

July – September 2008

UNESCO Social and Human Sciences Sector magazine

CONTENTS

PP. 3-5 Promoting principles, practices and ethical norms: Energy technologies: what ethics in Asia and the Pacific? • New perspectives for ethics in the Arab States • World resources on ethics soon to be available on GEObs / **PP. 10-11 Contributing to the dialogue of civilizations and cultures:** A South-African think tank, winner of the 15th Education Peace Prize / **PP. 12-17 Directing research for action in the service of populations:** “Greater Horn Horizon”: intellectuals committed • Building a Centre for Women for the Great Lakes Region • 600 youths expected in Quebec for a world congress • Neighbourhood youth investigate on the role of migrants in the city • Conference at UNESCO on the first great migrations of peoples • Giving value to the qualifications of migrants / **PP. 28-29 Publications** / **PP. 30-31 Readers’forum** / **P. 32** Small grants for research on poverty eradication in Sub-Saharan Africa • **Agenda**

HUMAN RIGHTS pp. 6-7

**Nantes, crossroads
of cities against racism**

DOSSIER pp. 18-27

**Focus on
Malawi**



INTERVIEW pp. 8-9

**Bernard Loing:
'NGOs are
the cornerstone
of civil society.'**

The reasons for anger

Faced with images of those migrant workers killed by their poverty-stricken brothers in the slums of Johannesburg, how should we react? Can we settle for a broken heart and a troubled mind? And in the face of the indifference of those holiday-makers who continued to tan themselves, while, ten meters away, two Roma girls lie dead on an Italian beach, how should we react? Should we become accustomed to it?

Sixty years after the proclamation of the Universal Declaration of Human Rights and thirty years after the adoption of the Declaration on Race and Racial Prejudice, we repeat incessantly: all men are born with equal rights, as stated in the Human Rights Declaration; all individuals and groups have the right to be different, to consider themselves as different and to be regarded as such, as stated in the Race and Racial Prejudice Declaration.

Inscribed clearly in the latter, it is becoming increasingly obvious that: existing disequilibria in international economic relations contribute to the exacerbation of racism and racial prejudice. They are the breeding ground of violence and wars.

So, when the Stockholm International Peace Research Institute (SIPRI) informed us, last June, that world military expenditure increased by more than US\$ 135 billion in 2007, and that we know that, give or take a dollar, it is the estimated amount needed to achieve the Millennium Development Goals – the foremost objective being the eradication of extreme poverty – what should we think? When confronted with violence, injustice and poverty, we have no other choice but to combine forces and individual effort to give meaning to the word ‘humanity’.

Working together is, undoubtedly, far from obvious; it is far more than a function bestowed on this social being, the human being: it is a condition for the survival of society. For UNESCO, it is the *raison d’être*. And for all its partners, peace-builders, and actors in social and economic development: a constant requirement, an absolute necessity.

‘For every man is a piece of the continent, a part of the main, because he is involved in mankind’ as stated in the 1950 Declaration on Race drafted by an expert group which met at UNESCO. For the first time, in the headlines of this issue of *shsvIEWS*, we have been bold enough to pronounce a watchword reuniting 6 billion human beings to work together to build a world of dignity and justice. We know, indeed, that it is not enough to make statements, to be indignant or to speak out for our dreams to become a reality.

If man is a thinking being, he is also active. And if some acts – like those mentioned above – disgust us, others – brought up throughout this issue – strengthen our conviction that although it is difficult to measure the impact of ideas dispersed throughout the world by UNESCO networks, social and human sciences are a perfect tool to respond to the needs of society. ¶

‘Existing disequilibria in international economic relations contribute to the exacerbation of racism and racial prejudice.’



Pierre Sané
Assistant Director-General
for Social and Human
Sciences

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CONFERENCES

Energy technologies: what ethics in Asia and the Pacific?

While the issue of renewable energies is becoming a hot topic, several working groups established at the initiative of UNESCO will meet in different cities of Asia and the Pacific to help policy-makers and scientists formulate ethical energy policies.

During the second semester of 2008, a series of lectures on the ethics of energy technologies, organized by the UNESCO Office in Bangkok, will bring together academics, government representatives, industry and civil society actors to produce a report on the ethical dimension of energy choices in Asia and the Pacific.

This region of the world is, indeed, undergoing such rapid economic growth that its annual energy demand is the largest globally. At a time when questions are raised on the technical, economic and political consistency of energy choices essential to maintain growth, other issues of ethics and values arise.

UNESCO fully mobilized

How will energy production affect the environment and living organisms? What are our ethical obligations to future generations and what future do we want to build? Do environmental values held in Asian philosophical and religious traditions affect the sustainability of our relationships with our environment? These are some issues that should be addressed during the various conferences to be held between July and September 2008.

But another question should not be neglected: to what extent will rising energy prices affect the poorest?

In addition to the fact that energy is directly linked to our environment and the use of natural resources, access to safe and affordable energy services is, indeed, a key issue in the fight against poverty, and part of the seventh Millennium Development Goals.

Leader within the United Nations in the field of ethics, making the fight against poverty its top priority, UNESCO is therefore fully mobilized on this issue.

Based on several UNESCO projects in this field, including reports produced by the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST), it is developing, from Bangkok, a major project on the ethics of energy technologies in Asia and the Pacific, including a series of "Dialogues on ethnics related to the choice of energy policies in the region".

Following a conference held in Bangkok, in 2007, fourteen working groups were formed. Meetings of several of these working groups will become the subject, this semester, of real conferences, open to the public, to engage in collective thinking on environmental ethics and human security. Each of these groups will then produce a report proposing various options to policy-makers and researchers, who



In China, windmills contribute to energy production

could assist in the formulation of future energy policies.

On 24 July, the Institute of Advanced Studies of the United Nations University in Yokohama (Japan) will host a working group on energy flows, the environmental implications and the ethics of meat production. From 25-27 July, another group working on nuclear dialogue will meet at the United Nations Institute for Training and Research I Hiroshima (Japan). Then, on 3 August, the group on the ethical views of nature will convene at Seoul National University (Republic of Korea), while, in September, the Law University in Chennai (India) will serve as a meeting place for the working group on energy equity and human security.

Between these last meetings, on 19 August, in Thailand, a conference on the ethics of energy and human rights will take place, and the discussions will be web-casted through UNESCO Bangkok Office's website. ¶

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ETHICS EDUCATION

New perspectives for ethics in the Arab States

At the request of its Member States, UNESCO launched in 2004 a global ethics education programme. Whether it is a question of bioethics or scientific or professional education, current teaching methods vary considerably between regions and countries. It is within this context that a regional meeting held in June 2008 in Morocco, mapped out the future of ethics teaching in the Arab states, by endeavouring to take into account the moral specificities of this region of the world.

The Ethics Education programme of UNESCO brought together from 15 to 17 June in Marrakech (Morocco), experts from Algeria, Lebanon, Morocco, Syria and Tunisia to assess the current teaching programmes of ethics education in their countries, to promote the creation of a regional network of experts and to define the next steps for regional cooperation in this field.

The meeting, organized by UNESCO and the Moroccan Commission for UNESCO, is a continuation of those already held in Budapest, Moscow, Split, Tehran, Muscat and Istanbul.

The presentation of eighteen teaching programmes sparked lively discussions, enabling the exchange of experience on actions already undertaken, the challenges to be addressed and pressing needs. It was found that often the teaching of ethics in the region was assured by dedicated pioneers, in the absence of a robust institutional backing: a precarious situation that renders the teaching of ethics very vulnerable.

Creating a network of ethics teachers

The relationship between universalism and particularism returned as a recurring theme during the meeting. The participants studied the issue of cohabitation of the universal principles of bioethics with sensitive cultural practices. Another important debate focused on the choice between integrating ethics teaching modules in the already existing curricula of medicine or health sciences, or to implement a teaching programme specific to bioethics.

This meeting was an opportunity to create an informal regional network of teachers of ethics, which will keep the debate initiated in Marrakech alive and explore the possibility of establishing an exchange programme for teachers and students in the region.

Finally, participants expressed their enthusiastic support to the Ethics Education programme of UNESCO and proposed a follow-up to the Marrakech meeting, including the organization of teacher training courses and piloting the UNESCO core course curricula for teachers in bioethics in one or two universities in the region. ¶

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TOOLS

An information leaflet on the Global Ethics Observatory (GEObs) is now available in English, Spanish and French. This publication offers a wide panorama on the operation and activities of GEObs and offers its users a

detailed methodology for research and access to information. It also underlines the role of interactive geographical search of the Observatory. ¶

The brochure can be ordered from the Division of Ethics of Science and Technology (email: geobs@unesco.org) or downloaded from the website of the Department of Documentation and Publications of UNESCO (code document: EST/GEObs/2007/1).



TOOLS

An information leaflet on UNESCO's programme of Ethics of Science and Technology has just been published.

(EEP), the Global Ethics Observatory (GEObs) as well as the Ethics around the World project. ¶

This booklet provides both an overview of the commitments of the Organization, as well as the reasons which led it to position these activities within the Sector of Social and Human Sciences. It highlights the overall strategy of the programme and describes the main activities of the Organization in the fields of bioethics, science and technology. It also presents the Assisting Bioethics Committees (ABC) project, the activities of the Ethics Education Programme

The brochure can be ordered from the Division of Ethics of Science and Technology (email: geobs@unesco.org) or downloaded from the website of the Department of Documentation and Publications of UNESCO (code document: EST/GEObs/2008/1).



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World resources on ethics soon to be available on GEObs

Less than 3 years after its launch, the Global Ethics Observatory (GEObs) opens a 6th on-line database from which it will be possible to download educational tools in UNESCO's 6 official languages.

A new database of all resources on ethics will be officially launched in October, 2008 and will constitute the sixth element of the Global Ethics Observatory (GEObs), which was put on-line, by UNESCO, in December, 2005.

This new database will thus strengthen the worldwide coverage of available information on this server, in the fields of bioethics, environmental ethics and ethics of science and technology.

Free access

Along the lines of the existing five other databases – dealing respectively with experts, institutions, education programmes, legislation and ethical charters – a multiplicity of resources, in six official languages of UNESCO (Arabic, English, Chinese, Spanish, French and Russian) will be freely accessible online to all internet users.

With this database, users will have access to national and international journals in ethics, UNESCO publications, hyperlinks with web sites, videos, “PowerPoint” presentations, as well as numerous tools created for the National Committees on Ethics and Bioethics, educational toolkits, course models, etc.

As with journals and magazines in ethics, hyperlinks as well as diverse information will be provided to media, whereas others will allow direct access to the various recommended Web sites, as well as UNESCO publications. Visitors of the site will be able to download documents, which they can save in the format of their choice. They will also be able to find information on the various events announced regularly through the electronic newsletter of GEObs (conference, workshops, etc.).

The launch of the 6th on-line database exclusively devoted to resources on ethics should promote the teaching of ethical principles defended by UNESCO in the application of progress in science and technology, particularly in the regions where these kinds of activities are limited and sometimes absent.

This system should, inter alia, help teachers all over the world to establish new training programmes or to reinforce existing programmes, thanks to the various tools available and constitute, at the same time, the UNESCO Bioethics Core Curriculum.

Diverse points of view

Complementing the 5 other already-active databases, this 6th base will also consolidate the key position held by GEObs in the development and promotion of ethics throughout the world, by helping all interested parties in identifying experts, in establishing National Committees of Ethics and Bioethics or in developing and implementing curricula and coherent public policies in this area.

Ethics teachers and experts are invited to contribute to the content of this database in order to ensure that the greatest variety of regional and cultural viewpoints is represented.

Bringing together all the resources currently available on ethics in the world, while at the same time constituting a platform of essential references for UNESCO, and enabling it to anticipate and to support these activities, the Global Observatory of Ethics (GEObs) was officially launched on 15 December, 2005, at a meeting of the International Bioethics Committee which was held in Tokyo (Japan). ¶

For more information and to send contributions, please contact:
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How does it work?

