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DRAFT REPLIES TO THE DIRECTOR GENERAL'S QUESTIONNAIRE
WITH A VIEW TO THE PREPARATION OF UNESCO'S
MEDIUM-TERM PLAN FOR 1984-1989

version finale
modifiée par
FAN.

RECOMMENDATIONS OF THE CANADIAN COMMISSION FOR UNESCO
TO THE
DEPARTMENT OF EXTERNAL AFFAIRS

June 1981

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GENERAL PROBLEMS

QUESTION 1

In your view, what are the main problems which face the world today and which, by their probable development between now and the end of the century and more particularly over the next decade, seem to you likely to have a major impact on the future of societies, on the satisfaction of the aspirations and needs of peoples and of individuals, and on the achievement of "a decent life in the future" and "further social progress"?

It is important to answer this question from two points of view: one, from the point of view of the Constitution of Unesco with its purposes of concern for peace and security, respect for justice, the rule of law, human rights, fundamental freedoms and the common welfare of mankind and two, from the point of view of the fields of competence of Unesco through which it makes its major contribution.

Unesco should therefore avoid addressing problems which are already well attended to by the United Nations and other specialized agencies or by other organizations elsewhere.

Development planning has so far concentrated too heavily on economic indicators, growth rates, industrialization, mechanization and technology. We have too often lost sight of the recipient of all this activity, the individual human being. This has resulted in a deterioration in the quality of life which in turn feeds social unrest and other world problems.

The major challenge of the 1980s will be to redirect the focus of planning on the development of the individual and to elaborate all plans by reference to their impact on that development. Canada proposes that the second Medium-Term Plan be devoted to the theme of human development and that this plan should address problems as they affect the individual directly under two headings: (1) the quality of life, and (2) coping with change.

Conversely, the 1980s offer new, unprecedented opportunities.

QUESTION 1 (cont'd)

The Quality of Life

Many people in the world, perhaps even a majority, find the quality of their lives to be deteriorating. This is particularly true of certain groups - women, the elderly, children, the handicapped, rural inhabitants - who, for a variety of reasons, are more adversely affected than other groups by general conditions of decline.

Some of the factors that are contributing to the decline in the quality of many persons' lives are the following:

economy: disparities are increasing between people in rich and poor nations and between the rich and the poor in the same nation. Too many people are illiterate, unemployed or underemployed, alienated, and insecure.

poverty: the majority of people in developing nations are becoming poorer; even in industrialized nations, inflation impoverishes more and more people.

population: a rapidly growing population places stress on the nation and the individual; in some cases it is the older person, in others the young, for whom the society is unable to provide adequate services and opportunities.

environment: many people must cope with poor air, water, soil; others face scarcities of food, fuel, and materials - the price of a degraded ecosystem.

security: far too many people are victims or live in fear of violence, from individuals, from groups within their country, from other countries.

human rights: as tensions increase, the basic human rights of more and more people are undermined, constrained, and violated.

For too many men, women and children, their declining quality of life is an obstacle to their development as persons.

QUESTION 1 (cont'd)

Coping with Change

People have always had to cope with change, it is a necessary condition of human development. But today, many must face certain kinds of changes, and a rate of change, that is taxing their capability to deal with them. Some of these changes are:

the technological revolution resulting from imported techniques, new and bewildering systems of transportation, communications, and production; the machines, methods, and mentalities, that threaten people's culture and equilibrium.

the communications revolution that is dramatically altering existing and established patterns of communication with other people and other groups and raising doubts about the capacity of each country to place communication in the service of human development.

growing interdependence among individuals and nations which brings other cultures and perspectives closer to the daily life of individuals, at times threatening their beliefs and making them intolerant rather than enriched.

growing regionalization and group identity, sometimes seen as counterbalance to impersonal interdependence, a home in which one may develop as a full person.

transcultural communication which has dramatically improved society's technological capacity but not to a comparable degree its potential to replace conflict with positive and supportive intercultural relationships.

cultural stress which, like personal stress, is on the increase as the transfer of other people's science, technology, and development plans imprints new cultural values, threatens familiar values, and alienates many who find themselves excluded from the process of human development.

