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GOOD PRACTICE IN INTERNATIONAL DEVELOPMENT FROM AN INTERDISCIPLINARY PERSPECTIVE SEMINAR

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As a specialized agency of the United Nations, UNESCO contributes to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information. As a global organization, it provides a forum for international debate, the establishment of global standards and indicators, the sharing of ideas, analysis and experience, and the assessment of results. Its broad-base mandate¹ offers tremendous opportunities to develop interdisciplinary approaches in its fields of expertise.

This seminar, organised by the UK National Commission for UNESCO in Scotland, explored current issues of best practice in international development from an interdisciplinary perspective, in a Scottish context. Through a series of case studies and workshops, this seminar engaged participants in reflecting about their own practice and experiences about what constitutes best practice in international development today. In the workshops, 130 participants (practitioners,, policy makers and researchers from Scotland) discussed issues of: gender & diversity in Development, local voices and knowledges in environmental Development, the importance of Higher Education & Lifelong learning to Development, integrated approaches to water management in Development, and the role of Culture in reaching the Millenium Development Goals.



All presentations and speakers addresses can be found on:
http://www.unesco.org.uk/Development_Seminar.htm

WORKSHOPS REPORT

Workshop 1: Gender & Diversity in Development: “drawing everyone in?”

Facilitators: **Prof Gerda Siann** (Emeritus Professor of Gender Relations, University of Dundee & Hon Consul for Rwanda to Scotland) and **Oonagh O’ Brien** (International Institute for Health and Development, Queen Margaret University)

Background to the workshop:

-  Of the world’s one billion poorest people, 3/5 are women and girls.
-  Of the 960 million adults in the world who cannot read, 2/3 are women.

¹ UNESCO has been designated by the United Nations General Assembly as lead United Nations agency for a number of United Nations decades: the United Nations Literacy Decade (2003-2012), the United Nations Decade of Education for Sustainable Development (2005-2014) and the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010). UNESCO performs a lead role for Education for All (EFA) and its Global Action Plan (GAP), the World Water Assessment Programme and the UN-Water and UN-Oceans inter-agency coordination mechanisms, the Global Agenda for the Dialogue among Civilizations and has, together with the International Telecommunication Union (ITU) and United Nations Development Programme (UNDP), a shared responsibility for the follow-up to the World Summit on the Information Society (WSIS). UNESCO also plays a key role in assisting countries to build knowledge societies, by offering a platform for access to and the use, dissemination and sharing of knowledge, including scientific knowledge. UNESCO is the manager and guardian of universal lists in its fields of competence, established by Member States, such as for world heritage, intangible cultural heritage, biosphere reserves or Memory of the World.

- 🏛️ Fifty-seven per cent of the 77 million children who are out of school are girls.
- 🏛️ In sub-Saharan Africa, 57% of those living with HIV are women, and young women aged 15-24 are at least three times more likely to be infected than men of the same age.
- 🏛️ Women make up only one quarter of the world's researchers.
- 🏛️ The gender divide is one of the most significant inequalities within the digital divide, and it cuts across all social and income groups.

Sustainable development, human rights and peace at the global, regional and local levels can only be realized if women and men enjoy expanded and equal opportunities, choices and capabilities to live in freedom and dignity. Equality between men and women exists when both sexes are able to share equally in the distribution of power and knowledge; have equal opportunities, rights and obligations in terms of work or income generation; are given equal access to quality education, capacity-building opportunities throughout life and in all domains, and the possibility to develop their full potential and personal ambitions. Gender equality is a fundamental human right, a commonly shared value and a necessary condition for the achievement of the internationally agreed development objectives, including all Millennium Development Goals (MDGs). UNESCO has a strong programme on gender as reflected in its strategic planning:

- 🏛️ Getting education systems to be gender-responsive: seeking system wide responses through EFA national action plans;
- 🏛️ Promoting Human Rights-based and culturally appropriate approaches that support women's empowerment and more balanced gender relations;
- 🏛️ Using training and non-formal education as key entry points to address gender inequality, HIV and AIDS related issues;
- 🏛️ Developing empowering educational prevention strategies and material for adult and lifelong learning; Developing and promoting the better use of information & communication technologies, the media, public entertainment and awareness campaigns (radio and TV) to spread socially targeted, gender-sensitive and effective messages about HIV and AIDS and the need for equal gender relations.

