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Five-Year review of the progress made towards the implementation of the ICPD Programme of Action:

UNESCO's Main Achievements

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“The regulation of population growth is undoubtedly one of the major and most pressing challenges facing the human community at the present time. But it is only *one* factor in a complex equation that can spell the difference between greater prosperity for all in a more equitable world or increased poverty, environmental degradation and politico-social tensions of all kinds. Population policies must therefore form part of an *integrated* sustainable human development strategy that includes protection of the environment, the promotion of economic well-being and the furthering of social progress, including enhancement of the status of women”.

--- **From the address by Federico Mayor,
Director-General of UNESCO,
at the ICPD, Cairo, 6 September 1994**

“ Education is a fundamental human right and a key to development. It is a vital tool for ensuring the full development of the potential of each individual and for combating the problem of underdevelopment at its very origin. It is also the most effective means of mastering demographic trends and environmental degradation, and developing attitudes of tolerance and mutual understanding essential for democracy and peace both within and among societies. Education should therefore be made available to all members of a society *without regard to race, sex or any distinctions, economic or social*, as stated in UNESCO’s Constitution.” (Para 63)

“ With regard to its international partners, during the Medium-Term Strategy period UNESCO will focus on making further progress towards building a ‘united thrust’ of multi-lateral co-operation for development. With this end in mind, UNESCO will continue to strengthen its co-operation with all its current and potential partners: the funds, programmes and Specialised Agencies of the United Nations system, other intergovernmental and non-governmental organizations, regional development banks and public and private funding institutions.”
(Para 204)

Medium-Term Strategy 1996 – 2001, UNESCO

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***A FIVE-YEAR REVIEW
OF PROGRESS MADE TOWARDS
IMPLEMENTING THE PROGRAMME OF ACTION
OF THE
INTERNATIONAL CONFERENCE ON POPULATION
AND DEVELOPMENT
(Cairo, 1994)***

I INTRODUCTION

1 - The International Conference on Population and Development (1994) through its Programme of Action, collectively addressed the critical challenges and interrelationships between population and sustained economic growth in the context of sustainable development. It realized that all members of and groups in society have the right and responsibility to play an active part in reaching the goals of the Programme of Action. It also realized that co-operation between Governments, the UN system and Non-Governmental Organizations (NGOs) was a prerequisite for success. Paragraph 16.29 of the Programme of Action of the International Conference on Population and Development (ICPD), was adopted by consensus in Cairo, Egypt, on 13 September 1994. All specialized agencies and related organizations of the United Nations system were urged to strengthen and adjust their activities, programmes and medium-term strategies, as a follow-up to the Conference. UNESCO, like its sister agencies in the United Nations system, has consequently refined and adapted its priorities and actions.

2 - This report presents an operational review of initiatives and activities undertaken and/or supported by UNESCO for the period 1995-1999, which fall within the critical areas covered by the Programme of Action (POA) of the ICPD. UNESCO's contribution to the objectives set out in the POA is in line with the objectives of its Medium-Term Strategy, 1996-2000. This Strategy provides a baseline for the follow-up to the ICPD, and also a coordinated follow-up to the other UN major conferences, as they relate to population and development-related issues. In these areas, UNESCO is aware that its actions can only complement the efforts made by Member States, the UN system and NGOs in trying to solve, or at least to reduce, the problems inherent in the interrelationship between population and development.

3 - This presentation is deliberately selective and concise : only a few activities falling within each area have been mentioned. The report is addressed to a broad but busy readership : policy-makers, heads of academic, professional and scientific institutions, top executives in the social spheres, members of intergovernmental and non-governmental organizations and the media. However, it tries to highlight how UNESCO, within its mandate, has endeavoured to refine and adapt its priorities and actions in accordance with the ICPD Programme of Action and

how it has also responded positively to the resolutions of other relevant global conferences. UNESCO has used its particular strengths in the fields of education, culture, science and research to advantage. It has always worked closely with NGOs and, following the ICPD, useful partnerships have been forged with NGOs in the field of adolescent reproductive health for instance. Preventive education on HIV/AIDS and the promotion of responsible sexual behaviour have been generally integrated into the formal and non-formal education systems of several countries. The scope of its population education programmes has been broadened to cover wider reproductive health issues and to discuss the relationships between population, the environment and development. Youth and adult education have been expanded thereby promoting the functional literacy of those women and men who had not been able to go to school. The emerging special reproductive health needs of pre-adolescents is being given increased attention. UNESCO has tried to *anticipate* future needs and to prepare for them.

II UNESCO's MAIN ACHIEVEMENTS

The report is organized around seven critical issues related to different chapters of the ICPD POA; it provides information of an analytical nature, and highlights the efforts made towards the achievement of goals and objectives set in these areas.

No.1: Strengthening respect for human rights and fundamental freedoms

4 - The implementation of the recommendations contained in the ICPD POA is guided by basic principles universally recognized by governments, the international community and non-governmental organizations. The very first principle of the POA includes respect for human rights, the right to life, liberty and personal security. Within this framework, UNESCO is actively involved in protecting and further developing human rights on the national and global levels. This approach is particularly obvious in the Organization's efforts to develop a system of training and education based on human rights and democratic values. National authorities, nongovernmental organizations and international organizations are helping in this effort. UNESCO has also signed a memorandum of co-operation with the United Nations High Commissioner for Human Rights which lays down guidelines for co-ordinated action to implement the Plan of Action of the United Nations Decade for Human Rights Education (1995-2004).

5 - Depending on the target audiences, UNESCO is using many different approaches to encourage respect for human rights. These include support for workshops, designing prototype resource kits and curricular materials for teachers, publishing bulletins, newsletters and world directories, holding consciousness-raising sessions on the rights and responsibilities of individuals. Studies on the implementation of the Convention on the Rights of the Child in different regions have been commissioned in order to assess the present situation within UNESCO's fields of competence and, primarily, education.

6 - UNESCO's actions since the beginning of the Medium-Term Strategy (1996-2001) with regard to textbooks and teaching aids for education for peace, human rights, democracy, tolerance and international understanding have borne tangible results. A teaching manual for human rights for the primary and secondary levels was published in English, French and Spanish, and over 8,000 copies were distributed to secondary schools, in particular those belonging to the Associated Schools Project (ASP) Network which now involves 147 countries. Like many of UNESCO's activities, ASP makes a difference through its multiplier effect. When successful, many of its experiments for improving educational content, methods and materials are incorporated into the national system. In addition, a kit entitled 'The practice of citizenship' was distributed to secondary school teachers for testing. In primary education, 'peace packs' were disseminated in 80 different countries. It is hoped that the Organization's efforts will be promptly relayed by the Member States in order to ensure translation of these materials into the greatest possible number of languages, as well as their dissemination in the formal and non-formal education systems.

