



United Nations
Educational, Scientific and
Cultural Organization



United States
National Commission for UNESCO

**Meeting Minutes -
2006 Annual Meeting
of the
U.S. National Commission for UNESCO**

June 1 and June 2, 2006

Theme: *UNESCO's Sixtieth Anniversary and U.S. Strategies Going Forward*

**Doubletree Hotel
1515 Rhode Island Avenue, N.W.
Washington, DC**

**Meeting Minutes – 2006 Annual Meeting of the
U.S. National Commission for UNESCO
Contents**

I. Meeting Agenda

II. Session Minutes and Notes

- ***Day 1***
 - ***Opening Plenary***
 - ***Commissioners' Luncheon***
 - ***Afternoon Plenary***
 - ***Breakout Sessions***
 - ***Education***
 - ***Combined Session Natural Sciences and Engineering and Social and Human Sciences***
 - ***Natural Sciences and Engineering***
 - ***Social and Human Sciences***
 - ***Combined Culture and Communication and Information***
 - ***Culture***
 - ***Communication and Information***

- ***Day 2***
 - ***Morning Plenary***
 - ***Breakout Sessions***
 - ***Education***
 - ***Natural Sciences and Engineering***
 - ***Social and Human Sciences***
 - ***Culture***
 - ***Communications and Information***
 - ***Commissioners' Luncheon***
 - ***Concluding Plenary***

III. Final Recommendations

IV. List of Attendees

I. Meeting Agenda

Day One –

Thursday, June 1, 2006

8:00 a.m. **Commissioners' Continental Breakfast and Registration in Terrace Ballroom**

9:00 a.m. **Opening Plenary Session in Terrace Ballroom**

- Welcome and Introduction:
Ms. Marguerite Sullivan, Executive Director, U.S. National Commission for UNESCO
- Opening Keynote Address:
UNESCO's Role in Promoting Democracy and Addressing Global Issues
Under Secretary Paula Dobriansky, Democracy and Global Affairs, Department of State
- Summary of Past Year:
Ms. Marguerite Sullivan
- Panel Discussion and Questions:
UNESCO at Sixty Years: How It Began and Where It Is Going

Panelists:

Mr. James Kelly, Director of International Affairs, Federalist Society;
Chair, Committee on Social and Human Sciences, U.S. National Commission for UNESCO

Visions for UNESCO: Past and Present

Dr. Raymond E. Wanner, Senior Adviser on UNESCO Issues,
United Nations Foundation; Senior Vice President,
Americans for UNESCO

*The United States and UNESCO: Beginnings
and New Beginnings*

Ms. Felice Gaer, Director of the Jacob Blaustein Institute for the
Advancement of Human Rights, American Jewish Committee

UNESCO's Role in the United Nations System

10:45 a.m. **Break**

U.S National Commission for UNESCO 2006 Annual Conference

- 11:00 a.m. **Plenary Session in Terrace Ballroom**
- Address and Questions:
View from Paris: The Last Year and Going Forward
Ambassador Louise Oliver, U.S. Permanent Representative to UNESCO
- 12:00 p.m. **Commissioners' Luncheon in Terrace Ballroom**
- Lunch Address:
UNESCO's Role in Advancing Democracy, Freedom, and Stability
Assistant Secretary Kristen Silverberg, Bureau of International Organization Affairs, Department of State
- 2:00 p.m. **Break**
- 2:15 p.m. **Afternoon Plenary Session in Terrace Ballroom**
- Address and Questions:
UNESCO's Questionnaire on the UNESCO Draft Medium Term Strategy for 2008-2013 and Draft Program and Budget for 2008-2013: What It Is and Why It Is Important
Mr. James Kulikowski, Deputy Assistant Director-General for External Relations and Cooperation; Director, Division of Relations with Member States and National Commissions, UNESCO
 - Updates:
 - *World Digital Library: An Update*
Dr. John Van Oudenaren, Director, World Digital Library Initiative, Library of Congress
 - *UNESCO Overall Review of Major Programs II and III*
Dr. Kathie Olsen, Deputy Director, National Science Foundation
- 3:15 p.m. **Break**
- 3:30 p.m. **Afternoon Breakout Sessions**
- See following five pages for Committee Breakout details
- 5:30 p.m. **Commissioners' Cocktail Reception in Terrace Ballroom**
- 7:00 p.m. **Commissioners' Cocktail Reception Concludes; Free time for Remainder of Evening**

U.S National Commission for UNESCO 2006 Annual Conference

Education

Location: Chairman's Room - Second Floor

Coordinated by Dr. John J. DeGioia, President, Georgetown University; Chair, Committee on Education, U.S. National Commission on UNESCO

Staffed by Ms. Amy Ostermeier, Office of UNESCO Affairs, Department of State

- Introduction and Welcome: Dr. John J. DeGioia
 - Recap of Education Committee Recommendations from 2005 Annual Meeting
 - Literacy Update:
Ms. Benita Somerfield, Executive Director, Barbara Bush Foundation for Family Literacy; Chair, Literacy Subcommittee, U.S. National Commission for UNESCO
 - Education for All Update: U.S. Government Principles:
Dr. Joseph Carney, Director, Office of Education, U.S. Agency for International Development
 - Discussion in the context of providing recommendations on the Draft Medium Term Strategy and Budget
 - Public Comments
-

5:30 p.m.

