultural diversity. Continuing research is also needed in areas bearing on poverty alleviation, employment expansion and social integration.

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13.

A Latin American and Caribbean perspective

The Latin American and Caribbean Experts Meeting on Social Development took place in Caracas, Venezuela, on 17 and 18 November 1994. The meeting was organized jointly by SELA and UNESCO, with the collaboration of CLACSO and CENDES. The meeting addressed some of the major themes concerning social development in Latin America and the Caribbean, with particular attention to the core issues of WSSD. The participants had also the opportunity to review the progress made by three research projects sponsored by SELA in co-operation with other institutions in 1994, one on 'The articulation of economic and social policies' (CLAD/SELA/CEPAL), another on 'Methodology for measuring the efficiency in public expenditure in Latin America and the Caribbean'; and finally the third one on 'Solidarity for competitivity' (SELA/UNESCO/UNDP). Finally, the meeting took notice of the preliminary results of the joint UNEP/UNESCO/CLACSO/RLA project on 'Governance strategies during the crisis', as well as of résumés of the results of national workshops organized jointly by CLACSO and UNESCO. Following is a résumé of the discussion at the Caracas meeting.

Among the various and contrasting features of Latin America and the Caribbean, poverty is clearly the most salient one.

Even among the richest capital cities of the sub-continent, social reality offers a striking human and urban landscape of poverty and misery, particularly in the *barriadas* (shanty towns) of the suburbs. To refer to poverty in the rural areas is, on the other hand, almost a redundancy, since the process of development and modernization has been mainly an urban phenomenon. Certainly, the roots of this situation extend far into the history of the region, but it has drastically aggravated over the last fifteen years, especially during the 'lost decade' (as is known the period of the 1980s), when the economic crisis was compounded by the impact of structural adjustments undertaken for recovery at the instance of the Bretton-Woods institutions.

In macro-economic terms, the region has certainly begun to recover from the worst consequences of the crisis and has shown progress in stabilizing economies. However, concentrated and sustained efforts will have to be made to overcome poverty and to correct the major social imbalances present in most of its countries.

Two outlooks contend in the predicament concerning poverty, human development and competitivity: one optimistic, another pessimistic.

The optimistic outlook holds that the overcoming of poverty is not merely a moral obligation but also a true economic imperative. International competitiveness rests largely upon human resource development; therefore economic development is perfectly compatible with social development.

The pessimistic outlook, on the other hand, while acknowledging the need for human resource development, restrains it to a small fraction of the population. The struggle to eliminate poverty is not seen as a global strategic goal – one which concerns the majority of the population – but rather a programme of relief

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and actions with no deep structural change capacity and intention.

Bearing in mind these two opposing outlooks, the participants stressed that WSSD should be able to identify and put forward a strategy to combat poverty which clearly stands on the side of the optimistic predicament, calling the international community to fashion fresh strategies to eradicate poverty.

One of the major problems facing Latin America and the Caribbean relates to the generation of productive employment for as many as 60 per cent of the population which suffers either from unemployment, or low-productivity, or low-income informal employment. No meaningful improvement of the present-day regional situation can be expected without solving this puzzle. One significant aspect of the problem is the absence of a clear conceptual understanding, and a consensus about both strategies and policies needed to improve the employment situation in the region.

As numerous as are the different approaches to explain unemployment and the remarkable development of the so-called 'informal sector', so are the various remedies being proposed. They range from programmes which favour incentives or subsidies coupled simultaneously with the relaxation of labour regulations, through schemes seeking to encourage employment-oriented training, to special programmes in support of temporary employment and self-employment through the creation of micro-enterprises. If in the short term these various programmes have indeed had some positive impact, it is yet too early to evaluate their long-term incidence, particularly in terms of their net effect on the overall employment situation. Also, notice should be taken of the fact that most of the jobs generated through such programmes and schemes are of

very low productivity (merely subsistence employment), bearing little or no consequence at all either for the global development of the countries, or for their competitiveness in the international market. International competitivity is more dependent on labour productivity than on low labour cost. The challenge for the Latin American and Caribbean countries is: how to achieve rates of economic growth high enough as to curb unemployment in a meaningful way, while at the same time generating highly productive and, therefore, competitive employment and activities?

The **social** and the **economic** have gone through separate and unequal ways for many decades in Latin America and the Caribbean. But most particularly since the 1980s the fragile mechanisms and schemes of social integration have noticeably deteriorated. As the World Bank has pointed out in its 1990 Report, the region shows the most extreme income polarization in the world, with all the known consequences of growing social disintegration; of the weakening of the civil society as well as of the representativity of the main (traditional) social actors; of the questioning of the political legitimacy of democracy (which appears as incapable of solving the problem), and, finally, of the deepening of the overall crisis affecting the basic social tissues of nation-states.

In spite of these undeniable facts and processes, the economic growth pattern and policies still predominate the region and social development is given secondary importance. The justification put forward is that such policies are the only ones capable of maintaining the macro-economic balances, while complying with the requirements of the global economy. Under this approach, the state, through its social policies, is supposed to assume the responsibility of dealing with the pernicious social effects of the on-going economic growth pattern. As a consequence, the

task of strengthening civil society and the democratic state are subordinated to the economic and financial imperatives, thus deepening more and more the separation between economic and social policies.

In Latin America and the Caribbean, an effective strategy against poverty, inequality and exclusion requires a multifold programme of converging actions, aimed at laying down the basis for social development. It also requires a new pattern of relationships with the international order. In this endeavour, both the state and civil society have a central role to play.

A serious effort is needed to clarify the very concept of development. It is expected that the WSSD will play a meaningful role in this effort, and the call sent to the Summit by these various national conclaves is that the human person be considered as the main subject of development. It should aim to enhance human dignity, both that of the communities and groups and that of the individuals. This, in turn, requires to stress the ethical dimension of development. The new integral approach should identify development not only with economic expansion but also with social equity and environmental sustainability. Under this approach, the relationships between the state, the market and civil society should be redefined according to the needs of human development. Such redefinition is needed in order to ensure the full commitment and responsibility of these three main forces in the achievement of human development. The new vision of development should, thus, take into account aspects and dimensions such as the quality of life, human dignity and social and cultural pluralism. All forms of discrimination should be banned from the new process of global human sustainable development. Social integration should not be understood as integration to the economic and social logic of modernity, but rather as the process through

which all the various social identities (ethnic, cultural, regional, etc.) are harmoniously incorporated into the one and same social body.

Efficiency of social expenditure should be evaluated in terms of results and products and not in terms of its inputs. Since the improvement of the quality of life of the population should be the main criterion for the assessment of social expenditure, it is redundant to distinguish between social and economic policies. What is needed is a common nucleus of policies, oriented to the enhancement of the levels of economic efficiency and simultaneously to the improvement of the quality of life of the population. But the key-stone to overcome poverty is productive employment. Economic and social policies should, therefore, go hand-in-hand in the pursuit of this central goal.

The traditional approach of tax increases and inflationary monetary policies to finance public social policies is no longer viable in Latin America and the Caribbean, due both to the reluctance of the middle class to accept fiscal reforms and to the constraints imposed by the necessary structural adjustment of the national economy. This became clear throughout the 1980s, when the notable deterioration of public finances led governments in the region to a situation of insolubility for the execution of their poverty-alleviation policies.

The present day challenge in Latin America and the Caribbean is, therefore, to identify and design new schemes of **integrated** economic and social policies, oriented to the generation of productive employment. The overall goal should be to gain international competitivity while at the same time enhancing the quality of life of the population. The achievement of this goal is also a *sine qua non* for the consolidation of democratic governance in the countries of the region. Integrated economic and social policies are expected to help overcome poverty and to

promote social integration. In order to be politically and socially viable, the competitive modernization of the economies has to prove to be an adequate means to overcome poverty and social exclusion.

The identification and design of such schemes of integrated economic and social policies is nowadays one of the major challenges for the Latin American and Caribbean nation-states. A new political economy has to be found, integrating employment, wages, prices, education, health and culture. The three key institutions of modern society, namely the state, civil society and the market, should be strengthened in order to enhance their complementary roles within this integrated approach.

The transition to a more efficient and just social order in Latin America and the Caribbean requires the design and implementation of systems of social consensus and concertation, through which the actors of civil society – particularly those most affected by poverty and exclusion – will have the opportunity to take part, side by side with governmental institutions, in the design, execution and evaluation of the various public policies. In Latin America and the Caribbean, the state should evolve from its present traditional despotic position and role to a modern and efficient function of co-ordination and concertation of policies and social actors. This, in turn, calls for a new and democratic articulation of the state with civil society. The economic and social reforms in the region require also a political reform. Only by proving capable to implement this integrated economic, social and political reform will the Latin American and Caribbean nation-states and societies be able to solve their major economic and social problems, particularly the lack of international competitivity, poverty and social disintegration. To enter the twenty-first century

as true and renovated modern societies, the Latin American and Caribbean nations will have to comply with this much needed social reform.

The ongoing process of globalization is forcing the Latin American and Caribbean countries to resolutely adopt the new social and economic paradigm, in order to achieve the required competitivity. Public and private enterprises should develop a new 'common sense' for their managerial strategies and practices, oriented to the enhancement of their human resources. The key in this approach is to develop a sense of team, of group-work within the enterprises, allowing workers and employees to take part in decision-making and encouraging them to multiply their working capacities, their labour flexibility and autonomy. These changes shall also create a new and better 'life quality' in the work centres.

Instead of relying on low wages and on over-exploitation of the labour force as means to gain short-term international competitivity, public and private enterprises should adopt a medium and long-term strategy based on internal solidarity and social and economic enhancement of their human assets. This is the 'solidarity-to-increase-competitivity' approach, the only one capable to enhance the chances of the countries of the region in the process of world interdependence.

The countries of the region should now make the necessary efforts to conceptualize this paradigm and, at the same time, make it operational at the educational, economic and social levels. The question for Latin America and the Caribbean is no longer whether to adopt or refuse modernization, but rather how to achieve modernization and social development at the same time.

Until recently, regional and international co-operation for social development was considered and treated as a matter of lesser importance than

co-operation for security programmes and for macro-economic structural adjustments. Now, thanks to the WSSD, it is expected that this approach will be substituted by one which acknowledges the centrality of the social dimensions (education and human resource development, health, housing, social safety-nets, social participation, culture, etc.) in the process of development considered as a whole. In this connection, it is hoped that the co-ordination of social development policies and programmes in Latin America and the Caribbean will strengthen co-operation with the various development agencies operating in the region, and lead to the designing and implementation of new and innovative schemes to solve the problem of the external debt by linking it to programmes of social development. Interregional co-operation in this domain should seek to promote concertation and co-operation between NGOs, governments, academic institutions and research centres. In this respect, a regional mechanism of exchange of information concerning successful experiences of social development policies and programmes would be very helpful.

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An African perspective

The African continent is vast and diverse. While the entire continent faces the crisis of development – both economic and social – specificities of each country are such that no single approach to the problems of development can be followed. However, the twin processes of globalization and democratization, having an external reference orientation, are in operation everywhere in Africa. The three core issues that the World Summit for Social Development have identified manifest themselves differently in different country contexts. Realizing this, the two-day seminar focused first on the global processes, and then reviewed three country experiences relative to poverty, unemployment and social integration.

Globalization and the African response
Résumé of the discussion on B. Founou's paper

The present crisis in Africa has its roots in the fact that 'the exceptional albeit predatory growth phase experienced from 1950 to 1975 gave rise to contradictions that are responsible for the unprecedented crisis faced by capitalism'. The crisis finds its expression in unemployment, poverty and exclusion. The deregulation policy, now being enforced in Africa, has generated a monetary chaos coupled with the thorny issue of the Third World debt, and balance of payments. These developments have weakened the African states and contributed to their marginalization. Africa has no future in the neo-liberal world re-organization. The **fourth-worldization** of Africa during 1960–1980 started with the specialization

of Africa as an agricultural economy. The bulk of the countries that did not engage in a process of industrialization gradually slipped into the Fourth World.

The semi-industrialization policy had run out of steam by the mid-1970s, and the structural adjustment programmes which took over contributed both to dismantling this type of industrialization and to the marginalization of Africa. The outstanding features of semi-industrialization include: lack of technological improvement and of sub-regional synergy (e.g. South Africa), lack of competitiveness, and use of low-intensity technologies (as in Tunisia, Egypt, Mauritius and, to some extent, Zimbabwe).

The main internal factors standing in the way of the industrialization of African countries are essentially the constraints related to the small size of the markets and the predatory bureaucracies acting as anti-industrialization forces.

Globalization is not a progress factor, since it prioritizes the market above everything else while excluding the labour market. It generates impoverishment, creates unemployment and causes pollution and plundering of resources. It reduces democratic expansion due to the fact that regulating powers of the state are transferred to TNCs. Under such circumstances, the region-state should gradually replace the nation-state and wrench away from TNCs their unbridled power. Only under such condition can monopolies – and especially technological monopolies – be phased out.

The political priority areas for Africa are: the strengthening of civil society (trade unions,

democratic associations for protection of human rights, the liberation of women, etc.); furthering the debate on the African women's movement; the state and the ethnical issue; the secularization of society through a democratization process that would pre-empt any type of radical fundamentalism, without restriction.

At the economic and social levels, priority areas cover: rural development; the phasing out of the informal sector confronted with a crisis as a result of the closing down of businesses and the stagnation of the sector; the transformation of the educational system; the mastery of macro-economic variables and social de-polarization (which can only be achieved through full schooling combined with good-quality education, radical social reforms in favour of 'social minors'). If all these conditions are met, Africa can play a key role in a polycentric world system. In addition, the poor share of Africa in the world GDP as well as in world commercial and financial flows can be offset by two African assets: the oil and mining reserves (including those of the Middle East) and the aspirations of the peoples for unity.

The national space is the most appropriate and propitious framework for regionalization. What is of utmost importance is an awareness of democratization, but this democratization is basically different from that in North America and Western Europe.

Democratization and people's participation in development
Résumé of the discussion on
B. J. Ndiaye's paper

The democratization process in Africa is a complex reality. It has generated the following three transition models:
a. the national conferences held in francophone countries: Benin, Mali, Congo and Zaire

b. the institutional renewal model which flourished in anglophone countries such as Zambia, with the 'Movement for Multi-Party Democracy', and Kenya with the 'Forum for Restoration of Democracy';
c. the model of smooth alternation through elections which took place in the Cape Verde Islands.

In addition to these models, there exist other transition models that are either more or less rickety, obstructed or even a failure. In this connection, mention may be made of the
a. Namibian case that was spearheaded by the United Nations Organization;
b. the Ethiopian case following a military victory;
c. the Angolan and Mozambican cases characterized by war and negotiations under the aegis of the United Nations;
d. the case of Algeria which can be said to be frozen; and
e. the procrastinated transition in Zaire.

The democratization process has enabled a number of countries, including Mali and Malawi, to get rid of their military and civilian dictatorships. Furthermore, in view of the lack of resources, external forces participate in the funding and organization of elections. Massive ethnic votes for a number of political parties have also been noted in the case of Niger and Burundi. Corruption and the denial of rights jeopardize the future of the democratization process in Africa. The very poor level of participation in the elections in some countries, in spite of the eagerness of populations for change and for democracy, is also observed. Massive abstentions from elections are related to the fraud and rigging experiences of populations, which have created deception and disillusionment.

'Democracy may exist as far as polls and law books are concerned without being entrenched in people's minds and souls.' Hence the prime target of democratization in Africa should be 'habits or practices', otherwise unpatriotic behaviour, tribal reflexes and the inclination for impunity and illegal enrichment will still prevail, and consequently, populations will find democracy unattractive.

Another phenomenon, the military threat, looms over the democratization process as substantiated by the Gambian military coup on 22 July 1994. However, the donors premium on democracy is still on, and it may, at the end of the day, act as a disincentive to many authoritarian rulers and as an incentive to democrats and hence to the democratic process.

Finally, the idea that economic performance is a consolidating factor in the democratic process is apparently spreading all over Africa and yet internal or borderline conflicts handicapping development are gaining momentum in some parts of the African continent (for example, the Tuareg conflict, the Casamance secession movement, etc.).

Civil society and human rights are two democratic props. Civil society pre-supposes the existence of groups that can resist state expansion. In spite of the omnipotence of parties in many such countries, the state distributes ministries and parliamentary seats which beguile civil society. This is such a common situation that the barrier between the state, parties and civil society is fluid. Consequently, greater emphasis should be placed on **culture** rather than **structure** of civil society. In other words, there is a need to popularize the culture of denigrating authoritarianism if civil society were to become the custodian of democracy.

Civil society should contribute to the emergence of a democratic civilization and hold an uninhibited dialogue on human rights with its counterparts from the North. After all, the definition of the concept of democracy is a rather uneasy task. Pluralism alone does not make democracy. As a matter of fact, multiple parties and contested elections are neither a panacea nor a sufficient guarantee of good governance, nor do they provide the certainty that human rights will be respected. Just as the definition of democracy is uneasy, it is easy to turn democracy into a sham. Africans will be massively enthused by democracy only when, beyond law books, they start experiencing it in their daily lives.

The three core social problems

1. Poverty in Congo
Résumé of the paper by H. Ossebi

Poverty has been defined variously and addressed in a variety of ways. Any analysis of poverty must be based on:

a. The determination of the analytical unit: any definition of the poverty concept refers to a concrete analytical unit. This may be an individual, a family, a household, a group, a region or a country.

b. Implicit or explicit reference to causal explanations: poverty is necessarily inferred from individual or collective, causal or structured determinations.

c. Types of resources: these have to be specified by the definition of the concept for they vary in nature. Indeed, resources may be 'symbolic' and related to status, prestige or power.

d. Measurement procedures: these vary with approaches, data and the objectives of surveys on poverty.

It is important to make a distinction between absolute poverty and relative poverty. Absolute poverty refers to such concepts as basic needs or the poverty line. However, for the sake of further clarity, depending on the criteria selected,

it also invokes two sub-classes of poverty: destitution or primary poverty and secondary poverty. The definition of absolute poverty also requires taking into account consumption patterns, analytical unit and income as well as the measurement of all of these.

Relative poverty can be measured by the aggregate basic needs of a given community.

Poverty in Congo is attributable to three sets of causes: historical causes related to colonization; structural causes related to implemented development policies; and 'conjectural' causes characterized by a strong influence of political dynamics.

In terms of consequences of poverty, four can be highlighted: the bi-polarization of the national space with the urban areas on one side and rural areas on the other; the consolidation of inter-regional disparities; the endangered food security situation in Congo, and generalized precariousness.

