25 C/4 Approved

Third
Medium-Term Plan
(1990-1995)

Contents

Foreword

1   At its twenty-third session, in 1985, the General Conference considered document 23 C/4 entitled 'Methods for the preparation of the third Medium-Term Plan and timetable for its consideration and adoption'. It decided to examine and adopt that Plan at its twenty-fifth ordinary session in 1989 (23 C/Resolution 48). Pursuant to that resolution, the Director-General prepared for submission to the Executive Board a timetable for the preparatory work on the draft third Medium-Term Plan. Having discussed that item at its 124th session (May 1986), the Executive Board adopted 124 EX/Decision 4.1, in which it invited the Director-General to carry out, beginning in January 1987, 'a wide-ranging consultation of Member States, Associate Members and international governmental and non-governmental organizations, and of outstanding personalities in the intellectual, educational, scientific and cultural fields, the arts and communication, including members and former members of the Executive Board'.

2   A questionnaire based on the observations made by the Executive Board at its 125th session (September-October 1986) was prepared for that consultation. In January 1987 it was sent to all Member States and Associate Members and to international governmental and non-governmental organizations. The questionnaire was in three parts, dealing, respectively, with the broad lines of emphasis of the third Medium-Term Plan, various methodological questions (such as the nature, duration and structure of the Plan) and any proposals and observations that were not covered by the first two parts.

3   The Director-General was invited to submit to the General Conference at its twenty-fourth session (November 1987) a 'Report on the preparation of the third Medium-Term Plan' (24 C/4) giving an account of the framework of consultations and evaluations and the method of preparation of the Plan. The nature and purpose of the third Medium-Term Plan were discussed at the same session.

4   The broad lines of emphasis of the third Medium-Term Plan were defined after the wide-ranging consultation of Member States and the international scientific and intellectual community, primarily through analysis of the replies to the questionnaire sent to Member States, Associate Members and international governmental and non-governmental organizations. That exercise in consultation and consensus-building also reflected the discussions and resolutions of the

twenty-fourth session of the General Conference, relevant resolutions of the United Nations system, recommendations of intergovernmental conferences and councils, reports of inter-regional and regional meetings of National Commissions for Unesco and consultations with intellectual and scientific communities carried out in compliance with the wishes expressed by the Executive Board.

5   The results of the evaluation of the Organization's activities, of the studies-in-depth of the Executive Board, as well as the conclusions of future-oriented studies were taken into consideration in the preparation of the Draft Medium-Term Plan (1990-1995) to the largest extent possible. So far, during the three biennia of the second Medium-Term Plan, 117 major evaluation studies have been carried out in specific programme areas; of these, 85 were undertaken by the Secretariat and intergovernmental bodies, 12 by the Secretariat in conjunction with the agencies of the United Nations system on specific topics, while six studies-in-depth were carried out by the Executive Board and 14 impact evaluations by external evaluators. Other evaluations or assessments were carried out in collaboration with the agencies of the United Nations system on projects financed by extra-budgetary resources. In addition, and for the first time, members of the Executive Board were involved in the full preparation of the sexennial report of the Executive Board on the contributions made to Unesco's activities by international non-governmental organizations (131 EX/27). This report reviews and assesses Unesco's relations with NGOs during the period 1983-1988, and formulates specific recommendations on programme preparation, execution, subventions and decentralization.

6   Complying with the timetable adopted by the Executive Board, the Director-General submitted to the Board at its 129th session a sketch of the Plan accompanied by an analysis of the replies to the written consultation of Member States, Associate Members and international governmental and non-governmental organizations (129 EX/4). After considering document 129 EX/4, the Executive Board invited the Director-General to submit to it at its 130th session an oral progress report on the preparation of the draft third Medium-Term Plan and an annotated outline thereof (130 EX/4) reflecting its observations on the sketch (129 EX/De-cision 4.1).

7   The process of consultation with the Member States continued throughout the preparation of the annotated outline. In particular, it was punctuated in 1987 by the Regional Consultation of Arab National Commissions (Doha, 21-22 January), the Interregional Meeting of the Secretaries of National Commissions (Trinidad and Tobago, 22-27 February), the sixth Regional Conference of African National Commissions (Blantyre, Malawi, 6-11 April), the Regional Consultation of National Commissions in Africa (Dakar, BREDA, 26-29 August) and the Regional Consultation of European

National Commissions (Aulanko, Finland, 1-4 September); in 1988, by the Regional Consultation of National Commissions of Latin America and the Caribbean (Mexico, 18-22 January), the Regional Consultation of National Commissions of Asia and the Pacific (Pattaya, Thailand, 12-14 May), the eighth Meeting of the Secretaries-General of National Commissions of the Europe Region (Ottawa, 12-16 September) and the ninth Regional Conference of National Commissions of Asia and the Pacific (Beijing, 22-27 September); and in 1989, by the tenth Regional Conference of National Commissions of the Europe Region (Berlin, Democratic Republic of Germany, 10-15 April). In addition, many meetings were called to ascertain the views of the intellectual and scientific community. The Director-General also took into account the results of the work of the twenty-first Conference of International Non-Governmental Organizations in Consultative Relationship (A and B) with Unesco, held at Headquarters from 13 to 17 June 1988.

8   The annotated outline submitted to the Executive Board took the form of an annotated table of contents of the Plan. It was in two parts, one on the seven major programme areas and transverse themes and the other setting out, for information only, the main features of the three mobilizing projects.

9   The discussions on the preparation of the third Medium-Term Plan at the 130th session of the Executive Board, were followed by the preparation of the draft third Medium-Term Plan. In 130 EX/Decision 4.1, the Executive Board defined the structure and general guidelines of the Plan. On the basis of that decision the draft third Medium-Term Plan was completed, reflecting the ideas and proposals of Member States, the international intellectual and scientific community and the Secretariat. This Draft Plan, which is fundamentally a general policy and strategy document, proposes like any medium-term programme a schedule of activities for the next six years in the life of the Organization, spread over the three phases corresponding to the biennia from 1990 to the end of 1995.

Introduction

Unesco's constitutional mandate

1   The hope generated by the peaceful settlement of several conflicts and the check to the arms race makes it reasonable to contemplate that fresh resources may at last be channelled into the performance of a vital duty incumbent on all nations: that of narrowing and gradually closing the unacceptable gap between prosperity, which is concentrated in a very small part of the world, and poverty, which is rife in far too many countries. It would then be possible to embark on the great transition from a culture based on force to a culture which from now on would be based on peace. Unesco, which has contributed tirelessly to exploring the paths of peace, through its action in the fields of education, science, culture and communication, must be ready to take on the role which will devolve upon it in the near future as a result of this transition.

2   The Constitution of Unesco, drafted at the end of a war in which the ideal of respect for the individual clashed with the dogma of inequality between races and human beings, is still as topical as ever. Its blueprint for the Organization – to help build a peaceful world community based on respect for human dignity and human rights – transcends the frontiers of history and geography and reflects an aspiration that is common to all societies.

3   All over the world today, notwithstanding manifold values belonging to individual cultures, human rights are being asserted as the common heritage of humankind, as a requirement for the future and as the very basis of solidarity among peoples and of the dialogue of cultures. Human rights and solidarity are thus indissociable, since the spirit of solidarity, in the sense of the ability to reflect and to act for something beyond ourselves, our frontiers and our generation, is a necessary condition for the fulfilment of each individual's destiny.

4   Symbolic of this spirit of solidarity, the multilateral co-operation which has grown up in the United Nations system has proved itself to be irreplaceable, despite a host of difficulties. The desire to take collective responsibility for all the different world problems, based on the principle of the equality of States, was what gave rise to the United Nations system in the first place. This project to build a

community of interdependent nations has taken on a wider dimension with the emergence within the international community of new sovereign States, anxious to play their full part in deciding and directing the affairs of the world. These States have adopted and enriched the principles underlying international co-operation, in particular the right of each individual and each people to freedom, dignity and justice, the recognition that there are many economic and social systems, the eminent dignity of all cultures, or the taking into account of States' needs, as formulated by States themselves.

5   The strengthening of multilateral co-operation is therefore particularly vital in that the challenges of the last decade of this century are addressed to all nations, and that what is at stake is our common destiny.

The context of the world situation: the challenges of the 1990s

6   On the threshold of the twenty-first century, humankind faces three major challenges - development, the protection of the environment and peace. The choices we are called upon to make today may have irreversible consequences for a future shared by the whole human race since, for better or for worse, the world is now a single entity whose problems call for a global approach.

7   In 1987, the economies of the developing countries, in which three quarters of the world's population live, produced between them barely 16 per cent of gross world product. The world economic context is thus still characterized by a number of inequalities bearing the seeds of risk and conflicts. The over-consumption of resources prevailing in some countries contrasts with the serious shortages afflicting many others. The consequences for societies, economies and planetary equilibrium are grave. Moreover, the changing pattern of the world economy, in so far as it adversely affects the majority of non-industrialized countries, is reflected in a lopsided balance of payments situation between industrial countries and developing countries, contributory factors being the relative decline in the price of raw materials, and consequently, deteriorating terms of trade; foreign debt, the total amount of which doubled over the decade 1980-1989, which has serious qualitative and quantitative consequences for education, the sciences, culture and communication; fluctuations in interest rates on the financial markets; and the frequent adoption of protectionist measures at national or regional levels. All these difficulties are particularly aggravated in countries where the rate of population increase is still high.

8   Debt problems can no longer be tackled in solely economic terms; efforts will have to be made to solve them by seeking new formulae taking into account the consequences of this

heavy burden for education, science, culture and the environment. Measures devised in the light of short-term cost and profit criteria often entail the cutting of basic social services, which leads in turn to reducing investment in education, scientific research, and the development of culture and communication; yet these, by their very nature, require medium- or long-term planning.

9   One human being in five lives below the absolute poverty line, and the real per capita income of the majority of the developing countries is today lower than it was a decade ago. In many countries extreme poverty, far from retreating, is strengthening its hold; one of its signs is serious deficiencies, especially in nutrition, health, clothing, housing and education. It is the most underprivileged sections of the population that are most severely afflicted by undernutrition, malnutrition or illiteracy.

10   The development of a number of the Member States has been delayed, and, in the light of current priorities and constraints, some of the economic and social progress achieved in the past is now under threat. The countries most seriously affected are now no longer even in a position to meet the basic needs of their populations. In the low-income developing countries, the real amount of per capita public spending on education and health stagnated between 1975 and 1984. In 12 low-income sub-Saharan African countries the rates of enrolment in primary education dropped. Many States have become incapable of mobilizing additional resources for development; this increases the risk of their being excluded from world economic development. Growing poverty and socio-economic tensions are the natural consequence of this tendency. The scale of these economic difficulties is a potential threat to the continuation of progress in the fields of human rights and democracy.

Unesco's ethical mission

11   With this in mind, it should be recalled that Unesco's purpose is fundamentally an ethical one. Its Constitution requires it to 'contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for human rights and fundamental freedoms, without distinction of race, sex, language or religion'. Within the United Nations system, Unesco is responsible for building the defences of peace in the minds of men, on the foundations of development and international co-operation in its spheres of competence.

12   The growing awareness within the internationl community of the close links connecting peace, development, protection of the environment and respect for human rights and fundamental freedoms bears witness to the revival, in international relations, of the spirit that guided the

authors of the United Nations Charter and Unesco's Constitution. A global ethic seems to be emerging to counter planetary threats and challenges. I am sure that that awareness will grow broader and deeper. If so, humanity will most certainly enter a new era. Unesco, through its third Medium-Term Plan, will contribute to this forward movement.

Constructing peace

13   Too many conflicts and areas of tension, overt or latent, persist within or between nations, and continue to unsettle the international scene. Significant progress has nevertheless been made towards settling several regional problems and eliminating the dangers of nuclear conflict. Thus the foundations of peace and international understanding are being strengthened before our eyes thanks to the will to co-operate and the constructive dialogue set up in a climate of mutual tolerance between States, whatever their social system or political structure.

14   In current developments, if present trends continue, I discern the beginnings of a shift in attitude likely to clear the way to a new system of international relations. This would go beyond the mere absence of war and would succeed in fostering awareness of the illusory nature of security which would be based solely on military considerations; consequently, by 'declaring' peace, it would give a positive and creative significance to peace. For if peace is to thrive, it must be creative. It must be constructed (and provided with the necessary resources) on the bases of respect for the fundamental rights of women and men, the free self-determination of peoples, the welfare of individuals and the development of societies in a spirit of solidarity. It is in this way that world interdependence will be fashioned.

15   If the present international climate is sustained, fresh opportunities for action could be created for the system of multilateral co-operation. In addition, by acting effectively in its fields of competence and taking advantage of current circumstances and the constructive efforts made by Member States, Unesco will strengthen the cause of peace and international understanding. In response to Member States' expectations, the Organization will use, develop and disseminate the fruits of education, science, culture and communication, which may be expected to give added impetus to the encouraging trends I have just mentioned. As the statement adopted in Seville on 16 May 1986 stressed, violence and war are not a genetic fate to which humankind is irrevocably bound. Peace is possible; shared development is practicable. It must be possible to work for these aims by giving priority to extending education and the Medium-Term Plan must aim to give this priority practical expression.

Towards solidarity in development

16   There can be no peace unless everything is done to deliver populations from the worst of injustices, the injustice that condemns them to poverty, suffering, discrimination and exclusion. It is for this reason that the lines of emphasis adopted for development permeate the whole range of activities proposed in the Draft Medium-Term Plan. They also coincide with the perspectives of the Fourth United Nations Development Decade, which will be specially directed towards reducing poverty and developing human resources. In this way Unesco intends to smooth the transition to the twenty-first century by seeking greater equity and more active solidarity in relations between industrialized countries and developing countries. In accordance with its mandate and in its fields of competence, Unesco will play a role that is both special and specific in devising development strategies, and will participate in their implementation in co-operation with the United Nations system, whose responsibility for formulating integrated solutions to meet the economic and social problems of the contemporary world should be emphasized.

17   An approach to development giving priority to demands for material development over other aspects of development still persists today. Yet experience shows that there are still acute problems: illiteracy in a large proportion of populations; lack of access to education and knowledge; cultural, scientific and technological dependence; situations of discrimination or exclusion; unequal distribution of resources, and irrational management of the environment. Economic growth and the improvement of infrastructures, though prerequisites for national development are not enough; development is not a gift, but a collective construction whose primary aim is to improve the situation of all humankind, and which can only be built up through the work of every woman and every man. Failing this, poverty, disease and ignorance will continue to take their pitiless toll.

18   A fresh vision of development is therefore vital. The current crisis in development approaches raises the question of the connections between world economic trends and the values and behaviour of individuals and societies. The uncertainties hanging over the future of developing and industrialized countries alike are not only economic. They are to an equal, if not greater, extent ethical and cultural. For this reason, from 1990 onwards, the central and ongoing tasks of our Organization must provide the focus for more far-reaching new thinking about development.

19   This new thinking will take account of the conditions conducive to peace, where peace is seen as a collective, unceasing effort to ensure that the growing interdependence of national and individual destinies fits into the pattern of a single process of shared advancement. Since development is an indivisible process, no country can develop without the

others. Through its work, the Organization will help to create a situation in which international relations are based on exchanges and co-operation which have to become more balanced and more equitable.

20   For Unesco, development must always proceed with respect for human rights and fundamental freedoms. The Draft Medium-Term Plan proposes activities through which freedom and human dignity will find expression in the various outlooks, spiritual values and philosophies existing around the world. All action to further human rights in fact strengthens the conditions conducive to development, in that the purpose of such action is to offer broader prospects for individual freedom and creativity and firmer foundations for universal solidarity and social justice, without which there can be no development.

Making our peace with nature

21   Improving socio-economic conditions will make a world of progress viable only if it is reconciled with nature. The fact is that peace and development today must also be seen in terms of the interactions, in space and time, between human beings and their environment as well as in terms of intergenerational relations. This means responding fully to present needs while making sure that we do not bequeath to future generations an increasingly less viable world. This is another responsibility that we cannot put off any longer. States must now endeavour to reconcile economic and social growth with the long-term preservation of the natural resources on which their development depends. Ecological constraints can no longer be dealt with independently of the economic and financial factors in development; and it is incumbent upon all Member States to include international co-operation in this overall approach to the problem. Lastly, the battle for the environment cannot be won unless it is based on a new ethic of the relationship of human beings with nature, entailing rights, duties and solidarity. The time has come to endow the international community with moral principles commensurate with its powers.

22   Unesco, working in conjunction with the other organizations and programmes of the United Nations system, and particularly with the international scientific community, will make its contribution towards ensuring that the functioning of the earth's ecosystems is better understood and respected and that their resources are managed in a rational way. The concept of 'sustainable' development, to the elucidation of which Unesco proposes to contribute, might, among other possible meanings, include the vital task of handing down to future generations a world capable of providing the resources that they will need.

The Organization's action: continuity and innovation

23   What then will Unesco do in the next six years that will really help to close the gap between industrialized countries and developing countries which has undeniably widened over the last decade? By making its presence felt and strengthening co-operation in its fields of competence, the Organization will encourage both the development of high quality human resources and the defence of human rights, so as to become more and more open to civil society where, in all Member States, its natural partners are to be found. Unesco will also opt for the rational use of natural resources and environmental protection, based on the results of scientific research, and for resolute defence of cultural identities. Lastly, while maintaining a steady dialogue with the international intellectual community, it will make available all the information in its possession or to which it may have access.

24   Unesco intends to pursue its task by working, in all its activities, towards recognition of the dignity and equality of rights of every member of the human family and towards the free development of every personality. In a world of change that is affecting all aspects of the lives of individuals and societies, the responsibilities borne by Unesco in its fields of competence have in my opinion never been so great and the possibilities for strengthening its action have never been so promising.

25   Unesco's action must meet present and future requirements, taking account of changes in recent years, new needs and foreseeable trends. The balance between continuity and innovation has been reached, in particular, through a brief evaluation of the achievements of the second Medium-Term Plan, which will appear in the introduction to each proposed programme.

26   Naturally, a comprehensive evaluation of the second Medium-Term Plan cannot be undertaken until the Plan has been fully implemented and the impact of the actions and activities resulting therefrom sufficiently known. Nevertheless, lessons learnt from the various evaluations carried out and presented to the governing bodies were reflected in the drafting of the biennial programmes. Furthermore, an overall assessment of the implementation of the second Medium-Term Plan a year before its date of completion shows that although it was prepared in an international context which has now changed, and implemented in circumstances affected by the withdrawal of three Member States, it can be said that the Organization was, in the main, successful in respecting the overall objectives set by the second Medium-Term Plan. Unesco thus fulfilled its main constitutional missions by:

contributing to a continuing study of present world problems so as to create a greater awareness of the common destiny which now unites individuals and peoples alike;

promoting the widest participation by individuals and groups in the life of the societies to which they belong and in that of the world community;

assisting in strengthening problem-solving capability by fostering the development and democratization of education and the advancement of science;

promoting the free flow of knowledge and know-how;

facilitating the changes and transitions that, in its fields of competence, are recognized as necessary by the international community as a whole; and

advancing the cause of peace and human rights.

27   Choosing priorities in the Organization's spheres of action for the period 1990-1995 has however been difficult. Preparation of the draft third Medium-Term Plan has been guided by two essential criteria: first, the right balance between action and reflection, and between continuing some of the Organization's activities and updating others; second, effectiveness of implementation. In each of the fields of action and reflection adopted, practical results must be obtained and must be seen to be obtained after six years.

28   For this reason, for the implementation period of the third Medium-Term Plan, I have concentrated programmes and activities in the areas regarded as deserving priority by the Member States and the international intellectual and scientific community. The proposed activities have also been designed to have a real and visible impact in these areas during the six-year period of the Plan. To that end, the Organization will improve its catalytic role in the implementation of activities and will strengthen its capacity to monitor and evaluate them, so as to be quick off the mark in making the necessary adjustments. Rather than attempting to do everything, the aim is 'to do less in order to do better', within the confines of the Organization's specific mandate in order to contribute, in its fields of competence, to constructing peace, bringing about development in a spirit of solidarity, and helping to protect the environment.

29   Faithful to the ethical principles which guide its mission, Unesco has a duty to direct its efforts first and foremost towards the poorest categories of humanity, those most in danger of succumbing to despair, those with least access to knowledge, and those who are most vulnerable. The particularly worrying situation in Africa calls for an immense effort and resolute action by the Organization to mobilize all forms of solidarity. But more generally, the

draft third Medium-Term Plan should provide a practical response to the real expectations of all Member States by treating each problem in each region in a specific way.

30   With this in view, Unesco will step up its efforts to promote equality between men and women in accordance with the objectives set by the Nairobi Forward-Looking Strategies for the Advancement of Women (Nairobi, 1985), the System-wide Medium-Term Plan for Women and Development (1990-1995) and the United Nations Convention on the Elimination of All Forms of Discrimination against Women.

31   In exploring the many dimensions of development, Unesco will also highlight the new links between culture and economic growth. Cultural development presupposes a deepening of the creative abilities that are central to social change and economic progress. The World Decade for Cultural Development (1988-1997), proclaimed by the General Assembly under the joint auspices of the United Nations and Unesco, affords a favourable context in which to bring into being forms of development that reconcile culture and creative activity with economic production.

32   Cultural exchanges are one example of the ways in which innumerable complex links of interdependence are created. While interdependence is undoubtedly a source of mutual enrichment, receptiveness, initiative and creation, it may sometimes also have adverse consequences for cultural identities. True as it may be that development means change, this process should not alienate what constitutes the innermost identity of cultures and individuals. Culture, far from being an obstacle to development, is its active ingredient, since in its infinite variety it counteracts tendencies towards standardization.

The Medium-Term Plan for 1990-1995: main fields of action

33   Unesco's constitutional responsibilities in its fields of competence lead it to work for options which are crucial for the future of humankind: peace between nations; reducing the inequalities and disparities between poor and rich States; progress in securing human rights and fundamental freedoms; the rational use of natural resources and environmental protection based on the results of scientific research; the strengthening of international – especially multilateral – co-operation.

34   The contribution Unesco can make to achieving these aims is unique; it is based on a synergy of the inputs by education, the natural sciences, the social and human sciences, culture and communication. This synergy will be used in the service of the three aforementioned objectives: fostering development in a spirit of solidarity, contributing towards constructing peace and working to reconcile man with nature.

35   Unesco has the role of lead agency within the United
Nations system for the observance of the World Decade for
Cultural Development (1988-1997), but in fact the whole
United Nations family must contribute to its success. The
General Assembly has accordingly called on the entire
international community to strive, in co-operation with
Unesco, to achieve the objectives of the Decade.
Acknowledging the cultural dimension of development,
affirming and enriching cultural identities, broadening
participation in culture and promoting international cultural
co-operation - such are the four objectives of the Plan of
Action for the Decade, which has numerous ramifications in
the fields of education, science and technology,
communication, economic and industrial development, tourism,
health and social work. Action for the Decade will thus be
essentially a matter of furthering the protection and
development of the immense riches of the common heritage
represented by cultural diversity, linguistic pluralism and
the specificity of minority communities. Furthermore, the
objectives of the Decade tie in closely with those of the
Draft Medium-Term Plan for 1990-1995. Unesco will act as a
catalyst and a mobilizing force in respect of Member States
and all the parties concerned. The Decade will thus be a
period teeming with ideas and initiatives of different kinds,
in an atmosphere of receptiveness to individual creativity.

36   The fight against illiteracy figures among the
Organization's standing activities as an absolute priority,
since collective development proceeds from the education
given to each individual human being. In a highly complex
area in which the urgency of the situation often means
seeking short-term rather than long-term solutions, the Draft
Medium-Term Plan for 1990-1995 will also emphasize the need
to place in their social context the various problems of
school education (at all levels) and out-of-school education.
In this way the Organization's responses will be not only
interdisciplinary but also intersectoral, linking pedagogy
with culture, communication, science and technology. Hence
the crucial role that science and technology are called upon
to play in defining a type of development designed to bring
about an improvement in the lot of the most deprived. While
science and technology have often been instrumental in
widening the gap between the developing and the
industrialized countries, they are perfectly capable of
reducing it. For this reason, Unesco will give priority to
activities that will help every country, in particular the
least developed countries, to have access to the scientific
and technological knowledge of all the others. Regional and
international co-operation will be strengthened, so as to
improve a situation marked by the concentration of 90 per
cent of the scientific and technological potential of
humankind in the hands of 10 per cent of the world's
population.

37   Over the next six years Unesco will also encourage
progress in the social and human sciences, since these are
central to any interdisciplinary approach calculated to meet

the challenges of development. Such an approach may make feasible tomorrow ideals which today, by short-term conventional standards, seem to be beyond our wildest hopes.

38   As regards access to knowledge and the processing and circulation of the specialized information needed for economic, scientific, technological and cultural development, Unesco will work for the free dissemination of ideas and images and the unimpeded flow of information from nation to nation and within the frontiers of each. In order gradually to secure a more diversified flow of information, the Organization will carry out programmes to enable the most deprived countries to provide themselves with communication specialists, and modern communication media and infrastructures. Infrastructures are often the prerequisite for development. In this way these countries will be able to acquire technical expertise, achieve technological independence and develop their own information-producing capacity. Consequently, faithful to its mandate, the Organization will unequivocally pursue its constitutional mission as regards the free flow of information, while adhering fully to the principle of pluralism and freedom of the press. But this principle must apply to all countries and within all countries. For this reason, Unesco will redouble its efforts to achieve a more balanced situation in the dissemination of information and in order to improve the capacity of Member States, especially the most deprived, to express themselves freely and to spread knowledge of their points of view and endogenous cultural production.

39   Adapting the Organization's work to the fabric of the cultural and intellectual relations of Member States also means streamlining its programmes as well as bringing into play all the resources of the mind. Here, Unesco will have a threefold role: first, that of asserting its function as a focus for exchanges in education, science and culture; second, that of intensifying its catalytic action, which will enable it to reconcile ideas to an even greater degree and to foster exchanges, dialogue and co-operation among nations; and, finally, that of exploring the paths of the future so as to become a breeding-ground for new ideas and to help bring to light new problems and solve them. Even if Unesco's programmes were perfect, their implementation would still depend on the political will of Member States. I therefore appeal to them to demonstrate their will to consider Unesco genuinely as a partner in the taking of decisions relating to the Organization's fields of competence.

40   Furthermore, Unesco's work must be harmonized with that of the other organizations committed to international co-operation. Complementarity and synergy with the other organizations of the United Nations system are essential, as indeed they will be with all international governmental and non-governmental organizations. The Unesco of tomorrow, determined as it is to ensure that its work has a multiplier effect, will thus take on its full role as a mediator on the

international scene in the fields of education, science and culture. In so doing, it will give new scope to its natural relations with intellectuals, educators, scientists and creative artists. They are our greatest asset and our strength. They are the life-blood of schools, laboratories, workshops and publications, and it is through them, first and foremost, that we can spread the message of peace, freedom and justice. Unesco's Headquarters may be in Paris, but its theatre of operations is the world at large. Wherever we find a teacher, an artist, a scientist, a writer or a journalist, we should find Unesco. This is the dream to which we, ever-conscious of reality, steadfastly aspire.

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41   Respect for human rights and the equal dignity of peoples; the equality and respect of cultural identities; priority for development, the rational use of resources and environmental protection, and concern for those who are most destitute and most vulnerable - these are our main objectives. Concentration, concerted action and interdisciplinarity - these are the means of achieving them. By embarking on the course of renewal that I have just outlined, Unesco, will soon, I am convinced, see its universality restored and will acquit itself fully of its unique task. In this quest lies the major challenge that the Organization must take up during the period covered by its Medium-Term Plan for 1990-1995.

Federico Mayor
Director-General

Paris, September 1989

Medium-Term Plan for 1990-1995 - General Resolution[1]

The General Conference,

Recalling that in 23 C/Resolution 48 it decided 'to examine and adopt the third Medium-Term Plan at its twenty-fifth session',

Having studied the Draft Medium-Term Plan for 1990-1995 prepared by the Director-General and the accompanying Administrative Plan, which were submitted to it with the recommendations of the Executive Board (25 C/108),

1. Congratulates the Director-General on document 25 C/4 and the Executive Board on its recommendations (25 C/108), the quality, relevance and innovating characteristics of these documents having attracted unanimous commendation in the course of the General Conference debates;

2. Expresses its entire agreement with regard to the analysis of the world situation on which documents 25 C/4 and 25 C/108 are based and endorses the view that the Organization should help to meet, in its fields of competence, the three major challenges of our time - peace, development and protection of the environment - in particular by narrowing the gap between industrialized countries and developing countries and promoting human rights and fundamental freedoms;

3. Notes with satisfaction the progress made in the area of programme concentration and selection of priorities;

4. Approves the broad lines of emphasis of the Medium-Term Plan and its structure, consisting of seven major programme areas;

5. Considers that this structure - which includes two mobilizing projects, one on combating illiteracy and the other related to youth, and two others, on cities and catchment basins respectively, and a special project devoted to apartheid - aims at strengthening

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1. Resolution adopted at the thirty-third plenary meeting, on 16 November 1989.

the interdisciplinary and intersectoral approach to the action of the Organization;

6. <u>Welcomes</u>, within this context, the transverse themes and programmes foreseen in document 25 C/4 which fit into this general framework;

7. <u>Invites</u> the Director-General to base the biennial programming of the activities of the Organization for 1990-1995 on the constituent programmes of the Medium-Term Plan, as approved at the present session.

Major Programme Area I
Education and the future

PROGRAMME I.1: TOWARDS BASIC EDUCATION FOR ALL

BACKGROUND

1   Developing nations, since independence, have made remarkable progress in expanding their primary-school enrolment: according to estimates, 216 million students enrolled in primary schools in 1960 as compared with 475 million in 1985. Yet, in spite of this considerable achievement and of the adult literacy campaigns organized in many countries, the number of illiterates in the world has continued to rise. In fact, although the illiteracy rate dropped from 54 per cent in 1970 to 38 per cent in 1985, the absolute number of illiterates increased by 42 million over the same period (869 million in 1985, compared with 827 million in 1970). Around 98 per cent of illiterates in the world live in developing countries. Nearly two thirds of these are women who, when girls, had no access to primary schooling or dropped out of school too early to retain the rudimentary reading and writing skills.

2   All regions are affected. Asia has the largest number of illiterates (666 million), followed by Africa (162 million) and Latin America and the Caribbean (44 million). The illiteracy rate, however, is considerably higher in Africa (54 per cent) than in Asia (36 per cent) or in Latin America and the Caribbean (17 per cent). In the least developed countries, over two thirds of the adult population are illiterate.

3   In every region, the majority of illiterates live in rural areas, often in extreme poverty, but illiteracy rates are also high in urban slums and in the shanty towns which surround many cities in developing countries.

4   In the developed countries, where primary education is universal and most children also receive secondary education, there are an estimated 20 million illiterate adults and possibly an even larger number of adults who are functionally illiterate, i.e. with a level of literacy which is inadequate for coping with the demands of the increasingly complex societies in which they live. Illiteracy is thus a worldwide problem concerning all nations, rich and poor alike, which share a common interest in its eventual elimination - a field in which Unesco has been particularly active since its foundation.

5   During the 1960s and early 1970s, the Organization, in collaboration with the United Nations Development Programme (UNDP), implemented the Experimental World Literacy Programme (EWLP). Subsequently, Unesco launched regional projects or programmes in Latin America and the Caribbean (1979), Africa (1982), and Asia and the Pacific (1987), each highlighting the importance of reducing illiteracy and ensuring the right to education. The General Conference, at its twenty-third session (October-November 1985), appealed to the United Nations General Assembly to proclaim an International Literacy Year and invited the Director-General to prepare a plan of action for the eradication of illiteracy by the year 2000. The main focus of the plan of action is on developing countries, but optimistic expectations of reducing illiteracy by increasing primary-school enrolment have been countered by the inadequate and, in many countries, deteriorating quality of education.

6   The estimated 100 million or more children between the ages of 6 and 11 who are not enrolled in school, and the even larger number who receive inadequate primary education and drop out of school early, will become the illiterate adults of the future unless urgent remedial action is taken.

7   The conclusions drawn, in particular from the implementation of the regional programmes, have shown that, without a plainly stated political commitment, without suitable teaching methods, without clear public awareness of the consequences of illiteracy, and without participation by all literate people in the struggle against illiteracy, few literacy campaigns are likely to succeed fully, even when they receive substantial external support. There are, however, instances where the relative failure of efforts undertaken in this area stem from the inability of many States to procure additional resources for education; being unable to set up the permanent facilities that would ensure the outcome of the struggle against illiteracy and provide post-literacy teaching, many States have been unable to undertake, or have had to suspend, literacy campaigns.

8   As far as Unesco is concerned, the experience gained in the course of the implementation of the previous Medium-Term Plan has confirmed the undoubted need to maintain the two-pronged attack on illiteracy and on incomplete and poor quality primary schooling. The projects in the field of education undertaken in various regions of the world (Latin America and the Caribbean, Africa, Asia and the Pacific and the Arab States) have served as catalysts for deriving full benefit from the dual strategy which Unesco intends to pursue in favour of literacy and post-literacy work on the one hand and the expansion of high quality primary education on the other.

OBJECTIVES AND STRATEGY

9 The absolute priority which governments have given to the struggle against illiteracy has been emphasized repeatedly at the General Conference of Unesco and in the Executive Board.

It is therefore expected that national political will and public commitment will, in the next six years, give Unesco's action the decisive importance desired by all concerned. The goal of the programme 'Towards basic education for all' is to provide education of adequate quality that could form the foundation for lifelong learning for everyone, young and old alike, in those countries so committed and wishing to benefit from Unesco support. While the 'foundation' is defined by each Member State in relation to its own particular cultural, social and economic circumstances, there is none the less broad agreement that its application must allow adults and children to acquire literacy in such a way that it prevents the relapse into illiteracy; to acquire sufficient general knowledge to enable the individual to participate effectively in the life and activity of his or her community; and to pursue further learning.

10   The Organization's strategy is represented by a dual track approach designed to promote literacy and basic learning for adults, on the one hand, and universal primary education for children, on the other.

11   Within this strategy, Unesco's activities will be guided by four main considerations, as follows: firstly, the Member States, with Unesco's support, will bear the prime responsibility for promoting literacy and for the universal provision of effective primary education, by virtue of the right to education recognized by the Universal Declaration of Human Rights. This implies that they must be prepared to mobilize resources for literacy and universal primary education, in spite of the economic and financial constraints that are affecting budgets. Unesco's role will consist essentially of assisting governments in defining appropriate policies, providing them with the necessary expertise, publicizing significant experiments, collecting data and international comparative statistics in this field, demonstrating the importance of basic education in the process of development, and providing support for a number of activities carried out in Member States. The Organization should, furthermore, assist Member States to procure financial, material, human and technological assistance from external sources.

12   It is easier to enlist the efforts of those who are to be taught to read and write - and their efforts are vital to the success of the operation - when the economic and social conditions in which illiterates live create the necessary incentives. Since motivation is important, the need for literacy is on favourable ground when the economic and social conditions in which illiterates live offer an incentive to become literate. This means, among other things, that literacy activities must be supported by post-literacy work and the availability of easy-to-read materials on subjects of relevance and interest to the newly literate child or adult and, at a later stage, of newspapers, magazines, books and other materials which can be read with pleasure and benefit. For this reason the efforts being made during the World Decade for Cultural Development and well beyond it to create a more favourable environment for reading in the mother

tongue or in the national language(s) must be systematically continued. Local production of teaching materials in either the mother tongue or the national language(s) can help to ensure success in this work.

13 Thirdly, in every society some adults or children, on account of less favourable cultural, social or economic circumstances, have greater difficulty than others in becoming literate or gaining access to education. Unesco must do its utmost to make the international community aware of the problem of ensuring that the educational rights of the disadvantaged and powerless are not forgotten. In many countries, the largest single group of educationally disadvantaged people is that of girls and women, especially in rural areas; the next largest is that of the disabled.

14 Fourthly, illiteracy is a multi-faceted problem, which means that action to alleviate it must aim to reduce, or even to eliminate, any economic, social or cultural factors that might perpetuate it and must also make use of anything that can act as an incentive for population groups that have not yet become literate.

15 Unesco's main concern must be to help overcome obstacles to literacy by combining ideas and actions which lie within its fields of competence in education, science, culture and communication. Consequently, in its efforts to help design relevant learning processes, it must incorporate the findings and contributions of the social sciences, natural sciences, culture and communication. It will thus improve the vital relationships between the learner and his natural and human environment. This calls for support for the production of learning materials and the training of dedicated literacy workers and teachers, and also for the utilization of the wide range of possibilities offered by modern communications technology in order to reach the largest possible audiences of uneducated or poorly educated persons. In view of the multi-faceted nature of illiteracy, which represents a challenge, Unesco will seek partners during the period covered by the Plan from other fields of competence in the international community.

16 Implementation of the programme will be based on existing intergovernmental programmes and structures. The ongoing programmes at regional level in Africa, Asia and the Pacific, and Latin America and the Caribbean will be strengthened. A new regional programme is being launched in the Arab States. The Plan will also provide for interregional exchanges.

17 The industrialized countries, many of which are faced with problems of functional illiteracy, have in the past been assisted by Unesco in sharing ideas and experience. The establishment of a network based on the Unesco Institute for Education, Hamburg, will provide a means for extending and systematizing such exchanges.

18 As the eradication of illiteracy has aspects which call for international co-operation, the assistance of other agencies of the United Nations system as well as relevant

governmental and non-governmental organizations will be enlisted with a view to increasing support for national literacy and primary education activities, especially in the least developed countries.

ACTION

19   The struggle against illiteracy will essentially achieve results through the plan of action for the eradication of illiteracy by the year 2000, to be launched during International Literacy Year (1990). While it is unrealistic to suppose that all regions or all Member States within a given region can implement the strategy at the same pace, a number of main lines of approach will characterize each of the three two-year phases of the Medium-Term Plan. The main emphases during the first phase will be on informing public opinion and decision-makers at world level; strengthening of ongoing regional programmes and projects, and stimulating of national initiatives and action plans. During the second phase of the Plan, the main emphasis will be on assisting Member States, especially the least developed countries, in the mobilization of national and international resources for the training of teaching personnel and the provision of adequate supplies of appropriate learning materials at moderate cost. During the third phase, previous emphases will be sustained, and a mid-term assessment will be conducted of progress made under the plan of action for the eradication of illiteracy.

20   At international level, Unesco's main activities will consist in reiterating appeals to political decision-makers and alerting world public opinion. The Organization will also stimulate international co-operation in devising strategies and guidelines and mobilizing public and private resources (sponsors, religious and cultural associations, economic bodies...) to eradicate illiteracy. In this context, it will endeavour to heighten international awareness of women's right to literacy as a fundamental means of achieving social, economic and cultural development, and encourage young people to take an active part in campaigns to eradicate illiteracy. It will continue to collect and disseminate research findings and data concerning the extent of illiteracy in the world and its causes and consequences. Lastly, there will be activities designed to improve the pre-service and in-service training of personnel engaged in literacy work, post-literacy work and continuing adult education, to create public awareness of the importance of their role, and to improve their morale, social status and material conditions.

21   At the regional and national levels, the main activities will centre on the promotion of literacy within the regional programmes and projects, and on selective support for the formulation and implementation of national literacy programmes and plans. Special attention will be given to the least developed countries and to countries with very extensive illiteracy. Use of the mother tongue or the national language as the medium of instruction will be promoted, especially in Africa, Latin America and the Pacific

States. In conducting these activities, Unesco will ensure that women are given equal opportunities to achieve literacy and that special measures are taken to reach nomads and young people not attending school, in isolated rural and deprived urban areas. Finally, some programmes will be concerned with providing opportunities for specially disadvantaged groups, for refugees, for African national liberation movements recognized by the Organization of African Unity and for Palestine.

22   Past experience has shown that activities taking into account the economic, social and cultural situation of the 'learner', and designed to promote post-literacy and continuing education for young people and adults, are essential if campaigns to eradicate illiteracy are to have a lasting effect. Action will be undertaken to help provide reading opportunities and to support the production and distribution of follow-up reading materials for the newly literate. Some materials, for example, may aim at broadening the general education of the newly literate in fields such as health, nutrition, child rearing, and practical aspects of daily life and work in agriculture and industry; and at encouraging young people to play an active part in the life of their communities.

23   Activities to help countries move <u>towards universal primary education</u>, will concentrate initially on global advocacy, strengthening regional programmes, and assisting national efforts to develop primary education. A special effort to draw the attention of national leaders and the world public to the two-pronged movement in favour of literacy and universal primary education will be the aim of the World Conference on Education for All to be jointly convened in 1990 by Unesco, UNDP, the United Nations Children's Fund (UNICEF) and the World Bank. Member States, especially the least developed countries, will be assisted in mobilizing national and international resources, particularly for the training of primary teachers and the adequate provision of learning materials and, in general, for creating the conditions for making education available to all.

24   In promoting the universalization of primary education, support will be provided for drawing up strategies adapted to local conditions, which may include non-formal approaches. Furthermore, action will be undertaken in favour of the democratization of primary education, including general measures to promote equality of access for girls, and also for groups with specific educational needs such as disabled children, children of nomads, children of migrants (with special attention to intercultural education), children who are victims of war and the children of other disadvantaged rural and urban populations, children of refugees and children whose parents belong to African national liberation movements recognized by the Organization of African Unity and to Palestine.

25   The object of the mobilizing project 'Combating illiteracy' is to stem illiteracy at the source by providing universal primary education and improving its quality –

particularly the first few years of it - and by getting more girls in rural areas and more individuals from underprivileged population groups, into school. In conjunction with adult education and lifelong education activities, this mobilizing project will be one of the principal means of combating illiteracy.

26   Policies designed to increase pupils' levels of learning achievement as well as to reduce drop-out and repetition, will be encouraged. This may take the form of promoting the renewal and reorganization of the contents of curricula so that they are increasingly relevant to the cultural, social, economic and natural environment; or promoting the use of the mother tongue and the national language as a medium of instruction. Support will be given for the improvement and diversification of teaching methods and techniques, learning materials and evaluation methods, including those which cater for the special educational needs of disabled pupils. Measures will be taken to provide an improved physical environment conducive to learning, and to examine the nutrition/health factors in pupils' learning achievement. Finally, activities will be aimed at the reinforcement of initial and in-service training of primary teachers, at promoting greater public awareness of the crucial role of the primary teachers and improving their morale, social status and material conditions.