The Global Ethics Observatory enables users to conduct their research in any of the 6 official languages of UNESCO, either by selecting the database to which they wish to access, or by using the Interactive Geographical Search function to search all databases using a world map tool. ¶

Available at: <http://www.unesco.org/shs/ethics/geobs>



HUMAN RIGHTS

Nantes, crossroads of

In 2004, the World Forum of Human Rights was launched in Nantes (France), at the initiative of UNESCO. That same year, the United Nations launched an appeal to cities around the world so that they organize themselves to fight more effectively against all forms of discrimination. Four years later, while 6 regional coalitions have been created and the Nantes Forum confirms its success, it is at the “Cité des Ducs” that the launch of an international coalition of cities against racism was announced.

It is 6.30 pm, Monday, 30 June, 2008, when Pierre Sané, Assistant Director-General of UNESCO for Social and Human Sciences, took the floor in the auditorium of the International Convention Centre in Nantes (France) and announces the launch of the International Coalition of Cities against Racism and Discrimination.

At his side: the mayors and representatives of 5 of 6 regional Coalitions of Cities against Racism and Discrimination, created at the initiative of UNESCO since 2004. At the last moment, the representative of Montevideo (Uruguay) had, indeed, to cancel his trip, but others were there, from Casablanca (Morocco), Durban (South Africa), Nuremberg (Germany), Suva (Fiji) and Toronto (Canada).

Around them, and at the forefront of the public, many well-known figures including Jean-Marc Ayrault, Mayor of Nantes, and Stephane Hessel, a prominent resistance fighter against Nazism, who was among the drafters of the Universal Declaration of Human Rights.

Among the crowd of participants at the 3rd World Forum for Human Rights of Nantes, within which the ceremony took place, the emotion is palpable. Everyone wants to believe that this international coalition will boost the efforts of everyone at the local level, to help build a pluralistic world where the singular is respected.

Earlier in the afternoon, representatives of municipalities already involved in regional coalitions were able to imagine what all this global network would provide them with. Logie Naidoo, Deputy Mayor of Durban, had renege on the wave of xenophobia that has swept over South Africa last May and targeted African nationals from neighbouring countries.

The future of humanity in the hands of cities

“These painful events are also proof that social inequalities can be sources of frustration and revolt,” he insisted, before inviting everyone to fight against poverty, with an emphasis on education and training of the most disadvantaged social strata.

“It is all the more necessary that fear and anxiety are born of ignorance”, as Mohamed Sajid, Mayor of Casablanca highlighted, hoping to see the International Coalition of Cities against Racism and Discrimination begin to bring its members together, to encourage dialogue and sharing of experiences, to help dispel misunderstandings and mistrust, such as those who install confusion between Islam, an open and tolerant religion, and Islamism, a totalitarian political philosophy.

The European coalition will also address the issue of Islamophobia at its annual conference to be held from 18 to 20 September 2008, Bologna (Italy). “The future of humanity lies in the hands of cities”, says Hans Hesselmann, who will chair this coalition. But what uncertainties! Indeed, a place where cultures, where men and women of different nationalities and cultures mingle, the city is also the place



Left: The Deputy Mayor of Durban, Logie Naidoo, and the Mayor of Nantes, Jean-Marc Ayrault.

Right: Pierre Sané, Assistant Director-General of UNESCO.

Page 7: Stephen Hessel, prominent Resistance fighter against Nazism, one of the drafters of the Universal Declaration of Human Rights.



© Ekaterina Sidorchenko/UNESCO

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cities against racism

↳ where people mix, without looking at each other, where expectations are crushed, distress, social inequality which are sometimes a source of deadly conflicts, intolerance and exclusion.

Deputy Mayor of Nantes and moderator of the round table, Delphine Bouffenie insists, for her part, on the need to decompartmentalize the problems associated with racism: "There is no shame in having to recognize this, because this is how solutions will be found". Quick off the mark, the representative of the city of Recife (Brazil) focused on the problems of racism, for a long time hushed up in his country, and which "wreak havoc within the black community". Pointing out that there are 5 000 cities facing the same difficulties as Recife, he called for an internal debate in Brazil, in order to promote their involvement in the fight against racism.

Throughout the exchanges, one question has repeatedly played on the minds of the participants: "60 years after the signing of the Universal Declaration of Human Rights, what has changed?" The situation is far from being glorious since war, hatred, racism, and exclusion continue to haunt the world. But never mind! Even if it means that it will be a Sisyphian task, the fathers of the International Coalition of Cities against Racism refuse to bend backwards. Along with the Assistant Director-General of UNESCO, they are convinced that they have "no other choice but to remain mobilized against all types of subtle or stupid discrimination".

In that, they will follow in the path traced by Stephen Hessel, to which a heartfelt tribute was made, and who received a standing ovation from the public. ¶

Nfaly "Vieux" Savané

All documents related to the launch of this international coalition (speeches, articles, photos and interviews with representatives of regional coalitions) are available on the website of the Social and Human Sciences Sector of UNESCO: www.unesco.org/shs/en

ZOOM



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"Voices of Youth against Racism"

A project entitled "Voices of Youth against Racism" was officially launched on 4 June 2008 by UNESCO, with the Football Club of Barcelona and the European Parliament. The first project to be developed within the partnership established in early 2008 between UNESCO and the Foundation of the Spanish football club, it is aimed at young people between the ages of 15 and 17 years, encouraging them to play an active role in the fight against racism and discrimination by participating in public policy development. As a first step, consultations should be held with the young people in July and August 2008, through the European Coalition of Cities against Racism, which covers 72 cities in 16 countries. These municipalities should thus boost these encounters between the young people from their respective cities, to develop proposals for concrete actions that they could undertake to fight against racism and discrimination through physical education and sport. Two young representatives of this

project will then proceed to the Youth Forum in Bologna (Italy), organized in parallel with the annual general conference of the European Coalition, from 18 to 20 September, to present these proposals. They will discuss and enrich these proposals with other youths during the meeting whose agenda will reflect the issues raised during consultations. At the end of their work, participants will adopt a final declaration validating the recommendations of the Forum. Then, as a next step, a delegation of youth involved in this project will be presented to the European Parliament at a special session to be held during the month of November, in the presence of parliamentarians, representatives of Coalition, the European Commission, UNESCO, the FC Barcelona Foundation and the UNESCO Centre of Catalonia. ¶

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© Ekaterina Stechanko/UNESCO

Bernard Loing: 'NGOs are the cornerstone of civil society.'

A true global forum collecting opinions and suggestions from NGOs on the priorities of action by the United Nations, the annual NGO conference will be held at UNESCO Headquarters in Paris from 3 to 5 September 2008. On the eve of this important meeting, the President of the International Conference of the 310 NGOs accredited to UNESCO invites us to review human rights in terms of universality and globalization. Bernard Loing considers NGOs as "the cornerstone of civil society" and asserts that they must play a larger role in world governance.

In September 2008, UNESCO will host the 61st Annual Conference of NGOs, partners of United Nations. What are the issues on the agenda?

First, it is important to underline the fact that it is the first time in 60 years that this important annual conference, bringing together more than 1,700 NGOs accredited to the United Nations, will be held elsewhere than at the UN Headquarters in New York.

In this year of the commemoration of the 60th anniversary of the Universal Declaration of Human Rights, the choice of UNESCO Headquarters in Paris is obviously not insignificant, given the role played by the Organization in the development of this Declaration in defending human rights,

At the initiative of the UN's Department of Public Information, the commemoration will be the theme of this entire conference. During these 3 days, approximately 2 000 participants from more than 70 countries will debate on conventions on the application of human rights, human rights violations in situations of insecurity, violence and conflicts, human rights education and freedom of expression, etc.

The issue of human rights will also be reviewed in terms of universality and globalization. Since the promulgation of the Universal Declaration of Human Rights in Paris, in 1948, the world has indeed changed greatly. While at that time, there were 48 countries (out of 56) who signed, today, there are 192 member countries of the UN in a world numbering 6.5 billion inhabitants.

Faced with these developments, one of the questions that all of us would like to know is if the Universal Declaration of Human Rights should be complemented or not in the context of today's world and new challenges, such as education for all, environmental protection, access to essential resources or even sustainable development.

Interview



© DR

All these challenges will be discussed in the various workshops and round tables held during the conference.

What are the areas of intervention of NGOs? Do they form a homogenous world?

Usually when we talk about NGOs, the general public has a tendency to think only of organizations with humanitarian vocations; in reality it is much more complex. For example, the 310 Non-Governmental Organizations accredited to UNESCO represent an extremely diverse world and intervene in many different domains. Gathered at the International NGO-UNESCO Conference, they are often professionally established, in major fields like education, science, culture, art, communication, and in all sectors of society.

As president of this International Conference, my role is to create synergy, a general dynamic which will promote joint work. This is difficult to accomplish because the organizations have their own headquarters in many different countries and only a minority of them has representatives in Paris. Fortunately, most of them are devoted, active people who are true activists of civil society. ➡

⇒ The major line of our action is based on the belief that NGOs are the cornerstone of civil society, itself an “instrument to global democracy in progress” as stressed in the resolution adopted at the last International NGO-UNESCO Conference in December 2007. It is in this perspective that we organize our work and our relationship with UNESCO and its Member States.

Claiming to be the direct representatives of civil society and to act directly in the field, don't NGOs risk being accused of wanting to substitute States themselves?

Absolutely not. There is obviously no question of us substituting States, but to work with them by making the voices of the “citizens of the world” be heard loud and clear.

Thus, to resume with the example which I know best, UNESCO and NGOs have developed for a long time, precisely since 1995, joint working mechanisms that have helped establish a true partnership. As far as we are concerned, we have set up 7 programmatic mixed commissions and 3 working groups, each comprising a wide range of NGOs whose representatives are very active. These bodies meet every 6 or 8 weeks and, with the help of experts, debate on diverse domains: human rights, sustainable development, science and ethics, poverty, youth, communication, universal access to education, etc. Their work programmes are established on the basis of the resolutions voted during the International NGO-UNESCO Conference which is held every two years in conjunction with the main programme sectors of UNESCO and of course, with the Committee for NGOs of the Executive Board which is, along with the Sector of External Relations, our direct contact within the Organization. Thus, we are not confronted by one state or another.

What type of partnership do you wish to see developed between States and NGOs?

A true partnership has already begun and is progressively being reinforced. For the past century, States have been organizing themselves within the large international institutions. Today, civil society starts to do likewise, by taking part in world governance, notably through NGOs. Thus, we are empowered with a particular responsibility in the organization of civil society, allowing its expression and developing its action, within the framework of current globalization.

It is not a question of establishing a revolutionary organization to oppose the powers of States, but to have a voice, to be influential and pro-active? Having neither power, money, oil nor weapons, we represent the voices of the world. It is incumbent upon us to coordinate them, to give to them the strongest expression, to help them be heard. We cannot go beyond that point.

We, who are accredited by an agency of the United Nations system, are conscious of the fact that we evolve within the framework of an intergovernmental organization, and that

consequently the relationship of NGOs with Member States can only be a mutually beneficial partnership, although this does not exclude the possibility of a frank and critical expression.

What is your view of UNESCO's work towards NGOs?

During the first years which had followed its creation in 1947, UNESCO relied heavily on the larger NGOs, who themselves were often led by renowned intellectuals who themselves defended major causes like peacekeeping, the fight against racism and the preparation of decolonization. While relations have sometimes decreased in intensity, everything leads us to think that the international community has now regained awareness that it cannot do without dialogue with NGOs.

It is equally important for NGOs to be accredited to UNESCO because this recognition reinforces their international legitimacy and provides a forum for dialogue and exchange with States.

