

Conference Report

Inaugural Annual Conference June 2006



United Kingdom
National Commission
for UNESCO

Executive Summary

The inaugural Annual Conference of the UK National Commission for UNESCO was held on 17 June 2006, hosted by the UNESCO Chair at the University of Nottingham.

The Rt Hon. Hilary Benn, Secretary of State for International Development, gave an inspiring and rousing speech as keynote speaker at the pre-conference dinner on 16 June, reaffirming the UK Government's support for the ideals of UNESCO, noting that "Her Majesty's Government remains committed to the mission of UNESCO and recognizes the valuable work of the UK National Commission."

Over 250 participants from all parts of UK - civil society in general, academia and Government Departments - attended the one-day Conference, and took part in the 18 break-out discussion groups.

Sir Colin Campbell, Vice-Chancellor of The University of Nottingham, gave the welcome address, followed by keynote speeches by Mr James Kulikowski, UNESCO Deputy Assistant Director-General for External Relations and Cooperation (speaking on behalf of the UNESCO Director-General), Professor Alec Boksenberg, Chair of the UK National Commission and His Excellency Tim Craddock, Ambassador and UK Permanent Delegate to UNESCO. Then followed the 18 break-out group discussions. On conclusion, each group presented a question to the Plenary Panel for discussion.

Professor Alec Boksenberg summarised the day's proceedings and discussions in his final remarks. The UK is one of the most prominent countries advocating and leading the reform process at UNESCO and the UK National Commission is a key part in the process, working closely with the Permanent Delegation, partners in Government, other National Commissions and civil society. This inaugural Annual Conference provided an opportunity for members of the UK National Commission, representing a very large body of wide-ranging expertise, to come together with other interested individuals who shared a common commitment, to discuss topical issues reflecting the state of the world and to exchange ideas. This Conference is the beginning of a wider outreach programme. The recommendations made in the break-out discussion groups will not be lost. Building on the momentum evident here today, these will help shape the UK National Commission's vision on going forward, and facilitate extending its networks and working with all stakeholders.

Next Steps and Follow-up

Overall recommendations will be taken up by the National Steering Committee; and sector-specific recommendations will be referred to the respective Committees and relevant Working Groups to pursue. Progress will be updated on the National Commission website and reported at the 2007 Annual Conference.

Further Information

For background briefings on each break-out group session, refer to the Annual Conference section on www.unesco.org.uk



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Historic conference at university

THE University of Nottingham will host some of the United Nations' biggest brains as part of a historic conference.

The inaugural meeting of the UK National Commission for the United Nations Educational, Scientific and Cultural Organisation will take place at the university on Saturday.

UNESCO, a wing of the United Nations, helps countries find a common approach to problems such as education, environment, freedom of speech and scientific ethics.

The UK National Commission works with the Government to translate UNESCO policy in this country.

Professor John Morgan,

from the university's school of education, is a UNESCO Professor of the Political Economy of Education and has organised the event.

ASPNET, the associated schools project network, which will link pupils with youngsters from across the world via the internet, will also be launched.

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Unesco body puts words before weapons

David Jobbins

FOREIGN EDITOR

An alternative to academic boycotts as a way of resolving conflicts comes a step closer this weekend when the UK's National Commission for Unesco is inaugurated at Nottingham University.

The commission, to be formally launched at a conference hosted by the university on Saturday, acts as a link between the international Unesco body, the Government and UK institutions. Its aim is to pro-

mote Unesco's principles of dialogue and co-operation ahead of partisan actions such as boycotts.

John Morgan, a commission member and holder of the Unesco chair of the political economy of education at Nottingham, said the body's fundamental task was to create a culture of peace by focusing on the need to transform the cultural roots of violence and war.

He said: "The UK is committed to the Unesco mission, with the National Commission conference [serving as] the civil society focus

for this. This should lead it to eschew partisanship, together with naive boycotts, in favour of dialogue and co-operation.

"The objective must be to change values, attitudes and behaviour [that is] based on hatred and violence to those that promote peace and non-violence."

Professor Morgan has been directly involved in the Palestinian European Academic Co-operation in Education (Peace), a programme established in 1991 to support threatened Palestinian

universities on the basis of the universal right to education.

Another initiative, the Israeli-Palestinian Science Organisation, grew out of a Unesco round-table meeting, Science for Peace in the Middle East.

"Such specific examples show what Unesco can achieve if the spirit of its founders is reawakened," Professor Morgan said.

The Labour Government rejoined Unesco in 1997, but the UK National Commission was shut in March 2003 by Clare Short, who

was Secretary of State for International Development at the time. It was relaunched by her successor, Hilary Benn, in 2004.

Timothy Craddock, Britain's Ambassador to Unesco, is due to address the conference, as is Alec Boksenberg, chair of the UK National Commission and honorary professor of astronomy at Cambridge University. Mr Benn is also due to speak.

The Times Higher is sponsor of a drinks reception that opens the event.

Photos on cover (from top to bottom):

- 1 Rt Hon. Hilary Benn spoke at the pre-conference dinner
- 2 Matthew Cooper, a student from Largymore Primary School in Northern Ireland presented a painting from A Ray of Hope to Rt Hon. Hilary Benn
- 3 Professor Alec Boksenberg, Chair of the UK National Commission and Sir Colin Campbell, Vice Chancellor of the University of Nottingham
- 4 Professor Alec Boksenberg delivering a speech
- 5 to 7 Celebratory launch of UNESCO's ASPnet (Associated Schools Project Network) in the UK

Contents

Summary Recommendations	3
Rapporteurs Report from Break-out Sessions	
1. Education for Sustainable Development	
morning session	4
afternoon session	4
2. World Heritage	
morning session	5
afternoon session	6
3. Freedom of Expression and Freedom of Information	
morning session	6
afternoon session	7
4. Capacity Building in Africa	
morning session	8
afternoon session	9
5. Influencing Government and Increasing Awareness of UNESCO's Work	
morning session	10
afternoon session	11
6. UNESCO's Leadership on EFA	13
7. Contributing to Peace and Security through UNESCO's Work	13
8. Diversity and Inclusion	14
9. Science and Development	15
10. UNESCO and the Millennium Development Goals	15
11. Associated Schools Project Network in the UK	16
12. Intangible Cultural Heritage	17
13. World Summit of the Information Society	18
Plenary Panel Discussion	20
Keynote Speeches	
1. Sir Colin Campbell	24
2. Mr James Kulikowski	25
3. HE Mr Tim Craddock	29
Statistics	33
Conference Programme	34

Summary Recommendations

Participants at the Annual Conference recognised that...

- the roles of the UK National Commission are as set out in its Constitution: (a) to develop UK input to UNESCO policy-making; (b) to help build a more effective UNESCO; (c) to encourage support in the UK for UNESCO's ideals and work;
- UNESCO's fields of competency (Education, Culture, Science, Communication) are fundamental to developing coherent policies and cross-sectoral strategies that are essential to deliver UNESCO's mission of building peace;
- UNESCO has very limited funding: questions arise on how realistically to undertake the many and varied tasks it has assigned;
- the UK National Commission, having made great progress while re-established only in 2004, has the potential of further developing its influence and impact both in the UK and in UNESCO.
- there is a need to raise awareness of the work of UNESCO and of the UK National Commission, both in Government and civil society.

Key Recommendations for the UK National Commission

Participants recommended that the UK National Commission...

- develop a coherent communication strategy for the UK National Commission;
- further resources should be provided for the UK National Commission Secretariat;
- further engagement should be made with the global communities of National Commissions to share information and best practice;
- continue to provide constructive advice and input to UNESCO on its reform programmes;
- utilise ASPnet more effectively as a tool for outreach to schools and young people;
- facilitate joining cross-sectoral priorities and avoid working in silos;
- reflect inclusivity and transparency in the UK National Commission's communication and engagement with civil society.

Country and Sector-specific recommendation include the following:

- Facilitate building capacity in Africa by:
 - strengthening the education system in Africa, training the trainers, making information and data available (including contents and access);
 - lobbying donors to provide funding for Africa projects on an assured and longer-term basis;
 - helping to improve governance and evaluation of initiatives and programmes;
- Explore the potential of developing the education aspect of World Heritage (the concept of heritage as well as World Heritage Sites in the UK) through the Associated Schools Project Network, schools, curriculum, communities, local authorities, and non-formal channels such as museums;
- Pursue discussion with Government to provide dedicated resources for the UK National Commission to take up a coordinating role for Education for Sustainable Development (ESD) activities in the UK;
- Pursue the Intangible Heritage pilot project and associated activities;
- Input into UNESCO's media policy formulation and monitoring;
- Input to the WSIS process with priorities on (i) promotion and protection of linguistic diversity, and (ii) harmonising education and research, fair use exception to IPR frameworks globally.

Further details can be found in the rapporteurs' report on pages 4 to 19. Specific recommendations will be referred back to the respective committees to further discuss and follow-up.

Rapporteurs Report from Break-out Sessions

Education for Sustainable Development (morning session)

Chair: Doug Bourn / Rapporteur: Maureen Coady

Key points raised:

- ESD is well established in the UK through the work of many NGOs and more recently from government led initiatives, particularly in England and Wales.
- Initiative is global – provides an opportunity in the UK to learn and share from experience of UNESCO all around the world;
- Education Ministry in England has taken a major lead over the past 2 years in promoting ESD to schools, FE, HE and youth work.
- UN Decade was officially launched in the UK last December at a major conference organised by UNESCO UK and discussions are currently taking place with government about them resourcing a full-time person within UNESCO UK to co-ordinate the decade.
- Need to think about how UNESCO can enable this debate in the UK. The challenge is to get people to be thinking about the longer term picture in the UK.

Key points from Small group discussions:

- Think about the message we want to get out. Widen the scope to values of sustainable family life (economic well being) rather than a narrower focus on the environment.
- Think about inclusivity, UNESCO internationally strong in the academic area. How can this be broadened to other levels. How can we bring new perspectives to UNESCO and how can we grasp these to get a vision of a way forward in the UK.
- UNESCO UK is new. Within it bodies of knowledge can be shared – a sense of collective network. What about looking at more cross-disciplinary research?
- Build on existing projects that are already operating within all the sectors (i.e. DFES and the Sustainable Development Commission). Examine to see if there is duplication of efforts in the Sustainable Development Commission? How can this be prevented?
- Lobbying – Government are now supportive SD training for civil servants. How can this be expanded?
- Standards in evaluating projects need to be established. (i.e. is short term funding really promoting sustainability?) Do the bureaucratic practices of UNESO prevent objectives and results of research being met?
- Are there different understandings of what UNESCO means by sustainability? This should be discussed in the UK – not just life long learning but life wide learning.
- How to think globally and locally. Ensuring UNESCO UK is joined up with UNESCO? Set up a forum to examine best practice. See what initiatives UNESCO UK can link up with nationally, regionally etc. and then decide priorities for the UK – how international and local should UNESCO UK's focus be?
- Where does the UK decade fit with the rest of what UNESCO is doing? There are different strategies from country to country – need for more connectedness here so people can think about a range of possibilities. Link people to institutions as a channel for networking and communication
- The UK National Commission needs to be a critical friend of government. Ground rules for this relationship would need to be established. Focus should be on working across rather than within departments.

Question to the Panel: What is the relationship with the aims of the Decade with the broader education strategy?

Education for Sustainable Development (afternoon session)

Chair: Doug Bourn / Rapporteur: Jagdish Gundara

Whilst ESD required a global and not just UK based initiatives, the Chair asked the group to focus discussions on what the priorities for the UK National Commission should be.

The UK Launch of the Decade for ESD (organised by the National Commission) in December 2005 brought together people who had worked for 10-15 years in the NGO sector, professional bodies and institutions. In the past few years these initiatives were also undertaken by the devolved governments in the UK.

Most of the work hitherto emanated from those who had worked within the environmental field and did not necessarily connect centrally with issues of learning. Other similar work had little bearing on issues of poverty or to the global dimension.

References to sustainable development in official documents did not give an indication of the practical measures or the need for changing behaviours or goals.

There has been hardly any reference to issues for education for sustainable development. UNESCO documents referred to EFA and the environment but these did not reflect on how to connect with sustainable development within peoples own communities.

ESD has a broad focus and stake in education. The group considered what should be the priorities and direction of this work; and issues on a funding proposal to co-ordinate the ESD Decade in the UK and internationally. The questions before the Group were whether the issues were to do with priorities, practice, debates or about something more tangible to capture people's imagination.

Summary of issues raised:

- There was a need to build ESD in the school curriculum as well as within the informal education sector. In addition, to incorporating these issues within the formal post-13 level, it was also necessary to address the adult education and business sector. These issues needed to permeate the whole system as learning communities and connect with the Decade for Human Rights and the need for justice in society.
- It was also felt that tokenistic measures were not sufficient and that there was a need to understand sustainability by understanding what was unsustainable.
- The UK National Commission could help in the process of influencing the UK government and agencies at the international level by providing a voice to people who had an experience of working in this field.
- Those who were active in the field needed to also place ESD issues within a context so that there could be attitudinal changes.
- The Group thought that there was an issue of how education for today was going to be relevant 30 years from now? UNESCO itself had a role in promoting and strengthening the agenda of those who were DOERS and working with schools which added value.
- The higher education sector as a whole and the teacher education institutions had a major role to play in this field.
- In order to deal with the above initiatives UNESCO needed to raise the profile of the ESD Decade in a holistic way and at the broadest possible level with built in monitoring mechanisms of these initiatives.

Question to the Panel: How do we raise the profile of the ESD programme holistically and at the same time achieve effective monitoring of performance?

World Heritage (morning session)

Chair: Sue Davies / Rapporteur: Christopher Young

The session focused on the educational objectives of the Convention. It was recognised that the UK World Heritage Sites have an enormous potential for educational use, both with regard to UNESCO and to the concept of World Heritage. This potential has not yet been realised to any great extent. Developing the educational aspects of World Heritage should be a major part of the Commission's role in this area.