Four government programmes are currently addressing the problem of poverty in Congo. Operation 'Village Centres' is designed to improve on rural living conditions; the FEDAR project (Fonds Européen pour le Développement des Actions Régionales) is aimed at opening up landlocked regions; the National Health Development Plan is geared toward the amelioration of the health condition of the population, especially with significant decline in the infant and child mortality as well as maternal mortality rates; and the problematics of food self-sufficiency is the focus of the fourth programme.

The anti-poverty programmes run by charity organizations and foundations concern the people who are at a disadvantage at a given point in time as a result of their age, rank and social status.

Three strategies are advocated in terms of prospects: the identification and determination of poverty targets; the sub-division of target-oriented policies into corrective policies and preventive policies; and the modalities of implementation of strategies by public authorities and private institutions.

The Congo is caught up in a long lasting process of impoverishment which is mostly expressed through food insecurity, health precariousness and the uncertainty of wage and salary payments. Yet, the effort to halt this process is diluted by ambitious macro-social development programmes, the concrete results of which are more virtual than real. The greatest guarantee for success of anti-poverty programmes and policies will be the mobilization of the intellectual resources in the country, the clearly targeted choice of an anti-poverty policy, but most of all the promotion of new control and self-assessment conditions.

2. Productive employment in Kenya
Résumé of the paper by O. W. Oyngi

This study starts with the definition of the concepts of employment and unemployment, following which the issue of generating productive employment is addressed in three parts. In the first, a profile of employment and unemployment is presented. The second part is focused on causes of unemployment. In the third section of the paper, concrete suggestions of new policies on employment generation are made.

Ever since Kenya became independent, the government has recognized the existence of unemployment and has initiated actions in the last seven development plans to tackle this problem. In addition, several studies on unemployment and employment-related problems in Kenya have been conducted. These were either commissioned by the National Assembly or the Government, or by such international institutions as ILO. In spite of the implementation of some of the

recommendations made in these studies, the problem of unemployment continues.

From the early days of colonial rule up to 1940, Africans were not really interested in wage employment. Following the period of forced labour, the demand for labour was very high in agriculture and forestry, especially in between the two World Wars. But rural-urban migration had already started by the 1920s. In 1942, the labour force in Kenya was estimated at 179,950 and rose to 438,702 in 1950. Of the entire work force, 75 per cent were labourers and 25 per cent clerks and domestic workers.

After the independence of Kenya, 70 per cent of the labour was in wage employment, as against 61 per cent in 1978, and under 50 per cent in 1991. Female labour accounted for 14.5 per cent of the work force in the public sector in 1970, soaring to 26.1 per cent in 1990. In 1992, this figure dropped to 25.1 per cent.

The informal sector provided 25 per cent to 30 per cent of urban employment in 1969. In rural areas, 37 per cent to 39 per cent of economic activities are carried out by the informal sector. Women account for about 36.6 per cent of the economic activities in the informal sector in Kenya.

Kenya has two types of unemployment, 'open unemployment' and 'seasonal unemployment'. There is also 'fictional unemployment' in coastal areas.

In the past, only those without education and skills were affected by unemployment. But the figures for 1991 indicate 23.4 per cent urban unemployment as against 15 per cent rural unemployment. In 1988, approximately 62 per cent of urban dwellers were under-employed. As a rule, under-employment had less impact on those who completed secondary and higher education.

Both economic and non-economic factors are responsible for unemployment. The former are mostly concerned with the decline in the GDP rate, the fall in the demand from OECD countries and the drop in foreign investments in Kenya. Apart from semi-economic factors such as mismanagement, weakness of institutional frameworks, decline in agricultural sector employment, failure to limit the size of land ownership, trade liberalization and retrenchment in factories.

The non-economic factors causing unemployment are:

a. strong demographic trends characterized by an annual population growth rate of 3.34 per cent, a population estimated at 24.9 million in 1993, a labour force accounting for 10.4 per cent of the total population, and an unemployment rate which climbed from 17.8 per cent in 1989 to 23 per cent in 1993.

b. A mismatch between education and the economy. On the one hand, enrolment at every educational level, from primary education to higher education, has registered a growth and the number of graduates from the Faculty of Arts is on the increase, while the drop-out rate is also growing; and on the other hand, the economy is at a standstill.

c. Technological change. The country depends on imported technologies that are capital intensive, and their profits are generally repatriated either totally or partially.

(d) Cultural factors. These are factors that exclude women and children from the work force.

The following strategies for tackling the problem of unemployment are recommended:

a. Sustained economic growth which calls for growth of the GDP. This growth rate should reach approximately 7 per cent per annum. The re-structuring and transformation of the economy should allow for the private sector to take the lead.

b. The restructuring of the labour market. This requires the freeing of wages and the development of the private sector. Everything should be done to contain the inflation rate. Finally, adjustment policies should take into account the fact that the first adjustment programmes contributed to a great extent to a high level of retrenchment in firms.

c. New labour laws should be worked out in such a way as to tally with the policy on the creation of micro-enterprises.

d. The development of industries in areas in which a trend toward the transnationalization corporations is in evidence. Globalization does not always promote the creation of small and medium enterprises.

e. The role of the state in the functioning of the market should be defined in such a way as to put the state into supplying enterprises on the one hand with equipment, social services and an enabling environment and, on the other hand, into entrusting the leadership of such enterprises to the private sector. The disengagement of the state is called for.

f. The development of human resources. This consists of improving upon the nutritional and health conditions of the workers as well as their environment. Policies that are meant to increase the productivity of the labour force and to contribute to their acquisition of modern production skills should be enforced.

g. Labour productivity should obviously be enhanced in various areas but primarily in rural areas and in the informal sector.

h. Polices for workers rights organization and protection should be formulated and implemented. The state should be in a position to maintain job security. Action should be taken to eradicate discrimination from workplaces. Finally, social security should be extended to include all those who are capable of subscribing to it.

i. Enhancing the access of women and other social groups to employment. In view of the fact that women constitute over half of the 25 million Kenyans, every necessary action designed to integrate them into the modern production sector should be taken. Together with young people, women should have access to land and bank loans.

3. Social integration in Côte d'Ivoire
Résumé of the paper by Toure

Africa has been in the throes of a crisis ever since the late 1970s. One of the consequences of this unprecedented situation has been the exclusion of many social groups. It is the reintegration of these groups into the mainstream of society that deserves special attention.

Concepts such as social incorporation, social assimilation and social adjustment do not fully capture what the concept of social integration refers to. Social integration involves two ideas: the co-ordination between the various organs of a whole, and the interdependence of the components of an entity. Social integration especially suggests introduction into a community of those who were left out (outsiders). Therefore, a study of social integration requires a reflection on the non-integrated groups or the marginalized, in relation to those viewed as integrated groups, and whose values are imposed on society as a whole.

Three sources can contribute to a better knowledge of integrated social groups:

a. general sources related to history, geography, anthropology, economy, demography, etc.;

b. national surveys encompassing general censuses on population and habitat, surveys of consumption budgets, regular interval investigations, etc.;

c. monographs on specific social groups.

There are seven major marginalized groups in Côte d'Ivoire, the young, women, the unemployed, migrants, the illiterate, the disabled and delinquents. But these categories overlap.

There are structural and cyclical causes of marginalization. The structural causes are related to the development models selected and implemented in the colonial and post-colonial eras. The cyclical causes have been exacerbated by the excessive debt situation, which has brought about the structural adjustment programmes (SAPs) and the devaluation of the CFA franc. All these changes have led to the freezing of civil-service salaries, personnel retrenchment, decline in incomes, increase in the cost of living and rise in inflation.

The government programmes to promote social integration comprise the following: studies conducted within the framework of the different five-year plans implemented by Côte d'Ivoire in the 1965–1980 period; development plans, activities of the National Agency for Rural Promotion, the functional literacy programme, the school television programme during the 1970–77 period; the government project for the transformation of the young into 'modern peasants'; and women-oriented agricultural projects (tomato- and onion-growing).

Some of the objectives of these programmes have been attained. Nonetheless, it should be admitted that, for lack of relay in the post-programme activities, many of them ended up failing.

The non-government programmes have, on the whole, been designed and implemented under the aegis of local communities such as town halls (that in Abidjan and Daloa, among others), international institutions (like UNICEF and WFP); NGOs like the Ivorian Association for Family Welfare (AIBEF), SOS villages and charity associations or foundations.

Although these programmes catered for the needs of some of the social groups including the young, the disabled and women, they overlooked other groups like migrants, delinquents and illiterates.

The following activities are recommended to promote integration:

a. the conduct of research with a view to identifying non integrated groups and getting familiar with their major characteristics;

b. the evaluation of completed programmes and preparation of an inventory of ongoing programmes and their assessment;

c. the development of new programmes for all the identified non-integrated groups, based on their special features, their basic needs and deep aspirations;

d. the sustained monitoring and appraisal of programmes; and

e. contribution to the establishment and functioning of NGOs capable of working out programmes.

Conclusion

A closer look at the issues mentioned indicates that behind their different aspects, they all revolve around the unprecedented crises faced by Africa: development, democracy, poverty, exclusion, unemployment and human rights. The seminar participants felt that these different phenomena are interrelated and constitute challenges that social development plans cannot eschew. The suggested new strategies range from sustained growth, social integration of unprivileged social groups, regional integration, development of social scientific research on poverty alleviation, employment generation through industrialization, promotion of a democratic culture and sustainable development.

Audience Africa: Africans speak to Africans

Organized by UNESCO in Paris from 6 through 10 February 1995, the principal objective of Audience Africa was to provide Africans, on the eve of the Copenhagen World Summit for Social Development, with the opportunity to undertake an incisive examination of the whole question of development and development priorities in their continent in the light of the new challenges facing the world. This examination took account of the lessons of the past, the requirements of the present, the demands of the future and the realities of the current international situation in order to set down the terms of a self-reliant development policy that would secure the economic, social, political and cultural progress of the present populations and the survival, in dignity, peace, democracy and justice, of generations to come. Below is given a capsule summary of the outcome of this Audience.

Africa will have to rely more and more on its own strength. Its true future lies in its ability to design, forge and enhance a process of renewal of liberation and progress, without which it will never participate as a credible, responsible and respected partner in international relations.

Africa is still seriously handicapped by four centuries of slave trading and the weight of colonial and neo-colonial domination. It is true that from 1960 to the present day it has made undeniable progress in education, science, culture and communication, which can be fully appreciated when set against the performance of the colonial era, over a much longer sequence of time. But these achievements should not obscure the continent's innumerable failures.

Africa has the highest general mortality and infant mortality rates, the lowest life expectancy, the lowest rates of economic growth, the lowest income per capita, and the highest population growth. The continent also has extremely low school enrolment rates and particularly high illiteracy rates. Africa is glaringly under-equipped, and development of the communication media is still in its infancy. Education, training, culture, information and health budgets are constantly being whittled down, while defence, security and arms budgets are being expanded.

In general, administrations are blighted by ethnic preference, a partisan approach, cronyism, nepotism, corruption, absenteeism, laxness and low rates of return and efficiency. Misappropriation of public funds, wastage and chaos continue unabated.

There is a need to make a firm and resolute commitment to reverse this trend by breaking with the past and formulating a completely new endogenous development policy.

The new approach should be based on the following convictions:
a. Contrary to the general view, the African continent is not poor. Africa is the most richly endowed of all the continents, which means that with competent and serious men, capital and know-how, it could catch up with other parts of the world very quickly, as Latin America and Asia, which became independent well before 1960, are now doing.

b. Independence is not an end in itself but a means to the end of national liberation.

c. Africa will never be built by foreigners, whatever emotional, cultural and personal bonds they have formed with the continent, and whatever the terms of the moral contract that might lay the basis for a new type of partnership between Africa and the international community. Incidentally, the end purpose of assistance is to make it possible for assistance to be phased out.

d. Only Africa can decide its destiny. Africans must take the initiative in solving their own problems. Africa is neither a 'lost continent' nor a 'continent in distress', inhabited by people incapable of raising themselves to the level of other peoples.

e. As long as Africans have no confidence in themselves, in their brothers and sisters, in their culture, in their abilities or in their values, they will never make full use of the resources of creativity and inventiveness that lie dormant within them.

f. Three decades of difficulties, mistakes, hesitant experimentation, setbacks and partial successes that have brought discredit on Africa will not have been in vain if there is courage to carry out a critical assessment of the situation, recognition of inadequacies and weaknesses, and an effort to draw, with humility, all the appropriate lessons from it with a view to a new start.

g. Structural adjustment plans are not a panacea. Whatever their virtues, they need to be quickly superseded by a genuine development plan based on growth, full employment and justice, devised and carried out by the citizens of the countries themselves for the benefit, in particular, of the most disadvantaged sections of society.

h. Any centralization of power or seizure of power by a minority operating through a single party is dangerous. It is contrary to the process of development and represents a form of dictatorship. It must be opposed. Africa needs

democracy because it is the missing link between development and peace. Democracy should be understood not as a model to be copied but as an objective to be attained.

i. As long as the idea of peace is mistreated in Africa, efforts to promote development will never live up to expectations. Armed conflicts, civil wars, border disputes, tribalism and ethnic rivalries, political disputes and the exploitation of religion for partisan ends make it only realistic to regard political instability and war not as epiphenomena but as serious and ongoing trends.

j. Compared with Europe, the Americas, and the countries of the Indian Ocean and the Pacific – which form economic blocs that are engaged in cut-throat competition, micro-states have no chance of becoming significant and credible forces unless they unite. With its present population of 640 million people – who will number more than 1.2 billion consumers in 23 years' time – and with the wealth of its soil and subsoil, its seas, its forests and its tourist and cultural potential, Africa will never be marginalized if its people have the necessary negotiating skills to turn such undoubted benefits to commercial advantage.

In order to prepare for the birth of this new era, Audience Africa has made the following concrete and urgent recommendations:

1. Training and sharing of knowledge: what school and what universities for tomorrow's Africa?

Since education is the pre-condition for the development of labour productivity, the regulation of fertility, a decline in infant mortality and an improved quality of life and life expectancy, decision-makers should grasp this fact and draw all due conclusions from it. The

systems inherited from the colonial era must therefore be rebuilt, which will mean redefining goals, content, structures, methods, approaches and values as part of a mould-breaking strategy which must not, however, be mistaken for systematic rejection or blind nihilism.

Such educational reform must always be conducted on the basis of a global and non-sectoral approach in order to endow the system with internal cohesion, structural relevance, and organic unity.

Since an education system is also built on a set of values, it would be judicious, bearing in mind the differences between countries, to include in educational content such concepts as due respect for the family, networks of alliances and the safeguarding of kinship; and also democracy, human rights, tolerance, respect for minorities, the need for sound management of state funds, a sense of statehood and public welfare; respect for the environment, commitment to and respect for the law and institutions; a sense of justice and equality, respect for life and appreciation of the truth. To these might be added the culture of peace and a spirit of dialogue as expressions of pluralism and the right to be different, respect for women, the weak and the disadvantaged; openness to the modern world and participation in universal progress; self-confidence and confidence in Africa and African culture; and the will to take part in a country's development as an active, aware and responsible person.

The reform of education systems will be an opportunity for the African countries, as regards the financing of education, to redefine new partnership strategies providing for burden-sharing and cost-sharing between the state, regions, provinces, municipalities, rural communities and families on the bases that have been jointly negotiated and are mutually acceptable. Such costs might pertain to salaries, educational supplies, health coverage, substantial

capital investment, manpower, funds for operational expenses, the building of classrooms, educational materials, as well as accommodation, the upkeep and maintenance of premises, etc. It is clearly understood that this sharing of roles, responsibilities and funding commitments presupposes the effective participation of all partners in determining not only the objectives but also the ultimate aims and strategies at all levels.

As the cost of teaching staff is one of the obstacles that African education systems will have to deal with in raising the enrolment ratio, teachers' brigades and supply teachers should be called upon so as to lower training costs. Similarly, the possibility should be explored of introducing national civic service for young graduates who could in this way, for a modest allowance, teach for a year or two in the service of the state.

Use should be made of the opportunities afforded by dual-shift and mixed-grade classes. Defence and security budgets should be reduced in favour of education.

Appropriate measures should be taken to ensure that, by the end of the century, 5 per cent of the gross domestic product is devoted to education in the context of a human resource development policy.

Every pupil entering the formal system should be guaranteed at least four years of uninterrupted elementary study to prevent the relapse into illiteracy. This education must, as far as possible, be given in the child's mother tongue in such a way as to ensure bilingual education in a more widely used language.

As non-formal education offers more flexibility for the introduction of concepts such as nutrition, health education, environmental education and the use of national languages, it must be developed and adapted to the needs of young people not at school and of adults,

particularly women in rural areas. It must not, however, be a second-rate education, downgraded both by society and by comparison with the formal system.

A law on compulsory schooling should be introduced wherever this has not been done.

In secondary education, stress should be placed on general education of a high standard that could guarantee greater adaptability. Secondary education should also give a prominent place to vocational and technical education, with emphasis on the variety of options and the professionalization of training on the basis of a highly detailed entry and exit profile.

Importance of higher education and of guaranteeing its high standards must be recognized. To lower its costs, students should have recourse to private funding and to study loans.

2. Science, technology and sustainable development: Africa and the world

Working from the premise that, in spite of their diversity, African countries shared problems that called for their unification with a view to devising their common strategies, Audience Africa affirmed from the outset that a command of literacy and numeracy was the precondition for successful learning in science and technology. Audience Africa also asserted that the training of primary school teachers in the teaching of the sciences was an important factor, as was the need to have a critical mass of researchers.

Turning to the brain drain (30,000 Africans holding Ph.D. degrees lived abroad), the Audience identified the causes of this before going on to suggest that public authorities should create an inspiring protective and fertile scientific and technological environment for

African researchers that would meet all the conditions for their full development, this being a condition for the prompt return of emigrants to their country of origin.

Going on to address the issue of scarce resources, Audience Africa recommended the pooling of facilities, the stepping up of exchanges, scientific co-operation at regional and subregional levels and the establishment of networks. It also placed special emphasis on the urgent need to popularise science and technology so as to bring the latter within the reach of the general public.

Audience Africa proposed to promote centres of excellence where scientists and researchers could be trained.

Science and technology need not necessarily be linked to the environment but efforts should concentrate rather on food production, solar energy and renewable sources of energy, poverty in rural areas, health, hygiene, food and housing. Audience Africa strongly recommended that women be more closely involved in scientific and technical activities and that NGOs active in those areas receive financial backing.

Decision-makers should ensure that the link between scientific research and industrial production be established. The active role incumbent on the private sector in funding scientific research needs to be acknowledged.