We are indeed delighted that UNESCO is one of the first major international organizations to have been able to organize this dialogue, and is increasingly opening up to listening, voicing its opinions and intervening in civil society. This dialogue between NGOs and UNESCO Member States takes place

‘One of the issues that concerns all of us is whether or not to complement the Universal Declaration of Human Rights in light of today's new challenges.’

notably during the biennial meetings of the Executive Board. Moreover, it is within this framework that after the meeting in September, we hope to participate in a debate workshop on human rights and education, which will be organized next October. One month later, in November 2008, the International NGO Day will be held, which will address the role of civil society and NGOs in defending human rights. ¶

Interview by Nfaly « Vieux » Savané



Bernard Loing

Born in 1932 in Laval (France), Bernard Loing was, until 1981, professor of English language and literature at the Universities of Caen and Tours. Director of the Cabinet of the French Ministry of Postal Services and Telecommunications from 1981 to 1986, Rector of the National Distance Learning Centre (CNEP) from 1990 to 1993, he later founded and presided Channel EF, a satellite-controlled, digital radio educational channel, for the African continent as a consultant for the *Agence de la Francophonie*. ¶

WORLD DAY OF PEACE

A South-African think tank, winner

The 2008 UNESCO Education Peace Prize will be awarded to the Institute for Justice and Reconciliation of South Africa, during a ceremony placed under the banner of the 60th anniversary of the Universal Declaration of Human Rights, organized at UNESCO Headquarters in Paris.

On 18 September, there is no doubt that the UNESCO ceremony of the Peace Education Prize 2008 will be particularly moving. In a world where, each day, violence and wars always claim too many victims, the representatives of the 15th prize winner will certainly be able to find the words to propel us toward a better future.

Every day, since the year 2000, the members of the Institute for Justice and Reconciliation (South Africa) have been working for the construction of a better world, taking into consideration that social justice is a crucial factor in the establishment of peace.

And even when some would point out that 60 years after the proclamation of the Universal Declaration of Human Rights, the right to live in peace is far from being a reality for everyone, they would encourage us to resolutely look ahead by using the prism of social and human sciences.

As the winner of the 2008 UNESCO Education for Peace Prize has this unique vision it wants to resolutely turn towards the future by illuminating the paths of science. This is perhaps one of the reasons for which the international jury of this prize, chaired by the Professor of History of Islamic Thought, Mohammed Arkoun, recommended to the Director-General of UNESCO to reward this institute "for its remarkable efforts in favour of a durable reconciliation through education and against systemic injustice in Africa".

Founded after the Commission's conclusions on the Truth and the Reconciliation of South Africa, led by the Nobel Peace Prize winner, Archbishop Desmond Tutu, the Institute for Justice and Reconciliation is proud to be the first think tank created in South

Africa to work explicitly for lasting reconciliation of the populations after apartheid.

Since its inception, the Institute started working on promoting peace using socio-political analysis and will not cease to concentrate on the interface between justice and reconciliation, while equally exploring the significance and the possible applications of the lessons learned from the South-African experiment as well as conflict situations in other African countries.


According to the Institute, "no sustainable reconciliation is possible without justice, neither on a socio-economic nor a legal level, inversely knowing that justice is an illusion without reconciliation."

Remarkable efforts for a sustainable reconciliation

Indeed, the Institute tries to support reconciliation of communities by stimulating public exchanges, by analyzing macro-economic, political and social trends, while giving its support to committed efforts for peace elsewhere in the continent. It thus

helped other African countries, like Burundi, Rwanda and Sudan, to commit themselves to a similar action, and collaborate with governments, associations and intellectuals from transition countries, in the reinforcement of justice, development

and human safety, thanks to analysis and research supporting capacity building.

In parallel, it works with many governmental and non-governmental organizations, 

Why celebrate an International Day of Peace in 2008?



The heart of UNESCO beats to the rhythm of all the efforts that are deployed throughout the world to translate into reality the ideals of peace, tolerance and understanding between peoples and cultures. Peace can not be built, maintained and defended only at the level of ideas, as noble and generous as they may be: it must be translated into reality, manifested as the result of the will and actions of those who act in his name, often under extreme conditions.

We must recognize that today's world requires a renewed vigilance vis-à-vis breaches of peace, given that it is endangered not only by the perverse effects of past and current

conflicts, but also by processes which, while taking shape slyly in the meanders of society, eventually reaching their cohesion. Thus, peace is often threatened by activities that, while citing illegitimate reasons, are fed by hatred and dogma, creating a breeding ground for blind and devastating violence.

Peace must be considered – and this is the meaning that is given by UNESCO since its inception – in the dynamics of its construction and its sharing. Being at peace", far from only reflecting a comfortable situation with a simple "well-being", must testify first and foremost a strong sense of belonging towards a shared and enriched sense of human dignity. This requires a firm will to surpass oneself, and of our own individuality for the benefit of common interest.

of the 15th Education Peace Prize

↳ as well as with the private sector, to develop tools for teaching history and managing daily life which contribute to raise awareness of the populations to tolerance, human rights and cultural diversity. In order to promote reconciliation in formal and informal educational systems, the Institute also publishes many works, such as Transformation Audit, an annual report which evaluates social, economic and educational development needed to acquire sustainable peace.

Another of its important projects, entitled “Turning Points in History”, has led to the publication of the first complete handbook on South Africa’s history to be used in high school education, since the end of apartheid. This work calls upon oral tradition to create “a dialogue between points of view” and

presents the personal accounts which were locally collected by qualified social workers. On 18 September 2008, during the ceremony which will also mark the International Day of Peace (21 September), the institute will be the 15th winner of the UNESCO Peace Education prize. Amounting this year to US\$40.000, this prize, created in 1981, and financed by the Nippon Foundation, was awarded to the Sri-Lankan judge, Christopher Gregory Weeramantry in 2006. ¶

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To sum up, a “being at peace” never rests: he or she is constantly acting beyond their present state.

Setting out the imperatives of today’s requirements for the construction of the defenses of peace in the minds of men, is the profound meaning of a celebration of the International Day of Peace. It is up to UNESCO to constantly remind the world that safeguarding and building a lasting peace can always find a solid base in the development of quality education, focusing on the values of dignity and democracy, strengthening scientific knowledge for the benefit of development and the fight against poverty. It is also to promote new openings within each culture and between cultures and information shared by a communication accessible to everyone. It is also UNESCO’s responsibility, within the context of this day of celebration, to enhance efforts throughout the world made by so many associations, organizations, individuals – often with very limited means – working ceaselessly for peace at the local level, often where destiny is determined.

A celebration, yes, but to nourish a joint long-term task because it is up to everyone to defend peace. Indeed, modern history shows us each day, in violence and in pain, that peace is never a definitive acquisition. It remains to be built, preserved and defended for present and future generations. ¶

Moufida Goucha, Head of Section Human Security, Democracy and Philosophy

CALL FOR NOMINATIONS



UNESCO/Bilbao 2008 Prize

A call for nominations for the UNESCO/Bilbao 2008 prize is open until 15 September 2008.

Replacing the UNESCO Prize for Human Rights Education, established in 1978 to mark the 30th anniversary of the Universal Declaration of Human Rights, this “new” prize is intended to reward the efforts of institutions, individuals or organizations having contributed significantly to promoting a culture of human rights at regional and international levels, through education, research and raising the awareness of policy-makers and the general public on the challenges of human rights. UNESCO Member States and NGOs maintaining formal relations with UNESCO may submit nominations, which will be reviewed by a jury of five eminent personalities involved in defending human rights. A recommendation will then be sent to the Director-General of UNESCO, who will deliver the first UNESCO/Bilbao prize on 10 December 2008, at a ceremony marking the celebration of World Human Rights Day and the 60 years the Universal Declaration of Human Rights. ¶

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FORUM

“Greater Horn Horizon”: intellectuals committed

A meeting of intellectuals from the region of the Horn of Africa, grouped under the Forum “Greater Horn Horizon,” took place at the Headquarters of the Intergovernmental Authority on Development (IGAD), in Djibouti, from 26 to 28 May 2008.

Sponsored by UNESCO, the Forum “Greater Horn Horizon”, established in Djibouti in November 2007, met last May, to initiate a process of research and publication on peace in the Horn of Africa, and thus to offer the populations and opinion-makers serious grounds to build lasting peace and prosperity.

The meeting was opened by Pierre Sané, Assistant Director-General for Social and Human Sciences of UNESCO, who traced the changing role of intellectuals in Africa: the struggle for independence, which they have won, the *coups d'état* that have been muzzled, the structural adjustments that have been questioned, and the wave of democratization in which they participated. The question is what impact do their ideas have on society. And this is a key issue in this period where two priorities have been put forward: peace and development.

Then, intellectuals, representatives of the countries of the region, discussed at length on the basis of a document prepared by Professor Mohamed Salih (Sudan). This document included several chapters devoted to the elements to be taken into account in identifying the strengths of pacification in the region: the economic and social context of each country, the geopolitical and cultural frameworks, federalism and regional integration, democratic processes and traditions, pastoral and agricultural traditions, emerging forces (civil society, women, youth, private sector), scientific research and the avenues to be explored for the region.

The issues discussed revolved around the political, economic and cultural factors that can either facilitate or block the path towards an integration which is peaceful and beneficial to the people.

Is it the political leaders who play the most important role? Or rather social organizations and economic decision-makers? Do the interests of States meet or do they oppose the interests of regional integration? What in fact should be integrated? What do these countries share or what can they share? What is the burden of history? Should we follow and copy other models of successful integration or should a new model be developed? Are intellectuals capable of changing outlooks inherited from the colonization period to devise suitable ways of thinking and action adapted to different contexts?

All these issues were widely discussed. Many answers were given, but much remains to be done. And this is the role of intellectuals to question and map out the trail.

The issue of the publication of the proceedings of the seminar was



also addressed in order to disseminate the results of the interventions and create a dynamic publication for the whole region. Finally, the chairman of the Executive Committee of the Forum, Professor Abdul Ghaffar Ahmed, thanked the people of Djibouti and President of the Republic for hosting the Forum.

Following the meeting, Djibouti has provided intellectuals with a headquarters which will enable the executive secretariat to organize activities and researchers to be able to work. Djibouti has also given the Forum all the facilities granted to diplomatic representations and international organizations. But the most important thing is that the Forum's independence is guaranteed: neither pressure nor censorship will hinder its programmes.

Djibouti thus offers all operating means to this intellectual institution whose purpose is to bring together the efforts of researchers from the region to imagine a better future for its populations. In return, Forum members have pledged to abide by the terms of the Code of Conduct adopted in November 2007, in order not to create any misunderstanding between scientists and governments.

The goal of “The Greater Horn Horizon” is to create and ensure a culture of freedom and respect. ¶

Kadar Ali Diraneh, Director of Research at the University of Djibouti, Journalist at *The Nation*, member of the Executive Committee of the Forum.

PROJECT

Sport for peace? An open debate in Zanzibar

A round table, held from 8 to 10 September 2008, in Zanzibar (Tanzania), will bring together Ministers of Sports and representatives of sports movements of the 11 countries of the Great Lakes region, including representatives of various National Olympic Committees. Together they will discuss the best way to make sport work for development and peace, as well as its role in a cross-sectoral approach. The meeting, initiated by the Sector of Social and Human Sciences and Humanities of UNESCO, in cooperation with the UNESCO offices in Bujumbura and Dar es-Salaam, is co-organized with the governmental authorities of the United Republic of Tanzania. It will be followed a few days later, by another important meeting on the same theme. From 14 to 16 September 2008, an international congress, organized by UNESCO, in collaboration

this time with the Government of Jamaica, will take place in Kingston and will deepen the debate initiated during this round table. The ideas developed in both Africa and the Caribbean, as well as through the various consultations undertaken by the Sector of Social and Human Sciences at UNESCO on this topic, would then be integrated in a reference document, which will be submitted to the Intergovernmental Committee for Physical Education and Sport (CIGEPS). Coordinated by UNESCO, CIGEPS insisted last May on the importance of obtaining such a document to strengthen the strategy of the Organization, which is leader of the United Nations system in terms of Physical Education and Sports. ¶

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Building a Centre for Women for the Great Lakes Region

One of the significant projects being implemented by the Social and Human Sciences Sector of UNESCO for development in Africa, the project of the Women's Rights Research and Documentation Centre for the Great Lakes Region is expected to reach the next milestone in July 2008.