7 - UNESCO has helped to reach individuals and institutions at the university level. The network of UNESCO Chairs in human rights, democracy and peace, was enlarged during the last mid-decade in Africa, the Arab States, Asia, Central and Eastern Europe, and Latin America. The priority given by UNESCO in this field now needs to be addressed in terms of sustainability. To this end, the strengthening of co-operation between UNESCO chairs is encouraged. More than 50 UNESCO Chairs in this field were represented at the annual meeting of directors of human rights training and research institutes (Paris, March 1997) and have explored and identified means of mutual support.

8 - A very large number of events have been organized by UNESCO to mark the fiftieth anniversary of the Universal Declaration of Human Rights, which includes health and well-being rights. Themes related to reproductive rights were integrated into discussions in seminars/workshops organized in 1998 at the regional level, with suitable adaptations to local circumstances and cultural understanding. In Member States, schools have been involved (the strong participation of the Associated Schools in this anniversary should be noted) and interministerial missions have been set up. Most of the national activities have taken the form of symposia, exhibitions, study days, meetings, publications and translation of the Declaration.

9 - The rejection of discrimination and promotion of equality are referred to in more than one of the fundamental principles of the ICPD Programme of Action. On its part, fundamental to UNESCO's mission, is the rejection of every form of discrimination, and the understanding of its sources in contemporary society. UNESCO seeks to help root out destructive impulses through information, education and international pressure. In response to a new wave of discrimination provoked by migration flows and the resurgence of extreme nationalism, UNESCO organized international experts' meetings and seminars and issued a publication entitled 'The Struggle Against Discrimination'.

10 - During the reporting period, UNESCO has also intensified efforts to help women enjoy equal access with men to education, training and research and to be empowered to participate fully in the economic, political and cultural life of the community. The promotion of gender-neutral terminology and the setting of international instruments are one means of promoting equality, and UNESCO is making them better known. For example, the 'Convention on the Elimination of all Forms of Discrimination against Women' (CEDAW), made available in English, French, Spanish and Portuguese, is now systematically included in all UNESCO publications on human rights, peace and international education. In cooperation with local non-governmental organizations, better knowledge and effective applications of women's rights were promoted. Support was provided to the creation of UNESCO Chairs on Women's Rights. Other measures have been designed to increase public awareness of extreme forms of discrimination against women, such as rape and sexual exploitation.

11 - An international campaign against inhumane and degrading practices, including the eradication of practices harmful to the health of women and children is underway, and UNESCO is rallying support for non-governmental organizations and public figures to draft a convention explicitly condemning sexual exploitation. UNESCO has been closely involved with UNICEF and other associations in investigating the causes and consequences of rape as a weapon of war in Bosnia and Herzegovina and is drawing up a rehabilitation programme.

No.2: Developing endogenous capacity-building through education and the eradication of illiteracy

12 - Principle 10 of the ICPD Programme of Action reaffirms the fundamental right of all people to education, with special emphasis on women and girls. It draws attention to the large gender gap in education, which is a matter of serious concern to the international community. Since its inception, UNESCO has been committed to the eradication of adult illiteracy and to providing basic education for all, especially by expanding access to girls and women in rural areas, and other underprivileged groups. In 1990, the World Conference on Education for All (EFA), held in Jomtien, Thailand, was held with the aim of making EFA a reality. The progress in this regard has been significant. One major achievement has been to spread awareness that expansion of quality education cannot be achieved without the joint efforts of learners, parents, communities, non-governmental organizations, institutions, the business community, the media and many others. However, there is still an urgent need to close the gap between men and women in literacy. Gender remains a critical educational issue, and the international community should greatly increase its efforts, if EFA is to become a reality in the 21st century.

13 - Education is more than teaching people to read and write. It is an effective tool for empowering people with the knowledge, skills and self-confidence necessary to participate fully in the development process. It is key in the development of well-being through its links with demographic as well as economic, social and cultural factors. The Declaration issued by the Director-General on the occasion of the International Year for the Eradication of Poverty (which was printed in English, French and Spanish and distributed world wide) highlights the links between education, poverty eradication and social development.

14 - The relationship between education and demography and social change is one of interdependence. There is a close and complex relationship between education, the reduction of fertility, morbidity and mortality rates. The increase in the education of women and girls contributes to the greater empowerment of women. Broader access to education also facilitates the integration of migrants. In a world in which our destiny is increasingly a collective and planetary one, the welfare of all is tied to the welfare of each. That is why UNESCO's first educational priority for the last five-year period, in keeping with the goals of the ICPD detailed in Chapter XI of the POA, was the promotion of access for all to every level of education. In order to make the education meaningful, UNESCO has endeavoured to improve the quality and relevance of education so that today's children and youth are prepared to live and work in a world of constant change and to meet the challenge of the twenty-first century.

Table 1 : Estimated adult illiterates aged 15 and over by sex and region and corresponding gender gap, 1995

Region	Estimated number of illiterates (million)			Illiteracy rate %		
	Both Sexes	Of Which Female	Female/ Total %	Male	Female	Gender gap (absolute difference)
Sub-saharan Africa	140.5	87.1	62.0	33.4	52.7	19.3
Arab States	65.5	41.2	62.9	31.6	55.8	24.2
Latin America	42.9	23.4	54.5	12.3	14.5	2.2
Eastern Asia	209.9	149.5	71.2	9.4	23.7	14.3
South Asia	415.5	256.1	61.6	37.1	63.4	26.3
Developing world	871.8	556.7	63.9	21.1	38.3	17.2

Source: UNESCO Gender-sensitive education statistics and indicators. A Practical Guide, Paris, 1997

15 - In 1994 the need for all countries to consolidate the progress made in the 1990's towards providing universal access to primary education as agreed upon in Jomtien, was stressed in the ICPD POA (Para.11.6). However, even before that, since the World Conference on Education for All, held in Jomtien, Thailand, in 1990, UNESCO has geared its own Regular Programme activities in education to reflect the priority areas set for in the 'Framework for Action to Meet Basic Learning Needs' adopted in this Conference. It has played a lead role, together with its partners in the United Nations system, in mobilizing the international community in favour of Education for All. To promote access to primary education and enhancing its quality, a special project, 'Promoting Girls' and Women's Education in Africa' was launched in 1996 in 22 African countries. Various activities to support curricula reforms have been carried out, as were improvements in training of primary school teachers. In cooperation with UNICEF, the 'Monitoring Learning Achievement Project' has assisted 20 developing countries to design and conduct sample surveys in primary schools to assess learning achievements. Innovative approaches to provide basic education both in and out of school have been documented and distributed widely through the 'Education for All: Making it Work' series of illustrated books.

