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DEVELOPMENT AND INTERNATIONAL ECONOMIC CO-OPERATION

Reports of governing bodies of the organs and organizations
concerned within the United Nations system on the progress
made towards the establishment of the new international
economic order

Note by the Secretary-General

The Secretary-General has the honour to transmit to the members of the General Assembly the report prepared by the Executive Board of the United Nations Educational, Scientific and Cultural Organization pursuant to General Assembly resolution 33/198 of 29 January 1979.

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INTERIM REPORT TO THE UNITED NATIONS GENERAL ASSEMBLY ON
PROGRESS MADE, IN UNESCO'S FIELDS OF COMPETENCE, TOWARDS
ESTABLISHMENT OF THE NEW INTERNATIONAL ECONOMIC ORDER, AND
ON THE OBSTACLES IMPEDING IT

drawn up at its 108th session by the Executive Board of the United
Nations Educational, Scientific and Cultural Organization

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This report has been drawn up in response to the request by the United Nations General Assembly which, in resolution 33/198 adopted at its thirty-third session, concerning preparations for its special session in 1980, invited "the governing bodies of the organs and organizations concerned within the United Nations system to assess, within their respective areas of competence, the progress made towards the establishment of the new international economic order, as well as to indicate the obstacles that impede its establishment, and to present interim reports to the General Assembly at its thirty-fourth session, with a view to submitting comprehensive reports to the Assembly at its special session in 1980".

It is accompanied by two annexes:

Summary prepared by the Secretariat at the request of the Executive Board (Annex I)

Unesco's contribution to the establishment of a new international economic order: Report of the Director-General on the implementation of 19 C/Resolution 9.1 (Document 20 C/12) (Annex II).

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A guideline for reflection and action

1. For some five years now, the establishment of a new international economic order has been one of the major thrusts directing Unesco's action. Indeed, only a few months after the United Nations General Assembly adopted on 1 May 1974, the Declaration and Programme of Action on the Establishment of a New International Economic Order (Resolutions 3201 and 3202 (S-VI)), the General Conference, at its eighteenth session, embarked on initial consideration of the form Unesco's contribution thereto could take and, at the close of its discussions, adopted on 14 November 1974, resolution 18 C/12.1 in which it recognized that "Unesco is directly concerned, in the fields of its competence, by the Declaration and Programme of Action", and decided that "Unesco's activities should be guided by the principles of a new international economic order as laid down in paragraph 4 of the Declaration". It also decided that "Unesco shall make its full and entire contribution to the establishment of a new international economic order in the fields of its competence" by taking action on two levels:

through study and reflection and the dissemination of knowledge concerning the concept of a new international economic order, and study of the factors which might impede or facilitate efforts aimed at establishing such an order;

through the orientation, adaptation and strengthening of its programme in line with the objectives of the Programme of Action.

2. One of the principal steps taken by the Director-General in pursuance of resolution 18 C/12.1 was to arrange for preparation of the study entitled "Moving towards change - some thoughts on the new international economic order". This study, which constituted his report to the nineteenth session of the General Conference, sought to identify, in the light of an examination of the world situation and an analysis of the concept of the new international economic order, what the broad lines of the action called for in the Organization's fields of competence should be. The Director-General also took steps to ensure that the Organization's Medium-Term Plan for 1977-1982 should reflect these considerations.

3. The Executive Board, at its 99th and 105th sessions, and the General Conference, at its nineteenth and twentieth sessions, in particular in resolutions 19 C/9.1 and 20 C/9.1, endorsed this approach and formulated a series of directives as to what the Organization's action should be. Thus, throughout the period that has elapsed since May 1974, when the Declaration and Programme of Action were adopted, and having regard to the texts adopted subsequently by the United Nations General Assembly (resolution 3281 (XXIX) of 12 December 1974 - the Charter of Economic Rights and Duties of States - and resolution 3362 (S-VII) of 16 September 1975 on development and international economic co-operation), Unesco's governing bodies have, on several occasions, expressed their views on the need for the Organization to make a contribution to the establishment of a new international economic order and on what the nature of that contribution should be.

4. These various pronouncements must be viewed in the light of the exercise in thinking by which Unesco has, since 1974, endeavoured to bring out the significance and scope of the concept of the new international economic order and thereby spell out the ways and means by which the Organization's action in its fields of competence can contribute to the fulfilment of the aims embodied in that concept.

Moral principles and the essential characteristics of development

5. As an organization one of whose missions is fundamentally of a moral nature, Unesco immediately signified its adhesion to the principles on which the concept of a new international economic order is founded. Already at its eighteenth session, the General Conference affirmed its awareness of the "importance of the principles set forth in the Declaration on the Establishment of a New International Economic

Order, which are based, in particular, on the concept of justice, on the full and genuine participation of all countries on an equal footing in the solution of world problems and on the exercise of the right of peoples under colonial and racial domination and under foreign occupation to self-determination and independence.⁽¹⁾

6. However, it also made the point that the notion of a new international economic order could not be confined to the economic sphere alone. Thus it declared in resolution 18 C/12.1 that "the establishment of a new international economic order depends not only on political and economic factors, but also on socio-cultural factors, the role of which in development is constantly growing and which are crucial in the struggle of peoples against all forms of domination".

7. The inequitable character of the existing international system, which has been the subject of in-depth analysis in the texts relating to the new international economic order, is not confined to economic relations, international trade or monetary problems but also concerns the creation, dissemination and exchange of knowledge and the possibility of making use of knowledge and know-how. It is not possible, therefore, to disregard the imbalances existing in the field of information and communication, the unequal development of education and of the means of access to culture and, above all, the disparities in the distribution of scientific and technological potential. Faced with a Programme of Action which was essentially economic in character and to the implementation of which Unesco, like the other organs or agencies of the United Nations system, was invited to contribute, the Organization considered that its role lay in making a concerted effort of reflection, with a view to highlighting all the implications of the bid for a new international economic order, as these emerge as soon as an attempt is made to plumb the meaning of the concept.

8. This effort of reflection, the main stage in which was the drafting of "Moving towards change", has in fact been a permanent feature of the Organization's outlook over the past five years, continuing to mark not only the discussions in the General Conference and the Executive Board and the resulting resolutions or decisions adopted on the new international economic order but also the different activities involving matters related thereto.⁽²⁾

(1) Resolution 18 C/12.1.

(2) Among these activities, special mention should be made of three round-table meetings convened by several non-governmental organizations, with Unesco's support, for the purpose of promoting wide-ranging general reflection on the establishment of a new international economic order. The first of these meetings was held in June 1976 on the theme of "cultural and intellectual co-operation and the new international economic order". The thirty-four eminent intellectuals and artists from all over the world taking part in the meeting indicated, among their conclusions, that cultural development was important as a fundamental factor of global development and that an international moral code was essential as a basis on which to establish a new international economic order. The following meeting took place in June 1977 on the theme "Challenges of the Year 2000", the participants at which primarily concerned themselves with such problems as the arms race, atmospheric pollution, the abusive use of the media, and so on, and acknowledged that the features of the new international economic order represented an essential condition for world peace. At the end of the third meeting, which was held in Mexico City in December 1977 and had as its subject the future of the Third World, the participants gave expression to the concern aroused by the inequalities existing between the industrialized and developing countries and put forward the view that the world's main problems were indissolubly linked with the question of complete and general disarmament.

9. The exercise in thinking can be regarded as having been conducted on two levels. In the first place, the in-depth analysis of the concept of the new international economic order has been instrumental in shedding light on its underlying principles and moral implications. Secondly, the movement towards a new international economic order has been looked at in terms of the relationship it bears to the development of societies. These two approaches are closely associated in "Moving towards change".

10. Among other things, "Moving towards change" stressed the fact that "economic problems are the starting-point but we must be able to look beyond this aspect of human affairs".⁽¹⁾ Trade must be restored to its profound human significance, as representing "a positive acknowledgement of various kinds of interdependence, not passively experienced but actively sought, and an occasion for the exercise of practical fellowships".⁽²⁾ "The very purpose of a 'new international economic order' thus goes beyond the economic sphere proper; it is directed not only to making the best use of things and sharing them out more fairly, but to developing all men and women, and every aspect of the individual."⁽³⁾

11. The actual concept of the new order must be given added depth and breadth. The order in question has to be much more than a "type of organization of international relations", or even a legal order based on the recognition of rights and duties. "If a new international order is really to be established, there must first of all be agreement on a system of values and a willingness to embark on a joint examination of their implications: values of justice, equality, freedom and fellowship. These will be based on a new awareness in two respects, namely: recognition of the unity of mankind, with all its diverse peoples, race and cultures; and the assertion of a desire to live together, actually experienced not simply as a necessity for survival or coexistence but as the deliberate choice of fashioning a common destiny together, with joint responsibility for the future of the human race."⁽⁴⁾

12. From this point of view, the accent is placed on the need to transcend conflicts of interest, to eschew confrontation, the effects of which would be disastrous, and to base solutions on a code of solidarity. The need has probably never been greater for stressing this moral requirement of solidarity, at a time when the specifically economic negotiations on the new order are marking time, as the Unesco General Conference pointed out when, at its twentieth session in November 1978, it emphasized that "the efforts made to apply the resolutions concerning the establishment of a new international economic order have not produced the practical effects expected, even though it has been possible to identify the main problems".⁽⁵⁾

13. This stagnation of the efforts being made to introduce a new international economic order was referred to in the Postface to the Draft Adjustments to Unesco's Medium-Term Plan submitted to the twentieth session of the General Conference. In this document, whose main lines were approved by the Conference, the current stagnation in this respect was seen as part of a general "slowing down... in the effort to find a solution to most of the major problems, due to a certain inability to control the evolution of societies and economies, and a fairly widespread feeling of uncertainty as to the future".

(1) Moving towards change, page 17.

(2) Ibid., page 18.

(3) Ibid., page 19.

(4) Ibid., pages 25 and 26.

(5) Resolution 20 C/9.1.

14. In this situation, according to the Postface, the Organization must do two things. In the first place, it must adopt a broad synoptic view which would enable it to surmount the barriers raised by the compartmentalization of human activities and to encompass the most varied approaches to world problems. Secondly, it must endeavour to have a long-term view, in particular as to "the sort of societies which would make up a world remodelled according to the principles of the new international economic order". From this point of view, there are probably grounds for believing that the outcome would necessarily be the adoption of new kinds of development styles or growth models which developed and developing countries alike have yet to devise.

15. At all events, thinking about the new international economic order is inseparable from a critique of development. According to the United Nations General Assembly, "the overall objective of the new international economic order is to increase the capacity of the developing countries ... to pursue their development".⁽¹⁾ However, the very idea of establishing a new international economic order is an indictment of a particular conception of development. "Moving towards change", for instance, points out that this conception rested on "the assumption that the development of the Third World would be obtained through integration in the world economic system. This assumption has been disproved by events. The projected integration has increased dependence and reduced the autonomy of the developing countries inasmuch as it had induced them to produce what the 'international system' wanted them to, rather than what they themselves needed."⁽²⁾ It must accordingly be considered that there is a "contradiction between the underlying dynamics of the international system, revolving around the developed countries, and the real requirements of the developing countries".⁽³⁾

16. It is not possible, therefore, to subscribe to the idea that underdevelopment is a mere state of backwardness which can be made good by means of a linear process of catching up with other countries in the setting of the world economy, as fashioned by the developed countries. A belief such as this, whereby development would be expected to emerge in due course as a result of the factors at work in the world economy and by virtue of trade flows dictated by the international division of labour and based on comparative advantage, does not take account of the phenomena of domination and dependence which upset the balance of international relations and work to the detriment of the developing countries. The fact of the matter is that the establishment of a new international economic order means adopting a set of measures that will change the ground rules and usher in an era of international co-operation in which the developing countries would no longer be labouring under a handicap.

17. Consequently, it is possible and even necessary for the developing countries to choose development styles and paths that are not subject to the constraints of the model to which there appeared to be no alternative so long as the standpoint adopted was that of integration into the international system or development by stages. The dependence which must be brought to an end by the establishment of a new international economic order can be avoided only if the developing countries are in a position to embark on the path of endogenous development, based primarily on each society's inner determination and resources and the use it makes of them by its own efforts, in conformity with its inherent values and the self-appointed goals by means of which it reaffirms its own identity. This is the type of development implied by the new international economic order. On no account should it be confused with a stubborn determination to become completely self-sufficient or to

(1) Resolution 3362 (S-VII) - Preamble.

(2) Moving towards change, page 34.

(3) Ibid., page 35.

retreat into an inward-looking attitude. On the contrary, it should provide a real basis for establishing relations of equality and reciprocity between partners who bear full responsibility for their own destinies and are free to take the fundamental decisions determining their economic future and the type of society they plan to build. In turn, there can be no unimpeded endogenous development in an international environment that is not governed by the principles of the new order and consequently continues to impose relations of inequality and development models that have been devised and used in other parts of the world. On the other hand, endogenous development can be strengthened by co-operation between developing countries which adopt common goals as they look towards the future.

18. Development that is endogenous, and has rid itself of the obligation to follow an external model which it would have no choice but to reproduce as it stands, calls on a society to mobilize its own resources and all its energies, in a bid to achieve the aims that correspond to the image it has of its future. From this point of view, development must be seen as a process encompassing all aspects of social creativity and making it possible to use the knowledge and know-how that are required for exercising control over natural resources and for the full flowering of life in all its aspects. Consequently, the effort involved cannot be restricted to seeking economic growth alone: it must also cover, in an integrated manner, the promotion of science and technology, information and communication, and education and culture, all of which, taken together, can give a society both the wherewithal to achieve economic growth and the capability to imbue such growth with the end purposes it cannot find within itself.

19. If there is one essential characteristic of development which emerges clearly from Unesco's work and the experience it has amassed, it is - as the Organization's governing bodies have reaffirmed on numerous occasions - its multidimensional and integrated character. It is for this reason that the General Conference has underscored, at every one of its sessions since 1974, the close relationship existing between the new international economic order and the socio-cultural dimension of development.

20. When the General Conference declared at its eighteenth session, as recalled in paragraph 6 above, "that the establishment of a new international economic order depends not only on political and economic factors, but also on socio-cultural factors, the role of which in development is constantly growing and which are crucial in the struggle of peoples against all forms of domination", it had in mind much more than an affirmation that there are socio-cultural prerequisites for carrying out individual measures provided for in the Programme of Action, for example the need to train human resources in order to make progress towards industrialization. Education and science, culture and communication are not only means whereby a particular economic activity may be carried out: they are in themselves integral parts of the development process, and are at the same time factors involved in the world-wide redistribution of means and resources presupposed by the new international economic order. Thus at its nineteenth session the General Conference affirmed that "the development of education, science and culture constitutes an essential element in the general conception and implementation of a new international economic order".⁽¹⁾ What is more, at the same session it expressed the view that a new international economic order should lead to a new human order based on freedom, justice and equity, the abolition of inequality between nations and peoples, mutual understanding, co-operation in the major tasks which mankind

(1) 19 C/Resolution 9.1.

has in common, and participation by all in welfare, education, knowledge and culture.⁽¹⁾ The General Conference thus seemed to look beyond the new international economic order, to a state of the world characterized by the entelechy of certain values and the prominence accorded to the life of the spirit.

21. If we consider the sum total of the values which subtend the new international economic order, adopting the endogenous development approach which is inseparable from it, the movement towards the new order is much more than an attempt to alter the ground rules of international economic relations, even if this modification is fundamental. The concept of a new international economic order epitomizes, on the economic plane - since this is where the forces which have imposed their domination in the world today enter most visibly into action -, the rejection of dependence on whatever plane and the aspiration, however expressed, towards a juster world in which the balance will have been restored.⁽²⁾ What is involved is more than the purely economic dimension of international relations. It was for this reason that at its eighteenth session the General Conference stressed that it was "aware of the fact that the notion of justice must find expression not only in relations between States but also within the world community, through an equitable redistribution of wealth at the national and international levels".⁽³⁾ "Moving towards change" also referred to the need to link together the changes to be brought about at the international and national levels.

22. For this purpose there is absolutely no need to have recourse to approaches based on concepts other than that of the new international economic order, in particular that of "basic human needs". In recent international discussions on development problems it has sometimes been suggested that a "basic needs" strategy would provide essential components otherwise lacking from the overall action called for by the establishment of a new international economic order, regarded solely from the viewpoint of the structural changes in international economic relations.

23. The concept of "basic human needs" was the subject of wide-ranging discussion at the 105th session of the Executive Board, on the basis of a document containing an in-depth study of the question.⁽⁴⁾ In the light of this discussion, the General Conference at its twentieth session expressed the view that "the concept of 'basic human needs', presented as one of the foundations of development strategy, cannot replace the concrete concepts and principles on which a new international economic order should be built".⁽⁵⁾ The concept of "basic human

(1) "Endogenous development and the socio-cultural dimensions of development", a document submitted by Unesco to the Preparatory Committee for the New International Development Strategy (paragraph 8).

(2) Ibid.

(3) 18 C/Resolution 12.1.

(4) Document 105 EX/7: Study in depth on the concept of basic human needs in relation to various ways of life and its possible implications for the action of the Organization.

(5) 20 C/Resolution 9.1.

needs" can only be one "subject of thought, among others, in the study and the working out of development strategies".⁽¹⁾

24. The fact is that the adoption of a strategy which would lay the main emphasis on the satisfaction of basic needs seems to entail the risk of limiting the objectives of developing countries to the achievement of certain minimum thresholds - as regards food, housing, health and education - and of relegating to second place the structural changes and the creation of endogenous potential which are fundamental from the viewpoint of the new international economic order, and which are essential to developing countries in order to provide a lasting form of development freeing them from the constraints that weigh them down. Furthermore, precisely in so far as the search for a new international economic order necessarily implies an effort to eliminate instances of inequality, in particular the most glaring cases of poverty, and to pursue the aims of justice and equity so as to ensure universal well-being, recourse to another strategy does not seem to be appropriate.

25. The establishment of a new international economic order, based on ethical considerations and fitting into an overall view of the development of societies, can be seen to form part of a broad, comprehensive endeavour characterized by the pursuit of a set of objectives by which the international community lays store. For example, at its nineteenth session the General Conference declared in resolution 9.1 that it was:

"Convinced that:

the establishment of a new international economic order,

the establishment of a just peace guaranteeing, on all continents and for all countries, security, respect for human rights, individual freedom and the dignity of the individual,

the economic and social development of the developing countries which preserves their cultural identity, eliminates poverty, malnutrition and illiteracy and guarantees their population a better standard of living, accordingly necessitating self-reliance,

respect for the national independence and sovereignty of all countries,

equality and democratic relations between nations excluding all forms of domination and discrimination and based on mutual trust and solidarity,

respect for the right of peoples under colonial or racial domination or under foreign occupation to self-determination and independence,

a halt to the arms race and a genuine, complete and supervised disarmament, the way to which should be opened by implementation and extension of the policy of relaxation of international tensions, and which would release considerable resources that could be used in the service of development and for peaceful purposes,

all go together and are indissolubly linked,..."

(1) 20 C/Resolution 9.1.

26. The considerations below are set out under Unesco's individual fields of competence, and are designed to bring out for each field, as a function of specific conceptual approaches, the main lines along which pursuit of the objectives of a new international economic order should progress. A twofold requirement emerges in each field: on the one hand, that of full participation by each society, as an equal partner, in the various material and intellectual processes which characterize the world today; and on the other, that of the strengthening of each society's ability to build its future on the basis of its own potentialities and in terms of its own values. To make progress on both fronts, and achieve a world-wide solidarity which will do away with disparities while respecting the individual personality of each people, is in our view the challenge confronting the world community.

Science and technology

27. This is a field which is explicitly identified in the texts adopted by the United Nations General Assembly as being one of those in which important changes are necessary for progress towards the establishment of a new international economic order. The Programme of Action (resolution 3202 (S-VI)) includes a section devoted to the transfer of technology, and also refers to the question of the exploitation and development of natural resources and the training required for industrialization. Section III of resolution 3362 (S-VII) lists a number of aspects of the science and technology problem, such as the development of the scientific and technological infrastructure of developing countries, the exchange of technological information, support to the science and technology programmes of developing countries, assistance in the creation of suitable technology, energy resources research and development, access to computer science and the problem of the "brain drain". It should also be recalled that one of the principles of the new international economic order listed in the Declaration in resolution 3201 (S-VI) reads as follows: "Giving to the developing countries access to the achievements of modern science and technology, and promoting the transfer of technology and the creation of indigenous technology for the benefit of the developing countries in forms and in accordance with procedures which are suited to their economies".

28. One of the major aspects - and also no doubt one of the main causes - of the imbalances which characterize the world today is the extent of the disparities which exist between different countries as regards the possibility of access to scientific and technological knowledge, and the ability to contribute towards its creation and to apply it. The unequal distribution of science and technology potential is closely linked to the existence of asymmetrical relations between countries. Countries which are in control of science and technology inevitably find themselves in a dominating position, precisely in the field of economic relations, over those which have no such control; it is difficult to balance trade between countries possessing different potentials; and this constitutes one of the main factors in the deterioration of the terms of trade itself.

29. Thus efforts to redress the imbalances and put an end to the phenomena that are systematically unfavourable to the developing countries, at the trade level, cannot succeed without progress in the scientific and technological development of these countries.

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30. This requirement also has an ethical dimension. Mankind as a whole now possesses, through science and technology, the ability to solve the most serious problems of underdevelopment. Yet huge areas of poverty remain throughout the world, and hundreds of millions of people live in conditions of almost total destitution. From the viewpoint of human solidarity there is an imperative need to use science and technology in the cause of development, in order to ensure better living conditions, and in some cases purely and simply the survival, of a substantial proportion of the human race.
31. The aim should be, to take up a form of words used as the subtitle of the information document submitted by Unesco to the United Nations Conference on Science and Technology for Development, to promote "a more equitable distribution of scientific and technological knowledge and of its application to development in all countries".(1)
32. But the idea which prevailed at the beginning of the decade to the effect that it was sufficient to make available to all men the vast range of existing techniques, by means of the transfer of technology, for progress to spread throughout the world, is visibly proving inadequate. The fact is that the transfer of technology is not in itself enough to give an impetus to technological progress bringing with it a radical change in types of productive organization and procedures for the production or use of raw materials, and the renewal and diversification of products. This requires an ability to innovate ultimately based on the existence of an endogenous scientific and technological potential which makes it possible to control technology transfers. It involves, on the one hand, choosing from available technologies only those that reflect the real needs of the society, and on the other, adapting imported technologies to the social aims, available resources and cultural patterns of the society - not to mention the working out of appropriate endogenous technology, which may in some cases be based on traditional types of knowledge or know-how.
33. In actual fact, the key problem is that of the interconnection between participation in all the currents of scientific and technological progress throughout the world and an internal effort within each society, based on its vital forces and specific values and imbued with the aspirations of the community.
34. International co-operation is an essential dimension of scientific development. The exchange of ideas and research findings between scientific groups in different countries has always been a feature of the development of modern science. However, such exchanges have been established and organized primarily between developed countries, precisely those of which it can be said that they had organized the international economic system in terms of their own interests and needs. Scientific co-operation and exchanges of information have tended to grow up between countries which are equipped with relatively important scientific and technological resources and potential; it has thus been

(1) Document A/CONF.81/BP/Unesco - June 1979.

noticeable that scientific and technological information begins by circulating basically in a closed circuit, within the system of scientific and technological activities of the developed countries.⁽¹⁾ Thus the full participation of the developing countries in the machinery of co-operation and the circuits for the exchange and circulation of information is a major line of action in the context of the objectives of the new international economic order.

35. As regards international co-operation in this connection, an example of significant progress is the strengthening and extension of international scientific programmes in the Unesco context, in which a growing number of developing countries effectively participate.

36. The purpose of the International Geological Correlation Programme (IGCP) is to promote international co-operation in the scientific study of the processes which have led to the formation of mineral deposits in the earth's crust; it is producing results which improve our knowledge of the origin and distribution of minerals; in particular, the publication of a Geological Atlas of the World and a series of thematic maps serves to present a summary of scientific knowledge in this field and make it accessible to all. At present, seventy national committees co-operate in the programme.

37. The programme on Man and the Biosphere (MAB), which is aimed at a study of man's interactions with terrestrial and associated aquatic ecosystems, and at seeking knowledge for the rational use and protection of the resources of the biosphere, now totals some 500 on-site projects in 55 countries. It has the support of some 90 national committees.

38. The International Hydrological Programme (IHP) is designed to facilitate access to the scientific knowledge required for water resources management. It co-ordinates national efforts in this respect, and makes it possible to use comparable methodologies in research projects; it provides access by all countries to the knowledge available throughout the world. At present some 90 national committees co-operate in the programme.

39. All the activities of the International Oceanographic Commission are based on the principle of international scientific co-operation; they are designed, by means of concerted action by Member States, to develop research into a better knowledge of the nature and resources of the oceans; they promote the sharing of knowledge, in particular through the participation of specialists from all countries and the organization of access to information on the marine sciences and the marine environment.

40. Generally speaking, the international scientific community has made an effort to associate scientists in the developing countries with the most recent progress, in particular through the intermediary of representative international non-governmental organizations, first and foremost among which is the International Council of Scientific Unions. In the context of bodies such as the Committee on Science and Technology in Developing Countries (COSTED) functioning within the framework of the International Council of Scientific Unions, it has also been concerned with directing research activities towards

(1) In this connection see the Main Working Document of the UNISIST II Conference (PGI/UNISIST II/4, Part B II, para.14).

problems which have special interest for developing countries. A significant joint effort has been encouraged by Unesco with a view to advancing and disseminating knowledge in fields in which it can be expected to make a substantial contribution to the achievement of community objectives and the satisfaction of human needs, bearing particularly in mind the problems of the environment and natural resources.

41. All the international scientific co-operation activities referred to above contribute towards developing the scientific and technological potential of countries; at the same time, however, they depend on the existence of such a potential, the creation and strengthening of which in the context of endogenous scientific and technological progress is in turn conditioned by complex specific factors, in particular by the institution and development of responsible policy-making bodies, institutions of science and technology teaching, research institutions and programmes, and scientific and technological facilities, including information systems and services. All these considerations naturally presuppose the training of skilled personnel; from a more general point of view, an overall educational effort which will promote the integration of science and technology in culture appears essential.

42. Since the early nineteen-sixties, many of Unesco's Member States have set up, often in co-operation with the organization, government agencies to develop science and technology policies. An important role has been played, both in creating such agencies and in determining how they should function, by the various regional conferences of ministers responsible for science and technology policies, and in particular - to mention only those held since 1974 - by CASTAFRICA for Africa, CASTARAB for the Arab States and MINESPOL II for the European Region, all of which were also instrumental in strengthening regional and international co-operation.

43. Even so, few of the least advanced countries, with their scant scientific infrastructure, have set up government machinery for formulating national science and technology policies or even a general development plan containing an easily identifiable scientific element. Although these countries are having to contend with other immediate needs, most of them have realized that in the long term it would be to their advantage to institute in the field of science and technology a national consultative and supervisory body for the framing of policies which would be linked with the objectives of social and economic development. It is acknowledged that the need to create such machinery is becoming increasingly pressing. Unesco has been working with its Member States for many years in setting up and strengthening science and technology policy-making bodies and is anxious to respond to the requests for co-operation it receives in that respect.

44. While the growth of higher education in science and of research institutions in the developing countries can be regarded as a very positive factor in itself, it should not be forgotten that in many developing countries, fundamental research and even applied research are looked upon as being relatively marginal compared with the requirements of development, inasmuch as strategies are chiefly geared to the transfer and harnessing of knowledge considered to be available and capable of being used immediately. However, it is to be hoped that it will become increasingly clear that technologies cannot be applied and adapted by national communities which have no contact with science, and that the sort of science involved should not be confined to that developed in other places. This expectation is nurtured by several sets of arguments.