On 24 and 25 July, 2008, a Conference of Ministers of Women's Rights of the 11 countries of the Great Lakes Region (Angola, Burundi, Central African Republic, Republic of Congo, Democratic Republic of Congo (DRC), Kenya, Rwanda, Sudan, Uganda, Tanzania and Zambia) will be held in Kinshasa, in order to make progress in the creation of this centre.

Organized by the Ministry of Women's Rights of the DRC and UNESCO, this meeting will bring together the Ministers of Women's Rights and the Secretaries-General of the National Commissions for UNESCO of the countries concerned, in the presence of the Permanent Ambassador of Kenya and President of the UNESCO's Africa Group, as well as the Permanent Delegate of DRC for UNESCO and the representative to the DRC to the Executive Board of the Organization.

Capacity building

All potential partners of this project will also participate in this important conference, along with representatives of the African Union, the International Conference of the Great Lakes Region, different agencies of the United Nations, as well as the African Bank of Development.

Following the model of the first centre, created in 2006, in Ramallah, on the initiative of UNESCO, this project intends to promote the respect of women's rights and gender equality by strengthening the capacities of networks and centres of studies on women, while encouraging their involvement in the reconstruction of countries in post-conflict situations through the processes



When women are aware of their rights, they are more inclined and capable to exercise and thus to benefit from them.

of democratization and good governance.

It is, indeed, undeniable that when women are aware of their own rights, they are more inclined and capable to exercise those rights and thus to benefit from them. In fact, those who obtain access to elective mandates, like militant NGOs, contribute to the advancement of rights of all women in their country. Therefore, in DRC, women parliamentarians have amended the laws on inheritance and have contributed to the revision of the penal code which henceforth recognizes rape as a war crime.

Thanks to the work of the new centre, further progress could occur. Training on women's rights and questions on the issue of gender, for example, could be implemented in numerous universities, starting with the Universities of Burundi and Rwanda, bearing in mind the already existing programmes in the Universities of Nairobi (Kenya) and of Makerere (Uganda). ¶

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CITIZENSHIP

600 youths expected in Quebec for a world congress

At the 4th World Youth Congress, to be held in Quebec City (Canada) in August 2008, UNESCO will organize two workshops, one devoted to the consideration of the aspirations of youth, and the other to the project “Champion in my mind”.

The 4th World Youth Congress will bring together more than 600 young people from all over the world active in the field of sustainable development, for a series of events organized at the University of Laval in Quebec, from 10 to 21 August 2008.

After Hawaii in 1999, Morocco in 2003 and Scotland in 2005, Canada welcomes this 4th congress under the theme of “Youth-led Development”. They will be able to interact with their peers on the challenges posed by sustainable development, best practices and experiences and identify with representatives of governments, ways and means by which they can contribute to achieving the Millennium Development Goals (MDGs).

More than 200 debates

On the agenda of this Congress, organized by the NGO “Peace Child International” and “Taking It Global”, with the Canadian Commission for UNESCO, the Secretariat for Youth of the Government of Quebec, the Institut du Nouveau Monde, and the University of Laval, there will be workshops, conferences, cultural activities and debates, separated into three components: celebration, training and action.

Under the joint participation of United Nations agencies in this event, UNESCO will propose two workshops. The first, to be held on 14 and 15 August, will focus on “expression of citizenship in youth through their participation in major international forums, such as those of UNESCO”. This will include exchange on Youth Forums of UNESCO, held on the sidelines of the General Conference of the Organization and at a regional level, which promotes the emergence and acknowl-



After Scotland in 2005, Canada strongly welcomes young people for 10 days of animated debates

edgement by policy-makers of the concerns of youth.

On 15 August, a second workshop entitled “Champion in my Mind” will introduce this training programme, developed by Makis Chamalidis and François Ducasse, with the support of UNESCO, to help youth acquire knowledge and psychological bearings to move forward in their passion or profession, to overcome barriers or to handle stress.

Among other activities planned: over 200 debates, a global march, a concert and an exhibition on the occasion of World Youth Day (12 August) as well as a solid contribution made to forty communities in the Quebec area.

This 4th World Youth Congress, which will be held as part of the festivities organized for the 400th anniversary of Quebec, aims at highlighting the role that youth can play in sustainable development and the fight against poverty, as well as the important resource that they represent for Governments and International Development Agencies. ¶

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International Meeting of Youth in Bahrain

“Youth@the Crossroads – a Future without Violent Radicalization” was the theme of the conference, which brought together from 15 to 17 June 2008, in Manama (Bahrain), more than 100 representatives of local or national authorities and from civil society from various countries such as Afghanistan, South Africa, Brazil, the USA, El Salvador and Syria. This international meeting, organized by UNESCO around 6 main themes, was an opportunity to exchange experiences and ideas. It has thus enabled the sharing of

successful experiences of the project initiated under the programme of Social and Human Sciences of UNESCO, on the prevention of violence and juvenile development (see page 15). Among other actions deemed “effective” by the participants: the creation of a space engaging young people, such as in the opening of schools for extracurricular activities. ¶

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2nd UNESCO Youth Forum in Asia

Organized together with the Korean National Commission for UNESCO, the 2nd UNESCO Asian Youth Forum was held in Gwanju, from 26 to 30 June on the theme “Sustainable Communities in Asia”, and was attended by youth delegates from 26 countries as well as representatives from youth organizations throughout the region. On this occasion, the Korean Commission for UNESCO announced the creation of a fund for Asian youth, with a total of US\$20 000 for the period 2008-2009. It will support

4 projects carried out by young people in the spirit of the recommendations of the 1st Asian Forum which was held in June 2007, in the Republic of Korea. To prepare for this 2nd Forum, the National Commission established an on-line dialogue, through which participants were able to exchange ideas and contribute to the preparation of the agenda. ¶

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Neighbourhood youth investigate on the role of migrants in the city

Together with the association “Quartiers du Monde” (“Neighbourhoods of the World”) and with the support of UNESCO, young people from five African and European cities met in Morocco to evaluate the situation of a research project on migration.

A meeting, organized within the framework of a participatory research-action project on the integration of migrants in the city brought together 22 young people in Salé (Morocco) from 29 June to 3 July 2008, to enable them to compare the first results of their work and share their thoughts and assumptions.

A high-powered conference

Conducted over the past 8 months by the “Quartiers du Monde” Association, with the support of UNESCO and the UNESCO Venice Chair on “Social and Spatial Inclusion of Migrants”, this project is carried out simulta-

neously in Bamako (Mali), Barcelona (Spain), Paris (France), Pikine (Senegal) and Salé (Morocco).

At this stage of their research, the idea was to bring together six young people (3 girls and 3 boys) from each of the cities chosen for a first exchange, in the presence of three members of the steering committee responsible for this research-action project, and two experts, one specialist on youth violence in urban areas, the other specialist in migration from the University of Venice. A representative of the international coordination team of the project also participated in this lively conference which, in everyone’s opinion, was a great success.

Videos, theatre-forums and games punctuated the discussions, facilitating the participation of all. A guided tour of the neighbourhood was organized by the youngsters of Salé. Discussions took place with the inhabitants as well as with representatives from Moroccan associations.

During one session open to all, experts from the International Organization for Migration (IOM) presented the integration policies developed by the countries involved in the project. Finally, a debate was held on the role of each actor in society in facing the challenge of integrating migrants, in which local authorities participated.

An additional project

The association “Quartiers du Monde” also runs a project for youth, again supported by the Social and Human Sciences Sector of UNESCO, entitled “Neighbourhoods of the World: Urban Stories”. It involves training in citizen participation of young girls and boys from disadvantaged neighbourhoods of the North as well as the South, so that the opinion of youth be taken into account in formulating public policies. ¶

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Visit the project’s website: www.quartiersdumonde.org

Fight against youth violence: a UNESCO project awarded

ZOOM



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Two young people who participated in a UNESCO project on “Development of Youth and Violence Prevention”, launched in El Salvador in 2006, have won an award given by “Haz realidad tu negocio” competition. Rosario del Tránsito Hernández Torres,

Javier Alejandro Marroquin Domínguez and Rosario del Tránsito Hernández Torres received US\$ 600 and US\$ 400 respectively

a young widow, mother of 4 children and former member of a gang, was awarded the sum of US\$400 to develop her handicraft activity and to market jewellery, while Javier Alejandro Marroquin Domínguez won US\$ 600. The UNESCO project, also developed in Guatemala, Honduras and Nicaragua, aims to promote the integration and development of youth in society, giving them

the opportunity to turn their backs on violence through educational, cultural and social initiatives. In El Salvador, 200 youths were able to undergo training on entrepreneurship to enable them to set up their own micro-enterprises. ¶

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HISTORY

Conference at UNESCO on the first great migrations of peoples



Throughout an entire day, archaeologists, linguists, experts in palaeography and geneticists explored the human “conquest” of Earth

From Africa to Central Asia, a meeting organized in June 2008, in Paris, helped to explore the movements of populations to demonstrate that the entire planet is “homeland” to the human species.

The Permanent Delegation of the Republic of Kazakhstan to UNESCO, the National Museum of Natural History and the National Institute of Oriental Languages and Cultures (France) organized on Thursday 19 June 2008, an international conference under the auspices of Sector of Social and Human Sciences of the Organization.

This important meeting, held at UNESCO Headquarters in Paris, brought together eminent scientists, including archaeologists, linguists, experts in palaeography and geneticists around four round tables on the topic “first great migrations of peoples”.

In October 2007, in issue No. number 18 of *SHSviews*, Olzhas Suleimenov, Ambassador and Permanent Delegate of Kazakhstan to UNESCO, at the origin of this event, emphasized the importance of this meeting, writing “through this conference we wish to demonstrate that the entire planet is humankind’s “homeland” and that residential zones and borders arise as the result of migration, mixing and contact”.

To the question, “Why hold this conference now?”, he replied: “Because of the painful processes of self identification of peoples and ethnic groups in the world today which lead to border conflict and secession within the existing States; because of the tragic “ethnic cleansing” to which Africa and Europe have been subjected in recent years.”

From the African cradle

Indeed, the conference brought up the issue of the origins of humanity through, inter alia, migration flows that have marked the dissemination of the human species on earth. Following on from Fiorenzo Facchini, Professor of Anthropology at the University of Bologna (Italy), the various interventions have highlighted the fact that the history of Man is “a history of migration from the African cradle”, the place from which *Homo erectus* will leave for the conquest of other continents.

Evelyne Heyer, Professor of Anthropological Genetics at the National Museum of Natural History in Paris (France), noted that “when we move away from Africa, the genetic variability of populations decreases.” In general, she noted, human genetic data have established that “the more people are geographically distant, the more different they are genetically.”

The history of settlement revisited

Jacques Legrand, President of the National Institute of Oriental Languages and Cultures (France), emphasized the extent to which these population movements were the consequence of a “strategy to address and overcome constraints that could be said to threaten the very survival of the relevant population”, forcing people to explore “a new resource and living area.”

Throughout this conference, the history of settlement of the land has been revisited, with particular attention paid to Eurasia. Basing herself on a study she conducted on genetic and linguistic diversity of Central Asia, Professor Evelyne Heyer noted that “this has helped us better understand the history of the settlement of this region of the world, by identifying waves of Paleolithic migration, from the east to the west of Eurasia.” The study revealed that, in Central Asia, “people are genetically and linguistically similar, even if they are geographically remote.”