16 - Within the framework of the 'Education for All initiative of the nine high- population countries' (E-9), which was launched in 1993 and brought nine countries that together account for almost three-quarters of the world's illiterate adult population, the activities focused on the education of girls and women, curriculum development, teacher training and distance education. The concept of 'Learning without Frontiers' was further shaped and introduced into the Medium-Term Strategy 1996-2001, using communication technologies by distance education institutions. With the support of UNESCO, in cooperation with UNDP, UNICEF and UNFPA, three E-9 ministerial review meetings have been held. The results of these efforts seem to have been positive: the primary school enrolment in the nine countries has increased, their aggregate enrolment ratio for boys is now about 85% and for girls about 77%. Several countries have also reported significant increases in their funding for primary education.

17 - In order to build partnerships and monitor progress in Education for All, the inter-agency International Consultative Forum for EFA was set up. Its participants - the executive heads of UNDP, UNESCO, UNFPA, UNICEF and the World Bank - convened in 1996 in Amman. This was the third global meeting of the Forum, to review progress and identify priorities for action by countries and the international community. The Forum inter-agency steering committee meets at least once a year to review progress, discuss key substantive issues, and decide on the Forum's own work programme, which is funded by extra-budgetary contributions. These meetings are organized by The Forum Secretariat, based at UNESCO headquarters, which publishes a series of annual reports on important aspects of EFA and a quarterly news bulletin. The Forum also coordinated the mid-decade review of progress towards EFA goals, which culminated in the Amman meeting of June 1996, and is presently preparing the end-of-decade assessment of progress, which will serve both as a stocktaking and a planning exercise leading up to the next global meeting of the EFA Forum in 2000.

18 - The ICPD Programme of Action recommended supporting and strengthening the family as the basic unit of society, and to protect the child by appropriate measures. As a member of the inter-agency Consultative Group on Early Childhood Care and Development, UNESCO is promoting Early Childhood Education (ECE), and has contributed in this context to training programmes linked to parent education and based on community involvement. Basic indicators on young children were prepared in 1995 by UNESCO's Early Childhood and Family Education Unit, and a 'World Sourcebook on Early Childhood Care and Development,' surveying the expansion of early childhood services in the different world regions, was published in 1997. UNESCO also emphasized alternative non-formal education programmes adapted to the particular needs and circumstances of different categories of learners, so far unaffected by the existing systems. A six-year special project, 'Enhancement of learning opportunities for marginalized youth' was launched in 1996 and has attracted substantial extra-budgetary funding. Activities to offer these young people a second chance to acquire basic education and training were launched in twelve developing countries during the project's first phase.

19 - In the field of adult literacy, the Fifth International Conference on Adult Education (Hamburg, 1997) led to a reappraisal of the scope and importance of adult education, and identified areas for priority action by Member States and for international cooperation. Literacy includes not only numeracy and mastering an alphabet, but also gaining a better understanding of the world in which we live. Increasingly, it expands to political literacy, social literacy, health and population literacy, environment literacy and much more. Health, population and environment issues constituted one of ten themes discussed in the International Conference on Adult Education. A special panel on health and population issues was jointly organized by UNESCO and UNFPA during the Conference, and came to an agreement that these issues should be strengthened in adult education activities. During the last five-year period, literacy has been promoted at the policy level and through training activities and the development of prototype materials. Pilot projects in several developing countries have been carried out to promote literacy activities leading to the development of income-generating skills of women.

20 - The advancement of education and reform of education systems as a whole remained a high priority aim of UNESCO. During 1995, the International Commission on Education for the Twenty-first Century, which was set up in 1993 with its main task to re-examine how education

can play a dynamic and constructive role in preparing individuals and societies for the future, entered the final phase of its work. A report, entitled: 'Learning: The Treasure Within', was made available to the public in April 1996. This report has influenced reflection and debate on education throughout the international community. It is already available in more than twenty languages, and a dozen other editions are in preparation. In this connection, it should be noted that 'population' issues were discussed during the debate which took place within the Commission, and were included in the text of the Commission report itself. The concern was today's demographic challenge to education, and the pressure placed on education systems, particularly in the developing world. Another concern was related to the impact of educational levels on fertility and child health/mortality.

21 - As far as the higher levels of education are concerned, the renewal, relevance and improvement of curricula at secondary level was pursued through subregional meetings, workshops, surveys and networks in different regions. In the field of higher education, preparatory work began in 1995 for the World Conference on Higher Education, which was held in October 1998. During the preparatory stage in 1995, four case studies were undertaken in France, Egypt, India and Uganda on the place of gender, population and development themes in the teaching of Demography/Population Sciences at university level. This resulted in the publication of a document presenting a synthesis of findings, including concise versions of the studies themselves. A paper on the role of higher education for advancing awareness and knowledge of population and development issues was also prepared for the Conference. This was distributed during the session on 'Higher education and sustainable development'.

No.3: Advancing gender equality, equity and the empowerment of women

22 - The ICPD POA reaffirmed that the empowerment and autonomy of women and the improvement of their political, social, economic and health status is an important end in itself, but that in addition, it is essential for the achievement of sustainable development. This gave further impetus to the activities of UNESCO which has always endeavoured to promote equality of the sexes, both in attitudes and in practice, and to raise the status of women. An important target since 1985, the 28th session of the General Conference in November 1995 reaffirmed the urgency for women to be considered a priority group for all the Organization's activities, and a special 'Unit for the promotion of the Status of Women and Gender Equality' was created. UNESCO's commitment to the cause of women, girls and gender equality is rooted in its determination to eradicate poverty, denounce social injustices and ensure dignity to all human beings. It is founded on the belief that education is the key to improving the situation of both women and men, particularly when combined with efforts in the other fields of UNESCO's competence: science, social and human sciences, culture and communication.

23 - While addressing all critical areas of women's concerns, UNESCO's strategy for women during the last five years has been based on a three-pronged approach : mainstreaming a gender perspective in all policy-planning, programming, implementation and evaluation activities of the Organization; promoting active participation of women at all levels and fields of activities, with

particular attention to women's priorities and perspectives which has led to the rethinking of both the goals and means of development ; developing programmes, special projects and activities for the benefit of girls and women geared towards promoting equality, self-empowerment and full citizenship.

24 - To encourage the broad integration of a gender perspective in policies, programmes and projects, a UNESCO Gender Equality Information Kit was distributed within the Secretariat and among all partners as well as an Annotated Bibliography on the Status of Women (1996). A newsletter, 'Priority Women,' was published and disseminated, and an Internet site on Women's Programmes and Activities was developed. The network of gender focal points on women of UNESCO National Commissions was strengthened, particularly through UNESCO's 'Gender Equality' Web Site, linked to the UN Women Watch Web Site. An improvement of statistical services, and the refinement of education indicators for the collection, analysis and dissemination of gender-desegregated data were achieved. A training workshop for young women statisticians was organized to improve coverage and analysis of regional and international education statistics, taking into account gender differences.

