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Foreword by the Chairman



I am pleased to present the UK National Commission for UNESCO's 2009–10 Impact Report.

Our work during the period covered by this report has benefitted communities, schools, government, professionals, and civil society groups and supported progress towards the UK's international development priorities, including the Millennium Development Goals (MDGs) and Education for All (EFA). Many of these successes are outlined in this report, including our work in strengthening the Education for All Global Monitoring Report (GMR), one of UNESCO's most influential publications; assisting with the establishment and promotion of Wales' first new style UNESCO Biosphere Reserve; the launch of an online inventory of Scotland's Intangible Cultural Heritage (ICH); and helping journalists from developing countries explain issues of climate change.

These and many other achievements may be attributed to the UK National Commission's considerable momentum since the start of 2009. Our new Strategic Plan for 2009–12 has provided a fresh focus for our work and an ambitious set of long-term goals. Our active and growing membership of some 250 volunteer experts has been refreshed, while our Country Committees ensure Wales' and Scotland's unique contribution to UNESCO, with plans for a Northern Ireland Committee in preparation. We have launched a new website, brought fresh programmes to the UK and forged partnerships, all while furthering the values and mission of UNESCO.

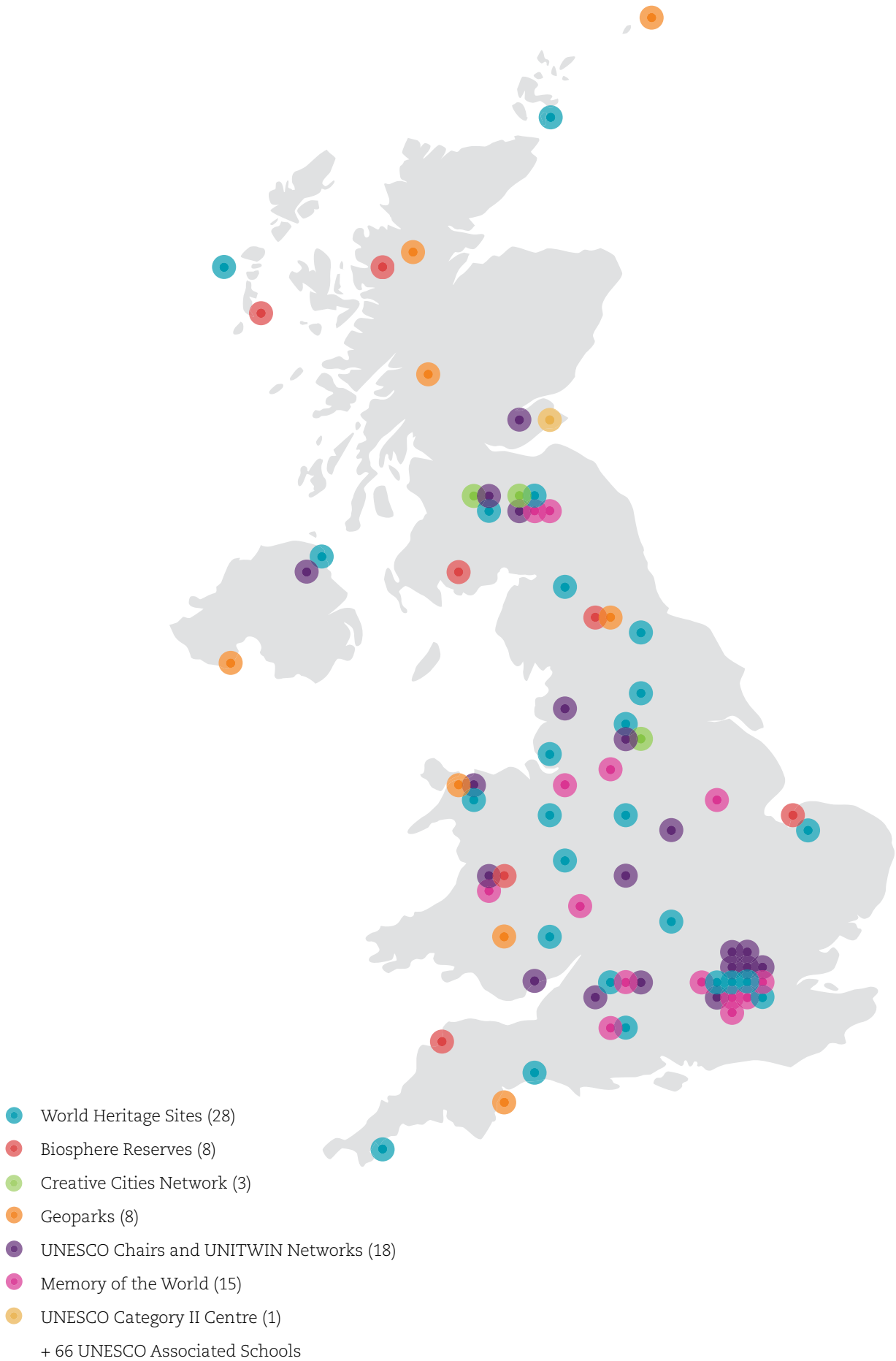
None of this would be possible without financial support, particularly from the Department for International Development (DFID), the Welsh Assembly Government, the Scottish Government, and from the UK Government's Joint International Unit. We are grateful for their continuing commitment and support.

