

# newsletter

## Human Rights at the heart of UNESCO programming

# 10

Human Rights are central to the very origins of UNESCO. They were massively violated in the tragic backdrop to the Organization's emergence, and universal respect for them is the ultimate goal set for it by Article 1 of its Constitution, which was adopted in London on 16 November 1945. What, then, does it mean, as UNESCO reflects on 60 years of its history and draws lessons for its future, to give human rights a "priority" that they have supposedly always had?

The main issue is not the failure always to respect the rights proclaimed by the Universal Declaration of Human Rights, to which UNESCO's Constitution refers. The problem is rather that such rights have not always – perhaps not often – been taken seriously.

It is a particular challenge for the Social and Human Sciences Sector to take human rights seriously, along with all they imply. For there are two rather predictable pitfalls in the objectives set by the Constitution that relate specifically to its work: to maintain, increase and diffuse knowledge; and to encourage intellectual cooperation among nations.

First of all, knowledge may come to be seen as a self-sufficient goal, addressed to specialized communities. No doubt such communities must respect human rights in their scientific work, but they need not directly promote them.



p. 3 **Ethics** Bioethics on the agenda of the General Conference • "Bioethics Days" in West and Central Africa • Ethics Teaching • Ethics and Nanotechnology / p. 5 **Interview** Zahira Kamal / p. 10 **UNESCO SHS Prize** The 2005 UNESCO Prize for Architecture • The 2005 Prize for Landscape Architecture / p. 11 **Social Transformations** Together with Migrants in Mongolia • "Growing Up in Cities" in Canada and the United States • MOST Intergovernmental Council elections / p. 14 **Special Section – 60 years of UNESCO** / p. 20 **Human Sciences** World Philosophy Day • Building a Portuguese language virtual campus • Natural disasters – the need for forecasting / p. 22 **Dossier: Human Rights** The human rights-based approach to development / **Human Rights** Racism and discrimination in the city of West Africa – Project for Peace / p. 30 **Just published** / p. 32 **News** • **Calendar**

→ Secondly, knowledge may serve to justify forms of action in which human rights appear, at best, as a constraint, but not as a goal. To think of development, for instance, as a quantitative objective to be pursued within the bounds of human rights is not to take human rights seriously. Quite naturally, and perhaps in perfectly good faith, such a view leads one to consider whether it might be expedient to restrict human rights (just a little) as a *quid pro quo* for faster development. In other words, such a view detracts from the universality of human rights and the equal dignity of all those who bear them.

UNESCO's mission may similarly be diluted with respect to intellectual cooperation. There is no suggestion that such cooperation should be restricted to scientists or intellectuals. On the contrary, the Constitution refers specifically to nations and people. Nonetheless, while the modalities of "professional" intellectual cooperation are by now well established, a form of cooperation reflective of the universal character of human rights and the aspiration to knowledge is not yet even on the drawing board.

It is hardly necessary to point out that many traces of both retreat into the ivory tower and paternalistic utilitarianism are perceptible in the history of the social and human sciences at UNESCO. In order to guard against such temptations, it is important to reaffirm a basic principle: the social and human sciences are not owned by those who make their living from them, any more than human rights are owned by those who proclaim them. Putting human rights at the heart of the future work of the Sector means thinking of science in terms of action and of action for the benefit of all. What matters, above all, is to write this dual concern into every programme, every action, and every activity.

**Pierre Sané**  
Assistant Director-General  
for Social  
and Human Sciences



© All rights reserved

The quarterly *SHS Newsletter* 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 available both in printed and electronic form ([www.unesco.org/shs](http://www.unesco.org/shs)).

Articles may be reproduced providing the credit line reads "Reprinted from the *SHS Newsletter*", along with the date and number of the issue and, when appropriate, the name of the author of the article.

© UNESCO, 2005  
ISSN: 1814-2982

**Director of publication:** Pierre Sané  
**Editor:** Cathy Bruno-Capvert  
**Editorial Board:** Mimouna Abderrahmane, Khaled Abu-Hijleh, Jeanette Blom, John Crowley, Simone Porges, Petra Van Vucht Tijssen, Rosemary Wiltshire-Romero.  
**Design and layout:** Atelier Takavoir – Paris with Anne Drezner  
**Printing:** UNESCO

## Bioethics on the agenda of the General Conference

With the 2<sup>nd</sup> Bolivian National Congress on Bioethics, the First Bioethics Days for West and Central Africa, and the First Mercosur Bioethics Congress, the principal priority of UNESCO's Social and Human Sciences programme made the headlines this summer in Africa and in Latin America.

This autumn, the 33<sup>rd</sup> session of the General Conference at UNESCO Headquarters in Paris, will discuss the Draft Declaration on Universal Norms on Bioethics. On 20 June 2005, in his opening speech to the second session of the intergovernmental meeting of experts aimed at finalizing this draft declaration, UNESCO's

Director-General restated "the crucial importance to the future of humankind" of getting the Organization's Member States to reach consensus on this matter at the 33<sup>rd</sup> session of the General Conference. He said that it was "of the utmost importance... to produce a text of practical use that will guide States in drafting legislation and formulating policies, contain the principles and procedures implemented by persons, groups and institutions concerned with bioethics, and encourage dialogue within societies on bioethics issues and the sharing of knowledge in science and technology".

### "Bioethics Days" in West and Central Africa

**From 11 to 13 July 2005, African and European specialists met in Dakar, Senegal, to reflect on research ethics in a continent where the field of health is marked by enormous economic and social challenges.**

This was a first – in all senses of the word. It was the first time that researchers, health professionals, philosophers, sociologists, lawyers, historians, members of committees or networks of bioethics research in Africa, had met together on the African continent. It was also the first stage of the regional and international cooperation that is expected to develop from now on. The "First Bioethics Days" were a success. The event was co-organized in Dakar from 11 to 13 July 2005 by Senegal's Ministry of Health and Medical Protection, the Ministry of Research and Cheikh Anta Diop University, together with the Institut Pasteur, UNESCO, the World Health Organization (WHO), the International Development Research Centre (IDRC), the Institute of Research for Development (IRD) and other partners.

For three days participants discussed the current situation of research in Africa, emphasizing the possibilities that are opening up, and also the dangers arising from certain practices. Aware of the strides that have been made in the life sciences and of the impact their application would have in Africa, participants underlined "the risk of the continent becoming transformed into a field research laboratory beyond the confines of any ethical structure". While assessing the problems of endemic and new diseases in Africa, they denounced the "double standards" that show a lack of respect for human life and dignity. In a joint Declaration, they stated the need to consider the principles laid down by existing international declarations in the field of ethics, such as the UNESCO Declaration on the Human Genome and Human Rights, the International Declaration on Human Genetic Data and the Draft Declaration about to be finalized on Universal Norms on Bioethics. They expressed the wish for teaching programmes to be established in ethics, bioethics, and the right to health, in academic and professional training courses in Africa. They also emphasized the need for Africans to become actively involved in research conducted in Africa.



© All rights reserved

The UNESCO/SHS regional adviser with representatives of the Bioethics Committee of Cameroon, the Faculty of Medicine of Bukavu (DRC), the Senegalese Ministry of Health, the Bioethics Committee of Côte d'Ivoire, and the Institute of Public Health of Congo.

Appealing to African governments to embark on permanent action to set up ethics and bioethics committees, the participants in this first meeting also stressed the importance of regional and international cooperation. Recognizing the complexity of ethical and bioethical issues, which require a pluralistic, multi-disciplinary approach, participants undertook to extend this first discussion to a Forum for dialogue, debate and action on ethical and bioethical issues, and on the life sciences in West and Central Africa. ¶

Carrie Marias, c.marias@unesco.org

## Teaching criteria

### The Advisory Committee on programmes for the teaching of ethics met in Paris, in July.

UNESCO's Division of Ethics of Science and Technology is developing an Ethics Education Programme to strengthen and increase the capacities of Member States in the field of ethics. A key objective is to develop criteria for ethics teaching programmes. In order to assist in developing the criteria, the first meeting of the ad hoc Advisory Expert Committee for the Teaching of Ethics, composed of experts from the International Bioethics Committee (IBC), the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST), the World Medical Association (WMA), the Third World Academy of Sciences (TWAS) and representatives of the UNESCO Chairs in Bioethics, was held on 4 July 2005, in Paris.

The Advisory Committee's eight members – from France, India, Morocco, New Zealand, the Philippines, Russia and Spain – agreed that their work was going to be long term, with the first step being to design a core curriculum on bioethics for health care professionals. The Committee also agreed that particular models (based on current practice) and specific ethics teaching programmes (i.e. one for bioethics and one for ethics of science and technology) could be developed separately with the respective material and multimedia tools being translated into UNESCO's six official languages.

The Advisory Committee's next meeting is scheduled for Spring 2006.¶

**Simone Scholze**, [s.scholze@unesco.org](mailto:s.scholze@unesco.org)

## Ethics and nanotechnology: first meeting of the Expert Group

### A state of the art of the ethics of nanotechnology is planned for the second half of 2006.

Nanotechnology is currently one of the most rapidly developing fields of technology with many promising applications in medicine, manufacturing and communication. As with any new technology, it raises ethical issues – the possible benefits and harms are increasingly discussed, as well as its significance for international relations in science and technology policies.

UNESCO is in a unique position to take the initiative when it comes to mapping the ethical dimensions of nanotechnology from a global perspective. The Organization has therefore been carrying out foresight studies regarding nanotechnology in order to engage wide-ranging discussions and thinking on the ethical implications of new and emerging technologies. A brochure on nanotechnologies and their ethical implications will be published before the end of 2005 in the six working

languages. UNESCO also brought together an ad hoc Expert Group on Ethics and Nanotechnology, which met in the first week of July 2005 and is scheduled to have a second meeting in December 2005. The Group, composed of nine academics from Brazil, Canada, China, Germany, Japan, the Netherlands, New Zealand and the Republic of Korea, was formed in order to explore the ethical issues of nanotechnology with regard to the international community, and to undertake an analysis of feasible international action in this area. The group agreed to set up a twofold working strategy. The first phase involves the preparation of a state-of-the-art study on ethics and nanotechnology – a book to be published by UNESCO by Summer 2006. The second phase of work will produce a policy document indicating the kind of international action that should be taken, to be finalized early next year in time for submission to the COMEST Extraordinary Session in Summer 2006.¶

**Simone Scholze**, [s.scholze@unesco.org](mailto:s.scholze@unesco.org)

## CREATION OF A NATIONAL BIOETHICS CENTRE IN THE REPUBLIC OF MOLDOVA



The twelve members of the Moldova Committee, established in April 2005, plan to make bioethics knowledge accessible to the general public through a website and radio programmes. ([s.smirnov@unesco.ru](mailto:s.smirnov@unesco.ru))

## Zahira Kamal: “We are not on the agenda of the men”

Zahira Kamal is Minister of Women’s Affairs of the Palestinian National Authority. On her recent visit to UNESCO, we interviewed Ms Kamal on her experience as a women’s activist and politician and on the role of women in Palestinian society.

**You have been at the vanguard of the Palestinian women’s movement for many years. When did this start and what motivated you?**

It began in the mid-1970s. At that time I was working at the Women’s Teacher Training College under UNRWA in Ramallah, where I was teaching physics and science teaching methods. Most of my students had received very high marks in high school. I was surprised they came to the Teacher Training College instead of going to university. When I asked them why, they would tell me “You know, we are many in our family and my brother has to go to the university”. So I discovered there was a lot of discrimination in women’s education. I would often receive calls from the students’ families, asking me to let their daughter stay at home so she could help the mother, who had just had her ninth, tenth or eleventh child. Sometimes there were only girls in the family, so the mother had been willing to have another child hoping it would be a boy. Or maybe she already had a boy but wanted a brother for that boy. This is another example of discrimination: the mother becomes a machine for giving birth to children, but if the child is a girl, it is not really wanted. This doesn’t mean that the parents don’t love their daughters. They do. But they want a boy to carry on the father’s name and to provide security for the family.

So I tried to encourage my students to go to university after teacher training college and continue their studies. For instance, I contacted universities to ask them to accept my students, not as first year students, but to take into consideration the academic teaching they had received at the college to save them a year of studies. And it worked.

**You founded the first grass-roots movement for Palestinian women. Could you tell us about that experience?**

At that time we were under occupation. We still are. But in the early 1970s we didn’t even have political parties. So as a group of educated, middle class people we tried to establish so-called “volunteers committees” through which we taught or organized discussions on general issues, such as how to clean the streets or build fences for schools or sewage systems in the camps. It was a time of gatherings and hard work. But one of the problems was that almost no women – especially women from the working class, from rural areas or from the camps – would participate in these project

# Interview



© All rights reserved

committees. We realized that it was because the committees brought men and women together, which was not accepted in a conservative society. So we had to think about another way.

We began to discuss different women’s issues, such as equal wages for equal work or paid maternity leave. You have to remember we didn’t have a government, let alone a ministry of labour. So we would go and negotiate with businessmen about these issues and we managed to establish agreements with industrial owners. We also started a sort of trades union for industries employing mainly women, such as the textile industry. And we worked with theatre groups in order to address women’s issues through drama. In 1978, our efforts were institutionalized through the creation of the Federation of Women’s Action Committee. In fact, we were doing “needs assessment” without realizing it. That term came later. But we used to go to the villages and establish different committees in every village and different programmes according to the needs of that particular village. We did not simply copy the same programme in each place. If they needed a kindergarten we would help them build a kindergarten; if they needed a particular form of training then we would help them with that. We were trying to meet the needs of the people by communicating with them on a social and political level.





