

Director-General's Consultation with Member States and National Commissions for UNESCO of the Europe and North America Region on the Preparation of the Medium-Term Strategy for 2014-2021 (37 C/4) and the Programme and Budget for 2014-2017 (37 C/5)

Session II – Open Space on selected strategic issues

OUTCOME

Theme	Education for All/Education for Sustainable Development post 2014/2015?
Facilitator	Country
Zabrina Holmström	Finland
Participants	Countries
Margretha Jacobsen	Faroe Islands
Tanja Kristine Hegge	Norway
Irene Holse	Denmark
Ludovit Molnar	Slovakia
W. John Morgan	U.K.
Venera Domi	Albania
Sema Dincer	Turkey
Nicolas Mathieu	Switzerland
Dineo Boas Modimakwane	Botswana
Dendev Badarch	UNESCO Moscow Office
Katalin Bogyay	Hungary
Results	
<p>Clear that education needs to feature on top of the post 2015/agenda, integrated development framework.</p> <p>Centrality of education for the achievement human development goals, beyond economic and environmental concerns.</p> <p>Education + specific agenda to be maintained in any post 2015 effort.</p> <ul style="list-style-type: none"> <li>- Human resources/ critical mass for leading the global Education agenda needed.</li> <li>- Use more efficiently the GMR for foresight and planning and design. Also re. visibility (PISA).</li> <li>- EFA/SDG + new ED MDGs to be looked into also re. ESD and the MDG review 2013.</li> <li>- Education First an initiative, springboard supporting the EFA agenda.</li> </ul>	

- Look into revision of EFA goals (review outcome 2013).
- Look into normative settings: on cutting edge or not?
- Cat. I: where do the Cat I inst. fit in, do they work together and where is the organic link to HQ
- Cooper. And coordination with other organisations, such as the CoE on global citizenship, avoid overlapping agenda like with UNECE.
- TVET: agree better in advance on core portfolios (ILO, WB, ETF...)
- Networks, Chairs etc.: use more efficiently. Unesco/staff should not engage in research, tap into universities, wisdom of academic world.
- ICT still a challenge, content development: part of technological (r)evolution – foresight
- Study Delors follow-up
- Financing of education: increasingly irrelevant North-South divide: nature of development funding is changing: prepare for a new reality.
  
- What does creative and innovative global citizenship mean?
- EX/19: text to be reduced by 1/3.

## EDUCATION FOR HOLISTIC HUMAN DEVELOPMENT

Theme	Freedom of media and freedom of expression – what can UNESCO's role be?	
Facilitator	Country	
Linda Nielsen	Denmark	
Participants	Countries	
Robert Zeldenrust	Netherlands	
Kjetil Haanes	Norway	
Aslaug Dora Eyjolfsdottir	Iceland	
Clemens Mantl	Austria	
Scott Turner	USA	
Camilla Lindström	Sweden	
Manuela Galhardo	Portugal	
Tapio Markkanen	Finland	
Halka Kaiserova	Czech Republic	
Matthew Sudders	United Kingdom	
Results		
<p><b>Modify the Mission statement to reflect UNESCO's Constitution:</b></p> <p>INCLUDE: ... the sciences, culture, <b>and communication, in support of Article I of the UNESCO Constitution.</b></p> <p>Cite the entire first paragraph of Article I. 1. "The purpose of the Organization is to peace and security to promoting collaboration.... In order to further universal respect For justice, for the rule of law and for human rights and fundamental freedoms ...."</p> <p><b>Ensure the visibility and high profile leadership to ensure the mission is fulfilled</b></p>		

### Major Program III:

Critical to have a high profile for freedom of expression

And to secure sufficient resources; economic and staff

Must ensure Freedom of Expression is not part of Culture to avoid it being coopted under cultural relativism

Therefore we support a stand-alone program of some kind

Options:

1. Create Major Program IV (ICT and other elements of CI can belong elsewhere)
2. Create aspecific strategic objective
3. Discussion of other places to put Freedom of Expression programs
4. Discussed whether we should create a special agency about fundamental freedoms including human rights, freedom of expression, etc.
5. If part of branch that includes Culture, Label "Freedom of Expression, Culture, and Creativity"

### UN Plan Safety of Journalists

Emphasize UNESCO's leading role

Include what UNESCO should do in practice to implement and cooperate with other Specialized UN Agencies

UNESCO should make initiatives to secure transparency, including:

Reporting (like the GMR made by independent experts and including development in media law, impunity, etc.

