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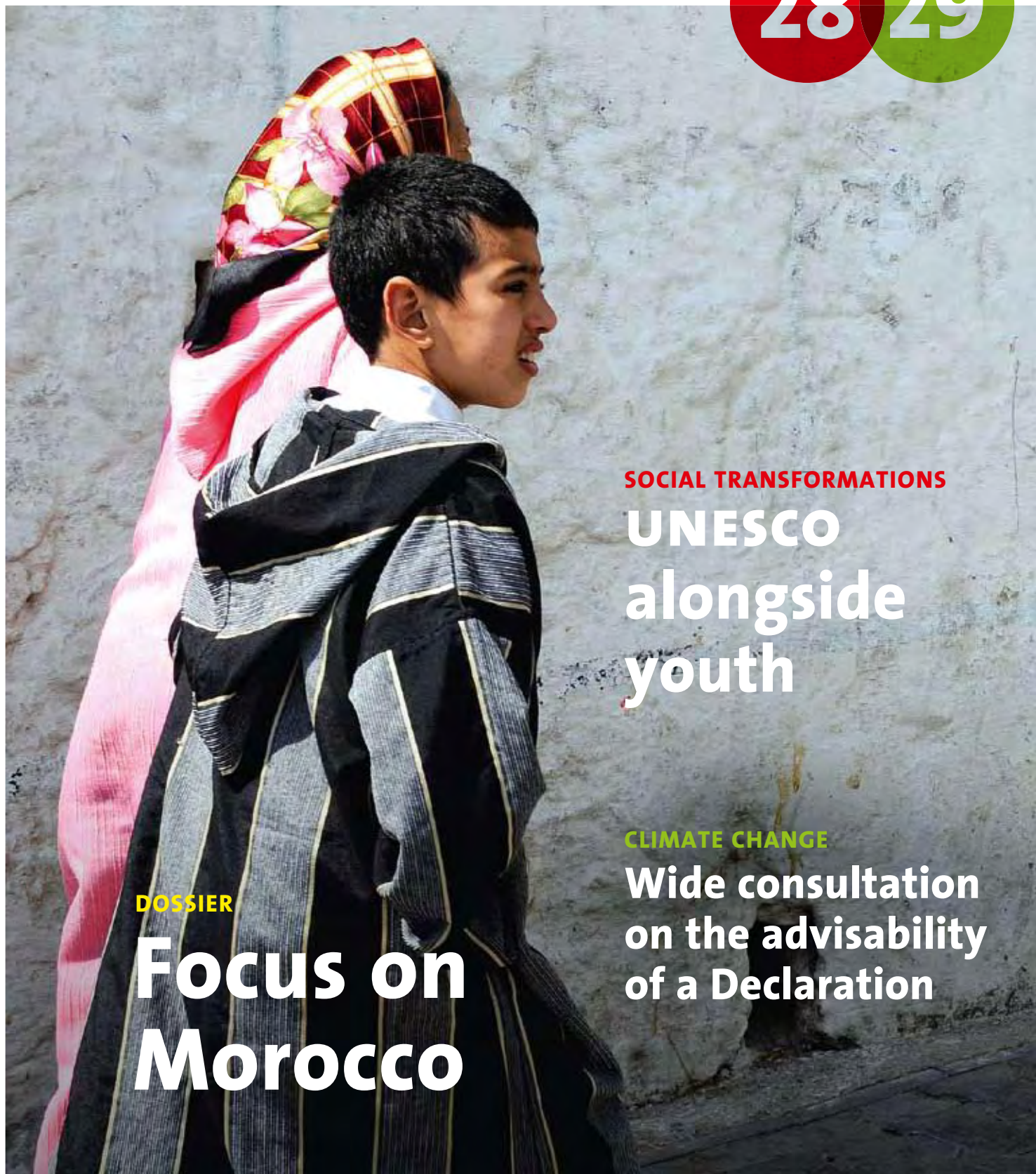
April–September 2010

UNESCO Social and Human Sciences Sector magazine



United Nations
Educational, Scientific and
Cultural Organization

28 29



SOCIAL TRANSFORMATIONS

UNESCO alongside youth

CLIMATE CHANGE

Wide consultation
on the advisability
of a Declaration

DOSSIER

Focus on Morocco

A bet on youth

Happy coincidence or pure accident, as I am writing these lines, I am finishing my mandate at UNESCO. I am delighted to place this editorial under the sign of the most promising, the most committed driving strength, all continents considered, but also the most underestimated, marginalized, badly known: youth.

The strategic priorities of UNESCO in favour of youth – the elaboration of which I have accompanied – have a promising future, I am certain about it. One must pursue in this respect the effort of implication of the social and human sciences. One must ‘clean one’s eyes’ of any simplifying or contemptuous ulterior motive towards the young people.

The International Year of Youth which will be launched in August 2010 should offer multiple opportunities to recall how much the young people of the whole world, still too often victims of reducing stereotypes, want and know how to organize themselves, play their actors’ role, act in cooperation with non-governmental organizations, political and economic actors...

Because, yes, youth is the agent of proposition and change which our regions can certainly not ignore! A country which forgets its youth is a country which is dying, in all the meanings of the word. ‘To involve’ requires to trust and to accept compromises.

Today, how many research centres or university departments are working specifically on youth? The answer is, regrettably, included in the question. The academic networks which work at understanding the needs, priorities, wishes of young people are not countless.

UNESCO aims at helping to fill this space by enabling deep discussions about the type of public policies that States should implement to satisfy, on a permanent basis, the expectations expressed by the young people themselves. Because how can we claim to develop visionary and effective public policies if youth – in the name of which we pretend to speak – is never part of the processes?

It is up to the decision-makers to listen to youth, giving its vision of education and school policies, employment and professional integration, health, environment, governance, the fight against hunger and poverty, as well as of fundamental social questions, of the promotion of dialogue and mutual understanding... It is an act of political courage, an act that ensures that a total, effective, transparent participation of youth in society is reached.

Seeing youth as the raw material of the social, cultural, political fabric is, for every country, the security of guaranteed development and progress. Knowing how to welcome its proposals is for every State a difficult requirement, but it is the best bet which can be made in a world where the decision is too often seized and where the strong speak in the name of the weak. ¶



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To protect the environment, *shsvIEWS* is printed on 80% recycled paper.

shsvIEWS is a quarterly newsletter that provides information on the work of the United Nations Educational, Scientific and Cultural Organization (UNESCO), in the field of social and human sciences. It is also printed in French and in Spanish. It is available in electronic form in Russian. All language versions are downloadable from the website of the Sector for Social and Human Sciences of UNESCO (www.unesco.org/shs). Articles may be reproduced provided they are accompanied by the words “Reprinted from *shsvIEWS*”, along with the date, number and, where applicable, the name of the author of the article. © UNESCO, 2010. ISSN 1819-9712 (Print), ISSN 1993-4122 (Online). Circulation: 12,000 copies **Revised edition**

Publication Director: Pierre Sané / **Editor in chief:** Cathy Bruno-Capvert / **Deputy Editor in chief:** Nfaly “Vieux” Savané / **Those who have contributed to this issue:** Bérénice Alcalde; Kristina Balalovska; Coraline Bardinat; Gisèle Burbano Fuertes; Daniel Coulomb-Herrasti; John Crowley; Miguelina Dominguez; Arnaud Drouet; Cécilie Golden; Kornelia Guse; Christopher Hermanus; Orio Ikebe; Maria Kyriotou; Milagros Lazo Castro; Gloria Madriz Cortez; Bintuni Mbwambo; Sayem Mehmood; Ana Iglesias Morel; Pedro Monreal; S. Romi Mukherjee; Guillaume Pelisson; Bettina Reyeyron; Konstantinos Tararas; Chifa Tekaya and Irina Zoubenko-Laplante / **Iconography and website:** Petra van Vucht Tijssen / **English edition:** Carmel Rochet / **Russian edition:** Alla Ampar / **Graphic design and layout:** Atelier Takavoir – Paris + Anne Drezner / **Printer:** OTT Imprimeurs, 2010 / **Circulation and subscription:** Diana Body Lawson, shs@unesco.org, tel.: + 33 1 45 68 37 81.
Corporate address: UNESCO-SHS/EO/CIP – 1 rue Miollis – 75015 Paris, France



According to Oxfam International, nearly 10 million people in the Sahel region are threatened by an acute food crisis.

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ETHICS

July is a decisive month for climate change

A meeting scheduled for the end of June and another for early July 2010 at UNESCO Headquarters in Paris (France) looked like being decisive steps in the process of ongoing consultations and studies requested by UNESCO Member States on the advisability of preparing a declaration of ethical principles in relation to climate change.

“Responding to the multiple challenges of climate change without grasping the ethical implications would not be a response at all”.

Following this call for action, formulated in a report by the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST), UNESCO announced in early 2010 the launch of a vast consultation process to examine not only the advisability of preparing a universal declaration of ethical principles in relation to climate change but also of worthwhile education and awareness-raising initiatives, national policy support and joint initiatives with civil society and the private sector.

An important step in this process was due to be reached in late June/early July 2010 at two meetings held at UNESCO Headquarters in Paris (France).

At the COMEST extraordinary session, held from 28 to 30 June, the 18 independent experts of COMEST reviewed

a series of workshops conducted in the field by the Commission, together with consultations conducted by UNESCO’s Secretariat, on the advisability of a universal declaration. Also discussed at this extraordinary session of COMEST were the initial guidelines for a report to be adopted at its ordinary session in 2011 on an ethical framework of policies which could meet the challenges raised by climate change.

Important input

A few days later, following regional consultations held in New Zealand (Auckland, 26-27 April), Thailand (Bangkok, 11-12 May) and Serbia (Belgrade, 24-25 May), UNESCO’s Secretariat will hold another meeting on 7 July to enable all Member States to take note of the guidelines for the upcoming COMEST report and, above all, exchange ideas on the advisability of UNESCO taking the initiative of preparing a universal declaration to promote ethical principles in relation to climate change.

The results of these meetings will provide important input for the report which UNESCO’s Director-General will submit to the Organization’s Executive Board in October 2010. The Board will decide on further action to be taken in line with the United Nations Framework Convention on Climate Change, which offers a common starting point for international action in this area. ¶

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193

Since October 2009,
there are 193 Member
States of UNESCO.

CAPACITY-BUILDING

A Regional Centre for Bioethics opens in Cairo



The inauguration of the Centre has been widely reported on by newspapers, television and radio.

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© Sajjem Mehmood / UNESCO

Newly installed in Cairo (Egypt), the Regional Centre for Documentation and Information on Bioethics is to play an important role in promoting issues relating to ethics of science in all Arab states. By emphasizing the use of Arabic in all its activities, it will quickly become a true regional platform for debate, academic research and training, in close cooperation with UNESCO.

A Regional Centre for Documentation and Information on Bioethics and the Ethics of Science and Technology was inaugurated on 20 March 2010, in Cairo (Egypt) by Hany Helal, Egyptian Minister of Higher Education and Scientific Research, in the presence of Tarek Shawki, Director of UNESCO office in Cairo and Tarek Hussein, President of the Academy of Scientific Research and Technology (ASRT), surrounded by many scientists, researchers and leading experts in the field of ethics in the Arab region.

By allowing the exchange of information at a regional level, the new centre will play a significant role in promoting issues relating to ethics, and also provide a platform for debate, academic research, training and regional conferences. It will work closely with the UNESCO Office in Cairo, notably for the dissemination of teaching material throughout the region.

A key agency in the region

At the opening ceremony, Tarek Hussein, on behalf of the Organizing Committee, spoke, in his welcoming address, of the need for such a structure in Egypt and the region, and expressed his content that his institution was chosen to host the centre, following a call for proposals launched by the UNESCO office. Addressing the distinguished guests and speakers, he stated “A few years ago, Egypt started adding the development of science and technology in its programmes geared towards the knowledge society. Accordingly, the Academy of Scientific Research and Technology has developed a plan to include ethics in scientific and technological progress.”

Following on, Tarek Shawki stressed the importance of ethics in the current context of rapid and constant progress in the field of scientific research and development. He also indicated that the development of UNESCO’s Programme on the Ethics of Science and Technology is founded upon UNESCO’s ideals of “a genuine dialogue based upon respect for commonly shared values and dignity of each civilization and culture. Therefore, raising awareness, capacity building and standard setting are the key objectives of UNESCO in this field.