45. The actual work of technical adjustment entails, often unexpectedly, falling back on scientific methods and knowledge. In a national scientific and technological community, a process has to come about whereby an interaction is set up between the basic sciences and their applications, between scientists, engineers and technicians. Unesco continues to promote the study of these interactions, in particular between certain sectors and institutions - a case in point

being the interaction between universities and industry. The practical problems of application in the developing countries are often different in nature from those encountered in the industrialized countries, particularly as far as natural resources are concerned. Developing countries that are intent on assuming control over the exploitation of those resources have to take charge of the research this implies. Thirdly, when scientific research is carried out in a country, it conditions the higher education received by the personnel of all kinds whose job it is to work on the application of science and technology to development. Consequently the fact that today developing countries are not able to engage in such research constitutes one of the main obstacles to their endogenous development.

46. From this point of view, Unesco's action in science education at the higher levels is particularly significant as regards the objective of endogenous scientific and technological development. This action takes the form both of support for institutions like the International Centre for Theoretical Physics in Trieste and the organization in developed countries, and also to an increasing extent in the developing countries, of post-university training courses in the main scientific disciplines (mathematics, informatics, chemistry, physics, biology, microbiology) and in the engineering sciences (chemical engineering, petroleum, technology, metallurgy, heat and mass transfers, construction technology, soil mechanics, environmental management), in addition to which a wide variety of training activities are conducted in connection with the different international and intergovernmental scientific programmes. It must not be forgotten however that all these activities only help to train the required personnel. Local research institutions, with their experimental facilities and associated development plants, are yet to be built, and the local development processes based on research are yet to be started in most of the developing countries.

47. Reference must also be made to the steps that have been taken in Unesco to forge a new type of instrument for lending direct support to research and development in the developing countries. The Conference of Ministers of the African Member States Responsible for the Application of Science and Technology to Development (CASTAFRICA - 1974) recommended that machinery be set up to support the science and technology programmes of the countries of the region, in the form of the Special Fund for Research and Experimental Development in Africa. In addition, the Conference of Ministers of the Arab States Responsible for the Application of Science and Technology to Development recommended at its meeting in Rabat in 1976 that an Arab Fund for Scientific and Technological Research in the Arab world be established. The amounts raised for the first of these funds have so far been insignificant, and this illustrates the difficulty involved in mobilizing a significant volume of resources for scientific and technological development, to which is often given inadequate priority by financing agencies, whether they be bilateral or multilateral. The feasibility study on the Arab Fund is still going on, with Unesco's active participation.

48. The SPIN Conference on Strategies and Policies for Informatics, which was held at Torremolinos in Spain in 1978, stressed how important it is for the developing countries to have access to informatics and to make increasing use of it in the different spheres of activity of society. Emphasis was also laid on the advantage which all countries would derive from drawing up national informatics policies. Informatics is undoubtedly one of the important factors on the way to the establishment of a new international economic order. Depending on how its actual use is distributed, it could either further strengthen the countries already possessing the relevant knowledge and capability or else result in a more widespread and equitable dissemination of knowledge, particularly in combination with telecommunications technologies.

49. As a result of the progress made by informatics and telecommunications and other forms of information technology such as reprography scientific and technological information can be processed with such accuracy and speed that it should be possible to make optimum use of world information and to ensure that users throughout the world have access to them. However, these technologies are slow in reaching the developing countries.

50. Yet it is of capital importance for these countries to obtain access to scientific and technological information. Information is essential to the work of scientists and engineers: it stimulates the creative imagination necessary for any innovation and makes it possible to avoid intellectual isolation, which is invariably harmful.
51. Already some ten years ago, it was felt that a concerted effort was needed to deal with scientific information, and Unesco carried out, in co-operation with the International Council of Scientific Unions, a study on the establishment of a world-wide system of scientific information - UNISIST - which was visualized as needing to be a "flexible and evolving network based on the willingness of existing and future information services to intensify co-operation in their own interest". This study led to the launching, in 1973, of the UNISIST Programme, which now forms part of the Unesco General Information Programme and has made it possible to evolve a comprehensive conceptual framework for the development of information systems. The Conference on Scientific and Technological Information for Development (UNISIST II), which was held at Unesco Headquarters from 28 May to 1 June 1979, dealt with the problems involved in the flow and utilization of information.
52. Access to this essential resource produced by the scientific and technological efforts of mankind as a whole will be feasible only if both the technical obstacles connected with information management and transfer methods and the obstacles of an economic, legislative or administrative nature can be overcome. Steps also have to be taken to ensure that the information, whether generated externally or locally, can be used effectively in the activities involved in the development process. It is essential to create and develop infrastructures, train personnel and adopt strategies focused on the needs of users, i.e. scientists and engineers, but also those responsible for all manner of decisions affecting development and the public at large, whose involvement is absolutely necessary. It is also clear that scientific and technical information proper has to be supplemented by a flow of more general information of an economic and social character.
53. Unesco submitted most of the foregoing considerations in the documents it prepared for the United Nations Conference on Science and Technology for Development. In the last few years, it has been among Unesco's foremost concerns to contribute to the preparation of the Conference and put itself in a position to participate in the implementation of its recommendations. The Organization provided its Member States with assistance in preparing their national contributions and organizing national and sub-regional symposia, and helped non-governmental organizations to hold meetings connected with the themes to be discussed at the Conference.
54. It applied itself primarily, with the assistance of representatives of the international scientific community, to promoting a clearer understanding of the conditions under which science and technology can contribute fully to development. Laying stress exclusively on technology transfers from the developed to the developing countries is an approach that is now plainly inadequate. "No nation can make real progress or secure its future without an independent capacity for scientific and technological creation which opens the way to endogenous development rooted in its own culture."⁽¹⁾ The developing countries must succeed in mastering science and technology. This requires obviously a very

(1) Address by the Director-General of Unesco at the United Nations Conference on Science and Technology for Development.

determined, sustained and intense research effort covering basic, applied and developmental aspects of the relevant fields of science. In addition, it entails considerable attention to be devoted to education, so as to foster the climate and attitudes conducive to the advance of the scientific outlook, the emergence of vocations and, generally speaking, the integration of science and technology into the culture of society. The social sciences must also lend their support, in particular to shed light on the impact of the transformations which societies are undergoing as a result of technological progress, and to prepare measures to ensure consistency between technical achievements and human values. Communication, for its part, contributes to the promotion of development through science and technology, by helping the population to have a better understanding of its role and by eliciting active participation in the changes required. It is in this broad context that genuine development of science and technology has to be placed, so that it will prove possible to overcome the unbalanced situations to which the establishment of a new international economic order has to put an end.

Communication

55. One of the features of recent years has been the international community's sharper awareness of the importance of communication in the development process and the system of international relations. The increased attention focused on communication problems has been contemporaneous with the efforts towards the establishment of a new international economic order. In this regard, mention can be made of the work done by the non-aligned countries in a bid to evolve new forms of co-operation in information and communication.

56. Information and communication constitute an area in which the concepts at the root of the new international economic order find direct application. The world-wide distribution of the communication media and the potential they represent is a reflection of the international distribution of economic power. To a very large extent, the mass media are controlled by the countries chiefly wielding that power, and the imbalances arising out of that situation strengthen, in all spheres and especially at the economic level, the advantages which the developed countries already possess, and run counter to development efforts or render them inoperative. Thus, they are a serious obstacle to the establishment of a new international economic order, when information and communication could represent powerful means of promoting ideas and attitudes favourable to the establishment of such an order. At its nineteenth session, Unesco's General Conference accordingly considered that it was necessary to liberate "the developing countries from the state of dependence resulting from specific historical circumstances which still characterize their communication and information systems."⁽¹⁾ The efforts needed to meet this demand fall into two categories.

57. In the first place, an improved balance has to be struck in respect of the production and dissemination of information at the international level, so that the views of the developing countries and the way they look at world problems and their own situation can be given full expression and can be made known to the international community as a whole. Such a "readjustment of the balance" would make it possible to ensure that the information disseminated throughout the world, in which all countries are immersed, so to speak, is not conceived and presented mainly -- and sometimes even exclusively -- in terms of viewpoints and attitudes that are alien to the needs and aspirations of the developing countries and to their specific cultural values and thereby contribute to imposing on them development models and paths foreign to their native genius.

⁽¹⁾ Resolution 19 C/4.142.

58. Secondly, the developing countries have to acquire a communication and information potential sufficient to enable them both to participate as transmitters, and not only as receivers, in international flows of communication and information, and to enlist the communication and information media in the service of their own development, particularly as regards culture, education and science and technology. As a vehicle of culture, dissemination of ideas and awareness of current events, communication is a powerful medium of instruction and the prime instrument for participation in the life and progress of societies.

59. For some three years now, Unesco - one of whose programme objectives is the promotion of a free and balanced flow of information - has been the setting for a wide-ranging international debate on communication problems. It is a debate which has given rise to some apprehension, but this has largely been dissipated whenever the time has come to adopt specific texts or provisions. This was the case in particular with the "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". The draft of the Declaration was discussed at length and was the subject of wide-ranging consultations with the representatives both of Member States and of various non-governmental organizations. In the form in which it was finalized, after a lengthy process of negotiation and reciprocal adjustments in which the will to conciliation and mutual understanding won the day, the Declaration was approved by acclamation by Unesco's General Conference at its twentieth session. The Declaration, which refers in its preamble to the declarations and resolutions adopted in the different organs of the United Nations in connection with the establishment of a new international economic order, contains a set of principles and ideals to which reference can henceforward be made, in many instances, with a view to guiding action in the field of communication.

60. In its awareness of the complexity of the issues arising in this field, Unesco's General Conference considered, at its nineteenth session, that "a review should be undertaken of the totality of the problems of communication in modern society". In order to give effect to this recommendation, the Director-General set up, in October 1977, an International Commission for the Study of Communication Problems, composed of leading figures from all the main regions of the world, appointed in their personal capacity. The presidency of the Commission was entrusted to Mr. Sean MacBride. The Commission presented an interim report to the twentieth session of the Unesco General Conference in October 1978, and its final report will be submitted to the General Conference at its twenty-first session in September-October 1980.

61. It can already be said that one central concept emerging from the entire international debate on the problems of communication, is that of a new world information and communication order.⁽¹⁾ This concept appears in the Declaration on the mass media mentioned above. In the preamble to the Declaration, Unesco's General Conference states that it is "conscious of the aspirations of the developing countries for the establishment of a new, just and more effective world

(1) The Declaration adopted at the conclusion of the Fifth Summit Meeting of the Non-aligned Countries held in Colombo in 1976 already stressed that a new international information order was as important as a new economic order.

information and communication order". In its resolution 4/9.1/2, the General Conference, at its twentieth session, asserted that it endorsed "efforts to establish a new, more just and more balanced world information and communication order". The concept also features in resolution 33/115 which the General Assembly of the United Nations adopted after studying the report produced by Unesco in conjunction with the International Telecommunication Union. The General Assembly affirmed, in fact, "the need to establish a new, more just and more effective world information and communication order, intended to strengthen international peace and understanding and based on the free circulation and wider and better-balanced dissemination of information".

62. In the final section of the interim report which it submitted to the twentieth session of Unesco's General Conference (document 20 C/94), the International Commission for the Study of Communication Problems attempted a synthesis of the ideas and proposals relating to a new information and communication order.

63. As far as its origins are concerned, the pressing need for a new world order in this field stems from a critical analysis of the existing situation and is an expression of the demand for far-reaching and complex changes, the idea being "to transform the models and structures inherited from past situations of hegemony or situations founded on dependence, injustice, inequality and alienation". The aim is likewise, in positive terms, "to rethink communication problems in terms of their overall nature and interdependence".

64. The Commission summarized the principles of the new world order in the following terms:

- (a) Communication is a key factor of cultural independence, which itself is inseparable from political independence.
- (b) The growing gulf dividing those countries able freely to disseminate their messages from those which do not have this possibility raises problems which affect the whole world, and has pernicious consequences for both developing and developed countries.
- (c) The interdependence between developed and developing countries is increasing in this area as in others, a factor which justifies and should facilitate assistance to countries wishing to strengthen their communication capacities.
- (d) All population sectors within each country and all countries, regardless of their development level, should have opportunities for making known their problems, their situations and their aspirations.
- (e) One-way communication should give way to the all-round exchange of messages, and vertical communication should be supplemented by horizontal communication.
- (f) The exchange of ideas, news, messages and cultural works should help to reduce existing imbalances without prejudice to the sovereignty and dignity of all peoples or to their cultural identity.
- (g) A constant enlargement of the information flow should be sought through closer and more equitable collaboration in cultural activities and in the exchange of ideas and information.

65. Lastly, as far as its operational orientations are concerned, the new world information and communication order would call for measures aiming at:

the protection of journalists in the daily, regular performance of professional duties, as foreign correspondents, and on perilous missions;

institution of a right of reply, at the national level, for individuals and legal entities and, at the international level, "for governments, associations and entities representing various currents of thought";

formulation of principles governing the use of satellites for telecommunications and for the transmission of radio and television programmes;

equitable distribution of the frequency spectrum;

planning of technology transfers in accordance with the needs of developing countries;

revision of the tariffs for international news transmission and the transport of publications so as to cease to penalize low outputs, and to foster communication between developing and developed countries as also among the developing countries themselves;

equalization of the unit costs of newspapers and other media in the different countries by means of compensatory and indexing mechanisms.

66. This represents a set of ideas and proposals, not all of which fall within Unesco's fields of competence, requiring the attention of the international community. They are quite clearly akin to the ideas and proposals concerning the establishment of a new international economic order. In its interim report, the International Commission for the Study of Communication Problems expressed the following views on the subject:

"The building of a new world information order is intimately bound up with the aspirations to establish a new international economic order. Some consider this latter to be a pre-condition of the transformations which should be brought about in communications as in other fields: educational, scientific and social. Others relegate the interdependence between the two orders to the role which communications in general and the media in particular could play in fostering awareness and understanding and alerting public opinion about economic transformations, the new information order being merely the corollary of the new economic order. However, there are many who draw a logical parallel between the two orders. If the new economic order means eliminating situations of inequality and reorganizing the world market in such a way as to enable all countries to develop by making optimal use of their natural and human resources, if it represents the economic complement of political independence, if it aims to eradicate the aftermath of the past, to broaden co-operation between developing countries themselves and to increase its efficacy, then the same aspirations and the same objectives also apply to the new information order. Thus the two orders become part and parcel of a single demand and arise from the same fundamental necessity".

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67. The question of the relationships between the establishment of a new international economic order and that of a new world information and communication order was presented to the Member States of Unesco and to the international non-governmental organizations maintaining consultative and associate or information and consultative relations with the Organization.

68. From the analysis of the replies received, submitted to the Executive Board in document 108 EX/5, it can be seen that while the existence of a close correlation is generally recognized, it is viewed in different ways:

some States consider that the establishment of a new international economic order must spring from, or in any case would be facilitated by, the advent of a new world information and communication order;

others nevertheless feel that this correlation, unquestionable though it may be, is not exclusive and that the new world information and communication order should be thought of as part of a more wide-ranging problem than that of international economic or political relations;

for several countries, both notions arise from the same principles and accordingly offer a natural complementarity which makes activities stemming from either totally interdependent.

69. Several Member States made it known that they considered the adoption by acclamation of the "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", mentioned in paragraph 59 above, to be a major step in the establishment of a new world information and communication order, and recommended that Unesco base its subsequent activities on that Declaration. The new spirit in which the difficult questions concerning communication are being approached today also prompts several countries to consider that the ways and means making a new world information and communication order a practical reality can now be much more clearly perceived.

70. One point on which there is now a true consensus within the international community is the need to support "the efforts of the developing countries which are seeking to establish and strengthen their own information and communication systems in line with their needs" (19 C/Resolution 4.142).

71. With this in mind, an important decision was taken by the General Conference of Unesco at its twentieth session: the convening of an intergovernmental planning conference to develop institutional arrangements to systematize collaborative consultation on communications development activities, needs and plans.⁽¹⁾ This Conference will be held in April 1980, after a preparatory meeting scheduled for November 1979.

72. It is to be hoped that the Conference, one purpose of which is the marshalling of resources in order to strengthen material infrastructures and develop human resources in communication, in countries with inadequate means, will provide fresh scope for international co-operation in a field in which Unesco's programme for the development and application of communication systems has already helped to establish and build up the capacities of the developing countries, both nationally and regionally.

(1) 20 C/Resolution 4/9.4/2

Culture

73. A world outlook attuned to an open and rewarding dialogue between equal partners requires that each partner should have full respect for the other and show consideration for his dignity, in other words should recognize the cultural individuality of every people.

74. It is plain, therefore, that even relations between nations, founded on justice and equity involve, in their substance, a cultural component. In the first place, complete acceptance of the partner as a fully fledged member of the international system is inseparable from the conviction that his culture represents a set of values that are in no way inferior to those of other peoples. Secondly, a country's assertion of its cultural identity is one of the factors that go to strengthen its position in the international dialogue.

75. A remarkable parallel can be drawn between the attitude which prompted many developing countries, once they had gained political independence, to demand the recasting of the structure of international economic relations, still marked by too many imbalances, and the determination of those same countries to assert their cultural identity as a consecration and guarantee of their nationhood and a factor in strengthening it. "Cultural autonomy is inseparable from the full exercise of sovereignty, territorial integrity and possibilities for broad communication with the world."(1)

76. Development of a kind which involves all aspects of human life and which, if it is to come about, implies that every society should be fully capable of mobilizing all its resources so that it can evolve in line with its own self-appointed goals, derives from an eminently cultural scheme of things, since it is a people's culture alone that allows it "to formulate a vision of its own essence and of its evolution that gives cohesion to its development effort. Culture alone lays down the ethical goals with which the individual can identify and in the name of which he can subscribe fully to the collective aims".(2)

77. Thus, the problem area of culture, with its two facets - cultural identity and cultural development - clearly forms an integral part of the efforts directed at establishing a new international economic order.

78. The promotion of cultural identity sets out, in a simultaneous and indissociable process, to arouse both endogenous awareness and mutual appreciation. For instance, whenever steps are taken to make the original, specific and diverse features of cultures better known, the tendency is for individuals, groups, nations, and indeed entire regions, to become more conscious of their historical roots and their present-day identities, and to play a fuller part in the dialogue between cultures.

79. If studies of cultures are to give a full account of those features on which cultural authenticity is based, it is important that they originate essentially from the inside. It is desirable for cultural values to be identified and interpreted by the very people who live in everyday contact with them. An effort is accordingly needed to create and strengthen the institutions and train the people capable of carrying out such studies.

(1) The "Declaration of Bogotá" adopted in January 1978 by the Intergovernmental Conference on Cultural Policies in Latin America and the Caribbean.

(2) Address delivered by the Director-General at the second session of the Preparatory Committee for the New International Development Strategy (20 June 1979).

80. In this connection, among the important undertakings in which Unesco has recently been engaging, mention should be made of the work done on the history of cultures - the most characteristic and wide-ranging example being the on-going preparation of the General History of Africa - efforts to promote vernacular languages, and studies and surveys on the preservation of oral traditions, all of which are motivated by the same ends as the campaigns for safeguarding monuments and sites bearing material witness to the cultural past.
81. To quote the terms used in one of the preambular paragraphs of resolution 31.48 (XXVIII) of the United Nations General Assembly, the assertion of distinctive cultural values "should not lead to a division of the world through the withdrawal of various cultures into themselves". It is important for every culture to be responsive to dialogue and to acknowledge the unique value of every other culture. While there is now general agreement to reject any single type of reasoning which, setting itself up as transcendent, would call cultural diversity into question by forcing it into patterns with little regard for differences, it has to be acknowledged that there is a need for common ground and a common language whereby the various cultures can be appreciated in terms of what they actually represent. The search for a balance between a singularity withdrawn into itself and a standardizing unity disregarding specific features, which is at the core of the cultural identity problem, is in some ways reminiscent of the global issues involved in the new international economic order.
82. If, for the individual, culture is instrumental in inculcating complete self-awareness, for the community it represents a fundamental element in the perception of its dignity and a motive force in collective action in favour of development. It is the awareness of cultural identity and the roots put down in cultural values which create the social consensus and motivations needed to go about the task involved in development viewed in an endogenous context.
83. As we have already seen, such development should not be confined to purely economic measures. If it is isolated from the social and cultural context, economic growth is bound to give rise to structural inconsistencies, tensions, and even conflicts within societies. On the contrary, the social transformation represented by development calls for the integration of culture and the adoption of development styles based on the values and socio-cultural personalities of the different peoples. A set of resolutions of the United Nations General Assembly - 3026 (XXVII), 3148 (XXVIII), 31/39, 33/49 and 33/50 - which were adopted after consideration of documents submitted by Unesco, acknowledges the central place occupied by cultural values in the development process and the need to ensure the convergence of cultural values inherited from the past with the progress made by science and technology.
84. Beginning in 1970 - a year noteworthy for the holding of the First World Conference on Cultural Policies in Venice - the Member States of Unesco have progressively laid down more specific and broader objectives in the cultural field. This development has been marked out by a series of regional conferences, held successively in Helsinki in 1972, Jakarta in 1973, Accra in 1975 and Bogotá in 1978. A number of principles emerged clearly from these conferences, namely

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consideration of the cultural component of development, the integration of cultural development and overall development, the central role of cultural identity and the need for increasingly widespread participation in cultural media.

85. Culture is one of the factors in development, but it is also one of its end-purposes. The new human order envisaged by the General Conference as a corollary and goal of the new international economic order (see paragraph 20 above) is characterized by the participation of the population at large in culture. The cultural dimension of development accordingly does not cover merely a set of parameters for which allowance has to be made if the success of the development process is to be assured. Cultural development in itself pursues ends and values that are their own justification.

Social sciences.

86. A good many studies and investigations in the social sciences conducted throughout the world in the past few years have been focused to a large extent on the establishment of a new international economic order, the factors contributing to it, the conditions that it presupposes and the consequences that it implies. Unesco has applied itself to encouraging such work, highlighting its significance and publicizing its findings. The Organization's own programme brings out some of the ways in which more thorough reflection seems likely to lead to substantial progress in conception and approach as regards a new international economic order.

87. The ethical ramifications of the new order, whose importance is stressed in paragraphs 11 and 12 above, have predominated in the work of philosophical reflection which, calling on the viewpoints of a variety of cultures, has thus been able to concentrate on certain aspects of a "new international economic and cultural order" - the form of words chosen by the General Conference of Unesco at its nineteenth session. The rights and duties of States and countries which the establishment of such an order involves, and the significance and content of an individual ethical framework within that order: these are the two aspects of the problem to which meetings were devoted in 1973.

88. While philosophical reflection has thus shed some light on the confines of ethics and law, the strictly juridical aspect of the problems raised by the new international economic order has also been the subject of significant work. In this connection, the book by Mr. Mohamed Bedjaoui entitled "For a New International Economic Order", published by Unesco in the series "New Challenges to International Law", has helped, through a historical analysis of the development of international law, to highlight the need to tailor it to the requirements of the new international economic order. Other work has dealt with the legal aspects of monetary and financial problems, the law of the sea, or the legal rules governing trade relations, in the context of the new international economic order.(1)

89. With regard to human rights, attention has been focused on the relation between the real ability to exercise human rights, especially economic, social and cultural rights, and the establishment of a new international economic order. The question has arisen whether, in this context, new rights such as the right to development should be recognized. The report of a meeting organized by Unesco on these issues, entitled "Human rights, human needs and the establishment of a new international economic order", has been communicated to the United Nations Commission on Human Rights.

(1) These questions were discussed, in particular, at a symposium organized under the auspices of the International Social Science Council, with Unesco's support.

90. The world-wide solidarity implied by the new international economic order cannot allow itself to compromise with the threats to peace represented by the arms race in all its forms and the wastage of resources that it involves. "How can we conceive of a world in which relations of reciprocity would replace those of unequal exchanges, where differences in culture, colour and opinion would cease to keep alive injustice in all its forms, and would instead begin a process of cross-fertilization, and how can we lay the foundations for a humanism which will embrace all the peoples of the world, in the absence of genuine peace?" These are the terms which the Director-General of Unesco used when he addressed the special session of the United Nations General Assembly on Disarmament. He also stated: "The truth of the matter is that if only a proportion of the material and human resources devoted to preparation for war were assigned to the cause of development, it would suffice to change the face of the earth, lessen the widening gulf between rich and poor countries, and reduce the areas of poverty which continue to exist in many industrialized countries". Thus, action in favour of disarmament, through the creation of an auspicious moral climate and education of a systematic character, which is due to be discussed at an international congress to be held under Unesco's auspices in 1980, represents a significant contribution to the efforts undertaken with a view to establishing a new international economic order.

91. Work devoted to the study of development can be said to have been largely geared to the requirements for the establishment of a new international order. Two lines of thinking may be discerned in this connection. On the one hand, the main theories of development must be considered in the light of the requirements of the new international economic order, as they relate to problems such as those of poverty and the satisfaction of the needs of the population, the conception of development as an endogenous process, and the need to take qualitative factors and the cultural context into account. On the other, attention must be given to the problems arising at the national level and to the practical conditions governing the action required by the development process, in accordance with the principles of the new international economic order. From this twofold standpoint, mention has to be made of a specific problem, namely that of the influence of the transnational corporations on development in the socio-cultural fields. The studies which Unesco has carried out on this subject in pursuance of the directives laid down by the General Conference have enabled it to propose making a contribution to the work of the Intergovernmental Working Group on the Code of Conduct of the United Nations Commission on Transnational Corporations.

92. This theoretical work, which is part of the continuing exploration in depth of the problems connected with the new international economic order mentioned in paragraph 8 above, is accompanied by action of a normative or more operational nature, applied to neighbouring problems.

93. In this context, where human rights are concerned, it is appropriate to mention the adoption by Unesco General Conference, at its twentieth session, of the Declaration on Race and Racial Prejudice. That Declaration, approved by consensus, states in particular in its Article 3: "Any distinction, exclusion, restriction or preference based on race, colour, ethnic or national origin or religious intolerance motivated by racist considerations... is incompatible with the requirements of an international order which is just and guarantees respect for human rights...". Clearly, the "order" in question should be interpreted with reference to the efforts made by the international community to establish a new international economic order. But it should also be seen as the expression, in the form of a standard-setting text recognized by the international community, of the broader and deeper conception of a new order that is in fact a human order, as the General Conference viewed it in its resolution 19 C/9.1, quoted in paragraph 20 above. It should also be remembered that the Declaration on Race and Racial Prejudice is not an isolated action on Unesco's part. Various recent publications and studies on race, ethnic structures and apartheid have also helped to spread knowledge of the

profoundly unjust nature of all forms of domination, exploitation and racial discrimination, and the need to eliminate them in the context of the establishment of a new international economic order. The Organization's efforts on behalf of national liberation movements are also directed to this end.

94. As regards the means of achieving development, it is one of the responsibilities of the social sciences to provide suitable tools and methodologies. With a view to endogenous development, it is important that the developing countries should themselves acquire the ability to analyse, evaluate and plan their socio-economic development, particularly through the use of appropriate indicators as tools of analysis and planning and through the application of modelling techniques and methods of programme evaluation. Unesco's main contribution to this objective takes the form of training programmes, but at the same time it is careful to avoid the straightforward transplantation of tools and methods devised in other cultural contexts. In this field, as in all others, pains must be taken to develop approaches and methods which make allowance for the unique features of the various societies.