Establish and exchange forum or platform

Strengthen coordination with the other UN agencies

**Publish the annual report**

**Enhance policy issues and advice**

**Initiate and support specific implementation of the UN plan and the creation of tool boxes, networks, etc. (i.e. IMS)**

Important to have sufficient

Theme	How to mainstream the commitment to youth throughout UNESCO?	
Facilitator	Country	
Marjutka Hafner	Slovenia	
Participants	Countries	
Georgina Christou	Cyprus	
Kerli Gutman	Estonia	
Annalisa Beltrami	Switzerland	
Therese Wintersteiner	Austria	
Aurelia Füle	Slovak Republic	
Vesselina Ivanova	UNESCO	

## Results

### 1. Challenges:

- passive approach
- not enough input from UNESCO towards MS and NatComs regarding activities and programs for youth/lack of response/feedback from Unesco on the activities and proposals from MS/Natcoms
- possible duplication (UN Youth, EU, CoE)
- little impact of existing tools/activities (Youth forum, existing strategic documents...)
- outreach: it is difficult to raise and maintain interest of young people for Unesco, reason for this being the fact that there are not enough possibilities for active involvement and there are not set up pathways

### 2. What to do:

No recipe at hand since we need analysis of:

- what has been done so far by UNESCO,
- current information and research on youth
- who is doing what with and for youth on the international level and how UNESCO fits or can fit in

Task force, bringing together UNESCO, MS, NatCom and already organized groups (National Youth councils), so that analysis is followed by proper strategy and action plan.

### 3. For the C5

- reconnect youth, member states and UNESCO at the Youth forum with a new format (interactive, input from all the three partners, come with recommendation on what and how UNESCO can work with and for youth at the international, regional and national level)
- identify the programs and activities of UNESCO where youth must be actively involved in planning and delivering ( youth is not only education, it is critical also in science – research, human rights, heritage...)

### Mainstreaming versus the third overarching priority

If youth is included into documents as a third priority it might have positive effect by bringing the issue to attention of politicians and general public more often? It worked for gender.

If youth is mainstreamed, there has to be clear identification of programs, issues and activities where youth is involved, focal points in those units that are responsible for them and a general youth coordinator.

<b>Theme</b>	How should the C/5 be structured (in particular with respect to intersectoral platforms)?	
<b>Facilitator</b>	<b>Country</b>	
Axel Meisen/David Walden	Canada	
<b>Participants</b>	<b>Countries</b>	
Elina Grinpauka	Latvia	
Gabriele Eschig	Austria	

Constantin Rusnac	Moldova Republic
Genc Seiti	UNESCO
Yolande Valle-Neff	Venice Office

## Results

### Intersectoral platforms

- Questions
  - Why the same priority and a platform, ex. Priority Africa?
  - Why geographically based, ex. Priority Africa?
  - Why thematic and not integrated with the sector, ex. HIV/AIDS?
- Should not duplicate the work of other UN organizations/agencies.
- The role of UNESCO in some platforms is questionable, ex. HIV/AIDS.
- Rationale: developed as a way for people to work together and to address internal issues.

### 37 C/5

- See paragraph 25, 190 EX/19
- Coordination: unit? Person? Limited time?
- Intersectoral platforms: as broad-based principles for each sector.
- Discontinue intersectoral platforms but maintain the function (intersectorality/cooperation etc.)

### Structure of the C/5

- Physical?
- Philosophical?
- Common vision/working together at MLA level, see paragraph 41, 190 EX/19.
- Role of Member States in achieving the results.
- Terminology: 'new wine in old bottles or old wine in new bottles'?

Different terminology: ex. Thematic Approach; Programmatic Approach; Programme Area.

<b>Theme</b>	Restructure of Science Programmes – how could it work more efficiently considering the current budgetary implications?	
<b>Facilitator</b>	<b>Country</b>	
Roland Bernecker	Germany	
<b>Participants</b>	<b>Countries</b>	
Marien Faure	Belgium	
Gintare Tamasauskaite	Lithuania	
Jean Audouze	France	
Susanne Berg Hansen	Norway	
<b>Results</b>		
<p>Science is specific to UNESCO, UNESCO is the only UN agency with this mandate.          However, Science is the sector with least visibility.          Contribution of Science is crucial to address the global challenges.</p>		

Restructuring the Science sector is an old debate. We are very happy about the proposed merging of the two Science sectors. It should improve the visibility, effectiveness, efficiency and help to reduce costs. Still, Science should not lose weight after being merged. It is proposed to keep two ADGs, e.g. one for the ethical issues. A plan is needed to properly implement the merging and efforts are necessary to make it a success.

Scientific education is a priority, it should be dealt with in both the sectors of Science and Education. These sectors have to cooperate more closely, e.g. in the field of Education for sustainable development.

Science has an important contribution to make to sustainability, i.a. with regard to demographic challenges.

We should use Science programmes like MAB to promote interdisciplinary scientific approaches.