Audience Africa advocated the use of modern information technologies to improve communication within the African scientific community and pointed out that distance teaching offered real possibilities in these fields.

Audience Africa recommended to African governments that they formulate a coherent science policy and a concrete plan of action at the national and regional level with a view to:
a. promoting science and technology teaching from primary school onwards, and centres of excellence, throughout the African continent;

b. translating into reality the political will to promote science and technology in the form of fellowships and in higher educational institutions, observing the principle of equal opportunity and gender equality;

c. improving, developing and diversifying infrastructures in order to achieve autonomy and self-reliance in science and technology; and

d. encouraging new, appropriate and sustainable forms of assistance for African researchers and research teams to increase, within the next ten years, the present ratio of one researcher per 4,000 people to one researcher per 1,000 people.

Audience Africa also recommended that African governments endeavour to facilitate access by African researchers and academics to data banks through computer networks, finding appropriate partners for them. It is incumbent upon African governments to establish the science and technology information highways that are crucial to communication among African researchers, and likewise between them and their counterparts in other regions of the world.

3. Regionalization and development

One of the features of the international context was the trend towards the creation of large regional units and vast free-trade zones, the exclusion of the poorest countries from international trade and the concentration of world trade in the hands of the developed countries.

Regionalization implied the creation of a climate of confidence, tolerance and mutual respect within each African state and also between the states. Regionalization would be a matter for the people concerned. It would enable all Africans to learn how to live together and to know each other, to respect and talk to each other, to mix and work together, to exchange goods and services and to communicate, irrespective of their language, religion, ethnic origin, or the colour of their skin.

There is a need to carry out community projects based on geographic or other forms of proximity, to support all joint institutions which had proved their effectiveness, and to work to improve the performance of those that were essential to the future of the African continent.

African integration should be conceived in pragmatic terms, with a transfer of responsibilities and sovereignty to common institutions and with the strengthening of inter-African co-operation and of co-operation seeking to establish ties with communities of African origin in other continents, without forgetting horizontal South-South co-operation.

African governments should:

a. provide effective support for the action of the continent's institutions such as the OAU, the ECA and the ADB, by paying their contributions, carrying out their resolutions and making use of their services in their fields of competence in order to endow them with the necessary authority;

b. require all senior African staff to use at least two working languages by publishing and using research findings in cross-border languages or the major regional languages of Africa;

c. continue to prepare and execute subregional and regional projects in the fields of education, science, culture, communication and social development;

d. draw up an inventory of African training and research institutions with a view to the better management of regionalization.

e. enact, apply and enforce a genuine policy in respect of the movement of goods, persons, brains and knowledge;

f. provide training for those responsible for

applying this policy in a spirit of integration, solidarity and African brotherhood;

g. put an end to measures for the expulsion of Africans living in other African countries by helping to regularize situations and people's positions where they are not in conformity with existing legislation;

h. encourage the creation of businesses founded on African partnerships;

i. develop joint projects relating to training, infrastructure, communication, etc., in order to reduce costs and maximise efficiency;

j. encourage, facilitate and promote all kinds of exchanges between African territorial communities; and

k. formulate and execute jointly, at regional and subregional level, strategies for the protection of the environment and for the joint exploitation of natural resources, specifically in the fields of energy, water, forestry, etc.

The intellectuals and the political élite should:

a. make a determined and confident commitment to popular participation in order to make a success of integration by explaining the reasons for it, its advantages and its consequences in terms of solidarity, co-operation, mutually beneficial exchanges and complementarity;

b. take part in extending democracy nationally and regionally, in promoting tolerance through education, and in training citizens in the context of the enhancement of the culture of peace;

c. refuse to participate in any way in narrowly nationalist activities, any ill-considered glorification of national feeling or any policy of exclusion against other Africans on grounds of tribe, language, race or religion.

4. Communication and development in the rural environment

The cultural dimension of development in Africa

Assessing the situation of communication in Africa, Audience Africa noted its inadequate development and its limited involvement in the development efforts of African countries. That failure might be ascribed to the low level of priority accorded to communication by African governments and to the insufficient resources allocated to its development. This sector should be made an absolute priority in all fields, since there could be no genuine development in rural areas without an intelligent and effective communication strategy.

There is also a need to strengthen the efforts already under way to expand the role of women through access to the media and also through participation in the management and operation of newspapers and radio stations in both urban and rural areas.

Audience Africa drew attention to the importance of folk theatre, storytellers, choirs and traditional singing groups. It welcomed their efforts and the role that they played in making culture a living activity and in promoting active communication centred on cultural values. The meeting also noted that exhibitions and museums were effective means of conveying information. The same was true of postal services, which enabled newspapers to be circulated at lower cost, even in rural areas. The meeting deplored Africa's total lack of independence in regard to the manufacture and sale of communication equipment. It encouraged African enterprises to take action in this sector so as to break the monopoly of external forces over such strategic equipment.

Audience Africa called upon the African press to contribute by all possible means to promoting

democracy through a code of conduct based on principles of government purged of all authoritarianism and obscurity. Freedom of the press must be loudly proclaimed by all African states and the protection of journalists guaranteed by concrete and effective means.

African governments should:

a. encourage, promote and facilitate the participation of the private sector, as well as of banks, insurance companies and private sponsors, in cultural development, by adopting appropriate measures, including tax incentives;

b. take concrete, urgent and effective steps for the protection of archives and the promotion and safeguarding of libraries and museums;

c. collaborate with the private sector with the aim of establishing cultural industries as an instrument for the promotion of cultural development, job creation, and the promotion of the tourist industry;

d. devote particular attention, in this context, to **African music**, which has grown into a leading economic activity;

e. give great priority to culture and its development by substantially increasing the share of national resources devoted to cultural development;

f. promote the cultural dimension in development with regard to planning policies, strategies, and project implementation, follow-up and evaluation;

g. develop the culture of democracy by involving all levels of society in policy formulation, programming and project design, implementation, follow-up and evaluation;

h. encourage the formulation and implementation of concrete measures aimed at securing the participation of women as central to the processes of education and the transmission of culture; and

h. establish a system of micro-credit for the promotion of crafts.

5. Democracy in everyday life and development – the culture of peace

The triumph of freedom and the desire for democracy that is being expressed world-wide has greatly influenced the African continent. Democratization is on the agenda everywhere on the continent and the process set in motion has been outstandingly successful because it had enabled peoples who until recently had been confined in silence, resignation and submission, to raise their heads and throw ruling governments into disarray by imposing a new balance of power.

Dictatorships that had previously been considered invincible faltered before they fell. Young people, women, workers and civil society had leapt into the breach and replaced the corrupt and ossified oligarchies that had bled their countries for decades without the slightest care in the world for the running down of the economy, the plundering of wealth and social discontent.

National conferences had brought about historic changes. In some countries, democratic change had occurred without violence. In others, the democratic process was taking place in an extremely fragile context, mainly because of the absence of any democratic culture, the intensity of tribal antagonisms, the weakness of new parliaments and the persistence of fundamentalism and outbursts of violence.

Notwithstanding all this, freedom remains something fundamental and the necessity of democracy continues to be an essential issue in Africa.

Promotion of a democratic society implies that corruption is combated unremittingly by breaking the chains of complicity between corrupters, the corrupt and the receivers, who embezzled the money of the poor and laundered funds accruing from drug trafficking and speculation, benefitting from the protection of unknown hands.

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From social exclusion to social cohesion

In collaboration with the International Institute of Labour Studies of ILO, the World Health
Organization (WHO), the Commission of the European Union D.G. XII, l'Institut Français de
Recherche Scientifique pour le Développement en Coopération (ORSTOM) and Roskilde University,
UNESCO organized a three-day international symposium (2–4 March 1995) on the eve of the World
Summit for Social Development, focusing on the problem of social exclusion. There were around
100 participants from different parts of the world representing social scientists, policy makers and
civil society. This is a résumé of the discussions at the symposium.

The Roskilde International Symposium covered the following six themes:
• from social exclusion to social justice,
• changing lifestyles in North and South,
• from welfare state to caring society,
• public and private: new partnerships,
• making cities liveable,
• from concept to action,

A summary of the discussion on each of these themes is provided below.

From social exclusion to social justice

Social exclusion, poverty, unemployment and growing inequalities within and among countries have become a world-wide problem. Achieving social justice lies at the base of all changes that need to be made in the world. A more just society, social equality, equity and human rights need to be accepted as important societal goals. The achievement of these goals can contribute to the wealth of a society.

The concepts of work, leisure and full employment have been changing over time. One of the major manifestations of social exclusion in Europe is the high rate of unemployment. A number of measures can be adopted to generate more productive employment; these include tax incentives supporting employment and penalizing speculations, sharing of work and environmentally-benign production systems.

There is need to clarify the nature of the 'trade-off' between economic growth and solving social and environmental problems.

Changing lifestyles in North and South

The way people live in local communities, cities, regions and countries determines the nature of lifestyles and consumption patterns. Particular lifestyles are both cause and result of social exclusion: wasteful consumption styles are the opposite of sustainability. Achievement of the goal of sustainable development calls for changes in lifestyles, particularly in the North.

New forms of relations are needed in the roles between producers, on the one hand, and consumers as individuals, on the other. Value

systems need to change if lifestyles are to change. Changes in lifestyles can also be ensured through the realization of the potential of local communities.

In the South, consumption patterns of the rich are very similar to those in the North. However, a large majority of the population in developing countries lives in poverty; their consumption level will have to be raised. This will not only improve labour productivity but also make possible better utilization of human resources.

From welfare state to caring society

The existing models of the welfare state in Western Europe are no longer sustainable: they are paternalistic, bureaucratic and centralized. The shift to more market-oriented economic systems makes it necessary to redesign these models.

However, rethinking of the welfare state in Western Europe should not result in its total discardment. Left to itself, the market cannot remove economic and social inequalities. In both industrial and developing countries, the state has still a role to play in the social realm. However, it is necessary to envisage the strengthening of those institutions which provide incentives to people to become active citizens and reduce their dependence on the state. In general, the new systems must stress incentives to keep people alert and active.

There is no welfare state in most of the developing countries. It may not be appropriate to transfer to these countries the welfare state model from Europe. Instead, efforts should be made to strengthen those institutions such as the family, including the 'extended' family, kinship relations and community-based welfare organizations, formal and non-formal, in these countries, which provide social support and

insurance against risk, unemployment and disease.

A caring society must provide for balanced relationships between the state, civil society, and the individual. Such a society needs to ensure individual and community participation in decision-making. The Roskilde Symposium reviewed a number of policy actions which can contribute to overcoming social exclusion. A minimum 'basic income', or a social dividend, to all citizens in society without assessing the means of livelihood or requiring them to work, was seen to be one important mechanism of empowering people to make their own choices both inside and outside the sphere of paid work. On the other hand, active labour market policies, covering the provision of training and retraining were considered essential to ensure labour mobility and employment. All these measures would need to be consolidated by the intensive development of a web of social identity and solidarity.

Public and private: new partnerships

New forms of partnership between the state, the market and the civil society will have to be found, given the failure of each of them considered separately. The question is: Can the three sectors agree upon a meaningful division of tasks and responsibilities among them? How can they complement each other?

The experience of 'countries-in-transition' shows the very high cost of the process of social transformation, and the fact that the costs have not been anticipated correctly.

'Tripartism' (that is, the traditional co-operation between government, employers and workers' organizations) must be expanded to associate the wider civil society into the decision-making process. Popular participation and democratic governance can serve as important

tools of planning and of 'negotiated' economy, at a time when the legitimacy and public support of social partners is openly being questioned in many countries.

In the necessary 'collaborative triangle' established between the public sector, private business and civil society, social movements may build up elements of resistance. In this respect, the links between scientific 'expert' knowledge and popular knowledge are of primary importance.

But the problem of the 'limits of democracy' is also raised because of the complexity of the mediations, between participatory consultation process and the process of decision-making itself. There is a strong need for balanced mediation between the two. The role of the state should be further explored. A strong presence of the state is needed as a complement to, and a correction of, the market.

The experience of the health sector shows the possible role of partnership when placed in a global framework of health determinants in a social and ecological context, thus, identifying the condition of 'human development', as opposed to purely economic development, as a major goal of different societies.

Making cities liveable

Mankind is in transition, especially in cities. Money is floating around at a tremendous speed; the structure of employment is changing; power is shifting in national states, with non-governmental agencies now taking part in the decision-making process. The transitional process is very painful, and there may be twenty or more years of social tension to be overcome.

Social development is being determined to a growing extent by the opportunities that cities offer to people. Half of the world's population is already living in cities and ten cities have each more than 10 million inhabitants.

As a result of globalization and other macro trends, cities are changing in the way they function as major habitats for their people. In many instances, cities no longer provide the basic conditions for human development. Within cities, underprivileged populations are being excluded from opportunities for development. Cities continue to attract people from rural areas for economic reasons as well as for social and cultural reasons. More and more, cities are the refuge for displaced people.

A number of considerations for keeping and making cities liveable have to be kept on the agenda for development in order to guarantee a good quality of life for all citizens. Such criteria would refer not only to basic human rights but also to the need to be part of the community in the economic, psychological and social sense, and to the opportunity to enjoy the fruits of freedom.

Positive functions of the city must be retained and must be strengthened. This will require new forms of organization within and between cities.

The traditional production-oriented organization has to be replaced or complemented by an orientation towards cities as 'knowledge bases'. For the 'future city', mechanisms will have to be developed and supported which will connect the collective interests in knowledge production and its utilization. This applies not only to high-tech knowledge but also to traditional knowledge about healthy eco-systems. This is one form of the new partnership that needs to be developed. Alternative paths to securing social development in the situation of a diminishing role for the welfare state include such concepts as the 'caring community' and the 'civic community'.

From concept to action

The Symposium participants made the following recommendations to the sponsoring organizations:

• Boost up community-based social support systems to compensate for the growing ineffectiveness of the welfare state and the fragility of the social sector in many parts of the world.

• Recognize and support community-based social welfare linking it to the needs of the marginalized and the excluded.

• Establish new partnerships between government, the market and civil society. The state has the responsibility to empower people.

• Social scientists should take part in policy-making. They should go beyond the traditional role of only providing data and should actively influence policy formulation. They should devote more attention to providing assessments of programmes and 'projects which have failed', and the circumstances and processes which explain this failure and the implications for society.

• Important actions against poverty and social inequalities include provision of 'basic income' to all people in society as well as fiscal incentives to employment creation and environmentally-benign production systems.

• More effort must be made to hasten the 'period of transition' from marginalization and social exclusion and to protect the vulnerable and disadvantaged of society from the negative effects of social transformations.
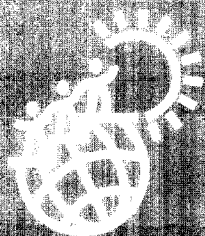
Part Four

Statements
and Addresses

Federico Mayor

Director-General of UNESCO

High-level Segment of the Economic and Social Council

Address

Geneva, 28 June 1993

We are living in an age of paradox, an age which is baroque in its immoderation, and in which the hopes born at the end of the cold war – hopes for a more peaceful world enjoying greater prosperity, justice, solidarity and freedom – encounter the despair of the poor, whose impoverishment grows steadily worse, and the excluded, whose rejection is ever more complete.

At this watershed it is vital that we rethink the development of our societies from top to bottom. Only in so doing can we lend substance to our hopes. Having learned from experience, we will not forget that the sole protagonist and beneficiary of development is mankind.

In that connection, and looking towards the Summit, it is fortunate that agreement has been reached on three essential issues: social integration, the fight against poverty, and productive employment. Rather than seeing social development as merely the development of the 'social services', UNESCO views it on the basis of this agreement as a global process whose ultimate aim links up with that of human development. The interdependent nature of the phenomena and trends at work in the various sectors concerned by this process and the increasing internationalization of the economy demonstrate clearly that our present problems are inseparable and that human societies therefore have need of an active form of solidarity which could take the form of the 'international social pact' mentioned in connection with the preparations for the Summit. An imperative – and I prefer to speak of

an ethical imperative – for this type of solidarity lies in sharing: sharing of means, of knowledge, of work, of leisure. This type of solidarity also involves shared choices and I will mention only those which, in my view, are most important.

Social development – in the broader sense to which I refer – involves, in the first place, a global struggle against all forms of exclusion – starting with poverty – through the development of human resources and productive employment. It means that the developed countries, having realized the nature of their own difficulties and the links between those difficulties and the constraints experienced by other group of countries, must proceed forthwith to make the necessary changes in their own ways of thinking and their behaviour with regard to social integration, growth, consumption and employment. It means also that the strategies adopted by decision-makers must take account of the insecure conditions in relation to population which constitute factors of international instability – and here I am thinking of emigrants, refugees, displaced persons and members of minority groups. Lastly, it involves a shared determination, a joint effort of all parties, at both the national and the international level because the damaging asymmetries are both international and intranational. At national level, it is essential to harmonize, with imagination and daring, sectoral policies for employment, education, health, science, technology, regional planning, population and social integration (or cohesion); it is also essential that the private

sector, the trade unions, the NGOs, indeed all parts of society, co-operate with the authorities to ensure that these policies are successful. The role of women, so indispensable for social development, professional upgrading and conversion, the response to demands for new qualifications – for example, jobs connected with the environment – these and similar questions need to be treated in a holistic societal context: real social development necessitates the **active** and **democratic** participation of all members of society.

At the international level, changes in the economic situation and the extent of economic co-operation will clearly play a considerable part in forming the social pact, on condition that they are reflected in a reorientation of commercial exchanges and financial mechanisms. Within the United Nations system, the required change of direction is already being made, but it is essential to improve the coherence of the activities being carried out to acknowledge the human and social dimension of development. Allowance for this dimension must, as I see it, involve scrupulously planned demilitarization, so that the new priorities gradually open up areas of genuine decision-making and empowerment for civil society. This will not be easy. But it would be illusory to think that social development can be achieved through the worn-out myopic approach of economic development pursued up to now.

UNESCO believes in this initiative and is ready to participate in this bid to rally forces on behalf of a cause which is part of its fundamental mandate. In connection with the Summit, it will contribute fully to create a system-wide conceptual and methodological framework which it considers essential for the purpose of linking up the various social, economic and environmental policies which are appropriate. It will increase its efforts for the access to, and

sharing of, knowledge with a view to closing the gap between the rich and the poor countries. The Organization will submit the results of the work currently being carried out by its two high-level commissions: the International Commission on Education for the Twenty-First Century, chaired by Mr Jacques Delors, and the World Commission on Culture and Development, whose President is Mr Javier Pérez de Cuellar. Endogenous capacities and cultural identities are two parameters which need to be taken into account in any valid approach to social development issues.