25 - Among UNESCO's priorities, especially since the Fourth World Conference on Women (1995), one should mention the promotion of equal access of women and girls, with men and boys, to literacy, education and training. For this purpose, several activities were undertaken to promote reforms that enhance the educational opportunities of women and girls and to train educational policy-makers, managers and administrators of both school-based and non-formal programmes to integrate gender perspectives into their curricula. Educational policy-makers, managers, and administrators of all kinds of educational programmes were encouraged to develop gender-sensitive methods and materials in basic education programmes. Support was given for the reinforcement of female literacy and continuing education in Africa in the context of the Ouagadougou Declaration and Framework for Action. Special attention was given in this context to the Nine High-Population Countries (Delhi Declaration), to women and girls in Least Developed Countries and to women and girls who are part of marginalized groups. At the World Conference on Women (Beijing 1995), UNESCO assumed the responsibility for the special event on 8 September, International Literacy Day, focusing on the theme 'Education of Girls and Women : Key to Development and Poverty Alleviation'.

26 - Special projects aimed at improving both the quality of and access to scientific and technological education, training and careers of girls and women were implemented. Continued efforts were made to further promote the role of women, their participation in higher education and to strengthen their status in professional fields directly related to development, especially through UNITWIN networks, UNESCO Chairs and support for non-governmental organization training programmes. The gender dimension was emphasized during the thematic debate of the World Conference on Higher Education (Paris, October 1998). Five regional fora on women and science, organized in collaboration with UNIFEM, are being organized as a contribution to the World Conference on Science (Budapest, June 1999). This Conference will be an opportunity to address the continuing marginalization of women in scientific careers and of women's perspectives in the formulation of science policies.

Table 2 - Female illiteracy rate (%) by birth cohort (1925-1980) in the most populated countries of the developing world, 1995

Country	Birth cohort born by							Total Birth Cohorts Born before 1980
		1925	1940	1950	1960	1970	1980	
1. China		81.5	51.5	30.8	15.0	7.7	3.0	27.3
2. India		86.1	80.7	71.0	61.1	51.3	38.0	62.5
3. Indonesia		71.5	49.0	27.8	15.8	5.6	1.5	22.0
4. Brazil		41.5	30.4	20.5	12.0	8.5	5.0	16.7
5. Pakistan		94.0	90.7	85.5	77.6	69.0	59.0	75.8
6. Bangladesh		84.5	84.2	72.5	75.0	74.0	56.5	73.3
7. Nigeria		96.7	90.3	77.5	56.8	33.0	15.0	52.7
8. Mexico		35.4	26.6	17.3	9.9	5.7	3.0	12.7
9. Vietnam		32.0	15.0	8.4	5.0	2.7	1.5	8.6
10. Philippines		19.0	10.8	6.4	4.6	2.6	1.4	5.7
11. Egypt		85.5	81.0	72.8	62.0	49.5	39.5	61.7
12. Turkey		66.5	53.5	34.0	19.7	11.6	4.6	26.4
13. Iran		86.5	77.3	61.0	41.5	21.8	11.0	40.7
14. Ethiopia		94.0	88.5	82.0	73.3	65.0	55.0	72.6
15. Zaire (Congo)		86.5	71.0	41.5	17.0	5.6	2.0	25.7

Source : Calculated from UNESCO : Compendium of statistics on illiteracy, 1995 Edition ; Statistics yearbook 1997 and 1998 ; data base on literacy for the number of female illiterates by age ; United Nations : The sex and age distribution of the world populations. The 1996 revision, New York, 1997, for the denominators.

27 - By offering fellowships to young women scientists within its four major inter-governmental programmes : Man and the Biosphere (MAB), the International Hydrological Programme (IHP), the International Geological Correlation Programme (IGCP) and the Intergovernmental Oceanographic Commission (IOC), UNESCO provides opportunities for young women to access specific scientific fields of study. The IHP launched in 1996 a pilot project on 'Women and water resources supply and use' through a series of regional workshops and national case studies, with the aim of improving the quality of life of women and their communities by facilitating women's participation in water resource management and environmental protection.

28 - Efforts to promote the empowerment of women continues in UNESCO at every level, and women's changing economic role is the subject of lively debate. Through specially designed community development projects, UNESCO will try to contribute locally to the reduction of poverty and marginalization and the setting up of income-generating activities. Seminars are being organized to look at the social impact of transition from planned to market economies for urban women, and of agrarian economic changes for rural women and their families, thus finding ways of improving women's living conditions. The international network to help women working in the informal sector is being expanded, while a new network for leaders of women's associations is to be created.

29 - UNESCO recognizes that in the media there are few women at decision-making levels where influence can be exercised on content, policies and access to the means of expression. This under-representation of women is both a symptom and a cause of the inequality between the sexes and discrimination against women. In this context, one of UNESCO's tools to facilitate women's access to the media, and promote their image, was the Toronto Platform for Action which was adopted at the Toronto International Symposium 'Women and the Media: Access to Expression and Decision-Making', organized by UNESCO in March 1995. As a result of the Symposium, the WomMed/FemMed Network was created, bringing together women and men from around the world to redress gender-imbalance in access to expression and decision-making in the media, thus reaffirming the importance of communication for women's full participation in society and promoting all forms of democratic communication. Under the project 'Women Speaking to Women', support is provided for women's associations to enable them to set up their own community-radio service as a medium for discussing issues that concern them, advocating changes and thereby contributing more effectively to social and economic development. Four sites have been selected in West and Southern Africa, Asia and the Caribbean.

No.4: Increasing knowledge, public awareness, understanding and commitment concerning population, environment and sustainable development issues, and encouraging responsible behaviour

30 - The linkage of population and human rights with environment and development is proving to be one of the more difficult concerns, which must be addressed in an integrated way. The POA deals with these concerns in several paragraphs of the document but more especially in Chapters III and VII. Landmark international conferences have underscored the importance of promoting widespread awareness of these interwoven issues among decision-makers, educators and students in both formal and non-formal sectors, and among the general public. In this regard, the transdisciplinary project: 'Environment and population education and information for development' (EPD), approved by the General Conference at its twenty-seventh session, was conceived to implement this task. Its launching within the 1994-1995 Programme and Budget was seen as a major innovation, intended to promote interdisciplinary and intersectoral work within the Organization. The aims of the project are to foster transdisciplinarity, innovation and partnership-building and strive towards building worldwide partnership and intersectoral synergy in order to enhance the scale of impact of the activities undertaken. Today the high priorities of this Project are: a) to develop a new inter-agency partnership on education for sustainability; b) to play a leadership role in the further development and implementation of the 'Work programme on education, public awareness and training' of the United Nations Commission on Sustainable Development; c) the conceptual development of the notion of 'educating for a sustainable future' as a platform for bringing together the different disciplines (including population and environmental education) and actors which need to work together in order to address the paradigm of sustainable development; and d) develop innovative demonstrations projects.