27   With a view to drawing attention throughout the world to the need to strengthen the capacity of the family in the care and education of young children, an intersectoral and inter-agency co-operation project 'The young child and the family environment' will be launched during the period covered by the Plan.

Intersectoral and inter-agency co-operation project:
The young child and the family environment

28   The aim of the action planned under this intersectoral and inter-agency co-operation project is to safeguard and promote the development of young children and, in particular, of their learning abilities. Even before they get to school, children go through a period that is crucial for their physical, mental and emotional development and determines the success of future education. Yet the family, which plays a primordial role during that period, has fewer and fewer resources particularly in developing countries for seeing to the child's development and for identifying and combating anything that may threaten that development. To contribute to the development of the child it is therefore necessary, first and foremost, to help the family.

29   In order to concentrate efforts on urgent needs, this intersectoral and inter-agency co-operation project will focus on three main areas where the action is particularly relevant to the development of the young child: nutrition and early childhood stimulation; parent/child/family interactions; and childhood disabilities.

30   Regarding the first of these areas, it must be noted
that, in a number of countries, malnutrition, bad health and
hygiene conditions, and infection often endemic, particularly
among low-income population groups have serious developmental
consequences. Integrated early childhood care, and education
programmes that combine nutrition supplementation, health
care, motor/sensory stimulation and education, can make a
significant contribution to a young child's developmental
reorientation. Parent education has been proved to be one of
the most effective ways of implementing such programmes.

31   Concerning parent/child/family interactions, parents are
the main contributors to the physical, emotional, social and
mental development of young children. In certain population
groups, or under specific circumstances (mass migration to
urban areas, increased poverty, famine, war), profound
disruptions have occurred in traditional family support
systems. As a result, parent/child/family communications are
often severely damaged, with an adverse effect on the
development of the young child. Children born to single young
teenage mothers, in particular, may be subject to risks as
regards their emotional, social and mental development. Even
so-called 'intact families' are being weakened, especially in
industrialized societies. The growing impact of the mass
media - especially when it provides the child with cultural
and ethical values conflicting with those of the family -
also needs serious consideration.

32   Many of these problems can be attenuated by more
widespread application of the latest findings concerning
early child development, by promoting parent education and by
creating or strengthening community support systems adapted
to the different socio-cultural settings.

33   With regard to childhood disabilities, it must be said
that the social and educational needs of disabled children
have received scant attention. Services established during
the past 30 years in developing countries have been located
mostly in a few large cities; they require highly specialized
staff, and are inaccessible to rural populations. Less than
3 per cent of disabled persons needing help do in fact
receive it, and the proportion of children among them is even
smaller.

34   In line with the approach advocated by WHO, UNICEF, ILO
and Unesco of developing community rehabilitation services,
the Organization will increase community awareness of the
problems of disabled children and support appropriate
initiatives (such as community and family-based services for
the early detection of childhood disabilities) by mobilizing
communities' resources, including the resources of schools
and families.

35   The objectives and main lines of action of the project in
these three areas are designed to:

        promote the dissemination and use of existing knowledge
        on the development of the young child, and of information
        on successful policies, programmes and activities

concerning the young child and the family environment - by acting as a clearing-house for information exchange; in co-operation with non-governmental organizations, foundations and United Nations agencies, particularly UNICEF, an international network ('Interchild') will be established, grouping together existing networks of specialists and institutions in different disciplines. This network, by its very nature, will encourage interdisciplinarity in the three main areas concerned and will improve the collection, analysis and dissemination of research findings and innovative experiences;

assist Member States in the design, development and implementation of expanded integrated programmes and projects in early childhood care and education; contribute towards the elaboration, testing and evaluating of cost-efficiency approaches for early intervention programmes in a selected number of Member States;

contribute to the improvement of parents' knowledge of child development and of their skills in child care and education in a selected number of Member States, of which at least half would be among the least developed countries, by encouraging the expansion of parents' information and education services; by helping the Organization to launch community-based family support programmes;

increase and strengthen human resources in early child care and education by promoting the active participation of communities and voluntary organizations and by the training of professional and paraprofessional personnel at all levels in the relevant sectors.

36   Bearing in mind particular social and cultural conditions and local resources, support will be provided for the training of community leaders, communicators and educators with a view to devising community programmes to educate parents in all fields of the project. Special attention will be paid to particularly underprivileged areas in a limited number of Member States.

37   This project, which is interdisciplinary and intersectoral in nature, will be implemented in co-operation with UNICEF, the Food and Agriculture Organization of the United Nations (FAO), the International Labour Organisation (ILO), the United Nations Population Fund (UNFPA), the World Health Organization (WHO) and relevant foundations and institutions, as well as with other bilateral and multilateral funding and financing agencies.

PROGRAMME I.2: EDUCATION FOR THE TWENTY-FIRST CENTURY

BACKGROUND

38   Children of today will live and work in the twenty-first century, in a world becoming ever more complex, interdependent and subject to rapid transformations. Population growth, economic constraints and changing employment structures, the deterioration of the environment, far-reaching progress in science and technology and the increasing production and exchange of knowledge and information are only some of the phenomena which societies will have to face. Are today's education systems, which tend to be geared to single-track selective processes, really prepared to respond to these challenges? What education should be provided today in order to prepare the young for the twenty-first century?

39   While social change and the progress of knowledge remained relatively slow and long periods of time elapsed before major discoveries affected the economy, technology, society and culture, and while knowledge gained during youth was considered adequate for a lifetime, the deficiencies of education, chronic to a greater or lesser extent, did not seem to seriously affect society as a whole. Today, however, in spite of major reforms, education systems seem all too often to be marked by their élitist past and in many countries bear the stamp of foreign inspiration. That is why they often prepare people for an incomplete social function and a rigid social or professional future instead of preparing them to use their potential to the full and thus foster all-round personal fulfilment.

40   Two basic principles are widely accepted: the overall level of education must be raised and more people must be assisted in achieving higher levels of education. The rapidity with which information and knowledge are evolving means that it is more important to learn how to access and process information and develop one's own critical and creative thinking than to follow an encyclopedic programme of studies. Curricula, from primary through to higher education, will aim at making it possible for the majority of children to achieve set goals. They should not, therefore, be formulated in such a way that they act as a selection process designed to eliminate rather than retain pupils, but must be made more flexible and relevant to changing situations.

41   Leading educators, scientists and key representatives of other sectors have recently reopened an international debate and reflection on the role, the quality and relevance of education. The recent fourth Conference of Ministers of Education of Member States of the Europe Region, for instance, discussed 'Educational Development at the Dawn of the New Millennium'.

42   For the past 40 years, Unesco has played a leading role in promoting international debate on education. Concepts set out in the report <u>Learning to Be</u> (1972) advocating lifelong

education and the development of a learning society have had a great influence on educational thinking and still represent sound bases of reflection. More specifically, Unesco has carried out studies on past trends in curricular reforms and experience gained internationally, the results of which were summarized in The Contents of Education. A Worldwide View of their Development from the Present to the Year 2000 (1987).

43   In the course of the second Medium-Term Plan, Unesco attempted to develop a whole series of programmes to follow up its earlier commitment to render education more accessible, effective and relevant. The large number of such activities, the essentially pedagogic approach adopted, the complexity of their implementation, and the varied reactions of national authorities may serve to explain why some may not have been as effective as desired. More limited and streamlined activities are therefore in order for the six years of the third Medium-Term Plan. Today, the time has come to review concepts and to adjust them to new societal challenges.

OBJECTIVES AND STRATEGY

44   The overall objective of the programme is to launch concerted action for improving the quality and relevance of education and to adapt educational content and methods to the requirements of contemporary societies. Special attention will be given to higher education, which is of particular relevance for the renewal of the entire education system itself in the light of the changing needs of societies and the future of education in the twenty-first century. In addition to dealing with the role, quality and relevance of education as described above, reflection should also address the substantive problem for societies and individuals of the ultimate aim of education for the twenty-first century. To that end, work will begin on formulating the educational philosophy for the twenty-first century and on the preparation of a new report 'Learning to Be'.

45   Education should therefore help societies perpetuate and renew themselves. In view of their rapid evolution and growing complexity, in view of the ever more rapid changes in and the fragmentation of knowledge and its applications, education must preserve the humanistic dimension of real development and the values of tolerance, solidarity, respect and openness to others; stress should be laid on the intercultural context of education in all its forms. The act of educating, however, cannot be reduced to setting out precepts applicable in the societies of the past. It is with an eye to tomorrow's world and its different cultures that the subject-matter and methods of an internationally oriented humanistic education should be revised, especially during the first phase of the Plan.

46   The concern for continuity and innovation is present in both education for quality of life and education for employment. Individuals and groups should be equipped to adapt to rapidly changing economic and social conditions and

to deal with the evils that threaten them. While creating methods that can be put into practice immediately, education should in turn adapt to already foreseeable economic, socio-cultural, technological and scientific changes by constantly adjusting and renewing its _modus operandi_ and its curricula.

47   It is in the area of science and technology and in higher education that education must be firmly turned to face the future. It is not merely a matter of giving more importance to scientific and technical education but rather of ensuring that subject-matter and curricula keep pace with progress in those fields. Similarly, it is in the field of higher education that one can have a better perception both of foreseeable changes within society and of the role that education as a whole should play in preparing people for the future. A three-pronged effort must therefore be made at the level of higher education: economic and social forecasting, revision of educational and research aims and methods, and reflection on the role of education as a whole.

48   Emphasis will be laid on the relationship between higher education and research and the role of higher education in the promotion of development and the preservation of cultural identities. Account will be taken of the crucial function of co-operation among higher education establishments in developing countries on the one hand, and between those of developing countries and industrialized countries on the other. Particular attention will be paid to ways of financing higher education, and its modernization.

ACTION

49   Activities aimed at enhancing the humanistic, cultural and international dimension of education represent a major contribution to the World Decade for Cultural Development as well as an integral part of Unesco's contribution to peace, human rights and the elimination of all forms of discrimination. Interdisciplinarity is therefore one of the major characteristics of this part of the programme. Pedagogical reflection on humanistic, ethical and cultural values and their implications for the renewal of educational content will be stimulated, both in formal and non-formal education. The action undertaken in this field will be closely co-ordinated with the activities implemented in Major Programme Area III relating to culture and creativity.

50   Activities concerned with education for international understanding, co-operation and peace, and education relating to human rights and fundamental freedoms, although presented under Major Programme Area VII, should be implemented in conjunction with Major Programme Area I.

51   The build-up of international understanding will call for renewed activities in the field of language teaching. Existing experience in multilingual education and its implications for education policies and teacher training will be at the centre of the programme. Support will be given to

promoting the international dimension of education within the framework of a project LINGUAPAX through innovations in the teaching of foreign languages and literature. 'Horizon 2000 for African Languages Project' aimed at the promotion, the development and enhancement of the value of African cultures will be followed up with particular attention.

52   Activities concerning education for the quality of life, which are primarily interdisciplinary activities, will be designed so as to provide younger generations with values that generate behaviour patterns enabling them to cope with societal problems which will influence life in the twenty-first century. The activities to be carried out on environmental education are presented under the intersectoral and inter-agency co-operation project on 'Environmental education and information' in Major Programme Area II and will be implemented in conjunction with Major Programme Area I. Another intersectoral and inter-agency co-operation project on 'Research, education and communication concerning population', in Major Programme Area V, will be implemented in co-operation with the United Nations Population Fund (UNFPA). Furthermore, together with the United Nations Fund for Drug Abuse Control (UNFDAC), WHO and specialized non-governmental organizations, Unesco will pursue its efforts to link educational contents and curricula to issues related to health, drugs and Acquired Immuno-Deficiency Syndrome (AIDS) prevention. In conjunction with UNFPA, it will organize regional and international meetings to this effect during the first phase of the Plan. With the participation of youth organizations, campaigns will be promoted to make young people aware of these problems.

53   Further international co-operation will be promoted in the development of physical education and sport for all, in accordance with the recommendations of the second International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (Moscow, 1988), with a view to enhancing the place, role and prestige of physical and sports education at school and in society. Co-operation with governments, specialized non-governmental organizations, voluntary sports organizations, the Olympic Movement and private sponsors will be sought, in order to assist developing countries in reducing the disparities in the field of physical education and sport, taking account of the respective spheres of competence of the different partners. Youth organizations will be encouraged to undertake voluntary work at regional and international levels in order to create infrastructures for physical education and sport. The first phase of the Plan will focus on highlighting ethical values in physical education and sport, eliminating violence and discrimination in sport, and combating doping.

54   As regards education and the world of work, while work experience in general education and initial technical and vocational education remain important areas, retraining and continuing education will be stressed during the period of the third Medium-Term Plan. This will be conducted in close co-operation with ILO and FAO and in conjunction with the needs of different economic sectors. In the light of changing

employment needs, special attention will be given, for example, to curriculum reform, to the development of guidance and counselling services, to renewing curricula in technical and vocational education, to developing materials and to training specialized educational personnel, with emphasis on the use of new technologies. The exchange of information and co-operative regional and subregional projects will be supported in conjunction with the existing networks for educational innovation.

55   Concerning education in science and technology, Member States will be assisted in developing model curricula and teacher education materials linking science, mathematics and technology teaching to daily life situations. At secondary level, the focus will be on renewing curricula so as to include new scientific and technological knowledge. A set of interdisciplinary prototype materials on selected topics, such as energy and biotechnology, will be developed as will the imaginative use of microcomputer and information technologies in science teaching. Information exchange and networking among the institutions belonging to the International Network of Information in Science and Technology Education (INISTE) and the regional networks for educational innovation will be provided. A special effort will be undertaken to facilitate access of girls and women to science and technology education. Action conducted in this field will be closely co-ordinated with the activities carried out under Major Programme Area II.

56   Activities relating to higher education and the changing needs of society will serve as a frame of reference for training and research at the higher levels of education systems. Aimed at enhancing the quality and relevance of higher education in order to respond more effectively to the rapidly changing needs of society, they will be carried out with Unesco's Regional Centres for Higher Education (European Centre for Higher Education (CEPES), Regional Centre for Higher Education in Latin America and the Caribbean (CRESALC)), and in collaboration with the international academic community (particularly with intergovernmental and non-governmental organizations such as, for example, the International Association of Universities (IAU), the Association des universités partiellement ou entièrement de langue française (AUPELF), the Association of Commonwealth Universities and the African and Malagasy Council on Higher Education (CAMES)), universities and advanced-level training institutions, the United Nations University (UNU), foundations and the economic sector, with a view, also, to developing resource policies, especially in favour of developing countries.

57   Unesco will launch a large-scale analysis and debate on the challenges facing higher education given the changing needs of societies. Special emphasis will be placed on the role of its institutions as centres of lifelong education, on enhancing the quality of higher education and on linking higher education to the world of work. During the second phase of the Plan, an international panel of eminent experts will be invited to prepare a major report on future trends

and challenges of higher education for the twenty-first century which will be published during the third phase.

58   As a contribution towards the education system as a whole, higher education institutions will be encouraged to develop programmes helping to evaluate the quality, relevance and effectiveness of education. Support will be provided for advanced-level training courses in university governance and management, educational research and the training of educational personnel. Reforms and innovations aimed at modernizing and diversifying higher education and increasing its efficiency will be promoted, with special emphasis on distance education and other non-traditional forms of higher education.

59   In order to reinforce co-operation and to promote mobility, a concerted international plan of action for strengthening inter-university co-operation with particular emphasis on support for higher education in developing countries will be prepared. Assistance in its implementation will be sought from the universities themselves, from United Nations agencies, intergovernmental and non-governmental funding agencies, and from the economic sector. A campaign will be launched for greater international mobility in higher education and increased funding for fellowships and grants. Unesco will also continue to further the recognition of studies and diplomas at regional and international levels within the framework of the existing normative instruments. An evaluation of these instruments is scheduled for the third phase of the Plan.

PROGRAMME I.3: PROMOTING AND SUPPORTING EDUCATIONAL DEVELOPMENT

BACKGROUND

60   During the 1980s there has been a growing awareness of the importance of designing policies to develop education systems and adapt them to observed and anticipated changes in technology, production, employment opportunities, international relations, communications and trade, as well as to changes in cultural and social patterns. This adaptation was in general marked by more pressing economic and financial constraints than in the past, especially in countries that were forced to adopt structural adjustment policies, and by the reduction in employment demand. While the quantitative expansion of education was still a major area of concern for many educational policy-makers, increasing attention was being given to improving the quality and relevance of education at all levels. This has led to a search for educational opportunities which would cope more effectively with these new challenges within each country's specific socio-cultural context.

61   For many countries, new strategies have been defined, drawing on research results, using new management techniques

and financial arrangements, and introducing educational innovations, often using the new information and communication technologies. In some countries where the necessary resources have been made available, these strategies have led to advances in education, thereby better preparing their societies for the future.

62   By contrast, in most developing countries, financial resources, both domestic and external, for education did not increase fast enough during the 1980s to keep pace with social demand or to permit the implementation of innovative strategies for meeting the new challenges. As a result, the gap has generally widened between the developing countries, especially the least developed countries, and the others, in terms of the expansion of education and its qualitative development.

63   Within this general context, during the second Medium-Term Plan, Unesco promoted the formulation and application of education policies with an emphasis on democratization, extending access to education to disadvantaged population groups and improving educational quality. Particular attention was given to harmonizing education policies with those of other sectors and with overall development goals. The capacities of many Member States to formulate and apply national education policies were strengthened by providing training activities for key educational personnel, support for research in education, the selective dissemination of documentation, the development of prototypes and standards for educational buildings, and assistance in setting up educational industries. The Organization also facilitated co-operation between specialists in Member States through technical meetings and exchanges of information and personnel. Particular attention was given to the use of computers and other information and communication technologies in the education process and in the management of educational institutions and systems.

64   In view of the critical shortage of funding for education in most developing countries, which led to a revision of education plans, Unesco was forced to give more prominence to the raising of internal and external resources for education. For that reason some of the intended action for the training of planners and administrators and the promotion of integrated education plans was on a smaller scale than had been hoped and could not yield quite as much in the way of results.

OBJECTIVES AND STRATEGY

65   The major policy issues of the 1980s are likely to remain on the agenda of most countries during the 1990s. Severe financial constraints on public services, including education, are likely to continue in the developing countries, leading them to seek cost-effective innovations and new funding arrangements. In general terms, meeting these challenges will require the further development of national capacities in educational management, research and

innovation. In view of the role and responsibility of teachers in the development of educational processes, Unesco's action to promote teacher training, at all levels, will be regarded as a priority task during the next six years.

66   Through this programme, Unesco will promote the advancement of education in Member States by assisting them and facilitating their co-operation in the continuing definition of effective and viable educational policies and strategies to deal with the challenges facing them. This programme will contribute to the implementation of the two preceding programmes by consolidating the national infrastructure needed to design and carry out corresponding action at national level, especially as regards the achievement of universal primary education, the reduction of adult illiteracy and the linkage of education to the world of work.

67   The strategy of the programme will therefore focus on developing national capacities and international co-operation for appropriate educational policies and strategies, and on the supporting areas of educational management, innovation, technology and research. Furthermore, Unesco will reinforce its information and documentation services concerning educational development.

68   Unesco must sensitize all Member States and the world public opinion to the importance of making adequate, positive and full use of audio-visual means. For this purpose, concrete forms of co-operation and exchange in this field will be proposed with a view to attaining the ideals of peace and mutual understanding among peoples, with due respect for their cultural identities, as well as the promotion of the least developed countries and the protection of environment. As concerns Major Programme Area I, audio-visual media, whose use is implicit in the programmes, activities and strategies of the Medium-Term Plan for 1990-1995, contain what is now an unlimited potential for multiplying the effects of educational action. In the context of the Plan, audio-visual media will therefore be used to the fullest possible extent, taking into account their impact and the characteristics of each programme.

69   In support of this strategy, the training and research activities of the International Institute for Educational Planning (IIEP), the documentation and comparative studies of the International Bureau of Education (IBE) and the activities of the Unesco Institute for Education (UIE) will be conducted in accordance with their obligations as laid down in the decisions of their respective governing bodies.

ACTION

70   Action relating to _educational policies and strategies_ will aim at supporting Member States with a view to developing national capacities to analyse educational needs and policy options; promoting innovative strategies for developing human resources in the light of anticipated technological and

social changes; achieving optimal balances between general and technical, formal and non-formal, and public and private education; and devising comprehensive educational strategies which cover in-school and industry-run learning and training programmes.

71 Educational policies and strategies for specific groups of people and countries will continue to be one of the Organization's major concerns. Careful attention will be given to measures to meet the educational needs of girls and women, and of specific population groups such as disabled persons, marginal groups, refugees, African national liberation movements recognized by the Organization of African Unity. In particular, action in favour of educational and cultural institutions in Palestine will be strengthened. Unesco will also contribute to the second United Nations Conference on the Least Developed Countries and promote consultation on educational policy options for small States.

72 These activities will also provide a framework for consultation and co-operation between Member States on policy issues at regional and global levels. In this connection, the application of the Organization's existing conventions, recommendations and charters in the field of education (concerning _inter alia_ elimination of discrimination in education, adult education and the status of teachers) will be promoted, with particular attention to their implications for educational policies and strategies.

73 Activities relating to the _management and planning of education_ will enable Unesco, in particular through IIEP, to promote the development and application of improved management and planning methods and techniques in order to facilitate the formulation and implementation of educational policies and strategies which may help to reconcile social demand and qualitative improvements with severe resource constraints. This will entail, on the one hand, updating and disseminating advanced approaches, methods and techniques, and on the other hand, supporting training programmes for key educational personnel (planners, administrators, supervisors) at national, regional and subregional levels, especially through networks of training and research institutions and co-operative programmes for the training of trainers. Unesco will continue in this field, in particular through IIEP, to carry out research and provide advanced-level training in educational planning and administration.

74 With regard to the mobilization and management of educational financing, emphasis will be placed on harmonizing the strategies and methods used in the financing of education with the overall economic policies, within the framework of long-term development goals and taking into account the main components of the two preceding programmes. Unesco will continue to help Member States to find ways of making optimal use of available financial and material resources for education, to identify supplementary internal (public, private, community) resources and, in co-operation with other international agencies and bilateral donors, to mobilize external funding for educational development, especially for the least developed countries.

75   Activities concerning the improvement and management of physical resources for education will also be conducted throughout the Plan. Support will be given for the design of low-cost, multifunctional buildings and furniture adapted to local conditions and cultural values, and for the development of techniques and design guidelines for reinforcing buildings to withstand natural disasters. The Organization will also promote the development of national technical and managerial capacities to produce and distribute educational equipment and learning materials, such as textbooks, and will encourage subregional co-operative arrangements where appropriate.

76   Activities relating to _innovation, technology and research_ will aim at stimulating and facilitating contacts between Member States with a view to sharing ideas and experience of innovations in formal and non-formal education, through the strengthening and expansion of the existing regional and subregional co-operative networks for educational innovation. The networks will also become directly involved in the implementation of specific Unesco education programmes and activities, thus increasing their mutual impact.

77   The Organization will also promote the appropriate use of technologies in education, particularly the new information and communication technologies. The feasibility of establishing a worldwide satellite network for educational purposes will be explored during the first phase of the Plan, in co-operation with the relevant international agencies, and followed up by appropriate action during the next two phases of the Plan. This satellite network will also contribute to enlarging access to cultural life, in relation to the World Decade for Cultural Development.

78   Regarding the activities aimed at strengthening, in conjunction with IBE, _the function of information clearing-house on education_, the first step will consist in reinforcing and interlinking Unesco's information and documentation services in education, within the general framework of the Organization's information clearing-house function, and establishing mutual links with the appropriate external specialized information networks. These services will, at the same time, be expanded in certain priority subject areas. The development of computerized data bases on education will be continued, especially in connection with the _World Education Report_ which will be published each biennium, presenting current trends from a global point of view while focusing on particular issues at country, regional and worldwide levels. Unesco will also provide technical support for specialized institutions and non-governmental organizations, at national and regional levels, to help develop documentation and information services in the field of education.

79   **Major Programme Area I: 'Education and the future'**[1]

The General Conference,

Recalling that the right to education is one of the
        fundamental human rights affirmed by the Universal
        Declaration of Human Rights and that education is one
        of the prerequisites for exercising other human
        rights,

Recalling further that one of the basic roles assigned to
        Unesco by Article I of its Constitution is 'to
        advance the ideal of equality of educational
        opportunity without regard to race, sex or any
        distinctions, economic or social',

Recognizing the efforts being made by Member States to ensure
        the right to education, but nevertheless preoccupied
        by the continuing magnitude of the problem of
        illiteracy, which affects the developing countries
        mainly, but which also persists in the industrialized
        countries,

Referring to 23 C/Resolution 4.6 on the Plan of Action to
        Eradicate   Illiteracy   by   the   Year   2000,
        24 C/Resolution 2.2 on the Eradication of Illiteracy
        and 24 C/Resolution 2.3 on International Literacy
        Year, and referring also to resolution 42/104 in
        which the General Assembly of the United Nations, at
        its forty-second session, proclaimed 1990 Inter-
        national Literacy Year and invited Unesco to assume
        the role of lead organization for International
        Literacy Year,

Recalling also Recommendation No. 74, 'Universalization and
        Renewal of Primary Education in the Perspective of an
        Appropriate Introduction to Science and Technology',
        adopted by the International Conference on Education
        at its 39th session,

Recalling further the Convention and Recommendation against
        Discrimination in Education adopted by the General
        Conference at its eleventh session, the International

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1.   Resolution adopted on the report of Commission II at the
    twenty-ninth plenary meeting, on 10 November 1989.

Convention against Apartheid in Sports adopted by the General Assembly of the United Nations on 10 December 1985 and the provisions of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms adopted by the General Conference at its eighteenth session,

Referring to resolutions 37/53 on the World Programme of Action concerning Disabled Persons and 43/98 concerning priorities for global actions and programmes during the second half of the United Nations World Decade for Disabled Persons, adopted by the General Assembly of the United Nations at its thirty-seventh and forty-third sessions respectively,

Emphasizing that inequality of access to and of success in education penalizes mainly girls and women, as well as certain disadvantaged groups, including children of migrants, children who are victims of war and/or those affected by territorial occupation,

Stressing the need to strengthen the assistance given to educational and cultural institutions in Palestine,

Considering that education plays a fundamental role in preparing young people for an active social and professional life, and that it should be open to new content areas such as education for the quality of life, including population education, preventive education to combat the Acquired Immune Deficiency Syndrome (AIDS) and drug abuse, environmental education and media education, and to education concerning the new information and communication technologies,

Taking into account the recommendations of the second International Conference of Ministers and Senior Officials responsible for Physical Education and Sport (November 1988) as well as the Moscow Declaration adopted by the Conference, and emphasizing the importance of physical education and sport for the education of the individual and for the promotion of values essential for the progress of societies,

Referring to Recommendation No. 75, 'Improvement of Secondary Education: Objectives, Structures, Content and Methods', and Recommendation No. 73, 'Interaction between Education and Productive Work' adopted by the International Conference on Education at its 40th and 38th sessions respectively,

Recalling the Revised Recommendation concerning Technical and Vocational Education and 24 C/Resolutions 5.2, 5.3 and 5.4 on that subject,

Referring to Recommendation No. 76 'Diversification of Post-Secondary Education in relation to Employment'

adopted by the International Conference on Education at its 41st session,

Recalling the six conventions on the recognition of studies, diplomas and degrees in higher education adopted by international conferences of States convened for that purpose between 1974 and 1983,

Recalling the 1966 Recommendation concerning the Status of Teachers,

Stressing the important contribution made by such Unesco institutions as the International Institute for Educational Planning (IIEP), the International Bureau of Education (IBE) and the Unesco Institute for Education in Hamburg (UIE), to the advancement of education,

Reaffirming the great importance attached to secondary education (general, technical and vocational), to the development of higher education and to the training of teachers at all levels,

Emphasizing the importance of close co-operation with the relevant institutions of the United Nations system (e.g. UNICEF, WHO, FAO, UNDP and the World Bank) and with international non-governmental organizations for the achievement of a massive mobilization of human and financial resources and for the adoption of common strategies,

Taking into consideration all the relevant recommendations formulated by the Executive Board in 131 EX/Decision 4.1 (25 C/108) and more particularly in paragraphs 20 to 28, related to Major Programme Area I, which represents an area of both reflection and action for Unesco, and which has had a proven impact in Member States,

1. Approves the orientations of Major Programme Area I, 'Education and the future', supports the proposed structure, in particular the priority given to the struggle against illiteracy and to primary and basic education, and invites the Director-General to base the biennial programming for 1990-1995 on the following programmes:

    Programme I.1: 'Towards basic education for all'

    Programme I.2: 'Education for the twenty-first century'

    Programme I.3: 'Promoting and supporting educational development';

2. Invites the Director-General:

    (a) to help strengthen the relationship between that major programme area and other major programme areas,

considering education as a key area in which the achievements attained in other areas, including science, culture and communication, can and should become the property of the international community as a whole and of each Member State;

(b) to engage in activities on a global scale which will help to strengthen equitable relations between countries and peoples in the field of education, promoting international exchanges of individuals, experience and ideas;

(c) to seek to increase the contribution made by international co-operation in the field of education to the solution of the global problems facing humanity by creating an awareness of these problems and mastering them by means of innovative strategies in thinking and practice;

(d) to help strengthen the moral and ethical values of education and contribute to the efforts of Member States aimed at humanizing and democratizing education;

(e) to give education systems priority when allocating any funds that might be released as a result of current methods of dealing with world financial problems with a view to seeking additional resources to devote to the development of education;

3. Authorizes the Director-General in particular:

(a) under Programme I.1, 'Towards basic education for all':

(i) to wage a struggle against illiteracy through: the Plan of Action for the Eradication of Illiteracy by the Year 2000; appeals for action to political decision-makers, and measures aimed at alerting world public opinion; the strengthening of regional literacy programmes; and the promotion of national activities designed to help provide reading opportunities and reading materials for the newly literate and to encourage the use of the mother tongue;

(ii) to help Member States move towards universal primary education through global advocacy, strengthening regional programmes and assisting national efforts to develop primary education, through the drawing up of strategies designed to meet local conditions, and furthering actions aimed at the democratization of education and, in particular, measures designed to improve the relevance of primary education in order to ensure not only full access to all school-age children but also improved retention and promotion rates and completion of as full a cycle of education as possible;

(iii) to strengthen significantly reflection on the links between the struggle against illiteracy in the developing countries and the study of problems in the field of education encountered by the economically developed countries and, in connection with this research, make provision also for practical measures aimed at the establishment of a new concept of literacy which would correspond to the prospects for humanity on the threshold of the twenty-first century;

(iv) to implement the mobilizing project aimed at combating illiteracy particularly through improving primary education, especially for girls in rural areas;

(v) to further strengthen, within the framework of activities related to education for all and the mobilizing project, action designed for illiterate adults and young people who are not attending school;

(vi) to implement the intersectoral and inter-agency co-operation project 'The young child and the family environment', in particular in co-operation with UNICEF and WHO;

(b) under Programme I.2, 'Education for the twenty-first century':

(i) to emphasize the importance of secondary education and its diversification;

(ii) to enhance the humanistic, cultural and international dimension of education through activities concerned with education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms, and consequently through renewed activities in the field of language teaching;

(iii) to undertake activities concerning education for the quality of life, concentrated on the intersectoral and inter-agency co-operation projects related to environmental education and information and population research, education and communication, on linking educational contents and curricula to issues related to health, drug abuse and the prevention of the Acquired Immune Deficiency Syndrome (AIDS), in close association with agencies or programmes of the United Nations system such as the United Nations Environment Programme (UNEP), the United Nations Population Fund (UNFPA), the United Nations Fund for Drug Abuse Control (UNFDAC) and the World Health Organization (WHO), and on the development of physical education and sport for all;

48

(iv)   to bring education closer to the world of work by stressing retraining and lifelong education, and, in close co-operation with the International Labour Organisation (ILO) and the Food and Agriculture Organization of the United Nations (FAO), to establish closer links between education and training and the needs of different economic sectors, in particular through activities such as curriculum reform, the development of guidance and counselling services, the production of teaching materials and the training of specialized educational personnel;

(v)   to improve and expand the programmes related to education in science and technology through new model curricula and teacher education materials, and through information exchange and networking;

(vi)   to carry out activities relating to higher education and the changing needs of society through the enhancement of the quality and relevance of higher education and through the contribution of universities to lifelong education;

(vii)   to develop a concerted international plan of action for strengthening inter-university co-operation while pursuing the furtherance of the recognition of studies at regional and international levels within the framework of existing normative instruments;

(viii)   to give particular attention to the implementation of Recommendation 7 of MINEDEUROPE IV concerning the establishment of a university of the peoples of Europe;

(ix)   to promote the collaboration of higher education with industry, as well as with scientific research and development programmes and institutions;

(c) under Programme I.3, 'Promoting and supporting educational development':

(i)   to give support to Member States in analysing educational needs and policy options and to encourage innovative strategies for human resources development which will cover in-school and industry-run learning and training programmes and also the needs of specific groups of people (especially the disabled and migrants) and of countries while promoting the application of the Organization's existing conventions, recommendations and charters in view of their implications for educational policies and strategies;

(ii) to undertake activities relating to the management and planning of education, in particular through the International Institute for Educational Planning (IIEP), aimed at the development and application of improved management and planning methods and techniques by updating existing ones, disseminating information concerning them, and training key educational personnel; conducting specific analyses and drives to mobilize resources for education and improve financial management in Member States, particularly in the least developed ones; and improving the quality and management of physical resources for education, including buildings and furniture design as well as equipment and materials – including textbooks – production and distribution;

(iii) to develop networking between Member States in the areas of innovation, technology and research in formal and non-formal education;

(iv) to develop Unesco's educational information exchange function, relying on the role and contribution of IBE, through the reinforcement and interlinking of the Organization's information and documentation services in education, the publication of a World Education Report and support for the development of national and regional educational documentation and information services;

4. _Further invites_ the Director-General to ensure that the activities foreseen under this major programme area in the biennial programming for 1990-1995:

(a) receive the greatest possible support from extra-budgetary resources, especially with regard to subregional programmes, the mobilizing project and the intersectoral and inter-agency co-operation projects;

(b) reflect the priority given to Africa in the various areas of education;

(c) emphasize, in particular with regard to educational policies and strategies, the action in favour of educational and cultural institutions in Palestine;

(d) strengthen the close co-operation with the international community of educators and the relevant university associations or organizations (for example the United Nations University, the International Association of Universities, the 'Association des universités partiellement ou entièrement de langue française', the Association of Commonwealth Universities and the Standing Conference of Rectors,

Presidents and Vice-Chancellors of the European Universities);

5. <u>Recommends</u> that the Member States and international intergovernmental and non-governmental organizations working in the field of education:

   (a) provide the necessary support for the implementation of Unesco's Medium-Term Plan for 1990-1995 and Programme and Budget for 1990-1991 in the field of education;

   (b) seek additional technical and financial resources in order to increase Unesco's contribution in the field of education, particularly as regards the eradication of illiteracy, the development of international education and education in a spirit of peace and respect for the rights and freedoms of the individual, and the education of youth for the twenty-first century;

6. <u>Recommends</u> that Member States give appropriate attention in their national development strategies to international co-operation in the field of education.

Major Programme Area II
Science for progress and the environment

**PROGRAMME II.1: SCIENCE AND TECHNOLOGY
FOR DEVELOPMENT**

BACKGROUND

80   During the 1980s, science and technology have played a
preponderant role in economic and social development. The
speed of scientific and technological progress, which is
reflected in the more rapid application of the results of
basic research, is instrumental in shaping the life of
societies.

81   However, such progress is extremely uneven from region to
region and from country to country. Distribution of the funds
and resources devoted to science and technology continues to
be characterized by huge disparities. Almost 80 per cent of
research and development activities are concentrated in a few
industrialized countries, and scientists, engineers and
technicians in the most prosperous countries constitute a
very large proportion of the total number in the world. While
expenditure on research and development amounts to 2-3 per
cent of the gross national product in the technologically
advanced countries or groups of countries, it barely exceeds
0.2 or 0.3 per cent in most developing countries. It is true
that the share of public expenditure which goes on research
and development connected with defence may amount to as much
as 50 per cent of the whole, thereby weighing heavily on the
general science and technology budget. It is also true that
the non-military spin-off from this kind of research is far
from insignificant, particularly in such fields as aerospace
technology, computers, telecommunications, the development of
new materials and engineering.

82   A number of developing countries, whose economic growth
rate has been particularly high over the last ten years, have
managed to increase their agricultural and industrial
production and raise their overall standard of living. These
newly industrialized countries also possess high quality
science and technology facilities which enable them to
increase their competitiveness in international markets.
Other developing countries, which already have a science
infrastructure and scientific communities with few but highly
qualified members, are facing growing difficulties in their
efforts to advance or even, sometimes, simply to preserve
these achievements. Various factors that slow down economic
development, such as the financial burden of servicing their
debt, undermine every plan for boosting scientific and

technological capacity. These same factors are threatening the scientific development of yet other developing countries, as one research promotion and co-ordination body after another is closing down for lack of resources.

83   Another major trend in the development of science and technology has been the establishment, development or strengthening of co-operation programmes of international, regional or subregional scope. Their aim is to avoid the fragmentation of national efforts through the promotion of combined action. They also involve the exploration of new scientific fields, where the challenges are great but where the results may be full of promise for the future. Examples are provided by the EUREKA Programme, the European Organization for Nuclear Research (CERN), the Japanese Human Frontiers Programme, the international human genome sequencing project and the scientific and technological co-operation projects of the Socialist countries of Europe within the Council for Mutual Economic Assistance (CMEA), of the member countries of the Association of South-East Asian Nations (ASEAN) and also of the French-speaking member countries of the Agency for Cultural and Technical Co-operation.

84   Yet, despite the progress achieved by some developing countries and the efforts made to achieve greater regional or subregional co-ordination, many others have slipped further behind in the scientific and technological sphere, to the extent that in many fields they possess neither the facilities nor the qualified staff essential to their development. The gap between them and the developed countries threatens to increase with the rapid growth of new technologies, from which these countries will hardly be in a position to benefit, given their inability to make the necessary choices and adapt them to their needs.

85   Profound changes have occurred in the type of research being undertaken. Some countries are continuing to invest massively in basic research, since this remains the source of future technological innovations; others are opting for goal-oriented research, likely to be profitable in the shorter term, particularly in order to improve their competitiveness. Noteworthy changes are also taking place in the relationship between public research institutions and private sector research, particularly in transnational firms. The aim of this convergence is to ensure a return on investments by the State and to that end achieve greater co-ordination between its action and that of private industry. These new relationships are also dictated by the more rapid application of the results of research in the various fields of technological innovation. This is leading to changes in the systems of higher education and of scientific and technological training, which are freeing themselves from control by the universities and now occupy an important place in industrial and commercial firms. In addition to meeting the challenge of constant renewal and adaptation posed by rapid scientific and technological advance, higher educational institutions are being forced, in co-operating with firms, to rely on their own funding. They

are also finding applications for their research findings and their discoveries, as well as jobs for their students and their young research workers. In addition, the links between universities and industry are leading to the emphasis being placed on interdisciplinary research and on the importance of fields where scientific and technological disciplines meet, where progress is often spectacular.

86   During the period of the second Medium-Term Plan, Unesco, in co-operation with relevant international governmental and non-governmental organizations, did a great deal to promote scientific and technological higher education and training, and basic and applied research, and to strengthen regional and international co-operation in the natural and engineering sciences. For example, several thousand scientists, engineers and technicians, mostly from developing countries, received basic and further training under programmes implemented by the Organization. Networks and specialist courses have been instrumental in developing research and training programmes in various regions and in achieving effective partnership and co-operation between institutions.

87   Other tasks which the Organization has successfully carried out include the overhaul of the curricula and methods of higher education in the sciences in many Member States, the local production of equipment, the preparation of manuals for practical work, support for and the promotion of basic and applied research, the establishment of closer co-operation between Unesco and centres of research and advanced training and also assistance with the dissemination of knowledge, particularly in key fields of science and technology.

88   During the period covered by the second Medium-Term Plan, shortcomings were noted in connection with a certain over-stretching of resources, small in volume in relation to the substantial existing needs. Another reason for this over-stretching was the sheer number and variety of requests for assistance and co-operation. Active participation by developing countries in the formulation, planning and execution of science programmes (the marine sciences, geology, hydrology, etc.) should continue to be encouraged. There should have been more attention to, and greater concentration of, action at the subregional level since it is here most frequently that Member States, facing similar problems or sharing the same biogeographical, economic and cultural features, can co-operate to advantage in science and technology. In this respect, action by the Organization's Regional Offices for Science and Technology, whose effectiveness is generally recognized, could have been developed and extended. Finally, more sustained efforts ought to have been made for the scientifically and technologically less developed countries.

OBJECTIVES AND STRATEGY

89   The objective of the programme will be to help narrow the gap between industrial and developing countries; this entails

strengthening scientific and technological capacities, especially in the scientifically and technologically least advanced countries, and expanding international co-operation in the basic, applied and engineering sciences.

90   The programme strategy will consist essentially in enlisting the co-operation of the communities of scientists, engineers and technicians in Member States, and that of the organizations or associations that represent them at the national, regional and international levels. Their active collaboration will be needed to ensure the development of science and technology, the relevance of higher scientific education and training, the renewal and suitability of curricula, the networking of research and training programmes, the strengthening of infrastructures and the establishment or strengthening of linkages between the production sector, industrial corporations and higher education and training systems.

91   Within this programme strategy, priority will be given to training, including postgraduate training for young research workers and scientists, by drawing the attention of governments to the measures they should take to avoid the 'brain drain', with its harmful impact on certain countries and in order to facilitate their reintegration into national centres after their time spent abroad, in accordance with the guidelines laid down in the in-depth study of the Special Committee of the Executive Board on this subject; to support for research in the scientifically and technologically least advanced countries through effective networks of institutions, professional associations, centres and non-governmental organizations; to the dissemination of scientific and technological knowledge and information, in liaison with the General Information Programme (PGI); and to the increased involvement of women in scientific and technological education, training and careers.

92   Regional and international scientific and technical co-operation will be encouraged with a view, _inter alia_, to promoting the access of professional communities in developing countries to the scientific networks of industrialized countries; to creating links with projects being implemented under bilateral scientific and technical co-operation; and to pursuing co-operation with the appropriate international non-governmental organizations.