After praising the close collaboration between his Ministry and UNESCO for many years, Hanny Helal, Egyptian Minister of Higher Education and Scientific Research pointed out the importance of this initiative for the establishment of the Centre in Egypt. He then expressed his great hope and vision he has for the Centre, to the extent where it will give support to all scientists and will become a landmark in the region. ➔

TAREK HUSSEIN

President of the Academy
of Scientific Research
and Technology



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“This is a very important event. We are starting a new era of using science and technology in our region, the Arab region. It is all the more necessary when we work with new technologies, particularly in science and technology, to take account of ethics. We are working with UNESCO to integrate ethics in various scientific disciplines. This is a very important collaboration between

UNESCO and the different academic institutions in the region. We are happy to cooperate with UNESCO, as we can benefit from all documentation and all internet documents to disseminate the culture of ethics in the region. An activity is planned for tomorrow (the next day after the inauguration [Editor’s note]). It will be the first activity to be held in the National Research Centre. It will consist of general discussions by different experts in different disciplines. Subsequently, we will go to the different regions of Egypt and then to other Arab countries.”

➔ Emphasizing Arabic language sources

Participating in the discussion, along with Yehia Zaki, from the Bibliotheca Alexandrina, and Abdulaziz Alswailem, Chairman of the National Committee for Biomedical Ethics-KSA, Henk ten Have, Director of UNESCO’s Division of Ethics of Science and Technology, stressed the importance of establishing the Centre for Documentation and Information on Bioethics and the Ethics of Science and Technology for the region, is so far as it will favour the Arabic language, both the official language and the most widely-spoken language in the region.

The inauguration ceremony of the centre was widely covered by newspapers, television and radio. ¶

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HANY HELAL

Minister for Higher Education
and Scientific Research



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“The Regional Centre for Documentation and Information on Bioethics and the Ethics of Science and Technology is a new initiative created by UNESCO and Egypt in the region.

Based in Cairo, Egypt, this Centre, dealing with all issues relating to bioethics and the ethics of science and technology, is an important tool for the availability and accessibility of information on these issues. It will help scientists, Ministries, and all researchers in planning and in obtaining accurate information and making appropriate decisions at the right time.”

ABDULAZIZ ALSWAILEM

Chairman of the National
Committee of Biomedical
Ethics-KSA



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“Ethics is present in our education and if you actually dig down in your heart, you will find ethics. The problem is how to raise ethical issues and how to teach our children to follow ethical principles. We all know ethical principles, even when they have not been taught, but we actually need to imply ethics in our society to tell our children and the community that those principles should be followed, because even if it they do not affect yourself, they will

affect the community. This is why I believe that ethics is a topic that must be discussed openly. We must educate our children and teach our generation to interest themselves in ethical issues. We have principles, they still need to be highlighted and applied to our work. I am sure that the Centre will achieve this goal, because it really focuses on this activity. What we need to do is to increase the number of publications on ethical issues to sustain this centre; this will be our task.”

ETHICS OF SCIENCE AND TECHNOLOGY

New members of COMEST ...

In the context of the renewal of some members of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) every two years, UNESCO Director-General Irina Bokova proposed eight new experts to contribute to the work of the Commission for the next four years.

The following individuals were thus invited to join this advisory body set up by the Organization in 1988: Khalid Abdullah al-Ali (Qatar), Chair of the Qatar University Ethics Committee and the Shafallah Ethics Committee; Chen Xiao-Ya (China), President of the Shanghai Institute of Biological Sciences of the Chinese Academy of Science; Rainier A. Ibane (Philippines), Chair of the Philosophy Department of the Ateneo de Manila University and Chair of the Philippine Commission for Higher Education's Technical Committee for Philosophy; Tafeeda Jarbawi (Palestine), Dean of the Women's Community College and Director of Ramallah Women's College; Marta Kollárová (Slovakia), Head of the Department

of Biochemistry of the Faculty of Natural Sciences, Comenius University, Bratislava, and Vice-Rector for doctoral study; Jürgen Mittelstraß (Germany), Member of the Pontifical Academy of Sciences, President of the Academia Europaea (London) and Chair of the Austrian Science Council; Jagannadha Rao (India), former Chair of the Law Commission of India and former Chief Justice of the High Court in Kerala, and former Judge of the Supreme Court of India; Henry S. Richardson (United States of America) Professor of Philosophy at Georgetown University and Editor of Ethics. ¶

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BIOETHICS

... and of those of the IBC

As part of the renewal, every two years, of half of the members of the International Bioethics Committee of UNESCO (IBC), the Director-General of the Organization, Irina Bokova, decided to invite 10 new key figures from the science world for a 4 year-term (2010-2013): Alireza Bagheri (Islamic Republic of Iran), Deputy Director of the Centre for Study and Research on Medical Ethics and History of Medicine at the Tehran University of Medical Sciences; Ewa Bartnik (Poland), Professor of Molecular Biology and Human Genetics at the University of Warsaw; Ibrahima Boiro (Guinea), Director of the Research Centre for Environmental Studies at the University of Conakry; Cheryl Brown (Jamaica), Attorney-at-Law and Director of the Office of Sponsored Research at the University of West Indies; Volnei Garrafa (Brazil), Director of the UNESCO Chair in Bioethics at the University of Brasilia and Chairperson of the UNESCO-REDBIOETHICA network; Amin Kashmeery (Saudi Arabia), Founder of the Bioethics Department at the King Abdullaziz University of Health Sciences (Riyadh); Pierre-Blaise Matsiegui (Gabon), Director of

the Medical Research Centre in Ngounié (Fougamou) and Chairperson of the National Research Ethics Committee; Jože Trontelj (Slovenia), President of the Slovenian Academy of Sciences and Arts and Chairperson of the National Medical Ethics Committee; Eero Vuorio (Finland), Chair of the National Council of Research Ethics; and Christiane Woopen (Germany), Professor of ethics and theory of medicine at the University of Cologne and Vice-President of the German National Ethics Council.

Created in 1993, the IBC is composed of 36 independent experts who promote reflection on the ethical and legal issues raised by research in the life sciences and their applications, ensuring respect for the principles of dignity and freedom of each person. ¶

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Ethics training courses in Croatia

After Bucharest (Romania), Egerton (Kenya), Bratislava (Slovakia), Minsk (Belarus) and Riyadh (Saudi Arabia), the Inter-University Centre in Dubrovnik (Croatia) had its turn hosting training courses in ethics from 28 June to 2 July 2010, as part of the UNESCO Ethics Education Programme. Backed by the Croatian and Israeli National Commissions for UNESCO and the UNESCO Chair in Bioethics in Haifa, Israel, these courses are intended for young teachers and offer different approaches to teaching ethics, both in terms of content and methodology. Two UNESCO representatives and two university professors from Norway and Israel will lead the courses, attended by some 20 young teachers from Eastern Europe and the Caucasus, all of them holding a Masters degree in law, medicine, philosophy, ethics or social sciences. ¶

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17th session of IBC end October 2010 at UNESCO

The 17th session of the International Bioethics Committee of UNESCO (IBC) will be held at UNESCO Headquarters in Paris (France), during the last week of October 2010.

Three topics will be on the agenda: the progress of IBC work on the principle of respect for human vulnerability and personal integrity, as stated in Article 8 of the Universal Declaration on Bioethics and Human Rights (2005), in order to prepare a report on this theme; the issue of human cloning and international governance, in the context of monitoring the IBC 2009 report on this subject; and the issue of traditional medicine and its ethical implications. ¶

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While the world is facing a serious economic crisis, the Forum of Nantes has been an opportunity to measure the consequences.

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NANTES

4th World Forum on Human Rights: the crisis at the heart of discussions

Launched in 2004, the World Forum on Human Rights is held every two years in Nantes (France). The fourth forum, which took place from 28 June to 1 July 2010, focused wholly on the consequences of the multidimensional crisis which the world has been facing since 2007.

In the wake of its earlier success, the World Forum on Human Rights, established in 2004 at the initiative of UNESCO, brought together political leaders, NGO activists, academics, experts and representatives of international organizations in Nantes (France) from 28 June to 1 July 2010, to publicly discuss current human rights issues.

While the world is faced with a serious economic, social, moral and political crisis, the fourth forum was an opportunity to assess the consequences on human rights and to reflect on the solutions which the international community as a whole could provide. Three themes guided the discussions: "Identities and minorities – living and acting together, in diversity"; "The constant struggle to protect freedom of expression and of opinion"; and "Defending and strengthening labour law despite the crisis". A symposium colloquium on "From soil to plate / from values to rules" was also held on 28 and 29 June, in partnership with the Lascaux European Research Programme, to examine the issue of food security and access to land.

6

is the number of Regional Coalitions of Cities against Racism created since 2004, under the leadership of UNESCO.

After inaugurating the fourth forum, notably alongside the Iranian Shirin Ebadi, winner of the 2003 Nobel Peace Prize, and in the presence of the former French hostage, journalist Florence Aubenas, Pierre Sané, UNESCO Assistant Director-General for Social and Human Sciences moderated a debate on "Cities and the world crisis" during the morning of Tuesday 29 June. Devoted to the initiative of the regional coalitions of cities against racism, launched in 2004 by UNESCO to facilitate the networking of municipalities wishing to exchange experiences and best practices regarding policies to fight against racism and xenophobia, this round table brought together representatives of the international coalition set up during the previous forum in Nantes in 2008.

Intensify multilateral cooperation

These representatives attended the forum to assess the projects implemented and highlight future actions within the network, and to discuss the effects of the crisis on social cohesion, xenophobia and exclusion, which are also central to the management of urban areas. In the light of a global phenomenon, how is the city a relevant scale of action? To what extent can it fight against bearers of racist messages, who take advantage of economic hardship to spread xenophobic ideas? The aim of this discussion was to encourage and intensify multilateral cooperation on critical matters for the future of human rights. ¶

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EUROPEAN COALITION AGAINST RACISM

Graz and Toulouse evaluate the current situation of human rights and discrimination

The annual publication of a *Report on Human Rights* by the city of Graz (Austria), and the establishment of an Observatory for Discrimination by the city of Toulouse (France), illustrate the active involvement of the two member municipalities of the European Coalition of Cities against Racism.

Echoing an experiment conducted since 2007 by the city of Graz (Austria), the city of Toulouse (France) set up, in January 2010, an Observatory for Discrimination, the ambition of which is to monitor and evaluate the inequalities of state policies against discrimination, to strengthen the efficiency of the action already being carried out.

For Pierre Cohen, Mayor of this city which has been a member of the European Coalition of Cities against Racism since 2008, and which hosted the most recent General Conference in 2009, there is no doubt that “if we can take effective action against discrimination with a strong political will (...), in order to be efficient, we need measurement tools”.

Both an “open structure” and a “knowledge tool”, the main objective of the Observatory of Toulouse is to scan the local situation in a comprehensive manner, using case studies or surveys, like the one conducted by the *Institute d'Études Politiques* of Toulouse, a main partner of the Observatory, together with the University of Mirail. This particular survey revealed the existence of discrimination in employment, based on ethnic origins, age and handicap of the job applicants, and represented one of the inequalities experienced by the people of Toulouse.

By creating an observatory for discrimination, the city of Toulouse intends to strengthen cooperation and coordination between all local stakeholders. The purpose of this innovative instrument is indeed to act as the core of the

local network for the fight against discrimination by involving the different actors grouped into four committees (scientific, academic, institutional, civil society and associations). They will be coordinated by a Steering Committee benefitting from the technical assistance of the city's Department for Equality and the Struggle against Discrimination.

In Graz (Austria), a similar experiment has been conducted since 2007, when the Council for Human Rights was established. A true monitoring mechanism aimed at improving the situation of human rights, as well as policies in this area, this multi-stakeholder body is in charge of examining the situation of human rights in the city. Every year in the month of December, it submits a report prepared on the basis of a broad participatory process involving the various actors, such as NOGs, the police, the employment agency or the judiciary system. ¶

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Red card for racism with FC Barcelona

“Put racism offside!” was the slogan of the awareness campaign launched by UNESCO and FC Barcelona on 24 March 2010 at the Camp Nou stadium in Barcelona (Spain) during the Spanish league match between Barça and Atlético Osasuna.

In the framework of a partnership created in 2007 between the Catalan club and UNESCO to fight racism *in and through* football, the kick-off to this campaign was given by the host of the match, who addressed the 60,000 spectators and invited to share their anti-racism messages on a giant board outside the stadium.

Members of the Barça squad which won the Spanish title in 1985 immediately joined the effort by writing their own messages of tolerance. The slogan “Put racism offside!” was projected on the giant screens and billboards installed around the pitch.

The year-long campaign is largely based on recommendations made in 2008 by young people who took part in the “Youth Voices against Racism” project. For example, an evaluation will be carried out once the summer 2010 transfer window was closed to identify the clubs that have applied the project's recommendation for the inclusion of anti-racism clauses in players' contracts. The clause was already promoted in July 2009 by the President of FC Barcelona via the European Club Association (ECA), which has 144 members. Other activities are scheduled for 2010, including classes for junior players to involve them in the fight against racism and discrimination in their own clubs and sports associations. ¶

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A poster against discrimination on the walls of Toulouse.



A view of Toronto.