UNESCO's gender mainstreaming strategy ensures that women and men benefit equally from programme and policy support. It is intended to transform development such that equality becomes both a means and an end. It aims at achieving all international development goals, including, but not only, those explicitly seeking to achieve gender equality. Gender mainstreaming means:

- 🏛️ identifying gaps in gender equality through the use of gender analysis and sex-disaggregated data;
- 🏛️ raising awareness about gaps;
- 🏛️ building support for change through advocacy and alliances/partnerships;
- 🏛️ developing strategies and programmes to close existing gaps;
- 🏛️ putting adequate resources and the necessary expertise into place;
- 🏛️ monitoring implementation; and
- 🏛️ holding individuals and institutions accountable for results.

Workshop purpose:

This workshop sought to share practical examples from the South and from within participants experience and to find space to reflect upon what constitutes best practice with regards to gender equality.

Working on improving gender equality in order to achieve better development outcomes is long slow and often frustrating work. There is a growing interest in evaluating interventions in order to have a clearer idea of what works well and sharing of good practice.

The facilitators shared with the participants an example of one project on HIV in South Africa which had been evaluated to demonstrate that the intervention had been successful. The example was used as a catalyst for participants to share what they thought was good practice on gender justice and equality in other areas. The IMAGE project, which was the example, has integrated a range of issues in a participatory approach including gender, equity, poverty and health to achieve the significant outcomes listed below.

[The case study: The IMAGE project](#)

Background:

2/3 of global HIV infections are in Sub-Saharan Africa
Women and girls---57% in total of those

South Africa---HIV prevalence 30% of adults
36-71% of African women have been in a violent relationship
Violence is an independent risk factor for HIV

A well-designed microfinance programme can provide a platform for addressing a range of broader developmental issues. The IMAGE project (Intervention with Microfinance for AIDS & Gender Equity) is a partnership between SEF and the Rural AIDS and Development Action Research (RADAR) Programme.

IMAGE combines poverty-focused, group-based microfinance with structured training and discussion about social norms, gender-based violence and HIV/AIDS. The project had been carried out by number of organizations like a local microfinance organization in South Africa and some women groups. this model was a success in giving small loans to women, poor women in particular in society using small enterprise foundation. E project used participatory mapping to identify the poorest women. Money was lent to groups of 5 or 6 women (not individuals). If one woman had a problem therefore, the others in the group would support her. Findings were:

- 🏠 Higher rate of loans repaid;
- 🏠 household well-being improved;
- 🏠 empowerment-self measurement, all improved;
- 🏠 reduction (nearly 50% in some villages compared to no reduction or increase in control villages) in self-reported Intimate Partner Violence;

The project achieved impressive changes in terms of women's self-confidence, relationships with their partners and engagement in their communities (empowerment and social capital). But the most remarkable achievement was a 55 % decrease in violence (physical and sexual abuse) experienced

by women within the family, and a significant change in risky sexual behaviour that might lead to HIV infection, evidenced by a 24 per cent increase in the use of condoms and a 60 per cent increase in those accessing voluntary testing for HIV.

The main questions raised by the project were:

Can microfinance (MF) empower women?

Risk of "double burden": for some very poor women to manage these financial situations (e.g. setting up a small business) is very difficult. There is also no guarantee that that women would have control over the loan use.

Can MF reduce risk of violence?

Sometimes MF does not reduce women's risk of violence, and can actually even increase it. For example, when the project was established in small and unstable community, and women got the money, men were not happy. So there is a need for additional training inputs such as adding gender sensitization, involving broader community and involving men.

Workshop Discussion & outcomes:

The participants discussed the structural or contextual variables in other settings (that they were familiar with) that would impact on replication of this case study.

The participants raised the following best practice principles:

1. Microfinance and other activities can be a stepping stone towards gender equality
2. That it remains crucial to have local leaders involved ;
3. That communities remain the entry point, and that no matter what the project, other people in the community must not see it as a threat;
4. In all gender focused projects, men must be brought onboard, made aware of womens' skills, to see the advantage of women being empowered; one of the goals is to help men to change their position;
5. That men can be involved in microfinance too; projects must not be gender blind.
6. That when a project comes to discuss issues related to sexual practices or HIV/AIDS, it must do so in culturally sensitive way;
7. That the goal of any project, whether or not gender focused must ensure the project reaches those who need it most.