UNESCO's next Programme (for 1994–1995) also contains activities which should strengthen multilateral co-operation in the area of social development, through conceptual harmonization of various means. Thus, we have the MOST programme which deals with the management of social transformations and also the interdisciplinary project on 'Environment and population education and information for human development'. This project constitutes the reinforcement of activities that have been initiated, particularly in co-operation with UNDP, the World Bank, UNICEF and UNFPA, to achieve education for all by the year 2000 – a target to which all must adhere in order to overcome basic social problems and to give each woman and each man mastery of his or her own future. Similarly, UNESCO will pursue activities to promote human rights and democracy, for they are indispensable elements for human and social development.

In the face of the scandal of poverty, of glaring disparities, of the negation of human dignity, which constitute a tremendous danger for international security and an immense weight on our conscience, courageous decisions must be taken. The calling of the Summit is a first positive sign.

Federico Mayor

Director-General of UNESCO

International Symposium

What happened to development?

Initiatory remarks

Paris, 18–19 June 1994

UNESCO convened an international symposium on 18 and 19 June 1994, in Paris, on the theme
'What happened to development?' Forty intellectuals, social scientists and economists and other
experts in development from all around the world participated in the two-day symposium which was
also addressed by France's President, François Mitterand. Below is given an excerpt from the
initiatory remarks made by the Director-General.

No, it is not freedom that has created the acute problems confronting so many of the countries of eastern Europe these days; it is the oppression under which they suffered for so long. No, it is not the economic climate, nor fate, that is keeping at subsistence level the countries we, for so long, described as 'developing'; it is our behaviour, the behaviour not just of one side but of those on both sides of the dividing line of wealth; it is our understanding of the way in which development aid should be provided and received.

For it can be received like some miraculous gift that will transform every pumpkin into a carriage and make every desert bloom, and the miracle can be awaited indefinitely, like Godot. The solution to the multiple problems of developing countries is not to be found beyond their borders. Nor beyond their reach. It is buried within them, in the political will to reorganize national priorities from top to bottom, in the political will to base democracy on knowledge and citizenship, in the political will to act so that development becomes everybody's business, the fruit of everybody's creativity and work, in the sweat of toil as well as in the coolness of rest.

The main object of development aid – the donors have understood, or wanted to understand, no better than the recipients – is not to help keep 'the machinery ticking over'. Yet, the 'exclusively economic' approach to growth was mistaken, and while it is true that economic growth is the engine of progress it is no less true that it in no way embodies development. Yet, we must make a radical change in direction unless we want the intolerable and omnipresent asymmetry of our world, the fracture between wealth and destitution, at the international level and within each country, this collective schizophrenia, to prove fatal for the human race.

And I mean fatal – poverty and famine kill. And so does war. They kill the hope and dignity of thousands of people every day. They take the lives of thousands of human beings, mostly children, every day. Poverty, like war, kills. To fight against it is therefore an economic, social, political and ethical imperative. It means political commitment on the part of all, on whichever side they may be, that can lead to a state of human development where full, comprehensive citizenship is not the privilege of the few but the right and the achievement of all.

Development is indeed, today more than ever,

the **common goal** of human kind. We know that we have our destiny in common, linked to economic interdependence, the growing density of the human fabric accentuated by the communications boom, but linked also to the global nature of our misfortunes, which are called drugs, AIDS, pollution, terrorism and poverty and which know no bounds. No country can feel safe from their ravages. Hence the need for a new perception of what human security can and must be; for a new approach to development.

We have, it is true, taken several decades to understand the complex nature of the process of development, whose social, cultural and even spiritual components cannot be ignored with impunity. We have gone through several stages, believing at each breakthrough to have discovered the magic password. Ideal development has been described as endogenous

and self-directed, integral, and then sustainable. Today we understand the essential thing; it must first and foremost make room for an awakening of the full potential of the beings who are both its initial protagonists and its ultimate targets: human beings – not only those alive today but also those who will live on earth tomorrow. **Sustainable human development** – that is the only acceptable definition of our common goal.

I am delighted to observe a growing convergence on analysis and attitudes within the United Nations system. As you know, UNESCO – just as it was a pioneer in broadening the conception of culture – has, for a long time, advocated a less narrow conception of development. It has, therefore, welcomed with immense satisfaction what the United Nations Secretary-General, Mr Boutros Boutros-Ghali has said, in **An Agenda for Development**, published last month, that peace is 'the

Federico MAYOR

Directeur Général de l'UNESCO

The French President
François Mitterand together
with Mr Federico Mayor at
the inaugural session of the
symposium.
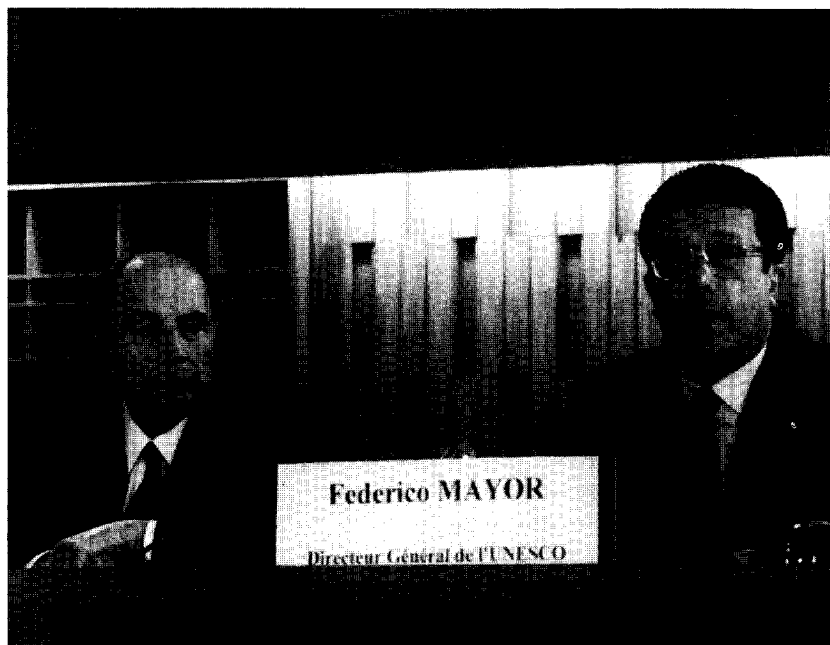
foundation of development'; the other dimensions of the process being the economy, the environment, social justice and democracy. I have noted myself with great pleasure that the executive heads and other senior officials of our organizations, when they meet in the Economic and Social Council, for instance, are talking the same language and making inter-institution co-operation a more than theoretical concern; the effectiveness of our actions has everything to gain by it.

It is, moreover, from a colleague at the World Bank – Mr Ismail Serageldin, Vice-President in charge of sustainable development – that I have borrowed this definition of development as we would wish it: 'a tree we help to grow by nurturing its roots, not by pulling on its branches'. The metaphor has the merit of making three ideas immediately comprehensible: in the first place, it is a complex process, with peaks and troughs and links of causality and connections to be discovered. The second idea goes with the first: development is a global process, a whole from which no element can be discarded – hence the need for an interdisciplinary and intersectoral approach. The third idea is fundamental: it is a dynamic process by definition, like a living organism, in respect of which both rigour and respect are essential, and all the more so since in the realm of living beings, it is the **human** beings we are talking about.

In the proposals I made with an eye to the Copenhagen Summit I did, in fact, try to stress that means of 'social adjustment' were needed. For instance, I highlighted the need (i) to strengthen endogenous capacities in each country, particularly through education and sharing of knowledge; (ii) to encourage commitments to collective life, the practice of democracy and support for the values of peace and tolerance without which we cannot hope to

move forward into the future; (iii) to improve the development and the quality of life of rural areas, which are the key to stability of many kinds; and (iv) to intensify every kind of action to safeguard and protect the environment. The preservation, protection and restoration of our natural surroundings are in fact, as I see it, an integral link in the development chain. And while we seek to establish equity between continents, between regions and between categories within a generation we must not turn away from the duty of equity between generations, which renders us accountable to those who will follow us on this earth. It is because we are mindful of the current duties implied by the preservation of future rights that Commander Cousteau and I have prepared, as you will know, a **Declaration of the Rights of Future Generations**, which we hope will have the same intangible but undeniable impact on the conscience as the great declarations of rights of our history.

For environmental matters and for matters concerning social justice and demographic evolution, the change of course calls for work to restructure in-depth attitudes, systems of redistributing wealth and modes of production and consumption – throughout the world. Admittedly, it is a long-term task, which is an added reason for beginning it now without further ado. Admittedly, changes as radical as these imply participation by all, old and young, women and men, rich and poor, by people in the Northern hemisphere and people in the Southern hemisphere. Which is an added reason for this universal change to begin here and now – in the place where we live, in our own block of flats, our own neighbourhood, our own village, our own town. It is at the municipal level, the local level, that the solutions that will save our world are being formulated and tested, day after day.

I believe for my part that if we are really aware of the gravity of the threats implied by the extrapolation of current tendencies we will not hesitate; we will set about bringing Utopia into being, for anything that does not look like Utopia will look like death. When it comes to meeting the challenge of survival, there is no North, no South, no superior, or subordinate, no rich, no poor. Let us recall Leonardo da Vinci's image: when a ship is in danger of sinking, all differences between those on board disappear. They are no longer anything more than passengers, eager to work together to ensure their collective survival. It is up to us, together, to gather the knowledge, to find the wisdom that will save the vessel Earth from sinking.

Federico Mayor
Director-General of UNESCO

Special needs education: access and quality

How fitting it is that this Conference on Special Needs Education should be held in this city, Salamanca, renowned not only as an ancient centre of learning, but also for knowledge in the service of humanity. The purpose of our meeting is fully in keeping with this honourable tradition. The Universal Declaration of Human Rights proclaims the right of everyone to education. Too often, alas, between the right and its effective exercise a shadow has fallen. The millions of children and adults who have special needs and requirements have, in particular, been seriously disadvantaged. Far too often, they have been the left-outs, the drop-outs and the push-outs of our education systems. We have come to meet in Salamanca to address their problem and, by so doing, to take an important step towards making education for all a reality, not merely a distant aspiration or a reassuring slogan. Our hosts, the Spanish Government, with the co-operation of the City of Salamanca, have provided excellent arrangements for our meeting and have welcomed us in a warm spirit of friendship and hospitality. I am certain that I speak for all of you in expressing to Spain and to Salamanca our deep gratitude and appreciation.

The subject of special education is one in which Spain, I am proud to report, has played a leading role. Thus, in the International Year of Disabled Persons, observed in 1981, Spain, working in close co-operation with UNESCO, hosted the World Conference on Actions and Strategies for Education, Prevention and Integration. It was my privilege to preside over

that conference, the results of which continue to guide the development of special needs education.

The tasks of this distinguished group is to review what has happened since 1981 regarding the world's most vulnerable children and to ask itself two searching questions: 'How can one do more? How can one do better?' We must each look critically at his or her individual experience and seek to draw lessons and inspiration from it. We must then compare these individual experiences and seek to draw wider and more general lessons from them. Our goal is to build a common understanding, a shared vision, a consensus on the further actions that are required and, ultimately, a collaborative programme to pursue the initiatives that we will launch here. The mission of UNESCO is intellectual co-operation. What this means, in the simplest of terms, is thinking and doing, then thinking about what we have done and how we might do it better.

This meeting in Salamanca is certainly beginning under the most favourable auspices. The more than eighty countries represented here, many at ministerial level, have a wealth of experience to share. For nearly a decade, our host country, Spain, for example, has been implementing a project to integrate students with special educational needs into regular classes. These efforts have been carefully studied and have recently culminated in the adoption of legislation to ensure that all children have equal access to education. During the course of this

conference, we can look forward to hearing more about the Spanish experience from the Minister of Education and Science and his colleagues. Many other countries, from both the developed and developing worlds, will also report on their actions and efforts, their achievements and successes, their frustrations and setbacks, and their future plans for moving forward in this area. This conference is also being attended by more than twenty intergovernmental and non-governmental organizations. The common purpose that brings us together is to pursue the vital goal of education for all proclaimed in the Universal Declaration of Human Rights and reaffirmed by the international community in the World Declaration adopted in Jomtien, Thailand in 1990.

The record of the past decade is a mixed one. On the positive side, there is clearly a greater awareness, understanding and recognition not only of the needs, but also of the capabilities and potential of disabled people. We have begun to recognize the disabled not as people with problems, but as people with untapped potential. We are, at the same time, more alert to the possibilities for the prevention of disabilities and better prepared to respond to those with special needs in ways which assist them in leading independent and active lives. Finally, we have come to recognize that any meaningful programme to assist disabled people and – what is equally important, to enable the disabled to assist themselves – must be based on education and training. The public needs to be better informed and made aware that the disabled often suffer as much from the lack of understanding of those around them as from their infirmities themselves. And, of course, for the disabled – even more so than others – appropriate education and training are the keys to living productive and rewarding lives. Knowledge and

skills can compensate for disadvantages, just as their absence can compound and complicate them.

Yet, we must frankly admit, that while much has been done, vastly more remains to be achieved. Important aspects have still not been touched on. Others have been obscured by the actions undertaken, which are frequently lacking in scientific rigour and adequate resources. The situation is especially serious in the developing countries. There are, to be certain, many good projects and promising beginnings and these are the proof that there are affordable and workable solutions even in circumstances of extreme austerity. They are, nevertheless, the exception to the overriding rule of need. In many developing countries, it is estimated that not more than 5 per cent of children and adults with special needs are receiving adequate education. This must be of grave concern, not only to the people and countries directly affected but to the international community as a whole. One cannot build the culture of peace that our planet so urgently requires in a world indifferent to the plight and suffering of millions of innocent people.

The World Declaration and Framework for Action adopted at the World Conference on Education for All make explicit a number of principles that will form the basis of our discussions and recommendations:
i. the inherent right of all children to a full cycle of primary education;
ii. the commitment to a child-centred concept of education in which individual differences are accepted as a source of richness and diversity, not viewed as an educational problem;
iii. the need to improve educational quality in order to make universal access meaningful and advantageous;
vi. greater parental and community participation in education; and

v. a greater effort to offer instruction in literacy, numeracy and basic knowledge and skills to adults, including those with special needs, the vast majority of whom were denied the benefits of a primary education.

UNESCO, working in close co-operation with partner agencies, has sought to advance the vision and message of Jomtien. We have been particularly concerned that the recommendations of Jomtien for special needs education should be taken fully into account. The Organization's programme in special education, begun in the 1960s, has been strengthened, streamlined, and focused on the promotion of two key principles: **equality of opportunities** and **participation.**

In this as in other areas, UNESCO endeavours to play a catalytic role, providing the 'pinch of yeast' which is necessary for the flour to become bread. In special needs education, this has implied doing selective 'upstream work capable of having a significant downstream effect'. We have entered into fruitful dialogues with key partners engaged in policy-making, financing and teacher education. Our aim has been to get special education out of the ghetto and into the mainstream. We have argued that special education is not an approach suited to the needs of a few, but an approach to teaching capable of improving education for all. We have stressed that the essence of special education is a focus on the needs of the children, but to the majority of them. We have sought to build bridges between existing systems of special and regular education and to encourage a rethinking of future educational plans to avoid, wherever possible, the creation of dual systems. We have urged that legislation and practice should be reviewed in the light of recent research and evaluation findings.

Of all these diverse efforts, none has received greater attention or produced more promising results than the 'Special Needs in the Classroom' project. This has been an example of 'front-line' work intended to test innovations and demonstrate and spread approaches that prove effective. At the same time, the project both develops national capacity in special needs education and actively promotes networking at both the regional and international levels. This Conference will provide the opportunity for those of you who are not already aware of it to learn about this project and, in particular, how you can participate in it and benefit from it.

I should add, in parenthesis, that while education is at the heart of UNESCO's action in favour of the disadvantaged, it is supported by activities in other fields, particularly culture and communication. The way in which cultures perceive and interpret disadvantages of different sorts is of obvious importance as is the way in which information bearing on disadvantage is presented and transmitted. In many African societies, for example, there is a sense of solidarity and participation that ensures that special education measures will be well received. In the industrialized countries, the extensive use of subtitles on television and in films enables the deaf to follow the mainstream media, while the availability of books and even newspaper stories on audio cassettes means that those with impaired vision are included. All of these developments, of course, ultimately depend upon forceful and effective advocacy by, and on behalf of, those with disabilities.

As our subject is extensive and time is short, I should simply like to highlight a number of important developments and key issues. My colleagues will be listening attentively to your discussion of these and other matters throughout this conference in an effort to learn from your experience and to profit from your advice.

An obvious question to ask at a conference such as this is: 'What is new in special

education?' There are many answers. As in most fields, progress tends to be incremental rather than dramatic. There are exceptions, of course. We have, for example, made major advances in the prevention of disabilities and may be on the threshold of dramatic new breakthroughs based on new discoveries and insights deriving from genetics and related fields. Over the past two decades, there has also been a profound change in our perception of why children or adults experience difficulties in learning. The traditional view was to blame the learner. The problem was seen to derive from his or her limitations or defects. The solution involved overcoming what was termed 'the learning deficit'. Fortunately, our thinking has evolved a good deal in recent years. We now recognize that problems often arise out of environments that pose physical, cultural or social barriers to learning. The answer, accordingly, is not to be found in correcting a defect in the child or adult, but rather in understanding the obstacles he or she is facing and, insofar as possible, removing or reducing them. It is the interaction between individual resources and limitations and the constraints posed by the environment that will ultimately determine the acuteness of a handicap and the consequences it imposes.

Another point that it seems to me necessary to stress is that special needs education cannot advance in isolation. It must be part of an overall education strategy and, indeed, of new social and economic policies. To give full effect to special needs education requires a review of the policy and practice in every subsector within education, from pre-schools to universities, to ensure that the curricula, activities and programmes are, to the maximum extent possible, fully accessible to all.

In this International Year of the Family, it is fitting to highlight the role of the parents and families of disabled children. Experience demonstrates that programmes that involve parents and families consistently achieve better results than those that treat the child in isolation. In addition, parents and families have proved themselves eager, motivated and resourceful in contributing to the education of the disabled child. Parents often possess skills that can be valuable to teachers as well as to other parents and children.

