# SHS

Bioethics – Human Rights – Foresight – Democracy – Ethics of Science and Technology – Social Transformations – International Migration – Human Security – Urban Development – Philosophy – Racism and Discrimination – Gender Equality and Development – Human Sciences

# Social and Human Sciences Strategies and actions

# Strategies and actions

**Mission statement**

Within the structure of UNESCO, the Social and Human Sciences Sector (SHS), one of the Organization's five specialized sectors, has a mission to advance knowledge, standards and intellectual cooperation in order to facilitate social transformations conducive to the universal values of justice, freedom and human dignity.

**www.unesco.org/shs**

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# Preface

At a time of globalization and the acceleration and multiplication of exchanges, the future appears increasingly complex and uncertain. Unesco will need to reinforce its capacities in anticipation and forecasting; its ability in this area will determine the relevance and validity of its action.

The first decades of the 21st century will be characterized by the growing influence of science and technology, coupled with the formation of powerful industrial and economic alliances on a global scale. Numerous scientific and technological advances hold the promise of progress in many fields. But these breakthroughs also raise questions and ethical concerns, for example in the area of bioethics. As an international intellectual forum, Unesco can work to keep human considerations at the centre of scientific knowledge. Through its activities in the social and human sciences, it can demonstrate ethical leadership in the service of sustainable and shared human development.

Will this century see an increase in new types of poverty, new inequalities, new kinds of exclusion that are urban, technological, and cultural? Half of the world's people are trying to survive on less than 2 dollars a day. The ratio of income of the richest 20% to the poorest 20% increased from 30 to 1 in 1960 to 74 to 1 in 1997. Can democracy and peace survive these extreme imbalances, in particular the unprecedented polarization of wealth?

New threats to peace, security and human rights are emerging. New forms of violence and conflicts are spreading beyond the State level, with civilians now accounting for 90% of the victims. The number of inter-communal conflicts is rising, and there is a resurgence of racism, nationalism and religious intolerance, as well as an increase in terrorism and organized crime. All this can become a mortal danger for the rule of law, institutions, democracy and development.

The need for coordinated action at the regional and global levels is becoming more acute, calling for changes in international and regional governance. The building of peace and security will henceforth require recognition of all the dimensions of human security and the effective promotion of all human rights.

How can we civilize and humanize globalization? How can we ensure that globalization becomes a force for emancipation and international solidarity, instead of one that generates exclusion and inward-looking attitudes? These challenges can only be taken up at the cost of extensive and long-term political, scientific, technological, social, economic and industrial commitment and mobilization.

Unesco's Sector for Human and Social Sciences addresses all of these issues. I am confident that the work it does will help to produce solutions to many of the crucial questions being debated today, with the essential first step being to help us grasp them.

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

# Introduction

## Advancing knowledge, standards and intellectual cooperation

UNESCO is working on many of the crucial issues that the world is facing today, and trying to anticipate the changes and trends that will shape the world of tomorrow. Its specific mission within the UN family is building peace in people's minds through cooperation in education, science, culture and communication. Within the Organization's overall mandate, the role of social and human sciences, philosophy and future-oriented activities is to advance knowledge, standards and intellectual cooperation in order to facilitate social transformations that are conducive to the universal values of justice, freedom and human dignity. This work is carried out by the Sector for Social and Human Sciences (SHS).

SHS accomplishes its mission essentially by • studying what is (empirical social science research) • anticipating what could be (philosophy and prospective studies) • and determining what should be (ethics and human rights). The general aim of the Sector is to draw up recommendations for policies and actions. All of SHS's work – in one way or another – involves research and establishing research-policy linkages, setting standards, tracking trends and identifying best practices, building capacity and raising awareness, networking and cooperation.

SHS concentrates its activities on four priority areas which, to a large extent, are interrelated and relevant for much of the work carried out by UNESCO's other Sectors. If these activities are to be successful, strong cooperation both within the Organization – at Headquarters and in the field – and with external partners is vital.

**Ethics in science and technology**
Promoting ethical principles and norms to guide scientific and technological development – particularly in bioethics – is the Sector's top priority. Through standard setting, capacity building and awareness raising, SHS seeks to ensure that the ethical dimensions of the current scientific and technological evolution are fully addressed, and strives to fulfil its mandate as the international lead agency for ethical issues.
➜ www.unesco.org/shs/ethics

**Human rights and the fight against discrimination**
SHS seeks to promote and protect human rights and combat all forms of discrimination. This effort entails raising awareness and acting as a catalyst for regional, national and international action and cooperation in human rights, generating and sharing knowledge, reinforcing commitment to human rights education and providing advisory services and technical assistance to UNESCO Member States.[1] Through research, SHS determines and examines the trends and obstacles that impede the full exercise of human rights. ➜ www.unesco.org/shs/humanrights

**Foresight, philosophy, human sciences and human security**
SHS's work in foresight, philosophy and human sciences supports UNESCO's intellectual, ethical and strategic watch function. By revitalizing philosophical reflection and the human sciences, and carrying out prospective and anticipatory studies (foresight), the Sector is strengthening the role of the Organization as a forum and laboratory of ideas. These activities also include advocacy and action-research to promote human security and democracy at the regional level. ➜ www.unesco.org/shs/prospective

**Social transformations: social sciences, research and policy**
Applying social science research to the social, economic and institutional problems of contemporary societies is the main task of SHS's work on social transformations. Action in this area seeks to strengthen the links between social science research and the broad policy-making community in government, the private sector and civil society. It builds capacity through advisory services, training, conferences, information sharing, disseminating best practices, and develops studies and strategies on social transformations.
➜ www.unesco.org/shs/socialtransformations

**Anti-poverty programme: the human rights approach**
SHS coordinates UNESCO's projects to fight poverty, which is its contribution for achieving within the next decade the Millennium Development Goal of halving the proportion of people suffering from extreme poverty. SHS has conceived five of UNESCO's projects and is responsible for their implementation.
➜ www.unesco.org/shs/poverty

[1] UNESCO, as an intergovernmental organization, is comprised of 190 States that join together to realize common goals. These Member States together govern the Organization: setting its long-term vision and operating procedure; voting the activities, and in some cases initiating proposals; supplying the regular budget. They each bear responsibility to fulfil UNESCO's programme.

Introduction

## Theory and practice, and the essential policy link

SHS's work is often theoretical and conceptual, and its impact is difficult to measure. Yet the Sector strives to make a real difference in how people think and act – whether individually or in groups. In particular, it aims to have an effect on public policy formulation and implementation.

The effectiveness of SHS's efforts depends on how well it works with policy makers, universities, specialized research centres, "think tanks", networks and professional associations, relevant governmental organizations (including National Commissions for UNESCO [2]) non-governmental organizations and other civil society organizations.

For much of its work, a significant portion of SHS's resources is channelled through institutional support to a number of leading international NGOs and networks acting at the regional level. With this approach, SHS hopes to be able to better align its work in ethics and in other areas at the global level, while taking into account the challenges of responding to the specific needs of different regions. This means increasing decentralization of staff and resources and achieving a more balanced recruitment and placement of SHS personnel, both at Headquarters and in UNESCO Field Offices [3].

## About SHS

As one of UNESCO's five specialized Sectors (along with education, culture, natural sciences and communication), SHS operates out of UNESCO Headquarters in Paris and through a network of 21 Field Offices located around the world.

Over the last few years there has been a drive to decentralize UNESCO operations so that the Organization's work can be more relevant – and have greater impact – at the local level in different regions of the world. As a result, approximately 40% of SHS staff now work in UNESCO Field Offices, identifying regional priorities and needs and implementing and managing regional programmes. SHS staff at Headquarters are responsible for running international programmes, and coordinating the work in the various Field Offices. All of the Sector's main activities involve staff in Field Offices in different regions, with some, for example, focusing on ethics of science and technology (Bangkok, Mexico and Moscow), and others on human rights and the fight against discrimination (Beijing, Brasilia, Dakar, Islamabad and Rabat).

The Sector's international staff of 109 (49 nationalities) works in four divisions structured around SHS's four main programmes – ethics of science and technology; human rights and the fight against discrimination; foresight, philosophy, human sciences and human security; and social sciences, research and policy. SHS also coordinates UNESCO's cross-sectoral programme devoted to fighting poverty, and carries out five of the programme's projects.

The quarterly *SHS Newsletter* gives information on the on-going programmes and activities of SHS. Each issue also contains a dossier on one particular aspect of the SHS programmes and an interview with a leading personality in social and human sciences.
→ www.unesco.org/shs/newsletter

| **Following up international conventions** | Another important aspect of SHS work is ensuring that UNESCO participates in the follow-up to major international conferences, in particular those linked to SHS's core activities, such as Budapest on science, Rio and Johannesburg on sustainable development, Copenhagen on social development, Istanbul on human habitat, Vienna on Human Rights, Beijing on women, Durban on racism. |
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# Ethics of science and technology

## Ethics, a priority for SHS

*Present-day scientific practices cross national borders. Hence the imperative need to take action together at the international level – not to erect barriers against these practices, but to provide the necessary oversight so that the benefits of science may be enjoyed by all humanity…*
**Koïchiro Matsuura, Director-General of UNESCO**

With its standard-setting work and unique multicultural and multidisciplinary intellectual forums, UNESCO has confirmed its leading role in ethics at the international level. The current revolution in science and technology has led to the concern that unbridled scientific progress is not always ethically acceptable. The need to establish common values and benchmarks, and to promote ethical principles and standards to guide scientific progress and technological development, is becoming increasingly acute.

UNESCO's work in ethics of science and technology, which is spearheaded by SHS, reflects this concern and examines such progress in light of ethical considerations rooted in the cultural, legal, philosophical and religious heritage of the various communities. The Ethics of Science and Technology Programme, and in particular bioethics, is one of UNESCO's five priority work areas, and the top priority for SHS. It has witnessed a progressive increase in resources. For 2004-2005, the programme has been assigned 26% of the total allocation to SHS activities (excluding cross-cutting theme projects), compared with 15.3% for the previous biennium.

# Science and technology

SHS's activities in ethics of science and technology and in bioethics take many forms and cover much ground. They include, for example, drawing up recommendations for decision-makers and developing ethical guidelines, standards and legal instruments, such as the Universal Declaration on the Human Genome and Human Rights (1997), and the International Declaration on Human Genetic Data (2003). To achieve these goals, SHS collaborates closely with advisory bodies such as the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST), the International Bioethics Committee (IBC) and the Intergovernmental Bioethics Committee (IGBC). The Sector helps to develop regional networks, builds capacity, promotes ethics in science education and provides educational materials. SHS also performs an essential "ethical watch" function and plays an important role as a catalyst and think tank, informing public opinion on the human rights implications of scientific and technological progress.

## Building capacity and providing advice: COMEST

In 1998 UNESCO established COMEST to advise the Organization on issues concerning ethics of scientific knowledge and technology. The Commission is composed of 18 prominent, independent scientists and other experts from different regions of the world and from various scientific disciplines. They are appointed by the Director-General of UNESCO for a four-year term. The COMEST Secretariat is located within SHS, and until now the Sector has carried out much of its work on ethics in science and technology through the Commission.

COMEST is specifically mandated to be an international advisory body and an intellectual forum for exchanging ideas and experience, and encouraging the scientific community to examine fundamental ethical questions – and to detect the early signs of risk situations. It formulates ethical principles that can shed light on the various choices and impacts brought about by new discoveries. It advises decision-makers on policy issues and promotes dialogue between the international scientific community, government and the public at large concerning sensitive areas such as sustainable development; freshwater use and management; energy production, distribution and use; outer space exploration and technology; as well as issues of rights, regulations and equity related to the rapid growth of the information society.
→ www.unesco.org/shs/comest

## Ethics and scientific education

The Framework for Action of the World Conference on Science (Budapest, 1999) states that ethics and the responsibility of science should be an integral part of the education and training of all scientists and that they should be encouraged to respect and adhere to basic ethical principles and responsibilities of science. In 2002, the Division of Ethics of Science and Technology and COMEST organized a Working Group on the Teaching of Ethics to provide advice on how to integrate ethics and responsibility in scientific training. This Working Group has produced a report[4] on the teaching of ethics, which includes a survey of existing programmes, an analysis of their structure and content, and detailed curriculum advice on how to integrate ethics, history, philosophy and the cultural impact of science, into scientific education. This report will be the basis for creating an ethics education programme.

**4** *COMEST: The teaching of ethics (December 2003).*
www.unesco.org/shs/comest

**Ethics Education Programme**

During the UNESCO General Conference of 2003, many Member States expressed the need to initiate and support teaching programmes in ethics, in particular in bioethics. Teaching in this area varies greatly between regions and countries, and requires that attention be given to moral issues that are relevant to specific regions. That is why SHS is setting up networks of experts in ethics teaching – as well as pilot teaching programmes – in different regions, starting with Latin America and Central and Eastern Europe. The aim is to establish Schools of Ethics there, along with a fellowship fund. Besides producing and disseminating educational resources in ethics teaching, SHS will develop a certification system for the teaching of ethics in liaison with UNESCO's Education Sector.

**A code of conduct for scientists?**

Following a UN inter-agency proposal, SHS is undertaking a study and assessment during 2004-2005 of the feasibility of establishing a code of conduct for scientists, and the 2005 UNESCO General Conference will be requested to give mandate for drafting a declaration for the ethics of science.

## Research

As the international lead agency in ethics of science and technology, UNESCO explores new and emerging issues in this field, such as nanotechnology and, in bioethics, cloning. SHS initiates studies to analyse the problems involved, examine the moral dimensions and clarify contributions that UNESCO can make. The results are then published and disseminated. For instance, SHS is launching a book series on ethics in science and technology, with the first volume (2005) being dedicated to environmental ethics and the second volume to ethics and nanotechnology.

**Avicenna Prize
for Ethics in Science**

→ www.unesco.org/shs/prizes

Created in 2002 by UNESCO on the initiative of the Islamic Republic of Iran, this biennial prize rewards individuals and groups who have contributed to high quality research in the field of ethics in science and technology. It is named after Abu Ali al-Husain ibn Abdallah ibn Sina – also known by his Latin name, Avicenna – one of the greatest scientists, philosophers and doctors of the 10th and 11th centuries. The prize consists of a gold medal of Avicenna, a sum of US$10,000, and a one-week visit to Iran, during which the prize winner delivers speeches in academic gatherings. Candidates are nominated by UNESCO Member States and international NGOs officially linked to the Organization, and the Director-General designates the winner on the recommendation of an international jury. The first Avicenna Prize was awarded in April 2004 to Margaret A. Somerville, an Australian-Canadian Professor of Law and Medicine at McGill University in Montreal. She is also the founding Director of the McGill Centre for Medicine, Ethics and Law, and the founding chairperson of the National Research Council for the Canada Ethics Committee. To coincide with the launching of the Prize, SHS has produced the brochure *Avicenna and the ethics of science and technology today.*

## Raising awareness

SHS strives to create a better understanding of the major ethical issues raised by the life and health sciences and their applications, and supports analysis and discussion of those issues internationally, regionally and nationally. An essential part of this work is raising public awareness. That is why SHS is organizing 'Ethics around the world', a series of thematic rotating conferences to disseminate information and promote interaction and networking among national and international experts. The objective is to stimulate debate at national and regional levels so as to increase civil society participation in the debate.

These conferences, which are organized jointly with different National Commissions, UNESCO field offices and research centres, usually feature one or two keynote speakers (often members of IBC or COMEST) followed by open debate. During 2004, "Ethics around the world" conferences were held in the Netherlands, the Islamic Republic of Iran, Lithuania, Turkey, Mexico, Argentina, Indonesia and the Republic of Korea, focusing on issues such as consultation of national experts in regard to the draft universal declaration on bioethics. For 2005, "Ethics around the world" conferences will take place in Portugal, Uganda and Burundi.

## Global Ethics Observatory

In order to provide Member States with proper tools for reflection and appropriate means for coping with emerging ethical challenges in science and technology, UNESCO is becoming more involved at national and regional levels. The Organization hopes that the establishment of a Global Ethics Observatory (GEO) will be such a tool. The GEO Database will consist of a large electronic collection of national laws and regulations and guidelines, names of experts, institutions, organizations and academic centres, as well as recommended bibliography and selected texts on ethics of science and technology, and examples of teaching programmes. Started in late 2004, the GEO will be developed over the next few years.

While intended for governments, practitioners, NGOs and scholars, the GEO will also enable SHS to support ethics activities in Member States by providing them with materials suitable to create networks, establish and improve teaching programmes, and to initiate normative and legal actions with regard to ethics in science and technology.

# Bioethics

The need for standard-setting action in the field of bioethics is felt throughout the world, and is often expressed by scientists and practitioners themselves as well as by lawmakers and citizens. Many countries wish to establish benchmarks and define a framework for laws and regulations but sometimes lack the means to do so.

Over the last few years, the need for universal bioethics standards has become ever more acute, in particular for issues relating to cloning, which have aroused concerns and debates in all societies and led to the adoption of national legislation in a number of countries. In this context, UNESCO is called upon to intensify its standard-setting and intellectual forum functions.

While the Organization has been involved in the field of bioethics since the 1970s, its Bioethics Programme, which was created in 1993, became a principal priority for UNESCO work in 2002. Since then, UNESCO has confirmed its position as the lead agency in the field of bioethics at the international level. → www.unesco.org/shs/bioethics

## Setting standards

Through the Bioethics Programme, UNESCO addresses the ethical, legal and social concerns stemming from advances in the life sciences, particularly in genetics. The Programme is responsible for the Secretariat of two advisory bodies: the International Bioethics Committee (IBC), composed of 36 independent experts, and the Intergovernmental Bioethics Committee (IGBC), composed of representatives of 36 Member States. These two Committees, which are the only international bodies dedicated to bioethics issues, cooperate to produce advice, recommendations and proposals that each submits to the Director-General for consideration by UNESCO's governing bodies. The IBC also produces reports on crucial questions concerning

bioethics, such as: *Confidentiality and Genetic Data, The Use of Embryonic Stem Cells in Therapeutic Research, Pre-Implantation Genetic Diagnosis and Germ-line Intervention.* Another important body for the field of bioethics is the Inter-Agency Committee on Bioethics. This Committee was created on UNESCO's initiative in 2003 to maximize coordination among the UN agencies working in the field of bioethics and facilitate cooperation with other organizations. UNESCO intends in this way to foster both national and international debate on the major ethical issues arising from recent developments in the life sciences and their applications (e.g. cloning or protoeomics) in order to work out ethical benchmarks, or guidelines, for the international community and Member States.