95. These considerations point to the ever more widely acknowledged need for social science practice originating within each society. Only this kind of work, which calls for an endogenous development of the social sciences themselves, can clarify the complex problems posed by development activity, and can, in particular, bring to light the interactions between social and cultural values and technological achievements, between ways of life, material living conditions and political and social institutions, and between individual aspirations and social necessities. What is more, inside knowledge of their own development requirements can significantly strengthen the position of developing countries in international negotiations concerning problems which have implications for their economic and social situation. A country's acquisition of a potential of its own in the social sciences seems to be a definite step towards a new international economic order. The endogenous growth of the social sciences in all regions of the world should therefore be a central objective of international strategy for the Third Development Decade.(1)

96. Such an objective calls for the setting up of institutions, the training of specialists and the encouragement of concerted research and documentation activities so that every nation and every society may be in a position to study its problems from within and to take the decisions that it deems most appropriate with regard to its own development, in full knowledge of the problems facing it and of the complex interactions of all the factors involved, and in full awareness of its own aspirations and potentialities. At the same time, it is important that the social sciences should strive to achieve the necessary epistemological progress, particularly in interdisciplinary research; that they should deal first and foremost with the crucial problems of development, and should monitor the conditions under which transfers of knowledge from other regions are effected, in order to avoid the disruptions caused by the transplantation of unsuitable concepts and practices.

Education

97. In the context of its mutual relations with society as a whole, determined by the social, economic and cultural environment but at the same time representing an essential factor of change, education may be regarded as something necessarily bound up with efforts to establish a new international economic order. This has been emphasized both by the Unesco General Conference and by various intergovernmental meetings recently held under the Organization's auspices.

(1) cf. Unesco document A/AC.196/II/CRP.11, "Endogenous Development, Culture and Society", submitted by Unesco to the second session (11-22 June 1979) of the Preparatory Committee for the New International Development Strategy.

98. In the first place, educational action seems marked out to promote or support in various ways what is done to establish a new international economic order. This mission supplements and to some extent compounds the tasks incumbent on education in the present-day world: to meet the educational needs of the population as a whole, in a context of democratization and with greater relevance to the realities of society and the needs of individuals and groups; to contribute to the promotion of development, to modernization through science and technology and to the preservation of cultural values; to act in favour of reducing inequalities and of promoting understanding among peoples, human rights and peace.(1)

99. Secondly, transformation of the educational situation in the world seems indissociable from the elimination of disparities of every kind which is implied by the establishment of a new international economic order. It is therefore hard to admit that a new order presupposing broad two-way contact between equal partners sharing the responsibilities of international life could go hand in hand with a continuing high rate of illiteracy, that is, with the social exclusion of hundreds of millions of human beings deprived of the essential means of social participation represented by reading and writing.

100. But the actual achievement of education for all, which may be regarded as part and parcel of the establishment of a New International Economic Order, itself depends to a large extent on the success of efforts to bring about that order. A speeding up of the development of the developing countries and greater solidarity of the entire international community seem to be essential to such a purpose.

101. As to the potential contribution of educational work to the establishment of a new international economic order, what needs emphasizing first of all is that it is largely through education that a full and profound awareness can be produced, in the youngest population sectors but also in adults, of the principles and ultimate purposes and of the practical requirements of a new international economic order. It is for education to foster, in both the developing and the developed countries, positive attitudes in this connection. This aspect of the role of education is in keeping with the essential purpose that the international community has explicitly assigned to it with regard to the major principles underlying international life. This is what has emerged, in particular, from the international consultations undertaken recently in connection with the implementation of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, adopted by Unesco General Conference on 19 November 1974.

102. Furthermore, education is one of the essential factors in endogenous development and one that affects all the components of such development and is indissociable from the establishment of a new international economic order. In this respect, the recent intergovernmental conferences held under the auspices of Unesco have pointed to the special importance of two viewpoints.

103. Education has an essential part to play regarding the preparation of technological progress, which is the key to economic development. It helps to provide, through specialized training, the bases of development of national scientific and

(1) For example, the declaration adopted by the Fourth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and Oceania (Colombo, 24 July-1 August 1978) states: "On the eve of the Third United Nations Development Decade, and in the context of a new international economic order, it is clear that education, whose ultimate goal is to promote the full development of the human personality, will be faced with increased responsibilities for contributing to the economic, social and cultural progress of societies, for consolidating national independence and for strengthening peace and international co-operation and understanding".

technological potentials. Through its general action, it fosters the permanent introduction of science and technology into social life; for it is the job of education to develop the appropriate attitudes and climate for recognition of the role of science and technology in the life of society, for favouring their large-scale application and making them an inherent factor in the culture of each people.

104. But at the same time it is for education to strengthen the cultural identity of each society and to contribute to the preservation of its cultural values, not of course by having rigid traditions handed down but by fostering a continuity and a living growth of culture essential to any development mobilizing all the vital forces of society. In this respect, a specially important factor is the use of the mother tongue or national languages, which are pre-eminent features and essential vehicles of the cultures to which they correspond. The use of these languages, as instruments of knowledge and modern know-how, which is a long-term objective of the Unesco-Horizon 2000 project concerning African languages, is thus one of the essential factors in progress towards endogenous development based on a true assimilation of modern ways coupled with respect for the cultural values of the society in question.⁽¹⁾

105. The particularly important role of higher education in both of the above facets is gaining ever wider recognition. Universities and other institutions of higher education are major elements in the national potential as regards scientific and technological research and training. They make it possible to train key scientific and technological personnel locally and to promote basic and, increasingly often, applied research programmes. It rests with them not only to act in favour of industrial development but also, to an ever-increasing extent, to support rural development efforts. Furthermore, universities have a significant part to play in cultural matters. They can and should foster preservation of the heritage, with special reference to oral traditions, carry out studies and research enabling local languages to be promoted, and generally extend knowledge of the artistic and intellectual heritage of the community.

106. Emphasis should also be placed, in the context of the contribution of education to endogenous development, on the increased importance attached by Member States to the correlation between education and work, and in particular to the systematic use of experience of productive work in the educational process itself. This integration of productive work and education falls in with a number of objectives: to make education more relevant to working life; to bring about an understanding - an eminently ethical preoccupation - of the dignity and value of work; and to prepare people for the choice and exercise of an occupation. This is an aspect of educational work which has for several years already, in accordance with the guidelines of the General Conference, been one of the main preoccupations of Unesco's education programme. It is noteworthy that "interaction between education and productive work" will be the special topic of the 38th session of the International Conference on Education, to be held in Geneva in two years' time.

107. In contributing to endogenous development, education itself, as regards its content, structures and methods, has to be visualized in endogenous terms, i.e. in terms of the values and needs of the society rather than imitation of foreign models. This is the direction being taken by the developing countries, often with Unesco's assistance, in the efforts they are making to fit themselves out with the

(1) This dual requirement came out very clearly in the declaration of the Ministers of Education and those responsible for economic planning in the Arab States (Abu Dhabi, 7-14 November 1977). It reads, in fact: "the Arab States are determined to accelerate the process of overall development, guided by both the achievements of modern science and technology and their traditional values which are the medium of progress"; and "the Arab States have for some time been following the path of educational renewal in order to achieve the democratization of education, the strengthening of cultural identity and development of the science and technology necessary for progress".

capability needed to elaborate their own educational strategies, to develop curricula taking account of their cultural values and the features of their environment and natural resources, and to prepare textbooks and materials suited to their needs and devise methods for making appropriate use of educational technologies. These efforts call for regional co-operation and new forms of international co-operation. The characteristic features of regional co-operation are the regular organization of ministerial conferences and the establishment, with Unesco's assistance, of educational innovation networks for development purposes. The first of these networks was established in Asia in 1973 (the Asian Programme of Educational Innovation for Development) and was followed by similar ventures in other regions, in Africa, in the Arab States, and in subregions such as South Eastern Europe and the Caribbean, (in the latter case pending the creation of a network covering the entire Latin American and Caribbean Region).

108. At the international level, the aim is to ensure exchanges of information on education, with a view to bringing about improvements in the quality of education systems. The network which it is planned to establish is expected to represent a significant step forward in the spirit of the new international economic order, since it will provide for a reciprocal exchange of information and will supersede a situation in which the main feature has been the one-way influence of the educational models of the developed countries.⁽¹⁾

109. The grave disparities symptomatic of the current educational system all over the world still have to be reduced and eliminated. Yet a review of the situation reveals how disquieting it is.

110. The latest figures show that, in 1976, in the developing countries, 128 million children aged from 6 to 11 years, i.e. 37 per cent of the corresponding age-group, were receiving no schooling. These children not enrolled at school are destined to become the future adult illiterates. Moreover, current trends show that, while the percentage of children not attending school is steadily declining, their number in absolute terms is expected to rise slightly up to the year 2000.

111. According to the statistics compiled by Unesco,⁽²⁾ the world will have 814 million illiterates in 1980 compared with 742 million in 1970, out of which 492 million and 440 million respectively are women. This denotes a trend that cannot be allowed to continue, and Unesco made it plain in the document which it submitted to the Preparatory Committee for the New International Development Strategy⁽³⁾ that "the Third Development Decade must be a decade in which the scourge of illiteracy is eradicated or, at the very least, considerably reduced". This goal entails both stepping up the enrolment of children at the primary level or an

(1) In its recommendation No. 71, adopted at its 36th session and concerned with the problems of information at the national and international level, the International Conference on Education "calls upon all relevant national, regional and international authorities, organizations and agencies to co-operate in improving regional and international exchanges of information so as to establish during the next decade a world information network in education which could contribute to improved decision-making towards the establishment of a new international economic order".

(2) cf. document ED/BIE/CONFINTED 37/Rep.1 - A summary statistical review of education in the world, 1960-1976.

(3) cf. document BEP/79.169 - Endogenous development, culture and society.

appropriate basic course, and taking specific action in regard to adult literacy training.⁽¹⁾

112. While the achievement of education for all and the eradication of illiteracy are, in some instances, within our grasp, so to speak, requiring only the intensification of existing trends, in other cases they demand massive efforts combined with profound changes, which can only be brought about through a determined and successful global development effort. In such situations, the fulfilment of educational objectives can accordingly be said to depend largely on the impact which the establishment of a new international economic order may have on the development of societies and on international co-operation based on genuine human solidarity. In this context, the availability of an increased volume of resources is an important factor, and this was the point made by the Fourth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and Oceania held in Colombo from 24 July to 1 August 1978 when, in the declaration adopted, it appealed "to the international community to have recourse to new forms of co-operation based on the concept of a new and more equitable international economic order for the purpose of giving wide-ranging assistance to the Member States of Asia and Oceania in their efforts to develop their education systems".

113. The issue is broader than that, however. The establishment of a new international economic order cannot be separated from the need to arrive at a genuine world-wide social consensus based on the values of justice, equity and human solidarity. Such a consensus could be expected to imbue educational action, regardless of the place where it is carried on or the methods or levels involved, with a sense of revitalized ethical vocation and thus enable it to surmount many uncertainties which probably have their roots in the swift and inadequately controlled changes that contemporary societies are undergoing.

Conclusion

114. When an assessment is made of the efforts accomplished towards the establishment of a new international economic order, the outcome of the economic negotiations cannot be considered separately from progress achieved and difficulties encountered in spheres concerned with knowledge and values. The creation, circulation and utilization of scientific and technological knowledge, the understanding of the workings of societies, the transmission and dissemination of messages, the continuity and vitality of cultures and educational action are all essential aspects of the transformations called for by the establishment of an order which will no longer be characterized by patterns of domination but by relations of equity, justice and mutual respect between equal partners jointly and severally responsible for the future of the human community.

115. It is important for full consideration to be given to these standpoints both at national policy level and in the orientation of international co-operation. As long as the present grave imbalances continue to exist in the fields of science, culture, communication and education, and particularly in the distribution of scientific and technological potential, the construction of a new international economic order cannot be firmly anchored in the reality of societies. Accordingly, more determined action at the national level and increased support from the international community, including the mobilization of a substantial volume of resources, are required to step up the pace of this necessary evolution.

(1) In a document which Unesco submitted to the third session of the Preparatory Committee for the New International Development Strategy, an approach is suggested for defining targets at the national level. The minimum objective would be to halt the growth of the absolute number of illiterates, which is a trend occurring in many countries owing to the growth in the population, despite the reduction in the illiteracy rate. Other, more ambitious targets would provide for more pronounced reductions in the illiteracy rate, which would be fixed in relation to the minimum objective. Similar approaches are proposed for setting targets for the school enrolment of children in the 6 to 11 year age-group.

116. Although the measures needed are urgent, a long and exacting task lies ahead and the results will only gradually be perceived. However, only the pursuit of long-term objectives entailing far-reaching changes in the life of societies can bring about durable alterations in the reality of relations existing between those societies and can guarantee that the international order to which peoples aspire will be strong and long-lasting.

ANNEX I

SUMMARY

At its eighteenth session, in November 1974, the General Conference of Unesco declared that it was aware of the importance of the principles set forth in the Declaration concerning a new international economic order, stated that the Organization was directly concerned, in its fields of competence, by the Declaration and programme of action, and decided that it would make its full and entire contribution to the establishment of that new order.

It nevertheless also stressed that "the establishment of a new international economic order depends not only on political and economic factors, but also on socio-cultural factors, the role of which in development is constantly growing and which are crucial in the struggle of peoples against all forms of domination". (18 C/Resolution 12.1)

However, considerations of a purely economic nature, although of prime importance, do not take into account the full significance of the quest for a new international economic order meeting the needs and aspirations of peoples. This order should be founded on principles and values, on an acknowledgement of the demands of justice, equality and solidarity among men, and on a "desire to live together, actually experienced not simply as a necessity for survival or coexistence but as the deliberate choice of fashioning a common destiny together, with joint responsibility for the future of the human race". Furthermore, efforts to establish a new international economic order are inseparable from a critical appraisal of development. It cannot be viewed merely as integration into the international system and as a process by which the developing countries catch up with the developed, following one single pattern imposed by the currently industrialized States. Relationships founded on domination and dependence, the serious disparities characteristic of the world today, and particularly the poverty and destitution in which hundreds of millions of human beings are living, can only be surmounted if developing countries are given the chance to embark on the path of endogenous development and pilot their own development in accordance with their own aspirations and values, mobilizing all their energy so to do. This type of development, in no way implying a withdrawal into oneself or a rejection of converse and dialogue, should, on the contrary, enable relationships founded on equality and reciprocity to be established between equal partners. Encompassing all aspects of social creativity, development does not merely involve economics, but is intimately bound up with the progress of science and technology, information and communication, education and culture.

In this way, the quest for a new international economic order implies in all these fields, an effort to ensure full participation by every society, as an equal partner, in the different relationships and exchanges characteristic of the world today. It also implies the strengthening of every society's ability to build a future on the basis of its own aspirations and values. The aim is to achieve world-wide solidarity by eliminating disparities and securing the development of each people's individual personality.

From this standpoint, it is possible to illustrate the main course which the establishment of a new international economic order should follow, and to highlight a certain number of major obstacles.

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In the field of science and technology, the development of international scientific co-operation is designed, notably through the international scientific programmes set up under the auspices of Unesco, to achieve a more equitable distribution of scientific and technological knowledge in the world. It should, nevertheless, go hand in hand with a sustained effort to extend endogenous science and technology in developing countries, which will chiefly involve the creation and strengthening of the scientific and technological potential of each society and its various component parts. The difficulties that emerge particularly concern obstacles to the access to, and use of, knowledge, and the lack of sufficient resources for the development of science and technology in developing countries.

In the field of information and communication, the imbalances of the present situation - stemming from the fact that the mass media are controlled chiefly by the centres, which also wield economic power - are serious obstacles to the establishment of a new international economic order. On the one hand, a better balance needs to be struck internationally in respect of the production and dissemination of information so that the developing countries can make their views heard more effectively, and on the other, these countries must be allowed to acquire sufficient information and communication potential so that they can work more effectively towards their own development, particularly in the fields of culture, education, science and technology. The concept of a new world information and communication order, founded on the same basic principles as the concept of a new international economic order, offers a frame of reference which can guide the efforts of the international community in this respect.

The establishment of a new international economic order, which necessarily implies the establishment of equal relations between partners on the basis of total respect for the dignity of each people, is inseparable from the recognition of the value and individuality of each culture. For a country, the awareness of its own cultural identity is one of the factors that strengthens its position in the international dialogue. The assertion of cultural individuality, far from being looked on as something which encourages isolation, is on the contrary, the very foundation-stone of participation in exchanges in which everyone is acknowledged to be a full partner.

Education for its part is required to play a decisive role in sustaining efforts to establish a new international economic order, both by building up a new and profound awareness of the principles and practical requirements of a new order such as this, and by acting as an essential factor in endogenous development, which relies more than anything on the training of men and women. However, this function cannot be carried out to the full until genuine educational opportunities are open to all; hence the need to mention the serious obstacle represented by the continued existence of illiteracy in the world.

Generally speaking, efforts to establish a new international economic order are, as the General Conference of Unesco strongly emphasized, inseparable from progress in the field of human rights, the consolidation of peace and disarmament. The thought and study, and the educational and ethical action that Unesco is striving to promote in these crucial fields therefore emerge as key factors in the quest for a new international economic order.

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General Conference
Twentieth Session, Paris 1978

20 C

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Item 14 of the provisional agenda

UNESCO'S CONTRIBUTION TO THE ESTABLISHMENT OF A NEW
INTERNATIONAL ECONOMIC ORDER: REPORT OF THE DIRECTOR-
GENERAL ON THE IMPLEMENTATION OF 19 C/RESOLUTION 9.1

SUMMARY

The enclosed report, prepared in pursuance of 19 C/Resolution 9.1 (paragraph 10) gives an account of the action carried out by the Organization to give effect to the various directives contained in that resolution. It will be examined by the Executive Board at its 105th session.

Any observations the Executive Board may wish to make will be issued in an addendum.

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Hundred-and-fourth Session

104 EX/51
PARIS, 9 May 1978
Original: English/French

Item 5.1.4 of the Agenda

Unesco's contribution to the establishment of a
new international economic order: Report of the
Director-General on the implementation of 19 C/Resolution 9.1

SUMMARY

This report is submitted to the Executive Board in pursuance of the provisions contained in paragraph 10 of 19 C/Resolution 9.1.

It gives an account of the overall action carried out by the Organization to give effect to the various directives contained in the above-mentioned resolution. Having regard to the observations made by the General Conference as regards the levels of Unesco's contribution to the establishment of a new international economic order, the report is divided into two main parts, the first dealing with the promotion of reflection and the dissemination of knowledge and the second with activities of a specific nature under the various programme chapters. The guidelines in 19 C/Resolution 9.1 have been considered in relation to the studies already conducted on the new international economic order, as reflected in 18 C/Resolution 12.1 and in Moving towards change; the references in each case are shown in the annex to this document.

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ANNEX

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INTRODUCTION

1. Four years have elapsed since the United Nations General Assembly adopted the Declaration and Programme of Action on the Establishment of a New International Economic Order (resolutions 3201 (S-VI) and 3202 (S-VI) of 1 May 1974).

2. The General Conference of Unesco has already on two occasions discussed the Organization's contribution towards the achievement of a plan which will "stimulate efforts and hold out hopes for the future"⁽¹⁾ and the building-up of a new order "to be discovered on the basis of the most legitimate aspirations of the world's peoples".⁽¹⁾ At its eighteenth session, following consideration of a document entitled "Ways and means whereby Unesco could contribute to the establishment of a new international economic order", it adopted 18 C/Resolution 12.1, in which it requested the Director-General, *inter alia*, "to prepare a comprehensive report for the nineteenth session of the General Conference".

3. This report consisted of the publication Moving towards change: some thoughts on the new international economic order, and of a complementary document⁽²⁾ dealing more especially with the relationship between this publication, the Draft Medium-Term Plan for 1977-1982 (19 C/4) and the Draft Programme and Budget for 1977-1978 (19 C/5). For, in fact, two aspects are involved in the first step taken by Unesco in its active contribution to establishment of the new order desired by the international community: on the one hand, a comprehensive effort of reflection seeking to examine and work out in detail the ideas concerning the new order, in relation to an overall analysis of the problems of the world today and the future of mankind; and on the other hand, an attempt to define more precisely the lines on which Unesco might take action and to see how its programmes might be aligned with the resulting directives. Thus the concept of a new international economic order, which Moving towards change had further elucidated, while attempting to identify its implications in regard to the fields of Unesco's competence, provided the basis for the analysis of the problems and objectives set out in the Medium-Term Plan, and for the choice and determination of many activities proposed for the 1977-1978 biennium.

4. It was with all these documents in mind - the Medium-Term Plan, the Programme for 1977-1978 and the publication Moving towards change - that the General Conference, at its nineteenth session, considered the question of Unesco's contribution to the establishment of a new international economic order, and that it adopted resolution 9.1 in which it requested the Director General (paragraph 10) "to prepare a comprehensive report for the twentieth session of the General Conference" - a report which is constituted by this document.

5. This report is necessarily of a very different nature from that submitted in 1976: the work of reflection, the search for ways and means, and the desire to give programmes the desired alignment, have been followed since 1976, or rather since the end of the nineteenth session of the General Conference, by an effort to ensure effective action in accordance with the broad lines of approach adopted. Thus this report consists, in the main, of an account of activities carried out in recent months, reflecting both the spirit of and the main trends defined in Moving towards change, the Medium-Term Plan, or the Programme for 1977-1978, activities which, in the light of the specific indications contained in 19 C/Resolution 9.1, contribute, in their different ways, to the establishment of a new international economic order.

(1) Moving towards change, Foreword.

(2) Document 19 C/15, Annex II.

6. This does not mean that there has been a temporary halt in the process of reflection of which Moving towards change and the Medium-Term Plan were the results. On the contrary, it is being actively pursued by means of various activities carried out under the programme. But whereas the document submitted to the nineteenth session of the General Conference - Moving towards change - constituted in itself "some thoughts on the new international economic order", in the present document the continuing work of reflection will be the subject of a report, in the same way as other activities contributing to the establishment of a new international economic order.

7. In this connection the fundamental observation made by the General Conference at its nineteenth session should be borne in mind, to the effect that "Unesco's contribution to the establishment of a new international economic order must take place at three levels: (a) promotion of reflection, (b) the dissemination of knowledge, (c) activities in the various fields of Unesco's competence".

8. This report has been formulated in the light of this consideration: it consists of two major parts, the first devoted to the promotion of reflection and the dissemination of knowledge, and the second to activities of a specific nature under the various programme chapters.

9. It should be stressed that it is difficult to separate these two aspects: the progress of reflection on the new international economic order has repercussions on the way specific activities are to be implemented; conversely, some of these activities consist of studies or meetings which while relating to particular topics, help to clarify ideas about the new order and work them out in detail. Admittedly there is no disguising the fact that there is necessarily an element of arbitrariness in placing one particular activity of the Organization or another under the heading of reflection and dissemination, or under that of specific activities. However, it has been considered desirable to include in the first part activities of a global nature bearing on the general concept of the new international economic order and on the way in which it can be brought about as a general all-embracing project. The second part includes information on activities which refer to only one partial aspect of the quest for a new international economic order, usually sectoral, which can be fitted into one of the major fields of the Organization's activity.

10. Once this system of division was decided, it was necessary to adopt criteria for selecting the activities to be covered in the report. In many cases the very general nature of the provisions contained in 19 C/Resolution 9.1 might well have been so broadly interpreted as to admit of including nearly all the Organization's programmes in the endeavour to establish the new international economic order, in so far as they contribute towards the advancement of the developing countries. It was thus necessary, in the light of the resolutions of the General Conference, the comments of the Executive Board, and the publication Moving towards change, to consider the relationship between the Organization's activities and the seeking of a new international economic order, in order to define the nature of the various types of contribution made by these activities more clearly.

11. Two basic considerations which are closely linked, moreover, should be borne in mind in this respect. There is, first, the conviction, frequently asserted by the General Conference and constituting one of the conceptual bases of the Medium-Term Plan, that the major problems with which mankind is faced today cannot be dealt with in isolation, for they are, on the contrary, radically bound up with each other. This was stressed by the General Conference in resolution 9.1 (the

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ninth preambular paragraph). (1) In consequence, certain activities not related directly or thematically to the establishment of a new international economic order nevertheless represent, because they are concerned in a general way with the major problems confronting mankind, a substantial contribution towards the elucidation of the problems involved in the new order. Examples of such activities are the round table meetings which have discussed "The Challenge of the Year 2000" and "The Future of the Third World", to which we shall refer later.

12. The other consideration to be borne in mind is the idea, which was also stated forcefully by the General Conference, that "the establishment of a new international economic order depends not only on political and economic factors, but also on socio-cultural factors" (18 C/Resolution 12.1, paragraph 3). Reference is made, thus, in Moving towards change to the fact that "economic problems are the starting point but we must be able to look beyond this aspect of human affairs". It stated, again, that "the very purpose of a 'new international economic order' thus goes beyond the economic sphere proper: it is directed not only to making the best use of things and sharing them up more fairly, but to developing all men and women, in every aspect of the individual, in a comprehensive cultural process, deeply permeated with values, and embracing the national environment, social relationships, education and welfare".

13. The Executive Board adopted the same position while stressing that "economic considerations do not go far enough, for economic instruments are no longer sufficient to control an evolutionary phenomenon which, to quote one of the members of the Board, has ceased to operate naturally in favour of man" (99 EX/Decision 9.1, document 19 C/5, Annex I).

14. This line of thought is closely linked to a conception which sees development as an integrated and global process that cannot be limited to economic considerations and involves socio-cultural aspects of decisive importance.

15. It follows from this analysis that Unesco activities must be regarded within the context of two contending viewpoints: on the one hand, awareness of the concept of the new international economic order as it is defined by other bodies, in particular, by the United Nations General Assembly, and attentiveness to a whole series of actions that are in the main concerned with the system of international economic relations (trade, especially in raw materials; the international monetary

(1) "Convinced that:

the establishment of a new international economic order,
the establishment of a just peace guaranteeing on all continents and for all countries, security, respect for human rights, individual freedom and the dignity of the individual,
the economic and social development of the developing countries which preserves their cultural identity, eliminates poverty, malnutrition and illiteracy and guarantees their population a better standard of living, accordingly necessitating self reliance,
respect for the national independence and sovereignty of all countries, equality and democratic relations between nations excluding all forms of domination and discrimination and based on mutual trust and solidarity,
respect for the right of peoples under colonial or racial domination or under foreign occupation to self-determination and independence,
a halt to the arms race and a genuine, complete and supervised disarmament, the way to which should be opened by implementation and extension of the policy of relaxation of international tensions, and which would release considerable resources that could be used in the service of development and for peaceful purposes.

all go together and are indissolubly linked."

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system and the transfer of resources; industrialization; transfer of technologies); and on the other, a vision that broadens and develops the concept of a new order by fastening on general principles and values which, in the final analysis, are the conceptual bases underlying them, and by encompassing those factors that enable a society to be itself and really control its own destiny within the framework of an international community based on the equality and common interests of all countries.

16. These two viewpoints seem to come together in the actions of reflection and dissemination, which were discussed earlier; or rather, these actions are, as a rule, sustained by the very process of broadening and development which is mentioned above and which is, in fact, at the heart of the effort of reflection that has been continuing within the Organization for almost four years.

17. In regard to the second part of the report, that which deals with specific activities, it should be noted that it is chiefly in one of the areas coming within its competence - in science and technology - that Unesco's mission is directly related to the fields of action explicitly named in resolutions of the United Nations General Assembly as being those where some changes have to be introduced so as to further progress toward a new international economic order. The fields in question are: the exploitation and development of natural resources (in the section on fundamental problems of raw materials and primary commodities as related to trade and development) training as a prerequisite of industrialization, the transfer of technology (resolution 3202, (S-VI)), and everything that is generally connected with science and technology (development of the scientific and technological infrastructure of developing countries, the exchange of technological information, support to the science and technology programmes of developing countries, aid in the development of new technologies adapted to local needs, energy resources research and development, access to computer science, problem of the outflow of qualified personnel) (resolution 3062, (S-VII)). There is thus a wide range of action in which an obvious connection exists between Unesco's activities and progress towards a new international economic order.