93   With regard to frontier areas in basic sciences and technology, the programme will concentrate on certain selected areas and will focus on co-operation between developing and industrialized countries and on the dissemination of knowledge.

ACTION

94   With regard to the enhancement of national and regional capabilities in higher education and scientific and technological training, the planned activities will aim at improving and modernizing undergraduate and postgraduate

education and training in the basic and engineering sciences. The close links in that field between education and research must also be preserved. These activities, which will relate primarily to the scientifically and technologically least advanced countries, follow on from, and supplement, those concerning general higher education policy under Major Programme Area I. They will focus on mathematics, physics, chemistry, biology or engineering sciences, as the case may be, and will be implemented by various means such as the design of multi-media foundation courses and learning package formats, the setting up of a system of associate visiting professors, and the design and maintenance of scientific and technological equipment.

95   Activities designed to overcome the obstacles to women's access to scientific and technological training and careers and increase women's involvement in science and technology will be implemented throughout the Plan period in co-operation with national authorities and professional organizations.

96   All these activities will make considerable use of existing networks of institutions and specialists and of opportunities for co-operation with relevant international non-governmental organizations.

97   Activities for the <u>promotion of basic scientific research and the dissemination of scientific and technological knowledge and information</u> will be designed to enhance potential local expertise in the basic and engineering sciences, with priority being given to the scientifically and technologically least advanced countries.

98   A 'mathematics for development programme' will be aimed at reinforcing mathematics research and advanced training networks at the subregional and regional levels, and launching and supporting regional mathematics documentation centres. In the physical sciences, emphasis will be placed on experimental pure and applied physics, and support will be provided to the International Centre for Theoretical Physics (ICTP) for research and training in fields of major interest to the least developed countries. In the chemical sciences, an international programme on the chemistry of natural products and the use of natural resources by local industry will be developed. Areas at the forefront of recent developments in chemistry will receive particular attention. In the life sciences, activities will focus on training and research, and on the dissemination of knowledge in areas of fundamental biology which have a direct bearing on the welfare of humankind. The promotion of research in the engineering sciences will centre on the applications of information technologies, the development of research management skills, co-operation between engineering faculties or schools and industry, the strengthening or creation of regional and international technology networks, and engineering information systems.

99   The promotion of basic research will involve close working relations with intergovernmental and non-governmental

organizations concerned with the development of science and technology. Action will also be taken to strengthen national systems for the collection, processing and dissemination of scientific and technological information, and develop relevant regional or subregional networks.

100   With respect to the <u>strengthening of national and regional capacities and international co-operation in key and frontier areas of basic sciences and technology</u>, the activities planned as part of the Intergovernmental Informatics Programme (IIP) and other regular programme activities in the field of informatics will aim at: reinforcing local capabilities in terms of national policies and strategies; providing training and updating knowledge for informatics specialists, researchers and users; supporting research activities and disseminating knowledge in various fields of informatics; and increasing the level of awareness of the growing importance of informatics for economic and social development in the coming years, taking into account the specific needs of the scientifically and technologically least advanced countries and making full use of subregional, regional and international co-operation.

101   Where biotechnologies are concerned, the aim will be to facilitate international co-operation and establish subregional and regional networks, drawing on the experience of existing networks in the areas of biology and applied microbiology and working in collaboration with appropriate non-governmental organizations. Special attention will be given to advisory services for the establishment of national and subregional priorities and planning, information transfer and basic and advanced training in support of the activities of other specialized organizations (and in co-operation with them) in such areas as microbial and plant biotechnologies, the production of enzymes and environmental biotechnologies.

102   Greater emphasis will be laid on renewable energy sources and energy conservation through the development of training and information services, using modern technologies and the services of operational regional information networks. Activities will concentrate on solar-powered photovoltaic devices for rural and remote regions. Unesco will also contribute to the establishment of an international forum on energy policies within the framework of inter-agency co-operation within the United Nations system.

103   Co-operation between Unesco and the international scientific community as represented by specialized non-governmental organizations (in particular the International Council of Scientific Unions, ICSU) will be intensified in certain frontier areas of science, such as mathematical modelling, molecular biology and genetics, molecular and cell biology of parasites or pests, sequencing of the human genome, new materials, superconductivity and energy sources. Programme activities, implemented progressively over the three phases of the Plan, will be so designed as to promote the exchange of researchers, especially from developing countries, and the spread of knowledge among Member States.

PROGRAMME II.2: ENVIRONMENT AND NATURAL RESOURCES MANAGEMENT

BACKGROUND

104   The present state of the global environment and its prospects for the beginning of the next century are now a matter of serious concern in all nations. Over the last two decades, significant progress has been made towards a greater awareness of the socio-economic implications of environmental problems and the need to link environmental protection with the concept of development. Many countries have adopted national legislation to protect their environment and have set up the necessary institutions; greater numbers of protected sites for fauna and flora have been established; significant reductions in water and air pollution have been reported. At the international level, the activities of the United Nations system and of many other international governmental and non-governmental organizations have been streamlined to contribute to a better knowledge of environmental processes and provide a framework for concerted action in the fields of environmental protection and natural resources management. As a result, several legal instruments have been adopted, among them the United Nations Convention on the Law of the Sea (1985), the Vienna Convention for the Protection of the Ozone Layer and the related Montreal Protocol (1987). Environmental conservation policies have been enhanced by the World Conservation Strategy (1980) prepared by the International Union for Conservation of Nature and Natural Resources (IUCN) in co-operation with Unesco and other international organizations.

105   Despite these developments, damage to the environment and other related problems are still a major worldwide concern. Science and technology alone cannot provide the answer to environmental problems; political decisions on the management of resources and land-use planning are crucial.

106   Life-supporting systems are affected by soil degradation and desertification (several million hectares lost every year), deforestation in tropical forests and woodlands (over 10 million hectares per year), acid rain, freshwater pollution as a result of agricultural practices (mainly the excessive use of fertilizers and pesticides), mining and industrial wastes, sea-water pollution from the dumping of waste into the sea, from oil spills and from land-based sources, major technological hazards or failures in engineering systems (such as nuclear or large chemical plants), and the alarming decline in biological diversity as a result of the extinction of species. The recent trend towards 'exporting' dangerous or toxic wastes produced in industrialized countries (400 million tonnes annually) to developing countries is a matter of grave concern, as indeed it has been since 1972, when it came in for severe criticism at the United Nations Conference on the Human Environment. The vigorous reaction of the international community should lead to the preparation of rules regarding the storage and destruction of toxic wastes by those who produce them in a

way that does not entail harmful consequences for other countries, and to the systematic introduction of anti-pollution devices for industrial facilities.

107   In addition to local and regional environmental problems, there is a growing awareness of global changes that will have a long-term effect on humankind. Among these are the increasing concentration in the atmosphere of carbon dioxide and other trace gases resulting from human activities (especially burning of fossil fuels and degradation of sea plankton, forest and plant cover), which may lead to an overall warming of the earth's climate, a rise in sea level and as yet unforeseeable changes in regional climatic patterns, and the decreasing concentration of ozone in the stratosphere resulting from the emission of chlorofluorocarbons, methane and other gases, which may pose a threat for all living beings as a result of the higher levels of ultra-violet radiation reaching earth.

108   In 1987, the Brundtland Commission's Report, Our Common Future, and the United Nations Environment Programme's subsequent report, Environmental Perspective to the Year 2000 and Beyond, drew attention to the close relationships between environmental issues and socio-economic development. The resolutions adopted by the United Nations General Assembly at its forty-second session on these reports have stimulated national and international efforts to find ways and means of achieving 'sustainable development'. This should not be taken to imply neglect of the urgent needs of developing countries that are struggling to achieve 'the urgent and permanent eradication of poverty' (United Nations General Assembly resolution 43/195).

109   Of all the Specialized Agencies of the United Nations system, Unesco is the one that has developed programmes based on the most extensive experience of international co-operation on research in the natural sciences, including the study of ecosystems and the use of natural resources. When, in the early 1970s, the international scientific community expressed concern about the alarming impoverishment of the natural environment in various parts of the world, Unesco had already gained valuable experience in international co-operation on the study of ecosystems and the use of natural resources. The Major Project on Scientific Research on Arid Lands, for instance, had made a vital contribution to research on the world's arid and semi-arid zones and on the rational use and management of their resources. Unesco can also take credit for the development of international and regional co-operation on hydrology and the use of water resources. In 1970, it launched the intergovernmental programme on Man and the Biosphere (MAB Programme) and continued its activities under the International Hydrological Programme (IHP), the International Geological Correlation Programme (IGCP) in the field of earth sciences and its marine science programmes, in particular through the Intergovernmental Oceanographic Commission (IOC).

110   During the second Medium-Term Plan, these programmes helped to increase knowledge of natural resources and the

relations among the various components of the earth's environment and contributed to the expansion of Member States' capabilities in the various branches of environmental science. The programmes also brought to light local and regional problems relating to environmental protection and the management of natural resources and enabled research to be begun aimed at finding appropriate solutions to those problems.

OBJECTIVES AND STRATEGY

111   The concerns about the present and foreseeable state of the global environment and the lessons learnt from the achievements and shortfalls of the Organization's ongoing activities in this area have determined the programme's objectives, which are:

   to help provide scientific knowledge and trained personnel, while focusing on selected activities to be completed over a limited period of time and dealing with the earth, its biosphere, freshwater and oceans, and their interactions;

   to assist Member States, especially the scientifically and technologically least developed among them, in strengthening their scientific capabilities and their ability to address environmental issues and problems relating to the management of their natural resources;

   to increase and expand environmental education, information and public awareness programmes for teachers, professionals and decision-makers, with a view to promoting the rational use of natural resources and achieving environmentally sound development.

112   Programme strategy will be based on the need for long-term, continuous phase-by-phase development of national, regional and global research projects of a co-operative and interdisciplinary nature. These will include information, education and training activities, carried out in conjunction with research. The existing special international and intergovernmental programmes and the associated national committees in Member States will be the main mechanisms for implementing and co-ordinating the proposed activities.

113   These activities will involve extensive co-operation with other agencies and programmes of the United Nations system, as well as with the relevant non-governmental organizations and international programmes promoted or sponsored by them, and will also take advantage of bilateral co-operation schemes relating to environmental protection and natural resources management. New partnerships and joint ventures will be sought in this area, with a view to adopting a multi-pronged approach to the solution of environmental problems and the achievement of environmentally sound development. A wide range of co-operative activities, especially at the subregional and regional levels, will aim at pooling the resources and expertise of countries facing

the same environmental and development problems, in order to identify appropriate scientifically based solutions and adopt common approaches.

114   Another innovative aspect of the programme strategy is its emphasis on pooling the results achieved by each of Unesco's intergovernmental programmes in order to gain a clearer understanding of global environmental changes and their foreseeable implications for development. This will entail the preparation of assessments, collection of data and dissemination of information, and co-operation with relevant international programmes (the International Geosphere-Biosphere Programme, IGBP, and the Human Dimensions of Global Change Programme, HDGCP). The Organization will also contribute to the implementation of the World Climate Programme and to the preparation of the World Conference on Environment and Development, to be held in 1992.

115   Finally, the programme strategy includes the publication of a joint statement on the environment, which is intended to draw the attention of decision-makers to the challenges to be faced and the scientifically based measures to be taken. This statement, to be prepared in close co-operation with the United Nations Environment Programme (UNEP), the International Council of Scientific Unions (ICSU) and other organizations from all parts of the world, will contribute to worldwide governmental action aimed at improving the state of the global environment and highlighting the advantages of environmentally sound development.

ACTION

Intersectoral and inter-agency co-operation project: Environmental education and information

116   The purpose of the activities proposed under this intersectoral and inter-agency co-operation project is to provide wider knowledge and information about environmental issues and so develop awareness, constructive attitudes and a sense of commitment towards the protection and improvement of the environment. This will be done through the provision of scientific information and education and the popularization of environmental issues, with emphasis on the interdisciplinary character and problem-solving approach of environmental education and information in both formal and non-formal education.

117   The overall strategy of the intersectoral and inter-agency co-operation project will take into account the achievements of past and current activities of the Unesco-UNEP International Environmental Education Programme, as well as those of the relevant activities of Unesco's scientific intergovernmental programmes.

118   In the area of environmental education, priority will be given to its development as part of basic education, including literacy and post-literacy education, for young people and adults alike, as well as primary education and

secondary general, technical, vocational and higher education. It is clear from past and present experience and from Member States' expressed needs that environmental education should be incorporated into school curricula, teaching materials, and pre-service and in-service teacher training programmes.

119   In the area of environmental information, activities will aim at collecting, reviewing and disseminating data and information on environmental issues and responses to them. These activities form part of the clearing-house function of the Organization, and are addressed to a wide range of target groups. They will be supported by the Organization's information networks and publications, and will draw extensively on the results of its own scientific programmes.

120   The intersectoral and inter-agency co-operation project will be implemented in close co-operation with UNEP, United Nations agencies and governmental and non-governmental organizations, and within the context of the United Nations System-wide Medium-Term Environment Programme. Both its education and information components will be largely decentralized to respond to the specific needs of the regions and subregions.

121   The activities proposed in connection with the earth sciences in the service of development will emphasize the interlinking, mainly through the International Geological Correlation Programme (IGCP), of fundamental and applied research activities with academic and on-the-job training of specialists, particularly young scientists from developing countries. This will reinforce the development of earth studies and of knowledge about the abiotic factors influencing the environment and about mineral and energy resources. It will also consolidate scientific infrastructures and improve the training of specialists. It is accordingly expected to strengthen the capacity of decision-makers to use earth science data for development. New projects will be promoted within the IGCP with a view to addressing new research trends, such as investigations into the deep structure of the earth's crust and the development of remote sensing, resource modelling and geological cartography.

122   In response to the goals of the International Decade for Natural Disaster Reduction, activities concerning natural hazards will aim at increasing Member States' capacity to reduce loss of life and property resulting from natural disasters. They will include the precise identification of zones subject to natural disasters, the refinement of risk assessment methods, the development of accurate and reliable monitoring and warning systems, and the introduction or further development of preventive construction techniques and urban design. Action relating to natural disaster preparedness will be based on governments' educational, social and cultural programmes, and will use the results of the Organization's own activities in this area.

123   The activities to be undertaken as part of the Intergovernmental Programme on <u>Man and the Biosphere</u> (MAB) are intended to provide a scientific basis and personnel training for the conservation and management of terrestrial ecosystems. While continuity in the operation of the Programme is ensured by the existing networks of research, demonstration and training projects, efforts will be made to strengthen regional co-operation and to overcome the difficulty experienced over the last decade in achieving an interdisciplinary approach, integrating the natural and social sciences in the design and implementation of the Programme's activities.

124   In response to the growing worldwide concern about the loss of biological diversity, including genetic diversity, the proposed activities will focus on <u>in situ</u> conservation. Implementation of the Action Plan for Biosphere Reserves will accordingly aim at reinforcing the international biosphere reserve network in order to secure better coverage and obtain more knowledge about global biological diversity, to strengthen and improve the management of biosphere reserves, and to enhance the level and expand the scope of scientific research and monitoring in biosphere reserves, considered to be observatories of global environmental changes. Joint efforts will aim at protecting particularly critical areas. Action to promote the implementation of the Convention concerning the Protection of the World Cultural and Natural Heritage will contribute to the World Decade for Cultural Development. Other major conservation conventions, notably the Convention on Wetlands of International Importance especially as Waterfowl Habitat (the Ramsar Convention) will be promoted.

125   Activities focused on land-use problems of developing countries will deal with the improvement of existing management systems and the protection of soil and biological resources in the various bioclimatic zones. These projects will address problems of national importance which also have wider regional and international implications (e.g. economic and ecological viability for sustained management of tropical forests, rehabilitation of degraded land areas, action to combat desertification and mitigate drought effects and rehabilitation of agro-sylvo-pastoral systems that are in danger of dying out).

126   Regarding the scientific basis for assessing and coping with change in humankind-environment relations, particular attention will be given to the interface between urban and rural areas as well as between terrestrial and aquatic ecosystems, and to multiple stress effects on several types of ecosystems. Training and dissemination of information as part of Unesco's clearing-house function will constitute important components of all activities, with special attention directed towards women and young people.

127   Activities in connection with <u>the marine sciences for the rational use of the marine environment and its resources</u> will also aim at reducing the gap between industrialized and developing countries by building up national capabilities and

fostering regional and international co-operation. Thus, the Interregional Project on Coastal Systems (COMAR) will respond to the particular needs of the regions by reinforcing the networks on coastal processes in Latin America and the Caribbean, especially during the first phase of the Plan, expanding the mangrove research network in Asia during the first and second phases of the Plan, and establishing a regional network on island marine research and traditional knowledge in the Pacific region, strengthening the African network and national capabilities in the marine sciences, and developing a network in the Arab States region. Interregional networking will be a focus of attention during the third phase of the Plan.

128   Co-operative networks for marine science university teaching and training will be established in Asia (first and second phases of the Plan) and initiated in the Arab States (third phase of the Plan). Other training activities will emphasize less well-represented disciplines (e.g. physical oceanography) and the production of computer-assisted learning packages. Action will be taken to introduce marine science instruction into secondary-school curricula in the Pacific region, and to prepare teaching materials for primary and secondary schools in Latin America.

129   The activities undertaken by Unesco's Intergovernmental Oceanographic Commission (IOC) will strengthen the ocean partnership through joint commitment to research and the building up of required human and technological resources, namely through the Unesco/IOC Comprehensive Plan for a Major Assistance Programme as a component of Training, Education and Mutual Assistance (TEMA). Scientific programmes will be developed and implemented covering areas such as: oceanographic aspects of global climate research; study of the marine environment as a whole, both coastal and open-ocean; research and monitoring of marine pollution; ocean science in relation to living and non-living resources; and ocean mapping. These programmes will contribute to the implementation of the World Ocean Circulation Experiment (WOCE) and the Tropical Oceans and Global Atmosphere (TOGA) projects, and support regional projects on coastal zone and shelf seas dynamics. Establishment of regional observation networks and improvement of oceanographic data quality will be associated with global research. Regional projects will be developed to study and quantify the impact of ocean processes on the environment and the development of marine resources.

130   The development of ocean services will be greatly accelerated leading to a 'global integrated ocean observing system' ('World Ocean Watch'), in support of marine research and ocean use, as a common service to Member States and their scientific communities. Exchanges of data and the development of marine information services will be enhanced. The Tsunami Warning System in the Pacific will be strengthened by improving its national and regional warning components.

131   Co-operation with the appropriate organizations of the United Nations system and with the relevant non-governmental organizations will be strengthened with a view to ensuring

complementarity of the respective oceanographic programmes, facilitating their inter-agency co-ordination, and the participation of Unesco in other international marine science and ocean-related climate research programmes.

132   The activities proposed for the <u>assessment, management and conservation of water resources</u> will be implemented as part of the International Hydrological Programme (IHP), and will focus on improving knowledge of the processes involved in the hydrological cycle, of the interaction between these processes and human activities, and of their impacts on climate and environment. They will also provide the scientific basis for the integrated and rational management of water resources under different climatic conditions and varying land uses including urban areas, with special emphasis on the training of specialized personnel.

133   During the first phase of the Plan, emphasis will be laid on the improvement of knowledge and exchange of information on interface processes between atmosphere, land and water systems, on the relationship between climatic variability and hydrological systems, and on the processes of water quality changes through the hydrological cycle. The focus will also be on the provision of methodologies and guidance for solving the hydrological problems of specific regions (e.g. the humid tropics and semi-arid zones) to meet planning and management needs.

134   During the second phase of the Plan, priority will be given to the development and exchange of information on methods for water resources assessment and management, evaluation of the environmental status of freshwater systems and the prediction of impacts, and the preparation of guidelines and information material for the general public, planners and decision-makers. This will help to enhance the Organization's clearing-house function in hydrology.

135   During the third phase of the Plan, the Organization will promote and provide guidelines for the establishment and development of water-related information and documentation systems. Revised curricula for senior technicians and for graduate and postgraduate training and continuing education will be distributed.

PROGRAMME II.3: SCIENCE, TECHNOLOGY AND SOCIETY

BACKGROUND

136   That scientific and technological progress ultimately affects the lot of individuals and societies in every sphere of life is clearly perceived. But science and technology are as much a product of society as a factor in shaping its future. These complex interactions between science, technology and society are only partially explained by the scholars whose work it is to study them, and are far from being incorporated into decision-making by the policy-makers who act upon them, or

fully appreciated by the public at large who may benefit or suffer from them. So as the pace of change at the end of this century proceeds unrelentingly, and as science and technology continue to open up new vistas and prospects, there is an ever greater need to explore this intricate web of relationships. Three main sets of issues may be singled out.

137   One relates to the need to conceive of and project science and technology as an intrinsic part of culture. The fact is that besides supplying instrumental skills for application to other spheres, science and technology help us to understand the universe and provide us with the means of acting discerningly upon it. This means that the greatest number must be given an opportunity to share in the benefits of science and technology, and consequently entails informing and educating the general public so as to make it an active partner instead of merely a detached onlooker.

138   Another revolves around the question of the extent to which humankind can influence the course and use of scientific and technological progress. This in turn raises the issue of organized action, directed towards deliberately maximizing the overall benefits, economic, social and otherwise that accrue from advances in science and technology, and of designing strategies for that purpose.

139   Finally, the accelerating pace of scientific discoveries and their increasingly diverse applications are confronting the world with none-too-easily answered questions about the ethical implications of scientific experimentation and technological innovations, actual or potential (in such fields as molecular biology and genetics, biomedical sciences, information processing and control, artificial intelligence and man/machine interaction). These give rise to ethical issues on which the world community awaits information, elucidation, and, wherever feasible and appropriate, guidance.

140   During the period covered by the second Medium-Term Plan, Unesco conducted activities aimed at promoting science and technology extension work and alerting the public and decision-makers to the cultural, ethical and social implications of new scientific knowledge and new technology. The programme has resulted in a number of studies and seminars, the co-publication of books and the quarterly journal Impact of Science on Society, the awarding of prizes and support of national and regional efforts in science and technology popularization.

141   Unesco also took the initiative in organizing policy discussion forums and assisting Member States in developing the necessary expertise to address science and technology (S&T) policy issues, for instance by convening two regional ministerial S&T conferences (CASTALAC II and CASTAFRICA II) and fielding a large number of advisory missions. An independent evaluation of the first two cycles of these conferences indicated that the time had now come for such forums to be more focused and to be organized on a case-by-case basis, according to needs and requirements.

142   With the growing emphasis on the need to adopt a new approach, viewing policy-making as an exercise involving a wide variety of partners, a decentralized scheme of regional networks of specialists and practitioners in the field of S&T policy was developed, as well as a monitoring and orientation mechanism in the form of the International Scientific Council for Science and Technology Policy Development.

143   This new approach and the results of the evaluation of the ministerial S&T conferences underlie the objectives and strategy of the programme proposed for the third Medium-Term Plan.

OBJECTIVES AND STRATEGY

144   As the issues here are of concern to several major groups, the political and economic community, the scientific community, and the public at large, the overall objective of the programme should be to promote and facilitate dialogue among these groups in order to respond to the fundamental priority of transferring science and technology as fully and as rapidly as possible to developing countries.

145   Activities are directed towards promoting scientific and technological culture by stepping up international co-operation in science and technology extension work. These activities will be complementary to those to be undertaken in Major Programme Area I and will represent a contribution to the World Decade for Cultural Development.

146   Assisting Member States in working out strategies for science and technology development is another of the programme's objectives. To this end, Unesco will provide advisory services and facilitate policy discussion forums at the regional and subregional levels, giving highest priority to the least developed countries. The Organization will continue to develop its international programme of training, research and information exchange in science and technology policy, operating through a decentralized and flexible scheme of regional networks designed to encourage initiatives taken by those familiar with local situations.

147   Since science today cannot be considered independently of its application to the development of new technologies, a third objective of the programme is to investigate the relationship between technological progress and emerging changes (in values, behaviour, etc.) on the social, economic and cultural scene, including an evaluation of the social effectiveness and risks of technological innovation.

148   Finally, activities will aim at reviewing ethical issues arising in the various fields of science and technology, and promoting exchanges of information and views among groups of natural and social scientists, philosophers and political and religious leaders, in collaboration with relevant governmental and non-governmental organizations.

ACTION

149   In regard to <u>scientific and technological culture</u>, the
Organization will promote international and regional
exchanges of information on science and technology
popularization, in particular through a compilation, during
the first phase of the Plan, of relevant books, films and
reviews, involving co-operation with scientific media in the
Member States. Preparation of new material to fill gaps in
the available stock will be undertaken during the second and
third phases of the Plan, with special attention being given
to the need for an out-of-school introduction to science and
technology for young people.

150   The Organization will support the establishment or
strengthening of national or regional associations for
science and technology popularization, basic and further
training for local personnel such as science journalists and
communicators, and the development of related infrastructures
such as science and technology museums.

151   The quarterly journal <u>Impact of Science on Society</u> will
continue to be published in its various language versions,
serving as an international medium for discussion of the
relationships between science, technology and society, and
providing the general public with a source of information on
science. To complement this activity, Unesco will undertake
the regular publication of a <u>Yearbook of Science</u>, summarizing
the latest developments in the various branches of science
and technology for a wide, non-specialist audience. The
science prizes awarded by Unesco will continue to draw the
public's attention to significant scientific research or
science popularization work.

152   With respect to <u>strategies for science and technology
development and their social implications</u>, the Organization
will provide advisory services to national governments and
institutions and to regional groupings, giving highest
priority to the scientifically and economically least
developed countries (priority-setting, institutional reform,
legislation, planning machinery). Technical assistance for
science and technology project identification and preparation
will also be provided.

153   During the first phase of the Plan, surveys and
case-studies will be conducted to collect relevant
information and monitor the socio-economic and cultural
impact of technological progress; the dissemination of
results will provide information for decision-makers.

154   The programme of regional networks for training, research
and information exchange in the field of science and
technology policy will be further expanded, concentrating on
Asia and Latin America during the first phase of the Plan,
and Africa, the Arab States, the Pacific and the Caribbean
during the second and third phases of the Plan. As part of
network activities, grants will be allocated to support
research activities on the theme of science, technology and
society, and short-term training sessions will be organized

for junior scientists in S&T policy-making and research management, and for policy-makers, policy analysts and leading industrialists and scientists in areas at the science/development interface.

155   Activities concerning the <u>ethical issues arising from scientific experiments and the effects of scientific discoveries and technological innovations</u> will consist of studies and analyses, involving both professionals and the wider public. These activities will be of both a stock-taking and a prospective nature. During the first two phases of the Plan, emphasis will be laid upon fact-finding, stock-taking and providing professional, financial and data support to institutions, groups and individuals already conducting training and research in this field. Inter-organizational exchanges will also be fostered.

156   **Major Programme Area II: 'Science for progress
and the environment'**[1]

The General Conference,

Recalling the relevant provisions regarding science contained
in Article I of the Constitution of Unesco,

Considering the priority that is often given to science at
national level, the importance of science and of
mastery of technologies in development, and the
contribution they make to satisfying human needs,

Convinced that science has an important role to play in the
decision-making process in the many and varied areas
of human activity, particularly in development
strategies, the use of natural resources and the
management of the environment,

Recalling Unesco's mandate and role within the United Nations
system with regard to the furtherance of basic and
engineering sciences and their application to
development, notably with a view to reducing the
existing gaps between nations in these fields,

Recalling in particular the unique contribution made by the
Organization's programmes to the development of its
Member States, based on the training of specialists,
teachers and technicians, and on the rational use of
natural resources and the protection of the
environment,

Stressing the high priority of research, training and
information exchange activities designed for the
developing countries and especially the most
disadvantaged among them, and the need to take
account of the socio-cultural implications of
scientific and technological progress and of the
ethical issues raised by scientific experimentation
and technological innovation,

Also stressing the interdisciplinary nature of the Organiz-
ation's activities in the scientific, technological

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1.   Resolution adopted on the report of Commission III at the
thirty-first plenary meeting, on 15 November 1989.

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and environmental fields, and the need to secure and strengthen the contribution of the social sciences to these activities,

Bearing in mind the recommendations of the international co-ordinating committees and councils of the Organization's intergovernmental scientific pro- grammes (Intergovernmental Informatics Programme (IIP); International Geological Correlation Programme (IGCP); Man and the Biosphere (MAB); International Hydrological Programme (IHP)), the recommendations of the Assembly and Executive Council of the Intergovernmental Oceanographic Commission (IOC) and the conclusions and recommendations of the International Congress on Environmental Education and Training (1987),

Bearing in mind also the recommendations of the two regional conferences of ministers responsible for the application of science and technology to development, organized for Latin America and the Caribbean (CASTALAC II, Brasilia, 1985) and Africa (CASTAFRICA II, Arusha, 1987); 24 C/Resolutions 9.2 and 9.3 concerning, respectively, the establishment of a standing conference of the directors of the national science and technology policy-making bodies of the Unesco Member States of the Africa region, and the Special Programme of Assistance to Africa in these fields; and resolutions S-13/2 and 43/27 adopted by the United Nations General Assembly at its thirteenth special session and its forty-third session concerning the United Nations Programme of Action for African Economic Recovery and Development 1986-1990,

Also recalling resolutions 42/186 and 42/187 adopted by the United Nations General Assembly at its forty-second session concerning the environmental perspective to the year 2000 and beyond, and the report entitled 'Our Common Future'; resolutions 42/169 and 43/202, adopted by the United Nations General Assembly at its forty-second and forty-third sessions concerning the International Decade for Natural Disaster Reduction; and resolution 43/53 on the protection of global climate for present and future generations of mankind,

Taking into consideration all the relevant recommendations formulated by the Executive Board in 131 EX/De- cision 4.1 (24 C/108), particularly paragraphs 29 to 36 relating to Major Programme Area II, and emphasizing that this major programme area encompasses fields which are of the greatest importance for all Member States and in which Unesco has demonstrated its efficacity and the relevance of its action,

1. Approves the orientations of Major Programme Area II 'Science for progress and the environment', and invites the Director-General to base the biennial programming for 1990-1995 on the following programmes:

Programme II.1: 'Science and technology for development'

Programme II.2: 'Environment and natural resources management'

Programme II.3: 'Science, technology and society';

2. <u>Authorizes</u> the Director-General:

(a) under Programme II.1, 'Science and technology for development':

(i) to strengthen national and regional capacities for university science and technology education and training by improving and renewing university and post-university education and training in basic and engineering sciences;

(ii) to promote basic scientific research and its applications and the dissemination of scientific and technological knowledge and information, through the strengthening of national research potential;

(iii) to strengthen national and regional capacities and international co-operation in key and frontier areas of basic sciences and technology, with special reference to information technology (Intergovernmental Informatics Programme), molecular biology and biotechnologies, and in energy (new and renewable sources of energy);

(b) under Programme II.2, 'Environment and natural resources management':

(i) to improve and strengthen environmental education, training and information activities by launching an intersectoral and inter-agency co-operation project on environmental education and information and by taking and encouraging any initiative at world or regional level that might make for better knowledge of the environment and rational management of the earth's resources (such as, for example, the publication of a joint statement on the environment to draw the attention of decision-makers to challenges that must be met and scientifically based measures that should be taken, or the strengthening of the network formed by the Association of Amazonian Universities (UNAMAZ));

(ii) to promote the contribution of the earth sciences to development, stressing geological research and training through the International Geological Correlation Programme (IGCP);

(iii)   to pursue the evaluation of the risks of
natural disasters and the means of mitigating
their effects by strengthening the capacities
of Member States and participating in the
International Decade for Natural Disaster
Reduction;

(iv)   to contribute to the protection of the world
natural heritage and to the improvement of the
conservation and management of terrestrial
ecosystems, by continuing and reinforcing the
Programme on Man and the Biosphere (MAB);

(v)   to promote the marine sciences for the rational
use of the marine environment and its
resources, through the strengthening of the
research networks on coastal and island marine
systems, the development of marine science
research and training and the implementation of
the regional and global programmes of the
Intergovernmental Oceanographic Commission
(IOC), with special reference to the study of
the marine environment and its resources,
research on the influence of the ocean on the
global climate and the development of the
global ocean monitoring system;

(vi)   to pursue, through the International
Hydrological Programme (IHP), activities for
the assessment, management and conservation of
water resources, taking account of changes in
the environment and the constraints of
sustainable development, and according
particular attention to the transfer of
knowledge and technology;

(c) under Programme II.3, 'Science, technology and
society':

(i)   to promote the development of scientific and
technological culture through the training of
personnel, the establishment of adequate
infrastructures, the dissemination of popular
works on science and technology and the
awarding of science prizes;

(ii)   to work out strategies for science and
technology development, taking due account of
the social implications, through the
preparation of reviews and evaluations of
science and technology development policies,
the provision of advisory services, the
encouragement of information exchange on
relevant topics and the implementation of the
recommendations of the CASTALAC II and
CASTAFRICA II Conferences and of the
International Scientific Council for Science
and Technology Policy Development;

(iii) to participate in reflection on problems and issues of an ethical nature raised by scientific experimentation, the effects of scientific discoveries and technological innovations, by encouraging information exchange in this field, establishing a network of institutions and specialists and alerting the public to these issues;

3. <u>Also invites</u> the Director-General to pay special attention, during the biennial programming for 1990-1995:

(a) to the planning and implementation of activities in an interdisciplinary spirit and in an intersectoral manner, through an increased contribution to them by the social and human sciences;

(b) to the strengthening of international scientific programmes, increased participation by the developing countries in those programmes, and efforts to find extra-budgetary resources for their implementation;

(c) to the strengthening of the science and technology potential of the developing countries, particularly the most disadvantaged among them, especially in Africa;

(d) to the broadening of co-operation with the other institutions of the United Nations system and other intergovernmental organizations and with the international scientific community through the competent international non-governmental organizations, particularly the International Council of Scientific Unions (ICSU), the World Federation of Engineering Organizations (WFEO) and the Union of International Technical Associations (IUTA);

(e) to the contribution of the Organization to the World Climate Programme (WMO/ICSU/UNEP); to the second World Climate Conference; to the Conference on Environment and Development, planned for 1992; to the International Geosphere-Biosphere Programme (IGBP) of ICSU; and to the Human Dimensions of Global Change Programme (IFIAS/ISSC/UNU);

(f) to ways and means of strengthening participation by women in all the activities of Major Programme Area II and particularly the training of women specialists.

Major Programme Area III
Culture: past, present and future

THE WORLD DECADE FOR CULTURAL DEVELOPMENT

157   The purpose of the World Decade for Cultural Development (1988-1997) is to arouse awareness of the fundamental importance of culture in the lives of human beings and societies and the fruitful interactions that bind culture to development. The Plan of Action for the Decade focuses on four main objectives (resolution 41/187 adopted by the General Assembly in 1986):

'acknowledging the cultural dimension of development;

affirming and enriching cultural identities;

broadening participation in culture;

promoting international cultural co-operation'.

158   Although Unesco is the lead agency for implementation of the Decade, the United Nations system as a whole will take part, through specific projects, as will the national committees created for the Decade, National Commissions, governmental and non-governmental organizations and, above all, creators and the intellectual, artistic, educational and scientific communities.

159   Unesco, for its part, has a co-ordinating role to play: it must be capable of encouraging, inspiring or serving as a catalyst for the action to which the Decade will give rise. It will do so through the Intergovernmental Committee for the Decade, a secretariat intersectoral co-ordinating committee and the secretariat of the Decade.

160   Unesco, as the lead agency for the Decade, must by its own programmes lead the way in putting the Decade into effect. It was therefore important to match the objectives of the third Medium-Term Plan with those of the Decade and to link them closely together.

161   If there is one major programme area that must be considered to be in its entirety a direct and essential contribution to the implementation of the Plan of Action, it is certainly Major Programme Area III (Culture: past, present and future), whose objectives fully coincide with those of the Decade.

162   However, the Plan of Action must also find specific applications in the other major programme areas, the

mobilizing projects and the transverse themes and programmes. Moreover, its hallmark must be the implementation of large-scale projects, the 'Decade projects', such as the <u>Integral Study of Silk Roads</u>, the <u>Commemoration of the Five-Hundredth Anniversary of the Encounter between Two Worlds</u> and the <u>Revival of the Library of Alexandria</u>.

163   Among action that is specific to individual major programme areas and whose contribution to the Plan of Action is particularly important, mention should be made of those activities that are concerned with Major Programme Area I (Education and the future) and are aimed at the massive reduction of illiteracy, at the provision of universal primary education and at science and technology education. Mention must also be made of the teaching of foreign languages and literature, the purpose of which is to strengthen mutual understanding and co-operation among peoples. Action coming under Major Programme Area II (Science for progress and the environment) and covering scientific and technological culture and various aspects of techniques for the use of natural resources in several regions of the world also contributes to the Plan of Action. It is also worth while to point out that a growing number of sites are listed as forming part of the world cultural and natural heritage.

164   As regards Major Programme Area IV (Communication in the service of humanity), emphasis should be placed on action that promotes participation in cultural life by certain categories of people particularly women and young people through better access to the media and on studies of the interaction between new communication technologies and societies.

165   Major Programme Area V (The social and human sciences in a changing world) directly contributes to the objectives of the Decade through studies of the effects of contemporary social changes on economic, social and cultural life, and of ways of enabling fringe groups, particularly migrants and poor urban communities, to participate more fully in development and cultural life. A study of the change in status and functions of certain sectors of society with an important role to play, such as women, young people and the family, is also being undertaken for the Decade.

166   Action to do with the cultural dimensions of development in Major Programme Area VI (Unesco's contribution to prospective studies and to strategies concerned with development) is in keeping with the first objective of the Plan of Action for the Decade.

167   Under Major Programme Area VII (Unesco's contribution to peace, human rights and the elimination of all forms of discrimination), action that tends to promote dialogue among different philosophical and spiritual movements by stressing the common values of peace, tolerance, respect for human rights and the mutual appreciation of cultures will make a valuable contribution to the implementation of the Plan of Action.

168   Under the General Information Programme, in addition to the revival of the Library of Alexandria, significant action connected with libraries and archives will be carried out in support of the Decade.

169   Future-oriented studies will also contribute to the Decade through a project on the interaction between cultural development, cultural identities and multicultural societies.

170   Lastly, the transverse theme on women will produce action aimed at stepping up the level of participation by women in cultural development, particularly in creativity in its various forms.

PROGRAMME III.1: INTERNATIONAL CULTURAL CO–OPERATION, AND PRESERVATION AND ENRICHMENT OF CULTURAL IDENTITIES

BACKGROUND

171   Over the past few years the following trends have come to light:

the growing interdependence of culture and economies, a process accelerated by the development of modern means of transport and communication, which foster a sense of belonging to a single universal culture;

the similarly growing reaffirmation of cultural specificities and identities;

the persistence and even re-emergence of inward-looking tendencies and cultural prejudice which conflict with international co-operation;

the development of multicultural societies, which makes the affirmation of cultural identity more complex, though at the same enriching it.

172   Unesco's work during the period of the second Medium-Term Plan was organized on the basis of complementary approaches:

cultural exchanges and promotional action aimed at mutual appreciation of cultures (translation and publication of literary works, recording and distribution of traditional music, organization of travelling exhibitions of works of art);

knowledge of cultures and history;

promotion of cultural identities and development of intercultural relations;

promotion of national languages, particularly African languages.

173   In the second of these fields, the first edition of the
History of the Scientific and Cultural Development of Mankind
greatly contributed to the progress of cultural studies on a
world scale; however, it was too exclusively Eurocentric.
Unesco therefore embarked on a new edition. Previously, the
Organization had begun to extend the project to other
geocultural areas by preparing regional histories (General
History of Africa, History of the Civilizations of Central
Asia, General History of Latin America, General History of
the Caribbean) and by participating in the preparation of a
work on the various aspects of Islamic culture.

174   Some activities begun in connection with cultural
studies, and a number of intercultural studies, were slowed
down appreciably or suspended owing to a lack of funds.

OBJECTIVES AND STRATEGY

175   The Organization's priorities in respect of cultural
development are the promotion of cultural exchanges and the
preservation and enrichment of cultural identities. More
specifically, the programme aims at:

        promoting cultural exchanges and the mutual appreciation
        of cultures through the dissemination of masterpieces
        representative of different cultures and through
        exchanges of information and experience;

        encouraging progress in history conducive to a better
        understanding of the evolution of cultures, social
        changes and the multiplicity of modes of development and
        carrying all the actions already launched in this sphere
        through to completion;

        contributing to the affirmation and enrichment of
        cultural identities and the strengthening of
        intercultural relations by carrying out comparative
        studies of cultures, encouraging the organization of
        regional and subregional festivals and launching
        intercultural projects. Despite the financial
        difficulties encountered by the cultural and
        intercultural studies programme, Unesco will do its
        utmost to reverse the trend referred to in paragraph 174.

176   These objectives are fully in line with those of the
World Decade for Cultural Development.

177   In the field of cultural history and studies, top
priority will be given to the continuation and completion by
1995 of the six major regional or interregional history
projects. The procedure for preparing them will be reviewed
in order to speed up the pace of production during the three
phases of the Plan. To this end, steps will be taken to
co-operate with international and regional networks of
specialists.

178   The cultural studies programme will concentrate on
activities that only Unesco can conduct successfully, for

example intercultural projects calling for international cultural co-operation.

179   With a view to promoting intercultural research and furthering the knowledge and appreciation of cultures, Unesco will implement large-scale projects in connection with the World Decade for Cultural Development. Two of them have already been identified:

the Integral Study of Silk Roads, begun in 1987, which will encourage new thinking on relations between East and West;

Commemoration of the Five-Hundredth Anniversary of the Encounter between Two Worlds, which will highlight the role of many different civilizations in the meeting of Europe and America in 1492 and its historical repercussions.

ACTION

180   Unesco's role as a cultural clearing-house will be reinforced by the use of audio-visual means. Unesco will strive to promote mutual knowledge of different cultures. To that end, it will gradually develop and co-ordinate its action, using its own resources and with the support of interested NGOs, and will contribute to the creation or reinforcement of networks of data banks based on a whole range of audio-visual means (music, dance, visual arts, museology, treasures of universal heritage, cultural activities, etc.). Unesco will seek co-operation with private and public organizations, particularly television stations, cinematheques and museums and with enterprises for the joint production and marketing of cultural products and services. In this connection, in order to achieve the widest possible dissemination, the resources for these activities will be sought from the regular programme of Unesco and from extra-budgetary sources including various other forms of associations and financing.