Commissioners' Cocktail Reception in Terrace Ballroom

7:00 p.m.

Commissioners' Cocktail Reception Concludes; Free time for Remainder of Evening

U.S National Commission for UNESCO 2006 Annual Conference

Natural Sciences and Engineering

Location: Director's Room – Second Floor

Coordinated by Lt. Gen. (Retired) Henry (Hank) Hatch, Chair,
Committee on Natural Sciences and Engineering, U.S. National
Commission on UNESCO

Staffed by Dr. Kevin Pilz, Office of UNESCO Affairs,
Department of State

Part I: Combined Session with Social and Human Sciences Committee

- Introduction and Welcome:
Natural Sciences and Engineering: Lt. Gen. (Retired) Henry Hatch
Social and Human Sciences: Mr. James Kelly
- Overall Review of Major Programs II and III:
Dr. Kathie Olsen
- Discussion of Overall Review of Major Programs II and III

[Social and Human Sciences Committee departs]

Part II: Natural Sciences and Engineering Session continues

- Recap of Natural Sciences and Engineering Committee
Recommendations from 2005 Annual Meeting
 - Presentation and Discussion of U.S. National Committee for the
International Hydrological Program (IHP) Recommendations:
Secretary LaJuana Wilcher, Environmental and Public Protection
Cabinet, State of Kentucky; Chair, IHP Subcommittee, U.S. National
Commission for UNESCO
 - Briefing on U.S. National Committee for Intergovernmental
Oceanographic Commission (IOC):
Dr. Robert Gagosian, Director, Woods Hole Oceanographic Institute;
Chair, IOC Subcommittee, U.S. National Commission for UNESCO
 - Discussion in the context of providing recommendations on the Draft
Medium Term Strategy and Budget and the Overall Review of Major
Programs II and III
 - Public Comments
-

5:30 p.m.

Commissioners' Cocktail Reception in Terrace Ballroom

7:00 p.m.

**Commissioners' Cocktail Reception Concludes; Free time for
Remainder of Evening**

U.S National Commission for UNESCO 2006 Annual Conference

Social and Human Sciences

Location: Part I: Director's Room – Second Floor

Part II: Congressional Room – Second Floor

Coordinated by Mr. James Kelly, Chair, Committee on Social and Human Sciences, U.S. National Commission for UNESCO

Staffed by Mr. Alex Zemek, Deputy Executive Director, U.S. National Commission for UNESCO, Office of UNESCO Affairs, Department of State, or Mr. David Ostroff, U.S. Mission to UNESCO

Part I: Combined Session with Natural Sciences and Engineering

- Introduction and Welcome:
Natural Sciences and Engineering: Lt. Gen. (Retired) Henry Hatch
Social and Human Sciences: Mr. James Kelly
- Overall Review of Major Programs II and III:
Dr. Kathie Olsen
- Discussion of Overall Review of Major Programs II and III

[Transfer to Congressional Room]

Part II: Social and Human Sciences Session continues

- Recap of Social and Human Sciences Committee Recommendations from 2005 Annual Meeting
 - Review of UNESCO's Management of Social Transformations ("MOST") Program, Human Security Agenda, and Bioethics Agenda
 - Consideration of UNESCO's Role within the United Nations System and its Relationships with Non-Governmental, Civil Society, and Development Organizations
 - Discussion in the context of providing recommendations on the Draft Medium Term Strategy and Budget and the Overall Review of Major Programs II and III
 - Public Comments
-

5:30 p.m.

Commissioners' Cocktail Reception in Terrace Ballroom

7:00 p.m.

Commissioners' Cocktail Reception Concludes; Free time for Remainder of Evening

U.S National Commission for UNESCO 2006 Annual Conference

Culture

Location: Stateroom Room – First Floor

Coordinated by Mr. Frank Hodson, Vice-Chair, Committee on Culture, and Chair, World Heritage Subcommittee,
U.S. National Commission for UNESCO
Staffed by Ms. Cristina Novo, Office of UNESCO Affairs,
Department of State

Part I: Combined Session with Communication and Information Committee

- Introduction and Welcome (Culture): Mr. Frank Hodson
Introduction and Welcome (Communication and Information):
Dr. Robert S. Martin, Senior Advisor to the Texas State Historical Records Advisory Board, and Professor, Library Science, Texas Woman's University; Member, U.S. National Commission for UNESCO
- Review and Discussion of the World Digital Library Initiative:
Dr. John Van Oudenaren

[Communications and Information Committee Departs]

Part II: Culture Session continues

- Recap of Culture Committee Recommendations from 2005 Annual Meeting
- World Heritage Update:
Mr. Frank Hodson and Mr. Stephen Morris, Acting Chief, Office of International Affairs, National Park Service,
Department of the Interior
- Endangered Cultural Objects Update:
Dr. Bruce Cole, Chairman, National Endowment for the Humanities;
Chair, Endangered Cultural Objects Subcommittee, and
Ms. Marta de la Torre, Director, Museum Studies, Florida International University
- Memorandum of Understanding between Smithsonian – UNESCO Regarding Traditional Music Preservation: Dr. Richard Kurin, Director, Center for Folklife and Cultural Heritage, Smithsonian Institution
- Question Session
- Discussion in the context of providing recommendations on the Draft Medium Term Strategy and Budget
- Public Comments

5:30 p.m.