18. The actions in other areas coming under Unesco's sphere of competence, on the other hand, relate to the problems involved in the new order in one of two ways, depending on whether the question is approached from a purely economic standpoint or according to the broader concept. In the first instance, these actions may be considered as necessary adjuncts of economic, industrial, technological and scientific changes, bearing on a certain number of previous conditions that should be created or on obstacles or constraints to be overcome. The development of this kind of relation - involving, for example, the bringing to light of the cultural conditions for the transfer of technologies and, more generally, the conditions for the endogenous implantation of science and technology - leads moreover to consideration of what at first appeared merely as an adjunct as something which is, in fact, basic. In the second instance, Unesco's actions seem to be linked with a wider concept of a new international order and to be aimed directly at promotion of the creation of certain socio-cultural conditions which are basic to it. By furthering the assertion of and respect for the cultural identity of every society, the progress of education at all levels, the development and better balance of communication processes, such actions are designed to promote progress toward a world order which is no longer based on the privileges of some societies but which is conducive to the full and free development of the capacities of each individual human society, in an atmosphere of equity, justice and solidarity.

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19. No attempt has been made in the present report to define, in regard to each activity, the perspective in which it should be viewed or, even less, to group activities under one approach or the other. The majority of these activities, in fact, combine both approaches to such a degree that it would be arbitrary to separate them. If this twofold aim that characterizes Unesco's activities is borne in mind, that should suffice to bring to light their real significance.

20. In preparing this document close attention has been paid to the directives contained in 19 C/Resolution 9.1, to which it refers. These directives have been considered in connection with the related provisions of 18 C/Resolution 12.1 and the analyses contained in Moving towards change. In Annex I of this document will be found a table showing, for each section of the report, the subjects with which it deals and the relevant passages of 19 C/Resolution 9.1 and 18 C/Resolution 12.1 as well as of the publication Moving towards change.

I. PROMOTION OF REFLECTION AND DISSEMINATION OF KNOWLEDGE

21. A number of the activities undertaken in this regard were aimed at extending and developing in a global way the effort of reflection pursued during the biennium 1975-1976, which led to the publication of Moving towards change. Other activities derived more specifically from three provisions of 19 C/Resolution 9.1: paragraph 2 (reflection on the major socio-cultural movements); paragraph 8 (reflections undertaken within the United Nations); and paragraph 9 (c) (encouragement of people to study and discuss major problems).

A. PURSUIT OF A GLOBAL REFLECTION

22. Among the activities designed to promote a general reflection of wide scope on the establishment of a new international economic order were three round tables organized by several non-governmental organizations with the support of the Office of Public Information.

23. The first of these three round tables, held from 23 to 25 June 1976 at Unesco Headquarters on the subject of "Cultural and Intellectual Co-operation and the New International Economic Order", was attended by 34 distinguished intellectuals and artists from all parts of the world. It was organized with the assistance of seven non-governmental organizations active in the arts and sciences which co-operate with Unesco, notably the International Council for Philosophy and Humanistic Studies.

24. Following extensive discussions of the different aspects - economic, military, political, demographic, social and cultural - of the establishment of a new international economic order, the round table stressed, in a number of recommendations, the importance of cultural development as an essential element in the global concept of development and the need for an international ethic as the basis for the establishment of a new economic order.

25. A similar meeting was organized at Unesco Headquarters from 28 to 30 June 1977 on the subject of "The Challenge of the Year 2000". It emphasized the need for closer international co-operation in seeking solutions to such urgent problems as the arms race, environmental pollution, the exhaustion of natural resources, manipulation of the mass media, etc. The speakers underlined the principles of the new international economic order as a prerequisite for world peace. The recommendations of this round table have been published (see section E).

26. A third round table was held in Mexico City on 21 and 22 December 1977 on "The Future of the World". After expressing their profound concern at the disparities between the industrialized nations and the developing countries, the participants arrived at the conclusion that the major problems of the world were inextricably linked with the question of general and complete disarmament. They addressed an appeal in this sense to the United Nations General Assembly, asking it to consider, at its special session in May 1978, the adoption of measures outlawing the manufacture and use of nuclear weapons and encouraging the commencement of negotiations with a view to the drawing up of an agreement on universal disarmament.
27. In the sphere of philosophical thinking, the Organization is attempting to clarify the content and significance, in the broadest context, of the establishment of a new international economic order. It was this that prompted the holding at Headquarters, from 10 to 13 April 1978, of a first international meeting of experts to discuss the subject of the "Rights and Duties Deriving, for States and Groups, from the Establishment of a New International Economic and Cultural Order". With due regard to the complementary perspectives opened up by various international documents of great importance adopted by the United Nations General Assembly, such as the Charter of Economic Rights and Duties of States (resolution 3281 (XXXIX), adopted on 12 December 1974) or resolution 3362 (S-VII) on Development and international economic co-operation (adopted on 12 September 1975), this meeting sought to determine the bases, norms and principles of the new order of relations to be established between nations, in its moral, economic and cultural dimensions.
28. At this meeting the participants stressed the need clearly to define the meaning of a number of concepts, such as the "sovereignty" of States, "development", and "co-operation" between States.
29. Emphasis was laid on the comprehensive nature of a new international order, which should be considered in all its aspects, and not simply from the purely economic point of view. Indeed, when all is said and done, the ultimate object of a new international order must be man himself - every member of the human race, taken either as individuals or groups; above all, taken as the protagonists of this international order. This is why there can be no question of imposing any single cultural model on the various States making up the international community; it was noted in this connection that while science and technology can be used as catalysts in bringing about development more speedily, they must assume an endogenous character, based on the development of local knowledge, thus stressing respect for the identity of peoples.
30. With this in mind, the participants referred to the activities of transnational corporations, pointing out that the cultural consequences of such activities frequently run counter to the requirements of endogenous development.
31. It was considered important to pay greater attention to the morally binding, if not strictly speaking the legal force of principles which had already been stated or which might be better formulated in future in the basic texts relating to a new international order. In this connection it is necessary to reaffirm the principle of sovereignty, the inevitable nature of interdependence, and the importance of international co-operation and solidarity.

32. The group of experts emphasized the need for Unesco:

to continue its reflection on the establishment of a new international order, bearing in mind the comments noted above;

to draw the attention of groups and States to the need for more searching consideration of the nature, function and norms of the international law which is essential for the working out of a new international order which will be equitable and balanced;

to strengthen activities designed to safeguard cultural identity and endogenous resources;

to develop research on the influence of transnational corporations; and

to arouse public awareness of the complex problems arising in connection with the redefinition and restructuring of international relations.

33. A second international meeting of experts, planned for September 1978 in a Latin American country, will deal with the topic: "The significance and content of an individual ethic in its relation to a new international economic and cultural order".

34. This meeting should help to throw light on the changes in outlook which are seen to be an essential prerequisite for the establishment of a regenerated world order, based on ethical and philosophical ideas which are acceptable to all, and involving a new relationship not only between individual human beings, but of course, between man and nature as well.

35. In addition to these philosophical and ethical studies carried out directly by the Secretariat, in collaboration with experts, Unesco has provided assistance to the Romanian National Commission under the Programme of Participation in the activities of Member States for the organization of a symposium on Unesco's contribution, through the means available within its fields of competence, to the establishment of a new international economic order.

36. With a view to elucidating ways and means of ensuring that public administrations are geared both to their tasks of international negotiation and to the requirements of setting up national administrative infrastructures, particularly in the fields of Unesco's competence, a contract has been concluded with the International Institute of Administrative Sciences for the holding in May 1978 of a meeting, to be attended by specialists from various regions, on the topic of "Public administration and the new international economic order".

37. Finally, taking up the implication of a new international economic order in general terms, but with reference to the changing conditions of a particular region, financial assistance was granted to the Council for the Development of Economic and Social Research in Africa (CODESRIA) for a seminar held in Algeria between 14-16 January 1978, on the New Economic Order and Industrialization and Technology in Africa.

38. As part of the activities for the promotion of research on the satisfaction of human needs, Unesco has held three regional meetings and one international meeting. The three regional seminars took place in 1977 in Venice (Italy), Bariloche (Argentina) and Yaoundé (Cameroon). These meetings, of an interdisciplinary nature, afforded the scientific community an opportunity of

indicating a number of topics and fields for priority research with a view to making more adequate provision, in a regional and local cultural context, for satisfying human needs. The international meeting helped to identify a number of priority activities in this field at the international level.

B. CONTINUING, SYSTEMATIC REFLECTION ON THE MAJOR SOCIO-CULTURAL MOVEMENTS TAKING PLACE BOTH IN THE INDUSTRIALIZED AND IN THE DEVELOPING COUNTRIES (19 C/Resolution 9.1, paragraph 2)

39. The study of current "major socio-cultural movements", in so far as they relate to the establishment of a new international economic order, has been continued mainly in the context of the application of the social sciences to the elucidation and solution of the problems involved in development centred on man, either in the form of planned activities conducted by Unesco itself in its fields of competence, with assistance from the most appropriate authorities, or in the form of general encouragement to groups of social scientists throughout the world, through non-governmental scientific organisations and with their active co-operation. In addition, certain studies of a philosophical nature, and numerous aspects of the current programme relating to the socio-cultural environment and human settlements, also constitute a contribution towards the elucidation of major socio-cultural movements.

40. An initial series of studies deals with such essential factors making for change as either constitute, or directly affect, the establishment of a new international economic order.

41. It is, more especially, under Objective 3.1 that specific studies are being carried out on the establishment of a new international economic order and on the formulation of development strategies which will take account of its requirements. One of the themes associated with this objective includes a study of the influence of transnational corporations, and analysis of the problems involved in Unesco's spheres of competence.

42. This question of the influence of transnational corporations in the spheres of Unesco's competence has given rise to a number of case studies, the establishment of annotated bibliographies, and methodological studies whose conclusions have been published and disseminated in mimeographed form. A meeting of experts was held in April 1976 to evaluate these studies and indicate guidelines for future publications. The impact of the activities of these corporations on socio-cultural values, particularly through tourism and advertising, and also on education and research, has been the subject of analyses which demonstrate both the difficulty of pinpointing certain phenomena and the importance of their influence in the context of the establishment of a new international economic order.

43. In addition, investigations have been carried out on the extent to which matters of concern to Unesco are involved in scenarios for futures research. These investigations show how different ways of viewing the future, particularly where the essential requirements of a new international economic order are concerned, are likely to change sectoral policies for education, science, culture and communication.

44. Co-operation with international non-governmental organizations in the field of the social sciences has been designed to stimulate and support studies and programmes concerned with exchanges and discussions which might throw light on the essential components and factors involved in the establishment of a new international economic order, within the context of the effort to elucidate the social aspects of development.

45. A contract has, for example, been concluded with the International Social Science Council with a view to encouraging continuing reflection and research on issues bound up with the process of development, particularly in relation to the establishment of a new international economic order, and in order to enable work to be started on a wide range of research projects and publications.
46. Similarly, on the regional plane, financial assistance has been granted to the First Conference of the African Association of Sociology and Anthropology, to be held in Nigeria in September 1978, for discussions which will bear in large measure on the implications of a new international economic order, under the general theme of "Sociology, Anthropology and Development in Africa".
47. Particularly significant is the fact that the regional meeting organized in Quito, Ecuador, in January 1978, with the joint co-operation of the Latin American Council of Social Sciences (CLACSO) and the Latin American Faculty of Social Sciences (FLACSO), to consider priorities for social science work in Latin America, gave a prominent place to the relevance of social science theories to the clarification of development issues and to the analysis of dependency phenomena on the social plane, as an essential element in the establishment of a new international economic order.
48. Finally, under the Programme of Participation in Member States Activities, financial assistance was granted at the request of Japan to facilitate attendance by specialists from developing countries at the Fifth World Congress of the International Economic Association devoted to the theme "Economic growth and resources", with particular reference to the problems of a new international economic order.
49. Support was also given to a seminar organized by the German Democratic Republic on the theme "Social Forces in Africa and the Middle East and a new international economic order".
50. In the study of the economic and social aspects of human rights, emphasis has been placed, during the biennium 1977-1978, on the relationship between effective exercise of human rights - particularly economic, social and cultural rights - and the establishment of a new international economic order. The study brought to light the notion of the right to development as a human right which, like the right to peace and the right to a certain quality of life, constitutes a "right of solidarity", i.e., a right which can be realized and guaranteed only by the concerted action of all those involved in economic and social life: States, international organizations, individuals, public and private bodies, etc.
51. Moreover, Unesco was invited to reflect upon this theme by the United Nations Commission on Human Rights, which, in resolution 4 (XXXIII), recommended that a study be undertaken, in co-operation with Unesco, on the subject of "The international dimensions of the right to development as a human right in relation with other human rights based on international co-operation, including the right to peace, taking into account the requirements of the new international economic order and the fundamental human needs".
52. In accordance with this dual perspective - on the one hand, peculiar to the specific concerns of Unesco, and, on the other, extending to the United Nations system as a whole - the Organization launched a series of studies in preparation

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for the meeting of experts that will take place at Headquarters from 19 to 23 June 1978. Participants will be invited to examine the interrelationships between human rights and human needs with a view to advancing perception of the conditions and indicators of the effective exercise of human rights and to identifying, if need be, new human rights that fully meet the requirements of the establishment of a new international economic order. The meeting will examine, among others, the idea of the eventual drafting of an international covenant on rights of solidarity (including the right to development) to supplement the 1966 international Covenants on Civil and Political Rights and on Economic, Social and Cultural Rights.

53. Interdisciplinary studies on poverty and its causes and on the reduction of disparities have been undertaken. A meeting of experts will be held in 1978 to examine the possibilities of applying the criterion of equity to the allocation of national resources to different sectors and different groups of the population. The analysis will be based on documents prepared by national institutions which incorporate the results of the studies carried out by national teams, in the developed and developing countries, on the major social problems of the past ten years with a view to development in accordance with the principles of a new international economic order.

54. Studies dealing with endogenous development, notably at the public administration level, with participation by the public in development, and with the definition of "styles" of development, have been conducted in such a way as to engender respect for cultural identity and to demonstrate the concrete opportunities that exist for avoiding the pure and simple duplication of imported development models which imperil the further growth of the cultural values of the populations concerned. It was with this in mind that consultants in various countries, and in response to the request of the national authorities, helped, with due regard for local conditions and aspirations, to develop procedures ensuring the participation of certain segments of the population in decisions affecting the allocation of resources in the fields of Unesco's competence.

55. The study of the conditions pertaining to the transfer of knowledge has continued and led to a meeting of specialists in the transfer of legal knowledge from both the developing and the developed countries. A general discussion is scheduled for June 1978 which will deal with the transfer of knowledge in various fields and with the conditions for the endogenous creation of knowledge in the developing countries.

56. The work undertaken in the field of philosophy involves also matters pertaining to the assertion of the values inherent in the various cultures, its role as the foundation of national identity and its relevance to the acquisition of the tools of science and technology. A case in point is the meeting on the subject of the "Nature and Function of History in the Light of the Diversity of Culture", which will be held in Dakar from 19 to 23 June 1978. Similarly, following upon the July 1976 meeting in Nairobi which dealt primarily with the theme of "The Effects of Technological Innovations on Man's Cultural Environment" in an African context, a further meeting, focused more particularly on the conditions of endogenous artistic creation in Asia in the circumstances of modern life, will be organized in New Delhi during the summer of 1978.

57. The work carried out in pursuance of Objective 1.2, in support of the recognition of cultural pluralism and regard for the identity of minorities, was focused mainly on the socio-cultural aspects of the training of migrant workers

and their families. Apart from their right to full recognition of their identity, in accord with the principles of a new international economic order, the potential role of this segment of the population as agents for the transfer of technologies, knowledge and cultural values - that may have a positive value - should not be underestimated.

58. Lastly, in pursuance of Objective 6.2, the study and analysis of problems of rural development can contribute indirectly and, above all, by eliciting the participation of the populations concerned, to creating appropriate conditions for the transfer of technologies which favour the attainment of true independence and the adaptation of these technologies to the social and cultural environment. A meeting of experts, to be held in 1978 in Latin America on the institutional problems of participation in the strategies of integrated rural development is intended to encourage exchange of views on these problems and to provide both specialists and policy-makers with a clearer understanding of the issues involved in the adoption of the appropriate strategies of integrated rural development.

C. PARTICIPATION IN THE EFFORT OF REFLECTION UNDERTAKEN WITHIN THE UNITED NATIONS WITH A VIEW TO REINFORCING THE PART PLAYED BY UNITED NATIONS BODIES WITH REGARD TO INTERNATIONAL ECONOMIC CO-OPERATION AND THE PROMOTION OF DEVELOPMENT (19 C/Resolution 9.1, paragraph 6)

59. At its seventh special session (1-16 September 1975), the United Nations General Assembly established an Ad Hoc Committee on Restructuring, open to the participation of all states and empowered to prepare proposals for making the United Nations system "more fully capable of dealing with problems of international economic co-operation and development in a comprehensive and effective manner" and to do so with a view to making the system "more responsive to the requirements of the provisions of the Declaration and the Programme of Action on the Establishment of a New International Economic Order as well as those of the Charter of Economic Rights and Duties of States".(1)

60. The Ad Hoc Committee took over two years to prepare the study commissioned by the seventh special session. It submitted its report to the thirty-second session of the General Assembly, which endorsed the conclusions and recommendations therein in its resolution 32/197. A summary of that resolution and the Ad Hoc Committee's conclusions and recommendations was communicated to the Executive Board in the document entitled "Recent Decisions and Activities of the Organizations of the United Nations System of Relevance to the Work of Unesco" (104 EX/35, paragraphs 1-57).

61. The Director-General has followed the proceedings of the Ad Hoc Committee consistently and, together with the other heads of secretariats of the organizations of the United Nations system, within the context of the Administrative Committee on Co-ordination (ACC), has, on a number of occasions, examined the probable impact of these proceedings. On 17 February 1976, the Director-General made a statement at the Committee's second session, giving a detailed account of his views on the various aspects of the restructuring question. He also transmitted a dossier to the Committee which included a number of relevant resolutions and decisions of the General Conference and Executive Board.

62. On 29 April 1977, the Director-General wrote a letter to the Chairman of the Ad Hoc Committee, setting forth his views on a certain number of questions under consideration by the Committee: the role of the General Assembly and the Economic and Social Council in the definition of the overall policy of the United Nations system, the participation of the Specialized Agencies in the preparatory work of

(1) Resolution 2362 (S-VII), Section VII, paragraph 1.

these organs and in the implementation of their decisions, the necessity of keeping the General Assembly and the Economic and Social Council fully informed of the programmes and budgets of the Specialized Agencies, the pivotal role of the Administrative Committee on Co-ordination in co-ordination at the inter-secretariat level, consultative arrangements between United Nations organs and the Specialized Agencies relating to the programmes of the latter, the advisability of setting up machinery for inter-agency study and planning, the co-ordination of operational activities. The letter has been transmitted to members of the Committee.

63. In the aforementioned letter, in his other contacts with the Ad Hoc Committee and in his consultations with members of ACC, the Director-General was naturally guided by the discussions and conclusions of the General Conference and the Executive Board and, in particular, by resolution 9.1, adopted by the Board at its nineteenth session,⁽¹⁾ paragraphs 26 to 32 of which deal with the restructuring of the United Nations system.

64. The General Assembly's endorsement of the conclusions and recommendations of the Ad Hoc Committee did not signify the end of the effort of reflection undertaken within the United Nations system on the subject of the role played by that system in promoting international economic co-operation and the development of structures best adapted to that end. The implementation of resolution A/32/197 and of the report of the Ad Hoc Committee will necessitate the adoption of a long series of provisions by the General Assembly, the Economic and Social Council and the Secretary-General, as well as by the competent bodies of the different organizations within the system. The measures to be taken at the inter-secretariat level were examined by the ACC at its seventy-second session (London, 5-7 April 1978). All of the organizations within the system have been invited (resolution A/32/197, paragraph 7) to submit to the General Assembly at its thirty-third session, through the Economic and Social Council at its sixty-fifth session, progress reports on the implementation of the recommendations of the Ad Hoc Committee. The Executive Board will be kept informed of the action taken by ACC in respect of this question.

65. Another series of studies designed to clarify the role of the United Nations system in regard to development was initiated in 1977 under the aegis of ACC. At its sixty-eighth and sixty-ninth sessions (New York, 18-20 October 1976; Paris, 5-7 April 1977), ACC examined the part played by organizations within the United Nations system in the elaboration and implementation of development programmes. It noted that in recent years the various bodies within the system as well as the major international conferences convened by the United Nations had defined a series of objectives to be attained, and it concluded that it would be appropriate to examine the extent to which those objectives were mutually compatible and to determine the means and the resources necessary to achieve them. To this end, it set up, at its sixty-ninth session, a Task Force on Development Objectives and Programmes of the United Nations System to facilitate the contribution of the secretariats of the United Nations system to the effective formulation and implementation by national and international policy-making bodies of development targets and programmes.

66. The Task Force held its first session in New York from 13 to 19 October 1977. It prepared a work plan comprising:

- (a) an analysis of the qualitative and quantitative objectives approved by the General Assembly and by the major international conferences or those in the process of organization;

(1) Reproduced in Annex I to document 19 C/15.

- (b) an analysis of the strengths and inadequacies of the International Development Strategy for the Second Development Decade;
- (c) a study of other major issues, such as interdependence and self-reliance, and of the problems arising in the population and environmental fields.

67. The Task Force, whose recommendations were approved at the seventy-first session of ACC (New York, 31 October-1 November 1977), also recommended setting up an inter-agency technical working group to co-ordinate modelling work among agencies. The working group held its first meeting in New York from 6 to 10 February 1978 and drew up a work programme in the field of quantitative analysis to be implemented in conjunction with different organizations within the system. Under this programme, the Unesco Secretariat is to undertake, jointly with ILO and UNCTAD, a global analytical study of the long-term objectives of economic and social development; Unesco's contribution will be focused on the study of the qualitative aspects of development which exert a quantitative influence on social and economic change. The United Nations is carrying out negotiations for the purpose of obtaining voluntary contributions to finance these studies.

68. The Task Force on Development Objectives met in New York from 7 to 14 March 1978. On that occasion, it established working relations with the Committee for Development Planning of ECOSOC. It considered points (a) and (b) of its work plan, noted above, and submitted its report to ACC at its seventy-second session (London, 5-7 April 1978). The Task Force is to meet again this summer to examine various studies on certain fundamental concepts, such as interdependence, self-reliance, basic needs, endogenous development and the new international economic order, as well as their interrelationships in the future planning and formulation of development schemes. The Unesco Secretariat participated regularly in the work of the Task Force on Development Objectives and of its technical working group, and will continue to do so.

69. The Secretariat also took part in a Task Force set up by ACC to examine the potential contribution of the various organizations in the system to the implementation of resolution 3362 (S-VII) adopted by the General Assembly at its Seventh Special Session ("Development and international economic co-operation"). A report prepared by this Task Force was submitted by ACC to the Economic and Social Council at its sixty-first session. The report contains detailed information about Unesco's activities in the various fields dealt with in resolution 3362 (S-VII), particularly in Section III on science and technology.

70. Furthermore, Unesco's participation in the effort of reflection undertaken within the United Nations system has taken the form of reports or contributions to reports requested by various United Nations bodies, from organizations in the system, particularly by the General Assembly and the Economic and Social Council. These communications include:

- (a) report on Unesco's contribution to the implementation of the Charter of Economic Rights and Duties of States (April 1977);
- (b) contribution to a report on the role of the public sector in promoting the economic development of developing countries (April 1977);
- (c) contribution to an ACC report on economic co-operation among developing countries (April 1977);
- (d) contribution to an UNCTAD report concerning developing island countries (May 1977);

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- (e) contribution to a UNIDO report on the industrialization of the least developed countries (August 1977);
- (f) contribution to an inter-agency report for the Committee for Programme and Co-ordination on economic co-operation among developing countries (February 1978);
- (g) contribution to an UNCTAD report on assistance to the least developed countries and to land-locked developing countries (March 1978);
- (h) preparation, for a UNIDO meeting entitled "Consultation on the Iron and Steel Industry - Expert Group Meeting on Training Problems" (Vienna, 24-26 April 1978), of a document seeking to assess the ability of education and training systems to meet the needs arising from adoption of the Lima objectives.

71. Among the contributions of the United Nations system (including Unesco) to the establishment of a new international economic order, mention should be made of Technical Co-operation among Developing Countries (TCDC). Launched a few years ago by UNDP as a fresh dimension of technical co-operation, TCDC soon occupied an important place in the activities of the United Nations system. Unesco has been associated with this initiative from the outset, and has taken all the necessary steps to ensure that it plays an important part in it, particularly by identifying its fields of activity more especially suited to co-operation among developing countries. The World Conference on TCDC, which is to be held in Buenos Aires in August-September 1978, is expected to adopt a world plan of action in this respect. A preliminary draft plan, to which Unesco had substantially contributed through its suggestions and comments, was considered by the Intergovernmental Preparatory Committee at its second session, in September 1977. A new version will be submitted to the Preparatory Committee at its third session, in May 1978. Unesco is co-operating closely with UNDP, taking part in the preparatory meetings for the Conference and helping to prepare a number of working documents and publications, such as the "Interim Report on TCDC" which is to be submitted to the Governing Council of UNDP in June 1978.

D. ENCOURAGEMENT OF PEOPLE - AND PARTICULARLY YOUNG PEOPLE -
TO STUDY AND DISCUSS THE MAJOR PROBLEMS OF OUR TIME
(19 C/Resolution 9.1, paragraph 9 (c))

72. With regard to young people, Unesco has given its support to a great many conferences and study meetings dealing with the establishment of a new international economic order. Special mention should be made of the following meetings:

- (i) World Federation of United Nations Associations: a conference was held in Dakar, from 14 to 21 February 1977, on voluntary service in Africa and a new international economic order;
- (ii) World Federation of Catholic Youth: during a conference held in Berlin, from 31 March to 6 April 1977, consideration was given to the role of the young people of Europe and Africa in forming public opinion regarding a new international economic order, and unemployment problems viewed in conjunction with the establishment of a new international economic order;
- (iii) Co-ordinating Committee for International Voluntary Service: the Latin American Regional Centre for Voluntary Service and the "Internationale Jugendgemeinschaftsdienste" held a seminar in 1977 on the

role of popular culture in the establishment of a new international economic order. Several other courses and seminars were organized;

- (iv) International Union of Socialist Youth: a regional seminar (Asia-Pacific) is to be held from 24 to 28 May 1978 on the role of young people in promoting peace, co-operation and social and economic justice in the region;
- (v) Peace University: an international summer session, held from 1 to 30 August 1977, was devoted in particular to the prospects of a new international economic order based on justice, and ensuring peace;
- (vi) Colombian National Commission for Unesco: a national symposium on the new international economic order was held at the end of 1977. Special consideration was given to the following: the food crisis; inflation and access of the developing countries to international funding sources; the attitude of the various countries towards the establishment of a new international economic order; Unesco's fields of competence and the new international economic order; and the role of Colombia in the struggle for a new international economic order. As a follow-up to that symposium, a forum on the new international order and information will be held in 1978;
- (vii) Thai National Commission for Unesco: a regional seminar on a new international economic order was held in late 1977 in Bangkok.