Quality of life and change: these are the challenges of human development, and the agenda for Unesco.

QUESTION 1 (cont'd)

Opportunities

In spite of the magnitude of the challenges facing us, there are reasons to be confident of human capabilities. First, there is a growing awareness of the challenges. Our perception of human needs and problems has been improved by our growing consciousness and should result in greater intellectual energy being devoted to their solution. There is growing knowledge in all areas, especially in human sciences, ecology and cultural studies. There is growing competence in technology and impact assessment, in the use of communications media, in management skills and skills of animation. Finally, there are growing institutional facilities at all levels: international agencies, bilateral agreements, interdisciplinary networks, management systems, all of which can be made to work for the good of the individual.

QUESTION 2

To illustrate this analysis, please indicate how these problems affect your country or your region. What impact do they, or might they, have on, for example, the various sectors of activity, the living conditions of the population or social and cultural values and behaviour?

Canada is concerned with world problems both with respect to their impact on, and relevance to the people of Canada at the national level and as a member state of the international community.

As one of the more privileged countries, it is more concerned with progress towards solution of these problems at the international level, particularly in less privileged countries, than with direct benefits at the national level. Peace, security and disarmament have long been high priority foreign policy objectives of Canada; the consequences of failure to make progress in this area will be devastating to people everywhere. Canada is constitutionally committed to the realization of human rights and fundamental freedoms for its culturally, ethnically, linguistically and regionally diverse population and is concerned about the continuing violation of these fundamental principles of social conduct in other parts of the world, as well as within its own borders. The achievement of a just society and the rule of just law go beyond human rights and freedoms and Canada continues nationally to work towards greater justice in law and in reality; this problem is also considered one of the main factors in the current world crisis. Although Canada is one of the more developed societies, it continues to suffer from both maldevelopment and underdevelopment. The achievement of human-centred development is vital for its future well-being as well as for the future well-being of other industrial and developing societies alike. Many of the problems that plague the world today -- hunger, malnutrition, poverty, destitution and oppression -- can be related to a gap in education, science and technology (including, and perhaps particularly in social science and

QUESTION 2 (cont'd)

technology), culture and communication. Progress in these fields will deal with the causes rather than the symptoms and will be more effective in the long run than direct attacks on these problems, which should also be continued (by the appropriate agencies) to relieve human misery.

Canada is well aware that the changes that are required in the international system, particularly progress towards a new world order based on human solidarity, interdependence and mutual interests, will require major adjustments in Canada and other industrial societies. What these adjustments will be and how they can be anticipated and worked out, need urgent study at both national and international levels. But Canada also realizes that it is ultimately in the best interest of everyone everywhere that significant progress towards the solution of this fundamental problem in the evolution of human society be made in this decade.

Some of the areas of particular interest to Canada cover:

social development and improvement in the quality of life: Canada experiences many development problems which are not unlike problems faced by developing countries: isolated communities, regional disparities, minorities, status of women. In efforts made to face these problems, there is renewed emphasis on the need to promote equal opportunity and to improve the quality of life for all.

cultural development and transcultural communication: Canada's own experience with cultural plurality, its concern for the protection of national sovereignty and identity, its search for a system which will allow for the harmonious development of all segments of the population, including native populations, are areas of concern which Canada shares with many Member States. There is great interest in the Unesco Conference on cultural policies scheduled for 1982.

formal education: awareness of global issues could and should be improved in Canada with a view to developing skills to deal constructively with world problems;

QUESTION 2 (cont'd)

non-formal education: this sector is of special interest to Canada insofar as it provides to special categories of citizen, the opportunity to improve their participation and contribution to society;

environment: there is a strong concern in Canada for environmental rehabilitation, both at the official and at the grass-root level, and a keen awareness of the need to coordinate efforts at the international level;

technological development: there is interest in the area of the impact of technological development on societies and cultures, transfer of knowledge and technology;

communication: Canada has both expertise and hardware and would be willing to share both with other countries in the study of communication issues;

QUESTION 3

What do you conceive to be Unesco's role in the study and elucidation of these problems and in raising the awareness of those in authority and the population at large?

Canada considers, that because of its mandate, Unesco can and should play a key role in facing future challenges, a role different from that of other UN agencies.

