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**INTERIM REPORT OF THE TASK FORCE
ON UNESCO IN THE TWENTY-FIRST CENTURY**

SUMMARY

This document contains the Interim Report of the Task Force on UNESCO in the Twenty-First Century.

It contains four parts:

Part I presents Mission Statement and a series of fundamental principles guiding the reform of the programming of UNESCO.

Part II presents a summary of the likely main trends of the twenty-first century.

Part III contains the main fields of activities for the Organization.

Part IV presents criteria for the selection and for the modalities of implementation of the fields of activities and of the specific actions of UNESCO.

Decision required: paragraph 51.

PART I

MISSION STATEMENT

1. *At the threshold of the twenty-first century, UNESCO finds itself at the turning point of its evolution, with the profound changes that have taken place in the world since its creation. At that time, the Organization's founders were responding to the causes and consequences of a terrible war between nations. Today it is imperative to take stock of the global interdependence and processes which open up opportunities for the well-being of humankind and which, at the same time, give rise to new intellectual, ethical and scientific challenges and create other threats and risks to peace which may lead to conflicts.*

2. *In the light of these changes, UNESCO's mandate, enshrined in its Constitution, has not only stood the test of time, but is more relevant than ever as the firm basis for UNESCO's action in the twenty-first century. The Organization's specific mission within the United Nations system should continue to be the construction of the defences of peace in the minds of men, contributing to peace and security by promoting collaboration between peoples through education, science, culture and communication. UNESCO's mission is rooted in the recognition of the fundamental unity of all members of the human family, based on the values of universal respect for justice, the rule of law, human rights and fundamental freedoms.*

3. *In order to fulfil its mandate in an evolving world environment, the Organization should constantly renew its efforts to promote peace founded on the intellectual and moral solidarity of mankind and human development in education, science, culture and communication, specially through pioneering and catalytic activities. This revitalization and constant adaptation to the ongoing evolution of the world will require in turn that UNESCO, while following its constitutional mandate, set out for itself clear-cut priorities and concentrate its efforts in order to gain maximum effectiveness. Therefore its action should be focused on selected global priority areas agreed upon by its governing bodies and likely to have a major and lasting impact on a large scale, giving priority to reaching those who are most disadvantaged and to contributing to capacity-building where most needed.*

Note: This text was adopted by the Task Force in February 2000.

Areas of reform/The comparative advantages of UNESCO

4. The major organizational and political challenge facing UNESCO at the dawn of the twenty-first century is to fulfil its mission while ensuring a balance between the scope of its action and its limited financial resources. UNESCO's programme should be concentrated on a realistic and affordable set of priorities, in order to curb the present fragmentation of activities.

5. Given the great disparity of Member States' interests and specific needs, concentration is a complex and delicate issue. Such concentration entails that:
 - (a) the greater focus on global approaches and universal strategies should stay in harmony with the Member States' desire to preserve their national identities and cultural diversity;
 - (b) concentration should not limit the Organization's capacity to meet new challenges and explore new horizons within its core mandate.

6. To meet adequately Member States' expectations and needs, concentration should be addressed in a positive and constructive way. The Organization's efforts to focus its activities could be guided by the following fundamental principles:

Stay within UNESCO's core mandate for peace and security

7. The specific mission of UNESCO within the United Nations family is building peace in peoples' minds through cooperation in education, science, culture and communications. Therefore priorities in these fields have to be determined according to the extent to which they contribute to building peace in people's minds.

8. UNESCO's activities can contribute to peace-building through the advancement of principles such as democracy, human dignity, equality, welfare, justice, human rights and fundamental freedoms, tolerance, mutual understanding, solidarity and the free exchange of ideas. Taken together, these factors of peace generate conditions conducive to its realization and to sustainable development through efforts in the fields of competence of the Organization.

9. UNESCO should cooperate in the common efforts undertaken within the United Nations system to contribute to the promotion of peace, to the prevention of conflicts and to post-conflict rehabilitation in its fields of competence. UNESCO's actions in this regard should be guided by a holistic concept of peace essential in a multi-polar world, and be based on sustainable and shared human development.

Choosing a coherent strategy

10. In addition to the necessary concentration of UNESCO activities based on the specificity of its actions, the totality of these activities should serve the purpose of representing a comprehensive strategy that is consistent with the provisions of Article I of the Constitution and as articulated through:

- (a) long-term objectives set out within each of UNESCO's four main spheres of competence;
- (b) concrete results-oriented projects selected in clear accordance with these objectives; and
- (c) a transdisciplinary approach.

Strike a dynamic balance between reflection and action

11. Action and reflection constitute two important and inseparable aspects of all programmes and activities of UNESCO. The search for balance between words and deeds is an ongoing task of the Organization.

12. The main pattern of the Organization's activities in the twenty-first century may consist of three major elements:

- (a) anticipation and analysis of new challenges and issues arising in its spheres of competence;
- (b) elaboration of global and regional strategies to address those issues; and

- (c) elaboration and putting into practice pilot projects, with the assistance of the most competent world experts and, whenever appropriate, in cooperation with other international organizations, in order to accumulate the best practices to be further utilized by Member States.

UNESCO's comparative advantages - What makes UNESCO unique

13. In order to concentrate its activities, the Organization should focus its attention on priority areas in the fields of its competence likely to have a major and lasting impact. To that end, UNESCO could take better advantage of its unique and specific functions to serve in particular as:

- (a) **Laboratory of ideas.** UNESCO should act as a leader in the anticipation and definition of the most important emerging problems in its spheres of competence.
- (b) **Clearing house.** UNESCO has a role of gathering, transferring and disseminating available information, knowledge and best practices in its fields of competence and identifying solutions, testing them through pilot projects, defining appropriate strategies and recommending consequent policies.
- (c) **Capacity-builder.** UNESCO should respond to requests for expert assistance identified by Member States.
- (d) **Standard-setter.** The exercise of UNESCO's ethical and moral leadership is reflected through standard-setting actions by establishing guidelines and principles, especially in the new fields of human endeavour, the importance of which will greatly increase in the twenty-first century.
- (e) **Catalyst.** UNESCO must assume a catalytic role concerning intellectual cooperation in its fields of competence. It should better exploit the comparative advantages afforded by its regular programming centred on international and regional cooperation and build stronger partnerships with development agencies.

PART II

SUMMARY OF THE DOCUMENT:

“The Twenty-First Century: Towards the identification of Some Main Trends”. Contribution of the Analysis and Forecasting Office

Ten possible trends

14. *The rapid development of the third industrial revolution, the continuing progress of globalization, and their increasing effects* are all shaking the foundations of society. The main risk is that of a “dissociated society” and growing inequalities among and within countries. The potential benefit is the provision of the technical means to achieve “the free flow of ideas by word and image”, one of UNESCO's prime objectives, and to promote distance education.

15. *Poverty, inequality and exclusion: are these trends being reinforced?* Considerable progress has admittedly been made in the field of human development. However, half the human species are trying to survive, living in poverty on less than \$2 a day. Seventy per cent of poor people are women, and two thirds of poor people are under fifteen. The ratio of

income of the richest 20% to the poorest 20% increased from 30 to 1 in 1960, to 74 to 1 in 1997. Can democracy and peace, and also schools, the Nation-State, and cities survive this extreme polarization and the urban, technological and cultural secessions thereby engendered?

16. *The emergence of new threats to peace, security and human rights:* new forms of violence and conflicts tend to spread below or beyond the State level (rise in the number of infra-State confrontations and inter-ethnic or inter-communal conflicts, resurgence of racism, xenophobia, extreme forms of nationalism and religious intolerance, increase in terrorism and organized crime, “virtual” violence in cyberspace). Furthermore, how can we ensure that the peace dividends are used in the twenty-first century for the construction of sustainable human development? The concept of security has recently been expanded: above and beyond the protection of the State, should it not in future embrace economic, social, ecological, cultural and human security and global security? Threats now span frontiers and require coordinated action at the regional and global levels. The building of peace and security will henceforth require recognition of all the new dimensions of human security and effective promotion of all human rights.

17. *The increasingly acute problems arising from population growth, the demographic transition, dangers to health and massive urbanization:* the demographic transition is accelerating. While there will thus probably not be any “demographic bomb”, the world’s population will continue to increase rapidly, even though it cannot be excluded that it will scarcely exceed 8 billion people by about 2050. Moreover, the world’s population is ageing and its geographical distribution is also changing, as are the causes of mortality. We may also be standing on the brink of a global crisis triggered by emergent and re-emergent diseases. In order to solve all these population and public health problems, it is vital to give priority to education, and in particular to girls’ education. Is not the best form of contraception education for all throughout life? World population growth is also accompanied by massive urbanization, accelerated by economic and social changes, which is at the root of unprecedented challenges (poverty and urban exclusion; urban secession; environmental challenges; access to natural and cultural resources; the right to housing; new problems of urban citizenship and the contraction of public space). If these trends do not alter, the equivalent of 1,000 cities of 3 million inhabitants each will have to be built over the next 40 years, i.e. almost as many cities as exist today! This urban growth will essentially be concentrated in the cities of the South. Urban exclusion is also liable to be reinforced by the phenomenon of urban “apartheid”, which is burgeoning in numerous regions of the world. How are habits of urban behaviour and civility to be recreated? How are the cities to be humanized? How are the excluded to be included?

18. *The rapid degradation of the world’s environment caused by climate warming, non-sustainable modes of consumption, old and new forms of pollution (air, water, soil, ocean, chemical and invisible pollution) and by the unprecedented reduction in the planet’s biodiversity?* The main challenges in this field are the following: global climate warming; water; depletion of the ozone layer; desertification; deforestation; pollution of the oceans and changes in marine ecosystems and ocean circulation worldwide; chemical pollution and “invisible pollution”; and the unprecedented reduction of biodiversity. Does not a solution to these problems presuppose the drawing up of a “natural contract”? Fostering advancement of the environment-related sciences and knowledge, encouraging the development within education systems of environmental education, and helping to build an ethics of the future could be treated as priorities.

19. *The rise of the information society:* the emergence, at different rates in the various parts of the world, of an information society is raising great hopes regarding access to knowledge. But humanity will need to take up a major challenge: that posed by the inequitable distribution of access between developed and developing countries, and even within countries. In fact, 80% of the world's population do not have access to basic telecommunication facilities, and only 2.4% have access to the Internet. In this connection, cyberculture must go hand in hand with cyberethics.

20. *Probable changes in democracy and systems of international and regional governance:* the international community will be increasingly confronted with global problems which can be solved only at the global level. Faced with an increasingly globalized market, will we move towards more developed forms of international and regional democracy? Will democratization - defined as a process which leads to a more open, more participatory, and less authoritarian society - become a truly global phenomenon? Within States and at the international level, the power of civil societies and new non-governmental actors seems set to grow. The twenty-first century must provide an answer to this crucial question: how can we civilize and humanize globalization?

21. *Enhancing the role of women, and fresh prospects for gender equality (education, participation, representation in all spheres of activity):* progress in gender equality is not always related to the wealth of a country, or even to the level of human development. This means that in order to combat gender inequality, it is not enough to rely solely on the growth of national revenue. It is true that substantial progress has been achieved in recent decades, particularly in the field of education. However, this progress is now coming up against a number of extremely resistant "glass ceilings" not only in the fields of education and health, but also with respect to poverty, work, access to positions of political decision-making, and rights relating to property, inheritance, marriage and divorce. In addition, women continue to be the victims of various forms of moral and physical persecution and oppression.

22. *New cross-cultural encounters: cultural pluralism, diversity and creativity in the emerging world of networks, technology and globalization:* the new technologies will have a significant impact on books, the written word, information and linguistic pluralism. Will the cross-cultural encounters they promote be rewarding and creative, or hostile and destructive? Will they lead to the dominance of one or more cultures, or even the cultural homogenization feared by some? Or will they exacerbate cultural differences and bring about new cultural fragmentation? How to restore a link between the increasingly open space of the economy and the often increasingly closed and fragmented world of cultures? Is it not the case that the "technologization" of culture may also presage the decline of traditional modes of cultural production and transmission? Does this mark the advent of a "programmed society"? How to ensure the access of all to culture, and to all cultures, at a time when more than two thirds of networks are actually private? What will be the impact of the new technologies on books and reading? How will the notion of heritage, which has broadened considerably over the last few decades, develop?

23. *The growing influence of science and technology and the new ethical challenges:* the growing influence of science and technology, coupled with the formation of powerful industrial alliances, is likely to be a powerful force in shaping the twenty-first century. Numerous scientific and technological advances hold out the promise of considerable progress in many fields. But these breakthroughs also raise questions and ethical concerns. To begin with, there is the application of technology to living organisms: is it not the case that the power to artificialize nature and to manipulate species - even the human species - will take us

into the “brave new world” foreseen by Aldous Huxley and an ethically unacceptable situation in which humans domesticate other humans? Furthermore, what is the impact of these advances on the biosphere and the global environment? In order to address these problems, UNESCO will need to continue to step up its action in the fields of future ethics and bioethics.

Note: A complete version of this text is attached as Annex.

PART III

MAIN FIELDS OF ACTIVITY

24. In the light of the mission and mandate of UNESCO, of the major likely trends identified for the twenty-first century, of the outcomes and priorities of major international conferences and of the imperatives of the Organization’s reform, the following list of main fields of activity has been developed in order to facilitate a process of concentration of effort leading to an enhancement of the impact and credibility of UNESCO within its fields of competence. There will need to be careful consideration about how to encourage a new approach to harnessing convergence among programme elements which is based on a philosophy of transdisciplinarity from within. In this context, culture of peace should be a conceptual framework for all UNESCO’s action while attention still should be given to the support of culture of peace national and regional pilot projects in the countries and areas which most need them.