It is, of course, not only the family, but society as a whole that must contribute to the success of special needs education. People with disabilities have for too long been ignored or misunderstood. They have often been regarded as inherently dependent, whereas their most earnest desire is to be independent and productive. Fortunately, disabled people have now formed their own organizations and have become far more assertive of their rights. Above all, they want greater control over programmes intended to serve them. They want the right to make decisions that affect their lives. Clearly, improved access to education is an essential condition for empowering the disabled and enabling them to participate fully in the social, economic, political, and cultural life of their society. Education, as already noted, is also the key to promoting greater understanding, respect and solidarity between all members of the community. Ultimately, it is only in this broader framework that special needs education can develop and flourish.

'Disability', understood in its social context, is not simply a condition. It is far more than that. It is an experience, an experience of difference, but – all too often – also an experience of exclusion and often of oppression. It is not the individual with the disability who is responsible for this, but society's indifference, intolerance and, in some cases, even hostility. It is only in acknowledging this that we can fully comprehend the issues facing us and, especially

those faced by disabled people. An analysis that recognizes only the problem but not the context in which it arises can never result in a full and satisfactory solution.

Difference is a fact of life. What matters is our attitude towards differences. As one disabled person wisely stated: 'Attitudes are more important than facts, more important than circumstances, than failures, than successes. Attitudes will make or break a company, a home. But . . . we have a choice every day regarding the attitude we will embrace. Life is 10 per cent what happens to us and 90 per cent how we react to it. We are in charge of our attitudes'.

How true that is and how important that we should not miss the critical opportunity to change attitudes that will shortly be offered us. The World Summit for Social Development, planned for Copenhagen in March 1995, will take up the issue of inclusion – and, by implication, exclusion – as one of the three priority areas to be examined. This is an important opportunity to put the concerns of this Conference before the world's leaders. Working in close co-operation with a network of organizations of disabled people, UNESCO is preparing a report to the Summit on 'ignorance, intolerance, prejudice and other obstacles to be overcome in order to integrate disabled people fully into social and national life'.

Salamanca will not be a turning-point in special needs education. We do not require that. We have an accurate sense of direction. We know what needs to be done and, to a considerable extent, how it can be achieved. What Salamanca can provide is a forum for reflection and exchange and, above all, a rallying point for action. We need to examine critically both our shortcomings and our strengths. Then, we must transform our thoughts and plans into concrete action. To do so, we need to both enhance and unify our efforts. No country can claim that it

has done all it could do to improve the quality of life for people with disabilities, either within our own borders or beyond them. We have only begun the vast task before us.

The time for action is now. We cannot enter the twenty-first century asking the same questions as we did in the 1970s. How many disabled children are there? Have we identified them all? Have we established procedures for including in the education system all people with disabilities who can be included? We should, of course, be able to reply affirmatively to all these questions. But we have to go beyond that. We should, by now, be asking ourselves how many young people and adults with disabilities have learned the skills and acquired the knowledge required to function effectively in society. How many have found good and rewarding jobs? These are the questions that define the challenges to which we must respond in the twenty-first century. The key questions we must answer in the years ahead do not concern what we are aiming for so much as what we are achieving. Our answers to these questions will be the measure of our success or failure.

The future is not fixed in advance. It will be fashioned by our actions and deeds and will reflect our thoughts and values. When we look around us here in this splendid city, we see the monuments and rich heritage of a people who cared deeply about the pursuit of knowledge and the well-being of humanity. It was not self-interest that made the splendours of the University of Salamanca, but the realization that humankind is never so great as when it acts out of benevolence and goodwill. It is, I am certain, possible to make a persuasive economic argument for special needs education. But it is, in my view, both more worthy and compelling to make a human argument. The merit of a society – be it that of a city or a planet – can be best judged by what it does to brighten the lives of

those stricken with disadvantages and disabilities. This Conference, I fervently hope, will long be remembered as an occasion on which the international community rose to the challenge and affirmed that education for all must mean for all and most particularly for those who are most vulnerable and most in need. In doing so, we will affirm our better selves and begin to tap the potential within us. For we, as a global society, are in fact severely disabled by pessimism, by differences, by disagreements and even by despair. When we analyse things, we lose heart, but when we compare them, we take courage. We must always look around us, that is, see the world in its entirety and act on the basis of overall criteria. We need to take our destiny into our own hands and begin tearing down the barriers that divide, weaken and distract us. The way to build a global society is by collectively tackling the great moral and ethical challenges before us. This is how we shall stir the spirit and conscience of the international community and give life and vitality to the institutions that serve it. Our problem, too, is 90 per cent attitude.

Yogesh Atal
Director, Co-ordinating Unit for WSSD
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Unemployment: common problems, uncommon solutions

This paper was presented at the Fourth Olympiad of the Mind organized by the STEPS Foundation, held at Harvard University, Cambridge, Mass., USA, from 5–8 May 1994, to discuss regional and global strategies for creation of employment.

I feel honoured to have this privilege to participate in this Olympiad, as representative of the Director-General of UNESCO, and to share with you some of my thoughts on the problem of unemployment that has attained global proportions and which needs to be tackled on a priority basis.

As you are aware, unemployment is one of the three core issues chosen for debate and discussion at the World Summit for Social Development, the other two being poverty and integration of the marginalized populations. The fact that all the three issues are **'economic'** in their manifestation is a forceful reminder that the pursuit of economic growth as the prime objective of development has not helped in obliterating these negative economic consequences, and that their constant presence, nay! a steady rise in their incidence, has significantly created social crises and marred social development. After all, the primary aim of all development effort is to promote social advancement – that is, to have a society whose members are healthy, well-fed, better educated, and live in peaceful coexistence. Since prevalence of poverty, incidence of unemployment, and patterns of social exclusion inhibit social development, there is now a shift in emphasis

from the mundane pursuit of the 'economic' to the 'social' goals of equity, distributive justice, human rights and democracy.

The review of past development experience suggests that the solution to the apparently economic problems does not lie in simple economic prescriptions. The fact that the problem of unemployment is globally pervasive – that it is *common* among both the developed and developing countries – invites us to question the validity of the premise that economic growth is a panacea, a cure-all, for all the problems of society. We are also led to conclude, and rightly so, that the developed West (or North) cannot serve as the positive reference group for the developing countries. The North, as well as the South, must look for some new alternatives.

Let me explain what I mean. The presence of 'unemployment' in both the so-called North and the South implies that it is not an indicator of 'underdevelopment'; or else, we will have to reclassify the developed world on the other side of the dichotomy. Similarly, the rising incidence of 'educated unemployed' – again, both in the North and the South – suggests that education by itself cannot be the solution for eradicating unemployment. If education were the answer to

unemployment, there should have been no unemployment in the countries of the North where there is nearly 100 per cent literacy. Similarly, with the rising levels of literacy in the countries of the South, unemployment should as well have shown a diminishing trend. But that is not the case.

Of course, the available statistics from the developing countries suggest a sort of causal link between education and employment in the initial phases of educational expansion: in countries with lower percentage of the educated, unemployment among them is found to be rather lower. But there seems to be a certain threshold after which this association does not appear to work. As Mark Blaug confirms: 'After two decades of intensive research on the association between education and national income around the world, little more can be said than that a 10 per cent rate of enrollment in primary schools and a 40 per cent literacy rate is a necessary, but, alas, not a sufficient condition for rapid economic advance' (see Blaug, *An Introduction to the Economics of Education*; London, Penguin, 1970, Chapter 3). The same author argues that 'it is easier to show that nations are better educated because they are rich than that they are rich because they are better educated'.

The prevalence of educated unemployed also leads one to question the alleged causal relationship between poverty and unemployment. Unemployment statistics from several countries reveal that it tends to be higher among the educated than among the illiterates, and that among the educated, its concentration is to be found in the middle range; the lowly qualified, or very highly qualified, have lower percentage of unemployment than those who are in between these two extreme categories. Such configuration of unemployment prompts me to suggest that unemployment is basically a middle

class phenomenon. The very poor, who struggle for their subsistence, cannot afford the luxury of being unemployed. They would engage in whatever activity that is available for them to earn the living, and they would mobilize the entire human resources of the family in that task. The middle class family, on the other hand, can support an unemployed member of the family during the latter's search for a suitable job. The period of unemployment in such cases is, in effect, a waiting period for the first-job seekers. Researchers have worked out average waiting period for different types of educated job seekers which ranges anywhere between six to eighteen months. In the economies where job security is ensured and, thus, where there is very little by way of inter-organizational occupational mobility, a person's unemployment period ends with the entry into the job. Since that job defines the latter's career, a person willingly suspends the decision to enter a job until a right one is found. Of course, constant frustration in getting the right job may lead one to end the search abruptly and accept whatever is available as a compromise.

This formulation, however, does not suggest that no relationship exists between the variable of poverty and unemployment. In fact, long periods of unemployment, or a sudden loss of job, can create hardship for the person and his family and even lead to their impoverishment; poverty thus created may pose difficulties for the family in providing adequate education to its young for a brighter prospect in future. Poverty diacriticals may lead to social degradation and loss of esteem. The relationship between these variables, thus, is cyclical; simple cause-effect relationship cannot be established between them. It is important to emphasize the need to see these phenomena in the wider context of the social system in which all parts are affected by, and affect, other parts, directly or vicariously.

Thus, the phenomenon of 'unemployment' or of 'poverty' has to be understood in the socio-cultural context in which it occurs. Simplistic solutions for these complex problems may appear attractive but they will turn out to be unworkable. This has been the flaw of the prevailing paradigm of development that promoted trickle down theory of economic growth with complete disregard to the cultures and social structures of the countries where it was applied.

Unemployment, to be sure, is a global problem in the sense that it is a concern for all groups of countries. In aggregative terms, it represents a difference between the growth of employment and the growth of labour force. But such statistics are only a facade; they hide the reality as much as they reveal. As it manifests in different settings, unemployment assumes different meanings, and invokes different reactions. In order to properly understand the phenomenon, the first need is for an agreed definition. A series of related concepts are subsumed in the category of 'unemployment' which must first be defined and distinguished, and then for each one of them a problem profile be prepared. These concepts are: **non-working, seeking job for the first time, employed before and now seeking job, misemployment, frictional unemployment, underemployment, joblessness and unemployment.** Even the very concept of **labour force** continues to defy a universally acceptable definition. It is not an accident that growing unemployment in the developed world in the past two decades caused a worldwide alarm: quite naturally it is the perspective of the North on this issue which dominates the thinking. But if different causes lead to unemployment in different contexts, or the same set of causes result in different kinds of unemployment, then we need careful analysis of these various processes in order to arrive at

workable solutions to the pervading crisis of unemployment. The simple equation of employment and labour force can only suggest simple solutions: increase employment or contain the growth of the labour force. In a long-term perspective, a well thought-out policy may succeed in bringing a balance between labour force and employment but for the urgent crisis of the present day unemployment such a prescription is hardly a cure.

We must admit that we have the problem here and now. People who are already born are the potential labour force; those who are already at school will acquire the skills that the present system of education is able to provide. Thus, we have reasonable estimates of the emerging size of the labour force and also of its skills profile. It is for this group that we have to plan appropriate strategies so that their entry into the economy is facilitated and they are able to contribute to the growth of the economy. Delays in their entry amount to the loss of the labour – as it is a perishable item, and it also creates frustration – which may make the unemployed a disgruntled group ready to take cudgels against the system. Flight to other countries in search of jobs is one response, which may be planned, or unplanned. Such migrations have become an order of the day. These international migratory flows have globalized the unemployment crisis. The labour exporting countries have shown mixed reaction to such **departures**: they have expressed their worries over the continuing 'brain drain' on the one hand, and have also felt a sense of relief because of ease of pressure on their labour market and because of receipt of remittances that have helped build their foreign reserves. The receiving countries have also been equivocal and ambivalent because these **arrivals** have significantly influenced the employment scenario and aggravated the unemployment problem in them. Furthermore, the population growth

factor has little to do with the problem of mismatch that also causes unemployment and underemployment. In several countries, there is dearth of suitable jobs for the available trained manpower; simultaneously, there is also dearth of recruitable candidates for the available jobs. Such a mismatch establishes a sort of causative link between education and unemployment. The solutions suggested in the realm of educational planning – such as introduction of work experience, vocationalization of the secondary curriculum and training in accordance with manpower needs – are again interventions that will yield results in a long-term perspective. Being sectoral in character, one is not sure of the intended, and dysfunctional, consequences of such a strategy.

The point I wish to make is that any measures taken either to reorient the education system, or to curb population growth, are not likely to solve the immediate crisis. While we must initiate these measures in a carefully planned manner as part of the planning for the future, we should also seek workable solutions for the present day problem of unemployment.

In this regard, it must be stressed that the profile of unemployment varies from region to region, and within each region from country to country. It is important that both commonalities and specificities are identified so that realistic programmes of action can be drawn.

The alarming rate of 8.1 per cent unemployment in the industrialized countries is said to have been caused by veritable technological revolution and influx of immigrants from the developing countries. Youth unemployment in these countries is a serious problem because of weak familial ties and a strong sense of individualism. The young are ejected from the family and are expected to support themselves; with the withdrawal of the support from the family, the non-availability of jobs is indeed a serious matter and a strain on the state welfare system. In contrast to this, in the cultures which emphasize family solidarity, the young unemployed are taken care of by their families of orientation and the wider kingroup.

The industrialized countries of East and South-East Asia which are regarded as authors of the **Asian Miracle** are blissfully saved from the crisis of unemployment. For one, they have not given up their traditional values of family solidarity and filial piety. For the other, they adopted the Human Resource approach. In Japan, for example, full use of the labour force preceded mechanization. Japan is one country which is facing the crisis of labour shortages with the rising wages, and it is engaged in the task of relocating industries in the labour surplus countries. The same strategy adopted in the West has, however, resulted in job-losses. In the Asian region, the booming economies of Malaysia, Thailand, and Indonesia are also beginning to experience labour shortages. In contrast to this, underemployment and poverty characterize the countries of South Asia which have been principal exporters of labour to the Middle East; that trend was somewhat stunted during the Gulf war.

Massive job-losses have also occurred in the East European countries which are in transition to a market economy. Withdrawal of the State from industry, and increasing privatization, has hurt the job security previously enjoyed by the work force in these countries. Demand for new skills, commitment to a new management ethic, and serious competition have aggravated the unemployment crisis in those countries and have encouraged migration to other countries.

The Sub-Saharan Africa presents an altogether different picture where the majority of the population is still rural and engaged in agricultural pursuits. Its relatively small urban sector is not able to absorb nearly 8 per cent

migration from the rural areas with the result that there is 20 per cent urban unemployment and the labour force is pushed into the informal sector over which there is relatively little state control. The urban informal sector provides 71 per cent of the jobs compared to six per cent provided by the modern sector, and 23 per cent by the rural sector.

Urban unemployment in Latin America is of the same order as the industrialized countries of the West – down to 7.4 per cent in 1992 from 10 per cent in 1985. This recovery is regarded as the result of the adjustment policies. And, unemployment is concentrated among young people and women who can only look towards the informal sector for employment as the public sector accounts for only 15 per cent of employment; even the large private business provides only 31 per cent of all employment.

This thumb-nail sketch of unemployment around the world suggests that while unemployment is a problem common to all there cannot be a common solution. There cannot be a single cure, and a one-time treatment is no guarantee that this will not recur. We need country-specific strategies both for short-term solutions and long term mechanisms to deal with the recurrent phenomenon of unemployment. Such strategies will have to be holistic and not sectoral. Since unemployment can be caused by a variety of both economic and non-economic

factors, it is important to assess the impact of each proposed intervention on different subsystems of society. Such an approach does not ask replacement of the 'economic' by the 'social', but makes a plea for an effective interface between the two.

Engagement in work is not only an economic issue; it has social and psychological functions. Each society must, therefore, find ways to engage its working population in creative and productive work, and in socially useful tasks. To the extent technology relieves people from drudgery and boredom of work, and performs tasks that are desirable but humanly impossible, its interventions are welcome. But societies should have the right to decide how much to invest and how far to go in the direction of automation and robotization. Economies must have a human face. Machines must be slaves of men, not their masters. While it is true that globalization of the economy, facilitated by technological advances, has globalized the unemployment problem, it must not be forgotten that cultural diversity and heterogeneity are the facts of life and they cannot be erased. The global workforce, must therefore, be developed on the basis of cultural diversity. Let each society work out its own ideal mix, and let us not impose a single model on the entire world.

Yogesh Atal
Director, Co-ordinating Unit for WSSD
Sector of Social and Human Sciences, UNESCO

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First session of the WSSD Preparatory Committee

UNESCO Statement

The concerns of the World Summit are close to the concerns of UNESCO which has been pursuing the twin objectives of consolidating peace and contribution to human development ever since its inception. Speaking at the last ECOSOC meeting held in Geneva, the Director-General of UNESCO offered to fully participate in the preparatory process for the Summit and to redouble the efforts to increase the access, transfer and sharing of knowledge so that all societies could develop their creative potential and fashion their futures. UNESCO firmly believes that economic growth should subserve the cause of social development. The recently held General Conference expressed its serious concern over the policies of structural adjustment that have severely affected social sectors such as education and health, and have even compromised the prospects of economic recovery. A consensus emerged that sustainable social development is possible only through human resource development which would ensure improvement in the quality of life: better education, better health, respect for human rights, democracy, rational use of resources, and a commitment to the culture of peace and international solidarity.

Past achievements notwithstanding, there is no cause for complacence. The decision to host the Summit is a clear recognition of the impending social crisis and continuing social disparities. In the mundane pursuit of economic growth we had grossly neglected the human and cultural dimensions of development. Three sets

of factors have brought a convergence of concerns regarding a new approach to development: consequences of past development; continuing growth of population; and knowledge explosion and technological revolution. An integrated approach to development should take into account all these factors. It is heartening that the international community recognizes the ineffectivity of the old recipes. There is an acknowledgement of the multiplicity of cultures and plurality of the peoples. Costly failures have brought home the point that outside models cannot be imposed. Cultures have considerable resilience to withstand external onslaughts and to assert their identities.

Social development requires recognition of cultural identities, building of indigenous capabilities, and a new sense of international solidarity based on mutual give and take. From this point of view, it is important to distinguish between problems that are global or regional, and that are common to many countries as against those that are country-specific. Different strategies will be needed for these different sets of problems. We may also have to recognize that global problems may be perceived differently by different vantage points and that even common problems may not have common solutions. This is how the cultural dimension to development needs to be introduced. This is a task which is currently being carried out by the International Commission on Culture and Development, jointly set up by UNESCO and the United

Nations, under the chairmanship of Mr Javier Pérez de Cuellar. The Commission on Education for the Twenty-first Century, under the chairmanship of Mr Jacques Delors, is addressing to the questions related to the new demands being made on education.