Commissioners' Cocktail Reception in Terrace Ballroom

7:00 p.m.

Commissioners' Cocktail Reception Concludes

U.S National Commission for UNESCO 2006 Annual Conference

Communication and Information

Location: Part I: Stateroom – First Floor

Part II: Cabinet Room – Second Floor

Coordinated by Dr. Robert S. Martin

Staffed by Ms. Kelly Siekman, Office of UNESCO Affairs,
Department of State

Part I: Combined Session with Culture Committee

- Review and Discussion of the World Digital Library Initiative:
Dr. John Van Oudenaren

[Transfer to Cabinet Room]

Part II: Communication and Information Session continues

- World Summit on the Information Society (WSIS) Update:
Ms. Sally Shipman, Senior Policy Advisor, International
Communications and Information Policy, Department of State
 - Role of Press Freedoms in Democracy Building:
Ms. Shanthi Kalathil, Senior Democracy Fellow, Office of
Democracy and Governance, U.S. Agency for International
Development
 - Press Freedom Update:
Maj. Gen. Andrew “Drew” Davis, President and Executive Director,
The American Press Institute; Chair, Press Freedom Subcommittee,
U.S. National Commission for UNESCO
 - Recap of Communications and Information Committee
Recommendations from 2005 Annual Meeting
 - Discussion in the context of providing recommendations on the Draft
Medium Term Strategy and Budget
 - Public Comments
-

5:30 p.m.

Commissioners’ Cocktail Reception in Terrace Ballroom

7:00 p.m.

**Commissioners’ Cocktail Reception Concludes; Free time for
Remainder of Evening**

Day Two –

Friday, June 2, 2006

8:00 a.m. **Commissioners' Continental Breakfast in Terrace Ballroom**

9:00 a.m. **Morning Plenary Session in Terrace Ballroom**

- Welcome
Ms. Marguerite Sullivan
- Keynote Address and Questions
UNESCO and Rising Above A Gathering Storm
Mr. Norman R. Augustine, Retired Chairman and Chief Executive Officer, Lockheed Martin Corporation; Chair, National Academies Committee on Science, Engineering, and Public Policy report entitled *Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future*
- Address and Questions:
UNESCO, Democracy, and the United Nations Democracy Fund
Dr. Mark Lagon, Deputy Assistant Secretary, Bureau of International Organizations Affairs, Department of State
- Presentation and Questions:
The Global Learning Portal
Mr. Donald "Buff" Mackenzie, Senior Education Adviser, U.S. Agency for International Development, and Mr. Steven Ehrenberg, Partner Coordinator, The Global Learning Portal, Academy for Educational Development

10:15 a.m. **Break**

10:30 a.m. **Committee Breakout Sessions**

- **Education - Chairman's Room (Second Floor)**
 - **Natural Sciences and Engineering - Director's Room (Second Floor)**
 - **Social and Human Sciences - Congressional Room (Second Floor)**
 - **Culture - Stateroom (First Floor)**
 - **Communication and Information - Cabinet Room (Second Floor)**
- Recap of Previous Day's Committee Meetings
 - Committee Discussions on Draft Medium Term Strategy and Budget
 - Committee Preparation of Recommendations on the Draft Medium Term Strategy and Budget
 - Public Comments

U.S National Commission for UNESCO 2006 Annual Conference

- 11:50 a.m. **Break**
- 12:00 p.m. **Commissioners' Luncheon in Terrace Ballroom**
- Lunch Address:
Culture and Transformational Diplomacy
Ms. Alina Romanowski, Deputy Assistant Secretary, Office of Professional and Cultural Exchanges, Bureau of Educational and Cultural Affairs, Department of State
- 1:30 p.m. **Break**
- 1:45 p.m. **Concluding Plenary in Terrace Ballroom**
- Plenary Presentations by Committees and Commission Discussion
 - Commission Discussion of the UNESCO Draft Medium Term Strategy for 2008-2013 and Draft Program and Budget
 - Open Public Comment Session
 - Business Session and Concluding Administrative Items
- 4:00 p.m. **Conference Concludes**

II. Session Minutes and Notes

June 1, 2006

The United States National Commission for UNESCO held its second annual meeting at the Doubletree Hotel at 1515 Rhode Island Avenue, NW, Washington, DC on Thursday June 1, 2006 and Friday June 2, 2006. The meeting began at 9 a.m.

9 a.m.—Opening Plenary

Ms. Marguerite Sullivan, Executive Director of the U.S. National Commission for UNESCO, gave introductory remarks. Ms. Sullivan emphasized the opportunity for the U.S. now that it has rejoined UNESCO and stated her hope that the group would help provide advice to the U.S. Government on UNESCO and particularly with UNESCO medium-term strategy planning for 2008-2013. She then introduced Dr. Paula Dobriansky, Undersecretary for Democracy and Global Affairs at the Department of State.