➔ **You also played an important role in the creation of the first Palestinian Ministry for Women's Affairs...**

I resigned from teaching in 1990 and, from 1993, I worked with UNDP as a manager for a women and development programme. Through this experience, I came to learn more about gender issues and, ever since then, the idea of a ministry was on my mind. I used my visits to different countries to gather recommendations on how to establish such a ministry and I found out there were different mechanisms for that. Sometimes it is called Equal Opportunities, sometimes it's a Women's Affairs ministry, other times it is a Family and Child ministry – but in all cases they deal with women's issues. I looked into the organizational structures, the policies they were following and so on. In 1994, when Chairman Arafat came to government for the first time, as a group of women we applied for the establishment of such a “women-focused machinery” and presented him with the structure, the policies and the mandate. But the social environment was not yet ready for this and it took some time until the ministry was actually established. In 1996, I decided to resign from UNDP and work with the Palestinian Authority for the Ministry of Planning and International Cooperation. There, I started working to promote women's

affairs through the department I was heading, the Directorate of Gender Planning and Development. We introduced gender mainstreaming policy plans for other ministries, and trained staff from different ministries on gender issues. Within three to four years, over 400 people were trained. To begin with, the ministries sent us only women to attend the training sessions. But we said “no, of the 3 people sent from each ministry, at least one should be a man”. This way, the gender concept became familiar to the ministries and to our society. Meanwhile, the party had elected me to be their representative in the government and when my name came up, they said, “here is Zahira, she would be perfect for the job, and we can establish a women's ministry!” So we were given a mandate of 30 years to raise the commitment of the government to gender issues, and make sure they are reflected in its policies, plans and projects.

**You have a high level of education and an impressive background as a women's activist and a politician. In choosing this path, have you never encountered any personal difficulties or objections from your own family?**

Of course. It was very difficult sometimes. But actually, I got the support of my family because of the way I was brought up. I was the eldest child in a family of eight, six girls and two boys. My father had married late. He was old when I was born. And he wanted me to be educated, to be good at school, and to be involved in many things. So I used to sit with him and his friends, listening to their discussions of politics and so on. It became a part of me. My father was a mathematics teacher and so I became very good at mathematics, chemistry – all the scientific disciplines. My father wanted me to jump at this opportunity. But he was ill and in hospital when I graduated from high school, and people told him not to send me to university. At the time, I was insisting on going to Cairo. That was my dream. We call Cairo the “Mother of the whole world”. It was at the time of the Abdel Nasser regime, and represented a whole culture, the openness of the Arab world. So I wanted to be there. Naturally, that was a little bit hard at a time when my father was ill. But I said I would refuse to eat unless I was allowed to go. I didn't know that was a hunger strike. But I threatened to stop eating unless I could go. Of course, no parents like their children to stop eating. Food is very important in our culture and has an absolutely central place. So in the end my father promised me on the Koran that when he recovered he would take me to Cairo. And he did. When other people found out that my father was

➔ **Biography**

- **1968:** B.Sc. in Physics from Ain Shams University, Cairo.
- **1968-1990:** Teacher at the Ramallah Women's Teacher Training Centre
- **1978:** Founding Member of the Palestinian Federation of Women's Action, first women's grass-roots organization of the Occupied Palestinian Territories.
- **1993-1995:** Director of the Women in Development Programme, UNDP.
- **1996-2003:** General Director of the Directorate of Gender Planning in the Ministry of Planning and International Cooperation.
- **Since 2003:** Minister of Women's Affairs of the Palestinian National Authority.

In 1979, Ms Kamal was placed under administrative detention for six months and under town arrest from June 1980 to March 1987 and from June 1990 to July 1991. She has been a member of the Advisory Council of the Palestinian Delegation to the Middle East Peace Negotiations and is an active participant in meetings with Israeli Peace groups. ¶

## “Women must make an extra effort to bring all the information together.”

taking me to Cairo, they decided to send their daughters as well. So my father went to Cairo accompanied by ten young girls; he helped settle each one of us there. This was in 1967. I was a friend of the Arab movement and in Cairo, representing Palestinians in the student union and I became more active in politics.

### You have also been held under town arrest...

I paid the price of my political activism by being held for 6 months in administrative detention and being put under town arrest for seven and a half years. Which meant that I couldn't leave home from sunset until one hour after sunrise and I was not allowed to leave Jerusalem at all. That was very hard. But it is very important how you deal psychologically with yourself in such a situation. For me, it did not mean I would sit at home. Although no UN agencies allow their staff to engage in politics, I went to UNRWA and demanded an office space and a desk. I was under town arrest so I couldn't go to Ramallah to teach, but I said that I would teach my students long distance. Of course it was not easy even for them to accept this idea. How can you teach physics from a distance? I said: we will start something different. So every day, I prepared working papers for my students and sent them with the first UN car to Ramallah. I got the answers with the last car that came back by 2.30 p.m., then I had to correct them and prepare the second shipping. Every day I found myself working as hard as a student!

### What kind of obstacles have you met as a female politician in a male-dominated society?

As I said, I was raised in a universe where I was in contact with the male world. And when I headed the Democratic Front in Palestine from 1975 to 1992, I was dealing with men all the time. I'm the kind of person who believes in dialogue, cooperation, democratic decision-making, participatory approach and so on. This facilitates your approach to others and, at the same time, you are being an example. However, I've been in situations where people would take decisions without consulting me. Sometimes meetings are

held at night. I would go to all the meetings. But it is very hard when you have to get up to go to work in the morning. You have to deal with that. Sometimes when you are talking, men try to ignore what you are saying and don't pay attention. As if what you are talking about is less important. Other times, a delegation is formed and you find out that you are not in it. And you have to fight to get in. Or there is a meeting and they don't call you. I can tell you that when I ran for elections in 1996, I had to run fast to find out what was going on. Oh sorry, we forgot! That sort of thing not only happens to me. It happens to almost all women. We are not on the agenda of the men. They have their own network. They organize themselves, not in meetings, but through other activities, for instance while they are playing cards or when they are in a club or a coffee shop. So they decide things that you are not part of. I think this is one of the main problems: how to institutionalize these kinds of networks?

Men know better how to deal with different issues in the community from the very outset. When they are kids, they grow up playing in the streets, they know the people from the street – the father, the son, the grandfather and the people passing by. So they build a vision and a community that grow up with them. A man can go from one place to another and get a better understanding of what is going on. Because he knows all these different things, he can better decide his own future. Women do not have this knowledge. The girls usually stay at home. They start knowing when they grow up. So there is an information gap between men and women, and women must make an extra effort to bring all the information together.

Finally, there is family pressure. You know, I didn't marry. But maybe that is the price you have to pay. Because even if the men like you as a friend, as someone they can talk to, when it comes to engagement, they do not want to be with a strong woman. Sometimes they tell you frankly that if you want to make a family, you have to cancel your social and political activities to be able to spend more time in the home. That is when you have to decide what you yourself want.

### The new resource centre being set up in Ramallah is going to work on the problems of Palestinian women. In your view, what are the specific problems?

In our country, we haven't got a big education problem. Almost all kids go to school. The problem starts at the sixth or seventh grade when they become teenagers. Both boys and girls drop out of school. But while the boys go to the labour market as unskilled labour, the girls stay at home

→ with their mother to help with the household and wait for a husband. So when women drop out, we have early marriage. When you have early marriage, you have early pregnancy—early pregnancy, with no birth control. That means a high birth rate. And a high birth rate means high dependency and unemployment. This affects national development as a whole! Each year, we have a 4.5 per cent increase in the number of first grade students, which means a lot of classes to be organized in different areas for the newcomers. In other countries, schools are being closed down because there are fewer and fewer children. But our situation is different. Fifty per cent of our population is under the age of 15, which means that each year, tens of thousands of people are coming onto the labour market. Since there are no work opportunities, this means unemployment. And when you have a high rate of unemployment, other difficulties arise: social problems, poverty, drugs, violence against women... All these issues have to be tackled.

As I said, the general level of education compared with other Arab countries is relatively high. Forty-six per cent of students in the university are women. But that is not reflected in the labour market. Only 12.4 per cent of the active labour workers are women, so there is a big gap. To study why there is this gap, and what we can do about it, is a big challenge. Of course, one of the answers could be that higher education does not meet the needs of the labour market because girls often study the humanities while boys tend to choose scientific disciplines, IT and so on. Another problem is that in the field of vocational training, only 27 per cent of the students are women. This kind of training used to be focused on very traditional training, such as sewing, hairdressing, etc., so it was not attractive for girls. Five years ago, only 18 per cent of the students were women. But when I was at the Ministry of Planning, we developed

**“The problem is not religion, but all the people who are trying to interpret the religion according to the situation.”**

### ➡ **A Resource Center for Palestinian Women**

UNESCO and the Palestine Ministry of Women’s Affairs have signed a Memorandum of Understanding concerning the establishment of a Palestinian Women’s Resource Center (PWRC) in Ramallah (see *SHS Newsletter 09*). The Center will serve as an observatory and clearing house on information relating to women’s issues in the Palestinian National Authority. It will carry out networking, advocacy and policy-oriented research for gender equality and the human rights of Palestinian women. The Center is the first of its kind to be established in an Arab country outside the Maghreb region. The official inauguration of the Center is planned for November 2005.¶

some new programmes in cooperation with the Ministry of Education, and started maintenance of computers and office equipment. Since then, the percentage of women participating in vocational training has risen. We have to continue this work and find new areas of vocational training through which we can attract girls. This could, for instance, be graphics or architecture assistance—girls are very good at that. But we need to do a study on this. Maybe the new Resource Center in Ramallah could help us study this.

Another general problem is women’s participation in the economy. As I said, 12.4 per cent of the active labour market are women. That does not mean that the rest of the women are not working! But their work is not considered as providing an income for the family. It is informal work that women do. Who will value that? In a country like ours, 66 per cent of the population live below the poverty line. How are they surviving? When you look at the people you don’t see this degree of poverty. It means that there is another factor which can be added to the income of the family and helps it survive. This added factor comes from the work the women do. The question is, what we are doing and how? What is the income? How does it affect the life of women? This should be studied. Also, we know very well that women who work often do not have control of their own salary. For many of these women, a contract is made between the contractor and the woman’s father and the salary is paid direct to the father. Around ten years ago, I did a study on this problem. One of the women I spoke to told me she had been wanting to buy a jacket for two to three years but she didn’t have the money, because her entire income went to her father who never gave her anything. It is like slavery.



We don't know how many women are in this situation. But almost all women give at least 50 per cent of their salary to their family.

Finally, there are problems relating to human rights. Violence is on the increase with the military oppression, and this is reflected in the violence against women and children. Another issue, which is related to traditions, is the problem of honour killings. This problem needs to be studied and discussed. Women have to know about their rights, and the community has to know about the right of women to decide their own future.

**Gender equality and women's rights are sensitive issues in Muslim society. What is your opinion about this?**

The problem is not Islam. The problem is the interpretation of the verses in Islam. We have to know more about the religion, so that we cannot be fooled, but defend our position and talk about it. I am following this very closely.

Recently, a woman was killed in an honour killing. She had graduated from university and she was Christian – so the problem concerns not only Muslims, but also Christians in our community. It is more a problem related to traditions than religion. This woman loved a man who was Muslim. She had met him at university. She had a job and she was mature. However, her father refused the marriage. At first, he forced her to throw herself from the third floor. She broke both her hips and was in hospital for three weeks. Then the father tried to make all the arrangements for her to come home. He promised he would not do anything to her and even signed an agreement that he would not harm her. I was against that. We knew very well from the evidence that he wanted to kill her. When she came home in a wheelchair, he beat her on the head with an iron bar and she died. I went to demonstrate with the women's movements. We organized a ceremony to gather the condolences of women and men who are against this kind of killing. We held a press conference where we said we did not need a guardian for marriage. If a woman is mature, she can arrange her marriage by herself. We wanted to start a debate. We reminded people that it was Aisha who asked for the hand of the Prophet Muhammad. So if even at that time a woman was allowed to ask the Prophet Muhammad to marry her, why should she not be allowed to do so now? We seem to be going back centuries. The problem is not religion, but all the people who are trying to interpret the religion according to the situation. So we have to deal with it with an open mind and with sound knowledge about our history and our rights.

**“The human aspect of any political measure should be underscored.”**

**You were an adviser in the Middle East peace negotiations. In general, do you think women could play a bigger role in conflict resolution?**

Yes, I think we can do things differently. When I was in the negotiations in Washington, I looked at those who were coming to the press conferences, and it struck me that very few women were present. Perhaps there were a few from the media, but not women working with society. And when you are doing peace negotiations, you need the support of the people, not only the press. So what I did was to hold meetings with the heads of different women's organizations in the United States, just briefing them about what was going on. To let them know. Men have other networks where they get this knowledge. But because women do not have these networks, I went to talk to them. Also, after the seventh round of negotiations I decided not to go to Washington. Not because I was against it. I was still on the Steering Committee. But I decided that it was better to be at home to be able to talk with the people about what was going on in society. I believe that agreements are not just agreements that can be signed at the top level. If you don't have support from the community, the agreements cannot be activated. Although there is an agreement between Egypt and Israel, people do not relate to it at all. In Palestine and Israel, we have to live alongside each other. So as people, we have to accept what is going on. The human aspect of any political measure should be underscored. ¶

Interview by **Jeanette Blom**.