The study, as well as all interventions made at this conference, will soon be published. ¶

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What freedom of movement at the regional level?

At a time when globalization accelerates trade and circulation of goods, capital and information, restrictions on the movement of people are increasingly difficult to justify. This is one of the main lessons of the project “Migration without Borders” developed by the Social and Human Sciences Sector of UNESCO. After publishing in 2007, a book exposing the scenario of a world where everyone has the freedom to live and work wherever he sees fit, the Organization aims at taking stock of freedom of movement in different regions of the world. In the coming months, a very large number of sub-regional and regional organizations will be consulted on their attitude in this area. Are they supportive of free movement of human beings? If yes: What results have they achieved and what obstacles have they

had to face? If not: Why do they reject this option? The study, conducted in partnership with the United Nations University in Bruges (Belgium), will identify major trends and challenges in the freedom of movement. In parallel, case studies will be conducted in several regions, which will, inter alia, identify concrete recommendations that could remove obstacles to free movement of people. After the publication of all these results, conferences will be organized by UNESCO bringing together researchers, experts and policy-makers to explore avenues to follow and to make free movement a reality in the regions that wish to do so. ¶

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Giving value to the qualifications of migrants



An expert group is responsible for developing an inventory of best practices in the international recognition of the qualifications of migrants.

At the request of the Government of Norway, the Organization is preparing an inventory of existing best practices in mutual recognition of the qualifications of migrants in the field of higher education, which will take into account the diversity of educational systems and practices of knowledge development.

The project, coordinated by the Education Sector of UNESCO, in cooperation with the Sector of Social and Human Sciences, will identify policies that promote “a fair recognition of the qualifications of migrants”, as recommended in the various international conventions on this subject.

From September 2008, a group of experts will examine a first selection of studies conducted in this area at the bilateral, multi-lateral and regional levels, as well as the

various mechanisms and systems of “quality assurance” that exist. They will decide on measures to finalize the inventory and will agree on cases that may be subject to further study and the development of policy recommendations.

Proposed by the Norwegian Government, a few months after the holding in New York of a high-level dialogue on migration, this project inventory was the subject of a Resolution adopted by UNESCO’s Executive Board in April 2007.

In its proposal, Norway stressed its belief that “one of the obstacles in maximizing the benefits of international migration is the lack of comprehensive systems for the recognition of qualifications and prior learning.” It stressed in particular that “this lack (...) deprives migrants of more remunerative opportunities and learning possibilities.”

For his part, the Director-General of the Organization, Koïchiro Matsuura stressed that, while constituting a non-binding document for States, “a code of good practice” would be particularly useful, not only for the migrants concerned, but also for the host countries and for the countries of origin because, especially for the latter, the code implicitly recognizes the quality of higher education and could help them benefit from a network of expatriates of the diaspora who have professional international experience.

Leader in the United Nations system on issues of education, UNESCO has already developed seven regional and interregional conventions for the mutual recognition of qualifications of migrants, in Africa, the Arab States, Asia and the Pacific, Latin America and the Caribbean, Europe and in the Mediterranean region. ¶

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Dossier

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Dossier compiled by:
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**Social and Human
Sciences within
National Commissions
for UNESCO :**

Focus on Malawi

A Commission which will be 30 in 2009

***shsvi*ews continues its exploration of National Commissions for UNESCO by visiting this time Malawi, where social and human sciences are not handled within a separate programme but contribute to all projects by participating in a “silent revolution of society”.**

On 28 March 2008, a letter arrived at the office of UNESCO’s Assistant Director-General for Social and Human Sciences.

After having read *shsvi*ews’ first dossier devoted to social and human sciences within National Commissions for UNESCO, the Malawi Commission expressed its willingness to participate in this project. It wrote: “We would be delighted to work with you”.

It is midday at UNESCO Headquarters in Paris. Four ring tones and 7 579 kilometers later: the same time in Lilongwe. In the Commission’s offices, a switchboard operator took the call. He transferred it immediately to Hyacinth Kulemeka-Kishindo, Deputy Executive

Secretary of the Commission, who enthusiastically confirmed the desire to share the Malawi experience.

Unable to travel there. The discovery will therefore take place through ICT. E-mails. Telephone. And, ultimately, an amazing encounter with a relatively unknown country which recently drew the attention of the international press through child adoption by a show business star.

1979 that an institution specifically dedicated to UNESCO’s programmes was established by parliamentary vote. A constitution was then adopted, clarifying the organization, mission and powers conferred to the National Commission.

Affiliated to the Ministry of Education, the Commission is responsible for cooperation with UNESCO, playing the role of liaison, information, advice and execution body. Enjoying a semi-autonomous status, it defines its own structure, budget and activities, while regularly informing the Ministry in charge.

Its main areas of intervention are education, science, culture, communication and information. Social and human sciences were not key issues. It was not until 1990 that a specialist was assigned to the implementation of activities in this area.

For the Executive Secretary of the Malawi Commission, this nomination coincided with a number of key initiatives undertaken at the same time by UNESCO within its Member States, such as the campaign on population problems, UNESCO Cities for Peace or the International Convention on the Rights of the Child, Environmental Education, Protection and Sustainable Development.

62,9%

is the per cent of the population of Malawi living with less than US \$ 2 per day, between 1990 and 2005 (UNDP)

Contributing to a change in attitudes


At the same time, Sub-Saharan Africa underwent a wave of political change with the transition from single-party governments to multi-party systems.

In 1993, a multi-party democratic system was established in Malawi. Social and human sciences began to develop. Issues relating to gender and the participation of youth were introduced in the national agenda for development. The newly-appointed programme specialist embarked upon an important task of increasing awareness among policy-makers, particularly in order to facilitate their interaction with UNESCO.

According to Hyacinth Kishindo, “many activities carried out in Malawi in the 1990s, were still taboo for citizens”. She said: “in some ways, the approach through social and human sciences participated in the silent and peaceful revolution of Malawi’s society”.

The strategy of the National Commission in the field of social and human sciences will consist, from then on, in initiating, with the support of other local structures, a form of change in attitudes to enable individuals to open up to new forms of thinking and to be able to stand up for them.

The goal is ambitious. Its aim is to “popularize a new and universal agenda to initiate and consolidate a social transformation that could propel society into a 20th century information society, alongside the rest of the world”.

For the Commission – which bases its programme activities on those 

Secretary of the Commission, who enthusiastically confirmed the desire to share the Malawi experience.

Unable to travel there. The discovery will therefore take place through ICT. E-mails. Telephone. And, ultimately, an amazing encounter with a relatively unknown country which recently drew the attention of the international press through child adoption by a show business star.

A semi-autonomous status

On the world map: a blue oval surrounded by greenery. Lake Malawi being third largest lake in Africa, the country shares its borders with Mozambique, Tanzania and Zambia. 13 million inhabitants. 120 000 sq. km. Approximately 110 inhabitants per square kilometre. And a name – Malawi – obtained in July 1964, at the same time that this former colony under British protectorate gained independence.

Three months later, Malawi joined UNESCO and became an independent member of the Commonwealth. However, it was only in



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↳ of UNESCO – “social and human sciences should contribute to sustainable development, and particularly to social development, in view of achieving the Millennium Development Goals”.

Indeed, most of the topics addressed in this area are often in response to concerns of civil society and the academic community, including those expressed by the results of research in social sciences. The activities are thus closely linked to the socio-economic, cultural and political rights of citizens.

Through these activities, the Commission of Malawi seeks as much to promote the formulation of appropriate policies as to stimulate research. It also produces information and training materials to help empower the most vulnerable populations and to increase their participation in the choices that affect them.

Thus, when the Malawi Government adopted, in 2006, the strategy of growth and development of Malawi, in response to the United Nations Millennium Development Goals, the Commission became one of the institutions designated to promote the strengthening of human capacities in the country. Because if – from the outset – the Commission relied on Government policies and programmes to build its own work plan, it did so by enriching government strategies with its expertise.

Indeed, the Malawi Commission participates in numerous working groups set up by the government, which is all the more “easy”, as its specificity is to operate projects. It works, indeed, with committees formed on the basis of initiatives that it wishes to implement ↳

71% is the literacy rate of adults in Malawi in 2007, against 83% of young people (UNESCO)

3 questions for... Hyacinth Kulemeko-Kishindo

Deputy Executive Secretary of the Malawi Commission for UNESCO, which she joined in 1989, Hyacinth Kulemeko-Kishindo is in Head of the Department in charge of the Organization's programmes, including those relating to social and human sciences.

How would you describe your work in the field of social and human sciences within the National Commission?

Most of our activities in social and human sciences are conducted within the framework of UNESCO's programme and budget in this field. Many of them are a direct response to the societal needs of Malawi. This is particularly true for projects such as those related to social transformations, migration, human rights and democracy. Their implementation is the object of a joint effort of the National

Commission, government officials and representatives of the concerned populations. This has enabled us to improve the government's agenda for development, to attract its attention on issues that would otherwise have been neglected, but also to help it accede to conventions and international standards.

What kind of collaboration do you establish with your partners?

At the national level, collaboration begins once UNESCO has approved our projects. ↳

➔ and has no permanent sectoral committees. Among the 20 people working there today, 5 programme specialists are responsible for ensuring a constant balance between UNESCO programmes and government priorities.

A cross-cutting theme

Each activity implemented aims to tackle complex issues by drawing on a vast network of partners: ministries, parliamentarians, academics, media and civil society organizations.

However, this does not mean that social and human sciences are, in the eyes of the National Commission, a fully-fledged discipline that requires special attention. Quite the contrary. They are a cross-cutting theme which involves all spheres of competence of UNESCO.

Thus, to respond to the questionnaire submitted by the Organization to all National Commissions, when preparing the draft strategy of the Organization for 2008-2013, in its view, natural and social sciences, without being merged, should seek to strengthen their interaction.

According to the National Commission: "It is necessary to strengthen the role of science in the fight against poverty and ensure that a proactive response be made to trends and emerging challenges". ¶

Coraline Bardinat



1961 it is the date on which women obtained the right to vote in Malawi (UNDP)

➔ Preparatory meetings are held with policy-makers concerned and a committee for the implementation of the project is then set up. Thanks to this, the Malawi Commission is able to monitor the implementation and follow-up and evaluate the activity. As far as partnerships are concerned with countries at the regional or sub-regional levels, collaboration begins with the submission of the project to UNESCO. Indeed, most of these activities are developed through the Participation Programme of UNESCO, which implies that countries be informed of each regional and sub-regional proposal, in order to be able to join in themselves. The collaboration begins as soon as the project is designed. Once financing had

been secured, the National Commission informs countries wishing to participate so that they can contribute to its implementation, either by sharing research results, by presenting, for example, studies at conferences or workshops, or by mapping out regional or sub-regional frameworks to develop the type of activity simultaneously.

What are the main challenges facing Malawi in which social and human sciences can be put to work to find solutions?

The country faces many challenges in which social and human sciences can be particularly useful. They can help in addressing all issues of society and in establishing links between the worlds

of research and policy on common regional issues. But to be very frank, the main challenge that we must face is the lack of interface between UNESCO Headquarters, the UNESCO cluster office in Harare and the Malawi Commission for UNESCO. This problem is indeed accentuated by the fact that there is no programme specialist in Harare to assist countries in articulating their projects in this field. This has resulted in a decrease in resources allocated for their implementation. That is why I think it is important for UNESCO to revitalize its Social and Human Sciences Sector by ensuring that a specialist in this field be assigned to the Cluster Office in Harare, and at the same time giving adequate financial ➔

Social and human sciences to contribute to an egalitarian democratic process

Seeking to develop activities in accordance with the needs of populations, the Malawi Commission for UNESCO multiplies initiatives to support collective thinking and sharing of experiences, thus contributing to the process of democratization in the country, in 1993, with the establishment of a multi-party system by referendum.