The possibility of building World Heritage into the Associated Schools Project was strongly supported and the ASPnet project would allow schools around the world to share World Heritage experiences. The Commission should work to deliver the UNESCO World Heritage in Young Hands programme to British schools through ASP.

The development of links between specific schools and individual UK World Heritage Sites, possibly in the context of ASP, was strongly recommended. It was also noted that the National Curriculum could be used constructively for World Heritage.

It was stressed that education about, and access to World Heritage went far beyond formal school education. Museums could play a much bigger role in bringing collections and sites together and were often the contact point for many people for education. World Heritage Sites could also be used to build links to communities.

The need for a network of World Heritage Sites operating more effective information exchange was noted as was the need for much more research and development on World Heritage to support such initiatives. Twinning UK with overseas World Heritage Sites (as has happened between the Jurassic Coast and the Pitons in St Lucia) would also be a way in which effective help could be given outside the UK.

Question to the Panel: What can the Commission do cross-sectorally to improve access to World Heritage sites through networks such as ASPnet and other educational initiatives?

World Heritage (afternoon session)

Chair: Peter Stone / Rapporteur: Christopher Young

This session looked at how the Commission could work with World Heritage both internationally and nationally. It was suggested that the UK was failing to meet its obligations under the Convention because it was doing too little about education and access.

There was considerable discussion of the need to raise awareness of World Heritage. Topics touched on included the links between heritage and identity, the perception gap between professionals and the public, reconciliation of the World Heritage brand with those of individual site managers, use of culture in general and World Heritage in particular to foster international peace and understanding, and the need to promote understanding of the universality of World Heritage.

The workshop recognised that many UK World Heritage Sites did very little to promote the World Heritage message and awareness of World Heritage. The opportunities for using World Heritage to promote sustainable tourism were also not being taken up. It had also been difficult to get government generally to recognise the significance of World Heritage and heritage in general as a means of promoting a sense of identity and sustainable growth overseas. It was not recognised, for example, in DFID's funding priorities.

Question to the Panel: How can the Commission develop a coordinating role in the area of education and access?

Freedom of Expression and Freedom of Information (morning session)

Chair: Gareth Price / Rapporteur: David Dawson

Sian Healey gave an introduction on:

- UK Government priority on UN reform
 - ensuring UN Agencies liaise on their programmes within a country
 - strive to do a better job
 - recognising that there are limited finances, which means that priorities need to be set
- UN should
 - build capacity
 - work within identified resources – ceasing activities where necessary
 - de-emphasise programme delivery – focus on outcomes
 - dialogue
 - leadership role should be strengthened where there is a mandate
- Freedom of Expression
 - World Press Freedom
 - Journalist safety
 - media policy / development
 - World Summit on the Information Society
- UK strengths
 - media policy
 - public service broadcasting
 - standards – e.g. WSIS
 - good practice

Summary discussion:

- Freedom of Information – Information Access Europe
- 28th September – 'Right to Know' Day
- transparency of Inter-Governmental Organisations – how does UNESCO respond?
- FCO Human Rights / FoE need to be joined up / co-ordinated – also activity at an EU level
- good input on media regulation – the 'OfCOM' area – less good on press freedom
- How will the National Commission communicate views and provide input? Need to engage with the UNESCO Medium Term Strategy and strategic planning process
- Regulation – how do we know countries are implementing media regulation effectively and ensuring FoE?

- UNESCO's publication on Media Regulation was well-received in East Africa. African Ministers of Information meet regularly
- Regulatory process is key for FoE
- EU Television without Frontiers – new Member States may not have background to effectively implement self-regulation
- every country has its norms and they differ – need to help people develop within their context – and balance with the responsibilities that come with Freedom of Expression
- Within the UK there are growing numbers of examples of activities by special interest groups that may threaten FoE – e.g. play in Birmingham and Jerry Springer – the Opera (*nb the play did not have to be taken off – wasn't censorship but intimidation*)
- In Russia there is self-censorship where the driver is economic – the issue is hard to see as this relates to stories that are not published

What can UNESCO do?

- Statistics and data collection, (i) as an IGO; and (ii) on regulatory matters – case studies and models
- Standards setting and monitoring
- Moral vision vs. money
- Commercial statements – such as the link between the food industry and obesity
- advocate funding the media so they can be independent
- Should Press Freedom Day be extended – as has the US 'Sunshine Week' to concentrate on FOI?
- Bring FOE concerns of EU and UNESCO together – also with Council of Europe and the Court of Human Rights

Key recommendations that the UK National Commission should:

- encourage the development of citizen groups [to raise awareness of FoE]
- encourage UNESCO to network the different organisations and agencies that collect, monitor and evaluate statistics and data on FOI and FoE
- encourage UNESCO to work with UNHCR on the future of the special rapporteurs in areas of UNESCO competence
- increase media literacy [at UNESCO]

Question to the Panel: How can UNESCO use its influence to encourage better media regulation and best practice?

Freedom of Expression and Freedom of Information (afternoon session)

Chair: Ivor Gaber / Rapporteur: Tim Williams

What are the possible priorities for the future for UNESCO in the field of freedom of expression and freedom of information?

- It was pointed out that one person's expression of expression is another person's form of oppression.
- This has become particularly acute under the new situation of the War on terror in the west. As a result the current question is what is responsible reporting? The Danish cartoons situation highlights one facet of this debate.
- A librarian said new laws in the UK were restricting the range of materials which they could offer to the public. New UK laws now criminalise the distribution of books that incite terror and this is open to interpretation. Equally books on sensitive issues such as academic works on psychological studies on paedophilia, have caused librarians concern, as possible interpretation of laws could lead to librarians possibly facing sentencing.
- At the same time the right to protest has also been curtailed in the UK.

The Chair noted UNESCO world-wide was facing three main challenges:

- Access to learning materials
- Freedom of Expression and the Internet (hate speech policies; Google and China)
- Commercialisation as a form of exploitation (e.g. sex and the internet)

Much of the expression issues were hard to define, because of cultural sensitivities, ranging from the US first amendment, to religious cultural views. But freedom of the media was far easier to define.

Question to the Panel: Should UNESCO should go for absolute truth? The point was made that responsible journalism at times can also be censorship.

Capacity Building in Africa (morning session)

Chair: Peter Williams / Rapporteur: Cathryn Al Kanaan

In the background briefing on the session, the Chair noted that capacity building had to mean more than just training people and establishing new institutions, for brain drain (internal and external) and resource starvation could quickly render such initiatives ineffective. Capacity building required a broad set of measures enabling individuals to develop their own capacity and institutions to operate effectively. Such measures might include

- Decentralisation of authority within government and from government to civil society bodies such as professional associations
- Good governance. Respect for the due procedures and constitutional provisions
- Support of an independent press, and institutions promoting African culture
- Dependability of resource availability from local taxes and external assistance
- Good personnel policies and fair remuneration, encouraging work-force stability
- Setting institutions and individuals reasonable performance objectives, providing them with the necessary resources to fulfil them, and holding them accountable
- Strengthening data collection and planning capabilities.

The Group then engaged in an analysis of issues, before making recommendations for change.

Capacity-building issues:

Governance

- Lack of resources and poor governance compounded by limited freedom of expression.
- Brain drain, capacity to retain skilled workers, in both an international context and nationally with an increasing exodus from rural to urban areas. Uneven geographical spread of skill levels. Skills of those trained abroad frequently misused on return home.
- Poor personnel management and supervision in the work place leading to incapacitation rather than 'capacitation' of the work force. Signals and incentives systems discourage self-confidence and inventiveness. Failure to use existing capacity is major part of problem.
- Imbalance of skills vs. knowledge, a global problem of poor connection between skills, resources and infrastructure.
- An increasing gap between the state and the community; the policy makers, processes and institutions and the micro level. Need to bridge the ownership divide within development and decision-making processes. How can this gap be bridged? At which end should we start? Who is 'we'?
- African leaders' loss of connection in some cases with their community's culture, a link that is key to bridging the gap.
- Too much top-down capacity building. Bottom-up is often more productive.

Education

- The quality of the education process and its relevance to the situation; a need for contextualised learning opportunities.
- A strong focus on facts and figures, a lack of soft skills, learning for leadership, democracy, personal development etc. Need to prioritise human development through education.
- Beyond 'Education for All' focus should be on 'Education for What?' Need for appropriate learning opportunities including programmes for rural youth and adults.
- What happens after UPE?
 - Primary leavers need education that combines knowledge, skills and values.
 - In many African countries, secondary education systems cannot absorb the fast growing number of primary school graduates.
 - Majority of school leavers are poorly prepared for entering the world of work.
- Big push for ICT in learning, but what about complementary needs for electricity, water, libraries and laboratories in schools, especially in rural areas?
- Teachers are change agents, who need to be supported in their professional development. Incentive systems should encourage teacher retention instead of promoting turnover, migration and rural/urban or international brain drain.

Academia

- How can academia be more closely linked with development processes?
- How can its role as constructive critic be used to the advantage of development
- Africa is not a country, there can not be a blue print or one size fits all: so there needs to be continual research, evaluation academic assessment etc.
- Capacity building needs to be more than just another Golden Bullet to justify development processes and academic research

- Foreign students fees: scholarships as aid vs. financial non-viability of UK academia in absence of foreign students

Civil Society

- Rural/urban divide is serious. More than 70% of the world's poor live in rural areas. Rural communities are often excluded from learning processes, but urban deprivation is also increasing.
- Communities often complain they are used to get funding for agencies, rather than having their own capacity enhanced through funding.
- Capacity saving and capacity building: need to focus on access, capacity and quality of provision together.
- State and civil society need to find ways to work effectively together
- The learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes

Recommendations for Change

The background paper considered by the Group had proposed a number of approaches

- Generous provision of financial resources to Africa on an assured long-term basis
- Support through partnerships for African tertiary education and research bodies
- Strengthening Africa's access to communication facilities, especially ICTs/internet
- Limiting conditionalities and excessive demands on hard-pressed bureaucracies
- Measures to reduce brain drain: strengthening professional infrastructures in Africa; adopting beneficial policies in UK (Diaspora return, curbing poaching of professionals)
- Support for civil society in Africa starting with National UNESCO Commissions
- Special support for UNESCO institutes and programmes like UIS, IIEP, TTISSA

The Group made a number of supplementary proposals for action by UNESCO and others:

- Development of a register of expertise that could be shared with African institutions and vice versa
 - Networking of capacity builders for/in Africa
 - Engaging the Diaspora in this enterprise
- Encouragement of institutional and professional linkages to share skills
 - Distilling the development experience of countries such as Cuba and its support for Latin American and Caribbean institutions.
 - Promotion of a coordinated approach to linking and partnerships that would ensure sustainability
 - Promotion of dialogue between practitioners and education planners
 - Effective engagement with civil-society providers of informal education.
- Identification of incentives to keep rural teachers in their locality

Measures of particular application in the UK context included:

- Mapping and reflection on UK and international policy
- Retiring lecturer secondments as a potential means for UK academic institutions to support their African counterparts.

Question to the Panel: In light of the above issues and recommendations, how can UNESCO use its position to advocate for a stronger relationship between the UK and Africa?

Capacity Building in Africa (afternoon session)

Chair: Craig Kensler / Rapporteur: Prudence Mutowo

Qualifying the topic

The group agreed that the topic 'Capacity building in Africa' was broad and, hence, different types of capacity building could be discussed during the session. In light of this, it was agreed to focus much of the discussion on higher education and building capacity needs. In general, it was agreed that African countries need to revitalise or strengthen their higher education sector, especially in sciences and technology. However, to do so would require substantial external funding. Where would this come from? It was also noted that Africa is not homogenous and thus any development initiatives need to be considered on an individual country by country basis.

Ownership of education systems

The issue of western education internationalisation in Africa was raised. This was explained as the use of western approaches in African institutions and not home-grown, local methodologies. A speaker felt that this practice was undermining higher education in Africa. It was suggested that capacity building programmes in higher education should use local resource bases to

foster a sense of ownership and that training and research should be 'in country' wherever possible. In light of this, it was thought that the balance of influence in programmes also needed to be redressed; with Africans seen as equal partners, i.e. as scientists or educationalists for African projects, able to share their expertise and be involved in decision making. Speakers also stressed that the issue of capacity building should not be donor oriented but should have a mutuality of learning in order to foster joint ownership.

The existence of a UNESCO International Institute for Capacity Building in Africa was highlighted. The institute, based in Ethiopia, was set up to address some of these issues. Some group members who had worked in Africa were not aware of the institute, thus highlighting the need for increased awareness of such centres by publicity campaigns on UNESCO's part.

Brain drain

Statistics cited by speakers indicated that large numbers of university-trained Africans go to – or remain in - Western Europe or the USA to work upon completion of their studies. Thus, a means was needed of encouraging people to return to their home countries after qualification. The setting up of applied centres of excellence in different African regions to train graduates in different fields to a high level was noted as perhaps a viable means of achieving this. An example was given of the Centre of Marine Sciences, National University of Mexico, established with UNESCO technical assistance during the 1970s. The centre of excellence in marine sciences used Spanish as the language of instruction, research and training thus fostering a sense of ownership for the Latin America region. It was stressed that the establishment of such centres of excellence was good if they were decentralised and not solely for a minority or a national preserve of the host country. Of concern to some speakers was the existence of recruitment programmes that actively encouraged African scientists to take up posts in developed countries. However, it was also pointed out that as much as African graduates may be encouraged to return to their home countries to contribute there, the necessary infrastructure needed for them to go back and to contribute is not yet in place. And in some cases, obligatory return to war-torn countries could perhaps lead to loss of lives and loss of valuable experience and acquired specialised skills.