Education

25. Programme activities in the field of education must continue to be the mainstay of UNESCO’s activities. UNESCO should underscore a holistic vision of education which entails a direct relationship with peace and aims at the advancement of sustainable human development. It is mainly through education that UNESCO should contribute to eliminating poverty, mistrust and intolerance. Therefore, in keeping with UNESCO’s core mandate, the results of the recent Dakar World Education Forum and in line with the Delors Report’s four pillars of education (learning to be, learning to learn, learning to live together and learning to do) the main strategic priorities for UNESCO in education should be to:

- (a) encourage basic education, including literacy, in the light of the demographic and social challenges facing humanity, so as to reach the unreached and to prepare for future generations;
- (b) develop educational policies and strategies that enable lifelong learning, caring for one another, and providing to all peoples the capacities to utilize their natural skills and creativity to fully contribute to and participate in an evolving knowledge-driven world;
- (c) promote at all levels of education a culture of peace and intercultural understanding - e.g. human rights, democracy, tolerance, mutual respect and solidarity.

Science

26. In the field of science UNESCO should play a major role by setting ethical standards for scientific endeavour. As an international intellectual forum it should do its utmost to keep

human conscience at the centre of the application of scientific knowledge. Therefore, a balance between natural, social and human sciences should be pursued. As well, the importance of sharing of knowledge, including science education, needs to be further enhanced. On the basis of The Science Agenda - A Framework for Action - adopted at the recent World Conference on Science, UNESCO's activities in the natural and social sciences should demonstrate ethical leadership in the service of sustainable and shared human development for all by:

- (a) establishing ethical principles and norms for scientific and technological research, as well as for the use of their results for the benefit of humanity;
- (b) promoting the transfer of knowledge and the reduction of the knowledge gap to contribute to sustainable human development and to the solution of problems which generate tensions;
- (c) increasing scientific and technical capacities through education to foster enhanced human development;
- (d) promoting documentation and development of databases at national and international levels of traditional knowledge and its sources and products, to ensure their recognition and adequate protection on the basis of the prior informed consent of the customary or traditional owners of this knowledge;
- (e) promoting the orientation of research towards the reduction of tensions and the fostering of peace - for example, accessing clean water, combating disease and hunger, assisting social transformation in urban development, etc.;
- (f) encouraging the transfer of scientific knowledge from private discovery into the public domain.

Culture

27. In the face of globalization's challenges to cultural diversity and expression, and in light of the de Cuéllar Report and of the Action Plan of the Stockholm Intergovernmental Conference on Cultural Policies for Development, UNESCO's cultural mandate is more important than ever before. UNESCO's Constitution contains principles which are essential to the search for ways of mastering profound change in the international situation; on the one hand, an assertion of the indispensable free flow of ideas by word and image and, on the other hand, a recognition of culture as a means for bringing human beings closer together and as a force for peace. In this regard, UNESCO faces the challenge of preserving, protecting and fostering individual and societal creativity through:

- (a) promoting the knowledge and mutual acceptance of diverse cultures, dialogue among cultures and fostering intercultural competencies;
- (b) preserving cultural and linguistic pluralism to safeguard the linguistic and cultural heritage of humanity;
- (c) protecting and enhancing the tangible and intangible cultural and natural heritage, including initiation and development of standard-setting instruments for the protection of cultural heritage;

- (d) promoting respect for fundamental human values through all aspects of cultural expression and the media;
- (e) promoting the return of illegally acquired cultural properties;
- (f) enhancing the centrality of culture in human development by encouraging and preserving cultural creativity and innovation, as well as diversity in the cultural industries and the protection of copyright in cooperation with WIPO;
- (g) encouraging the ethical and responsible development and promotion of the cultural industries (for example, violence on the screen).

Communication-Information

28. UNESCO's information and communication strategy should be revised in accordance with its constitutional mandate to "collaborate in the work of advancing mutual knowledge and understanding of peoples through all means of mass communication". Confronted with the impact of new information and communication technologies, which affect virtually every sector of human activity, UNESCO should concentrate on:

- (a) promoting the freedom of expression and of multimedia communication, including the protection of the rights of journalists;
- (b) promoting the free flow of ideas and expression, especially in the areas of education, science, research and training, for the benefit of humanity as a whole;
- (c) establishing principles and norms for the ethical use of information and communication technologies, including standard-setting instruments related to electronic publishing;
- (d) promoting multilingualism in electronic networks;
- (e) fostering the democratization of the access to information by initiating projects to help least favoured groups, such as youth, and close gaps between countries and peoples;
- (f) promoting free and universal access to public domain information for the purpose of education, science and culture in conformity with international regulations concerning copyright;
- (g) preserving the memory of humanity through the transfer of data into new formats and the utilization of new technologies.

PART IV

CRITERIA FOR THE SELECTION AND FOR THE MODALITIES OF IMPLEMENTATION OF THE FIELDS OF ACTIVITY AND OF THE SPECIFIC ACTIONS OF UNESCO

Introduction

29. There are three categories of criteria:

- (a) the *fundamental programmatic criteria* refer to the very mission and to the priority fields of UNESCO;
- (b) the *necessary managerial criteria* concern the efficiency and the good management of UNESCO;
- (c) the *programmatic criteria*.

30. Any activity planned or current must satisfy both the *fundamental programmatic* and the *necessary managerial criteria* as a condition (or precondition) of being part of the programme of UNESCO.

31. As for the *programmatic criteria*, the more planned and current activities contributing to the attainment of this set of criteria, the more advisable it is to incorporate the field of activity or the specific action into the programme of UNESCO. The extent to which the *programmatic criteria* are met should help establish priorities and choose between all the activities envisaged.

32. The criteria described hereunder, are valid not only for the programmes financed through the ordinary budget, but also for those which depend on extrabudgetary contributions (ex: from multilateral organizations like the World Bank or the UNDP) or on funds-in-trust. These extrabudgetary means are quite welcome. The activities thus financed often constitute a very useful complement of the activities financed through the regular budget. It is of course necessary to ensure that the extrabudgetary activities should not counteract the indispensable efforts of concentration and cohesion of the programmes of UNESCO.

33. Furthermore, the criteria hereunder concern as much the continuation or modification of the present activities of UNESCO, as the selection of its future activities. The refreshment of UNESCO implies the review of not only planned activities, but the basic assessment of the continued worth of existing ones as well.

Fundamental programmatic criteria

Conformity to the fundamental mission of UNESCO

34. The most important general criterion for UNESCO may be simply to ask of each existing or potential activity: how does it or would it actually contribute to UNESCO's core mission and mandate? Such a question is based on the assumption that both existing programmes and proposed new initiatives should be able to articulate their objectives in terms of how they contribute or would contribute to an agreed core mission and mandate.

Conformity to the fields of activity and to the priorities decided by the governing bodies of UNESCO within these fields

35. Establishing priorities is a necessary way of focusing limited resources.

36. The relationship of programming to such priorities is clearly a mandatory factor to consider in assessing the overall relevance of any given programme. Clearly, existing or proposed activities that specifically address articulated priorities should warrant special consideration. Conversely, those that do not address such priority areas would logically be less relevant, especially in terms of competition for scarce resources.

37. The means to assess the impact of priorities again lies in the articulation of clearly defined programme objectives which should elaborate the linkages between the activity and the Organization's stated priorities.

Necessary managerial criteria

Take into account, in the selection and in the means of implementation the work being carried out by other organizations, or by UNESCO itself, in the same field

38. In view of the Organization's mandate a thorough reconsideration of its current programmes should be made to determine where UNESCO is duplicating activities performed by other international agencies or even within UNESCO itself. In light of overall efforts towards concentration, activities for which other members of the United Nations family have comparative advantage should be ceased, or ways should be found for UNESCO to cooperate with these agencies, through a clear division of labour, on joint projects in which UNESCO's comparative advantage and its fundamental peace-building mission can be profiled.

39. Before launching a given action, UNESCO should verify whether the same or a very similar action is not already being carried out by another organization.

40. If there is useless duplication, UNESCO cannot retain the action.

41. However, a similarity of actions is justified when UNESCO has an obvious advantage, when the specific effort of UNESCO and that of other organizations complement one another and when the importance of the problem fully justifies working in synergy with several other organizations.

42. Where efficient, there should be a coordination and a partnership with other organizations, selecting when appropriate a leading organization. UNESCO's place in such coordinated or partnership activities with other organizations should be clearly evaluated on a case-by-case basis.

43. An example of positive cooperation among agencies may be UNESCO's steadfast championing of the intellectual, moral and ethical spirit of humanity in the context of development.

44. In particular, however, UNESCO faces some immediate operational challenges regarding cooperation and the maximizing of its limited resources:

- (a) in future any new UNESCO World Conference should be jointly prepared in partnership with other competent United Nations and/(or) international organizations wherever appropriate;

- (b) UNESCO could give more attention to developing pilot projects which could be handed over for financing to crucial partners, such as the World Bank and UNDP;
- (c) UNESCO has a constitutional obligation to work closely together with civil society, including NGOs. The enhancement of such cooperation and interaction could greatly contribute to the Organization's effectiveness and global impact.

45. As well duplication must of course be eliminated among elements of UNESCO itself.

Have clear and precise objectives and foresee an evaluation, within a given period of time, of the extent to which these objectives are being achieved

46. The elaboration of clear and precise objectives for UNESCO's many activities goes beyond merely planning what will be done. It must include what the impact of the activity is anticipated to be, and how this impact will be reported and measured, keeping in mind, however, that some of UNESCO activities are of a long-term character.

47. There are several obvious corollaries to this basic criterion:

- (a) when an action has achieved the *outcome* it was pursuing, it should be critically reviewed to ascertain its continued relevance;
- (b) when, as a result of ongoing programme evaluation and monitoring, it is found that an action has not been able to approach the achievement of its outcomes, its *raison d'être* and modes of delivery should be reconsidered and the possibility of an orderly withdrawal reviewed;
- (c) when an action has produced very strong and lasting outcomes and a very beneficial effect, its continuation or extension could be considered.

Comprise clear modalities for the follow-up of the action, when the nature of the action so requires

48. Building follow-up activities into the planning process and developing a longer term horizon produces a more realistic approach to planning and resource allocation decisions.

Assess the budgeted costs versus the implementation costs and the sustainability of the programme

49. This entails, among other things, the need to take into consideration the cost and results of a programme and in particular personnel costs.

50. ***Programmatic criteria***

- (a) Involve the civil society in the implementation as well as in the results of the action.
- (b) Have the widest and most durable possible impact, geographically, culturally and socially.
- (c) Have a positive impact on the situation of the least favoured populations.
- (d) Contribute to increasing the capacities of endogenous development.

- (e) Have a multiplier effect.
- (f) Contribute to the strengthening of the expertise of the Organization and to the attainment of a “status of excellence” for UNESCO in the fields in question.
- (g) Contribute to transdisciplinarity.
- (h) Enhance the visibility and the image of UNESCO.

DRAFT DECISION

51. In the light of the above, the Executive Board may wish to adopt the following decision:

The Executive Board,

1. Recalling its previous decision (156 EX/Decision 10.2) which established a Task Force on UNESCO in the Twenty-First Century,
2. Recalling the mandate of the Task Force which reads as follows:
“ ...to identify the new challenges for UNESCO posed by the twenty-first century, and to propose a strategic vision for UNESCO in the twenty-first century which focuses on the objectives in relation to which UNESCO has or should have a comparative advantage, with orientations, activities, programmes and a modernization of structure and management that would allow UNESCO to achieve its mission with the greatest efficiency and effectiveness possible” (156 EX/Decision 10.2),
3. Decides that:
 - (a) the fundamental principles guiding the reform of the programme of UNESCO shall be those set forth in the Interim Report of the Task Force in paragraphs 7 to 13 inclusive;
 - (b) the main fields of activity shall be those set forth in the Interim Report of the Task Force in paragraphs 24 to 28 inclusive;
 - (c) the criteria for the selection and for the modalities of implementation of the fields of activity and of the specific actions of UNESCO shall be those set forth in the Interim Report of the Task Force in paragraphs 29 to 57 inclusive;
4. Requests the Director General to take account of the above decisions in the preparation of the next C/4 and C/5 documents;
5. Invites the Director General to include the Interim Report of the Task Force in the consultation documents on the Mid-Term Strategy and Programme and Budget for 2002-2003.

ANNEX

The twenty-first century: towards the identification of some main trends

Preliminary contribution of the Analysis and Forecasting Office to the work of the Executive Board's Task Force on UNESCO in the Twenty-First Century
(latest version: 4 May 2000)

Background: At its first working meeting on 29 and 30 September 1999, the Executive Board's Task Force on UNESCO in the Twenty-First Century asked the Director of the Analysis and Forecasting Office to prepare, for the attention of the Task Force members, a document providing an overview of some of the main trends anticipated in the twenty-first century, with a view to its meeting on 21-24 February 2000. "[This document]", according to the provisional agenda, "will serve as an aide-mémoire for us throughout our work. The [main task] will be to acquaint ourselves with the document and to discuss it with its author. This item of the agenda will not require any conclusions to be drawn at this stage of the process."

The Director of the Analysis and Forecasting Office presented this document to the members of the Executive Board's Task Force on 21 February 2000. Following the debates held on this topic from 21 to 24 February, the Task Force decided to include this contribution in the report on its activities to be submitted to the Executive Board at its 159th session. In this connection, it has been suggested that the Analysis and Forecasting Office should make a few minor changes in order to take into account the comments of certain members of the Task Force. This document is therefore a revised version of the text presented to the Task Force at the February 2000 meeting.

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According to the Medium-Term Strategy for 1996-2001, “a future-oriented outlook capable of inspiring action should be a natural attribute of an international organization committed to intellectual cooperation. Without downplaying the importance of activities responding to the most pressing needs, UNESCO must continue to be a place that looks to the future on behalf of the international community. The aim must be to foresee in order to forewarn” (28 C/4 Approved, para. 212).