## Bioethics milestones

The Bioethics Programme's first major success was in 1997, when the UNESCO General Conference adopted the Universal Declaration on the Human Genome and Human Rights, which was endorsed by the United Nations General Assembly in 1998. It was the first international instrument in the field of bioethics. Then, in 2003, the UNESCO General Conference took another decisive step with regard to bioethics. It adopted the International Declaration on Human Genetic Data, which is a logical sequel to the earlier Declaration, as it applies to human genetic data the principles set out in that Declaration.

**Declarations that make a difference**

→ www.unesco.org/shs/bioethics

**The Universal Declaration on the Human Genome and Human Rights (**1997**)**
Its 25 Articles cover human dignity and the human genome; the rights of the persons concerned; research on the human genome; conditions for the exercise of scientific activity; solidarity and international cooperation; and the promotion of the principles set out in the Declaration. Thanks to numerous conferences, meetings and workshops, the Declaration is having an impact on the major stakeholders working on human genome issues. Its principles are incorporated in the mandates of bioethics and ethics committees of medical universities and research centres alike, and in many countries these principles are present in national legislation. The Declaration has been translated into several languages,[5] and a publication explaining the Declaration Article by Article, will appear in 2005.

**The International Declaration on Human Genetic Data (**2003**)**
This new instrument, prepared under the guidance of SHS, provides an ethical framework for Member States that are developing legislation and regulations on bioethics. With this Declaration, human genetic data now have their own standard-setting instrument, laying down the ethical principles that should govern their collection, processing, storage and use.

For instance, it addresses the key issue of confidentiality. It also deals with the promotion and implementation of the principles it sets out, and makes proposals for action in education, training and public information. In addition, the text calls for entering into bilateral and multilateral agreements that could help developing countries build up their capacity to participate in generating and sharing scientific knowledge concerning human genetic data and related know-how.

In a little under two years this Declaration was written and approved. It was the subject of broad international written consultation and public hearings in which associations and institutions – representing indigenous people, women, children, handicapped people and doctors – took part, as well as researchers, bioethics specialists and representatives of the private sector, notably from insurance companies and the pharmaceutical industry.

**5** As of September 2004, the Declaration has been translated into UNESCO's six official working languages – Arabic, Chinese, English, French, Russian, Spanish – as well as Hebrew, Italian and Portuguese.

**Next: a declaration on bioethics?**

On the basis of ethical and legal studies conducted in 2002-2003 – and following the invitation of the 2003 General Conference – UNESCO is pursuing the drafting of a declaration on universal norms in bioethics. The initial stages of preparing the declaration are entrusted to the IBC and the IGBC. From the very beginning, UNESCO has been holding consultations with Member States, other international organizations and relevant national bodies (such as bioethics committees) in order to involve all actors in the bioethics debate and reach a large consensus. A draft declaration will be submitted to the next General Conference in 2005.

## The importance of dissemination

If the standard-setting instruments drawn up by UNESCO in the field of bioethics are to have a real impact, the standards, guidelines and principles they contain need to be widely disseminated and gradually incorporated into national legislation. This requires not only increasing the awareness of bioethical issues on the part of citizens and public policy makers, but also assisting States that have no standard-setting framework for bioethics to draft legislation or guidelines.

A large number of initiatives are under way by UNESCO, its Member States, national institutions and NGOs to disseminate the principles of the Organization's instruments in bioethics. In particular these efforts are aimed at public policy makers, such as parliamentarians, and can involve organizing legal workshops with high-level international experts and jurists to define models for assisting national lawmakers in drafting national legislation and regulations in bioethics.

More generally, these efforts take the form of posting different language versions of the Declarations on the Internet, organizing or participating in symposia, conferences and other meetings, and producing brochures and posters. For example, SHS recently published an information kit on human cloning in six languages (Arabic, Chinese, English, French, Russian and Spanish).[6]

# Building national capacity and international cooperation

SHS works to identify ethical issues that are relevant to the various regions of the world in an effort to define and implement appropriate strategies for encouraging ethical reflection at regional and subregional levels, and for strengthening national capacities and international cooperation in bioethics. For these efforts to be successful, it is essential to take into account local legal, cultural and religious traditions.

This is why the International Declaration on Human Genetic Data proposes that independent, multidisciplinary and pluralist ethics committees be established at national, regional, local or institutional levels. The purpose of these committees is to foster the exchange of ideas and information, support decision-making, develop tools for standard setting, and strengthen coordination and contacts among experts and institutions (e.g. through databases). They also reinforce the role of UNESCO as an international clearing house for bioethics issues and a standard-setter that promotes action at the local level. A manual is being prepared on establishing ethics committees.

**6** The information kit on human cloning consists of a brochure providing the scientific, ethical and legal aspects of human cloning, the Universal Declaration on the Human Genome and Human Rights and the document on "National Legislation concerning Human Reproductive and Therapeutic Cloning". It is also available on the web at www.unesco.org/shs/bioethics.

## Regional focus

SHS is presently concentrating its efforts in bioethics on Latin America and the Caribbean, and on Central and Eastern Europe. It intends to take future action in Africa and Asia. To this end, the Sector is providing substantial support for setting up national bioethics committees in those countries that wish to have them, and will promote other initiatives, such as setting up regional bioethics information and documentation centres and organizing networks and meetings.

**Central and Eastern European and Latin American bioethics initiatives**

### Central and Eastern Europe

In a follow-up to the International Conference on Bioethics, which was organized in 2002 in Vilnius by the Lithuanian national authorities in cooperation with UNESCO, a regional information and documentation centre on bioethics has been set up at the University of Vilnius. The centre will be implemented mainly with decentralized SHS funds and serve essentially Central and Eastern European countries. Other regional organizations, such as the European Union, and other documentation centres will be associated with its projects. This will be the starting point for promoting and developing a network of bioethics experts in the region.

### Latin America

Another regional bioethics network project was launched at a meeting in Cancún, Mexico, in 2003. It was initiated by the local UNESCO Office in cooperation with the UN University, the Mexican National Commission on Bioethics and the Latin American Network on Human Genetics. The project's aim is to develop means for exchanging information and for strengthening research on problems of particular concern to the region, such as the right to health, the ethics of research on disadvantaged sections of the population, access to information; development of legal instruments and bioethics education.

Also in 2003, the second interparliamentary seminar on bioethics took place at the House of Representatives of Uruguay. Organized jointly by the House of Representatives and UNESCO, the event brought together members of Parliament from Argentina, Chile and Uruguay, as well as members of the Commission of Public Health of Uruguay, the judiciary, scientists, social scientists and bioethics specialists.

UNESCO has undertaken, with the International Committee on bioethics (IBC) and the Intergovernmental Committee on Bioethics (IGBC), the elaboration of a declaration on universal norms in bioethics. It is also comducting a feasibility study for a code of conduct for scientists.

**1** DNA sequencing at the Génoscope in Evry, France.
**2** Researcher measuring the transparency of air in Marrakech, Morocco.
**3** Preparation of plasma samples in a laboratory in Chiang Mai, Thailand.
**4** In vitro nodulation of a leguminous plant in Dakar, Senegal.

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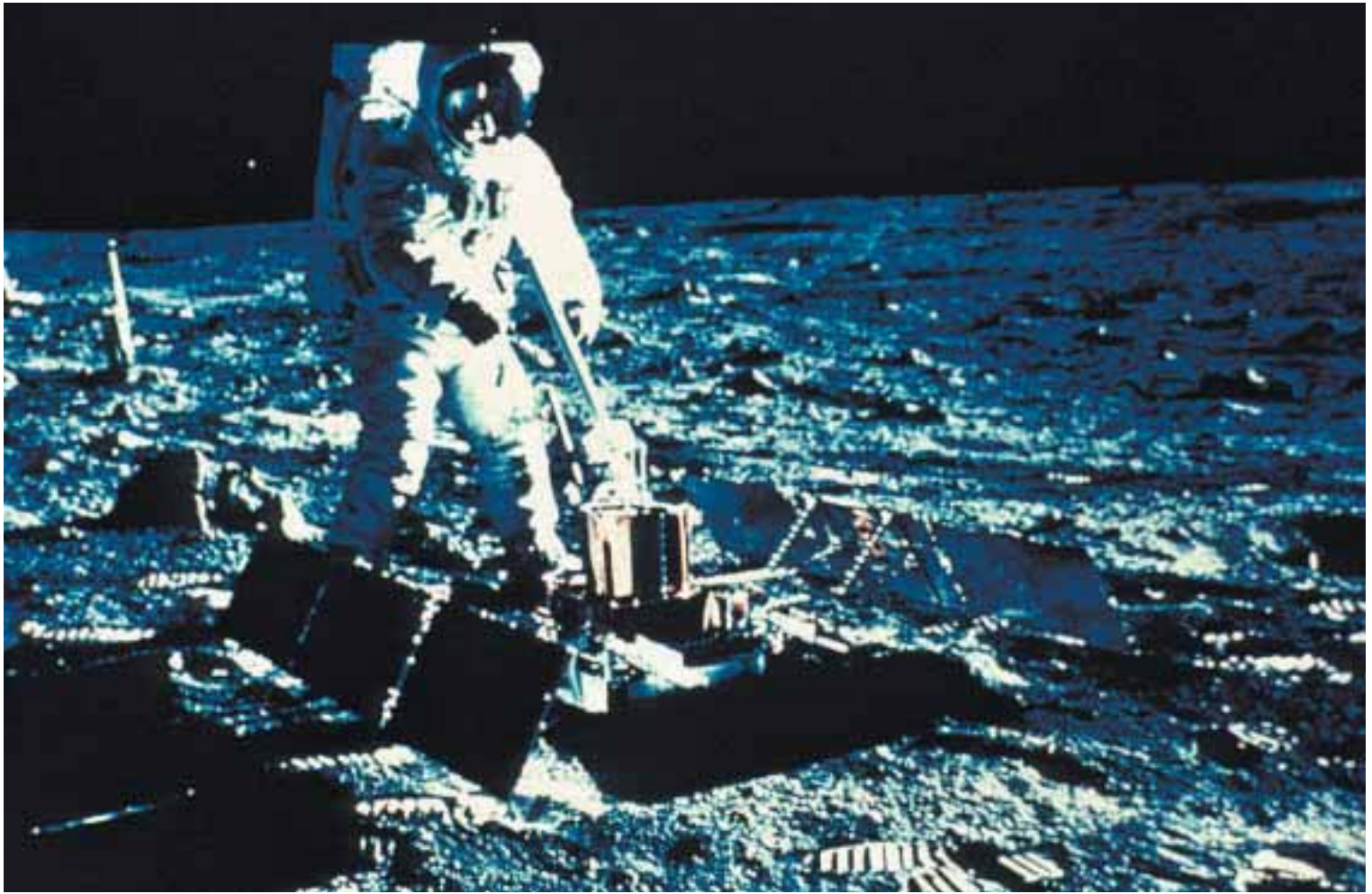
In the field of ethics, UNESCO is presently focusing on bioethics, ethics of the environment and ethics of outer space.

**5** One of 12 astronauts who have walked on the moon.
**6** Line-up at a water well in Africa.
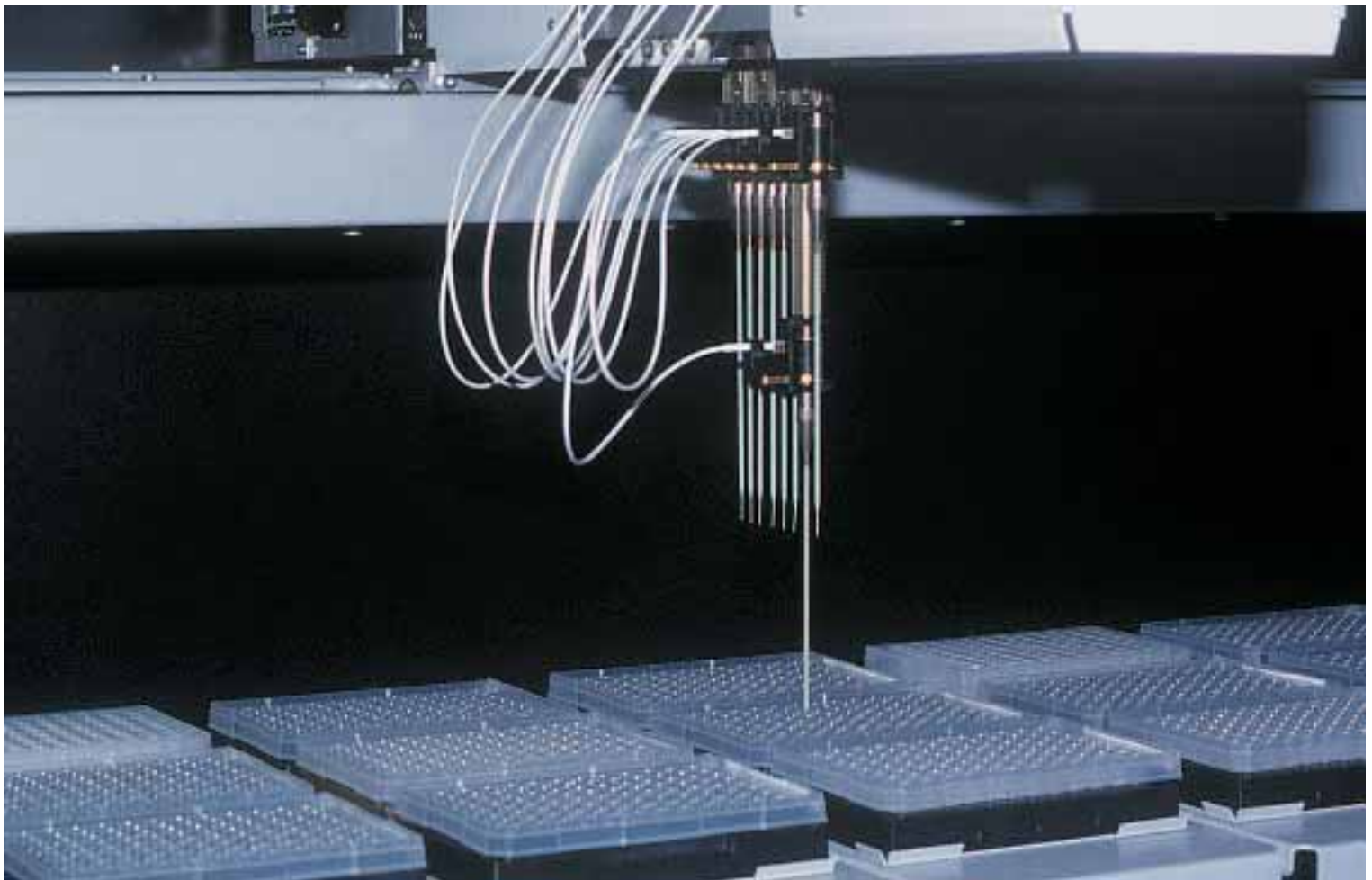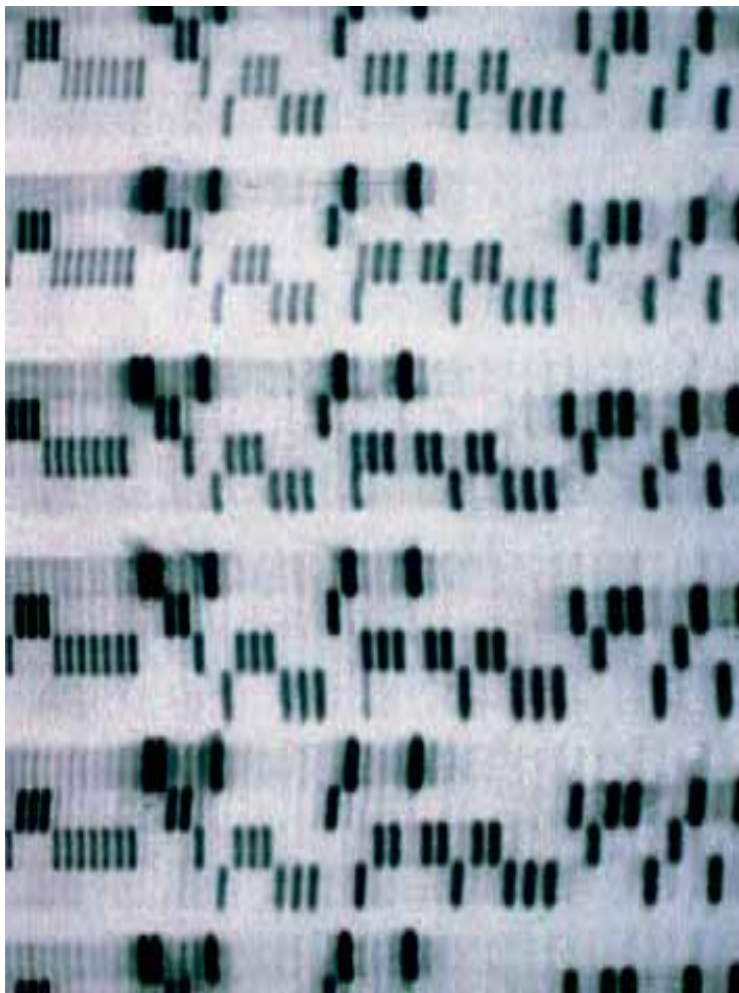
7  ADN sequencing.
*The International Declaration
on Human Genetic Data* (UNESCO,
2003) provides an ethical framework for States in
the development of their legislation
and regulations on bioethics.

8  *In vitro* conservation of
a collection of manioc genotypes.
9  The research laboratory
Génoscope in Evry, France.

**10** Signing of the Rio de Janeiro Declaration on Ethics of Science and Technology (2003) by Marua del Rosário Guerra, Director of the Colombian Institute for the Development of Science and Technology.

**11** Participant at the Youth Forum organized in Paris by COMEST and the Palais de la Découverte on the relationship between society and science.