One of Unesco's responsibilities is to foster intellectual cooperation among nations in order to further universal respect for justice, the rule of law, human rights and fundamental freedoms. This is done by promoting collaboration and increasing understanding through educational, scientific and cultural relations. It is a "philosopher" agency, one which invites nations to measure progress accomplished and to look at the future from a global as well as human perspective.

Canada understands how the pressure of immediate problems has led developing countries to ask Unesco to take an active role in specific development projects. Gradually, Unesco has therefore moved from its ethical role to direct involvement in educational, scientific and cultural projects, mainly in developing countries.

It is perhaps not appropriate for developed countries to deny a role for Unesco which is desired by a majority of developing countries. It would, in any case be unrealistic to make a cut-and-dried choice between the roles for Unesco: technical assistance or understanding. Yet, Canada feels strongly that it would be most unfortunate if Unesco were to become only another development agency among others at a time when North-South polarization has reached dangerous proportions. There is a need for a meeting point between the two groups, where parallels between the challenges facing both developing and developed nations can be brought out and differences understood. Unesco is in a unique position to play this essential role.

QUESTION 3 (cont'd)

Canada would therefore invite Unesco to concentrate on the observance of human rights, the promotion of intercultural understanding, collaboration and sharing among nations. In addition, Unesco should reduce direct involvement in some areas and emphasize the following roles:

catalyst - to stimulate other groups to the study of problems, to action and to the exchange of information;

intermediary - to facilitate dialogue between North and South, East and West;

listening post - to monitor major currents of thinking, trends and patterns of change;

warning signal - to alert others and suggest preventive measures;

clearinghouse and transmitter of information - to facilitate cooperation among individuals and institutions at all levels;

model of collaboration and self-reliance - to provide this model through its own approach and methods of work;

consciousness-raiser - to raise awareness, to increase sensitivity to issues of human rights, discrimination and prejudices;

leader - in the involvement of women in all Unesco activities and in their promotion, especially decision-making positions.

This new emphasis would have important implications at the programme level, both in reducing the number of activities and in providing sharper focus for the remaining programmes.

QUESTION 4

What lines of emphasis do you think should be given to the efforts to find solutions to these problems, taking into account recent developments in international affairs?

There is danger, for purposes of Medium-Term Planning, in linking the finding of solutions to the descriptions of world problems. While it is perhaps useful to analyse world problems in preparation to the elaboration of a plan of action, it seems that such an analysis can only serve as general background against which to draw up a plan. It should not serve as a direct point of departure for the choice of medium-term objectives.

Canada would therefore suggest that the second Medium-Term Plan avoid addressing such broad questions as finding solutions to world problems. One can only address the question of efforts to be made to improve the common welfare of mankind within a certain time frame. Such an approach will certainly lead to more pragmatic planning, better suited to Unesco's relatively modest means. It will also avoid the risk of dispersing the organization's efforts in a futile attempt to deal with all world problems.

QUESTIONS 5 - 6 - 7 - 8

These questions all deal with Unesco's fields of competence and will be considered together in order to avoid duplication.

QUESTION 5

What contribution do you consider could be made, in the fields of education, science, culture and communication, to the devising and application of solutions to these problems? Your reply might be based on an analysis of action being taken or under consideration in each of these areas, and of the line being followed in the policies applicable thereto.

QUESTION 6

Please indicate the constraints that these problems and their development entail, particularly in your country or region, in Unesco's fields of competence in respect of the development of education, progress in scientific research, including research in the social sciences, cultural development and the development of communication and information systems.

SPECIFIC PROBLEMS

QUESTION 7

Please indicate also, for each of Unesco's particular fields of competence, what are the major problems and the ones which appear likely to be of crucial importance between now and the end of the century?

In identifying and analysing these problems, you may wish to take into account situations as these are perceived in your country, the region to which it belongs or the world at large (or in your Organization) and also obstacles or "dysfunctions" which are now apparent and which may be aggravated in the coming years, thereby hampering trends of development considered desirable in the Organization's fields of competence. Your reply might conversely indicate what you consider to be promising developments, in particular new knowledge and know-how or the progress anticipated or possible in this regard which may appreciably affect the life of societies in the coming years.