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CANADIAN COALITION AGAINST RACISM AND DISCRIMINATION

Calgary and Gatineau: cities in action for integration

The success of the third meeting of the Canadian Coalition of Municipalities against Racism and Discrimination (CMARD), held on 31 May 2010 in Toronto, provides the opportunity to review the initiatives developed by several municipalities that are members of this network created in 2007.

On 31 May 2010, the Canadian Commission for UNESCO and the City of Toronto, Canada, staged the third meeting of the Canadian Coalition of Municipalities against Racism and Discrimination (CMARD) at Toronto City Hall, which was attended by dozens of local and national actors involved in implementing policies and programmes to combat racism and discrimination through this network.

The success of this meeting provided *shsv* views with the opportunity to review the initiatives developed by several cities that are members of this coalition created in 2007, and particularly the way in which Calgary and Gatineau have embraced the 10 Point Action Plan produced by the Canadian Coalition in order to combat racism and discrimination in the public sphere more effectively.

On this basis of the Action Plan, Calgary set up an Advisory Committee that developed an implementation strategy for the Plan, with contributions from private-sector representatives. Once this had been

approved by the Municipal Council in 2008, the City created a department for diversity and inclusion and recruited specialist human rights advisors. The City launched a three-year action plan to raise awareness among the people of Calgary about the fight against racism and discrimination, and to encourage a culture based on understanding and the principles of diversity.

Gradual adaption

In 2008, Gatineau, which is a member of the Coalition's Steering Committee, developed its first cultural diversity policy, including an inclusive definition of cultural diversity to promote openness to others and the respect of integrity in all citizen services. Gatineau also set up a Committee comprising around 10 municipal departments that meet once a year for a progress report on the Coalition's Action Plan on the municipality's territory. The City also consults community and institutional spheres to identify issues regarding the fight against racism and to support efforts conducive to intercultural dialogue and rapprochement. The City's 2009-2014 strategic plan includes the following aim: "the municipal administration intends to gradually adapt its approaches so as to foster closer intercultural links and integrate communities". ¶

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Continuation of the partnership "My Life is a Story"

After the resounding success of the first phase of the project "My Life is a Story", the second phase of this partnership was launched in June 2008, in London (United Kingdom), between the British author and illustrator for youth, Lauren Child, her publisher Hachette Children's Books and began in February 2010. While the aim of Phase I had been to collect accounts from children around the world benefitting from UNESCO's Programme for Children in Need, children in the United Kingdom have, in turn, been invited to tell their lives in text, drawings or photos.

To mark the start of the second phase, the best entries were exhibited at the Art House Gallery at Cathedral Primary School in London from 24 April to 8 May 2010, attended by many pupils, teachers and parents.

Throughout 2010, workshops will be organized for British school children to raise awareness on the situation of children in need. Signing sessions will also be organized with Lauren Child for her book *That Pesky Rat*, of which a portion of the sales proceeds will be donated to UNESCO's Programme for Education of Children in Need.

By making known the unheard stories of the world's children from all walks of life and all backgrounds, "My Life is a Story" intends to raise awareness of their common destiny, and each story reveals how children live their lives in sometimes the most difficult conditions, and, at the same time, maintain their imagination and their desire for a better future. ¶

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FORUM

Social demand: a priority for the Greater Horn Horizon Forum



Forum members in full.

© Idriss Mohamed Idriss

The Greater Horn Horizon Forum, held from 1 to 3 May 2010 in Djibouti, Republic of Djibouti, urged the region's governments to meet the peoples' social demand. Furthermore, the Ministry of Sport and Youth Affairs of Djibouti, the Intergovernmental Authority on Development (IGAD) and UNESCO also decided to jointly organize a meeting of the region's Ministers of youth affairs, to be held in December 2010.

From 1 to 3 May 2010, Djibouti (Republic of Djibouti), hosted several events organized under the auspices of the Greater Horn Horizon Forum, including a discussion bringing together intellectuals, youth representatives, media and non-governmental organizations (NGOs) aimed at facilitating mutual understanding, regional integration and peace-building in this region of the world.

Some 90 participants from the different countries of the Horn of Africa (Djibouti, Eritrea, Ethiopia, Kenya, Somalia, Sudan and Uganda) and the diaspora, gave their input on three main themes: youth, media responsibility and the importance of fostering dialogue among the media, young people, NGOs in the region and the Greater Horn Horizon Forum.

Rejecting the arms race

At the end of their proceedings, they formulated a series of recommendations for the governments of the subregion, calling on them to turn away from the arms race and concentrate on providing answers to social demand and the expectations of young people, particularly with regard to education, training and employment, health, the supply of drinking water, the environment and infrastructure enhancement, not to mention the fight against all forms of corruption.

In view of the considerable weight of the 15-24 age category, which represents approximately 70% of the Greater Horn population, the Ministry of Sport and Youth Affairs of Djibouti, the Intergovernmental Authority on Development (IGAD) and UNESCO also decided to jointly organize a meeting of Ministers of youth affairs of countries of the Greater Horn of Africa, to be held in December 2010 in Djibouti.

Aware of the key role which the media can play to promote mutual understanding among peoples, intellectuals and journalists made a commitment to establish permanent dialogue in order to prevent disasters and conflict in this region of the world. Recalling the close relationship between freedom of information and responsibility, they stated that the media should in no way become an instrument of propaganda for spreading hatred or ethnic or tribal violence, as had tragically occurred in Rwanda, and in Kenya during the last presidential election. The Forum also addressed the grave situation in Somalia where the establishment of the institutions of the new State was challenged by the emergence of extremist forces which were holding communities hostage.

The meetings of the Greater Horn Horizon Forum, which brought together researchers, intellectuals and other specialists of the Horn

of Africa and the diaspora wishing to participate actively in the analysis and pursuit of sustainable solutions to the problems with which the region's countries were currently confronted, were attended by the Djibouti Minister for Culture and Communication, Ali Abdi Farah, as well as the Minister for Sport, Youth Affairs and Tourism, Hasna Barkat Daoud, the Executive Secretary of IGAD, Mahboub M. Maalim, the Vice-Chair of the Executive Committee of the Greater Horn Horizon Forum, Florence Mpaayei, and the UNESCO Assistant Director-General for Social and Human Sciences, Pierre Sané.

Support from Japan and Europe

On that occasion, the Minister for Communication and Culture of Djibouti commended the continuity and quality of the meetings before renewing, with the Vice-Chair of the Forum, the framework agreement granting the Forum its headquarters in Djibouti and facilitating its research activities.

On behalf of UNESCO, which has supported the Forum since its inception in 2007, Pierre Sané thanked the Government of Djibouti for agreeing to host the Forum and guaranteeing the freedom of expression of intellectuals. He also applauded the Japanese Government's support for the Forum since its launch, and IGAD's cooperation.

Within the framework of its sixth session, organized as an adjunct to the public debates, the Forum's Executive Committee decided that the raising of funds for the operation of the Forum would henceforth be conducted directly by its members, in cooperation with IGAD, which undertook to provide a financial contribution, and the European Commission which has a keen interest in the Forum. ¶

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“It should further involve women in the decision-making process regarding the prevention and resolution of conflicts”.

Resolution 1820, United Nations Security Council, 19 June 2008.



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AFRICA

Great Lakes: Tanzania hosts the 3rd Forum of Ministers for Women’s Affairs

No fewer than 11 Ministers will participate in the 3rd Forum of Ministers in charge of Gender and Women’s Affairs in the Great Lakes Region to be held from 28 to 30 July 2010 in Arusha, United Republic of Tanzania. Amongst the main expected results: the signature of two legal documents establishing a Regional Research and Documentation Centre on Women, Gender and Peace-Building in the Great Lakes Region.

The 3rd Forum of Ministers in charge of Gender and Women’s Affairs in the Great Lakes Region will be held from 28 to 30 July 2010 in Arusha, United Republic of Tanzania.

It will be convened by the Ministry of Community Development, Gender and Children and UNESCO, in collaboration with the United Nations Development Fund for Women (UNIFEM) and the United Nations Fund for Population Activities (UNFPA).

H.E. Jakaya Mrisho Kikwete, President of the United Republic of Tanzania is expected to be the guest of honour and will officially open the Forum.

No fewer than 11 Ministers in charge of Women Affairs from all countries of the Great Lakes Region (Angola, Burundi, Central African Republic, Congo Brazzaville, Democratic Republic of Congo, Kenya, Rwanda, Sudan, Uganda, United Republic of Tanzania and Zambia) are expected, accompanied by Technical Officials from their Ministries. Amongst the other participants, representatives from the UNESCO Commission in Tanzania, the Permanent Delegates of Tanzania and the Democratic Republic of Congo, the African Union, the African Development Bank, the United Nations Economic Commission for Africa (UNECA), UNIFEM, UNFPA, and the International Conference of Great Lakes Region will also attend.

The main objectives of this meeting are the follow-up of the 2nd Forum of Ministers of Women’s Affairs held from 2 to 5 June, 2009 in Mombasa, Kenya, including the signing of the legal documents of the Research and Documentation Centre for Women, Gender and Peace-Building to be established in this region, with the UNESCO’s support.

During three days, Ministers and researchers will engage in a policy dialogue on “Men and

violence against women” in order to address this challenge and to identify the research needs in this field.

The expected results of the Forum are the signature of two legal documents: a Headquarters Agreement between the Democratic Republic of the Congo and the Regional Research and Documentation Centre on Women, Gender and Peace Building in the Great Lakes Region and the Constitution of the Centre, based in Kinshasa. In addition, the Plan of Action adopted by Ministers in 2009 will be reviewed, and a new Plan of Action will be established. Finally recommendations as a result of the policy dialogue will be formulated. ¶

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At the time of writing, we have just learned of the sudden death of our colleague, Bintuni Mbawambo on 30 May 2010. She was the backbone of the logistical organization of the Forum, and put her heart and soul into her work. The Sector of Social and Human Sciences would like to convey its sincere condolences to her family and colleagues. ¶

“10 ideas for tomorrow’s Africa” competition

Within the framework of the 50th anniversary of African independence*, the UNESCO Social and Human Sciences Sector launched the “10 ideas for tomorrow’s Africa” competition in April 2010, to gather proposals for the development of the African continent as a whole.

Each proposal – which can be submitted by individuals or groups – must develop a strong, original, well-argued idea, as future-oriented as possible, to amplify the positive effects and reduce or contain the negative impacts of the major trends observed in Africa in ten fields:

- Economy and development
- Governance, policy and institutions
- Regional integration, population, migration and urbanization
- Cultural identities
- Youth
- Human rights, gender and justice
- Diaspora
- Peace, security and conflict
- Health, education and social development
- International relations

An international jury, chaired by Donald Kaberuka, President of the African Development Bank (ADB), will then select one idea in each field, after assessing the inventiveness, relevance and feasibility of the proposals submitted to UNESCO.

The ten winners of the competition will be invited to a prize-giving ceremony in September/October 2010 at the ADB Headquarters in Tunis (Tunisia) to present their ideas before members of the jury and international guests. ¶

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* Benin, Burkina Faso, Cameroon, Central African Republic, Chad, Congo, Côte d’Ivoire, Democratic Republic of the Congo, Gabon, Madagascar, Mali, Mauritania, Niger, Nigeria, Senegal, Somalia and Togo.

UNESCO CLUBS

At UNESCO, 120 children say no to isolationism



© N. Rougier – A. Florentino

Under the auspices of UNESCO and the French UNESCO Clubs Federation, 120 students from the Rosa Luxemburg School in Aubervilliers (France) took part in a symposium held at UNESCO Headquarters on Friday 19 March 2010 in celebration of International Day for the Elimination of Racial Discrimination.

Over one hundred schoolchildren aged 11-16 from the Rosa Luxemburg middle school, in Aubervilliers (France) divided into four groups according to answers they provided in a brainstorming round of “four corners”, took part in a symposium held on Friday 19 March 2010 at UNESCO Headquarters in Paris (France), on the occasion of International Day for the Elimination of Racial Discrimination.

Under the auspices of UNESCO and the French UNESCO Clubs Federation, which brings together nearly 250 entities, two workshops were organized by the ASSFAM, a social services association for migrant families, and the legal education association “Pédagodroit”. Through these workshops, the children were able to develop their understanding of concepts, behaviour and legislation relating to discrimination, and discuss different ways of overcoming these problems.

When asked at the first workshop: “What, in your opinion, is the greatest symbol of freedom?”, most students replied “my freedom ends where another’s freedom begins”. Others answered: “Doing what I want, when I want, and where I want!”, “freedom of expression in the media” and “freedom of political thought”. When asked to explain their position, the students were shy and had difficulty expressing themselves, but it was clear nevertheless that for them, freedom is fundamental and should be both individual and collective and without manipulation.

Dialogue with the Other

In a workshop centred on an excerpt from *Neuilly Sa Mère*, a film filled with examples of discrimination, participants were asked to identify what constituted prejudice and discrimination from a legal point of view. Various questions about the use of language, physical appearance, gender equality and where people live were addressed which showed that things are not simple in a French society that is multicultural, multi-faith and multiracial.