Keynote Address

Below is the text of Dr. Dobriansky's address:

UNESCO as Tool for Promoting Democracy

Thank you, Marguerite; and thank you Ambassador Oliver for your great work as our representative to UNESCO. It is a pleasure to be here today at the second annual meeting of the U.S. National Commission for UNESCO.

As UNESCO marks its 60th anniversary this year, we should not merely reflect on the achievements of the past. We must take this opportunity to shape the goals and accomplishments of the next sixty years.

President Bush has reaffirmed in his second National Security Strategy our belief that promoting democracy is the best way of creating and sustaining stability, prosperity, and freedom. I want to discuss with you today ways in which we can work effectively with UNESCO to promote democracy by advancing three key areas: education, media freedom, and science and technology.

Education

Democracy thrives on the contribution of every individual. Education increases the power and impact of these contributions.

Education is more than the ability to read and write. It is the ability to think critically; to identify and resolve new challenges; and to apply new knowledge to old problems. It gives people the skills to interact with their governments, and to challenge conditions that are deemed unjust.

At the Millennium Summit in 2000, world leaders declared that by 2015, all

U.S National Commission for UNESCO 2006 Annual Conference

children should be able to complete a full course of primary schooling, and that education at every level would be available equally to boys and girls. Unfortunately, too many leaders are giving too little for education, and corruption at various levels continues to shortchange citizens on their education dollar.

UNESCO plays a critical role as an international leader in the Education for All effort, and we strongly support continued leadership in this effort – for all levels of education. Primary education provides the basic essential skills, but we must also continue to support technical, secondary, and post secondary education, where nations' leaders are formed.

One great injustice is the restricted access of girls to education. It is a tragedy that, while we have evidence to show there is no better prediction of a child's success in life than the education level of his or her mother, we still find areas where girls and women have much less access to education than boys and men. No democracy can succeed without the full participation of all its citizens. Women, who make up half the world's population, must be empowered to participate fully in the lives of their nations. I urge you to work with UNESCO to ensure that priority is placed on equal educational opportunities, at all levels, for girls and women.

In addition to scholastic studies, civic education is critical to the development of democratic society. We should encourage UNESCO to work with member states to fashion curricula that support democratic practices, promote the rule of law, and underscore the responsibilities associated with constructive leadership. In primary schools, UNESCO can weed out lessons of intolerance, like the ones reported recently in Saudi Arabian textbooks. New curricula should teach the inherent worth of every human being, regardless of sex, religion, skin color, or place of birth. In universities, which build capacity in public administration, conflict resolution, and other areas of leadership, UNESCO can support research on successful democracies to learn how some countries have established stable democracies, and to understand why others have not.

There is an enormous debate today about the compatibility of Islam and democracy. UNESCO can and should get involved by encouraging scholars on both sides of the issue to discuss this matter openly.

Media Freedom

Freedom of the media is an essential tool for exposing injustice and corruption, and demanding government accountability. Despotism regimes have always sought to curtail this freedom, by co-opting or closing television stations, bullying or buying newspapers, and threatening reporters. Today, they also seek to control the Internet.

Our Global Information Freedom Taskforce, which I co-chair, is gathering evidence of suppression and urging other governments to protect the free flow of information. You can use your role in UNESCO to do the same.

UNESCO should use its global reach to resist restrictions on the Internet, and

U.S National Commission for UNESCO 2006 Annual Conference

to support the broadest possible freedom for this important technology. Yes, there are those who might misuse these systems, and yes, this requires a legitimate law enforcement response. But the overarching goal should be the free flow of ideas.

Science and Technology

Scientific and technical exchanges and training is another area where UNESCO can advance democracy. The scientific community routinely practices transparency and open debate. As such it can be an incubator for democracy.

Science and technology have enormous power to create a better future for people around the world. Global cooperation multiplies this power by bringing together people with the knowledge, experience, and skills to solve problems across borders, and across national and sectarian lines.

The U.S. can play an even greater role in helping developing nations improve their scientific capacity through UNESCO. The U.S. National Commission can help by energizing the U.S. scientific community to become more involved in addressing the problems facing the global community today. One of the challenges that faces developed and developing countries alike in the 21st century is the demand for clean energy. Here, UNESCO could begin to gather information, to learn from the experiences of its many members, and to build a body of knowledge that will inform research and policy making on this critical subject. Avian influenza poses another such global challenge. UNESCO can play a useful role by championing one of the scientific community's established norms: transparency. Only rapidly reporting cases, and sharing samples, will we be able to meet this challenge.

Universities are a focal point of scientific and technological research and training. They need the best resources possible in order to succeed. UNESCO can expand its efforts on teacher training; teacher and student exchanges; and access to information and networks via the Internet.

There are innovative public-private partnership models that UNESCO can emulate, or join. For example: last November, the Library of Congress teamed up with Google to create the world's first digital library. In April, the State Department launched the Iraqi Virtual Science Library, a project supported by several U.S. Government agencies, science academies, and the private sector. This electronic library gives Iraqi students, faculty, scientists, and researchers access to 17,000 journals and millions of articles on science and engineering.

Conclusion

Today, the majority of the UN's 191 members operate by some form of democracy. But there are still those who refuse to join this community of democracies.