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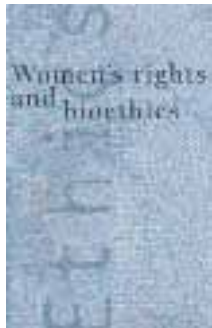


**6**

# A Selection of recent publications
www.unesco.org/shs/publications

**Bioethics. International Implications**
Proceedings of the Round Table of Ministers of Science. Paris, 22-23 October 2001, 92 p., Paris, UNESCO, SHS/BIO-MINSC/03/1, 2003. Also available in French.

**1 Human Cloning: Ethical Issues**
20p., Paris, UNESCO, 2004. Also available in Arabic, Chinese, French, Russian and Spanish.

**2 International Bioethics Committee of UNESCO (IBC), Ninth Session: Proceedings, November 2002**
vol 1 and 2, 121 p. and 102 p., Paris, UNESCO, 2003.

**International Symposium AMADE-UNESCO on Bioethics and the Rights of the Child. Proceedings / Colloque international AMADE-UNESCO sur bioéthique et droits de l'enfant Actes**
176 p., Monaco, 28-30 avril / April 2000, Paris, UNESCO, HPE, 2001.

**International Declaration on Human Genetic Data**
11 p., SHS.2004 / DECLAR.BIOETHIQUE CIB / 4, 2004. Also available in French and Spanish.

**The Universal Declaration on the Human Genome and Human Rights: from theory to practice**
9 p., COMEST / UNESCO, Paris, 2000 Also available in French, Portuguese and Spanish.

**3 Women's Rights and Bioethics**
Dennerstein, Lorraine (Ed.), 215 p., Paris, UNESCO, ISBN: 92-3-103765-X, 2001. Also available in French.

**Ethics of science and technology**

**Avicenna and the Ethics of Science and Technology Today**
34 p., SHS.2004 / WS / 9, 2004.

**4 Best Ethical Practice in Water Use**
Brelet, Claudine; Selborne, John, World Commission on the Ethics of Scientific Knowledge and Technology, 54 p., 2004. Also available in French.

**5 COMEST The Teaching of Ethics: Report**
December 2003 / COMEST L'enseignement de l'éthique : Rapport décembre 2003, 64 p., Paris, UNESCO, SHS-2004 / WS / 08, 2004. (multilingual)

**Third Session of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST), Rio de Janeiro, Brazil, 1-4 December 2003: Proceedings**
World Commission on the Ethics of Scientific Knowledge and Technology, 176 p., SHS.2004 / WS / 4, 2004. Also available in French.

# Prize
www.unesco.org/shs/prizes

**6 Avicenna Prize for Ethics in Science**

# Human rights and the fight against racism and discrimination

www.unesco.org/shs/humanrights

## Promoting and protecting human rights

The promotion of human rights and the fight against racism and discrimination are at the heart of UNESCO's mandate. The first Article of UNESCO's Constitution, adopted in 1945, stipulates that the Organization shall "contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion".

The overall goal of the work that UNESCO undertakes in the area of human rights is to fulfil this mandate. The Organization has special responsibility with regard to certain rights closely linked to its fields of competence, such as the right to education, the right to freedom of opinion and expression (including the right to seek, receive and impart information), the right to take part in cultural life, and the right to benefit from scientific progress and its applications. Moreover, UNESCO's activities for promoting human rights comply with the principle of indivisibility, interrelation and interdependence of all human rights – civil, cultural, economic, political and social.

# A human rights strategy for UNESCO

Over the years, UNESCO has made significant contributions to the promotion and protection of human rights through standard-setting activities, research and dissemination of knowledge. The Organization took an active part in the efforts to elaborate the Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights. It adopted several instruments on human rights or with a strong human rights dimension such as:
• Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974);
• Recommendation on Participation by the People at Large in Cultural Life and their Contribution to It (1976);
• UNESCO Universal Declaration on Cultural Diversity (2001).

To give further impetus to UNESCO's human rights activities and to strengthen its role in promoting human rights, SHS has coordinated the elaboration of a Human Rights Strategy for UNESCO. The Strategy was discussed with Member States, National Commissions and other UNESCO partners, including members of the UN system, prior to being approved by UNESCO's General Conference in 2003. → www.unesco.org/shs/humanrights

The Strategy recognizes human rights as the central tenet of the Organization's action and affirms that it is a priority for UNESCO to integrate a human rights-based approach into all its programmes and activities. A fundamental component of the strategy is the consolidation of existing partnerships and the building of new ones with intergovernmental organizations, academic institutions, non-governmental organizations and other civil society associations. The struggle against racism and all forms of discrimination, including discrimination against women and the promotion of gender equality, receive particular attention.

UNESCO's work in human rights as defined in the Human Rights Strategy has three major aims:
• function as laboratory of ideas and strengthen awareness of human rights issues; • act as a catalyst for regional, national and international action in human rights; • foster cooperation with all actors and networks to promote human rights. This work is concentrated in generating and sharing knowledge on human rights (research), renewing and reinforcing commitment to human rights education (awareness-raising), and providing advisory services and technical assistance to Member States and other partners (capacity building).

## Cooperation with the UN High Commissioner for Human Rights

Strengthening cooperation with UN bodies and programmes is key in implementing the new Human Rights Strategy (see above). The former UN High Commissioner for Human Rights, the late Sergio Vieira de Mello, and UNESCO Director-General Koïchiro Matsuura signed a Memorandum of Understanding strengthening cooperation between the two Organizations in 2003. It states that the initiative is "inspired by the reform process of the United Nations system, launched by the UN Secretary General, which emphasizes the centrality of human rights in all activities of the system". The text recognizes that "extreme poverty is a flagrant violation of human rights and a denial of human dignity". They agreed to hold regular consultations and to cooperate in the planning and implementation of activities relating to subjects of common interest, such as the "elaboration of strategies related, *inter alia*, to the right to education and to human rights education, cultural rights and cultural diversity, freedom of expression, access to information and academic freedom, rights of women and gender equality, human rights and bioethics". They also agreed to cooperate in implementing the UNESCO Human Rights Strategy and the Integrated Strategy against Racism, Discrimination, Xenophobia and Related Intolerance and placed emphasis on strengthening research policy linkages.

21 March 2003
International day
for the elimination
of racial discrimination
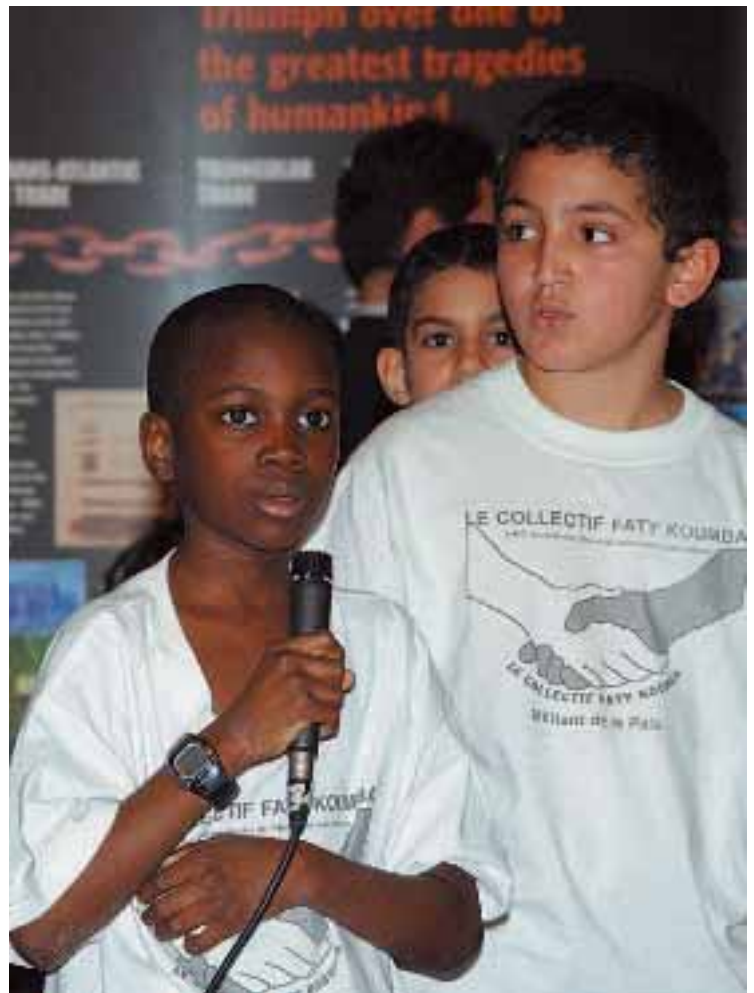




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The 21st of March was declared "International Day for the Elimination of Racial Discrimination" by the United Nations in 1966.

**1** Poster for the 2003 Day.
**2** Young rappers at UNESCO Headquarters, Paris, celebrating the Day in 2003.

**3** Workshop against discrimination and for tolerance, Paris, 2002.
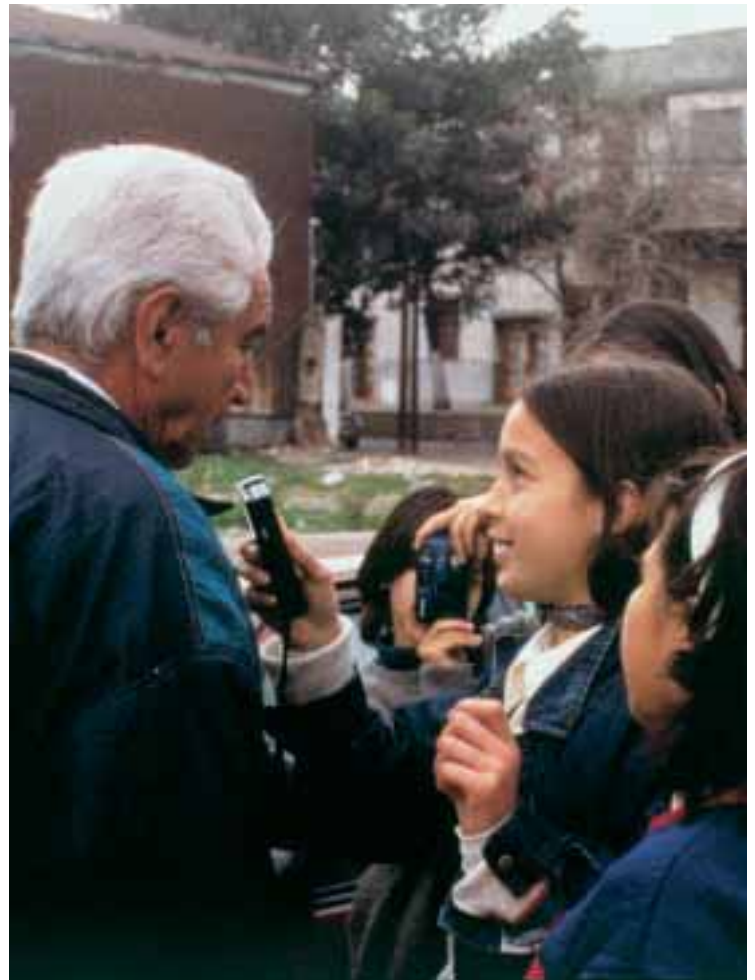
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**4** Glenda Wildschutt (with her parents), member of the Truth and Reconciliation Commission of South Africa, 1999. UNESCO played an important role in the fight against apartheid.

**5** Siphelele Ndlovu, 9 years old. This young South African, whose mother is HIV positive, is the author of *Babiza's Story* in which he tells about his life and feelings with regard to his mother's illness. (MOST / HIVAN project)

**6** Young Argentinians participating in Growing Up inCities, a programme that is based on the rights of children.

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**7** Graphic design for the World Human Rights Forum, organized in 2004 by Nantes (France), at the initiative and with the support of UNESCO.

**8** Taslima Nasrin, Bangladeshi writer and journalist, laureate of the 2004 UNESCO / Mandanjeet Singh Prize.

**9** Ethiopian woman who participated in a youth project to illustrate Human Rights on a 100 meter-long wall in Addis Ababa (Ethiopia).

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**10** Young girls from the "Flor del Campo" project, a Mayan weaving cooperative (Comalapa, Guatemala). The project is financed by UNESCO's Education for Children in Need programme.

**11** Women awaiting their turn in front of the new mill which was built with the funds of UNESCO's pilot project to combat poverty in Niger: "Reinforcement of the capacities of women and girls".

## Generating and sharing knowledge: the importance of research

Sнs has a long history in the field of research on human rights, and has published many books such as the three-volume manual on human rights for universities (the latest, published in 2003, is entitled *Human Rights: International Protection, Monitoring, Enforcement*). Over the next few years, the Sector will continue to emphasize human rights research and will widely disseminate its results.

The research will focus on economic, social and cultural rights and on major obstacles to their full enjoyment. A priority for sнs will be to clarify the content and scope of application of these rights and determine the corresponding State obligations thus contributing to their justiciability. At the same time, research will concentrate on the elaboration of a system of indicators to measure progress in the realization of these rights. The indicators can assist international and national policy makers in developing, implementing and evaluating human rights policies. This work will have close ties with the International Coalition of Cities against Racism, which is a recent sнs initiative (see page 25).

In this context, sнs is also carrying out research activities aimed at unpacking the concept of poverty, especially extreme poverty, as a violation of human rights (see page 53).

A key concern for sнs is that research on human rights be policy-oriented, applicable, and in tune with regional priorities. Thus consultation meetings are being organized to establish the research agenda and to initiate the creation of regional research networks. The active involvement of various partners, such as national human rights institutions, research centres and UNESCO Chairs, is vital for increasing the impact and advocacy effect of UNESCO's research work.

**From research to policy:**
the ombudsperson network
in Latin America

→ www.unesco.org/shs/
ombudspersonsnetwork

For 2004-2005, one of the regions on which sнs is focusing is Latin America. At the beginning of 2004, during a meeting of ombudspersons from Andean and Central American countries, sнs launched the idea of establishing – in close cooperation with the Offices of the ombudspersons – a research network on the implementation of economic, social and cultural rights in Latin America. The purpose of this network is to strengthen the capacity of ombudspersons to promote social justice and to combat all forms of discrimination.

They supported the idea and have since appointed staff in several of their offices to carry out the research in their respective countries. The countries participating in the network are: Bolivia, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Nicaragua, Panama, Peru and Venezuela.

Research findings and other information provided by the network will serve to establish a common platform for action to influence public policy that impedes the effective implementation of economic, social and cultural rights. At the national level, each Ombudsperson will design a strategy to ensure that rights will be better implemented and will benefit the most vulnerable individuals and groups. The findings will be used in regional reports, and will also be published on the Internet and in a series of sнs publications.

Human rights and the fight against racism and discrimination

## Regional initiatives

SHS has been involved in a number of other initiatives for sharing information on human rights at the regional level. For example, under the supervision of the UNESCO Bangkok Office, SHS has set up a database on human rights in the Asia and Pacific region. Its purpose is to facilitate access to basic information and reference material on human rights provisions in all national constitutions of UNESCO's Asia and Pacific Member States, to inform on the status of ratification of major international human rights instruments and to present information on national Human Rights Commissions and Committees. The database also contains factual data on countries and a list of human rights civil society organizations in Asia and the Pacific.
→ www.apssnet.com/rushsap.htm

In addition, a website for research and teaching on human rights, gender issues and democracy in Southern Africa was launched in 2002. It documents and disseminates information pertaining to the 14 member countries of the Southern African Development Community (SADC). The site is hosted by the Human Rights and Documentation Centre at the Faculty of Law of the University of Namibia in cooperation with the UNESCO-Windhoek Cluster Office and the UNESCO Regional Unit for Social and Human Sciences in Africa of the UNESCO Dakar Office.
→ www.unam.na/centres/hrdc/index.htm

## Raising awareness

In order to make the general public and decision-makers aware of the major challenges that need to be faced in the promotion and protection of human rights in different parts of the world, SHS sponsored a Human Rights Forum, which took place in May 2004 in Nantes, France. For the first time, the event brought together representatives of UNESCO Member States, intergovernmental and non-governmental organizations, the academic community and civil society actors, as well as eminent personalities and human rights specialists.

SHS has published over the years numerous publications providing information on human rights standards and procedures for their protection, including the newly revised *Human Rights: Questions and Answers and A Guide to Human Rights*. Besides disseminating knowledge on human rights, SHS makes known good practices in this area, and closely follows progress in human rights education. The UNESCO Prize for Human Rights Education, which was created in 1978 to mark the 30th anniversary of the Universal Declaration of Human Rights, honours the efforts of institutions, organizations or individuals who have made a significant contribution to human rights education and the promotion of human rights. It is also intended to encourage and support new initiatives. The Prize – consisting of US $ 10,000 and a statue by the Japanese artist Toshimi Ishii – is awarded every two years by the Director-General of UNESCO, who selects the winner on the recommendation of an international jury. → www.unesco.org/shs/prizes

### Human Rights Forum

→ www.unesco.org/shs/
humanrightsforum

For the first time, all the different categories of people working for the promotion and defence of human rights were brought together on an equal footing at the World Forum on Human Rights in Nantes (France) in May 2004. The aim of the Forum was to strengthen the links between research and action in the field of human rights and to stimulate a global partnership for human rights. During the Forum, discussion focused on human rights and terrorism, the fight against all forms of discrimination and exclusion, and poverty as a violation of human rights. The Forum was placed under the patronage of Jacques Chirac, President of the French Republic. It was organized by the City of Nantes and the French National Commission – in cooperation with and on the initiative of UNESCO – and with the support of the UN Office of the High Commissioner for Human Rights (OHCHR) and the International Labour Office (ILO). Close to 1000 people – representing every part of the world – attended the three plenary sessions and 15 workshops.

## Building capacity

Another important work area for SHS is to build the capacity of institutions (in government, academia, civil society) and individuals to promote and protect human rights. For example, to stimulate an integrated system of research and teaching in human rights at national and regional levels, UNESCO has created since 1992, in partnership with national research and academic institutions, 57 Chairs in Human Rights, Democracy, Peace and Tolerance. The Organization provides support and encourages the involvement of the Chairs in national efforts, such as training professionals dealing with human rights (judges, law enforcement officials, social workers, journalists and others). At the regional level, the Chairs play an active role (e.g. by contributing to regional programmes of research, education and advocacy) in collaboration with national and regional institutes and networks dealing with economic, social and cultural rights. → www.unesco.org/shs/chairs

SHS also cooperates closely with other UN agencies to build capacity in human rights. In collaboration with the Office of the High Commissioner for Human Rights, the Sector held a workshop to develop educational materials for university teachers, young scholars and university students. The results of the workshop will be published, addressing issues of discrimination in education, health, HIV/AIDS, present-day slavery, employment, migration, administration of justice, media and gender inequality.