Centralisation of capacity building efforts

Members of the group made mention of numerous small initiatives like EDU-link which fosters links between north and south universities. Several speakers felt that they would like the moral and political support from UNESCO for their activities in this area of university cooperation. A request was made for UNESCO to carry out a mapping exercise to identify and document these N-S university initiatives and programmes. The mapping exercise should make such university partnerships aware of each others' existence and establish greater networking, as well as provide access to facilities and databanks for the most productive of the groups. It was also suggested that UNESCO should act as an active conduit between the different N-S and S-S university twinning projects that are going on at present or are being established.

Challenges presented to UK National Commission

The main challenge identified by the group was for the UK National Commission to recommend to UNESCO Paris the need to strengthen higher education institutions in African countries. Also, the UK National Commission should establish if an official evaluation has been made of the guidelines regarding teacher education for education in sustainable development in African countries. If such an evaluation has been made, the report should be widely distributed.

In summary

For capacity building in African countries, the session group identified that the main challenge was to make a difference and the main aim was to create self sustaining economies. The session group requested the UK National Commission to ask the UK government (DFID and relevant departments), UNESCO and other UN agencies where adequate funding resources would come from for the required capacity building in African higher education institutions.

Question to the Panel: Can the National Commission request UK Government, UNESCO and other UN agencies where adequate funding resources could come from for the required capacity building in African Higher Education institutions?

Influencing Government and Increasing Awareness of UNESCO's Work (morning session)

Chair: Ivor Gaber / Rapporteur: Deborah Bennett

The Group recognised that a priority for the UK National Commission for UNESCO is to identify the audience for UNESCO in the UK and then take a targeted approach to address the key challenge of raising awareness amongst each group of

UNESCO's work. We identified the following groups as key audiences: government at European, national and local level, the media, civil society and the general public and in particular those people who are not seen as the 'traditional' audience for UNESCO such as young people.

The group felt that it was important that the UK National Commission should not try to duplicate work already being done by UNESCO in Paris but rather act as a conduit into their work and programmes. It should also seek to improve and increase the 'branding' of UNESCO projects as it was felt that UNESCO is doing things in the UK but people are not aware of their involvement. We felt it is important to take a long-term view of activities and develop strategies to focus on areas where UNESCO can 'add value'; we then went on to consider each audience and identify a series of practical suggestions and opportunities for action as follows:

Government Audience

The group felt that the challenge is to raise awareness of UNESCO both with politicians and civil servants as well as UK Members of the European Parliament and Members of the House of Lords. We felt it is important to define the desired relationship with Government carefully i.e. whether we want to raise awareness of where UNESCO can add value or actively seek to change policy. The following could be used to achieve these goals:

- Develop relationships with politicians whose interests coincide with UNESCO's own aims, and in particular identify any who have worked for UNESCO so could effectively represent its interests.
- Invite politicians to attend events so that they can find out more about UNESCO's work and to increase the profile of the event.
- Undertake parliamentary lobbying – to add real value in communicating UNESCO's programmes
- Communicate through the All Party Parliamentary group in order to reach politicians
- A key opportunity would be to anticipate where UNESCO can help Government with a particular issue and be proactive in identifying possible future areas and even pre-empt problems e.g. the challenge of the Millennium Development Goals and in particular the Education For All agenda.
- Foster links with political campaigning groups within political parties and perhaps even set up a UNESCO group

Wider Audience – in particular the Media and General Public

The group felt that it is a difficult challenge is to raise awareness of UNESCO with the media and the general public where its profile is currently low and could do this in the following ways:

- Appoint someone in the public eye to act as a representative of UNESCO (it was pointed out that there are already 'UNESCO' Ambassadors, but they are not as high profile or accessible to the public as those working for UNICEF for instance)
- Improve and increase the 'branding' for existing UNESCO programmes which are known to the public but are not currently identified as being related to UNESCO
- Develop the Website to make it more accessible with language that's readily understandable to all
- Use local press and publications to publicise the work of UNESCO at a local level – interest people in projects and work that it is relevant to their daily lives
- Establish an 'open office' with displays for the public to visit and develop a series of static displays which can be set up at events held by partner organisations
- Establish a register of 'Friends of UNESCO' in varying areas of public life to be called on when needed – especially important in cross-cutting areas where there are currently gaps
- Identify existing events which are relevant to UNESCO's work and involve volunteers to speak about UNESCO at them (e.g. Hay Literary Festival).
- The UK National Commission could put on its own events – either a flagship event or a series of ongoing events which would maintain the profile (it would be important to make sure that there is a good geographical spread for these events and they are not just focussed on London)

Question to the Panel: The group noted the statement by Tim Craddock in his earlier presentation that the UK National Commission for UNESCO still has money available as the full staff budget has not been spent and felt that this could offer the opportunity to implement their recommendation that a dedicated Communications Officer be appointed (possibly based part-time in London and part-time in Paris) and a clear and long-term communications strategy be developed. This post-holder could be instrumental in developing some of the approaches identified above which could start with a clear positioning statement to show where UNESCO stands in relation to a range of stakeholder groups.

Influencing Government and Increasing Awareness of UNESCO's Work (afternoon session)

Chair: John Gordon / Rapporteur: Samantha Raggatt

How we influence Government

- Co-ordination
It is felt that there needs to be more co-ordination between the Government departments.
- How the Government views the role of UNESCO? Further discussion of the following issues are required:
 - How can the UK ensure the Government view the partnership with UNESCO as valuable?
 - What do the Governments want from UNESCO? What role? Why is it funding UNESCO?
 - The Government clearly sees merit and worth in UNESCO and its work. This is evidenced by the fact that it funds the existence of the organisation in the UK.
 - From the practitioner perspective, UNESCO status facilitates access and dialogue which would otherwise not be possible. Other member states trust UNESCO and find it valuable. UNESCO can create global partnerships to facilitate achieving the global agenda. This role UNESCO could grow over time is tangible, noticeable and measurable.
 - An example of how the UK Government could use this partnership relationship with UNESCO is in relation to Education. The UK employs qualified doctors from Africa and Asia, giving them jobs which they often cannot apply for their own country as there aren't enough of these positions. The UK Government should work with UNESCO to enable them to have a job to go to in their own country. This would mean that they could then return to their home countries, work there and in so doing transfer their knowledge to others who will benefit from this. This would restrict the brain drain from such countries and lead to long term capacity building.
- UNESCO identity
Since the rebirth of UNESCO in the UK, a better understanding of UNESCO is required. Practitioners/ civic society need to be kept informed of what UNESCO is and of what it is doing. This will also help in 'spreading the word'

How we increase awareness of UNESCO in the UK

- Telling good stories
 - We need to be opportunistic in the approach to promoting the work of UNESCO. Let's tell good stories. Small projects such as community projects or ASPnet ties with the citizenship curriculum in schools would be good local stories.
 - The majority of stories are on a small scale—there would be greater impact if the larger stories were promoted as these are more likely to encompass the wider remit of UNESCO.
 - However, there is a fundamental problem with stories—they can feed into perceptions that UNESCO is one more aid agency, which need to be challenged. UNESCO is an intellectual and an advisory powerhouse.
 - UNESCO's programmes are broad and cross-disciplinary, how are these measured, and how are the projects that come out of this measured?
- Suggestions for events
To garner greater interest and impact in the public eye, some large events could be held. For example, the Bi-Centenary, the 2012 Olympics. UNESCO can contribute to the thinking of how Britain wants to present itself at such events.
- Levels of communication
 - There needs to be an effective communication strategy which details, for examples, levels of communication and target audiences. For every instance of media coverage, the labelling of each project should make reference to the broader set of activities that UNESCO is involved with. Due to UNESCO's diversity, it would be more effective to promote what UNESCO's core set of objectives are (i.e. the broad themes, rather than the organisation itself).
 - A Public Relations Officer is the priority for raising and co-ordinating UNESCO's public and media profile; the second priority to realise this would be a 'Good will Ambassador'.
 - Other forms of communication, such as the website are very helpful but there is a need to forward specific relevant information to those involved in UNESCO according to their level of involvement, such as Committee members, avoiding acronyms.
- UK Government Promotional Links
The UK Government is promoting 1) education for mutual understanding which includes understanding of different cultures and religions; 2) climate change and science. A UNESCO contribution to these issues will raise their profile. These issues are also important for UNESCO as they are global issues which will shape the next century.
- UK National Commission
A Liaison Officer might represent each sector to ensure that the UK UNESCO always has a presence at all relevant professional events. This would be useful as professional specialists are not currently aware of the full remit of UNESCO.

Recommendations

- The role of UNESCO needs to be simply defined, for both the Government and for the public. It is only when this is defined that it can then be promoted.
- In order for the public to understand a projects' link with UNESCO, they need to understand what role it performs and what UNESCO contributes. They need to be able to understand, and to see the added value that UNESCO brings.
- This should be the job of a Public Relations Officer, and possibly also for a 'Goodwill Ambassador' and sectoral Liaison Officers. A Communications Strategy will be essential.

Question to the Panel: Is a communications strategy and a person to lead on it, needed? If so, what do you see are the priorities for this post and where would one start?

UNESCO's Leadership on EFA

Chair: Peter Lavender / Rapporteur: Alison Lewis

June 16 was the Day of the African Child' - 'it passed unnoticed - but it is necessary'. This observation was followed by statements selected from the EFA Global Monitoring Report 2006.

- - Bob Moon gave a brief introduction to 'Every child needs a teacher: an analysis of the teacher supply and training crisis in Sub-Saharan Africa'. An estimated 4 million more teachers are required if demand is to be met, hence the need for the supply, training and retention of teachers. New policy directions are needed as current procedures are slow.
- Janine Eldred circulated the 'Family Learning Approach' notes. The focus on literacy, language and numeric, especially for disadvantaged groups and for regeneration. The family concept is broad but some strategies are successful, they fit with economic development goals and benefit intergenerational learning.
- Discussion continued on concern for UNESCO's role as an agency for implementation of EFA when it doesn't have the resources. Failure to achieve by 2015 is a high risk so how might UNESCO take action and UNESCO (UK) argue the case without raising unrealistic expectations?
- Leadership and advocacy are essential to support the rhetoric, interacting with multiple, complex channels as a means of achieving effective outcomes. Considered the necessity to raise awareness of educational deficits - but to whom?, by whom? How?
- Activate UNESCO's network in UK science and schools education to engage with UK civil society.
- Although support for initiatives for basic education are essential, there also needs to be opportunities to foster economic development, including 'high tech' initiatives, with the anticipated 'knock-on' economic benefits. In all the initiatives, literacy is a sine qua non.
- Means of making progress.
 - Discussion included the lobbying of civil servants, with current , specific and detailed examples of both constraints and progress, and regularly updated.
 - UK employment unions are not involved - is this an untapped opportunity?
 - Focus on 'training the trainers' - provision of resources to maintain and develop skills and confidence, to interact with traditional methods of learning and dissemination. Recognise different types of pedagogies
 - Teacher Education (UK) requires wider international perspectives, despite focus on citizenship - e.g. of Nottingham schools visit to South Africa 2006.
 - Gender perceptions of learning differ and affect learning outcome. Family learning is found to be effective, especially in extended families.

Question to the Panel: What realistically is UNESCO's role as an agency for implementation of EFA, when it does not have the resources?

Contributing to Peace and Security through UNESCO's Work

Chair: John Gordon / Rapporteur: Richard Ennals

UNESCO was established to address issue of peace and security, but has not been delivering on that overarching objective, in contrast to the specialist sectoral agendas. The UK government has failed to understand the potential role of UNESCO, and has taken little interest since rejoining in 1997. The UK has failed to deliver on necessary UN reforms in the areas of peace and security.

Participants highlighted particular progress, for example in inter-faith dialogue, and support for humanitarian responses. Work has been done in post-conflict situations, but there can be sensitivities in cases such as Afghanistan and Iraq.

Work at school level, for example through ASPnet, can have a powerful preventative role. However, it has been hard to operationalise a culture of peace. Dialogue can help in addressing problems of minorities, but government tends not to recognise the role of UNESCO in this context. Implementing cultural conventions can be problematic, but cultural heritage was sometimes deliberately destroyed.

Active citizenship, and the Decade of Education for Sustainable Development, were being ignored through a lack of joined up thinking. It is important to address the underlying inequalities, and to move from learning to justice. There is an important role for civil society, unique to UNESCO among UN agencies. Government should be held accountable, and encouraged to take a preventative approach. What is the distinctive role of UK civil society? Is it just a matter of intervening behind the scenes? Perhaps there should be a UN High Commissioner dealing with minority issues. Reality could be given to the Decade of Education for the Culture of Peace. This means developing new coherent policies.

Question to the Panel: How could the UK National Commission for UNESCO best contribute to the UNESCO mission to promote Peace and Security?

Diversity and Inclusion

Chair: Jack Lohman / Rapporteur: Vanessa Andreotti

The discussion in this group developed around challenges in terms of representation, cultural diversity, inclusion, transparency, and public/civic/grassroots participation and ownership in the context of the UK National Commission. Particular reference was made to the participation/visibility of women and the inclusion of diverse voices and groups in the National Commission's processes and leadership.