Preparatory to the World Summit, UNESCO will be undertaking a series of activities to promote thinking and reflection on the issues of social development by encouraging national social science bodies to organize seminars or conduct policy relevant research, by reinforcing UNESCO's co-operation with the scientific community and relevant organizations, and by organizing round tables at the time of the Summit. The purposes of these activities will be:

i. to reaffirm the central role of development, its multidimensional character and its ethical foundations, and to examine the relationship between culture and development;

ii. to provide assessments of public policies and on the nature of popular participation in the struggle against poverty and social exclusion;

iii. to determine research priorities that are necessary to promote a form of development which is cost-efficient in terms of resource use, protects the environment, generates employment and enhances social integration and cultural identity; and

vi. to collaborate with social science bodies in organizing seminars on national and regional perspectives on social development and to foster general public awareness and informed debate on the issues and concerns of the Social Summit.

These activities should result into a series of publications, informative briefs and brochures, and some audiovisual materials which will be displayed during the Summit as part of the UNESCO exhibition.

Since the purpose of this Preparatory Committee is to identify elements for the Draft Declaration and a possible Plan of Action, let me mention some of the elements that UNESCO would like to be incorporated:

i. Human resource development strategies should be reoriented to realize the potential and creativity of the culture of a given society; balanced development can only be ensured by making cultural factors an integral part of the strategies designed to achieve it.

ii. Education and training should be assigned top priority and investments in education be augmented, so that socially distant and geographically unreachable populations can have access to knowledge.

iii. Education and empowerment of girls and women are key factors in curbing population growth, promoting gender equity, and in the development of their full potential.

iv. To prepare for the twenty-first century, and to overcome the present crises, thorough review and revamping of the content of education, and careful restructuring of the entire educational systems are urgently needed.

v. Efforts should be continually made for rapid transfer and sharing of knowledge across cultures to ensure their better utilization to promote progress and bridge the knowledge gap.

vi. To combat marginalization and exclusion, and to promote people's participation, respect for human rights and the forging of democratic attitudes must be promoted from early childhood.

vii. To foster awareness and attitudinal change, as well as to promote social integration, communication must be improved through the utilization of new communication technologies and informatics.

viii. Research must be promoted on Man–Nature relationships in an interdisciplinary framework.

ix. Endogenous capacities in social planning, evaluation and management of social

transformations should be built through strengthening programmes of higher education, particularly in the key social science areas.

The details of these suggestions, as well as the rationale for building endogenous capabilities, are provided in the two papers that UNESCO has distributed at this meeting.

Francine Fournier
Assistant Director-General
for Social and Human Sciences, UNESCO

Second session of the WSSD Preparatory Committee

UNESCO Statement

We should like to commend the efforts of the WSSD secretariat for producing the two documents as instructed by the first session of the Preparatory Committee. From the rich debate that took place during the first session, the Secretariat has meticulously culled out all the important ideas and suggestions and has made a good attempt to systematize them to facilitate our discussion here.

UNESCO was pleased to second one of its senior staff members to join the team that drafted these documents, and we are happy to see a reflection of UNESCO's concerns in them.

The Preparatory Committee will recall that at its first session, UNESCO circulated two documents: one on the need for building endogenous capabilities, and the other making specific suggestions for elements to be included in the Draft Declaration and Programme of Action.

Since then, the Director-General of UNESCO has given further thought to the concerns of the Social Summit and has prepared a **Position Paper** which is now available to the members of the Committee. It is our earnest hope that the Committee will find the Position Paper useful and will endorse its thrusts for inclusion in the final version of the two documents that are before this session of the Committee.

Without taking much time to repeat what is said in the Position Paper, I would like to make some observations on the two documents:

Draft Declaration

This document is beautifully worded and well-balanced. I would like, however, to make some suggestions regarding the last two paragraphs of the first section, and paragraphs 7, 15 and 17 of the second section.

In the penultimate subparagraph of paragraph 3, the following may be added before the last sentence:

> **Besides, communication and different media are potential powerful tools for educating the people and transmitting knowledge to the masses and offer possibilities to individuals and communities to express themselves in their distinct voice; because of this dual role, these tools facilitate the processes of socio-economic development and contribute to the installation of true participatory democracy.**

We are in agreement with the main thrust of the last paragraph of Section I of the Draft Declaration, but would like to suggest that in this paragraph it may further be stressed that:

> **social control of science and technology is fundamental for providing the desired direction to the process of development in conformity with societal choices based on their value systems and the quality of life. Vigorous public policies are necessary to correct failures of the market in this domain and to prevent monopolization of knowledge; science and**

technology are part of the common human heritage.

In paragraph 7 of Section II of the Draft Declaration: After the phrase 'Through greater international solidarity, including solidarity at the level of transfers of financial resources', may we suggest the following elaboration:

making the terms of exchange more equitable, facilitating access to markets of the industrialized countries for the products from the countries of the South, providing access for the countries of the South to science and technology on a preferential basis, and ensuring for a steady supply of financial resources.

In the following subparagraph on progressive achievement of fundamental rights a reference may be made of the key role of education in citizenship training – a point which has been elaborated in paragraph 26 of the same section.

In paragraphs 15 and 17 we would suggest inclusion of the term 'self-employment'.

Programme of Action

It is our general impression that despite the explicit recognition for an integrated approach to development, a sectoral economistic bias runs through the entire document on Programme of Action. This is partly due to the absence of a clear-cut definition of what is meant by social development. If the three concerns of the Summit are regarded as products of the prevailing paradigm of economic development then how do we resolve them by further proposing economic interventions? We must acknowledge that the prefix 'social' is not a replacement of the adjective 'economic'. The social and economic aspects are, to be sure,

complementary and mutually supportive. No doubt, economic interventions will be necessary to tackle the three problems addressed by the Summit, but mere resolution of these problems would not guarantee social development. It is, therefore, important that the Programme of Action identifies all those activities that will improve the overall social environment and, thus, help societies ascend on the Social Development Index.

For the part on enabling environment: UNESCO regards development of human resources as an essential component of the 'Enabling environment'. While there are scattered references to human resource development in the document, there is a need to insert a sub-section on this in the part dealing with the Enabling Environment. We suggest section D may be added in this part which may read as follows:

Social development is possible only through the development of human resources. Social development is about people – their quality of life and the level of living are both an indicator of the level of social development and a factor for economic growth and for creating a just and humane society. Human resource development is to be understood not in terms of a narrow managerial sense but in the broader meaning of the improvement in the quality of life: education for all, health for all, respect for human rights, democracy, a commitment to the culture of peace, and a feeling of international solidarity.
    Economic growth – which does not subserve the cause of social development but instead creates or even widens the gap between the rich and the poor, and contributes to the alienation of its people – contributes to disharmony and marginalization, and threatens the very integration of a society's culture.

Development should be based on the will of each society and should express its fundamental identity. There should be an effective interface between culture and development. Balanced development can only be ensured by making cultural factors an integral part of the strategies designed to achieve it. Such strategies should pay due regard to historical, social, and cultural context of each society.

As a corollary, we also emphasize the need to promote respect for other cultures. Development should not destroy the rich and varied cultural heritage of humanity. It must promote cultural co-existence. Nation-building in the societies that are pluricultural must capitalize on cultural heterogeneity rather than to attempt homogenization which is neither desirable nor feasible. Cultures have demonstrated their resilience and capacities to change and to accommodate innovations while retaining their identities.

The size of a society's illiterate population reflects the level of its social development. To tackle the triumvirate of poverty, unemployment, and forces of disintegration, education and training should be assigned top priority. Investment in education must be augmented so that illiteracy may be eradicated totally and quality of education be improved. It is important to ensure that both geographically unreachable populations and socially distant groups have access to knowledge. In addition to formal and non-formal systems of education, other innovative ways may be found to spread literacy to train and retrain people in newer skills.

To prepare people for the twenty-first century, and to overcome the present difficulties in attaining the goals of education for all, thorough review and renovation of the content of education and restructuring of the entire educational systems are urgently needed.

Education must be deformalized to reach the hitherto unreachable. Special efforts are called for to promote education among girls and women so that gender equity can be attained through their empowerment.

Standing on the threshold of the twenty-first century, and with the continually rising levels of literacy, it is important that we pay attention to building endogenous capacities so that countries become self-reliant and revise their own strategies of development to meet the global objectives of social development with due regard to individual country specificities. For this, the rigour and diversification of higher education is fundamental. Not only in the fields of science and technology, but also in social sciences, teaching and research must be promoted in all the countries. This will facilitate rapid transfer and sharing of knowledge.

LDCs

Somewhere in this document a paragraph should also be devoted to the Least Developed Countries which may read as follows:

There is an urgent need to pay particular attention to the needs of the LDCs whose economic growth is stymied by pervasive levels of homeless, uneducated and famished sickly people. LDCs have no prospects of reaching levels of economic development that would eventually help finance social infrastructures. A fresh injection of US$30–40 billion to finance primary health-care, primary education, drinkable water and family planning as proposed by UNDP in its 1994 Human Development Report seems to be the only remedy for the crisis faced by the LDCs. It is imperative that the United Nations system and

the lending bodies work closely to harmonize country-level programmes and initiatives.

Part on reduction and elimination of widespread poverty

In paragraph 33 of page 22 we would suggest addition of the following sentences:

It must be recognized that poverty is not only unemployment and underemployment as prevalent in many industrialized cities, and as particularly aggravated by massive rural-urban migration and the evolution of mega-cities. In many rural areas of the world poverty is the utter lack of work opportunities coupled with unproductive environments, both further debilitating a money-based economy and making impossible a dynamic market system.

After the present paragraph 47, the following subparagraphs may be added:

Increasing dissatisfaction with the failure of western scientific knowledge and technology to contribute effectively to the development of sustainable resource use systems is among the factors that have fuelled a growing interest in the traditional knowledge of farmers and other resource users. Local pastoralists, cultivators, fisherfolk and other resource users often have profound knowledge of their highly varied environments which could be better tapped in assessing the potential use of biological materials and the development opportunities of their homelands. Much of this knowledge is unrecorded and unexploited, and every year part of this knowledge is being lost with the transformation of ecosystems and local cultures. Recording and applying this traditional ecological knowledge provides one approach to making more effective use of the biological diversity and genetic richness and their use as

a starting point for strategies of integrated conservation and sustainable development. There may also be considerable scope in diffusing information on techniques and practices refined over generations in one part of a particular ecological region, and testing and adapting them in other localities.

Governments and international agencies should increase support to efforts for integrating indigenous knowledge in the planning, design and execution of development projects, in such fields as integrated approaches to natural resource management, holistic medicine, social control mechanisms for common property resources, using sacred groves for ecosystem rehabilitation purposes, combining local classificatory schemes with modern survey technologies.

Part V on means of implementation and follow-up

Paragraph 176: The last two sentences may be modified as follows:

Communication media have a distinctive role to play not only in bringing marginalized, impoverished segments of society closer to the mainstream and in enhancing social integration but also in publicizing progress or failure in meeting social development objectives. Mass media organizations also have a responsibility to draw attention to the causes, manifestations and possible solutions to social injustice and abject social conditions.

I hope these constructive suggestions will be given due consideration while finalizing the texts of the two documents. Let me take this opportunity to assure you and the Summit Secretariat of our full co-operation.

Hedayat Ahmed
*Director, UNESCO Principal Regional Office
for Asia and the Pacific, Bangkok*

Asian and Pacific Ministerial Conference

UNESCO Statement

Manila, 17–18 October 1994

I have the honour to bring to you the greetings of the Director-General of UNESCO, Professor Federico Mayor, who has regretted his inability to personally come and address this gathering.

As the issues to be discussed by the World Summit for Social Development are very close to the concerns of UNESCO, the Director-General has offered to fully participate in the preparatory process of the Summit, both regionally and internationally. At the regional level, the Bangkok office of UNESCO has closely worked with ESCAP and participated in the preparatory process in various ways. On our own, we are collaborating with the Association of Asian Social Science Research Councils (AASSREC) in encouraging national social science research councils to organize discussion and debate various perspectives on social development. At the conclusion of these national seminars in about 11 countries, there will be, in November this year in this very city, a regional symposium where the outcome of the national symposia will be reported and elements for a regional perspective on social development will be identified.

UNESCO's concern with social development cuts across all the three core issues that have been identified for the deliberations of the World Summit. Building endogenous capacities is, in our view, an essential component of the enabling environment both for social and economic development. UNESCO believes that both social and economic development are complementary to each other. For development to succeed, due

attention should, therefore, be paid to the human resources. Human resource development is to be understood not in terms of a narrow managerial sense but in the broader meaning of the improvement in the quality of life: education for all, health for all, adequate shelter for all, respect for all human rights, pursuit of democracy, a commitment to the culture of peace, and a feeling of international solidarity.

I would like to refer to two major events that took place in the Asia–Pacific region that have endorsed UNESCO's stance on human resource development. In June 1993, the **Sixth Regional Conference of Ministers of Education and Those Responsible for Economic Planning** (MINEDAP VI) was held in Kuala Lumpur, Malaysia. The Conference emphasized the following:

• **Education for All**, through both formal and non-formal means, and for adults as well as children;
• action to meet the needs of disadvantaged population, with particular reference to women and girls;
• quality and relevance of education, paying particular attention to the importance of life-long education; values classification; quality of life, with particular reference to environmental education for sustainable development; and preventive education.
• enhancement of the links between education and the world of work, with particular reference to technical and vocational education, rural education, and the restructuring of education;

• teacher education with regard to both pre- and in-service education; and

• higher-education programmes, with particular reference to the issue of improved quality, greater privatization and internationalization of programmes and the inextricably close relationship between higher education and industrialization in each member country.

The second event was the **Summit of the Nine High Population Countries on Education for All**, in December 1993, in New Delhi, India. The Summit participants pledged to redouble their efforts to eradicate illiteracy and universalize primary education.

Preparatory to the **World Summit**, UNESCO is undertaking activities to promote thinking and reflection on the issues of social development by encouraging national social science bodies to organize seminars or conduct policy relevant research, by reinforcing UNESCO's co-operation with the scientific community and relevant organizations.

UNESCO has prepared its Position Paper and circulated it among all its Member States to invoke discussion and evolve consensus on the priority targets for action in the area of UNESCO's competence. This Paper has also been circulated at this meeting and we sincerely hope that this conference will lend its support to UNESCO positions, so that the priorities stated therein may find a suitable place in the Declaration and the Programme of Action to be adopted by the World Summit.

Francine Fournier

Assistant Director-General
for Social and Human Sciences, UNESCO

Struggles against poverty, unemployment and social exclusion: public policies, popular action and social development

I am pleased to participate in this conference, which is jointly organized by UNESCO and the City and University of Bologna, and to give a welcome address on behalf of the Director-General of UNESCO. Mr Mayor would very much have liked to be here today but, regrettably, due to other pressing duties, he was not able to come to Bologna this time.

It is a big honour for me personally, and for UNESCO, that this important conference is taking place in one of the oldest and most prestigious of universities. It is equally gratifying that the conference is being held in a city which is well-known around the world for its excellent management and good tradition of 'citizen involvement'.

We are gathered here in Bologna just a few months before the World Summit for Social Development which, as you all know, will bring together in Copenhagen, in March 1995, heads of state and heads of government from different countries of the world to address urgent social problems of unprecedented gravity and complexity. These concerns centre around the world-wide problems of increasing poverty, unemployment and social exclusion.

The theme of **social development**, which weaves together the concerns of the Social Summit, is meant to emphasize the need for renewed efforts by the international community towards higher living standards, greater equality of opportunity, and security of human rights. In this regard, the Summit is expected to highlight two particularly important aspects: firstly, that meaningful social development is a change-process that is people-centred, equitable, and sustainable; and secondly, that, these concerns have been, and remain, the central objectives of the United Nations.

In the view of UNESCO, development is a comprehensive process. Beyond economic growth, which is an engine and not an end in itself, development is first and foremost social: intimately linked to peace, human rights, democratic governance, healthy environment, and last but not least, the culture and lifestyles of the people. UNESCO believes that the monumental social and economic problems which confront contemporary society cannot be tackled effectively without the deep involvement of the people concerned.

Only a radically new approach to development policies can allow the eradication of poverty and social exclusion, the insertion of people into more productive roles and the control of explosive population growth and associated deterioration of the natural resource base. This is the strong message that UNESCO will be taking to the Social Summit in Copenhagen next March. The outline of this perspective has been articulated by the Director-General of UNESCO in a Position

Paper prepared for the World Summit.

UNESCO's Sector of Social and Human Sciences, for which I am responsible, has been working for many years on issues of people's participation in development, citizen's education, and on more responsive approaches in urban management and governance. I am happy that this conference in Bologna offers us an opportunity to review some experiences and to share information on policy approaches of various countries around the world in tackling the different forms and processes of social exclusion.

I am pleased that UNESCO was able to sponsor some case studies for this conference. We express our appreciation to the contributors for their commendable work, to Dr Laura Balbo for her paper on the welfare state, based on the assessment of the experience of the Scandinavian countries; to Mr Dias David for the paper on 'The campaign against hunger' in Brazil; to Mr Marques-Pereira and Mrs Prevot Shapira for the paper on 'The national programme of solidarity for the promotion of citizenship and development in Mexico'; to Dr Michal Boni for the paper on 'The role of citizens' organizations in the struggle against social exclusion in Poland'; and last but not least, to Professor Bernard Magubane, for his paper on 'The challenges of building a post-apartheid society in South Africa'.

UNESCO is similarly pleased that this conference will provide an opportunity for a review of the Italian and other European experiences of popular action, public policies, and programmes of social development in the struggle against poverty, unemployment and social exclusion.

In concluding, I wish to state that it is our hope that the outcomes of this conference will play an important role in the preparatory process for the World Summit on Social Development.

But even more importantly, it is the hope and wish of UNESCO that this conference will contribute to a better public debate of the pertinent issues and to consideration of meaningful follow-up actions in the different domains. UNESCO, of course, intends to remain active in its areas of competence – before, during and after the Social Summit. In this regard, it is, therefore, appropriate that I should refer, only if very briefly, to a number of other UNESCO activities that are associated with our preparations and follow-up to the Social Summit.

A number of meetings have been, or are in the process of being, held to provide UNESCO with regional perspectives on the core issues of the Social Summit. Just this week was the conclusion of a three-day conference organized by the International Social Science Council in association with UNESCO. The conference examined regional state-of-the-art reviews of research on poverty. The regional meetings for Asia and Latin America also took place just recently, in Manila, Philippines, on 14–14 November, and Caracas, Venezuela, on 17–18 November, respectively. The meeting for West Africa is being organized in Dakar, Senegal, next week, on 6–8 December 1995.