Against a fast changing international background, the work of an international organization such as UNESCO, which is faced with varying complex challenges, must at all times be based on an analysis of the main trends likely to have an effect on its spheres of competence. For this reason, the Medium-Term Strategy provides for increased anticipation and forecasting activities by UNESCO [1]. The future of the institution is at stake, as well as the relevance and effectiveness of its work and its continued credibility vis-à-vis Member States and the international intellectual and scientific community. As stressed by the Director-General to the Twenty-First Century Talks of 18 April 2000, “UNESCO’s vocation is to be a forecasting institution”. UNESCO, he added, “therefore has a basic mission of acting as an intellectual forum for prevention. Its ability to forecast consequently determines the relevance and validity of its action.” In that connection, he hailed the “great success of the Twenty-First Century Talks”.

To remain within our remit, we will limit ourselves to first briefly identifying 10 possible trends which could present a challenge for the international community and multilateral institutions and organizations, during the first decades of the new century. This preliminary document is essentially based on a summary of a number of key points in UNESCO’ report *The World Ahead: Our Future in the Making* [2] and on some of the lessons which can so far be drawn from the series of Twenty-First Century Talks and Twenty-First Century Dialogues [3]. It attempts to pinpoint trends which are now in their early stages but seem set to continue, and indeed intensify - at least during the first few decades of the twenty-first century. The document also attempts to draw attention to the many links and connections which appear to exist between these trends. However, the scope of this exercise must be put into perspective right away; it in no way claims to predict or foresee but simply to provide a basis for forecasting activities, in a world which is fundamentally uncertain. We have no way of knowing what the future holds, but we can at least prepare for it. This report therefore outlines - in a short, provisional conclusion - a few of the key areas for priority action which could guide UNESCO in its work, so that suitable responses can be made to the pinpointed trends which highlight the Organization’s comparative advantages.

Ten possible trends

1. *The rapid development of the third industrial revolution, the continuing progress of globalization, and their increasing effects*

The “third industrial revolution” [4] is radically changing the societies in which we live. The signs of this revolution are the spread of the revolution in information technology, the rapid development of communication and information sciences and technologies, and the progress made in biology and genetics and their applications. New points of convergence are emerging between these new sectors of research and activity, and with other more traditional sectors and disciplines. The consequences of the growth of this new scientific and technical complex are only just beginning to be seen.

For the third industrial revolution, based on the information age and the rapid introduction of new technologies into all areas of human life, is shaking the very foundations of society. Built on the cyber revolution and on systems of codes - computer codes today, followed by genetic codes tomorrow - the third industrial revolution is subjecting the material production society to a new - immaterial - force, which is based on the signs of the "programmed society" [5]. The advent of this society is being precipitated by the rapid growth of world networks [6], both public and private, which are the main instruments of globalization, the pace of which they help to accelerate. If globalization today mainly concerns computers, telecommunications, financial markets, media and networks, it is because this phenomenon is first and foremost a consequence of the third industrial revolution. The effects of this revolution - which subjects societies to a fractal logic - have now penetrated the very fabric of our society. What effect will this trend towards dissociation have on institutions or historically inherited structures such as schools, the Nation-State, employment, the family, culture and cities? Is the main risk not that of a "dissociated society", the shrinking of public space and the erosion of the social contract?

Above all, what will be the pace - in terms of both temporal and spatial factors - of this industrial revolution, based as it is on capital-intensive activities which require major investment in education? Will the revolution concern all parts of the world or - as the current level of R&D investment suggests - only some regions? And within these regions, will some areas, or even megalopolises (the "global cities" described by Saskia Sassen [7]) be favoured at the expense of the rest of the world's population? What can be done to offset this trend towards dissociation, which is bound up in the dynamics of the third industrial revolution? How can we ensure that globalization becomes a powerful force for emancipation and international solidarity, instead of one that generates exclusion and inward-looking attitudes?

It is true that globalization offers the potential benefit of improved means of information and communication, as well as the transport of this information, which would seem to provide nations and individuals with the tools for meeting one of UNESCO's objectives: "the free flow of ideas by word and image" (Article I, Constitution). It would also seem to pave the way for the deepening of international cooperation in all areas, and for the growth of a new economy, based to a greater extent on intelligence and relationships. The new information and communication technologies provide fresh opportunities in the area of distance learning; they allow access to entire libraries and the merging of various means of communicating knowledge; they hint at the promise of a society of networks - one which is decentralized, more democratic and less hierarchical. Globalization could contribute not just to the fragmentation of societies but also to the spread of an international consciousness; in other words an abiding feeling that planet Earth is our motherland (the "*Terre Patrie*" of the sociologist Edgar Morin). This globalization is both destructive and constructive, breaking down as it does the process of mediation by institutions while at the same time helping to rebuild the human world.

Globalization - or rather the different forms of globalization - also constitutes an unprecedented and manifold challenge. However, its universality should not be exaggerated: "globalization" remains a highly differentiated and very unequally distributed process which is accompanied in its current guise neither by the full and complete integration of all nations into the "new economy" nor by the guarantee of a "new deal" for development at the global level. It is also easy to exaggerate the magnitude of globalization: indeed, an economic historian has remarked that the world economy was more integrated in 1897 than in 1997 both from the financial and economic point of view and with regard to migrations; the distribution

of wealth at the global level also shows great continuity, since nine of the ten richest countries in the world were the same in 1897 and 1997.¹ While globalization holds out great potential, it is also the inheritor of ponderous tendencies and historical continuities. As an economic and financial phenomenon, it is redefining the boundaries of world production and commerce. As the United Nations Conference on Trade and Development (UNCTAD) pointed out in its recent report [8], we are witnessing the rapid emergence of an international production system, the central element of which is foreign direct investment (FDI) by transnational companies (TNCs) [9]. But the benefits of this kind of globalization continue to be restricted to certain areas: despite the overall increase in FDI, the share of the developing countries in the total world flow of FDI is decreasing (26% in 1998 compared to 37% in 1997), while Japan, North America and Western Europe together account for 63% of this type of investment (compared to 61% in 1988). The African continent and a great many developing countries elsewhere are excluded from this investment. Moreover, this kind of globalization has had very little positive effect on long-term investment in social areas such as education and health, concentrating instead on investments considered to be more profitable in the short term.

This being so, what can be done to ensure that globalization is first and foremost a vector of cooperation, dialogue, creativity and universality rather than of discontent? Will it reinforce in the twenty-first century the imbalances in development and the concentration of economic and decision-making power [10]? Will it, as is suggested in the latest World Bank Report [11], lead to the development of “localization” - in other words, an increase in the economic and political power of cities, provinces and other local authorities? Will the international community and the main actors of the emerging worldwide civil society be able to bring about globalization for the benefit of all, in line with the wish expressed by the G7 Member States (Lyon, 1996)? Will it be possible to make globalization more “civilized” and meaningful? Does this type of globalization not call for rules to be laid down which build on the achievements of recent decades and enable the ethical aspects of the development of this phenomenon to be controlled?

2. *Poverty, inequality and exclusion: are these trends being reinforced?*

It is true that considerable progress has been made over recent decades. In its 1997 *Human Development Report*, UNDP stressed that poverty has decreased more in the last 50 years than in the last five centuries. In the last 36 years, life expectancy at birth has increased in the developing countries by 16 years - from 46 to 62 years [12]; the infant mortality rate in the developing countries has decreased by over 50% since 1960 [13]; between 1970 and 1995, the adult literacy rate in the developing countries has increased by almost 50%, from 48% to 70%; and literacy rates for women have increased by more than two thirds over the last 20 years [14]; over the last three decades the number of people living in countries with a high level of human development has increased from 429 million to 1.2 billion, while those living in countries with a low level of human development has decreased from 1.9 billion to 1.7 billion [15].

1. If ... the greatest differences between 1897 and 1997b are in economics, so are the most obvious similarities. Based on calculations by Angus Maddison, an economic historian, a list of the ten biggest economies in 1897, ranked by GDP adjusted for differences in purchasing power, contains exactly the same names as in 1997, with one change: Spain's replacement by Brazil. A century ago, America was already the world's biggest economy - as it is now. More surprisingly, China was second - as it is now. The richest parts of the world in 1997 were also the richest in 1897.” (*The Economist*, “The Century the Earth Stood Still”, 20 December 1997).

However, over 3 billion individuals - over half the human race - are trying to survive, living in poverty on less than \$2 a day [16]; 1.5 billion individuals have no drinking water and over 2 billion do not get basic health care. Seventy per cent of poor people are women, and two thirds of poor people are under 15.

According to the World Bank, on the basis of current projections the number of people living in absolute poverty looks set to rise. By 2015, 1.9 billion people could be living below the absolute poverty threshold, which is equivalent to \$1 a day (compared to 1.5 billion people at the dawn of the new millennium and 1.2 billion in 1987) [17]. In the next 25 years, the world population could increase by approximately 1.8 billion people, from 6 billion to 7.8 billion (although there is increasing doubt as to how quickly this growth will really come about; see trend 4). Ninety-seven per cent of these 1.8 billion people will be born in the developing world: in 25 years, at least 85% of the total world population will probably live in developing or transitional economies [18], which will have to bear the brunt of this demographic growth - unless there are new waves of South-North migration. Over the next 25 years, the countries of the South will have to integrate at least a further billion people in the labour market; merely to integrate the newcomers in the market for the first time, and to maintain the standard of living of those on the current threshold, they will have to sustain economic growth of 70% - in other words over 2% a year [19]. And the concentration of resources in the hands of a few could continue, or even intensify, which would make the situation worse. The ratio of income of the richest 20% to the poorest 20% increased from 30 to 1 in 1960; 61 to 1 in 1991; and a staggering 74 to 1 in 1997 [20]. In addition, the rise in poverty can be measured not only in economic terms but also in terms of education, technology, culture, environment and health.

For example, some 800 million people in the developing world - more than the populations of Europe and North America put together - suffer from chronic malnutrition [21]. Over the period 1990/1992 to 1995/1997, the number of those suffering from malnutrition decreased by 40 million, from 830 million to 790 million. This decrease was brought about by the considerable progress achieved in 37 countries which managed to reduce by 100 million the number of undernourished people. However, in the rest of the developing world, the number of people suffering from chronic malnutrition has increased by nearly 60 million, according to the report [22], and some 200 million children are seriously affected by malnutrition in the developing world [23]. The current decrease (an average of 8 million people a year) is insufficient to fulfil the pledge taken at the World Food Summit in November 1996 by 186 countries: to cut by half the number of people suffering from malnutrition by 2015. This objective could only be met if this figure decreased by 20 million people a year.

Will the twenty-first century see an increase in new types of poverty, new inequalities, new kinds of exclusion, new forms of apartheid - urban, technological, and cultural? Will these new types of poverty accumulate and add to the imbalances which already exist with regard to development? Will the coming century be marked by the domination of a nomadic "hyper-class" (Jacques Attali); the supremacy of "symbolic analysts" (Robert Reich), connected to the best networks; and a fractured society - the logical result of "selective matching" (Daniel Cohen) [24]? Can democracy and peace, but also the historically inherited structures of citizenship and sociability - schools, the Nation-State, and cities - survive an extreme, unprecedented polarization of wealth? Are UNESCO's fields of competence not the keys to resolving these problems, providing there is national and international commitment to ensuring access for all to education, knowledge and information, throughout life?

3. *The emergence of new threats to peace, security and human rights*

According to Pierre Hassner, the world that came into being following the fall of the Berlin Wall in 1989 is marked by a new paradox, which replaces that proposed by Raymond Aron to describe the Cold War: “peace impossible, war improbable”. Nowadays, while peace appears to be less impossible, war often seems to be that much less improbable since a number of States continue to devote considerable sums to defence, which are then not available when it comes to dealing with the non-military threats to their future, and facing up to the challenges of human development. In addition, new forms of violence and conflicts tend to spread “below or beyond the State level” [25] and we have seen a rise in the number of infra-State confrontations and inter-ethnic or inter-communal conflicts, which now represent the type of conflict *par excellence* at the dawn of the twenty-first century. Thus, out of the 82 armed conflicts recorded between 1989 and 1992, only three were between States [26]. According to SIPRI, in 1997 the number of major conflicts (those involving the deaths of over 1,000 people) was 25, and only one of them was a conflict between States [27]. If we include lower-intensity confrontations, the records show a constant increase in infra-State conflicts since the end of the Second World War. Such conflicts often take place against a background of the breakdown of the rule of law and of the powerlessness of national institutions. In such circumstances, are we to fear the growth, in the coming decades, of the phenomenon of “failed States” [28] and an increasing number of conflicts that take place without any respect whatsoever for international legal norms, making any attempt at mediation on the part of international institutions extremely difficult?

Intolerance, xenophobia, racism and discrimination are resurfacing, sometimes in violent and even genocidal fashion; their practitioners justify them on the grounds of religious, national, cultural and linguistic affiliation. In both North and South, there has been a resurgence of intolerant and violent nationalism, an increase in religious intolerance and discrimination against ethnic minorities, immigrants, and the most isolated and vulnerable groups. The idea of open citizenship is being replaced by the idea of exclusive and elective citizenship; the principle of association is increasingly mirrored by a principle of dissociation. Will the early twenty-first century be haunted by a weakening of the social link, by the spectre of a “dissociated”, fragmented and fractal society? Will States and international institutions in the coming decades be reduced to managing differences rather than strengthening the social link?

