

Background and Considerations:

Questions 5 and 6 are general and ask about the contribution Unesco's fields of competence can make to the solution of the world problems and what constraints the problems represent for development of these fields. Tomes have been written on these subjects and the first Medium-Term Plan contains voluminous analyses of just these relations. The contributions of education and science and technology to development have been analysed exhaustively both within Unesco and by other agencies in the U.N. system. The constraints that the arms race, underdevelopment and violations of human rights and freedoms pose to developments in science and technology, education, communication, have been equally well documented. Can anything be contributed that is fresh and may lead to new insights and actions?

The 21st session of the General Conference suggested that the planning document be brief and succinct. There was a general consensus that the elaborate analyses that characterized the first Plan could be condensed, if not dispensed with. Elaborate answers to these two questions, dealing with each of Unesco's fields of competence, might be construed by the Secretariat as an interest on the part of Member States in more elaborate analyses in the second Plan.

Question 7 asks for the identification of specific problems within each of the fields of competence. This question will probably be of interest to Member States who look to Unesco for assistance in developing their capacities in these fields, particularly developing countries. A member state in Canada's position would probably want to ask: Are there any important problems that Unesco has neglected in the past and are any of the problems it addressed in the first Plan no longer of sufficiently high priority to be included in the second Plan? Given the concern with greater concentration in the programme that Canada, along with other Member States and the General Conference, has expressed in the past, a straight-forward response to this question might not be advisable because it is likely to result in the identification of more specific problems, instead of in the reduction of their number.

Question 8 remains general in its request for suggestions of actions to be taken and policies pursued at the national, regional and international levels, presumably by Member States, regional bodies and international agencies. A good example of the kind of analysis that is requested here would be the World Bank's sectoral papers, particularly the one on education. Question 9 finally comes down to focus on Unesco and refers to the annex of 21C/Resolution 100, which contains statements developed in the commissions, which dealt with the different fields of competence at the 21st session. In the interest of giving some specific guidance to Unesco in the preparation of the second Plan, this would be a good starting