Our challenge now is to build upon these successes. Looking forward, we will strive to play an even larger part in realising UNESCO's vision to make a better world through upholding human rights and contributing to the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture and communication. These are the foundations on which a peaceful and co-operative global society may be built. The United Kingdom has much to contribute and to gain from this 'Big Society' vision and the National Commission will continue to recruit British civil society to play a leading role in its achievement.



Professor W. John Morgan
Chairman, UK National Commission for UNESCO

UNESCO in the UK



About the UK National Commission for UNESCO

The UK National Commission for UNESCO (UKNC) is the focal-point in the UK for UNESCO-related policies and activities.

The UKNC is an independent civil society organisation which brings together a network of nearly 250 experts from across the UK in the fields of education, culture, sciences and communication. It mobilises civil society in these fields to contribute to peace and improve people's lives in the developing world as well as in the UK.

The UKNC is part of a global network of 196 National Commissions, set up by UNESCO Member States to engage civil society in UNESCO's work.

What we do

Working in partnership with UK Government and civil society the UK National Commission for UNESCO:

- provides expert advice to UK Government on UNESCO related matters
- develops and delivers UK input into UNESCO policy making and programme implementation
- promotes reforms within UNESCO
- encourages support in the UK for UNESCO's ideals and work

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is a UN Specialised Agency dedicated to international cooperation and action among nations in the fields of education, sciences, culture and communication. It promotes the inseparable goals of peace, mutual understanding and equitable and sustainable human development.

UNESCO is not a funding agency, but instead contributes to international development by working in its areas of expertise on standard-setting, policy research and development, capacity-building in Member States, monitoring and fostering international cooperation. It leads on or contributes to major international development goals including Education for All (EFA) and the Millennium Development Goals (MDGs).

Visit www.unesco.org.uk to find out more.

Each year the UK government and civil service receives over **£1.4 million** in free services from leading professionals in education, culture, sciences and communication through the work of the UKNC.

Strengthening the Education for All Global Monitoring Report

The Education for All Global Monitoring Report (GMR) tracks global progress towards achieving the six Education for All (EFA) goals. It is an authoritative reference used by governments, donors, researchers and civil society groups to enhance policy and set priority areas for action in EFA. The UK National Commission for UNESCO (UKNC) has made strengthening the content, dissemination and implementation of this annual UNESCO publication a central part of its EFA agenda.

Each year the UKNC gathers UK experts to help shape and input into the next year's GMR. Recently, these seminars, held in partnership with the Commonwealth Secretariat, explored reaching the marginalised (2009) and the links between education and violent conflict (2010), both areas where the UK has extensive expertise.

UK experts who attended these seminars have subsequently become contributors to the Global Monitoring Report. The UKNC is the only National Commission to organise such an event, helping ensure a strong contribution from UK civil society.

In 2009 and 2010 the UKNC also held its Global Monitoring Report (GMR) Colloquium, an event which has been held annually since 2007. Both of these colloquiums gathered nearly 300 UK and international experts, practitioners and senior civil servants to present and review the year's GMR and its findings and to identify how UK-based stakeholders can support progress in the areas covered by the report. Around 30% of participants in 2009 and 2010 were education specialists from the developing world.

These Colloquiums, held in partnership with the UK Forum for International Education and Training (UKFIET) and the Institute of Education (IoE), discussed the GMR themes of *'Overcoming inequality: Why governance matters'* (2009) and *'Reaching the marginalized'* (2010).

“I found the Colloquium most useful in terms of identifying the issues, learning about what works and what doesn't in implementation, and particularly in discussing with others how to formulate policy and how to turn policy into practice. The Colloquium was very good on content.”