31 - The 1994-1995 biennium was essentially a start-up and innovative planning period for the Project. Work focused on testing and developing the concept and strategies of the project, on evaluating existing activities, and on continuing co-operative programmes with UNFPA and UNEP. The 1996-1997 biennium marked the beginning of the full operational phase of EPD, during which time the situation regarding international funding prospects and new directions for United Nations system-wide co-operation evolved rapidly. UNESCO, represented by EPD, has been instrumental in developing the new conceptual framework of education for sustainable development, in which environmental education and population education are integral components, but not the equivalent. This concept has been accepted by the United Nations Commission on Sustainable Development for the follow-up of Chapter 36 of Agenda 21 and a work programme adopted, giving seven priority areas for action and 23 sub-tasks .

32 - Impetus for this concept and its implementation has also been provided in other political and policy fora, such as the Plan of Action of the Summit of the Americas on Sustainable Development, held in Santa Cruz de la Sierra (Bolivia) in December 1996. Moreover, in collaboration with the Government of Greece, UNESCO organized an international conference (December, 1997) entitled 'Environment and Society: Education and Public Awareness for Sustainability', with more than 1000 participants from 80 countries, and for which UNESCO prepared the basic working document entitled 'Educating for a Sustainable Future: A Transdisciplinary Vision for Concerted Action'. During the Conference the brainstorming debate, which took place to develop and refine the concept of education for sustainability, was very useful. This activity also brought into focus the importance of Population and Environment Education in the socio-cultural context and through both formal and non-formal channels.

33 - The Conference resulted in a series of activities such as the development of an electronic registry system of innovative practices and a knowledge management system in support of education, public awareness and training for sustainability, as a service to governments, the UN system, NGOs and other actors. Another result was the integration of environment aspects and gender issues in all on-going UNFPA financed population IEC projects run by the regional Offices, UNESCO/Dakar, UNESCO/Bangkok, UNESCO/Amman and UNESCO/Tashkent. UNESCO also provided assistance to governments to review national education policies from the perspective of sustainable development, through incorporating the concept of education for sustainability into national strategies and plans. A subregional information and awareness-raising workshop for officials of women's NGOs was held on the need to promote women's participation in environmental and population education, with a view to contributing to sustainable development (Lomi, May 1997). The ICPD Programme of Action has highlighted the need to involve young people in appropriate activities. Accordingly, contacts with young people have been reinforced through Planet Society or through specific NGOs projects, such as Rescue Mission, in order to encourage them to participate in sustainable development activities.

34 - EPD has contributed to UNESCO's overall effort to work increasingly with the private sector by developing a new type of public/private partnership undertaken, not simply to acquire funding for UNESCO activities in the field of sustainable development, but as a means to achieve greater impact in delivering UNESCO's educational messages. UNESCO also produced and widely distributed a series of 'Environmental Education Modules' which proved very useful

for the population and environment regional specialists in charge of implementing activities for national capacity-building.

35 - In the population field, UNESCO, in line with its mandate, has achieved much at the international level, and has promoted, supported and undertaken activities through its country, regional and inter-regional programmes. For example, the Organization provided support to the European Observatory for Population Education and Information and for the publication by the Observatory, in 1995, of two booklets, which have been widely distributed. The first concerned an analysis of the population concepts introduced in secondary education in four European countries; the second concerned the analysis of the demographic information published in the European press during and immediately after the Cairo Conference. As a contribution to the development of the knowledge base in the field of population, UNESCO published in 1997 in English and French, a World Population Map entitled 'People on the Earth' (L'humanite sur la Planete'), with an accompanying analytical book. This material, addressed to decision-makers, planners, researchers and educators, proved to be an excellent working tool and a valuable scientific reference. The 5000 copies of the map and the book were distributed during the UNESCO General Conference to representatives of Member States and to heads of UNESCO field offices as well as to key individuals and institutions. A map of the population of the African region, with an accompanying brochure, are being prepared and will be published in the near future. Preparatory work to produce similar material for the European and Asian regions has begun.

36 - The latest multidisciplinary scientific information on population and quality of life was set out in a simple and readable document entitled 'Population and Quality of Life - Synopsis of the theme papers solicited by the Independent Commission on Population and Quality of Life'. This synthesis was prepared on the basis of papers received from the approximately 70 specialists consulted by the Independent Commission on Population and Quality of Life. It should be noted that this Commission was hosted at UNESCO Headquarters and that the Organization's Secretariat facilitated the activities and the publication in 1996 of the Commission's report, 'Caring for the Future'. In order to advance country population programmes and strengthen self-reliance, UNESCO also contributed to ongoing national projects (presently numbering 51) in the field of population education and population IEC, in all regions. The implementation of these projects is carried out in an integrated and coordinated manner with the funding Agency (UNFPA) and other UN Agencies and NGOs working in the same field.

37 - Education is an important tool of empowerment, especially when concerned with population issues. In addition to ongoing national population education and population IEC projects, UNESCO implemented, with UNFPA financial support, an interregional project aimed at the 'Promotion of Population Education at the University' in teacher training institutions for future educators. A report on the status of population education at the higher education level was prepared, followed by an inter-regional Orientation Workshop (March 1997), which resulted in the establishment of a network among 11 universities from parts of the world, and collaborative activities by this network. Finally, a document entitled 'Instruments for qualitative evaluation of population education in schools' was developed in India with experts from India, Thailand and the Philippines in 1998. Within the same context, the Faculty of Education of the University of Brasilia developed with the technical and substantive support of UNESCO an Internet site,

conceived of as an open continuing system. It informs those interested in population education of new developments and will include reports on innovative experiences.

38 - During the reporting period, UNESCO, represented by EPD, has continued to manage the complex inter-agency co-operative arrangements with UNFPA by participating in the Inter-Agency Task Force (IATF) led by UNFPA and established with the purpose of enhancing complementarity and to increase coordination in the follow-up actions for the ICPD's Programme of Action. After the Copenhagen and Beijing Conferences, attention began to focus on the development of a common framework for conference follow-up. At its October 1995 session, the Administrative Committee on Co-ordination (ACC) established three Inter-Agency Task Forces to ensure that support be provided from the Headquarters level to the United Nations Resident Co-ordinators and the United Nations country teams in each country. UNESCO played an important role in the joint progress being made by UN Agencies at the national level. Within the framework of the Task Force on Basic Social Services for All, chaired by UNFPA, UNESCO acted as the lead agency for the Working Group on Basic Education, with special attention to the elimination of gender disparities. It involved the Education and Social Science Sectors and the Office of Statistics in UNESCO. The Working Group also developed a set of guidelines for the Resident Coordinator in the area of basic education. The experience of this task force was considered positive. UNESCO also participated in the work of the Inter-agency Working Group on International Migration, and contributed to the co-ordinated inter-agency report which was submitted to the February 1997 session of the United Nations Commission on Population and Development.