The questions formulated by participants at the end of the workshop (addressed to the UK commission) summarise the threads of the discussion:

- How does the UK National Commission define civil society, diversity and inclusion? Who should be included/consulted in its decisions? Has the National Commission thought about engagement at grassroots level or direct communication with communities?
- What models of civic participation does the National Commission have which will illustrate diversity and inclusion? Are they effective in engaging with communities/civil society in meaningful ways?
- How will the UK National Commission involve diverse communities in developing an action plan for the convention of cultural diversity?
- How can the UK National Commission best learn through interacting with diverse cultures? Who from civil society should be invited to participate in or advise the UK National commission?
- How do we give a voice to those who don't have a voice? How do we connect these voices and thus avoid the "silo" mentality in the commission?
- What commitment to change can the UK National Commission give us in terms of representation and transparency to the public?
- How can the National Commission adapt its thinking and practices at all levels to operationalise the principles of: a)transparency, b)civic ownership amongst diverse groups, c)meaningful participation beyond consultation – in its engagements and partnerships with civil society? (question put to the panel)

Improving the UK National Commission's strategies of civic engagement:

Opportunities for improvement in organisational culture/structures discussed

- Need to understand: contexts, languages (ways of communicating), different ways of knowing (with a focus on knowledge and types of representation that have traditionally been de-legitimised) and how UNESCO is perceived
- Need to unlearn assumptions and cultural practices that have historically privileged/empowered specific groups
- Need to construct a broader vision by decolonising the nature of the organisation, building transparency and creating an ethical framework for outreach/engagement/communication with different groups
- Need to create safe spaces in the interface between UNESCO and the civil society where people are empowered to participate and build ownership of processes and decisions
- Need to engage critically with concepts (e.g. multiculturalism, representation) and practices (e.g. academic elitism)
- Need to focus on the interface between culture and development

Practical strategies mentioned

- RSA coffee house initiative – spaces for public engagement with local/world issues
- Shadowing/mentoring/culture brokers/mapping existing expertise
- Highlighting the role of universities in promoting an inclusive culture/citizenship Learning about community involvement and participation from the South – e.g. approaches developed in the areas of literacy/adult education and advocacy

Question to the Panel: How can UNESCO adapt its thinking and practices to operationalise the principles of transparency, civic ownership amongst diverse groups, meaningful participation beyond consultation, in its engagements and partnerships with civil society?

Science and Development

Chair: Ian Butterworth / Rapporteur: Jonathan Jenkins

The focus of discussion fell on two areas: 'Basic Science'; and 'Centres of Excellence'.

Basic Science

- The group concluded that UNESCO is right to emphasise basic science, despite its longer-term returns (compared with strategic or applied science) on any investment. However, since UNESCO is not a donor agency, it was agreed that it should not approve further core funding to the International Basic Science Programme (IBSP).
- Opportunity existed for UNESCO to use its website as a portal to publicise and foster funding opportunities, innovation and good practice, particularly in education pedagogy and the environment.

Centres of Excellence

- The development of local capacity in higher education was seen as a priority for the South, with UNESCO being well placed to involve HEI's in discussions about science.
- Measures to minimise the effects of brain drain were seen as essential. As resource sharing would be inevitable in developing countries, recognised Centres of Excellence (CoE) would be an ideal way forward.
- CoE already existed in developing countries, defined as units with internationally respected staff and facilities. These were, however, likely to be in specialist areas within faculties, rather than (necessarily) fully institution-wide. Hence the definition of a CoE needed to be understood. The CoE should add stability and be a benefit to its region; it should offer resources to staff of other HEIs and not draw resources away from them. UNESCO should fill the current need to promote and publicise existing and new Centres and their networks.
- Although UNESCO's twinning programmes fostered North-North as well as North-South partnerships, the latter in particular could demonstrate tangible development impact to DFID. Such partnerships have a key role to play in the building of economic capacity through technology transfer and the commercial exploitation of knowledge.

Although time did not allow full discussion, it is recommended that future consideration by UNESCO be given to its relationship with the industrial world, including the donor community: networking and partnerships could be encouraged between pan-national programmes or existing centres of excellence in the North and developing institutions and centres of excellence in the South e.g. in the area of sustainable energy resources; and to the flow of scientific information, particularly with regard to intellectual property, patenting, respect for publishing in journals in developing countries and internet connectivity in science.

Question to the Panel: Does the panel agree that Centres of Excellence in science can lead to economic development and the transfer of knowledge into commercial application; and that this will only be possible if the centres of excellence provide a regional network for the sharing of facilities and expertise?

UNESCO and the Millennium Development Goals

Chair: Simon McGrath / Rapporteur: Suzanne Long

All eight of the MDGs are relevant but nos. 2 & 3 are core UNESCO concerns. However, the MDGs do not cover all UNESCO's mandate. Goal 8 (partnerships) – UNESCO – EU is a non-communication zone. A broader perspective is needed for UNESCO, goal 1 as well as the more obvious ones. Kenya has been successful at primary level but what about secondary education and employment? There is no reason to be patronising, since developed nations haven't reached all the goals.

The MDGs are not all central to every government. They are not always owned. Some goals are slipping back as countries have been allowed to pursue their own special aims. Consultation at national and local levels has been rather lacking. Citizens are not always aware that their governments have made these commitments. There has been insufficient respect for local customs, needs and situation. But not much can be achieved without the necessary physical infrastructure.

Make Poverty History did help raise public awareness, of MDGs and the G8 meetings. Make Poverty History was cathartic but the commitments still not reached. Governments must be kept up to the MDGs and multilateral and financial institutions influenced - the World Bank and the EU must be on board. The UK has had a strong role in fighting for the integrity and importance of statistics, for development of policies as well as monitoring indicators. Is the UK government a bit complacent? DfID does well and has built bridges with DfES. NGOs tend to pursue their own goals, not necessarily those of the countries they are working in.

The UN is fragmented but the MDGs do provide a common agenda and opportunity to link policies and integrate issues.

UK National Commission for UNESCO

- should urge UNESCO to see the MDGs holistically, to use them to empower countries and not as a stick;
- should develop a communication strategy to reach government and to make the goals matter to British grassroots people
- help other government departments to realise that they are that they are working on the MDGs too, domestically;
- become a focal point for all the organisations working on the various parts of the MDGs.

Question to the Panel: How can the National Commission raise the profile within the UK of the MDGs?

Associated Schools Project Network in the UK

Chair: Lynn Davies / Rapporteur: Alan Smith

ASPNet is a network of over 7,900 schools and colleges in 172 countries committed to the aims of UNESCO. The network has been in existence for over 50 years. The main question discussed in this session was:

What is the main challenge or opportunity for the UK National Commission in this area?

- Lynn circulated a summary of strengths and weaknesses of ASP internationally from a Global Review of the network conducted in 2003. (Handout distributed)
- A question was raised about the benefits to UNESCO by being involved in a programme linking schools. Responses included:
 - Important that UNESCO's mission engages with younger people
 - Other organisations might do school linking but it is important that UNESCO is directly involved to ensure its message is properly represented
 - There is a platform within the curriculum through 'citizenship' and UNESCO could develop an international module on this theme
 - It is also an opportunity to disseminate the World Heritage kit
 - It may also be a way of getting a generation of children who have been unaware of UNESCO back into contact with the values of UNESCO
 - In contrast UNESCO clubs did not regenerate themselves because they did not engage younger generations as members became older
 - A small number of participants had not been aware of ASPNet despite being active in this area – some work needs to be done in raising awareness
 - What is the distinction from the Global Gateway? Need to state clearly what is distinctive about ASPNet. It was suggested that the essential difference is that the network is supposed to reflect UNESCO's core values. Also, UNESCO is not a campaigning organisation, unlike many other twinning, linking organisations, but does have a common cause.
- Questions were also raised about added educational value, what children get out of it and what are the benefits to schools.
 - The case also needs to be made to curriculum policy personnel – will schools not be interested unless it adds value to the curriculum? Others thought not all the benefits of linking are necessarily attached to curriculum requirements. For some, it was important to get away from the exam orientation. Cross-cultural communication could actually influence our curriculum, not just service it.

- The Global Review suggested that linking made schools think about their own practice; from exploring and upholding UNESCO values, the nature of relationships within school changed etc; but for some schools or countries already buying into those values, there were not so many added benefits described as distinctive to ASPNet or the UN mission.
- Funding
 - The case needs to be made as to why it is more than service delivery – the UK National Commission has taken the decision to move back into ASPNet – it is currently resourced by CEWC but this will not continue – how will it be sustained unless resources are provided by the mainstream?
 - Examples - Ministry of Education Netherlands puts £0.25 million into ASPNet; the Danish government puts in approx £100,000 per year (for core staffing and to support linkages)

Question for the Panel: ASPNet is a highly effective way of engaging young people with UNESCO's values and mission. Does the panel agree and what does it see as the added benefits?

Intangible Cultural Heritage

Chairs: Barbara Woroncow & Gwyn Edwards / Rapporteur: Sue Davies

Barbara Woroncow introduced the session by way of a KLM In-flight Magazine feature on a Belgian tradition of medieval origin (now designated a Masterpiece of the Oral and Intangible Heritage by UNESCO): a clear illustration of the growing public recognition of the importance of Intangible Cultural Heritage. The UNESCO Convention came into force in 2006, but perhaps the whole concept of intangible heritage is somewhat alien to Western thinking, and "easier" to deal with elsewhere. Essentially the Convention is based very much on Japanese ideas and ideals. However, examples from Korea show that there are many challenges in this field such as variations in levels of understanding and research, the form that is preserved and control over who designates.

Gwyn Edwards argued that the intangible cultural heritage is of considerable importance in Britain, not only for its own intrinsic value but also in giving identity and a 'sense of belonging' in a fast-changing world and in supporting social cohesion and inclusion. The question is how to safeguard and develop our intangible cultural heritage, ensure respect and mutual appreciation of it across society and co-operate internationally in preserving the ICH globally.

The UNESCO Convention on the ICH is an important tool in this respect, emphasising, as it does, the role of the 'Community, Groups and Individuals' in the identification, preservation, transmission to the next generation and revitalisation of the ICH. Within the overall Convention framework, states can implement in ways that are best suited to their situation.

With emphasis in the Convention on the 'grass roots' involvement, the ICH could be used to raise the profile of UNESCO in Britain.

The Government's position was outlined by Michael Helston (DCMS). Intangible cultural heritage is recognised as an important concept balancing the World Heritage Convention (the tangible, which is dominated by Western cultural values such as monumental architecture). However, Government would find it difficult to sign up to the Convention as currently drafted. So the need to safeguard is recognised, but not necessarily the mechanisms. ICH is clearly on the UK agenda, and the Devolved Administrations are already addressing many ICH issues successfully.

Discussion centred around questions raised in the introductory remarks and the approaches made in Wales and Scotland. An ICH Pilot Study is underway in Wales involving communities, agencies and individuals working within the area of ICH and the creation of a database on their strengths and activities. A major example of this is the Eisteddfod, both the National and the International. In Scotland both legislation and funding are successfully supporting the Gaelic language in schools, many cultural traditions in music, festivals, oral histories and story-telling remain strong and much data already exists. In both countries the role of the indigenous languages is recognised and their importance as one of the tradition-bearers.

The meeting agreed on the considerable value of the ICH and felt that it should not be confined to creating an inventory of traditions but rather its importance at many levels should be recognised and developed. The need for cross-sectoral and cross-agency approaches and linkage with the tangible heritage, as expressed in the World Heritage Convention, are fundamental. In international co-operation stress was laid on genuine partnership, the need to avoid patronising attitudes and the ability to learn from each other.

The roles of various organisations, such as libraries and Common Ground, were touched on, and it was concluded that a database of ICH 'topics' and resources would be useful. The importance of a good media strategy was stressed, as was the critical role of ICH in education and ethics.

The meeting agreed a number of follow-up actions for the UKNC Culture Committee to pursue. In addition to the current pilot project co-ordinated by Gwyn Edwards, the following were suggested:

- A conference on ICH in 2007, bringing together all interested parties in the UK in order to scope the issue. Michael Helston felt that DCMS would actively support this.
- That the Culture Committee should consider the establishment of a database [or inventory list] of relevant ICH topics and existing resources.
- That the Culture Committee should discuss and agree a media strategy for ICH, in discussion with the Communications & Information Committee and National Steering Committee.

Question to the Panel: How can we use the Intangible Cultural Heritage to raise the profile of UNESCO—and its objectives—within the UK?

World Summit of Information Societies

Chair: John Ivinson / Rapporteur: Patrick Towell

WSIS was created by UN General Assembly Resolution 56/183 (21 December 2001) and had its first phase in Geneva from 10 to 12 December 2003. Its overall objective is to “develop and foster a clear statement of political will and take concrete steps to establish the foundations for an Information Society for all...”.

Patrick presented a cross-mapping between the Geneva Declaration of Principles to the UNESCO remit and programme scope around knowledge (including scientific knowledge), learning and education of all kinds, culture (including museums, libraries, archives and other documentary records).

These principles also include specific references to freedom and diversity of the press, respect and support for cultural and linguistic diversity. Specific UNESCO policy areas references were from the UNESCO Strategy 2002-07 Strategic Theme 3 'emerging knowledge society' and Cross-cutting Theme 2 re ICTs.

In UNESCO's programme sectors, we specifically picked up on (in addition to the points above):

- in Natural Sciences, capacity building through knowledge sharing;
- in Culture, cultural industries and artistic expressions; and
- in Human and Social Sciences, the ethics of...technology including the management of social transformations.

The 2nd phase in Tunisia 16 to 18 November 2005, had outputs the 'Tunis Commitments' and 'Tunis Agenda' which are key documents. Amongst other things, these committed to embed the implementation of WSIS through other UN conferences and summits.

However, there are specific follow-up actions. There is a whole strand of work on Internet Governance. The next meeting of the Internet Governance Forum is in Athens 30 Oct - 2 Nov with...Overarching Themes

(i) development / capacity building, and (ii) civil liberties / human rights.

...and Themes: (i) openness; (ii) security; (iii) diversity; (iv) access

And then all the other areas are divided into 'Action Lines'. UNESCO has responsibility for the following action lines:

- Access to information and knowledge (C3)
- e-Learning (C7)
- e-Science (C7)
- Cultural diversity and identity, linguistic diversity and local content (C8)
- Media (C9)
- Ethical dimensions of the Information Society (C10)

There was discussion on all of the above points to ensure common understanding. A number of the attendees had attended various WSIS Summits or 'PrepComm' preparatory events.