## Architecture competition: students inspired by “extreme conditions”

**There were an exceptional number of entrants for this year’s international competition for architecture students: “Extreme – Creating space in extreme and extraordinary conditions”.**

More candidates than ever before took part in this year’s competition for students of architecture, organized within the programme of the 22<sup>nd</sup> Congress of the International Union of Architects (IUA) held in Istanbul, Turkey, from 1 to 3 July 2005. Nearly 1000 projects were submitted to the jury by future architects who had seized the opportunity of putting their creative powers to the test by tackling the theme: “Extreme – Creating space in extreme and extraordinary conditions”.

According to the jury, “globalization and the proliferation of publications on architecture might have brought about a homogeneity of all the projects”. But this was pertinently not the case and the judges were impressed by the variety of interpretation as well as the students’ cultural sensitivity and awareness of issues relating to globalization.

Project proposals were “strong” and “relevant”, providing responses to natural disasters, interventions in sensitive areas, examinations of extreme psychological situations (loneliness, despair and dementia) and difficult social or political contexts (poverty and war).

Among the many prizes awarded at this event, the 2005 UNESCO Prize for Architecture went to a team of young Chinese students who had designed a housing project for people living on the submerged plain of Wuhan, in the Yangtze. Using local methods and materials, this is an inventive project whose particular interest lies in the fact that it enables constructions to stand up to fluctuating water levels.

The jury commented: “this project is a perfect illustration of UNESCO’s programme: to safeguard local knowledge while respecting cultural diversity, and encouraging solidarity and citizenship, via an architecture which can be built by the people of the Yangtze”. ¶

**Brigitte Colin**, b.colin@unesco.org

## IFLA Prize 2005: rehabilitating Beijing

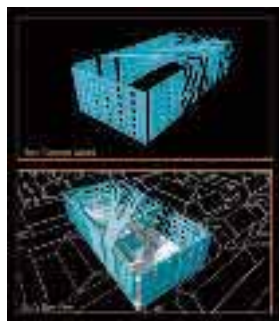
The 2005 Prize for Landscape Architecture, presented by UNESCO and the International Federation of Landscape Architecture (IFLA), was awarded to a team of students at the Beijing University of Forestry, China. The winning entry was called “The safety box – the safe way for childhood development in Beijing’s traditional community”. It promotes the traditional kind of housing built in the form of an enclosure – the *Ju’er Hutong* – and the old city of Beijing which has this style of architecture.

According to the young prizewinners, children’s safety – the key element of this project – can only contribute to the safety of the whole community. This project puts the case for rehabilitating the traditional *Ju’er Hutong* by adopting a bright colour code system that will help children to recognize their own neighbourhood and relate to it, yet at the same time stimulate their imagination.

The project seeks to bring together solutions to the problem of security within

traditional cultures and communities, and the demands of the modern world. The interest of the project also lies in the possibility of replicating its design to address a whole range of problems. At a time when Beijing is preparing to host the 2008 Olympic Games, this project prompts us to remember that the loss of culture or home is a prospect that can affect all members of the public, not only children. ¶

**Brigitte Colin**, b.colin@unesco.org



© D.R.

### ➔ UNESCO project proposals for the rehabilitation of Beijing’s old city

UNESCO’s project on the social sustainability of historical cities has given rise to social science research on the historical districts of Beijing’s old city. Based on consultation with experts and participatory research-action on the ground, project proposals have been submitted to the municipality for the rehabilitation of the *Ju’er Hutong* (see the IFLA Prize on this page). The proposals take into account the human rights of the inhabitants as well as the specificity and historical value of these districts. Although still at the project stage, these proposals are backed by the terms of the Vienna Memorandum on world heritage and contemporary architecture (adopted in May 2005) on the integration of contemporary architecture into the historical urban scene. ¶

**Geneviève Domenach-Chich**,  
g.domenach-chich@unesco.org

## “Together with Migrants”: action against poverty in Mongolia

**SHS/Beijing has extended the Urban Poverty Alleviation among Young and Female Migrants project to Mongolia where massive migration from rural areas to Ulaanbaatar often means harsh living conditions, and difficulties in adapting to urban life.**

Mongolia has undergone impressive social, economic and political changes since the early 1990s. In 1992, a new Constitution established rights and freedoms that are now incorporated into domestic law. These include freedom of movement within the country, hence the dramatic rise in migration from rural to urban areas.

The Mongolian Government has a dual policy on migration, designed to halt the flow of migrants from rural areas, while also recognizing the need to support those who migrate for economic reasons. The evidence shows a number of “push” and “pull” factors causing migration: rural poverty, loss of livestock, lack of work and harsh weather conditions; and the promise of better living conditions, health care, education, job and study opportunities, and joining relatives already settled in Ulaanbaatar.

### Five objectives

Most migrants in Ulaanbaatar live in *ger*\* districts in the suburbs of Songino-Khairkhan and Bayanzurkh. They set up home in the hills and valleys on the edge of the city where housing and services are often below acceptable standards.

The project is implemented by the Mongolian NGO *Zorig Foundation* in the Songino-Khairkhan district. The *Ulaanbaatar City Social Policy Development Department* and the *Population, Teaching and Research Centre* are also involved in the project with a network of social science researchers, NGOs, local authorities, officials and policy makers.

The project has five objectives:

- Increase migrants’ awareness about legal, health, education and employment issues;
- Develop a network among young female migrants for information sharing, social and psychological support;
- Improve migrants’ skills with training based on their needs and interests;
- Develop the awareness of inhabitants in “sending areas” about possible difficulties when they move to Ulaanbaatar;
- Impact on the policy-making process through policy recommendations, at local and national level, improving the general situation of migrants.

To reach these aims, *Together with Migrants* provides female and young migrants with training sessions according to the needs expressed by migrants themselves. Training sessions based on cooperation between civil society and local government institutions have focused on such matters as migrant registration procedures, land privatization, reproductive health, human rights,



Migrants from rural areas set up home in *ger* on the outskirts of Ulaanbaatar.

women’s rights, nutrition and child care, employment rights and professional skills. In addition, a radio programme aimed at migrant sending areas explains to potential new migrants the real situation in the capital, giving important legal, administrative and practical advice. This initiative has linked up with UNESCO’s Non-formal Distance Education Centre “Learning for Life” project.

*Together with Migrants* will soon enter its second phase, involving another 200 participants and the first policy recommendations for more migrant-friendly policies relating to freedom of movement, social services and living conditions in the city suburbs. This project’s methodology and variety of activities have already proved successful, as participants become more integrated and even begin to feel they belong to a place previously unknown to them. ¶

**Geneviève Domenach-Chich** and **Elena Ascitti**, [g.domenach-chich@unesco.org](mailto:g.domenach-chich@unesco.org)  
For more information, see: [www.zorigfoundation.org.mn](http://www.zorigfoundation.org.mn)

\* *Ger* means home in Mongolian. *Ger* is easily assembled and disassembled, and can be loaded on a couple of camels or a yak cart. It is a wooden frame covered by large pieces of felt.

## “Growing Up in Cities”: young perspective on urban design

**When young people from an inner-city Montreal suburb start looking after their own business, with a little help from UNESCO, four projects are born. Thought up and staged by some 20 children aged 10 to 14, the projects focus on reshaping public spaces.**

Montreal North, in Canada, is a very built-up neighbourhood with high population density and few parks or gardens. A group of children from the neighbourhood successfully participated in a research-action project deriving from the “Growing up in Cities” programme, which invited them to explore and communicate their perceptions of their everyday environment.

From January to June 2005, some 20 boys and girls, signed up through their francophone schools, attended a twice-weekly interdisciplinary workshop run by 16 young architecture, landscape architecture and urban planning students from the Planning Faculty of the University of Montreal. With the help of the student

researchers, the children imagined two parks, one comprising a public market, a playground and sports area and a walkway linking the new spaces and the neighbourhood schools along the Prairies River. The work produced an exhibition of drawings, photographs, models and plans, which was presented in the district sports stadium and later in a local shopping mall.

The research-action project, which was supported by the City of Montreal and by local community bodies, was completed in early summer and is still being assessed. One lesson, however, is that the young participants experienced, in the course of the project, a true adventure in citizenship. They also acquired planning knowledge, and indeed all received a diploma as apprentice planners. As for the student project leaders, they learnt how to make rigorous use of information collection and analysis tools, while enhancing their ability to operate in complex situations calling for a participatory approach. ¶

Nadia Auriat with Marie Lessard, n.auriat@unesco.org

## New UNESCO Chair for “Growing Up in Cities”

**The request for creating a UNESCO Chair for Growing Up in Cities at Cornell University in the state of New York has just been approved by the U.S. National Commission for UNESCO.**

Seven other universities also working on the programme in different parts of the world supported creating this new Chair which encourages the participation of young people in urban development. The Chair will be attached to the Urban and Regional Development Department at Cornell and it will continue work on the findings to date of the “Growing Up in Cities” programme. The Chair’s four main aims are as follows:

- to create and support a research programme for global understanding among partner universities and youth organizations in order to gain a better understanding of how young people perceive, assess and use their urban environment;
- to increase the research capacity of institutions, governments, development agencies and local partners in order to

involve young people as full participants in urban management and transformation through local and regional research/action projects and programmes;

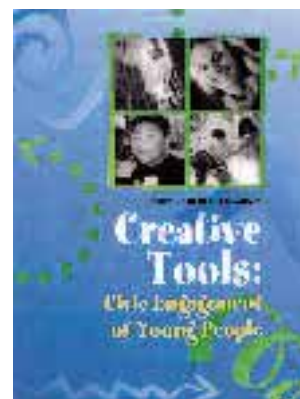
- to nurture policies and practices to do with urban development, management and governance, thus encouraging the creation of cities attentive to the needs of children and without discrimination or racism;
- to create child-friendly urban environments where all children can grow up and develop their potential, becoming independent and responsible citizens. ¶

Nadia Auriat, n.auriat@unesco.org

\* The University of Sharjah (UAE); The University of Jordan, Universidad Meropolitana (Caracas, Venezuela), the University of Asia and the Pacific (Philippines), De La Salle University (Philippines), University of Wollongong (Australia), University of West England (UK).

## ➔ Creative Tools: Civic Engagement of Young People.

This exciting manual is destined for municipalities and youth organizations wishing to engage youth in decision-making in urban planning. Based on the results of four action research sites with youth across Canada, it will assist in increasing youth participation. Available from the International Institute for Child Rights and Development: [iicrd@uvic.ca](mailto:iicrd@uvic.ca) [www.uvic.ca/iicrd](http://www.uvic.ca/iicrd), the French version will be out in approximately six months. ¶





## MOST: IGC elections

**This autumn, UNESCO Member States will be called upon to review the membership of the Intergovernmental Council (IGC) of the Management of Social Transformations Programme (MOST). Although statutory, this election is of particular importance given the events that are changing the face of our societies.**

In mid-October 2005, the 33<sup>rd</sup> session of the UNESCO General Conference will confer on the new team of 35 Member States the responsibility of following MOST – Phase II, the only United Nations programme that develops and promotes social science research all over the world, in order to contribute to policy formulation at all levels.

No fewer than half the MOST IGC members will be replaced. With only three months to go before the International Forum on the Social Science – Policy Nexus, to be held in Argentina and Uruguay, the election issue takes on considerable importance. That was more or less the view expressed by the outgoing members of the IGC at its 7<sup>th</sup> session held at UNESCO Headquarters in Paris from 25 to 27 July 2005.

In what many have described as an “enthusiastic” atmosphere, one of the issues discussed was the online search tool for policy makers as well as the forthcoming report on the MOST National Liaison Committees (NLCs), prepared by an outside expert, Mr Dumitriu Chitoran, with a view to restructuring the NLCs. There were also lengthy discussions on the regional research and policy networks and, of course, on the International Forum on the Social Science – Policy Nexus.

For States members of the IGC, it is clear that ever since the MOST Programme was established in 1994, many developed and developing countries have benefited from research and other activities carried out within the framework of this Pro-

gramme. But, according to those members, budgetary provision is insufficient to continue effective implementation of the Programme and its projects. In their recommendations to the 33<sup>rd</sup> session of the General Conference, among other issues they have underlined the need to increase cooperation with decision-makers and other partners in defining research subjects, in order to facilitate the use of research findings in policy-making; the need to include these research subjects within the regional priority subjects in MOST-Phase II; and the need to focus the research projects on actual problems and their solutions, while respecting universal values, etc. ¶

**Santiago Castro**, [s.castro@unesco.org](mailto:s.castro@unesco.org)

For more information see the website:

[www.unesco.org/most](http://www.unesco.org/most)

### ➔ New online search tool

MOST has launched a free online service for research and information on policy. This search tool (the site is still under construction) will aim to encourage new styles of decision-making, based on solid facts and with direct links to community experience. One search function will be specially designed to enable the user to do research and to access pertinent policy material on specific subjects and areas. The service will initially be available in English, French and Spanish and will subsequently be translated into the other official languages of the UN system. Emphasis will be on ease of access to comparative social science research material for decision-making. This service will enable policies to be “the best of possible options” as policies will be based on empirical data, particular to the area, and backed with material on sound evaluations of comparable experiences. ¶



© UNESCO

## 20 to 24 February 2006 – the new dates for strengthening the links between research and policy

Originally scheduled for 5 to 9 September 2005, the International Forum on the Social Science – Policy Nexus (IFSP) will now take place from 20 to 24 February 2006 in Buenos Aires, Rosario and Cordoba in Argentina, and in Montevideo, Uruguay.