Workshop 2: Integrating Local voices and local knowledges in Environmental Development

Facilitators: Prof John Briggs (Glasgow Centre for International Development) & Prof Paul Van Gardingen (Edinburgh International Development Centre)

Background to the workshop:

Indigenous knowledge systems are seen to be an alternative to standard development strategies which tend to be based on the transfer of science and technology from the north to the south. However, the failure of 'development' to transform the lives of the majority of people in the South suggests that this type of transfer may not always be appropriate. However, the dichotomy between formal science and a 'people's science', as represented by indigenous knowledge, may be equally unhelpful, as people do not usually see knowledge in these stark bi-polar terms. The challenge, therefore, is to see knowledge as a local, hybridised and dynamic knowledge system that is adaptable to local environmental, economic and socio-cultural conditions.

Workshop purpose:

The workshop discussion revolved around the following questions:

- 🏠 Does listening to local voices really empower people? How do we ask the right questions? How do we know who to ask those questions of? Whom does the community pick to represent itself?
- 🏠 What are the power relations associated with knowledge at the local level?
- 🏠 Whose voice counts?
- 🏠 Is indigenous knowledge useful for Development anyway?

Workshop Discussion & outcomes:

Each of the facilitators gave a brief introduction, based on their own fieldwork in countries of the global south, and their subsequent views of local voices and knowledges in Development. This raised questions with the participants about empowerment generally, power relations within communities (whose voice counts?) and participation issues. This also raised the issue of the challenge of local knowledge systems and why such local knowledges may, or may not, contribute to sustainable development at the community level.

Facilitators also warned participants to be aware of the cultural, social and economic context in any project, and of not reproducing a Western knowledge system (Western vs indigenous). They reminded all that the most important thing practitioners in Development can do is "listen", listen to the people's context, their needs, and thereafter respond. People have solutions, each community in their own way, has solutions.

The participants raised the following best practice principles:

1. One must ask themselves what the Community is. A community is made of individuals. Communities grow, change, they are fluid.
2. Participation changes people, it can also shift power relations within a community. Always adopt a rights-based approach.
3. The Development practitioner must step back and ask themselves why they are there in the first place (to promote a cause? If so are you seeking a participatory process to validate your cause, your reasons for being there?)
4. When funds are involved, the process of participation can be distorted (e.g " what do we need to tell you so we get the money?"
5. If you hear only one particular voice (men, women, elderly, young) you only get one particular view (for example, if you are fostering participation on an agricultural project in Tanzania, women participants will be able to tell you about food crops, whereas men will be able to tell you about cash crops)- Experience shapes participation.
6. Understanding the context takes time, it also influences the work one does (for example, in certain parts of the world one cannot ask "yes, no" questions as the answer "no" is considered rude).
7. Development must be needs-based, and allow for change and adaptation (which funders do not always allow) . Beware of donor-driven development, which is asking people to change what they do on the ground.
8. A practitioner must be careful not to "westernise" their project (e.g starting a market model in a rural area, where there were none previously) and bring their own targets and deliverable

9. At some point, the outsider, the practitioner must withdraw. But consider when. Most NGOs pull out before they have made any difference.
10. NGOs must ask themselves if the impact they have made is sustainable.





Workshop 3: Higher Education and Lifelong Learning: how do they matter to Development?

Facilitators: **Dr Gari Donn** (International Education, University of Edinburgh) & **Kathy MacLachlan** (Centre for Research and Development in Adult and Lifelong Learning (CRADALL) (University of Glasgow)

Background to the workshop:

UNESCO is the only UN body with a mandate in higher education. The Organization supports governments and institutions worldwide in building capacity and formulating policies and strategies, so that higher education fully contributes to sustainable national development. Promoting higher education in the increasingly knowledge-based present-day society as a key factor for cultural, economic and political development, as an endogenous capacity-builder, as a promoter of human rights, sustainable development, democracy, peace and justice.