181   Among the activities relating to cultural exchanges and the mutual appreciation of cultures, the translation and publication of literary masterpieces in the Unesco Collection of Representative Works will be continued (about 15 titles a year) and, if possible, expanded with the assistance of Member States. A special effort will be made in respect of bodies of literature hitherto unrepresented or underrepresented in the Collection, languages that are not widely spoken, major works belonging to oral tradition, masterpieces written by women, and texts for children. In addition, a number of art albums based on material from travelling exhibitions of works of art will continue to be published, some by Unesco itself and others in the form of co-editions.

182   The Unesco Collection of Traditional Music will be reproduced on cassettes and compact discs at a rate of about 15 titles a year and will be gradually expanded by about four new selections per annum, care being taken to maintain a fair

balance among the cultures represented. In addition, some developing countries will be given assistance in gathering and recording their traditional music with a view to adding new items to the Collection's catalogue.

183   The Index Translationum, an international multilingual computerized bibliography of works translated and published throughout the world, will continue to be published annually.

184   Unesco will organize workshops in different regions with a view to promoting the incorporation of translations published in the Collection of Representative Works in universities' comparative literature programmes. Workshops on problems of literary translation based on Unesco's Collection of Representative Works will also be organized on a regional basis during the third phase of the Plan.

185   During the first phase of the Plan, exploratory work on the establishment of a cultural video library will be carried out.

186   In the field of cultural histories and studies, top priority will be given to the continuation and completion of the six regional or interregional projects currently being prepared (new edition of the History of the Scientific and Cultural Development of Mankind, regional histories and studies) and to the ongoing production of the guides to documentary and archive sources. Unesco will continue to publish the abridged versions, guides to history sources and school textbooks on the history of Africa. The preparation of a universal history for educational establishments throughout the world will be envisaged upon the basis of the findings of a preliminary feasibility study.

187   Activities relating to cultural identities and intercultural relations will concern the planning and organizing of regional, subregional or interregional cultural festivals; the implementation, during the first two phases of the Plan, of a project entitled 'Intercultures' dealing with the study of permanent and changing cultural values in different geocultural areas; and a research programme on the holy cities and places of pilgrimage that play a major role in the religious and cultural life of the peoples of Asia, Africa, Europe and the Arab States region (third phase of the Plan).

188   Activities will be organized in support of three expeditions which will follow the main silk roads (documentary films, exhibitions, field studies, publications, co-operation with the media). With regard to the Commemoration of the Five-Hundredth Anniversary of the Encounter between Two Worlds, the first project, entitled 'A Series of Encounters' will focus on the universalization of history and the growing interdependence of cultures discernible as a result of the encounter of 1492; the second project, 'Amerindia 92', will give the peoples of America, especially indigenous communities, the opportunity to express their own view of the world and the way they feel about their future and their role in history.

PROGRAMME III.2: CULTURE FOR DEVELOPMENT

BACKGROUND

189   By bringing the works of human creation to the attention of a wider national and international public, the development of new communication technologies and industries related to the production of cultural goods has fostered wider and more democratic access to culture, which has hitherto been all too often restricted to élites. Moreover, despite the fact that present changes may serve to erode and rob cultures of their originality, the awareness of the multiplicity of cultures and seats of artistic creation has become sharper. Proof of this development in many countries includes the marked increase in reading accompanying the democratization of education, the growing vitality and diversity of artistic endeavours, the growing popularity of museums and exhibitions and the emergence of a new public for art and literature, etc.

190   The communication media and cultural products industries, whose expansion is due to scientific and technological progress, have also had far-reaching effects on creation and creativity; they have not only radically changed modes of art production and the structure of cultural markets but have also accelerated changes in life-styles and values and expedited the emergence of new forms of cultural expression.

191   Although the present cultural transformation may be building bridges between different cultures, it may also be helping to deepen the technological gulf - with its cultural consequences - between industrialized and developing countries. Moreover, art creation and culture, especially in developing countries, are an expression of identities that have long been isolated, if not stifled, and that have now been affected by modernization or the disruption of traditional social structures. Action to safeguard expressions of culture specific to the developing countries is essential for the dovetailing of the process of modernization with social particularities and with cultural identities. There is a growing awareness of the need to find ways of achieving active participation in culture instead of the passive consumption of industrially produced cultural products. Lastly, some constraints continue to limit the freedom of expression of creators and the distribution of their works in many industrialized and developing countries.

192   Cultural policies were a particularly important aspect of the Organization's action in this field. Owing to their special interest from the standpoint of both the Mexico City Declaration and the Member States, Unesco will pursue the actions already being undertaken in this context.

193   Even though the book as a medium has benefited from radical technical and commercial change, there are still big disparities between countries, with abundance in a few countries and chronic penury in most. The technological revolution that has called into question the traditional form and function of books in many industrialized countries has

not yet borne fruit in developing countries, where it could, however, help to end a 'hunger for books' that is one of the cultural challenges of the age. Indeed, it may be said that in those parts of the world most severely affected by the prevailing economic crisis, the shortage of books threatens to undermine efforts to promote universal literacy, education for all and access to culture.

194   Industrially produced cultural products account for a growing proportion of the supply in the cultural sector. But as access to these goods depends on the solvency of the customer, consumption is still very unevenly distributed between industrialized and developing countries. Moreover, when the latter do achieve access to cultural products, these are rarely of national origin and are very often designed to bring in a short-term profit, which tends to make them of low cultural quality.

195   Creation can be encouraged or discouraged, depending on the status assigned to creators by society. Copyright, whose position has been complicated by the development of new technologies, is a decisive factor. The production policies of commercial distributors of works of the mind are determined primarily, and much more strictly than before, by market principles. Accordingly, legal standards are being drafted or revised in order to adjust classical copyright laws to the new economic imperatives. At the same time, awareness of the size of potential markets has prompted States that had hitherto been parties only to the Universal Copyright Convention adopted under the auspices of Unesco to bring their laws into line with the more protective principles of the Berne Convention in order to be able to accede to that instrument. Copyright, hitherto a guarantee of the just remuneration of creative work, is thus in danger of being reduced to a mere compensation for the financial investments of publishers and distributors.

196   This being so, and given the action undertaken in the field of copyright by other intergovernmental organizations, the action of Unesco can be confined to certain activities aimed at introducing protection of copyright in Member States where such protection does not yet exist, at implementing international instruments adopted under its auspices, and at introducing and developing the teaching and the study of copyright and 'neighbouring rights' at various levels of education, as well as at exchanging information in this field. Unesco will also pursue its long-term study of the fundamental aspects of the question of protecting the rights of creators.

OBJECTIVES AND STRATEGY

197   The principal objectives of the programme are:

to step up efforts concerned with creation and creativity, stressing the role and status of the artist, the promotion of craftwork and the improvement of training in the arts;

to encourage participation by all people in cultural life, especially women and young people;

to promote the role of books and reading in the enrichment of cultures, the achievements of literacy education and the dissemination of scientific knowledge, and to encourage the development of publishing companies in developing countries;

to encourage, particularly in developing countries, the development of the domestic design and production of industrially produced cultural products;

to encourage the adoption and observance of legislation relating to copyright at the national level, and to encourage Member States to carry out their international obligations in this field;

to encourage the strengthening of aesthetic education and art education.

198   In the interests of concentration, action to promote contemporary and traditional creation will be restricted to a few areas. High priority will be attached to the establishment of artists' training courses for countries where there are none. Precedence will be given to interdisciplinary co-operation between artists, scientists, technicians and manufacturers and also to exchanges of ideas, experience and information originating in centres of experimentation and creation. An international network and subsequently a centre for training, experimentation and exchange may be established.

199   The proposed action will provide support for Member States' schemes to promote broader participation in cultural life and innovatory projects for young people and women and also for disadvantaged groups such as disabled persons.

200   In the area of books and reading, the strategy is centred on the promotion of reading; the strengthening of local capabilities and activities designed to promote the gradual removal of barriers to the international circulation of books; and the synergetic development of textbooks, libraries and books in general. The emphasis will be on boosting the distribution of books and strengthening working relations between countries in the same region.

201   The aim of the action relating to industrially produced cultural products (films, videodiscs, videocassettes, gramophone records, sound cassettes and audio-visual programmes) will be to encourage their domestic design and production in developing countries and to foster exchanges of information on the part played by these cultural products in intercultural exchanges. Special attention should be given to the impact of cultural industries on cultures and to the role they can play in the promotion of intercultural co-operation and international understanding.

ACTION

202   Action relating to <u>creation</u>, <u>creativity</u> and <u>participation in cultural life</u> will consist in:

the execution of international programmes for the development of the cinema, television, video, crafts and literature; systematic application of the Recommendation on the Status of the Artist; and the implementation of regional and interregional programmes on the promotion of the performing arts (Africa), of artistic exchanges (East/West) and of the visual arts (Latin America);

the training and further training of creative artists; on the basis of a feasibility study an international centre may be established for artistic creation by young people and exchanges between them, possibly in the shape of a network;

the award of the Unesco world prize for culture (the visual arts and music) financed from a special fund.

203   The action aimed at expanding participation in cultural life and promoting improvements in cultural policy-making and implementation will be mainly concerned with strengthening national capabilities for the formulation of strategies appropriate to the evolution of cultural life and for the management of cultural projects, the training of specialists and the raising of financial resources. The development of regional research and clearing-house networks will be encouraged. An international forum for cultural innovation will also be held once in each biennium to promote the dissemination by means of video programmes of the most original projects.

204   In order to foster improvements in making and implementing cultural policies and to promote the role of such policies in the harmonious development of the cultural activities of Member States, regions and geocultural or geolinguistic areas, encouragement will be given in all regions to the international evaluation of the cultural policies of Member States which request it. These activities will be carried out in co-operation with international governmental organizations having experience in this field. Member States will thus be able to obtain information on the cultural policies and practices of other countries and on the successes or failures observed, and to have facts enabling them to take decisions for the future improvement of those policies. In this way, a new impetus would be given to joint activities concerned with cultural co-operation. In this context, a study will also be made of ways of strengthening aesthetic and art education, both in the formal school and university education systems and in the non-formal sector, and also in lifelong education activities (in association with Major Programme Area I).

205   Unesco will contribute to commemorative and major cultural events in order to raise levels of public information and artistic awareness.

206   The objects of the action concerning <u>books and industrially produced cultural products</u> will be:

> to promote lasting literacy and lifelong reading habits (through the production of reading material in the relevant languages, the promotion of sustained reading habits, the encouragement of research on the role of books in various cultural contexts and the launching as a matter of priority of a new African strategy for books);

> to boost national and regional capabilities (through the formulation of integrated national policies; the promotion of Unesco instruments covering the international circulation of educational, scientific and cultural material; co-operation between book professionals; and institutional training programmes; the promotion of regional action: a regional network of book organizations in Asia and the Pacific, an Arab book information service, the Ibero-American book project and a book training plan for the Caribbean).

207   With regard to industrially produced cultural products, encouragement will be given to domestic production, particularly in developing countries.

208   In the field of <u>copyright</u>, the Organization's efforts will be limited to:

> improving copyright and making it more comprehensive, and strengthening the interdisciplinary nature of the activities relating thereto;

> the execution of a certain amount of action relating to the application of the Conventions and Recommendations on copyright adopted under Unesco's auspices and to the work of two intergovernmental committees;

> introducing and expanding education relating to copyright and 'neighbouring rights', and fostering exchanges of information in this field;

> carrying out activities aimed at ensuring access by the developing countries to protected works;

> promoting creativity through the search for a better balance between the rights of the parties concerned (during the second phase of the Plan).

PROGRAMME III.3: PRESERVATION AND ENHANCEMENT OF THE CULTURAL HERITAGE

BACKGROUND

209   The cultural heritage may be defined as the entire corpus of material signs either artistic or symbolic handed on by the past to each culture and, therefore, to the whole of

humankind. As a constituent part of the affirmation and enrichment of cultural identities, as a legacy belonging to all humankind, the cultural heritage gives each particular place its recognizable features and is the storehouse of human experience. The preservation and the presentation of the cultural heritage are therefore a corner-stone of any cultural policy.

210   This is one of the fields where Unesco's action has been particularly appreciated and noted, as regards both its standard-setting aspects and the major preservation and safeguarding campaigns. In this way it has helped to gain worldwide recognition of the very idea of the heritage, which, at the same time, has been broadened and extended.

211   The physical cultural heritage should be considered both in time and in space. First, it no longer stops at the dawn of the nineteenth century but now also embraces the records left behind by the twentieth century. Second, the aim is not only to preserve increasingly numerous items of cultural property but also to safeguard complexes which go far beyond single large monuments or individual buildings. The idea of the heritage has now been broadened to include both the human and the natural environment; both architectural complexes and archaeological sites; not only the rural heritage and the countryside but also the urban, technical or industrial heritage, industrial design and street furniture.

212   Furthermore, the preservation of the cultural heritage now covers the non-physical cultural heritage, which includes the signs and symbols passed on by oral transmission, artistic and literary forms of expression, languages, ways of life, myths, beliefs and rituals, value systems and traditional knowledge and know-how.

213   The situation of the cultural heritage has deteriorated during recent years as a result of industrialization, rapid urbanization, the increase in atmospheric pollution, various climatic factors and mass tourism. In addition, many examples of the non-physical heritage are dying out because of the disruption of economic structures and rapid changes in life-styles.

214   As a result, public awareness of the value of the cultural heritage has increased. This is particularly evident in the growing number of people who, in many countries, visit buildings and architectural complexes which make up an essential part of the heritage. The vitality of associations established to defend the heritage, and also the increased interest in the non-physical heritage, reflect the new importance of the preservation of 'roots' for the quality of life and cultural development. In general terms, through their impact on economic activity and tourism, policies regarding the cultural heritage make an effective contribution to development.

215   However, the widened connotation of the idea of the cultural heritage provides a challenge for national and international action which it is proving increasingly

difficult to meet. The crisis in public finance, austerity measures or policies of structural adjustment have frequently limited the capacity of Member States (particularly the developing countries) to take action. Yet the safeguarding of the physical or non-physical heritage should be regarded as one of the major assets of a 'multidimensional' type of development which will ensure the best possible general living conditions for both present and future generations. Many Member States have been led to the same conclusion: the need to provide substantially increased resources to preserve the cultural heritage, and to adapt the functions of the heritage so as to incorporate it in the human and natural environment and the liviﾍg culture of the community.

216   A majority of Membeⅼ States have therefore turned towards Unesco: between 1984 and 1988, 30 States became parties to the Convention for the Protection of the World Cultural and Natural Heritage (1972), 12 States acceded to the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (1970) and four to the Convention for the Protection of Cultural Property in the Event of Armed Conflict (The Hague, 1954). One-hundred and eight States are now parties to the 1972 Convention, which, as a result, is rapidly progressing towards achieving truly universal implementation.

217   In addition, the increase in the number of international safeguarding campaigns which Member States have requested Unesco to launch is evidence at one and the same time of the determination of governments to undertake the major works necessary for the preservation of the heritage, of the considerable scale of existing needs and of the trust placed in the Organization to help to respond to these needs. However, the area covered by the programme for the preservation of the immovable cultural heritage has increased to such an extent during the last 20 years that it now calls for far greater resources than are available to Unesco on its own.

218   With regard to the non-physical heritage, the place given to methodological studies has been gradually reduced in favour of practical activities to collect material on traditions. Priority has been given to the recording of traditional cultural events and of languages which are dying out.

OBJECTIVES AND STRATEGY

219   This programme's strategy will correspond to four objectives:

improved understanding of the cultural heritage, especially the non-physical heritage, as defined in paragraph 212;

more effective preservation;

better incorporation of the cultural heritage in present-day cultural life, creative activity and the economic and social world;

greater accessibility to the public.

220   These objectives coincide fully with those of the World Decade for Cultural Development, and especially with the second and third objectives of its Plan of Action. In addition, the activities proposed take due account of the need to link preservation of the cultural heritage more closely with other fields of cultural action, such as contemporary architecture, urbanization and town planning, science and technology, protection of the environment, education and communication. Thus intersectoral co-operation and co-ordination in respect of the cultural heritage will be strengthened, as also co-operation with National Commissions.

221   With regard to the physical heritage, Unesco's standard-setting activities will be aimed primarily at promoting wider and more effective application of Unesco Conventions and Unesco Recommendations to Member States concerning its preservation.

222   As regards the preservation of the physical cultural heritage, Unesco's strategy will be redesigned to take into account the full extent of the funding required and to adjust the Organization's objectives and resources. As for international safeguarding campaigns, the General Conference, at its twenty-fourth session, adopted both a strategy for the programme of these campaigns and a standard campaign development process. A realistic revision of Unesco's methods of action in this field should lead to Unesco's defining priorities for operational action and preparing a plan of action accompanied by financial estimates and detailed timetables. The activities might be spread over the three stages of the Plan.

223   Training will be focused on the teaching of modern safeguarding methods and techniques and on their practical application to preservation work carried out on selected historical buildings or in museums. These activities will thus be accompanied by direct assistance to Member States.

224   Co-operation with National Commissions and international governmental and non-governmental organizations will be expanded with a view to finding partners in the work of intensifying promotional and public awareness activities, exchanging the experience and specialized information, and implementing technical co-operation projects.

225   The dissemination of scientific and technical information will benefit from the expansion of computerized documentation networks, and this will strengthen the role of the Organization as a clearing-house.

226   As regards the non-physical heritage, Unesco will act as a stimulus and co-ordinator by launching a project for the collection and dissemination of oral traditions, making use of the most up-to-date audio-visual media. This project comes within the context of the World Decade for Cultural Development, one of whose priority goals is not only that of preserving the heritage, but also of enriching and renewing it.

ACTION

227   Unesco will actively pursue the tasks connected with the
        worldwide application of the three Conventions and ten
        Recommendations to Member States concerning the protection
        and enhancement of the <u>physical cultural heritage</u>. The other
        activities will correspond to the following priorities:

            encouraging an integrated interdisciplinary approach to
            the preservation of the architectural heritage in rural
            and urban areas;

            promoting emergency preservation and archaeological
            rescue operations, namely action aimed at studying and
            safeguarding the traces of the heritage before they are
            destroyed by major public works.

228   The Organization will pay particular attention to
        implementation of the Convention concerning the Protection of
        the World Cultural and Natural Heritage; it will assist the
        World Heritage Committee in identifying new sites,
        supervising the conservation of all the sites protected under
        the Convention and carrying out technical assistance projects.

229   Evaluation of three international safeguarding campaigns
        will be carried out during the first stage of the Plan. The
        following principles might also be adopted:

            no new campaign will be launched during the period
            covered by the Plan;

            during each of the three stages of the Plan, efforts will
            be concentrated on two campaigns which will be completed
            within reasonable periods of time;

            with a view to supporting as many ongoing campaigns as
            possible, the Organization will seek extra-budgetary
            public and private resources, and will in particular call
            upon the United Nations Development Programme (UNDP).

230   From the first stage of the Plan onwards, activities will
        be undertaken for the training of group leaders with a view
        to improving the supervision and organization of
        international heritage work sites for young volunteers.

231   Information and promotional activities will be undertaken
        to heighten the awareness of decision-makers and the public
        at large of the importance of the physical cultural heritage
        and of the extent of the human and financial resources that
        need to be mobilized to protect it.

232   The dissemination of technical information and exchanges
        between specialists in this area will be encouraged. The
        journal <u>Museum</u> will continue to be published.

233   All the activities concerning the safeguarding of the
        physical cultural heritage or the development of museums will
        be planned and undertaken in close co-operation with
        competent international governmental and non-governmental
        organizations.

234   The activities concerning the <u>non-physical cultural heritage</u> will be geared to the collection and safeguarding, in the different geocultural areas, of various cultural traditions mainly grouped around the theme 'the stages of life'.

235   Unesco will also promote the collection, recording and preservation of languages that are dying out, in close co-operation with organizations and institutions already active in this field (constitution of a sound bank). In addition, with a view to encouraging the revival of languages which are dying out, arrangements will be made to hold seminars and workshops, produce recordings and disseminate language cassettes; encouragement will be given to the development of rural sound libraries, in which the local population will play a leading role. The project for the revival of the Nahuatl language will be continued in the context of the World Decade for Cultural Development.

236   **Major Programme Area III: 'Culture:
past, present and future'**[1]

The General Conference,

Recalling the relevant provisions regarding culture contained
in Article I of the Constitution of Unesco,

Especially mindful of the Mexico City Declaration and the
recommendations adopted by the World Conference on
Cultural Policies (Mexico City, 1982),

Recalling resolution 41/187 by which the United Nations
General Assembly, at its forty-first session,
proclaimed 1988-1997 the World Decade for Cultural
Development, to be celebrated under the joint
auspices of the United Nations and Unesco,

Recalling further that the Plan of Action for the World
Decade for Cultural Development focuses on four main
objectives: acknowledging the cultural dimension of
development; affirming and enriching cultural
identities; broadening participation in culture and
promoting international cultural co-operation,

Recalling in particular 24 C/Resolution 11.12, calling inter
alia for 'steps, during the preparation of the third
Medium-Term Plan, to secure the co-ordination of its
objectives with those of the Decade',

Reaffirming that the preservation and the enrichment of
cultural identities constitute a priority objective
of Unesco's action in the field of culture, and
stressing the role that can be played by national
mother tongues and the national language or languages
in this regard,

Convinced that the mutual accessibility of cultures, due
respect being paid to the principle of equal dignity
for all of them, is the very condition for the
enrichment and vitality of cultural identities,

Stressing that enhanced attention should be devoted to the
development of international co-operation in the

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1.   Resolution adopted on the report of Commission IV at the
thirty-second plenary meeting, on 15 November 1989.

field of culture, particularly through dialogue
between cultures and civilizations, and to the
opportunities offered in this connection by progress
in the new technologies,

Considering it necessary, in order to encourage the flowering
of a culture of peace, to promote the broadest
possible mutual knowledge of different cultures and
progressively to strengthen, with both extra-
budgetary resources and funds from the regular
budget, and especially with the use of audio-visual
means, Unesco's role as a cultural clearing-house,

Considering that particular attention should be accorded to
the study of history, whose methodological advances
and international expansion have made for a better
understanding of the evolution of cultures, social
changes and the multiplicity of modes of development,

Considering that the study of cultures and intercultural
research should relate to all regions,

Stressing the important place that culture and creation
occupy at the heart of development, and the dynamic
and innovatory role which they play in contemporary
society,

Recalling the role of cultural policies, including their
formulation and evaluation, in the harmonious
development of cultural activities in the Member
States and in international and regional co-operation,

Recalling the Recommendation on the Status of the Artist
(Belgrade, 1980), and the reference in the Mexico
City Declaration on cultural policies to freedom of
opinion and expression as essential for the creative
activities of artists and intellectuals,

Stressing the vital role of books and reading in the
enrichment of cultures, in cultural exchanges, in
progress in literacy, in the diffusion of scientific
knowledge, in creation, and in development; and
recalling in this connection the London Declaration
and the general recommendation adopted by the World
Congress on Books (London, 1982),

Recalling the provisions of the international instruments
concerning copyright and neighbouring rights adopted
under the auspices of Unesco, and in particular those
contained in the Universal Copyright Convention,

Recalling further that Unesco is enjoined by its Constitution
to 'maintain, increase and diffuse knowledge', 'to
give the people of all countries access to the
printed and published materials produced by any of
them' and to 'promote the free flow of ideas by word
and image'; and emphasizing the interdisciplinary
character of copyright activities,

<u>Reaffirming</u> the very high priority attached to the
        preservation and enhancement of the physical and
        non-physical cultural heritage, particularly in most
        disadvantaged regions; and <u>recalling</u> that it is
        incumbent on the Organization to promote the
        application of all the international standard-
        setting instruments adopted by the General Conference
        with the aim of safeguarding the cultural heritage,

<u>Recalling</u> its earlier resolutions appealing for international
        aid to safeguard a number of outstanding historic
        monuments, complexes and sites considered to be
        essential elements of the common heritage of
        humankind, as well as its resolutions concerning the
        Statutes and activities of the Intergovernmental
        Committee for Promoting the Return of Cultural
        Property to its Countries of Origin or its
        Restitution in the Case of Illicit Appropriation,

<u>Reaffirming</u> the importance of the specific contribution of
        women to cultural life and the need to ensure that
        they take their rightful place as both beneficiaries
        and agents in the processes of cultural development
        and international cultural co-operation,

<u>Also recalling</u> the importance of the contribution of young
        people to cultural life and the need to encourage
        their cultural expression and increase their
        participation in international cultural exchanges,

<u>Taking into consideration</u> all the relevant recommendations
        formulated by the Executive Board in 131 EX/De-
        cision 4.1 (25 C/108), and more particularly
        paragraphs 37 to 47 related to Major Programme
        Area III, and <u>noting with satisfaction</u> the congruence
        between the objectives of this major programme area
        and those of the World Decade for Cultural
        Development,

1. <u>Approves</u> the orientations of Major Programme Area III,
        'Culture: past, present and future', and <u>invites</u> the
        Director-General to base the biennial programming for
        1990-1995 on the following activities and programmes:

    the World Decade for Cultural Development

    Programme III.1: 'International cultural co-
                     operation, and preservation and
                     enichment of cultural identities'

    Programme III.2: 'Culture for development'

    Programme III.3: 'Preservation and enhancement of the
                     cultural heritage';

2. <u>Authorizes</u> the Director-General in particular:

A. under the World Decade for Cultural Development:

(a) to carry out relevant activities and projects in each major programme area and under the transverse programmes;

(b) to contribute to the co-ordination by Unesco of the activities of the Decade within the United Nations system and in Member States;

(c) to encourage the implementation by Member States or by international governmental or non-governmental organizations of pilot projects and activities corresponding to the four objectives of the Plan of Action for the Decade;

(d) to sensitize the public at large to the objectives and activities of the Decade;

(e) to promote, in close association with activities in Major Programme Area VI, co-operation with decision-makers and those responsible for planning in the Member States and in other institutions of the United Nations system, with the aim of ensuring that the cultural dimension is taken into account in the development process;

B. under Programme III.1, 'International cultural co-operation, and preservation and enrichment of cultural identities':

(a) to strengthen Unesco's role as a cultural clearing-house, making use of audio-visual means; to encourage cultural exchanges and the mutual appreciation of cultures; and to promote different modalities of co-operation with the Member States in order to ensure the preservation, collection, conservation and widest possible dissemination of works that are especially representative of the various cultures;

(b) to encourage historical investigation, cultural studies and intercultural research and pursue the implementation of the six general and regional history projects currently in progress, the aim being to complete them by 1995;

(c) to contribute to the affirmation and enrichment of cultural identities, to improved understanding of cultural interactions and of intercultural values, and to the strengthening of intercultural relations and exchanges at the regional and interregional levels;

C. under Programme III.2, 'Culture for development':

(a) to strengthen action in favour of creation and creativity through the development of artistic disciplines and handicrafts, and the training of

artists and creators at the regional and international levels; and support initiatives designed to stimulate participation in cultural life and encourage the formulation and improvement of cultural policies, including - in association with Major Programme Area I - policies for aesthetic education and art education;

(b) to enhance the role of books and reading, through the promotion of lifelong reading habits and lasting literacy and the development of publishing activities in the developing countries, and to strengthen the developing countries' capacities for the design and manufacture of industrial cultural products, special attention being given to the impact of these products on different cultures and to the role that they can play in the promotion of intercultural co-operation and international understanding;

(c) to contribute to the further development and extension of copyright, in an interdisciplinary perspective, and improve access to works protected by copyright;

D. under Programme III.3, 'Preservation and enhancement of the cultural heritage':

(a) to promote the preservation and enhancement of the physical cultural heritage, in which cultural identities have their roots, ensure better incorporation of this heritage in contemporary cultural life, and make it more accessible to the public at large:

(i) by extending the application of the relevant standard-setting instruments adopted under the auspices of Unesco;

(ii) by encouraging the training of specialized personnel and the exchange of information between professionals;

(iii) by strengthening preservation measures within the framework of the Strategy for the International Safeguarding Campaigns Programme adopted by the General Conference at its twenty-fourth session and in accordance with the principles defined in the third Medium-Term Plan;

(iv) by strengthening assistance to Member States for emergency preservation measures and for archaeological rescue operations;

(v) by encouraging the development of museums;

(vi) by facilitating bilateral negotiations for the return or restitution of cultural property to its countries of origin;

(b) to develop action in favour of the preservation of the non-physical heritage:

(i) by contributing, in the different geo-cultural areas, especially in Africa, to the collection and preservation of oral and non-verbal cultural traditions, and by encouraging their dissemination by audio-visual means;

(ii) by encouraging the preservation of languages that are dying out and of mother tongues or national languages, especially in Africa, in association with the implementation, in Major Programme Area I, of the 'Horizon 2000 for African Languages Project';

3. Also invites the Director-General, when preparing the biennial programmes for 1990-1995, to place particular emphasis on:

(a) strengthening co-operation with the international cultural and artistic community, and with the relevant non-governmental organizations, in particular the International Council on Monuments and Sites (ICOMOS) and the International Council of Museums (ICOM);

(b) initiatives designed to encourage freedom of cultural expression and artistic creation, and to improve the status of artists and creators;

(c) the active participation of women and young people in cultural activities at national, regional and international levels;

(d) activities implemented in Africa and in the Arab States.

Major Programme Area IV
Communication in the service of humanity

INTRODUCTION

237 Since the 1970s, communication has emerged as a key vector of a large number of societies: a growth sector of the economy, a complex and pervasive socio-cultural influence, and a meeting-point for many fields of human activity. New technologies such as those involving the use of satellites transcend national frontiers; cable systems and video-recorders provide increased access to audio-visual materials; the combination of telecommunication, computer networks and mass media systems offers new opportunities for networking, for access to information and for learning at a distance. These developments represent a vast potential and are opening up unsuspected possibilities. The importance of communication as an essential resource for the development of societies and for improving international understanding is recognized to an extent that varies according to the individual society. The growing awareness of this potential has created enhanced interest among the international community in wider participation in the communication process.

238 Already at the founding of Unesco the importance of communication was recognized. The Constitution itself indicates that the States Parties are 'agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives'. It was on the basis of these objectives that the concept of a new world information and communication order was developed, seen as an evolving and continuous process and forming a notable theme of the second Medium-Term Plan. It was in the same spirit that the International Programme for the Development of Communication (IPDC) was launched in 1980, as a practical means of building up communication capabilities in the developing countries, so as to give them a distinctive voice in international dialogue and improve the quality and quantity of information flow between the developing and industrialized world.

239 Conscious of all these considerations, the Executive Board of Unesco, at its 129th, 130th and 131st sessions, adopted, by consensus, a new strategy, which it defined in paragraph 25 of the Annex to 129 EX/Decision 4.1 as follows:

'(a) Unesco's decision to call for the establishment of a new world information and communication order was not a spur-of-the-moment invention, prompted by no particular set of circumstances;

(b) at the time when that concept was launched, the situation in the information and communication field was one characterized by inequalities in the flow of information and by strong feelings in the developing countries regarding the false, distorted and in any case inaccurate image that was given of their national reality; it was doubtless because that situation had been noted and recognized by all the Member States of Unesco that draft resolutions calling for the establishment of a new world information and communication order seen as an evolving and continuous process were at all times adopted by consensus;

(c) however, it must be acknowledged that, while this demand was understood by many people (although some nevertheless frequently expressed reservations on the matter), professional communicators widely interpreted Unesco's action as a more or less avowed ambition on the part of the Organization to undermine freedom of information and impede the free flow of messages, individuals and ideas; this resulted in a misunderstanding that was used to tarnish the Organization's image;

(d) the governments of all regions of the world, anxious not to underestimate the real problems that existed, proposed the establishment - among the many other measures envisaged - of an International Programme for the Development of Communication (IPDC) aimed at developing the endogenous capacities in the developing countries;

(e) now that Unesco, following the consensus reached at the twenty-fourth session of the General Conference and without turning its back on the past, is setting out on a path of innovation, it is perhaps the time to take the lessons of past experience to heart and to explore the possibilities of a new strategy whereby the Organization's global objective may be attained in such a manner as to dispel the misunderstandings. That strategy, while recognizing the legitimacy of the call for a new world information and communication order seen as an evolving and continuous process, consists in developing, in countries requesting such assistance, the training of communication professionals and the facilities for a media education that would lay emphasis on the development of critical acumen among users and the capacity of individuals and communities to react to any kind of manipulation and would at the same time promote a better understanding of the means available to users to defend their rights;

(f) it is important to bear in mind that Article I.2(a) of the Constitution stipulates that the Organization will "collaborate in the work of advancing the mutual knowledge and understanding of peoples, through all means of mass communication and to that end recommend

> such international agreements as may be necessary to promote the free flow of ideas by word and image"'.

240   In 131 EX/Decision 4.1, the Executive Board stressed the importance of this major programme area and reaffirmed its adherence to the principles of freedom of the press, pluralism and diversity. It welcomed the high priority accorded to activities aimed at strengthening communication capabilities in the developing countries, in particular through the creation and the development of their infrastructures, and capacities, public, private and other, in the training of personnel, and through media education, more especially as regards a better understanding and critical awareness on the part of users in order to defend their rights, with a view to gradually ensuring a balance in regard to the flow of information, and stressed the need, from that standpoint, to mobilize greater means and resources on behalf of the International Programme for the Development of Communication (IPDC).

241   Stressing Unesco's intellectual mission in the area of communication, for improving mutual knowledge and international understanding, the Executive Board reaffirmed the great importance that it also attaches to the study of the socio-cultural impact of the media and of the new communication technologies on culture and the cultural identities of peoples.

242   Major Programme Area IV has therefore been formulated as a faithful reflection of this new strategy. In particular, it seeks to reflect the interdisciplinary character of communication by establishing clear operational links with the communication activities of other sectors, especially those related to education, culture and information.

243   Its objective throughout is to render more operational the concern of the Organization to ensure a free flow of information at international as well as national levels, and its wider and better balanced dissemination, without any obstacle to the freedom of expression, and to strengthen communication capacities in the developing countries, so that they may participate more actively in the communication process. This major programme area is thus composed of three complementary programmes as follows:

Programme IV.1: The free flow of information and solidarity

This programme will be divided into two subprogrammes:

IV.1.1   The free flow of ideas by word and image

IV.1.2   Communication and solidarity

Subprogramme IV.1.1: The free flow of ideas by word and image

This subprogramme seeks to ensure the free flow of information, at international as well as national levels, and its wider and better balanced dissemination, without any obstacle to the freedom of expression.

At the operational level[1] the Organization's action will take the following lines:

(a) encouraging the free flow of information, at international as well as national levels;

(b) promoting the wider and better balanced dissemination of information, without any obstacle to the freedom of expression;

(c) developing all the appropriate means of strengthening communication capacities in the developing countries in order to increase their participation in the communication process;

(d) advancing the mutual knowledge and understanding of peoples through all means of mass communication and to that end recommend such international agreements as may be necessary to promote the free flow of ideas by word and image.

Subprogramme IV.1.2: Communication and solidarity

This subprogramme seeks to:

(a) reinforce all the functions of the International Programme for the Development of Communication (IPDC) (mobilization of increased resources from the industrialized countries; intensification of its activities, particularly the development of communication infrastructures, skills and capacities, in the developing countries; strengthening of international technical co-operation and particularly technical co-operation among developing countries);

(b) explore all possible ways of increasing communication skills and capacities in developed and developing countries.

Programme IV.2: Communication for development

This programme is aimed at:

(a) the establishment of linkages between communication and the development of societies;

(b) the training of journalists and other communication professionals, particularly in the developing countries.

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1. It being understood that the distinction between the first two concepts [(a) and (b)], which are complementary but separated above for operational reasons, cannot be interpreted as the discarding of one or other of them, or the setting of one against the other.

Programme IV.3: The socio-cultural impact of new
communication technologies

This programme is aimed at:

(a) the study of the economic and socio-cultural impact
of new communication technologies (appropriate
utilization of low-cost technologies, impact of the
media on societies, culture and cultural identities);

(b) the development of media education, by emphasizing
the development of critical awareness, the ability to
react to any kind of information received and the
education of users to defend their rights.

PROGRAMME IV.1: THE FREE FLOW OF INFORMATION
AND SOLIDARITY

IV.1.1   The free flow of ideas by word and image

IV.1.2   Communication and solidarity

BACKGROUND

244   Since the days when the principles guiding Unesco's role in
communication were written into the Constitution, there has
been an exponential growth in the means, channels and
contents of mass communication, which has had its impact, in
turn, upon the patterns and diversity of information flow.
Nevertheless, such developments have not been uniformly
beneficial. Increasing the number of channels does not
necessarily increase variety of choice, lead to a freer flow
of information, reinforce cultural pluralism, or narrow the
considerable gap in communication infrastructures between
industrialized and developing countries, or improve
international understanding and mutual knowledge.

245   Unesco's communication programme under the second
Medium-Term Plan recognized these far-reaching changes, and
their implications for the free flow of information at
international as well as national levels, and its wider and
better balanced dissemination, without any obstacle to the
freedom of expression.

246   Regular opportunities were provided for communication
professionals and their supporting organizations to share
experience and establish networks. Measures were taken to
promote: the production and co-production of programmes and
audio-visual materials in the developing countries; machinery
for programme exchange and for increasing distribution in the
industrialized world of materials from the developing
countries; and the sharing of information on media
development across national and regional boundaries.

247   In the light of the Declaration on 'fundamental
principles concerning the contribution of the mass media

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to strengthening peace and international understanding, to the promotion of human rights and to countering racialism, apartheid and incitement to war' (1978), activities aimed at promoting the contribution of media to the improvement of international understanding and mutual knowledge were carried out.

248   With a view to correcting the existing imbalances and their diverse consequences, Unesco's work has concentrated, throughout the second Medium-Term Plan period, on building up the capacities in the developing countries to manage and improve their communication systems, and to achieve greater equality in their dialogue with other countries. In doing so, it has relied upon extra-budgetary financing, its main instrument being the International Programme for the Development of Communication (IPDC).

249   This is a field in which Unesco's contribution has been widely recognized, partly because of a deliberate attempt to focus on sectors in which other agencies are less active, and on countries and regions where the need is obviously greatest. It has assisted in innovative programmes such as the development of the rural press, regional news agencies, and community radio; it has helped train specialists in such diverse functions as desk-top publishing, news agencies operations, communication planning, audio-visual archives; it has organized training courses specifically in support of women communicators, and for the training of trainers. It has developed customized instructional packages, and helped adapt communication technologies to the needs of the developing countries, as regards both hardware and software.

250   The programme has operated under considerable resource constraints. The resources available to the IPDC do not enable it to satisfy more than a tenth of the requests received, and it has therefore been engaged, over the past two years, in a painstaking attempt to improve its ability to respond, and to streamline its working procedures.

251   This programme (former Major Programme III) as a whole also encountered a number of difficulties, however. Particularly in the early years of the Plan, too much attention was given to standard-setting and quasi-normative actions. It was too wide-ranging, making it impossible to match its objectives to the available resources, to transform some of its theoretical results into practical action or to disseminate certain of its findings adequately. Finally, it should be noted that, while interest in communication is strong in all sectors of Unesco, and in many of the other international organizations, fully satisfactory intersectoral and inter-agency co-ordination is yet to be achieved.

252   The communication programme - like other programmes or activities - has also been subjected to constraints of a more theoretical nature. There has been a tendency, during the second Medium-Term Plan, to deal with communication development in a relatively piecemeal way, treating individual media institutions or activities, such as training, as separate elements, without relating them

systematically to a coherent communication process in which the reception and transmission of media messages should be considered in association with the means of production and transmission.

253   This approach has had minimal results in terms of actual change; a more clearly focused strategy, emphasizing reinforcement of the skills and human resources necessary in planning, managing and programming communication systems in developing countries, should yield more positive results and promote the independence, pluralism and variety of the media, whether public, private or of other types.

OBJECTIVES AND STRATEGY

254   The objectives of the programme will be the search for improvement in the free flow of information at international as well as national levels, and its wider and better balanced dissemination, without any obstacle to the freedom of expression, both through understanding of the factors which inhibit its circulation, and encouragement of measures which promote it; the promotion of endogenous capacities in the developing countries; and the promotion of international understanding and mutual knowledge.

255   The first objective focuses on Article 19 of the Universal Declaration of Human Rights and Articles 19 and 20 of the International Covenant on Civil and Political Rights which complement it, and aims at seeking replies to the following questions: how are the development of information and the freedom of expression and information or the promotion of independent media in all their diversity, whether public, private or other types, sustained by different communication practices, and how can media, communication networks and professional organizations contribute towards promoting them? In this respect, changes in the environment of information flow, both internationally and nationally, will be recorded and mapped on a regular basis as an indication of progress towards improving the free flow of information between developing and industrialized countries with a view to correcting existing imbalances. The flow of information between developing countries and within societies themselves should also be improved. The study of the international flow of information should be pursued and strengthened by improving the methods of analysing and measuring information flows; co-operative networks of communication professionals and organizations will be reinforced, with a view to increasing dialogue among them.

256   The second objective concerns the reinforcement of the International Programme for the Development of Communication (IPDC), which, within the framework of Major Programme Area IV, is to be the main instrument for building up infrastructures in the developing countries, for training personnel to operate them, for providing consultative services on request, which will enable the countries concerned to decide on the selection of suitable communication technologies and their adaptation to local

conditions. The promotion of technical co-operation among developing countries (TCDC) will be one of the priority objectives. By the end of the third Medium-Term Plan, the IPDC should have become not only a professional forum and a universally recognized symbol of concerted action, but also an efficient and professional instrument for delivery. Every effort should be made to reinforce the action of IPDC in all its functions and to increase its financial resources through increased mobilization of the developed countries on whose initiative IPDC was created.

257   The relationship between regular programme activities in communication, the work of the IPDC, and other communication programmes with extra-budgetary financing should be consolidated. A similar need arises for co-ordination between Unesco and other United Nations Specialized Agencies and international organizations, and for practical machinery to sustain it.

258   At the centre of the strategy proposed will be the reinforcement of co-operation with the developing countries in expanding their means of communication, using technical co-operation among developing countries (TCDC) as a practical instrument whenever possible. A clear assessment of communication needs and priorities within the developing countries will also be made, with a view to progressively satisfying them. This will call for the continuous updating of the relevant indicators and criteria.