Dr Abdulhamid Mzee, Permanent Secretary,
Ministry of Education Zanzibar, on attending
the 2009 GMR Colloquium



ANGELINA M BARRETT FROM EDQUAL RPC, UNIVERSITY OF BRISTOL AND HELEN PINNOCK FROM SAVE THE CHILDREN UK AT THE 2010 GLOBAL MONITORING REPORT (GMR) COLLOQUIUM

Skills for Wealth Creation: Technical and Vocational Education for All



Peter Colenso, Mary Stiansy, John Morgan and Gordon Slaven speak at the 2008 Skills Seminar

The push towards universal primary education has seen the number of children out of school drop by 33 million worldwide since 1999. The lack of a corresponding increase in post-primary education and training has given rise to a massive 'school leaver problem'. Skills together with technical and vocational education and training (TVET) can play a major role in tackling this problem while supporting economic growth and poverty alleviation.

The UK National Commission for UNESCO (UKNC) has long recognised the importance of skills and has been working to move them up the international Education for All (EFA) agenda. Following the UKNC's seminal event on skills in 2008 and the publication of its report *Skills for Work, Growth and Poverty Reduction: Challenges and Opportunities*, an increasing number of international organisations have made skills an important part of their work in the education and development field.

Since this 2008 seminar, the World Bank has had 20 of their staff trained in the UK on skills by the British Council and the UK Department for International Development (DFID) has established a professional post dedicated to this issue. Skills are now one of UNESCO's three main areas of focus in EFA, alongside teacher education and literacy. To support this priority, UNESCO has revitalised its section on skills, including appointing new staff, allocating additional resources and retaining members of the UKNC as consultants on the role and function of the section. In the UK, skills are now a top education and training priority.

The UKNC is also proud that following years of encouragement, the theme of the 2012 Education for All Global Monitoring Report (GMR) will be on skills. The UKNC's education experts plan to contribute extensively to the report's concept, content and examples of best practice.

Promoting children's rights

Children who are taught about human rights will be better equipped for today's increasingly complex and interdependent world. Through its UNESCO Associated Schools programme, the UK National Commission for UNESCO (UKNC) used the 60th anniversary of the Universal Declaration of Human Rights (UDHR) to support teachers in their work to ensure children know their rights and why rights are important to us all.

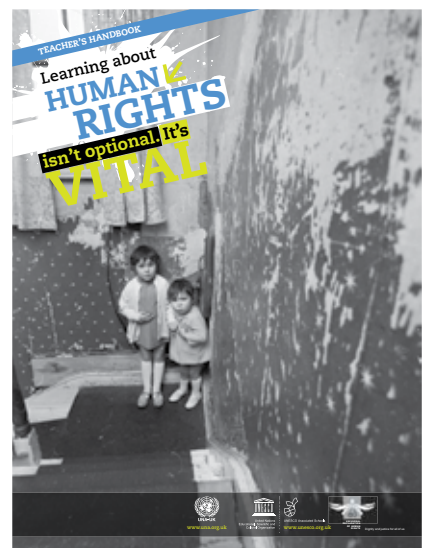
“Sixty years since the Declaration’s inception, the human rights teaching pack from UNESCO Associated Schools UK and UNA-UK provides the opportunity for reflection as well as action. It will prove a valuable resource for citizenship teachers.”

David Barrs, Headteacher and Chair of the Association of Citizenship Teaching

Every secondary school in the UK received a copy of Child Rights Matters, an assembly pack on children's rights. The handbook, which was produced by UK UNESCO Associated Schools in partnership with the United Nations Association UK, includes a CD-ROM with ready-made assembly presentations, factsheets and student-friendly versions of the UDHR and the Convention on the Rights of the Child (CRC). This is an important part of the UKNC's work to promote human rights education, a key value of UNESCO and a UK UNESCO Associated Schools study theme.

Since its release the pack has been well received by schools, UN agencies and partner organisations. It was featured at a UNESCO exhibition on human rights education in Paris and has been included in the specialised collection of the Office of the High Commission on Human Rights (OHCHR).

UNESCO Associated Schools in the UK is part of a global network of schools promoting quality education. There are currently 66 member schools in the UK, which support the integration of international perspectives in schools and promotes the values of UNESCO, including human rights, peace, tolerance, sustainable development and cultural diversity.



Child Rights Matters assembly pack

Delivering World Heritage Education through the National Curriculum

Education forms an intrinsic part of managing World Heritage Sites and is specifically referred to in the World Heritage Convention. It is key to inspiring a sense of place, responsibility and ownership in children and young people, while providing them with the necessary knowledge, skills and networks to become directly involved in heritage protection.

The 'Making Sense of Our Sites' programme is a new initiative to support UK World Heritage Sites in communicating messages of World Heritage effectively to schools. The programme, launched in 2009 by UK UNESCO Associated Schools, together with the Department for Culture, Media and Sport (DCMS) and the Jurassic Coast World Heritage Site, is unique in how it delivers World Heritage Education in support of the national school curriculum in Scotland, England, Wales and Northern Ireland.