At the same time, there has been an increase in terrorism and organized crime, which, while maintaining their local roots, are rapidly becoming global phenomena. Civilians have become the main targets of aggression and violence, massacres, massive violations of human rights and rape, which is used as a weapon of war to terrorize people and destroy the bodily image of the Other. War itself, planned by soldiers and politicians, is often carried out on the ground by civilians, including young people and children. It hardly seems necessary to point out too that 90% of the victims of conflicts are now civilians, in largely infra-State conflicts, whereas at the beginning of the twentieth century 90% of the victims of conflicts were soldiers in largely inter-State conflicts. In the search for huge, illegal profits, mafia clans and gangs play an increasingly active role in such conflicts. The illegal economy of war and the growing trend for local conflicts to become an instrument of major economic interests, which are supported at the local level by corrupt war lords, tend to make such conflicts a mortal danger for the rule of law, institutions, democracy and development.

By transforming themselves, violence and war have assumed new forms, involving new kinds of weapons and participants, and have claimed new victims. The use of force is being de-institutionalized, privatized and professionalized; private armies are prospering, and a “virtual” climate of war or violence is even gradually gaining ground in cyberspace. In some countries, the logic of force and violence, whether collective or individual, is already present in the schools, where it is not arms that should speak, but peace and wisdom. At the dawn of the twenty-first century, we cannot but raise questions about the morbid influence exercised by a brutal culture on young people. Should we not also take account of the forms of violence that are developing in specific contexts (urban violence), which use new channels (the Internet, the media) or which affect particularly vulnerable groups of people (sexual exploitation and the exploitation of children)?

The end of the Cold War aroused great hopes: at long last, it would be possible to substantially reduce defence budgets and invest more in human development, in particular education. However, it has to be said that the famous “peace dividends” have yet to arrive. Admittedly, judging only from the figures, the “disarmament race”, which began in 1989 after the fall of the Berlin Wall, seems to have borne fruit [29]. The Stockholm International Peace Research Institute (SIPRI) estimates that defence expenditure worldwide fell by a third from 1989 to 1998, representing an annual rate of 4.5% in real terms. However, this fall has since slowed down and 1999 is expected to show a rise in real terms [30]. Defence expenditure continues to be considerable at the global level and three years ago the industrialized countries still accounted for 75% of defence expenditure worldwide [31]. Moreover, the effect of disarmament has frequently been an increase in arms exports to the developing countries which are the theatres of most of the conflicts now taking place [32]. The situation is particularly disastrous in the case of small arms, which sustain internal conflicts [33].

In addition, as UNDP has pointed out, the “peace dividends” (over \$900 billion worldwide towards the middle of the 1990s) have mostly been used “to reduce budgetary deficits and expenditure unrelated to development” [34]. Expenditure on arms absorbs resources that could have been allocated to education, scientific and technical development, the key infrastructures such as communication, environmental protection and cultural development [35]. In the countries of the South “the risk of death due to the inadequacies of welfare policies (malnutrition or the lack of health care), according to a United Nations report, is 33 times greater than the risk of dying during a war of aggression launched by a foreign State [36]. Is it not vital for the appropriate international and regional institutions to give new impetus to the mechanisms for the prevention and settlement of disputes not only between States but also within the countries themselves? How can we ensure that the peace dividends are used for the construction of sustainable human development in the twenty-first century?

However, the threats to peace and security are no longer solely of a military nature. In recent decades there has been an increase in awareness, at both the national and international level, of the many different dimensions of peace and security. The United Nations conferences held during the 1990s on topics as diverse as the environment, human rights, population, women, social development and cities have contributed towards this change, by emphasizing the complex nature of the challenges posed to human peace and security. Should not security therefore embrace in the future - in addition to the traditional area which consists of the protection of the State - economic, social, cultural and human security and global security? Should we not invest in the struggle against the many threats that now span frontiers and require coordinated action at the global level (climatic and biological threats; corruption and organized crime; financial crime; trafficking in drugs, arms, human beings, organs and

cultural goods)? As Olof Palme stated 13 years ago in the introduction to a famous report: “Our alternative is common security ... international security must rest on a commitment to joint survival rather than on a threat of mutual destruction” [37].

In view of the increasing interdependence of political, economic, financial, social and environmental phenomena, will the United Nations Security Council not feel impelled to include on a more systematic basis, among its fields of competence, other threats which endanger human security: the degradation of the environment and living conditions; population problems; cultural and ethnic rivalries; and all forms of violations of human rights [38]?

The building of peace and security will henceforth require recognition of all the new dimensions of human security and effective promotion of all human rights, including that of indivisibility, proposed at the 1993 Vienna World Conference on Human Rights; the introduction of policies and mechanisms for prevention and mediation (building bridges rather than barriers); the long-term investment in peace-building and, thus, in sustainable human development (rather than emergency therapy); and the promotion of awareness of a planetary citizenship and of an “Earth identity” (Edgar Morin). Surely such an effort presupposes the establishment or strengthening of UNESCO’s partnerships with international institutions, decision-makers (mayors, parliamentarians, etc.), civil society, the intellectual and scientific community, and the private sector. Is not the best guarantee of common survival the construction of societies in which we could learn to live together? Is not this latter objective now a priority mission for educational systems, from the youngest age groups? Surely the media, which often purvey images of violence, also have a civic role to play in this regard, by encouraging reflection and debates on pluralism and democracy. UNESCO’s fields of competence provide so many focuses for concerted action and for efforts to raise the awareness of young people, the media and decision-makers.

4. *The increasingly acute problems arising from population growth, the demographic transition, dangers to health, and urbanization*

World population passed the mark of 1 billion people in 1804, 2 billion in 1927, 4 billion in 1974 and 6 billion in October 1999. According to the intermediate projections of the United Nations it could reach 8 billion in 2028 and 9 billion in 2054, when it will then stabilize at about that figure. Thus, there would not be any demographic bomb, but, rather a strong increase followed by a levelling off; according to some demographers there could even be, in a few decades’ time, an implosion: the low projections by the United Nations predict that world population will reach a ceiling around 2050 of about 7.3 billion, and then begin to fall. Since in recent years the increase has, in fact, been between the intermediate projection and the low projection - though closer to the former than the latter - and since the demographic transition has accelerated during the last decade, it can no longer be excluded that the world’s population will scarcely exceed 8 billion people by about 2050. However, we also know that, if fertility remained unchanged - a theoretical possibility which is clearly highly improbable - the world’s population would reach 14 billion by 2050, 52 billion by 2100 and - if the human species ever reached that point - 255 billion by 2150, a wholly incredible figure.

Moreover, on account of the very fact of the demographic transition, the world’s population is ageing: the under 15s would go from 31% to 19% of the world’s population from 1995 to 2050, according to the United Nations’ intermediate scenario, and the over 60s

would increase proportionately during the same period from 10% to 22%. China provides a good illustration of this trend: now slightly less than 10%, the percentage of persons aged over 65 could rise there to about 22% in 50 years, which would represent a jump from 50 million to 280 million people between 1980 and 2050. A pyramid representing the ages of the world's population would then look less and less like a pyramid: the base, which represents the younger generations, would become narrower and the point, which represents the older generations, would rise higher and higher.

The geographical distribution of the world's population is also changing. Examples of this are provided by Africa (12% of the world's population in 1995, 20% in 2050 according to the intermediate projections), and by Europe and North America (18% in 1995, 11% in 2050). In the absence of strong migratory flows, the populations of Europe and Japan should decline over the next 50 years. According to a preliminary report of the United Nations entitled "Replacement Migration: Is it a Solution to Declining and Ageing Populations?", there would be no other solution than immigration to offset the drastic decrease in the balance between the working and non-working populations. Thus, Europe would need 159 million immigrants between now and 2025 in order to maintain the balance unchanged between the working and non-working populations. Should it not also be stressed that immigration is also a good thing for the host populations? In order to ease the tensions that may arise between immigrant populations and the inhabitants of the host countries, might not UNESCO underscore the importance of immigration as a factor not only for bringing peoples closer together and promoting mutual acquaintance, but also for solidarity and development? But isn't the equation between immigration and the halting of demographic decline too simple [39]?

The causes of mortality are also changing. In its 1996 report, the World Health Organization (WHO) uttered a warning: "We stand on the brink of a global crisis in infectious diseases. No country is safe from them. No country can any longer afford to ignore their threat". Admittedly, considerable progress has been achieved in the struggle against infectious diseases: smallpox has been eradicated; the year 2000 could also see the end of poliomyelitis and dracunculosis. However, a third of all deaths worldwide are still attributable to infectious diseases caused by bacteria and viruses: some are new, others are in constant mutation, while others still have learnt to resist the treatments that have protected us up to the present, and they all have a worrying tendency to travel. One disease departs and another arrives: in 1980 WHO announced the worldwide eradication of smallpox; in the following year, 1981, AIDS was identified for the first time. Meanwhile, major diseases like tuberculosis are re-emerging, new agents of infection such as the prion have been identified, several known diseases have developed resistance to the traditional antibiotics [40], and vaccine research is on the decline [41]. In Botswana, the country most affected by the AIDS epidemic, a quarter of the adult population is infected by the AIDS virus. Life expectancy at birth has fallen from 61 years to 47 years over the last decade, while, without the AIDS epidemic, it would now be 67 years. Life expectancy has also fallen in the Russian Federation and in several countries of the former USSR [42].

There is a link between the education of girls and issues of population and development. According to several studies by the World Bank in Kenya, bringing women to the same level of education as men would increase crop yields from 9% to 22%, and providing primary schooling for all girls would increase them by a quarter. In addition, there are plenty of case studies on the impact of the education of women on social development: in Brazil, mothers who have never attended school have on average 6.5 children, instead of 2.5 in the case of those who have had a secondary education. In the Indian state of Kerala, in which by far the

majority of the population has been taught to read and write, the infantile mortality rate is the lowest in the whole of the developing world and the fertility rate is the lowest in India. In the South, but also in the North, women are, therefore - as Edgar Morin nicely put it 30 years ago about the Breton women of Plozévet - the “secret agents of modernity”. Is not the best form of contraception education for all throughout life?

World population growth is accompanied by a massive urbanization, accelerated by economic and social changes, which is bringing about a change of scale in the cities and is accompanied by unprecedented phenomena and challenges (poverty and urban exclusion; urban secession; environmental challenges; access to natural and cultural resources; the right to housing; new problems of urban citizenship and the contraction of public space). Seventy-five per cent of the population of the industrialized countries (i.e. 0.9 billion people) now live in cities, while in the developing countries the percentage is estimated to be 45%. By 2025, if current trends continue unchanged, the proportions should rise in the North to 84% (1 billion people) and in the South to 57% (i.e. about 4 billion people: 85% in Latin America, 54% in Africa and 55% in Asia) [43]. The world’s urban population is currently growing two or three times faster than its rural population.

If these trends are confirmed, it has been estimated that the equivalent of a thousand cities of 3 million inhabitants would have to be built over the next 40 years, i.e. almost as many cities as exist today! Such an urban revolution, which is first and foremost quantitative, would especially affect the developing countries. According to the World Bank, the cities in the developing countries alone will grow at the current rate by 65 million inhabitants a year - which is equivalent to adding to the planet a “suburb” with the population of Turkey every year [44]. Urban expansion on a gigantic scale is moving towards the South: two thirds of the world’s population living in megalopolises are concentrated in the least developed regions: in the year 2000, six of the world’s ten largest cities are already located in Asia, two in North America and two in Latin America. In 2015, only one of the ten most inhabited cities is expected to be situated in the North (Tokyo) and none in the West.

Admittedly, this trend in the growth of megalopolises is not inexorable: the growth of large cities is already slowing down in many countries, particularly in India and in Egypt, where the populations are now hardly increasing at more than the “natural growth rate”. However, it is nonetheless the case that the problems of the city will henceforth need to be solved in a context that will not only be very different from that of the past, but also, at the same time, very diverse. Urban expansion is now strongest in the poorest regions - where it is then unaccompanied by real development - but also in those regions which are experiencing the most rapid economic growth. In the latter case, a “boom” often produces a chaotic explosion which gives rise to considerable problems relating to the provision of drinking water, energy and food security, and to violence, marginalization and exclusion. Consequently, many countries have experienced a growth of “gated communities” surrounded by walls, protected by barriers or isolated by distance. In the United States, between 4 million and 8 million people, according to some assessments, live like this in very highly protected residential areas. According to an OECD report published in 1996, 35 million Americans live in 150,000 communities managed by private associations [45].

Attracted by the “city lights”, millions of people leave the poverty of rural areas to go and live in the wretched “accompanied loneliness” of large cities, where they often find themselves lacking the most elementary amenities, such as schools, sanitation or basic infrastructures, in a situation of poverty and exclusion that often provides fertile ground for

violence and extremism. In such situations, how are cities to be humanized? How are habits of urban behaviour and civility to be re-created? How are the excluded to be assimilated?