Open Approaches and IPR/Sustainability/Business model issues

Some of the emerging issues on Action Line C7 e-Learning appearing on the UNESCO website discussions were around Open Education Resources (OERs, or Open Courseware). There was some discussion around whether some of the approaches being proposed were impractical or naïve.

This was not from a position of in principle resistance to resource-sharing or 'open source' style working or 'creative commons' style licenses, but just emphasising the importance of considering the resourcing and sustainability of initiatives and the need to consider the impact on models of production and delivery of such 'open' approaches.

Regardless of individual points of view, it was agreed that the UK, being a very mixed economy model of supply and currently undertaking the Gowers review of Intellectual Property, had experience and expertise to bring to this area of debate.

Particular instance: UNESCO hosting portals of content

There was also discussion on a related emerging issue from the UNESCO online forums, around requests for UNESCO to host portals of open courseware content. All the attendees expressed reservations at the appropriateness or capacity for UNESCO to undertake such a programme.

Again, regardless of particular positions, it was agreed that the UK, having had unparalleled experience of wide-scale portal and content development deployments in the public sector, should contribute its lessons learned and expertise to this area of debate.

Linguistic and Cultural Diversity

Finally, all attendees felt strongly that cultural and linguistic diversity was intimately tied into ICTs, digital media and the Internet. The UK has an extremely diverse media market whose regulation has undergone a revolution yet again, with an unprecedented, statutory commitment to Media Literacy.

So, again, we agreed that this should be an area of focus for the UK Commission.

Recommendations made to UK Commission/Plenary

- The UK National Commission's priority for input into the continuing WSIS process should be:
 - The promotion and protection of cultural and linguistic diversity
 - Harmonising education and research fair use exceptions to IPR frameworks globally
- and, furthermore, that UK National Commission should include its positions on these within its submission to the UNESCO regional consultation post July 2006
- and, finally, that the UK National Commission should remit its Communication & Information Committee to submit a paper by 15 July as input to the Internet Governance Forum meeting agenda in Athens starting 30 October 2006.

Comment at time of writing: Whilst it has not been possible to put together a paper for 15 July, the spirit of the recommendations can still be implemented by the UK Commission ensuring that it sends accredited delegates to the UNESCO WSIS Mid-October planning meeting in Paris and the Athens IGF (bearing in mind that these are both 4 days each), with appropriate discussion on positions to be adopted to take place in Communications & Information Committee and its Information Society and other relevant Working Groups.

Question to the Panel:

- **Does the plenary agree that the UK National Commission's priority for input into the continuing WSIS process should be: (i) The promotion and protection of cultural and linguistic diversity; and (ii) Harmonising education and research fair use exceptions to IPR frameworks globally**
- **and, furthermore, that UK National Commission should include its positions on these within its submission to the UNESCO regional consultation post July 2006**
- **and, finally, that the UK National Commission should remit its Communication & Information Committee to submit a paper by 15 July as input to the Internet Governance Forum meeting agenda in Athens starting 30 October 2006?**



Plenary Panel Discussion

The Plenary Panel was chaired by **Professor John Morgan** (*UNESCO Chairholder and also Member of the National Steering Committee, UK National Commission*) with the following panellists:

Professor Mark Bray (*UNESCO, International Institute of Educational Planning*)

Dr Nick Burnett (*UNESCO, EFA GMR Team*)

Professor Sir Roger Elliott (*Natural Science Committee, UK National Commission*)

Dr David Gaimster (*Culture Committee, UK National Commission*)

Mrs Winsome Gordon (*UNESCO, Division of Higher Education*)

Ms Sian Healey (*Communications & Information Committee, UK National Commission*)

Ms Prudence Mutowo (*PhD Candidate, University of Nottingham*)



Panel from left to right: David Gaimster, Sian Healey, Prudence Mutowo, John Morgan, Nick Burnett, Mark Bray, Winsome Gordon, Roger Elliott

Questions from the break-out groups were presented to the Panel, whose responses are summarised below.

- **How do we raise the profile of the ESD programme holistically and at the same time achieve effective monitoring of performance?**
- **What is the relationship between the aims of the Decade on ESD with the broader education strategy?**
- **How can UNESCO and the UK National Commission view the Millennium Development Goals holistically and also accommodate the need for individual goals?**

WG: The UNESCO UNITWIN programme, in the case of sustainable development for example, allows a group of universities to discuss and deliberate is sustainable development, what it means and how it translate to a set of learning activities? This fosters and deepens understanding of the concept of sustainable development and what it means in the transformation of a society.

Sustainable development is integrated into all dimensions of UNESCO programmes. There is a scientific dimension, there is a human aspect, we talk about literacy, people have to read and write to learn about themselves and their environment and to understand their health issues. To raise the profile of ESD, UNESCO has included and integrated it into its strategy and advocates for governments to incorporate the concepts into the national curriculum.

NB: Two things are necessary for monitoring, first, there needs to be a set of clear definitions of what it is being monitored and secondly, a set of data.

With regard to sustainable development and the first point, important developments on ESD are taking place but the aspect of monitoring still needs to be addressed. Incorporating the concept into the curriculum is relatively straightforward compared with addressing the issues of content or quality issues to monitor progress. I think this remains to be developed, both at the national and international level. But that is only one aspect of the Decade and there is much more work which needs to be done.

With regard to the question about the MDGs, particularly for UNESCO, the two most specific goals are the ones on education, though others have important relevance. The most important MDG to focus on is eliminating poverty because that encompasses a wide range of action, which will differ from country to country and will include some of the other MDGs. I don't think there is necessarily a tension because indeed in UNESCO's work, and the work of other agencies, it is important to focus on both the particular MDGs, such as the education ones, but also to focus on how the whole programme can contribute to the MDGs as a whole.

The MDGs are a very important international framework for development, but they could not describe all the things which UNESCO is charged with doing. It is important that to see the MDGs as one framework and as one of, but not the only, important context in which UNESCO should proceed.

- **UNESCO with its very limited funding resources is not an aid agency, so what is its leadership role in the implementation of EFA?**
- **Where are the resources coming from to achieve the grand goals that have been set? How can UNESCO adapt its thinking to operationalise the principles of transparency, civil ownership amongst diverse groups in achieving the MDGs with the EFA targets, establishing meaningful participation beyond consultation in its engagement with civil society?**

MB: I am happy that it is recognised that UNESCO is not a funding organisation and does not have a lot of money. It is not UNESCO's job to build schools or to drive kids into school. UNESCO's total budget is probably smaller than that of the University of Nottingham. What UNESCO can do, and is doing, is acting as an international body, a UN body to focus on the issues which affect the global world. Its business is advocacy. UNESCO works through partnerships, and one of the partnerships is with the National Commissions. I am pleased to see the UK resource and the expertise of people who are devoted to coming here (out of their free time) to discuss these important issues.

What UNESCO aspires to be is to be the advocate and many of you are aware of the Global Action Plan, which it has crafted in conjunction with its partners. With the EFA goals, UNESCO was mandated as the coordinating body for EFA, but not the implementer of it. It is the ringleader, it is the body that coordinates efforts of and works in conjunction with its partners, including UNDP, World Bank, UNICEF, bilateral agencies, NGOs, and individuals. That is how UNESCO achieves it, it needs the expertise and the intellectual resources which come from the UK, as much as elsewhere.

- **The Science and Development Break-out Group emphasised the need for training and institutional strengthening and that UNESCO should focus on the relation between the micro-level communities and policies and institutions and processes. For contribution from the UK this means building dialogue with existing institutions in the UK, academics, policy-makers and the African Diaspora. The question is how can UNESCO support and sustain these connections and effective dialogue between these different elements?**

PM: There is a need for linking between universities in developing countries as well as with developed countries. There are a number of small organisations who are carrying out these interactions. UNESCO's role should be to be more centrally involved in getting these organisations more publicly aware.

RE: To approach it from a science point of view, a science base is essential for development, especially the economic kind. Appropriate education for professionals who are going to underpin any development, whether economic, medical or in the health sector, or on the environmental front, requires a proper base for training a group within the community in question. I would say training and I include science in that, is essential for the basis of this capacity building.

WG: At the moment we are negotiating within an Africa-UK dialogue and cooperation that should look like the Japan-Africa cooperation, wherein we collaborate with the African Association of Universities and with NEPAD to promote capacity building and to undertake capacity building in a UK-Africa partnership. This will support NEPAD in the development a self-reliant approach for Africa, only possible if Africa institutions, especially Africa Higher Education institutions, are able to build their appropriate capacity.

The other aspect of the programme is called Academics Across Borders, which is to encourage better relationships between academia and the operational ministries and to do that with UK cooperation. We are trying to build an open space for UK-Africa dialogue.

I would also like to suggest, if the UK National Commission agrees, that we have every three-four years an Africa-UK meeting of professors where issues of African Higher Education can be discussed and potential partnerships explored and followed up.

- **Building on UNESCO's emphasis that science can be a lever for development, does the Panel agree that centres of excellence can lead to economic development and the transfer of knowledge into commercial application? Does it also agree that this will only be possible if such centres comprise a regional network for the sharing of facilities and expertise?**

RE: What is meant by a centre of excellence? I think what is meant in the African context is a centre that really reaches international standards. It was thought that these centres would not be nationally based, but that it would be more effective if they could be based on regional collaboration and networks, so that there would be centres for different disciplines distributed among countries.

With regard to science and how UNESCO works, it needs a basis on which other people can build. UNESCO does not have the money to carry out effective programmes by itself and I think the beginning of the International Basic Sciences Programme in UNESCO shows how this can get into difficulties if there is a programme which tries and gives grants from a very small financial base, with hundreds of applications. It really needs to be used as a gearing mechanism in these areas.

PM: Centres of excellence have been hailed as a means to get Africa self-sustainable in terms of its scientific knowledge to build up science from within. The main concern is for them not to be nationally owned by single particular countries, but to be applicable to the whole region. There is also the issue of the terminology of "centres of excellence". Are we then saying that the places we don't hold as centres of excellence, are not excellent?

- **Is a communication strategy for the UK National Commission and a dedicated person to lead it necessary and if so, what does the Panel see as the priorities for this and where would be the start?**

SH: Now that the UK National Commission is established and the Committees and their Working Groups are set up and operating, it is absolutely imperative that people in the wider UK network, whether it be voluntary groups, Government or the general public, are aware of what we are doing and of what UNESCO is doing. That does take effort, time and resource and I think there are some things we have to identify as a matter of priority over the course of the next few months.

A priority should be to communicate more strongly with the Government Departments, which should be re-engaged with the work of UNESCO, of whom many currently are not. Another is promoting UNESCO to the wider public, on issues like the World Heritage Sites.

DG: It certainly is a priority to have a communications strategy and a dedicated post within the Secretariat to manage it. A first step would be to scope out the priorities, who are the audiences, be they Government, Parliament, our own sectors or the wider public. Then there are opportunities for cross-cutting across the sectors. It will be challenging, but it is a huge opportunity and must be a high priority.

- **How can UNESCO use its influence to encourage better media relation and best practice?**

SH: This is really about what the UK National Commission could do in this area. The depth of expertise in the Communication & Information Committee and its Working Group in this area is huge. Elizabeth Smith's organisation (The Commonwealth Broadcasting Association) has just released a report on media guidelines in the world and how that can work best. The C&I Committee are well situated to advise UNESCO in this area. I believe this falls under standard setting and whether or not UNESCO should be setting standards for Member States in this area or whether that would be too prescriptive and UNESCO should just offer advice and share best practice.

- **Does the Panel agree that the UK National Commission's priority for input to the follow-up of the World Summit for the Information Society process should be the promotion and protection of linguistic diversity, harmonising education and research, fair use exception to IPR frameworks globally?**

RE: All of us would agree that access to information is important to creating a better society and to achieving UNESCO's goals. There remains how we make that information available in an appropriate form and at an appropriate cost. We are talking about information for education, science, economics, and public good. UNESCO has a role in creating a climate where these problems can be solved. The problems are not in the nature of intellectual property rights, but in providing a cost for which the system can be readily available and free in points of view and available in places like Africa where communications are not so good.

DG: On culture and linguistic diversity, the Culture Committee has been addressing the 2005 Cultural Diversity Convention to a certain extent. The UK is yet to ratify the Convention but it presents a huge opportunity for the UK culture and heritage sector to create a new agenda for greater diversity in the sector. We are moving much more out of technical and physical protection and into the intangible and greater diversity agenda to be more inclusive.

SH: The UK National Commission has an opportunity to join up different cross-sector priorities which cannot be neatly separated.

- **What can the UK National Commission do cross-sectorally to improve access to world heritage sites through networks such as ASPnet and other educational means?**
- **How will the UK National Commission use world heritage to create a culture of peace in accordance with UNESCO's original and ongoing mission and how will it get Government to support this?**
- **How can we use intangible cultural heritage to raise the profile of UNESCO and the UK National Commission's priorities in the UK?**

DG: There is great opportunity within ASPnet for world education both at home and abroad. The project can be applied to the general public for a greater awareness for world heritage sites and what they can do for education.

I attended the session on world heritage and there was discussion on how sites are presented to and understood by the public. There was the realisation that there is dim understanding of what world heritage means. We have national heritage sites, but what makes them world heritage sites? It is about the principles of what UNESCO stands for - universality and global understanding. That is what makes them distinctive and enables them to be inscribed on the World Heritage List. This is poorly understood in the UK.

There is also tension between the national agencies on how they present those sites and some conflict with the UNESCO dimension and we need to resolve that. It is about strategy building and building dialogue to achieve balance and complementarity and so to bring a new level to awareness of those sites. And, ASPnet has an opportunity to bring that universality and global dimension out.