In addition, SHS has translated human rights training materials into Kyrgyz, Tajik and Kazakh, which are being used by youth trainers to raise awareness about human rights among their peers, their communities and the wider public in Central Asia. After receiving training, travelling teams of five or six young people from the region lead discussions, organize games and analyse actual situations to stimulate thinking and debate about democracy and human rights. The first five-day training session was organized in July 2003 by the UNESCO Almaty Office for participants from Kazakhstan, Kyrgyzstan and Tajikistan.

In Pakistan, a national action plan for human rights education has been developed by the UNESCO-Islamabad Office in cooperation with the Ministry of Education. To assist Pakistan with the implementation of the action plan, the UNESCO Islamabad Office has helped organize four regional training workshops through the Provincial Institutes of Teacher Education. The workshop participants developed strategies for teachers to incorporate human rights education in existing teaching methodology and in textbooks, and for identifying the role institutions should play in implementing the action plan.

# Fight against racism, discrimination and xenophobia

*Racism is a scourge affecting every single one of our societies. It is an element of conflict with dramatic, often uncontrollable consequences. Only together and fighting relentlessly on all fronts can we destroy these seeds of hatred sown in the minds of men, seeds which flourish in times of economic unease, social exclusion and psychological despair.*
**Koïchiro Matsuura, Director-General of UNESCO**

Since its creation, UNESCO has upheld its commitment to promote human rights and fight racism and discrimination by mobilizing the scientific community to refute the concept of "race". As a result, a series of Declarations – including the Declaration on Race and Racial Prejudice (1978) – were produced, which have helped to combat racial prejudices.

UNESCO has directed its efforts towards drafting international instruments that outline standard principles, concepts and universal criteria to support the fight against racism and discrimination. The various instruments have served as key standard-setting documents to thwart threats to peace and social stability.

• Convention against Discrimination in Education (1960) – the first to provide an exhaustive definition of the term "discrimination", described as "any distinction, exclusion, limitation or preference which, [is] based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth".

• Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974)

• Recommendation on Participation by the People at Large in Cultural Life and their Contribution to It (1976)

• Declaration on Race and Racial Prejudice (1978)

• Declaration on Fundamental Principles concerning the Contribution of the Mass Media to Strengthening Peace and International Understanding, to the Promotion of Human Rights and to Countering Racialism, Apartheid and Incitement to War (1978)

• Declaration of Principles on Tolerance (1995)

• Universal Declaration on the Human Genome and Human Rights (1997)

• UNESCO Universal Declaration on Cultural Diversity (2001)

In its fight against racism and discrimination, UNESCO has also developed various operational programmes and projects. For example, it launched a special programme against apartheid on behalf of the victims of institutional racism, recognized as early as 1966 by UNESCO as a "crime against humanity".

The dismantling of the apartheid system in South Africa was a historic event in which UNESCO played a key role. It has since become necessary for UNESCO to establish a new set of objectives to combat racism and discrimination. At the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance (Durban, 2001), which was an important meeting for the international community, a Declaration and Programme of Action to fight racism in the context of globalization were adopted.

## A new strategy

As a follow-up to the Durban Conference, UNESCO developed – and is now implementing – the Integrated Strategy to Combat Racism, Discrimination, Xenophobia and Related Intolerance, which was approved by the UNESCO General Conference in 2003. The Strategy calls for concentrating actions where UNESCO can make a difference (in particular in education and research), contributing to formulating anti-discriminatory public policies, taking into account regional specificities and priorities, and initiating innovative actions on the ground.
➜ www.unesco.org/shs/againstdiscrimination

The Strategy evolved from eight recommendations made to UNESCO in the Durban Programme of Action. It is based on the results of a series of regional consultations organized by UNESCO in 2002-2003 – occasionally in partnership with the Office of the High Commissioner for Human Rights – as well as on the results of various thematic studies carried out over the same period to better understand the various causes and forms of discrimination.

SHS's action against racism and discrimination thus takes into account the particular circumstances of various regions so that it can respond more effectively. This action is carried out in close cooperation with UNESCO's other Sectors, National Commissions, other agencies of the UN system, with public authorities, national and regional institutions, and with civil society.

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**1** The International Centre for Human Sciences in Byblos (Lebanon), which is implementing UNESCO's international democracy strategy.

**2 to 5** A meeting on democracy in post-conflict societies was organized in the Byblos Centre in 2004. Experts and eminent personalities participated,

including Boutros Boutros-Ghali, President of the International Panel on Democracy and Development (photo 2, seated to the left of the Mayor of Byblos).

Three panels were organized with experts from Afghanistan, the Democratic Republic of the Congo and Iraq.

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In 2002, UNESCO launched the first Philosophy Day. Every year more than 70 countries celebrate the Day by organizing round tables, debates, concerts…

**6** Concert organized by Beijing University.
**7** "Philosophy Balloons" at Sun Yat-Sen Unversity, Guangzhou, China.

**8** Philosophy Café on the theme "The values of young people in Asia", Beijing University.
**9 to 12** Over the last three years, more than 6000 people have

participated in the round tables and other activities organized on Philosophy Day at UNESCO Headquarters in Paris.
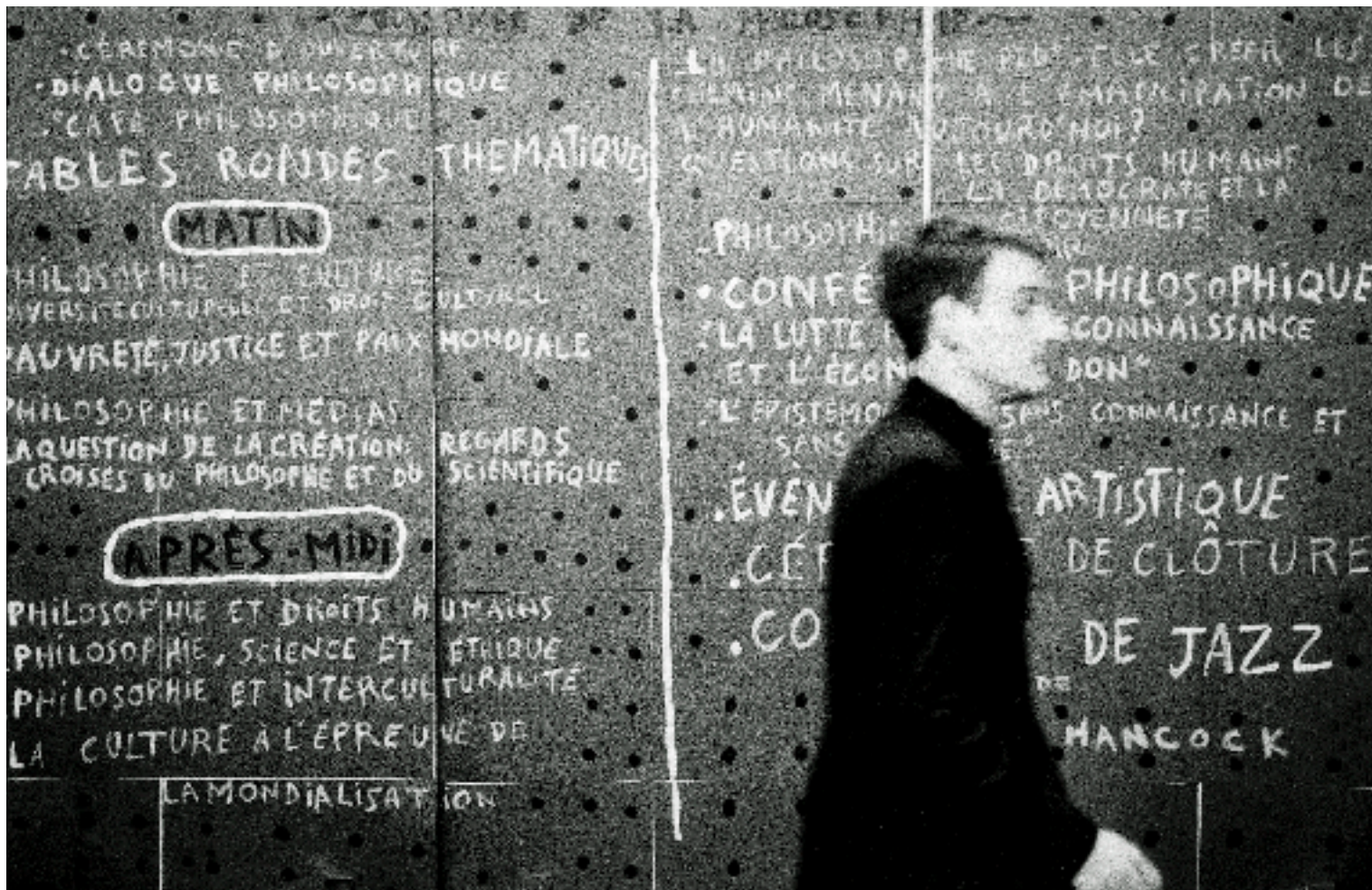
**13** Dee Bridgewater in concert with Herbie Hancock, Wayne Shorter and the Thelonious Monk Jazz Institute Musicians in 2003.

**14** Numerous artists participate in the Philosophy Days around the world.
Here, Frida Mouroum in Paris.

**15** Schedule of events for the 2003 Day at UNESCO in Paris.

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Since its creation, UNESCO has defended democratic values and principles and has sought to sensitize civil society to these ideals.

**16, 17** A pilot project at Vila Verde, near Salvador (Bahia, Brazil), introduced the inhabitants to citizenship and the concept of democracy.

Here, voting to choose a name for the area.
Vila Verde was built to relocate 500 disadvantaged families.

## Activities

According to the integrated strategy, SHS's work to fight racism and discrimination during 2004-2005 will be centred on developing research, establishing new partnerships and networks, and promoting tolerance, especially among young people.

Through its research, SHS tries to identify the obstacles that impede the full exercise of human rights: the impact of nationalism, religious intolerance, discrimination against minorities, and forms of discrimination arising from scientific progress or from illness, such as HIV/AIDS. For this reason, SHS is developing indicators for the cities as a means to assess situations of discrimination and measure progress in the fight against it. Indicators will also be used to measure social cohesion and the participation in society of people and groups who are subject to racism, discrimination, xenophobia and related intolerance.

Moreover, SHS is establishing new partnerships, especially with city authorities. It is creating an International Coalition of Cities against Racism, with the aim of setting up anti-racist and anti-discriminatory policies at the local and municipal levels.

**The International Coalition of Cities against Racism**

→ www.unesco.org/shs/citiesagainstracism

This initiative, which was launched by SHS in March 2004, will establish a network of cities that wish to improve their policies to fight racism, discrimination, exclusion and intolerance.

The Coalition hopes to support cities in this effort by helping them to:
• unite in a common front in the fight against racism and discrimination;
• share experiences and expertise in this struggle at the municipal level and create synergies;
• launch initiatives that strengthen action and networking and mobilize partners at local, regional and international levels, such as universities, NGOs, human rights associations, artists, sports organizations and private enterprises;
• develop indicators on racism which will be used to assess the impact of municipal anti-discriminatory policies.

As a first step, a Lead City is being chosen for each major region: Africa, Latin America and the Caribbean, North America, Asia-Pacific and Europe. The selection is based on the Lead City's experience and commitment in the fight against racism and discrimination. For example, Nuremberg (Germany) has accepted to be the Lead City for Europe, and has held its first major meeting in 2004. Consultations with other municipalities and civil society partners will result in defining an ethical and political Charter rooted in human rights values, and adopting a ten-point action plan for each region.

**Mobilizing youth**
Another important activity is increasing youth commitment in the fight against racism and discrimination. SHS is working closely with youth organizations to involve them more extensively in this effort, for example through encouraging their participation in the International Day for the Elimination of Racial Discrimination (March 21). Another example is the project for reducing HIV/AIDS-related stigma and discrimination, which trains young people to educate their peers to reduce discrimination related to HIV/AIDS. It has already held workshops in Africa and the Middle East and produced training kits in four languages.[7]
→ www.unesco.org/shs/youth-aids

[7] English, French, Russian, Spanish.

Human rights and the fight against racism and discrimination

**Children in need**

SHS also manages the "Children in Need" extra-budgetary project, which was established in 1992 and has since raised US$ 26 million to fund 225 projects in 80 countries. These projects help deprived children and youth, who are often victims of discrimination, to regain their dignity and become better integrated in their societies.

**A day for tolerance**

More generally, in the effort to promote tolerance, UNESCO has established the International Day for Tolerance (November 16). On that day, the Organization bestows the UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence, which is given every two years, and awards US$ 100,000 for the best achievements in combating intolerance and exclusion.
➔ www.unesco.org/shs/toleranceprize

# Gender equality and development

UNESCO has always worked for the improvement of women's status and role in society. To better understand why girls and women in so many parts of the world still suffer from discrimination today, SHS conducts research on the social institutions, cultural practices, and legal frameworks that impede the application of the 1981 Convention on the Elimination of All Forms of Discrimination Against Women. Studies and projects have addressed educational opportunities for women and girls, as well as examined the application of the Universal Declaration of Human Rights to women. UNESCO is also working to meet the objectives outlined in the Beijing Platform for Action (1995), as well as the United Nations Millennium Development Goal of promoting gender equality and the empowerment of women (2000).

SHS's programme on gender equality and the human rights of women has a strong and consistent commitment to eliminating all forms of discrimination, particularly through the education of women and girls, and to women's participation in social transformations through their roles in democratic and peace-building processes. ➔ www.unesco.org/shs/gender

## Studying regional priorities and promoting public policy change

It organizes consultations with relevant partners and stakeholders to identify regional priorities for action to promote the human rights of women, gender equality, capacity-building, and development. In all regions, emphasis is on research, networking, advocacy and knowledge sharing. Particularly important is research that focuses on the linkages between socio-economic issues and women's rights, the human rights of women and social structures, and democracy and gender equality.

The aim of these efforts is to use research and analysis as tools to promote public policy change. This knowledge is also disseminated through networks that support greater gender equality and the human rights of women. Consequently, cooperation and networking with UNESCO Chairs, women's studies programmes, UN agencies, and civil society organizations are essential.

Over the next few years, SHS work will include promoting affirmative action policies for women in the judiciary in Latin America, promoting women's studies centres in Asian universities, establishing a research and documentation centre on women's rights in Palestine, conducting research on women's peace-building efforts and political participation in Central Africa, and analysing the role of women in the judiciary and higher education in the Middle East.

**A resource and documentation centre for Palestinian women**

In early 2004, representatives of 16 Palestinian women's organizations, attended the meeting "In Support of Palestinian Women in Tunis". The purpose of the meeting was to identify how social and human sciences could help meet the needs of Palestinian women and to reflect on an action plan by which SHS could contribute to meeting those needs. It was decided that a specialised, independent resource centre should be created which would, inter alia, collect and house research and documentation produced on the status and condition of Palestinian women, analyse and disseminate information to policy makers and relevant partners, facilitate training, networking and empowerment for women's organizations. The centre would also provide information on subjects such as political participation and decision-making, socio-economic rights, policy and legislation; and poverty and violence against women. In cooperation with the Centre for Arab Women Training and Research in Tunis and the Development Studies Programme of Birzeit University, SHS has prepared and presented a project proposal for such a centre to the Palestinian Ministry of Women's Affairs and women's organizations, and is undertaking a feasibility study before launching the initiative.

Human rights and the fight against racism and discrimination

# A Selection of recent publications

**1**

**Conflict Resolution: New Approaches and Methods**
167 p., Peace and Conflict Issues, UNESCO Publishing,
ISBN: 92-3-103640-8, 2000.

**HIV/AIDS and Human Rights: Young People in Action; a Kit of Ideas for Youth Organizations**
UNAIDS, (68 p. in folder), illus., 2001
Also available in French, Spanish and Russian.

**Human Rights in the Constitutions of UNESCO's Member States in the Asia and Pacific Region**
Regional Unit for Social and Human Sciences in Asia and the Pacific (RUSHSAP), 420 p., UNESCO, Bangkok, ISBN: 92-9223-007-7, 2003.

**World Directory of Human Rights Research and Training Institutions Sixth Edition, The Tenth Anniversary of the World Conference on Human Rights /** Répertoire mondial des institutions de recherche et de formation sur les droits de l'homme, sixième édition, dixième anniversaire de la Conférence mondiale sur les droits de l'homme, 371 p., SHS/DC, SHS/HRS, UNESCO, SHS-2003/WS/31, 2003.
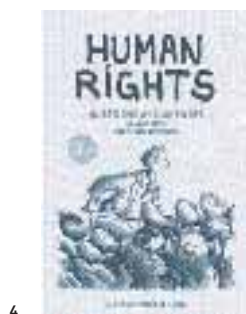
## Gender equality and development

**Education for a Culture of Peace in a Gender Perspective**
Reardon, Betty A., 197 p., Paris, UNESCO/The Teacher's Library, ISBN: 92-3-103811-7, 2001
Also available in French.

**1** **Male Roles, Masculinities and Violence: A Culture of Peace Perspective**
Breines, Ingeborg; Connell, Robert; Eide, Ingrid (Eds), 288 p., UNESCO, Cultures of Peace, ISBN: 92-3-103745-5, 2000
Also available in French.

**Passport to Equality**
Netherlands. Ministry for Development Cooperation; FAO; United Nations Centre for Human Settlements; ILO; United Nations. Division for the Advancement of Women; UNDP; UNFPA; UNHCR; UNIFEM; UNICEF, 48 p., 2001. Also available in French and Portuguese.

**2** **Women and Peace in Africa. Case Studies on Traditional Conflict Resolution Practices**
131 p., Paris, UNESCO, SHS-2003/WS/38, 2003. Also available in French.