5. *The rapid degradation of the world's environment caused by climatic warming, non-sustainable modes of consumption, old and new forms of pollution (air, water, soil, ocean, chemical and invisible pollution) and to the unprecedented reduction in the biodiversity of the world's ecosystems*

We now know that failing widespread measures, taken promptly and prolonged by coordinated and long-term policies, the impact of human activity on the global environment threatens the survival of the biosphere and of future generations:

- Global climatic warming largely results, according to the vast majority of scientists, from gas emission with a greenhouse effect caused by human activity and modern modes of consumption, primarily those which are bound up with urbanization (thermal power plants, industrial pollution, motor traffic, etc.). This warming is persistent. Since the beginning of the twentieth century, the mean temperature has risen by 1° on the continents and by 0.6° in the oceans [46]; yet, it has been shown that variations of a mere 2° or 3° can considerably modify the world environment [47]. In November 1999, scientists showed the icecap covering the Arctic Ocean to be 40% thinner today than it was 20 to 40 years ago [48]; and the thawing of the Earth's glaciers would lead to a veritable ecological disaster. Global warming also seems to be accompanied by greater variability and considerable regional or local disturbances. These could be the cause of radical climatic changes in some regions of the world and of a growing number of increasingly serious "natural" disasters whose precursory signs are already to be observed. It is nevertheless clear that, where control of gas emissions with a greenhouse effect is concerned, the progress made since the Rio Conference in 1992 has had a limited impact. The sheer scale of these challenges calls for a revolution in energy efficiency. Today, some of the largest transnational oil companies are wagering on rapid developments in renewable energies (solar, wind energy, etc.). For its part, the motor industry has designed new car models based on the concept of "hyper-cars" or hydrogen-propelled vehicles. The future belongs to energy efficiency. But policy-making and the market seem to be way behind these needed technical changes.
- Water is not evenly distributed: it is abundant, it is "running", but not everywhere and for everyone. Almost a quarter of humanity, i.e. 1.4 billion people, does not have access to clean and drinking water and over half the world's population lacks proper sanitation. Accelerated urbanization, particularly in the developing countries, results in a growing number of people living in peri-urban areas or in shantytowns, where it is extremely difficult to provide a clean water supply. WHO estimates that 30 million people die each year because of epidemics and infectious diseases caused by water pollution, whether cholera, hepatitis, dengue, malaria or other parasitic infections, whose effects are particularly devastating in the developing countries. Given the water shortages affecting a number of regions of the world, intensified by excessive irrigation and urban growth, are we headed for water wars in the twenty-first century? Twenty-six countries are exposed to "water stress". Six more could be as from 2010. In some regions, geopolitical tensions to do with water use may mount as and when competition for this "blue gold" intensifies. True, the world's demands for water, in most regions, will cease to rise faster than the populations in the twenty-first

century - contrary to the increase generally observed during the second half of the twentieth century. Future water crises will therefore be due less to increased demand as such than to the high rates of utilization per inhabitant, even stabilized, of natural waters and to the economic inability to cover demand, even not on the rise.

- To meet the challenges of water will require above all policies on the judicious use of water resources so as to put an end to the excessive consumption of water in agriculture, which at present uses up worldwide close to two thirds of all the water taken from rivers, lakes, streams and the phreatic layers. But behaviour patterns must also be altered: while an American consumes 425 litres of water per day for private and domestic purposes, a French person uses 150 and a Malagasy living in a rural area makes do with 10. The problem is not that of a scarcity of water worldwide but rather an inequitable distribution. This necessitates a new “water ethics” and a new “water culture”, together with coordinated action and collective research, akin to that being conducted by UNESCO’s International Hydrological Programme.
- The depletion of the ozone layer, protector of life on Earth, has never been so great: the hole in the ozone layer above the Antarctic represented, in September 1998, an area two and a half times the size of Europe [49]. Of course, there are some encouraging signs: thus, thanks to steps already taken, experts predict that the restrictions on the use of chlorofluorocarbons (CFCs) will begin to bear fruit as from 2004, and that, if the provisions of international protocols are complied with, the ozone layer could be completely reconstituted by 2050 [50].
- Desertification is spreading: since 1977 (date of the first United Nations conference on desertification), close to 105 million hectares of once fertile land have been degraded. This is equivalent to nearly twice the area of France. In the 1990s, soil degradation exceeded that of the preceding 20 years. Today, desertification directly affects 250 million people and is threatening close to 1 billion human beings living on arid lands in approximately 110 countries [51]. This figure could double by 2050: desertification would then affect 2 billion people, or even more, if desert areas continue to expand at the present rate.
- All natural environments are directly affected. While forests still cover a quarter of the planet’s emerged lands, the net loss of forest cover in the world is estimated at some 11.3 million hectares per year, even if an ever-increasing number of countries are endeavouring to manage forests more effectively and to take greater account of environmental factors in this domain [52]. The oceans are also affected: continental fishery resources, constituting one of the main sources of food and protein for millions of people, are threatened by environmental damage and need immediate protective measures. In addition, changes in ocean circulation worldwide, accelerated by human activities, are directly endangering the present dynamics of the Earth’s climate and ecosystems.
- Chemical pollution and invisible pollution are on the increase [53]. According to some estimates, industry markets in all about a thousand new chemical manufactures per year; there are thought to exist in the world several million synthetic chemicals and 72,000 chemical compounds used commercially. Out of this number, only 1,600 compounds have reportedly been tested for their teratogenic potential, i.e. their ability to cause congenital malformation. This is a recent phenomenon due in

particular to the emergence in the past 50 years of new modes of consumption and production, primarily in agriculture-based industry. World fertilizer production trebled between 1966 and 1996. These chemicals are present in countless consumer and maintenance products throughout the world, in cardboard and plastic packaging, in the waters of all the oceans and in the air, houses, schools and work-places. They pass through the food chain and cross the barriers of the species. As emphasized by Theo Colborn, author of a book on this subject with a revealing title, *Our Stolen Future*, the medical and scientific community sees a growing number of correlations between the presence of such chemicals and the emergence of alarming trends affecting health and the environment. Scientists are just beginning to look more closely at these links, already attested to in a number of animal species, between certain types of toxic chemical and a wide range of health problems (progression of cancers, asthma, disorders of the central nervous system, sensitivity to chemicals; increased number of genital defects in male children, breast cancer in women; decline in male fertility and aggravation of reproduction problems; the possible link between the use of persistent organic chemicals and aggressive behaviour in young people). A number of pesticides or dangerous chemicals have been prohibited or strictly controlled in some countries. And yet these very same chemicals can be exported to poor countries, where they are used without many precautions and give rise to frequent cases of poisoning. Is there not a need in this sphere to harmonize policies and legislative controls, develop research centres and exchange information and instruction on the dangers of invisible pollutants and on the utilization of potentially toxic products?

- Biodiversity is also likely to diminish considerably in the coming decades. Many of the species described to date (between 1.5 million and 1.8 million, including 360,000 plants and micro-organisms, 990,000 invertebrates and 45,000 vertebrates) are now being depleted or even dying out at a speed 1,000 to 10,000 times greater than in the major geological periods of extinction. According to the experts, if we continue destroying at the present rate the humid tropical forest, which contains 50% of the known species and the vast majority of the unknown species, up to 25% of animal species could vanish from the face of the Earth by 2025 [54]. We must, as the biologist Jean Rostand said, “protect the unknown for unknown reasons”. Should not understanding of the role of biological diversity be improved in society by means of education? Should we not promote the environmental sciences and the mechanisms for the observation, study and scientific preservation of biodiversity?

We have known, since the submission of the conclusions of the Brundtland Report (*Our Common Future*, 1987) and the first Earth Summit in Rio (1992), that we have to move towards sustainable development, meaning a type of development allowing present generations to meet their basic needs without jeopardizing satisfaction of the basic needs of future generations. Unlike our predecessors, who acted in ignorance of the consequences of their action, we are now aware that we are endangering the survival of the biosphere and of future generations. The relative inertia of present policies is therefore particularly disappointing since there is no longer the excuse of ignorance or doubt. Environmental challenges can only be taken up at the cost of extensive and long-term political, scientific, technological and industrial mobilization, primarily in the field of the life and environmental sciences.

In addition to the environmental issues, is there not an ethical issue involved? Does not a solution to these global problems also presuppose the rise of a global awareness, and the drawing up of what the philosopher Michel Serre calls the “natural contract”, i.e. a *contract of symbiosis and reciprocity*, where our relationship with things would trade in control and possession for reciprocity and respect, and where knowledge would no longer imply ownership nor action dominance?” [55]. Do not the complexity, the globality and the potential irreversibility of the phenomena that are affecting the global environment require UNESCO to undertake concrete and specific tasks in its various fields of competence in order to help meet international commitments, specifically those of the Earth Summit and the Kyoto Summit. Fostering advancement of the sciences and knowledge essential to devising suitable and universally accepted solutions, encouraging the development within educational systems of environmental education including related issues (cultural rights, human rights), and helping to build an ethics of the future and promoting environmental education could in this respect be treated as priorities.

6. *The rise of the information society*

The emergence, at greatly differing paces in the various parts of the world, of an information society is raising great hopes regarding access to knowledge, communication and culture. But it will need to take up a major challenge: that posed by the inequitable distribution of access between developed and developing countries, and even within countries. The number of Internet servers - computers with a direct link to the Internet - rose from 100,000 in 1988 to over 36 million in 1998. The informatics revolution is causing and will continue to cause unprecedented economic, social and cultural upheavals, which we have already briefly mentioned above (see trend 1).

Many experts consider the informatics, telecommunications and broadcasting industries to be converging. Information, sound and image can nowadays be transmitted at high speed with the same digital coding processes. Can that convergence - in an order of codes, information, communication and informatics - be said to be the cultural event par excellence of the end of the twentieth century? The communication and information revolution is marked in the first place by the development of a universal language: that of digital technology. Digital representation has decisive advantages over other systems of representation: the universality of coding, infinite replication at virtually nil marginal cost of almost nothing, ubiquity and instantaneity. All texts, images and sounds can now be represented in the same universal number series form.

However, digitization and mathematization of the real are not without their drawbacks: a certain ontological link with reality slackens, opening the way to many abuses, of which image manipulation and electronic tricks are a foretaste. But above all, the generalization of digital representations encourages a certain confusion between truth and fiction, between nature and artifice, between reality and the representation of what we believe to be reality. It encourages the manipulation of codes, images and symbols.

The rapid development of new technologies nevertheless raises great expectations since it creates a new generation of instruments which will be capable of assisting development, education and the transmission of knowledge, democracy and pluralism; some see in the Internet the outline of a new social architecture that is self-organized, horizontal and anti-hierarchical, open and interactive. But the ongoing revolution also raises some essential questions about the consequences of this form of “globalization”, which is marked, according

to José Joaquín Brunner, by “a reorganization of time and space” [56]. Apart from to the industrial innovation that the new information and communication technologies introduce, societal options can be discerned. What impact will the Internet have not only on commercial and financial markets, fiduciary forms of exchange (by the creation of a “cyber-money”), work, trade and consumption, but also on the information and creation media, education and the transmission of knowledge and know-how? What portion will be reserved in the world information society for the public Internet, and what portion for the private Internets? How can we help “maintain, increase and diffuse knowledge” [57] in this radically new context? Some are already speaking indiscriminately of the “information society” and of the “knowledge society”. Should we not stop confusing “information” and “knowledge”? Is the oversupply of information not condemning knowledge, which requires control over information through knowledge and critical reflection, hence through education?

Most of all, participation in the “civilization of the immaterial” is extremely patchy in different parts of the world. For the 600,000 towns or villages and their 2 billion inhabitants still without electricity, what can “information highways” really mean? In the opinion of Paul Kennedy, “we are entering the twenty-first century in the midst of a technology revolution that threatens not to fill the gap between rich and poor countries, but to widen the gap even further” [58]. In fact, 80% of the world’s population do not have access to basic telecommunication facilities, and only 2.4% have access to the Internet (26.3% in the United States, 6.9% in the other OECD countries, 0.1% in sub-Saharan Africa, 0.04% in South Asia). How can we fight against “techno-apartheid” when, as we know, the new technologies are one of the keys to the twenty-first century, to the accessing of information and to the setting up of distance education networks? Is it not the case that a system where fewer than three individuals out of 100 have access to new information sources is, as Paul Kennedy suggests, “undemocratic and structurally unsound” [59]?

Cyberspace is not something out of this world, but very much a part of it: sovereign democratic institutions must encourage the use of this medium, which brings people closer together rather than putting them at loggerheads and distancing them from one another. *The development of cyberculture must be coupled with the invention of a cyberethics.* Each Member State has the duty to negotiate the principles of cyberethics in democratic fashion, in consultation and cooperation with all concerned partners, both governmental and non-governmental, at the international level [60]. Surely it is time to reflect on the *whole field* of telematics - equipment, infrastructure, the cost of telecommunications - on which development is now largely contingent. Surely we must act to reduce inequalities by focusing on the notion of “universal access” and education for all throughout life.

7. *Probable changes in democracy and systems of international and regional governance against the backdrop of continuing globalization and the onset of the third industrial revolution*

The “globalization” of most of the challenges that we have mentioned will surely make it a matter of increasing urgency to strengthen systems of international and regional governance. According to Boutros Boutros-Ghali, “the international community will be increasingly confronted with global problems which can be solved only at the global level. For the time being, the only institution that exists, and which has the means for solving such global problems, is the United Nations” [61].

We must recognize that the challenges of the future all have a global dimension, and that now more than ever, our world needs international monitoring bodies and watchtowers in order that, by means of dialogue and multilateral cooperation, the ideals set forth in the United Nations Charter may prevail. In a world which is interdependent and increasingly aware of its common destiny, the solution of problems requires coordinated action at the global level. This is patently obvious in the areas of the environment and public health. To give two other examples, corruption knows no frontiers [62], and crime has also become globalized: it is estimated that organized crime has a gross income of \$1.5 trillion per year [63], and according to the United Nations, profits from drugs trafficking amount to \$400 billion per year, the equivalent of 8% of world trade [64]. As stressed by the Secretary-General of the United Nations, “We - the United Nations and all the institutions and members of civil society - also confront the threats posed by the forces of ‘uncivil society’: narco-traffickers, criminals, terrorists and others who capitalize on the new openness of borders, markets and communications, and who thrive where laws and institutions are weak. These and many other issues transcend national borders. They are beyond the power of any single nation to address on its own. Progress in the years ahead will require unprecedented levels of cooperation and collaboration among peoples of different cultures, religions and values. Thus the need for a common instrument of global service has never been greater”[65].

In order to meet all these challenges for the future, which are complex, global and interlinked, there is no task quite so difficult or so pressing as learning to live together, as urged by the Delors Commission [66]. Faced with an increasingly globalized market, will we move towards more developed forms of international and regional democracy? Will democratization - defined as “a process which leads to a more open, more participatory, less authoritarian society” [67] - become a truly global phenomenon?