259   The third objective focuses on the strengthening and improvement of different forms of exchanges for promoting international understanding and mutual knowledge, including exchange programmes among developing countries, the dissemination of documents from these countries in the industrialized world as well as co-operation with networks and associations of media professionals chosen in such a way that all regions are equitably represented. It will also be concerned with subregional and regional co-operation in the field of communication. Emphasis will also be placed on a better understanding of the assistance that could be extended to the media or by the public, private and other types of media, in order to publicize Unesco's action concerned with building up awareness among the general public throughout the world on topics relating to the Organization's fields of competence.

ACTION

260   In the context of Article 19 of the Universal Declaration of Human Rights, together with Articles 19 and 20 of the International Covenant on Civil and Political Rights, a first set of activities will be concerned with <u>communication networks which aim at promoting a free flow of information at international as well as national levels, and its wider and better balanced dissemination, without any obstacle to the freedom of expression</u>, so that existing disparities can be progressively reduced. This will be achieved through the improvement of access to information sources by strengthening

the machinery for co-operation and exchange of information among communication professionals, and through the strengthening of data bases and networks.

261   Another group of activities will concern the measurement and analysis of information flow. Studies will focus on two areas which are of particular importance at the present time: the international flow of television programmes as influenced by the rapid growth of new distribution channels; and the circulation of news at national, regional and international levels, as affected by new technologies and by recent measures to increase domestic and regional news sources. Actions will be undertaken in developing countries in the area of audience research, which provides essential feedback to broadcasters and planners on how programmes are perceived by audiences. A training programme will be launched in the first phase of the Plan, and projects will be drawn up in the second and third phases.

262   A second set of activities will aim at strengthening communication capacities in the developing countries through IPDC. Strengthening communication infrastructures for development calls indeed for the increased effectiveness of the IPDC. In the first phase of the Plan, in keeping with the decisions to be taken by the Intergovernmental Council of IPDC, emphasis will be laid on reinforcing IPDC in all its functions and streamlining its procedures and working methods, which is a necessary condition for the increased effectiveness of the programme, the enhanced visibility of its objectives and for its advocacy among donors. This action will be carried out along with the efforts aimed at mobilizing increased resources to expand its activities, including the strengthening of the role of the Intergovernmental Council. In the second phase of the Plan, while pursuing its efforts to mobilize resources, emphasis will be placed on introducing a rolling plan system with greater possibilities for forward planning, so that IPDC activities may not be limited to the holding of its annual meeting but may extend to project planning, selection, monitoring and sharing of experience. Unesco hopes that, by the third phase of the Plan, a financial reserve may be established, and that other machinery to secure financial stability may be tried out. At the same time, more direct implementation of projects by recipients may be envisaged.

263   Emphasis will still continue to be placed upon the reinforcement of communication infrastructures in developing countries, the training of personnel required to operate them and the provision of advice, on request, concerning the selection and adaptation of communication technologies to local conditions. The promotion of international technical co-operation, in particular among developing countries (TCDC), will constitute one of the priority objectives.

264   A third set of activities will focus, in particular, on exchanges for international understanding and mutual knowledge. Unesco will promote a better understanding of the assistance that could be extended to the media or by public, private and other types of media in order to publicize the

Organization's actions concerned with building up awareness among the public throughout the world on topics to which it adopts a transverse approach such as peace, human rights, security, solidarity, mutual tolerance, the protection of the environment, development, mutual knowledge, dialogue between and equal dignity of cultures, international understanding, freedom of expression in all its forms, or the improvement of women's image tarnished by stereotypes of every kind.

265   A group of activities will include, in addition, exchanges for international understanding and mutual knowledge. The following areas will receive particular attention: exchange programmes between developing and developed countries for young communication professionals; machinery for programme exchanges among the developing countries and distribution in the industrialized world of audio-visual materials from developing countries, inter alia, in the context of the World Decade for Cultural Development; collaboration with established networks and associations of communication professionals, including the new or recently created information networks of women media professionals. The present methods of collection of data on media freedom will be reviewed in co-operation with the relevant professional organizations, chosen in such a way that all regions are equitably represented, with a view to developing a strategy enabling Unesco to contribute to the development of independent research systems and to the dissemination of their results. The strengthening of the International Network of Documentation Centres on Communication Research and Policies (COMNET) will be pursued and will include distribution of a revised Unesco Mass Communication Thesaurus for documentation users. The in-house communication data base, which is used for research, planning and project evaluation purposes, will also be strengthened.

PROGRAMME IV.2: COMMUNICATION FOR DEVELOPMENT

BACKGROUND

266   Communication and communication media are important components, as well as indicators, of the development process; unless a two-way flow of information between countries and within countries, in an open and sustained dialogue is ensured, development is unlikely to take root. Furthermore, communication and communication media are essential supports to development programmes: a means of teaching, sensitizing, carrying development messages, channelling reactions between audiences and development workers.

267   Therefore, development communication activities largely financed through extra-budgetary resources have been conducted in the fields of education, population, health and rural development. In the past, they have been somewhat fragmented, revealing insufficient co-ordination among the sectors involved, or with other United Nations Specialized

Agencies or international organizations with parallel interests.

OBJECTIVES AND STRATEGY

268   A very high degree of priority should be given to establishing linkages between communication and development through the strengthening of national capacities in the developing countries, in all aspects of the media, i.e. public, private and others, including through IPDC. Emphasis will be placed on the development of national communication infrastructures, i.e. public, private and other, through support of the public and private sectors, to public and private enterprises in the fields of communication and on training activities: the strengthening of personnel necessary for this activity and assistance for the selection and adaptation of communication technologies to local conditions. Technical co-operation among developing countries will be one of the priorities. Communication should be treated as a coherent process with a view to relating communication planning more closely with operational programmes.

269   The function of networking and servicing capabilities geared to research and the exchange of information and experience should be strengthened, particularly for the benefit of communication professionals, planners and researchers.

270   A set of activities will thus provide a base for the implementation of operational activities, combining planning and evaluation approaches from various disciplines in support of communication development and promoting experiment and innovation in project design. It will elaborate methods and techniques of communication planning, their evaluation and application to different environments, and their incorporation into training curricula and programmes.

271   A second set of activities will be concerned more specifically with training linked in particular to the choice of technology, applied media research and the production of appropriate learning materials. It will include special training programmes for women as well as a new pilot programme for young professionals.

ACTION

272   The first set of activities will deal with communication planning and development. With respect to planning for communication development, the activities will focus on the drawing up of methods and techniques of communication planning, testing their field application in different environments, and supporting communication planning ventures at national and regional levels. These activities concern integrated communication planning methods with particular emphasis on the socio-cultural dimension of development, in accordance with the first objective of the World Decade for Cultural Development.

273   Both general approaches to the planning of communication systems and infrastructures in developing countries, and specific design strategies for development-oriented programmes and campaigns (e.g. literacy, lifelong education, population, rural development and preventive education) will be considered.

274   In the first phase of the Plan a common strategy based on an intersectoral and inter-agency machinery will be established at the professional level to share information and co-ordinate activities, with emphasis upon integrated development approaches. On the basis of the agreed strategy, during the second phase of the Plan a programme for collaborative activities, including the production of methodological and training materials, will be agreed, and pilot materials prepared and tested. In the final third phase the completed materials will be distributed (in a multimedia form) with a view to promoting their adaptation and incorporation in education and training programmes at national, regional and international levels.

275   Specific campaign strategies will also be devised to reinforce ongoing operational projects, including those concerned with education, population, environment and cultural development.

276   During the first phase of the Plan, in the context of International Literacy Year, a consultation on 'Media and Literacy' will be organized for communicators and educators to review the situation and contribute towards a plan of action to strengthen the contribution of the media towards the promotion of literacy.

277   The second set of activities will be centred on the training of communication professionals. Training activities will remain the key component, focusing on technical operations, choice of technologies, low-cost technology applications and applied media research. Special training programmes for women will be organized to equip them for senior management positions in the communication profession, from which they have previously been excluded. A new pilot programme for promising young professionals will also be launched in the second phase of the Plan. Appropriate instructional materials in multimedia formats will be developed, with emphasis on regional adaptations, and continued support will be given to the international data base on training programmes and training materials.

PROGRAMME IV.3: THE SOCIO-CULTURAL IMPACT OF NEW COMMUNICATION TECHNOLOGIES

BACKGROUND

278   During the period covered by the second Medium-Term Plan Unesco contributed to the carrying out of significant studies on the socio-cultural impact of the media and the new

communication technologies. These studies were centred particularly on matters relating to copyright and other issues of an economic or legal nature pertaining to the Organization's fields of competence. Research was undertaken, furthermore, and basic documentation collected, summarized and disseminated. In order to lay the foundations for further research and application, a co-operative programme of research was carried out; it consisted in collecting and consolidating case-studies on the new communication technologies and their socio-cultural and economic impact in all world regions. But the work to be carried out in future should cover questions relating to the economic and socio-cultural impact of new communication technologies, with a view to measuring all the various consequences and proposing appropriate strategies. To the extent that the impact of technology depends on its users and producers, Unesco could have a role to play with respect to both the former and the latter.

OBJECTIVES AND STRATEGY

279   Unesco's action during the third Medium-Term Plan will be concerned, on the one hand, with the study of the nature, scope and manifestations of the impact of the media and the new communication technologies on societies, culture, cultural identities and development, including the interaction between communication, social change and the development process, and, on the other hand, with media education of the users, and through them the producers, and finally, the use made by the developing countries of appropriate, effective, low-cost technologies adapted to their specific needs.

ACTION

280   The first set of activities will deal with the <u>study of the impact of the media and the new communication technologies on societies, culture and cultural identities</u>. One of the most important components of this programme will aim at taking all appropriate action enabling the evaluation not only in industrialized countries but also in developing countries of all possible aspects of the impact of the media and the new communication technologies on culture and cultural identities, in particular with regard to youth and children, including infants and illiterates, in order to define strategies and approaches, making it possible both to derive benefit from all constructive results that these technologies can produce and to guard against the undesirable effects that could result from their use.

281   Particular attention will be given to the interaction between communication, social change and the development process. Approached intersectorally, this will include the creation of a data base on worldwide trends in the utilization of new communication technologies, and documentation on specific innovative applications in the fields of education, culture and science. The programme also

provides for the establishment of a permanent information service to answer queries from internal and external users.

282   The activities relating to the new communication technologies and society will assist countries in building up a clearer understanding of the interactions between socio-cultural and economic development and the new communication technologies, so as to enable them to make better use of the possibilities offered by communication for development in various sectors, particularly education, culture and science. Activities will involve the collection and processing of relevant information and documentation from different countries and their storage in a data base for dissemination.

283   Following a preliminary planning period the data base and the reference service will become operational by the end of the first phase of the Plan; a co-operative network will also be established with the participation and contribution of international and regional organizations, selected in such a way that all regions are equitably represented. In the second and third phases the information service will be expanded to include data exchange, while the network of collaborating organizations in the developing countries will be reinforced.

284   The Organization will support research activities designed to understand and evaluate the impact of communication on societies, culture and cultural identities. It will also promote technical co-operation among developing countries. For instance, the themes to be proposed will include a survey of the impact of new communication technologies on information pluralism and media practice; their significance for literacy programmes; their impact on women as producers and consumers of information; their interaction with socio-cultural and economic development; and their influence on the media habits of young people. These activities will be conducted more especially within the framework of the World Decade for Cultural Development.

285   The second set of activities will focus on media education. Unesco's action during the third Medium-Term Plan will endeavour in particular to remedy certain consequences that could result from the existing imbalances in the field of communication. To this end, Unesco will contribute to the development, in countries requesting such assistance, of training for communication professionals and the facilities for media education aimed at users. Among the users, media education will lay emphasis on the development of critical awareness and the capacity of individuals and communities to react to any kind of information received and will at the same time promote a better understanding of the means available to users to know and to defend their rights.

286   Another aspect of these activities, which reflects the importance of audio-visual and print media as determinants of literacy in the modern world, and the various ways in which they are used to define and express reality, will be geared to developing objective appreciation of the media through

media education, to maximizing the benefits of media use, especially among young people, and to improving knowledge of how the media function in different societies. The action will have a practical orientation, highlighting training and the production of teaching materials, and will be carried out in close collaboration with professional communicators, parents, educators and researchers. The emphasis will be placed on learning through doing, including experimental work in media production by young people and community organizations.

287   Furthermore, a set of these activities will be aimed at the promotion of awareness and appreciation of the media as a source of information and a component of the learning process in the modern world. Support will thus be given to the development of knowledge, skills, techniques and attitudes that will encourage critical understanding of media content among media audiences in different socio-cultural environments. Assistance will be given for the inclusion of media education in curricula and mass education programmes, the production and distribution of teaching materials and the development of training programmes, with emphasis on the relativity of content and learning through doing. The setting up of networks for exchange of experience and materials will also be given support.

288   The third set of activities will focus on <u>endogenous production of programmes and materials and the use in developing countries of low-cost technologies adapted to their specific needs</u>. The activities relating to the endogenous production of programmes and materials will seek to enhance the capacities in the developing countries in the production, at national and local levels, of programmes and materials that reflect their specific socio-cultural environments. They will emphasize endogenous production in the field of the mass media and alternative forms of communication that provide access to information by, or a means of expression for, sectors and communities whose views are not always reflected by mass channels.

289   The development of low-cost and appropriate communication technologies for community use and new multimedia combinations will be promoted to meet the particular demands of groups disadvantaged because of age, sex, ethnic origin or geographical location. In the first biennium past experience in this area will be evaluated to determine which activities should be pursued in greater depth in the following years - for instance, media kits adapted to meet the needs of specific target audiences (including migrants and refugees). This will help identify appropriate production formats in both electronic and print media. These kits will be produced in association with women's organizations, youth clubs and minority and community groups.

290   In the field of the mass media it is frequently much less expensive to acquire programmes from external sources than to produce local and culturally specific materials. In the first phase of the Plan, therefore, a study will be made of the factors that influence this situation, with a view to

developing alternative approaches for promoting endogenous production at minimal cost. Furthermore, on the basis of a review of existing networks and practices to be carried out in the first phase of the Plan, measures will be taken during the second phase to improve and strengthen co-production and exchange in areas where this is relatively new. These activities will concentrate particularly upon the least developed countries and will reflect a strong element of technical co-operation among developing countries (TCDC) in their project formulation.

291   Within the context of the World Decade for Cultural Development film and video production groups with cultural affinities will be encouraged to enter into co-production arrangements. In this manner, programmes on historical, cultural or social themes of mutual interest can be produced and viewed. Co-production under Unesco's auspices will also make these materials available for incorporation into other regional or international productions.

292   Major Programme Area IV: 'Communication
        in the service of humanity'[1]

The General Conference,

Reaffirming its attachment to the principles proclaimed in
        the Charter of the United Nations, the Universal
        Declaration of Human Rights, the International
        Covenant on Civil and Political Rights, the
        Constitution of Unesco and the Declaration on
        Fundamental Principles concerning the Contribution of
        the Mass Media to Strengthening Peace and
        International Understanding, to the Promotion of
        Human Rights and to Countering Racialism, Apartheid
        and Incitement to War,

Reaffirming that it is incumbent upon Unesco, in accordance
        with the provisions of Article I.2(a) of its
        Constitution, to 'collaborate in the work of
        advancing the mutual knowledge and understanding of
        peoples, through all means of mass communication and
        to that end recommend such international agreements
        as may be necessary to promote the free flow of ideas
        by word and image',

Bearing in mind that the objective of Major Programme
        Area IV, 'Communication in the service of humanity',
        is based on the principles set forth in the
        Constitution and on the provisions of the relevant
        international instruments and the resolutions which
        it has adopted itself on this subject,

Recalling more particularly Article 19 of the Universal
        Declaration of Human Rights, which provides that
        'Everyone has the right to freedom of opinion and
        expression; this right includes freedom to hold
        opinions without interference and to seek, receive
        and impart information and ideas through any media
        and regardless of frontiers',

Recalling also Articles 19 and 20 of the International
        Convenant on Civil and Political Rights,

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1.   Resolution adopted on the report of Commission IV, at the
     thirty-second plenary meeting, on 15 November 1989.

<u>Reaffirming also</u> its attachment to the principles of the freedom of the press, as well as to those of the independence, pluralism and diversity of the media,

<u>Deeply concerned</u> by the disparities existing between developed and developing countries and by the consequences of every kind arising from these disparities that affect the capability of their public, private or other media to disseminate information and communicate their views and their cultural and ethical values through endogenous cultural production,

<u>Considering</u> that all efforts should be made to ensure the free flow of information at international as well as national level, and a wider and better balanced dissemination of information, without any obstacle to freedom of expression,

<u>Reaffirming finally</u> that it is incumbent upon Unesco and its Member States to assist in:

(a) reducing existing disparities in information flow at international as well as national level and the consequences arising from these disparities, particularly by increasing assistance for the development of communication infrastructures and capabilities in developing countries with public and private support for public, private and other enterprises, by promoting greater solidarity in the flow of information, further developing the exchange of information, and ensuring diversity in the flow of information to and from all societies, and between them,

(b) facilitating access by the public to information in all its forms, including information concerning science and technology, through a variety of easily accessible sources and information media, without prejudice to restrictions in national or international legal instruments,

(c) facilitating and guaranteeing for journalists the freedom to report and the fullest possible access to information,

(d) ensuring that the public, private and other media in developing countries are provided with the conditions and resources to gain in strength, consolidate their independence, expand, and co-operate both among themselves and with the public and private media in the developed countries, on a basis of strict equality and mutual respect,

(e) promoting awareness of the value of the media as a source of information and a component of the learning process in the modern world and as a means of promoting and safeguarding cultural identities and of increasing understanding among peoples,

(f) emphasizing the contribution that the media can make to economic, social and cultural development and to the struggle against intolerance and all forms of discrimination,

(g) studying and taking into account the appropriate use of low-cost technologies and the economic and socio-cultural impact of new communication technologies on societies, culture and cultural identities,

(h) promoting media education designed for both producers and users, with a view to encouraging the development of critical awareness and the capacity of individuals and communities to react to any kind of information received and, at the same time, promoting a better understanding of the means available to users to know and to defend their rights,

Noting with satisfaction the new communication strategy worked out by the Executive Board at its 129th session and confirmed at its 130th, which it defined as follows:

'(a) Unesco's decision to call for the establishment of a new world information and communication order was not a spur-of-the-moment invention, prompted by no particular set of circumstances,

(b) at the time when that concept was launched, the situation in the information and communication field was one characterized by inequalities in the flow of information and by strong feelings in the developing countries regarding the false, distorted and in any case inaccurate image that was given of their national reality; it was doubtless because that situation had been noted and recognized by all the Member States of Unesco that draft resolutions calling for the establishment of a new world information and communication order seen as an evolving and continuous process were at all times adopted by consensus,

(c) however, it must be acknowledged that, while this demand was understood by many people (although some nevertheless frequently expressed reservations on the matter), professional communicators widely interpreted Unesco's action as a more or less avowed ambition on the part of the Organization to undermine freedom of information and impede the free flow of messages, individuals and ideas; this resulted in a misunderstanding that was used to tarnish the Organization's image,

(d) the governments of all regions of the world, anxious not to underestimate the real problems that existed, proposed the establishment - among the many other measures envisaged - of an International Programme for the Development of Communication (IPDC) aimed at developing the endogenous capacities in the developing countries,

(e) now that Unesco, following the consensus reached at the twenty-fourth session of the General Conference and without turning its back on the past, is setting out on a path of innovation, it is perhaps the time to take the lessons of past experience to heart and to explore the possibilities of a new strategy whereby the Organization's global objective may be attained in such a manner as to dispel the misunderstandings. That strategy, while recognizing the legitimacy of the call for a new world information and communication order seen as an evolving and continuous process, consists in developing, in countries requesting such assistance, the training of communication professionals and the facilities for a

media education that would lay emphasis on the development of critical acumen among users and the capacity of individuals and communities to react to any kind of manipulation and would at the same time promote a better understanding of the means available to users to defend their rights;

(f)   it is important to bear in mind that Article I.2(a) of the Constitution stipulates that the Organization will "collaborate in the work of advancing the mutual knowledge and understanding of peoples, through all means of mass communication and to that end recommend such international agreements as may be necessary to promote the free flow of ideas by word and image".',

Taking into consideration all the relevant recommendations formulated by the Executive Board in 131 EX/Decision 4.1 (25 C/108),

1. Welcomes the high priority accorded to activities aimed at strengthening communication capacities in developing countries, in particular through the development of infrastructures, the training of personnel, and media education, with a view to gradually ensuring a balance in regard to the flow of information, and stresses the need, from this standpoint, to mobilize greater means and resources on behalf of the International Programme for the Development of Communication (IPDC);

2. Emphasizes that every effort should be made to reinforce the action of IPDC in all its functions and to increase its financial resources through increased mobilization of the public and private sectors, especially in the developed countries on whose initiative IPDC was created;

3. Invites the Director-General to mention in his oral report at each session of the Executive Board the state of contributions received and, once a year, to indicate the percentage of requests for assistance satisfied, and to bring this information to the attention of Member States;

4. Stresses the importance of the intellectual co-operation mission of Unesco in fostering collaboration among relevant professional organizations and research institutions for gaining a better insight into the contribution of the media and communication to the development of societies, to the enhancement of cultural identities and to the improvement of international understanding and mutual knowledge, providing information and building up awareness among the public concerning transverse activities foreseen in all the areas of the Organization's action, such as peace, human rights, solidarity, protection of the environment, freedom of expression in all its forms and improvement of the status of women;

5. Emphasizes the need to maximize the practical benefit of Unesco programmes to public, private and other media, in developing countries, by, among other things,

further developing concepts and promoting research in the field of communication development;

6. <u>Approves</u> the orientations of Major Programme Area IV, 'Communication in the service of humanity', and <u>invites</u> the Director-General to base the biennial programming for 1990-1995 on the following programmes:

   Programme IV.1: 'The free flow of information, and solidarity'

   Programme IV.2: 'Communication for development'

   Programme IV.3: 'The socio-cultural impact of new communication technologies';

7. <u>Authorizes</u>, the Director-General in particular:

   A. under Programme IV.1, 'The free flow of information, and solidarity', aimed at facilitating throughout the world the free flow of ideas by word and image, to implement the two following subprogrammes as follows:

      (a) Subprogramme IV.1.1, 'The free flow of ideas by word and image', seeks to ensure the free flow of information, at international as well as national level, and its wider and better balanced dissemination, without any obstacle to freedom of expression, the Organization's action taking the following lines at operational level:[1]

         (i)   encouraging the free flow of information, at international as well as national level;

         (ii)   promoting the wider and better balanced dissemination of information, without any obstacle to freedom of expression;

         (iii) developing all the appropriate means of strengthening communication capacities in the developing countries in order to increase their participation in the communication process;

         (iv)   advancing the mutual knowledge and understanding of peoples, through all means of mass communication and to that end recommending such international agreements as may be necessary to promote the free flow of ideas by word and image;

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1. It being understood that the distinction between the first two concepts, set out under (i) and (ii), which are complementary but separated above for operational reasons, cannot be interpreted as excluding one or other of them, or as setting one against the other.

(b) Subprogramme IV.1.2, 'Communication and solidarity', seeks:

   (i) to reinforce all the functions of the International Programme for the Development of Communication (IPDC) (mobilization of increased resources from the industrialized countries; intensification of its activities, particularly as regards the development of communication infrastructures, skills and capacities, in the developing countries; strengthening of international technical co-operation and particularly technical co-operation among developing countries);

   (ii) to explore all possible ways of increasing communication skills and capacities in the developed and developing countries;

B. under Programme IV.2, 'Communication for development':

(a) to establish linkages between communication and the development of societies;

(b) to train journalists and other communication professionals, particularly in the developing countries;

C. under Programme IV.3, 'The socio-cultural impact of new communication technologies':

(a) to study the economic and socio-cultural impact of new communication technologies (appropriate utilization of low-cost technologies and impact of the media on societies, culture and cultural identities);

(b) to develop media education, by emphasizing the development of critical awareness, the ability to react to any kind of information received and the education of users to defend their rights;

8. Further invites the Director-General to ensure that the activities foreseen under this major programme area in the biennial programming for 1990-1995:

(a) emphasize the need for a diversity of solutions to the problems of communication, promoting press freedom and the independence, pluralism and diversity of the media, in response to the needs and values of each people and society;

(b) promote the establishment of appropriate technical means, including the satellite and terrestrial transmission of programmes, in order to extend the benefits of education, science and culture to all social groups and, in particular, to reduce the isolation of sparsely populated areas;

(c) contribute to a better understanding of the impact of new communication technologies on societies, culture and cultural identities;

(d) include _inter alia_, research and training activities in the areas closely related to matters mentioned in (a), (b) and (c) above, and strengthen in this regard co-operation among professional bodies and research institutions in all world regions;

(e) continue to be implemented in co-operation with the United Nations and its Specialized Agencies.

Major Programme Area V
The social and human sciences in a changing world

PROGRAMME V.1: INTERNATIONAL DEVELOPMENT OF THE SOCIAL AND HUMAN SCIENCES

BACKGROUND

293   The modern world is witnessing social changes whose magnitude and speed are without precedent in the history of humanity. Proliferation of economic exchanges and communication on a worldwide scale, acceleration of scientific and technological progress, modernization processes in developing societies and deterioration in the quality of the environment, all these are wreaking profound changes in the social and economic life of societies. Cultural identities and individual and group behaviour patterns, too, are affected.

294   When confronted with the growing complexity of life in society, the globalizing theories of the social sciences seem less and less capable of accounting for the splits and ambivalences that are the hallmarks of both international relations and tendencies towards social change. Other concepts and methods need to be formulated so that a correct interpretation may be put on the evolution of the family and demographic change, involving both traditional and modern factors; cultural change, torn between preservation of the diversity and specificity of national identities and the need for responsiveness to universal values and external inputs; and the transition to a type of development thinking that is more receptive to the intentions and aspirations of the various protagonists in civic society.

295   By gradually establishing closer contacts between traditional disciplines and by using interdisciplinary research concepts and methodologies that can be checked against the real world, the social and human sciences are striving to acquire greater scientific relevance and to be more successful in explaining social phenomena.

296   During the period covered by the second Medium-Term Plan, Unesco contributed to the development of scientific communities by strengthening Member States' training, research and information capacities in the various disciplines of the social and human sciences. It was also responsible for progress in regional and international exchanges of information, knowledge and experience among those communities. For instance, the Organization supported research activities in history, psychology, linguistics and economics. It also helped to establish and develop

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specialized networks which are vital tools for carrying out a wide range of activities not confined by the boundaries of the various disciplines. Nevertheless, this co-operation ran into difficulties in the execution of certain programme activities. It would therefore be useful to conduct an evaluation of co-operation arrangements, and in particular the scheme of subventions to various organizations.

297   Among the outstanding results of the Organization's action, mention should be made of the development of regional institutions to provide information and documentation in the social and human sciences (establishment, for instance, of the Asia-Pacific Information Network in Social Sciences, APINESS, and strengthening of the Centre for Social Science Research and Documentation for the Arab Region, ARCSS). There is a connection between these results, which are in keeping with Unesco's special role in the international promotion of the social sciences, and the fact that specialist publications such as the International Social Science Journal (ISSJ), which is now a co-edition of Unesco, have captured a wider readership during the past biennium.

298   Lastly, in co-operation with the United Nations Development Programme (UNDP) and the United Nations Population Fund (UNFPA), Unesco has devised and implemented a project concerned with strengthening Member States' training and research capacities in the social sciences, and with the advancement of knowledge and policy-making on population issues.

299   While the implementation of these various activities has been crowned with undeniable achievements, the effectiveness of some of them has not always lived up to expectations. Greater concentration is essential in order to increase their impact and avoid dispersal of resources which already fall short of needs and the number of requests for assistance.

OBJECTIVES AND STRATEGY

300   The priority given to strengthening national capacities for advanced training, research and information and to regional and international co-operation in the social and human sciences, be it South-South or South-North co-operation, should help reduce existing imbalances in this field. These relate to access to knowledge in the social and human sciences and the production of new knowledge from all parts of the world, that will both lead to better understanding of the evolution of human societies and help in the search for effective solutions to the problems besetting them.

301   The strategy to be adopted in order to attain these objectives will enlist the assistance of the many different active constituents of the scientific communities. These communities are very unevenly developed and many still lack the necessary resources with which to carry out their work, are not fully integrated in intellectual co-operation networks and are cut off from the centres of decision-making. The Organization will endeavour to meet in concrete terms the

needs and demands of these communities, particularly in the regions where the impact of networks of non-governmental international organizations is negligible and where it can be strengthened by co-operation. Particular attention will be focused on the countries least well endowed in this field.

302   In Member States, the Organization will support the design and implementation of teaching and research programmes in some social and human science disciplines, and will also support interdisciplinary innovations. It will, besides, assist in establishing or strengthening national clearing-house services, in accordance with a programme that gives pride of place to the least developed countries.

303   In the execution of this programme Unesco will maintain close relations with relevant organizations of the United Nations system, especially the United Nations Centre for Social and Humanitarian Affairs (Vienna), as well as with the various non-governmental organizations active in this area. Unesco will contribute to the organization of scientific communities, at both professional and institutional levels, so that these are able to train the specialists needed for modern research in the social and human sciences and conduct large-scale research projects. To that end, regional and international co-operation will play a key role; it will be necessary to strengthen and restructure existing networks in order to make them more representative geographically and scientifically and to develop working relations between them and Unesco; it will also be necessary to consider the possibility of creating new networks in regions where they are not very plentiful.

304   Improvement of the quality and the use made of the information and knowledge disseminated by new information and communication technology will strengthen the Organization's role as a clearing-house.

305   In philosophy, the Organization will promote teaching and research programmes. Particular attention will be paid to developing countries, notably on the African continent.

306   In addition, philosophy will have an overall function of reflection and interrogation in relation to the totality of Unesco's programmes, based on the approaches stemming from diverse cultural sources and the wisdom of the peoples of oral tradition which should constitute a permanent context for reflection by Unesco. In particular, specific activities will be carried out on the comparative study of European, Oriental, Islamic and African philosophical trends.

ACTION

307   With regard to the contribution to the development of certain branches of the social and human sciences, the Organization will co-operate with academic institutions especially those in the developing countries and, in particular, African universities, and with the major councils and specialized non-governmental organizations in all parts of the world in

order to promote regional and international research projects. Particular attention will be paid to innovative methodological and conceptual approaches, with a view to furthering the development of disciplines such as history and geography and encouraging interdisciplinary research on contemporary conditions, the process of change in the developing countries, environmental issues and recent developments in communication.

308   The Organization, in close co-operation with the international scientific community, will also contribute to the reform of educational curricula and the development of university and postgraduate training in certain disciplines in the social and human sciences (in particular geography). Special emphasis will be placed on activities aimed at enriching educational content and introducing students to postgraduate research.

309   During the first phase of the Plan, efforts will be made to improve the representation of the relevant institutions belonging to the international scientific networks and to step up intellectual co-operation among these institutions and between them and Unesco. Co-operation with the specialized regional organizations will also be continued and strengthened.

310   Activities proposed under the heading of development of information and documentation relating to the social and human sciences will concentrate, during the period covered by the Plan, on circulating the International Social Science Journal, extending the Data Retrieval System for the Social and Human Sciences (DARE) and improving methods of production and dissemination of the bibliographical directories prepared in co-operation with the non-governmental organizations. New factual and analytical directories will also be prepared in the priority fields covered by Major Programme Area V, once the feasibility study on the Organization's clearing-house function has been completed.

311   During the first two phases of the Plan, exchanges of information and documentation will be encouraged, particularly among the developing countries. Guiding principles as well as documentary and computer-based aids will contribute to the establishment of small documentation and information centres, linked to the DARE data base. The Unesco Micro-CDS/ISIS and IDAMS software (Internationally Developed Data Analysis and Management Software Package) will be used for this purpose. Moreover, throughout the period of the Plan, Member States will receive technical backstopping for setting up new national information centres on youth, in collaboration with the mobilizing project concerning youth.

312   During the first phase of the Plan, consideration will be given to the possibility of establishing information and documentation networks at subregional level, modelled on the APINESS network (Asia-Pacific Information Network in Social Sciences), and to the methods that may be used; during the following two phases, the necessary support and technical training will be stepped up.

313   With regard to the contribution to the development of philosophical and ethical reflection, activities will be undertaken for the promotion of research and teaching and the strengthening of national institutions in this field. Concerning philosophical reflection, activities will cover the epistemological foundation of different branches and areas of science within Unesco's fields of competence, the identification of new research areas and knowledge systems at the forefront of science, and axiological and ethical problems in relation to biology, genetics, environment, development, human rights and peace, international relations and law, communication, modernity and cultural specificity.

PROGRAMME V.2: ANALYSIS OF SOCIAL CHANGE AND CONTRIBUTION OF THE SOCIAL AND HUMAN SCIENCES TO THE OTHER MAJOR PROGRAMME AREAS

BACKGROUND

314   The rapid changes in social and cultural structures influence all levels of social organization - from the family at the micro-level to the State at the macro-level - and the international community perceived as a global system.

315   Among the social changes occurring in the modern world, there are some which concern the whole of humanity and which have received particular attention from the international community of specialists in the social and human sciences. Cases in point are socio-demographic changes, profound changes in the environment, urbanization, processes of integration and exclusion associated with the modernization of societies, and developments in certain active components of society which play an important role in such changes (the family, women and young people, for example).

316   The sharp declines in fertility, accompanied by a life expectancy which is still rising, experienced in many countries in different regions are a subject of concern because they are responsible for important changes in the composition of their populations. Aging of the population would appear to be a dominant trend in the foreseeable future for developed and developing countries alike, and a source of social, economic and cultural challenges to come. Affecting the ratio between the economically active and non-active members of society and, consequently, the intergenerational distribution of income in a country, aging of population forces decision-makers to take measures to sustain an increasing number of elderly persons. This aging often brings in its wake a reduced ability to adapt to accelerated social change which may provoke consequences that have not yet been fully assessed.

317   Another important aspect of population change is related to migratory movements. The increasing gap in living standards and opportunities in life between the more and the less developed countries in a closely interrelated world has

contributed to massive interregional migrations, the economic, social, cultural and political effects of which, for countries both of origin and destination, need to be more thoroughly investigated.

318   The urbanization process has become one of the main causes of concern to the authorities in many countries, and particularly in developing countries. It is a worldwide, irreversible phenomenon which, by the end of the century, will affect more than half the population of the planet and whose economic, social and cultural consequences in many cases it will be difficult to control. Research on urban systems deals with the ways in which large cities are structured and function and also with various forms of adaptation to urban life, such as the 'informal sector' and the 'cultures of poverty', which show up among the most disadvantaged sectors of the community. This is not a pejorative concept involving a value judgement, but a term used by sociologists, especially of Latin America and Asia, to designate forms of community organization and management created by underprivileged population groups which are marginalized in relation to the preponderant culture. The negative impact of rural exodus on the urbanization process is also a major concern.

319   Scrutiny of changes affecting the family provides special insights into social change, since many of the major changes in the modern world have their roots in a family setting. Apart from the internal mutations affecting the family group, the gradual transformation of the family into a major force in social movements has had a profound effect on economic and cultural developments in society. On account of its position at the very centre of the consumption processes in many societies, it now plays a decisive role in shaping consumption patterns and, whether as cause or effect, in the adoption of different ways of life.

320   Finally, the changes resulting from technological progress and social modernization affect all aspects of life in society. They often yield a higher standard of living and an improvement in the status of some groups or categories in society, but they also cause the marginalization and exclusion of more disadvantaged sectors. In addition to the ethical and human rights problems which it raises, exclusion afflicts those segments of society which should be playing an important role in 'democracy-oriented' development. Accordingly, the study of the processes of exclusion and their impact on social, economic and cultural participation (particularly by women and young people) constitutes a major area of research in the social and human sciences.

321   During the period of execution of the second Medium-Term Plan, Unesco has made considerable efforts to unravel the complex relations between population change and worldwide social and cultural transformations. Thanks to co-operation with the United Nations Population Fund (UNFPA), those efforts have been complemented with a vigorous programme of technical assistance to developing countries in the fields of population education and population communication. The

Organization's action has been concerned with the family's
role in development and with the relations between family
structures and the status and role of women. Such action has
helped to raise the general level of awareness, and this in
turn has prompted studies and research on the status of
women. Finally, Unesco has steadfastly sought to combat
exclusion and marginalization, by encouraging, inter alia,
the democratization of education, access to scientific
knowledge and participation in cultural life. Furthermore,
particular attention has been paid to activities that enable
young people to join in work for the development and optimum
use of natural resources.

322   Some activities on behalf of young people have had to be
abandoned, owing to the difficulties encountered during
negotiations with various organizations. Furthermore,
requests for assistance have substantially outstripped the
Organization's resources. It has therefore been necessary to
seek other approaches in order to carry out activities in
this field.

OBJECTIVES AND STRATEGY

323   The overall objective of the programme will be to increase
understanding of the effects of contemporary social changes
on life in society, the economy and culture, and to devise
appropriate and more effective development strategies.

324   A fundamental requirement of the programme's strategy
will be to ensure that the knowledge gained from research
studies is matched and passed on by activities to provide
training, increase awareness and assist in decision-making in
the following fields: the probable reactions of societies to
change in the global environment; demographic change and
urbanization and the interactions of urbanization with rural
exodus; changes in the status and roles of some of the main
active components of society, such as the family, women and
young people; the contribution of the social and human
sciences to certain educational and development activities
falling within other major programme areas. High priority
will be given to interdisciplinary co-operation in the
environment/natural resources management field.

325   Considering the importance of activities relating to
demographic research, and education and communication
concerning population, co-operation with UNFPA and other
intergovernmental and non-governmental organizations in this
field will be continued and strengthened.

ACTION

326   As part of the contribution of the social and human sciences
to the analysis of change in the contemporary world, action
will focus on the following:

Intersectoral and inter-agency co-operation project: Research, education and communication concerning population

327 Most governments recognize today that population-related issues should be regarded as an important aspect of the overall problem of development. The contribution of Unesco, through this project, is to highlight the importance of the population factor in the struggle against underdevelopment carried out by interested Member States. Within the framework of this project, a first set of activities will focus on micro- as well as macro-level research on social and cultural factors affecting the integration of international migrants in host countries, and on internal migrations with particular reference to their influence on changing family patterns and social deviance, as well as specific problems of migrant women. Studies will be also undertaken to determine the interactions between the values, beliefs and cultural patterns and practices of both the urban and rural populations on the one hand, and fertility patterns on the other, and the consequences of these interactions for the age structure and the aging of the population. The findings of these studies will help in the formulation of policy proposals for the competent authorities, with the aim of helping them find solutions to the problems identified.

328 A second set of activities is intended to strengthen population education projects. A critical assessment of representative projects and programmes will make it possible to draw up an integrated strategy aimed at improving the impact of both ongoing and future national programmes. The objective of the strategy will be the institutionalization of population education in the formal system of education and a more systematic incorporation of interdisciplinary population-related content in non-formal education (literacy teaching, adult education, etc.). University teaching in population matters and the training of population specialists will be also strengthened. In addition, Unesco will extend support to national population communication programmes addressed to the public at large and to specific target audiences, in particular women, parents, young people and those involved in various types of development programmes. Stress will be laid on the voluntary modification of behaviour related to various population issues and problems. A wider dissemination of population-related information produced and collected by the Organization by utilizing both traditional and modern methods of communication, and the compilation of statistics on various population issues related to diverse target groups will help strengthen the clearing-house function of Unesco. These activities will be implemented in co-operation with UNFPA and the United Nations Population Division.

329 Interdisciplinary research activities in social and natural sciences will be carried out in Major Programme Areas V and II and particularly in conjunction with the actions planned under paragraphs 114, 116 to 120, 123, 147 and 148, with a view to further deepening our understanding of the structural, ethical and axiological changes which

result from the interactions between scientific and technological progress on the one hand, and socio-cultural processes on the other, as well as from the environmental changes at the global level.

330   As far as urbanization is concerned, and in order to prepare the mobilizing project 'The future of cities in the face of social and cultural challenges', an attempt will be made during the first phase of the Plan to assess the present state of knowledge about the various forms of social and economic organization of disadvantaged urban communities and methods of urban administration.

331   In addition, urban rehabilitation activities will be continued with the participation of the people concerned, in the form of projects carried out in Africa, Asia and Latin America during the first, second and third phases of the Plan respectively. An evaluation of these activities will be undertaken during the third phase of the Plan. Finally, an information exchange network will be established linking researchers and teachers engaged in urban and regional planning and development work.

332   A comparative intercountry research project on changing structures and functions of the family in different development contexts will be launched during the first phase of the Plan. The project will include the study of socio-economic differences, changes in reproductive behaviour, and strategies of social mobilization; attention will also be given to urbanization, migratory movements and the marginalization of deprived families, as well as the problems of a sociological and economic nature faced by widows and their orphaned children in various societies of developing countries. The results of this research will be discussed and disseminated during the second and third phases of the Plan. By way of preparation for the International Year of the Family, Unesco will help Member States, within its fields of competence, to determine the conditions of the success of their policies concerning the family.

333   As regards the status of women, national research institutes will be encouraged, during the first phase of the Plan, to undertake cross-cultural studies on changing social, cultural and economic roles of women within the family and society, the accent being laid on their role as active agents of social change. The findings of these studies, together with other available knowledge, will permit the development of new source materials, as well as teaching and training programmes, during the second phase of the Plan. During the third phase, reference and teaching materials will be disseminated through international and regional networks of training and research institutions in the social and human sciences.

334   Research will be undertaken throughout the period of the Plan in order to gain a better understanding of some of the major economic, social and cultural aspects of the exclusion and marginalization of certain groups; some experiments in social reintegration, especially in the developing countries, will be given particular emphasis, in order to hasten

measures to integrate excluded groups. The factors leading to the exclusion of young people and analysis of the effect of new technologies on social integration and youth employment will be given particular attention. Exchanges of ideas between representatives of different schools of thought and belief will be encouraged, as a means of enriching the debate on the ethical questions that arise in the modern world, such as poverty and environmental protection and also the responsibility in this field of present generations to future generations.