39 - Since 1994, UNESCO, via EPD, has been participating in the Technical Support Services/Country Support Team scheme (TSS/CST), led and financed by UNFPA with the involvement of partners such as WHO, ILO, FAO, ESCAP and UNIFEM. During the last mid-decade, the Organization pursued the goal of strengthening the system, which is in fact an arrangement aimed at operating within a holistic, multisectoral and multidisciplinary framework to support national capacity building. TSS specialists at agency headquarters support the work of Country Support Team Advisers who, in turn, integrate the most up-to-date knowledge on population, reproductive health and development into country programmes. During an evaluation of the system in 1994, some systemic difficulties had been identified, including limits in coordinating the work of the TSS Specialists at Agency Headquarters and the CSTs. Since then, far-reaching improvements have been introduced to strengthen and facilitate the operation of the system. Such improvements included increased inter-agency collaboration, expanded TSS-CST interactions, professional exchanges and collaboration, and system-wide (TSS-CST-Country level) interactions.

40 - In order to provide UNESCO Advisers who are members of the CSTs, with information on and substantive inputs from the Organization's relevant programmes, a consultative-orientation meeting was organized at UNESCO Headquarters in November 1997. It helped to deepen understanding of emerging topics with direct relevance to the Advisers' work at country level, and to improve co-operation between TSS, CSTs, UNFPA and UNESCO. The meeting was attended by 13 UNESCO regional advisers and a representative from UNFPA headquarters. Several specialists from different UNESCO sectors/divisions contributed substantively. The participants' evaluation of the meeting was very positive.

41 - Agencies, both at headquarters and through their links at regional and country levels, provide effective channels for advocacy of population and reproductive health concerns among the target groups. Within the framework of the TSS/CST collaborative arrangement, and in accordance with the Organization's core mandate, intellectual and ethical mission, UNESCO ensured that population issues were fully taken into account in relevant activities. Two projects of the Science Sector of UNESCO could be mentioned as examples: (i) Population and Environment in Arid Regions, and (ii) People and Plants Initiative, which resulted in two publications produced in 1998 in the 'Man and Biosphere' (MAB) Series. UNESCO participated in the International Conference on 'Population, Culture and Development' organized at Yogyakarta, Indonesia (April 1997), where population experts from the nine most populous nations reflected upon emerging issues in population for the 21st century.

No.5: Protecting people's rights to physical and mental health, including reproductive health, and responding to youth and adolescent needs

42 - As recommended by ICPD POA, in order to promote health and well-being, especially of children, youth and adolescents, UNESCO is continuing to promote 'Sports for All' by supporting local, national and international efforts to facilitate access to physical education and sport activities by young people who are usually excluded from them, especially girls. The Organization's approach to 'Primary Health Care' is mainly of an educational nature geared towards the elimination of malnutrition and preventable diseases, and for the preservation of environmental health. The Organization's efforts have helped in promoting the health and nutritional status of pre-school-age and school children. UNESCO's Early Childhood Education programme recognizes the importance of nutrition, health care and emotional security in the social and cognitive development of young children. During the last five years, various activities have been implemented which include advocacy among community leaders, NGOs and employers' associations ; training of early childhood personnel and care-givers ; promotion of parental and family education programmes. In addition, UNESCO is promoting education of people with special needs, particularly young people with physical disabilities.

43 - As part of its effort to meet social and cultural challenges of our time effectively, UNESCO is mobilizing resources against HIV/AIDS and drug abuse, and promoting preventive education as one of the best forms of combat. By targeting decision-makers first, UNESCO hopes to accelerate the pace at which preventive activities are integrated into national health policies. During the last two biennium, 68 countries (in Asia, Africa, Latin America and Central Asia) elaborated national action plans in the field of preventive education against HIV/AIDS, including drug abuse prevention, through national seminars organized by UNESCO for decision-makers in ministries of education. These seminars had a dynamic effect within the New Delhi and Harare Offices, which became fully involved in this field. As a follow-up to these seminars, seven Member States (Brazil, Cambodia, Dominican Republic, Honduras, India, Zambia, Zimbabwe) are developing national school curricula, both in and out of school, with UNESCO's technical assistance and with substantial UNAIDS funding.

44 - UNESCO's programme of preventive education tries to change the attitudes of young people by giving them the knowledge and skills they need to deal with these problems. For this purpose, during the reporting period, UNESCO produced prototype curriculum and education materials for youth, several posters and two video films. The resource package in three volumes, entitled "School Health Education to prevent AIDS and STDs," intended for curriculum planners and those charged with managing health education in schools, has been translated into more than seven languages and distributed worldwide. UNESCO is also actively contributing to international events and campaigns, such as " Force for Change: World AIDS Campaign with Young People," launched by UNAIDS. Finally, UNESCO is directing its preventive education efforts in the field of HIV/AIDS towards illiterate and neo-literate women and girls. For example, a Regional Workshop on Preventive Education against HIV/AIDS for Women in Africa was organized in Abidjian (Ivory Coast) in September 1998 for 17 English and French-speaking African countries. The workshop was intended for representatives of grassroots women's organizations so that education messages could be transmitted to their local communities.

45 - As the stock of publications, case studies and audio-visual aids has grown dramatically during the last decade, an international data base on Education (ISIS) was created within the framework of ASERC (AIDS School Education Resource Centre). A documentation centre and regional HIV/AIDS life skills and drugs education database were created in UNESCO's Harare Office. Alliances and partnerships have been set up with UN sister agencies, such as WHO, and important NGOs such as Education International, in order to follow a communal policy and to speak with one voice on some important issues regarding the prevention of HIV/AIDS in schools. UNESCO is also taking part in two main interagency working groups: the UNAIDS working group and the ACC sub-Committee on Drugs.

No.6: Working for a properly managed relationship between population, resources, the environment and development, and enhancing the full participation of all relevant groups, especially women and youth

46 - The ICPD Programme of Action has reinforced the interrelationships between population, sustained economic growth and poverty; and between population and environment. These concerns which UNESCO has been occupied with for more than 40 years received even more focused attention since the ICPD. UNESCO launched its pioneering Arid Zones Programme in 1951, and from then on has systematically addressed the complex issues of renewable energy resources, water resource management, land-use, the conservation of biological diversity and ecosystem functioning in every environmental context – from desert to humid tropics, from rural to urban, from continental territories to coastal areas and small islands ... through activities that combine policy measures, training, information and research. Following the 1992 United Nations Conference on Environment and Development (UNCED), it can be stated that the Earth Summit has had a profound impact on UNESCO activities in each area of its competence: education, natural, social and human sciences, culture and communication. This is clearly visible in the Organization's Medium-Term Strategy 1996-2001 whereby sustainability has been added as a major strategic goal throughout UNESCO's actions.