**Women Organize for Peace and Non-Violence in Africa. Zanzibar Declaration: Women of Africa for a Culture of Peace. The Women's Agenda for a Culture of Peace in Africa**
56 p., UNESCO, Women and a Culture of Peace, 2000. Also available in French.

**Women's / Gender Studies in Asia-Pacific**
376 p., Bangkok, UNESCO, ISBN 92-9223-034-4, 2004.

## Human rights and development

**3** **A Guide to Human Rights. Institutions, Standards, Procedures**
Symonides, Janusz; Volodin, Vladimir (Eds), 627 p., Paris, UNESCO; Aldershot, Ashgate; ISBN: 92-3-103928-8, 2003.

**Human Rights. Concept and Standards**
Symonides, Janusz (dir.), 373 p., Paris, UNESCO; Aldershot, Ashgate; ISBN: 92-3-103589-4, 2000.

**Human Rights: International Protection, Monitoring, Enforcement**
Symonides, Janusz (Ed.), 421 p., Paris, UNESCO; Aldershot, Ashgate, ISBN: 92-3-103883-4, 2003.

**Human Rights. New Dimensions and Challenges**
Symonides, Janusz (Ed.), 318 p., Paris, UNESCO; Aldershot, Ashgate, ISBN: 92-3-103589-4, 1998.

**Human Rights. Major International Instruments; Status as at 31 May 2004/**
Droits de l'homme. Les principaux instruments internationaux. État au 31 mai 2004 / Derechos humanos: los principales instrumentos internacionales, estado al 31 de Mayo 2004, Volodin, Vladimir, 37 p., Paris, SHS/HRS, UNESCO, SHS-2003/WS/33, 2003 (multilingual).

**4** **Human Rights: Questions and Answers**
(rev. Ed.) Levin, Leah, 200 p., illus., Paris, UNESCO, ISBN: 92-3-103942-3, 2004.

## Struggle against discrimination and racism

**Genèse de la tolérance de Platon à Benjamin Constant. Anthologie de textes**
Anthologie de textes, Collection Les classiques de la tolérance, Denkova, Lidia, 239 p., Paris, UNESCO-HRS, SHS-2001/WS/8, 2001.

**La traite et l'esclavage dans le monde lusophone; La révolution française et l'esclavage; Les débats aujourd'hui**
Les Anneaux de la mémoire de Nantes (France); Les Anneaux de la mémoire de Dakar; Centre national du livre (France), 420 p., cartes, ISBN: 92-3-203833-1, 2001.

**UNESCO against racism**
World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance, Durban, South Africa, 31 August-7 September 2001, 56 p., Paris, UNESCO, 2001. Also available in French.

**5** **United to Combat Racism. Selected Articles and Standard-Setting Instruments**
624 p., Paris, UNESCO; OHCHR, SHS-2001/WS/11, 2001.

## CD-Rom

**Human Rights Instruments in Asia and the Pacific**
Regional Unit for Social and Human Sciences in Asia and the Pacific (RUSHSAP), UNESCO, Bangkok, 2003.

## Prizes

**6** **UNESCO Madanjeet Singh Prize for Tolerance and Non-violence**

**7** **UNESCO Prize for Human Rights Education**

**6**   **7**

# Foresight, philosophy, human sciences, human security, peace and reconciliation

**www.unesco.org/shs/prospective**

**www.unesco.org/shs/philosophy**

**www.unesco.org/shs/humansecurity**

## Reflecting and acting for the present and the future

One of the five main functions of UNESCO is to be a laboratory of ideas. This entails having foresight and anticipating future developments. According to the UNESCO medium-term strategy for 2002-2007, UNESCO must "play a key role in anticipating and defining, in the light of the ethical principles that it champions, the most important emerging problems in its spheres of competence, and in identifying appropriate strategies and policies to deal with them. The Organization will therefore endeavour to pursue and develop its intellectual, strategic and ethical watch function, better anticipation of the foreseeable trends and emerging challenges in UNESCO's fields of competence".

UNESCO's ability to work for future generations and any efficient sustainable action will depend more and more on forward-looking thinking, strategic action-oriented thinking, decision and prevention. However, foresight is not prediction. It questions present decisions with regard to their potential consequences, and examines medium- and long-term policies.

# Foresight: forum and laboratory of ideas

SHS is thus working to develop tools to improve understanding of the contemporary world and to identify future trends and their implications. It is formulating prospects and views on the directions societies are taking and on the development of mentalities. For example, SHS organizes fora such as the *21st Century Talks* and the *21st Century Dialogues*, which are held at UNESCO Headquarters and in different regions of the world. They bring together leading scientists, philosophers, researchers and artists from many different cultures to address critical questions shaping today's societies and to work on key issues concerning the future.

During the *21st Century Talks*, which are open to the public, three or four leading personalities, representing different points of view, cultures and backgrounds, discuss issues crucial for our future, such as education for all, water, or human cloning. The *Dialogues* expand the exchanges of the *Talks* into one or two days.

Over the 26 sessions of *Talks* and three sessions of *Dialogues* held so far, no fewer than a hundred leading thinkers in science and other fields came together from all regions of the world to fuel discussions about foresight, attracting hundreds of people. The contributions to the *Talks* and *Dialogues* have been collected in two publications – *Keys to the 21st Century* [8] and *The Future of Values*. [9]

In addition, SHS's work on foresight has created partnerships that have enabled fora on future-oriented thinking to take place elsewhere, such as the 21st Century Forum at the Universal Exhibition Expo 2000 in Hanover, and the Agenda of the Millennium series in Rio de Janeiro.

## The future in the present

→ www.unesco.org/shs/prospective

Foresight is a discipline of foreseeing. It is concerned with possible futures, or "futuribles". It trains its sights on the present and questions present decisions with regard to their potential consequences. It is management of the unforeseeable in a future primarily marked by uncertainty. It is from this perspective that foresight must throw light on action, and on medium- and long-term policies, using "upstream" expertise. This expertise must be totally transdisciplinary since problems – and therefore solutions – are increasingly less reducible to any given sphere of specialization. The 21st century will be a century of linkers, of connections and continual setting up of networks: this knowledge revolution puts into perspective the borders between UNESCO's different fields of competence, and reconnects knowledge with culture in one unbroken chain. Nehru said that UNESCO was the conscience of the United Nations system. The foresight programme must contribute to maintaining its openness and its availability regarding the new issues that will be the challenges of tomorrow.

## Advocacy and raising awareness: The World Report

For many years, UNESCO has published reports in its different fields of expertise, analysing trends and taking stock of what should – and could – be done. The Organization has now taken the initiative to publish the UNESCO *World Report*, which is an interdisciplinary forward-looking report dedicated every two years to a new theme considered to be essential for the future. It deals with issues that are priorities for UNESCO, and so represents an integral part of the action taken by the Organization in the field of future-oriented thinking. The *World Report's* aim is to strengthen the intellectual, strategic and ethical watch capacities of the international community and of societies, and outline authoritative visions of the future that might serve as a policy tool for global, regional and national advocacy.

[8] Also published in French, Spanish, Portuguese, Arabic, Russian and Chinese.

[9] Also published in French.

Foresight, philosophy, human sciences, human security

Intended for a broad readership – the general public, national and international decision-makers and officials, the scientific and intellectual communities, civil society, the private sector and the media – the *World Report* is using an intercultural and interdisciplinary approach, and has called on some 30 experts from around the world to contribute. Sʜs is responsible for preparing the first *World Report*, which is expected to appear in early 2005. It will focus on building knowledge societies, while the second *World Report* will deal with the future of cultural diversity.

Sʜs is continuously seeking to sensitize the public and decision-makers to the high stakes of the future and to the importance of foresight. One way it does this is through contributing articles to leading newspapers and academic journals of different regions of the world, and through radio and television programmes. So far, sʜs has disseminated articles conveying key messages about the future to the media in more than 100 countries.

# Philosophy

*Many people ask: why philosophy at ᴜɴᴇsᴄᴏ? My reply is: how could ᴜɴᴇsᴄᴏ, as the intellectual and ethical arm of the ᴜɴ, function without promoting philosophical reflection as the basis for democracy, human rights and a just society? In other words, how else can one foster an authentic foundation for peaceful coexistence? It is precisely this act of philosophizing, this act of reflection, of analysis, of questioning – whether of concepts that are taken for granted, ideas dulled by time, or long-established paradigms – that I wish to support and promote.*
**Koïchiro Matsuura, Director-General of ᴜɴᴇsᴄᴏ**

Through the participation of thinkers and researchers from all regions of the world, ᴜɴᴇsᴄᴏ supports debate and exchange among philosophers, human scientists, policy makers, civil society and the public at large to bring thinking and action closer together.

Uɴᴇsᴄᴏ has always maintained close links with philosophy, and encouraged critical questioning that examines life and action in an evolving international context. "It is in the minds of men that the defences of peace must be constructed", states the Preamble of the Constitution of ᴜɴᴇsᴄᴏ (1945). These defences, according to the Preamble, are built by establishing the "intellectual and moral solidarity of mankind". This involves understanding the concepts of justice, liberty and peace. Philosophy, and particularly moral philosophy, deals with these notions.

Uɴᴇsᴄᴏ works to develop intellectual tools to analyse and understand these key concepts, build capacities for independent thought and judgement, and enhance critical skills to understand and question the world and its challenges. It has set itself the task of making the values of moral and political philosophy accessible to all and, in general, of fostering philosophical studies.

**Uɴᴇsᴄᴏ's focus in philosophy**

→ www.unesco.org/shs/philosophy

In the field of philosophy, ᴜɴᴇsᴄᴏ focuses its efforts on:
• encouraging international studies in philosophy by supporting, stimulating, and coordinating the activities of philosophical associations, universities and publishers;
• organizing meetings and establishing contacts between philosophers, students and teachers, and bringing philosophy closer to the general public;
• ensuring that philosophy helps in defining human rights and other fundamental concepts;
• studying the modern world, its cultures and uncertainties.

SHS regularly turns to the mainstream media in different parts of the world to increase the visibility of philosophy and human sciences among the general public and among young people in particular.

The Sector is also working to reinforce international cooperation in philosophy, especially among the least developed countries, through UNESCO's international network, the International Council for Philosophy and Humanistic Studies (ICPHS) and international and regional non-governmental organizations.

**An NGO for philosophy and human sciences**

→ www.unesco.org/cipsh

Created in 1949, the International Council for Philosophy and Humanistic Studies (ICPHS) was conceived as the intermediary between UNESCO on the one hand, and learned societies and national academies on the other. As a non-governmental organization within UNESCO, it federates hundreds of different learned societies around the world. Today it coordinates international work and research carried out by a huge constellation of centres and networks of scholars in the field of philosophy, human sciences and related subjects. It publishes a quarterly journal, *Diogenes*, in French, English, Spanish and Arabic.

## Learning to think with others

For 2004-2005, SHS is giving priority to developing and disseminating multidisciplinary research on new approaches to interactions among the different regions of the world in a context of rapid globalization.

**Philosophical Dialogues**
During the last World Congress of Philosophy (Istanbul, 2003), the biggest gathering of philosophers in the world, SHS launched a new project entitled *Interregional Philosophical Dialogues*. This initiative seeks to promote philosophical reflection and dialogue amongst various regions in the world in order to foster greater mutual understanding of the traditions of philosophical thought and to encourage intellectual partnerships in exploring the contemporary challenges to philosophical research and study. By launching such a project, UNESCO will provide a forum for philosophical exchange and intellectual cooperation amongst and between scholars of different regions. The first activity of this project focuses on a philosophical dialogue between Asia and the Arab world.

**Pathways of Thought**
Initiated in 1999, UNESCO's *Pathways of Thought* is an international and interdisciplinary network which acts as a bridge between different schools of thought and specialized knowledge systems. It tries to create links between scholars who observe and reflect on the world from different angles. It does this, for example, through publications – so far it has five publications in various languages to its credit – or through international symposia. Thanks to national, regional and international partnerships, over 150 scholars from some 40 countries in every geographical region attended the symposia "Horizons of memory/Encounter of rationalities" that were held over the last two years in Rio de Janeiro (Brazil), Porto Novo (Benin) and Cairo (Egypt). These symposia addressed different aspects of global transformation along with the ethical dilemmas they raise. The papers that were presented are published in the international journal of humanistic studies *Diogenes*.

**A Day for philosophy**

In 2002, SHS launched the Philosophy Day at UNESCO, inviting eminent philosophers to discuss themes that lie at the heart of UNESCO's work. Celebrated every third Thursday of November, the main objective of this annual event is to mobilize a very large audience in support of the values of philosophy within both the intellectual community and the general public, and more particularly among young people, pupils and students. It aims to promote philosophy as a key discipline in human sciences and as an ideal instrument for reflection and debate on society, ethics, science, communication, culture and education. Through its Philosophy Day, SHS also hopes to encourage philosophy education, in particular by encouraging schools to celebrate the Day.

During the event, many activities are carried out at UNESCO Headquarters in Paris, as well as around the world. Over the past two years, Philosophy Day at UNESCO has been celebrated in over 70 countries.

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**Philosophy Day at UNESCO**

➜ www.unesco.org/shs/
philosophyday2004

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For the UNESCO Philosophy Day 2003, over 3000 people attended the events at the Organization's Headquarters. Some 130 philosophers from around the world participated in thematic round tables and other events, focusing on the multiplicity of pathways in philosophical thought, on ethics, and on such fundamental concepts as global justice, reconciliation, dialogue, and so on. This event was also an opportunity to launch a virtual philosophical dialogue through video conferences, linking philosophers in several Latin American and European countries.

Philosophy Day was celebrated in very different ways around the world, with conferences, debates, meetings, book exhibitions, lectures and workshops for philosophy teachers. In Egypt, for example, the Egyptian National Commission for UNESCO organized a series of radio and televised interviews on the effect of philosophy on daily life. Uruguay, Argentina and Brazil had video conferences, and Beijing University organized a philosophy café.

**UNESCO Chairs in Philosophy**

The UNESCO University Chairs Network is another project which helps to promote philosophy in different parts of the world. The purpose of a UNESCO Chair in Philosophy is to apply the rigour of philosophical thinking to the problems of the present-day world and to open up such thinking to ordinary men and women as an essential means of making people aware of the values of democracy and the culture of peace.

So far, SHS has established Philosophy Chairs in 12 countries, representing all regions of the world.[10] The Chairs have created research networks, supported publications and strengthened philosophical scholarship, especially where independent research was difficult to conduct. They bring together teachers in higher education, researchers and students, and encourage sharing knowledge in the field of philosophy. They also provide an arena for the free expression of dissenting opinion, which accepts the pluralism of traditions and different schools of thought. ➜ www.unesco.org/shs/chairs

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**10** There is a total of 16 Philosophy Chairs in the following countries: Argentina (5), Canada, Chile, France, the Republic of Korea, Romania, Russian Federation, Spain, Tunisia, Turkey, Ukraine and Venezuela.
www.unesco.org/shs/chairs

# Human security and peace

*Today, we know that security means far more than the absence of conflict. We also have a greater appreciation for non-military sources of conflict. We know that lasting peace requires a broader vision encompassing areas such as education and health, democracy and human rights, protection against environmental degradation and the proliferation of deadly weapons. We know that we cannot build peace without alleviating poverty, and that we cannot build freedom on foundations of injustice. These pillars of what we now understand as the people-centred concept of human security are inter-related and mutually reinforcing.*
**Kofi Annan, UN Secretary-General** [11]

The UNDP Human Development Report 1994 is the first document that clearly indicates that the individual should be placed at the centre of international affairs: "the concept of security must change – from an exclusive stress on national security to a much greater stress on people's security, from security through armaments to security through human development, from territorial security to food, employment and environmental security". At the same time, the document calls for a longer-term conflict resolution strategy: "faster economic development, greater social justice and more people's participation ... (for) the new concepts of human security".

UNESCO works to further human security. It contributes, in its fields of competence, to peace-building, human and sustainable development and democratic principles. It encourages research on new forms of violence and, in cooperation with its International Centre for Human Sciences, (Byblos, Lebanon) promotes comparative research on the relations between democracy, development and culture. ➔ www.unesco.org/shs/humansecurity

## Regional frameworks and consultations to reinforce human security ...

In November 2000, over 100 participants in the First International Meeting of Directors of Peace Research and Training Institutions met at UNESCO to discuss issues related to the theme: "What Agenda for Human Security in the Twenty-First Century?" As a result of this meeting, SHS is carrying out a series of regional consultations to determine priorities in the area of human security in different parts of the world. In this context, it develops regional plans and ethical, normative and educational frameworks for the promotion of human security, giving priority to improving links with local initiatives to prevent conflicts at their source through respect for human rights and the implementation of relevant policies. These address issues such as conflict resolution, economic insecurity, poverty, regional migration, military spending, human rights, trafficking in human beings and drug trafficking. At the same time, SHS conducts studies on the impact of new forms of violence in countries marked by long-drawn-out internal conflicts and will publish them in a series called "Notebooks on Violence".

In cooperation with institutional partners, regional frameworks for the promotion of human security in UNESCO's fields of competence are now being developed for the regions of the Arab States and for Central and South-East Asia. The frameworks and the action plans for promoting human security, already adopted in East Asia and Latin America and the Caribbean, will be made operational by pilot projects in a limited number of countries. SHS will help Member States in the follow-up to these projects and in implementing the recommendations from the expert meetings.

**11** In the foreword to Rob McRae and Don Hubert (ed.), *Human Security and the New Diplomacy: Protecting People, Promoting Peace*, Montreal, Mc Gill – Queens University, University Press 2001, p. XIX.

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## ... and to foster a culture of peace

A long-term UNESCO programme, initiated by SHS in 2002, is presently under way which involves civil societies in a dialogue for peace in the Middle East region and in the Great Lakes region of Africa. For the African region, this has resulted in the elaboration of a project to promote human security and peace in the Great Lakes region.

For the Middle East region, after organizing a series of consultations among Israelis and among Palestinians to examine their different approaches and objectives on dialogue, SHS decided that its contribution to peace and reconciliation in the area would be made through assisting both civil societies in formulating methodologies for constructive exchanges. The aim is to engage intellectuals and organizations in civil societies in charting a vision for the future, taking into account the lessons learned from past experiences of reconciliation and using relevant methodologies and "codes of ethics" which would have impact on public opinion.