335   With regard to the <u>contribution of social and human sciences to the other major programme areas</u>, international co-operation will be promoted with a view to the establishment of a network of research stations for monitoring social change which will bring together statistical data and modern research techniques, and comparative data and methodologies. Issues relating to education, science, technology and environment, culture, communication and development will be some of the main fields of study and action. By way of example one might cite a study of the effects of educational activities of a preventive nature (environmental protection, the prevention of drug abuse and the prevention of AIDS), and the interrelationships between population, environment and development (use of the Enhancement of Carrying Capacity Options - ECCO - simulation model).

336   **Major Programme Area V: 'The social and human sciences in a changing world'**[1]

The General Conference,

<u>Recalling</u> the relevant provisions regarding science contained in Article I of the Constitution of Unesco as well as Unesco's specific role within the United Nations system in promoting the development of the social and human sciences as scientific disciplines and their application to economic, social and cultural development processes,

<u>Recalling</u> 4 XC/Resolution 2/06, 23 C/Resolution 6.1 and 24 C/Resolution 6.1, concerning programmes in the natural and social sciences, and 23 C/Resolution 4.9 concerning the strengthening of programmes in population education, information and communication,

<u>Stressing</u> the role of philosophy as an ideal tool for pluralistic reflection based on different sources, currents and modes of thinking, and encompassing the diverse problems of contemporary society that fall within Unesco's competence,

<u>Stressing further</u> the need to understand the social and cultural processes which determine global changes, and in particular their impact on the natural environment, as a pre-condition for the clear-sighted application of science and technology to the development of societies,

<u>Noting</u> the considerable growth of knowledge and the diversification of teaching in the social and human sciences, as well as the complexity of the phenomena of socio-cultural change, and <u>stressing</u> the importance of interdisciplinary and comparative research in the social sciences oriented towards an understanding of contemporary problems and their solution,

<u>Reaffirming</u> that the evolution of the social and human sciences as scientific disciplines depends on the

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1. Resolution adopted on the report of Commission V at the thirty-first plenary meeting, on 15 November 1989.

elaboration of conceptual frameworks based on empirical evidence, and consequently on appropriate methodologies, and also on the production of quantitative data and statistics of high quality which will yield objective findings,

Considering the uneven development of the social and human sciences in the developing countries, and stressing the need to strengthen national capacities for research and the training of high-level specialists in different branches of the social sciences and in the fields of information and documentation, with the aim of achieving an autonomous and better balanced production of knowledge in the social sciences,

Considering that the high cost of the facilities needed for information and modern research in the social and human sciences makes it necessary to seek new and diversified sources of international financing,

Taking into consideration all the relevant recommendations formulated by the Executive Board in 131 EX/Decision 4.1 (25 C/108), and more particularly paragraphs 53 to 58 related to Major Programme Area V,

1. Approves the orientations of Major Programme Area V, 'The social and human sciences in a changing world', and invites the Director-General to base the biennial programming for 1990-1995 on the following programmes:

Programme V.1: 'International development of the social and human sciences'

Programme V.2: 'Analysis of social change and contribution of the social and human sciences to the other major programme areas';

2. Authorizes the Director-General, in particular:

(a) under Programme V.1, 'International development of the social and human sciences':

(i) to promote, in co-operation with academic institutions and with specialized international and regional organizations, research, education and training activities designed to define innovative conceptual approaches and methodologies in certain branches of the social and human sciences; and also to promote interdisciplinary activities related to major contemporary transformations, including the development process and global modifications in the human environment;

(ii) to undertake, with due regard for different schools of thought, philosophical research and studies concerning the epistemological, ethical and axiological problems related to rapid

social and cultural change, scientific and technological progress and modifications in the human environment;

(iii) to strengthen, particularly in the developing countries, national social science information and documentation structures and to promote the wider use of the new communication and information technologies;

(iv) to provide support, in co-operation with the competent institutions of the United Nations system and the various international non-governmental organizations specializing in the social and human sciences and philosophy, for national and regional research, training and information networks, especially in the least developed countries;

(b) under Programme V.2, 'Analysis of social change and contribution of the social and human sciences to the other major programme areas':

(i) to continue the activities related to socio-demographic research and population education and communication, as a contribution to the formulation of policies matching the values and cultural practices of the societies concerned, through the development of an intersectoral and inter-agency co-operation project to be carried out in close collaboration with the United Nations Population Fund (UNFPA);

(ii) to promote studies, research and the synthesis of existing scientific knowledge concerning urbanization processes, with special attention to the socio-cultural and community management structures created in the most disadvantaged sectors of urban populations, and including a contribution to urban rehabilitation activities, especially in the developing countries;

(iii) to undertake activities designed to clarify the phenomena of marginalization and exclusion which accompany the processes of socio-economic modernization and which affect the developing countries in particular, and promote, by means of pilot projects, greater participation by disadvantaged population groups, particularly women and young people, in national development;

(iv) to carry out interdisciplinary activities, having recourse to the social and natural sciences, in order to gain a better insight into the transformations taking place in the modern world as the result of interactions between scientific and technological progress on the one hand and socio-cultural processes on

the other, and as a consequence of global environmental changes;

(v) to continue, in liaison with the intersectoral and inter-agency co-operation project on the young child and the family environment, the studies on the family as a social institution, with particular reference to the structural transformations that result from internal and international migration and rapid urbanization; and on the new functions of the family as a social agent influencing the cultural and economic orientations of society;

(vi) to continue to support comparative cross-cultural research on trends in the socio-cultural and economic roles of women as social agents and on their status within the family, particularly in broken homes and single-parent families;

3. Also invites the Director-General, when preparing biennial programmes for 1990-1995, to place particular emphasis on:

(a) ways of monitoring the main problems in today's world in the Organization's spheres of competence, using the appropriate approaches, methods and technologies for research and communication;

(b) the implementation of information, documentation, training and research activities in the social and human sciences in the Member States of Africa.

Major Programme Area VI
Unesco's contribution to prospective studies and to strategies concerned with development

PROGRAMME VI.1: THE HUMAN DIMENSION OF DEVELOPMENT

BACKGROUND

337   World development, in terms of economic output, continued during the 1980s, although growth was increasingly unevenly distributed. Unemployment remained exceptionally high in many developed and developing countries, and severely affected lower-income groups. The potential dangers of this situation are self-evident: the gap is widening, both between rich and poor countries and between groups within countries.

338   Development planners have traditionally concentrated on rates of growth, as increased physical output was assumed to bring greater economic welfare in its train. Greater emphasis has, however, gradually been placed on distribution rather than production and more account taken of human needs, aspirations and equity, although the 'needs' approach to development has remained essentially goods-oriented. Development must nevertheless remain primarily concerned with the enhancement of human capabilities.

339   Generally speaking, there has been an overall long-term increase in human capabilities in the developing and industrialized countries alike. Never before has the stock of knowledge in the world increased so rapidly or been so widely disseminated as in recent decades. None the less, access to this knowledge, especially to science and technology, is unequally distributed, while the distance between the frontiers of science and the scientific community of the least developed countries remains disproportionately large. At the same time, development policies and programmes have frequently destroyed traditional patterns of equilibrium between men's and women's roles. Recognition of such inequalities forms an integral part of the analysis of what separates human beings.

340   From the long-range perspective, it appears as if remarkable progress in human development has taken place. Yet recent short-term developments have been extremely unfavourable, and in some countries a full-scale crisis has emerged. Debt-distressed countries have been constrained to curtail investment, reduce public expenditure and impose deflationary policies upon their economies. 'Structural adjustment' has obliged an increasing number of governments to decrease, first and foremost, expenditure on education, health and other social services. In general, investments in

human development have declined. Poverty is destroying lives, human dignity and economic potential.

341   The need to rethink development and to design new strategies which take account of what is distinctive in each nation's way of life and culture and which call into play the enterprise of all individuals and groups is becoming all the more urgent today. The proclamation by the General Assembly of the United Nations of the period 1988-1997 as the World Decade for Cultural Development under the auspices of the United Nations and Unesco is a reflection of this global concern. National and international development strategies and projects, which systematically give pride of place to financial and economic criteria, often encounter indifference on the part of the populations concerned and are being increasingly rejected by them. No development strategy, if it is to succeed, can ignore the essential characteristics of the natural and cultural environment and the needs, aspirations and values of the people involved. The active participation of the people is considered no longer as merely desirable but as a necessary condition of successful development strategies.

342   Contemporary thinking on the cultural dimensions of development recognizes in culture both the driving force of the development process and the ultimate goal of all that constitutes a society's growth and progress. Careful examination of the dynamic interaction between economic structures and cultural systems and a quest for a better balance between production and organization methods and life-styles are thus called for, in order to ensure that development plans and projects are compatible with the cultural context and in conformity with popular aspirations.

343   The impact of the economic activities of populations on natural ecosystems poses a problem. The inequalities in international economic relations, coupled with inappropriate economic policies in many countries, both developed and developing, continue to impair the 'sustainability' of the development process and in some cases have brought about environmental deterioration. The environment is subjected to large-scale destruction in order to satisfy short-term economic interests. The growing needs of the world's population, the depletion of resources and the production of toxic wastes are endangering the whole planet.

344   Poverty alleviation is therefore considered essential for breaking out of this situation. The battle against poverty can be waged by seeking sustainable growth of a new kind. This implies a process of change in which the harnessing of resources, the channelling of investment, the orientation of technological development and institutional reforms are conducted in the light of both future and present needs. 'Sustainable development' also requires more equitable distribution within and among nations.

345   During the period of execution of the second Medium-Term Plan, a number of activities were undertaken with the aim of clarifying principles and theories and devising methods,

strategies and programmes of action for development. Through these activities, conducted by scholars and specialized institutions in both developed and developing countries, Unesco found its place at the heart of the international development debate. Special emphasis was laid on identifying and analysing the requirements and conditions of, and the factors conducive to, the planning and implementation of development centred on human needs and aspirations. In an endeavour to bridge the gulf which frequently separates development analysts from decision-makers, technical instruments were developed for planning and assessing integrated development as related to Unesco's fields of specialization, and national staff were trained in the use of these instruments.

346   At the same time, although Unesco-sponsored research, studies and action have helped to promote the formulation of development strategies in which culture is taken into account both as a factor and as a goal of development, there is still room for improvement in the practical methods devised to integrate cultural factors in development processes and projects remained insufficient. The explanation partly lies in the fact that the resources available for this purpose diminished as the immediate concerns of governments shifted away from education and the social sectors towards agriculture, economic infrastructure and debt-servicing.

347   The outcome of these activities is encouraging if measured in terms of pilot studies at micro-levels; but the results in terms of overall influence on development practices remain modest. This is mainly due to the proliferation of a large number of small-scale studies that have failed to make a visible impact either among decision-makers or upon the public at large. Achievements in this area have also been handicapped by a lack of understanding within the international community as a whole concerning ways and means of mobilizing the world's collective resources, knowledge and values for new, culture-specific forms of development management and action. Such an understanding can be made possible only by a concerted approach which vigorously places women and men at the very centre of development, as both agents and beneficiaries.

OBJECTIVES AND STRATEGY

348   The first objective of the programme is to broaden understanding and clarify the concepts and processes of 'human development', special stress being laid on the needs of the least developed countries (LDCs) as expressed by themselves. Special attention will be paid to the interrelations between human resources development, the cultural, educational, scientific and communication dimensions of development, and 'sustainable development' that is environmentally sound, a concept to the elucidation of which Unesco must make its particular contribution.

349   The second objective relates to the contribution which Unesco can make to the international debate on the role of

human resources in equitable socio-economic development and in the alleviation of underdevelopment, by disseminating relevant information and promoting the active participation of all the Organization's partners.

350   The third objective consists in the design of culture-specific methods of policy analysis which can help decision-makers to develop a vision which harmonizes economics, ethics and culture, and the formulation of development strategies which can liberate, at community levels, the potentials of energy and communication which often remain untapped in women and men because of the cultural vacuum left by modernization processes.

351   The fourth objective calls for the preparation of methods, instruments and techniques for human development analysis, planning and evaluation which can contribute to the formulation and implementation of integrated development strategies in Unesco's fields of competence. Quantitative methods and indicators for analysis, evaluation and social reporting will be developed for use at national and local levels.

352   The fifth objective is to strengthen the Organization's ability to determine how, in its fields of competence, an effective contribution can be made to local, national and international development strategies in each of the major programme areas. The impact, in terms of both constraints and opportunities, of national and international development trends and processes on the achievement of the objectives of the Plan will be analysed through the production and use of appropriate planning and evaluation instruments.

ACTION

353   The first set of activities concerns the <u>role of human resources in relation to 'sustainable development'</u>. During the first phase of the Plan, the concept of human resources development, its cultural dimensions and its linkages to 'environmentally sound, sustainable and equitable development' will be clarified. An international forum, to be organized with the co-operation of other United Nations institutions and the international scientific community, will debate, at the highest level, the dimensions of 'sustainable development' in relation to Unesco's fields of competence.

354   An analysis of the implications of structural and sectoral adjustment policies on human resources development will be undertaken. The participatory role of women and young people in human resources development will be analysed, due account being taken of their distinct socio-cultural perspectives. Initiatives will be taken to develop an international network for studying and formulating human development programmes and supporting regional and national clearing-house functions in this area.

355   Quantitative methods of analysis and planning will be devised and tested to provide the means for Member States to

develop early warning and evaluation systems in matters related to human resources and development. The focus will be on developing socio-economic and human resource indicators capable of taking into account current development trends and incorporating the dynamics of rapid technological change, as well as the socio-cultural values, aspirations and needs of underprivileged groups. Major development and financing agencies will be encouraged to pay increasing attention in their programmes to the development of human capabilities, especially in education, and to science and technology.

356   During the second phase of the Plan, action-oriented research, based on the recommendations of the international forum announced above, will be undertaken to clarify further the mutual linkages between human resources and development programmes. The new insights thus obtained will be reflected mainly in interdisciplinary policies, strategies and programmes in education and in science and technology. Absolute priority will be given to support for national human resource development strategies designed to improve the condition of the poor and underprivileged groups, and to secure the active participation of women and young people in modernization processes and in development co-operation. Criteria, methods and techniques and organizational management instruments will be designed for evaluating the impact of socio-cultural processes on human resource development, and for mobilizing communication in the service of human development.

357   The third phase of the Plan will witness the preparation of comparative studies on human resource management. Research designed to ascertain how national and local decision-making processes can allow for improvement of the quality of life without compromising the sustainability of resource bases for future generations will receive support.

358   An evaluation will be prepared of practical experiences and action-oriented research which lay stress on human initiatives, creativity and innovative learning processes as the conditions for democratized development and for sustainable and equitable growth. State-of-the-art reviews in these areas will be disseminated through the pooling and exchange of knowledge and information among development specialists in Unesco's fields of competence. 'Human Development', a consolidated report on work accomplished during the Plan period, will be considered by the international forum (1994) and published for wide dissemination (1995).

359   The second set of activities will emphasize the <u>cultural dimensions of development</u>. During the first phase of the Plan, studies undertaken by Unesco in past years on the interaction between culture and certain other key dimensions of development will be reviewed and the results made available to institutions and specialists working in this area. Further research will be undertaken to clarify the interrelations between various specific socio-cultural factors (value systems; forms of cultural expression; collective behavioural patterns and life-styles; production

and organization methods and consumer practices) and developments in the fields of science and technology, education and communication.

360   Comparative studies will be made of assimilation, change and adjustments in cultural value systems under the influence of new contexts having implications for development. One major task will be to devise and refine quantitative methods and techniques for integrating cultural components into development analysis and planning, and for evaluating past experience. Support will be given to the development and application, at local and national levels, of socio-cultural indicators, including indicators of human well-being.

361   Co-operation with governments and with multilateral and bilateral development agencies, including the United Nations Development Programme (UNDP) in particular, will be reinforced, in order to promote the systematic incorporation of socio-cultural components in the design and evaluation of development projects, and in support of pilot projects in specific areas of socio-cultural development.

362   During the second phase of the Plan, research and studies will concentrate on tracing alternative development and modernization paths compatible with the aspirations and values of different population groups and directed towards a better quality of life for all. The implications of such alternative development paths for the cultural dimensions of education, science and technology and communication will be clarified.

363   In order to encourage popular participation in the design and implementation of local development programmes and projects, and to secure the active participation of women and young people in particular, co-operation with non-governmental organizations, volunteer and youth groups and community development leaders will be promoted.

364   In the context of the International Development Strategy for the Fourth United Nations Development Decade, Unesco will be called upon to submit a report on the socio-cultural situation in its fields of competence at the mid-point of the Decade.

365   As a contribution to the mid-term evaluation of the World Decade for Cultural Development, a synopsis will be prepared of the experiences of governments which have explored, with grass-roots and community movements and citizens' organizations, the role of cultural traditions, local value and knowledge systems and collective behaviour in shaping the preferences and attitudes concerning resource management that are to be found in communities confronted with the consequences of externally inspired models of modernization.

PROGRAMME VI.2: PROSPECTIVE DEVELOPMENT STUDIES

BACKGROUND

366   Knowledge obtained from prospective development studies has led to a better understanding of complex processes of social and human progress and modernization, and has contributed to a new vision of development. Such studies have produced new ways of interpreting development trends and have been of benefit to cross-disciplinary analysis and policy-making in Unesco's fields of competence. Future development scenarios have also helped to alert governments to structural changes or major discontinuities in society as a result, for example, of modifications in technology and employment patterns or of environmental hazards; they have also fostered appreciation of the uncertainty inherent in any assumption about the future of development. It is equally true, however, that a lack of relevant knowledge about the cultural and human dimensions of development, the presence of competing theories and shortcomings in data have sometimes prevented adequate and complete representations of development processes as they occur in reality. The use of analytical methods in the long-term planning of human development has been particularly handicapped by the fact that quantitative models are still unable to deal reliably with human and cultural variables.

367   During the period of execution of the second Medium-Term Plan, programmes involving reflection on world problems and future-oriented studies, and programmes dealing with principles, methods and strategies of action for development, generated country-specific studies on development ethics, objectives and trends as related to a number of major world problems, and produced analytical designs and quantitative methods in strategic development planning as applied to Unesco's fields of competence.

368   At the same time, various simulation models were developed and used to test the interactions between economic development, the demand for skilled personnel and educational supply. Methods of resource accounting were designed for long-term development planning in the spheres of population, resources and the environment. Quantitative forecasts were made of primary-school enrolment and adult literacy, while qualitative scenarios for prospective educational and cultural policy analysis were developed jointly with the International Institute for Educational Planning (IIEP). These and other methods formed the basis for high-level training seminars organized jointly with the United Nations in the area of population dynamics and human resource development planning, and for postgraduate courses in future-development studies. Information exchange and consultations, notably with the United Nations and the United Nations University, and with non-governmental specialized networks, further enriched Unesco's knowledge base in these areas.

369   A number of external as well as internal organizational factors have nevertheless prevented Unesco from achieving a

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more visible impact in its Member States. The demand from governments for co-operation in the area of world problem analyses, prospective development studies and long-term planning in the Organization's fields of specialization has remained moderate. While joint studies undertaken with national research institutions of both developed and developing countries have often produced results of high quality, their relevance to national and local decision-making processes has been extremely limited, methods of policy analysis and planning having too often been based on imported or unsuitable models.

370   Moreover, increased professional specialization in Unesco's fields of competence, on the one hand, and the still incomplete understanding of the dynamic interactions between science and technology, education, culture and communication, on the other, have added to the difficulty of developing a system of incentives which encourages interdisciplinary programme design and intersectoral management of a more strategic, long-term nature.

OBJECTIVES AND STRATEGY

371   The first objective of the programme is to prepare and issue guidelines, in Unesco's fields of specialization, concerning the International Development Strategy for the Fourth United Nations Development Decade (1991-2000).

372   The second objective is the reinforcement of national capacities for prospective policy analysis and strategic planning in the Organization's fields of competence. This should make it possible for countries to design interdisciplinary development scenarios and link these with options for short-term sectoral decision-making and resource allocation. Absolute priority will be given to Unesco's contribution, again in its fields of competence, to the alleviation of underdevelopment, and to the analysis of the socio-cultural repercussions of adjustment policies on sectors such as education, human welfare and the quality of life of the most vulnerable population groups. Such a contribution must take account of the need to reinforce the democratization of development processes through respect for human rights and fundamental freedoms, which, in turn, are a necessary condition for achieving the human solidarity required for a development process that is not based solely on economic growth.

373   The third objective is the strengthening of Unesco's capacity effectively to implement sectoral and intersectoral programmes contributing to national development goals in its fields of specialization.

ACTION

374   The first set of activities will involve the provision of assistance to countries in formulating <u>prospective scenarios,</u> <u>options for decision-making, strategic plans and management</u>

methods whereby the contribution of all the major programme areas of the Plan to the attainment of national development objectives may be enhanced.

375   Prospective global and regional scenarios in human resources development will guide Member States in medium-term planning and in the choice of short-term management options in Unesco's fields of specialization. These scenarios will require the design of relevant indicators for the early identification, analysis and monitoring of world socio-cultural and environmental developments and for their integration into quantitative models.

376   Member States will receive support in analysing strategic options for human and cultural development, deciding on the mobilization and allocation of the needed resources and identifying areas requiring priority action. These prospective scenarios and 'early warning systems', reflecting the needs and expectations of population groups in different socio-cultural settings, will be drawn up in close co-operation with national research institutions and with interested non-governmental organizations. Support will also be given during the adaptation of these scenarios and prospective planning methods to national and local situations.

377   During the first phase of the Plan, emphasis will be placed on scenarios which simulate the consequences of adjustment policies and debt-servicing on resource allocation for social and human development, and more particularly on the allocation of resources for improving the quality of life of the poor. The exchange of knowledge in the areas of prospective policy analysis and needs anticipation in Unesco's fields of specialization will focus on the development priorities of the least developed countries, the aim being to identify and formulate investment projects and to mobilize the necessary resources.

378   During the second phase of the Plan, the focus will shift to the study of the dynamic interactions between population growth and change, technology, employment training and education in small islands and landlocked countries.

379   During the third phase of the Plan, increased emphasis will be laid on human development scenarios for the newly industrialized countries (NICs), highlighting the lessons learned from successful experience in these countries in managing human and technological development processes in the face of major socio-economic challenges.

380   Activities contributing to international, regional and national development strategies in support of national self-reliance, and to the Fourth United Nations Development Decade (1991-2000) will focus on the introduction of human, socio-cultural and environmental dimensions into the International Development Strategy for the Decade.

381   Prospective studies, to be undertaken in close collaboration with Member States and with certain of the Specialized Agencies of the United Nations, will focus on

socio-economic development trends and simulate alternative courses of action with a view to anticipating major future events affecting human and 'sustainable' development. Lessons learned from such interdisciplinary studies will be fed back into the long-term socio-economic scenarios and planning models in order to enrich their content and make them more realistic.

382   Unesco will contribute to the identification of societal and resource implications of the International Development Strategy, with special reference to such interdisciplinary concerns as illiteracy, poverty, youth unemployment, urbanization and the growing knowledge and technology gap. The Organization will encourage the search for programme priorities in intellectual and development co-operation.

383   During the first phase of the Plan, a limited number of interdisciplinary prospective studies in support of human resources management programmes will be developed with selected institutions.

384   During the second phase of the Plan, an assessment and synopsis will be made of completed prospective studies, in order to develop a state-of-the-art review and prepare training packages. As a contribution to the mid-term review (1993) of the World Decade for Cultural Development, particular attention will be paid to prospective studies which focus on the long-term repercussions of the Strategy on the cultural dimensions of development.

385   During the final phase of the Plan, Unesco's reflections on the long-term implications in its fields of specialization of the 'sustainable development' concept will form the basis of concrete inputs to socio-economic planning models and to 'early warning systems' operated by United Nations institutions and by certain Member States. The Organization will make further contributions to national and international mid-term reviews of the International Development Strategy, with particular reference to the achievements of the Strategy in terms of human and cultural development, poverty alleviation and the narrowing of the knowledge and technology gap.

386   **Major Programme Area VI: 'Unesco's contribution to prospective studies and to strategies concerned with development'[1]**

The General Conference,

<u>Recalling</u> 4 XC/Resolution 2/08, 22 C/Resolution 8.1,
        23 C/Resolution 8.1 and 24 C/Resolution 8.1, and
        <u>emphasizing</u> that Major Programme Area VI provides the
        framework for reflection and action on human
        development, based on the recognition of the
        plur.alism of cultures and economic and social
        systems, and on the needs and priorities of Member
        States as expressed by them,

<u>Aware</u> that Unesco's contribution to the achievement of
        national development goals is made more difficult by
        a range of factors in the international economic
        environment which constrain growth and social
        development in the developing countries, and <u>deeply</u>
        <u>concerned</u> that the worsening economic and social
        situation of these countries and the continuing
        inequalities which are so perpetuated hamper progress
        in the Organization's fields of competence,

<u>Recalling</u>, in this connection, resolution 43/198 of the
        General Assembly of the United Nations, 'External
        debt crisis and development: towards a durable
        solution of the debt problems', which reiterates
        concern about the political and social implications
        associated with the structural adjustment programmes
        in indebted developing countries,

<u>Referring</u> to resolution 43/113 of the General Assembly of the
        United Nations, 'Indivisibility and interdependence
        of economic, social, cultural, civil and political
        rights', which recognizes that the realization of the
        right to development may help to promote the
        enjoyment of all human rights and fundamental
        freedoms,

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1. Resolution adopted on the report of Commission V at the
    thirty-first plenary meeting, on 15 November 1989.

Bearing in mind the need to co-ordinate Unesco's contri-
butions to national, regional and international
strategies concerned with development with relevant
strategies of the other institutions of the United
Nations system and with the funding procedures of the
multilateral and bilateral development and financing
agencies,

Considering that actions envisaged in the areas of human
resources development and the cultural dimension of
development should be based on a further exploration
and assessment of their interactions with all
Unesco's programmes as well as on the Organization's
accumulated experience in development research
planning and action to address the priorities and
meet the needs of the developing countries,

Emphasizing the crucial role of education, the natural
sciences, the social and human sciences, culture and
communication in promoting human resources develop-
ment by bringing into full perspective the human
dimension, both as an end to and a means of develop-
ment, and by building the foundations on which each
country will be able to direct and manage its own
development process,

Reaffirming the crucial importance of the cultural dimension
of development, as affirmed in the first objective of
the Plan of Action of the World Decade for Cultural
Development, which takes into account what is
distinctive in each nation's way of life and culture
and which calls into play the enterprise of all
individuals and groups,

Bearing in mind resolution 43/196 of the General Assembly of
the United Nations, 'A United Nations conference on
environment and development', which emphasized that
all countries have a common interest in pursuing
policies aimed at achieving sustainable and
environmentally sound development, but stressing
that, in line with Unesco's intellectual mission, the
concept of 'sustainable development' needs to be
elucidated and its policy and resource implications
studied in co-operation with other organizations of
the United Nations system and leading members of the
international intellectual community,

Taking into consideration all the relevant recommendations
formulated by the Executive Board in 131 EX/De-
cision 4.1 (25 C/108) and more particularly
paragraphs 59 to 64 related to Major Programme
Area VI, and expressing its general satisfaction at
the overall balance between reflection and action
that has been achieved in this major programme area,

1. Considers that Major Programme Area VI should enable
Unesco to contribute to:

(a) the special session (April 1990) of the General Assembly of the United Nations devoted to international economic co-operation, and in particular to the revitalization of economic growth and development in the developing countries;

(b) the preparation and effective implementation of the International Development Strategy for the Fourth United Nations Development Decade (1991-2000);

(c) the second United Nations Conference on the Least Developed Countries (September 1990);

(d) the implementation of resolution 43/195 of the General Assembly of the United Nations, urging the international community to create, as a priority, a supportive international economic environment for growth and development that will reinforce the efforts of developing countries, in order to enable them to address effectively the eradication of poverty;

2. <u>Approves</u> the orientations of Major Programme Area VI, 'Unesco's contribution to prospective studies and strategies concerned with development', and <u>invites</u> the Director-General to base the biennial programming for 1990-1995 on the following programmes:

Programme VI.1: 'Human dimension of development'

Programme VI.2: 'Prospective development studies';

3. <u>Authorizes</u> the Director-General, in particular:

(a) under Programme VI.1, 'Human dimension of development':

(i) to broaden understanding and clarify the concepts and processes of 'human development', with special attention to the interrelations between human resources development, the cultural, educational, scientific and communication dimensions of development and 'sustainable' development, a concept to the elucidation of which Unesco must make its own contribution;

(ii) to contribute to the international debate on the role of human resources in promoting equitable socio-economic development and in understanding the complex problems of underdevelopment and to the search for solutions to them;

(iii) to devise methods, instruments and techniques which can contribute to the formulation, implementation and management of national integrated development strategies in Unesco's fields of competence;

(iv) to strengthen the Organization's ability to make an effective contribution to local, national, regional and international development strategies in each of the major programme areas, emphasizing the needs and aspirations of the most disadvantaged groups and fostering the role of young people and women as agents and beneficiaries of development and as participants in decision-making processes;

(b) under Programme VI.2, 'Prospective development studies':

(i) to design and issue guidelines, in Unesco's fields of competence, for the International Development Strategy for the Fourth United Nations Development Decade (1991-2000), and contribute to the second United Nations Conference on the Least Developed Countries (September 1990), and to the special session (April 1990) of the General Assembly of the United Nations;

(ii) to ensure mutually supportive links between Programme VI.2, 'Prospective development studies', and the transverse programme 'Future-oriented Studies' in order to explore human development scenarios in response to the issues and challenges of the twenty-first century;

(iii) to reinforce national capacities for prospective policy analysis and strategic planning in the Organization's fields of competence, and assist Member States in the design of development scenarios;

4. Further invites the Director-General to ensure that the activities foreseen under this major programme area in the biennial programming for 1990-1995:

(a) strengthen co-operation with multilateral and bilateral development and financing agencies, and with specialized international, regional and national non-governmental organizations, with a view to:

(i) broadening the scope and improving the quality and effectiveness of the Organization's development actions, respecting national development choices;

(ii) strengthening national capacities, especially in the least developed countries, to formulate educational and human resources development policies which minimize the social cost of economic restructuring and adjustment;

(b) consolidate the Organization's policy analysis and operational activities, with a view to responding

effectively to national development priorities and to community-level needs and initiatives;

(c) contribute to devising ways and means of promoting, jointly with the national authorities and with the United Nations Development Programme (UNDP), technical co-operation among developing countries (TCDC) in Unesco's fields of competence.

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Major Programme Area VII
Unesco's contribution to peace, human rights and the elimination of all forms of discrimination

PROGRAMME VII.1: PEACE IN THE MINDS OF MEN

BACKGROUND

387   Although at the close of the 1980s we are witnessing a revival of the spirit of co-operation and a scaling-down of the conflicts between nations, the United Nations system is still a unique forum for consultations and conciliation for peace. Unesco, which seeks to found peace on human reason and intelligence, is making its contribution in the fields of education, science, culture and communication.

388   Peace is not just the absence of conflict among individuals, peoples and nations. It also implies harmonious relations between individuals and between them and their socio-cultural and natural environment. Reflection on the ultimate indivisibility of peace invariably leads to the conclusion that development is an essential prerequisite for its achievement, since poverty is incompatible with lasting peace.

389   During the second Medium-Term Plan research undertaken in close co-operation with the international intellectual community and appropriate United Nations bodies showed that a multidisciplinary approach must be adopted in any analysis of the factors conducive to peace and international understanding in different socio-cultural backgrounds. In particular, work on clarifying and understanding the causes, conditions and consequences of conflict in a historical setting highlighted the role education, science, culture and communication can play with regard to peace. Philosophical reflection also contributed to elucidation of the relationship between different value systems and the demands of peace.

390   The Organization has promoted education dealing with peace, with international understanding and with international law. It has also encouraged exchanges of information on these subjects. In the field of international education, the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms has been regarded by Member States since its adoption at the eighteenth session of the General Conference (Paris, 1974) as a normative basis and a creative benchmark for Unesco's programme.

391   However, it takes time to construct the defences of peace in the minds of men and women. Work to achieve that aim must continue in the form of both research and education, with education remaining the key factor in the drive to spread a spirit of peace and tolerance. Priority attention will be given to the role of women and their important contribution to equality, development, and peace.

OBJECTIVES AND STRATEGY

392   The general aims of the programme will be to promote international understanding and a spirit of tolerance and to make international teaching and education more widespread. Furthermore, the full and comprehensive implementation of the 1974 Recommendation will continue to be an objective of the highest priority and serve as a basis for the strategy and for all action relating to such education. The strategy will be based on closer co-operation with the appropriate organizations of the United Nations system and with institutions engaged in peace education and research, and on the part that could be played in this context by education, science, culture and communication in the promotion of a peaceful world.

ACTION

393   During the first phase of the Plan the action planned under <u>factors conducive to peace and international understanding</u> will consist in taking stock, in conjunction with specialized national, regional and international institutions, of the information already acquired. During the two subsequent phases interdisciplinary research will be carried out on the impact of the measures taken in the Organization's fields of competence to create a climate of international confidence and highlight recent progress on the road to peace. The findings of this research will be disseminated and used to devise education and training programmes for peace and international understanding. With regard to the contribution of international law to the maintenance of peace, priority will be given to studies of procedures for the peaceful settlement of conflicts and to the training of specialists on the subject. Unesco will carry out activities aimed at developing a culture of peace and devising new approaches reflecting the part that communication could play in strengthening international understanding and peace and the contribution of science to solving these problems.

394   Moreover, during the whole period of the Plan action will be taken to encourage different philosophical and spiritual schools of thought to engage in dialogue, with emphasis on the shared values of peace, tolerance and respect for human rights. This dialogue will be underpinned by the development of interregional networks for the pooling of experience and the promotion of exchange visits by young people.

395   As part of the effort to counter conventional ideas on war and violence, Unesco will disseminate the Statement on

Violence (Seville, 1986) and other relevant documents on the subject, and will try to take the conclusions of those documents into account in preparing programmes of education for peace and international understanding. Unesco will also support initiatives such as the International Congress on Peace in the Minds of Men (Yamoussoukro, Côte d'Ivoire) and will study its conclusions and recommendations with the greatest interest, and will disseminate them.

396   Regarding exchanges of information and teaching related to peace and international understanding, activities will be directed firstly to promoting comprehensive implementation of the 1974 Recommendation. To this end, a new, integrated approach will be adopted for planning the development of human rights teaching and of education for international understanding, co-operation and peace, while retaining the specific nature of both these aspects. In this connection, assistance to Member States will be provided for the revision and improvement of curricula, textbooks and other teaching materials, and of their teacher-training schemes, taking full account of the results of research dealing with the themes of peace and human rights. Activities aimed at extending the geographical basis of the Associated Schools Project and at strengthening its multiplier effect will be undertaken. In this connection, Unesco will promote intercultural youth exchange programmes in each phase of the Plan.

397   During the whole period of the Plan the Organization will support and promote the regional and international networks of institutions of higher education and research on peace and international understanding, its aim being to intensify exchanges of information and training programmes (particularly on public international law) and widen their geographical coverage with the assistance of the national liberation movements recognized by the OAU and the Palestinian people. The dissemination of research findings on peace and international understanding through these networks will enhance the Organization's clearing-house role.

PROGRAMME VII.2: HUMAN RIGHTS AND CONTRIBUTION TO THE ELIMINATION OF APARTHEID AND ALL OTHER FORMS OF DISCRIMINATION

BACKGROUND

398   Since the founding of the United Nations, concerted efforts by various international governmental and non-governmental organizations have generated greater awareness of the importance of human rights. This is attested by the drawing up of a large number of standard-setting instruments and the promotion of human rights teaching. It is incumbent upon Unesco to promote these international instruments in its spheres of competence. In addition to its work on research into the causes of violations of human rights, the Organization takes specific measures to guarantee the protection of human rights. It has studied the effects of

scientific and technological progress on human rights and
fundamental freedoms. In co-operation with specialized
organizations and academic institutions it has taken action
to improve curricula and teaching materials, promote
research, disseminate information and foster exchanges of
experience in the field of human rights. Unesco is also to be
credited with having drawn up and given effect to the Plan
for the Development of Human Rights Teaching, which is
closely linked to the Plan for the Development of Education
for International Understanding, Co-operation and Peace.

399   Most societies are now multi-ethnic and multilingual.
Discrimination based on race, ethnic origin or religion is
linked to other forms of social discrimination. Research has
been undertaken within the Organization's spheres of
competence on the underlying causes of prejudice, intolerance
and racism with a view to their eradication. Emphasis should
be laid, in this connection, on action to improve the status
of women and on elimination of the various forms of
discrimination practised against them.

400   The social consequences of advances in science and
technology and the modernization of societies, however,
incite us to think more deeply about human rights. During
the second Medium-Term Plan, studies aimed at elucidating the
concept of the rights of peoples were undertaken in pursuance
of the decision adopted by the General Conference at its
twenty-third session. Of the studies already carried out,
either in Unesco or outside it and in a similar spirit, or
with Unesco's participation, certain have yielded interesting
conclusions. The same applies to studies on the right to
education and the right to development, particularly those on
the links between the latter and the promotion of a peaceful
world. Work on the elucidation of the concept of the rights
of peoples should be continued.

OBJECTIVES AND STRATEGY

401   The objectives and strategy of the programme are to
strengthen international co-operation for the protection and
observance of human rights and to contribute to the
elimination of all forms of discrimination and the building
of an apartheid-free world. Prominence will be given in the
strategy to study of the situation disadvantaged population
groups find themselves in and of the evolution of all forms
of discrimination, and to the promotion of public awareness
through education. The human rights content of education
should be enhanced by consideration of the problems brought
about by the pattern on which modern societies have evolved.

ACTION

402   The action proposed in the cause of international
co-operation for the protection and observance of human
rights will be carried out in conjunction with the
appropriate bodies of the United Nations system and with
regional and international intergovernmental institutions

specializing in human rights documentation and information. The <u>World Directory of Human Rights Teaching and Research Institutions</u> will continue to be updated, and a human rights data base will be set up. This will help to improve the research capability of institutions working to defend human rights. Throughout the period covered by the Plan, Unesco will also undertake, in co-operation with UNICEF, action to encourage the adoption and ratification of a United Nations convention on the rights of the child.

403 Reflection will continue, through interdisciplinary research, on the implications for the exercise of human rights of ethical problems generated by advances in science and technology and the growing complexity of life in society.

404 In co-ordination with the United Nations Centre for Human Rights, the Organization will help to design curricula for general higher education and teaching materials, to arrange for exchanges of experience in the field of human rights, to provide support for vocational training requiring a thorough knowledge of human rights and to make the international and regional human rights instruments widely known. Unesco will focus on concrete education and information activities and in particular on the development and co-ordination of information systems and networks in the field of human rights teaching and education, so that it may play a clearing-house role in this domain in co-operation with competent regional and national institutions.

405 With regard to its <u>contribution to the elimination of apartheid and all other forms of discrimination</u>, Unesco will continue to carry out studies and research on prejudice and racism and will undertake activities in its fields of competence aimed at combating them. A special project will be launched on the establishment in South-Africa of an egalitarian, non-racial society, free from apartheid and reconciled with itself.

406 Reflection will be undertaken on the universality of the principle of the equal rights of women and men from the viewpoint of different cultures and in the fields of intellectually creative work. Attention will also be paid to the impact of the media's efforts to ensure that women are better informed about their rights. Lastly, an analysis will be made of the mechanisms at work in violence against women, which is an assault on their dignity and on their physical and psychological integrity; specific protective measures will be devised, and school curricula will be proposed for the purposes of prevention, information and consciousness-raising. Attention will also be paid to the contribution that the means of communication could make in promoting self-esteem among women, and knowledge about their rights. Similarly, the revision of textbooks will be encouraged so as to eliminate stereotype presentations of women in an inferior position.

Elucidation of the concept of the rights of peoples

407   On the basis of the consensus reached by the General Conference at its twenty-third and twenty-fourth sessions, Unesco will pursue activities relating to the elucidation of the concept of the rights of peoples but without the possibility of any normative action resulting, and will undertake studies and research in the Organization's fields of competence on self-determination and cultural identity.

Special project: Contribution to the elimination of apartheid: towards an apartheid-free world

408   South African society has been structured on the basis of arbitrarily ascribed inequalities. These affect not only Africans but all the so-called Coloured people inhabiting South Africa. Apartheid is evident in all walks of life: land ownership, housing, access to social services, education, science, culture, and political representation. The policy of Bantustans has further reinforced the institutionalization of apartheid, undermined cultural identity, and accentuated unequal development. Severe measures have been taken against the press, and in the field of education great disparities have emerged.

409   The consequences of apartheid are not confined to South Africa alone: the surrounding States are also adversely affected both through actual interference and through the influx of refugees, or acts of aggression aimed directly or indirectly at them either by the South African racist regime or by groups armed and financed by it. On a larger scale, apartheid is a threat to multiracial life everywhere and perpetuates a model of racial domination, that is unacceptable and has been condemned by the United Nations and by Unesco's Declaration on Race and Racial Prejudice.

410   Research and studies on apartheid have been carried out in many countries, but the intellectuals of those countries have very few contacts with one another and with their research centres. Academic communication through meetings and workshops, and exchange of documentation and information, have hardly been developed. Unesco will endeavour to develop them.

411   Unesco has been concerned with apartheid since 1966 when it first produced its report on apartheid and its effects on education, science, culture and information. During the second Medium-Term Plan, in addition to the studies on the theoretical and ideological basis of apartheid, training programmes for South African and Namibian key personnel, to upgrade their knowledge in the social sciences, were organized at universities in southern Africa (Tanzania and Zambia) and at the Institute of Social Studies, The Hague. Courses were also provided for South African graduate students on the repercussions of apartheid on the South African economy, and on the impact of apartheid on women.

412   Unesco will contribute to the complete eradication of
apartheid by continuing and strengthening all its activities
aimed at creating a better understanding of the system, its
many aspects and its new workings, so as to convince
international opinion that apartheid cannot be reformed. It
must be abolished. Apartheid is a supreme manifestation of
the massive violation of human rights; it is a regime of
violence that carries within it a constant threat to world
peace and security. In order to participate in the measures
and sanctions adopted by the United Nations, Unesco will make
every effort in its fields of competence to mobilize Member
States, National Commissions and the international scientific
community with a view to promoting the emergence and
development of international opinion opposed to apartheid.