Some comments made during the discussions drew particular attention: “We all live in the suburbs. It would have been better if young people from other areas were here too, like from wealthy suburbs, for example. Dialogue needs to involve others, but here, we’re only among ourselves. It’s better if we confront one another”. Met with applause, this statement effectively summed up the issues, expectations and, of course, difficulties experienced by these young students: the refusal of isolationism and the search for dialogue with people different from us to share and get to know one another better.

The workshops were followed by the inauguration of a photography exhibition entitled *Avec ELLE, Avec LUI*, featuring shots of a class of 13-14 year-olds at the Rosa Luxemburg school in Aubervilliers. These thirty-odd photographs illustrated the variety of relationships between people from different backgrounds and call for mutual respect and tolerance.

With 600 students from some 30 different countries, taught by teachers from every region in France, “the incredibly rich Rosa Luxemburg school works at bringing together cultures; is especially committed to the never-ending fight against discrimination, and calls for us all to always be on our guard”, highlighted the school’s head. ¶

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The objective of the International Year of Youth is to put young people at the heart of the international political agenda.



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UNITED NATIONS

12 August 2010 – 12 August 2011: A year for young people

Twenty-five years after the first International Year of Youth, the United Nations system is set to launch a new campaign focusing on 15-24 year-olds to be held between the next two International Youth Days. UNESCO will play a key role in this initiative.

On 18 December 2009, the United Nations General Assembly decided to dedicate an entire year to the promotion of young people. The goal is to bring 15 to 24 year-olds, who are the hardest hit by the current economic crisis, into the heart of international debate in order to recognize their contribution to society and further encourage their participation in development.

From 12 August 2010 to 12 August 2011, the United Nations system and its partners are invited to take action for International Year of Youth: Dialogue and Mutual Understanding. UNESCO, which is committed to involving young people as citizens and members of civil society, and United Nations lead agency in the celebration of 2010, International Year for the Rapprochement of Cultures, will be at the forefront of this initiative.

Together with the United Nations Department of Economic and Social Affairs (UNDESA), UNESCO will head the inter-agency network for youth development

and coordinate the joint initiatives planned by the different agencies for the International Year of Youth, along with preparations for the United Nations World Youth Conference due to be held in 2011. From August 2010, it will take an active part in the World Youth Conference to be held in Mexico (see pages 14-15). In cooperation with the African Union, it will then launch a campaign for the ratification and implementation of the African Youth Charter adopted in 2006 (see page 18).

Youth civic engagement

Along with several United Nations agencies, research networks, youth organizations, intergovernmental and non-governmental organizations, UNESCO will also oversee the development of a world report on youth civic engagement which will include insight obtained over the course of projects like those aimed at preventing juvenile delinquency in Central America and the one entitled "Best Practices in Youth Policies and Programmes in Latin America and the Caribbean".

Lastly, the seventh UNESCO Youth Forum, scheduled for October 2011, will provide an arena for young delegates from around the world and a large number of development partners to discuss the initiatives developed over the course of the International Year and to share their ambitions directly with UNESCO Member States. ¶

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Participate!

Website:
<http://social.un.org/youthyear/>

Twitter:
<https://twitter.com/unyouthyear/>

Facebook:
www.facebook.com/UNyouth/

WORLD YOUTH CONFERENCE

Young people from all over the world get together in Mexico

From 23 to 27 August 2010, hundreds of young people, policy-makers and representatives from youth organizations, civil society, the private sector and the media are expected in Mexico for the World Youth Conference, in the run up to the United Nations Summit on the Millennium Development Goals (MDGs).

A week after the launch of International Youth Year, and a month before the Summit of Heads of State on the Millennium Development Goals (MDGs) due to be held in New York (USA), the World Youth Conference in León, Mexico, from 23 to 27 August 2010, should provide a unique opportunity to gauge what remains to be done to reach the Goals and to hear young people's proposals on how to combat poverty and build, with them, a world of justice and peace.

The Conference will be organized by Mexico with the support of the United Nations system and many multilateral agencies, and will bring



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together policy-makers and representatives from youth organizations, civil society, the private sector and many journalists to discuss the challenges facing today's young people, the role they play and their contribution to the development of the societies in which they live.

Twelve themes

Ten years after the adoption of the Millennium Development Goals (MDGs), the Conference will, above all, enable young people from around the world to make concrete recommendations for achieving the Goals by 2015, while identifying priorities for action relevant to them, so that young people can be more effectively considered in the new development agenda that will be discussed at the Summit of Heads of State organized by the United Nations and to be held in September 2010.

Over five days, young people will engage in dialogue and exchange viewpoints with each other as well as government representatives, legislators and civil-society organizations, in relation to the following 12 themes (eight of which are directly linked to the eight MDGs): poverty and exclusion; employment; education;

technology and innovation; health; gender equality; security, social justice and human rights; sustainable development; international migration; citizens' participation and its impact; and global partnership and cooperation. In each of the 12 areas, participants will be invited to ask practical questions, such as: What has been achieved to date? What remains to be achieved? What are the main challenges to be overcome? What is the role of young people?

The Conference is devised as a genuine forum for collective reflection and dialogue in which each person can take an active role, and structured around three interrelated spaces for participation: a Social Forum, a Government Forum and a Legislators' Forum (see boxes opposite).

The expected outcomes included a declaration identifying priorities for action in relation to development and youth policies, which will be adopted with a view to being submitted at the 65th session of the United Nations General Assembly in September 2010.

UNESCO, which is currently Co-Chair of the United Nations Inter-agency Network on Youth Development and coordinates the technical

GOVERNMENT FORUM

The Government Forum organized by the International Committee of the Conference, is due to meet from 25 to 27 August, bringing together the representatives of 192 Member States of the United Nations, international organizations and non-governmental organizations to discuss the problems encountered by young people in the various regions of the world, and to adopt a declaration on the measures to be undertaken in favour of youth, which will be presented at the 65th session of the United Nations General Assembly in October 2010.

LEGISLATORS' FORUM

From 25 to 27 August, the Legislators' Forum, organized by the Mexican Congress (at the initiative of the Commission for Youth and Sport of the Mexican Chamber of Deputies), will bring together parliamentarians from around the world (two per country), in order to identify priority actions and recommendations to strengthen legal and institutional frameworks fostering youth participation in the field of development.

support that the United Nations has provided to the World Youth Conference, has been actively involved in the Conference preparations, making good use particularly of the experience gained in the UNESCO Youth Forum, a unique youth-participation mechanism within the United Nations system set up around 10 years ago.

UNESCO's contribution

UNESCO is also a member of the International Committee of the Conference, which comprises the youth ministers of the 18 countries¹ and representatives from 14 international organizations (including 10 agencies of the United Nations system).

UNESCO has thus contributed to the draft final declaration and two of the four preparatory meetings organized prior to the World Conference in order to collect information on the situation of young people in each region, to identify actions to be implemented at the regional level, and to facilitate the drafting of the final recommendations to be formulated at the end of the World Conference.

In addition to UNESCO's participation in the two regional conferences (see opposite), the Organization has also mobilized all of its partners to get involved in the World Youth Conference by seizing the opportunity to promote the event at meetings such as the sixth UNESCO Youth Forum, held in October 2009 in Paris, France; the High-Level Forum of Best Practices in Youth Policies and Programmes in Latin America and the Caribbean, held in Mexico in late 2009; and the Forum of Ministers of Social Development for the Caribbean, held in Jamaica in January 2010 (see pages 20-21).

At the World Youth Conference, UNESCO is expected to host five thematic workshops: the first on civic engagement among young people; the second on monitoring the results of the sixth UNESCO Youth Forum and major youth

events; the third on cooperation between teachers and young people for a better world (based on examples of good practices from a project developed in Latin America and the Caribbean); the fourth on world heritage and cultural diversity, and the fifth on the contribution of young people to the promotion of sustainable development. In parallel, UNESCO has also been asked to organize a round-table discussion on violence prevention among young people, as part of an ongoing UNESCO project that has been operating in Latin America for several years.

Above all, UNESCO should be monitoring the reception of its proposal to create a joint follow-up mechanism linking the shared recommendations of key global events on youth (a proposal already supported by the United Nations Inter-agency Network on Youth Development), to be presented and discussed in León at the workshop on the follow-up to the sixth UNESCO Youth Forum and major youth events. ¶

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Conference website: www.youth2010.org

1. Brazil, Canada, China, Costa Rica, Cuba, Czech Republic, India, Mexico, Nigeria, New Zealand, Portugal, Republic of Korea, Russian Federation, South Africa, Spain, Thailand, Tunisia and Turkey.

SOCIAL FORUM

The Social Forum has two parts: the **Global Interactive Forum from 23 to 27 August** (to include an Information Fair and a Sustainable Trade Fair, as well as workshops, round-table discussions, and so on for all participants); and the **NGO Global Meeting from 23 to 25 August** (when 400 youth NGOs will make recommendations for action as a basis for discussion for the two other Forums and the final declaration of the Conference).



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Pre-Conference in Brazil

The Preparatory Conference of the Americas and the Caribbean of the World Youth Conference was organized by the National Youth Secretariat of Brazil and the UNESCO Office in Brasilia, in partnership with the United Nations system, and took place from 24 to 26 May 2010 in Salvador de Bahia (Brazil).

The pre-conference brought together over 240 participants from 30 of the region's countries, including representatives from governments, youth and civil-society organizations and several United Nations agencies, and aimed to strengthen reflection and the exchange of practices and experiences on youth issues, while also assessing progress made towards the Millennium Development Goals at the regional level.

In this context, UNESCO renewed its commitment to the production and management of youth-related knowledge, as well as its strategic approach to youth, based on citizen engagement among young people as a way of preventing risk behaviour. UNESCO contributed to a debate on the analysis of youth in the Americas and to working groups on education and violence prevention, by presenting the results of a project implemented in the interests of youth development and preventing violence in the region. The main points to emerge from the discussions will be used as a basis for the round-table discussion in Mexico on preventing youth violence, organized by UNESCO (see opposite).

At the end of the pre-conference, a final declaration (known as the Charter of Bahia) was adopted as a strategic orientation document in youth-related matters in the region. The pre-conference also made specific contributions intended for the World Youth Conference. ¶

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Dina Krauskopf:

“In confronting the crisis, we must make youth a priority”.

Project Director at the Latin American Faculty of Social Sciences (FLACSO) and consultant to many international organizations on issues related to adolescent development, Dina Krauskopf emphasizes the opportunity that the celebration of International Youth Year offers to young people to enable them to take part in the development of all programmes and policies affecting them.

In the context of the multidimensional crisis the world is living since 2007, what do you think of the fact that, by 2025, 8 out of 10 youths will live in developing countries?

Developing countries are clearly younger. The crisis has taken place in a context where there is less State participation, where risks are accumulated in lower social strata and where the youth population is larger. The situation calls for the development of strategies that involve State responsibility, and centre mainly on development, rather than on economic growth as the means of emerging from the crisis. Therefore, it is strategic to adopt approaches and programmes that stimulate youth participation and empower young people, so they are made part of its solution. This involves abandoning age discrimination, acknowledging young people and their contribution, and moving away from a focus on their problems and stigmatisation.

Young people are pillars in the work undertaken to solve the crisis, because they have the capacity to act as strategic actors in their own development. If they are not given the necessary means to act, the crisis will be structural rather than cyclical, since it is imperative to discard what no longer works to allow new ideas to flourish. As the crisis is confronted, particularly in developing countries, young people must be made a priority, and in particular as regards their inclusion in their country's projects as citizens.

INTERVIEW



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“There remains insufficient recognition of young people as legitimate interlocutors in policy-making”.

As from August 2010, UNESCO and the entire United Nations system will be mobilized around International Youth Year. Do you think this campaign will have an impact on public policies addressing young people?

The Declaration of International Youth Year, as from August 2010, will be a firm and necessary strategy. Let us remember that, when the United Nations declared the 1985 as International Youth Year, a significant impact and impetus was given to youth development. Youth research groups were established in Latin America, as well as youth networks, official national and international youth bodies, and Ministries providing services for young people, which did not exist before. The international community and a host of supranational bodies developed frameworks providing operative approaches and guidelines to implement initiatives in the different spheres of young people's lives. Evidence suggests that approaches to and practices addressed towards youth have developed. ➔



Dina Krauskopf

Director of the Latin American Youth Collective of the Latin American Faculty of Social Sciences (FLACSO-Chile), Dina Krauskopf has a long career as an international consultant and researcher on issues related to the development of youth and adolescent programmes and policies for various organizations such as ECLAC, PAHO, UNESCO, UNFPA, UNICEF, the Ibero-American Youth Organization and Family Health International. A graduate from the University of Chile and Professor Emeritus of the University of Costa Rica, where she is Director of the Institute of Social Research, she is a member of several scientific associations within and outside Chile. She has directed and provided advice to many national and international research projects on youth issues and has participated in the development of youth policies in Costa Rica, Guatemala, Nicaragua and Panama. She has published several books, chapters and articles on youth in different countries.