73. In addition to these various activities there are exchange programmes and study travel. For instance, some twenty teachers from the United Kingdom went to Ghana for one month in order to get a better insight into development problems and to collect material so that they might include such problems in their teaching in British schools. The Secretariat furthermore invited, in 1977, 23 young authors to write an original paper of some forty pages on one of the important aspects of a new international economic order, at national or international level.

74. Apart from all these activities specifically concerning young people, mention must be made of a number of more general conferences and meetings.

75. First of all, there was the Seventh Regional Conference of National Commissions for Unesco of the European Region, held in Helsinki from 18 to 23 April 1977. In the course of the discussions, all speakers expressed support for the development of interregional co-operation, particularly in the context of the establishment of a new international economic order. Speakers presented interesting examples drawn from their own experience covering joint research activities, the creation of fellowships and of post-graduate courses, assistance for such projects as protection of the natural heritage, translation of literary works of developing countries, publication of handbooks and elimination of double taxation of royalties. It was suggested that the "joint studies" model might be a suitable means of achieving effective and fruitful co-operation between the National Commissions of the European region and their Third World counterparts.

76. In particular, the Conference adopted a text (Recommendation No. XIX) in which, after reaffirming the importance of resolution 9.1 adopted by the General Conference at its nineteenth session, it recommended to the National Commissions for Unesco of the European region:

"to contribute to the promotion of reflection and knowledge about a new international economic order,

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to undertake activities aimed at spreading awareness of existing inequalities on the global scale in education, science, culture and communication,

to encourage relevant activities of non-governmental organizations and their co-operation in this respect".

In the same recommendation, the Conference also invited the Director-General "to encourage and assist activities of National Commissions for Unesco of the European region with regard to resolution 9.1 of the nineteenth session of the General Conference of Unesco, particularly by encouraging interregional co-operation".

77. At its fifteenth session, held at Unesco Headquarters from 18 to 21 November 1975, the Conference of International Non-Governmental Organizations in consultative relationship with Unesco decided to organize symposia during the 1976-1977 biennium on the new international economic order, covering aspects within Unesco's fields of competence.

78. A symposium was accordingly held at Unesco Headquarters, from 8 to 10 December 1976, on "the NGO contribution to the establishment of a new international economic order", preceded by a round table on the question "Can there be a consensus as to the content of a new international economic order?". The organizations attending the symposium reaffirmed:

that a new international economic order requires elimination of all cases of colonial domination, racial discrimination, apartheid and violations of human rights in any form whatever;

that the creation of a new international economic order depends on progress with respect to disarmament, security, co-operation and peace;

that a new international economic order implies a fellowship among all States on an equal basis, facilitated by the practice of political, economic and social democracy in all of them.

79. Mention should also be made of the "Symposium on Disarmament, Development and Education for Peace: How they interact", held at Unesco House from 14 to 17 June 1977. Following a very substantial discussion, the participants adopted a final document containing conclusions and recommendations for subsequent action by Member States of Unesco and non-governmental organizations with a view to complete universal and supervised disarmament in order to bring about endogenous development which will have regard for original cultural values and the aspirations of peoples. Furthermore, the participants emphasized the urgent need to develop education for peace in the present world situation, at all levels and in all countries, and involving each person and each group.

E. DISSEMINATION OF KNOWLEDGE

80. Unesco and a number of National Commissions and other organizations have been extremely active in disseminating information (in the form of publications, booklets, films and radio broadcasts) on various aspects of a new international economic order.

81. Dissemination of the English, French and Spanish editions of the main Unesco work on the new international economic order, Moving towards change, continued throughout 1977, and versions in Arabic and Russian were published. In addition,

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contracts were concluded with the National Commissions of the countries concerned for publication of the work in Bengali, Persian and Korean. Contracts of the same type are being negotiated for editions in Thai, Burmese and Bahasa Indonesia.

82. In conformity with the recommendation made by the General Conference at its nineteenth session, an abridged version of the text of the Medium-Term Plan was published in order to make it known to a wide public. This work has been issued in French under the title Comprendre pour agir, in English under the title Thinking ahead and in Spanish as Ideas para la acción. As the Medium-Term Plan, whose preparation was closely linked to the whole process of reflection conducted in 1975 and 1976 on Unesco's contribution to the establishment of a new international economic order, draws very directly upon the results of that reflection, publication of the abridged version ensures wider dissemination of Unesco's broad lines of approach in this matter. It extends and prolongs the impact of the publication Moving towards change.

83. Following the round table held at Unesco Headquarters in 1977, a work entitled Suicide or survival? The challenges of the year 2000 has been prepared. The English, French and Spanish versions are to be issued in 1978. This work is the first, of a new series on major contemporary problems.

84. With regard to periodicals, the issue of the Unesco Courier on the new international economic order was published and distributed in eighteen languages. Another issue, dealing with the Medium-Term Plan of the Organization, focused on ways and means of taking international action in the fields of education, science, culture and communication. Articles on the same subjects were published in four issues - three of which were double issues - of the bulletin Unesco Features, while radio broadcasts on the same themes were produced with the participation, in the form of interviews, of some of the prominent persons attending the round tables.

85. The fourth issue of Volume XXVIII of the International Social Science Journal, prepared in 1976 and published in January 1977, was devoted to the new international economic order. The second issue of Volume XXX, which is to appear in June 1978, will deal with economic interdependence. It will also contain important documents and analyses on the various aspects of the new international economic order, including an article by the Nobel Prize winner, Jan Tinbergen.

86. In its first issue of 1977, Prospects published an article entitled "Catastrophe or new society? - A challenge to lifelong education" and in the second, a study on "The planning crisis and the limitations of external aid". The main contributions presented during the round table on cultural and intellectual co-operation were published in the review Cultures (Vol. III, No.4, 1976). Two of the contributions, that of Mr. Trygve Bratteli, former Prime Minister of Norway, and that of Mr. Samir Amin, Director of the African Institute for Economic Development and Planning, of Dakar, were reproduced in the October 1976 issue of the Unesco Courier. A selective bibliography compiled for youth groups and organizations was also published in order to make young people aware - through their organizations - of the problems of cultural and intellectual co-operation and encourage them to study them.

87. Lastly, specialized documentation was prepared and circulated for the press, National Commissions, non-governmental organizations, and Unesco Clubs and associations.

88. In addition to these direct activities, Unesco gave its support, under the Programme of Participation in the Activities of Member States, to the Canadian National Commission for the preparation of a film entitled "A recipe for survival - proposal on the New International Order".

89. The Organization has also helped to circulate the work published in 1976 by the European Co-ordination Centre for Research and Documentation in Social Sciences (Vienna) and entitled Images of the World in the Year 2000. This sets out the findings of a vast survey originally launched by Unesco to ascertain the image of major economic and social trends as perceived by population samples in developed countries.

90. Intensive action to build up awareness in young people of the problems arising from the establishment of a new international economic order has been undertaken in various regions of the world, with the use of considerable information resources. The programme drawn up for the purpose provides for study groups, seminars, exchanges of information on the subject, and veritable "information campaigns" using documents for the general public, documentaries and audio-visual montages.

91. The selected subjects for study relate to various current economic issues: the problem of hunger in the world (a question discussed within the International Student Movement for the United Nations); origin and purpose of a new international economic order (Kabul, Afghan National Commission for Unesco); comparative study of various education programmes in relation to the new international economic order (World Federalist Youth).

92. Various focal points of interest were selected: information (study undertaken by the Unesco Club of Tunis on relations between developed and developing countries within the information context, including the establishment of a new international order in regard to information); poverty in the world; international trade and the developing countries (New Zealand Council of Organizations for Relief, Rehabilitation and Development); raw materials (Berne Declaration).

93. The studies undertaken are either commodity monographs, such as the production, marketing and consumption of jute in Bangladesh or tea production in Sri Lanka (within the framework of the Commonwealth Institute), country monographs, such as New Zealand and the new international economic order, or, again, specialized studies on various economic matters of concern all relating to the central theme of the new structures of the world economy and of world trade: the economic causes of poverty in the world; international trade and the developing countries; the monetary aspects of international finance (New Zealand Council of Organizations for Relief, Rehabilitation and Development).

94. Studies on often very specialized current issues have been undertaken at the national level (New Zealand) or at the regional level (such as that conducted by World Federalist Youth, covering eight European countries) on various education programmes for young workers relating to a new international economic order.

95. Publications are contemplated in order to make the findings of these studies known. For instance, a group of fellowship-holders (Jamaican National Commission for Unesco) will prepare and issue in 1978 a book providing reading material on the new international economic order designed for pupils in secondary schools. Very much on the same lines, a synopsis will be disseminated in 1978 by the International Student Movement on the "right not to go hungry" and, beyond that theme, on international aid policies and their impact on agricultural output, on the economic changes resulting from the planning of agriculture, and on international assistance (bilateral and multilateral) and its effect on agricultural production.

96. The studies undertaken concern education (World Federalist Youth), raw materials (Berne Declaration) and international trade, from the standpoint of their relation to the new international economic order.

97. Considerable resources have been harnessed (information, exhibitions, audio-visual montages) to develop awareness in young people by means of exchanges of information, the formation of study groups, and so on. The action undertaken should focus their attention on such themes as are most likely to give them a deeper insight into the issues which have such a vital bearing on their future.

II. ACTIVITIES IN THE VARIOUS FIELDS OF UNESCO'S COMPETENCE

A. DEVELOPMENT OF SCIENCE AND TECHNOLOGY

98. It is generally agreed that the development of science and technology is vital to the establishment of a new international economic order. The scientific and technological factors involved in the process of development have been stressed in Moving towards change, where cognizance has been taken of the need for a new concept and long-range international strategy for the development of science and technology which reflects overall global social needs.

99. In implementing its science programme, Unesco has been guided by an increased recognition that development is an integrated, multidimensional process in which socio-cultural and political factors are indissolubly linked with scientific and technological ones; by the concept of endogenous development which implies a gradual shift of emphasis in the ultimate aim of international efforts in science and technology; and by the need to promote world progress of science and technology and the application of scientific and technological achievements to the development of all peoples.

100. In this respect, Unesco is contributing to the preparation of the United Nations Conference on Science and Technology for Development (UNCSTD, Vienna, 1979), which is being organized within the broad conceptual framework provided by General Assembly resolutions 3201 (S-VI) and 3202 (S-VI) containing the Declaration and Programme of Action on the Establishment of the New International Economic Order, as well as the Charter of Economic Rights and duties of States, and the General Assembly resolution 3362 (S-VII) on development and international economic co-operation. This Conference and the preparatory period leading to it provides a major occasion for reflection - at the national, regional and international levels - on the role of science and technology in the development of nations. The commitment of Unesco to the successful preparation, organization and follow-up of this Conference is particularly stressed in resolution 2.01 which the General Conference adopted at its nineteenth session in Nairobi.

101. Among the many activities undertaken by Unesco in preparation for UNCSTD, the following is particularly noteworthy: an informal meeting in November 1977 of a group of eminent scientists invited by the Director-General to advise the Organization on the framework of a study on possible ways and means of further improving and expanding Unesco's programmes in science and technology, and in particular on its contribution to the preparation of the United Nations Conference.

102. In the effort to establish the NIEO, Unesco is contributing to the development of national scientific and technological foundations for a better utilization of natural resources, and to the growth of scientific and technological potential of the developing countries.

1. Contribution to the development of national scientific and technological foundations for a better utilization of natural resources

103. The aim of Unesco's natural science activities in this context is to help States to increase their ability to identify and solve by themselves their own problems regarding the optimal utilization of their natural resources and to make the most of existing and potential human and material wealth.

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104. The programme actions dealing with mineral and energy resources, touch the very foundations of the present-day economic order, since without the basic materials and without the energy required to transform them into usable products, modern industrial society could not exist. Activities carried out have two principal aims: (a) to promote the international co-operation in the scientific study of the processes in the earth's crust which have led to the formation of mineral deposits; (b) to develop the capacity of all Member States to explore, assess and manage the mineral resources of their respective territories, including the fossil fuels which are the main sources of energy supply.

105. The International Geological Correlation Programme, a joint undertaking of Unesco and the International Union of Geological Sciences in which scientists from nearly a hundred countries are already actively engaged, produces scientific results having a direct bearing on our knowledge of the origin and distribution of minerals and represents a major effort by the international community to lay the foundations for the rational exploitation of these resources.

106. An important feature of the programme is the preparation and publication of a geological atlas of the world and of other thematic maps which constitute a synthesis of the vast volume of geological data which are being accumulated by scientific research in all countries of the world.

107. The information and data thus made available can bring practical benefits to Member States only in so far as they themselves have the scientific and technical capacity to make full use of them. Therefore, a greatly increased effort is foreseen to develop the scientific capacity of Member States in the earth sciences, by the training of specialists through post-graduate training courses, seminars and study grants.

108. The processes in the earth's crust which have led to the formation of mineral deposits are also responsible for the destructive phenomena such as earthquakes and volcanic eruptions which inflict, year by year, losses of life and property which, in some cases, have very significant effects on the economies of the affected countries. The continuing programme on natural hazards and their mitigation, involving not only scientists and engineers but also architects, urban planners, social scientists and economists, assist Member States in taking action, that will eventually lead to the reduction and prevention of the losses to which many developing countries are particularly exposed.

109. The activities on technological research and higher education of Unesco also deal with fundamental aspects of energy resources. The Regional Centre for Energy, Heat and Mass Transfer for Asia and the Pacific, established in India, began its activities with the preparation of a regional journal and a directory of institutions in the area, to be published in 1978. A workshop was held on this speciality in Madras in February 1977. A committee was formed for the creation of a Regional Centre for Energy, Heat and Mass Transfer for Latin America, which also established an editorial board for a Latin American Journal for Energy, Heat and Mass Transfer, to appear in 1978.

110. In particular, that part of the programme dealing with solar energy was also expanded in 1977 on a regional basis in Africa, Asia and Latin America. Financial support was provided to a solar energy laboratory in Niamey, Niger, with the aim of organizing a post-graduate course for the benefit of research and engineers of the African continent. Preparations for a regional solar energy working group to be held in New Delhi in January 1978 were made and negotiations for the organization of the Regional Solar Energy Information Centre for Asia at the Asian Institute of Technology, Bangkok, were initiated.

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111. In the promotion of these activities, Unesco has had fruitful inter-agency relations with the World Meteorological Organization, the International Atomic Energy Agency, with the United Nations Environment Programme, and with the United Nations Industrial Development Organization.

112. In its effort of assisting in the construction of scientific and technological foundations which would enable every country to make better use of its natural resources, Unesco is making a special effort to bring about intellectual and moral conditions to achieve harmony between man and his environment.

113. The direction imparted to ecological activities, and particularly to those coming under the Intergovernmental Programme on Man and the Biosphere (MAB), largely contributes to compliance with the requests made in 19 C/Resolution 9.1, namely, to assist the developing countries to:

have broader access to scientific knowledge;

achieve the national implantation of science;

promote scientific research adapted to their own requirements;

develop science policies taking their national requirements and aspirations into account;

institute transfers of technology and adapt it.

114. The object of the MAB Programme, which has entered its operational phase, is to help solve the practical problems raised by the exploitation of the earth's natural resources, by means of pilot projects for integrated research and demonstration purposes. These pilot projects, while meeting certain general criteria, such as that of interdisciplinarity, are adapted to the conditions and priorities peculiar to each country and each socio-economic situation. It follows that the results obtained apply to a particular national situation, but they can always be extended to a region, which increases the international character of the pilot project and its value. Clearly, a network of projects of this kind for research and demonstration purposes establishes unifying ties and makes research workers and extension workers more convinced of the necessity of rational management of the heritage of resources which belongs to all mankind. The Programme endeavours, moreover, to give the widest publicity to the results obtained through meetings in keeping with the spirit of international intellectual co-operation, supplemented by training activities, which are vitally important in the establishment of endogenous science.

115. On the practical side, it may be mentioned that 91 MAB National Committees have been set up so far and that 530 field projects have been carried out in at least fifty countries. Relations between the natural sciences and the social sciences will be strengthened, both at project level and, more generally, at the stage of conception, since when natural resources are developed account must be taken of the cultural values of the populations concerned and their particular social situation. In this connection, an important place is given in the programme to seminars for decision-makers, who are thus brought to realize the ecological consequences of their decisions, and also their social consequences.

Studies concerning humid and dry tropical regions and arid zones receive particular attention and high priority. This priority is due to the fact that the ecosystems of the regions in question, which are inhabited by fairly large

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human populations, are often threatened by desertification, or again by over-exploitation. The harnessing of resources is then vital if economic and social development is to be ensured. The courses advocated allow not only of taking cultural values and local situations into consideration, but also of adopting technological short cuts. In silviculture and forest management, in the inventing and development of natural resources, for instance, the pilot projects carried out as part of the MAB Programme will make it possible to work out or perfect appropriate techniques, and to transfer to other regions and adapt those which prove effective. Unesco's activities in arid zone research and the research carried out following the recommendations of the United Nations Conference on Desertification (Nairobi, 1977) also follow this direction and bring out the value of such exchanges between countries where similar natural conditions, but different socio-economic and cultural conditions, obtain. Hence the attention which must be paid to the social aspects of technology transfers: technical innovations must be adapted to cultural traditions and values, to social structures, etc. The Division of Ecological Sciences will work on these lines through the MAB projects and the National Committees. The experience gained in Asia in 1977-1978 will be taken into consideration and may serve in Africa, in particular, in 1979-1980.

116. Co-operation between countries under the MAB Programme is continually developing. exchanges of information and persons, participation in field research. Particular emphasis will be laid on increasing exchanges between projects situated under comparable socio-economic and natural conditions. Contacts between National Committees in the same region will likewise be encouraged and institutions with regional functions co-operating with the MAB Programme will be encouraged to play a more important role.

117. Periodical publications, surveys and synopses have an important part to play in the dissemination of information and of the results achieved. It is essential that knowledge should be transferred on a wide a basis as possible. A number of MAB Technical Notes and other studies are being published.

118. With regard to training, which is vital both to the implementation of the Programme and to its ultimate aims, many of the activities are being carried out in the developing countries themselves. The training of an endogenous nucleus of specialists is indispensable for the mastery of the rational development of natural resources; it also represents an important contribution to international co-operation and to the establishment of a new international order. The MAB pilot projects will be used for the holding of training courses for research workers belonging to the same region, as also to enable specialists from different regions to exchange information and acquire new techniques; the relationship between research and development will thus be perceived and a clearer idea obtained of the nature of the changes necessary at local, regional and international level if research findings are to be applied. These courses are intended also for administrators and decision-makers, who will have opportunities for in-depth analysis and discussion on the spot of the various options or strategies relating to the development of natural resources.

119. In co-operation with UNEP an international programme on environmental education and training of engineers has been initiated. The programme, which is carried out on a regional basis with experts attached to Unesco's Regional Offices for Science and Technology, aims at promoting the introduction of environmental aspects in engineering education.

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120. In 1979-1980 six regional training courses will be organized with the help of the Programme in connection with the pilot projects. Nine regional courses will be held in major geographical regions. Ten or so long courses organized in the industrialized countries for specialists from developing countries will continue to receive aid from the Programme (their trend will be reviewed so that it corresponds more closely to the needs of the developing countries).

121. Two other activities for which the Division of Ecological Sciences (with the MAB Programme) is responsible may also contribute to the definition and establishment of a new international economic order: the study of urban ecosystems and control of urbanization and the study of the preservation of the natural heritage.

122. The same interdisciplinary ecological approach will be adopted in research on the functioning of urban ecosystems. The findings will be useful in connection with the solution of the practical problems involved in the development and planning of human settlements. This, too, affords an opportunity for fruitful exchanges and the transfer of appropriate techniques.

123. The preservation of the natural heritage implies the protection of ecosystems in their entirety, this being essential to the conservation of plant and animal genetic stocks. Protection will be associated with research to elucidate the scientific bases of the development of natural areas. Two hundred biosphere reserves, representing the principal biomes of the earth, will be established in some 40 countries. A network of reserves, of such scope, constitutes a demonstration of international solidarity and a contribution to the preservation of the natural heritage of mankind.

124. Within its field of competence through the Division of Water Sciences, Unesco also contributes to the implementation of 19 C/Resolution 9.1 by assisting its developing Member States to strengthen their water-science capabilities by the mechanisms and to the ends specified by the resolution. This is achieved through providing access to scientific knowledge concerning the assessment and management of water resources, development of research programmes relevant to a country's needs, development of national scientific institutions and strengthening scientific manpower through training at home and abroad.

125. For the access to scientific knowledge in the field of water resources, by all its Member States, Unesco has as its main tool the International Hydrological Programme.

126. In 1950 Unesco launched a programme of research on the world's arid zones, in which hydrology played an important role. This was followed in 1965 by the launching of the International Hydrological Decade (IHD), an example of international co-operation, which made a significant contribution to understanding of the processes occurring in the water cycle, assessment of surface and ground-water resources and adoption of a rational attitude towards water use.

127. But gaps were noted, particularly in the application of scientific advances to the solution of practical problems.

128. The General Conference of Unesco decided, in 1974, to launch the International Hydrological Programme (IHP) with the aim of finding solutions to the specific problems of countries in different geographical conditions and at different levels of technological and economic development.

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129. The Programme, which is guided by an Intergovernmental Council, is carried out in successive medium-term phases of a six-year duration.

130. In each participating country a National Committee defines and organizes research activities on particular national problems which relate to the international programme. Special groups and expert panels are set up by the Council to co-ordinate national contributions and to ensure that compatible methodologies are used for the various projects.

131. Thus, countries work together on a series of problems of common concern. A typical example is the work being carried out on representative and experimental basins and the extrapolation of the data acquired to large river basins elsewhere. The results of the studies are disseminated through meetings and publications.

132. The IHP forms an integral part of the efforts made by the United Nations system as a whole to promote a rational policy for the development and management of world water resources. As such it contributes to the elimination of malnutrition and hunger. At the United Nations Water Conference, held in March 1977, Unesco's IHP was recognized as one of the principal programmes through which these aims could be achieved.

133. The development of the IHD and the IHP in which nearly a hundred Member States of Unesco, intergovernmental organizations and non-governmental organizations officially co-operate has led to a situation whereby all scientific knowledge available in the world is freely accessible to all countries.

134. Unesco is also promoting the transfer of scientific knowledge through publications and through participation in scientific meetings of water resources scientists from developing countries. Such transfer of knowledge may be taken as an example of technology transfer, which in this case involves the acquisition of knowledge and capabilities by individuals or groups so as to enable them to use successfully a previous unfamiliar method, technique or procedure.

135. Unesco is regularly sponsoring an average of 12 hydrological and water resources training courses in both developed and developing countries, at post-graduate level and also at technician level, which reach about 250 water specialists from developing countries each year.

136. As in other fields, Unesco's main efforts in water science institution building are carried on through extra-budgetary projects, many of which grow from activities carried out under the Regular Programme. As examples can be mentioned the assistance in developing national institutions for water resources education, training and applied research in Porto Alegre, Brazil, Roorkee, India, and Dar es Salaam, in Tanzania, and the establishment of hydraulic laboratories in Buenos Aires, Argentina and Wad Medani, Sudan.

137. Unesco also provides direct assistance to the execution of basic and applied research by Member States themselves in the framework of the Regular and Participation Programme.

138. Unesco also contributes to the implementation of 19 C/Resolution 9.1 through the Division of Marine Sciences by assisting its developing Member States to strengthen their marine science capabilities by the mechanisms and to the ends specified by the resolution. This is achieved through providing access to marine scientific knowledge, development of research programmes relevant to a country's needs, development of national scientific institutions and strengthening scientific manpower through training at home and abroad.

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139. For access to scientific knowledge, Unesco is supporting the FAO/IOC/UN Aquatic Sciences and Information System (ASFIS) through which developing countries can have access to the world's marine scientific literature. Unesco is also promoting the transfer of scientific knowledge through publications and through participation in scientific meetings of marine scientists from developing countries. Such transfer of knowledge is an important example of technology transfer, which here is the acquisition of knowledge, training and capabilities by individuals or groups of individuals so as to enable them to use successfully a previous unfamiliar method, technique or procedure.

140. On the initiative of countries like Thailand and Mexico, Unesco is assisting developing nations to develop research programmes dealing with ecosystems of particular interest to them such as mangroves, coastal lagoons, estuaries and coral reefs. Such research provides needed data for the development and management of coastal marine resources and the environment, as well as training scientific manpower at the same time. As an example, the mangrove environment is a ubiquitous and important coastal environment for tropical developing countries. The scientific skills and techniques developed to study the marine aspects of mangroves are in large part also applicable to offshore waters, as well as are a suite of research results. In 1978, a meeting in Asia will examine the human uses of the mangroves. The meeting results, in addition to results from research projects supported in South East Asia in earlier years, plus national projects and meetings, such as those of Thailand, as well as scientific analyses made with the international scientific community, and a comprehensive bibliography will lead to an Asian symposium and workshop in 1979 or 1980 (20 C/5) which will thoroughly examine the scientific aspects of the mangrove within the context of man's activities and will produce recommendations for national priorities on research, regional co-operation, conservation and infrastructure development. The Asian experience is being applied to Latin America, and in general ways to Africa and the Middle East.

141. Here again, Unesco's main efforts in marine science institution building are carried on through extra-budgetary projects, many of which grow from activities carried out under the Regular Programme. As an example, the development of marine science in Arab countries and in Africa is limited by a severe lack of trained power, both to perform scientific research and to inject the necessary policy elements at high official levels. During the present biennium, as a result of national re-evaluations and Unesco's catalytic actions, several countries in these regions have embarked on major projects to build marine science capacity. Examples of Unesco's catalytic actions may be found in its co-operation with ALECSO and efforts to strengthen the universities.

142. Training of marine science specialists is carried out in their own regions through mechanisms such as training courses, visiting professors and regional study grants. Training abroad is assisted through fellowships - such fellowships are considered to be one of the most effective of the Unesco marine science activities, as judged by the subsequent history of these fellows in their contribution to the developing world.

143. As regards the Intergovernmental Oceanographic Commission (IOC), its purpose is to promote scientific investigation with a view to learning more about the nature and resources of the ocean through the concerted action of its members. All the activities of the Commission can therefore be said to support the concept of international scientific co-operation.

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144. The work of the Commission is divided into: ocean science projects, e.g. co-operative investigations designed to enable coastal States to work together in specific regions or on particular oceanic processes, also the global investigation of pollution in the marine environment; ocean services projects, e.g. the preparation of ocean products (sea surface temperatures, waves, etc.); international oceanographic data exchange and the Tsunami Warning System in the Pacific; and Training, Education and Mutual Assistance in the marine sciences, components of which form part of all the ocean science and services projects of the Commission.

145. Information management and exchange is a necessary, indeed essential, adjunct to training and education activities and these are provided through the joint FAO/IOC/UN Aquatic Sciences and Fisheries Information System (ASFIS) and the Marine Environmental Data Information Referral System (MEDI).

146. Continual encouragement and assistance is given to Member States undertaking fundamental marine scientific research as, although such research is inevitably a long-term undertaking, it is clearly seen to comprise the key elements that will lead to the realization of a new economic order.

147. Among the objectives defined in the long-term programme, operational activities in science and technology financed out of extra-budgetary funds - UNDP funds in particular - contribute precisely in a large number of developing countries to promoting a pattern of change calculated to ensure a better use of their human resources and of the natural resources of all kinds which are being or could be exploited.

148. Consequently, the two broad fields of action undertaken through extra-budgetary funds correspond to projects of varying scope aimed at the improvement of all aspects of the training of the necessary personnel, namely, engineers and research or production specialists, technologists immediately employable by national industry or research workers specializing in the exploration and development of natural resources, whether mineral, vegetable or aquatic.