UNESCO supports the establishment of sustainable higher education systems by:

-  building and strengthening capacities at the national level
-  providing global leadership concerning teacher training and related policy issues
-  developing policy options for an educational response to the challenges of globalization through research and knowledge-sharing.
-  assisting Member states in planning for and developing sustainable policies in the use of ICTs in education in a lifelong learning perspective

UNESCO's assistance to Member States aims to support policies and strategies that ensure equal opportunities and wider access to quality higher education. Underlying all actions is the growing recognition of the role played by effective higher education systems in supporting progress towards EFA goals.

Workshop purpose

The workshop focused on how Higher Education can help to address UNESCO goals and the Millennium Development Goals (2/3). Drawing from their own experience and that of the participants, the facilitators explored 2 key themes: to explore the work going on in Scotland to enhance those goals, and what UNESCO can help to do best and add value to the process.

Workshop Discussion & outcomes:

The facilitators used a number of case studies:

1. C. MacLachlan: case study of a project funded by the British Academy for capacity building in 4 countries:

A teacher in a university thinking of building capacity for teachers in 4 African countries. Capacity – research, staff development. The Focus of project – countries come together, knowledge, research, applying for funding, academic writing, teaching together.

The Universities of Lesotho, Malawi, Glasgow, staff came to Glasgow for 2 weeks training on “how to do research”. Ensued a two-way exchange and reflection about what is academic research, Western vs African indigenous ways of doing research. Themes explored were – Non-formal education research and poverty reduction. What do we mean by non-formal education, how do we see poverty?

One of the things came out of this project research was to the need to eliminate a top-down approach and come out with participatory research methods. The end-phase result was a teaching manual about the nature of research, about doing research, and about writing up academic articles.

The Next phase – the project is now applying for a second phase – to do the research in different countries using the ideas prepared in the first phase about non formal education and poverty reduction. The different universities are focusing on the below:

Botswana – non-formal community education around forestry
Lesotho – non formal education about herd boys
Glasgow – Adult literacy
Nigeria – comparing different systems of non formal education
Malawi – non formal education

They are writing individual reports and then collecting them in a book.

The question the facilitator posed to the group regarding this study was:

Does this project increase capacity? where does it go from there?

2. G. Donn: Curriculum import:

How countries in GCC and African countries tend to import curriculum from USA, Canada, Australia, and New Zealand, because they are seen to be of better quality. The problem is not that the curriculum is not terribly appropriate, but that it is not native. It highlights the need to ensure that curriculum should be properly designed. The issues this poses are:

🏛️ Countries need to develop research capacity in water management, technology and health issues, according to their own needs.

🏛️ A knowledge economy is based on indigenous knowledge, not imported knowledge.

The question the facilitator posed to the group regarding this study was:

🏛️ where does knowledge come from? Whose knowledge is it? And how does it work best to facilitate EFA goals?

The participants raised the following best practice principles:

2. The emphasis must be on lifelong learning as it encourages social mobility.
3. Medium-level technical skills should be raised to balance the paradigm between academic and vocational training
4. In HE and Development programmes one must bear in mind the higher education unemployment rate which affects many countries
5. North-South and South-South co-operation and exchange must be encouraged in research and curriculum development
6. For countries like Malawi, the issue is developing a curriculum development programme and a qualifications framework. Collaborative partnerships in curriculum design among HEIs must be encouraged
7. The link between the workplace and academia is not strong and it has to be improved; especially within the context of the current economic crisis
8. Education must happen in the local language or mother tongue; it must also account for different cultural perspectives
9. Education does not happen in isolation, it has to be connected to water, sanitation, nutrition and poverty reduction.
10. Development programmes need to focus on basic education e.g. primary education to raise the capacity of stock of for secondary and higher education.
11. The so called “first world” must stop projecting itself onto the developing world

Workshop 4: Water Management for Development: lessons from the IHP HELP (Hydrology for the Environment, Life and Policy) Programme

Facilitator: Dr Sarah Hendry-Dundee UNESCO Centre for Water Law, Policy and Science & Alistair Rieu Clark – Dundee UNESCO Centre for Water Law, Policy and Science

Background to the workshop:

A few key facts:

- 🏠 70% of global water use is for agriculture
- 🏠 There is a policy trend to divert water to “higher value” eg industrial use
- 🏠 Urbanisation has multiple consequences for water and wastewater management
- 🏠 One billion people lack access to safe water
- 🏠 Two and a half billion people lack access to improved sanitation
- 🏠 Two of the top 5 communicable diseases are directly linked to water (diarrhoea and malaria)
- 🏠 One third of deaths and 80% of disease in developing countries are linked to water and sanitation.