The Forum has given rise to enthusiastic interest but in order to accommodate the various university calendars as well as the different political agendas around the world, the Government of Argentina, the Government of Uruguay and UNESCO have decided to postpone the event. This decision was taken in consultation with members of the Forum’s international steering committee and all concerned partners.

For further information, please contact:

**Christine Allan**, [ifspworkshops@unesco.org](mailto:ifspworkshops@unesco.org)

Tel.: +33 1 45 68 38 27; Fax: +33 1 45 68 57 20.





United Nations  
Educational, Scientific and  
Cultural Organization

Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture

Organización  
de las Naciones Unidas  
para la Educación,  
la Ciencia y la Cultura

Организация  
Объединённых Наций по  
вопросам образования,  
науки и культуры

منظمة الأمم المتحدة  
للترقية والعلم والثقافة

联合国教育、  
科学及文化组织

2005



# A Glance back and Human

1945

**As we mark UNESCO's 60<sup>th</sup> anniversary, the *SHS Newsletter* will be offering, every three months, a special section on United Nations action in support of the social and human sciences. As a foretaste, these six pages give a brief historical outline.**

The world of 2005 is no longer the world of 1945. Nor is UNESCO today the same as UNESCO then. The Organization's founding values, nonetheless, have lost nothing of their force. The issue is how, now, to make them real.

When the United Nations Educational, Scientific and Cultural Organization (UNESCO) was established in the aftermath of the Second World War, following on from the International Intellectual Cooperation Committee (1922-1946), it inherited two aspects of its predecessor's work in the social and human sciences: exchange of scientific information and intellectual reflection. However, the political dimension of the mandate with which its founding Member States endowed the Organization set it an additional goal: to promote cooperation between the realms of science and policy.

UNESCO not only had to take its first steps in the "Cold War" era, but also had to learn to act as a facilitator among conflicting worlds. It thus aspired to nothing more – but equally to nothing less – than to serve as a "laboratory of ideas" in the social and human sciences.

From 1946, the Member States had two ambitions for the social and human sciences programme: not just to enhance knowledge, but also to encourage intellectual cooperation and to promote the establishment of universal standards.

UNESCO social and human sciences in their early phase focused on analysis of the philosophical basis of human rights, including in particular women's rights. Indeed, it was a woman – and a future winner of the Nobel Peace Prize – who assumed leadership of the Social Science Department in 1950. Prior to that date, a number of directors\* served briefly, first two of whom had previously been involved in the preparatory conference in London.

In the 1950s, a number of interdisciplinary research projects were launched, with methods and aims that reflected the urgent issues of the day: the first major projects on rural and urban housing and community planning, the "positive contribution by migrants", and studies on nationality and intercultural understanding.

One outstanding project was devoted to "study of tensions crucial to peace": UNESCO was and remains committed to bringing all its strength to bear on the establishment of a world of peace.

From the outset, in addition to proactive commitment to social science research, UNESCO engaged in public activities to further "popular enlightenment".

\* Mohammed Awad (Egypt),  
Arvid Broderson (Norway)  
and Robert Angell (USA).

“

Yet an International organization can, if it is to be strong and real, only be born within the turbulence and controversy of each nation. Otherwise it will tend to become an international academy or bureaucracy.”

Stephen Spender, UNESCO Conference, foreword, 1946.

# at 60 years of Social Sciences in UNESCO

“ Yet, in itself, the fact that international problems are brought up and discussed in the broad light of day favours the peaceful solution of this. The existence of a supranational platform of discussion is apt to accustom the peoples gradually to the idea that national interests must be safeguarded by negotiation and not by brute force.”

**Albert Einstein**, Culture must be one basis of understanding between peoples, *UNESCO Courier*, 1951.

The Social Science Department thus published a series of seminal works, including Claude Levi-Strauss's *Race and History* (1952).

In 1956, the South Asian Experimental Research Centre was founded in Calcutta (India), and in 1957 the Latin American Social Science Faculty (FLACSO) was set up in South America. During the period of decolonization, with the beginning of the “development paradigm”, it became obvious there was a renewed need for intellectual exchange beyond national cleavages while nonetheless respecting national scientific traditions.

In the 1960s, the Organization quadrupled in size with the newly independent States becoming Members. The work of the Secretariat thus became far more complex, as the social sciences themselves constantly developed and diversified. In response, the Organization was

## ➔ Sixty years of UNESCO History

From 16 to 18 November 2005, at UNESCO Headquarters in Paris, more than sixty historians, anthropologists, philosophers and other scholars will speak at round table sessions or in plenary to discuss the principal themes running through UNESCO's history, from its founding ideals, through the humanistic perspective and the culture of peace, the concept of race, and the social responsibility of the sciences. By inviting this meeting of different points of view and thus multiplying different approaches, this symposium will attempt to define the new lines of research for 2005-2010 and so will become part of the “UNESCO History Project”, launched in 2004 to encourage the development of a critical, multidisciplinary reflection on the Organization's past programme trends, activities and accomplishments. Following the November symposium, an international scientific committee will be formed.

Please complete the online registration form if you wish to take part in the symposium: [www.unesco.org](http://www.unesco.org)  
For further information on the “History of UNESCO” project, please contact: **Jens Boel**, [j.boel@unesco.org](mailto:j.boel@unesco.org)

**Programme officers in charge of the social and human sciences at UNESCO from 1950.**

**Alva Myrdal**  
Sweden

**1950**  
**1955**



**T. H. Marshall**  
United Kingdom

**1956**  
**1960**



**André Bertrand**  
France

**1961**  
**1966**



**Mahdi Elmandjra**  
Morocco

**1966**  
**1970**



**Richard Hoggart**  
United Kingdom

**1970**  
**1975**



**Marta Hildebrandt**  
Peru

**1976**  
**1978**



**Jacques Havet**  
France (Acting)

**1978**  
**1979**



“By inviting a group of experts to discuss the racial problem in its present aspects, UNESCO was taking up again, after fifteen years, a project that the International Institute of Intellectual Co-operation had intended to carry out, but which it let drop in compliance with the policy of capitulation and fear prevailing in those strange times. Thus, in a sense, UNESCO was making amends to scientific thought by organizing the meeting.”

Alfred Métraux, *UNESCO and the Racial Problem*, 1949.

required to develop new forms of programming and to increase its publications distribution worldwide.

In 1968, UNESCO merged the social sciences, the humanities and culture into a single Sector known as SHC.

This move can be understood as an attempt to forge links between disciplines that had previously been separated. It also highlighted the growing importance of “culture” as the notion of cultural heritage became more “operational” and was increasingly expressed in concrete action.

Only in 1976 did an autonomous Social Science Sector emerge. In 1982, it evolved further into the current Sector of Social and Human Sciences. Since then, SHS has developed in response to the worlds that it serves, but its core functions have remained intact. As one of UNESCO’s five specialist sectors, SHS still has the mission to promote knowledge and intellectual cooperation in order to facilitate social transformation conducive to the universal values of justice, freedom, and human dignity.

However, this mission itself has often, throughout the span of UNESCO history, come up against ideological barriers. Among UNESCO’s functions, several have a problematic character. There is undoubtedly a broad consensus on UNESCO’s role as a “world encyclopedia” –and justifiable pride in its status as the first truly global publishing house and archive of cultural memory – but the same cannot be said of all areas of activity.

Thus, UNESCO’s traditional function of intellectual “watchfulness” (*veille*: one of those French words that translates poorly into English) has frequently been

disparaged as making the Organization a mere “debating club”. On the other hand, this also reflects what one close observer called, admiringly and perhaps nostalgically, UNESCO’s “collegiate adventure” in its early years.

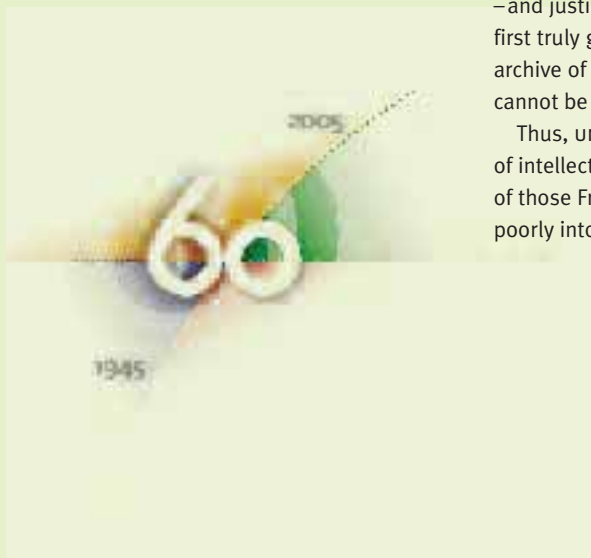
Equally, the necessary tension between the political and policy spheres and social science does not always get a good press. Quite the opposite, since from the very origins of the Organization, a question recurs relentlessly: how can indispensable dialogue between the two worlds be promoted, while nonetheless respecting the independence of research and responding to the constant concern that research should not shut itself within an “ivory tower”?

In the diffuse, underlying web of tensions between policy and research on the one hand, and different national traditions of the social and human sciences on the other, the central features of UNESCO’s work in the social and human sciences can be retraced.

First, what social scientists often perceive as policy-makers’ “ignorance” of their research findings is equalled only by policy-makers’ concern that research is “detached” from the real world.

“Tolerance is not a contemplative attitude, dispensing indulgence to what has been or what is still in being. It is a dynamic attitude, consisting in the anticipation, understanding and promotion of what is struggling into being.”

Claude Lévi-Strauss, *Le racisme devant la science*, UNESCO, 1956.



Programme officers  
in charge of the social  
and human sciences at  
UNESCO from 1950.

Rodolfo Stavenhagen  
Mexico

1979  
1982



Zala Lusibu N'Kanza  
Zaire

1982  
1984



Nicolas Bodart  
Belgium (Acting)

1984  
1985



Julio Labastida  
Martin Del Campo  
Mexico

1985  
1988



Francine Fournier  
Canada  
(Acting 1988-1990)

1990  
2000



Ali Kazancigil  
Turkey (Acting)

2000  
2001



Pierre Sané  
Senegal

2001...



This dichotomy not only marks the work of both spheres in their institutionalized interaction at UNESCO, but it is also the essential tension of the critical distance that facilitates the functioning of both spheres. There is no cause for alarm, since, over the last 60 years, UNESCO has repeatedly managed to facilitate the link-up between policy and research by providing spaces for dialogue and practical construction, while allowing both partners to maintain their respective identities.

Secondly, as a truly international organization, UNESCO must deal with another productive tension, which is specific to the social and human sciences. This is the cultural difference between a more evidence-based approach to social science, often driven by quantitative methods, and a more “Latin” culture of human sciences in the humanistic tradition. This tension stresses the importance of another SHS mandate: learning and sharing different perspectives on social reality, with particular reference to those that flourish in an intercultural setting. Critics of the Organization, of course, have often underlined the fact that it has essentially remained representative of the North and still lacks sufficient understanding and competence with regard to Asian and African traditions.

The effort to decentralize human and financial resources, which was launched several years ago, is one answer to such criticism. The other key answer is close cooperation in SHS action with local partners, in particular those stemming from civil society. ¶

Andreas Westerwinter, a.westerwinter@unesco.org

“ UNESCO has set the right ideal before it to try to turn the minds of men, and the way it is trying to do so is not the direct method of facing our many problems and conflicts, but the indirect way of creating appreciation and understanding of art and culture. Presumably this is a surer method of dealing with these problems than the direct political method, though of course both methods have to be tried.”

Jawaharlal Nehru, Prime Minister of India,  
Visit to UNESCO Headquarters, Paris, 1962.

Quotations from *Humanity in the making. Overview of the intellectual history of UNESCO 1945-2005*,  
by Roger-Pol Droit, forthcoming in  
September 2005, UNESCO

**Photos p. 15:**

© UNESCO, Howard Coster / National Portrait Gallery, Dominique Roger / UNESCO, Michel Claude / UNESCO, Dominique Roger / UNESCO, Michel Claude / UNESCO, Michel Claude / UNESCO.

**Photos p. 17:**

© All Rights Reserved.

# Paths to Dignity: a paradigm for the Third Millennium

**Following on the “Pathways of Thought” programme, UNESCO’s 60th anniversary provides an opportunity to begin research on the concept of human dignity.**

It may be because it must strike a delicate balance between the universality and the diversity of the human experience that UNESCO’s intellectual and ethical labour requires constant renewal. Endowing this effort with a historical perspective and thus shedding light on today’s major social and cultural challenges is the principal motivation of the international research project that the Organization intends to launch on the occasion of its 60<sup>th</sup> Anniversary. This research will revolve around the notion of human dignity.