ACTION TO BE TAKEN

QUESTION 8

In the light of your replies to questions 5, 6 and 7 above, what action do you think should be taken and what policies should be pursued, nationally and at the level of regional and international co-operation, in Unesco's fields of competence?

The contributions of education and science, the role of culture and communication to development have been analyzed 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 these areas have been equally well documented. Several major reports on global issues have recently been published: the OECD report, Facing the Future: Mastering the Probable and Managing the Unpredictable; the Brandt Commission Report: North-South - A Programme for Survival; The Global 2000 Report to the President, U.S. Council on Environmental Quality and Department of State.

It, however, wishes to convey the following views insights into these broad issues.

It, however, wishes to convey the following views bearing on the specific areas of Unesco's competence, pointing to special concerns and suggesting lines of emphasis.

EDUCATION

Several recent documents dealing specifically with education issues should serve as background to the discussion on education. They are: Torsten Husén, The School in Question; the Report to the Club of Rome, No Limits to Learning; Philip H. Coombs, Future critical issues in education; the World Bank Education Sector Policy Paper and recent Unesco documents related to the Education in the year 2000 Project.

There emerges from these recent reports and documents the need to discuss the role, place and importance of education within the overall process of human development. It is necessary therefore to counteract the impression left by the other major reports on global issues mentioned above that education may not have a contribution to make to the study and solution of the world "problématique". On the contrary, the need for education is increasing and the challenges in this area are becoming, if anything, overwhelming. Unesco is in a unique position to view the issues from an inter-sectoral perspective and should promote wide discussion of the new social context, or ecology, of education that the various reports on education suggest is emerging. New models involving new structures and methods will have to be considered.

The second Medium-Term Plan should reflect the fact that learning is undertaken by increasing numbers and types of individuals over longer periods of their life-times. This phenomenon illustrates the need to lessen dependency on traditional delivery systems and to develop new forms of access and new kinds of services adapted to today's social needs. It would be a mistake, in placing stress on the general theme of human development, to emphasize only schooling. Important teaching and learning occurs without the formal treatment of teachers. Education should therefore be both "decompartmentalized" and in a certain sense "deprofessionalized", if we are to utilize fully the human resources available within the context of budgetary constraints. It should also be better adapted to an adult clientele. One should therefore view development and education from a broader perspective so that they would include not only formal schooling but also non-formal activities which are organized in different kinds of environments.

There are clear parallels between the challenges facing both the "developing" and "developed" nations which suggest the promise of interdependence and the sharing of ideas. There is need for a meeting-point, or rather a reconciliation, between two tendencies of North and South: the tendency of the North to undertake research and reflection permitting adaptation of the individual to social change and transformation, and the tendency of the South to stress continuity of the cultural identity and aspirations of the collectivity. Canada hopes that Unesco will provide such a meeting-point.

The following are some of the major challenges and opportunities in the field of education.

- The goals and priorities of education that will prepare all people for living in the year 2000.
- New understanding of the learning potential of human beings, of the influences that affect learning, and of ways of fostering learning.
- The educational potential of the communications revolution to expand access to learning and development, and the implications for culture, institutions and curriculum. In developed countries, the advent of the computerized society will pose new challenges for educational planners and may change the basic rules of education.

- The need to enlarge our concept of literacy and increase our efforts to eradicate illiteracy in both developed and developing nations.
- More attention to the effective teaching of respect for human rights, cooperation and understanding, other languages; concern for the quality of life and work, peace, science and technology, and the skills of anticipation and participation that are central to "innovative" learning.

Understanding and cooperation among individuals or communities do not result from spontaneous generation: they are learned.

NATURAL SCIENCES

Since we live in a world dominated by the practical results of science, namely technology, more emphasis needs to be given by Unesco to the advancement of sciences, especially to technology and engineering. The United Nations Conference on Science and Technology for Development (UNCSTD) Vienna, 1979, called for increased attention of the international community to the demand for technological progress and to the needs of the developing countries in this domain. Unesco must therefore play a fundamental role in the implementation of the UNCSTD Programme of Action particularly in the area of applied science to assist the developing countries.