“International Youth Year represents a necessary stimulus as well as an invaluable support to advancing the position of young people”.

➔ However, there remains insufficient recognition of young people as legitimate interlocutors in policy-making; situations of exclusion and violence exacerbate problems in this respect. The absence or weakness of normative frameworks and State policies hinders an environment in which young people can assert their rights. This second world declaration, through the United Nations' International Youth Year 2010, has the potential to reinforce and reinvigorate the interest in youth, and represents a necessary stimulus as well as an invaluable support to advancing the position of young people.

Have you observed any significant changes in the practices of young people today compared to those of 25 years ago?

Negative changes have brought about new conditions of existence and life trajectories which are less predetermined. The juvenile period no longer corresponds to a pre-plan for the future; there is a greater individualization; they develop their sexuality earlier. Their practices require that they confront uncertainty using their imagination and that they apply their great capacity to learn. Youth participation is trying to change the present with autonomy and identity, and in turn to bring about social change from it. There have been transformations in the nature of youth participation and in its exercise of citizenship.

The occasional mobilizations that take place at times of transformation are important social expressions, equivalent to traditional social movements: short term actions can take place, with the support of advanced technologies, the flow of information through cyberspace, and palpable results as a goal. They organize themselves to vindicate their rights to inclusion in the workforce, to education and other worlds which are fundamental to them. Environmental issues are a marked priority, and they reinforce the emphasis on social groups which are marginal and discriminated against (because of ethnicity, sexual identity, gender, etc.), on art, culture, the access to recreation and the digital world. The respect for diversity and individuality is constituted at the heart of practices and many are not comfortable with bureaucratic social structures. Rather than supporting themselves on ideologies and parties, 'youths' are manifested in ethical and aesthetic expressions, and in the use of public space.

You have worked closely on a project that was coordinated by UNESCO and the Inter-American Development Bank, which aims at identifying best practices in youth policies and programmes which have had a real impact on the development of youth in Latin America and the Caribbean. What are its results?

This UNESCO-IDB initiative is a pioneer project, and is singular in its approach, structure and projections. It has the great merit of having retrieved a number of programmes and projects from anonymity, isolation and fragmentation, and has led to lines of action that establish a strategic approach to and with youth, as well as concerting the cooperation among agencies from the United Nations, the Inter-American system, academic centres of excellence, and governmental and non-governmental organizations working in Latin America and the Caribbean. [...]

The Forum that took place to recognize and discuss the practices that were awarded a prize serves as an important landmark for the decisions and proposals that will be developed in the region, especially now that the partners have established the bases of the publication, being drafted at this time, that will bring together the themes, experiences and guidelines which were discussed throughout the project. [...]

What role is played, or should be played, by organizations such as UNESCO in reinforcing the participation and inclusion of young people, at the political, social and economic levels?

The role of organizations like UNESCO has proved to be of great relevance, in various fields, to promote the inclusion of youths in the development of their societies [...] The generation of information; the publication of books and technical support documents for key actors in the development of programmes and policies; the reinforcement of youth groups and networks of experts who participate in the construction of knowledge; and training on youth for key actors and decisive operatives in the development of policies and programmes at the State and nongovernmental levels; all serve as guidelines that contribute to the projection and consolidation of progress in the field. When laws and policies are approved at the country level, there is acceleration in the processes of participation of adolescents and youths, and these require technical and youth frameworks based on development and rights; on the construction of generational perspectives, methods and compromises; on pertinent management of youth issues; and on inter-sectoral coordination at all levels.

Placing youth on the agenda of governments and society in general is a long and complex process, in which the organizations of the United Nations have played a significant role, and it is important they continue to play it [...]

Interview by **Bérénice Alcade**

Read the full interview at www.unesco.org/shs/views

MOST PROGRAMME

Gone are the days when youth are seen and not heard!



The First Forum of Ministers for Social and Sustainable Development in the Caribbean was held in Kingston, Jamaica, from 24 to 26 January 2010, within the framework of UNESCO's Management of Social Transformations (MOST) Programme. The Forum recommended that CARICOM consider appropriate budget allocation for youth and youth development.

The First Forum of Ministers for Social and Sustainable Development in the Caribbean was held from 24 to 26 January 2010 in Kingston (Jamaica), under the joint Presidency of Ambassador Davidson Hepburn, President of UNESCO's General Conference, and Pierre Sané, UNESCO's Assistant Director-General for Social and Human Sciences. This Forum brought together some 60 participants and had three objectives: to identify practical ways of addressing developmental challenges facing an exploding youth population within the countries of the Caribbean Community (Caricom); to share

best practices, and to take measures that will lead to a higher degree of cooperation within the region.

Organized by the UNESCO office in Kingston, in collaboration with the Government of Jamaica, the purpose of the forum was to create an interactive debate among Ministers, drawing on the statements submitted by them prior to the forum. The aim was to provide an opportunity to share knowledge on the policy responses that have been most effective in their respective countries, which could then be used by other countries in the region.

Professor Barry Chavannes presented information from an informal survey on youth and their development throughout the Caribbean region, and brilliantly summarized the issues facing them. While portraying a grim picture, he was careful to present a balanced view showing that the "youths are the driving force, the way forward... they either make your respective country look good or bad, depending on how you treat them today...".

Unanimously elected the first President of the Forum, Olivia Grange, Member of Parliament, and Minister of Youth, Sports and Culture, noted in her closing statement that "youth development must be a pre-eminent focus of all our countries," especially within CARICOM.

"Gone are the days when youth are seen and not heard," she reminded delegates. "We live in

an age where the voices of youth matter; when they must have a say; and when youth must be empowered, engaged and involved in the process of national and regional development."

An imperative

One of the recommendations of the forum called for youth involvement in the development process, which, according to some participants, "is now greater than ever." "There is no doubt that the global economic crisis has had a negative impact on the region's economies, and that these Nation-States are now in the throes of resuscitating old industries (where possible) and building a new economy (as they should). Delegates noted that it was time to fully involve their future leaders – young people. ➡



➔ Convinced that they should be helped to take responsibility, and that the means to involve youth must be put to immediate effect, Olivia Grange declared “We must prepare our youth for the new world. They need our support to be healthy, to be safe, to learn, to be responsible, to make positive contributions to their communities and to enjoy the best quality of life. We must help them discover and recognize their abilities. We must encourage their academic, athletic and creative talents. We must allow them to enjoy their youth”.



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for adoption in a coherent and coordinated national and regional action plan (see the box below).

In his concluding remarks, Mr. Sané noted that 2010 should really be looked upon as a year of opportunity. It is the International Year of Youth declared by the General Assembly of the United Nations.

“We’ll have the Youth World Conference in Mexico, where we’ll have several other youth conferences, and we can really take this opportunity in 2010 to strengthen our commitment to the development and implementation of youth policies that will make the present different in order to make the future possible,” said Ambassador Hepburn. ¶

Delroy A. Whythe-Hall



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Act now

UNESCO’s Assistant Director-General for Social and Human Sciences, Pierre Sané, in his closing presentation, noted that “when youths migrate, they flee the present. It is unemployment today. It is criminal violence today. It is poverty today. So, it is now that we have to bring changes in those conditions – and young people will take care of the future.”

Speaking on behalf of youth, Chantal Cogle, Immediate-Past President of the National Secondary Students’ Council (NSSC) in Jamaica noted that youth were more than grateful to be included in the discussions on youth and youth development, but they were “tired of the talk shop...and that they now needed action to go forward”. This was the general theme that

resonated throughout the forum, which participants described as a tangible expression of the region’s commitment to social development, and in particular putting youth development where it belongs – at the forefront of regional and national development programmes.

According to Ms. Cogle, youths must be put in the centre of the planning, since it is they who must (in the long-term) build-on and implement the plans and programmes that will lead to a better life for all our peoples.

After two days of intense and lively discussions, debates and deliberations, the various issues and concerns affecting youth and their development were distilled into the following 13-point recommendations put forward

15 Recommendations for the future

1. Each government should establish a high-level mechanism to provide leadership, coordination, mainstreaming and follow-up on the implementation of national youth policies.
2. Strengthen the CARICOM Council for Human and Social Development (COHSOD) in order to focus more on issues affecting young people through youth mainstreaming in all its deliberations.
3. Each government should ensure adequate legislation empowering and protecting the rights of youth within the framework of international human rights instruments.
4. CARICOM, with support of UNESCO/MOST and other relevant partners, should spearhead evaluation on existing youth policy and programme initiatives with a view to identifying good practices that have proven effective in encouraging youth participation and civic engagement, and ensure that governments and civil society have the necessary information for replication.
5. Strengthen national data collection and analysis capabilities and promote collaboration among the statistical departments or agencies of governments in a regional initiative to develop a common approach to collecting regional youth data.
6. Include pre-adolescents, between 10 and 14 years, in developing a regional approach to youth policies.
7. The implementation of a coordinated regional approach on several key areas, to include education, micro-enterprises, promoting youth media (podcast, blogs, and radio), sports, and the mainstreaming of youth participation with the right to give feedback on all social services, the education system, and justice.
8. Revise and strengthen the existing CARICOM Regional Strategy on Youth Development, including clearly-defined youth development goals. In this regard, consideration should be given to the adoption of a CARICOM Youth Charter modeled on the 2006 Africa Youth Charter.
9. The development of national youth policies where non-existent, and the reviewing of existing policy instruments.
10. The undertaking of a “Professionalization of Youth Development” so as to ensure an effective youth empowerment strategy.
11. Advance work further on the Youth Development Index currently being undertaken by the Commonwealth Secretariat to facilitate the scientific impact assessment of development strategies and programmes.
12. Promote partnerships with the private sector and other relevant stakeholders.
13. Conduct budget audits of expenditure on youth programmes to ensure adequate allocation of resources, emphasizing that social investment is a productive factor.
14. Strengthen and reposition youth ministries and agencies by undertaking a scientific assessment of their capacities in collaboration with initiatives being spearheaded by the Commonwealth Youth Programme.
15. Use the International Year of Youth and the World Conference on Youth to advance youth advocacy and revitalize governments’ commitment to investing in youth development. ¶

Great Lakes, Africa: Round table against juvenile delinquency

Some 15 political leaders, academics, experts and United Nations system representatives (UNDP, UNICEF, UN-HABITAT and UNFPA) met on 3 December 2009 in Nairobi (Kenya) for a round table organized by UNESCO on policies for youth development and the prevention of juvenile delinquency in the Great Lakes region of Africa. As with similar UNESCO projects in Latin America, this meeting was aimed at identifying specific factors behind increased violence among young people in order to take preventive action and develop appropriate policies.

Participants based their discussions on a study by UNESCO which presented practices, policies and concrete recommendations for reducing delinquency and promoting youth participation in this region of the world through several examples of initiatives by governments, NGOs and United Nations agencies.

Following the round table, UNESCO finalized a working document calling for the identification of the structural causes of the development of violence among young people in the Great Lakes region, with an emphasis on the policies needed to prevent this youth violence. The decision was also made to launch phase 2 of the project in late 2010 by bringing together decision-makers of the countries in the region to present to them the results of the studies along with a series of recommendations and policy options.

The Nairobi meeting concluded phase 1 of the "Youth and violence prevention policies in the Great Lakes region" project launched in 2009 by UNESCO with the financial support of the Veneto region in Italy. ¶

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AFRICA

UNESCO at the 3rd Conference of African Ministers in charge of Youth



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After the endorsement by the 184th UNESCO Executive Board, the UNESCO Strategy on African Youth for 2009-2013 was presented at the 3rd Conference of African Ministers in charge of Youth, held from 12 to 16 April, in Zimbabwe.

Following a thorough and participatory consultative process with major stakeholders in Africa¹, the UNESCO Executive Board endorsed, in April 2010, a Strategy on African Youth for 2009-2013, which serves as a guiding framework for UNESCO's SHS Youth Programme in Africa, and as a catalyst for collaboration with key partners.

Collaboration with the African Union

As this Strategy shares many elements in common with the Plan of Action for Youth Development and Empowerment (2009-2018)

developed by the African Union Commission (AUC), the two organizations will collaborate closely in the implementation of the youth agenda in this region of the world.

Participating at the 3rd Conference of the African Ministers in charge of Youth, hosted by the AUC from 12 to 16 April 2010, in Victoria Falls, Zimbabwe, UNESCO took the opportunity to present the main lines of action of its Strategy on African Youth, highlighting the elements shared with the AUC Plan of Action.

While the Conference reviewed this 10-year Plan of Action and affirmed the African Member-States' commitment to furthering youth development in Africa, UNESCO conveyed the UN System's global support to the African Union's efforts on youth development in Africa.