President Bush, in his National Security Strategy, defines tyranny as "the combination of brutality, poverty, instability, corruption, and suffering, forged under the rule of despots and despotic systems." The building blocks of

U.S National Commission for UNESCO 2006 Annual Conference

democracy that education, media freedom, and science and technology represent are essential to bringing about an end to tyranny, and an expansion of freedom. They are also key to refining new democracies.

UNESCO can play a powerful role in protecting the non-negotiable demands of human dignity. It is our responsibility to ensure that it does. I thank you for your commitment and involvement in this worthwhile effort.

Summary of Past Year

Marguerite Sullivan provided a summary of the Commission's activities since its first meeting (in 20 years) last year. Below is the text of Ms. Sullivan's remarks:

When we met a year ago – almost a year to this date -- we were at a beginning. The new U.S. National Commission for UNESCO was meeting for the first time. We are now back...we have accomplished a lot in this first year and have made great strides toward being fully operational.

We have taken major strides in setting up and operating our Committee and Subcommittee structures and in establishing its related entities, such as the National Committees of the International Hydrological Programme and the Intergovernmental Oceanographic Committee. The U.S. National Commission has also been very active in a number of UNESCO programs such as the UNESCO Chair/UNITWIN program and the Young Professionals Program. And one of our subcommittees played a major role in the U.S. election to the UNESCO World Heritage Committee.

UNESCO covers many, many topics and we cannot be in all places at the same time. In this sense, it is helpful that the State Department reestablished the National Commission as a Federal Advisory Committee, requiring us to center our activity around priorities on which the U.S. government needs your advice. The U.S. is strongly committed to UNESCO and we hope that you, as Commissioners, will play an active role in providing advice to the U.S. government in our priority areas. We articulated many of these priorities last year. The U.S. will continue to place great emphasis on ensuring the success of literacy initiatives through UNESCO programs such as LIFE or the Literacy Initiative for Empowerment. We want to focus on democracy advancement efforts by encouraging UNESCO's work in civic education programs and media and press freedom initiatives. We will continue to engage actively in UNESCO's water programs, such as UNESCO's efforts to advance access to potable water, as well as its work on tsunami early warning systems and natural hazards reduction.

Other areas where the U.S. will continue our focus include: capacity building in engineering and basic sciences, rebuilding education systems in countries emerging from conflict, effective cultural and natural preservation – through efforts like membership in the World Heritage committee, and on

U.S National Commission for UNESCO 2006 Annual Conference

UNESCO reform and effective strategic planning. And also addressing what I will call public diplomacy efforts, such as the World Digital Library.

We all applauded Dr. James Billington, the Librarian of Congress, last year when he described his vision of a World Digital Library and engaging the Commission and UNESCO in that activity. I am happy to report that Dr. Billington agreed to head a National Commission subcommittee on the World Digital Library and conducted the first subcommittee meeting in March. UNESCO is very interested in our efforts with regard to the World Digital Library and the Director General, in fact, has identified the Communication and Information Sector as the liaison with the U.S. Government in this effort. This subcommittee, while under the Communications and Information Committee, is cross-sectoral and attracted a number of you from other committees, such as the natural sciences and culture. You will be hearing more about this project today in a combined Culture and Communications and Information meeting and tomorrow when recommendations are brought to all commissioners in the plenary.

A year ago, we put out a call for volunteers to serve on the Young Professional Selection Subcommittee – to review applications from Americans interested in being selected as one of the ten UNESCO Young Professionals. Fourteen (14) of you volunteered and in two rounds reviewed our 156 applications. You recommended 12 candidates, whose nominations we sent forward to UNESCO. Ramya Vivekanandan – was selected and started her job in the Education sector in April. We are about to gear up for the next round in the program and again need volunteers.

Much of our attention last summer and fall was on the biennial UNESCO General Conference, which brought together UNESCO's member countries over a three-week period. You will be hearing more about the conference from Ambassador Oliver, but in Washington we were involved in putting together a 37-member delegation almost a third of whom were commissioners.

Two of them -- Dr. John Marburger, Science Advisor to the President, and Dr. Arden Bement, Director of the National Science Foundation -- participated in a Ministerial Roundtable at the General Assembly entitled: "The Basic Sciences: The Science Lever for Development." In fact, Dr. Marburger chaired the initial session, on "challenges in the twenty-first century". The Ministers made important recommendations regarding how education, international cooperation and capacity building in the basic sciences can advance development, and the role UNESCO should play.

Thanks to the efforts of the Commission's World Heritage Subcommittee, the U.S. was successful in its bid to gain a seat in the first round of voting for the 21-member World Heritage Committee. Subcommittee Chair Frank Hodsoll energetically led the subcommittee campaign for this hotly contested election at the General Conference. Membership on the World Heritage Committee will allow the U.S. to continue its leadership role in preservation and protection of natural and cultural sites inscribed on the World Heritage List. Thank you again, Frank.

In Education, our literacy subcommittee under Benita Somerfield, has taken as its first major task the identification of promising literacy programs in the

U.S National Commission for UNESCO 2006 Annual Conference

countries participating in UNESCO's LIFE program.