The major international programmes in geology (IFCP), ecology (MAB) hydrology (IHP) and oceanography (IOC/MSD) have proven to be very good and deserve strengthening through major regional projects.

Unesco is to be commended for the work it has accomplished in developing an interdisciplinary approach, especially within the Man and the Biosphere (MAB) programme. It is clear that efforts along similar lines should be vigorously pursued and that many more projects should be undertaken involving several disciplines. Possible testing grounds for more advanced interdisciplinary projects could be between activities in the field of energy and those of the MAB programme.

The efforts of the Intergovernmental Oceanographic Commission (IOC) and the Division of Marine Sciences must be strongly supported by Unesco in order to enable cooperative intergovernmental programmes in the field of ocean and marine sciences to be carried out. Together these two groups can make a strong contribution to the wise global use of ocean resources, the understanding of ocean processes and interfaces and the maintenance of a healthy marine ecology. The next two decades will be critical. It is in this period that viable intergovernmental mechanisms must be established to coordinate and manage the global ocean situation. A concerted effort through national programmes will be needed in order to further the advancement of scientific knowledge of ocean and marine systems and to achieve a rational utilization of their resources for the well-being of all peoples. The Medium-Term Plan objectives should reflect the need to identify the long-term changes taking place in the marine environment, both physically and chemically, and they should be set on three main programme thrusts namely, living resources, non-living resources and ocean climate. Unesco must work to assist in the development of new technological expertise in these fields, to facilitate the collection of ocean and marine data.

Education in science and engineering, the important major programmes related to education, and the programme of science and society must continue as a high priority. The science and society activity in particular needs strengthening in order that the implications of scientific and technological progress be better understood by the society that depends on it. Similarly, in view of concerns about pollution, waste disposal, the hazards of synthetic drugs, the role of chemistry and the need for environmental rehabilitation in our industrialized and industrializing age take on great importance. Unesco should, consequently, also pay particular attention to these areas.

Other facets of the sciences such as biotechnology, biomaterials, micro-electronics, chemistry of natural products, all are important in the 80's, but so are many other areas such as applied microbiology, renewable energy sources.

However, Unesco has neither the money nor the manpower to mount and sustain all the programmes mentioned; the question of selection becomes critical. Much more selectivity in priorities, programmes and activities would help. This could be achieved, for example, by identifying projects that are specifically designed to meet particular needs.

Close links with the international scientific community must be maintained and further developed. More direct involvement of the International Council of Scientific Unions (ICSU) is a useful way to enhance access to the scientific community, as is now being done between Unesco and the International Union of Geological Sciences (IUGS) and between the World Meteorological Organization (WMO) and ICSU. Such joint operation of projects has so far proven effective and economical and other similar partnerships would certainly be beneficial.

SOCIAL SCIENCES

Canada strongly supports the statements in Section III of the Annex to 21C/Resolution 100, concerning the role of social sciences, their development, structure and objectives, and the need for greater emphasis on social sciences. In this respect, it is essential to recognize that social sciences are at the foundation of the Unesco mandate as a whole. There should be greater acceptance of that status within Unesco in order to enhance its credibility within the social science community.

Unesco could take several measures to increase the impact of social sciences on its programmes. Unesco should:

- devote larger resources to the social sciences;
- increase the flow of information between the social sciences and other disciplines;
- make better use of existing networks and, where necessary, encourage the establishment of new linkages;
- carry out wider consultations and involve young people in this process;
- promote an integrated interdisciplinary approach. There is concern with insufficient interdisciplinary efforts at the Unesco Secretariat level. The MAB programme, for example, although interdisciplinary in its approach is functioning almost without participation from the social science sector. Much work will need to be done to allow cross-overs between sectors within the Secretariat and to modify existing structures for that purpose.

CULTURE AND COMMUNICATION

In view of the fact that societies are becoming increasingly aware of the crucial significance of culture and of the factors that nurture, modify and transform it both at the collective level and at the level of the individual, and recalling the principles guaranteeing the rights of the individual in the Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights, Unesco must reaffirm in its Medium-Term Plan the universality of culture and its fundamental role in all aspects of human endeavour and assure a significantly higher priority to culture and its multiple dimensions within all its programmes and activities.