The Third edition of the United Nations World Water Development Report (WWDR-3) was presented at the 5th World Water Forum in Istanbul, Turkey on March 16, 2009. The development of the WWDR, coordinated by WWAP, is a joint effort of the 26 UN agencies and entities which make up UN-Water, working in partnership with governments, international organizations, non-governmental organizations and other stakeholders.

<http://www.unesco.org/water/wwap/wwdr/wwdr3/> . It is new format the report addresses a number of themes including climate change, the Millennium Development Goals (MDGs), groundwater, biodiversity, water and migration, water and infrastructure, biofuels, etc. For NGOs the report sent a real message with regards to the importance of communication, leadership, management and administration in matters related to water and water resources.

The UNESCO IHP HELP programme: HELP, Hydrology Environment Life and Policy, is a cross-cutting programme within UNESCO’s International Hydrological Programme (IHP). HELP is a global network of river basins where scientific research goes hand in hand with social development, HELP is stakeholder-focused and integrates cutting-edge science with effective policy-and-law. It addresses the “paradigm lock” of poor communication amongst different professionals, and between the professionals and various stakeholder groups, in any particular river basin. IHP is UNESCO's international scientific cooperative programme in water research, water resources management, education and capacity-building, and is now in its seventh strategic planning phase, from 2008-2013. The 7th Strategic Plan has five key themes: Adapting to Global Change; Water Governance for Sustainability; Ecohydrology; Water and Life Support; and Water and Education. The HELP programme offers insights into good practice for water management that include, but go beyond, the scientific analysis; and it includes multi-dimensional stakeholder activities as a core part of Integrated Water Resources Management (IWRM).

HELP basins are good exemplars of an IWRM approach, as HELP focuses on river basins as the appropriate unit of management, and is a network of basins, some at a developmental stage, others far advanced in the implementation of IWRM principles. HELP basins have, at minimum, two common features: they involve stakeholders in the identification of key water management issues in the basin, and their catchments provide an opportunity for the joint study of the physical, social and policy factors that affect that management.

Workshop purpose:

The workshop aimed to explore how many development issues such as Public health Private health, Gender, Education, Power-relations, Sustainable development, Food production, Energy, may be affected by water management. Through the use of a scenario, the facilitators wished to engage the participants in thinking about various actors roles and actions, about the conflicts, synergies, outcomes that may arise, about the sorts of forums which might be useful to bring people together and facilitate communication, and ultimately to explore how a IWRM / HELP-type approach may be useful.

Workshop Discussion & outcomes:

The facilitators started by drawing out from the group ideas about why Water is important to Development[– eg economic development v subsistence agriculture, water demand in urbanising environments, public health in a broad sense, ability to engage in education / work , gender issues, water quality and the quality / quantity link. These all relate to MDG7. They then used a scenario to foster discussion:

Workshop Scenario

You are working in a river basin in a developing country. Upstream, there is small-scale subsistence agriculture, with many small farmers each abstracting surface water from the river and distributing this through small-scale, community-managed irrigation systems. These communities manage their water through a long-established customary system that works well in periods of social and environmental stability. However the communities are not living in such times. The communities

are relatively undeveloped and in particular have inadequate sanitation provision which leads to water quality problems. The government is promoting small-scale aquaculture as a suitable form of economic development but again there are concerns about the water quality impact of this. Usually, drinking water for these communities comes from wells, but sometimes surface water is used. The communities are used to outbreaks of disease and especially diarrhoea in the very young and the elderly, which is seen as a hazard of life and not as something that could be addressed by clean drinking water, better hygiene and improved sanitation. A local NGO is working with the community on this.

In the middle reaches of the river, representatives of an international environmental NGO have been working with the central government's environment department to address pressures on indigenous species of fish, which are an important source of protein in the local diet. Invasive non-indigenous plant species, reduced flow in the dry season (partly caused by impoundment of water for aquaculture and for irrigation), and deteriorating water quality are affecting these species as well as having more general effects on biodiversity. This is also affecting the upstream communities, which forage in the forest areas surrounding the river, to supplement their diet and for non-food resources.