As part of the programme, a World Heritage Education Conference and a Youth Summit were held in Lyme Regis in May 2009. Over 60 youth delegates took part in the Youth Summit, representing thirteen World Heritage Sites from Wales, Scotland, Northern Ireland, England and Bermuda, a UK overseas territory. The conference offered one of the first opportunities for staff at UK World Heritage Sites to discuss their experiences of delivering education to schools that visit their sites.

Key outcomes of the conference included a proposal for a World Heritage Education Network, a one-year development plan for each participating site that focuses on the delivery of an educational project, a collection of case studies, an educational podcast to help inform the World Heritage community, and a network of UK schools that are committed to actively contributing to the conservation and interpretation of their local World Heritage Site.

A further World Heritage Youth Summit and World Heritage Education conference are planned for 2010.

Making Sense of Our Sites

A major part of this programme is to use the UNESCO Associated Schools network in the UK to establish meaningful and sustainable relationships between World Heritage Sites and local schools to ensure that children and young people have more engagement with the internationally important heritage on their doorstep.



“It just made us more aware of how we can take action at home and how we can make a difference.”

Youth participant on the World Heritage Youth Summit



PERFORMERS AT THE NORTH GLASGOW INTERNATIONAL FESTIVAL © SCOTTISH ARTS COUNCIL

Safeguarding Scotland's cultural heritage

Cultural heritage such as language, music, dance and festivals are central to a community's identity. These cultural forms, known as Intangible Cultural Heritage (ICH) or living culture, are an important factor in maintaining cultural diversity. To help promote and protect ICH the *UNESCO Convention for the Safeguarding of Intangible Cultural Heritage* was created in 2003.

The UK National Commission for UNESCO (UKNC) is helping to preserve the richness and diversity of Scotland's intangible heritage while helping to promote ICH globally. A key recommendation from the 2008 report *Intangible Cultural Heritage in Scotland: The Way Forward*, commissioned by the UKNC Scotland Committee in partnership with Museums Galleries Scotland and the Scottish Arts Council, was the development of a national "wiki"-inventory. Following a grant from the UK Arts and Humanities Research Council (AHRC) to Napier University in late 2008, the report's recommendations became a reality.

With the launch of the wiki in September 2009 (www.ichscotlandwiki.org), Scotland now has a growing online inventory of its Intangible Cultural Heritage. This site both records the living aspects of Scotland's culture and, where applicable, informs decisions concerning its possible safeguarding. The wiki format, which is a collaborative website set up to allow user editing and adding of content, is cost-effective and appropriate, as ICH knowledge is constantly changing and resides in communities of practice.

The wiki-inventory team from Napier University provided a briefing to Members of the Scottish Parliament in March 2010 while the Scottish Government continues to express a keen interest in the project. The project has also been featured in the press, showcased at a festival and now has several Youtube films on the project due to be released in late 2010.

The project is supported by the Scotland Intangible Cultural Heritage Advisory Group, chaired by Joanne Orr, who is also chair of the UKNC Scotland Committee.

An initial £6,000 grant from the Scottish Government, through the UK National Commission in Scotland, has leveraged over £360,000 in funding from other sources for safeguarding Scotland's Intangible Cultural Heritage.

UNESCO Creative Cities: Putting culture at the heart of development



Children at Bradford City of Film Shooting Stars event which encourages children to both learn through and create film © Alison O'Brien

“Bradford is home to one of Europe’s fastest growing creative and digital industries: around 100,000 local people work in the sector already, translating into a GDP of £10.5bn. City of Film is very much at home here.”

Councillor John Godward,
Lord Mayor of Bradford

Edinburgh was named the world’s first UNESCO City of Literature and the UK’s first Creative City in 2004. Since then, the UNESCO Creative Cities network has grown to provide benefits to individuals, businesses and organisations in designated cities, their surrounding regions and to the UK as a whole.

The Creative Cities Network promotes the social, economic and cultural development of cities in both the developed and the developing world. By sharing cultural and creative knowledge across national boundaries and economic divides, the network helps promote creative industries as a vehicle for regeneration and cultural tourism. That is why the UK National Commission for UNESCO (UKNC) supports the nomination and promotion of UK cities to this growing network.

Bradford became the world’s first UNESCO City of Film in June 2009. The city has made the UNESCO designation a key part of its 2020 strategy to put film at the centre of Bradford’s regeneration and cultural life.