In Canada, one can speak of a sense of crisis concerning the need to deal with the whole series of problems presented by culture and communication.

With regard to the second Medium-Term Plan, Canada recommends the following considerations be taken into account:

- Culture should be considered from a comprehensive perspective, as an essential component of all functions and activities of Unesco, and recognition should be given to the linkages between culture, natural and social sciences, environment, education through an interdisciplinary approach to programme activities and objectives;
- Unesco's cultural objectives should be presented in a coherent and comprehensive manner throughout the Medium-Term Plan, with a view to a higher priority being given within the biennial budgetary appropriations programmes and activities designed to realize these cultural objectives; culture and communication should be considered together in the Medium-Term Plan as they are particularly interlinked;
- Unesco should consider and evaluate the impact of its activities on culture and should also study the influence of individual cultures on these activities; these studies should be interdisciplinary in nature.

As regards communications, and with particular reference to the ongoing debate on communication issues, Canada notes that the approach taken in the current Unesco communications debate has created a malaise in Canada. Canadian journalists, for example, feel that freedom of the press is being threatened. Furthermore, from the Canadian perspective it appears misleading to claim that there exists a worldwide consensus on a New World Information Order. At this point in time, if there appears to be general support for the need to deal with the problems raised by New World Information Order discussions, no agreement at the action level has emerged.

Unesco should recognize the specific mandate of other organizations already involved in international aspects of communications. In communications, it sees Unesco's role as more that of coordinator among organizations and a catalyst for the study of communications issues than as an action-oriented organization. It feels that any extension of Unesco activities in the field of communication should be done only through cooperation with existing organizations.

In all Unesco material, the language in which matters are presented should be as objective as possible, avoiding unnecessary provocation and polarization of attitudes. This is all the more important since there is often agreement on the concepts lying behind the words.

STATUS OF WOMEN

Canada is concerned with the effect on women of the worsening quality of life. This deterioration was emphasized during the World Conference of the UN Decade for Women which was held in July 1980 in Copenhagen. While women are one half the world's adult population and one third of the official labour force, they contribute two-thirds of the total work hours, they receive only one tenth of the world's income and they own less than one hundredth of world property. During the past five years, in many countries, the situation of women from the disadvantaged sectors has worsened, in particular with respect to employment and education. The Brandt Commission Report shows clearly how development plans have widened the gap between men's and women's situation and increased man's dominant role to the great detriment of society as a whole, since development, in most countries, relies greatly on the contribution of women for its success.

QUESTIONS 5-6-7-8 (cont'd)

Canada would stress the seriousness of the situation and calls on Unesco to reflect this concern throughout the new Medium-Term Plan. More specifically:

- Rather than seeing women's questions simply as another problem to resolve, the objective of improving the status of women should be a central idea that is present in all Unesco activities;
- Unesco should make special efforts to ensure that resolutions on status of women issues adopted with wide support at the Unesco General Conference sessions of 1974, 1976, 1978 and 1980 be fully implemented during the period covered by the next Medium-Term Plan. The 1980 resolution, in particular, calls for specific measures which should receive immediate attention: promotion of women's interests in all programme activities; increase in the number of women in decision-making positions; increase in financial and personal resources; give priority to specific programmes, especially those in education which will address the problem of growing female illiteracy; involve more women at all levels of activity;
- Affirmative action principles should be introduced within Unesco's hiring procedures and programme activities;
- Unesco should serve as a role model with regard to the full integration of women at the planning and implementation of all programmes;
- Women's issues should be dealt with through an inter-disciplinary approach;
- There is an urgent need for more public education activities to sensitize the public to problems of discrimination and prejudice as they affect women; to help women understand the perspective of women from other countries; to help women in their effort to develop their potential and thus make their full contribution to society;
- One of the more important research priorities should be the improvement of economic and social indicators so as to reflect women's real contribution to society; the training of women research scientists in all countries and support for research on women's issues.

QUESTION 9

On the basis of your comments in reply to questions 1 to 8, and in the light of your own experience, please give such detailed observations and suggestions as seem to you to be called for by the considerations contained in the Annex to 21 C/Resolution 100, highlighting those that relate to aspects of the Organization's future action which you consider should be (given priority) and suggesting, where appropriate, priorities other than these which emerge from that Annex.