In 1995, the Commission organized a workshop on women and the democratization process which involved members of the Malawi Government and those of Botswana, Namibia and Zambia, and a broad range of representatives of civil society. On this occasion, the link between gender, representation and formulation of new socio-economic policies was widely discussed, as well as participation, the status of women and the role of NGOs and women's organizations at local, national and regional levels.

This meeting enabled the women of Malawi to develop an agenda for the 4th World Conference on Women held in Beijing (China) the same year. It was, above all, the starting point of an unwavering commitment to the Malawi Commission

for UNESCO in favour of strengthening the role of women in decision-making bodies and, more broadly, in taking a better account of the needs of populations in the country's policies.

Training members of parliament

Thus, the following year, another sub-regional seminar was held on strengthening the representation of women and promoting the incorporation of gender issues in the parliaments of the countries of southern Africa.

Organized with the support of the UNESCO Office in Namibia and the National Assembly of the country, it brought together parliamentarians from 13 countries (South Africa, Angola, Botswana, Mauritius, Lesotho, Luanda, Malawi, Mozambique, Namibia, Swaziland, Tanzania, Zambia and Zimbabwe), who all agreed that women are the best advocates of their own needs and that the first thing to do would be to strengthen cooperation between men and women parliamentarians.

That same year, the Malawi Commission for UNESCO, the Parliament and the University of Malawi decided to launch,

with the support of UNESCO, UNDP and the DANIDA Agency, a major training programme for parliamentarians, which is still in force today. The goal? Strengthening the knowledge and skills of elected national representatives to enable them to address development issues and better represent their electorate.

The project, which trained 36 members of parliament in human rights and democratic governance, met such a success that it was extended to accommodate a larger number of participants. Beyond the aspirations at the onset of the project, it has helped create a genuine atmosphere of mutual respect between representatives of different populations, thereby promoting their cooperation and constructive discussions, and at the same time improving cooperation between Malawi's parliament and Chancellor College at the University of Malawi. A film was also produced. ¶

For more information, please contact:
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resources for the implementation of its programme of activities in countries attached to this office. This is all the more important, as I said earlier, as many of the issues covered by the social and human sciences are a direct response to societal needs in Malawi. ¶

Interview by Coraline Bardinat



“Social sciences have improved the government’s agenda in the field of development”.

Fostering youth autonomy and giving them the key to institutions

In a country where nearly half the population is younger than 15 years old, the National Commission for UNESCO has multiplied its actions for the most disadvantaged youth. It thus organized, in September 2003, a forum for rural youth in Kalolo in the Lilongwe district, to lend its support to youth having lost their parents from HIV/AIDS, a phenomenon affecting some 550.000 children in Malawi. This meeting, set up along with the NGO "Consol Homes", which is responsible for orphans in Kalolo, aimed to convey survival skills to them and enhance their autonomy. During the forum, to which both the local organization SEDOM dedicated to the development of small Malawi enterprises, and the Fund for the Development

of Malawi Enterprises (DEMAT) have lent their expertise, some twenty youths were trained to set up a business as well as its management. They have learned to develop a business plan, seek funding but also conduct a market survey, a publicity campaign and face competitiveness. The African Centre for Assistance and Advice for the Development of Youth was also involved in psychological counselling. Loans have been granted to enable them to establish small businesses and the NGO "Consol Homes" was responsible for monitoring individual projects. In order to promote and ensure youth participation in decision-making and democratic processes, the Commission for UNESCO and the Malawi National

Assembly held, in February and March 2004, a series of youth forums on the subject "Bringing Parliament to Youth". Training was given in secondary schools and tertiary sectors of the capital. During 7 days, students learned about the structure of the Malawi Government as well as the functioning and role of parliament. They were able to familiarize themselves with parliamentary procedures in order to better communicate with their local representatives and thus contribute, as citizens, to the development of their constituency. ¶

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940.000

Is the number of people living with HIV/AIDS in Malawi, in 2005 (ONUSIDA)

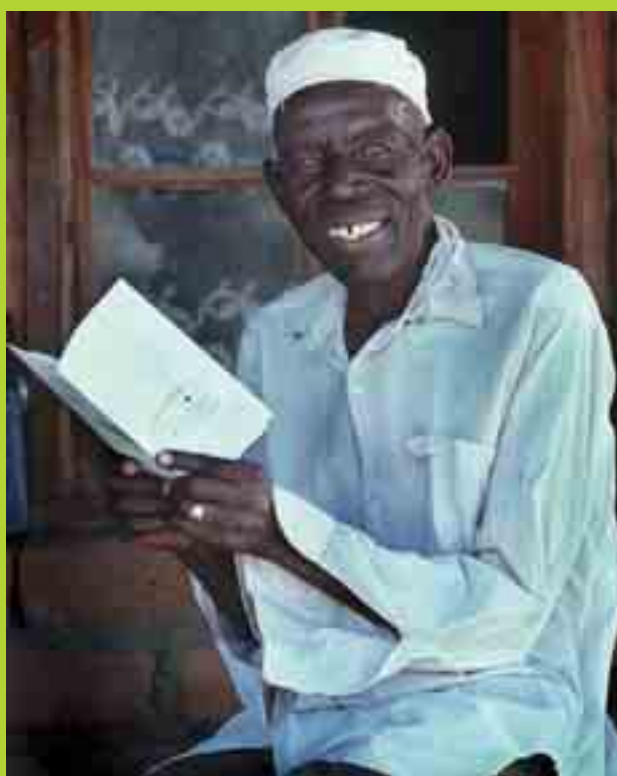
6%

is the unemployment rate in Malawi (National Statistical Office of Malawi)

What benefits have you drawn from your participation in a project led by the Commission of Malawi?

LUCY BINAULL, professor at the University of Malawi, educationist and gender expert:

"While taking part in the draft study of education programmes on gender issues, the section in charge of this subject at the University of Malawi intended to encourage the members of the faculty to change their approach in this field of study. Indeed, the programmes of higher education too often confine female students to traditional subjects, such as nursing, teaching and home economics, reproducing the roles in which they are familiar and competent, allotted to them by society. Thanks to this study, gender issues have been integrated into the curricula in social, natural and applied sciences, as well as in agriculture and law". ¶



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Promoting human rights and strengthening gender equality

As part of its efforts to promote human rights, the Malawi Commission for UNESCO has engaged in many activities to raise awareness and contribute to the design of training tools for the most marginalized populations, and especially women.

In 1993, it produced, together with the University of Malawi, the Institute for Education in Malawi and the Department of Environmental Affairs of the Government, a teaching manual on environment and rural development for women living in rural areas, who are often illiterate and poorly targeted by the efforts developed in this area, unlike the younger generations and those attending school. The manual had proved its usefulness, and is now

available for national parks and used within the framework of programmes of environmental education to increase the rural public's awareness, whether men or women.

Another important initiative: a community radio station, founded in 1998 for the Dzimwe community in the National Park in Malawi, can now increase awareness of local communities on gender issues, HIV/AIDS or on the use and preservation of natural resources.

In September 2007, the Commission also organized a workshop on behalf of the University of Malawi to study gender in higher education programmes and the academic response to questions relating to gender, HIV/AIDS and the promotion

of human rights. Heads of the departments of the five Colleges of the University of Malawi and its students took part, thereby broadening their knowledge of these challenges and offering, notably, the establishment of specialized teaching on gender and development.

These same representatives are involved in the reform of the University of Malawi and use the revised curriculum obtained as a result of this workshop to create academic programmes on gender and development. ¶

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Management of Social Transformations: promoting an inclusive urban environment

The Commission of Malawi for UNESCO brought together, in February 2006, young professionals and planners of the city and urban policies for a seminar on the awareness and training on ethics and sustainable revitalization of urban centres. Its goal? To increase their awareness of the link between slum dwellings and development, by drawing their attention to their obligations towards the inhabitants of these slums, and also to shed light on the implications of human rights on poverty and public policies and the rights of people. If urbanization is a relatively recent phenomenon in Malawi, 67% of the urban population live today in slums, where they face a significant lack of services and difficulty in exercising their rights. This meeting should therefore open debate and increase awareness of these issues for its forty participants, among whom are

representatives of 13 cities and districts of the country, many Ministries, the National Commission for Human Rights and University of Malawi.

Involving citizens

The question of the rights of marginalized communities has been addressed in the context of a truly inclusive public policy. The interdisciplinary nature of urban issues, in connection with UNESCO's concept of Cities for Peace, was also discussed. In total, the need for an approach taking into account the needs of all and promoting development and urban planning based on human rights and democracy has been recalled: it is to ensure that all citizens, whether rich, poor, migrants, refugees, participate in the implementation of urban policies. Following the seminar, this approach has been integrated into the curriculum to train

young city professionals. But, more importantly, a process of participation for women, children and youth has been developed to improve the urban environment. It entails consulting them on their needs, often marginalized, so they can identify with policy-makers, the best location for a school, a market, a hospital or even the equipment necessary to house the poorest and to ensure a peaceful coexistence among different inhabitants of the cities. ¶

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© UN World Food Programme

31,6%

The percentage of tobacco within Malawi's overall exports in 2006
(National Statistical Office of Malawi)

What advantages have you gained from your participation in a project led by the National Commission of Malawi?

HENRY NJOLOMOLE, Director of the Office of Parliamentary Assistants of the National Assembly of Malawi:

"I took part in the parliamentary training programme from 1996 to 2008 as project manager and administrator. The Malawi National Assembly had, indeed, considered it important to organize such training courses because of the various academic and professional backgrounds of the members of Parliament. This project has enhanced their skills and improved the quality of debates. It has also helped establish a true partnership with "Chancellor College" of the University of Malawi. To date, 196 Members of Parliament have already obtained the diploma awarded at the end of this training, which continues and will be extended to new elected officials after the elections scheduled in May 2009". ¶

Making social and human sciences work for poverty reduction policies

In November 2007, a sub-regional seminar on "Poverty Reduction Policies" was organized in Lilongwe by the Malawi Commission for UNESCO with the support of the Social and Human Sciences Sector. The seminar's purpose was to give policy-makers a chance to evaluate their country's public policies concerning poverty reduction and to determine whether such policies were indeed benefiting the poor. The participants included: representatives of the governments of Malawi, Tanzania and Zambia, as well as numerous representatives of civil society and the media. All were determined to face reality. The seminar started off with a general analysis on the implementation of poverty reduction policies around the world, over the last three decades, and their impact on the daily lives of the poor. Each of the policies initiated by the three States represented at the seminar was later examined, and was the object of a detailed presentation. Thus, the participants could compare experience from their respective countries, pointing out the difficulties encountered and the solutions found.

All participants agreed on the need to strengthen and accelerate the processes of poverty reduction (already in place), in order to define a series of recommendations likely to guarantee the development of public policies and more relevant and effective strategies for poverty reduction. Among these recommendations: the importance of suitable financing, based on decentralized structures; mobilization of funds and public-private partnerships, at the outset of the projects; but also a stronger implication by the policy-makers and institutions in this preparatory phase, in order to ensure a realistic prioritization. Highlighting the difficulty in maintaining existing policies during changes of governments, the participants brought up the importance of creating a national consensus around these policies and to raise awareness of decision-makers on the importance of their continuity. In fact, they particularly insisted on the need to change attitudes so that these policies for poverty eradication can actually materialize. Among the actions that can be imagined: strengthening of civic education, translation

of principal policies in local languages, dissemination of information at all levels, or even the use of indigenous communication channels. From a technical point of view, they wished to set up mechanisms and suitable capacities. At the institutional level, it would, in their opinion, create monitoring committees and legislative frameworks, as well as committees on policies and international conventions within national parliaments. They also underlined the absolute need to clearly identify beneficiaries, to strengthen coordination between policy-makers and to promote positive cultural practices guaranteeing the participation of all of the communities involved in these projects. ¶

For more information, please contact:
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tel.: +265 1 755 144/194

Dossier

For further reading



Let's Make Our Own Business: Microscale Enterprise for Young People

Anna Kurtycz & Sébastien Petiot
18 pp., UNESCO, 2003.
(In English only)

Towards Creating a Sustainable Culture of Human Rights; the Southern African Human Rights Reader; UNESCO-sponsored Programmes and Publications

B.F Bankie, C Marias & J.Tousy Namiseb
124 pp., Windhoek, Gamsberg Macmillan / UNESCO, 1998.
99916-0-168-1
(In English only)

Poverty Reduction: What Role for the State in Today's Globalized Economy?