An important international meeting that will take place in New Delhi, India, in the next two weeks, on 12–14 December, is concerned with science and technology for social development. It will bring together scholars, policy makers and representatives of the civil society concerned with the key issues of the Social Summit: eradication of poverty, increasing productive employment and fostering social integration. The meeting is organized jointly by UNESCO and the Indian National Institute of Science, Technology and Development Studies (NISTADS). As I stated earlier, all these meetings, like this conference in Bologna, are preparatory to the Social Summit.

At the Summit itself, UNESCO will be

organizing, in collaboration with the International Social Science Council, a Round Table on Poverty and Participation in Civil Society. During the Summit as well, UNESCO is planning to organize, together with Roskilde University in Copenhagen, the Commission of the European Union, and a number of other interested United Nations agencies, a three-day symposium entitled 'Overcoming social exclusion: towards a policy agenda'. Prominent persons – leading policy makers, scholars and representatives of the civil society – will participate.

It is our expectation that this international conference on 'Struggles against Poverty, Unemployment and Social Exclusion: Public Policies, Popular Action and Social Development' in Bologna, and the deliberations and the final reports of the other meetings and conferences that UNESCO is co-organizing with other partners preparatory to the World Summit for Social Development, will assist us and other agencies in identifying new approaches for addressing the problems of poverty, unemployment and social exclusion.

Again, in the name of the Director-General of UNESCO, I wish to thank the City and the University of Bologna, the contributors of the different case studies, and all of you, for being partners with UNESCO in this process.

Francine Fournier
Assistant Director-General
for Social and Human Sciences, UNESCO

2 5 .

International Seminar
# Science and technology for social development
UNESCO Statement

New Delhi, 12–14 December 1994

It gives me great pleasure to bring to you the greetings and best wishes of Professor Federico Mayor, Director-General of UNESCO. Being a scientist himself, and deeply committed to the cause of social development, he is greatly interested in the theme of this meeting and would have personally liked to participate and contribute to the discussion, but due to his other pressing engagements he could not come. He is, however, looking forward to the outcome of this seminar.

This meeting is one of the several such discussions organized by UNESCO to contribute to the preparatory process for the World Summit for Social Development that the United Nations will be convening in March 1995 in Copenhagen, Denmark. This is for the first time that the international community will be addressing the issue of social development at the Summit level; the March event will, in fact, be a culmination of a series of international efforts made in the recent past to review the outcome of the development pursuits of the last five decades and to come up with a fresh agenda for development that would focus not only on the unfinished tasks but also identify new challenges that face the humanity as we usher into the twenty-first century. UNICEF had convened the Child Summit; UNESCO joined hands with UNDP, UNICEF and the World Bank in holding the World Conference on Education for All in Jomtien. Then, there was the Earth Summit at Rio; the World Conference

on Human Rights in Vienna, and the International Conference on Population and Development in Cairo. In September 1995, there will be the Fourth World Conference on Women in Beijing. All the discussions related to these events have paved the road for Copenhagen as they focus on one or the other aspect of social development. All raise the same voice that development should have a human face; that any development that neglects the human beings is no development at all. The fact that all the Member States – both developed and developing – face the common problems of social development such as poverty, unemployment and social disintegration is a good enough acknowledgement of the failure of the path of development pursued so far. Neither economic development, nor technological advancement, has mitigated these problems; in fact, they have added new dimensions to them and, in some cases, further aggravated them.

Being the intellectual arm of the United Nations system, it is UNESCO's task to encourage debate and discussion of contemporary issues and to involve the intellectual community in the quest for finding workable solutions. As part of the Summit preparations, therefore, UNESCO has initiated a series of such discussions. In the month of June this year, we convened an international colloquium in Paris to answer the question: **What happened to development?** In November, two regional symposia were organized, in Latin
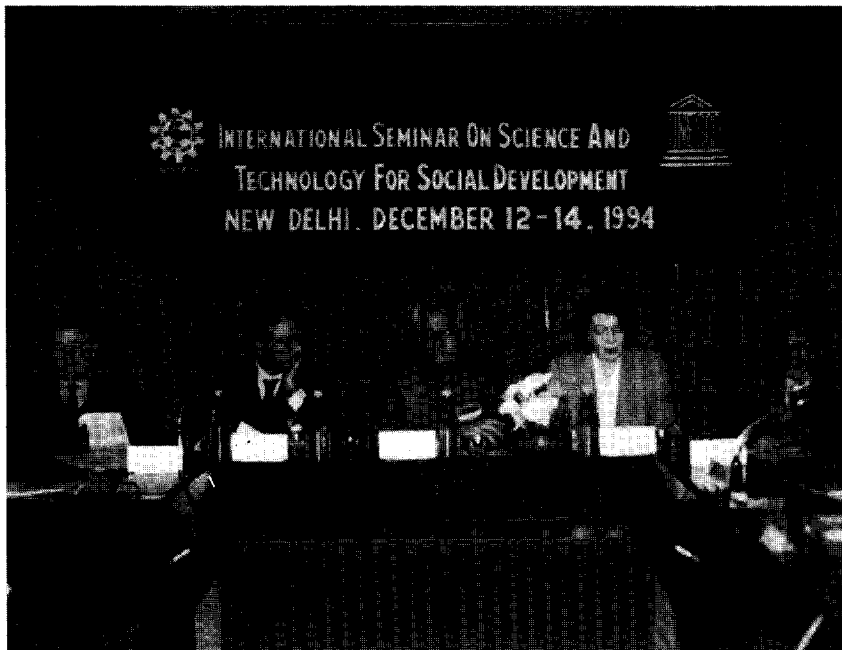
Mrs Francine Fournier, Assistant Director-General for Social and Human Sciences of UNESCO, delivering her welcome address at the New Delhi Symposium, presided by UNESCO Executive Board member Mr R. N. Mirdha.

America and in Asia respectively, to discuss regional perspectives on social development; these were preceded by a series of national symposia on the same theme. The outcome of the discussions at the national level was reported at the regional symposia. Last week, a similar symposium for Western Africa took place in Senegal.

In addition, we have planned two international expert meetings of which this seminar is one. The other meeting already took place in Bologna, Italy, in the first week of December. Based on the country case studies relative to Scandinavia, Brazil, Mexico, Poland and South Africa, the Bologna Conference focused on 'Struggles against poverty, unemployment, and social exclusion', and discussed these in relation to public policies, popular action, and social development. This seminar is convened to examine the way science and technology influence the process of social development.

Through these seminars and symposia, we have tried to involve the scientific community – both natural and social scientists – as well as policy makers, planners, and social activists in a process of rethinking about social development. It is not our intention to impose any preconceived model and propagate for its adoption. These seminars are designed to catalyse ideas and provide a forum for serious scientific discussion and debate. It is our hope that the outcome of these deliberations will help in identifying the areas of agreement and points of difference and approach. An exposure to the various perspectives and approaches is essential to make a proper choice of strategies that are relevant and acceptable in a given cultural context.

We are indeed very happy that our hosts – the National Institute of Science, Technology and Development Studies (NISTADS) – kindly accepted our suggestion to jointly organize this event. This institution has a long history of its

association with UNESCO; it has participated in several activities of the Science Sector, particularly those relating to science policy and the history of science. NISTADS is easily the foremost institution in Asia that has significantly contributed to the social science aspects of science and technology through its various multidisciplinary projects. Its research staff consists both of natural and social scientists. For the discussion of the relationship of science and technology to social development, this is, therefore, an ideal venue. We are also pleased to see a good combination of scientists and social scientists amongst our participants. It is mixed gatherings such as this one that open channels of communication across disciplines and promote dialogue between scholars representing different specializations.

Development is an interdisciplinary concept. Any concrete programme of development requires a multisectoral approach. In the past, countries in their hurry to develop had unfortunately not grasped the complexity of the process and had borrowed partial recipes from their developed counterparts. The results are obvious. We have witnessed half a century of unprecedented technical progress. There has also been blind pursuit of economic growth. And yet, despite economic growth and technological advancement the gap between the rich and the poor has not closed. We know that poverty and unemployment are not the attributes of the underdeveloped and developing societies alone; developed societies are also suffering from them. The same is true of social integration. Socially disruptive tendencies – such as marginalization of sections of people, gender discrimination and racism – are to be found everywhere. One comes to the conclusion that while economic growth and technological progress do help overcome some of the difficulties, they themselves also contribute to the worsening social crisis.

If economic growth and technological progress have also added their share to the problems of poverty and unemployment, then it can be argued that they alone cannot provide a solution. And since economically developed and technologically advanced countries also suffer from the crises of social development, there is a need to explore alternative approaches to the solution of these acute social problems which are commonly experienced both by the developed and the developing countries. At the same time, let me hasten to add that this is not to deny the importance of economic growth and the role of technology in the modernization of societies and in the acceleration of the process of economic development. How do we resolve this dilemma? That is the core question you are invited to address at this Seminar.

There is a need to document how science and technology have influenced different social structures and cultures in the past, and how the latter have reacted to the introduction of new inventions and innovations. We must find ways to exercise social control over science and technology. We all acknowledge the enormous potential of science and technology to perform the impossible and achieve the unbelievable; there are already scenarios of what is coming by way of technological breakthroughs that will be truly revolutionary. In several meetings the protagonists of technology speak as good and effective salespersons about the great wonders of technology. We are all enamoured by those presentations. But there is a need to pause and ask: **Is all that is technologically feasible also socially desirable? Where do we put a stop to our technological ambitions and say: this far and no farther? How can scientific and technological developments be translated into truly useful instruments of human development? What are the real needs of the people? How can science and technology be used for environment friendly and**

socially productive activities? Can science and technology help in bridging the gap between the haves and have-nots rather then increasing it?

It is questions such as these that bring social scientists face-to-face with natural scientists and technologists. The questions of ethics, of social desirability, of management of social and cultural change that were given a back seat in the past are now brought to the forefront. The March Summit at Copenhagen provides a new impetus to social sciences and at the same time invites the natural scientists and technologists to pay attention to the social concerns. How should we redirect our research to produce economically efficient technologies for a socially equitable and environmentally sound development?

We are hopeful that this international seminar will not only raise issues and provide some input for the World Summit but also make concrete suggestions for developing UNESCO activities, as follow-up to the Summit. particularly in regard to the relationship between **science, technology and society.**

To achieve these objectives, Dr Ashok Jain, Director of NISTADS, has very imaginatively drawn the agenda for the Seminar with a judicious mix of speakers drawn from both natural sciences and social sciences. UNESCO is grateful to all of you for accepting the invitation for participating in the Seminar. I would fail in my duty if I did not pay my compliments to the staff of NISTADS, and particularly to Dr Qureshi, for all they have done to make our stay comfortable and our discussion fruitful. I also wish to thank the Indian National Commission for Co-operation with UNESCO to agree to our proposal for having this Seminar in India and for kindly asking the Council of Scientific and

Industrial Research (CSIR) to accept the responsibility of hosting it under the auspices of the National Institute of Science, Technology and Development Studies. We are indeed honoured to have the Director-General of CSIR, Professor Joshi, with us this morning.

We are also thankful to honourable Mr Ram Niwas Mirdha for kindly agreeing to inaugurate this International Seminar. As member of UNESCO's Executive Board, Mr Mirdha is part of our family as well. In him we have a strong supporter of social sciences and promoter of interdisciplinarity. Like us, he also feels that in the years to come the greatest challenge is for the social sciences as it is the emerging social crises that would demand our attention. To meet these challenges, we need stronger social sciences.

Within the United Nations system, it is UNESCO's mandate to promote both teaching and research in social sciences throughout the world. It is in acknowledgement of the growing responsibility of the social sciences that the last General Conference of UNESCO decided to set up an international inter-governmental programme called **Management of Social Transformations,** for short, MOST. Through the regional conferences of social scientists we are developing an agenda of research and training in social sciences that would contribute to social policy. The decisions taken at the Summit will provide good guidance to develop the activities under MOST.

Let me conclude here by wishing you a pleasant stay in this historic city and an intellectually stimulating discussion in a free and frank atmosphere.

Francine Fournier
Assistant Director-General
for Social and Human Sciences, UNESCO

UNESCO/CROP Round Table

Poverty and participation in civil society

## Initiatory remarks

Copenhagen, 7 March 1995

I am pleased to offer a word of welcome on behalf of UNESCO to this round table that we have organized in collaboration with the Group on Comparative Research on Poverty set up by the International Social Science Council (ISSC). ISSC has established an international network of scholars working on contemporary social problems to facilitate dialogue, clarify concepts, review the present state of the art and to develop methodologies for further research. Poverty is one such problem that received priority attention by ISSC; UNESCO assisted ISSC in setting up the Comparative Research On Poverty (CROP) Programme. When the United Nations General Assembly decided to convene the World Summit for Social Development and chose 'poverty' as one of the three key issues, it was a further confirmation of the priority that we had assigned to research and reflection on poverty.

A good deal of ground work has been done by CROP. It has established a worldwide network of researchers and research institutions working on different aspects of poverty; it has organized research seminars on specific themes related to poverty; and it has taken steps to organize inter-regional teams to carry out research on some facets of poverty.

The World Summit has provided a good opportunity to convene this assembly for a serious discussion on participation in civil society.

It need not be stressed that poverty excludes and marginalizes people. The high degree of illiteracy, malnutrition and ill health and general neglect suffered by the poor results in their
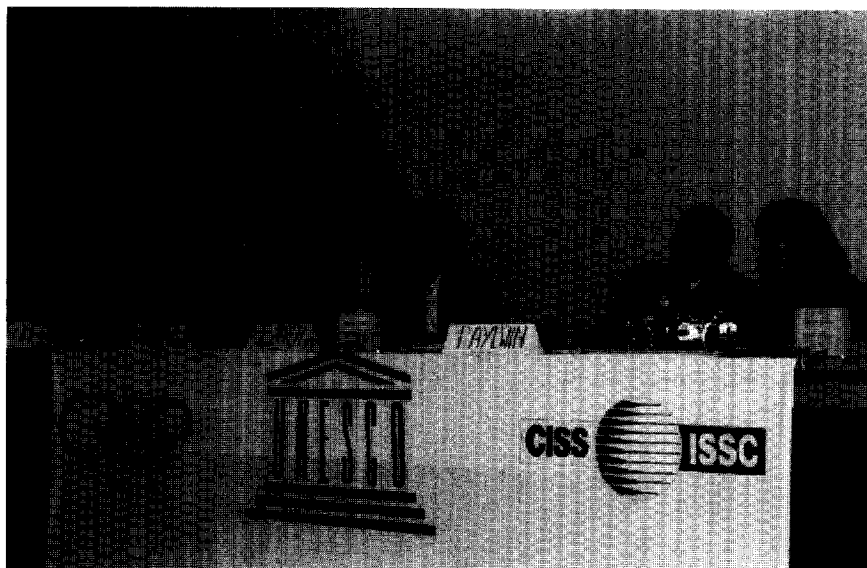
indifference towards society and the polity. Economic marginalization leads to civic and political marginalization. In countries where the poor constitute a majority, one wonders about the nature of a civil society. No doubt, their silence speaks; but one doubts whether it is heard. And even if it is heard, whether it is heeded. There are also the middlemen who speak on behalf of the poor, and speak quite forcefully. It still remains to be found out what is the ultimate consequence of all that serious and well-intended effort. Poverty has not gone, and the ranks of the poor are constantly inflating. The poor will have to learn to break their silence, to give up their dependence on the middlemen, and to assert that they belong to the centre and not to the margins. In other words, a true civil society will come only when the large constituency of the poor is empowered. Why is it not happening? What are the obstacles? What are the implementable strategies for their inclusion, or their assertion for inclusion? These are the questions that we must ask and we must find their answers.

During the entire preparatory process for the World Summit for Social Development, UNESCO's contribution has been to generate debate on these issues and to emphasize the need for conceptual clarity. One such debate was recently organized by UNESCO, together with ILO, WHO, the European Union, ORSTOM, and Roskilde University; it was an international symposium entitled 'From Social Exlusion to Social Cohesion – Towards a Policy Agenda'. In all these discussions, there was unanimity of opinion on the **need for a new paradigm of development**. We must come to a common understanding on what constitutes social development and how to measure it. We must seek ways to relate the results of empirical research to policy making and programme implementation. And, of course, we must identify gaps in our knowledge to initiate socially relevant research. We strongly feel that the Summit does not mark the conclusion of the process. In fact, the process of rethinking that it has initiated, and the relevance of social science research and analysis that it has highlighted, must guide our future work.

In this regard, it is important to note that 1996 has been declared by the United Nations as the **International Year for the Eradication of Poverty** (IYEP). Also, that this Summit is proposing to devote an entire decade to this issue. Therefore, what we deliberate here today should help us to develop an agenda not only for research and reflection, but also for affirmative action.

I am indeed happy that the former President of Chile, Mr Patricio Aylwin, is one of the panellists. As you know, it is he who took the initiative of proposing this World Summit. Chile has played a very important role in the entire preparatory process for this World Summit, particularly through Ambassador Juan Somavia who was the Chairman of the Preparatory Committee. We are equally honoured to have eminent scholars like Professor Robert Chambers, Dr Sadig Rasheed, and Professor Elisabeth Jelin among our panelists.

Without taking any more of your time, let me now invite our moderator, Professor Else Øyen, Chair of the CROP Programme, to conduct the round table.

Francine Fournier
Assistant Director-General
for Social and Human Sciences, UNESCO

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International Symposium

From social exclusion to social cohesion: towards a policy agenda

Opening remarks

Roskilde, Denmark, 2–4 March 1995

My colleagues and I are pleased to participate in this international symposium, which is jointly organized by UNESCO, the International Institute of Labour Studies of the ILO, the World Health Organization, the Commission of the European Union, ORSTOM, the French Institute for Scientific Research for Development Co-operation, and last but not least, Roskilde University, Department of Environment, Technology and Social Studies.

We are particularly grateful to Roskilde University, and specially indebted to Professor Per Hommann Jespersen and his colleagues, for all that has been done to make this important international symposium a success. Indeed, after much effort by all the organizations concerned – preparatory meetings, correspondence, facsimiles and telephone calls – I am very pleased that this worthwhile endeavour did take off, as our presence here in Roskilde this week bears testimony.

The theme of our symposium, 'From social exclusion to social cohesion: towards a policy agenda', is all the more important since it is taking place just a few days before the commencement of the World Summit for Social Development which will address urgent social problems concerning increasing poverty, unemployment and social exclusion. The Social Summit presents a unique opportunity to redefine public policy in ways which address both economic and social concerns. As the

Director-General of UNESCO has stated in his Position Paper, only a radically new approach to development policy can allow the eradication of poverty and social exclusion, the incorporation of people into more productive roles and the control of explosive population growth and the associated deterioration of the natural resource base.