A workshop on the culture of peace was held in 2003 in Bujumbura (Burundi) which was organized by the Regional Centre for Research and Training for Peace and Development (CREFOPAD) and the UNESCO Office in Bujumbura, with support from the UNESCO Regional Office in Dakar. It brought together university teachers from Burundi, the Democratic Republic of the Congo and Rwanda (three countries in the Great Lakes region), Members of Parliament and Burundi civil society actors. One aim of the workshop was to ascertain responsibility for restoring peace and democracy. Another was to help national and international institutions understand the contribution intellectuals could make to the implementation of the political, economic, social and moral reconstruction processes in these countries.

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**UNESCO Prize for Peace Education**

→ www.unesco.org/shs/prizes

The UNESCO Prize for Peace Education, created in 1980 through a generous donation from the Japan Shipbuilding Industry Foundation (now the Nippon Foundation), recognizes activities which, in the spirit of UNESCO's Constitution and the United Nations Charter, increase public awareness and mobilize opinion in the cause of peace. Previous winners include the Stockholm International Peace Research Institute (SIPRI), Paulo Freire, Brother Roger of Taizé, Rigoberta Menchú Tum, Mother Teresa of Calcutta, Prayudh Payutto, Chiara Lubich, the Association of the Mothers of the Plaza de Mayo and Father Emil Shufani.

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# Focus on democracy

From the outset, UNESCO has played a key role in the promotion of democratic values and principles. Its Constitution upholds the democratic ideals of justice, liberty, equality and solidarity, and considers these principles as fundamental factors in the building of peace. The realization of democratic ideals is at the core of UNESCO's actions.

**International Panel on Democracy and Development**
In 1998, the Director-General of UNESCO established an International Panel on Democracy and Development (IPDD) to advise the Organization on shaping its future programme of work with regard to democracy and development. Three years later the Panel's 16 members submitted their report – *The Interaction between Democracy and Development* – to UNESCO. It is the verbatim record of the IPDD's deliberations, conclusions and recommendations to the Organization.[12]

As a result of the recommendations of the Panel and of meetings and consultations with experts and other partners, SHS prepared an integrated strategy on democracy. It was approved by UNESCO's Executive Board in October 2003.

**12** The report and executive summary are available both in print and on the UNESCO website www.unesco.org/shs.
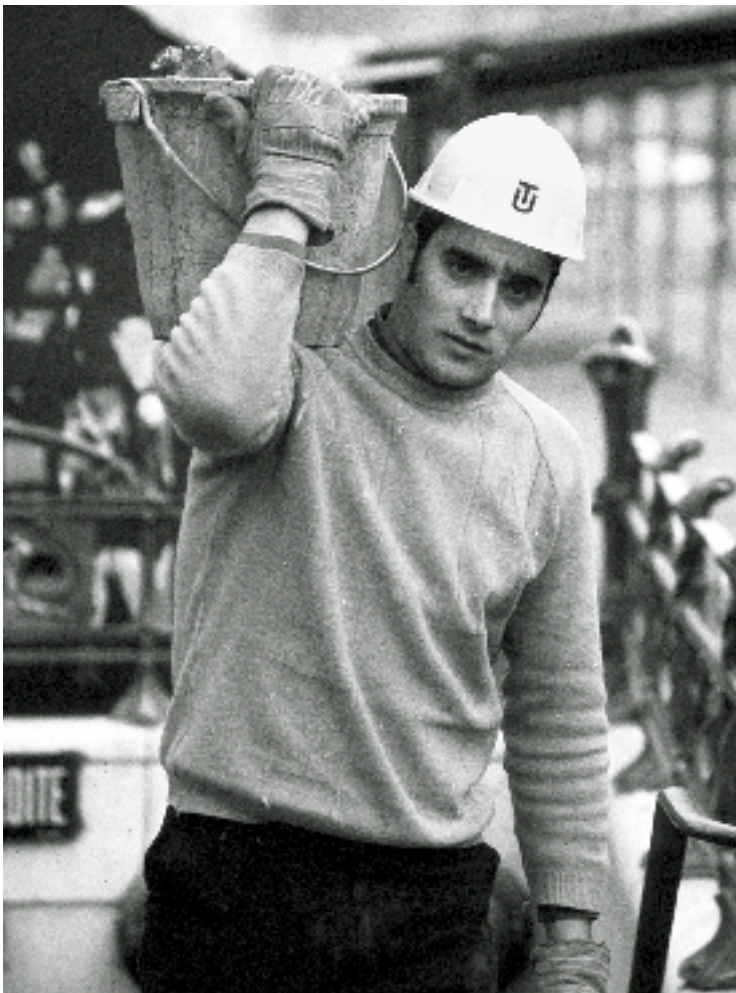
Through its work on international migration, UNESCO seeks to promote respect for the right of migrants and contribute to the integration of migrants in society.

1 Immigrant worker in France.
2 Immigrant workers in the United Kingdom.

3 Migrants in Beijing. The UNESCO-Beijing Office has undertaken a research-action project aimed at reducing urban poverty of Chinese migrants.

4 National training workshop organized in India by UNESCO / RUSHSAP for the members of the Asia-Pacific Social Science Schools Network (APSSSNET).

5 Aerial view of Saida, Lebanon, one of the sites of the UNESCO project "Urban Development and Freshwater Resources: Small Historical Coastal Cities".
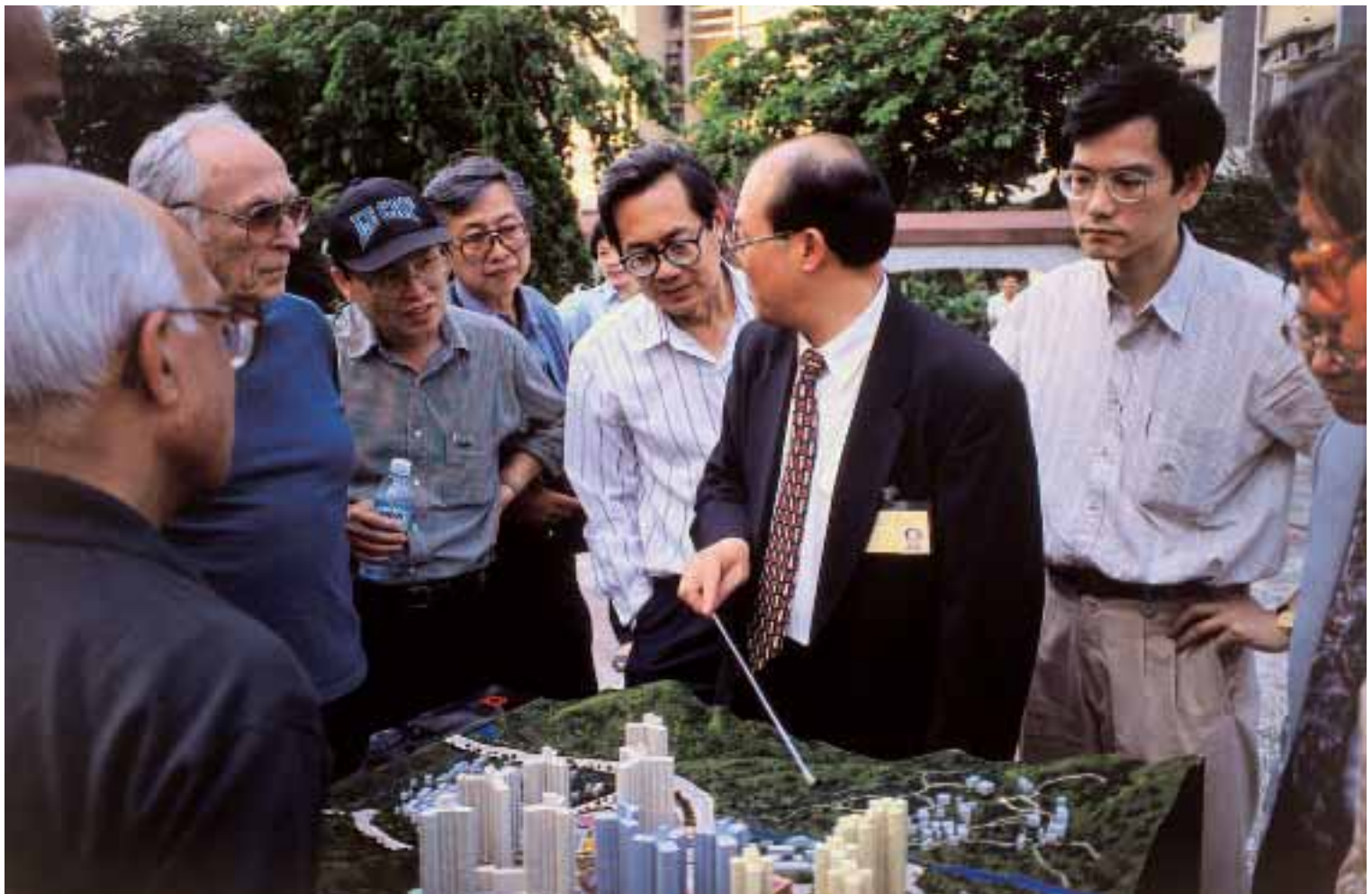
**6** Geographer explaining the local housing policy in Hong Kong during a UNU-MOST workshop on megalopolises.

**7** UNESCO analyses different aspects of urban development in order to help improve urban policy formulation.

**8, 9** The World Social Forum in Porto Alegre, Brazil. Since the first Forum, UNESCO has disseminated its ideals through participation in round tables and debates.

**10** UNESCO works in partnership with the International Union of Architects (UIA) on the theme of intermediate cities.

**11** Discussion after the presentation of a film on migration in China, organized by the UNESCO-Beijing Office within the framework of its project "Together with Migrants".

## UNESCO's international strategy on democracy

The overall theme of the strategy is "democracy, culture and peace", and contains three main lines of action: • fostering comparative analytic research on democracy and its relationship to culture, • promoting international dialogue on the future of democracy, • supporting democracy in post-conflict societies. The strategy will be implemented with the International Centre for Human Sciences at Byblos, Lebanon (the Byblos Centre) taking the lead in coordinating the international research programme on democracy.

### Fostering research...
The current research programme of the Byblos Centre promotes the generation of new knowledge through analytical empirical research and capacity-building. It stresses comparative empirical research involving case studies, which are conducted in the field through surveys, opinion polls and analysis of media, focusing on citizens' attitudes towards democracy. The objective is to achieve a better understanding of the determinants of democracy, and to analyse the compatibility of democracy with the will of the people of different cultural traditions. The results of this work will be published at regular intervals. The Byblos Centre will also assist UNESCO's Member States in developing the capacities (through training and seminars) of researchers, especially young researchers, to conduct empirical research.

**Working for democracy, culture and peace: the Byblos Centre**

Established in 1999 by UNESCO and the Lebanese Government to contribute to the development of social and human sciences and to promote a culture of peace, the International Centre for Human Sciences is an international social science research institution that enjoys full academic freedom and diplomatic immunity. The purpose of the Centre is twofold: to contribute to the development of social and human sciences and to promote a culture of peace. It seeks to foster inter-regional and international exchanges and cooperation, serving as a forum to disseminate the results of research; build up research capacities in different regions in the field of social and human sciences; and foster and strengthen networks of institutes conducting similar research.

### ... promoting dialogue ...
International conferences as well as regional and domestic seminars will be held on contemporary challenges to democracy and on the issues of participation and inclusion. The aim is to encourage prospective analysis on democracy and to create a forum for continued dialogues amongst the major stakeholders. Conferences will also bring together international specialists to debate issues that have direct and indirect links with major current events. The first such conference, which was on democracy and peace (Beirut, Lebanon, in 2003) focused on the Great Lakes region of Africa, Afghanistan and Iraq.[13]

The outcomes of the conferences will be published in a series developed by the Byblos Centre with leading world institutions. Also, seminars will be organized around the conferences in order to build capacities in different countries, with academics on the universalization of democratic principles, for example, or with policy makers on the ethics of leadership for democratic governance, or with business leaders on the relationship between economic development and democracy, and with journalists on the role of communication in democratic development.

### ... and supporting democracy in post-conflict societies
The immediate aftermath of ethnic and factional conflict poses one of the strongest challenges for implementing democracy. By means of the integrated strategy on democracy, UNESCO hopes to contribute more directly to the restoration and/or establishment of democracy through research and capacity-building. Thus the Byblos Centre will establish Offices in Afghanistan, the Democratic Republic of the Congo and Iraq. These Offices will work with local universities in conducting research, disseminating information, and creating fora for interaction with policy makers and civil society in the building-up of these emerging democracies.

**13** The series of conferences will continue with "Democracy and Social Justice" (2005); "The Impact of Globalization on Democratic Development" (2006); "The Juridical Conditions of Democratic Development" (2007); and "Democracy and Culture" (2008).

Foresight, philosophy, human sciences, human security

## Research on women and conflict resolution

SHS conducted research (1996-2001) on the role of women in conflict resolution in Central Africa. This work has produced the publication *Women and Peace in Africa – Case studies on traditional conflict resolution practices* (UNESCO, 2003). The case studies confirm the different and essential roles women from Burundi, Cameroon, the Central African Republic, Namibia, Somalia and Tanzania have played and can play in preventing and resolving conflicts and promoting a culture of peace using traditional methods of conflict resolution and peace building.

## E-governance

In 2002, as part of its work to promote good governance, SHS launched a project on using information and communication technology as tools to improve local governance in Africa and Latin America. Coordinated jointly by SHS and UNESCO's Communication and Information Sector, the project is developing and implementing training modules on e-governance for municipal professionals and elected local officials in these two regions.

More than just a government website on the Internet, e-governance involves new styles of leadership, and new ways of debating and deciding policy, of listening to citizens and of organizing and delivering information and services. It is hoped that this will result in increased transparency and accountability (as well as less corruption), improved information and services to the public, and wider citizen participation in the decision-making process.
→ www.unesco.org/webworld/e-governance

**CD-Rom for Democracy**

SHS has developed a work of reference dedicated to the concept of democracy in relation to the diversity of cultures. It is now available free of charge as a CD-Rom, and contains the following information:
• summaries of proceedings of conferences, meetings, symposiums and workshops organized by UNESCO since 1990, promoting democracy in different regions of the world;
• a bibliography (by subject, region and country) of publications on democracy;
• a directory by country, of institutions working with UNESCO in the field of democracy.

# A Selection of recent publications

**1 Keys to the 21st Century**
395 p., Paris, UNESCO; New York, Berghahn Books, ISBN: 92-3-103646-7, 2001. Also available in Arabic, Chinese, French, Portuguese, Russian and Spanish.

**2 The Future of Values. 21st Century Talks**
Bindé, Jérôme (Ed.), Paris, UNESCO; New York, Berghahn Books, ISBN 92-3-103946-6, 2004. Also available in French.

**The World Ahead: Our Future in the Making**
Bindé, Jérôme; Le Saux, Jean Yves; Gudmundsson, Ragnar (Eds), 496 p., Paris, UNESCO; London, Zed Books, ISBN: 92-3-103634-3, 2001 Also available in Arabic, French and Spanish.

## Human security and democracy

**Cultivating Life, Disarming Violences: Experiences in Education, Culture, Leisure, Sports, and Citizenship Among Youths in Situations of Poverty**
Garcia Castro, Mary; Abramovay, Miriam; das Graças Rua, Maria; Ribeiro Andrade, Eliane, 563 p., Brasilia, UNESCO; Brasil Telecom, Fundação Kellogg, Banco Interamericano de Desenvolvimento, ISBN: 85-87853-34-1, 2002. Also available in Portuguese.

**Human Security, Conflict Prevention and Peace in Latin America and the Caribbean**
Goucha, Moufida; Rojas Aravena, Francisco (Eds), 391 p., Paris, UNESCO; Chile, FLACSO, ISBN: 956-205-176-5, 2003. Also available on CD-Rom and in Spanish.

**3 The Interaction between Democracy and Development**
Boutros-Ghali, Boutros, 394 p., Paris, UNESCO, SHS-2003/WS/34, 2002. Also available in French.

**The Interaction Between Democracy and Development. Executive Summary**
Boutros-Ghali, Boutros, 47 p. Paris, UNESCO, SHS-2003/WS/24, 2003 Also available in Arabic, Chinese, French, Russian and Spanish.

**International Conference on Human Security in East Asia**
288 p., Seoul, Korean National Commission for UNESCO, 2004.

**Letters from Byblos**
International Centre for Human Sciences. **Nº 5: Ethno-religious Conflict and Modes of its Regulation: A Conference Report; Byblos Autumn School 2003,**
Fakhoury, Tamirace, 60 p., ISBN: 9953-0-0254-1, 2004.

**4 Peace and Democracy: Benchmarking**
Caillé, Alain, International Centre for Human Sciences (Lebanon), 113 p., SHS.2004/WS/6, 2004 Also available in Arabic and French.

**Peace, Human Security and Conflict Prevention in Africa. Proceedings of the UNESCO-ISS Expert Meeting Held in Pretoria, South Africa. 23-24 July 2001**
Goucha, Moufida; Cilliers, Jakkie (Eds) 120 p., Pretoria, ISS; Paris, UNESCO, ISBN: 1-919913-06-8, 2001.

**Violence in Schools: Ten Approaches in Europe**
Debarbieux, Blaya, Catherine (Eds), Paris, Elsevier, 195 p., ISBN: 2-7101-1507-7, 2001. Also available in French and Portuguese.

**Violence in school and public policies**
Debarbieux, Eric; Blaya, Catherine (Eds), Paris, Elsevier, 176 p., ISBN: 2-84299-390-X, 2002. Also available in French and Portuguese.

**Writing Peace. One hundred selected compositions compilation from the Composition Contest for Brazilian college students /** En écrivant la paix. Recueil des cent textes sélectionnés dans le concours de rédaction parmi les étudiants universitaires brésiliens / Escrevendo a paz. Coletânea dos 100 trabalhos selecionados no Concurso de Redação para Universitários brasileiros, UNESCO Office Brasilia, 378 p., Brasilia, UNESCO Office Brasilia / Folha Dirigda, ISBN: 85-763-2040-1, 2004. (multilingual).

## Philosophy and Human Sciences

**5 The Book: A World Transformed**
Portella, Eduardo (Ed.), 188 p., The Philosopher's Library; Paris, UNESCO Publishing, ISBN: 92-3-103800-1, 2001. Also available in French and Portuguese.