The Workforce Development Subcommittee under David Chernow which met last month will advise the U.S. on how UNESCO can make a real and positive impact in workforce training. And under democracy enhancement, a subcommittee to focus on civic education under the leadership of Bob LaGamma will hold its first meeting next month.

Post General Conference, UNESCO is conducting an overall review of its science sectors, both Natural Sciences and Social and Human Sciences. The U.S. successfully advocated for an American to serve on the 15-member expert Committee. Dr. Kathie Olsen, Deputy Director of the National Science Foundation. Dr. Olsen (Kathie) will brief you later today on this Review. We hope the Review Committee will have a significant impact on UNESCO's six-year strategy -- its Medium Term Strategy-- in relation to these two sectors. A number of you have volunteered to serve on a subcommittee to advise as this review goes forward. The group will have its first meeting this month now that UNESCO has released the work plan.

Also in UNESCO's Natural Science and Engineering Sector are national committees. We formed the U.S. National Committee for the International Hydrological Programme. It held a daylong meeting earlier in the spring, and its recommendations will be addressed by the Natural Science and Engineering Committee and tomorrow in plenary session. The recommendations relate to the U.S. engagement in UNESCO's potable water program and the nomination of an American for an important water advisory board.

The U.S. has been actively engaged with the UNESCO Intergovernmental Oceanographic Commission (IOC) to enhance regional tsunami warning systems, particularly in the Indian Ocean and the Caribbean. The U.S. National Oceanographic and Atmospheric Administration provides training, technical support and equipment to advance the development of these crucial systems, and we are in the final stages of forming the U.S. National Committee for the IOC. Its bylaws have been finalized; the Committee will be established this summer and have its first meeting in the fall. This Committee, through the National Commission, will provide the U.S. government with expert advice on the U.S. engagement in important IOC programs, not only tsunami warning but also in ocean observations, data exchange, sustainable development, and capacity building.

Through the efforts of Social and Human Science Committee, we have been paying particular attention to UNESCO's Management of Social Transformation program, or MOST. Last winter, UNESCO hosted a conference in Argentina and Uruguay, at which a Declaration was issued calling for UNESCO to strengthen cooperation and linkages between social policy institutions at the national and international level. Jim Kelly is heading the subcommittee dealing with this issue.

In culture, besides our World Heritage effort, the U.S. government proposed and designated \$4.5 million for a new Preservation of Endangered Cultural Objects program when we reentered UNESCO. UNESCO now has a core program increasing the ability of museums in developing countries to care

U.S National Commission for UNESCO 2006 Annual Conference

for their rich collections. A subcommittee on the preservation of endangered cultural objects met for the first time this April under NEH Chairman Bruce Cole. Jonathan Katz and Richard Kurin will head the American Expressions Subcommittee, which will focus on cultural capacity building by encouraging the training of professionals throughout the world involved in cultural work.

In Communications and Information, press freedom is very important to the U.S., and we are particularly interested in the International Program for the Development of Communication, or IPDC that supports efforts to assist media development in the developing world. The U.S. will contribute \$150,000 in extra budgetary funds to IPDC. And it was just announced that we would be adding an additional \$20,000 to the program plus donating \$40,000 for Afghan women filmmakers.

Related to this, the press freedom subcommittee under Drew Davis met in April. That subcommittee and the committee are also tracking UNESCO's role in the follow-up to the World Summit on the Information Society.

Over the last two years, the Commission has been very involved in the UNESCO Chair and UNITWIN programs. These programs are designed to strengthen higher education research in UNESCO's areas of competence and serve to link higher education systems around the world for the purpose of sharing expertise and research. Each year, UNESCO designates approximately thirty new UNITWIN networks and UNESCO Chairs throughout the world. Last year, commissioners vetted chair applications, and UNESCO ultimately approved four of them, establishing four 2005 U.S. chairs in bioethics, journalism training, inclusive education, and one related to urban youth. As you know, we just completed the 2006 review of applications. Under the leadership of commissioner Tim Foster, you recommended we send three forward and we have.

To get Commission input on the chairs we had a conference call of the entire commission. As the commission becomes more active in advising the U.S. government, we will be having these commission conference calls on a regular basis – probably bi-monthly. As these meetings operate under the Federal Advisory Committee Act (just like this one), they will be posted in the Federal Register two weeks in advance to allow for participation by the public. As for public participation in this meeting, we have allowed for 15 minutes at the end of each committee meetings today and tomorrow and a longer period in our plenary for public comment.

To give more clarity to commissioners about the Federal Advisory Committee Act as well as fundraising in your capacity as commissioners, the National Commission Executive Secretariat has developed guidelines – with the assistance of our State Department legal advisers. You each should have copies of this document, and our legal advisers are available before and after the lunch today and tomorrow to answer any questions.

We have had other changes in the last year. Last summer, we formed an integrated UNESCO Affairs office when the UNESCO policy coordination operation at the State Department was moved to our office. Now it and the Executive Secretariat of the National Commission are in a unified office.