Several joint initiatives

Co-chairing the Interagency Network on Youth Development, alongside The United Nations Department of Economic and Social Affairs (UNDESA), UNESCO confirmed, on behalf of the UN agencies present at the Conference, the continued commitment of the UN System to collaborate with the AUC and African States for the implementation of the Plan of Action, in accordance with the respective mandates of the different agencies.

Amongst the joint initiatives to be developed shortly: a campaign for the ratification and implementation of the African Youth Charter; the establishment of a voluntary fund for youth social entrepreneurship in Africa; a regional study on youth civic engagement; revitalization of the Pan-African Youth Union and development of representative, inclusive and democratic National Youth Councils. ¶

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1. UNESCO's African Member-States, African Union Commission (AUC), the African Development Bank, Regional Economic Communities and Regional Intergovernmental Organizations, youth, academia, the private sector, the UN System and all UNESCO Programme Sectors, including the Africa Department, Central Services and Field Offices in Africa.



© Myriam Asmani / UN Photo

Support for most Liaison Committees

UNESCO's most programme has been working to build efficient bridges between research, policy and practice, by informing policy-makers and supporting and disseminating high-quality social science research. In some countries, most Liaison Committees have been set up, bringing together experts from various disciplines interested in sharing their knowledge and coordinating their research on the most pressing issues facing their countries.

After an evaluation of existing Liaison Committees, UNESCO developed a pilot project to assist Member States in establishing new Committees.

Linked together and to UNESCO by a support network, these new Committees will serve as a forum on public policy choices, convening, to this end, dialogue forums with the participation of researchers, users and contributors to social science research, such as governments and civil society, as well as stakeholders.

A most Liaison Committee will be able to expand dialogue between these actors by using communication technologies, including traditional and new media.

Such a Committee could extend the dialogue between these communities via communications technologies, including traditional and new media. Furthermore, a Committee may work to strengthen local social science research capacities – helping to build and to sustain needed funding, to link researchers and to request and expand training, as well as to champion the best tools and methods for informing the policy-making process, among those working in the government. The Committee may also work to strengthen local capacity building in social science research by helping to obtain and maintain the necessary funding, by establishing linkages between researchers, by seeking and developing training, as well as promoting the best tools and methods needed for the development of policies by government officials. Although it is not always easy to establish effective linkages between researchers and policy-makers, both pursuing different objectives, evolving in different cultures and with different agendas, nevertheless, eleven countries have already expressed their interest in creating new Committees and in working within this pilot project, which will monitor and communicate their experiences. ¶

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MOST PROGRAMME

A new *Research & Policy* Book Series

With the new book series *Research & Policy*, UNESCO intends to shed light on the nature of the research-policy nexus, and to address issues relating to both developed and developing countries.

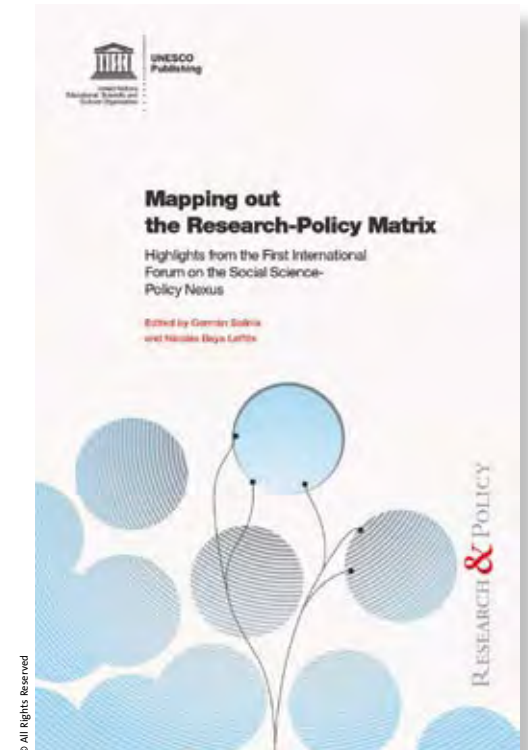
At the heart of the Management of Social Transformations (most) programme lies the belief that, despite the tension that exists between scientific knowledge and policy-making in order to achieve sustainable development and social justice, one must successfully relate political decisions to social scientific research.

The dissemination of key results of the theoretical and methodological links between social science research and policy has been disseminated over the years by the publication of the most Policy Paper series. Added to this, a new collection of UNESCO specialized books entitled *Research & Policy*, the aim of which is to clarify the nature of the relationship between research and policy, promoting a critical analysis of these relationships and addressing emerging issues relevant to both developed and developing countries will be published.

First book

Entitled *Mapping out the Research-Policy Matrix: Highlights from the First International Forum on the Social Science-Policy Nexus*, the first book in the series presents and discusses the main findings of the first International Forum on the Social Science-Policy Nexus, organized by most in Argentina and Uruguay in 2006, namely: 1. assessing the state of the relationship between research and policy by identifying their strengths and weaknesses in different areas; 2. the identification of pitfalls impeding a dynamic nexus between research and policy. It proposes a general approach of the links between research and policy, to strengthen cooperation between social scientists and policy-makers.

The next book to be published this year is entitled *Knowledge for Policy? Reinventing the social science research-policy nexus* where authors endeavour to reflect on the commonly accepted concepts and to propose new alternatives on the role and status of social science research in the political sphere. They will address the normative, cognitive and social dimensions of the nexus and broadly sketch out the



contours of new innovative approaches that put focus on participation and democracy. The reflection shall enable most to carve its own niche as a knowledge broker and coordinator of science-policy encounters.

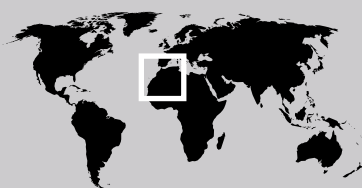
Interpretive Policy Analysis

In June 2010, this book will be discussed in a special panel during the 5th International Interpretive Policy Analysis Conference to take place in Grenoble (France). The panel will be composed of Dr. Georgios Papanagnou (Editor), Dr. Christina von Fürstenberg, (Chief of Section, MOST/UNESCO), Doug Torgerson (Professor at Trent University Canada) and Philippe Zittoun (LET-ENTPE and IPE Grenoble). ¶

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DOSSIER

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Focus on Morocco

**Social and Human
Sciences within National
Commissions for UNESCO**

A Commission striving for modernization

For the ninth stop on its journey through the National Commissions for UNESCO, *SHSviews* visits Morocco, and a Commission that considers social and human sciences not as subjects apart, but as focal points in everyday public debate.

20,5%

The percentage of the Moroccan population, estimated at 3.2 million, that was aged between 15 and 24 in 2007 (United Nations Development Programme).

With both the Mediterranean and the Atlantic lapping at its shores, Morocco faces Europe to the north and disappears into the vast Sahara to the south. Its geography and climate have created highly distinctive natural regions.

The Kingdom of Morocco has an exceptionally diverse landscape. It is a changing country, where United Nations agencies have chosen to become involved, above all, in the areas of poverty eradication; food security; environmental protection and regeneration; the promotion of women, education and democratic governance; and the fight against HIV/AIDS.

Morocco is a member of many organizations at the subregional, regional and international levels, but UNESCO was the first that it joined. It became a member on 7 November 1956, after gaining its independence.

One year later, the Moroccan National Commission for UNESCO was established and placed under the auspices of the Ministry of National Education, which was at that time also responsible for higher education and culture. Also fulfilling the role of national commission to the Arab League Educational, Cultural and Scientific Organization (ALECSO) and the Islamic Educational, Scientific and Cultural Organization (ISESCO), the Commission has a secretariat and a general assembly with 21 members, as well as five sub-commissions, responsible for education, science, social and human sciences, culture and communication.

Adjustments in strategy

The Commission's mission is to contribute to the discussions that accompany the establishment of a modern country. It plays the role of both mediator and force for modernization and is at the heart of debates on challenges such as how to reconcile development with a rapidly growing population, and the urgent need to modernize with maintaining cultural identity. The social and human sciences remain the backdrop to these issues and the instrument of choice for tackling them.

In this field, the Commission has had to adjust its strategies three times in order to keep to its initial purpose in spite of political changes that have imposed new challenges. From 1956 to 1972, with education one of the priorities of the post-colonial era, science was considered a practical and

important subject. Between 1973 and 1999, with political and economic controversies hampering educational priorities, the teaching of philosophy was stopped. Since 1999 and the democracy opening, there has been a revival of the social sciences and philosophy is being taught once more.

Although the Commission has changed its strategic focus from education to culture, it would be unfair to limit interest in social and human sciences to a precise date, or to attribute it to one body in particular. The Commission has played close attention to the revival of social sciences and the discussions related to their important role in education since reforms began in 2000.

Priority for the social sciences

As the image of social and human sciences is changing, from being considered as subjects apart to being seen as focal points for everyday public debate, the Commission's work in this area focuses on two goals.

As these sciences provide the framework for contemplation of everyday life and human development, the Commission gives priority, in the public arena, to social and educational values and topics, such as gender and human rights, by undertaking specific actions. At the same time, within academic and educational bodies, it highlights the tripartite nature of these sciences: that they provide the values, concepts and methods for "thinking the world", hence the relevance that the Commission accords to philosophy and the tangible and intangible heritage.

In this spirit, the Commission is also trying to provide a reminder that "it is risky not to include the human and social dimension in the study of natural sciences, in particular from an ethical point of view", while developing an interdisciplinary approach based on a "converging of priorities" in order to respond to both national and international challenges. ¶

Coraline Bardinat in association with the Moroccan National Commission for UNESCO.



Promoting human rights among young people

In a country where 15 to 24-year-olds make up more than 20% of the population, the Moroccan National Commission for UNESCO plays an important role in raising awareness of human rights among young people.

Its goal is to give them a democratic idea of citizenship, diversity and dialogue, using dynamic and participatory methods.

To do this, the Commission works closely with Moroccan universities and national networks of UNESCO Clubs and Associated Schools. In addition to supporting the celebration of world days related to human rights, it contributes to the organization of numerous conferences, seminars and public initiatives.

For example, in January 2010, it was involved in a conference on the role of reading in the intercultural education of university students, which was organized in Rabat by the UNESCO active citizens' club of the Science and

Education Faculty at the Mohammed V-Souissi University. It was aimed at Masters and doctorate students, and some Swiss and Moroccan researchers also took part.

In 2008, the Commission also helped to organize a seminar on young people, youth policies and scientific research, in partnership with the Secretary of State for Youth, the University Institute for Scientific Research at the Mohammed V-Souissi University, the United Nations Population Fund, UNESCO and the UNESCO Office in Rabat.

Also in 2008, following collaboration between the United Nations Development Fund, the UNESCO Office in Rabat and the Moroccan National Commission for UNESCO, a fresco of 60 paintings illustrating each of the articles of the Universal Declaration of Human Rights was put on display in a "human rights village" that was built in the centre of Rabat to commemorate the 60th anniversary of the Declaration.

Carried out by pupils from the Ibn Batuta school, part of the UNESCO network of Associated Schools, the project allowed children aged between 12 and 15 to share their understanding of the Declaration, while recognizing the fragile nature of what it has achieved. The project has since been suggested to other schools. ¶

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85%

The percentage of students enrolled in State universities, of which the great majority are studying humanities, economics or law (73%) (Report by the Special Committee on Education and Training of Morocco, June 2005).

Three questions for... Touria Majdouline

Secretary-General of the Moroccan National Commission for UNESCO since February 2010, Touria Majdouline has a PhD. in literature and is a Moroccan poet and founding member of the Association of Women Artists of the Mediterranean, as well as chair of the "Alternative sociale" association for children and young people.

How does the work that you do in social and human sciences relate to the other programmes of the National Commission?

The main challenge facing the social and human sciences is that scientific rigour is giving way to careerism and professionalization. As UNESCO emphasizes, they are a sustainable reserve of cross-cutting competencies, needed by those at the top of their fields in science and technology to achieve critical reflection, as well as opportunities for retraining and mobility. As such, the Commission is trying to develop those sciences as a cross-cutting basis for its other programmes by promoting, through progressive teaching

along with repeated and varied tasks, a new, more universal and human perception of them. It's a difficult task, but an essential and relevant one.

What are the main challenges facing Morocco that the social and human sciences could help to address?

Progress in Morocco is stalled by ongoing questions to which there are occasional responses but which will continue to exist as long as the structural elements remain the same. We need, for example, to reconcile structural requirements and the demands of development.

From a more practical point of view, ⇨

Re-establishing and promoting philosophy to consolidate the contribution of the social sciences

Having been at the origin of the proposal that led to the establishment of World Philosophy Day by the UNESCO General Conference in 2005, the Moroccan National Commission for UNESCO is considering introducing a national philosophy day, as the World Day does not go far enough in meeting the considerable interest that there is in philosophy.