149. Training activities are often accompanied by the setting up of new structures at various levels, including the establishment of centres designed to promote in the countries concerned a genuine policy for research and training in science and technology.

150. At the same time, under a vast programme directly concerning Man and his environment, problems connected with the rational management of soil, plant and water resources are taken into consideration, in support of the activities carried out as part of Unesco's major international programmes, which are mentioned elsewhere.

151. In the first of the two fields referred to above, a number of establishments for engineers or technicians in various branches have been set up over the years in most of the developing countries, in Asia, the Arab States, Africa and Latin America. These institutions often provide opportunities for developing endogenous technologies which can be applied to rural development - Ecuador and India, for example.

152. In other fields, more directly related to natural resources, training and research institutions of M.Sc. or Ph.D. level have been set up or actively supported and strengthened by our programmes. Examples are the oceanographic

research centres in Asia and Latin America, the institutes of research applied to the development of water resources in India, Africa and Brazil, or the institutes for the training of geologists and mining engineers in Africa, the Arab States and Central America. A further example will shortly be provided by the Sahel Institute in Western Africa.

153. The view was taken, therefore, that undeniable progress had been made in all the countries where local human resources had been placed at the disposal of higher education, industry, agriculture and government services, some of which had themselves been newly set up by other United Nations agencies.

2. Contribution to the growth of the scientific and technological potential of the developing countries

154. Many of Unesco's natural science activities aim at speeding up the growth of the scientific and technological potential of the developing countries, assisting them in developing science policies, taking their national aspirations into account, as well as endogenous technologies adapted to their needs; contributing to their efforts to receive, adapt and integrate the transfer of technology; and promoting in them scientific research adapted to their own requirements.

155. The area of planning, programming and financing of national and international policies in the field of science and technology has been singled out for over 12 years by the General Conference of Unesco as one of the most important long-term objectives to be pursued by the Organization.

156. Indeed, the Organization has been assisting Member States since 1961, at their request, in establishing, strengthening, or operating their national science and technology policy-making bodies, guided by the United Nations World Plan of Action and by the Regional Plans as well as the five regional conferences of ministers in charge of science and technology policy held respectively in Latin America (CASTALA, 1965), Asia (CASTASIA, 1968), Europe (MINESPOL, 1970), Africa (CASTAFRICA, 1974) and the Arab States (CASTARAB, 1976). This experience has been further expanded in the Organization's publications entitled "Science Policy Studies and Documents" and synthesized in a book called "Science for Development".

157. The efforts of countries in setting up distinct policy-making machinery in science and technology have generally gone hand in hand with the size and complexity of the scientific enterprise. Although there exists neither a standard pattern for the formulation of science and technology policies nor a standard layout for research institutions and scientific services, certain general guiding principles can nowadays be formulated concerning questions such as planning techniques or the functions to be performed by various scientific and technological institutions so as to tie in with one another and thus constitute an organized and truly operational network. In the group of least developed countries, where the scientific infrastructure is minimal, the economy based on the exploitation and export of primary products and the import of almost all manufactured goods and equipment, there is very seldom any form of governmental machinery for the formulation of national science and technology policy nor any readily identifiable scientific and technological component in their overall development plan. In spite of other immediate and pressing needs, most of these countries have however become aware of the potential long-range benefits of their capability to build up, in science and technology, some form of policy-making advisory and managerial function at the national level. Thus, in many less developed countries

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early investigation has been made on possible policy-making machinery in the field of science and technology so that the need for establishing such machinery can be expected to become more acute in the coming years.

158. The above considerations explain the great diversity of situations which the Organization has had to face in lending assistance to its Member States in this field. Some 60 Member States have been so advised by Unesco during the past 15 years, for the setting up or the strengthening of science and technology policymaking (and implementing) bodies. More than 20 countries adopted new legislation in this connection, following Unesco's advisory missions and reports.

159. Unesco is currently co-operating with several of its Member States in the setting up or strengthening of their national science and technology policy-making bodies. Such assistance is being financed either by the Organization's Regular Budget, by UNDP, or by the Funds-in-Trust scheme. Examples of ongoing co-operation schemes are the Unesco programmes in Brazil, Colombia, Gabon, Guyana, Indonesia, Jordan, Morocco, Rwanda, Senegal, the Sudan and Zaire.

160. At the request of the United Nations Advisory Committee on the Application of Science and Technology to Development⁽¹⁾ detailed surveys have been carried out in a number of developing countries⁽²⁾ with a view to determining the most urgent scientific and technological research activities arising from the national socio-economic development priorities. These surveys are designed to help Member States in the preparation of National Development Plans and may also serve as a basis for UNDP "country programming" operations in the field of science and technology.

161. The methodology used is described in a guidebook published in 1977 under the title "Method for priority determination in the field of science and technology".

162. It may be said that all the activities on technological research and higher education aim at raising the technological and educational levels of the developing countries and thus contribute to the objectives of the United Nations Declaration and Programme of Action on the Establishment of a New International Economic Order. There is a determination to expand those components which contribute to the transfer of technological "know-how" to the developing countries as well as to promote regional co-operation among these countries for mutual exchange of information and collaboration in research and development in the engineering sciences.

163. In anticipation of a programme to deal with the contribution of higher education to endogenous development of local and national communities, Unesco is currently promoting reflection on the role of higher education as a dynamic force for national and community development. The programme for development and improvement of scientific higher education is specifically responsive to the new economic order resolutions, in so far as assistance is being provided by promoting and disseminating the most modern ideas and information on the improvement of science education including science curricula, instruction and laboratory methods to developing countries. Special attention is being given to the development of post-graduate institutions.

(1) cf. World Plan of Action for the Application of Science and Technology to Development, United Nations, New York, 1971, pages 71 and 72.

(2) For example, in Colombia, Ghana, Indonesia, Jordan, Morocco, etc.

164. In the field of education and training of engineers and technicians, active cooperation among universities, engineering schools, etc., have been strengthened. Under the ongoing programme of travel grants enabling engineering educators from developing countries to establish links with institutions in neighbouring countries, 18 professors from Member States in Africa, the Arab region, Asia and Latin America received support to visit engineering faculties or schools within their region. Regional associations of engineering education have been established in South and Central Asia, and in South East Asia. In cooperation with ECA, OAU and UNDP the creation of the African Network of Institutions engaged in Scientific and Technological Research and Higher Education is under way.

165. Under this same programme, international working groups on curriculum design, education-industry co-operation and continuing education of engineers provide a means for developing and exchanging information in order to achieve the technological independence of the developing countries, as well as giving support to regional organizations and publications which further contributes toward this same goal.

166. Regional seminars and workshops were organized in various parts of the world in order to promote and develop local technical skills and design capability in technical subjects of importance to development, such as solar energy - mentioned earlier - and appropriate technologies applied to urban and rural housing, environmental problems, etc.

167. Within these activities, the programme of housing science aimed at providing training and information on appropriate technology to the lowest-income population groups, is implemented on a regional basis. Based on experience gained at a seminar organized in Dakar, Senegal, in April 1977, a seminar on housing for low-income families was held in Cairo in November 1977, with the participation of ten countries in the Arab region. Financial support was also provided to a housing seminar held in Amman, Jordan, in February 1977, organized by the Federation of Arab Engineers. This programme will be continued and expanded to the Asian and Latin American regions.

168. Special programmes in the basic physical, chemical, mathematical (including computer sciences) and the life sciences (stressing microbiology) emphasize the exposure of young scientists in developing countries to the latest techniques and instrumentation to enable them to apply their efforts to the most relevant areas to aid their countries' growth.

169. An extensive series of longterm postgraduate training courses concentrates especially on the advanced training of promising candidates from developing countries and efforts are being made to follow up such training with assistance to participants upon return to their countries.

170. Where extra-budgetary sources are available, operational assistance is provided to upgrade and enhance the scientific education and research activities of institutions in developing countries.

171. Under Unesco's Participation Programme, fellowships have been provided to engineering researchers and educators from developing countries, equipment and books to technological research centres and educational institutions, and consultant missions were undertaken to assist Member States to strengthen research and education of particular interest for their own economic and social development.

172. A new programme concentrating on problem-oriented research has been initiated for the purpose of advancing and diffusing knowledge in areas where there is likely to be a strong impact on social goals and human needs, in particular taking into account environmental and natural resources problems.

173. The scientific research and higher education programme is encouraging the world's scientific community (through professional international non-governmental organizations) to include the involvement of scientists from developing countries in diffusing the latest scientific knowledge and, through committees such as the Committee on Science and Technology in Developing Countries (COSTED) of the International Council of Scientific Unions (ICSU), to concentrate on the scientific research problems of special concern to developing countries. Conferences and deliberations with scientists in developing countries concentrate on relating the research and higher education institutions to the development needs of their countries.

174. Regional research institutions in the basic sciences are developing the communication infrastructure, links and networks in order to encourage the indigenous scientific community to co-operate and advance to a high international level. International centres such as the International Centre for Theoretical Physics (ICTP) are assisted in strengthening their numerous programmes for workshops and training in basic science for candidates from developing countries.

175. Illustrative of the general trend towards international scientific co-operation for the benefit of developing countries, is the recommendation made during the Conference of Ministers of African Member States responsible for the Application of Science and Technology to Development (CASTAFRICA - 1974) for the setting up of a mechanism which would enable the developed countries and international organizations to assist the scientific and technological programmes of developing countries, with no other criterion for the selection of research themes than the wish expressed by the recipient country itself. The recommendation therefore called on Unesco to establish a Special Fund for African R&D development, to be used for the strengthening of launching of R&D activities selected by the receiving countries themselves including the training, at the appropriate levels, of R&D manpower.

176. In creating this Special Fund for Research and Experimental Development in Africa, Unesco has tried to open up a new way of implementing resolution 3362 (S-VII) of the United Nations General Assembly which reads (Section III/2):

"Developed countries should significantly expand their assistance to developing countries for direct support to their science and technology programmes, as well as increase substantially the proportion of their research and development devoted to specific problems of primary interest to developing countries, and in the creation of suitable indigenous technology, in accordance with feasible targets to be agreed upon".

177. As regards technology transfer Unesco is stressing the innovative areas in relating the university and research institutions as well as the interinstitutional links in tackling problems of appropriate technology and problem-solving.

178. Technology can be viewed today as consisting increasingly of "software" - the organization and systematization of doing things. It is therefore the people's capacity to engage in transfer of technology that conditions such transfer, and Unesco is assisting its Member States to increase that capacity.

179. The effective organization of transfer of technology, concerned essentially with human behaviour, is at present far from being an exact science. Indeed, the conditions in which transfer of technology can take place usefully would seem to vary rather widely, according to specific situations.

180. Unesco therefore views the transfer of technology essentially as a communication process involving:

a purveyor (enterprise, institution, person);

a message (advice, a patent, information of any type, including information "embodied" in innovative machinery, equipment or installations);

an organized channel for transmitting the message (trade, transport, information and documentation services, technical assistance, consultants);

a receiver (enterprise, institution, person who has requested the technology);

"feedback" from the receiver to the purveyor, of which an evaluation of the technical, economic and social consequences of the transfer might form a part.

181. This process is being motivated and conditioned by continuous and random contact, via organized or haphazard channels, between purveyors and receivers of technology, and vice versa.

182. Unesco is currently providing advice to many Member States on various aspects of technology transfer. This advice is given in the form of technical assistance and advisory missions, or fellowships.

183. The nations which have attained the highest degree of industrial development, are striving to include a "transfer of technology component" in their national science and technology policy. They thus hope not only to identify and use promising opportunities better, but also to avoid costly pitfalls resulting from unwarranted or insufficiently assessed transfer-of-technology ventures. This does not mean to suggest, of course, that all transfer of technology can be planned, but application of rational organization procedures can increase the probabilities of fruitful contact.

184. Priorities vary widely from one country to another. In connection with transfer of technology, one country might find advantage in organizing the activity of technology purveyors; whereas another might find it wise to concentrate, for a time, on increasing the "absorptive capacity" for the importation of technology. The latter example refers to the situation in countries where in general it is necessary to give due attention to the strengthening of scientific and technological training, to the establishment of scientific and technological information systems, centres or services, and to other measures aimed at bolstering the technological infrastructure and the communications channels between government officials, scientists and technologists.

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185. Unesco's Science Policy Studies and Documents series contains information on a number of related aspects.⁽¹⁾

186. Several international instances including the United Nations General Assembly⁽¹⁾ and the Economic and Social Council,⁽²⁾ have drawn the world's attention to the present deficiencies of international information exchange on the management, transfer, assessment and application of science and technology.

187. Unesco has already undertaken a series of activities in the field of information and communication. Since 1973, a world scientific and technical information programme has been launched (UNISIST) which aims to further the transfer of scientific and technical information, particularly by improving the tools of systems interconnection and by encouraging the training of specialists, the elaboration of policies and the establishment of national networks. Stress is laid on assistance to developing countries, particularly with regard to training and education, and the programme's long-term objective is to establish a flexible network of information services based on voluntary co-operation.

188. Within the General Information Programme of Unesco, which included UNISIST, assistance is also provided for the development of national information, libraries and archives infrastructures. Under this programme, reflection is catalysed on the social and economic value of scientific and technological information for development, on which a study is being carried out. Preparations are also under way for the organization of an Intergovernmental Conference on Scientific and Technological Information for Development (UNISIST II) to be convened in 1979 to provide input for the United Nations Conference on Science and Technology for Development (UNCSTD).

189. It seems clear that in terms of the economic advancement and social progress there are several items in the programme on which the orderly management and exploration of the stock of human knowledge has a direct bearing. One of the results expected from the programme is a higher level of awareness that information is a resource for national development and progress. Reflection on this issue, contributing to the establishment of a new international economic order, is being promoted by means of international meetings, intergovernmental conferences, studies and publications, such as the Seminar on Information Policy for Development (Herceg Novi, Yugoslavia, 1976); the Seminar on Management of Information Resources at the National Level (Friedrichsdorf, FRG, 1977); regional meetings on information policy and planning (Colombo, 1974; New Delhi, 1976; Tunis, 1976; and Bali, 1977); and studies to be carried out for UNISIST II.

190. Both the access to and the availability of scientific and technological information are subject to legal or statutory restrictions. In particular, determination of the norms applicable to copyright is of fundamental importance for the transfer of knowledge and information; also for the promotion of education, science and culture, in view of the part played, in this field, by intellectual creation in all forms (books, periodicals, gramophone records, films, videograms, etc.).

(1) For example reference should be made in this connection to the proceedings, published in 1971, on the Symposium on the "International Aspects of Technological Innovation", convened by Unesco, in Paris, on 7-10 September 1970.

(2) cf. ECOSOC resolution 1902 (LVII).

191. In this context, the Secretariat undertook an analysis of the connection between the norms regulating copyright and the evolution of economic, political and social structures, as well as of the power relations which have become established as a result of the development of dissemination techniques. Research for this purpose was carried out in 1977, and fundamental data are now being collected on the evolution of the copyright system in different countries. Subsequently, a general report will be prepared on ways and means for the application of copyright in the context of the establishment of a new international economic order, and with a view to eliminating the present imbalance between developed and developing countries as regards the acquisition of knowledge and access to intellectual and scientific production.

192. With a direct bearing on the problem of international information exchange on the management, transfer, assessment and application of science and technology, is the SPINES Pilot Programme (resolution 2.123). The SPINES Pilot Programme for the exchange of information on the application of science and technology to the development of countries was initiated by Unesco to collect, select, analyse and disseminate documents and factual data that have a direct bearing on policy-making, management, transfer and assessment of science and technology.

193. Preparatory work for the launching of the SPINES Pilot Programme had been completed by the end of 1977. The programme is based on the voluntary co-operation of interested Member States, international and national organizations, and has been designed following the guiding principles of UWISIST.

194. SPINES focal points are currently being set up in agreement with selected Member States, upon their request.

195. 19 C/Resolution 9.1 pays particular attention to the need to solve the problem of the emigration of specialists from the developing countries. In fact, in its resolution 3362 (S-VII), the United Nations General Assembly had recognized that "Since the outflow of qualified personnel from developing to developed countries seriously hampers the development of the former, there is an urgent need to formulate national and international policies to avoid the 'brain drain' and its adverse effects".

196. It is recalled that this problem has been of concern to the Director-General and the Executive Board since the sixteenth session of the Unesco General Conference: Unesco action in this field has been since then orientated within the framework of the resolutions adopted by the General Conference at each of its last three sessions, and in co-ordination with the activities of the United Nations, in accordance with the resolutions of its General Assembly, ECOSOC and ACAST.

197. Unesco's contribution has been in the form of:

- (a) studies (1)
 - (1) (i) Scientists Abroad (a study of the international movement of persons in science and technology 1971).
 - (ii) Report by the Director-General on the answers of Member States concerning the anxiety caused them by the migration of talents (document 17 C/58, dated 10 October 1972 submitted to the seventeenth session of the General Conference).
 - (iii) Emigration of talent. Document 95 EX/29 (presented to the Executive Board at its 95th session, dated 20 September 1974) - study based on replies from 77 Member States (both developed and developing).

- (b) availability to Member States of data collected on a regular basis on total stock of scientists, engineers and technicians;
- (c) drawing of Member States attention to the need for assuring appropriate status and career prospects for scientific researchers (recommendation to Member States on the status of scientific research workers adopted by the General Conference at its eighteenth session);
- (d) regional conventions on the recognition of studies, diplomas and degrees;
- (e) concerted activities in the United Nations system relating particularly to preliminary studies regarding preparation of an international recommendation to help keep a balance in the international exchange of specialists.⁽¹⁾

198. In addition to the above-mentioned contributions, the following general activities which directly or indirectly help in preventing emigration of scientists and technical personnel from the developing countries, are being undertaken.

199. Member States are assisted in integrating their educational and manpower policies through country programming, formulating appropriate educational, science and cultural policies, maintaining contact with fellows upon return, improving organizational structures of national training services through fellowships, consultants and regional seminars (e.g. regional seminar on training of fellows from Latin America and the Caribbean, Bogotá, 8-12 May 1978).

200. As mentioned earlier, activities relating to engineering education in the developing countries are mainly directed towards improvement of national educational institutions, provision of better facilities for teaching, research and stimulation of regional co-operation among engineering educators.

201. The efforts of the Fellowship Division are geared to seeking improvement in the study programmes of fellows and in other training projects. In order to make these programmes more relevant to the actual needs of the developing countries and to promote Technical Co-operation among Developing Countries (TCDC), more and more fellows are placed in the developing countries, depending on the availability of appropriate facilities in the field concerned.

202. Unesco will pursue and publish, in the coming years, studies as to how the status and working conditions of scientific researchers are evolving - and hopefully improving - in the developing countries. It is presently recognized that such activities, if their results are widely publicized, will go a long way to alleviate the brain drain problem. Relevant proposals in 20 C/5 aim at reinforcing further the above activities. In particular, special attention will be paid to the needs of the least developed countries and programmes of exchange among advanced researchers and university professors will be developed so as to prevent these people from emigrating to advanced countries.

(1) For action in this field, reference is made to the report of the Working Party on migration of trained personnel, 7-10 December 1976. (The Subcommittee on Education and Training endorsed this report - Co-ordination/R.1206/Add.1 - which was approved by the ACC Preparatory Committee. For recommendations endorsed for concerted action, see paras. 20-25 of Co-ordination/R.1206.)

203. It may also be mentioned that the current economic situation shows that in some developed countries the emergence of unemployment problems have lead to changes in their immigration policies and to a certain and varying amount of emigration of trained personnel from and among the developed countries. This complex changing scene calls for an analysis of the present trends, so that appropriate solutions may be found for meeting the varied needs of different countries. Accordingly, in the context of the new international order, studies will be made of these changing trends and concerted action in the United Nations system will be continued.

204. Finally it should be mentioned that a special effort is being deployed to strengthen the public information level of printed communication of the science component of Unesco's programme. A popular books programme is underway (i.e. future publication of Man and the humid tropics and Biology and ethics).

205. However, 19 C/Resolution 9.1 specifies action at three levels and mentions efforts which have inspired the great majority of science's publications. Paragraph 4 calls for efforts designed to assist developing countries to obtain broader access to scientific knowledge, achieve the national implementation of science, and promote scientific research ... develop science policies ... transfer technology ... develop endogenous technologies. Paragraph 7 refers to international scientific co-operation. Paragraph 9(c) refers to the material use of resources and their equitable sharing.

206. It would be too long to mention all the publications which have contributed to the above aims. The following is a selection among recent titles:

- Impact of Science on Society (quarterly review) 1977: three issues on problems posed by a new economic order 1978: two issues on the theme "Transfer of integrated technology";
- method for priority determination in science and technology;
- science and technology in the Arab States;
- development of arid and semi-arid lands;
- human population problems in the biosphere;
- "Studies in engineering education" series;
- solar electricity;
- notes on geomagnetic observatory and survey practice;
- soil map of the world - North and Central Asia;
- "Studies and reports in hydrology" series;
- "Technical papers in hydrology" series (both above series are aimed at improving training and research);
- Tsunami Research Symposium (tidal waves in the Pacific);
- El Nino workshop (concerns fisheries in Latin American region).

B. ACTIVITIES IN THE FIELD OF THE SOCIAL SCIENCES

207. Unesco's activities in the field of the social sciences are designed to contribute, on the one hand, to the development of the social sciences and, on the other, to the solution of the main problems connected with the establishment of a new international economic order.

1. Development of the social sciences

208. As a contribution to the establishment of a new international economic order comprising all its social and cultural dimensions, Unesco's action for the development of the social sciences should be considered at two levels:

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the theoretical and institutional development of the social sciences throughout the world and the promotion of co-operation in regard to research and documentation, particularly at regional level. This action, which comes under Objective 3.3 of the Medium-Term Plan, is designed to help to make all countries of the world capable of studying their own social problems, selecting their own form of social and economic development after examination of the situation, taking part more effectively, in international transactions and managing their own affairs. It is also intended to provide mankind with better means for elucidating and solving the problems arising at world level.

the adaptation and application of socio-economic analysis procedures and techniques based on the theoretical achievements of the social sciences, with a view to permitting the rigorous planning and organization of development both by individual countries and by the international community (action under Objective 3.4).

(a) Theoretical and institutional development of the social sciences throughout the world

209. The development of the social sciences, particularly in Africa, Asia and Latin America, is closely linked with the instauration of a new international economic order. In the first instance one discipline in the social sciences: economics, is central to the issue. In addition, the evaluation of the changes in social structure and social relations necessary for the new international economic order, as well as the monitoring of those changes necessitate the skill of anthropologists, political scientists and sociologists. While there is no one-to-one relationship between the development of the social sciences and the new international economic order, nevertheless social science analysis is important both in itself and as part of the process of the transfer and indigenization of scientific knowledge.

210. Increasing the capacity of the social sciences was mainly achieved through the strengthening of regional organizations of co-ordination, documentation, training and research. The following are details for each region.

211. Africa. The main instrument of action in sub-Saharan Africa is the Centre for the Co-ordination of Social Science Research and Documentation in Africa south of the Sahara (CERDAS), a regional African institution which receives assistance from Unesco and was set up in October 1974 in Kinshasa, Zaire. CERDAS benefits from the financial support of Ghana, Ivory Coast, Kenya, Nigeria, Senegal, Tanzania, Togo, Uganda and Zaire. In co-operation with other regional and national social science institutions, CERDAS organizes research seminars, round tables and builds up a documentation centre. The research on rural development and urbanization in Africa, conducted since 1974 by two interdisciplinary and multinational teams of African scholars from Cameroon, Ethiopia, Ivory Coast, Kenya and Zaire are being completed and their results will be published by CERDAS in several volumes. These studies include "Land use, housing and social problems in Tanzania"; "Urban-rural organizational links in Ethiopia"; "The study of Kinshasa, Zaire", "Town life and cultural personality in Ivory Coast"; "Informal education of rural youth, in Cameroon"; "The Ujamaa villages, in Tanzania"; "Rural development problems in Kivu, Zaire"; "The problems of Arid zones in Kenya".

212. CERDAS organized a regional seminar on the "Role and status of the social sciences in Africa", in August 1977 and will convene a round table on "Research methodology in the social sciences", with the joint sponsorship of the Council for the Development of Social and Economic Research in Africa (CODESRIA), in April 1978. Other research projects which CERDAS will co-ordinate in 1978 include studies on "Population, social planning and development in Africa" and "Food planning in Africa". Also in 1978, CERDAS will undertake national surveys of social science policies and resources in some ten countries from Africa, south of the Sahara.

213. Unesco also lends its assistance to other regional social science bodies such as CODESRIA and the African Association of Political Science (AAPS). For instance, financial assistance was given to CODESRIA for the organization of a seminar on "The NIBO and industrialization and technology in Africa", held in Algiers on 14-16 January 1978. Assistance is also given to the creation of an African Association of Anthropology and Sociology (the constitutive conference will take place in Nigeria in September 1978).

214. Social science activities in Africa were also supported through the Participation Programme. Financial assistance was given to: (a) the Third Congress of the African Association of Political Science, 23-26 September 1977 (Rabat, Morocco); (b) Niger to allow specialists from this country to attend the World Congress of the International Sociological Association (14-18 August 1978, Uppsala, Sweden); (c) Senegal and Togo for a Symposium on the "Résistance du droit africain"; (d) Tanzania for the publication of research papers and support for the Law Journal (University of Dar es Salaam) and (e) Tanzania for the publication of UTAFITHI, the journal of the Faculty of Arts and Social Sciences, University of Dar es Salaam.

215. Arab region. The training of young social scientists of the region especially in documentation techniques is continued by the holding of training courses. For this biennium, the training course is to be held end April-May for three weeks at the Arab Regional Centre for Social Sciences (ARCSS), Cairo, Egypt. Consultancy will be provided to the Centre to help organize the documentation services. A long-term research programme to study social-cultural patterns and their impact on the development process of the Arab region will begin this year. Assistance was given to the Centre for the holding of a meeting of the directors of research institutes of the Arab region (countries attending were: Egypt, Iraq, Jordan, Kuwait, Lebanon, Tunisia, Yemen Arab Republic).

216. Assistance was given under the Participation Programme for a fellowship in manpower planning to the Libyan Arab Republic and to Morocco for the holding of the 4th Conference of the African Association of Political Science, Rabat, 23-27 September 1977.

217. Asia and Oceania. Some ten Asian social scientists from as many different countries are undertaking cross national comparative research on the following themes, selected as priority research areas by the scientists themselves and using common research design:

- (i) traditions and development (with participation of Bangladesh, India, Iran, Thailand and USSR);
- (ii) social sciences in policy-making (carried out in India, Japan, Malaysia and Sri Lanka);
- (iii) role of the university in development (carried out in Indonesia, Pakistan, Philippines, Republic of Korea and Thailand);
- (iv) role of modern professions (carried out in India, Iran, Malaysia and Sri Lanka).

218. Following the publication of Social Science in Asia, Vol. I, two more volumes appeared in 1977, and the fourth one will appear in 1978. This series of surveys aims at facilitating communication and co-operation among social scientists in the region by providing information on the status of social sciences in some twenty countries in Asia and Oceania.

219. Assistance was provided to a regional social science association (the Association of Asian Social Science Research Councils - AASSREC) towards its biannual conference, the publication of its newsletter and two comparative studies ((i) The role of social scientists in planning, implementation and the evaluation of development plan, (ii) The role of bureaucracy in national development).

220. A feasibility study was initiated on the establishing of a regional social science centre in Asia by convening an expert meeting on social science policies in Asia and Oceania (Manila, April 1978).

221. Latin America and the Caribbean. The Latin American Faculty of Social Sciences (FLACSO), an intergovernmental organization, continued to benefit both from the support of governments in the region and from joint UNDP/Unesco assistance, including the service of experts, consultants and scholarships.