Review the committee structure, e.g. with regard to IBC, IBGC and COMEST. When new committees are created in the UN system, the function of existing committees has to be reviewed to avoid overlapping and competition.

Geoparks could contribute to visibility for issues of Science and Science education.

With regard to Category II institutes related to Science, their efficiency and number should be reviewed, stricter selection and evaluation is needed.

More flexibility in budgetary and administrative structures and procedures. It should be possible to link one activity to several MLA's or overarching objectives. Today's structure favours "silo thinking".

Better management of partnerships, including with the private sector, according to UNESCO's own objectives.

Open access to scientific information is an important issue that needs an intersectoral approach.

Normative action in Science: analyse the need for standard setting, e.g. in ethics or open access.

We appreciate that in the document 190 EX/19 a clear link is created between UNESCO's objectives and the global challenges the world is facing, and that there is a real follow-up to Rio +20 and strong links are created to UN activities in the field of Science.

<b>Theme</b>	How to integrate culture in development policies and processes?	
<b>Facilitator</b>	<b>Country</b>	
Lidija Topuzovska	The former Yugoslav Republic of Macedonia	
<b>Participants</b>	<b>Countries</b>	
H.E. Katalin Bogay	President of the GC, UNESCO	
Melek Sina Baydur	Turkey	
Roumiana Mitreva	Bulgaria	

Stanislava Nishkova	Bulgaria
Ann-Belinda Preis	UNESCO
Bilijana Camur	Bosnia and Herzegovina
Lydie Spaczynski	UNESCO
<b>Results</b>	
<ol style="list-style-type: none"> <li>1. Key dimensions of culture in development are economic, social and identity-related.</li> <li>2. One of the best ways to achieve cultural development is through education and the active involvement of youth.</li> <li>3. We should continue to have both classical, economic approach and more innovative approaches to culture and development.</li> <li>4. Tangible and intangible heritage should also be involved, fostering social cohesion through development of cultural and creative industries as well as cultural tourism.</li> <li>5. The media play a key role in the promotion of intercultural dialogue and cultural diversity and achieve a culture of peace.</li> <li>6. The development and collection of cultural statistics, indicators, best practices, and lessons learned from concrete projects (MDG-f etc.) should be continued and improved.</li> <li>7. Initiatives to include the culture in UNDAFs and other UN joint programmes exercises shall be pursued, and related capacity building undertaken.</li> <li>8. Member States should be encouraged to implement the UNESCO culture Conventions as part of the broader integration of culture into development programmes, projects and processes at the local, national and international level.</li> </ol>	

<b>Theme</b>	World Heritage at risk – how can we preserve the value and success of the World Heritage for the future?	
<b>Facilitators</b>	<b>Countries</b>	
Robert J. Quarles van Ufford (and Tijs D´Hoest)	The Netherlands (and Belgium)	
<b>Participants</b>	<b>Countries</b>	
Rut Carek	Croatia	
Irem Alpaslan	Turkey	
William Fabvre	France	
Alex Langini	Luxemburg	
Vahram Kazhoyan	Armenia	
Michaela Andresova	Czech Republic	
Roksolana Ivanchenko	Ukraine	
<b>Results</b>		
<p><b>The aim of the workshop was threefold:</b></p> <ul style="list-style-type: none"> <li>• Exchange thoughts with the participants on the need to improve the implementation of the World Heritage Convention.</li> <li>• Discuss possible practical and concrete solutions to issues raised in the evaluation of the Global Strategy.</li> </ul>		

- How we can contribute further to the improvement of the implementation of the Convention, including the role of National Commissions

Two central questions:

**I. Which challenges are we currently facing that require improvement of the implementation of the World Heritage Convention?**

**Answer: threats to the manageability and quality control of sites and lack of credibility.**

a. Threats to the manageability and quality control of sites,

Caused by lack of capacity to ensure the effective conservation of inscribed sites.

We see more and more that Inscribing the site onto the World Heritage List becomes the objective, rather than preservation and protection.

b. Lack of Credibility

The lack of credibility is caused by:

- The interpretation of State Parties of the criteria of World Heritage purely on geopolitical criteria, forgetting that the OUV is the key issue.
- Too limited recognition by State Parties of the important role of Advisory Bodies in providing scientific advice in the nomination procedure
- Revision or even disappearance of the Outstanding Universal Value due to alterations or demolition of elements of the heritage caused by social, political or economic decision making or resulting from poor site management

**II. Which concrete methods and practical tools will improve the implementation of the Convention?**

**Answer: An important element is improving transparency and scientific validation in the Nomination Processes. Also important are :**

- maintaining stricter criteria on membership of the Committee (e.g. by including more experts) and the completeness of the nominations submitted by Member States;
- increasing emphasis on best practices and role models;
- putting more emphasis on the impact assessment; followed by direct action when OUV is threatened;
- involving Advisory boards, a network of experts and the member states already in early stages of the planning and nomination processes;
- providing more detailed operational guidelines and tools and financial support for the conservation of sites
- investing in educational heritage programs and capacity building progresses;
- reviewing the process of action in case of threatened sites.