It is our expectation that this international symposium will contribute towards a more policy-relevant debate particularly on issues relating to social exclusion and social justice. Among the panelists to assist in throwing light on these complex issues are internationally renowned scholars, policy makers, public opinion leaders and representatives of the civil society from around the world. In the next few days, the distinguished panelists, as well as all the participants in this important gathering, will be confronted with a number of burning societal questions: How can we reverse the trend of increasing poverty, unemployment and underemployment and marginalization? What measures can be adopted to foster more equitable distribution of the fruits of economic growth to individuals, groups, communities and different countries? In which concrete ways can we lay a strong foundation for development which is more in harmony with nature? How can we strengthen the quest for peace and justice, respect for human rights and democratic governance?

In the view of UNESCO, social development is a comprehensive process. Beyond economic growth, which is an engine and not an end in itself, development is first and foremost social – intimately linked to peace, human rights, democratic governance, healthy environment, and last but not least, the culture and lifestyles of the people. UNESCO believes that the monumental social and economic problems which confront contemporary society cannot be tackled effectively without the deep involvement of the people concerned. This is the strong message UNESCO will be echoing at the Social Summit next week.

I wish to thank our partners as well as the participants in this international symposium; and again, to express our sincere hope that the proceedings of this important gathering will contribute further both to more informed debate on the pertinent issues before us, and even more importantly, to the formulation of clear policy agendas in the struggles against poverty, unemployment and social exclusion.

Yogesh Atal

Director, Co-ordinating Unit for WSSD
Sector of Social and Human Sciences, UNESCO

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UNESCO/NGO Collective Consultation on Higher Education

Higher education, capacity-building and social development for the twenty-first century

Keynote speech

Paris, 26–28 September 1994

Had I been invited some fifty years ago to deliver this speech, my idiom would have been very different; I would have said: 'Forget the past, and reconstruct or develop the present.' But now a paradigm shift is taking place, as we come closer to the end of the present century, and as we prepare to usher into the twenty-first. Keeping with the changing times, I must advocate the new message: 'Evaluate the past, assess the present, and build the future.'

Fifty years ago, my country, India – which continues to be the second most populous in the world – had a literacy rate of around 16 per cent; many other countries in the so-called 'developing world', emerging out of the yoke of colonialism, had similar, or even lower, literacy profiles. Populations were mostly rural, health standards were pathetic, infrastructures of transport and communication were abnormally poor, and industrialization and urbanization processes had hardly begun. Freedom arriving with the decolonization set these countries on a path to development. As 'nations-in-hurry', they copied the alien models of development – western or socialist – and set their priorities and goals. Obviously, in those circumstances it was eradication of illiteracy and universalization of primary education that received priority, and very rightly. In the face of mass illiteracy, talking of higher education would, of course, have appeared ridiculous.

But the situation has changed today. The literacy profile of the world in 1994 is vastly different from that of 1946, when UNESCO came into existence. While there are still about a billion people who belong to the category of the illiterate, they constitute only 20 per cent of the world population. We must admit, however, that a significant fall in the percentage of illiterates has not lessened the problem of an alarming rise in the absolute numbers of the illiterate; their heavy concentration in selected areas, and among girls and women, is a continuing cause for worry.

While we must continue all our efforts to eradicate illiteracy and universalize primary education in order to achieve, in the near future, the goal of **Education for All**, we must also not neglect the demand for higher education. Viewed in a holistic perspective, the two issues are interrelated: as more and more people enter the arena of literacy and complete their primary and secondary schooling, the number of aspirants for higher levels of learning also goes on rising. To anticipate this demand and make provision for accommodating the ever-increasing number of entrants into the institutions of higher education is a logical next step. During the colonial period, and the period immediately following decolonization, students from the developing countries moved to the metropolitan centres for their college and university education. Now with the increase in the numbers of those who aspire for higher education, it is no longer possible for foreign universities to absorb all of

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them; nor is it possible for all the individuals from the developing countries to afford such a costly education. Thus, while the size of the student population studying abroad is increasing in numbers, its percentage compared to those 'studying at home' is continuously on decline. This has been possible due to the setting up of institutions of higher learning in the developing countries.

During these past fifty years, not only the literacy rate has shown a remarkable upward trend, even the figures for higher-education have almost tripled – from 28.2 million in 1970 to over 60 million today. It must, however, be noted that in the developed industrial countries the rate of growth in higher education has sharply declined, while in the developing countries it is still around 6 to 8 per cent. Countries that have registered a higher rate of enrolment are those which had a lower base, or which were late in instituting centres of tertiary education. But the pattern of growth has not been similar in all the regions. Higher education in Asia and in Latin America, for example, has exhibited a promising upward trend, but the same cannot be said of the Pacific island countries, or the Caribbean sub-region. Moreover, the situation of higher education in Africa is particularly distressing. Three decades back, when countries of sub-Saharan Africa began gaining their independence, there were only six universities in that region, with the sole exception of South Africa. Quite understandably, the number of university graduates in those countries was infinitesimally small – fewer than 100 graduates in any country; Zaire having only 16; and Burundi none at all.

While in the 1980s the number of universities in Africa has crossed a century, and a 61 per cent increase in enrolment has brought the number of students to half a million, it is still minuscule. A UNESCO survey suggests that even today there are only 100 students for each 100,000 people in Uganda; 63 in Malawi; 60 in Burkina Faso; 21 in Tanzania; and 16 in Mozambique.

Notwithstanding these differences, the fact of rapid expansion of higher education has significant implications for future planning of education.

The most important change brought about by the rapid expansion of higher education is the acceleration of the process of **indigenization**. It is reflected in several ways:
i. changes in the composition of the faculty;
ii. changes in the ratio of students going abroad for studies compared to those studying within the country;
iii. changes in the curricula; and
vi. use of national language as the medium of instruction.

On the research front also, there is now a major difference: former colonies of the West, which had been subject matter of study by the anthropologists, are now being studied by the natives. The scope of these studies is much larger and of contemporary relevance, contributing to the understanding of the problems of the development process. Thus, higher education is beginning to contribute to national development: by training the graduates to take on responsibilities in government and in the corporate sector; by producing scientists and technologists to do research and assist the process of industrialization and modernization; and by carrying out social science research on topics of national relevance.

Availability of such indigenous manpower has necessitated a shift in the prevailing paradigm of development, which was built on the premise that developing countries neither have money, nor machines, nor the trained manpower; therefore, all the three will have to be brought

from without to generate the process of development. Now the countries that have made significant strides in higher education have begun questioning the desirability of outside expertise. This is evident by the fact that in the past few years many countries have opted for national-level implementation of projects funded by United Nations agencies and the Bretton-Woods institutions.

This change is significant in yet another respect. In the earlier era of development, all failures in programmes of directed social change were attributed by the outside experts to the traditions and cultures of the developing societies; in the changing academic milieu, the indigenous scholarship has begun to question the very validity of outside models of development and is engaging itself in evolving culture-specific strategies of change. Rather than treating culture as a variable for *post factum* explanation of success or failure of an innovation, there is now an advocacy for inclusion of culture as a factor in planning. Cultural resilience has discarded the homogenization hypothesis and brought forward a case for the variety of development options in the context of heterogeneity of cultures. The strong message that the forthcoming World Summit for Social Development will issue relates to this aspect.

The three core concerns of the Summit – poverty, unemployment and disturbing tendencies toward marginalization and disintegration – are common to all nations, rich and poor, developed and developing. This is enough to infer that the solution to these problems is not available in the developed world, nor was it there in the communist block which had collapsed under its own weight. All the countries are, thus, looking for solutions to these commonly experienced problems. And it is now acknowledged that the solutions to these common problems will differ from

region to region and from culture to culture.

Growth in indigenous scholarship in the developing world is, thus, paving way for the abolition of vertical relationships that existed between the scholars of the so-called North and the South. Already some of the rapidly expanding economies of East Asia have begun experiencing the phenomenon of **reverse brain drain**: Koreans, Thais, Japanese, and Singaporeans, for example, are returning to their countries after receiving exposure to higher education in the West; in several other countries, the proportion of those receiving higher education at home is rising; there are also countries in the developing region which have 'opened doors' to the foreign students. Let me hasten to add that the African situation does not correspond to this scenario, although there are visible signs of the growth of indigenous scholarship. That region is experiencing a near-total collapse of the system of higher education because of resource crunch and political chaos. Quoting a Kenyan professor, a report published in the *International Herald Tribune* says: 'If you look at the collapse of Makerere University from the once revered institution that it was, you get a picture of the destruction of educational institutions in Uganda and beyond' .

The present-day world profile of higher education is very diverse. It is in this newer context that one will have to re-examine the question of transfer of knowledge in order to come up with realistic strategies.

Let me elaborate this point. The indigenization process has affected the pattern of cross-cultural exchanges. In the Asian region, for example, institutions of higher learning are gradually adopting national languages as the media of instruction. Such a shift has created a three-tier hierarchy: the senior professoriat that is well-versed only in foreign language; the middle-range faculty which exhibits bilingual proficiency;

and the younger scholarship which is getting insulated from outside influence because of its lack of competence in the foreign language. Thus, the seniors, as well as those who are trained abroad, are able to relate themselves easily with the outside world, but they face difficulties in communicating with locally trained people in vernacular. Their role models and reference groups are also alien, and their grip over the local realities is rather weak. They were the ones who had created difficulties in the switch-over to the national medium. Rather than gauging the waves of change in advance and preparing for the smooth transition, many among them attempted to resist that change. In the changing scenario, the indigenous scholarship is getting cut off from the international stream, knowing less and less of what is published abroad and not being able to diffuse internationally what it is producing by way of research. The present crisis is that of two-way transfer of knowledge. Thus, while there is a rise in the number of higher institutions, and in the number of college and university graduates, there are increasing difficulties in cross-cultural communication. In Asia, geographically proximate and culturally close societies that were kept academically remote by the colonial regimes are now being further distanced by the linguistic barrier. Whatever outside exposure is still possible is maintained through the international languages – English, French and Spanish.

It must, however, be said that research carried out by indigenous scholarship has begun to contribute to the understanding of the societies in two significant ways: (i) by providing an 'insider' view as against the previous pattern of research by 'outsiders' that was often criticized as 'distortion of reality'; and (ii) by carrying out research on issues and topics of national relevance, particularly those that relate to planning, development and socio-cultural

change. The developing societies are now being studied both by 'insiders' and 'outsiders', and by the practitioners of a wide variety of social science disciplines, not just anthropology.

While this may be regarded as an important contribution to national development, it must, however, be admitted that a considerable gap exists between generation of new knowledge and its utilization; this is more so in the field of social sciences. There is lack of effective channels of communication between the social scientists and the planners and administrators. The latter regard social science research as esoteric, and criticize its literature as being 'jargonated'. There is also the feeling that there is nothing new that social science research can offer; administrators consider themselves as 'know-all'. It is also true that answers to many vexing social problems are not known, and carrying out research on them is a long and time-consuming procedure for which the 'planners-in-hurry' cannot afford to wait. It is, thus, a major challenge for the social sciences to open out channels of communication with the planners and administrators, so that the knowledge produced by them, as well as their expertise, could be suitably utilized for national development.

Associated with the delivery of research results is the major question of **commitment**; and there is no consensus on the definition of 'commitment'. The 'users' in the government regard only that research as 'committed' which subserves its 'cause' and supports the 'ideology' of the party in power. Others view social criticism as an expression of commitment and of academic freedom. To the people within the academe, commitment signifies scientific objectivity, commitment to the discipline, rigorous pursuit of research methodology and honest presentation of findings. It is not uncommon to have a clash between cultural values, values of a particular group, personal values, and academic-

scientific values. The issue of academic freedom is entrapped into the cobweb of differing value systems. Growth of higher education contributes to the propagation of alternative ways of thinking, processes of social criticism, and research into hitherto unexplored territories. It is in this perspective that the entire issue of academic freedom must be examined.

The phenomenon of educated unemployment concurrent with the growth of higher education raises significant questions regarding the relationship between education and employment. Education has not only transformed part of the **uneducated unemployed** into the category of the **educated unemployed** but also created newer kind of unemployment among the educated. Thus, while there is demand for endogenous capacity-building, many economies have not been able to absorb the available trained capacities. Such crisis, particularly in the developing countries, is caused by an alarming mismatch between the demand and supply of skills. Educational systems in several countries have failed to respond to the manpower needs by refusing to adapt to the changing demand structure. Educational institutions, in the present-day context, are expected to be agents of change and not mere centres of continuity and conservatism. Neither the institutions are able to cope with the burgeoning numbers knocking at their doors for admission, nor are they in a position to train the manpower in the skills that are required to manage new technologies. Thus, while on the one hand there is rising frustration and growth of extra-academic activities in the university campuses leading to the decline in quality and erosion of academic culture, there is also emergence of **surrogate** institutions outside the campuses which are attempting to meet new demands for learning. The fact that such surrogate institutions are flourishing not only suggests their *raison d'être* but hints at the

incapacity of the formal system to respond to newer sets of demands.

A survey recently carried out by a prominent fortnightly in India unravelled the growing disenchantment with the university education. Of the 1,365 students interviewed, an emphatic 60 per cent said that 'college taught them nothing of practical value'. The survey found that 'those who have reconciled to a three-year prison term keep filling in the hours with part-time jobs, computer courses, and MBA preparations'. Furthermore, 'an increasing number are avoiding the hassles of going to a regular college. They are opting for distance education instead. Since 1981, enrolment in correspondence courses has risen by 50 per cent from four lakh to six lakh' [A *lakh* is 100,000]. The survey showed that '40 per cent of the students in both small and metropolitan cities were taking job-related courses. Among the well-off, computers were the rage. . . . The poorer ones contented themselves with learning typing and shorthand. But they all agreed on one point: a simple degree is just not enough' (*India Today*, 31 January 1994).

In India, the incapacity of the formal system of higher education to accommodate all aspirants has resulted into imposition of stringent conditions for admission at the first degree level. Already a significant percentage is kept out because of not making the grade at the higher secondary examination; of those who are declared successful, only the ones securing more than 80 per cent marks in the aggregate are eligible for admission in the first instance. This implies that a significant percentage of higher secondary graduates is denied admission to colleges. The fortunate among these rejectees, who come from well-to-do families, gain entry into medical and engineering colleges through the payment of huge capitation fees, at times amounting to half a million Indian rupees. Thus,

only those with very high percentage of marks, or those from the moneyed class, are allowed access to higher education.

The key question is: where will those students go who qualify, and aspire, for higher education but who could not get admission? Inability of the existing system to accommodate the rising number is resulting in the denial of access to higher education and creation of newer social distances. Both for such students, as also for those students who gain entry into the colleges but feel the need for supplementary training in new skills – such as computers or business management – the off-campus surrogate institutions have provided a partial answer. But that is not enough.

The emergence of parallel structures, or functional equivalents, have broadened the arena of higher education. While thinking of higher education for the twenty-first century, we will have to focus on this enlarged institution-set and evolve suitable policies both to improve quality and to ensure better delivery.

I must also say that problems exist in regard to the relationship between institutions of higher learning and school education. Continuous renewal of school education depends upon an effective interface between schools and the universities. As centres of research, the latter generate new knowledge through research; this needs to be transmitted at lower levels of education. There are several hurdles in this process. School text books usually borrow and copy materials from developed countries without regard to their relevance, and ignore relevant material generated within the country by institutions of higher learning. Apart from contributing to the process of alienation, such a situation accounts for ill-preparation of the future generation. Researchers and educators must pay attention to build bridges between the two sets of institutions. There is a need to

translate the findings of research in the language of the user and establish effective channels of communication to transmit the new knowledge.

It is urgent that institutions of higher learning relate, on the one hand, with the school system, and on the other, with other sub-systems of society – namely, the polity and the economy. The university system cannot afford to remain a closed system, as an ivory tower; it should be viewed both as a sub-system of the wider society, and a sub-system of the knowledge domain – both national and international. Living as we do in a period of rapid social and technological change, educational institutions cannot be allowed to perform only the role of transmission of conventional wisdom and traditional values; they must recognize the rapidity through which both knowledge and technologies are facing the crisis of obsolescence. Such a situation demands a pattern of continuous learning and unlearning, a mind-set that readily adapts to the changing times and engages in the task of discovery and renovation. Endogenous capacity-building does not imply training people in outdated skills and in the knowledge about the 'gone by'; it involves preparing people to deal with the future – to perceive and anticipate the demands likely to be generated and to develop strategies to meet them; to fashion the future rather than entering into the 'unknown' or the 'undesirable'. We have to develop our own agenda for development and a programme of action to implement it.

Higher education cannot, however, be seen as a panacea for all the ills of society – poverty, unemployment or social disintegration; for it may contribute to, and even aggravate, these crises. But in the absence of qualified manpower, no society will be able to diagnose the malaise and come up with its possible cure. Investment in higher education cannot be regarded as an unaffordable luxury. While not neglecting primary and secondary education, ways should

be found to fund tertiary education so that endogenous capacities in different areas can be built to reduce external dependence.

I can do no better than to quote on this point from the **African Common Position Paper on Human and Social Development** adopted by the Conference of African Ministers in January 1994 to be presented to the World Summit. The Paper acknowledges the fact that only two out of every three men, and one out of every three women are literate, that the gross enrolment rate is declining, and that there are wide disparities in the provision of educational facilities and access to education in the African continent. And yet the Paper **rejects** the view of giving less emphasis to higher education, especially university education, on the ground that 'its comparative social rate of return is much lower than secondary and primary education'. The African ministers boldly asserted that this

is an erroneous policy stance that ignores many realities; for example, such policy fails to acknowledge the important role of university education that is closely linked to development,

and prepares and supports people in positions of responsibility in governments, business and the professions. It also underestimates the key role of the universities as centres of development-related research in fields ranging from economics to environment, and natural resources to nationality issues; and minimizes the importance of the link between indigenous knowledge, human resources, and the indigenization of the development process. Without acquiring the scientific and technological knowledge that is so crucial for the acceleration and sustainability of growth and development, Africa will have no future to speak of, and the role of Africa's higher learning institutions in this regard is crucial.

The present century focused on eradication of illiteracy and universalization of primary education to pave way for secondary and vocational education. The coming century takes on from these foundations to diversify higher education and to make the transition from a 'learning' society to a 'learned' society. This tomorrow is already in sight.