47 - In contributing to the implementation of Agenda 21, UNESCO's primary goal was to combat poverty, create equitable social and economic conditions, address issues relating to population dynamics, human settlements, and to ensure a healthy environment and sustainable use of resources for the benefit of present and future generations. In this context it is important to take into consideration the adoption by the General Conference in 1997 of the Declaration on the Responsibilities of the Present Generations Towards Future Generations.

Moreover, UNESCO fulfilled its role as inter-agency Task Manager within the UN system for Chapters 35 (science for sustainable development) and 36 (education/public awareness-raising/training), as recognized by the UN Commission on Sustainable Development.

48 - Among the numerous activities implemented in relation to Chapter 35, UNESCO provided scientific input to intergovernmental processes such as the Framework Convention on Climate Change, and the Conventions on Biological Diversity and Combating Desertification, and their implementation. The Organization provided technical support in research and observation programmes as well as for the assessment of national water resources and the establishment of management guidelines, taking into account the impact of human activities on the hydrological cycle, and launching studies on the impact of social transformations (e.g. population growth and urbanization) on water quality and quantity. UNESCO promoted ocean science for the management of the marine environment, and participated in the development of national capacities for oceanographic research. In addition, it provided the scientific basis for integrated ecological approaches to the conservation and sustainable management of land ecosystems and resources, and to combating desertification and deforestation. UNESCO also participated in the development and application of renewable sources of energy through the World Solar Programme and assisted developing countries in building up the national capacities needed for the utilization of renewable sources of energy through educational and training activities. UNESCO reinforced its World Network of Biosphere reserves aimed at the conservation of biological diversity, sustainable use of natural resources and related research. In order to strengthen interdisciplinary sciences for sustainable development and increase the relevance of scientific knowledge to policy-making, a project entitled "Towards sustainable development paradigm and policy-sustainability as a cross-disciplinary concept for social transformations" was completed in 1997. Among the project's results, a synthesis report Management of Social Transformations (MOST) Policy Paper No. 6) and a book on "Sustainability as a concept in the Social Sciences" were published in 1998.

49 - Since the Rio Conference, the involvement of a number of 'major groups' in addressing population and environmental issues has been enhanced. Several projects have focused on the role of women in the environment, and sustainable development issues, e.g. the Project on women and water resource supply and use in sub-Saharan Africa. All educational activities and special youth projects relating to the environment and sustainable development aim to strengthen the role of this 'major group' in both rural and urban environments. The MOST project 'Growing up in cities' relates to these aspects.

No.7: Research and proper management of social transformations related to internal migration and urbanization, as well as international migration

50 - UNESCO alone, among the United Nations agencies, is mandated to contribute to the development of the social sciences in the Member States. This is achieved by strengthening regional and international co-operation for research, education, training and information exchange. As the social sciences mature, they should be valuable analytical tools for understanding and solving many world problems. In 1994, in order to link the social sciences to decision-making, UNESCO launched a major programme in international social science research entitled 'Management of Social Transformations'. Among the conditions for this new programme was that results of all new research be transferable to decision-makers for use in social planning. Among the priorities for research identified for MOST were: managing social changes in multicultural societies and cities ; and dealing with change brought about by the impact of economic, technological and environmental processes.

51 - Research, training and networking have been UNESCO's main vehicles for reinforcing institutional capacity in the social sciences, particularly in the developing countries. During the last five-year period, new UNESCO chairs in the social sciences, including one on migration, have been established in different countries of the world. UNESCO also signed agreements with several groups of countries to exchange faculty and facilities under a university twinning arrangement. The UNITWIN Network on Forced Migration Studies includes various institutions of higher learning in selected countries acting as centres of multidisciplinary research, training and public information. The DARE Data Bank, giving worldwide information on social science institutions and periodicals has gone on-line through the global INTERNET. The quarterly International Social Science Journal, which publishes articles relating to state-of-the-art developments in the social sciences, continues to appear in the six official languages of UNESCO.

52 - A number of activities initiated in 1994-1995 have continued. These relate to human settlements, migrations and family issues, and are complementary to the principal concern of MOST. The Human Habitats programme is conducting demonstration projects for the rehabilitation of underprivileged neighbourhoods in urban areas. This is done with a concern for ensuring the sustainability of the cities despite their phenomenal growth, and with the participation of local inhabitants. Special workshops for local authorities have been designed to encourage the formulation of policies for better social integration. The project 'Multicultural Policies and Modes of Citizenship' is being carried out with the participation of some 20 major European cities, and aims at formulating policy proposals concerning the integration of migrant workers as citizens. A project entitled 'Cities, Environment and Gender Issues' was launched in September 1997 with an international seminar, for the comparative analysis of medium-sized cities within a network of research institutions in Western Africa, Latin America, Eastern Europe and Switzerland.

53 - Another project, launched in 1996 with UNFPA financial support, has been looking at the socio-cultural factors affecting demographic behaviour, family structure and changing gender

roles in the family, especially among the different ethnic groups and population categories of developing new market economies. Particularly geared towards small-scale community based research studies, including the training of field researchers, this project covers 12 countries in Africa, Asia, the Arab States and the Latin American region. A series of sociological and anthropological methods have been applied in these research studies, resulting in much needed qualitative information, supplementing the existing quantitative data bases. In keeping with post-Cairo developments, activities have concentrated on the micro-demographic, paying attention to reproductive health, including family planning, the empowerment of women and sexual health needs of adolescents. After completion of country level studies, which is actually the case for Guatemala, Malawi, Morocco, Mozambique, Pakistan and Yemen, national workshops/seminars are being organized to try to identify possible modalities for the incorporation of relevant socio-cultural considerations in national population policies and programmes.

54 - Apart from protecting the basic human rights of documented and undocumented immigrants, UNESCO has undertaken regional immigration networking activities as part of its MOST programme, to constitute 'centres of expertise' which can provide information, high-level research and advisory services for policy-makers and other users at the national and international levels on the role of migration and ethno-cultural diversity. The MOST Asia Pacific Migration Research Network (APMRN) was established with the collaboration of experts and scholars from 11 countries: Australia, China, Fiji, Indonesia, Japan, Malaysia, New Zealand, Philippines, the Republic of Korea, Singapore and Thailand. The MOST Network on Migration Research in Africa (NOMRA) was launched in June 1998 and is focusing on the causes, especially those related to poverty, and consequences of diverse forms of forced migration such as refugee flows and internal displacement of populations in sub-Saharan Africa. Two regional meetings were held in Moscow (September 1998) and Santiago, Chile, (October 1998), to establish two other MOST migration research networks in Central and Eastern Europe, and Latin America and the Caribbean.