The idea for this research project entitled “Paths to Dignity” originated at the International Union of Academies (IUA) workshop: “Dignity and the Rights of the Person: Comparative Aspects” (Barcelona 2004). Building upon UNESCO’s “Pathways of Thought” programme, the project is to be conducted in partnership with the European Science Foundation (ESF), the IUA and the International Council on Philosophy and Humanistic Studies (ICPHS).

Basing itself on various founding narratives and philosophical traditions, Paths to Dignity will focus on the historical conditions and contexts of the emergence and blossoming of, as well as threats to, the concept of Human Dignity through the ages. An interdisciplinary undertaking, it will have at its core the comparative study of culture and religion, of anthropology, law and philosophy. But it will also seek insights from such fields as medical ethics, political and economic sciences, sociology and psychology. Research results will be screened in light of a philosophical approach to the needs, hopes and threats experienced by the social individual in the contemporary dynamic. ¶

For further information, please contact:  
**Frances Albernaz**, f.albernaz@unesco.org

\* By creating links between different schools of thought and specialized knowledge systems, Pathways of Thought seeks to reinforce intercultural reflection on contemporary values and knowledge. The place of humanistic or utopian thought in a postmodern world, reason facing irrationality, the impact of new technologies on knowledge transmission, the prospects for building equitable knowledge societies, and memory and oblivion in relation to violence and reconciliation have been among the themes reflected upon.

“ We must fight against indifference. Indifference may help the persecutor, the oppressor, or the gaoler, but it never helps the victim.”

Elie Wiesel, UNESCO, 1999.

## ➡ For further information:

Havet, Jaques, 1950, UNESCO and Human Rights, *International Social Science Bulletin*, 11, 4: p. 548-554.

Lengyel, Peter, 1966, Two decades of social science at UNESCO; *International Social Science Journal*; xviii, 4: 554-568.

Myrdal, Alva, 1972, UNESCO and peace” in: *In the Minds of Men: UNESCO, 1946 to 1971*, Paris, UNESCO: 263-278.

Havet, Jacques et al. 1978, *Tendances principales de la recherche dans les sciences sociales et humaines*, 2 vol. Paris, UNESCO/Mouton.

Hoggart, Richard, 1978, *An Idea and its Servants: UNESCO from Within*, London, Chatto & Windus.

Huxley, Juliette, 1986, *Leaves of the Tulip Tree: Autobiography of Juliette Huxley*; London, John Murray.

Lengyel, Peter, 1986, *International Social Science: the UNESCO Experience*, New Brunswick, N.J.; Oxford, UK, Transaction Books.

Senarclens, Pierre de, 1988, *La Crise des Nations Unies*, Paris, PUF. ¶





“The first duty of the scientist is to promote the advancement of knowledge. I think that what the modern world is losing is the desire to make all knowledge available to the public, and I believe that that is his first duty. He must make the effects of science, good or bad, known to the world.”

**Bertrand Russell**, in an interview on UNESCO Radio on 24 January 1958.

“We must defend the civil, political, economic, social and cultural rights as well as the collective rights – historical and specific – of all the age-old, native peoples of the world.”

**Rigoberta Menchu Tum**, *50 Ideas for Human Rights in the 21<sup>st</sup> Century*, UNESCO 1998.

“It is true that the concept of dignity is central. This notion expresses the idea of the fundamental superiority of human values over all other considerations of a scientific, technical or economic nature. Human dignity, inherent to each individual, excludes all practices which tend towards “reification” of an individual or his or her “instrumentalization”. In other words, a human being is a subject, not an object, for science. The text of the Draft Declaration, as approved by the governmental experts, cites, for example, the practice of producing human clones, as contrary to dignity. Stemming from the postulate that we are all members of the human family, dignity forges links which transcend cultures. At the same time, it recognizes cultural differences and the genetic diversity of humanity.”

**Noëlle Lenoir**, Chair of the UNESCO International Bioethics Committee (1992-98), *Bioéthique : d’abord, la dignité*, Sources n° 94, October 1997.

## 60 weeks for 60 years

Instead of commemorating its 60<sup>th</sup> anniversary with a single event, UNESCO is celebrating over sixty weeks. It will be a way of providing everyone – Member States, Permanent Delegations, partners, the staff and the general public – with sixty opportunities of learning more about the Organization, of reflecting together on the challenges it is up against, and of discussing the ideals that have powered UNESCO since its founding. Among the themes selected for each of the sixty weeks, there are fourteen that involve the Social and Human Sciences Sector:

### 2005

**12-17 Sept.**

Human Security

**19-24 Sept.**

Education and Citizenship

**10-15 Oct.**

Natural Disaster Prevention

**17-22 Oct.**

Fight against Poverty

**14-19 Nov.**

UNESCO’s founding ideals

**5-10 Dec.**

Human Rights

**12-17 Dec.**

Information technology

### 2006

**9-14 Jan.**

Management of Social Transformations (MOST)

**23 March-1 April**

Foresight and forecasting

**8-13 May**

Fight against Racism

**10-15 July**

Ethics of Science

**7-12 August**

Traditional knowledge

**28 August-2 Sept.**

Cities and housing

**4-9 Sept.**

Bioethics

## Adding the world to Philosophy Day

**While UNESCO celebrates its 60 years of existence, one of the flagship activities of the Social and Human Sciences Sector (SHS) joins the calendar of UN international days. A special event to mark the occasion will take place in Chile.**

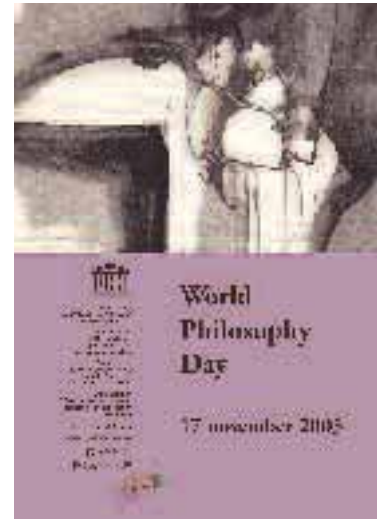
In 2002, the Social and Human Sciences Sector launched Philosophy Day and this year, at its fourth celebration, Philosophy Day will become known as World Philosophy Day.

The 33<sup>rd</sup> session of the General Conference in October 2005 will consider a proposal to this effect submitted by the Kingdom of Morocco to the Executive Board at its 171<sup>st</sup> session, thus acknowledging the tremendous success of the three previous Philosophy Days, and recognizing the need for shared reflection on contemporary issues.

By inscribing Philosophy Day in the calendar of annual events – between the International Day for Tolerance (16 November) and Universal Children's Day (20 November) – UNESCO hopes to encourage as many partners as possible, in as many countries as possible, to organize on one and the same day, activities and debates on philosophical issues.

Last year a large number of schools and universities and no fewer than eighty Member States were actively involved in Philosophy Day, which proved to be a great success, and this year World Philosophy Day will coincide with the beginning of UNESCO's 60<sup>th</sup> anniversary celebrations – an added reason to take part in celebrating philosophy. On 17 November 2005, across the world, discussions should be in full swing. And as a first "International Day" is well worth celebrating, on 24 November an assessment of the first World Philosophy Day will be made, at a special event organized in Santiago de Chile and hosted by the Chilean Government. ¶

**Fériel Ait-Ouyahia**, [f.ait-ouyahia@unesco.org](mailto:f.ait-ouyahia@unesco.org)  
[www.unesco.org/shs/philosophy](http://www.unesco.org/shs/philosophy).  
 Chili: [www.comisionunesco.cl](http://www.comisionunesco.cl)



© UNESCO

### UNESCO AND THE FUTURE

What are the threats to UNESCO, the challenges being faced and the changes that need to be made? The issues tackled at the third debate organized in Paris on 14 June 2005 as part of the series of debates entitled "What UNESCO for the future?", are not matters to be dealt with lightly. The Organization is facing major challenges and in an effort to resolve and overcome them, UNESCO is striving to find answers by looking within and outside the Organization. Hence the series of debates with well-known personalities – philosophers, decision-makers, academics and experts of various disciplines – in order to ensure UNESCO is on the right track for the future. Souleymane Bachir Diagne,

Fatma Haddad-Chamakh, Edgar Morin, Hisashi Owada, Jacques Attali and Randolph Kent were among the speakers in earlier debates and the third debate, on 14 June, expressed the points of view of Boutros Boutros-Ghali, former Secretary-General of the United Nations; Ghassan Salamé, former Lebanese Minister of Culture and professor of international relations at the Institut d'Études Politiques, Paris; and Robert Badinter, former Minister and member of the French Senate. The discussions along with the programme of the debates series "What UNESCO for the future?" are accessible online: [www.unesco.org/shs/philosophy](http://www.unesco.org/shs/philosophy). ¶ **Marina Faetanini**, [m.faetanini@unesco.org](mailto:m.faetanini@unesco.org)



# Building a Portuguese language virtual campus

**With UNESCO's help, a network is being set up of higher education institutions where instruction is in Portuguese.**

The information and communication technologies now available, provide endless possibilities for exchange and cooperation that are not always used to the best advantage. Bearing this in mind and with the firm conviction that a common language can bridge the differences between nationalities and cultures, several higher education and research institutions are setting up a network to facilitate the exchange of information and to enable specialists in the social and human sciences from Portuguese-speaking countries to gain easier access to each other's work. The primary aim of this initiative is to bridge the differences between the Universities of Angola, Brazil, Cape Verde, Guinea-Bissau, China (Macao),

Mozambique, Portugal, Sao Tome and Principe, Timor Leste and wherever Portuguese is the language of instruction in further education establishments. The network will encourage innovative reflection on the identity and diversity of cultures sharing the same linguistic heritage, through knowledge exchange and freedom of expression. The project will be especially concerned with encouraging multilateral exchanges where each partner institution should act both as user and provider of input. Partner institutions are being sought in order to help the project develop further and become a truly international Portuguese language virtual campus. ¶

**Frances Albernaz**, [f.albernaz@unesco.org](mailto:f.albernaz@unesco.org)

## Natural disasters - the need for foresight

**The 20<sup>th</sup> Century Talks, organized in May 2005 by UNESCO, were an opportunity to consider the prevention of natural disasters. The dramatic consequences of the hurricane that swamped New Orleans and the typhoons that have swept Asia give this urgency a special urgency.**

Is it have been possible to foresee, or at least lessen the effects, of a natural disaster like the tsunami that hit the Indian Ocean on 26 December 2004? That question was at the heart of the twenty-eighth session of 21<sup>st</sup> Century Talks, entitled "Tsunamis – Foresight and Prevention" and organized at UNESCO Headquarters in Paris on 10 May 2005.

The session, which was opened and chaired by the Director-General of UNESCO, brought together a panel of leading

experts. The debate concentrated on the need to find a global, collective and preventative response. Having stressed the challenge of ensuring the permanence of tsunami warning systems and the need to create a global ocean monitoring system, speakers emphasized the importance of cooperation between scientists and policy makers.

In his opening address, Koichiro Matsuura had himself insisted the need for "a constant exchange of knowledge and information" and called for the drawing up of "a new social contract between science and governance, a forward-looking contract without which decision-makers would be blind pilots and scientists clear-sighted but powerless passengers". ¶

**Jeanette Blom**, [j.blom@unesco.org](mailto:j.blom@unesco.org)



© All rights reserved

## THE 13<sup>TH</sup> INTERNATIONAL PHILOSOPHY OLYMPIADS

Three gold, three silver and five bronze medals were awarded at this year's 13<sup>th</sup> International Philosophy Olympiads held in Warsaw, Poland, from 19 to 23 May 2005. Participants were students – 16 different countries. They had first gone through national essay competitions on a specific subject in English, French or German but not in their mother tongue, thereby accentuating the multilingual, multicultural structure of the Olympiads. This year's IPO topic was "Philosophy and Dialogue between Cultures".

The International Philosophy Olympiads were the brainchild of a group of philosophy teachers. They took place for the first time in 1993, with the support of UNESCO and the International Federation of Philosophical Societies (IFPS). ¶

**Fériel Ait-Ouyahia**,  
[f.ait-ouyahia@unesco.org](mailto:f.ait-ouyahia@unesco.org)

# Dossier

## Human Rights

### Applying the human rights based approach to all UNESCO programmes and activities

One may use its four-letter English acronym (HRBA) or one may prefer the current language of “mainstreaming”. Either way, however, a human rights based approach to development challenges accepted ways of thinking. Henceforth, we need to consider social development in terms of the men and women without whom societies simply would not exist.

Since the human rights based approach was introduced about a decade ago as a shift from structural adjustment strategies for development, it has become central to programming and implementation within the UN system—not least in UNESCO.

At the time, it had become clear that policies for development and poverty eradication that were based merely on economic growth were not effective. In many cases, economic growth led to growing inequalities, as its benefits were “captured” by elites. This led to more exclusion, which has serious consequences for human dignity and human flourishing.