Further downstream is an urban centre which is seeing a population influx. The local authority has responsibility for the provision of drinking water and would like to be able to abstract more water from the river. It would also like to see pollutant loads reduced to limit the treatment requirements for drinking water. There is some waterborne sewerage but very little treatment before the sewage is discharged back into the river.

The environment department is trying to secure support for new legislation that would:

- Control abstractions of water and impose minimum environmental flows
- Control discharges of waste water and also diffuse pollution eg from inadequate sanitation.

These controls would be expected to release water for downstream urban use, improve water quality both directly and by increasing the flow, and protect biodiversity and native fish stocks. They would require sewage treatment in the urban centre.

The following groups can be represented:

-  The rural community and the local NGO
-  The urban community and the local authority
-  The environment department and the international NGO.

What position will each adopt? What arguments would they present? What conflicts, synergies, win-win outcomes could emerge? What sort of forums might be useful to bring people together and facilitate communication? Why and how might IWRM / a HELP-type approach be useful?

In their discussion, the participants considered the following issues: the consequences of urbanization and the impact on the lack of safe drinking water resulting in communicable diseases and mortality, the larger sustainable development issues (water, energy, sanitation etc.) and the links between them. They also discussed equity issues, policy making and social issues.

The participants raised the following best practice principles:

1. The need to engage a wider network of stakeholders to ensure that consequences for change in water management should take account of all those affected.
2. Be aware of the negative consequences of a top-down approach, work with partnerships, engage and mobilize local communities
3. The decision making process must procure competing interests, include stakeholder engagement and a proper forum for decision making as well as collaborative partnerships
4. Water management and water resources project must take into account and address equity issues (who gains power through water use or ownership? Who is excluded? etc)
5. NGOs and Development agencies must Integrate a developing science of conservation
6. Avoid Decision rules for trade offs
7. Often in development there is a risk aversion – one must input details and tabulation of prospective risks, have backup plans, there are always pressures not anticipated in any project but also coping mechanisms
8. If development is to address sustainable development issues such as water and sanitation, energy, there needs to be better links between management and sustainability
9. Beware of the scale of management units
10. In any project, one must beware of the factors of funding and fiscal incentives

11. Development projects ought to focus on the importance of water and how it can be empowering with effective mobilization and management

Workshop 5: How can Museums & Culture help reach the Millenium Development Goals

Facilitators: **Malcolm McLeod** (National Museums of Scotland) & **Mike Gondwe** (Museums of Malawi)

Background to the workshop:

UNESCO is continuing to work to protect cultures and cultural diversity.

Like other bodies involved in development, it also believes that development projects must work with and through local cultures; if they do not do this they will fail. This approach has emerged because those involved in development have come to realize that people know what they want and how best to get it and, second, that Development imposed from outside fails and can be destructive.

Workshop purpose:

This workshop wished to ask its participants to reflect upon the following questions:

- 🏛️ What are some key ways in which culture is linked to Development?
- 🏛️ What might support for culture's role in development actually look like?
- 🏛️ How do we translate the potential of culture in development into reality?
- 🏛️ How can we make sure that the poor and marginalized benefit directly from the creative economy beyond relying on the so called trickle down effect?

There have been a number of successful initiatives, nevertheless there remain problems to be solved amongst which:

- 🏛️ Many museums in developing countries are based on out-dated models drawn from the developed world. As a result they have little relevance for local people and are not visited by them. This means they can contribute little or nothing to help use local cultures to assist good development. How can this be changed? What are the appropriate ways to involve local people in the work of museums? How can they change to serve their communities? What extra resources are needed? How can these be obtained? Who is to determine these things?
- 🏛️ How can museums be integrated into national development strategies? Where do they fit within the government structure? For example, until recently in many African governments Culture and Sport were in a single ministry and the majority of funds went to football. What is the best position for them within the national and local structures? How can this be decided?
- 🏛️ What role should museums play in supporting local tourist industries? How should they best do this? Does this mean they have to produce a cleaned-up and simplified version of local culture? Does this conflict with other goals?
- 🏛️ Do the people at the highest political level have a clear idea of what constitutes "culture"? (In some developing countries this seems to be seen in terms of the more obvious factors such as drumming, masquerading, chiefly displays etc.)
- 🏛️ Are there certain areas of development which museums are best suited for e.g. HIV/Aids prevention, anti-Malaria activities, strengthening the creative arts, harnessing traditional farming techniques etc?