413   The contribution of the international community will be
sought in order to combat apartheid and create a free,
democratic non-racial South Africa. Working in close
co-operation with the United Nations Special Committee
against Apartheid, Unesco, with a view to the future, will
analyse the prevailing situation in South Africa. It will
contribute to the preparation of post-apartheid policies in
collaboration with liberation movements, research
institutions, and democratic anti-apartheid forces within
South Africa.

414   To overcome the knowledge gap, efforts will be made to
develop or strengthen centres for documentation and research
on South Africa in developing countries, in close
co-operation with the United Nations Special Committee
against Apartheid. Opportunities will be provided for South
African key personnel, especially women, to consolidate their
knowledge and upgrade their skills in Unesco's fields of
competence. In carrying out its activities, Unesco will seek
the co-operation of the United Nations Development Programme
and the United Nations Centre against Apartheid; it will also
involve the national liberation movements recognized by the
Organization of African Unity in its work, and the African
governments, especially the front-line States. Unesco will
consider providing them with assistance for the
reconstruction of educational or scientific structures wholly
or partly destroyed by the organizations of the apartheid
regime.

415   In order to assess the future needs of a South Africa
free from apartheid, a review of research carried out on
apartheid and a synopsis of its findings will be attempted in
the first phase of the Plan. Studies will also be
commissioned on alternative policies to apartheid relating to
education, human resources development and cultural
development, with a view to the democratization of education
and of wider access to science and technology, in a South
Africa totally freed from apartheid.

416   In order to increase the contribution of the
international intellectual community, a consultation on human
rights and religion within South Africa is planned during the
first phase of the Plan, in collaboration with the Commission
of Justice and Peace, the Organization of the Islamic

Conference, the World Council of Churches, the World Fellowship of Buddhists, the Orthodox Church, the representative institutions from other religions, the humanitarian associations working in the field of human rights and the representatives of those organizations and associations in South Africa. Within the same perspective, Unesco will co-operate with a number of youth organizations committed to implement solidarity projects in favour of young people suffering from apartheid.

417   In the second phase of the Plan, an international festival of arts and cultures against apartheid will be organized with special emphasis on the participation of young people. Arrangements will be made to create a documentation centre on South Africa in southern Africa.

418   Within the scope of its mandate and in its fields of competence, Unesco will organize meetings in the industrialized countries to bring together South Africans of all races, ensuring that those taking part represent anti-apartheid movements and are recognized as such by the parties in question, and that they wish to seek ways and means of building up a democratic society in South Africa that guarantees the rights of all its members in mutual peace, tolerance and trust.

419   Unesco will also do everything in its power to participate, in accordance with its mandate, in the efforts to obtain the freedom of Nelson Mandela and all prisoners of conscience in South Africa; and, in order to keep alive the memory of those fighting for freedom and dignity, it will create a Nelson Mandela Prize, representing a substantial sum, which will be awarded every year to individuals or corporate bodies whose action against apartheid has been particularly noteworthy.

420   In the third phase of the Plan, a consultation of representatives of research and academic institutions will endeavour to devise ways of co-ordinating research on apartheid and the inclusion of such research in school and university curricula.

421   As a contribution to upgrading skills and training among South African key personnel, social, economic and cultural development strategies for short-term and longer term training programmes will be prepared, during the first phase of the Plan, in co-operation with the national liberation movements recognized by the Organization of African Unity. During the second phase of the Plan, a workshop will deal with structural reforms and human rights issues in South Africa. Possibilities will be explored throughout the Plan period for setting up a programme for South African graduate students and scholars to be attached as visiting students, professors and research scholars to universities and research institutions in Africa and other regions.

422   Major Programme Area VII: 'Unesco's
        contribution to peace, human rights
        and the elimination of all forms
        of discrimination'[1]

The General Conference,

Bearing in mind the Universal Declaration of Human Rights
        adopted and proclaimed by the General Assembly of the
        United Nations on 10 December 1948,

Recalling the relevant provisions of the Constitution of
        Unesco regarding peace and universal human rights and
        fundamental freedoms (Article I),

Taking into account the international covenants on human
        rights (resolution 2200 A (XXI)), adopted and opened
        for ratification by the General Assembly of the
        United Nations on 16 December 1966, the International
        Convention on the Elimination of All Forms of Racial
        Discrimination (resolution 2106A (XX)), adopted by
        the General Assembly of the United Nations on
        21 December 1965, the International Convention on the
        Suppression and Punishment of the Crime of Apartheid
        (resolution 3068 (XXVIII)), adopted by the General
        Assembly of the United Nations on 30 November 1973
        and the Convention on the Elimination of All Forms of
        Discrimination against Women (resolution 34/180),
        adopted and opened for ratification by the General
        Assembly of the United Nations on 18 December 1979,

Bearing in mind the Convention and Recommendation against
        Discrimination in Education adopted by the General
        Conference of Unesco at its eleventh session on
        14 December 1960, as well as the Declaration on Race
        and Racial Prejudice, unanimously adopted at its
        twentieth session, on 27 November 1978,

Recalling the Declaration on the Preparation of Societies for
        Life in Peace proclaimed by the General Assembly of
        the United Nations (resolution 33/73 of 15 December
        1978), and the Declaration and recommendations of the
        Congress on Peace in the Minds of Men (Yamoussoukro,
        Côte d'Ivoire, 1989),

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1. Resolution adopted on the report of Commission V at the
    thirty-first plenary meeting, on 15 November 1989.

Reaffirming that peace is not just the absence of conflict, but implies the development of a culture of peace that involves the peaceful settlement of conflicts, respect for human rights, equitable development for all peoples and harmonious relationships between humankind and its environment,

Recognizing that the inherent dignity and the equal and inalienable rights of all members of the human family are the foundations of freedom, justice and peace in the world,

Stressing that all persons are entitled to equal and effective protection against discrimination on any grounds such as race, colour, sex, language, religion, political or other opinion, national or social origin, wealth, birth or other circumstances,

Emphasizing that apartheid, an extreme form of structured racial oppression, violates all the provisions of the Universal Declaration of Human Rights and must, with the racist structures it has established, be abolished,

Taking into consideration all the relevant recommendations formulated by the Executive Board in 131 EX/Decision 4.1 (25 C/108) and more particularly paragraphs 65 to 71 relating to Major Programme Area VII,

1. Approves the orientations of Major Programme Area VII, 'Unesco's contribution to peace, human rights and the elimination of all forms of discrimination', and invites the Director-General to base the biennial programming for 1990-1995 on the following programmes:

Programme VII.1: 'Peace in the minds of men'

Programme VII.2: 'Human rights and contribution to the elimination of apartheid and all other forms of discrimination';

2. Authorizes the Director-General, in particular:

(a) under Programme VII.1, 'Peace in the minds of men':

(i) to encourage intersectoral activities devoted to teaching and research on the construction of a culture of peace, on the non-violent settlement of conflicts and on the values of tolerance and mutual understanding in a quality environment, and to disseminate relevant information on these issues;

(ii) to promote exchanges between different philosophical and spiritual currents with a view to seeking shared values and providing grounds for harmonious international understanding;

(iii) to pursue the implementation of and reporting
on the 1974 Recommendation concerning Education
for International Understanding, Co-operation
and Peace and Education relating to Human
Rights and Fundamental Freedoms, in particular
by developing and implementing an integrated
Plan for International Education at all levels
and for all types of education, extending the
Associated Schools Project, and also prepare
and disseminate appropriate prototypes for
international education curricula and materials;

(b) under Programme VII.2, 'Human rights and contri-
bution to the elimination of apartheid and all other
forms of discrimination':

(i)   to develop intersectoral action on human rights
teaching at all educational levels as well as
for specific professional categories;

(ii)   to encourage research on human rights with
particular reference to law, philosophy and the
social and human sciences, and to the impact of
socio-cultural change and of scientific and
technological progress;

(iii) to continue to support networks of research and
higher education institutions in the field of
human rights and disseminate, in co-operation
with the United Nations Centre for Human Rights
(Geneva), relevant information so as to
strengthen the role of Unesco as a clearing-
house in this field;

(iv) to undertake studies and research in Unesco's
fields of competence related to the elucidation
of the concept of the rights of peoples, in
particular on the notions of self-determination
and cultural identity, without, however,
leading to any normative action on the subject,
and disseminate relevant information on these
topics;

(v)   to promote problem-oriented pluridisciplinary
research on the causes of racism and different
types of discrimination, and disseminate the
results with a view to contributing to the
elimination of discrimination and intolerance;

(vi) to analyse the causes of gender violence and
discrimination, the stereotypes which tend to
legitimize it and the mechanisms through which
women are maintained in an unequal situation
vis-à-vis men with regard to full participation
in both private and public spheres, and develop
information and education activities on this
subject;

(c) under the Special Project entitled 'Contribution to the elimination of apartheid: towards an apartheid-free world':

(i) to strengthen action against apartheid, in co-operation with the African National Congress (ANC) and other African and international organizations concerned, through the provision and dissemination of information on the facts of apartheid, through monitoring and analysis of apartheid, in particular in Unesco's fields of competence, and through the mobilization of intellectuals and public opinion;

(ii) to sponsor and encourage action and problem-oriented research, in collaboration with liberation movements recognized by the Organization of African Unity (OAU), and representative moral and religious insti-tutions, on the options for a post-apartheid, non-racial, egalitarian and democratic South Africa;

(iii) to encourage, in co-operation with competent national and regional institutions, the development of education and information activities in the field of human rights, and to develop training and documentation programmes on apartheid in the front-line and other countries;

(iv) to sponsor, in collaboration with liberation movements recognized by the OAU and with competent specialized organizations, the training of future key personnel in South Africa, particularly from among the African, Asian and Coloured population groups at present discriminated against by the apartheid regime;

3. Further invites the Director-General to ensure that the activities foreseen under the above-mentioned special project in the biennial programming for 1990-1995:

(a) help to raise funds and promote assistance for the reconstruction of education and science structures, particularly in the front-line countries, which have been destroyed by the apartheid regime;

(b) encourage international exchanges of intellectuals and scientists from South Africa who are involved in the struggle against apartheid.

RESOLUTION 25 C/4/108

423   Transverse Themes – General part[1]

The General Conference,

Considering that several fields or issues falling within
        Unesco's competence and terms of reference and within
        the scope of its mission, as well as certain target
        population groups for which specific activities are
        designed, should be covered by, or feature in, each
        of the major programme areas,

Recalling moreover that some of these transverse themes are
        the subject of special if not exclusive attention in
        one or other of the seven major programme areas,

Taking into consideration all the relevant recommendations
        formulated by the Executive Board in 131 EX/Decision
        4.1 (25 C/108), and more particularly paragraph 11
        concerning the transverse themes,

1. Invites the Director-General to undertake, whenever
        possible and in each of the seven major programme
        areas, activities coming under these transverse
        themes and relating to the most disadvantaged
        population groups, to peace, to human rights, to
        development and to the environment;

2. Stresses further that the two transverse themes
        concerning youth and the improvement of the status of
        women should be the subject of specific activities,
        as indicated below, within the different major
        programme areas, and should be identifiable in the
        biennial programme documents (C/5).

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1. Resolution adopted on the report of Commission I at the
    twenty-sixth plenary meeting, on 8 November 1989.

WOMEN

424   From its very beginnings, Unesco has been committed to equality between the sexes and to the improvement of the status of women. These issues will continue to receive high priority. Although all the Organization's programmes are intended for both women and men, the persistence of inequality in a great many areas warrants specific action on behalf of women. The United Nations Decade for Women permitted Unesco to intensify its efforts by developing activities for women in all sectors, and the second Medium-Term Plan constituted an important step forward; in addition to specific activities, efforts were made to incorporate women's issues at all levels of programme design and implementation. This strategy will be followed up in the third Medium-Term Plan, particular emphasis being laid on the participation of women which is acknowledged to be a _sine qua non_ of successful development.

425   The activities foreseen, which are conceived as a transverse theme and therefore find a place in all the major programme areas, will be centrally co-ordinated and stimulated. Besides improving their impact, this will ensure an interdisciplinary and intersectoral approach to their design and implementation, and make for effective co-operation with national authorities, the international scientific community, the Specialized Agencies of the United Nations, funding institutions and non-governmental organizations.

426   As to specific action, the education of women and girls has always been a top priority and is widely accepted as the key to their full and equal participation in all domains of economic, social and cultural life. Institutional and social barriers frequently prevent women from benefiting equally from education and training programmes, and up to now absolute effective equality at all educational levels has very rarely been attained.

427   Efforts to increase literacy rates among girls and women must consequently be pursued and indeed intensified. This is the objective of the activities foreseen under the headings of literacy and post-literacy, where special emphasis will be laid on rural women and on programmes which have a direct bearing on their access to the teaching profession and, more generally, to employment opportunities.

428   Particular attention will be given to facilitating access by girls and women to science and technology education, and to ensuring increased participation by women in higher education systems as students, faculty and management staff.

429   With respect to the access of women to scientific and technological careers, the following objectives have been set: the intensification of vocational guidance in primary and secondary schools; the promotion and extension, through effective incentives, of access by women to scientific and technological education and training; the encouragement of women to take up scientific careers through advanced,

training and retraining in various disciplines; and the provision of greater opportunities for women in the fields of technology.

430   The importance of the role and participation of women in the management of natural resources and in other environmental concerns has not always been fully taken into account. Special attention will consequently be paid to promoting greater awareness and commitment on the part of women with regard to Unesco's programmes in those fields.

431   In the sphere of culture, the Organization will seek to promote the participation of women in cultural development, especially in various forms of creative activity.

432   In communication, priority will be given to various professional fields, especially those from which women have been traditionally excluded: media management, photo-journalism, electronic news gathering, current affairs and economic reporting. The production by and for women of endogenous communication materials and the development of alternative media will also be encouraged. Women's professional associations and non-governmental organizations will be assisted in advancing women in the communication professions and strengthening their role in communication development. Interregional reporting by and about women in developing countries and information networks of national, regional and international associations of media women will be expanded.

433   In the social and human sciences, teaching about women's issues in universities and the introduction of women's perspectives into the various social science disciplines will be promoted. Support will be given to research institutes which undertake cross-cultural studies on the changing roles of women within the family and society, highlighting their role as active agents of social change. Findings which lead to new concepts will be reflected in teaching and training programmes and materials.

434   The means whereby women are able to render family structures and values compatible with development activities and with their own new productive and reproductive roles will be investigated. It is also important to investigate new gender roles and changing functions within the family in various cultural settings.

435   The presence of women has always been taken for granted in any process of development, especially in the rural and informal sectors; but often they have been neither seen nor heard. This significant shortcoming needs to be remedied through the strengthening of networks of research institutions specialized in action-oriented studies on the status of women and in the training of leaders of women's associations. Steps will be taken to encourage the more active involvement of women in development-related decision-making.

436   Unesco's earlier studies on the formation and modification of attitudes, and on the consequences of changes in the perception of women's and men's roles in society will be pursued. An analysis of the factors leading to the perpetration of violence against women and assaults on their dignity and physical and moral integrity will be continued with a view to proposing protective and preventive measures.

437   Transverse Theme - 'Women'[1]

The General Conference,

Recalling the Recommendation and the Convention against
        Discrimination in Education, adopted at its eleventh
        session, on 14 December 1960, and the Convention on
        the Elimination of All Forms of Discrimination
        against Women, adopted by the United Nations General
        Assembly at its thirty-fourth session (1979),

Bearing in mind the Nairobi Forward-Looking Strategies for
        the Advancement of Women (A/40/108), endorsed by the
        United Nations General Assembly at its fortieth
        session, on 13 December 1985,

Recalling further 23 C/Resolution 14.1, 23 C/Resolution 14.2
        and 24 C/Resolution 14.1,

Noting that despite efforts at the national, regional and
        international levels to achieve the aims of the
        United Nations Decade for Women (equality,
        development and peace), the situation of women
        continues to be a matter of concern,

Taking account of research and experience indicating that
        women's culture should be regarded as a new asset for
        the attainment of full and genuine equality,

1.   Approves the orientations of the transverse theme 'Women'
        and invites the Director-General to base the biennial
        programming for the period 1990-1995 on activities
        aimed at:

     (a) implementing, within Unesco's fields of competence,
         the Nairobi Forward-Looking Strategies for the
         Advancement of Women and the System-Wide Medium-Term
         Plan for Women and Development (E/1987/86);

     (b) creating the right conditions for the establishment
         of the conceptual and operational framework necessary
         for the enhancement of women's cultural identity as a
         force that promises to open up new prospects in all
         fields of human activity;

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1.   Resolution adopted on the report of Commission I at the
     twenty-sixth plenary meeting, on 8 November 1989.

(c) confirming in the Medium-Term Plan for 1990-1995 the dual strategy adopted in the Medium-Term Plan for 1984-1989, by integrating the female dimension into the planning, implementation and evaluation of all the Organization's programmes and at the same time developing activities specifically addressing the needs and interests of women;

(d) promoting more balanced participation by men and women in programmes and activities carried out by Unesco or in which it participates;

(e) increasing the representation of women in the Secretariat in the Professional category and above;

2. <u>Invites</u> the Director-General to accord particular attention, during the implementation of the programme for 1990-1991, to:

(a) literacy activities and the provision of schooling for girls and women living in rural areas or in disadvantaged urban areas, by identifying the themes emerging from women's conceptual universe and by investigating the appropriateness of institutional educational models to women's knowledge and know-how, in different contexts and cultures;

(b) the access of girls and women to vocational and technical training and to scientific and technological education, and their advancement in scientific studies and careers, by drawing up an inventory of women's original contributions to science and technology and by undertaking research on women's specific relations with science and technology in different areas of their activities, also bearing in mind the wide range of tasks performed by women in many societies and the need for specific measures to prevent the marginalization of women in the process of modernization;

(c) within the framework of activities forming part of the World Decade for Cultural Development, the contributions of women to cultural life, both in their everyday activities as educators, producers and citizens, and as artists, and exploration of practical steps to improve the working conditions of women artists and artisans and to ensure wider dissemination of their work;

(d) the participation of women in decision-making in education, science, communication and development planning;

(e) the taking into consideration, both as research topics and in Unesco's environmental programmes and projects in its fields of competence, the needs, skills and knowledge of women in their interaction with the environment;

(f) the promotion of research, including statistics, on the activities, conditions and status of women in different social and cultural contexts, particularly in Unesco's fields of competence, thus providing empirically based conceptualizations of better balanced gender-relations; and ensuring that this knowledge is systematically applied by Unesco in its various programmes and projects, actively shared with other agencies of the United Nations system and with the international scientific community, and made available to Member States for its integration into higher education;

(g) the intensification of co-operation and co-ordination with other competent organizations of the United Nations system in implementing programmes designed to improve the status of women;

(h) the reinforcement of co-operation between Unesco and women's organizations, in particular with competent international non-governmental organizations, with institutions working to improve the status of women and with National Commissions;

3. <u>Further invites</u> the Director-General:

(a) to strengthen intra-organizational activities to support, extend and document Unesco's attention to women as agents, beneficiaries and active participants in all its programmes and projects, and to report on the implementation of the Organization's dual strategy in a special document submitted to the Executive Board at regular intervals and to each session of the General Conference;

(b) to pursue the establishment of guidelines on the use of vocabulary that refers explicitly to women, and to promote its use among the Member States;

(c) to ensure that these guidelines are respected in all the Organization's communications, publications and documents;

4. <u>Urges</u> Member States:

(a) to help to increase the number of women in positions of responsibility in Unesco's Secretariat and in meetings organized by Unesco;

(b) to increase the proportion of study fellowships granted to women by taking specific and concrete steps to identify and propose eligible women, emphasizing in this context the importance of contacts with non-governmental organizations and women's organizations;

5. <u>Invites</u> the Director-General to report to its twenty-sixth session on steps taken within the Secretariat and by Member States in their interaction with Unesco to increase the participation rates of women.

YOUTH

438   The world population is expected to include one thousand million young people by 1991. This quantitative indication underscores the importance of the issue of their insertion into the mainstream of society. The younger generation is an essential human resource: dynamic, creative and innovative, anxious to participate fully in the life of the society and to contribute to its development.

439   However, current trends indicate that young people, more than any other category, are affected by high rates of unemployment and underemployment. They also face difficulties in coping with the rapid evolution of knowledge, the weakening role of tradition and the socio-economic transformations brought about by scientific and technological development. This situation, which renders youth both economically vulnerable and socially insecure, has assumed critical dimensions among disadvantaged sections of the population, particularly in developing countries. The general state of crisis often results in social exclusion or marginalization, leading groups of young people in certain contexts into 'struggle for survival' situations, and in certain circumstances into self-destructive behaviour patterns: delinquency, drug abuse, and so on.

440   The state and status of youth in contemporary society, particularly in the disadvantaged groups, are becoming a source of major concern in developed and developing countries alike. Thus, while policy-makers and planners fully acknowledge the role of young people as the key to future progress and human resources development, the public at large is becoming increasingly aware of their special problems and needs, confronted as they are by rapid and often brutal social and economic change, the general irrelevance of many learning systems, and the inaccessibility of the world of work. This recognition and this awareness impose the need to rethink youth policies and to develop innovative programmes by mobilizing the creative potential of young people themselves. Co-ordinated action at the international, national and local levels is called for to achieve this aim.

441   Unesco accords a high priority to youth issues in its third Medium-Term Plan. Its actions in this area, to be undertaken in close co-operation with Member States, non-governmental youth organizations and voluntary services, are designed to enhance the status of young people in society, mobilize them in national development processes and strengthen national capabilities for addressing youth problems and concerns.

442   As a transverse theme, youth issues will receive particular attention in all the major programme areas. Thus, in education, young people figure as the principal target for literacy teaching, as well as initial and in-service training linked to employment and the world of work. They will be also encouraged to play key roles in activating both literacy campaigns and post-literacy programmes. The prevention of drug abuse and AIDS, and the promotion of sports and physical

education among youth will be the subject of specific actions. Similarly, in order to enable young people to cope with the evolution of knowledge and technological advances, steps will be taken to promote scientific and technological culture and environmental awareness, especially in rural areas.

443   As regards culture and communication, young people will be encouraged to play a greater part in the cultural life of society, both as actors and co-workers, in, for example, the preservation of the cultural heritage, and the development of a critical appreciation of the printed and more particularly the audio-visual media in order to draw maximum benefits from them. Young people will also be associated in local community media production.

444   Investigation of the phenomenon of social exclusion of young people will be a major activity in the social and human sciences, the objective being to identify the factors which favour their fuller participation in the life of society. The formulation of national youth policies and programmes to facilitate the participation of young people in the development process is also envisaged.

445   Unesco's contribution to peace and to human rights will include special steps to strengthen intercultural youth exchange programmes with the aim of fostering peace and international understanding. The Organization will also encourage friendship and solidarity among young people in favour of those suffering under apartheid.

446   In addition, the mobilizing project on 'Youth shaping the future' will complement the activities foreseen under the transverse theme. Two particularly significant actions are planned: the creation of an international information service designed, on the basis of a data bank, to increase knowledge about, and improve the understanding of, youth concerns and issues among Member States, non-governmental organizations, institutions, research centres, teachers, youth workers and young people themselves; and the enhancement of the capacity of networks of youth institutions, organizations and research centres to exchange information on the constant and changing concerns of young people, and on innovative responses to those concerns. These initiatives are expected to facilitate the design of policies and programmes which will respect the needs and interests of young people and help to overcome the problems they face.

447   To summarize, the reflection and action outlined above, designed with the aim of involving young people more directly in the preparation of their own future, constitute one of Unesco's firmest commitments for the period of the third Medium-Term Plan.

448   Transverse Theme - 'Youth'[1]

The General Conference,

Recalling 24 C/Resolution 24 on Unesco's contribution to the
        promotion of international co-operation with regard
        to young people,

Bearing in mind the recommendations of the Final Report of
        the World Congress on Youth (Barcelona, 8-15 July
        1985) and of the Barcelona Statement, and the
        activities carried out during International Youth
        Year (1985),

Taking account of resolution A/RES/43/94 adopted unanimously
        by the General Assembly of the United Nations at its
        forty-third session on 'the question of youth',
        requesting the Specialized Agencies to include
        youth-related projects and activities in their
        programmes,

Reaffirming the fact that young people represent a
        substantial and ever-growing section of the world
        population and that they, more than any other
        category, need help in coping with the rapid
        evolution of knowledge and the socio-economic
        transformation under way in contemporary societies,

Convinced that it is incumbent upon Unesco to encourage,
        within its fields of competence, the promotion of
        favourable conditions for young people, particularly
        from disadvantaged sectors, to play an active role in
        all aspects of the social, economic, educational and
        cultural life of the society to which they belong,

Emphasizing the importance that should be accorded to the
        promotion of young people's involvement in
        development activities and in improving their own
        economic and socio-cultural conditions,

Considering that, in view of their importance, the training
        and retraining of young people from disadvantaged
        sectors of developing countries should receive high
        priority and that a Unesco fellowship bank, to

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1.   Resolution adopted on the report of Commission V at the
     thirty-first plenary meeting, on 15 November 1989.

be financed through extra-budgetary resources, should be established,

<u>Underlining</u> the importance of encouraging the exchange and training of young leaders,

1. <u>Notes with satisfaction</u> the importance attached to youth as a transverse theme in the different major programme areas, and <u>approves</u> the general thrust and objectives for the transverse theme 'Youth' set out in the Plan;

2. <u>Appeals</u> to governments to include youth representatives, whenever possible, in their national delegations in order to promote the participation of young people and to strengthen the channels of communication between young people and Unesco;

3. <u>Invites</u> the Director-General to ensure, during the preparation of the biennial programmes for the period 1990-1995, that the activities provided for under this transverse theme:

(a) emphasize concrete activities that respond to the needs and aspirations of young people and are executed by and with young people, in order to enable them to take a more active part in the economic, social, cultural and educational activities of society;

(b) strengthen co-operation with Member States with a view to fostering youth programmes and projects that respond more adequately to the needs and aspirations of young people, as well as co-operation with the institutions of the United Nations system and with other competent intergovernmental organizations;

(c) encourage co-operation with relevant national and international youth organizations and voluntary services;

(d) are substantively linked to activities provided for under the mobilizing project concerning youth.

GENERAL INFORMATION PROGRAMME

BACKGROUND

449   Most Member States, and developing countries in particular, are facing the need to achieve an integrated development of their information infrastructures (scientific and technical information services, libraries and archives). Many have already designed policies to that effect and have established or are on the way to establishing co-ordinating machinery for this purpose. This trend is the result of the convergence of three factors: a common methodology for the establishment and management of all information services and products, a common professional core of disciplines and techniques, and a commonly felt urgency to make optimum use of national information resources. This growing awareness of the crucial importance of information in the development process is leading to a significant increase in national activities in the information field. In the case of developing countries, this trend has been reflected by a more systematic and intensive call for international collaboration and assistance.

450   Informatics and other technologies applied to the information area, generally referred to as 'information technologies', are altering past modes of handling and transfer of information. This in itself justifies a common approach for libraries, archives and other information services. Information technologies are also speeding up the establishment of analogous curricula for the training of librarians, documentalists, archivists and records managers, as boundaries between these professions become less pronounced. Furthermore, the recent rapid developments in micro-informatics are providing developing countries (as well as small and medium-sized information units in industrialized countries) with the possibility of establishing efficient information systems and services at relatively low cost. While this is likely to become widespread in the future, resource constraints, among other factors, in the developing countries make it particularly difficult for them to catch up with the industrialized countries' model.

451   This explains why they rely increasingly on regional and subregional approaches. This may take the shape of co-operative networks for the collection, management and dissemination of specialized information, or of joint ventures for the training of information specialists, or of programmes for the exchange of experience. Finally, the

proprietary value of information is becoming widely recognized, and many developing countries have started to consider ways of marketing their information products and services.

452   During the second Medium-Term Plan, Unesco's action within the framework of the General Information Programme (PGI) resulted in the adoption of national information policies and plans in 22 Member States and in the establishment of five co-operative co-ordinating mechanisms and eight specialized information networks at the regional and subregional levels, mainly in developing countries. These schemes have started to produce tangible outputs. Moreover, the guidelines and methodological tools produced by PGI have contributed to the harmonization, at both the national and regional levels, of information systems and related training programmes. They have also provided the framework for a number of pilot projects on the strengthening and modernization of national library and archives infrastructures, the organization of national and regional training courses and the setting up of postgraduate programmes in the information area. Unesco's action has also promoted international and regional co-operation aimed at transferring knowledge and know-how, and has benefited from the collaboration of the organizations within the United Nations system and of non-governmental organizations.

453   In spite of these efforts, disparities still exist in the area of sharing, collection, storage and retrieval of information, and efforts must be made to overcome the shortfalls or difficulties relating to the implementation of Unesco's activities.

OBJECTIVES AND STRATEGY

454   Coping with technological changes will be one of the main challenges with which the professional community throughout the world will be faced in the coming years. Unesco's objective will be to follow closely and assess their impact on both information handling methodologies and infrastructures, including national information planning and manpower development. The focus will be on assessing and testing new problem-oriented services which should respond to changing needs, and provide specialized information in a form readily usable for decision-making. The major objectives include adaptation to the evolving and dynamic role of libraries, which should mirror the changing needs for information in society; and the modernization of archives services, taking into account the specific needs in the area of moving images and recorded sound which are important elements of modern information systems and constitute a major historical evidence. Particular attention will be given to the intercultural role of libraries as a contribution to the World Decade for Cultural Development.

455   The strategy will aim at strengthening the interregional, regional and subregional co-operative schemes and specialized information networks, so they move progressively towards

self-sufficiency. Such a strategy will involve continued and increased co-operation with other agencies and organizations of the United Nations system and with non-governmental organizations.

ACTION

456   The conceptual and methodological framework for the establishment and management of specialized information systems and services in Unesco's fields of competence, especially in science and technology, and of libraries, documentation centres, archives and records management systems, will be developed and constantly adapted to the changing technological and human environment. A number of measures will be taken to assess the impact of new technologies on the information profession and on the transfer of knowledge and know-how. Guidelines, tools and standards for information handling will be revised, adapted and/or developed on the basis of previous studies, and training will be provided. Support will be given to Member States in drawing up national information policies and plans based, whenever relevant, on regional and international trends. The postgraduate training courses for information specialists, which were run under the second Medium-Term Plan, will be evaluated during the first phase of the Plan. In the second and third phases, a series of new courses will be launched, especially for trainers. Efforts in harmonizing training programmes will be pursued in the first two phases. Modern telecommunication techniques will be used in information training, with an innovatory approach consisting of establishing, during the first phase of the Plan, a co-operative network of educational institutions. It will be consolidated and its achievements assessed in the second and third phases of the Plan, respectively.

457   With regard to information services and networks in science and technology, scientists, engineers and decision-makers in priority development areas will be trained to make better use of existing data bases and other specialized information sources, particularly factual data directly useful in development activities. This action will correspond essentially to the first phase of the Plan. The design and establishment of specialized data bases and the introduction of higher levels of information processing for structuring, evaluation and presentation of information required for development will be promoted; information for decision-makers will be given priority attention mainly in the second and third phases of the Plan.

458   In the first two phases of the Plan the existing regional, subregional and international information networks will be strengthened. This will call for the consolidation of the capabilities of some Member States to enable them to participate effectively in such networks. Given their state of development, some networks will require a higher level of support during the third phase of the Plan.

459   In the area of <u>libraries</u>, attention will be given in the first phase of the Plan to library management, promotion and marketing of library services, assessment of users' information needs and library training. With a view to promoting greater attention to the needs of the general public, specific information and advisory services will be developed on a pilot project scale in the second or third phase of the Plan. A programme on preservation of library materials and disaster preparedness will be gradually drawn up throughout the Plan period and will include training components. Co-operative arrangements and other forms of international support among libraries will aim at increasing the flow of scientific literature to developing countries. Economic, technological and legal aspects relating to the use of optical media for document delivery, and the corresponding training requirements, will be examined in the first phase of the Plan and pilot projects will be launched in the second or third phase. In co-operation with national authorities and with the international community, the project for the Revival of the Library of Alexandria will be supported as one of the major projects of the World Decade for Cultural Development.

460   Within the framework of the <u>Records and Archives Management Programme</u> (RAMP) emphasis will be placed, in the first and second phases of the Plan, on the automation and modernization of archival services, on the establishment of innovative archival systems, on the preservation and conservation of archives especially in developing countries, as well as on disaster preparedness. Attention will also be given to networking of archives through a pilot project to be implemented in the third phase of the Plan. Microfilming programmes will be continued throughout the Plan within the framework of the ten-year plan for the restitution of the archival heritage by means of microforms. The consolidation and modernization of audio-visual archives, as well as regional co-operation and training in this area, will be promoted throughout the Plan.

RESOLUTION 25 C/4/111

461   Transverse Programme - 'General Information Programme'[1]

The General Conference,

Recalling 4 XC/Resolution 2/07 and 23 C/Resolution 7.1,

Bearing in mind the recommendations of the Intergovernmental
    Council for the General Information Programme adopted
    at its seventh session (October 1988),

Recognizing that scientific, technological, economic, social
    and cultural information is a fundamental factor in
    socio-economic development, and that the management
    and use of this information require specialized
    infrastructures, skills and know-how,

Recognizing likewise the world trends towards co-operation
    and towards the sharing of specialized information,
    and the desire of countries to improve access to
    international sources of information,

Taking into consideration all the relevant recommendations
    formulated by the Executive Board in
    131 EX/Decision 4.1 (25 C/108) and more particularly
    paragraph 72 related to the transverse programmes,

Approves the orientations of the General Information
    Programme (PGI) and invites the Director-General to
    base the biennial programming for the period
    1990-1995 on activities aimed at:

  (a) developing and adapting the conceptual and
      methodological framework for the establishment and
      management of specialized information systems and
      services in Unesco's fields of competence, especially
      in science and technology, and of libraries,
      documentation centres, archives and records
      management systems, in particular through the
      formulation and implementation of policies and plans
      for co-ordinated development and sharing of
      information resources, through the continued
      elaboration and application of basic normative tools
      and through the strengthening of training and
      educational capabilities;

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1. Resolution adopted on the report of Commission I at the
    twenty-sixth plenary meeting, on 8 November 1989.

(b) consolidating existing regional, subregional and international information networks, and strengthening Member States' capabilities to establish and utilize specialized data bases in science and technology;

(c) improving library management capabilities and strengthening co-operative mechanisms among libraries;

(d) modernizing and consolidating archives and records management, and reinforcing the microfilming programme for the reconstitution of the archival heritage;

(e) improving the distribution of PGI documents and publications.

CLEARING-HOUSE

BACKGROUND

462   One of Unesco's fundamental functions, from the very start, has been to act as a world clearing-house by providing information in its areas of competence. Today it fulfils this mission through several operational systems and services which include:

the Library (200,000 books and 2,000 periodicals) and the Integrated Documentation Network which provide for consultation of documents acquired or produced by Unesco; references to nearly 80,000 such documents can be retrieved from the CDS/ISIS (Computerized Documentation System/Integrated Set of Information Systems) bibliographic data base;

the Archives (5,000 linear metres) which give access to the Organization's records since 1945;

a capacity to deliver copies of all Unesco documents and publications since 1945 in either printed or microfiche form;

a number of 'referral data bases' developed within various Unesco programmes, providing information on institutions, research projects, courses and experts in specific fields;

the Statistical Data Bank which is used to prepare the Unesco Statistical Yearbook and to reply to special requests for data.

463   A successful contribution in this area has been the CDS/ISIS software. Although it was originally developed to service Unesco's bibliographic data bases and is thus widely used throughout the Organization, it has also been provided, in a mainframe version, to about 120 institutions in Member States, and, in a mini/microcomputer version, to nearly 4,000 institutions. In addition, IDAMS (Internationally Developed Data Analysis and Management Software Package) has been developed for use with mainframe computers and microcomputers in Member States and within Unesco.

464   These tools and Unesco's information systems and services form a solid basis for serving both Member States and the Secretariat. Their impact however has been limited so far by resource constraints, and insufficient co-ordination and promotion.

OBJECTIVES AND STRATEGY

465   Unesco's action will aim at co-ordinating, harmonizing and gradually forging its many information services into a single housewide clearing-house. Such an overall service would provide all relevant information available to the

Organization in its areas of competence, including on-line access to the Unesco data base by selected correspondents or institutions. Emphasis will be placed on the information needs of Member States and co-operating organizations to which Unesco is uniquely equipped to respond, without duplicating existing international data bases and information services. This will also call for strengthened links with co-operating intergovernmental and non-governmental organizations, if access to information and expertise is to be further expanded.

466   The first stage of the strategy will consist in strengthening, consolidating and co-ordinating Unesco's existing information services with a view to making them more useful to Member States while, at the same time, taking full advantage of contacts with users and the expertise of the Secretariat and without recourse to the creation of new institutions. Steps will also be taken to develop further existing clearing-house services provided under major programme areas and transverse programmes and themes, by making them more widely available through modern information technologies and by developing new services in priority fields on the basis of consultation with, and feedback from, potential user groups.

ACTION

467   To achieve, throughout the Plan period, the <u>strengthening of the overall clearing-house function of Unesco</u>, information services of the Organization will be established, reinforced and harmonized, leading towards a consolidation which will provide a coherent basis for an effective housewide clearing-house service.

468   At the same time, an in-depth feasibility study will be launched with the purpose of setting out alternative systems for achieving this goal. Such a study will cover the range of requests which the Organization is likely to receive, the category and profile of potential users of a clearing-house service, ways and means of improving access to existing information, determination of priority types and subject areas for services. Finally, the study will determine staff, equipment and budget implications. This study, when completed, will be submitted to the General Conference for consideration at its twenty-sixth session.

469   In the second and third phases of the Plan, any decisions that the General Conference may take concerning the housewide clearing-house service will be implemented. Appropriate infrastructure will need to be established in order to allow on-line access to users. Such an infrastructure may consist of physical telecommunication facilities and appropriate query language.

470   An important component of the overall clearing-house function of Unesco is the Organization's <u>library and archives services</u>, which will ensure dissemination of bibliographic information on the documentary output of the Organization,

provision of reference and information services for Member States and the Secretariat, maintenance of the Unesco Thesaurus, as well as updating and utilization on CD-ROM (Compact Disc-Read Only Memory) of the Unesco Bibliographic Data Base (UNESBIB).

471   The development of the mainframe and microcomputer versions of CDS/ISIS (for management of non-numeric data bases) and IDAMS (for statistical analysis of numerical data) will be pursued, in order to adapt them to the evolution of computer equipment and methods, and to improve their capability for combined use in the creation and utilization of data bases. Dissemination of these packages in Member States, and related training activities particularly for trainers, and especially in developing countries, will continue throughout the Plan period.

472   The CDS/ISIS package will become the principal software tool for collection, management and dissemination of information within Unesco's clearing-house. It will be developed with a view to its use in a network environment, mainly in the first phase of the Plan, whereas the handling of multimedia data bases (images, sound) will be undertaken in the second and third phases, except for CD-ROM which will be started in the first phase.

473   Transverse Programme - 'Clearing-house'[1]

The General Conference,

Recalling 4 XC/Resolution 2/07 and 23 C/Resolution 7.1
        stressing the efforts made to improve and expand
        Unesco's library and archives services as well as the
        specialized documentation services of the various
        programme sectors of Unesco for the benefit both of
        the Member States and of the Secretariat,

Noting with satisfaction the successful distribution and
        application of the documentary software packages for
        the management of bibliographic data bases,

Considering that in developing the clearing-house function of
        the Organization, use should be made of already
        existing units and facilities,

Approves the orientations of the transverse programme
        'Clearing-house' and invites the Director-General to
        base the biennial programming for the period
        1990-1995 on activities aimed at:

    (a) improving the clearing-house function through the
        harmonized provision of timely and relevant
        information related to Unesco's fields of competence;

    (b) strengthening and modernizing Unesco's library,
        archives and micrographic services;

    (c) maintaining, further developing and improving
        dissemination of the mainframe and microcomputer
        versions of the CDS/ISIS software package for
        bibliographic data, and the IDAMS software package
        for the statistical analysis of numerical data.

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1. Resolution adopted on the report of Commission I at the
    twenty-sixth plenary meeting, on 8 November 1989.

STATISTICAL PROGRAMMES AND SERVICES

BACKGROUND

474   The development, implementation and evaluation of strategies, policies and plans relating to education, science and technology, culture and communication are dependent upon the availability of sufficient, relevant and reliable statistical data. The unique role played by Unesco in collecting an extremely wide range of data, the statistical support offered to the Organization's programme, the quantitative analyses and projections undertaken, the international standards established, and the technical assistance provided to Member States, have all been fully acknowledged by Member States and the professional community. Despite progress in the variety and quality of Unesco statistics in certain fields, however, there is a pressing need to refine the methodology, to extend the scope of several subject-matter areas, and to increase further the reliability and international comparability of the data produced.

OBJECTIVES AND STRATEGY

475   Activities are aimed at providing relevant, reliable and updated statistical information for research, planning, development and policy-making purposes, both at the national and international levels.

ACTION

476   Regarding the compilation, analysis and dissemination of statistics relating to the Organization's fields of competence, activities will aim at refining and updating methodologies which may be concerned, for example, with terminology, measurement, data identification, collection and processing. Manuals and guides will be brought up to date or prepared, while special efforts will be made to ensure wider application and implementation of Unesco's standard-setting instruments, concerning the international collection of statistics. The collection of reliable statistical data within the shortest possible period will be implemented by strengthening co-operation with Member States. Improvement in the dissemination of statistical data and publications will concern the Unesco Statistical Yearbook and other major publications, and will be achieved by making data from the Unesco Statistical Data Bank available in either machine-readable format or through direct access to the data bank.

477   During the first phase of the Plan, investigations will be undertaken to identify and quantify additional key data on cultural 'industries' and on research and development in higher education. During the second phase, in-depth surveys and studies to assess literacy levels and the practice of languages and sports will be envisaged, while statistical work regarding adult education and lifelong training of scientists and engineers will be begun during the third phase.

478   With respect to the <u>statistical support to the Secretariat, to other agencies and institutions, and to Member States</u>, a phasing over the three biennial periods of the Plan and/or priority ranking of support activities will be introduced in response to the needs of the relevant programme activities. Assistance to Member States will aim at strengthening their statistical infrastructures and improving methods of data collection and analysis for their own needs as well as that of users.