- **What are the added benefits of ASPnet?**

WG: After the presentations earlier today, there is little I can add. Certainly it gives an effective channel for children to learn, but also to act in ways which are close to UNESCO's values and mandate, such as sustaining their environment.

- **How can the UK National Commission contribute to UNESCO's ongoing activity in conflict prevention, which cuts across the different sectors? This question is linked to the theme of how the National Commission can use World Heritage to promote a culture of peace.**

MB: I think we have to go back to the preamble of the Constitution of UNESCO, reproduced here today and is written on the walls at UNESCO in many different languages: "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed." Of course there have been many wars in the last 60 years. We can evaluate that there are challenges and can criticise, but we have to question what the world might be like without agencies like UNESCO.

Going back to ASPnet, the presentations today really show how peace in the minds of men is reaching out to young children and changing the world in which we live.

One thing that UNESCO can offer is the connection across languages and linguistic diversity. This is internationalisation and it cuts across all programme sectors in UNESCO.

SH: As Mark Bray remarked earlier, UNESCO comprises an advocacy group, working through partnerships, and I think that can be extended into the area of peace and security, particularly through dialogue. Building peace comes about through dialogue.

WG: Given the way UK society is structured the UK National Commission should take the opportunity to have a forum on conflict and conflict resolution.

DG: Culture has much to contribute, especially to post-conflict resolution. There is a strand on sustainable development which culture must begin to nudge into.

JM: Lynn Davies and Allan Smith have devoted much of their time to examining these very issues. John Gordon, who is Chair of the UK National Commission's cross-sectoral Peace & Security Working Group, will be convening discussion in these areas and has urged us to give this area high priority.

Welcome Address

Sir Colin Campbell, *Vice Chancellor, University of Nottingham*



Mr Chairman, distinguished guests, ladies and gentlemen,

This is a significant year, in that 2006 is the 60th Anniversary of UNESCO. It was founded at the end of World War II with a stated purpose to contribute to peace and security by promoting international collaboration through education, science and culture in order to further universal respect for justice, the rule of law, and the human rights and fundamental freedoms proclaimed in the UN Charter.

This conference provides an opportunity to identify how the UK National Commission may best continue to support the UK government and UNESCO in meeting shared objectives, and to identify ways in which UNESCO's profile and mission may be raised within government and civil society in the UK.

A year ago, I was at UNESCO headquarters in Paris to sign the agreement for an UNESCO Chair in the Political Economy of Education. The first to be established at the University of Nottingham, it is held by my colleague Professor John Morgan. On that occasion I told the Director General, Mr Matsuura that I was 'very proud' of an agreement that 'strengthened the international vocation of our University.'

This 'international vocation' includes campuses in Semenyih, Malaysia and Ningbo, China. The Malaysia campus now has 1400 students (from 42 different countries), a figure set to rise to approximately 2300 in September. The China Campus has approximately 1000 students, a figure which will double in September. And already we have students from 12 different countries studying in Ningbo. Taken together across all Nottingham campuses, we have as many as 8,669 international students from 143 different countries. We encourage the mobility of our students between each of the three countries, and further study-abroad opportunities exist for students through our membership of the Universitas 21 network of research-led Universities.

Our commitment to internationalisation has led recently to a number of awards, including the Queen's Award for Enterprise (for the second time), in the category of International Trade, the 48 Group Club UK Outward Investor of the Year Award in recognition of outstanding contribution to Sino-British relations; and the 2006 International Business Award in the category Best New Product or Service Awards.

The fact that the United Kingdom National Commission is here today for its inaugural conference is further evidence of the commitment of the University, not only to the activities of the Chair but to the broad mission of UNESCO in Education, Science, Culture, Communications and Social Science. I should add that one of our doctoral students, Prudence Mutowo, present here today, is a winner of the UNESCO L'Oreal Prize. We are very proud of her achievement and I take this opportunity to congratulate her!

I am pleased to see so many of you here today, to welcome you to the University and to wish you well in your discussions.

Thank you.

Keynote Address

James Kulikowski, Deputy Assistant Director-General for External Relations and Cooperation, UNESCO

Mr Kulikowski spoke on behalf of the Director-General of UNESCO who regrettably could not be present.



Mr Chairman, distinguished guests, ladies and gentlemen,

Thank you very much for allowing me to be here and to share in the proceedings of this annual conference. It is my great honour to represent our Director-General, Koïchiro Matsuura, and to extend his heartfelt best wishes and his congratulations on the revitalization of the UK National Commission for UNESCO. He sends his regrets for not being here, due to conflicts in his schedule, and hopes you will excuse him.

For me, it is an especial pleasure to be here. Having grown up in Northampton in Hampshire County (in New England), gone to school in Exeter (in New Hampshire) and Cambridge (Massachusetts), and having been to London, but no further, it is my first chance to see that which my birthplace can only pretend to, the font, the rock on which all is based, the real England. And where better to see the real England than the one place that every school child can identify at an early age, and the lesson it represents, which is that governments that do not perform well will be

helped along whether they like it or not by non-governmental organizations. That's a good lesson for a young boy or girl to learn.

I would like to thank the Center, Sir Colin and the Director, John Morgan, for welcoming me and for their special support when I showed up, sans luggage, needing food, shelter and clothing. I'm normally not this demanding, I guarantee you.

As you know, this is the season for National Commissions – within the last three weeks our Division has convened consultations for our Bureau of Strategic Planning on the medium term strategy and next biennial budget in three regions – the Arab States region in Abu Dhabi (with a side trip to the US National Commission Annual meeting), the Asia and Pacific region in Hanoi, and the Africa region in Luanda, from whence I have just come. In a week, we start the European and North American regional meeting in Athens followed by a National Commission-led 60th anniversary fete in Sofia, and the week after, the Latin American and Caribbean meeting in Jamaica.

I can report that the state of UNESCO's National Commissions is strong. Barring strife or specific obstacles, our Commissions have all been present and interactive, full of ideas and energy, an ardent constituent element and an eager constituency. UNESCO has 191 Member States and 192 National Commissions, and both UNESCO and its National Commissions are stronger for having the UK Commission for UNESCO among them. We are grateful for your work to reconstitute the Commission, and we are already so much the better for the participation of your members and contacts, starting with Professor Boksenberg who is involved in so many ways, including the Review Commission for Major Programs Two and Three, and continuing on from there.

You have asked that the topic "UNESCO 2006 and beyond" be addressed, which I shall try to do. It is, of course, the right issue, and, as I hope to convince you, full of possibilities and excitement. In the calendar of UNESCO, we are in fact in the year of a six-year cycle where planning for the future is the focus of attention. Procedurally, in the consultations that I mentioned, we are in the initial phase of discussing the so-called Medium-term strategy, from 2008-2013 and the next biennial budget for 2008 and 2009, with the goal of final consideration by UNESCO's next -- 34th -- General Conference in 2007. So immediately, the strategic goals leading up nearly to 2015, the final year of the Millennium Development Goals, are under consideration, and this is perhaps one of our best shots at defining UNESCO's effort toward that end...

In addition, the General Conference last fall passed a Resolution requesting the Director-General to lead a global consultation, using the National Commission consultations as a vehicle, on the long-term future role of UNESCO, and to prepare a discussion paper thereon, which has recently been distributed to Member States. This is the future, pure and simple, open for debate.

Add to that the reforms that are under way at UNESCO. These reforms are headlined by the pending reorganization of the Education Sector due to be announced to the sector staff on June 21 I am told by Peter Smith, the Assistant Director General for Education – who is another product of New England, and the reconsideration by a special panel of the Natural Sciences and the Social and Human Sciences programs – otherwise known as Major Programs II and III – with the welcome involvement of Professor Boksenberg, that has also been mandated by the General Conference.

What is on the table, as a result, are UNESCO's strategic goals for the next 6 years, its long-term future role, plus a major reiteration of at least three out of five of UNESCO's main fields of competence and corresponding organizational structure.

Finally, add to that the overlay of UN reform, especially with Secretary-General Annan's announcement last February of the formation of a new high-level panel on UN system-wide coherence in areas of development, humanitarian assistance and environment, on which as we were reminded last night, the UK is prominently represented. That announcement dispelled any thought that UN reform would consist solely of issues related to New York.

So, ladies and gentleman, with respect to the challenges facing UNESCO in 2006 and beyond, because of the alignment of all of these constellations -- medium-term strategy, future role, biennial budget, consideration of reform in at least three of the five main fields of competence, and UN reform -- to borrow a phrase from the futures document, it is not so much "What future for UNESCO?", but "What UNESCO for the future?" that is under consideration.

Let me try, then, to give you a UNESCO perspective on that question -- what UNESCO for the future?

We, of course, come at this question with reference to the past and present -- I know that doesn't sound promising for a short address, but let me simply say this. We are where we are today because of the reforms that have already been put into place by the Director-General. A more focused Organization, moving strongly toward results-based management, with a strong oversight office, and renewed efforts toward assisting countries in their development, based on decentralized, on-the-ground implementation, UNESCO has come a long way in the last six years. But now to the question of the future.

First, let me say a word about UN reform. This is, of course, a topic on which many people have expressed themselves, including your Prime Minister recently at Georgetown University and an American or two speaking -- that's as far as I will go -- in the UK. I have no desire or particular competence to enter into the grand debate. But specifically, with respect to UNESCO, in response to a suggestion from at least one of the interested countries that specialized agencies should become centres of excellence dealing with intellectual leadership, a UNESCO white paper on UNESCO and reform of the UN system has been put together. It indicates that UNESCO is extremely wary of any tendency towards separating operational activities from normative, analytical and policy matters. UNESCO considers that theory and practice need to work together directly, not mediated, or second-hand. This UNESCO, under Director-General Matsuura, is intent upon direct practical assistance at the country level in UNESCO's lines of action, to contribute to sustainable development and contribute to the eradication of poverty. Theory must be validated with feedback from actual practice, and best practices and lessons learned work to build more general understanding. Doing both makes possible excellence in each. And doing one probably assures excellence in neither.

In addition, in conformity with the 2005 World Summit Outcome Document's emphasis and Secretary-General Annan's direction that the whole of the UN system should become more field-oriented and work as one team at the country level, UNESCO is committed to strengthening its capacity for teamwork at the country level so that it is increasingly an integral and active member of coherent UN country teams.

But integral and active in what areas? UNESCO must continue its work to clearly assert its areas of special competence and leadership within the UN system and obtain recognition of its role. Working with the African Union on Education for All and with the other partners in the UN system to formulate a global Action Plan to rationalize and coordinate the partners' efforts to assist countries meet their Dakar goals for education, the Education Sector is taking large steps in asserting its leadership. This is only underlined by the possibility of that Global Action Plan and UNESCO's leadership thereof being acknowledged in the G-8 meeting in Russia this coming July, as it was recently in the meeting of the G-8 Education ministers.

A similar emergence of UNESCO as the lead on clean water issues became clear earlier this year at the World Water Forum in Mexico City. We've heard for instance that there are some 27 international agencies involved, and if so many are in charge then no one is in charge. But why not UNESCO? And the same could be said for promotion of cultural heritage and cultural diversity and dialogue in all its forms, and for the emergence of knowledge societies, for the role of women and girls in society and gender mainstreaming, and then the list of candidates could continue for quite some time. Everyone in this room could probably name one. UNESCO is an inclusive place. It is in defining these areas of special competence and leadership that the elaboration of strategic goals for the next 6 years is key.

Building on competencies and building its networks. UNESCO cannot accomplish these tasks by itself, either at Headquarters or in the field. It is noble, but small. Its staff is stretched. It must use its networks and partnerships effectively to spread not

only visibility but participation and recognition of significance and relevance in addressing problems of today. For that, it is impressive to see the work of the Center here, as a UNESCO Chair, and the launch of the ASPnet here today in the UK.

Let me finally say a word about two of the additional challenges UNESCO faces in 2006 and beyond. First, since it is my area, National Commissions. The first thing we are trying to do is integrate National Commissions with the country profiles of the Member States, as the name of the reorganized division suggests. When UNESCO speaks of its cooperation with a country, it needs to think of how we work with the country, the Ministries and the National Commissions as part of a single picture. Otherwise, National Commissions get separated, thought about separately, and this is the risk, after the governmental issues have been considered – not necessarily an afterthought, but not a first thought either. Second, we need to move forward on the communications strategy – up till now, it's been building capacity. We hope we can move forward to building communications among National Commissions and Headquarters. We hope, for instance, when you start a new activity, and you put it into the National Commission database, to let other Commissions know about it, so if they're interested, they can follow up directly with you. Third, we are working on the relationship of National Commissions and field offices, a continuing area of work in progress as decentralization gains in force. But next, from the consultations it is becoming apparent that we need to work on the issue of National Commissions in countries where there is no UNESCO field presence. Now this means one thing in lesser developed regions, where the issue is UN country teams, and who represents UNESCO on those teams when the National Commission is the only presence, and what if the National Commission is really an institution of the national government, as it is in some places. But it might mean a very different thing in developed countries, where the issue is not UN country teams, but the relationship with Headquarters, and how to make that relationship the most effective for promoting UNESCO within that country. When you go calling on the Ministers beyond DFID to get them to include UNESCO in their plans, as you were invited to do last night, we want you knocking them up not just on behalf of the UK Commission for UNESCO, but on behalf of UNESCO. And even better if we have a joint plan of action, so if they come calling in Paris, we can deliver the same message.

Next, budget. For UNESCO to do more, it needs more. Not necessarily one for one. UNESCO can be more effective in its use of existing resources. The \$10 million for science programs can be recast to maximize its use. But it is \$10 million after all. This biennium, for UNESCO to grow its priorities, it must raise \$25 million in extrabudgetary funds. Even for minimal growth of priorities, it is a very hard struggle to get contributions. The UK has been forthcoming for oversight and education reform, for which we are grateful. But we hope that the UK can be even more forthcoming, under the beneficence of your good Ambassador. And for the next biennium, my only advice, as someone who spent a lot of time on budget, is that when you advocate for priorities, remember to advocate for the resources to carry out those priorities.