In addition to the comment made under the previous questions and which form the background to the present reply it is suggested that in each of Unesco's fields of competence the second Medium-Term Plan be designed to ensure that each sector:

- gives priority to the special contributions each field of competence will be expected to make to the world problems selected;
- adopts an integrative approach in all its actions, with emphasis on the development of effective interdisciplinarity, both within the sector and in relation with others;
- develops a coherent programme with concentration on a few priority areas through major projects and international programmes;
- seeks to assist in building up indigenous capacities through training, infrastructure and institution building in developing countries; through programmes oriented to problems and priorities determined in the country or region and which also relate to the world problems selected;

- collaborates with institutions at all levels and fosters international cooperation through networking;
- focuses on those technical and substantive aspects of programmes where Unesco can make the most effective contribution to development;
- seeks to contribute to development by encouraging greater communication between specialists in the field, policy makers and the general public.

ROLE AND MISSIONS OF UNESCO

QUESTION 10

In the light of your comments and suggestions above, what overall idea does your country or Organization have on Unesco's role and its main missions during the eighties?

In paragraph 2 of 21 C/Resolution 100, the General Conference:

"Considers that the main forms Unesco's action should take in contributing to the solution of global problems might be the following:

- (a) encouraging research, reflection and intellectual and scientific co-operation;*
- (b) familiarizing the general public throughout the world with the nature of these problems in order to make the world community conscious of their importance and urgency;*
- (c) promoting the dissemination of knowledge and exchanges of experience;*
- (d) contributing to the framing of policies and strategies with a view to find practical solution to these problems;*
- (e) implementing action-oriented programmes, with a view to development and in favour of the developing countries in particular".*

With regard to the problems or priority areas which you have identified in replying to the previous questions, do you have any suggestions to make concerning the forms which Unesco's action should take during the eighties?

Unesco and its Member States should take a long-term look at the Organization, raising questions about its present credibility, its future shape and even about its survival. Several problems should be addressed, in this regard: the fragmented, ill-defined and not adequately evaluated programmes, its narrowly sectoral approach, an overly bureaucratic and centralized system, the loss of intellectual support.

Canada feels that drastic measures are needed to reframe Unesco's activities. All activities should be chosen according to a clear set of guiding principles. Implementation should also follow more rigorous rules.

Principles for programme action

By re-emphasizing certain key roles for Unesco, as described in the reply to question 3, there follows a parallel emphasis on certain principles for programme action:

- emphasize programmes aimed at developing a sense of community among all nations by improving knowledge about different cultures and competence in other languages; by helping individuals understand each other; by developing attitudes of acceptance and patterns of non-conflictual relationships; by helping nations learn how to share and how to become real partners rather than antagonists;
- design programmes so as to reach out to all segments of the population;
- increase the flow of information by working through existing networks, such as the international non-governmental organizations and encourage the establishment of new ones, where required;
- continue its service of promoting exchanges among countries;
- encourage a re-examination of models of development by improving the quality of economic indicators, in general, so that they are more comprehensive in scope and by designing social and cultural indicators that measure other dimensions of social well-being.

Principles for programme implementation

Unesco should concentrate on certain criteria in the implementation of its programmes. Such a practice would be helpful in answering repeated criticism about Unesco's lack of an adequate evaluation system, dispersal of efforts and misuse of resources. Canada recommends that the following principles be adopted:

- emphasize quality rather than quantity of work; make hard decisions on which areas warrant direct action and in which areas Unesco should remain an advisor or catalyst. The organization can no longer attempt to be all things to all people;

- promote within its own structure the interdisciplinary approach. As indicated earlier, Canadian experience with Unesco programmes, which should be interdisciplinary by nature, reveals some resistance by Unesco staff to an integrated and inter-sectoral approach. Many issues, such as environmental problems and women's concerns, continue to be treated along sectoral lines, even though they can only be addressed properly through an interdisciplinary approach. It may be that the present Unesco structure with its rigid sectoral divisions prevents such a broad approach from developing. It will be necessary to take a look at the obstacles to interdisciplinarity in order for Unesco to become a model in this area.

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