Hence the need to call upon universal principles and to put equality of rights and duties for all at the centre of development and poverty reduction policies. In practice, the objective is to incorporate human rights principles in all stages of programming, including planning and design, implementation, monitoring and evaluation. This has four key implications:

- Assessment and analysis in order to identify the human rights claims of rights-holders and the corresponding human rights obligations of duty-bearers as well as the immediate, underlying, and structural causes of the non-realization of rights.



- Assessment of the capacity of rights-holders to claim their rights, and of duty-bearers to fulfil their obligations, leading to strategies to build such capacities.
- Monitoring and evaluation of both outcomes and processes guided by human rights standards and principles.
- Reference to the recommendations of international human rights bodies and mechanisms.

The human rights based approach thus recognizes people as key actors in their own development, rather than passive recipients of commodities and services. Specific attention is paid to marginalized, disadvantaged, and excluded groups. How did this shift in thinking come about? ¶

Yvonne Donders, y.donders@unesco.org

“ We will not enjoy development without security, we will not enjoy security without development, and we will not enjoy either without respect for human rights. Unless all these causes are advanced, none will succeed. In this new millennium, the work of the United Nations must move our world closer to the day when all people have the freedom to choose the kind of lives they would like to live, the access to the resources that would make those choices meaningful and the security to ensure that they can be enjoyed in peace.”

Kofi Annan in his report,  
*In Larger Freedom*

## The key steps

### 1993

The **World Conference on Human Rights**, in Vienna, provided the momentum for the integration of human rights in UN development agencies. The Conference reaffirmed in the Vienna Declaration and Programme of Action that development was a right, stressing the link between human rights and development articulated in the 1986 Declaration on the Right to Development. The Conference further decided to establish the post of High Commissioner for Human Rights as the coordinator of all human rights activities within the UN system.

Subsequently, the **Human Rights Council of Australia** was among the first to explore the human rights approach to development. Its mid-1990s report *The Rights Way to Development* provided an early basis for discussion within the UN system. The report called for a de-linking of human rights from conditionality, for the priorities for assistance to be set within the human rights obligations of governments, and for an emphasis on genuine and meaningful participation.

### 1996

In 1996, the Executive Board of **UNICEF** declared that the **Convention on the Rights of the Child** was the frame of reference for UNICEF. It also maintained that the Convention on the Elimination of All Forms of Discrimination against Women underpinned the mandate and mission of the Organization. Since then, UNICEF has been at the forefront of integrating children's and women's rights in its development activities.

### 1997

In 1997, UN Secretary-General Kofi Annan presented a report to the UN General Assembly on his vision and proposals for **UN Reform**. He placed human rights, as well as sustainable development, firmly at the centre of UN reform.

### 1998

The following year, the **fiftieth anniversary of the Universal Declaration of Human Rights** provided the impetus for many UN agencies to develop policy statements on human rights. For example, taking its cue from UNICEF, UNDP adopted the policy document "Integrating Human Rights with Sustainable Human Development", basing its mission on the comprehensive human rights framework.

### 1999-2000

In 1999-2000, the Right to Development Branch of the Office of the High Commissioner for Human Rights (OHCHR) and UNDP's Management Development and Governance Division developed the **Human Rights Strengthening programme (HURIST)** to support the implementation of UNDP's new human rights policy.

In September 2000, the UN General Assembly adopted the **Millennium Declaration**. The Declaration commits governments to take action on peace and security, development and poverty eradication, protection of the environment, human rights and democracy, and protection of the most vulnerable. In order to translate the Declaration into action, the Summit formulated the eight Millennium Development Goals (MDGs), an ambitious agenda for reducing poverty and improving lives. For each of the eight goals one or more targets have been set, most for 2015.

### 2002

In 2002, the Secretary-General presented his **Agenda for Further Change** to the General Assembly. He stressed that the promotion and protection of human rights were fundamental for the realization of the UN Charter. In the Action 2 section of the document, which gave its name to the eventual *Action 2 Plan*, he proposed to strengthen the capacity of the UN to assist countries to build strong human rights institutions and to improve the operations of the treaty bodies and the special procedures.

### 2003

In the following year, the **Inter-Agency Workshop in Stamford** aimed at elaborating to what extent human rights were mainstreamed in the work of UN agencies, particularly within the context of the Common Country Assessment (CCA) and the UN Development Assistance Framework (UNDAF). To make the human rights based approach standard for UN agencies, the workshop drafted and agreed a **statement of Common Understanding**.

### 2004

The **Action 2 Programme** launched in 2004 was a direct result of the Secretary-General's plan for UN reform and was a joint initiative of the UN Development Group, the Executive Committee for Humanitarian Affairs (ECHA) and OHCHR. It aims to develop the capacity of UN Country Teams to support Member States to strengthen their human rights protection systems and to effectively integrate human rights in UN development operations. It is expected that one of the principal emphases will be on the coordination of inter-agency support to the UN Country teams.





## → In outline

The process of mainstreaming human rights in the various UN agencies thus seems to follow a fairly common pattern. It often starts with the adoption of a policy on the human rights approach at the highest level of the Organization. The implementation of such a policy may, however, take many years.

The agency with the longest experience in this area is UNICEF, which in 1996 placed the Convention on the Rights of the Child at the centre of its mission statement. UNICEF has the advantage that its activities are guided by a single human rights instrument, which moreover has the greatest number of ratifications (only Somalia and the USA are not a party to the Convention). UNICEF has developed the most extensive training programmes and exhibits the most experience in mainstreaming human rights within an organization. However, even UNICEF still faces many challenges similar to other institutions.

UNDP also has long experience in mainstreaming human rights and has achieved good results since it adopted its policy document on human rights in 1998. It has benefited from support from senior management in this process and from the collaboration established with the OHCHR. UNDP is the largest UN development agency and its role as coordinator of the UN's in-country presence gives it a critical role in ensuring that the Secretary-General's reforms are carried out. Because it is not closely associated with a specific human rights treaty, UNDP has confronted greater resistance than UNICEF among staff, including at a senior level, to the integration of human rights. However, it has played a key role in the evolution of the UN Common Understanding and has a stake in gaining its global acceptance.

## What next?

Other agencies have been considering human rights mainstreaming policies for some time. The WHO has thus developed specific mainstreaming strategies and has produced a number of educational tools for young people on the nature of rights and the right to health specifically. The UN Food and Agriculture Organization has also developed policies in a similar vein, especially in relation to the right to food.

The FAO Council commissioned the formulation of voluntary guidelines to support Member States' efforts to achieve the progressive realization of the right to adequate food in the context of national food security. Subsequently, the FAO Committee on World Food Security adopted these guidelines, which take into account a wide range of important human rights principles.¶

## ➡ The UN Common Understanding

The Common Understanding on the Human Rights-Based Approach to Development Cooperation, agreed at the Stamford Inter-Agency Workshop in October 2003, was approved by the UN Development Group (UNDG) and has now been included in the CCA/UNDAF guidelines.

The Common Understanding is based on three concepts:

- All development cooperation, general policy and technical assistance programmes should further the realization of human rights as laid down in the Universal Declaration of Human Rights and other international human rights instruments.
- Human rights standards contained in, and principles derived from, the Universal Declaration of Human Rights and other international human rights instruments guide all development cooperation and programming in all sectors and in all phases of the programming process.
- Development cooperation programmes contribute to the development of the capacities of duty-bearers to meet their obligations and of rights-holders to claim their rights.

The first concept requires staff to be familiar with the international human rights framework, not only for its own sake but to be able to conduct a human rights analysis that will enable the establishment of human rights objectives, implementation of which can then be measured against human rights standards and norms. The second focuses on the basic human rights principles of equality and non-discrimination as the broad overall objective of the development effort, as well as on participation and inclusion, and accountability and the rule of law. The third concept requires strengthening the capacities of rights-holders to claim their rights and of duty bearers to meet their obligations. The last principle, therefore, requires a comprehensive rights-holder/duty-bearer analysis.¶



## The challenges ahead

After almost a decade of integrating human rights into the programmes of the UN, most bodies and agencies have adopted or are in the process of adopting policy documents at the highest level institutionalising appropriate policies and making the human rights based framework mandatory for their work. Since human rights have been taken seriously as the fount, engine and ultimate goal of UN action, harmonization of the various agencies' approaches has been facilitated. The adoption of the UN Common Understanding is a clear indication in this respect.

Despite the important progress made, several challenges remain.

### **Commitment of senior management**

Good implementation of the human rights based approach critically requires the strong commitment of senior management. Many evaluations and reports, however, show that such commitment does not always exist. Reasons are manifold. For example, staff may not be familiar with the approach and have limited experience in applying it. Managers may not be convinced of its added value, which may undermine the commitment of others. Furthermore, it may not fit into the strict time frame for budget spending of different agencies. Yet how can action be effective if human rights are not central to projects? Who conceives projects? Who implements them? *Cui bono?*

### **Partners' lack of knowledge**

It is widely reported that government and non-government partners are largely ignorant of the human rights based approach to development. This is compounded by the relative lack of familiarity with the approach within the agencies themselves. In addition, the sensitivities to any discourse on human rights in many countries have put pressure on agency staff not to put at perceived risk programmes and projects that depend on collaboration with the national partner. However, it is in the mandate of all agencies to follow the UN Charter and the reform process, including the integration of human rights in their programmes and projects.

### **Gender mainstreaming**

Despite the fact that gender mainstreaming has been on the agendas of all UN organizations for more than two decades, it still remains a challenge to many of them. Only UNIFEM and UNFPA are advanced in this regard, but this can be explained by the fact that their mandates focus on women. They have developed special expertise in the identification of gender issues, as well as ensuring that their staff pay particular attention to human rights of women.

### **Meaningful participation**

Participation, which is one of the main principles of the human rights based approach, is a long-term process that cannot necessarily be achieved in the short-term. Therefore, a longer-term perspective with regard to participation should be incorporated in programme and project design. Participation means that people need to be involved at the level that most directly affects them. However, here lies a challenge. Many projects are delivered by NGOs and consultants at the local level, which implies that the process of participation is often removed from the control of the agency. Consequently, in order to ensure meaningful participation, implementing NGOs and consultants also need to receive training and be sensitized.

### **Human rights training**

All evaluations in the various agencies call for increased, more consistent, repeated, and/or comprehensive training on human rights and human rights mainstreaming for senior and junior staff. Target audiences should be mixed, with an emphasis on mid-level management but with some senior staff and some less experienced staff taking part. An essential task is to determine who needs to know what in order to do their job, but consideration must be given to the minimum level of knowledge. There may be resistance to legal language but this cannot be avoided given the importance of international law in holding governments accountable. A clear message is that one-off events are inadequate and that considerable thought and preparation needs to be devoted to devising appropriate and continuing training programmes.



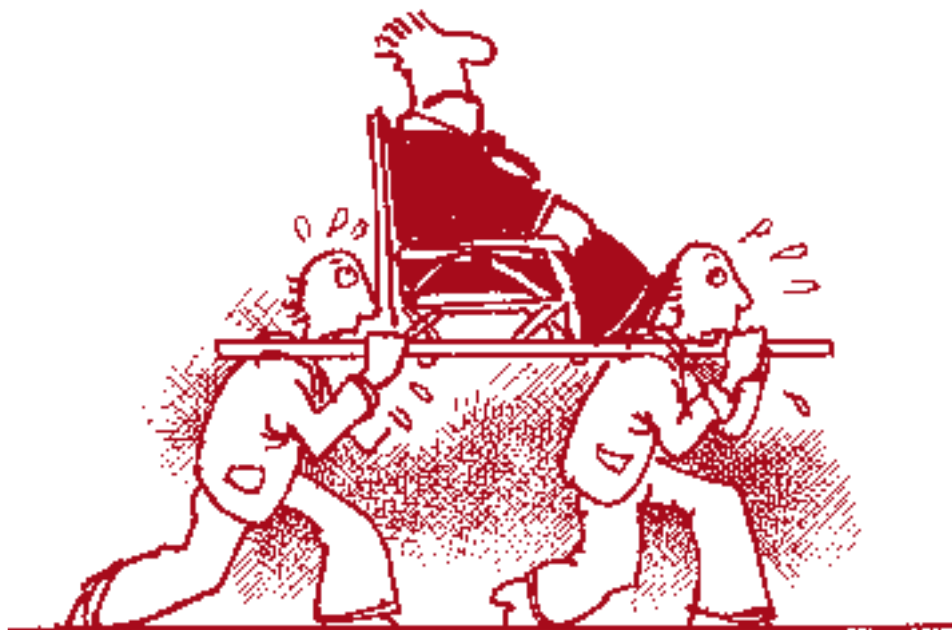
## → The integrated human rights based approach in UNESCO

UNESCO, as stated in its Constitution, should further justice, the rule of law and human rights and fundamental freedoms by promoting collaboration among nations through education, science and culture. The UNESCO Strategy on Human Rights adopted by the 32<sup>nd</sup> General Conference reaffirmed the importance of human rights as a cross-cutting theme relevant to all the fields of competence of the Organization. Recalling the Secretary-General's appeal to mainstream human rights within the system, the Strategy calls for the "development, with due consideration of the mainstreaming experience accumulated within the United Nations, of a phased plan to mainstream human rights into all of UNESCO's programmes and activities" (para 15 a). This requires UNESCO staff to be more aware of human rights issues. A central component of the mainstreaming effort is therefore "staff training in human rights at Headquarters and in the field, including staff meetings on major challenges to human rights with leading experts" (para 15 b).