Glasgow was named UNESCO City of Music in 2008, making it the second Scottish city to join the UNESCO Creative Cities Network. In 2006 Glasgow employed 24,412 people in the creative sector, equivalent to 6.2% of the City’s workforce and contributed an estimated £707 million to the Glasgow economy. The UNESCO City of Music status opens opportunities for Glasgow to enhance its music world further through partnerships, initiatives and international cooperation.

Protecting cultural property during conflict

During armed conflict, the destruction and looting of cultural property can have a catastrophic and lasting impact on a country's cultural heritage. The *Convention for the Protection of Cultural Property in the Event of Armed Conflict* or the "Hague Convention", was adopted in 1954 to help prevent such devastation.

The UK has yet to ratify the Convention or its two Protocols, making it the most significant military power not to have done so. When the UK National Commission for UNESCO (UKNC) was invited to submit written evidence to the Iraq Inquiry in early 2010, it used the opportunity to further urge the Government to ratify the Hague Convention. The evidence, co-signed by thirteen major heritage and culture organisations, also emphasised the fundamental failure to protect cultural property in Iraq, mainly due to shortcomings in the UK/US led coalition planning and implementation of the 2003 Iraq invasion and occupation. Five main failures were outlined, including how the proceeds of looting of cultural property in Iraq had helped fund the insurgency and the relative secrecy of pre-invasion planning. Thousands of archaeological sites exist in Iraq which are important not only to Iraqi national identity, but which record the rise of Middle Eastern civilisation as a whole, as well as later Islamic history.

The evidence was jointly submitted by the UKNC, British Academy, British Institute for the Study of Iraq, Council for British Archaeology, European Association of Archaeologists, Institute for Archaeologists, International Council on Monuments and Sites UK, International Council of Museums UK, Museums Association, National Trust, Nautical Archaeology Society, Society of Antiquaries of London and the UK & Ireland Committee of the Blue Shield.

The UKNC, along with its partners, continues to encourage and inform Government efforts to ratify the Hague Convention.



A storeroom in the National Museum in Baghdad after looting in 2003 © Joanne Farchakh Bajjal

The failure to protect the cultural property contributed to the widespread international condemnation of the invasion that, it has been suggested, in turn made it more difficult to obtain international consensus for post-conflict political resolution in Iraq.

Excerpt from joint submission to the Iraq Inquiry



WINNERS OF THE 2009 L'OREAL-UNESCO UK AND IRELAND FELLOWSHIPS FOR WOMEN IN SCIENCE © L'OREAL UK AND IRELAND

For Women in Science

Women are still critically underrepresented in the science professions. The UK National Commission for UNESCO (UKNC) therefore supports the L’Oreal UNESCO For Women In Science Programme, to raise the profile of women in science and help them progress in their research and career development. In the UK and Ireland alone, since 2007 the programme has awarded £160,000 to outstanding women scientists in the UK and Ireland in the early stages of their careers.

Within 18 months of being awarded a UK and Ireland For Women in Science Fellowship 72% of scientists went on to receive other notable awards, grants and distinctions.

In 2009 the UKNC partnered for the third year with L’Oreal UK and Ireland, the Royal Institution, the UK Resource Centre for Women in SET and the Irish National Commission for UNESCO to run the *UK and Ireland For Women In Science Fellowships* programme.

Four annual Fellowships were awarded in 2009 to outstanding female scientists at a ceremony held at the Royal Institution. Over 200 post-doctoral scientists applied – 100 more than in the previous year – naming 65 different host institutions.

Fellowship winners testify to the valuable assistance of the fellowships to their career advancement in terms of increased confidence, collaboration and credibility. The flexibility of the funding attached to the fellowships has helped support both returners to scientific research and those beginning to establish a base for future independent research funding.

“The [fellowship] has made a difference in my ability to extend and develop my research objectives in a flexible way but perhaps the most important effect has been on my confidence and morale. Winning the award was a real turning point for me. It has also encouraged me to get more involved in highlighting gender issues in science.”

“Flexibility in spending [the UK and Ireland award] is an integral part of accepting that women scientists face unique needs, and as such, have to tailor their spending to their needs.”

2007 and 2008 winners at the end of their For Women In Science Fellowship term

Innovation in water management and policy

Globally, more than 1 billion people lack access to safe drinking water and 2.4 billion are without adequate sanitation. International cooperation in water policy and science is essential to tackling this global water challenge, avoiding “water wars” and reducing poverty.

On World Water Day, 22 March 2010, an interactive online event on river basin management in Scotland was piloted by the UK National Commission Scotland Committee with Scottish Government funding, in partnership with the UNESCO Centre for Water Law, Policy and Science at the University of Dundee. In addition to the 30 participants on the day, the online Ning and its related web pages have since registered over 4200 hits and over 2000 uploads of its videos, slideshows and other content.