New actors have emerged on the international scene who are changing the practice of democracy, participation, association, and even the rules of the game of international cooperation, as demonstrated recently at the WTO Conference in Seattle. Granted, the twenty-first century will most likely not see the disappearance of the world order based on the State; but within States and at the international level, the power of civil society seems set to grow. The proliferation of NGOs and their increasing influence on public opinion and decision-making, the expansion in most countries of the role of the private sector, the trend towards decentralization, and the emergence of an international civil society in most areas of public, professional, economic, scientific and cultural life are all signs of change: will a new culture of democracy strengthen the links between representative and participatory democracy? As Boutros Boutros-Ghali has stressed, “... democratic governments are ... more likely to promote and respect the rule of law, respect individual and minority rights, cope effectively with social conflict, absorb migrant populations and respond to the needs of marginalized groups. They are therefore less likely to abuse their power against the peoples of their own state territories. Democracy within States thus fosters the evolution of the social contract upon which lasting peace can be built. In this way, a culture of democracy is fundamentally a culture of peace” [68]. The twenty-first century must therefore provide an answer to this crucial question: how can we civilize and humanize globalization in the light of these new challenges and new threats?

8. *Enhancing the role of women, and fresh prospects for gender equality (education, participation, representation in all spheres of activity)*

Of all the inequalities linked to development, gender inequality is one of the most *specific*, cutting across *all countries*, even those that are most advanced and proudest of their achievements in this regard [69]. Contrary to received wisdom, progress in gender equality is not always related to the wealth of a country, or even - at first sight more surprisingly - to the level of what UNDP calls "human development". Income is not the decisive factor in this respect: on UNDP's "gender-related development index" (GDI), 60 out of the 163 countries surveyed rank lower than on the "human development" index (HDI). What is even more interesting in this classification is that a number of developing countries are well ahead of some much richer countries [70]. This means that in order to combat gender inequality, it is not enough to rely solely on the growth of national revenue. Rather, it is more a question of how development is viewed, of political will, cultural change, and the commitment of society at large.

It is true that substantial progress has been achieved at the global level in recent decades, particularly within UNESCO's fields of competence. In view of these advances, it may reasonably be hoped that the role of women will continue to expand during the first decades of the twenty-first century, and that the majority of societies will move towards greater gender equality:

- The most remarkable advances are those that have been made in education: gender disparities with regard to adult literacy and children's school enrolment dropped by half between 1970 and 1990. The female literacy rate, which was 54% of the male literacy rate in 1970, rose to 74% in 1990; the school enrolment rate for girls in primary and secondary education in the developing countries went from 38% in 1970 to 68% in 1992; in higher education, the enrolment rate for women is now 70% of that for men, as against 50% in 1970 [71].
- Significant progress has also been achieved with regard to health: the life expectancy of women has risen at a rate 20% higher than that of men during the past 20 years; their average fertility rate has fallen by one third (from 4.7 children per woman between 1970 and 1975 to three between 1990 and 1995), which has not only had the effect of increasing women's freedom and choice, but also of reducing their mortality in childbirth or during pregnancy.
- With respect to reproduction, the United Nations conferences on population and development (Cairo, 1994) and women (Beijing, 1995) have helped to promote "recognition of the basic right of all couples and individuals to decide freely and responsibly the number, spacing and timing of their children and to have the information and means to do so, and the right to attain the highest standard of sexual and reproductive health" (Beijing Platform for Action, para. 95).
- Very slowly, the gateways to political power are opening up to women, at least in some countries: the number of women ministers has doubled in the past ten years [72]. This progress has been even more appreciable in the South, despite false impressions in this regard: women are on average better represented in the parliaments of developing countries than in those of the industrialized countries [73].

- However, the progress achieved over the past 30 years in the fields of education, health and participation is now coming up against a number of extremely resistant “glass ceilings”:
- With regard to *education*, nearly two thirds of the 880 million illiterates in the world are women, and one adult woman in three today cannot read or write; most of these live in rural areas [74]. Of the 130 million children who do not have access to primary education, girls still represent 60% of the total. Furthermore, as noted by the States that participated in the Beijing summit, curricula and teaching materials remain “largely tainted with sexist prejudice”. In most countries, women are under-represented in the scientific fields [75].
- Despite their specific *health* and *nutrition* needs, women, particularly in the Third World, receive poorer care than men [76]. Nearly 600,000 women all over the world die every year from complications during pregnancy or childbirth; 99% of these are in the developing countries, as reported in February 1997 by the World Health Organization (WHO) [77]. In addition, they are directly threatened by AIDS: the number of HIV-infected women is two and a half times that of men. Women now account for 40% of new cases, against 10% ten years ago.
- *Poverty* affects women disproportionately. In two out of three cases, poverty has the face of a woman - a silent, voiceless face - a face that people often avoid looking at, a face which is relegated to the periphery of the social field of vision. Of all those living in absolute poverty 70% are women, and the number of women living in poverty in rural areas has practically doubled in 20 years.
- With regard to *work*, enhanced training for women has not yet translated into higher income, effective equal rights and social recognition. In all the countries of the world except for Australia, Canada and the United States, women work longer hours than men, and the discrepancies in the number of hours worked are highest in the poor countries. “In all countries of the world, women continue to be paid less than men for the same work”, notes the International Labour Office (ILO) [78]. The available data suggest that the proportion of “working” women has grown by at least 4% in 20 years from 36% in 1970 to 40% in 1990, and that their salaries amount on average to three quarters of those of men, and 30% of global salary income. Despite an educational level comparable to that of men, especially in the industrialized countries, access to positions of responsibility is all too often still denied them, particularly in the private sector. Their remuneration is far from comparable to that of men [79]. In other words, the vast majority of women remain confined to what some economists call the “pink ghetto”: service staff, subsistence agriculture and poorly paid office jobs [80]. In addition, in all regions of the world, unemployment and underemployment affect women more than men. According to UNDP, “for most women, access to an independent income is still a far-off goal”.
- With regard to *politics*, despite recent encouraging changes, the access of women to supreme political office remains the exception: since the Second World War, only 28 women have been elected heads of state or government; in 1997, only two women headed a government and three others were heads of state [81]. At the world level, women occupy on average no more than 11.8% of parliamentary seats, and this proportion exceeds 30% in only four countries [82].

- Women still do not receive equal treatment with men when it comes to property and inheritance *rights* or rights relating to marriage and divorce. Although the Convention on the Elimination of Discrimination against Women (CEDAW), adopted by the United Nations in 1979, has been in force for years, by the end of 1998 it had only been ratified by 161 countries, numerous countries having failed to ratify it or having made reservations regarding some of its articles.
- The insufficiency of women's rights is reflected in the *moral and physical persecution and oppression* of women. Violence against women and rape as an instrument of war continue to be used in order to spread terror and intimidation during armed conflicts [83]. Domestic violence and the sexual abuse of minors remain all too common. In addition, according to United Nations estimates, 1 million children, chiefly girls, are caught up each year in the hell of prostitution in Asia. Finally, according to UNDP, 100 million girls undergo sexual mutilation. Each year, 2 million young girls suffer this fate. Furthermore, among the 18 million refugees worldwide, 80% are women. And what to make of the shameful sexual exploitation of young adolescent girls, in the poorest countries, who are victims of "sex tourism"? What to say of the scandal of paedophile networks? What to say also about selective abortion, i.e. the elimination of female foetuses, and the infanticide of girls? In some regions of the world, the number of men is 5% higher than that of women. According to the economist Amartya Sen, winner of the Nobel Prize in Economic Sciences as a result of such practices, there are some 100 million fewer women in the world's population.

This asymmetry between men and women is one of the three great global asymmetries (the other two being the asymmetry of wealth and the asymmetry of scientific and technical knowledge and its transmission through education). These asymmetries are often cumulative in effect since, on average, women suffer much more than men from poverty and lack of access to education - and, one might add, from war and violence.

UNESCO naturally has a fundamental role to play to enhance the status of women in society: the great priority that the Organization has set itself, education for all throughout life, ought to benefit women first and foremost.

9. *New cross-cultural encounters: cultural pluralism, diversity and creativity in the emerging world of networks, technology and globalization*

It is probable that the rise of the new information and communication technologies, information networking, and growing interactivity and interconnectivity will substantially and permanently alter not only the economic, social and political landscape, but also the cultural landscape in the coming decades. The new audiovisual communication technologies and multimedia will modify the context underpinning the production, dissemination and consumption of books, the written word and information. They will also have a strong impact on linguistic pluralism: according to UNDP, English is the language of approximately 80% of Internet sites, even though less than one person in ten in the world speaks that language. Is it not desirable that the Internet should fully reflect global linguistic diversity? It is worth noting here that at least half - and perhaps a much larger proportion - of the 5,000 to 6,700 languages spoken in the world may die out by the end of the twenty-first century.

The key question is whether globalization and the new technologies will promote the rise of cultural pluralism, dialogue and cross-cultural encounters. If so, what will be the nature of those encounters? Will they be rewarding and creative, or will they be hostile and destructive? Arjun Appadurai has pointed out that: "On the face of it, the world of the twenty-first century faces a stark choice between two scenarios. The first, which is excessively pessimistic, projects growing essentialization of cultural identities and attendant spread of ethnic chauvinism, the likelihood of a 'clash of civilizations' (as Samuel Huntington has termed it) and an increase in the incidence of large-scale ethnicide. The second scenario, probably excessively optimistic, projects a world of benign hybridization, new kinds of diversity [84], a better climate for tolerance of plurality, and deeper prospects for peace. The reality of the next 20 to 30 years is unlikely to match either scenario. It is likely to be a world in which the ideas of Ilya Prigogine and others, about non-linear developments, bifurcation and irregular patterns of causality and effect are likely to prove useful" [85].

Another challenge is whether the new encounters between cultures will lead to the dominance of one or more cultures over the others (or even the cultural homogenization feared by some). Will they, on the contrary, exacerbate cultural differences and bring about new cultural fragmentation? Or will the reality fall somewhere between these two extremes? Will cultural diversity emerge from the process of globalization unscathed, or much diminished? Will the rise of "distance culture" produce cultural erosion and forms of cultural desertification? Will it encourage the expansion of a standardized culture as a mere item of merchandise? Put another way, what will happen to the rich diversity of cultures in an increasingly global, "networked" and interconnected world? We are concerned about biological diversity, which is in such great danger. Will we succeed in preserving cultural diversity, which appears to be threatened just as much by the uniformity of messages as by the "monoculture" of development and technocratic rationality? How will our future look: cultural conformity everywhere or cultures coexisting in harmony? How, in the twenty-first century, can we foster the development of a culture of openness, a culture that makes for dialogue and democratic debate, exchanges of experience and knowledge, and knowledge of the other, where information is freely exchanged and may lead to free debate and encourage open democratic dialogue? What, in this new context, are to be the role and responsibilities of pluralist and democratic media?

Will cultural identities, over the coming decades, replace citizenship or help to reinforce and reinvent it? In the past, identity was linked to a form of membership in society based on relatively stable institutions and affirming both the autonomy and the solidarity of the subjects. The foundations on which identity once rested are today being demolished. According to Alain Touraine, "the central question to which political thought and action must respond" is "how to restore a link between the excessively open space of the economy and the extremely closed and fragmented world of cultures?" [86]. Another question then arises: what type of identities and what sorts of authorities will be fostered by the information society and the information networks?

The technologization of culture is another observable trend. The application to culture of industrial techniques, while helping to disseminate culture, may also presage the disappearance of traditional ways of producing and transmitting it. Does this mark the advent of a "programmed society" (see trend 1)? Will the "hyperindustrialization of culture" [87] see the triumph of a "cut-and-paste" culture? Will the new facilities for duplicating, disseminating, recomposing and manipulating images and sounds speed the rise of a society of pretence and the start of a fully virtual era? "The end of the original, with the speed of serial

reproduction, spells the loss of origin and the industrialization of forgetting”, Paul Virilio tells us. What will intellectual property mean in the new context? What will the future of copyright be?

The twenty-first century will have to meet another challenge: how to ensure the access of all to culture, and to all cultures. How can we foster genuine dialogue between cultures? In what direction is the digital world moving: will networks be opening up or becoming more exclusive? The Internet contains 12,000 public-access networks. In addition to these, it has, according to Saskia Sassen, 28,000 *closed networks* which, although part of the Internet, are similar to private clubs. Thus more than two thirds of networks are private and operate outside the public domain. In this context, one of the major issues of the coming decades will surely be development of the public domain of information about the new networks and providing equal access to them, in particular in the developing countries.

Another question concerns UNESCO directly: what will the impact of the new technologies be on books and reading? The increasing digitization of written texts and the development of new supports (electronic data banks, e-mail, publication software, etc.) are already giving rise to new forms of writing and reading but also of printing and circulating material; books are becoming a form of raw material that can be manipulated endlessly. What with interactivity, readers now have an almost infinite number of choices with regard to texts and, as a result, reading could become genuinely plural and pluralist. “Perhaps, as Régis Debray imagines, hypertext will be the ultra-democratic text, without author, without owner, without borders or customs officials, open to manipulation by anyone and dissemination anywhere” [88]. The growth of the Internet would then go hand in hand with the development of “grey literature” - writings that “have not yet attained the status of publications” - and of “spontaneous works” [89], where both the origin and the author’s status are unknown. We are already seeing the emergence of new educational “tools” which associate with the text diagrams, images, sounds or musical sequences and clarify its references or amplify treatment. In the long term such tools will completely change the nature, status and morphology of the texts.

What is more, the new technologies will be bringing about marked changes in the constitution and communication of knowledge. By permitting dialogue between the various forms of expression and between disciplines, digitization should help to open up new lines of scientific research and make for mutual enrichment of the various forms of the cultural heritage, both tangible and intangible. In the twenty-first century, textbooks and educational texts in general might be designed with a view to greater interactivity between the various fields of knowledge in order to meet the individual needs and tastes of every learner. They would thus encourage self-instruction and self-learning and “a new way of reading” [90] akin to navigation.