Workshop Discussion & outcomes:

The facilitators asked participants to bear in mind and consider in their discussions:

- 1) What UNESCO and Scotland can contribute in this field of Culture for Development
- 2) That most development programmes in the past have failed for various reasons

In their discussion, the participants raised the following issues, based on their own practice and experience:

- 🏛️ Culture means different things to different people, often perceived from the anthropological sense. The profile of culture is a serious issue in countries such as Malawi – it has a very low priority when it comes to funding but we have a duty to re-shape people's attitudes. Creativity and expressive acts are of the utmost importance.

-  Cultural identity has both tangible and intangible aspects. This has implications for the way people express & identify with a sense of identity and place. This is not just about self-identity, but about what is unique and identifiable about a particular place, participants suggested that food is probably most important aspect of cultural heritage as everyone has to eat. For museums, for example, having traditional canteens is an excellent way to provide an income stream but also add to the visitor experience.
-  Referring to a museum review in Zimbabwe following the independence, a participant explained how instead of regional museums, 56 'culture houses' were suggested for communities. The Zimbabwean government dismissed the idea as they did not want to sub-divide the country and create tensions – and they wanted to promote one identity.
-  Referring to an exhibition on the Congo that tackled issues of traditional representation of the Congo i.e. old school, a participant raised the issue of western methods of perception and interpretation. There, it was felt by some that Western curators could not represent the culture of a country they had never been to. This referred to issues of repatriation and colonial collection methods – for example should some of the British Museum's collections remain in the UK and if so, in what context?
-  The traditional European museum is based on material culture but cultures like the Gaelic culture are not strong on the material, and rather focus is on oral history. This has presented challenges in terms of recording and collecting oral culture but the positives have been resurgence in creative writing and music following the rediscovery of rich oral references.
-  A participant referred to a Myau initiative they had been involved in where the problem was that they were seen as divisive, people hated the Myau but actually the culture was about expressions of morality. Myau is listed as an intangible cultural heritage in Zimbabwe and Malawi.
-  A participant referred to examples of Chiefs in Ghana where it is forbidden for them to damage their bodies in any way or shed blood. Despite this Chief set example for village by giving blood and organising a half marathon to help tackle obesity and high blood pressure.
-  There are many countries that have more than one ethnic group. Does it mean ONE culture or many cultures? How can museums give all ethnic groups ONE sense of belonging?
-  Cultural identity is not an aggression of other cultures. It should exist in a peaceful way.
-  A participant referred to work in Yemen on tourism, work to make the Yemen government recognise the importance of its own heritage and culture.
-  Museums are part of the tourism industry. Often, this means they cater only for tourists, not local people, especially at Government level. In Ghana for instance, senior politicians present tourists traditional dancing, singing, because these are what tourists want to see.







The participants raised the following best practice principles:

1. What Culture brings to the table of Development is participation, it acts as a medium, is a platform for issues and a method for exchange of ideas and knowledge. This is why culture's contribution to international development is crucial and must be recognised.
2. Culture is currently invisible in the international development context and its profile has to be raised. This is especially important in hard economic times as international development budgets are likely to be the first to be cut when tough decisions have to be made.
3. Museums and culture can be a way to raise income, to promote local economies, that promotes the Development of a country.
4. Museums can work on changing people's mindsets and practices (for example behaviour with regards to malaria and HIV/ AIDS. This is Development! Outreach museum programmes can save lives.
5. Projects developing programmes using traditional media and recognising indigenous knowledge are crucial; Museums are uniquely placed to tackle these issues as they have both the knowledge and the collections so it is very important to keep developing outreach programmes.
6. Projects must have at their core knowledge exchange –that is using traditional skills to get

7. For culture to make its contribution to Development, we must encourage more cooperative work
8. There are a number of cultural issues revolving around languages. These must not be ignored when working on projects, they have serious implications in terms of equity and inclusion.

CONCLUDING REMARKS

In all the workshops the participants stressed the importance of the following overarching guiding principles in working in international development:

-  **Partnerships**
-  **The exchange of knowledge**
-  **The importance of the Context**
-  **Sustainability**
-  **Parity of esteem**
-  **The importance of local voices**