This ‘Interactive Ning Gathering’ showcased river basins in Scotland which are involved in Hydrology for the Environment, Life and Policy (HELP), a UNESCO programme for water scientists, managers and policy makers to work together on locally defined water-related problems.

The event focused on the interface between land use and water management and how best to involve the diverse professionals in this field in working towards effective river basins management in Scotland. The Tweed and Dee rivers were the focus of the event, with the Thames HELP river basin in England also considered as a comparison.

Both the UK Department for International Development (DFID) and the Scottish Government praised the online event and its effort in relation to carbon reduction and sustainability. The Ning format, an online platform for people to create their own social networks, proved to be cost-effective, participatory and inclusive, allowing target groups distributed across remote parts of the country to actively take part. The event was free to access with a live video stream and a simultaneous Twitter feed so that participants could deliver their comments and questions directly to speakers and organisers.

Following the success of the pilot, an expanded online event is now being planned for 2011 which will focus on the 21 HELP river basins across Europe.



The River Dee

Ning site:

www.be2camp.com/page/world-water-day-workshop

Reforming UNESCO's Science Programmes

For UNESCO to meet the emerging challenges of the 21st Century it is necessary to build upon its achievements by making it a stronger and more effective organisation. In recent years, the UK National Commission for UNESCO (UKNC) has helped establish and taken part in a comprehensive review of UNESCO's science programmes. All nine of the review's recommendations are now being implemented, leading to concrete changes in the way UNESCO's science programmes operate.

The 'Overall Review' of UNESCO's science programmes was led by a committee of experts from 14 UNESCO Member States and senior UNESCO staff in 2006–07. The UKNC influenced the review's recommendations by formal submissions through the Chair of its Sciences Committee, Professor Alec Boksenberg, who also acted as Vice Chair of the review committee. When the review's major recommendations for operational change were issued in late 2007 they gained unanimous support from UNESCO's Member States. This new guidance is now part of UNESCO's strategy and budget for 2010–11, which makes direct reference to the outcomes of the Overall Review.

One overarching recommendation for change was that UNESCO should strengthen its role in evidence-based, upstream policy work in all its science activity. As of 2008–9, policy advice for science capacity-building has been elevated to one of UNESCO's two main priorities in the sciences. By using its access to governments to encourage and help plan the use of resources for capacity-building UNESCO has assisted nearly 20 African countries in formulating or reviewing their national science, technology and innovation (STI) policies, work which is being continued in 2010.

A further recommendation to establish an science advisory body to increase cooperation and effectiveness across UNESCO's science programmes has recently been taken up, with a first meeting expected in early 2011.

Given its unique mandate for science, UNESCO should be the leading promoter within the United Nations system for the transformative power of scientific knowledge [...] demonstrating to governments that investment in science and technology is vital to human, social and economic progress.

Report on the Overall Review of Sciences

Demonstrating sustainable development

In February 2009 the Dyfi Valley was officially recognised as Wales' first, and only the UK's second, new style UNESCO Biosphere Reserve, a designated area in which people work to balance community life with the conservation of biodiversity. The Biosphere Reserve status will be used to bring new opportunities for the environment and local culture in the area bounded by Aberystwyth, Llanbrynmair, Llanymawddwy, Corris Uchaf and Aberdyfi, maximising the region's sustainable development.

The UK National Commission for UNESCO (UKNC) Cymru-Wales Committee, through Welsh Assembly Government funding, has provided financial and expert support for the Dyfi Valley's community engagement work, which has been central to securing this new designation. Dyfi has been highlighted by UNESCO in its Biosphere reference guide series as an exemplar of maximising community engagement when applying for and capitalising upon the benefits of Biosphere Reserve Status.

The inaugural meeting of the Biosphere Dyfi Biosphere Partnership in November 2009 attracted over 100 people. The partnership was created to inform and involve local stakeholders in the UNESCO Biosphere Reserve. Partners include the three local authorities covered by the Biosphere Reserve, the Countryside Council for Wales, the Welsh Assembly Government and local volunteer groups and businesses, among others. The UKNC is represented on the Partnership and is working to ensure the Biosphere Reserve's continued success.

The UKNC also supported the Partnership's launch event and publicity around the official Biosphere Reserve status announcement, which was made in June 2009 by Jane Davidson AM, the Welsh Assembly Government's Minister for the Environment, Sustainability and Housing.

“Being part of UNESCO's World Network of Biosphere Reserves will raise the profile of the Dyfi Valley on the world stage. [...] The elite status offers a golden opportunity to build a vibrant economy based on the area's fantastic natural assets, while also safeguarding local culture.”