The last major trend is the development of the notion of heritage, which has broadened over the last few decades. From the simple preservation of historic monuments to the Convention for the Protection of the World Cultural and Natural Heritage, adopted in 1972, from the recognition of the intangible, symbolic and spiritual heritage to the current work of the International Bioethics Committee on the protection of the human genome, what we *have* has gradually become linked with what we *are*. What will the new territories of heritage be in the coming decades? Should its protection not take account of all its dimensions (environment and culture; the tangible and intangible heritage) but also of the new technological convergences in the fields of conservation and dissemination?

10. *The growing influence of science and technology and the new ethical challenges*

The first decades of the twenty-first century will be characterized by the growing influence of science and technology, coupled with the formation of powerful industrial and economic alliances on a global scale. The many advances in biotechnology, genetics, astrophysics and the sciences of the infinitely large and the infinitely small are revolutionizing our perception of life and of the world around us.

In many cases these scientific and technological advances hold the promise of positive developments for the benefit of humankind. This is true of progress in genetic engineering, which is paving the way for new gene therapies to treat formerly incurable genetically transmitted diseases. It also applies to the development of energy-efficient techniques, which should help us to gain greater control over our environment and to revolutionize our transport systems. Developments in the field of nanotechnology could lead to medical progress - with the identification and control of previously unknown pathogens - and progress in computer technology, where they could revolutionize new-generation computers. The use of biotechnology in agriculture could, if properly mastered, help combat food shortages.

But these advances also raise questions and ethical concerns. To begin with, there is the application of technology to living organisms, especially human beings. Is it not the case that the power to artificialize nature and to manipulate species - even the human species - will take us into the “brave new world” foreseen by Aldous Huxley and an ethically unacceptable situation in which humans domesticate other humans? Is there not a risk that the announced mastery of human genome sequencing will open the door to a living organism market where human genes are sold and traded like any other commercial product? Prenatal selection, already practised in many countries to obtain male foetuses, may soon be broadened to include other features of the embryo and lead ultimately to a market offering “babies à la carte”. What status will human beings have when they are the object of manipulation, experimentation, mutilation or even destruction? What, in this new context, will be the meaning of life and death? Who will decide on the alleged “benefits” of any particular genetic feature? Can we risk impoverishing the human genetic heritage through gene selection? Parallel manipulation of the genetic heritage of vegetable and animal species will in the coming decades surely raise an unprecedented challenge for the global environment.

Over and above society and the environment, the very definition of the human species and its biological integrity is at stake and in danger. Human beings can now alter the genetic heritage of any species, including their own. They even have the dismal privilege of being able to plan their own destruction. Modern science has brought us to the threshold of the irreversible. Knowing this is the main reason why we must take responsibility for future generations. What must be done now is to agree to limit, through ethical guidelines and wisdom, the currently unbounded power of technology. We must apply to technology Montesquieu’s maxim that absolute power corrupts absolutely. We must apply to science what Rabelais had to say about science without conscience being nothing but the ruin of the soul.

By adopting the Universal Declaration on the Human Genome and Human Rights, UNESCO is the first international institution to set forth ethical principles concerning the applications of science to the human being. Should we not pursue reflection on the ethics of science, in all its disciplines and fields of application, in order to develop what the philosopher Michel Serres calls the “mastery of mastery”?

At a time of globalization and the acceleration and multiplication of exchanges, the future appears, if not obscure, at least opaque. Complexity and uncertainty are the defining words of our era. Caught up in the frenzy of the immediate, victims of the tyranny of urgent tasks, we do not take the time to develop well-constructed actions or to reflect on their consequences. We have embarked, without brakes and without visibility, on the adventure of the future. But the fastest automobiles need the most powerful headlights. It is therefore no longer a matter of adjusting and adapting since adjustment and adaptation are ever trailing the times. We must take the initiative. We must look into the future, adopt a forward-looking vision of the world: tomorrow our children will harvest the fruits of our foresight, or of our blindness.

In accordance with the will of its Member States, UNESCO will need to continue strengthening its capacities in the fields of anticipation and forecasting: an ethics of the future surely has its place at the heart of the decision-making process, at the heart of democratic deliberation and at the heart of debate among experts. If we hope today to give the future a real future, then we must give a future to the ethics of the future. Training citizens to take responsibility for the future constitutes the role of education. Education is our most important teacher, the one teaching us not only to know and to do but also to be and to live together. UNESCO therefore has a crucial responsibility, in common with all educational institutions. But it is not the only player. The role of politics is equally vital. From local action to international negotiations every democratic debate about our future is a step in the direction of an ethics of the future. It is only through profound transformations in outlooks, practices and the connections we make between knowledge, expertise, ethics and decision-making that sustainable institutional modifications can arise, and not the reverse.

Acting to meet the challenges of the future: some lines of action

The trends to which we have referred are also closely interlinked challenges. What is more, they cut across all UNESCO's fields of competence. They compel the Organization to perceive the future in its globality and complexity, to conduct its activities, in its fields of competence, on a resolutely transdisciplinary and open basis and to define the intellectual and institutional partnerships essential to the realization of its tasks.

To meet these complex, manifold and interrelated challenges UNESCO has an important asset. Its fields of competence and their interaction represent tactical advantages for development in the twenty-first century: education, science, culture, communication and information are strategic responses to the challenges of the future. UNESCO can therefore evidently take the lead in a number of very long-term projects reaching beyond the year 2020 (see also *The World Ahead: Our Future in the Making*, *Les Clés du XXI^e siècle*, *Twenty-First Century Talks* and *Twenty-First Century Dialogues*).

- *Education for all throughout life.* The aim is to achieve a learning, democratic and citizen's society which ensures equal opportunity between the sexes, prepares young people for the challenges of the future, and develops each individual's potential. Such a society must meet the challenges of distance education and environmental education and both enhance the status of teachers, while assisting them through change, and revitalize the education system.
- *Promoting an international community of information and communication but also of knowledge for all.* The purpose is to ensure, throughout the world, equality of

opportunity and of access to the new information and communication resources and other new resources, but also to ensure a link between education, networks, new technologies, information and communication.

- *Learning to live together.* The requirement is to reinforce civil and citizen's education by creating a genuine global awareness and by seeking partnerships with international institutions, decision-makers (mayors, parliamentarians, etc.), civil society, the intellectual and scientific community and the private sector in the face of challenges that know no frontiers. But it is also necessary to count on the asset of cultural diversity (in particular linguistic diversity) and the potential of heritage and creativity and, finally, to contribute to eradicating poverty, notably through education.
- *Science and education for sustainable development.* The goal here is to ensure the preservation and sound management of the planet's ecosystems and their diversity, a prerequisite for the survival of the human species and biodiversity. In this connection, it is vital not only to foster the development of scientific, ethical and environmental cooperation (climatic variations, biology, climate, water and oceans, new forms of pollution, etc.) but also to address the key human and ethical issues of this challenge.

As one of the major writers of the past century put it, we should expect nothing of the twenty-first century: it is the twenty-first century that expects everything of us.

Notes

1. “During the six-year period UNESCO will strengthen its ‘intellectual watch’ function by endeavouring, in particular, to anticipate foreseeable needs in its fields of competence up to the year 2020” (28 C/4, para. 44).
2. Report by the Director-General of UNESCO, *The World Ahead: Our Future in the Making* (prepared by Federico Mayor in collaboration with Jérôme Bindé and the team of the Analysis and Forecasting Office of UNESCO), Odile Jacob/UNESCO Publications. Currently at press.
3. A collection of the *Twenty-First Century Talks* and the *Twenty-First Century Dialogues* will shortly be published in French under the title *Les Clés du XXI^e siècle* (UNESCO Press / Editions du Seuil, Paris, May 2000), with a foreword by the Director-General of UNESCO and edited by Jérôme Bindé. An English version will be published in the course of the biennium.
4. This concept was introduced by the economist Daniel Cohen (*Richesse du monde, pauvretés des nations*, Paris, 1997).
5. Alain Touraine, *Critique de la modernité*, Fayard, Paris, 1992.
6. See in particular: Manuel Castells, *The Information Age*, Volume I, *The Rise of the Network Society* (1998), Volume II (*The Power of Identity*) and Volume III (*End of Millennium*).
7. Saskia Sassen, *Globalization, telecommunications and cities: what prospects for the twenty-first century*, paper given at the Twenty-First Century Dialogues (September 1997).
8. *World Investment Report 1999: Foreign Direct Investment and the Challenge of Development*, November 1999.
9. “The system embraces some 60,000 TNCs with over 500,000 foreign affiliates that account for an estimated 25% of global output. Sales of these foreign affiliates alone amounted to US \$11 trillion (well ahead of world exports at US \$7 trillion) in 1998. Meanwhile the world stock of FDI rose by 20% last year to over US \$4 trillion, states the United Nations Conference on Trade and Development (UNCTAD). The world’s largest 100 TNCs, measured in terms of foreign assets, hold a dominant position in the new international production system. They now account for US \$4 trillion in total sales and hold a stock of total assets in excess of US \$4.2 trillion” (press release UNCTAD, 23 September 1999).
10. “Globalization is like a giant wave, that can either capsize nations or carry them forward”, says World Bank Chief Economist and Senior Vice-President, Joseph Stiglitz.
11. *World Development Report 1999/2000: Entering the Twenty-First Century*.
12. *Human Development Report*, UNDP, New York, 1998.
13. Ibid.

14. Ibid.
15. *Human Development Report*, UNDP, New York, 1996.
16. Massood Ahmed, Michael Walton, K. Subbarao, Parita Suesbsaeng, *Poverty Reduction and the World Bank, Progress in Fiscal 1996 and 1997*, World Bank, Washington, D.C., 1997.
17. *World Development Report 1999/2000: Entering the Twenty-First Century*.
18. Speech given by James Wolfensohn, President of the World Bank, Philadelphia, Pennsylvania, 11 November 1999.
19. See Hamish McRae, *The World in 2020*, Harpers Collins Publishers, London, 1994.
20. *Human Development Report*, United Nations Development Programme (UNDP), New York, 1998.
21. According to the report *The state of food insecurity in the world - the first of its kind - published by the Food and Agriculture Organization of the United Nations (FAO, October 1999)*.
22. The Asia-Pacific region accounts for nearly two thirds (526 million) of those suffering from malnutrition. In India alone, more people suffer from malnutrition (204 million) than in the whole of sub-Saharan Africa (180 million). In Africa, several countries in West Africa have made considerable progress, but the food situation has worsened in several areas of sub-Saharan Africa. In the central, western and southern regions of Africa, malnutrition has in general worsened.
23. In South Asia, half of all children under 5 are underweight, compared to 33% in Africa and 21% in South-East Asia.
24. Jacques Attali, contribution to the third session of the Twenty-First Century Talks, *Ready for the Twenty-First Century?*, 6 April 1999; Robert Reich, *The Work of Nations*; Daniel Cohen, *Richesse du monde, pauvreté des nations*.
25. Pierre Hassner, "Par-delà le totalitarisme et la guerre", *Esprit*, December 1998.
26. According to one author, while 35 million victims of collective violence in the twentieth century were victims of inter-State wars (including the two World Wars), 150 million were victims of their own governments. Rudolf Rummel, *Death by Government*, Transaction Publications, New Brunswick, 1995.
27. *SIPRI Yearbook 1998*, op. cit.
28. Boutros Boutros-Ghali, statement at the meeting on 6 April 1998 of the Twenty-First Century Talks, on the topic "Ready for the Twenty-First Century?", *Les Clés du XXIe siècle*, op. cit.
29. Vicenç Fisas "No farewell to arms", *UNESCO Courier*, April 1999. Sources: SIPRI Yearbook, 1998; World Military Expenditure and Arms Transfers 1996 (ACDA, United States, 1997) Conversion Survey 1998 (BICC, 1998).

30. The *Bonn International Center for Conversion* (BICC) estimates world disarmament at about 29% since the end of the Cold War in 1998, but notes the current slowdown of the trend and a considerable increase in military investment in some regions (BICC, *Conversion Survey, "Global Disarmament, Demilitarization and Demobilization"*, Nomos Verlagsgesellschaft, Baden-Baden, 1999). "Compared to the decreases in the early nineties - military expenditures worldwide fell from a peak of more than US \$1,000 billion in 1987 to only \$683 billion in 1996 - the decrease in 1997 was only minimal (US \$3 billion). In the United States, which on its own accounts for well over a third of worldwide military expenditures, and also in some other countries, military expenditures are on the rise again. A significant element in this is international trade in weapons. After a massive drop in the first half of the nineties, the global transfer of weapons is on the increase again."
31. In 1996 (*Conversion Survey, 1998. Global Disarmament, Defense Industry and Conversion*, Bonn International Center for Conversion (BICC), Oxford University Press, 1998). The estimates vary according to the sources, since it is extremely difficult to collect accurate and complete data in this field. Thus, according to the United Nations Development Programme (UNDP), in 1995 such expenditure totalled approximately \$800 billion, which represented the joint income of almost half (the poorest) of the world's population (*Human Development Report*, UNDP, 1997). Other United Nations sources evaluate worldwide military expenditure at \$797 billion in 1996, which is equivalent to \$135 per inhabitant of the planet (*L'ONU: La vérité en faits et chiffres*, United Nations Department of Information, DPI/1753/Rev.16, October 1998. According to the BICC, such expenditure in 1996 amounted to \$688 billion, while in 1987 it represented \$1,030 billion. According to SIPRI, it stood in 1998 at about \$696 billion, as against \$1,050 billion in 1989).
32. *The UNESCO Courier*, April 1999.
33. See in particular: "The Causes of Conflict and the Promotion of Durable Peace and Sustainable Development in Africa - Report of the Secretary-General", United Nations, April 1998, paragraphs 28 and 29.
34. Source: UNDP, *Human Development Report*, quoted by V. Fisas, loc. cit.
35. In 1994, the United Nations attempted to estimate the cost of defence expenditure for the developing countries. Out of a total of \$125 billion per year which they spent in this field at the time, it would have been enough to levy 12% to "provide basic medical treatment for all, vaccinate all the children, eliminate the most serious and reduce the most benign forms of malnutrition and supply everyone with drinking water"; 8% to "provide a range of basic family planning services to all couples who wanted them and to stabilize the world population by the year 2015"; and, more particularly, only 4% "for reducing adult illiteracy by half, extend[ing] primary education to all and [giving] women a level of education equivalent to that of men" (*Human Development Report*, UNDP, 1994).
36. UNDP, 1994, op. cit.
37. Independent Commission on Disarmament and Security Issues, *Common Security: A Programme for Disarmament*, London, 1992.