So, ladies and gentleman, where does that put us with respect to UNESCO in 2006 and beyond. What are the challenges we face? The challenge, I would put to you, in the face of all these challenges – medium term strategy, biennial budget, future role, sector reform, UN reform – is the challenge of figuring out how to move forward together. Not together UNESCO and UK or UNESCO, UK, and UK National Commission. Not the European Community, or the UK and the US. But Europe and Asia and Africa and North America and South America, together. The vision is there. We heard it last night, from his right Excellency Hilary Benn. The girls and teachers from Afghanistan who risk their lives for an education. Turning off that water pump in Luanda that will end the cholera epidemic there just as was done in London in the 1800s. The vision is there – of putting peace into the hearts of humans, into the heart of humanity, the vision put forth in London 60 years ago with the UK as a founding member in the aftermath of the War, a war in which my father fought to keep the flame of humanity alive. That, ladies and gentlemen, how to move forward together, I humbly submit, on my own behalf, if on no one else's, is the challenge facing UNESCO in 2006 and beyond. United we stand; divided, we fail. The rest will follow.

Thank you very much.

Questions posted to Mr Kulikowski (JK) and his responses are summarised below.

Dr Pat Wouters, UNESCO Centre for Water Law Policy and Science at the University of Dundee

How will the \$25 million extrabudgetary funds be raised?

JK: We started with UNESCO Member States, and are also speaking to the private sector. We would welcome suggestions of who we can approach to raise the \$25 million extrabudgetary funds.

Professor Ivor Gaber, Vice Chair of the National Commission Communication & Information Committee

How feasible is it within UNESCO, in terms of staffing issues, working practices, and all the things that are holding the organization back, to reform the organization?

JK: The test of all tests started with the Education Sector, where there will be no greater need for reform. If the reform current underway in the Sector works, presumably it will set a pattern for the rest of the Organization. What comes out of the Review of Major Programmes II and III - the Sciences - is the next big event, which could fundamentally re-cast how UNESCO works. The reforms and review process go hand in hand, on not only what UNESCO does, but how it is organized to do them.

Professor Jack Lohman, Director, Museum of London and also Member of the National Commission Culture Committee

With regard to the programme of field offices over the past few years, we have seem quite an impressive world network. How do they relate back to HQ? There is talk of decentralization. What is the future of this area of work and the field offices?

JK: The future of decentralization is the continued development of work in the direction of those field offices and the way they work with headquarters. It is very much an issue of the planning which is taking place as a part of this round of strategic planning and the budget.

People will have seen what has been accomplished thus far with the regional field offices, both the good things and the issues that are within. The biggest issue at present is that of ensuring that the work in field offices is in line with the priorities of headquarters. The way that will move forward, I believe, is to ensure greater communication with and regular monitoring and evaluation of work at field offices so that Paris headquarters is constant kept up to date with developments and how resources are deployed. It will be done not in a strictly hierarchal structure, but in a collaborative and cooperative manner, but nonetheless, with much more interaction between the field offices and HQ to ensure everyone is on the same page and working together.

Edited from recording

Keynote Address

HE Tim Craddock, UK Permanent Delegate to UNESCO



Thank you very much Mr. Chairman. I was going to speak for about ten minutes, but we don't have the UNESCO music that Hilary Benn talked about last night, so please feel free to shout if I go on a bit too long.

I wanted to make some personal observations first, then talk about the subject of UN Reform. I will try and keep it simple because there are some very clear messages from today's conference which are very relevant. I will also add some observations on the National Commission and how it is going. And, finally, a few words about where things are not going so well in terms of our relationship with UNESCO.

First, I am encouraged to see the tremendous enthusiasm and energy in this room. One of the great challenges is to harness that, but it is certainly extremely encouraging from the view of all Government Departments that have an interest that there is so much enthusiasm. I want to thank the National Commission Secretariat in particular, and John Morgan, Helen Frost and the team here for organizing such a fantastic Inaugural Conference.

I wanted to remind you that even though it is a hot Saturday, or at least hot by Nottingham standards, though not hot by the standards of the parts of the world UNESCO is most involved with, that we do have some very clear objectives for this Conference today. In my view, in particular, numbers two and three in the Conference programme should form the basis for our thinking when it comes to formulating how we are working together to try and get real results in terms of our relationship with UNESCO; and how to increase the profile of UNESCO's values and what it stands for in the UK. Those should form the backdrop for what we are doing today.

I have been the British Ambassador to UNESCO for two and half years. I have another six months to go. Sometimes when I have a depressed moment, I think how much we have really achieved. The UK only rejoined eight years ago now and I think there are some extremely significant things that have happened in UNESCO that are largely because of the efforts of the UK Government. The Organization is now definitely more focused on development and the Millennium Development Goals. Also, there has really been considerable reform already. The momentum has been lost, in the last year, with the re-election of the Director-General, but there is now a real chance, as Jim was saying, the momentum can pick up again and that we can move forward. So I think the UK has had a huge influence on UNESCO and that is partly because we have extremely clear objectives and clear messages that we are delivering.

On UN Reform at the moment, we are trying to reinvigorate the role of the Specialized Agencies, of which UNESCO is one. They cannot do everything. We are trying to work out what they should do. Your input will be absolutely invaluable. We have circulated a paper which we have just about got the full support of the European Union. We are soon going to seek support from likeminded countries such as Canada, Switzerland, Norway. There is already considerable interest for example, from Africa, in trying to join in this process.

We really see three things at the global level that UNESCO has a role in. One as a really good policy organization making sure that the world has effective policies to deal with the challenges in the areas of its mandate. It has lost its capability in that area in the last 20 years. Aside from areas of excellence, like the Educational Planning or the work on Global Monitoring Report of educational needs, the policy work in UNESCO is poor and needs to be improved. The second area is standard-setting. When governments want to get together to set a standard in the world, UNESCO is the place to do it. A very good example is heritage work on the World Heritage Convention.

The third broad area is monitoring and there it is trying to, for example, collect statistics so we can see how we are doing in meeting the Millennium Development Goals on say education.

And finally, UNESCO's in-country work. The key point, which sometimes confuses people, is that UNESCO is not an aid agency and does not have huge amounts of money. So its in-country activities have to be highly specific, linked to its global work. One of the problems at the moment, is that UNESCO is trying to do too much, in too many places, in too many areas. If we can give clear messages on exactly what it should be doing, that is the biggest way in which we can help reform. You have as much as a role in doing that as the government does. We should work together on that. In reality, working together could be quite difficult because it is very easy for any one of us who represents any one of our sectoral interests to promote specific work, but we have

to think of the wider interests of making an effective organization and we really need your help on that in trying to drive through these goals this year. This is a real opportunity, I think we have got to the point wherein the next year, we can really make reform count in UNESCO.

The National Commission will be key in passing these messages over to other countries in Athens at the National Commission Regional Consultation for the European and North American region. And we would very much like you to go out to other continents and to the National Commissions there to spread the same messages.

You could almost have an existence in this country that is independent from the fact that UNESCO itself exists as an institution because you are spreading values, creating interests in the areas that UNESCO has a role in, for example from freedom for the Press to the importance of literacy efforts in this country. I think that you can, something that the government is not so interested in because we focus much of its work in Africa and the poorer countries, have a huge role in increasing and reaching out to people in the UK.

The area of communication for the National Commission is where there is the greatest challenge. This is a huge network of people today, but only a fraction of the thousands of specialists in this country who could be involved in this work. There is a challenge in making this network bigger. Then there is the interest of the 60 million people living in this country in the ideals of UNESCO. I think those are some of the areas where we need to focus our attention on how to build networks, how to get the messages across. It is a hugely difficult in the world today because there are so many competing interests, so many competing things that want to grab people's attention.

Finally, though I think the work of the National Commission is going well; and the work of the Government to reform UNESCO is going well, there are still some problems in the UK's relationship with UNESCO. There is still—as Hilary Benn mentioned in his attack on cynicism yesterday—a huge amount of cynicism in the UK about UNESCO. It has not recovered from the fact that we left and the Organization's reputation was so badly dented in the 1980's. There is even ignorance, in Government departments, that should know better about what UNESCO does.

Alec and others have been calling on Ministers. I think that is an important role of reminding people exactly what UNESOC does and of building up your knowledge of who does what in the international system so you can be presenting expert advice to Ministers. After all, we were an integral part in creating this international system.

This Government believes in the international system. All political parties in these countries are more multilateral than 10 years ago in saying we need an international system. But the message has not quite got through to Ministers why it is important and what it is doing well. We need to do better on that, they listen to you than they do to civil servants. It is very important that you develop good lobbying, good advice to government direct and really engage some of the other Government departments.

There are some important policy areas that we do not do very well as a country. We do development very well, the last G8 Summit was a very significant achievement in the way we encouraged other countries to increase Aid. But some aspects of development we do not do very well, there is a huge gap in culture and development in Government; there is a huge deficiency in science and development. We have forgotten in Government who does what in science. We have all these international organizations trying to help, but we have lost touch with that.

I also think that the National Commission help improve relationship between Government departments. The area of education is a good example. Different initiatives are happening across Whitehall and in Scotland and Wales and Northern Ireland, trying to help with international education efforts. It is almost like the UN system, when we criticize it for rivalry, competition and duplication. In Government, there were DFES, DFID, the British Council, the FCO, all trying to get involved international education. Yes they do talk to each other, but we need to continue to improve the coherence between them, the joining between them, on things like school twinning, making sure all the schemes are compatible and work to the best capability.

That is the sort of role that the National Commission should have. You now have the stature and confidence that you need to carry out these roles. I encourage you to be what you are supposed to be, which is a critical friend of Government, to advise and to lobby. You now in the position to be doing a lot more of it and I hope from today this will build the confidence further and that you will begin to have significant impact on Ministers and on the wider country so that everyone understands that though not perfect, UNESCO is worth supporting and will get better over the next two years.

Thank you very much.

Speech edited from recording.

Questions posted to Mr Tim Craddock (TC) and Professor Boksenberg (AB) and their responses are summarised below.

Morag Watson, Sustainable Development Education Network

Is there somewhere where we can access organizational diagram that sets out who's who in the National Commission so our members know how to get in contact with people?

AB: Yes. Information can be found on the National Commission's website: www.unesco.org.uk

David Goldberg, Convener for Campaign of Freedom of Information in Scotland (no official representation)

Please clarify the position of the National Commission, the fact that it was set up by Hilary Benn, but is supposed to be independent of government

Mr Craddock discussed UNESCO's work in policy, setting standards and monitoring, but how does UNESCO comply with its own standards or Member States compliance with its own standards. I have the memory that there was a unit within UNESCO that took individual complaints about States' failure to adhere to their own standards and a) does this unit still exist? and b) do you think it should still exist and be there as a fourth platform for UNESCO to work on?

AB: The National Commission was set up by Government but is independent of Government. Using Tim's words, we are a critical friend to Government. We receive funding for our Secretariat, but we do not have government embedded. In other UNESCO Member States, some National Commissions are part of their governments (attached to a Ministry), and some are Chaired by a Minister. The UK National Commission's membership is entirely civil society. Tim can tell us, however much he likes, what we should do, but we do not necessarily have to comply. In reality, and at the moment, what we want to do is in line with Government because we all see as the right thing to do. It is therefore a choice.

TC: With regard to compliance, within standard setting and monitoring there would come a role of saying "are you keeping up to these standards and proving that you are". For example, I get letters from people in Edinburgh, telling me that there is garbage in the streets and that it is a world heritage site. And UNESCO has to ensure that the standards for a World Heritage Site, which is one of the most concrete examples, are kept up or otherwise the Site is put on an Endangered List or can be removed from the World Heritage List. In the case of Edinburgh, bins may become a big problem in removing it from a World Heritage Site, but I think we will get around that one. But that is an example of standard setting.

In the Human Rights area, there is a Committee which meets to look at individual cases where educationalists or journalists, which are areas of UNESCO competency, in individual countries of where individuals are facing human rights abuses. So those are examples of setting compliance, which is why you get some countries, being from the developed world, e.g. USA and a country in the developing world, e.g. China, complaining about a UN body setting standards, that a domestic government doesn't necessarily want interference on. But nevertheless, it is a very important role for the United Nations.

Sue Cole, English Heritage also member of the National Commission Culture Committee Conventions Working Group

When Tim spoke of the gap between Science and Culture, in this country, how do you think we can progress in getting our message further into Government? Do you think it is a fundamental institution problem or is it a case of getting those networks working again?

TC: I think it is a case of the networks falling to pieces and you can play a bit role in re-building those networks amongst science, culture and development people. On science, DFID was criticized very strongly by Parliament some years ago and they are trying to do something about it. They now have a Chief Scientific Advisor and they are trying to build up their science capacity. As Alec said, science plays a huge contribution to climate change, for example, but development more generally. So they are trying to do better, but you can keep up the pressure on science.

On culture in development, it is not seen as a priority in DFID, but it is something various parts of government do very well. I don't think it is brought together well enough and I think there is a role for you in bringing people together and following up certain recommendations in the Commission for Africa report last year, where culture is much wider than heritage or the arts. It is important that you keep reminding people the important contribution culture can have in development in Africa. This comes through lobbying, giving advice, through the work of the Culture Committee.

Neville Shulman, Vice Chair of the National Commission Culture Committee

We have lost a lot of trust and loyalty in those 12 years that we were out of UNESCO. How do we make sure, now that we are set up again, that we do not pull out again?

We have an excellent Secretariat, but it is obvious that it is overstretched and that we need funds for the Secretariat to add more staff. As you imply, other National Commissions are very large with large Secretariats and we are seen as one of the smallest and it doesn't seem top stack up that we have a small Secretariat with small back up support.