Pete Frost, Countryside Council for Wales / UK UNESCO Man and the Biosphere National Committee

“The Dyfi Valley now joins a world-class group of special places for both people and nature.”

Jane Davidson AM, Welsh Assembly Government Minister for the Environment, Sustainability and Housing



Helping African journalists communicate climate change



Workshop participants during a breakout session discussing barriers they face in reporting and ways to overcome them

Climate change has a critical impact on development but far too often new information and findings are kept within the research community. The media can play an important part in communicating this knowledge to a wider audience and help people understand why climate change is directly relevant to them.

In June 2009 a skills workshop for developing country science journalists on reporting about climate change was convened in London. The workshop, co-sponsored by the UK National Commission and UNESCO (UKNC) and UNESCO was held as part of the 2009 World Conference of Science Journalists, allowing workshop participants to take part in the wider conference programme and network with over 1000 conference participants.

The workshop was attended by 50 journalists and media professionals from over 20 countries including Pakistan, Egypt, Uganda, and Kenya. Topics covered focused on the needs of journalists in developing nations and ranged from the impacts of climate change to whether geo-engineering approaches such as ocean iron fertilisation can mitigate them.

A resource, *Climate Change – Top Sources for Journalists* was also made available to participants.

“I have shared the experience gained at the conference with all our teaching staff here. We have incorporated some into our curricular at both undergraduate and postgraduate levels.”

Participant from Nigeria

“I learned that climate change stories should focus on local conditions in order for people to relate with the subject. I also got advice on how to corroborate information from scientists and dealing with climate denialists.”

Participant from Botswana

A project on environmental reporting for Tanzanian journalists was launched in 2009 by the UKNC Cymru-Wales Committee with Welsh Assembly Government funding.

In recent years Tanzania has become one of the most stable and successful economies in East Africa. Its rapid economic growth however, puts increasing pressure on its natural environment; a unique resource which includes the world-renowned Serengeti and Kilimanjaro national parks.

The project, run in partnership with the Thompson Foundation, began with a study analysing the Tanzanian media's coverage of climate change and the environment, including interviews with local media houses. This report was used to inform the next phase of the project, two five-day training workshops on environmental reporting for Tanzanian journalists. These workshops, held in Dar es Salaam and Tanga, trained 15 practicing media professionals each. The participants came from nine regions in Tanzania and worked for both Swahili and English-language media outlets.

In the next phase of the project, advanced environmental journalism training was provided in Wales for two journalists selected from among the workshop participants. During their ten-day visit, the journalists visited alternative energy projects and research centres, interviewed experts and wrote and dispatched ten stories, many of which were published in Tanzania.

Since their time in Wales, these journalists have helped establish and run other projects in Tanzania on environmental training for journalists and professional associations.


This project has developed the skills of 30 journalists in Tanzania to report on environmental issues and climate change.



Workshop participants in Tanzania visiting the Katani sisal-energy plant © Julius Mtango

“Following the training, I have been able to improve not only my knowledge of climate change adaptation but also my reporting skills. I have written several stories to highlight how communities can adapt to climate change and realise substantial benefits without having to wait for government assistance.”

Workshop participants in Tanzania visiting the Katani sisal-energy plant © Julius Mtango



“I was surprised that the concept of PSM hasn’t had more traction elsewhere. PSM2009 was a great start in changing that.”

Rohan Jayasekera, Associate Editor, Index on Censorship

Charting a new blueprint for non-broadcast public service media

Media habits – especially, though not exclusively of young people – are changing rapidly. Broadcast television, for decades a major source of public service information, today makes up a smaller proportion of total media consumed.

In May 2009 over 50 leaders and professionals from media, communications and technology, government and social enterprise came together for PSM2009, a UK National Commission for UNESCO (UKNC) event co-hosted with the UK's innovation agency, the National Endowment for Science Technology and the Arts (NESTA) and Golant Media Ventures, to create a new blueprint for non-broadcast public service media for the UK and beyond.

Public service media or PSM is digital media including online video on demand, digital cinema, mobile applications, computer games, social media and blogs which fulfil purposes similar to those of public service broadcasting. They can contain services such as platforms or tools rather than just content.

Tom Watson MP, UK Minister for Digital Engagement, opened the event by announcing the Government's early adoption of some of the recommendations of the Power of Information Review Task Force regarding opening up government data.

The event's 13 key findings were submitted to the Department for Culture Media and Sport (DCMS) and the Department Business, Innovation and Skills (BIS) teams steering the Digital Economy Bill through Parliament, presented to sector experts including at the Media Festival and National Creative Industries Conference, and discussed through a dedicated social network.

The term 'public service media' has now increasingly found itself in the public discourse, media industry forums and in the press – an important step towards ensuring the future of media in the public interest reflects the full diversity of media in the UK.