55 - UNESCO played an active role in the preparatory process of the World Summit for Social Development (1995) and to follow up this summit, in collaboration with the International Social Science Council, provided support for the Programme of Comparative Research on Poverty. As a result, a research survey of trends in poverty around the world, entitled 'Poverty: a global review' was published in March 1996. As a member of the Steering Committee, UNESCO has participated in the inter-agency preparations of the UN Technical Symposium on International Migration Development (The Hague, 1998). The Organization was responsible for the section on improving the social and cultural position of immigrants and foreign residents in receiving countries.

56 - Finally, this report, though concise, has tried to cover the main initiatives pursued by UNESCO in implementing the Programme of Action of the International Conference on Population and Development. While there is always scope for further expanding and strengthening the initiatives, UNESCO is justifiably proud of its achievements. Building upon its past experiences, UNESCO looks forward to further inter-agency, inter-sectoral collaborative initiatives which will make the world a healthier, happier, safer and more peaceful place in which to live.

□

ANNEX

**Declaration on the Responsibilities of the Present Generations
Towards Future Generations**

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris from 21 October to 12 November 1997 at its 29th session,

Mindful of the will of the peoples, set out solemnly in the Charter of the United Nations, to 'save succeeding generations from the scourge of war' and to safeguard the values and principles enshrined in the Universal Declaration of Human Rights, and all other relevant instruments of international law,

Considering the provisions of the International Covenant on Economic, Social and Cultural Rights and the International Covenant on Civil and Political Rights, both adopted on 16 December 1966, and the Convention on the Rights of the Child, adopted on 20 November 1989,

Concerned by the fate of future Generations in the face of the vital challenges of the next millennium,

Conscious that, at this point in history, the very existence of humankind and its environment are threatened,

Stressing that full respect for human rights and ideals of democracy constitute an essential basis for the protection of the needs and interests of future generations,

Asserting the necessity for establishing new, equitable and global links of partnership and intra-generational solidarity, and for promoting, inter-generational solidarity for the perpetuation of humankind,

Recalling that the responsibilities of the present generations towards future generations have already been referred to in various instruments such as the Convention for the Protection of the World Cultural and Natural Heritage, adopted by the General Conference of UNESCO on 16 November 1972, the United Nations Framework Convention on Climate Change and the Convention on Biological Diversity, adopted in Rio de Janeiro on 5 June 1992, the Rio Declaration on Environment and Development, adopted by the United Nations Conference on Environment and Development on 14 June 1992, the Vienna Declaration and Programme of Action, adopted by the World Conference on Human Rights on 25 June 1993, and the United Nations General Assembly resolutions relating to the protection of the global climate for present and future generations adopted since 1990,

Determined to contribute towards the solution of current world problems through increased international co-operation, to create such conditions as will ensure that the needs and interests of future generations are not jeopardized by the burden of the past, and to hand on a better world to future generations,

Resolved to strive to ensure that the present generations are fully aware of their responsibilities towards future generations,

Recognizing that the task of protecting the needs and interests of future generations, particularly through education, is fundamental to the ethical mission of UNESCO, whose Constitution enshrines the ideals of 'justice and liberty and peace' founded on 'the intellectual and moral solidarity of mankind',

Bearing in mind that the fate of future generations depends to a great extent on decisions and actions taken today, and that present-day problems, including poverty, technological and material underdevelopment, unemployment, exclusion, discrimination and threats to the environment, must be solved in the interests of both present and future generations,

Convinced that there is a moral obligation to formulate behavioural guidelines for the present generations within a broad, future-oriented perspective,

**Solemnly proclaims on this twelfth day of November 1997
this Declaration on the Responsibilities of the Present Generations
Towards Future Generations**

Article 1 - Needs and interests of future generations

The present generations have the responsibility of ensuring that the needs and interests of present and future generations are fully safeguarded.

Article 2 - Freedom of choice

It is important to make every effort to ensure, with due regard to human rights and fundamental freedoms, that future as well as present generations enjoy full freedom of choice as to their political, economic and social systems and are able to preserve their cultural and religious diversity.

Article 3 - Maintenance and perpetuation of humankind

The present generations should strive to ensure the maintenance and perpetuation of humankind with due respect for the dignity of the human person. Consequently, the nature and form of human life must not be undermined in any way whatsoever.

Article 4 - Preservation of life on Earth

The present generations have the responsibility to bequeath to future generations an Earth which will not one day be irreversibly damaged by human activity. Each generation inheriting the Earth temporarily should take care to use natural resources reasonably and ensure that life is not prejudiced by harmful modifications of the ecosystems and that scientific and technological progress in all fields does not harm life on Earth.

Article 5 - Protection of the environment

1. In order to ensure that future generations benefit from the richness of the Earth's ecosystems, the present generations should strive for sustainable development and preserve living conditions, particularly the quality and integrity of the environment.
2. The present generations should ensure that future generations are not exposed to pollution which may endanger their health or their existence itself.
3. The present generations should preserve for future generations natural resources necessary for sustaining human life and for its development.
4. The present generations should take into account possible consequences for future generations of major projects before these are carried out.

Article 6 - Human genome and biodiversity

The human genome, in full respect of the dignity of the human person and human rights, must be protected and biodiversity safeguarded. Scientific and technological progress should not in any way impair or compromise the preservation of the human and other species.

Article 7 - Cultural diversity and cultural heritage

With due respect for human rights and fundamental freedoms, the present generations should take care to preserve the cultural diversity of humankind. The present generations have the responsibility to identify, protect and safeguard the tangible and intangible cultural heritage and to transmit this common heritage to future generations.

Article 8 - Common heritage of humankind

The present generations may use the common heritage of humankind, as defined in international law, provided that this does not entail compromising it irreversibly.

Article 9 - Peace

1. The present generations should ensure that both they and future generations learn to live together in peace, security, respect for international law, human rights and fundamental freedoms.
2. The present generations should spare future generations the scourge of war. To that end, they should avoid exposing future generations to the harmful consequences of armed conflicts as well as all other forms of aggression and use of weapons, contrary to humanitarian principles.

Article 10 - Development and education

1. The present generations should ensure the conditions of equitable, sustainable and universal socio-economic development of future generations, both in its individual and collective dimensions, in particular through a fair and prudent use of available resources for the purpose of combating poverty.
2. Education is an important instrument for the development of human persons and societies. It should be used to foster peace, justice, understanding, tolerance and equality for the benefit of present and future generations.

Article 11 - Non-discrimination

The present generations should refrain from taking any action or measure which would have the effect of leading to or perpetuating any form of discrimination for future generations.

Article 12 – **Implementation**

1. States, the United Nations system, other intergovernmental and non-governmental organizations, individuals, public and private bodies should assume their full responsibilities in promoting, in particular through education, training and information, respect for the ideals laid down in this Declaration, and encourage by all appropriate means their full recognition and effective application.
2. In view of UNESCO's ethical mission, the Organization is requested to disseminate the present Declaration as widely as possible, and to undertake all necessary steps in its fields of competence to raise public awareness concerning the ideals enshrined therein.