And I was a bit nervous by the statement that we should put our efforts into places where we could maximize our impact and drop some of the areas where we could have minimal impact and I think there lies great danger because sometimes small issues mask big future problems and we must always make certain that those issues are not forgotten. I know that we have minimal resources, but we must extend instead of minimize.

AB: On the last one, I was quoting the Director-General's words and of course we share that. I will say this, that those words came in 2001 and the Medium Term Strategy which was plan has not been delivered. The truth is UNESCO is a multilateral body, not a funding body. Its budget is small, in the sciences for example, the budget is \$10million a year. That won't save the world, but what our role is to do is to drive policy on what funding should be put towards and how to really engage countries. If one spends money on giving small grants, it is great for those who get it, but it dissipates and is inconsistent with UNESCO's goals.

But that is not the same, as you were saying, which is with small issues. They may be big issues and perhaps part of policy. One can point to other bodies which are doing things that UNESCO cannot do. UNESCO can only do what it was established to do. It can get extra-budgetary funding and it does exploit that well and in some cases that is different. But we are talking about tiny programmes where, for example, renewable energy, which is a big issue for the world, and there is one person at HQ working on it and it has no impact.

TC: There is a commitment from DFID to fund a Secretariat which will be adequate for the needs. There is a gradual expansion which is envisaged. It has taken us a long time to get arrangements sorted out. In fact, there is a letter which has gone from Alec to Hilary Benn which will try and create a legal status for the first time, which help to expand the Secretariat. We have only been using half the budget so far and there is the intention to increase the number of staff to provide you with the Secretariat of the sort that is needed. But it has been efficient in its work so far, as has the National Commission.

I must say that you are seen as one of the stronger National Commissions because you have had this burst of energy around your inauguration, but it is important to keep that up. Above all, it is important to have clear objectives and you have set out clear objectives and you have kept to those and you influence on UNESCO is much greater and on the policies in those areas. Each of the Committees, Culture and Wales are examples of really doing what UNESCO isn't doing, which is concentrating on things that are real priorities where it can make a difference and that is why you have made a difference and been successful so far.

When we talk in UNESCO about lower priorities, there are still many things that the organization is doing that it should not be doing because they are being done else where or that it is not really its role. That is what today is about, to clarify exactly what its roles should be and how you can move it towards that role. But we are making some progress on that.

Suzanne Long, United Nations Association-UK

Are Human Rights and Human Rights Education topics that are meant to be done elsewhere or do they have a niche in UNESCO and in the National Commission itself?

TC: Human Rights Education, yes. The whole of the Education Sector is being review this year in trying to make UNESCO operate more as one with a clear strategy so that all the things that are important in Education are indicated it worked out exactly what sort of role it should have it that area.

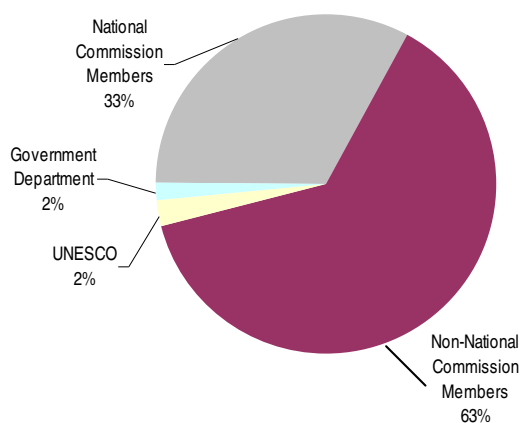
When it comes to Human Rights, more broadly, there is a lot of duplication taking place in the UN system. People have forgotten that UNESCO has a certain HR role, it has particular roles in areas of its mandate such as press freedom and the conditions of journalist but not on issues such as refugees.

AB: In UNESCO, Human Rights seems is resident in the Social & Human Sciences in one way, but one should not look at it that way. HR should be in all sectors, embedded in Education, Culture or Natural Sciences.

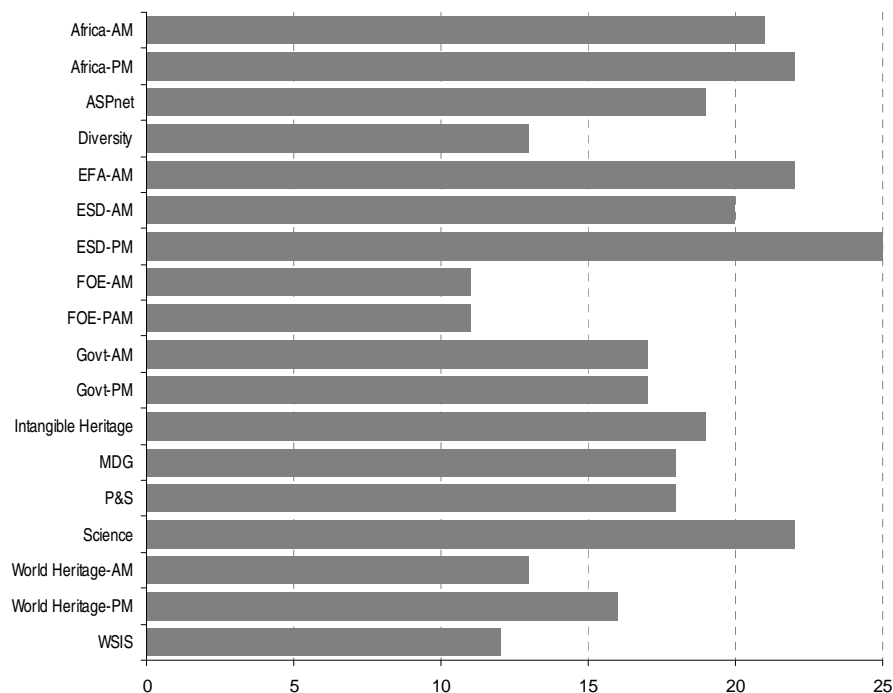
Statistics

Participants and Breakout Groups

Breakdown of Participant Type



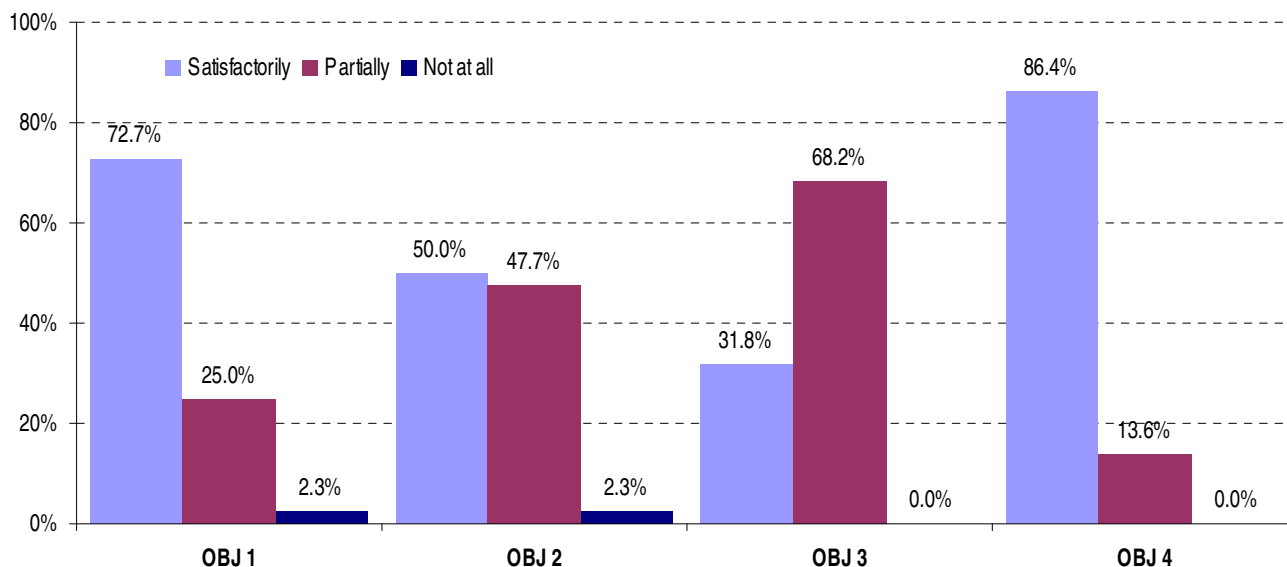
Participation at Breakout Sessions (no of participants)



Feedback and Evaluation

Participants were asked to what extent had the Conference met the stated Objectives. 44 completed forms were returned.

- Objective 1: To inform participants of the structure and aims of the UK National Commission and to report on progress since its re-establishment in March 2004
- Objective 2: To identify how the UK National Commission may best continue to support the UK government and UNESCO in meeting shared objectives
- Objective 3: To identify ways in which the profile of UNESCO and its mission may be raised within government and Civil Society in the United Kingdom
- Objective 4: To provide opportunities for networking and informal contacts among those involved in the UK National Commission's work



Conference Programme

Friday 16 June 2006 **The National College of School Leadership (NCSL), Jubilee Campus, University of Nottingham**
Pre-Conference dinner for participants and partners

18.00 - 19.00	Free Drinks reception (sponsored by the Times Higher Education Supplement)
19.00 - 20.30	Informal dinner with cash bar
20.30 - 21.30	After Dinner Speaker and questions: the Rt Hon. Hilary Benn MP , Secretary of State for International Development (Followed by Questions & Answers and Discussion)

Saturday 17 June 2006 **East Midlands Conference Centre (EMCC)**

09.00 - 10.00	Coffee and Registration
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PLENARY

10.00 - 10.10	Opening Remarks and Welcome Professor Sir Colin Campbell (<i>Vice Chancellor, University of Nottingham</i>)
10.10 - 10.30	Address by Mr James M. Kulikowski (Deputy Assistant Director-General for External Relations and Cooperation) <i>Speaking on behalf of Mr Koïchiro Matsuura, Director-General of UNESCO</i> Theme: Challenges to UNESCO in 2006 and Beyond (Followed by Questions and Answers)
10.30 - 11.00	Introduction by Professor Alec Boksenberg (Chair, UK National Commission for UNESCO) (with Sector Chairs and representatives of the Wales and Scotland Committees) Theme: The Structure, Aims and Achievements of the UK National Commission since 2004 (Followed by Questions and Answers)
11.00 - 11.20	Address by HE Tim Craddock (Ambassador, UK Permanent Delegate to UNESCO) Theme: Opportunities for the UK in its Relationship with UNESCO (Followed by Questions and Answers)
11.20 - 11.45	Celebratory launch of UNESCO's ASPnet (Associated Schools Project Network) in the UK , with the participation of schools and pupils

BREAKOUT SESSION 1

12.00 - 13.00	Themed Discussion Groups , with Chairs and Rapporteurs. (Some of these groups will be repeated in the afternoon, but with new participants – see Breakout Session 2) Question to each Group: What is the main challenge or opportunity for the UK National Commission in this particular area? (each Group to identify one key question to take to the Plenary Panel in the final session)										
	<table border="0"> <tr> <td>1. Education for Sustainable Development</td> <td>6. UNESCO's Leadership in Education for All (EFA)</td> </tr> <tr> <td>2. World Heritage</td> <td>7. Contributing to Peace & Security through UNESCO's work</td> </tr> <tr> <td>3. Freedom of Expression and Freedom of Information</td> <td>8. Diversity and inclusion - engaging a broader spectrum of UK Civil Society</td> </tr> <tr> <td>4. Capacity-building in Africa</td> <td>9. Science and Development</td> </tr> <tr> <td>5. Influencing government & Increasing awareness of UNESCO and its work</td> <td></td> </tr> </table>	1. Education for Sustainable Development	6. UNESCO's Leadership in Education for All (EFA)	2. World Heritage	7. Contributing to Peace & Security through UNESCO's work	3. Freedom of Expression and Freedom of Information	8. Diversity and inclusion - engaging a broader spectrum of UK Civil Society	4. Capacity-building in Africa	9. Science and Development	5. Influencing government & Increasing awareness of UNESCO and its work	
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13.00 - 14.30	Lunch
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Saturday 17 June 2006 (cont'd)

East Midlands Conference Centre (EMCC)

BREAKOUT SESSION 2**14.30 - 15.30****Themed Discussion Groups**, with Chairs and Rapporteurs.**Question to each Group: What is the main challenge or opportunity for the UK National Commission in this particular area?**

10. Education for Sustainable Development

11. World Heritage

12. Freedom of Expression and Freedom of Information

13. Capacity-building in Africa

14. Influencing government & Increasing awareness of UNESCO and its work

15. UNESCO and the Millennium Development Goals

16. Associated Schools Project Network (ASPnet)

17. Intangible Heritage

18. World Summit on Information Society (WSIS)

FINAL PLENARY**15.45 - 16.45****Question Time: Challenges and Opportunities****Panel Chair: Professor W. John Morgan** (*UNESCO Chair, University of Nottingham*)**On the Panel:****Professor Mark Bray** (*UNESCO, International Institute of Educational Planning*)**Dr Nick Burnett** (*UNESCO, EFA GMR Team*)**Professor Sir Roger Elliott** (*Natural Science Committee, UK National Commission*)**Dr David Gaimster** (*Culture Committee, UK National Commission*)**Mrs Winsome Gordon** (*UNESCO, Division of Higher Education*)**Ms Sian Healey** (*Communications & Information Committee, UK National Commission*)**Professor Michael Omolewa** (*Nigerian Permanent Delegate to UNESCO*)**16.45 - 17.00****Concluding Remarks****Professor Alec Boksenberg** (*Chair of the UK National Commission for UNESCO*)**CONFERENCE CLOSES****17.30 - 18.30****Free drinks reception (sponsored by the University of Nottingham)****TRANSPORTATION****18.30 onwards****Pre-arranged minibuses leave from East Midlands Conference Centre to rail or bus station or airports**