222. FLACSO has co-operated with Unesco on projects related to female migration in Latin America, and on the effects of land consolidation on the status of women in rural areas. It has also, under contract with Unesco, held an international intergovernmental meeting on Culture, Class and Ideology (Panama, 1977). FLACSO is involved in both post-graduate training and research. In 1977, teaching at the FLACSO office in Mexico was expanded. Research in both Quito and Santiago was also expanded. In co-operation with the High Council of Central American Universities (CSUCA) work was also done in Costa Rica.

223. The Latin American Council of Social Sciences (CLACSO) is a non-governmental regional organization co-ordinating the work of national institutes and universities. It therefore is complementary to FLACSO. CLACSO also benefited from

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UNDP/Unesco support in the form of the services of experts, consultants and scholarships. CLACSO arranged, during 1977-1978, two seminars on rural sociology, designed for the Andean and the Central American subregions. Post-university teaching was co-ordinated in two disciplines: political science and social psychology.

224. FLACSO and CLACSO organized, in co-operation with Unesco, a regional seminar on "Priorities and needs in the social sciences in Latin America and the Caribbean" (Quito, 1978) and are exploring the feasibility of subregional activities in the Caribbean, similar to those undertaken in the Andean and in the Central American regions.

225. Unesco has also given some support to the High Council of Central American Universities (CSUCA) and to the Caribbean Development and Co-operation Committee (CDCC).

226. Under the Participation Programme, Unesco contributed to the organization of the XIIIth Congress of the Latin American Association of Social Sciences (ALAS). The theme was "The State and social classes in Latin America".

227. Interregional and international aspects. An interregional meeting will be held in Delhi, September 1978, to assess the state of research on the articulation between rural areas of differing technological levels, and between those areas and the urban centres. This will include the questions of technology, the spread of technology, food production, distribution and the network of social relations on which types of production are based and integrated into a world market. This project will be carried out in close co-operation with regional organizations or institutions.

228. It should be noted that the contract signed between Unesco on the one hand and the International Social Science Council (ISSC) and its constituent associations on the other, stipulates that work should be done on the formulation of a global multidisciplinary interpretation of development. The problems of inflation and unemployment will also be dealt with. Special attention will be given to the basic conditions of endogenous, diversified development processes responding to the specific situation needs and vocations of the different societies.

(b) Adaptation and application of socio-economic analysis procedures and techniques

229. In order to contribute to the strengthening of the capacity of Member States to analyse, evaluate and plan socio-economic development, a number of activities designed to further the development and use of socio-economic indicators as tools of analysis and planning, modelling techniques and methods for evaluating social action programmes, have been carried out.

230. In order to promote the use of such indicators, a regional seminar for planners from Africa was held in Ghana in December 1977 and will be followed up with national training seminars in several countries this year, including a subregional workshop in the Caribbean region.

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231. Techniques of modelling permit Member States to analyse and test strategies of development before embarking upon them, and the activities of Unesco are geared to promoting the use of these techniques by planners, by facilitating exchanges between modellers and planners and by encouraging the adaptation of these techniques from complex analytical instruments to tools of development planning. An important meeting of experts on the applicability of global modelling techniques to integrated planning in developing countries was held at the University of Sussex in November 1977. The follow-up of this meeting is the organization of a training seminar for planners from developing countries to be held at the same University later this year.

232. In order to assist development projects in Member States, activities relating to evaluation techniques are geared to promoting the use of such techniques in relation to social action projects in Member States. Thus a regional seminar for Africa will be held in Dakar in June 1978 and is aimed at identifying those techniques most suitable for projects in that area and training in their use.

233. These efforts all aim to help Member States control their development more efficiently and should be viewed as an ongoing process where the overriding principle is not simply to transfer tools and instruments from one socio-economic context to another but, rather, to build relevant instruments which are practical within the context of rapid socio-economic change.

2. Contribution of the social sciences to the solution of the main problems connected with the establishment of a new international economic order

234. The social sciences contribute to the solution of the major problems by which mankind is beset at the present time principally through research work, the results of which are transmitted to specialists, governing circles and the public at large. A report on those aspects of this contribution having the most direct bearing on the establishment of a new international economic order is contained in Part I above. The present section deals with activities relating to the international aspects of the campaign against violations of human rights - in particular racial discrimination and apartheid - and to the establishment of a just and lasting peace, including halting the arms race and bringing about genuine disarmament.

235. Brief mention should however be made here of the importance of population problems in international relations and world development processes; also of the need for making a detailed study of the factors and effects of demographic evolution, as a basis for policies designed to influence this evolution in such a way as to give every country the means for optimal development consonant with independence and care for the well-being of its population. The programme in social demography has turned principally on elucidating the socio-cultural values which underline demographic trends and behaviour - thus aiming to improve the knowledge basis on which realistic population programmes may be devised. Emphasis has been on micro-level studies making it possible to look into the personal and human rights issues concerned in this sensitive area, the understanding of which is essential for the involvement of individuals in activities conducive to change and for the participation of populations in the processes and benefits of development.

236. The whole of the social science programme concerned with human settlements and the socio-cultural environment is aimed at contributing, directly or indirectly, to the creation of socio-cultural conditions in line with the principles and values

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of a new international economic order and calculated to make this new order part and parcel of the everyday experience of the populations. To this end, it is essential that the various sectors of international public opinion should gradually be brought to realize that populations have the right to take a more active and direct part in the taking of important decisions concerning their daily life and the quality of their physical, social and cultural environment. Hence the importance attached, in this programme, to research on means to be used for encouraging people to participate in the taking of decisions concerning the quality of the environment. It is essential also to identify the obstacles, social or other, preventing people from playing a conscious part in decision-making; and the Secretariat has, therefore, arranged for a study to be made of the conditions and modes of access to information and of the use and understanding of such information, with the assistance of research workers and national research bodies in different countries.

237. The programme also gives priority to the study and description of the traditional forms of architecture and urban planning, regarded from the angle of the social and cultural importance of the environment and with a view to the utilization of traditional building materials and techniques, combined with simple and easily applicable imported techniques.

238. In accordance with the express provisions of 19 C/Resolution 9.1, the main emphasis here will be on the contribution of the social sciences to the defence and guarantee of human rights and the building of a just peace.

239. In the preamble to 19 C/Resolution 9.1, the General Conference stressed that it is essential "to eliminate aggression in all its forms, foreign occupation, racial discrimination, particularly apartheid, and all forms of dependence and subjugation, interference in internal affairs, domination and exploitation", and it expressed its conviction that "respect for the right of peoples under colonial or racial domination or under foreign occupation to self-determination and independence" is indissolubly linked to the establishment of a new international economic order.

240. Since the Organization's activities for the elimination of racial discrimination, colonialism and apartheid thus contribute to the implementation of this resolution, we shall refer here only to certain outstanding points which are of particular importance for the establishment of a new international economic order.

241. As part of standard-setting action and in accordance with 19 C/Resolution 3.173 a revised preliminary draft declaration was examined by a meeting of government representatives which was held from 13 to 20 March 1978. As stated in the explanatory report contained in working paper SS-77/CONF.201/1, on the subject of Article 3: "the just and humane international order mentioned in this article should be interpreted by reference to the efforts undertaken by the international community, under the auspices of the United Nations, to establish a new international economic order". The commentary states that the draft article "goes still further, however, adding to the social, political and human requirements for the achievement of such a new economic order, or in other words an international order as understood by Unesco".

242. The various works and studies on race, ethnicity and apartheid effected during the two-year period also contribute to an understanding of the fact that all forms of domination, exploitation and racial discrimination are fundamentally unjust and must be eliminated to allow for the establishment of a new international economic order.

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243. The Organization's support of national liberation movements forms part of its contribution to the self-determination of countries or peoples colonized or under foreign occupation, in preparation for a new international economic order. The technical assistance afforded to these movements and co-operation with them thus form part of the implementation of 19 C/Resolution 9.1, and also correspond to the relevant provisions of Part III of resolution 12.1.

244. Lastly, mention should be made of Unesco's contribution to International Anti-Apartheid Year. Unesco's activities in connection with this international Year have been planned and carried out in close collaboration with the United Nations so as to co-ordinate the efforts of the international community for effective action. Through this collaboration and co-ordination within the United Nations system, it has been possible to fit Anti-Apartheid Year into the other activities of the system, including in particular those for the establishment of a new international economic order.

245. In 19 C/Resolution 9.1, the General Conference also called for "a halt to the arms race and a genuine, complete and supervised disarmament, the way to which should be opened by implementation and extension of the policy of relaxation of international tensions, and which would release considerable resources that could be used in the service of development and for peaceful purposes", as indissolubly linked with the establishment of a new international economic order. It is in the light of this that Unesco's activities in the field of disarmament have concentrated on the economic and social aspects of the problem, viewed in the context of the evolution of international economic relations. An example is the publication of the Review of Research Trends and an Annotated Bibliography: Social and Economic Consequences of the Arms Race and of Disarmament (Reports and Papers in the Social Sciences - 39). The new international economic order was the main subject of the discussions of the Expert Committee Meeting on the Obstacles to Disarmament and the Ways of Overcoming Them, held at Unesco House from 3 to 7 April 1978.

C. THE CULTURAL DIMENSION OF DEVELOPMENT

1. Cultural policies

246. The Intergovernmental Conference on Cultural Policies in Latin America and the Caribbean, held at Bogotá (Colombia) from 10 to 20 January 1978, was one of a series held all over the world, in accordance with the recommendations of the Intergovernmental Conference which took place in Venice in 1970. The Bogotá Conference, which followed the intergovernmental conferences on cultural policies held in Helsinki 1972 for Europe, in Yogyakarta 1973 for Asia, and in Accra 1975 for Africa, precedes the one to be held in 1979 for the Arab States.

247. At this Conference, the participants stressed that a conception of development based on purely economic factors gives rise to structural situations accentuating the most critical aspects of underdevelopment; and that economic growth alone, without an adequate and effective cultural policy, both seriously perturbs people's way of life and leads to dehumanization. Development policies cannot fully meet the needs and aspirations of the social groups and nations to which they are applied unless they allow for cultural factors. It is manifestly difficult, henceforth,

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to ensure the genuine progress of men and societies without taking account of the cultural dimension of development and of social conditions. Experience over the past decade has shown how important it is that the individuals and groups responsible for bringing about development should themselves be convinced that they stand to benefit from it. Accordingly economic growth, though undoubtedly the key to all development, ceases to be an aim in itself, and becomes a means of satisfying the needs not merely of the privileged few, but of the population as a whole. Thus the effects of cultural policies and development policies overlap.

248. The significance of these conceptions becomes clear when viewed in the light of the concerted effort of the community of nations to establish a new international order comprising not only an economic but also a social and cultural dimension, so as to bring into being a world that shall be more just, more human and more fraternal. A vision of the world entailing a readjustment of forces and influences must inevitably be based on an open and fruitful dialogue in which regard is had to the views and dignity of all - in other words, to the cultural specificity of every people.

249. Certain principles of general application, affirmed by one conference after another, were discussed at Bogotá: cultural development as an integral part of general development, cultural identity, the right to culture and the duties devolving on the public authorities to enable full effect to be given to this right, the democratization of culture. Points repeatedly stressed were the links between culture and education, between culture and communication, and between culture, social justice and the environment.

2. Studies of cultures

250. The purpose of the programme on studies of cultures is to provide clarifying explanations calculated to make individuals and groups increasingly aware of their origins and their collective identity. This heightened awareness is a fundamental component of endogenous and integrated development, and a powerful instrument of progress allied to independence and solidarity; it is also an indispensable factor making for mutual knowledge, appreciation and respect among cultures, whose harmonious co-habitation has become an essential condition for the survival of mankind.

251. The studies of cultures are thus governed by two guiding principles - respect for and mutual appreciation of cultures - with the emphasis laid on everything that may favour the further cultural development of peoples and nations. This is the underlying aim of the promotion of the study of cultures at the regional, subregional and national level, in particular, the continuation of work on the General History of Africa and similar endeavours concerning Latin America and the Caribbean, the Arab world and Central Asia, or the publications to be prepared on the cultural history of the people of Oceania, and the extension to other regions of the model programme, applied first to Africa, for the promotion of languages and the collection of oral traditions.

252. Other activities conducted along the same lines are the work on the sources and main factors of the socio-cultural cohesion of the Arab countries in a changing world, the studies of various regions of Asia, the establishment of a series of specific studies on Arctic cultures, and the extension of the programme of European studies which is indirectly reinforced by the implementation of projects on the impact of technological and industrial society on cultural life and cultural expression.

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253. After bringing out the social and ethical values of the different cultures and civilizations, the next step, to enable them to be fully reflected in the establishment of a new international economic order, must be to identify their differences, resemblances and points of convergence. It is for this reason that emphasis is laid on inter-cultural aspects, i.e. on studies and operational activities pointing up the multiple influences exercised by cultures on one another, and the intellectual and ethical unifying ties that exist between them. This means that special attention is paid to regions in which different cultures meet and blend, whatever their geographical area.

254. Through the mutual understanding between cultures which it entails, and in accordance with Unesco's mission, this programme is calculated to bring about a strengthening of links between different peoples, based on their historical backgrounds and on affinities of values. It thus serves to engender international co-operation, in terms of equality and mutual respect between peoples, and consequently contributes not only to the promotion of human rights, but also to the strengthening of peace and the establishment of a new international economic order.

3. Preservation and further development of cultural values

255. 19 C/Resolution 9.1, paragraph 9 (a) stresses the need "to bring out the social and ethical values of the different cultures and civilizations, so that they may be fully reflected in the establishment of a new international economic order". As already stated, development cannot materialize nor can it have any meaning unless account is taken of the social context in which it is set. The efficacy of any desired change depends largely on a knowledge and understanding of the nature of the cultural values of the society concerned - a knowledge and understanding that enable the importance of the part played in development by human factors to be duly recognized. This approach is essential when dealing with the question of the developing countries, whose cultural values must be taken into consideration for the purposes of defining the interaction of cultural innovation and change, on the one hand, and of technological and economic transformation on the other. A meeting of experts on the "preservation and further development of cultural values", held in Warsaw from 24 to 28 October 1977, concentrated on this set of problems. It formed part of the activities undertaken to give effect to resolutions 3148 (XXVIII) and 31/39 (XXXI) of the United Nations General Assembly on "the preservation and further development of cultural values". In the course of their work, the experts considered the problem of cultural values from the standpoint of the part they play today in the process of development and international co-operation. In this context, they decided to study the questions of the preservation and further development of cultural values in relation to science and technology, cultural identity and respect for diversity, education and training, communication, creation, environment and heritage. The participants were concerned to define the scale of the problems posed by cultural values, and to stress the active part that could be played by those values in promoting a better social integration.

4. Cultural pluralism

256. The claim to and assertion of cultural identity entail the problem of the diversity of cultures. Some people regard cultural plurality as a sign of weakness since, they maintain, the unity of the State can only be achieved at the price either of blending all the different cultural components or of allowing the dominant culture to triumph. With a view to elucidating certain fundamental elements

of cultural pluralism and laying down guiding lines to assist the persons responsible for cultural action, a meeting on cultural pluralism and national identity was held at Calgary (Alberta), Canada (13-17 June 1977), attended by experts from various countries. The subjects discussed included the definition of the nature of cultural pluralism in various types of society and in relation to the various domains in which national identity and individual identity are reflected: language, education, work, communication, participation in cultural life and legislation. In the declaration which they adopted, the participants at the meeting stressed, inter alia, that cultural pluralism offers a framework for the full development of human potential, both at the individual and group level, and that it guarantees the cultural identity and social and cultural security of individuals and groups, while at the same time ensuring the enrichment of human experience and inter-cultural understanding.

5. Planning of cultural development

257. A meeting of experts on studies, research and documentation on the planning of cultural development was held in Athens (Greece) from 28 November to 2 December 1977. The participants considered that, whatever the administrative or technical form taken by cultural planning, it cannot be carried out in dissociation from its socio-economic context. In any case, economic and social plans which are being drawn up on complementary lines or at the same time must not be disregarded. For cultural planning is largely dependent on decisions taken in the course of economic and social planning, in respect of goals, objectives and resources. Its objectives must not conflict with the more general objectives of society as it exists, and are almost always dominated by considerations of economic growth. Its resources, and the logical processes whereby they may be estimated, must be in keeping with the broader outlook of the national development plan.

258. Still on the subject of cultural planning, some participants stressed the ill-effects of the transfer of foreign socio-cultural models on the cultural identity of their countries. Others referred to the difficulties encountered in reconciling the protection of local cultures with the establishment of a national culture. Still other speakers stressed the problems arising in connection with cultural planning when a large number of ethnic groups have to be taken into account.

6. Training of specialists in cultural action

259. The increasing awareness of the nature and importance of cultural problems throughout the world places considerable responsibility for cultural development upon the public authorities. States are becoming increasingly aware of the need to adopt a genuine cultural policy of their own, in the same way that they produce policies for various economic and social sectors. There then arises the problem of training personnel to be responsible for the promotion and management of culture. This is one of the priority objectives assigned to cultural development by ministerial conferences on cultural policies.

260. In 1977 Unesco included in its programme the organization of experimental seminars for senior officials responsible for culture, with a view to drawing up a methodology for training, and also assistance for the establishment or strengthening of pilot centres in Africa, Latin America, Asia and Europe. Assistance to the Lomé Centre (Togo) for the training of cultural personnel has been stepped up.

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D. COMMUNICATION MEDIA AND THE NEW INTERNATIONAL ECONOMIC ORDER

261. The need for a reduction of the dependence of the developing world is strikingly apparent in the field of information and communication. The development gap is also, to a great extent, an information gap, which is alarmingly demonstrated at the international level, where the problem of imbalance of information flow seems not to have been improved, despite the development of communication infrastructures and the increase of production capabilities.

262. The acquisition by developing countries of the increasingly sophisticated and costly technologies of communication and the use of them in a manner which does not increase the dependence on foreign resources and subjugation of indigenous cultures are problems to which the solution is likely to be long and complex.

263. Unesco's activities in this area are designed to tackle these problems, aiming at what has been called a "new international information order", to complement the new international economic order. The programme fosters efforts at achieving a freer and more balanced flow of information among individuals, communities and countries, promotes regional news exchanges and focuses on the role of mass media in furthering international understanding and peace. It helps to reduce some economic and technical dependencies and encourages active cultural and social participation in the processes of communication.

264. Special mention should be made, in this broad context, of the work undertaken by the International Commission for the Study of Communication Problems, which was established in 1977 in order to respond to the express wish of the General Conference (Guidance Note to Objective 9.1 of the Medium-Term Plan) that "a review should be undertaken of the totality of the problems of communication in modern society". Amongst its fundamental tasks, the Commission has set out to "analyse communication problems, in all their different aspects, within the perspective of the establishment of a new international economic order and the initiative to be undertaken to favour the installation of a new world information order".

265. With this in view, the Commission paid particular attention to problems relating to the free and balanced flow of information in the world, as well as to the specific needs of the developing countries in this regard. This topic was at the centre of the discussions during the first meeting of the Commission and will be further examined in detail at a seminar organized in Stockholm in April 1978 by the Commission in co-operation with the Swedish National Commission for Unesco. Representatives of news agencies, professional associations and inter- and non-governmental organizations will discuss for four days the patterns and problems of news collection and dissemination in the world, in order to provide the Commission with solid references for its reflection on the means of improving the quantity and content of information flows among nations.

266. The Commission has also been invited to define the role which communication might play in awakening the conscience of the broad public to present problems confronting the world and in helping towards their progressive solution through national and international action. An interim report on the work accomplished by the Commission will be submitted to the General Conference at its twentieth session.

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267. A first series of programme activities aims to foster efforts at achieving a freer and more balanced flow of information among individuals, communities and countries, as well as to promote regional news exchanges, and focuses on the role of mass media in furthering international understanding and peace.

268. In Asia, an expert meeting and working groups were convened in 1977 and 1978 in Colombo, New Delhi and Tehran to discuss the development of news agencies and the initiation of subregional news exchange systems, while in Latin America a study has been started in 1978 to contribute to the establishment of a news exchange network between the countries of the continent.

269. In consultation with the Co-ordination Council of Information of the Non-Aligned Countries, studies have been designed to evaluate news exchanges within the news agencies pool, establish radio and television news and programme banks as well as information units on problems of developing countries.

270. The research programme in the field of international communication includes several studies which have been undertaken, mainly a study on the concept of free and balanced flow of information to show the different views of this concept within various social and political systems, a study on the structure of the international news agencies network which aims at determining the direction, volume and content of international news, a study on the measures to counteract high and discrepant rates for the transmission of news, a study on the role of transnational communication industries and corporations particularly in the field of film and television programme distribution, and comparative studies on the image of foreign countries as portrayed by mass circulated press.

271. Continued efforts are also being made to promote the ratification of the Protocol to the Florence Agreement on the International Circulation of Persons and Materials and a study is being undertaken on tariff, postal, currency and freight obstacles to the international circulation of educational, scientific and cultural materials.

272. The programme of activities includes a number of research studies on communication in society aimed at assisting researchers, policy-makers and media professionals in their task of building viable and functional communication systems which will promote development. Continuing efforts are also being made to promote the exchange of information between research institutions and documentation centres around the world.

273. The series of regional intergovernmental conferences on communication policies which began in 1976 with the one for Latin America and the Caribbean will be continued in 1978 (for Asia and Oceania). These conferences are aimed at encouraging Member States to formulate communication policies which will be in consonance with national and international needs and circumstances, taking into account the thinking with regard to a new international economic order in which communication is an essential component.

274. The burden of the 1977 programme for development and application of communication systems was in training - managerial, technical and artistic. There was increased emphasis however in developing the capacity of national and regional institutions to assume training responsibilities. The establishment of the Asia-Pacific Institute for Broadcasting Development in August 1977 as an intergovernmental institution marked the formal recognition by Asian and Pacific governments and broadcasters

of their need and capacity to train radio and television communication specialists in standards equal to the world's best. The role that this institution could play in encouraging cultural authenticity was not lost on its founders.

275. In Africa, 1977 saw the establishment, with Unesco's active participation and financial support of the URTNA (Union of National Radio and Television Organizations of Africa) Programme Exchange Centre. Parallel to this, Unesco with URTNA co-operation helped to establish a system of film co-productions by African television organizations. The purpose of these institutions and activities is twofold: first to encourage a wider appreciation of African cultures and African achievements, the second to reduce the dependence upon and influences of, foreign programmes.

276. In Latin America, negotiations were completed with the Government of Honduras to undertake a major experimental project for the application of communication to rural development. The purpose of this project is to demonstrate how local, community-based media, especially low-power radio and the rural press can contribute to both the cultural life of rural people and to their understanding and solving of development problems.

277. During 1977 projects in the Caribbean, Nigeria, Malaysia, Kenya and Saudi Arabia helped to establish or reinforce the study of communication and training of communicators in institutions of higher learning. The interest of universities in communication studies is relatively new, particularly in developing countries. The potential impact of a new generation of communicators with training in social and political sciences, economics and other related disciplines is however significant. Their influence in shaping the style and content of communication will undoubtedly reflect a new confidence in independent national policies.

278. Rural press development has continued to be an important aspect of the communication programmes. A study on the role of rural newspapers and training of rural journalists in Africa was completed in 1977 and will be published later this year. While a local newspaper can do much to stimulate a sense of community as well as to inform, it is equally important in its function as an encouragement and supporter of literacy.

279. As a high-technology based activity, communication is significantly influenced by the factors involved in the transfer of technology from the industrialized to the developing world. Understanding the phenomena of technology transfer is clearly an important consideration in any negotiation in the context of a new international economic order. In 1977, an in-depth study of the transfer and adaptation of communication technologies was undertaken. In August 1977 an experts' meeting held in Paris was called to highlight research needs and pinpoint key figures and relationships in the transfer setting. This meeting tried, in particular, to devise an analytical framework for further work, interpreting technology in a comprehensive sense to include infrastructures, training and education programmes as well as hardware.

280. The meeting was preceded by a case study of broadcasting development in Sierra Leone, in an attempt to isolate methodological problems; it is now being followed up by an inter-institutional programme of research, involving institutions in a number of countries, co-ordinated by the United Kingdom's Open University. Much of the emphasis of this new programme is upon the development of case studies, which concentrate on two aspects. Within a common analytical framework, one approach is

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to look at the transfer process within complete communication systems, identifying the key parties involved (including commercial companies, consultants and transnational organizations) and considering in particular problems of choice and decision-making. The second approach looks more individually at the adaptation of technology, and at appropriate technologies: problems of redefining and redesigning production and distribution hardware to suit the express needs of social organization and of the development process. Within this second strand, questions of access to media, participation in media production and management, and the identification of suitable production and reception formats are prominent. This aspect was taken specifically into the arena of community media for development by a meeting of experts held in Belgrade in 1977: it is being followed up by practical experiments, particularly in Latin America.

281. Attempts are being made to apply the findings of this research in a number of ways. For example, new communication planning projects, especially at the national level, try to relate communication technology choices to national development needs and objectives, as was the case in a communication system survey conducted in Afghanistan in 1977. This same focus, of planning for relevant, development-oriented communication systems in the Third World, is also being adopted by a communication planning source book, now being compiled within Unesco.

282. The same is true of work on appropriate communication technologies. Apart from field work in community media, a number of manuals have been produced, or are in preparation, emphasizing the use of low cost media, as well as lightweight and accessible production and distribution equipment. A more fundamental approach still is concerned with equipment design: attention is being paid to the design of communication equipment and systems for Third World use, attempting to avoid the pitfalls of technology devised mainly by, and for, the industrialized world.

E. EDUCATIONAL ACTION

1. Policies, strategies and remodelling of educational systems

283. Regional conferences of Ministers of Education are one way in which the Organization helps the Member States concerned to frame educational policies and strategies which can be tied in with the relevant provisions of 19 C/Resolution 9.1. For instance the fourth Conference of Ministers of Education of African Member States, held in Lagos in 1976, noted, in its Final Report, with regard to the development of education, that "What is now at stake, and under way, is a fundamental rethinking of educational systems so that they can mould the African man of tomorrow, rooted in the culture of his continent but prepared for participation in the building of a modern and prosperous Africa, contributing towards the establishment of the new world order...".

284. In the Arab region, reflections on the strategies of educational development were organized by Unesco with the co-operation of ALECSO during the Conference of Ministers of Education and those Responsible for Economic Planning (Abu Dhabi, 7-14 November 1977). The contribution of the regional conference to educational policies and the N.I.E.O. is illustrated by its recommendations and Declaration. A case in point is Recommendation No. 7 of the Abu Dhabi Conference which proposed the preparation of a unified inter-Arab plan for educational development with a

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view to eliminating the main obstacle to development and progress, namely, ignorance. In its paragraph 7 (page 2), the Declaration "emphasizes the importance of strengthening international co-operation ..." to establish a more rational and equitable international order.

285. At the planning and programming level, similar reflections on the links between educational strategies and the N.I.E.O. took place in Asia (Bangkok, July 1977), during the preparatory meeting of senior government officials for the fourth Regional Conference of Ministers of Education and those Responsible for Economic Planning. The items of the preliminary agenda proposed to the 1978 Conference reflect these links in such areas as the mobilization of local resources for endogenous educational development and new dimensions of regional and international co-operation.

286. A meeting of experts (category VI) on Major Problem Areas of Educational Reforms in the 1970s and 1980s (experiences and prospects), took place on 24-28 October 1977. This meeting focused, *inter alia*, on the modernization of education with due regard to the requirement of the Unesco programme of action for the establishment of the N.I.E.O.