Also participants found the List of Sites in Danger an important tool in the conservation processes:

- This list, as well as deferral and referral advice in the nomination procedure, should become incentives for improvement, rather than being perceived as a punishment.
- Transforming the list to an International Assistance List including possibilities for financial



support for improvement of conservation processes, can concretely contribute to the improvement of some of the challenges faced.

- Delisting of sites that have irreversibly lost their OUV is a difficult, but sometimes justified decision.

### Outcome Workshop

Participants concluded that conservation should be the main focus of the conventions and not the inscription of new sites. They also noted that there is a need for the improvement of the implementation of the convention, but that this can only be achieved if changes are made both from top down and from bottom-up.

Bottom up changes are needed: such as practical training for site managers. Also World Heritage sites can learn from each other by introducing a system of best practises. At the same time changes on a practical level that are implemented from bottom up, have few effect if they are not accompanied by simultaneous changes on the top level of decision making. Only if State Parties return to the essence of the convention already in the early stages of tentative lists and nomination procedures, and if the OUV of sites on the World Heritage List are safeguarded and respected, the future of the convention can be ensured.

During the workshop participants emphasized the important role National Commissions can play in the process of improvement of the implementation of the convention in the different countries, especially when encouraging and helping National Governments to work towards bettering the implementation. National Commissions can bridge the gap between field and policy; they can support the creation of networks of expertise and promote a system of best practises, which will concretely contribute a process of improvement.

<b>Theme</b>	How can UNESCO foster peace, intercultural dialogue and human rights	
<b>Facilitator</b>	<b>Country</b>	
Slawomir Ratajski	Poland	
<b>Participants</b>	<b>Countries</b>	
Jean-Michel Armengol	Andorra	
Dr Eva Nowotny	Austria	
Lali Meskhi	Georgia	
Maria-Aikaterini Papachristopoulou Tzitikosta	Greece	
Lucio Alberto Savoia	Italy	
James Bridge	United Kingdom	
Thomas G. Weiss	United States	
<b>Results</b>		
<p><b>How can UNESCO foster peace, intercultural dialogue and human rights</b></p> <p>Our discussion identified the UNESCO Charter and dialogue between nations and cultures as being at the heart of this subject and that creating circumstances for dialogue in and via education, culture and sciences.</p> <p><b>We produced two practical suggestions to help achieve this:</b></p> <ol style="list-style-type: none"> <li>1 UNESCO to create a database of best practice (what does and does not work) in conflict prevention and post-conflict management.</li> </ol>		

- 2 For each Member State, with UNESCO, to poll annually and analyse what UNESCO means to a broad group of citizens and to evaluate these trends over time. This would also be done under the headings of what UNESCO's work in Culture, Science and Education means. This would allow action on the effectiveness of UNESCO communicating its work both overall and on a sectoral basis.

### **How our discussion developed:**

1. Realising UNESCO's work is achieved by building on the Charter and creating circumstances for dialogue in and via UNESCO's areas of competency

Key areas are:

- Keeping channels open
- Creating practical mechanisms (for example IHP, MAB, Conventions, Memory of the World and Fellowship Programmes etc)
- Networks, for example National Commissions, Euro-Arab-China dialogues etc, UNESCO Chairs, ASP
- Multi-sectoral youth dialogue
- Effective coordination with UN bodies and priorities via UN, working with UN headquarters, Member States and UN Sec-Gen

2. We then discussed UNESCO involvement in conflict prevention and post-conflict management.

Clarity on its role is key and this includes:

- Creating circumstances for dialogue and its management
- Norms and Standards (multilaterally agreed)
- Think tank – incubator, development and communication of ideas
- Serving to educate and communicate regarding past conflicts so that mistakes are not repeated
- Intercultural dialogue

3. A further suggestion is to review the meaning of security both nationally and globally in the context of human security embodied in the UN Declaration of Human Rights and the UNESCO Charter

So in conclusion, the challenge is how to take forward this dialogue and to communicate it in this complex but vital field, which brought us to our two practical suggestions, of:

- 1 UNESCO to create a database of best practice (what does and does not work) in conflict prevention and post-conflict management.
- 2 For each Member State, with UNESCO, to poll annually and analyse what UNESCO means to a broad group of citizens and to evaluate these trends over time. This would also be done under the headings of what UNESCO's work in Culture, Science and Education means. This would allow action on the effectiveness of UNESCO communicating its work both overall and on a sectoral basis.