**Diogenes**
Quarterly journal published under the auspices of the International Council for Philosophy and Humanistic Studies with the support of UNESCO Also published in Arabic, French and Spanish.

**Thinking at Crossroads: in Search of New Languages**
Portella, Eduardo (Ed.), 285 p., The Philosopher's library, Paris, UNESCO, ISBN: 92-3-103735-8, 2002 Also available in French.

**The First Philosophy Day at UNESCO. 21 November 2002**
55 p., Paris, UNESCO, 2003. Also available in French.

**The Philosophical Roots of UNESCO**
Vermeren, Patrice, Paris, UNESCO, 2004. Also published in French.

**Rencontres philosophiques de l'UNESCO / UNESCO Philosophy Forum: Qui sait? / Who Knows?**
Paris, UNESCO, 13 Septembre 2003, 52 p., UNESCO, SHS / FPH, 2003.

## Prize

**Education for Peace Prize**

# Social sciences, research and policy

## Social sciences today

In a world marked by rapid change and growing complexity, social sciences can help us to understand and interpret our social, economic, political and cultural environment. As many of these changes are becoming increasingly transnational or global – in their origins as well as in their consequences – they need to be studied through internationally defined and multilaterally conducted research, involving the cooperation of many different partners and networks around the globe.

Since UNESCO was founded over half a century ago, the social sciences have taken root in all regions of the world and registered enormous growth, producing a wealth of research material, data, knowledge, statistics, management and evaluation techniques and policy tools. The social sciences today are thus playing an important public role – in policy-making, the media, social debates and in culture.

# Understanding social transformations: the MOST programme

Over the past decade, UNESCO has worked to assist social scientists in providing more adequate responses to complex societal issues and in strengthening linkages between social science and policy-making, all aimed at facilitating social transformations. It has carried out this work through SHS's Management of Social Transformations (MOST) programme.

MOST was launched in 1994 in recognition of the crucial role that social sciences can play in the development of society. It is governed by an Intergovernmental Council and an Independent Scientific Advisory Committee, and works closely with the MOST National Liaison Committees, which exist in 58 countries, as well as with networks of scholars, NGOs and policy makers. The programme is coordinated by the MOST Secretariat, which works out of SHS.

After ten years of existence – and an in-depth evaluation of its activities – MOST has begun its second phase. Its central objectives are to • foster production of knowledge on social transformations, • enhance relevance of social science research and expertise for policy-making, and • develop and strengthen scientific, professional and institutional capacities, especially in developing countries. Its present mission is "to promote the development and use of social science knowledge that contributes to better understanding and management of social transformations consistent with the universal values of justice, freedom, human dignity and sustainable development".

In this context, the focus is on social and ecological imperatives – rather than on economic processes – and "sustainability" means:
• social, economic and environmental goals at all levels;
• social equity and social justice as an overriding goal;
• recognition of cultural diversity and multiculturalism;
• support for the maintenance of biodiversity.
→ www.unesco.org/shs/most

## Policy is the priority

While it still promotes international, comparative and policy-relevant research on contemporary social transformations, MOST is now emphasizing the policy and social research interface as its distinctive feature and major *raison d'être*. Tackling the sustainability of social transformations is the programme's main task, which implies action at normative, analytical and strategic/political levels. It must concentrate on research that is of direct use to policy makers and groups involved in advocacy.

MOST's main emphasis and added value is thus on establishing and interconnecting international policy networks with renowned social science researchers to facilitate the use of social science research in policy. This means bringing together basic research with those entrusted with policy formulation in governments, a variety of institutions, NGOs, civil society, the private sector and in UNESCO itself.

More specifically, the MOST programme measures the impact of research on policy, conducts policy-relevant case studies, provides expertise in development initiatives and shares information on how to design research-anchored policy.

• **Quality:** better policy formulation, closer links between policy-making and social science research, and higher quality social science research;
• **Capacity building:** building capacity at national and regional levels by focusing on research and on developing linkages between policy and research through institutional reviews;
• **Cooperation:** greater cooperation between academic communities and stakeholders, new training ventures, summer schools, etc.;
• **Participation:** greater involvement of decision-makers and other social actors in defining social science research problems leading to more inclusive governance arrangements and enhanced social cohesion;
• **Recognition:** improved image of social sciences through wider recognition by policy makers, media and communities of the usefulness of social science research results for policy design and implementation;
• **Acceptance:** greater public acceptance of the importance of social policies that account for universal principles and norms, multiculturalism, empowerment and participation in dialogue and decision-making processes.

## Tools for policy-making

### Policy Papers

Several policy papers, dedicated to social transformations and based on policy-relevant research results of work carried out by MOST and by other sections of SHS, are being prepared for publication in hard copy and electronic version. These papers, which will be widely disseminated, are meant for policy makers, advocacy groups, business and media.

### New website and database

SHS is seeking new ways of distributing knowledge to target groups, such as ministers of social development, ombudspersons, advocacy groups, UNESCO National Commissions and local authorities. It is therefore preparing a new website for online knowledge management and meta-networking for decision-making and strategy. The website will offer research data generated by SHS, the different geographical regions, other UNESCO programmes, networks and partner institutions. This knowledge repository will use innovative and refined search tools to facilitate access and intelligibility of complex research data for all the different potential users. The ultimate goal is to have a tool capable of processing huge amounts of complex research data in order to extract their policy-relevant contents. These will be synthesized into easily readable and compact policy briefs.

**International Social Science Journal (ISSJ)**

www.unesco.org/shs/issj

An important tool for disseminating information on work that is currently being carried out in the social sciences is the *International Social Science Journal* (ISSJ), a quarterly produced by SHS and published in six languages (Arabic, Chinese, English, French, Russian and Spanish). It focuses on policy-relevant questions and interdisciplinary approaches, and serves as a forum for review, reflection and discussion. In particular, the ISSJ aims to bridge diverse communities of social scientists who are working on different problems, in different disciplines, and in different parts of the world, and to broaden the authors' geographical representation. The ISSJ plans to expand its work through a variety of tie-in and spin-off activities, including conferences, seminars, books, and policy-relevant digests.

Social sciences, research and policy

## Partnerships ...

**International Social Sciences Council (ISSC)**

MOST works in close partnership with the ISSC, which is an international non-profit scientific organization that brings together international disciplinary associations and national and regional member organizations. Founded in 1952 by UNESCO (where it is still located), the ISSC's mission is to "foster social sciences for sustainable development". An open-ended task force supports ISSC's efforts to expand the representation of all social science communities worldwide – especially emerging ones – and assists ISSC in working towards financial independence.

**MOST National Liaison Committees**

MOST National Liaison Committees, currently active in 58 countries, connect the MOST programme with researchers and decision-makers, bringing in vital knowledge at the national policy level. The programme works in cooperation with international, regional and national social science organizations and research communities. It also has links with non-governmental organizations, UN agencies, funds and programmes, including the World Bank, UNDP, UNICEF, UNDCP and other intergovernmental organizations such as OECD. The SHS Secretariat is currently evaluating the structure, operations and impact of the National Liaison Committees to explore ways to strengthen their platform function for the MOST programme.

## ... and networks

All the networks – including the UNITWIN/UNESCO Chairs network – are used for research, capacity-building and the identification and dissemination of best practices in order to yield insights into the use of social science for formulating policies and to experiment with the development of new institutions. → www.unesco.org/shs/chairs

**Regional networks**

MOST is consolidating its action in the regions through enhanced collaboration with the main regional social science networks, such as the Council for the Development of Economic and Social Research in Africa (CODESRIA), the Association of Asian Social Science Research Councils (AASSREC), the Latin American Social Sciences Council (CLACSO) and Latin American Faculty of Social Sciences (FLACSO), and similar regional or sub-regional networks.

Social transformations and priorities that emerge from the regions will eventually lead to specific regional research projects focusing on the research-policy link. Partners include MOST research networks, MOST policy networks (i.e. Latin American and Caribbean ministers of social development), and the UNESCO Network of Parliamentarians.

**MOST advocacy networks**

As civil society plays a crucial role in social transformations, MOST is working to identify the most important advocacy networks among civil society movements, associations and NGOs. It is paying special attention to advocacy groups whose activities are linked to its mission and social transformation trends, and focusing on agenda setting, policy formulation and implementation. An important aspect of this work is promoting MOST policy documents and research-policy findings among civil society bodies at local, regional and international levels, other UNESCO Sectors and UN agencies (i.e. Global Compact). Partners include the World Social Forum (in which SHS regularly participates) and Regional Social Forums, NGOs, civil society associations, and movements and networks in partnership with MOST networks, and relevant sectors and field offices, UNESCO National Commissions, MOST National Liaison Committees and the UN Secretariat.

## Building capacity for social development...

**Forum of Ministers of Social Development**

In 2002, SHS launched the successful Forum of Ministers of Social Development of Latin America and the Caribbean. Every six months, 17 ministers meet to promote dialogue, discussion and regional cooperation on issues concerning human development, human security, poverty eradication and social policy. SHS is now supporting the creation of a Forum of African Ministers of Social Development. In 2004/2005, it will organize two subregional meetings in West Africa and Southern Africa to explore interest among African Member States in establishing a regional Network of African Ministers of Social Development.

## ... and for social science

**An international forum to promote social sciences**

The purpose of this Forum is to start an international debate on the assumptions, principles and *modus operandi* of social science teaching and research systems, with a view to enhancing their wider utilization in public policy, the private sector and civil society. The September 2005 Forum (Buenos Aires) will initiate debate on the usefulness of social science for decision-making.

**Tools for training**

The MOST programme provides training materials, including pedagogical tools and CD-ROMs, for strengthening the institutional and scientific capacity in social science in developing countries. It carries out this work in partnership with the UNESCO Chairs network. MOST is also helping to develop social sciences curricula in Cambodia, Laos, Vietnam and Central Asia.

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**Building capacity in social science in Pakistan and Central Asia**

**Pakistan: National Conference of Social Scientists.**
In 2003, the UNESCO-Islamabad Office, in collaboration with the Higher Education Commission (HEC) of Pakistan, organized the first National Conference of Social Scientists (The Status of Social Sciences in Pakistan: Current Scenario and Future Trends), which some 500 social scientists attended. The UNESCO-Islamabad Office is also supporting the Council of Social Sciences (COSS) in the preparation of three publications: a review of the state of social sciences in Pakistan, a study of professional associations of social science disciplines, and a national directory of social scientists.

**Central Asia: Social Scientist Database for Central Asia.**
The UNESCO-Almaty Office is developing DAREKZ, a database of social scientists in Central Asia. Data on social scientists who are involved in the preparation of national and regional strategies, as well as general SHS activities in the region, have already been entered. The database contains names, addresses, key research areas and a list of publications, and is indexed to facilitate quick searching. It should help local and international parties to find Central Asian experts in different areas of the social sciences for partner projects in research, teaching, networking and exchanging information.

# International migration and multicultural policies

*It is time to take a more comprehensive look at the various dimensions of the migration issue, which now involves hundreds of millions of people and affects countries of origin, transit and destination. We need to understand better the causes of international flows of people and their complex interrelationship with development.*
**Kofi Annan, Secretary-General of the United Nations**

The Universal Declaration of Human Rights states that: "Everyone has the right to leave any country, including his own, and to return to his country". In today's world, most people are free to leave their country. But only a minority have the right to enter and settle in another country of their choice. Access to international mobility is an important source of inequality between peoples, and migrants are particularly vulnerable to human rights violations.

## A focus on the human rights of migrants

The overall aim of UNESCO's work on international migration is to promote respect for the human rights of migrants, and to contribute to the integration of migrants in society. This work, carried out by SHS, focuses on the study and analysis of migration issues in the global context and on the development of better immigration policies, the peaceful integration of migrants in society, and the capacities of governments to cope with the impact of migration. SHS has created several active research and policy oriented networks that are undertaking regional activities on issues such as the opportunities for better protection of human rights of migrants, the multicultural society, linguistic diversity of immigration countries and the impact of migration research on policy-making. Other important migration issues that SHS addresses include the global fight against human trafficking and strengthening the capacity, sustainability and effectiveness of diaspora networks. ➜ www.unesco.org/shs/migration

### International Convention on Migrants' Rights
Migrants remain more vulnerable to human rights violations than any other group in society. In 1990, the UN General Assembly adopted the International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families, which entered into force in 2003. As of September 2004, 26 countries – home to some 4.5 million migrants (2.6% of the migrant population) – have ratified the Convention, which means that they are legally bound by it. However, no Western migrant-receiving country has ratified the Convention.

Ratification of the Convention is important. It is the most comprehensive international treaty in the field of migration. It aims to guarantee the equality of treatment for migrants and nationals with respect to basic human rights, including both documented and undocumented migrants.

## Other migration priorities

An important part of SHS's work on migration is the collection and dissemination of best practices concerning the position of migrants in society. Another is the development of a coherent strategic vision for the future of international migration as a global phenomenon so as to provide a framework for policy development. This also involves action in different regions and subregions to strengthen research and policy-making capacities through existing networks, such as the APMRN and the Central and Eastern European Network on Migration Research (CEENOM). Similar research on migration is being promoted in Africa, Arab States, Europe and Latin America to contribute best practices and basic policy oriented research and analysis on the social, cultural and political aspects of migration.

**Best practices**

In 2003, SHS launched the project "Best practices in international migration". It is based on the observation that carefully documented case histories can provide an inspiration for decision-makers in designing effective migration and integration policies. Cases related to the fight against irregular and exploitative migration are being collected. Other themes will include • the promotion of human rights of migrants • improvement of the balance between cultural diversity and social integration of migrants • and the promotion of brain-gain as opposed to brain-drain. The project is conducted in cooperation with well established research centres and networks, in addition to international organizations, such as the ILO and IOM.

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**Initiatives in the field of international migration**

→ www.unesco.org/shs/migration

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**Global Campaign**

As a member of the Steering Committee, SHS is heavily involved in the Global Campaign for Ratification of the International Migrants' Rights Convention, which supports and coordinates activities at international and national levels to promote the Convention. SHS's main task is to raise awareness about the human rights of migrants, the Convention, and obstacles to its ratification and implementation in Member States. In collaboration with other members of the Steering Committee, SHS has produced and widely disseminated an information brochure – in English, French, Russian and Spanish – explaining migration and human rights issues.

**Regional Survey**

The Asia-Pacific region has become a particularly important source – as well as a growing importer – of migrant labour both globally and regionally. Yet a number of countries in the region have not signed the Convention. The UNESCO-Bangkok Office has asked the Asia Pacific Migration Research Network (APMRN) to carry out a survey in seven countries (Bangladesh, Indonesia, Japan, Malaysia, New Zealand, Republic of Korea and Singapore) of the region to identify obstacles to signing and ratifying the Convention. Other countries in the region will follow. As a next step, information and advocacy activities will be implemented to make the Convention better known, and to promote its timely ratification.

**Improving policies**

International migration is high on the public agenda of many countries because the phenomenon is considered to be a source of potential economic, social, political and cultural problems. There is therefore a need to formulate and implement policies to avoid and resolve these problems.

This calls for creative thinking on possible future scenarios for people's movement and on alternative ways of managing migration. That is why SHS has launched a project investigating the implications of a greater freedom of movement for migrants. Under the working title of Migration without Borders, a series of studies will be published, addressing the social, political, economic and human rights aspects of removing obstacles for migration in the future. These studies will also serve as input to the work of the Global Committee on International Migration, and the UN Dialogue on migration.

**Promoting cultural diversity in balance with social cohesion**

As a consequence of cross-border population flows, many countries have a growing number of immigrant minority populations. This calls for policies that respect the rights of migrants, underscore the benefits of diversity and promote social cohesion. For example, the UNESCO-Islamabad Office has established an information and discussion forum on migration policy and cultural diversity in the country, with a particular focus on women and children migrants.

More generally, UNESCO's work for promoting pluralism, tolerance and cultural diversity includes follow-up for the UN Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities (1992) and the Universal Declaration on Cultural Diversity (2003).

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*The International Journal on Multicultural Societies* (IJMS), which is produced by SHS, provides a platform for international, interdisciplinary and policy-related social science research in the fields of migration, multiculturalism and minorities. It seeks to improve the linkages between academic communities in various regions and across different social science disciplines. Each issue is devoted to a coherent thematic debate on a key question in the field of migration and multiculturalism. For wide access, IJMS is published in electronic format, accessible on the SHS website. Past issues include *The Human Rights of Linguistic Minorities and Language Policies, Multiculturalism and Political Integration in Modern Nation-States, Protecting Endangered Minority Languages: Sociolinguistic Perspectives* and *The Public Management of Religious Diversity*. Selections of articles will be published in book format under the title *Democracy and Human Rights in Multicultural Societies*.

**Global fight against human trafficking and exploitative migration**
Trafficking in persons results in serious human rights violations and can undermine human security. The need to combat this practice has been stressed both by the UN Commission on Human Rights and by the Millennium Development Goals. SHS contributes to this effort by providing information and helping to improve policies on exploitative migration. It does this, for example, through the UNITWIN/UNESCO Chairs Network on Forced Migration, or through research projects, such as the one currently under way examining the links between poverty, human rights violations and human trafficking in six African countries.

**Diaspora knowledge networks**
With the use of information and communication technologies (ICTs), the brain drain of developing countries can be reversed – and the expatriate skilled population can be considered as a potential asset. By facilitating information exchange, technology transfer and business expansion, migrants can help bring development dynamism to their country of origin and link it to the global economic system. In cooperation with the International Committee for Social Science Information and Documentation (ICSSD), SHS is working on a project to build an infrastructure that members of the scientific and technical diaspora can use to support development in their country of origin.

# Urban development

Massive urbanization constitutes a global phenomenon. Cities are confronted with deep economic, ecological, political and sociocultural transformations. Urban physical development and city planning have to cope with urban poverty, social exclusion, spatial segregation, and cultural and historical heritage mismanagement. Cities are called upon to promote democratic participation and urban governance as the best means to achieve sustainable and ethical urban policies.