287. Unesco is in the process of developing an international information network in educational policy, planning, administration and facilities with a view to intensifying exchange of advanced regional experiences of the Member States. The close links of this programme area with the N.I.E.O. are reflected in a number of studies which are being distributed on the relationships between educational policies and programme of action on the N.I.E.O., e.g. on employment policies, international division of labour and self-reliance/distributive justice, etc. Also, during a symposium (category VIII) on the role of information and research in educational decision-making held at Unesco Headquarters in November 1977, around 25 experts discussed, among other things, ways and means of promoting an intensified international exchange on innovative educational policies and planning in the light of the requirements of the N.I.E.O.

288. Unesco makes an important contribution to elaboration of educational strategies by developing Member States through educational sector surveys which it either conducts itself or co-operates, in a technical advisory capacity, with national specialists drawing up their own surveys. Such activities are conducted under both the Regular Programme and the Co-operative Programme with the World Bank and usually result in projects, often of a substantial nature, which attract financing from multilateral and/or bilateral sources.

289. Two key interrelated principles underlying Unesco's education programme which have direct relevance to a new order are the development of education based on endogeneity and the achievement of self-reliance in education. This spirit can be clearly seen in many of the Organization's educational activities. The programme for educational content and materials is based on the promotion of culturally-based curricula and materials. Throughout the programme in science and technology education the emphasis is on building up self-reliance, on finding appropriate solutions to local problems, on relating science curricula and technical education programmes to local needs, on paying due attention to environmental problems. A seminar for national specialists in educational planning and their Unesco counterparts on mobilization of domestic resources for formal and non-formal education is being organized in Paris, 19-28 June 1978. This seminar is entirely intended to discuss items relevant to the endogenous development of education and the policies of self-reliance through self-help schemes.

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290. Unesco co-operates with Member States in the field of education by making available to them intellectual and technical resources which will help them to formulate their educational strategies and facilitate their general development by making the best use of their human resources. In these circumstances, one of the fundamental bases of Unesco's co-operation is the importance of the fact that national authorities are responsible for their own projects, an idea which is bound up with national sovereignty and with the endogenous aspects on which a country's harmonious development depends.

291. For example, the Tanzanian project being carried out in the Mara region - Kyagata Integrated Farmer Education - centres on self-reliance and the close association between education and development; it is being conducted in a country which, if judged by its per capita income, is one of the 25 poorest countries in the world. The choice of this experiment as a pilot project is in keeping with the desire to make it clear that lifelong education has a specific part to play in the process of the development of a country which has made self-reliance one of the guiding principles of its policy, calling for the use of all its human resources.

292. Activities relating to teaching material industries lie at the point of intersection of the principal paths towards the establishment of the N.I.E.O., which are explicitly referred to in United Nations resolutions, such as, for example, the promotion of collective self-reliance by strengthening co-operation between developing countries; the industrialization of the Third World, as part of a new international division of labour (the aim being to encourage both the establishment of teaching material industries in developing countries and the use of local materials and techniques); technology transfers, transfers of financial and material resources, special measures in favour of the least developed countries, etc.

293. The same principle is being followed in Unesco's programme for the development of educational facilities. A study has been undertaken with the Central Building Research Institute (India) on examples of the use of local materials and local human resources for the construction of schools. This work concentrates on self-help projects or the use of "appropriate" building technology. A related study will prepare a manual for designing these types of buildings so that they will be resistant to earthquakes.

294. A number of technical assistance projects involving educational facilities are strongly oriented toward helping countries to become more self-reliant in school construction and furniture production. These would include: Rwanda, Construction of workshops attached to primary schools but serving post-primary students from the community; Iran, Development of a national industry of pedagogical materials including school furniture; Swaziland, Construction of low cost primary schools; Yemen Arab Republic, Master plan of a university to be constructed using traditional architectural elements adapted to serve a modern teaching and research programme; Socialist Republic of Viet Nam, with technical assistance provided through Unicef, the Government has launched a major project for the reconstruction of damaged schools and construction or extension of other schools where tools and materials are provided from abroad but local people are trained to use these tools to transform local materials into construction elements, thus moving this country away from dependence on external assistance in this field.

295. A second area of study has been an analysis of national norms used for higher education institutions, including facilities for research. This is a work

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which will enable Member States to exchange technical information and thereby benefit from one another's experiences. In Central America, a project is being undertaken on the development of designs of school buildings relying on local resources, but at the same time facilitating the large-scale production of certain building elements within the subregion and to be commercially traded between countries of the subregion.

2. Education's contribution to the attack on poverty and inequalities

296. Poverty, underprivilege and ignorance are usually found hand-in-hand. Education has a very important part to play in view of their elimination. The programmes in democratization of education, eradication of illiteracy, adult education, nutrition education and education's contribution to integrated rural development are all predominantly geared to this purpose.

297. A major element of democratization of education is equality of educational opportunity and universality of access to education. Unesco's current contribution to such advance falls into two main categories. The first consists of normative or standard-setting action leading essentially to fuller implementation of the Recommendation and Convention against Discrimination in Education, to clarification of the concept of democratization of education, and identification and removal of obstacles to the realization of this concept.

298. The second main category consists of operational assistance to educationally underprivileged groups, and in particular to:

women and girls;

refugees and national liberation movements;

migrant workers.

This assistance currently takes the form of the assembling and dissemination of information through studies and surveys, the provision of fellowships and other forms of training opportunities such as seminars, study visits and exchange programmes, the provision of educational materials and equipment, and the payment of the salaries of local teachers and international experts and consultants.

299. In the area of literacy, the nineteenth session of the General Conference approved a programme for continued co-operation with Member States in respect to the identification and application of their national literacy strategies and the establishment of the necessary institutional infrastructures. To date some 15 Member States have been assisted, top priority having been given to newly independent States and to those governments which are making determined efforts to eliminate illiteracy. In this programme period, efforts have also been made to encourage new literates to retain their literacy and to continue their education by assisting Member States in establishing structures and institutions which will promote the practice of reading and continued educational services, e.g. rural press, libraries, evening schools, cultural centres, etc.

300. Unesco's activities in the area of nutrition education, which are carried out in co-operation with FAO, WHO, Unicef and competent non-governmental organizations, are aimed at helping people to combat malnutrition, disease and poor living conditions in general and to be aware of the role they can play in promoting desirable changes.

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301. In the area of rural development, the aim is to provide rural populations with the potential to enable them to participate fully in the political, social and economic life of the nation, and in particular with the general knowledge and the elementary scientific and technical knowledge needed to increase their productivity and improve their living conditions. Activities concern the study and analysis of rural development strategies, the creation of the necessary social and educational infrastructures for rural development and the training of key personnel for rural development.

3. Education for international understanding, co-operation, peace, human rights and fundamental freedoms

302. Within the framework of general resolution 19 C/9.1 and programme resolution 1.141 which aim at strengthening education for international co-operation and peace, Unesco promotes reflection and disseminates knowledge on the need to establish a N.I.E.O. through the implementation of the Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms, adopted by the General Conference at its eighteenth session, and the furthering of the Associated Schools Project.

303. Specific reference is made in the Recommendation to the international covenants on economic, social and cultural rights, and on civil and political rights and indirect reference is made to the need to establish a N.I.E.O. Subsequent to the adoption of the Recommendation, the Secretariat arranged for the organization of two important meetings on practical ways and means of implementing it. On both occasions attention focused on the need to sensitize students to world problems and issues with particular emphasis on the N.I.E.O.

304. At a meeting of experts, held at Unesco, Paris, from 15 to 19 March 1976, participants proposed that education for international understanding should call for international solidarity in solving problems mentioned in paragraph 6 of the Recommendation (e.g. war for purpose of expansion, aggression and domination, colonialism and neo-colonialism) and due attention should be given to recent and current international action to deal with them, such as the Declaration on the Establishment of a New International Economic Order. Experts singled out the study of the problem of armaments since it is closely related to the maintenance of peace and to a new economic order. Emphasis was placed on the important role to be played by faculties and schools of education in furthering the aims of the Recommendation. Their task should be to educate students as to economic relationships in the world today, and to develop understanding of the need for sharing the world's resources and for solidarity between the industrialized and Third World countries.

305. "The NIEO: background, prospects and problems" was one of the key world issues discussed by educators at the first regional seminar on the implementation of the Recommendation which was organized by the World Federation of United Nations Associations in co-operation with Unesco from 12 to 17 December 1977 in Geneva. One of the objectives of the seminar was to examine ways and means of introducing key world issues in secondary school curricula.

306. Within the framework of the Associated Schools Project, these schools are encouraged to carry out experimental activities in order to learn and understand more fully about the need to establish a N.I.E.O. in connection with one of the four main areas of study of the project i.e. world problems and issues and the role of the United Nations in solving them.

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307. In an effort to facilitate teaching about the N.I.E.O. a large section of the next issue of the circular International Understanding at School has been devoted to this subject. It contains: an article giving a historical review of the call for a N.I.E.O. and an explanation of the aims and objectives of the Declaration and some of the means to implement it; teaching units submitted by various Associated Schools to help teachers in approaching some of the issues at stake; and a report of a student conference on the N.I.E.O. organized by the United Nations International School (New York) which illustrates the interest of young people in this matter and indicates the effectiveness of a project designed and carried out by the students themselves. Furthermore, past issues of the circular have included reviews of publications related to the N.I.E.O.

308. Economic development and the N.I.E.O. was one of the main world issues discussed at an international seminar of Associated Schools on "Global Concerns and your Curriculum" (August 1977, New York) which was organized by the United States Co-ordinating Council for the Associated Schools Project under the Participation Programme.

4. Development of educational planning and administration

309. Development of education on endogenous bases requires both planning and administration by national personnel, who are in a far better position to understand and appreciate their country's educational needs than specialists coming from abroad, no matter how good the intentions of the latter. Thus, development of national expertise in these fields is essential if a country is to become truly self-reliant in its educational development efforts. To this Unesco is making a significant contribution, both from Headquarters and the Regional Offices, and through its sponsoring of the International Institute for Educational Planning (IIEP).

310. Under the Participation Programme, financial assistance has been provided in the organization of national seminars for educational planners aiming at the development of the national capacities for educational planning. Countries covered were Ethiopia (2 seminars), Honduras (2 seminars), Korea, Liberia and Madagascar.

311. In the field of educational administration, the training programme geared largely to national training programmes to develop national self-reliance and to the development, in some regions, of training modules, will encourage national initiative in training their personnel; the Participation Programme has a number of approved requests which contribute in international co-operation in the field. They are: Namibia, Assistance for training, research and documentation activities of the United Nations Institute for Namibia; Panama, Assistance for the Central America Seminar for Training Directors of Educational Centres at ICASE; Canada, Assistance towards expenses and travel costs of delegates from less well-developed countries to the International Inter-visitation Programme, 1978.

312. Through its annual training course and its research activities carried out in co-operation with Member States, IIEP contributes towards strengthening the managerial and research capacity of developing countries. In addition, since the nineteenth session of the General Conference, the Institute has introduced a programme of intensive short courses, lasting three to six weeks, on specific subjects (school mapping, educational costs, the evaluation of curricula and reforms, etc.) which are held in developing countries in co-operation with the host countries and the Regional Offices for Education. These intensive courses (four in 1977, five in 1978) are intended for senior officials in the countries of the region concerned.

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313. The Governing Board of the Institute also decided in December 1977 to devote the sum of \$400,000 to research and studies on educational planning undertaken by research workers and institutions in developing countries. The purpose of this programme is to set up networks for exchanges of experience between study and research institutions in the countries concerned, thus reinforcing their research potential.

5. Improving effectiveness of educational systems

314. The transformation of education in developing countries to play an effective part in national development requires innovative action in such fields as educational structures, content, methods, technologies and materials and teacher education. Unesco's programme and co-operation with Member States in these areas are oriented towards this purpose.

315. The programme in educational structures is based on the recognition of the need to change those imported into developing countries from industrialized nations and create new ones based on the principle of lifelong education, with the flexibility required by changing national development situations. Particular attention is being given to articulation and co-ordination of formal and non-formal education and the integration of general and technical and vocational education.

316. Stress is being placed on strengthening Member States' capacities to develop their own curricula, in terms of content, methods and technologies and materials. In this respect, the Asian Programme for Educational Innovation and Development (APEID) has proved so useful that Unesco has been encouraged to support the establishment of similar programmes in other regions, in the first place Africa and the Arab States.

317. In the field of educational technology, care is being taken to emphasize the ensuring of the appropriateness of technologies adopted or developed from the cultural point of view. In addition, at the same time that the various Specialized Agencies in the United Nations system are engaged in a working group set up at the initiative of the Administrative Committee on Co-ordination (ACC), in efforts to pool their operational resources in educational technology (for example, with a view to producing multi-media kits), Unesco is trying to promote multinational machinery for exchange and collaboration in the use of the mass media for educational purposes (such as, for example, audio-visual programme banks), as well as joint publication and joint production schemes which will enable developing countries to pool their national potentials.

318. The development of educational industries in developing countries is discussed above as part of the actions for the development of self-reliance and the transfer of technology and resources. Their main purpose, of course, is to ensure that appropriate materials, based on endogenous curricula developed by national curriculum development services, are supplied to the educational system in sufficient quantities to play their part in the learning-teaching process. The current lack of such materials has an important deleterious effect on the efficiency and effectiveness of many educational institutions in developing countries, and the provision of efficient educational industries can thus make an important contribution to improvement in this sphere. Other Unesco activities closely associated with this are those promoting the development of low-cost science equipment and of prototype workshop-laboratories for developing countries.

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319. Another programme essential to the development of endogenously-based education is that of promoting the writing, publication and use of textbooks. With the financial assistance from the African Development Bank, and in accordance with the desire expressed by the Ministers concerned at the Bissau Conference (February 1978), Unesco is at present conducting a study on the economic and technical feasibility of co-operation between Portuguese-speaking African countries in the production and dissemination of school textbooks and other teaching materials; various hypotheses are being contemplated for horizontal and vertical integration, and even the possibility of association with non-Portuguese-speaking countries.

320. Reference should also be made to the part which can be played by institutions for the training of educational personnel by encouraging teachers and inspectors of education to adopt a more favourable attitude towards endogenous development. In the context of the new approach towards which Unesco is contributing, the training of educational personnel should include some knowledge of what is involved in international relations (for example the terms of trade), which would prepare them to encourage their students to realize that such knowledge is necessary, thus helping to promote the new international economic order. This idea is implicit in a study planned in document 20 C/5 (5.5/02-1).

F. STATISTICS IN SUPPORT OF THE VARIOUS FORMS OF ACTION

1. Statistics on education

321. It is obvious that, taken as a whole, the studies and analyses prepared in the field of statistics on education contribute towards elucidating national or regional objectives, since they bring out the broad quantitative trends of school enrolment. In addition, current projections, which quantify the implications of a continuation of past trends, reveal the problems which arise for a large number of developing countries as regards the provision of schooling, thus highlighting these countries' need for an increase in the resources available for the development of their educational systems.

2. Statistics on science and technology

322. Here special reference should be made to the draft Classification of research and development activities by objective, prepared by the Office of Statistics in collaboration with the Division of Science and Technology Policies of the Natural Sciences Sector and other agencies in the United Nations system. Once it has been completed, this classification will provide developing countries with a methodological instrument for the identification of important research projects, and also with a basis on which to compile data on the financial resources allocated to such projects. When the final version of the classification (which is planned for 1980) has been approved, and has been put into service, it will then be possible to collect information on current research projects, and to provide developing countries with easier access to scientific knowledge which will help them to promote scientific research of a type suited to their needs.

3. Statistics on culture and communication

323. The statistical activities being conducted in this field, such as the international standardization of statistics on radio and television, will produce statistics which are comparable at the international level and can be used as material

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for analyses and studies bearing directly on the "new world information order", and hence, indirectly, on the quest for a new international economic order.

324. In a more general context, the collection and analysis of statistics on the physical media available for communication (newspapers, books, libraries, radio and television, cinema, etc.) provide an indication of the gap between the communication capacity of developed countries and that of developing countries. The work done to improve these statistics will make it possible to gauge this gap more accurately, and to analyse the way it develops, in the context of the action to be taken to reduce it, which fits into the broader framework of the establishment of a "new world information order" which is itself linked to the quest for a new international economic order.

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ANNEX

1. This Annex provides a link between the various parts of the report and the two General Conference resolutions pertaining to a new international economic order, No. 12.1 of the eighteenth session of the General Conference and No. 9.1 of the nineteenth session of the General Conference. References are also made to some important points in Moving towards change. The abbreviations used are as follows:

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|-----------|---|
| 18 C/12.1 | resolution 12.1 of the eighteenth session of the General Conference |
| 19 C/9.1 | resolution 9.1 of the nineteenth session of the General Conference |
| MTC | Moving towards change. |

2. The topics concerned with a new human order and the establishment of peace are listed under Part I, Promotion of reflection and dissemination of knowledge, but in fact they are also pertinent to Part II; cross references to this effect are made where appropriate.

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I. PROMOTION OF REFLECTION AND DISSEMINATION OF KNOWLEDGE

| <u>Sections and topics</u> | <u>Reference</u> |
|--|---|
| A. Pursuit of a global reflection. | 18 C/12.1, para.6(a)(i) 19 C/9.1, Preamble, para.13(a) |
| B. Continuing, systematic reflection on the major sociocultural movements taking place both in the industrialized and in the developing countries. | 19 C/9.1, para.2 |
| C. Participation in the effort of reflection undertaken within the United Nations with a view to reinforcing the part played by United Nations bodies with regard to international economic co-operation and the promotion of development. | 19 C/9.1, para.3 |
| D. Encouragement of people -- and particularly young people -- to study and discuss the major problems of our time. | 19 C/9.1, para.9(c) |
| E. Dissemination of knowledge. | 18 C/12.1, para.6(a)(ii) 19 C/9.1, Preamble, para.13(b) |
| <u>A new human order</u> , based on human rights, fundamental freedoms, dignity of the individual, social justice, equity, co-operation in mankind's common tasks, the participation of everyone in welfare, education, knowledge and culture. | 18 C/12.1, Preamble, paras.5,6,10 19 C/9.1, Preamble, paras.4,9,14 MTC, pp.25-27 |
| Equality and democratic relations between nations, based on mutual trust and solidarity. | 19 C/9.1, Preamble, para.9 |
| <u>Establishment of peace</u> , guaranteeing security. Halt to the arms race, disarmament and relaxation of international tensions, releasing resources for development and peaceful purposes. | 19 C/9.1, Preamble, para.9 18 C/12.1, Preamble, para.11 19 C/9.1, Preamble, para.9 MTC, p.33 |
| Elimination of aggression, foreign occupation, racial discrimination, dependence, subjugation, and interference in internal affairs. | 19 C/9.1, Preamble, paras.6,9 |

II. ACTIVITIES IN THE VARIOUS FIELDS OF UNESCO'S COMPETENCE

| <u>Sections and topics</u> | <u>Reference</u> |
|---|---|
| A. <u>Development of science and technology</u> | |
| 1. <u>Contribution to the development of national science and technology foundations for a better utilization of natural resources</u> | |
| (i) Construction of the scientific and technological foundations which will enable every country to make better use of its natural resources. | 18 C/12.1, paras.5, 11(a) MTC, pp.86-88 |
| (ii) Formulation of policy by each developing country in respect of energy, and undertaking of an intergovernmental programme in this field. | MTC, pp.81-82 |
| (iii) Bringing about of intellectual and moral conditions achieving harmony between man and his environment. | 18 C/12.1, para.5 19 C/9.1, Preamble, para.14 MTC, pp.86-87 |
| (iv) Determination of methods that are likely to promote and strengthen international scientific co-operation and encourage fundamental research. | 18 C/12.1, paras.11(a) and (b) 19 C/9.1, para.7 |
| 2. <u>Contribution to the growth of scientific and technological potential of the developing countries</u> | |
| (i) Broader access to scientific knowledge. | 19 C/9.1, para.4 |
| (ii) Achievement of national implantation of science. | 19 C/9.1, para.4 |
| (iii) Promotion of scientific research adapted to their own requirements. | 19 C/9.1, para.4 |
| (iv) Development of science policies taking their national requirements and aspirations into account. | 19 C/9.1, para.4 |
| (v) Encouragement of educational services which, at the higher level, possess centres of excellence that train research workers, technical experts and other vital specialists but with the maintenance of a constant link between research, training and production. | MTC, p.90 |

| <u>Sections and topics</u> | <u>Reference</u> |
|--|----------------------|
| (vi) Development of laboratories and research and higher educational institutions in developing countries. | 19 C/9.1, para.6.2 |
| (vii) Placement of developing countries' students and research workers in the research and higher education institutions of the best-equipped countries. | 19 C/9.1, para.6.3 |
| (viii) Development of endogenous technologies adapted to their needs. | 19 C/9.1, para.4 |
| (ix) Reception, adaptation and integration of the transfer of technology. | 19 C/9.1, para.4 |
| (x) Transfer of information and the problem of authors' rights. | MTC, pp.70-73, 92-93 |
| (xi) Solving the problem of the emigration of specialists from the developing countries, paying attention to the repercussions of this emigration on the economics of the countries concerned. | 19 C/9.1, para.5 |

B. Activities in the field of the social sciences

1. Development of the social sciences

- (i) Strengthening of social science institutions and research, particularly in developing countries. 19 C/9.1, para.7
MTC, pp.97-98
- (ii) Contribution of social sciences to activities carried out by Unesco in the various fields of competence.

2. Contribution of the social sciences to the solution of the main problems connected with the establishment of a new international economic order

- (i) Studies in applied social sciences on problems and conditions associated with achievement of a new international economic order. 18 C/12.1, Preamble,
para.13
MTC, pp.97-98
- (ii) Examination of interrelations between peoples, resources, the environment and development.

See also references to a new human order and the establishment of peace under Part I above.

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| <u>Sections and topics</u> | <u>Reference</u> |
|---|---|
| C. <u>The cultural dimension of development</u> | |
| 1. <u>Cultural policies</u> | 18 C/12.1, para.5 19 C/9.1, Preamble, para.9 MTC, pp.96,97 |
| 2. <u>Studies of cultures</u> | |
| Respect for the principles of the cultural identity of all peoples, mutual enrichment of the various types of civilization. | 19 C/9.1, Preamble, para.15 19 C/9.1, Preamble, para.11 MTC, pp.96,97 |
| 3. <u>Preservation and further development of cultural values</u> | 19 C/9.1, para.9(a) 19 C/9.1, Preamble, para.11 |
| 4. <u>Cultural pluralism</u> | 19 C/9.1, Preamble, para.15 |
| 5. <u>Planning of cultural development</u> | 19 C/9.1, Preamble, para.15 |
| <u>Participation of everyone in culture</u> | 19 C/9.1, Preamble, para.4 |
| 6. <u>Training of specialists in cultural action</u> | 19 C/9.1, Preamble, para.15 19 C/9.1, Preamble, para.4 |
| D. <u>Communication media and the new international economic order</u> | |
| (i) Free and balanced flow of information and democratic use of the communication media. | 18 C/12.1, para.5 MTC, pp.91, 92 |
| (ii) Elaboration of national information and communication policies. | MTC, pp.92, 94 |
| (iii) Use of major mass communication media to promote cultural diversity and originality, in order to avoid uniformity and encourage innovation. | 19 C/9.1, para.9(b) |
| (iv) Use of media for educational purposes and for development. | MTC, p.93 |
| E. <u>Educational action</u> | |
| 1. <u>Policies, strategies and remodelling of educational systems</u> | |
| (i) Preparation of educational policies aligning education with general development efforts. | MTC, pp.88-90 |

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| <u>Sections and topics</u> | <u>Reference</u> |
|---|--|
| (ii) Clarification and definition of educational strategies. | 18 C/12.1, Preamble, para.12 19 C/9.1, para.6.1 |
| (iii) Remodelling educational systems to take greater account of economic, social and cultural realities. | 18 C/12.1, para.5 MTC, p.89 |
| 2. <u>Education's contribution to the attack on poverty and inequalities</u> | |
| (i) The participation of everyone in education. | 18 C/12.1, paras.5,11(c) 19 C/9.1, Preamble, para.4 |
| (ii) Eradication of illiteracy. | 19 C/9.1, Preamble, para.9.3 |
| (iii) Elimination of malnutrition. | |
| (iv) Promotion of participation of people in development activities as part of functional literacy and adult education programmes, co-operative movements and action to improve the status of peasants. | MTC, p.90 18 C/12.1, Preamble, paras.6(d),9 19 C/9.1, Preamble, para.9 |
| 3. <u>Education for international understanding, co-operation, peace, human rights and fundamental freedoms</u> | |
| See references to a new human order and the establishment of peace under Part I above. | |
| 4. <u>Development of educational planning and administration</u> | |
| (i) The establishment of machinery to ensure the integration of educational changes with changes occurring in other sectors of society. | MTC, p.90 |
| (ii) Development of national capacities to plan and administer education. | MTC, p.90 |
| (iii) Intensification of research and development activities for educational development. | MTC, p.90 |

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| <u>Sections and topics</u> | <u>Reference</u> |
|--|------------------|
| 5. <u>Improving effectiveness of educational systems</u> | |
| (i) Improving the effectiveness of educational systems by using structures linked with development, promoting the training of teachers and using suitable methods and equipment. | MTC, p.90 |
| (ii) Preparation of curricula enabling all to acquire techniques useful in work; and the linking of productive work with education. | MTC, p.89 |
| F. <u>Statistics in support of the various forms of action</u> | |
| 1. <u>Statistics on education</u> | |
| 2. <u>Statistics on science and technology</u> | |
| 3. <u>Statistics on culture and communication</u> | |
| Statistical activities as material for studies and analyses to elucidate the objectives to be attained in the quest for a new international economic order. | |

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General Conference
Twentieth Session, Paris 1978

20 C

Annex II

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Item 14 of the provisional agenda

UNESCO'S CONTRIBUTION TO THE ESTABLISHMENT OF A
NEW INTERNATIONAL ECONOMIC ORDER: REPORT OF
THE DIRECTOR-GENERAL ON THE IMPLEMENTATION OF
19 C/RESOLUTION 9.1

SUMMARY

This document contains the text of 105 EX/Decision 5.1.4, adopted by the Executive Board at its 105th session, following consideration of document 20 C/12: "Unesco's contribution to the establishment of a new international economic order: Report of the Director-General on the implementation of 19 C/Resolution 9.1".

The Executive Board,

1. Having examined documents 105 EX/7 and 104 EX/51 submitted by the Director-General,
2. Congratulates the Director-General on the efforts made to strengthen and diversify Unesco's contribution to the establishment of a new international economic order, both in regard to reflection and the dissemination of knowledge and in respect of the activities undertaken in the Organization's various areas of competence;
3. Also congratulates the Director-General on the quality and seriousness of the study on the concept of "basic human needs" (105 EX/7);
4. Considers that the practical development strategies advanced on the basis of the concept of "basic needs" present serious inadequacies and that this restrictive concept cannot be used as a basis for planning and programming the Organization's action for development;

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5. Emphasizes, moreover, that in the stress they lay on the endogeneous nature of development, on the requirement that the local population should participate in development work, on the reduction and elimination of inequalities between nations, groups and individuals and on the urgent need to improve the situation of the least privileged populations and achieve the objectives of equity, justice and solidarity, the Organization's programmes, as set out in 20 C/4 and 20 C/5, are oriented towards the broadest possible development of peoples and towards the establishment of a new international economic order;

6. Invites the Director-General to take an active part in the work done within the United Nations system to prepare the strategy for the Third United Nations Development Decade, using as a basis 19 C/Resolution 9.1, the Draft Programme and Budget for 1979-1980 (20 C/5), the Medium Term Plan (20 C/4) and any directives that the General Conference, at its twentieth session, may wish to give him on this subject.