### Current activities

SHS has been given the responsibility for coordinating the integration of the human rights based approach within the programmes and activities of UNESCO. The Division of Human Rights has undertaken the following:

- Commissioned a study taking stock of the experiences of other UN agencies, programmes and bodies in the field of human rights mainstreaming, and in particular of "good practices", materials and lessons learned;
- Organized, with the assistance and in close cooperation with the human resources team, a series of training courses aimed at increasing awareness and knowledge of UNESCO staff of human rights standards and protection mechanisms, with particular emphasis on the rights within the mandate of the Organization, and introducing the concept of a HRBA to programming within UNESCO.



A web page has been created containing background information and the materials of the training sessions: [www.unesco.org/shs/human\\_rights\\_approach](http://www.unesco.org/shs/human_rights_approach).

Three training sessions have so far been organized. In April 2005 a "pilot" session was organized for SHS staff. In May 2005, following a workshop on UN common country programming processes, a session was organized for Directors of UNESCO Field Offices, as well as senior staff at Headquarters. Finally, in June 2005, a session was organized for a group of volunteers from each Programme Sector in order to promote mainstreaming in their respective division/section. Each session was adapted to the specific needs of the persons involved.

Participants clearly stated that it is crucial to involve senior management in the mainstreaming efforts. This was also one of the recommendations in the study on experience in other UN agencies. Therefore, two workshops targeting senior management in UNESCO are envisaged before the end of 2005 in an effort to seek their support and assistance in pursuing the mainstreaming of human rights throughout UNESCO.

### The results and beyond

The main results of the human rights based approach as applied to UNESCO

- programming process are:
  - Identification of the experiences, good practices and lessons learned in the mainstreaming efforts of other UN bodies, programmes, and specialized agencies. UNESCO activities have benefited from
  - the experiences of other agencies.
- More than 100 staff members from Headquarters and Field Offices have already received human rights training. Their knowledge on human rights norms, standards and procedures has increased and they have been acquainted with the principles of Human rights based programming.

The training was very positively evaluated. Participants were satisfied with its content, which they considered relevant and closely linked to their work. It was generally agreed that an integrated human rights based approach is important for the planning and implementation of UNESCO programmes, which they no longer see in quite the same light. ¶

## ➔ Key human rights principles

**Universality and inalienability:** Human rights are universal and inalienable. All people everywhere in the world are entitled to them. The human person in whom they inhere can neither voluntarily give them up nor be deprived of them by others.

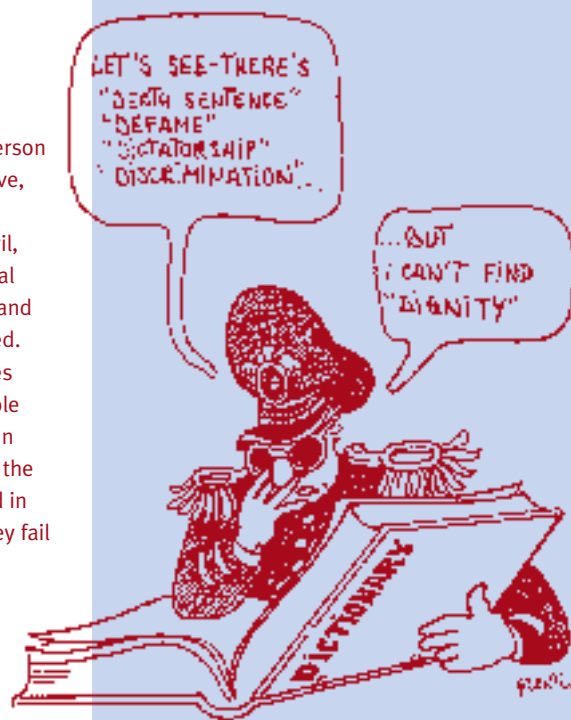
**Indivisibility:** Human rights are indivisible. Civil, cultural, economic, political and social rights are all inherent to the dignity of every human person. Consequently, they all have equal status.

**Inter-dependence and inter-relatedness:** The realization of one right often depends, wholly or in part, upon the realization of others. For instance, realization of the right to health may depend, in certain circumstances, on realization of the right to education or of the right to information.

**Equality and non-discrimination:** All individuals are equal as human beings and by virtue of the inherent dignity of each human person. All human beings are entitled to their human rights without discrimination of any kind, such as race, colour, sex, ethnicity, age, language, religion, political or other opinion, national or social origin, disability, property, birth or other status.

**Participation and inclusion:** Every person is and all peoples are entitled to active, free and meaningful participation in, contribution to, and enjoyment of civil, economic, social, cultural and political development in which human rights and fundamental freedoms can be realized.

**Accountability and rule of law:** States and other duty-bearers are answerable for the observance of human rights. In this regard, they should comply with the legal norms and standards enshrined in human rights instruments. Where they fail to do so, aggrieved rights-holders are entitled to institute proceedings for appropriate redress before a competent court or other adjudicator in accordance with the rules and procedures provided by law. ¶



## ➔ Memorandum of Understanding between UNESCO and OHCHR

In February 2003, Koïchiro Matsuura, Director-General of UNESCO, and the late Sergio Vieira de Mello, then High Commissioner for Human Rights, signed a Memorandum of Understanding between UNESCO and OHCHR. The aim of this Memorandum is to consult regularly and cooperate closely in order to avoid duplication of work and to mutually strengthen efforts to advance human rights. The OHCHR is closely involved in mainstreaming human rights throughout UNESCO's programmes and activities. ¶

The drawings by Plantu that illustrate this dossier are taken from *Human Rights: Questions and Answers* by Leah Levin, first published by UNESCO in 1981, the fourth revised edition of which has recently been published in French and in English. [www.unesco.org/publishing](http://www.unesco.org/publishing)



# The coalition of cities against racism goes global

**On 8 July 2005, the First Expert Meeting on the Development of Indicators on Racism and Discrimination in the City was held at Chubu University in Aichi, Japan, while around the world municipalities are preparing to join the Coalition of Cities Against Racism.**

## Nagoya

Chubu University, the International Movement Against Discrimination and Racism (IMADR) and UNESCO's Social and Human Sciences Sector, organized a meeting in Nagoya, Japan, on 8 July with researchers and municipal decision-makers from Europe, North America, Asia and the Pacific, to discuss indicators on racism and discrimination. At the meeting, a preliminary study on the implementation of indicators against racism in six European and North American cities was presented by Professor Rachad Antonius from the Centre for Research on Immigration, Ethnicity and Citizenship (CRIEC), Quebec University, Montreal, Canada; Ms Teres Lindberg, Deputy Mayor of Stockholm, Sweden, and Mr Johnny Ridemar, of Sweden's Section for Employment, Integration and Democracy, gave a presentation on the experiences of Stockholm since the end of 2004, with

regard to anti-discrimination policies and policy impact evaluation.

Chubu University has proposed cooperation with UNESCO within the "Human Security in the Networks of Global Cities project". Three regional focal points identified in Asia, Africa and Latin America, are responsible for developing a series of indicators and data on human security, particularly the security of migrants. After a few case studies to be carried out in some municipalities, a practical manual for municipal planners and decision-makers could be developed, suggesting possible indicators and methods of data collection that could then be adapted to the respective municipalities' requirements.

## News from Asia and the Pacific...

The municipality of Bangkok has accepted to become the lead city for the Coalition of Cities against Racism and Discrimination for the Asia and the Pacific region, and decided to hold the first meeting on 5 July 2005 in Bangkok. The preliminary draft *Call for a Coalition of Cities Against Racism and Discrimination in Asia and the Pacific*, which had been specially drawn up for the region, was presented on that occasion as well as at a consultation meeting to which UNESCO had invited institutions such as the National Human Rights Commission of Thailand and the Regional Office of the High Commissioner on Human Rights. The Municipality of Bangkok, in close cooperation with UNESCO, will organize a meeting of experts towards the end of October 2005, in order to examine the draft Ten-Point Plan of Action. Experts, city representatives from different regions of Asia and the Pacific as well as NGOs have been invited to attend the meeting. The official launching of the Coalition for the region is foreseen for Spring/Summer 2006.



© UNESCO / Atelier Takavor

## ... and from Canada

In March 2005, the Canadian Commission for UNESCO (CCU) and the Ontario Human Rights Commission (OHRC) announced a working group to develop a "Call for a Canadian Coalition of Cities Against Racism". The Pan-Canadian working group led by the CCU, comprising municipalities, Human Rights Commissions, experts and civil society organizations, elaborated a draft proposal through a series of local consultations with municipalities and civil society actors in different provinces in Canada. The initial outcome was presented at the session dedicated to the proposal on the occasion of the Canadian Association of Statutory Human Rights Agencies (CASHRA) 2005 Annual Conference held in Saskatoon on 12 June 2005, and hosted by that city. The CCU along with its partners will continue to consult with municipalities and promote the proposal in order to encourage municipalities to join the Coalition. ¶

The text of the CCU draft preliminary proposal calling for a Coalition of Municipalities Against Racism is available in English and French on the OHRC website: [www.ohrc.on.ca/english/consultations/unesco](http://www.ohrc.on.ca/english/consultations/unesco)

**Jun Morohashi, Darryl Macer and Sarinya Sophia**  
j. morohashi@unesco.org



© UNESCO / J. Morohashi

**Swedish representatives travelled to Japan to share experiences.**



# West Africa – Project for Peace

**The regional project for peace is being strengthened by a pilot project on human rights education in countries facing crisis and post-crisis situations launched in september 2005.**

Recognizing the urgency of moving out of situations of conflict as a basis for any type of sustainable development, ECOWAS, the African Development Bank and other international and regional partners have been working together to formulate a Regional Project for Peace and Development in West Africa. Based on proposals submitted, the UNESCO Dakar Office has elaborated the details of a pilot project on Education for Human Rights, a Culture of Peace, Citizenship, Intercultural Understanding and Regional Integration in Crisis and Post-Crisis Countries of ECOWAS: Côte d'Ivoire, Guinea, Guinea Bissau, Liberia and Sierra Leone. The African Development Bank is providing a grant for the overall Regional Project including the programme elabo-

rated by and to be implemented by the UNESCO Dakar Office as a joint SH/Education programme. The project (scheduled to start in September 2005 for a period of two and a half years) will include action research, an inventory of existing formal and non-formal education programmes, a subregional workshop to exchange experiences and develop a common strategy, community workshops and development of curricula for teacher training with an emphasis on the formal education system. In order to ensure the project's success, cooperation will be undertaken with Ministries of Education, Human Rights and Regional Integration, UN Peacekeeping Missions, national NGOs and regional networks such as the West Africa Network for Peacebuilding (WANEP).¶

Carrie Marias, c.marrias@unesco.org

## UNESCO DISCUSSES FAMILY LAW

On 3 May 2005, a meeting at UNESCO Headquarters on "Development of family law in the Maghreb and beyond: research, activism and policy" discussed the problems surrounding the debate on reform of Family Codes and women's rights. One of the speakers, Wassila Ltaief, a legal scholar specializing in family law, noted that: "Family law plays a key role: it governs marriage and divorce, conjugal rights and duties, and transfer of inherited property. Through family law, states set policy goals and show their ability to manage conflicts, modernize and integrate the all-inclusive rights of the individual". And yet, looking at developments in the Maghreb, she judges them somewhat "limited", with family law remaining essentially "influenced by retrograde thinking" according to Wassila Ltaief. For her part, journalist and film producer Fatima Moussaoui stressed the need to develop a communication and information strategy so that women understand they have rights. Valentine Moghadam, Chief of SHS's Gender Equality and Development Section, underlined the fact that reform of Family Codes would constitute a means of bringing these countries closer in line with international human rights norms.¶

Ana Krichmar, a.krichmar@unesco.org

## ➔ Decentralization, human rights and local governance: new tools for trainers in Burkina Faso

Following the adoption by Burkina Faso of new texts on decentralization and within the scope of the UNESCO/Luxembourg Cooperation project "Training in Human Rights, Citizenship and Local Democracy in Senegal, Burkina Faso and Mali", a workshop took place in Ouagadougou in May 2005.

The workshop helped devise adaptations for use in Burkina Faso of the teaching manuals originally developed for Senegal and Mali. This was followed in early July by a Training for Trainers workshop in Burkina Faso. Government representatives took part (the Ministry for the Promotion of Human Rights and the Ministry of Territorial Decentralization

and Administration), civil society representatives (human rights associations and women's associations), as well as local representatives and partners in the UNESCO/Luxembourg Cooperation project: UNDP, UNVP and GTZ. The first phase of this project, ongoing since 1999 and funded by Denmark and Luxembourg, was carried out in Senegal and Mali. Burkina Faso will now be able to draw from a pool of teachers whose mission is to spread the training process across the four areas of the cooperation project.¶

Firmin Matoko, f.matoko@unesco.org and  
Papa Banga Guissé, pb.guisse@unesco.org

## Policy Papers – a new series for policy-making

**With its new methodology to improve the distribution and use of research findings, the Management of Social Transformations (MOST) programme, has launched a new series of Policy Papers.**

Five brochures and one special paper, covering a broad range of problems linked to different geographical regions, have just been published on the initiative of the MOST Programme (see page 13). The series, available in English, French and Spanish, aims to bring decision-makers, NGOs, and the private sector, as well as those in charge of public institutions, clear, reliable and up-to-date information on research findings in the social and human sciences.