Since 1994, the analysis of urbanization has been an important part of SHS's work. Activities in this area address a wide range of problems, from empowering people with responsibility for the promotion, creation and development of socially sustainable human settlements to enhancing social cohesion in cities. This work also produces policy-relevant knowledge on urban management – particularly on urban governance – and supports innovative initiatives in the field of education for city professionals.

More specifically, SHS looks at social processes in urban communities as a means of monitoring urban governance which, in this context, includes the various links between decision-makers and citizens. Bottom-up strategies are essential, favouring the active participation of communities, negotiation among actors, transparent decision-making mechanisms and, finally, innovation in urban management policies.

Another objective of SHS work in urban issues is to improve understanding of the social processes that underlie the participation of economic operators, political actors, city professionals (in particular architects and land- and town planners), and social movements in the constitution and development of cities.

Much of this work involves strengthening networks and research, raising awareness and capacity-building.

## Networks

**City Professionals**

More than 60% of Latin American urban space today is created without the intervention of city professionals (architects, urban planners, developers, engineers or landscape architects). The challenge for SHS is to help adapt study programmes so that they can provide tomorrow's urban professionals with the ability to respond to the new needs of cities with regard to planning, design, production, management and governance.

The City Professionals network brings together groups, institutions and individuals to share experience, exchange information and optimize resources in the area of urban development. It began in 2000 by identifying innovative education experiments in Latin America and the Caribbean, and by setting up a network of institutions, mainly universities. One of the first outcomes of the initiative has been a review of experiments and study programmes in urban development. Other activities, designed to focus more closely on the needs of cities in terms of management and local development, are taking place within the framework of cooperation with local politicians so as to respond better to the challenges posed by decentralization and globalization. SHS supports and sponsors the network's activities and is its federating institution.

**Chair in landscape and environment**

The UNESCO Chair in "Landscape and Environment" was created in 2003 at the University of Montreal, Canada. It is the first international research and university teaching structure focused specifically on knowledge and the promotion of landscape. The Chair combines the mission of the University of Montreal with the aims targeted by UNESCO's scientific internationalization project:
• **Research:** development of research in landscape architecture.
• **Education:** internationalization of teaching, particularly through the transfer of knowledge towards developing countries.
• **Cooperation:** establishment of systems to encourage inter-university cooperation.
• **Assistance:** *in situ* international workshops for the Chair's network of teachers and students in order to help municipalities facing urban development problems.

**Cities, Environment and Gender Relations Network**

This network aims to link research and policy based on analyses of how the social relationships between men and women – the gender relations – affect the way in which city dwellers take initiatives with regard to their environment and the city. It comprises eight areas: Ouagadougou (Burkina Faso), Dakar (Senegal), Buenos Aires (Argentina), São Paulo (Brazil), Havana (Cuba), Santo Domingo (Dominican Republic), Sofia (Bulgaria), and Bucharest (Romania). The network is directed by the MOST Swiss National Liaison Committee, with funding from the Swiss Agency for Development and Cooperation. Since 1998 workshops have been held annually, and research results are available in print and on the web.

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## Research

**Small Historical Coastal Cities**

In cooperation with UNESCO's Science and Culture Sectors, SHS has been working on how best to restore and preserve the historical heart of small coastal cities, without driving away their inhabitants and yet respecting both traditional building criteria and modern norms. UNESCO has been developing the project since 1997 in five pilot cities (in Morocco, Tunisia, Croatia, Lebanon and Syria) with the participation of local craftsmen and the support of local and governmental authorities. The project's main objective is to propose to the municipalities and ministries concerned alternative solutions for sustainable, sociocultural and environmental development.

**Reducing poverty among urban migrants**

SHS is also carrying out a research-action project on reducing poverty among young people, especially female migrants, in Beijing. The project provides support, life skills, basic skills, information services and vocational training to develop advocacy on migration issues and support policy design. Most of all, it makes migrants aware of their rights. A particularly successful awareness-raising activity was the exhibition Together with Migrants, held in Beijing in January 2004 which resulted in very large press coverage in China and throughout the region.

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**Sustainable Social Development of Old Beijing**

In preparation for the 2008 Olympic Games, Beijing is undergoing vast changes. SHS and UNESCO's Culture Sector are providing expertise for the urban planning of the Old Beijing district, with SHS focusing mainly on the issue of social cohesion within the context of rehabilitation. The project Sustainable Social Development of Old Beijing has organized a symposium for urban development specialists from China and other countries, and launched a pilot project on social renovation which SHS is implementing in an area of Old Beijing with the cooperation of the Beijing municipality.

As part of the project, Tsinghua University researchers are conducting a survey among more than 400 households to examine living conditions in the area and to get a sense of how local residents feel about the changes taking place in their neighbourhood. The project will involve residents in the renovation of the target area to demonstrate that good practice is possible and provide recommendations to policy makers.

It is hoped that the project will lead to new models, approaches and procedures that can be used for future sustainable urban development. SHS will do a comparative study of experiences in different regions of the world that integrate urban economic, social, environmental and cultural aspects – as well as urban management and legislative aspects – in urban development.

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**Social sustainability of historical districts**

Since 1996, SHS has followed research projects and activities in historical city centres with the main objective of promoting social mixity and cohesion in these districts. These projects and activities are being supported by UNESCO field offices and pilot projects in Beijing, Beirut, Islamabad, Mexico, Rabat and Venice, and by publications such as *Social Sustainability of Cities, Small Historical Coastal Cities*, and the analysis of case studies in Latin America (Quito).

The experiences of pilot projects, publications and evaluations carried out by SHS (and by the World Heritage Centre, the World Bank and UNDP) will be useful for elaborating a conceptual framework that will make it possible to identify the main principles for enhancing social sustainability and social diversity, and prevent spatial segregation in historical districts. The next step is to develop practical tools for mayors and local NGOs to manage better the renewal of urban fabrics, both on a social and physical level.

**City Words**

Set up jointly in 1996 by SHS and the French *Centre National de la Recherche Scientifique* (CNRS), this international research programme examines how words are used to define urban space in different parts of the world. About a hundred scholars are presently working on *City Words* in more than twenty countries.[14] They belong to diverse disciplines, such as anthropology, geography, history, architecture and urban planning, socio-linguistics, and sociology. Three major publications have already been produced in French and a fourth is in preparation.[15]

**Involving youth in improving their cities**

First launched by UNESCO in 1970, the "Growing Up in Cities" (GUIC) project was renewed by SHS in 1996. With its participatory and action-oriented approach, it engages young people (8 to 18 years old) in looking at and evaluating their local environment. During the 1996/7 period, urban areas of eight countries were involved in the project: Argentina, Australia, India, Norway, Poland, South African, the United Kingdom and the United States. Since then, a number of new sites have been added to the network. → www.unesco.org/shs/guic

From the research side, the interest is in understanding how young people perceive, value and use the urban environment; how they shape and transform urban spaces; and how the urban environment shapes and transforms their lives. From the action side, the interest is in developing stronger environmental awareness among young people; an appreciation for planning and design; and active engagement in improving their communities.

Each project site is committed to involving young people in a community change action, based on priorities that they identify. Importantly, the project engages young people as co-researchers, not as "research subjects", using participatory action research methods.

## A new strategy for urban development

UNESCO is preparing a new strategy for its work on urban development, which will be in line with the main objectives set out in the framework of the UN Cooperation for Cities effort whose emphasis is on addressing inequality and exclusion in urban areas. SHS – with its experience in research on social transformations and public policy in urban development – will continue to be a very important and active partner of UN-Habitat, the lead agency for the UN on urban development.

The new strategy, centred on "Urban Public Policies towards the Right to the City", will seek to contribute to the Millennium Development Goals by working to "significantly improve the lives of 100 million slum dwellers by 2020, integrate the principles of sustainable development into country policies and programmes, reverse the loss of environmental resources, and reduce by half the proportion of people without access to safe drinking water".

The overall aim for SHS will be to increase its contribution to urban public policies that respect, protect and promote the "right to the city". It will focus on developing urban public policies that foster socio-economic and political conditions under which urban dwellers can exercise their rights, rather than focus on the legal aspects of rights. The emphasis will be on research, demonstrative case studies, capacity building, advocacy and public policy in order to enable governments – including local government – and civil society to work together in the development of urban areas where the rights of urban dwellers are indeed respected, protected and promoted.

**14** The programme is organized into networks in each of the following linguistic areas: Arabic, Chinese, Czech, English, French, German, Hindi-Urdu, Japanese, Latin-American Portuguese and Spanish, Russian, Spanish, and West-African languages.

**15** Series entitled "*Les mots de la ville*". For more information: www.unesco.org/publications

**Social sciences, research and policy**

# A Selection of recent publications

## Democracy and governance

**Communication et bonne gouvernance en Afrique**
109 p., UNESCO, Yaoundé, 2001.

**1** **Démocratie et gouvernance mondiale : quelles régulations pour le XXIe siècle?**
Milani, Carlos; Arturi Carlos; Solinís, Germán, 303 p., Paris, MOST / UNESCO; Editions Karthala,
ISBN: 92-3-203902-8, 2003.

**Governance, Youth Values and Life Styles in Central Asian Countries. Volume 1. Uzbekistan**
Baumgartner, Valentina Ignatenko, Vladislav; Asminkina, Nadezhda; Atadjanov, Farkhod, 271 p., Paris, UNESCO-MOST; UNESCO Tashkent Office, Ijtimoiy Fikr Public Opinion Study Center, 2001.

**La illusión del buen gobierno: Sociedad civil, democracia y desarrollo humano en América Latina**
Bernales Alvaro, Manuel, Flores García, Victor (Eds), 308 p., Montevideo, UNESCO, ISBN 92-9089-078-9, 2004.

**The Reflexive North**
Aarsaether, Nils; Ole Baerenholdt, Jorgen (Eds), 297 p., Paris, UNESCO-MOST; Copenhagen, Nordic Council of Ministers, Nordic Council, ISBN: 92-893-0621-1, 2001.

## International migration and multicultural policies

**2** **Burkina Faso : migration et droits des travailleurs, 1897-2003**
Pacere, Titinga Frédéric, Paris, UNESCO / Karthala, 262 p., ISBN: 92-3-203943-5; 2-84586-517-1, 2004 .

**Multilingualism on the Internet**
Wright, Sue (Ed.), MOST Electronic Journal on Multicultural Societies Vol. 6, N° 1.
www.unesco.org/shs/ijms, 2004 .

**United Nations Convention on Migrants' Rights, Information Kit**
10 p., Paris, UNESCO, 2003.
Also available in French, Russian and Spanish.

## Policy and cooperation in social sciences

**Anthropology. Theoretical Practice in Culture and Society**
Herzfeld, Michael, 382 p., Blackwell / UNESCO-MOST, ISBN: 0-631-20659-0, 2001.

**Conference on the State of Social Sciences and Humanities: Current Scenario and Emerging Trends, Islamabad, December 15-17, 2003. Proceedings**
UNESCO Office Islamabad; Pakistan Higher Education Commission; Quaid-i-Azam University (Pakistan), 321 p., illus., Islamabad, UNESCO Office Islamabad, 2004.

**Les entreprises face aux enjeux du développement durable. Eléments d'un débat**
Najim, Annie; Hofmann, Elisabeth; Marius-Gnanou, Kamala, 485 p., Paris, UNESCO, Karthala, ISBN: 2-84586-365-9, 2003.

**3** **Excellence in Social Science**
International Social Science Journal, N° 180, Crowley, John (Ed.), ISSN: 0020-8701. Also available in Arabic, Chinese, French, Russian and Spanish (Spanish edition is available on internet only).

**World Social Science Report, 1999**
Kazancigil, Ali; Makinson, David (Eds), 351 p., Paris, UNESCO / Elsevier, 92-3-103602-5; 2-84299-118-4, 1999 Also available in Chinese, French and Russian.

## Urban development

**De la banquise au congélateur. Mondialisation et culture au Nunavik**
Martin, Thibault, 202 p., Collection Sociologie Contemporaine. Paris, MOST, UNESCO; Québec, Canada, Les Presses de l'Université Laval, ISBN: 2-7637-7937-9, 2003.

**4** **Creating Better Cities with Children and Youth. A Manual for Participation**
Driskell, David, 208 p., illus., Paris, UNESCO; London, Earthscan, ISBN: 92-3-103815-x; 1-85383-853-5. Also available in Arabic (2003).

**Femmes et politiques urbaines. Ruses, luttes et stratégies**
Hainard, François; Verschuur, Christine, Paris, UNESCO / Karthala, 103 p., ISBN: 92-3-203885-4; 2-84586-500-7, 2004.

**5** **Parler en ville, parler de la ville : essais sur les registres urbains**
Series Les mots de la ville, Wald, Paul; 276 p., illus., Leimdorfer, François, ISBN: 92-3-203937-0;2-7351-0967-4, 2004.

**Organisations communautaires et associations de quartier en milieu urbain ouest-africain**
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## Prizes

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**UNESCO/UIA Prize for architecture**

# Anti-poverty programme: the human rights approach

**www.unesco.org/shs/antipoverty**

## The challenge of eradicating poverty

A few current statistics illustrate the magnitude of this challenge: more than a billion people scrape by on less than a dollar a day; 113 million children do not attend school; one in every 48 women in developing countries dies in childbirth; 11 million children die each year before the age of 5, mostly from preventable illnesses; nearly a billion people lack access to safe drinking water; forty million people are living with HIV/AIDS.

In May 2003, the United Nations adopted a human rights based approach to all development work including poverty eradication. It focuses on responsibility, at every level, to ensure that the full body of human rights is protected for all members of society, so that everyone benefits from equality of opportunity, growth of economic, social and political opportunities and human security.

Decades of commitment on the part of the UN and Member States have brought about a domestic and international human rights framework that embodies responsibility, obligation and accountability for safeguarding the rights of individuals and societies in which they live. Undeniably, poverty falls within that framework and the violations of human rights inherent in it are simultaneously a legal, political and social responsibility.

The United Nations Secretary-General's call for all UN agencies to contribute to the development goal of reducing by half extreme poverty by 2015, led UNESCO to redefine its work in this area. Its ethical and intellectual mandate and its role in standard setting and policy promotion places it in a key position to contribute to the eradication of poverty, especially extreme poverty and hunger.

## SHS and poverty: a matter of human rights

SHS's anti-poverty work is founded on the principle that poverty and, in particular, extreme poverty and the social exclusion that compounds its effects, constitute a denial of human rights. These rights are both indivisible and interdependent. They fall within the framework of domestic and international human rights law and it is the responsibility of each State and the international community to ensure that they are upheld.

SHS's work draws upon existing domestic and international legal frameworks and calls for promoting the eradication of poverty and supporting the social transformations that will accompany this change.

More specifically, SHS will:
• do research and conceptual analysis (for example through small grants for capacity building);
• set-up pilot projects for policy development and advocacy;
• carry out training and capacity building (resource and learning centre training programmes);
• produce and disseminate information to raise awareness.

SHS is responsible for providing conceptual guidance and coordination of all of UNESCO's interdisciplinary anti-poverty pilot projects (20 as of 2004). It has conceived and is implementing five of these:
• Small Grants Programme on Poverty Eradication: Promoting eradication by capacity building for research and policy analysis, and develop strategy within Africa, Latin America and the Caribbean, and South Asia.
• Poverty as a Human Rights Violation: Developing a New Paradigm: Understanding the ethical dimensions of poverty.
• Urban Poverty Alleviation among Migrants: Fighting urban poverty among young and female migrants in China and Mongolia through training, support and action.
• Fighting Human Trafficking in Western and Southern Africa: Promoting of culturally appropriate policy responses to exploitative migration of women and children.
• Eradicating Poverty by Strengthening Human Security: Strengthening the most deprived communities in Benin, Burkina Faso, Mali and Niger.

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**UNESCO's anti-poverty projects**

→ www.unesco.org/shs/antipoverty

A series of twenty pilot projects are being conducted as the primary approach to UNESCO's contribution to poverty eradication. The projects bring together UNESCO's special multi-disciplinary resources, expertise and experience from all parts of the Organization and are being carried out in every region of the world. The projects span issues ranging from ecotourism and indigenous knowledge to human trafficking and improving community healthcare access for the poor. In each case projects are carried out in collaboration with other UN agencies, host governments and local NGOs and civil society.

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**Regional cooperation to reduce poverty**

In 2001, the Forum of Latin American Ministers of Social Development was founded on the initiative of the UNESCO Office in Mexico. The Forum's primary aim is overcoming poverty through increased regional cooperation in matters of social development. Two years later, thirteen countries belonging to the Forum (Argentina, Bolivia, Brazil, Chile, Costa Rica, Ecuador, Guatemala, Mexico, Nicaragua, Paraguay, Peru, Uruguay and Venezuela) signed the Andean Declaration to fight poverty. In the Declaration, the Ministers recognize, for example, the importance of the region's social agenda and the concurrence of views and strategies adopted by different governments in their efforts to overcome the problems of the region's poor and marginalized people; reaffirm the relevance of the Millennium Development Goals for planning and executing the region's social policy, particularly for reducing extreme poverty and fighting inequality and social exclusion; and reaffirm their commitment to the Forum becoming established as a political authority that can put forth regional proposals by way of a specific ministerial conference.

Anti-poverty programme

**1**

**2**

**Changing the Outlook.
Eradication of Poverty
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**3**

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Promouvoir l'autonomie
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**3    Rethinking Development.
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**Together with Migrants:
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Reduction. Pairing Art,
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240 p., illus.; Beijing, UNESCO Office
Beijing, 2004.

# Sʜs areas of work

**Social and Human Sciences Programme**

**Assitant Director-General**
Pierre Sané

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**Ethics of science and technology**

**Director**
Henk ten Have

- Bioethics
- Ethics of science and technology

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**Human rights and struggle against discrimination**

**Director**
Eduardo Cifuentes Muñoz

- Human rights and development
- Gender equality and development
- Struggle against discrimination and racism

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**Foresight, philosophy, human sciences, human security**

**Director**
Jérôme Bindé

- Foresight
- Philosophy and human sciences
- Human security and democracy

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**Social sciences, research and policy**

**Director**
Chaibong Hahm

- Urban development
- International migration and multiculturalism
- Policy and cooperation in social sciences

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**Anti-poverty programme**

**Assitant Director-General**
Pierre Sané

- Coordination of 20 UNESCO projects
- 5 SHS anti-poverty projects

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