Francis Wilson, Nazneen Kanji & Einar Braathen
International Social Science Council (ISSC)
372 pp., London, Zed Books, 2001.

1-85649-953-7
(In English only)

Cultures of Populations: Population Dynamics and Sustainable Development

Sabiha H. Syed
392 pp., UNESCO, 2001.
124028
(In English only)

Southern Africa after Elections: Towards a Culture of Democracy; UNESCO-sponsored Programmes and Publications

Carrie Marias, Peter H. Katjavivi & Arnold Wehmhörner
140 pp., Windhoek, Gamsberg Macmillan / UNESCO, 1996.
99916-0-022-1
(In English only)

Report on Meeting on Proposed National Bioethics Committee for Malawi: UNESCO Assisting Bioethics Committees Project 2007

30 pp., UNESCO, 2008.
SHS/EST/ABC/REP/08.
(In English only)

Reforming Africa's institutions: Ownership, Incentives, and Capabilities

Steve Kayizzi-Mugerwa
362 pp., Tokyo, University Press, 2003.
92-808-1082-0
(In English only)

The Social and Cultural Factors involved in Small Scale Farmers' Food Crop Production and Marketing in Malawi Reports and Studies (for the study of development)

A.R. Semana
66 pp., UNESCO, 1983.
55.83/ws/79.
(In English only)



Malawi and UNESCO

This information magazine is published once a year, by the Malawi Commission for UNESCO, in partnership with the Africa-Oceania publishers and contains information on the multiple activities developed in situ and presents the analysis of the Commission's strategy adapted to the country's needs.

To download this magazine (in English only):
www.natcompreport.com

These three publications can be ordered directly from the Malawi Commission for UNESCO

International Philosophy Day

Speech and policy paper presented by the Malawi Commission for UNESCO, in November 2003, at the French Cultural Centre of Blantyre (Malawi), on Philosophy Day, jointly organized with the University of Malawi.
(In English only)

Philosophy for Children Model of Early Childhood Education: a Starting Point for Dialogue among Civilizations, Peoples and Cultures

Policy paper presented by the Malawi Commission for UNESCO, at the African regional conference on "Dialogue between Civilizations, Peoples

and Cultures" organized by the UNESCO Office in Abuja (Nigeria), in June 2006. This document invites us to reconsider the models of socialization on a family level in order to promote dialogue between civilizations in Africa. It insists that the voice of each one of us must be heard, including those of women and children. If dialogue does not exist at the family level, it will certainly not be apparent at the level of society.
(In English only)

National Consultation Report on: the Role of EDUCAIDS towards Access to HIV/AIDS Prevention, Treatment, Care and Support
Malawi National Commission for UNESCO, 2007
(In English only)

TOOLS



In collaboration with the Inter-Parliamentary Union, UNESCO provides UNESCO National Commissions and the members of its Secretariat with a practical guide on parliaments and their methods of work. Written also with parliaments in mind, this guide compiles basic information on UNESCO and the specific domains to which national elected representatives can contribute, such as the ratification of normative instruments. Parliaments have indeed become

major partners for international organizations. Among the 200 States existing in the world today, 181 have a Parliament. ¶

Guide de la pratique parlementaire
24 pp., UNESCO/IPU, 2003.
ISBN 92-9142-174-X

To download this guide in English, French or Arabic:
<http://unesdoc.unesco.org>

For more information, please contact:
ncp.pts@unesco.org,
tel. +33 1 45 68 18 67

TOOLS

The Manual of the National Commissions for UNESCO, which was first published more than ten years ago, was updated with the collaboration and contributions of several National Commissions before being presented on the 34th General Conference of the Organization, in October 2007. Mainly intended for the personnel of the National Commissions, this tool can also be very useful for all partners of civil society and institutions which work in UNESCO's fields

of competence. Composed of two parts written in the form of practical index-cards, it presents, firstly, the various possible structures of the National Commissions, their role, their functioning, their partnerships and their actions to make UNESCO known to the general public and the relations which they maintain between themselves. Secondly, it presents UNESCO as a whole, explaining its constitutive bodies, its programmes, as well as the means to promote them. ¶

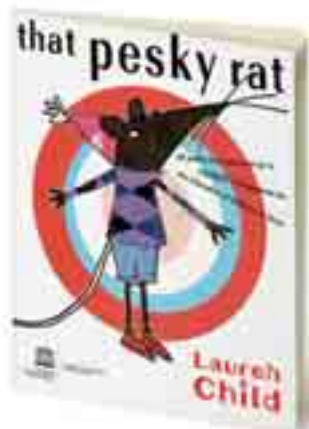
Manual of the National Commissions for UNESCO
157 pp., UNESCO, 2007.
ERC/RSC/NAC/2007/PI/100

To download this guide in French or in English:
<http://www.unesco.org/fr/national-commissions>

For more information, please contact:
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That Pesky Rat for the Education of Children in Need



One of the best-known children's books in the English-speaking world is now joint venture between its author, Lauren Child, Hachette Publishing, and UNESCO's Programme for the Education of Children in Need.

That Pesky Rat, is a best-selling book in the English-speaking world. It is the story of a rat with no name, living in a dustbin, rejected and excluded, who is caught dreaming of a house where he will be someone's pet. He places an advertisement, and very quickly is adopted by an old gentleman who, not having very good sight, is convinced that the little rat is a cat.

This story could be that of thousands of children throughout the world, seeking a home where they would be accepted for what they are, and which would enable them to experience the feeling of belonging and love which every human being needs.

It has now become a joint project between its author, her publisher and the UNESCO Programme for the Education of Children in Need.

The author of this story – the famous British writer and illustrator Lauren Child – and Hachette Publishers have decided to donate

the proceeds of sales of a new version of the book to this programme coordinated by the Social and Human Sciences Sector of UNESCO, to finance projects, such as the Foundation "Renacimiento" to help street children in Mexico City (Mexico).

At an event organized by Waterstone's, the bookseller, in London (United Kingdom) on 25 June this year, the official launch of this partnership was accompanied by an auction of original works by Lauren Child and by-products from the stories, which collected, in one evening, 37,000 sterling pounds for the benefit of UNESCO's Programme for Education of Children in Need.

The event was also an opportunity to present the campaign "My Life is a Story", which is an important part of this partnership.

With the support of UNESCO, a website will collect stories from children throughout the world, from very different backgrounds, for them to become aware of their joint

destiny and share their experiences. Launched in 1992 by UNESCO and financed exclusively from extra-budgetary resources, the Programme for Education of Children in Need has already raised more than 33 million U.S. dollars and has provided immediate support to some 332 projects in 92 countries. All projects aim to help children find a place in society that has often excluded them, including using dance, music, sports and the circus as tools for education and social reintegration. ¶

For more information please contact: **Françoise Pinzon-Gil**, f.pinzon-gil@unesco.org, Tel.: +33 1 45 68 21 26

Project website "My Life is a Story" (in English only) and to order the book: www.mylifeisastory.org/

The rights of migrant workers: a special issue of *Hommes & Migrations*

Hommes & migrations, the longest running French journal on migration, today associated with the national body for the history of immigration (France), has published, with UNESCO, a special issue devoted to the United Nations Convention on the Rights of All Migrant Workers and Members of Their Families. Researchers, activists and representatives of international organizations have contributed to this publication consisting of articles and case studies from four continents and illustrated, inter alia, by Plantu, cartoonist of the French daily *Le Monde*.

This issue aims at raising awareness of the French public on the Convention to overcome the lack of visibility of this treaty. The rights of migrants and the ratification of this Convention have been, for several years, one of UNESCO's priorities. So far, only 37 States have ratified the treaty, which is nevertheless the most comprehensive in the protection of migrants. At a time when the international community is increasingly concerned about issues relating to migration and where human rights violations against migrants are common, the Convention has

emerged as a key instrument working for fair, sustainable and balanced policies. It will also be published in English by UNESCO Publishing by the end of 2008. ¶

Homme & Migrations No. 1271
The United Nations Convention on the Rights of All Migrant Workers
Coordinated by Paul de Guchteneire and Antoine Pécoud
173 pp., CNHI, 2008.
10.00 €
ISBN 9 770223 329004
(Only available in French)



Russian literature for children crosses borders



Regarded as one of contemporary Russia's most significant writers, having been awarded many literary prizes, novelist Ludmila Ulitskaya has just seen four of her books translated into English, which were written for the project for children that she conducted with the book collection *Other, Others, Otherwise*. Superbly illustrated, each printed in a limited number of copies, these four books are the "cornerstone" of a joint initiative carried out by the Sectors of Education and Social and Human Sciences of the UNESCO Office in Moscow, in cooperation with the Charity Foundation "Institute of Tolerance" and the Russian National Library of Foreign Literature.

Intended for 10-13 year olds, these stories – which advocate cultural diversity, inter-religious dialogue and tolerance, while seeking to prevent discrimination – will be released in European libraries as examples of "best practices". Some regions of the Russian Federation

have already integrated these books in the extracurricular programmes to provide methodological advice to teachers and parents. Thanks to the diffusion over Europe, the instigators of this project aim to promote the principles of cultural diversity and tolerance among young people worldwide, as well as the fundamental principles of the UNESCO Declaration on Cultural Diversity and of the UNESCO Declaration on the Principles of Tolerance. ¶

For more information, please contact:
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Tel.: + 495 230-05-54. Ext. 122

Website: www.unesco.ru

Big Bang and Turtles

A story of Anastasia Gosteva, illustrated by Peter Perevezentsev
73 pp., Institute of Tolerance/
Rudomino Publishers / UNESCO, 2007
ISBN 5-7380-0258-X
- - -

Travelling across dinner-tables

A story of Alexandra Grigorieva, illustrated by Antonov Alexandr
55 pp., Institute of Tolerance /
Rudomino Publishers / UNESCO, 2007
ISBN 5-7380-0256-3
- - -

Families. Ours and theirs

A story of Vera Timenchik, illustrated by Svetlana Filippova
62 pp., Institute of Tolerance /
Rudomino Publishers / UNESCO, 2007
ISBN 5-7380-0260-1
- - -

Ribbons, lace and dainty shoes

A story of Raisa Kirsanova, illustrated by Sergey Trofimov
79 pp., Institute of Tolerance /
Rudomino Publishers / UNESCO, 2007
ISBN 5-7380-0259-8

Tests for citizenship are now scrutinized

Available free on the Internet, *the International Journal on Multicultural Societies (IJMS)*, published in English, has devoted the first issue of its last volume to citizenship tests.

These tests are now part of the application process for naturalization in many countries throughout the world and continue to be adopted by others. Thus, in 2008, such practices were already established in Germany, Australia, Canada, Denmark, Estonia, the United States of America, Latvia, Lithuania, the Netherlands and the United Kingdom, while other

countries, like France, are still considering this option.

This subject, more on the agenda than ever, calls for a discussion to which this issue will contribute by providing detailed information on the current situation in four European countries: Denmark, France, the Netherlands and the United Kingdom.

The problems and benefits identified by these tests, together with the reasons related to their deployment are investigated. ¶

To read this issue:
www.unesco.org/shs/ijms/vol10/issue1

Bioethics Perspectives in the Asia-Pacific Region

The UNESCO Office in Bangkok has just published two documents on bioethics.