In Latin America, three fields are tackled. The first concerns illegal drugs and the social, economic and political impact they have in Bolivia, Colombia and Peru, with particular emphasis on the lack of respect for the human rights of peasants and indigenous communities. The second deals with intercommuality

in a province of Buenos Aires, Argentina – achieving social sustainability through a participatory method using existing institutional structures. The third brochure deals with Chile's experience with regard to citizenship, solidarity and community participation as a different, innovative way of combating poverty.

China is covered by a paper presenting a project on labour migration from rural to urban areas. The project forms part of the broad plan of action to fight all too frequent discrimination against these migrant workers. Conducted in eight pilot sites, the study describes the experiences through several stages, and provides solutions to the problems of the integration and education of young migrants, especially women.

And finally, taking as starting-point the historical situation of the social sciences in relation to social policy, the fifth study sets out the fundamental role that the social sciences could play in the future. In the context of with the rapid and sometimes worrying changes in our



world, the authors analyse the reasons that might justify the old social models and they also suggest new ways to encourage drawing up new social policies. ¶

All these brochures are available in print or accessible online: [www.unesco.org/shs/most/policy-papers](http://www.unesco.org/shs/most/policy-papers)  
**Santiago Castro**, [s.castro@unesco.org](mailto:s.castro@unesco.org)

### RUSSIA – A REPORT ON GENDER EQUALITY ...

Several United Nations agencies have jointly issued the report “Gender equality and extension of women’s rights in Russia in the context of the UN Millennium Development Goals”.

The report analyses the current situation with regard to gender inequality in the labour market, in access to education, in income distribution, as well as gender inequality problems of indigenous people in Northern Russia and differences in the democratic and political rights of men and women.

Key points for solving these problems are identified with respect to the Russian context. ¶

The report is accessible online in English and Russian: [www.unesco.ru/files/docs/shs/publ/gender\\_mdg\\_eng.pdf](http://www.unesco.ru/files/docs/shs/publ/gender_mdg_eng.pdf)  
**Sergey Smirnov**, [s.smirnov@unesco.org](mailto:s.smirnov@unesco.org)

### ... AND ANOTHER ON YOUTH

*The Analytical Report on Youth Development in Russia* was published as a joint initiative of the Education and SHS Sections of UNESCO’s Moscow Office, with the support of the German NGO for international cooperation GTZ.

The Report, prepared by a group of experts, reviews the various issues of everyday life affecting young people: education, health, employment, social life, and asocial behaviour in the youth community. All these aspects of youth status and develop-

ment are considered in the regional context, which reveals the main trends, and also analyses interregional differentiation of the youth situation in Russia. The Report presents an experimental calculation of a Youth Development Index (YDI) for Russian regions, which is close in concept and methodology to the widely-used Human Development Index (HDI). ¶

The Youth Development Report (in Russian) is accessible online: [www.unesco.ru/files/docs/educ/publ/polojenie\\_molodeji\\_v\\_rossii.pdf](http://www.unesco.ru/files/docs/educ/publ/polojenie_molodeji_v_rossii.pdf)  
**Sergey Smirnov**, [s.smirnov@unesco.org](mailto:s.smirnov@unesco.org)

### Construire des gouvernances : entre citoyens, décideurs et scientifiques

Germán Solinís, Peter Lang publishers, 2005, 288 pp. ISBN 90-5201-292-X (Published in French)

This book summarizes the work of an interdisciplinary group that met regularly for two years at UNESCO Headquarters in the framework of the MOST programme. Its aim was to contribute to the emergence of a “plural” society, in which access to wealth for the greater number would be all the easier that power would be increasingly shared. The group included staff from intergovernmental and bilateral cooperation organizations, activists from the voluntary sector and researchers in the social and human sciences. It considered the relations between research and policy by focusing on decision-making processes, conflict regulation and democratic governance. ¶

### Establishing Bioethics Committees Guide n° 1

UNESCO, 2005.

This Guide provides detailed information on the different types of Bioethics Committee that have already been set up in various countries around the world. It is designed as a guide for governments, scientists, lawyers and/or health professionals who may consider establishing bioethics committees in their country or region.

This publication is currently available in English and French; Arabic, Chinese and Russian versions are under preparation. [www.unesco.org/shs/ethics](http://www.unesco.org/shs/ethics) ¶



### Taking Stock: Women's empowerment ten years after Beijing

ISSJ n°185, September 2005.

UNESCO-Blackwell

This special issue of the *International Social Science Journal* is devoted to a stock-taking of women's social, economic, cultural, and political situation and rights across the globe, ten years after the Beijing Conference. Contributions have been grouped into three broad themes: analyses of political and economic developments affecting women in Asia and Africa; transnational processes; and legal instruments, gender indicators, and measurement of women's empowerment. This conceptual, methodological, and political stock-taking of the past ten years shows the progress that has been made – and the work still to be done by governments, international organizations, and women's groups. The Spanish edition is available free on-line at [www.unesco.org/issj](http://www.unesco.org/issj) ¶

### Des frontières en Afrique du XI<sup>e</sup> au XX<sup>e</sup> siècle

UNESCO Publishing, Paris, 2005, 313 pp.

Reading about Africa's history and frontiers conjures images of the at times painful coexistence of States and ethnicities, an often badly managed coexistence with consequences that, to a great degree, explain the conflicts now tearing Africa apart. It is an opportunity to consider to mind the problems of war and peace and thence to reflect on the challenges posed by the development of contemporary African societies.

This book is a compilation of papers from a symposium entitled “History and the perception of frontiers in Africa from the twelfth to the twentieth century through a culture of peace”, which took place in Bamako, Mali, in 1999. The symposium was a joint venture of UNESCO with the International Committee of Historical Sciences (ICHS). In French only, this publication is available in print and online: <http://unesdoc.unesco.org/> ¶

### Revue *Diogène* : une anthologie de la vie intellectuelle au XX<sup>e</sup> siècle

Paris, PUF, Quadrige, 2005, 12 euros. ISBN 2 13 054 849 0 (In French only).

This anthology is a collection of 26 articles published since *Diogenes* was founded by Roger Caillois (then a UNESCO staff member working in the Office of Ideas) in 1952. The journal has, since then, been published by the International Council for Philosophy and Humanistic Studies (ICPHS) with the support of UNESCO. The choice of texts, which represent the various disciplines of the human sciences reflect the initial aim of *Diogenes*: to depart from over-specialization and encourage an opening-up to a more synthesized, universal approach to the human sciences. Karl Jaspers (Freedom and authority), Roger Caillois (Structure and categories of games), Claude Lévi-Strauss (Invariance of anthropology), Roman Jakobson (The essence of language), Jean Starobinski (The nostalgia concept), Paul Veyne (Did the Greeks have democracy?), Eric Hobsbawm (The search for universality and identity), and Remo Bodei (Logics of delirium) are among the authors and themes drawn together in this anthology. [www.unesco.org/cipsh/eng/diogene.htm](http://www.unesco.org/cipsh/eng/diogene.htm) ¶

### Le sage et la politique, écrits moraux sur la vieillesse et la douceur

Norberto Bobbio, Albin Michel (Idées), 2004, ISBN 2226142509. 12 euros.

This publication brings together three articles which first appeared in *Diogenes*. In the three articles reproduced in this publication, he reveals his thinking on the link between ethical values and politics, and his autobiographical view of old age, notably in “In praise of *mitezza*” was published in *Diogenes* n°.176, 1996, edited by Paul Ricœur, on the subject of tolerance Norberto Bobbio (1909-2004) was born in Turin. He specialized in the philosophy of politics and law, and taught at many universities both in Italy and abroad. Bobbio was the author of over fifty publications. ¶

## SHS NEWSLETTER EDITOR RETIRES

After twenty-eight years at UNESCO, working first as Managing Editor of the *UNESCO Courier* and more recently as Chief of Communication, Information and Publications in SHS, where she created this *Newsletter*, Gillian Whitcomb has retired. They say no one is irreplaceable in an office but for SHS it is certainly going to be very difficult to fill the gap. Gillian's many years of experience with the Organization, added to the way in which she contributed to UNESCO's work should be held as an example for the new generation of international civil servants. Her enthusiasm, professionalism and tireless efforts have firmly established the *SHS Newsletter* on the UNESCO scene.

The editorial staff feel sure that readers and contributors to the *Newsletter* would like to join all those who send her their very best wishes for the future.

Happy retirement Gillian! ¶

## SEPTEMBER

**31 August-3 September:** 1<sup>st</sup> MERCOSUR Bioethics Congress. Iguazu, Brazil. (a.saada@unesco.org)

**8-9 September:** International Conference on "Social sustainability in Historical City Districts". Székesfehérvár, Hungary. (b.colin@unesco.org)

**8-9 September:** International Conference on "Human Security and Peace in Central Asia". Bishkek, Kyrgyzstan. (peace&security@unesco.org)

**13 September:** *60 minutes on the subject:* Human Security. Paris, France. (m.goucha@unesco.org)

**15 September:** Forum "What UNESCO for the Future?" Paris, France. (m.faetanini@unesco.org)

**15-16 September:** First Session of the UNESCO/UN-HABITAT/ISSC Working Group on "Urban policies and the Right to the City". Paris, France. (b.colin@unesco.org)

**16-17 September:** Sport for Peace. Montevideo, Uruguay. (m.bernales@unesco.org.uy)

**23-24 September:** Workshop: Living Together – The European Coalition of Cities Against Racism. Nuremberg, Germany. (j.morohashi@unesco.org)

**23-24 September:** UNESCO-ECLAC-ILO: First Latin American and Caribbean dialogue on the work of small-scale mining in an effort to overcome poverty, and the social responsibility of companies. Lima, Peru. (m.bernales@unesco.org.uy)

## OCTOBER

**17 October:** MERCOSUR Forum on the occasion of International Day for the Eradication of Poverty. Montevideo, Uruguay. (m.bernales@unesco.org.uy)

**18 October:** *60 minutes on the subject:* Fight against poverty. Paris, France. (c.tekaya@unesco.org)

**18-19 October:** Seminar "Forgotten rights" – Conference: *The right to insurgency in social constitutionalism*. Montevideo, Uruguay. (m.bernales@unesco.org.uy)

**20 October:** Workshop on: "What tools should be developed for assessing municipal action against racism?" organized on the occasion of the 10th International Metropolis Conference. Toronto, Canada. (j.morohashi@unesco.org)

**27-29 October:** Expert Meeting for the elaboration of the Ten-Point Plan of Action for the Asia-Pacific Coalition of Cities Against Racism and Discrimination. Bangkok, Thailand. (s.sophia@unesco.org)

**28-30 October:** Meeting of the Scientific Committee of the Byblos Centre and International Conference on "Culture and Democracy". Byblos and Beirut, Lebanon. (m.goucha@unesco.org)

**30 October-5 November:** Rotating Conference on Ethics of Science. Beijing, Shanghai and Chendu, China. (h.tenhave@unesco.org)

## NOVEMBER

**7-9 November:** International Symposium on "Cultural Diversity and Transverse Values: East-West Dialogue on Spiritual-Secular Dynamics". Paris, France. (m.goucha@unesco.org)

**9-10 November:** European Coalition of Cities Against Racism: Second meeting of the Steering Committee (9 November) and National Conference for UK Municipalities (10 November). London, United Kingdom. (j.morohashi@unesco.org)

**10-12 November:** Training Workshop on research ethics: "Facing the new challenges of reviewing biomedical research". Nicosia, Cyprus. (h.tenhave@unesco.org)

**15-25 November:** International Student Workshop on Urban Redevelopment/City of Saïda. Saïda, Lebanon. (b.colin@unesco.org)

**17 November:** World Philosophy Day. Celebrations worldwide. (m.goucha@unesco.org)

**17-18 November:** Seminar on Latin American and Caribbean Bioethics Legislation. Mexico City, Mexico. (a.saada@unesco.org)

**21 November:** World Philosophy Day in Mexico. Mexico City, Mexico. (a.saada@unesco.org)

**23-25 November:** Rotating Conference on Ethics of Science. Tartu, Estonia. (h.tenhave@unesco.org)

**24 November:** Celebration of World Philosophy Day. Santiago de Chile, Chile. (m.goucha@unesco.org)

**24 November:** Forum "What UNESCO for the Future?" Santiago de Chile, Chile. (m.faetanini@unesco.org)

**24-25 November:** Closing seminar of studies carried out by MOST's international action-research network on "Cities, environment and social gender relations". Geneva, Switzerland. (g.solinis@unesco.org)

**27-29 November:** Regional meeting of experts on Ethics Teaching. Split, Croatia. (h.tenhave@unesco.org)

**28-29 November:** International Seminar on "Living in Middle Eastern Landscapes". Beirut, Lebanon. (b.colin@unesco.org)

**28-30 November:** International Conference "Interregional Philosophical Dialogues: Democracy and Social Justice in Asia and the Arab World". Seoul, Republic of Korea. (m.goucha@unesco.org)

**28-30 November:** Forum "What UNESCO for the Future?" Seoul, Republic of Korea. (m.faetanini@unesco.org)