38. Mr Jacques Delors has made a proposal along these lines (taken up by the Commission on Global Governance in its report “Our Global Neighbourhood”) for the establishment of an “Economic Security Council”, “a global forum and steering body in the fields of economics, social issues and the environment”, which would bring together each year under the auspices of the United Nations the heads of State and Government and, in the intervening period, the ministers concerned, principally those responsible for the economy and finance, so as “to give political leadership and promote consensus on international economic issues where there are long-term threats to security in its widest sense” and to seek to ensure the follow-up to summit meetings and their resolutions (*Our Global Neighbourhood: The Report of the Commission on Global Governance*, Oxford University Press, 1995, pp. 153-162. See also: Jacques Delors, “Economie: pour sortir de l’impuissance”, *Le Nouvel Observateur*, 19-25 October 1995, and “Call to action: *Summary of Our Global Neighbourhood: The Report of the Commission on Global Governance*”, Geneva, Commission on Global Governance, 1995).
39. Lucas Delattre and Sylvia Zappi, *Le Monde*, 6 January 2000.
40. According to David Heyman, “tuberculosis, which had no resistance to antibiotics twenty years ago, is now resistant to them. Eighty per cent of cases recorded in prisons resist all medicines” (statement during the Twenty-First Century Talks on the subject “What shall we suffer from in the 21st century? Science and the challenge of emerging and re-emerging diseases”). See *Les Clés du XXIe siècle*, op. cit.
41. Ibid.
42. See: UNDP, *Human Development Report 1999*, De Boeck and Larcier s.a., Paris, 1999 (table 8).
43. Source: United Nations Centre for Human Settlements (HABITAT), *An Urbanizing World: Global Report on Human Settlements 1996*; future-oriented summary by the UNESCO Analysis and Forecasting Unit, established on the basis of the Note submitted by the Director-General of UNESCO to the United Nations Conference on Human Settlements (HABITAT II), 1996.
44. Source: *United Nations, World urbanization prospects: 1994 revision*, United Nations, New York, 1995.
45. Edward J. Blakely and Mary Gail Snyder “Divided We Fall: Gated and Walled Communities in the United States”, in *Architecture of Fear*, ed. Nan Ellin, Princeton Architectural Press, New York, 1997, p. 85; Robert Lopez, “Un nouvel apartheid social, Hautes murailles pour villes riches”, *Le Monde Diplomatique*, 1996. OECD, *Innovative Policies for Sustainable Urban Development*, 1996, quoted by Francis Godard, “Modes de vie urbains: Questions liminaires”, in *Villes du XXIe siècle*, ed. T. Spector and J. Theys, Ministère de l’Équipement, des Transports et du Logement, CERTU, Paris, 1999. Mike Davis has described the conditions of social violence reigning in Los Angeles. In that city, as in others, there has been a proliferation of “gated cities”, closed neighbourhoods protected by highly armed private police working in association with the public police, while all those excluded from the general prosperity are rejected and marginalized (Mike Davis, *City of Quartz - Excavating the Future in Los Angeles*, London, Verso, 1990). In this closed universe, protected by draconian rules of its own and by electronic means of surveillance, the streets are private, the schools are private,

- the sewers and collective amenities are private. Some communities have even cut themselves off completely, proclaiming themselves independent from the local communities (R. Lopez, loc. cit., summarized in T. Spector, "La prospective urbaine. Un état des lieux", *Futurables* No. 229, March 1998). This question was raised by Jérôme Bindé in *Twenty-First Century Dialogues*, 16-19 September 1998, UNESCO. See *Les Clés du XXIe siècle*, op. cit.
46. *Le Monde*, 17 January 2000.
 47. See on this subject the comparison exercises carried out on two maps of prehistoric France by the *Agence nationale pour la gestion des déchets radioactifs* (ANDRA) (*Le Monde*, 18 January 2000).
 48. Between 1958 and 1976, the average thickness of the Arctic ice was 10 feet; from 1993 to 1997, it was no more than 6 feet.
 49. Alain Leauthier, "Le trou refait des siennes depuis début septembre", *Libération*, 06/10/98.
 50. Jean-Paul Dufour, "La dégradation de la couche d'ozone inquiète les Nations Unies", *Le Monde*, 16/09/95.
 51. Data from the United Nations Environment Programme (UNEP), *Global Environment Outlook*, Oxford University Press, 1997; *Le Monde*, 2 December 1998; inaugural speech by Mr Abdou Diouf, President of the Republic of Senegal, at the second session of the Conference of Parties to the United Nations Convention on Combating Desertification, held in Dakar on 30 November 1998. See also, UNEP, *Status of Desertification and Implementation of the United Nations Plan of Action to Combat Desertification*, report by the Executive Director, UNEP/GCSS.III/3, 1991.
 52. SOFO-State of the World's Forests, FAO, March 1999.
 53. See on this theme the statements by Mohamed Larbi Bouguerra ("Chemical pollution and invisible pollution: future trends and solutions for action") and by Niels E. Skakkebæk ("Invisible pollution and the decline in male fertility: an international study") in *Twenty-First Century Dialogues*, September 1998.
 54. Catherine Vincent, *Le Monde*, 26 November 1999, supplement *21 questions au XXIe siècle*, "La diversité biologique menacée? Ou comment sauvegarder 1,5 million d'espèces?".
 55. Michel Serre, *Vers un contrat naturel*, Paris, François Bourin, 1990.
 56. José Joaquín Brunner, "Postmodernidad y Globalización", Facultad Latino Americana de Ciencias Sociales, Santiago de Chile, May 1996, p. 51.
 57. Constitution of UNESCO, Article I, paragraph 2(c).
 58. Paul Kennedy "Globalization and its Discontents", contributing to the *11th Twenty-First Century Talks*, 6 November 1999.
 59. *Ibid.*

60. See the proceedings of the International Conference on Violence on the Screen and the Rights of the Child (Lund, Sweden, 26-27 September 1995) and the inforights and infoethics meetings organized by UNESCO (Monaco, 10-12 March 1997 and 1-3 October 1998).
61. Boutros Boutros-Ghali, *Le Nouvel Observateur*, 19-25 October 1995; *idem.*, statement at the round of Twenty-First Century Talks, on 6 April 1998, devoted to the theme "Are we ready for the twenty-first century?", organized by UNESCO's Analysis and Forecasting Office (AFO). See *Les Clés du XXIe siècle*, op. cit.
62. "No country is immune from corruption, and many are especially vulnerable because of their weak laws and institutions. Corruption also has an international dimension. The same open borders, technological advances, transnational communications and commercial transactions that are the hallmarks of today's global society can also allow corruption to take root and flourish. International cooperation - among governments, the private sector and civil society - is thus essential if we are to defeat this menace." (Kofi Annan, Secretary-General of the United Nations, message to the Eighth International Anti-Corruption Conference, Lima, 7-11 September 1997; document SG/SM/6318.)
63. Source: UNDP, *Human Development Report 1999*.
64. To give an idea of its magnitude, this amount is equivalent to the figures for the international textile trade in 1994 (United Nations, *World Drug Report 1997*, Oxford University Press. *Le Monde*, 27 June 1997) or to 1% of global GNP, or to the GNP of all of Africa (Eric de la Maisonnette, *La violence qui vient*, Éditions Arléa, Paris, 1997, p. 148).
65. Kofi Annan, Secretary-General of the United Nations, message addressed to the Pugwash Conference on Science and World Affairs, Lillehammer, Norway, 1 August 1997.
66. "Without strong governance, the dangers of global conflicts could be a reality of the twenty-first century - trade wars promoting national and corporate interests, uncontrolled financial volatility setting off civil conflicts, untamed global crime infecting safe neighbourhoods and criminalizing politics, business and the police." (UNDP, *Human Development Report 1999*, p. 8.)
67. "An Agenda for democratization: Support by the United Nations system of the efforts of Governments to promote and consolidate new or restored democracies" (letter sent by the Secretary-General of the United Nations to the President of the General Assembly on 17 December 1996; document A/51/761, 17 January 1997).
68. *Ibid.*
69. See the *UNDP Human Development Reports* (in particular 1995 and 1999).
70. UNDP, *Human Development Report 1998*.
71. All over the world, a number of advances are encouraging: in the Arab countries, between 1970 and 1990, the number of girls attending school per 100 boys rose from 47

- to 77. In higher education, this number rose from 34 to 65. Approximately 30% of women students enrolled in higher education are in natural or applied sciences. In South-East Asia and the Pacific, the rate of enrolment of women in higher education doubled between 1970 and 1990. In South Asia, the female illiteracy rate fell from 81% to 67% during the past two decades. In Latin America and the Caribbean, the number of girls enrolled in secondary education was 97% of the number of boys, and there are equal numbers of men and women in higher education. In sub-Saharan Africa, the female enrolment ratio in secondary education quadrupled between 1960 and 1991, rising from 8% to 32% (UNDP, *Human Development Report 1996*).
72. Rising from 3.4% in 1987 to 6.8% in 1996 (United Nations, Division for the Advancement of Women, October 1997). See also *Courrier International*, hors série no°10, October 1994.
 73. *Le Monde*, 31 August 1995.
 74. In the developing countries in 1995, the proportion of women illiterates was 38.3%, while that of men illiterates was 21.1%. In the least developed countries, the rates were 61.9% for women and 40.5% for men.
 75. Only 10 women have received Nobel Prizes in scientific disciplines, against 300 men (*El País*, 18 March 1998).
 76. World Health Organization (WHO), 1996 report.
 77. Presenting the 1996 report *The Progress of Nations*, UNICEF's Executive Director, Carol Bellamy, underscored that "it is no exaggeration to say that this is one of the most neglected tragedies of our times", since 1,600 women - some in their teens - die every day during pregnancy or childbirth, leaving at least a million children motherless, "with slim chances for survival" (11 June 1996). The report indicates that "for every woman who dies, approximately 30 more incur injuries, infections, and disabilities", for a total of at least 15 million women a year. According to the report, "giving women adequate obstetric care in developing countries would not be expensive. Affordable basic training in such care could be provided for doctors, midwives and nurses".
 78. International Labour Office, 1995. According to UNDP, in the industrialized countries, of the total amount of time men spend working, two thirds are devoted to paid activities and the remaining third to unpaid activities. The proportions are the reverse for women.
 79. An ILO study shows that over the last ten years, while women's salaries grew by 10% in the United States, they declined in relation to those of men in Germany, Denmark, Portugal, Japan and Turkey, and remained more or less the same in France, Belgium and the Netherlands. The same study estimates that in the industrialized countries, 75% of women are employed in traditionally poorly paid tertiary-sector jobs, and that women represent a small minority in positions of high responsibility in the private sector. See *Le Monde*, 26 August 1995.
 80. *Le Monde*, 31 August 1995.
 81. United Nations, Division for the Advancement of Women, "Women 2000: Women and Decision-Making", October 1997.

82. UNDP, *Human Development Report 1998*, and “Women in Government” (January 1996, United Nations, Division for the Advancement of Women).
83. In Beijing in September 1995, for the first time, an international text recognized rape as a war crime.
84. On this topic, see Néstor García Canclini, “Towards hybrid cultures”, presentation to the Twenty-First Century Dialogues organized by the Analysis and Forecasting Office, September 1998, in *Les Clés du XXIe siècle*, op. cit.
85. “The new territories of culture: globalization, cultural uncertainty and violence”, presentation to the Twenty-First Century Dialogues organized by the Analysis and Forecasting Office, September 1998, in *Les Clés du XXIe siècle*, op. cit.
86. Quoted by Manuel Castells in *Le pouvoir de l'identité* (The Power of Identity), as the heading to Chapter VI: Politique informationnelle et crise de la démocratie (Informational Politics and the Crisis of Democracy).
87. To echo the philosopher Bernard Stiegler, *Le Monde*, supplément “L’avenir: 21 questions au XXIe siècle” (*Le Monde*, special edition “The future: 21 questions for the twenty-first century”), November 1999.
88. Pierre Lévy, *L'espace du savoir, éléments de cartographie anthropologique* (The knowledge space: elements of anthropological mapmaking), Neuropelba, International Business Park, 1993; Michel Authier et Pierre Lévy, *Les arbres de la connaissance* (The trees of knowledge), Paris, La Découverte, 1992. Quotation from Régis Debray, “Dématérialization and désacralisation: le livre comme objet symbolique” (Dematerialization and desacralization: the book as symbolic object) in *Le Débat*, September-October 1995, No. 86, p. 27.
89. Blaise Cronin and Geoffrey McKim “The Internet”, *World Information Report, 1997/1998*, UNESCO, Paris, 1997, p. 266.
90. Y. Maignien. See also: André Zysberg, Yannick Maignien, Jean-Didier Wagneur, Bruno Blasselle, “La lecture assistée par ordinateur” (Computer-assisted reading) in *Le Débat*, September-October 1995, No. 86, p. 156.