The first book – which constitutes the second volume of the Asia – Pacific Perspectives on Medical Ethics, proposes 16 pages of deliberations, resulting from various round tables on bioethics organized by the Bangkok Office, as well as "dialogues" conducted on the ethics of scientific research and public policies, in several countries of Asia and of the Pacific (refer to page 4). Through various articles, this publication invites us to reflect on the ethics committees, communication, organ transplantations, traditional medicine or on the choice of the sex of a baby. It also tackles the problem

of people's "informed consent", which is covered by article 6 of the Universal Declaration on Bioethics and Human Rights.

A second document, which constitutes the third volume of the series on Perspectives for Bioethics and Biotechnology in the Asia-Pacific Region – deals with a certain number of controversial subjects relating to bioethics and biotechnology. It gathers together 17 articles on the various aspects of the development and the diffusion of genetically modified organisms, stem cells and cloning, privacy and bio-banking. ¶

For more information, or to receive these documents, please contact:
Darryl Mace, d.macer@unesco.org,
Tel.: +662 391 0577

CALL FOR PAPERS



This is your magazine

Responses to news from the Sector for Social and Human Sciences and proposals to publish an article or a photograph on a topic relating to UNESCO's social and human sciences programme are very welcome at the following address: shs@unesco.org



UNESCO, a network, instigator of networks

by Michael Omoleva

If the whole world is familiar with the role of UNESCO in the domain of world heritage, that played by the Organization in networking other organizations or institutions is far less widely-known. This is doubtlessly due to the fact that there is currently no study on the role of UNESCO as a network, even though the Organization often functions as such, around a reunifying issue or theme affecting different communities or institutions.

The very structure of the Organization shows this dimension of the network.

Not only, every two years, do Member States meet at the General Conference, but within its Member States themselves, the Organization enjoys a unique configuration within the United Nations system: National Commissions for UNESCO. Their main mission being to associate governmental and non-governmental agencies with the work of the Organization, they constitute the best example of a network mechanism within an international organization.

Finally, the UNESCO Secretariat organizes meetings and regular consultations on the implementation of programmes of the Organization, which involves negotiating processes, often in small groups, where the search for consensus or compromise takes place in stages. However, it is very seldom recalled that since its origin, UNESCO uses such activities as a tool to promote dialogue and share information between Member States and professional organizations or experts.

The history of meetings on adult education illustrates this process of networking.

The first UNESCO Director-General, Julian Huxley, considered adult education

as the most immediate challenge facing the United Nations immediately after the Second World War. At the World Conference on Adult Education held in 1949 in Denmark, this theme – previously poorly-studied – had begun to generate interest. In the next conference, UNESCO, playing the role of “consensus builder” found ways to accommodate different viewpoints of adult education, and reflected the variety of adult education policies and practices in the different countries represented at the conference.

A few years later, in 1960, during another world conference held in Montreal, a Standing Committee on Adult Education was thus created, and at the same time the International Council for Adult Education was established, which, in turn, stimulated the establishment of regional adult education associations in Africa, Asia and Latin America. National Councils for Adult Education were also developed in Ghana and Nigeria. Further conferences broadened the theme, incorporating topical issues such as life-long learning, poverty, and good governance, access to education, democracy and related subjects that now constitute the core of what is called the “Objectives of the Millennium Development Goals (MDGs)

These conferences also helped strengthen UNESCO's commitment in actions aimed at establishing international standard-setting action in adult education. Undoubtedly, they were also a means of exerting pressure on governments to invest more in adult education. Gradually, the latter indeed became popularized in many developing countries, some States registering them in their Constitution as a fundamental and basic human right.

UNESCO as a network and promoter of networks. Very early on, the Organization indeed discovered that it did not have a monopoly for promoting dialogue and conducting meetings and conferences. Other organizations were doing it beforehand, and it can even be considered to some extent that UNESCO is an offshoot of the former education network, founded by the League of Nations after the First World War 1914-1918. Since its creation, the Organization worked in cooperation with the International Bureau of Education, based in Geneva, and from 1969 the Bureau became an integral part of UNESCO. In fact, UNESCO has always sought to work with Non-Governmental Organizations, voluntary agencies or specialized agencies pursuing the same objectives as it.

But – and this is important – UNESCO should also, as its first Director-General put it, “encourage the formation of institutions or bodies where they did not exist yet”. According to Julian Huxley, “it was illusory to believe that the organization could accomplish its task alone, in part because it did not have the means, but mainly because he believed that people should remain masters of their destiny and not transfer their responsibilities to a remote and possibly “pervasive” organization”.

The development of the series “General History of UNESCO” is another example of networks with professional organizations, driven by UNESCO. The initial idea was to write a “General History of Africa”, to help Africa rediscover its roots and construct its own past. An International Scientific Committee, composed of Africans and non-Africans, had been set up to provide a history of ideas, civilizations, societies and institutions in Africa, based on a wide variety of written sources, including oral tradition and art forms. Several working sessions held in Paris and Africa, brought together experts, historians and academics who decided to publish 8 volumes covering 3 million years of African history. Even today, this book remains an authoritative account.

Above all, this initiative stimulated the pursuit of the project “General Histories”, leading to the publication of the General History of Latin America, Central Asia and even of Humanity. Beyond the extreme value of this series, this project gave birth to formal and informal networks of scholars, research centres and institutions, professors and historians across the world who, under the auspices of UNESCO, shared a common vision of historical studies, the desire to discuss methodologies and to pool their knowledge sharing.

The Associated Schools Project Network, created by UNESCO in 1953, with 33 schools across different Member States, is another excellent example. Comprising some 7 500 schools today, the network has since expanded considerably and is an undeniable boost to the four pillars of learning for the 21st century: learning to know, to do, to be and to live together.

At a time when Think Tanks act as a reference model, particularly in industrialized countries, this reminder of the role and functioning of UNESCO reflects the modernity of the mission of this institution. Throughout its history, the Organization has proved its ability to develop a “permanent dialogue”, through its meetings, conferences, seminars and workshops. Through its studies, programmes and activities, it has also showed the influence it could exercise in defining and sharing values, attitudes, behaviour and opinions, and even concepts and definitions.

We can always ask ourselves whether it is effective, whether it is possible to measure the impact of its action, or even if this impact would not be more symbolic than real. Honestly, we must agree that if the impact of UNESCO networks is not immediately measurable, its influence is necessarily felt in most parts of the world, given the direct impact and consequences that education, culture and science have on the daily lives of people. ¶



Michael Omolewa

Michael Omolewa, born in Nigeria, is currently Nigeria's Ambassador and Permanent Delegate to UNESCO, and was also President of the General Conference of UNESCO from 2003 to 2005. He was Dean of the Faculty of Education of Ibadan from 1985 to 1987, and Head of the Department of Adult Education, where, in 1989, led it to win the UNESCO International Reading Association Literacy Prize in 1989 and his research team to become the runner-up for the UNESCO Institute for Education International Literacy Research Award in 1992. ¶

CALL FOR NOMINATIONS



Small grants for research on poverty eradication in Sub-Saharan Africa

In the framework of UNESCO's programme for poverty eradication, the Social and Human Sciences Sector calls for project proposals for small grants for an amount of us \$10,000. These research proposals must contribute to write, revise, re-read and amend strategy documents of Poverty Reduction Strategy Papers (PRSPs) in certain states of Sub-Saharan Africa, through the normative human rights framework.

The projects must concern Portuguese speaking countries of Africa: (3 fellowships are available); as well as Benin, Côte d'Ivoire, Senegal or Togo. Their implementation must coincide with the PRSP process in the concerned country, without going beyond June 2009. The themes can be developed in several stages: the budgeting process of the PRSP based on human rights, training of thematic groups in charge of writing the PRSP or defining minimal norms identified for strategic and sectoral lines of action. Any other pertinent subjects, intervening in the improvement of PRSPs in order to reach the poorest populations and to constitute a proper tool to satisfy their needs, like their fundamental right to dignity, will also be considered.

The deadline for the submission of project proposals is 31st August 2008. ¶

To consult details of the programme: www.unesco.org/shs

For more information please contact:
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Calendar

July

7-20 July

UNESCO-BNP Paribas Cup.
Paris, France. (ucj@unesco.org)

20-22 July

International Congress on Global Governance, Global Justice: Africa, a Symbol and a Reality.
Nairobi, Kenya.
(j.nkinyangi@unesco.org)

24-25 July

Meeting of Ministers of Women's Rights of the Great Lakes Region.
Kinshasa, Democratic Republic of Congo.
(c.sponzilli@unesco.org)

29-30 July

International Forum on Asian Cultures and Bioethics.
Seoul, Republic of Korea.
(d.maccer@unesco.org)

August

8-24 August

29th Olympic Games.
Beijing, China.
(w.iwamoto@unesco.org)

10-21 August

4th World Youth Congress
"A Celebration of Development led by Youth".
Quebec City, Canada.
(ucj@unesco.org)

12-14 August

Bioethics Perspectives in Research, Medicine, Natural Sciences and related Technologies in Sub-Saharan Africa.
Nakuru, Kenya.
(h.tenhave@unesco.org)

12-14 August

Forum of Bioethics Research in the Eastern Mediterranean and the Arab Region.
Cairo, Egypt.
(o.ikebe@unesco.org)

14-15 August

"HIV-related Discrimination: Mapping Out Responses, Disparities and Opportunities in African Cities": Workshop for Mayors, Chairs and senior officials of selected local government authorities. Nairobi, Kenya.
(j.nkinyangi@unesco.org)

21-22 August

"HIV-related Discrimination: Mapping Out Responses, Disparities and Opportunities in African Cities": Workshop for Mayors, Chairs and senior officials of selected local government authorities".
Kigali, Rwanda.
(j.nkinyangi@unesco.org)

28-29 August

Legal experts meeting for the GEObs database.
Paris, France. (t.ang@unesco.org)

September

1-2 September

World Summit on Bioethics and the National Summit of National Bioethics Committees.
Paris, France.
(h.tenhave@unesco.org)

1-2 September

Steering Committee of the Institute of West Africa on Regional Integration. Abidjan, Côte d'Ivoire.
(s.chin-ye@unesco.org)

3-5 September

9th World Congress of Bioethics.
Rijeka, Croatia.
(h.tenhave@unesco.org)

3-5 September

61st Annual Conference of NGOs accredited to the UN on the theme: "Reaffirming Human Rights for All: the Universal Declaration at 60".
Paris, France.
(v.volodine@unesco.org)

4 September

4th International Conference on Clinical Ethics.
Rijeka, Croatia.
(h.tenhave@unesco.org)

8-10 September

Roundtable on making sport work for peace and development in the Great Lakes Region.
Kinshasa, Democratic Republic of Congo.
(w.iwamoto@unesco.org)

9-11 September

Regional Conference on Freedom of Expression and Opinion.
Cartagena, Colombia.
(v.volodine@unesco.org)

10-12 September

International Conference on Bioethics.
Bogota, Colombia.
(h.tenhave@unesco.org)

14-16 September

International congress on making sport work for peace and development.
Kingston, Jamaica.
(w.iwamoto@unesco.org)

18 September

Prize-giving ceremony of the UNESCO Prize for Peace Education 2008.
Paris, France.
(m.goucha@unesco.org)

18 September

2nd General Conference of the European Coalition of Cities against Racism.
Bologna, Italy.
(k.guse@unesco.org)

25-26 September

ECOWAS Forum of Ministers of Social Development. Abidjan, Côte d'Ivoire.
(c.golden@unesco.org)

26-27 September

Regional Congress of National Bioethics Committees.
Kazan, Russian Federation.
(h.tenhave@unesco.org)

26 September-2 October

4th World Games of Martial Arts.
Busan, Republic of Korea.
(w.iwamoto@unesco.org)