479   <u>Co-operation with the United Nations system and other international organizations</u> will be pursued, particularly in areas related to the consolidation of classification systems. Co-operation will also take place with the United Nations Statistical Office to which Unesco will provide input for subject areas coming within its fields of competence, as well as for the statistical component of the World Decade for Cultural Development. In accordance with the policy of the United Nations ACC Sub-Committee on Statistical Activities concerning the non-duplication of data collection within the system, the regular exchange of data between Unesco, the United Nations and other Specialized Agencies will be continued. Similarly, Unesco will provide the statistical input to the United Nations programme on prospective studies. Finally, co-operation with governmental and non-governmental organizations will be maintained with a view to promoting the international collection and comparability of statistics relating to their respective fields of competence.

480   Transverse Programme - 'Statistical programmes
        and services'[1]

The General Conference,

Recalling section XV.2 of 4 XC/Resolution 2/15 and 23 C/Res-
        olution 16,

Recalling that, under the terms of the Constitution, Member
        States shall submit to the Organization reports on
        statistics relating to their educational, scientific
        and cultural institutions and activities,

Considering that the development and implementation of
        strategies, policies and plans relating to the
        Organization's fields of competence are dependent
        upon the availability of sufficient relevant,
        reliable and timely statistical data,

Approves the orientations of the transverse programme
        'Statistical programmes and services' and invites the
        Director-General to base the biennial programming for
        the period 1990-1995 on activities aimed at:

        (a) reinforcing the collection, dissemination and
            analysis of statistical data and widening their
            scope, refining and updating needed methodology, and
            widely applying Unesco's standard-setting instruments
            concerning the international comparability of
            statistics;

        (b) maximizing the contribution of statistical data to
            the objectives and actions of the various major
            programme areas;

        (c) increasing statistical support to Member States and
            to other agencies and institutions, and strengthening
            the statistical capabilities and infrastructures of
            Member States;

        (d) encouraging co-operation with the United Nations
            system and other international bodies.

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1. Resolution adopted on the report of Commission I at the
    twenty-sixth plenary meeting, on 8 November 1989.

FUTURE–ORIENTED STUDIES

BACKGROUND

481   The effectiveness of Unesco's action is dependent among other things on its capacity to adapt its activities to a rapidly changing world. It must therefore adopt a future-oriented approach aimed at highlighting world wide as well as regionally, subregionally and nationally the emerging trends and changes that might occur in its fields of competence on the threshold of the twenty-first century. Its action, drawing constantly on the contributions of the international intellectual and scientific community to future-oriented thinking, will in this way be better attuned to the expectations and needs of Member States, given the necessary synergy between future-oriented studies, planning and evaluation.

482   The future-oriented activities carried out under the second Medium-Term Plan in the Organization's fields of competence were centred on four major lines of approach: the collection of information on the state of futures research; original studies; analysis of foreseeable trends and developments in Unesco's fields of competence at the regional, subregional and national levels; identification of foreseeable global trends in education, science, culture and communication. The Organization also promoted the introduction of courses on world problems and future-oriented studies in university and postgraduate curricula.

483   Those activities led to the establishment of several networks of institutions and specialists. The results were published for the most part in the series <u>Studies and Documents on Major Programme I</u> and in the collection <u>Notebooks on World Problems</u>.

484   There is a need, however, to supplement the studies already completed so as to provide an overall picture of foreseeable developments in Unesco's fields of competence. The existing network of institutions and researchers should be strengthened, and steps should be taken to improve the circulation of the information produced both within and outside the Organization.

OBJECTIVES AND STRATEGY

485   The three main objectives of the future-oriented studies will be as follows:

        to strengthen and expand the clearing-house function in the field of future-oriented studies;

        to encourage the progress of future-oriented research so as to enable Unesco to gear its action to the issues and challenges of the future;

> to identify, at the regional and interregional levels, emergent trends and foreseeable changes in the Organization's fields of competence so as to adapt the Organization's action more closely to regional situations.

486   The Organization's strategy in this sphere will be to expand and consolidate the network of research institutions and specialists in the field of future-oriented studies; to promote a better dissemination and flow of future-oriented information both within and outside Unesco; and to help co-ordinate these activities within the United Nations system (in co-operation, in particular, with the United Nations University (UNU), the United Nations Institute for Training and Research (UNITAR), and relevant intergovernmental and non-governmental organizations).

ACTION

487   An <u>information centre for future-oriented studies</u> will be gradually established so that each programme may benefit from the results of futures analysis within and outside Unesco, in the Organization's fields of competence. To this end, the collection, analysis, selection and repackaging of future-oriented studies deriving from an international network of institutions and specialists will be encouraged. The most significant studies produced within the framework of the various major programme areas will be distributed in the appropriate circles.

488   Significant new phenomena in the Organization's fields of competence will be highlighted in relation to the activities undertaken within the major programme areas and in the context of the information centre for future-oriented studies. The focus under the third Medium-Term Plan will be on two themes: future-oriented reflections on science, technology and society; interactions between cultural development, cultural identities and pluralistic societies.

489   As regards <u>regional future-oriented studies</u> (Africa, Latin America, Asia and the Pacific, the Arab States and Europe) and interregional studies (Mediterranean, island States), the research proposed in the areas of education, science, culture and communication will be aimed at identifying the specific problems with which the regions (or subregions) will be faced and at seeking solutions to them.

490   As regards <u>higher education and training in the field of future-oriented studies</u>, the Organization will continue to support the introduction of such studies in university and postgraduate curricula.

491   Transverse Programme - 'Future-oriented studies'[1]

The General Conference,

Considering that for the proper planning of its programmes
        Unesco should adopt a future-oriented approach which
        permits identification of foreseeable trends and
        changes in its fields of competence,

Considering that it is incumbent on the Organization to
        promote co-operation in future-oriented studies and
        research, and to circulate relevant information in
        the Member States,

Approves the orientations of the transverse programme
        'Future-oriented studies' and invites the
        Director-General to base the biennial programming for
        the period 1990-1995 on activities aimed at:

    (a) ensuring the collection and circulation of the
        results of future-oriented studies at the
        international, regional, subregional and national
        levels, and the promotion of progress in
        future-oriented knowledge in Unesco's fields of
        competence;

    (b) supporting future-oriented activities in the
        different major programme areas, in particular in
        Major Programme Areas V and VI, thereby contributing
        to better planning of the Organization's programmes;

    (c) establishing and developing future-oriented analysis
        and research networks in the different regions;

    (d) developing co-operation with competent international
        governmental and non-governmental organizations in
        the field of future-oriented studies and research.

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1.   Resolution adopted on the report of Commission V at the
     thirty-first plenary meeting, on 15 November 1989.

RESOLUTION 25 C/4/115

492   **Mobilizing Projects - General part**[1]

The General Conference,

Recalling the decisions concerning the mobilizing projects
         adopted by the Executive Board at its 129th, 130th
         and 131st sessions, and more specifically para-
         graphs 21 to 25 of 129 EX/Decision 4.1, paragraph 11
         of 130 EX/Decision 4.1 and paragraphs 26, 28, 57 and
         58 of document 25 C/108,

Welcoming the innovative modality constituted by the
         mobilizing projects, which offer the potential for
         enhancing the visibility and credibility of Unesco's
         action in its fields of competence in relation to
         selected world issues,

Reaffirming that these projects should be multidisciplinary
         and intersectoral in character, form an integral part
         of a major programme area, be partly financed by the
         regular budget and be subject to the decision-making
         and supervision processes of the Organization's
         governing bodies; should have precise objectives and
         a definite timetable for implementation, be capable
         of producing a multiplier effect and be such as to
         mobilize extra-budgetary financing,

Recognizing that through co-operative action with other
         institutions of the United Nations system and other
         relevant international and national governmental and
         non-governmental organizations, and through the
         mobilizing of international intellectual support and
         increased extra-budgetary resources, the effective-
         ness of Unesco's action can be enhanced through a
         multiplier effect,

Approves the inclusion in the Medium-Term Plan for 1990-1995
         of four mobilizing projects concerning, respectively,
         the combating of illiteracy, youth, cities and the
         environment, it being understood that the first two

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1.   Resolution adopted on the report of Commission V at the
     twenty-ninth plenary meeting, on 10 November 1989.

of these (concerning the combating of illiteracy and
the promotion of young people's participation) will
be included in the Programme and Budget for
1990-1991, and that the launching of the other two
projects (concerning, respectively, cities and the
environment) will be staggered throughout the two
remaining biennial periods.

MOBILIZING PROJECT 1:   COMBATING ILLITERACY

PROJECT JUSTIFICATION AND BACKGROUND

493   Primary education is, as a rule, the principal means whereby literacy is spread throughout society. Since gaining independence, the developing nations have made considerable efforts to expand their primary-school systems with a view to making education available to the greatest possible number, while at the same time taking initiatives to promote literacy education for adults, the scale, impact and final results of which have varied from one country to another. However, the goal of universal mastery of the rudiments of reading, writing and arithmetic has by no means been fully attained. On the threshold of the twenty-first century, the situation is somewhat disturbing. In many cases, the rapid growth of primary-school enrolment has slowed down or even declined, while the quality, relevance and effectiveness of primary education are being increasingly criticized. At the same time, large sections of the school-age population have inadequate access to the network of primary schools currently in existence, on the one hand, and, on the other, the number of illiterates in the world continues to rise, in spite of the adult literacy drives organized by many countries in the framework of regional programmes for the eradication of illiteracy and outside that framework. In 1985, only 65 per cent of girls in the 6 to 11 age-group in developing countries were enrolled, as compared with 78 per cent of boys. This average enrolment ratio quoted in national statistics usually conceals sharp disparities between regions, on the one hand, and between urban and rural areas, on the other. Finally, two thirds of the growing number of illiterates on record are women who, as girls, had no access to primary education, or dropped out too early to retain effective literacy skills for any length of time.

494   The problems of stagnation and decline in enrolment are aggravated by the economic crisis which has had an adverse effect on education budgets and a particularly negative impact on the quality of education. Budget restrictions have led to a sharp decrease in teachers' real income and, in many countries, to the virtual elimination of funding for teacher training and retraining, purchase of books and teaching and literacy materials and essential maintenance of buildings and facilities. The resulting decline in quality, has already had an adverse effect on the demand for education; in some countries, parents are reluctant to send their children to school or to maintain them in schools which, to their eyes, have obviously become inadequate and lead neither to improved chances for employment or self-employment, nor to better participation in community life.

495   One of the key priorities of education policies in the 1990s will be to stop this continuous and sometimes dramatic erosion of primary schooling. Indeed, the neglect of rural schools not only raises a problem of equity but also constitutes a serious obstacle to development, particularly in that, for example, better schooling has a definite effect

on improving health and food self-sufficiency. Sustained social and economic development of rural areas is hardly conceivable without the facilitating factor of literacy for all.

496   The mobilizing project 'Combating illiteracy' sets out to stem illiteracy at its source by seeking to introduce universal primary schooling, democratize it and improve its quality, especially in its first few years, and also to expand schooling for girls in rural areas and, in general, schooling for the least-privileged population groups; it will also seek to promote adult education in a context of lifelong education. Close co-operation will be maintained between the mobilizing project and Unesco's different regional programmes for the eradication of illiteracy and the universalization and renewal of primary education. The mobilizing project therefore seeks to:

mobilize additional resources and fresh support from the international community, so as to combat illiteracy effectively through improved primary education and to lay the foundations for lifelong learning; promote regional co-operation among Member States in order to harness their experiences in the struggle for literacy and effective education for all;

strengthen co-operation among Member States and with international organizations and non-governmental organizations concerned with basic education.

The mobilizing project will also benefit from the results of a research project on basic education carried out by Unesco's International Institute for Educational Planning (IIEP), aimed at exploring, in the light of the reality of teaching-learning conditions, the actual learning achievement of primary pupils, and the factors which shape parents' decisions to enrol their children in primary school or to withdraw them, as the case may be.

497   The proposed mobilizing project should be seen within the framework of Unesco's programme aimed at ensuring basic education for all through the reduction of illiteracy, and working towards universal primary education of adequate quality. International Literacy Year (1990) will provide a stimulus for action in this field both to Unesco and to all nations throughout the world.

498   The Organization's strategy during the years following International Literacy Year will devote equal attention to the promotion of adult literacy, universal access to primary education and improvements in the quality of educational services and learning achievements. To achieve this, it will be necessary to:

obtain new resources and support for primary education within the different countries, especially to enhance educational opportunities for girls in rural areas and to improve the quality of the education provided during the critical first few years of primary education;

improve primary education, so that all children effectively acquire and retain basic literacy and numeracy skills. Better primary education also requires active and sustained linkages with literacy programmes for parents and other adults;

improve the quality of educational services in primary schools, so that all children enrolled may be guaranteed an effective level of learning. It is unacceptable that even the full primary course, which only a minority may receive, is not sufficient to provide every pupil with the basic literacy threshold where everyone acquires and retains basic literacy and numeracy skills.

499   Within this context, the mobilizing project will also deal with the specific problem of the quality of primary education, especially during the first critical years of schooling. It will benefit from a range of regular programme activities aimed at:

broadening access to primary education, strengthening national capacities to draw up relevant plans and programmes, and promoting the democratization of primary education in all its aspects;

strengthening girls' opportunities for access to primary school and improving their learning achievements wherever discrepancies in the education between boys and girls still persist since education has been proved to have a positive impact on women's productive participation in economic life, on population growth, and on the health and education prospects of future generations, the maximum effort must be made to prevent millions of girls in the developing world from missing primary school altogether, or dropping out and relapsing into illiteracy;

stepping up educational development in rural areas in order to overcome existing disparities in primary-school attendance and to improve the quality of primary schooling.

OBJECTIVES

500   Confronted with educational challenges of this scope, Unesco, through this project, aims at mobilizing the national and international communities, public and private corporations, both national and multinational, patrons, friends and well-wishers of schools and culture, artists and journalists, with a view to mustering the resources needed to wage the battle of stemming illiteracy at its source, making primary education universally available, in particular by improving the school attendance of girls in rural areas and of underprivileged groups, and raising the level and quality of primary education, particularly during the first three or four years of schooling, so as to improve pupils' chances of permanently retaining the skills learned in school.

501   In terms of specific objectives, the mobilizing project will:

mobilize international resources and support for the universalization and renewal of primary education on the widest possible scale, and for the systematic teaching of literacy skills to adults, drawing on Unesco's existing regional programmes;

undertake field projects in selected countries to show that it is both possible and financially viable to promote literacy education for adults through basic education open to all (in particular to women and disadvantaged groups), and to provide primary schools in which effective education of better quality is available, with emphasis on effective learning and enabling girls to have wider access to and continuity of attendance at, primary school;

strengthen the national institutions which will co-operate with Unesco in different field demonstration projects, through training and other forms of capacity-building;

actively disseminate the results of the experience gained, within the countries where these projects are located as well as among other developing countries.

EXPECTED OUTPUTS

502   This mobilizing project is expected to produce the following outputs:

methods and materials for advocacy and community mobilization in support of adult literacy teaching and girls' schooling;

teaching aids, textbooks, teacher guides, self-learning manuals and other instructional materials developed in the course of the project;

the use of modern information and communication technologies in education will be encouraged;

simple test instruments to monitor adult and student learning, especially in respect of literacy and numeracy;

model experiments which involve improvement of school-community relationships and, in this context, the links between basic education of children and literacy acquisition by adults;

practical data concerning factors which stimulate teacher-effectiveness in primary education (including in-service training, supervision, various forms of income supplement).

STRATEGY

General approach

503   Resources and support will be mobilized, both nationally and within the international community, with a view to helping a selected number of countries to stem illiteracy at its source through improved primary education, universalization of primary education and adult literacy programmes.

504   The strategy of this mobilizing project will be based on practical action at the field level. The causes of high repetition and drop-out rates and of parents' and pupils' loss of interest in school will be identified more clearly through social and human sciences and studies on the influence of cultural factors, particularly their influence on school attendance by girls in rural areas. As soon as sound results are available they will be disseminated for continuous wider application, making use of Unesco's regional programmes.

505   During the first phase of the Plan, an information campaign addressed to the different countries and international institutions will be undertaken. Emphasis will be laid on: a state-of-the-art review of issues and innovations in adult literacy teaching and primary education; identification of countries co-operating on the mobilizing project and setting up of project groups; training and guidance of project staff; and the planning and launching of field projects which are expected to be operational by 1991. External funding will be sought.

506   The field projects will start with the second phase of the Plan, with built-in activities for evaluation, revision and experience exchange among the projects, on an annual basis. As the first concrete results become available, increasing attention will be paid to their wider application and eventual generalization, particularly through the elaboration of programmes for external funding.

507   During the second and third phases, field-work will be continued and consolidated. Increasing emphasis will be given to the problems of universalizing access to primary education and, lastly, every effort will be made to disseminate project results and to mobilize international resources and support.

Work plan

508   The work plan of the mobilizing project will have to be reviewed and finalized in close consultation with the partner organizations co-operating with Unesco. The sequence of proposed actions should be as follows, subject to the agreement of countries co-operating in the project:

      <u>State-of-the-art review of key issues and principal innovations in the actions already undertaken in relation to adult literacy and primary education</u>, carried out by the central project team. This survey will examine and consolidate: the work done by Unesco's regional networks

for educational innovation; the accomplishments and objectives of Unesco's regional programmes for the eradication of illiteracy; Unesco's pilot projects on basic education launched in the 1970s; the Unesco/UNICEF-sponsored UPEL projects (Universalization of Primary Education and Literacy); international research findings on the factors influencing learning achievement in primary education; promising innovations in primary education in developing countries and new uses of communication technologies for learning.

Identification of countries co-operating in the mobilizing project: operational field projects will be undertaken in three or four countries per region. Each project will involve a cluster of primary schools in a rural area that is 'typical' in terms of existing levels of literacy and school attendance, enrolment disparity between boys and girls, distances and communication facilities, and socio-economic profile. Criteria for the choice of countries co-operating in the project should include a firm political commitment to raise the quality and coverage of primary education.

Setting up of national project groups: the membership of national project groups should normally include the education authorities for the selected project area, community and teachers' representatives, a senior ministry of education official, national educational specialists/researchers, as well as communication specialists, sociologists and/or socio-anthropologists, Unesco and UNICEF field staff. Each group will have a full-time project co-ordinator. Financial sponsors or patrons may, at their request, be members of the project groups or various bodies that have contributed to the financing of the project.

Orientation/training of national project co-ordinators: the objectives and strategy of the mobilizing project as a whole will be discussed in an initial guidance and training workshop for national project co-ordinators.

Community bench-mark surveys: the first activity of the national project groups will be to investigate the educational and socio-economic conditions as well as cultural factors prevailing in the project area and identify, in particular, the values and aspirations of parents towards girls' schooling and those of young people and adults who have left school and, finally, the attitude of women regarding their own literacy.

Project design and planning workshops: following the bench-mark surveys, a project planning and design workshop will be organized, emphasizing the principle of participation and consultation of local communities from the project area as well as the use of local communication systems. Project planning will be flexible, and subject to yearly evaluation and revision.

The field demonstration projects: each field project will be guided by a clear-cut objective, i.e. to combat illiteracy by making the primary school the centre of innovative practice, linking it clearly to community needs and relying on its participative action. The projects are therefore expected to modify and improve the manner in which conventional schools operate and the role they play, with a view to raising the quality of the teaching-learning process, reducing dropping-out and repetition, increasing, for young people and particularly for girls, the chances of retaining what they have learned at school, raising their enrolment ratio and satisfying community needs regarding adult literacy.

Annual workshops for evaluation and project revision: throughout the six-year life-span of the mobilizing project, the different field projects will hold annual workshops to evaluate their performance and, if necessary, revise project activities.

Half-yearly meeting of field project co-ordinators and central project team: at the end of each phase of the Plan, a meeting organized by the central project team at Unesco will convene field project co-ordinators, outside specialists, and representatives of the sponsoring agencies, to monitor progress, compare experiences and draw the first conclusions from the work accomplished. These meetings will serve as a basis for progress reports to Unesco's governing bodies and to the organizations co-operating in the mobilizing project.

Dissemination of project results and mobilization of international support: during the second phase of the Plan and progressively thereafter, it will be possible to disseminate the results of the different field projects, and to seek broader international support. This will primarily be a task for Unesco but it will also be the responsibility of the central project team. The mobilizing project will thus issue a regular newsletter, while at the same time using video and other audio-visual media for dissemination purposes. Priority audiences will include national education authorities, and more particularly teacher-training institutions and curriculum development centres; Unesco's regional and subregional co-operative networks for educational innovation for development; financial sponsors, donors and patrons who have contributed to the financing of the projects; Unesco's regional programmes for the eradication of illiteracy and the universalization and renewal of primary education; UNICEF and Unesco field offices. At the same time the international community will be informed and mobilized, so as to obtain the massive support required for a large-scale drive to improve primary education and thus stem illiteracy at its source.

International meeting on the mobilizing project, scheduled for the end of 1995, to be jointly organized by Unesco and co-operating partner organizations. The meeting will assess the results of the mobilizing

project, and will be influential in securing international funding support for primary education of quality.

INSTITUTIONAL ARRANGEMENTS AND RESOURCES; MONITORING AND EVALUATION

509   The mobilzing project should be seen in a context of particularly close and active inter-agency co-operation. It will constitute an immediate follow-up to the World Conference on Education for All which Unesco, UNICEF, UNDP and the World Bank will convene jointly in Thailand at the beginning of International Literacy Year 1990.

510   The mobilizing project is expected to be undertaken in close co-operation between Unesco and UNICEF. Their co-operation will extend to project design, implementation (in which UNICEF country offices are to play an important role), evaluation, and project funding. Other interested partners, both within and outside the United Nations system, may offer their co-operation and funding support for specific activities within the mobilizing project.

511   An advisory committee for the mobilizing project will be formed and chaired, alternately, by Unesco's Deputy Director-General (Programme) and a representative of equivalent level from UNICEF. The committee will meet at least every six months. Membership will include the Assistant Directors-General for Education, for Social and Human Sciences and for Culture and Communication, as well as three recognized specialists in education, social sciences and communication from different regions.

512   The mobilizing project will be implemented through a project leader working under the authority of the chairman of the committee, with a team of professional and supporting staff.

513   The activities and outputs of the mobilizing project will be subject to continuous monitoring and evaluation both at Headquarters and at field level.

514   Mobilizing Project 1: 'Combating illiteracy'[1]

The General Conference,

Recalling that one decade before the end of the millennium, close to 1,000 million human beings are still illiterate, of whom one tenth, aged 6 to 11, are not enrolled in school, and that more than half of school-enrolled children in developing countries are unlikely to complete a full cycle of primary education,

Considering Unesco's experience, confirmed during the period of the Medium-Term Plan for 1984-1989, that illiteracy must be combated through a two-pronged attack aimed at improving access to, retention in and promotion within primary-school systems for school-age children, as well as at giving access to literacy to young people not attending school and to adults,

1. Stresses the close complementarity between the objectives of Programme I.1 'Towards basic education for all' and those of Mobilizing Project 1, and welcomes the expected results and the strategy of this mobilizing project as well as its proposed institutional arrangements and resources;

2. Highlights in particular the objective of the mobilizing project to stem illiteracy at the source by promoting universal primary education and improving its quality;

3. Recalls that the mobilizing project must play a key role in all Unesco's regional programmes aimed at combating illiteracy and at expanding and improving primary education;

4. Approves the orientations of Mobilizing Project 1, and invites the Director-General to ensure that the activities provided for under this mobilizing project in biennial programming for the period 1990-1995:

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1. Resolution adopted on the report of Commission II at the twenty-ninth plenary meeting, on 10 November 1989.

(a) are fruitfully linked with the activities under Programme 1 of Major Programme Area I, in particular with those related to the promotion of universal primary education and to adult education;

(b) lead to the establishment of innovative, feasible and viable primary schools, which ensure effective access, retention and promotion of school-age children, especially girls, and which can also cater to the needs of adults;

(c) strengthen national institutions through training and other forms of capacity-building;

(d) lead to active dissemination of the results of activities within each country concerned as well as among other developing countries;

(e) strengthen co-operation with other multilateral institutions within the United Nations system and with international and national governmental and non-governmental organizations concerned with primary education and literacy;

(f) mobilize international resources and support for the strengthening and renewal of primary education on the widest possible scale.

MOBILIZING PROJECT 2: YOUTH SHAPING THE FUTURE

PROJECT JUSTIFICATION AND BACKGROUND

515   Young people aged 15 to 24 numbered 988 million in 1984, 188 million of them living in the most-developed regions, and 800 million in the developing countries. In the year 2000 this group will account for 20 per cent of the estimated world population of 6,000 million.

516   However, a definition based solely on age is inadequate. Any chronological definition of who is young, as opposed to who is a child or who is an adult, must vary with each context and culture. Young people in the city or the countryside, those in school and those with little or no access to education, young women with their specific needs and rights, young members of ethnic and linguistic minorities, young people bearing the burden of physical, mental or emotional hardships: all constitute 'youth'.

517   More than in the past, today's rapid advances in scientific and technological development and the socio-economic transformations they entail make the transition of youth a complex process, engendering problems which call for innovative solutions.

518   Regional and international meetings convened by Unesco and the United Nations to consider the situation and aspirations of young people, the worldwide activities carried out in the framework of International Youth Year (1985) and the World Congress on Youth held in Barcelona in July of the same year have all brought to the surface the profound concerns of large numbers of young men and women throughout the world with regard to their participation in the social and cultural life of society and its economic ramifications.

519   One key preoccupation is with the dramatic increases in unemployment which affect the young more than any other category of the population. The situation has been further exasperated by the growing mismatch between education and training on the one hand, and the rapidly evolving requirements of the world of work on the other. The ensuing migratory movements are most dramatic where young people from rural areas flock to shanty towns around the cities.

520   Another fundamental problem confronting young people concerns the nature of their role in contemporary societies and cultures. Traditional values and structures are no longer accepted as a matter of course by an increasing part of society, particularly in underprivileged urban communities. At the same time, young people are exposed, particularly through the influence of the mass media, to tastes, life-styles and values unfamiliar to them in their daily lives, the consequence being new attitudes and forms of expression. This ambiguous cultural situation poses the question of their adjustment to, or - more important still - their participation in, the socio-cultural and economic changes taking place around them. It leads sometimes to

delinquency, drug addiction, asocial behaviour or 'dropping-out'.

521   The challenge, then, is to recognize that young men and women constitute an essential human resource that is potentially creative, innovative and dynamic; and to help them develop and mobilize their creative potential in building a more satisfying future for themselves and for the generations to come.

522   A partial response lies in development programmes specifically adapted to the needs and aspirations of the young. Although these needs and aspirations vary from one group to another, from one environment to another and from one country to another, they cannot be dissociated from those felt by their society as a whole. It is vital, therefore, for all sections of the population to listen to young people, to understand the solutions they propose and to ensure that they are allowed to participate fully in shaping their own tomorrows.

523   In order to be effective, development programmes and projects should thus be designed on the basis of continuously updated analyses of the actual needs, interests and expectations of young men and women in different socio-cultural and economic contexts, and wherever possible, with their active involvement.

524   Innovative programmes and schemes are multiplying everywhere, thanks to initiatives taken by young people themselves and by governmental and non-governmental organizations engaged in youth activities. In many parts of the world, however, particularly in developing countries, integrated youth policies and programmes are often affected by the absence or lack of the necessary factual data, and by the lack of systematic analysis of the issues and concerns and the factors which underlie them. This is particularly true in the case of socially and economically disadvantaged young people. Because their situation has not been adequately investigated, available basic data are often incomplete, while analytical tools are either obsolete or imperfect. Research must be encouraged to fill the gaps, so that young people and their national authorities may anticipate together and gradually forge the future.

OBJECTIVES

525   The present mobilizing project is designed to broaden the existing stock of knowledge about the condition of young people in society: to foster enhanced awareness of their needs and aspirations among decision-makers, opinion leaders and the wider public at the local, national and international levels, and to support training activities aimed at facilitating more active participation by young people in the economic and socio-cultural life of the community.

526   Accordingly, the project has the following objectives:

to improve the knowledge base and disseminate information concerning the needs, aspirations and problems of young men and women, as well as their innovatory contributions to the betterment of their own economic and socio-cultural conditions;

to strengthen, in developing countries, the institutional infrastructure for action-oriented research and prospective studies on prominent issues and preoccupations among the young, with special reference to disadvantaged groups;

to support initial and further training programmes and alternative schemes aimed at enhanced participation of youth in the economic and socio-cultural life;

to strengthen links between, and networks of, national and international youth institutions and organizations, in order to facilitate the exchange of information and experience, as well as training;

to enhance public awareness, both locally and nationally, of the needs and problems of young people in different environments, and of the crucial role they can play in solving urgent problems of today and in designing the contours of the future;

to promote the development of national youth information services.

PROJECT BENEFICIARIES

527   The mobilizing project will focus on the needs, problems and aspirations of disadvantaged young men and women between the ages of 15 and 24, emphasis being placed on youth in the developing countries.

528   The various project inputs from Unesco will be channelled through interested institutions of the United Nations system, Member States, governmental and non-governmental youth organizations, youth research bodies, and other institutions involved in youth activities, as well as self-organized groups of young people. Unesco Clubs and Associated Schools[1] will also be closely associated with this process.

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1. Some 3,400 Unesco Clubs in more than 94 countries represent all the regions of the world, young people constituting two thirds of their total membership. These bodies, which grew out of a spontaneous movement that began in 1947 and which have since organized themselves into a World Federation of Unesco Clubs, conduct a great number of activities in various fields of Unesco's competence, including youth activities. Together with the Associated Schools, which number 3,000 in more than 80 Member States, they could serve as a springboard for initiatives and actions both by and for young people through awareness-building, promotional activities, meetings, study sessions, youth events, etc.

EXPECTED OUTPUTS

529   By the end of the period covered by the Plan, the project is
expected to have produced the following results:

the development of a series of socio-cultural and
economic indicators reflecting the needs, concerns and
expectations of young people (1990);

the creation of an international clearing-house and
information service on matters of concern to the young,
linked to a network of national research bodies and
information services for the collection, dissemination
and exchange of youth-related information (1992);

the updating of the international directory of national,
regional and international youth organizations, voluntary
groups and associations (1991 and 1994);

the publication of three 'Regional Youth Profiles', based
on some of the 'youth indicators' mentioned above
(1994-1995);

the establishment of a 'fellowship bank' supported mainly
by extra-budgetary resources, aimed, _inter alia_, at
training young people from disadvantaged sectors of
developing countries and the exchange and training of
young leaders called upon to assume positions of
responsibility in their countries;

the preparation of occasional monographs on selected
youth issues and the expectations of the young (from
1992);

the establishment of a list of young professionals
involved in youth activities who could be mobilized for
development projects;

the launching of a Unesco Youth Newsletter (1992);

the organization of regional youth encounters (1994-1995).

STRATEGY

International youth clearing-house and information service

530   An international clearing-house and information service on
matters of concern to young men and women will be established
for the purpose of exchanging specific and general data,
including descriptions of the situation, needs and major
problems of the young; it will also permit young people to
compare the initiatives they have taken to shape the culture
of the future. This activity will be designed in particular
for the developing countries; information will be collected,
processed and stored in data bases, and made available
through various means of communication.

531   The data base is intended to complement existing information. Gaps will be filled and the content will be continuously updated through co-operative information exchange networks established with existing youth research centres and other institutional partners, and through subnational and national studies and surveys in different countries. For this purpose, a series of quantitative and qualitative 'youth indicators' for determining profiles of young people in society (for example, social profiles, attitude profiles, profiles of participation in the development process, and so on) will be developed, together with research instruments for the in-depth investigation of selected problems.

532   To ensure effective use of the information to be gathered, a number of research themes will be identified in co-operation with the potential users, who will also be associated with the conduct of the research itself. The establishment of subnational and national 'youth profiles' based on the above-mentioned indicators, the in-depth investigation of prominent youth issues and the analysis of outstanding initiatives by young people will receive special attention.

533   Studies and surveys will be carried out in different settings and countries in close collaboration with national authorities and research bodies; local youth organizations and groups, including, wherever appropriate, Unesco Clubs and Associated Schools, will also be involved. Field activities are expected to foster co-operation between research institutes in developed and developing countries in - for example - the training of research workers, the adaptation of instruments, the conduct of studies and the analysis of data; they should also promote wider awareness of the research and its findings among local and national decision-makers, opinion leaders and youth organizations and groups, use being made for this purpose of local and national media or discussion sessions organized with local youth organizations and Unesco Clubs; finally, these activities should stimulate the development of information exchange networks linking local and national organizations involved in youth activities.

534   The international directory of national, regional and international organizations and institutions involved in youth activities will be updated, to ensure the dissemination of information from, and the flow of information to, the data base. Existing international, regional and national networks of youth institutions will be reinforced and expanded. The development of national and, more particularly, local youth information services will be encouraged.

535   In co-operation with the agencies of the United Nations system, National Commissions and governmental and non-governmental organizations involved in youth activities, support will be extended to initial and further training activities aimed at improving the economic conditions of young people and their enhanced participation in the life of society.

Regional youth encounters

536 During the third phase of the Plan, young men and women will be brought together in different regions to examine the nature of the information collected and to propose future orientations, especially with regard to the contribution of the young to the economic and socio-cultural life. These encounters will include exhibitions of art and information displays, as well as study and learning sessions devoted to aspects of the living and working conditions of young men and women, and their creativity.

537 To increase awareness of and interest in the needs, concerns, aspirations and creative contribution of the young in the contemporary world and – more generally – the potential of youth, these events will receive wide publicity. The support of the mass media will be sought for their organization.

538 National Commissions, governmental and non-governmental youth organizations, multilateral and bilateral funding sources, private institutions, foundations, enterprises and individuals will be invited to sponsor and provide resources for the various events.

PROJECT PHASING

539 The project activities will be implemented in three phases corresponding to the biennia of the third Medium-Term Plan.

Phase 1

540 The first biennium (1990-1991) will see the establishment of the international youth clearing-house and information service, and the development of research instruments for the collection and analysis of data. A review of existing information will be completed with a view to making the service available to potential users during the second phase of the Plan. The following specific activities will be undertaken:

  the development, in collaboration with competent institutions and specialists, of 'youth indicators' and other research instruments;

  the creation of a computerized data bank as a component of existing national, subregional, regional and international networks, in close collaboration with youth information services, centres and institutes as well as National Commissions;

  the development, in co-operation with competent bodies, of a telematic service for the dissemination of information to potential users;

  the updating of the international directory of organizations and institutions involved in youth activities;

on the basis of a feasibility study, the establishment of a 'fellowship bank' which could support initial and further training of young people particularly from the disadvantaged sectors of developing countries and reinforce exchange and training programmes of young leaders called upon to assume positions of responsibility in their countries;

the promotion among potential users of the services to be offered by the youth clearing-house and information service, and consultations with potential partners with a view to obtaining their participation in project activities;

the review of available information and the identification of research needs on the basis of consultations with national and international youth research centres and information services and interested potential users; and, beginning in 1992, collection of the data required.

Phase 2

541   During the second biennium (1992-1993), priority will be accorded to the development and updating of the data base, with particular emphasis on complementary ('value-added') information and to the reinforcement of delivery system and institutional networks for the dissemination of information to potential users. Specific activities will include:

the collection and updating of information; research and studies in different settings, to be carried out by national research teams with the participation of potential users; the dissemination of information;

the reinforcement of institutional infrastructures, particularly in the developing countries, for carrying out surveys and research and making the findings known;

the development and strengthening of links for the exchange of information and experiences between institutions and organizations involved in youth activities at local, national and international levels;

the development and strengthening of links among organizations and institutions involved in youth activities at local, national and international levels, for the exchange of experiences, and the initial and further training of young people to facilitate their fuller participation in the life of society;

the establishment and updating of a list of young professionals involved in youth activities who could be mobilized for development projects;

the publication and distribution of three monographs on specific youth issues;

the launching of a Unesco Youth Newsletter.

Phase 3

542 The activities started during the second biennium will be pursued and extended during the third biennium (1994-1995). At the same time, priority will be given to the revision of the earlier-established 'youth indicators' following an evaluation of their field applications; three additional regional and/or national youth profiles will be published; the international directory of institutions and organizations involved in youth activities will be further updated; and, finally, regional encounters of young people will be organized.

RESOURCE MOBILIZATION AND PARTNERS

543 The resources required for project operations will be provided from Unesco's regular budget, the Organization being responsible for the planning and implementation of the various activities. In order to establish mutually beneficial partnerships in the project, to attract support and to mobilize additional human and financial resources, consultations will be held, on a continuing basis and with a view to identifying common interests and possible areas of co-operative action, with Member States, institutions of the United Nations system, multilateral and bilateral funding sources, international governmental and non-governmental organizations, and institutions and private foundations.

INSTITUTIONAL ARRANGEMENTS; MONITORING AND EVALUATION

544 The project will be placed under the overall guidance of an advisory committee comprising the Assistant Directors-General of Unesco for Education, Social Sciences, Culture and Communication and three eminent specialists from outside the Organization. The Deputy Director-General (Programme) will chair the committee, which will meet at least once every six months to review progress and to make suggestions for improvement as necessary. The project will be run by a small interdisciplinary team of professional and supporting staff, headed by a project manager who will act under the authority of the chairman of the advisory committee.

545 The activities and outputs of the mobilizing project will be subject to continuous monitoring and evaluation.

546   **Mobilizing Project 2: 'Youth shaping the future'**[1]

The General Conference,

Bearing in mind the thrust and objectives of and the
        activities provided for under the transverse theme
        'Youth' and convinced that more effective exchanges
        and dissemination of information and experience on
        matters of concern to young people between Unesco,
        young people and organizations involved in youth
        activities throughout the world will contribute to
        the more active involvement of young people in
        building a more satisfying future for themselves and
        for the generations to come,

Noting with satisfaction that Mobilizing Project 2 concerning
        youth provides a suitable framework for Unesco to
        make a more effective contribution to the stimulation
        and strengthening of programmes enabling young people
        in   different   environments,   particularly   in
        disadvantaged sectors of developing countries, to
        have more direct access to information on youth
        matters and to play an active role in exploring and
        addressing problems they encounter today and in
        designing the contours of the future,

1. Emphasizes the importance that should be accorded to the
        training and exchange of young people and youth
        leaders, and to the promotion of their involvement in
        development activities and in improving their own
        economic and socio-cultural conditions;

2. Approves the orientations of this mobilizing project,
        which places emphasis on strengthening the machinery
        for the exchange and dissemination of information and
        experience between organizations and institutions
        involved in youth activities and young people
        themselves, through the creation of an international
        youth clearing-house service so that the problems,
        aspirations and creative contributions of young
        people throughout the world may be better known, and
        more effective action undertaken on their behalf;

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1. Resolution adopted on the report of Commision V at the
        thirty-first plenary meeting, on 15 November 1989.

3. <u>Invites</u> the Director-General to ensure that the activities provided for under this mobilizing project in biennial programming for the period 1990-1995:

(a) are complementary to the activities provided for under the transverse theme 'Youth';

(b) promote better knowledge and wider awareness of the needs, aspirations and experiences of young people and of their creative contributions to society;

(c) emphasize action not only in favour of young people but also by and with young people;

(d) involve international, national and local youth organizations and institutions in their implementation;

(e) strengthen co-operation with the institutions of the United Nations system and with international and national governmental and non-governmental organizations concerned with issues relating to young people, the problems they face and their initiatives in shaping the future;

(f) mobilize additional resources from extra-budgetary sources with a view to enhancing their multiplier effect.

Proposals for
two other Mobilizing Projects

Mobilizing Project 3: **The future of cities in the**
face of social and cultural challenges: ways of
organizing and improving the living conditions of
disadvantaged population groups

547   The city, formerly a centre of civilization par excellence, a
source of cultural inspiration and a vanguard of economic
development, is now expanding at a pace that urban planners
are hardly able to control. It is destabilizing social
structures, disrupting economic activities, exacerbating
forms of marginalization and engendering uncertainty and
insecurity.

548   This will make the difficulties encountered by States in
meeting the basic needs of the urban population more acute.
It has been estimated that 50 per cent of city dwellers in
developing countries will belong to disadvantaged population
groups and will be forced to live in slums and shanty towns.

549   These disadvantaged urban communities can play an
important role, however, in the search for ways of adapting
to precarious living conditions: they give rise to
innovations in social, cultural and economic processes that
help to alleviate their needs and problems.

550   The mobilizing project will therefore deal with the
social and cultural challenges arising from the existence and
growth of underprivileged urban communities and with the
various ways in which those communities are organized, rather
than with the many problems caused by modern urban
development. Hence the Organization's different fields of
competence may be used to gain further knowledge of
disadvantaged population groups and help to improve their
living conditions, particularly through socio-cultural
research, education, training and communication programmes.

551   The mobilizing project is intended to contribute to an
increase in knowledge of urban development in large cities
through the analysis of research findings on the social,
cultural and economic development of depressed urban areas,
with a view to establishing a state-of-the-art report and
improving international dissemination of information in this
field. Moreover, the results of research on new models of
popular participation in urban development will help to
launch more effective operational action in education and
technical training, community social planning, communication
and restoration of the living environment.

215

552   The general slant of the mobilizing project should stimulate participation by other governmental and non-governmental organizations.

553   The strategy and action of the mobilizing project will be streamlined and defined in greater detail during the first biennium.

Mobilizing Project 4: Management of catchment and river basins: ecological and socio-cultural aspects

554   In view of the problems developing countries have in the management of their natural resources and the various ways in which their natural and living environments are deteriorating, this mobilizing project should have a determining influence in bringing about the rational use of the resources of a number of catchment and river basins. It will be based on research work in ecology, environmental science and social science.

555   This project's specific objectives include the acquisition of:

better knowledge of these basins and of their role in the lives, history and culture of the people inhabiting them;

a detailed picture of the attitudes and cultural practices of the inhabitants of river basins as regards water and other natural resources and of their reactions to the deterioration of the environment and to natural disasters; knowledge about ways of dealing more adequately with these problems;

improved capacities for forecasting environmental changes;

details of methods of rehabilitating the natural environment and managing water and terrestrial resources, etc.;

information about the vulnerability of ecosystems and societies, with a view to establishing conditions for 'sustainable development' and to determining the need for research, training, education and information (as an aid to decision-making).

556   Methods of implementing the project would include the preparation of:

case-studies on existing relations between population groups and the catchment or river basins in which they live;

comparative studies of different regions and cultures;

research into the forecasting of environmental, social and cultural changes;

scenarios on conditions for 'sustainable development' in the basins studied;

documents to assist decision-making in river-basin management, and educational and information material.