This demonstrates the importance that the Commission accords to the promotion of philosophy. It coordinates all the national activities that take place every November as part of World Philosophy Day and, from its point of view, a national philosophy day would have “a symbolic importance for Morocco” that would tie in with the return of philosophy to the academic, political and educational arenas following the restrictions, prohibition even, on the teaching and practice of it during the 1980s.

According to the Commission, this situation has distorted the relationship between academic and intellectual bodies and the teaching and learning of human sciences,

which have had their status as guarantors of the theory of knowledge taken away. The Commission is in no doubt that “although the quality of public debate and the relevance of scientific education were felt, the democratic and other reforms, including of education, that have taken place in Morocco since 1999 needed the support of philosophy.”

Celebrating philosophy also has “a strategic dimension” that unites, around one topic, almost all partners and official bodies whose areas of competence relate to philosophy.

Each World Philosophy Day is therefore an opportunity for the Commission to make clear links between Moroccan and universal thinking while meeting three goals: paying tribute to well-known figures, in particular, women philosophers; studying the educational dimension of philosophy; and examining the existential and ethical relationship to modernity or the Other, within both Moroccan society and the regional, or even global, cultural community.

In 2006, when Morocco hosted the international component of World Philosophy

Day organized by UNESCO, more than 1,500 people, including around 1,000 students and 100 philosophers from all over the world, met in Rabat from 15 to 18 November. Meetings and round tables were held on “Philosophy and the condition of the modern world”, “Modernity and the condition of women” and “Philosophy and North-South dialogue: what are the difficulties and what is the future?”. At the end of the three days, they adopted a Declaration that reaffirmed their commitment to the objectives of UNESCO in the field of philosophy, and paid tribute to Professor Abed El Jabri, Moroccan philosopher and specialist in Arab-Islamic philosophy and thought, and to Hannah Arendt, the centenary of whose birth was celebrated in 2006.

The following year, the day focused on women philosophers and their work, while in 2009, the spotlight was on teaching philosophy, as part of the project initiated by UNESCO on that topic. ¶

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➔ we have to support efforts in favour of, for example, educating girls, preserving forms of heritage and integrating ethics. Such objectives will not be successfully achieved without the implementation of innovative and dynamic transdisciplinary teaching that makes the most of national and international expertise. In addition, in Morocco, as in many countries in the South, social and human sciences still have a political and identity aspect that, paradoxically, reduces their impact on human training and development.

What kind of collaboration are you developing with your partners?

We are fortunate because, alongside the joint activities that we carry out with other National Commissions, our Commission is also the National Commission for ISESCO and ALFCSO. It is a great responsibility but also gives us a privileged position that allows us to consider each priority in a three-dimensional way and decide on the correct action to take. The advantage of

UNESCO lies in the ethical, philosophical and methodological support it can provide, while we have the advantage of being able to access regional and, in particular, local expertise. We are fortunate to have at least two opinions on an issue.

In accordance with our statute, we can also carry out projects in partnership with the Council of Europe, the International Organization of La Francophonie and the “Agence universitaire de la francophonie”. We are also involved in programmes financed by the United Nations Development Fund and UNICEF, and can be in programmes financed by the World Bank. In addition, we are an active member of the UNESCO/ISESCO Arab Research-Policy Network on Economic, Social and Cultural Rights (ARADESC) and the Coalition of Arab Cities against Racism, Discrimination, Xenophobia and Intolerance. ¶

Interview by Abdelhak Bel Lakhdar



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“The main challenge facing the social and human sciences is that scientific rigour is giving way to career and professionalization.”

Bioethics and the environment: an interdisciplinary approach

For the Moroccan National Commission for UNESCO, bioethics are involved in all human, social and scientific initiatives, and accordingly a subject that commands research into how to follow up development efforts in an ethically and ecologically sound way.

To this end, the Commission provides its expertise to Government bodies and the academic community and contributes to numerous initiatives. The Moroccan Ministry for Higher Education has also asked it to follow up meetings on bioethics and sustainable development, in particular those supported by the Division of Ethics of Science and Technology of UNESCO.

In June 2008, the Commission organized a regional meeting of experts in the teaching of ethics in French-speaking Arab countries. It was held in Marrakesh, as part of the UNESCO Ethics Education Programme.

Participants from Algeria, Lebanon, Morocco, the Syrian Arab Republic and Tunisia evaluated the ethics education programmes in their countries with a view to establishing a regional network of experts. They also set out the next steps to be taken to advance regional cooperation in that field.

From a more educational perspective, since February 2009, the Commission has also been involved in an interdisciplinary project developed by the Mohammed VI Foundation for Research and the Safeguarding of Arganier, the French National Commission for UNESCO and the PlaNet Finance-Maroc association, in order to raise awareness of lessons learnt from the UNESCO programme “Man and the Biosphere”, biosphere reserves and the Convention for the Safeguarding of the Intangible Cultural Heritage. The Commission is also working to increase

awareness of the unique intangible heritage of south-west Morocco, which is currently under threat. ¶

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FOR FURTHER READING



1

1 / ***Migrants and their rights in the Maghreb***

Khadija El Madmad (ed.)
(In French only)

Published in 2004 by the UNESCO Chair “Migrations and human rights” of the University of Casablanca, with the contribution of the International Migration and Multiculturalism Section of UNESCO, this publication includes an historical overview as well as an analysis of migration in Algeria, Morocco and Tunisia. ¶

137 pp., Éditions La croisée des chemins, 2004
ISBN : 9981-896-57-8



2

2 / ***Ibn Khaldun, Michel Foucault: the case, the example, the model***

Ali Benmakhlof (ed.)
(In Arabic and in French)

This publication proposes a rethinking of the methodology of the human sciences, based on the thinking of two major philosophical figures: Ibn Khaldun, an Arab Muslim philosopher at the beginning of the fifteenth century, and Michel Foucault, a French thinker at the end of the twentieth century. ¶

208 pp., Éditions Le Fennec, 2009
ISBN 978-8854-415-92-0



3

3 / ***Young people, youth policies and scientific research: for a new synergy***

Prof. Abdelfattah Ezzine (ed.)
(In Arabic and in French)

Published following the workshop organized on this topic in 2008 in Rabat (see opposite), this book addresses issues such as the socialization and social integration of young people, citizenship and political participation. ¶

163 pp., Éditions Université Mohamed V, 2008



4

4 / ***Stereotypes, image and representation of women in rural and/or urban groups***

Coordinated by Leila Messaoudi and Fouzia Rhissassi
(In Arabic and in French)

This is a record of the proceedings of the conference organized in 2005 by the UNESCO Chair on Women’s Rights and the training and research unit on language and society, in partnership with the Interdisciplinary Women’s Studies Group of the Free University of Brussels (GIEF-ULB). ¶

193 pp., Éditions Le Fennec-Casablanca, 2008
ISBN : 9954-415-68-8

Social sciences in 2010: Knowledge divides

Ten years after the publication of the first *World Social Science Report* in 1999, a review of social sciences in the world has just been published in English. It analyzes patterns of production, dissemination and the use of social science knowledge and points to multiple divides.

According to Gudmund Hernes, President of the International Social Science Council (ISSC): “The report is very comprehensive. It is truly global in scope and has stressed the importance of having voices from all over the world represented in the report, the authors writing about not just their own country or their own continent, but also about the disciplinary problems and challenges that face social sciences”.

Launched on 25 June 2010, at UNESCO Headquarters, the *World Social Science Report 2010* also provides a fresh insight on the way social science faces the major contemporary global issues. Entitled *Knowledge Divides: How social sciences are evolving in the face of unequal conditions and diverging trends*, it has just been produced in English by the International Social Science Council (ISSC) and co-published with UNESCO. The ten years after the first and unique report was published (1999) on this theme, have witnessed major socio-economic transformations marked by the world economic and financial crisis, having deep social consequences on the living standards of the populations around the world.

Using statistics, examples and illustrations from all

Arab region

“In the Arab States, authoritarian regimes tend to exercise strict control over the social sciences, limiting freedom of thought and setting boundaries in terms of acceptable and unacceptable areas for research and teaching”.



Africa

Sub-Saharan Africa has experienced a considerable delay with respect to the part it plays in world scientific output – falling from 1% in 1987 to 0.7% in 1996, with no sign of recovery.

over the world collected by the ISSC, which mobilized the social science community and brought together direct contributions from almost 100 social scientists, the report provides an overview of the current situation. From the report, we can understand how extreme poverty, climate change, economic and financial crises and cognitive fragmentation, are all reasons, among other hot topics, why social scientists are needed more than ever. If the 20th century has seen extraordinary advances in social sciences, they have also revealed some shortcomings.

Successes and failures

Through its 400 pages, divided into 10 chapters, as well as an appendix including unpublished data on 57 countries, the report notes the many successes, such as the globalization of social science, now almost universally taught and widely disseminated, and thus more institutionalized.

The report also reveals the increasing numbers of social scientists teaching at universities, engaged in research or working in governmental bodies of their countries, with the growing demand for their expertise from policy-makers, the media and NGOs.. Economic growth, justice, governance, democracy, human rights, education, inequality and diversity as well as many other concepts would be largely unknown without the contribution of social sciences.

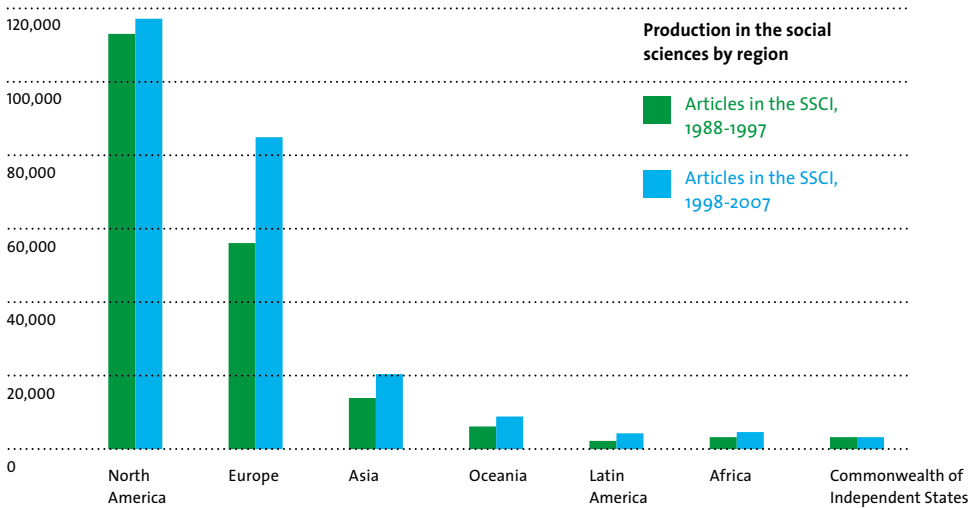
Asia

45% of the 11.028 million students enrolled in Indian institutions of higher education in 2005, are studying the arts and social sciences.

Europe

“Germany and the United Kingdom together accounted for half of the European public funding for the social sciences”.

◀ The *Social Sciences Citation Index (SSCI)* provides access to bibliographies and quotations among more than 2000 specialized magazines in social sciences throughout the world.



Additionally, the report points to many failures in the social sciences. For example, one could consider the unforeseen financial and economic crisis that began in 2007, or the inability to anticipate deep social transformations, leading to major changes in opinion among societies.

He insists that the growing interrelationship of socio-economic problems has challenged the traditional boundaries between social science disciplines, which have also been accused of being fragmented, overly specialized and sometimes too cryptic and disjointed.

Multiple divides

Above all, the report reviews the inequalities and asymmetries that prevent the accumulation, transmission and use of knowledge in different countries. From the earliest chapters, it is thus a question of the geographical divide (Chapter 2), the divide in capacity building (Chapter 3), the lack of homogeneity of the inequality and internationalization of the production of articles and books from one country to another (Chapter 4). Two other divides related to the fragmentation of knowledge are then discussed: the divide between mainstream research and alternative approaches (Chapter 5) and the divide between disciplines (Chapter 6). Finally, the competition engendered by the new management practices (chapter 7), the sometimes tense relations between academics and society (Chapter 8) and between academics and policy-makers (Chapter 9) are also extensively examined, and constitute other divides that reduce the effectiveness of the response of the social sciences to global challenges.

The Report points out that it is crucial that the social sciences are consistent and effective. Because of significant disparities in research capacity and the knowledge divide, social sciences are not in a position

Latin America

More than 2/3 of all Latin American post-graduate research programmes are offered by the public universities of Brazil and Mexico.

to fulfill their role to their full potential. The suggestions in the report are therefore of vital importance to meet the challenges of today and tomorrow, and deal effectively with local and global issues.

Investing in the South

In regions where social problems are most acute, and social science infrastructures are weak, the report stresses the need for capacity building, by funding of research institutions, and by developing existing structures and creating new ones. It also suggests strengthening multilingualism among social scientists in the North and reiterates the key role that UNESCO, ISSC, the OECD and all regional organizations can play in filling the gaps in the flow of information and information technology. ¶

Khaled Abu Hijleh



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To download the summary of the Report, available in the six official languages of UNESCO (Arabic, Chinese, English, French, Russian and Spanish), please see: www.unesco.org/shs/wssr

North America

“On the recipient side, one economics PhD holder out of three, and almost one social science PhD holder out of five working in the US, was born abroad”.