The UKNC's work in PSM is continuing to influence the debates around the public purposes of new Internet Protocol TV (IPTV) platforms such as YouView (formerly Project Canvas), the inclusion within them of archive and cultural content and their contribution to understanding of and respect for different cultures.

With an initial investment of £1,500 from the UK National Commission, over £50,000 in private-sector support was secured for the event.

UK policy debates about Public Service Broadcasting are too narrow and need to be widened to consider the full range of media that can effectively reach contemporary society and fulfil a public service remit.

PSM2009 key finding #1

Promoting the UK's documentary heritage

There are millions of items and collections in the UK's libraries and archives which are unstable and cannot be used without risk of further damage or destruction, according to analysts. UNESCO's Memory of the World programme works to counter this trend by promoting access to the world's archive holdings and library collections, as well as their preservation.

With the support of the UK National Commission for UNESCO (UKNC), Magna Carta, one of the UK's most enduring and prolific legal documents, was awarded UNESCO Memory of the World status in July 2009. The status, which applies to the four surviving copies of 1215 Magna Carta held by the British Library, Salisbury Cathedral and Lincoln Cathedral, was given in recognition of the document's outstanding universal value to humanity. With this status Magna Carta joins other documentary heritage from around the globe on the Memory of the World International Register, the programme's main tool for raising awareness of the importance of access and preservation issues.

During the two-year nomination and review process, the UKNC worked with these three nominating institutions and the Memory of the World expert-review committee to ensure a strong and successful nomination.

The success of the nomination gained substantial public and press interest across the UK and internationally. The document's new designation is now being used by the three institutions on their websites, annual reports and promotional materials to help raise public awareness of Magna Carta and its role in British history and to encourage people to visit these outstanding surviving copies.

In June 2010 a reproduction of the Lincoln Cathedral Magna Carta went on display as part of the Memory of the World exhibition at the International Archival Culture Exhibition in Seoul, South Korea. Over 50,000 people visited the exhibition over four days. Lincoln Cathedral has also used the internationally-recognised Memory of the World designation to promote the tour of its copy of Magna Carta within the US.

The Memory of the World designation will also be used to raise awareness of the events, celebrations and dedicated exhibitions which are being planned to mark the 800th anniversary of Magna Carta in 2015.

“The significance of Magna Carta worldwide cannot be overstated. [...] As we approach 2015, the 800th anniversary of the Runnymede confrontation, Magna Carta will be at the centre of a celebration of the universal values it created. The Memory of the World designation will help carry these values forward.”

The Very Reverend Philip Buckler,
Dean of Lincoln



MARK BONNEY, CANON TREASURER AT SALISBURY CATHEDRAL, LOOKS AT A FACSIMILE COPY OF 1215 MAGNA CARTA IN THE LIBRARY AT SALISBURY CATHEDRAL

International cooperation in higher education

Cooperation in higher education is essential to the transfer of knowledge across borders. The UNESCO Chairs and University Twinning and Networking (UNITWIN) programme builds the capacity of higher education institutions to act as think tanks and bridge builders between the academic world, civil society, local communities, research and policy-making. The programme grew by 45% in the UK in 2009–10 with the support of the UK National Commission for UNESCO (UKNC).

UNESCO Chairs are awarded to higher education institutions to help them further research and training in UNESCO's fields of competence. UNITWIN Networks match colleges, universities and research institutions in developed countries with their developing-country counterparts to share information and knowledge.

The four new UNESCO Chairs and one UNITWIN Network established in the UK from January 2009 to March 2010 are at the University of Hertfordshire, UHI Millennium Institute, University of Edinburgh, Cardiff University and Bangor University. Their research covers areas as diverse as information and computer ethics, sustainable mountain development and marine biology and sustainable development in East Africa.

Since 2009 the UK's UNESCO Chairs and UNITWIN Networks have created 93 links with other universities across 38 different countries. These links include a major research programme on the global governance of HIV/AIDS and the links between health and security, a workshop on Food Security for the Universitas 21 Group of research intensive universities and an ongoing policy-oriented research project analysing the gendering of the financial crisis.

The UKNC is the lead coordinator of the UNITWIN UNESCO Chairs programme in the UK, which includes reviewing proposals for the establishment of UK Chairs and UNITWIN Networks, assisting universities through the rigorous application process, monitoring Chair and Network performance and integrating their work through collaborative activities.

There are currently 675 UNESCO Chairs and 68 UNITWIN Networks globally, involving over 795 institutions in 127 countries. This includes the UK's 15 UNESCO Chairs and 3 UNITWIN Networks.

Please visit:

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