Migration, environment and climate change



© Nekraweshy / OIM 2010

A book which will link migration, environment and climate change will be published in 2010 by UNESCO.

In 2010, UNESCO will publish a book which will be a reference on the links between migration, environment and climate change, an issue on which research remains limited, despite the interest for the international community.

Comprising two parts, this book will provide an overview of the links between these phenomena, by reviewing the data available.

With the title: "Data relating to the links between migration and climate change", the first part of the book will provide empirical evidence on the links between climate and migration, by bringing together case studies and summaries from different fields including history, sociology, geography and climatology.

The second part, "Policy responses, normative issues and critical perspectives" considers the key issues raised by the climate change/migration nexus. These include addressing the social and political context in which the issue has arisen, exploring the policy responses of States and the views of different

institutional actors, by providing critical perspectives on the actual relationship between the environment and migration, and by providing concepts and notions more appropriate to address this relationship, and highlighting possible implications in terms of gender and human rights, international law and responsibilities. Through a detailed analysis of the issues raised, this book aims at developing a complex and non-deterministic approach of the phenomena by recognizing the multi-causality of the migration process and considering "environmental migration" not only as "forced" migration, or as a last resort, but also as a strategy to address socio-economic, political and environmental development – hence the caution required in the use of concepts such as "climate refugees" or "environmental migrants". While research on the subject is still limited, climate change and its consequences in terms of population movements is the subject of increasing attention from both policy-makers and social scientists. As the *Stern Review* puts it, "an increasing rarity of resources, desertification, risks of droughts and floods, and rising sea levels could indeed drive many millions of people to migrate in the coming years". ¶

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Human Rights: Questions and Answers Book by Leah Levin translated into Arabic

Published with the support of the Italian Development Cooperation, Italian Ministry of Foreign Affairs, the book *Human Rights: Questions and Answers* by Leah Levin and illustrated by Plantu, is now available free-of-charge in Arabic.

Constituting a tool to raise awareness on the culture of human rights among NGOs, human rights institutions and civil society, this updated version published in November 2009 will be disseminated throughout the Arab region.

This language version is based on a the latest version of this key publication of UNESCO and provides clear, concise and up-to-date information on the main human rights instruments, their promotion and protection mechanisms, organizations working for human rights, and major international events.

The book is divided into two parts, one of which clarifies the meaning of the different articles of the Universal Declaration of Human Rights. It also includes reflection on the major challenges in the field of human rights. ¶

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To download this publication free-of-charge, please go to the Social and Human Sciences website, "Publications": www.unesco.org/shs

Human Rights: Questions and Answers by Leah Levin

Illustrated by Plantu
Translated from English by Alaa Shalaby and Nouzha Guessous Idrissi
197 pp., UNESCO, Imprimerie Lawne (Rabat, Morocco), 2009.
ISBN 978-92-3-604130-8



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HIV and AIDS: What can we do?

Published in English and Russian, *HIV and AIDS: What can we do about this?* can be downloaded free of charge from the Internet. This illustrated work is aimed at helping young people to become more aware about HIV/AIDS and preventing the discrimination that can affect persons living with HIV/AIDS. The aim of the publication, which is an integral part of the "Other, Others, Otherwise" collection, created at the initiative of writer Lyudmila Ulitskaya for children from 10 to 13 years of age, is to suppress the prejudice, false information and fear that help spread the Aids pandemic.

Published with the support of the UNESCO Office in Moscow, the charity foundation "Tolerance Institute" and the Rudomino All-Russia State Library for Foreign Literature, it contributes to human rights education. ¶

HIV and AIDS: what can we do about it?

Kontantin Skripkin
illustrations by Antonov Alexandr
74 pp., Tolerance Institute, Rudomino Publishers, 2009.
ISBN 978-5-904460-02-0

To download the publication: <http://unesdoc.unesco.org>

Teaching kit for the integration of migrants

A teaching kit aimed at better social inclusion and the spatial integration of migrants in cities was available during the World Urban Forum 5 held from 22 to 26 March 2010 in Rio de Janeiro (Brazil). Sponsored by UNESCO, UN-Habitat, the Union of Cities and Local Governments and the Union of Ibero-American Municipalities, it was based on case studies and the scientific research results of the UNESCO Chair in Venice (Italy), created in 2008, and was mainly intended for local authorities, architects and social workers. ¶

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Giovanna Marconi

A graduate in architecture from the IUAV di Venezia University (Italy) with a master's in town planning in developing countries, Giovanna Marconi, who is working for a Ph.D. on Urban planning and public policy, is a junior researcher for the managing International Urban Migration (Turkey, Italy and Spain) project under the promotion of Civil Society Dialogue between the European Union and Turkey project.

The wall and bridges

By Giovanna Marconi

Two highly symbolic antithetical physical features differentiate the urban areas of Tijuana (Mexico) and Istanbul (Turkey), particularly the northern border of Tijuana which gives the impression of a wall on which the city seems to break, and the vast unplanned, dispersed urban area which dissolves abruptly and artificially “against” this line, separating the first and the third worlds.

Conversely, the bridges over the Bosphorus connecting the Asian and European parts of Istanbul not only form a natural link between two continents, but are often used to symbolize the link between civilizations. However, for migrants in transit wanting to reach the United States or the European Union, these cities often turn into a final destination, a sort of second option in their migration projects (...).

It is estimated that an average of 10,000 international migrants heading for the United States transit through Tijuana each year, including a large number who end up staying there. Despite the increasing number of foreigners living in Tijuana, which is home to the citizens of 37 different countries making up 1.1% of the local population (1.5 million), their presence is almost invisible. The Chinese community, with its population of 9,000, prefers to keep a low profile, so much so that in the census taken in 2000, none of its members were registered as residents of Tijuana.

Conversely, migrants from Latin America have adopted a strategy which consists of passing themselves off as Mexicans as that is the best way to avoid migration controls. Having a false Mexican identity means they can gradually blend into the local population or simply disappear altogether, living in numerous squats and working on the informal market.

On the other hand, although there seem to be relatively fewer international migrants in Istanbul than in Tijuana,

the density of the population of the Turkish metropolis (up to 13 million) means that they are far more visible because of their totally different racial, linguistic and religious origins. As a result, the local people, particularly in the low-income bracket, perceive them as being unwanted competitors in accessing relatively rare resources.

In the centre of Istanbul, unlike that of Tijuana, migrants are concentrated in some of the city's most rundown areas, thus contributing to reinforcement of the existing urban fragmentation. It is estimated that there are about 2,000 Africans living in Kumkapi, an area essentially populated by Kurds, who are a highly excluded minority. Many other African citizens live in Tarlabasi and Kurtulus, two areas in which Iraqis are also present.

Housing in these areas is extremely dilapidated and seedy lodgings in cramped cellars are rented out to migrants at much higher prices than Turks would pay, forcing them as a result to live in unhealthy overpopulated conditions in order to share costs.

Although migrants in transit, trapped in the two cities, form additional groups of people living in precarious conditions, both in Istanbul and Tijuana, international migration takes place in the total absence of explicit public policies responding to migrant needs. Consequently, they are extremely vulnerable and divested of even the most basic rights such as the right to decent housing, freedom to meet in public places, access to health care and education and safe, respectable working conditions.¶

CALL FOR CONTRIBUTIONS



SHSviews is continuing the debate on the inclusion of all populations in cities, opened in No. 24, by an article by Prof. Balbo, the UNESCO Chair on Spatial and Social Inclusion of International Migrants” in Venice (Italy). Comments, suggestions or proposals are most welcome: migrants&cities@unesco.org

DEMOCRACY AND HUMAN RIGHTS

Arab-African Forum: continuing the dialogue



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The second meeting of the Permanent Forum of Arab-African Dialogue on Democracy and Human Rights will take place on 29 and 30 November 2010 in Cairo, Egypt, and will continue to explore the theme of migration.

Six months after the first meeting of the Permanent Forum of Arab-African Dialogue on Democracy and Human Rights, organized by UNESCO and the Egyptian National Council for Human Rights, the Forum's Steering Committee met on 31 May and 1 June 2010 at UNESCO Headquarters in Paris (France), in the presence of his Excellency Abdou Diouf, Secretary-General of the International Organization of the Francophonie and Honorary President of the Forum; Moussa Idriss Ndélé, President of the Pan-African Parliament; Adnan Omran, Secretary-General of the Arab Parliament; and Julia Dolly Joiner, Commissioner for Political Affairs at the Commission of the African Union.

Many parliamentarians, experts and representatives of regional and international organizations and national human rights institutions took part in the meeting, in the framework of which two round-table discussions were held on 31 May: one on "Arab-African relations in a globalized world: assessment and future perspectives", and the other on "Democracy and human rights in the Arab-African world: what will be UNESCO's role?".

The round-table discussions were introduced with an address by the French political scientist Guy Hermet and an address by Boutros Boutros-Ghali, President of the Egyptian National Council for Human Rights and Vice-President of the Forum, and facilitated an exchange of ideas between Moussa Idriss Ndélé, President of the Pan-African Parliament; Ahmed Haggag, from the Egyptian National Council for Human Rights; Mohamed Kamel Rezag Bara, Advisor to the President of Algeria, and Mezri Haddad, Ambassador and Permanent Delegate of Tunisia to UNESCO.

Pierre Sané, UNESCO's Assistant Director-General for Social and Human Sciences, stressed the Organization's role of promoting democratic principles, and stated that it was not a case of choosing between democracy and development, nor between human rights and development.

On 1 June, the Steering Committee, after meeting in private, announced that the second meeting of the Permanent Forum would take place on 29 and 30 November 2010 in Cairo, Egypt, on the theme of migration. ¶

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JUNE

3-4 June

Meeting of the International Bioethics Committee (IBC) Working Group on Traditional Medicine. Paris, France. (s.colombo@unesco.org)

7 June

Launch of the *Freedom from poverty as a human right* collection at the Human Rights Council. Geneva, Switzerland. (m.goucha@unesco.org)

7-8 June

Meeting of the International Bioethics Committee (IBC) Working Group on human cloning and international governance. Paris, France. (s.colombo@unesco.org)

13-14 June

1st Youth Exhibition: exhibition of works of students of the "Projovem Urbano" Programme. Brasilia, Brazil. (m.jovchelovitch-noleto@unesco.org)

17-18 June

World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) workshop on an ethical framework for climate change policies. Montevideo, Uruguay. (j.crowley@unesco.org)

25 June

Launch of the 2nd *World Social Science Report 2010: Knowledge Divides*. Paris, France. (c.golden@unesco.org)

28-30 June

Extraordinary Session of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST). Paris, France. (j.crowley@unesco.org)

28 June-1 July

4th World Human Rights Forum. Nantes, France. (a.melo@unesco.org)

28 June-2 July

Ethics Teacher Training Course. Dubrovnik, Croatia. (h.tenhave@unesco.org)

28 June-11 July

21st edition of the Stade Français Junior Tennis Open Tournament, BNP Paribas Cup. Paris, France. (g.elkhoury@unesco.org)

JULY-AUGUST

1-2 July

World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) workshop on environmental ethics. Paris, France. (j.crowley@unesco.org)

7 July

Consultation meeting of UNESCO Member States on the advisability of preparing a Declaration of ethical principles in relation to climate change. Paris, France. (j.crowley@unesco.org)

7-8 July

Plenary Session of the Intergovernmental Committee for Physical Education and Sport (CIGEPS). Paris, France. (g.elkhoury@unesco.org)

26-27 July

European Athletics – UNESCO Youth Leaders Forum. Barcelona, Spain. (g.elkhoury@unesco.org)

26-28 July

3rd Forum of the Ministers in charge of Women and Gender from the Great Lakes region. Arusha, Tanzania. (c.tekaya@unesco.org)

12 August

Celebrations for the International Youth Day. (g.elkhoury@unesco.org)

14-26 August

Events during the Youth Olympic Games. Singapore, Singapore. (ge.madriz-cortez@unesco.org)

23-27 August

World Youth Conference. Léon, Mexico. (g.elkhoury@unesco.org)

SEPTEMBER

13-14 September

Regional consultation meeting on the advisability of preparing a Declaration of ethical principles in relation to climate change. Montego Bay, Jamaica. (j.crowley@unesco.org)

20-23 September

Annual Conference of the International Francophone Secretariat for Environmental Assessment (SIFÉE). Paris, France. (j.crowley@unesco.org)

29 September

Joint Session of the International Bioethics Committee (IBC) and the Intergovernmental Bioethics Committee (IGBC) for 2010-2011. Paris, France. (s.colombo@unesco.org)