U.S National Commission for UNESCO 2006 Annual Conference

Finally, there is some confusion about an issue from our meeting a year ago: procedures for engagement between UNESCO and U.S. civil society. To clarify: The Executive Secretariat of the U.S. National Commission does not formally clear or approve engagement between UNESCO and U.S. civil society. Our policy is simply that we ask the UNESCO Secretariat to inform us of their collaborations with U.S. individuals and institutions, so we can appropriately publicize and promote U.S. involvement in UNESCO.

And one last thing: We have a cocktail reception for commissioners tonight from 5:30 to 7 p.m. in the Garden Terrace patio area through the glass doors just outside this room...I hope you will attend...

If you have any questions about the function of the Commission or the role of Commissioners, I will be happy to discuss this with you anytime over the next two days. Before we move on, I would like to express once again our great appreciation for your taking this time out of your busy schedules to advise the U.S. on its UNESCO engagement, you are undoubtedly a tremendous resource for us...Now, let's go on to our panel.

Panel Discussion and Questions

UNESCO at Sixty Years: How it Began and Where it is Going

Marguerite Sullivan moderated the panel and introduced the panelists.

Panelists:

Mr. James Kelly, Director of International Affairs, Federalist Society; Chair, Committee on Social and Human Sciences, U.S. National Commission for UNESCO

Dr. Raymond E. Wanner, Senior Advisor on UNESCO Issues, United Nations Foundation; Senior Vice President, Americans for UNESCO

Ms. Felice Gaer, Director of the Jacob Blaustein Institute for the Advancement of Human Rights, American Jewish Committee

Mr. James Kelly – Visions for UNESCO: Past and Present

Mr. Kelly focused on six general topics:

1. UNESCO's vision for the "humanization of globalization."
2. How UNESCO's vision for the humanization of globalization emanates from the evolutionary humanism of its founding participants.
3. UNESCO Paradigm of Evolutionary Progress.
4. Present visions for UNESCO.
5. UNESCO and democratic evolution.
6. The "democratization of globalization" as an alternative vision for UNESCO.

UNESCO describes the humanization of globalization as "globalization in the service of humanity" – it is globalization that facilitates the fullest development of each individual.

Mr. Kelly referenced Julian Huxley, the first Director-General of UNESCO, who detailed a similar vision for UNESCO as a vehicle for the humanization of globalization. Huxley believed UNESCO should:

- Facilitate the growth of a single world culture.
- Envision some form of world unity, either through a single world government or other means.
- Lay the foundations for world unity by promoting mutual understanding among peoples.

The 1948 Universal Declaration of Human Rights demonstrated the need for a global human rights agenda. In 1947, UNESCO had commissioned a panel of philosophers to answer a questionnaire regarding the nature and universality of civil, political, economic, social, and cultural rights. One respondent, Pierre Teilhard de Chardin, maintained that human evolutionary developments would require the full attention of nations and international organizations. Evolutionary humanism influenced Chardin's vision, which stated:

- A new phase of socialization will compel individuals and nations to transform their multiplicity into a unified whole.
- Humans will only be able to exist by using their spiritual and intellectual capacities to manage and cope with globalization.
- Organizations such as the UN and UNESCO must agree on the basic values and purpose underlying their projects and decisions.

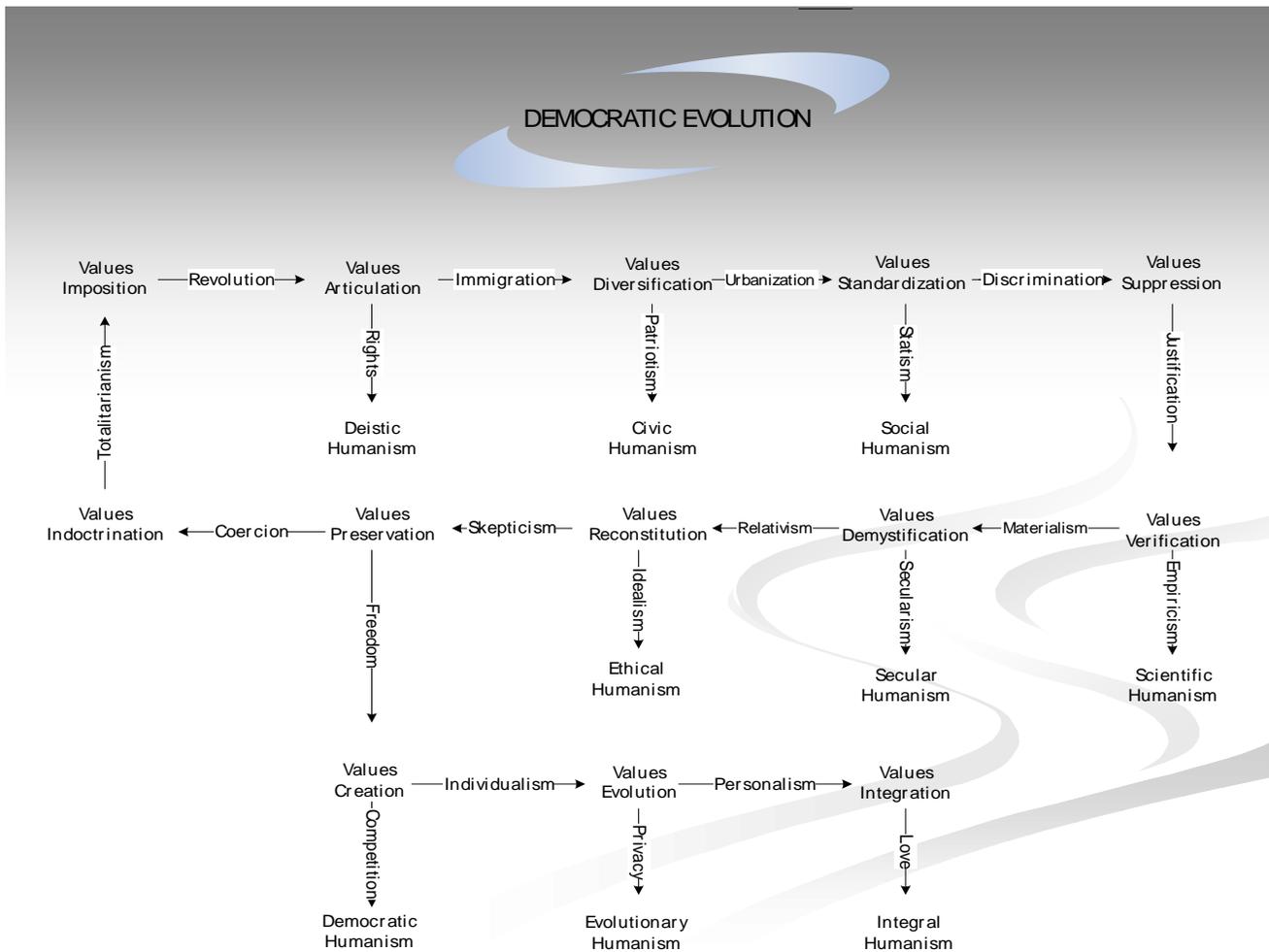
Mr. Kelly discussed the impact of evolutionary humanism on UNESCO, which appears in its founding documents. Differing versions of humanism also informed UNESCO's philosophy:

- *Scientific humanism*, which saw UNESCO as a laboratory of ideas for international debate, dialogue, and consensus building.
- *Ethical humanism*, which sees UNESCO as a source for the promotion of values that will facilitate "civilizational transformation."
- *Integral humanism*, which would enable UNESCO to be open to the positive influences of human love, with sympathy, empathy, and compassion being essential ingredients in building a culture of peace.

Another influential thinker in UNESCO's founding was Jacques Maritain, who served as the President of the French delegation at the Second International Conference of UNESCO in Mexico. On November 1, 1947, Maritain delivered a plenary address in which he acknowledged that a just and enduring peace may require "a supranational coordinating organization endowed with efficient means of action."

Mr. Kelly stated that regardless of the approach UNESCO implements, the adoption of a specific humanist values system (i.e., scientific, ethical, evolutionary, integral) to the exclusion of other approaches threatens to undermine authentic democratic evolution.

Democratic evolution is marked by philosophical views about the ideal social order that, over time, are embraced by political leaders, government officials, and the general public. As these philosophical ideas are debated among citizens and in the political process, they become value systems that become known as “humanist.” See the following slide for Mr. Kelly’s diagram on democratic evolution.



UNESCO can either facilitate or impede national democratic evolution. This requires a judicious approach to UNESCO’s “five comparative advantages” as an agency of the UN:

1. Laboratory of ideas
2. Clearing-house
3. Capacity-builder in Member States
4. Standard-setter
5. Catalyst for international cooperation

U.S National Commission for UNESCO 2006 Annual Conference

In its role as a standard-setter, UNESCO must avoid promoting or mandating specific approaches or policies that interfere with democratic evolution at the national level.

To summarize, Mr. Kelly believes that instead of engaging in the “humanization of globalization,” which develops and implements values and policies, UNESCO should engage in the “democratization of globalization” which promotes intellectual cooperation, knowledge sharing, human rights, transparency, and the rule of law. UNESCO should remain an inter-governmental, multi-national organization that serves as a laboratory of ideas, clearinghouse, capacity-builder, and catalyst for international cooperation. UNESCO should resist the temptation to transform itself into a global-governing, supra-national organization dedicated to developing and implementing international standards and legal norms.

Dr. Raymond E. Wanner – The United States and UNESCO: Beginnings and New Beginnings

Dr. Wanner began by describing the U.S. involvement in the original creation of UNESCO, basing his comments on the notes of Luther Evans, who was Librarian of Congress at the time. He explained that the U.S. got involved in the international arena due to “great power politics,” especially after World War II.

The United Kingdom preferred multilateral reconstruction rather than bilateral reconstruction efforts. U.S. Senator William Fulbright insisted on one vote for each country and developed a new document, which became the basis for the UNESCO constitution. UNESCO’s emphasis eventually changed from postwar educational reconstruction to the preservation of peace, hoping to “construct the defenses of peace” through intercultural dialogue.

The U.S. group was not made up of professional diplomats. These highly skilled individuals sought to meet the national interest as well as the global good.

Poet (and Librarian of Congress) Archibald MacLeish attended the London Constitutional Conference in 1945, where he emphasized saving civilization in the face of atomic war and threats from communism. These problems posed the need to preserve culture and cooperation. MacLeish articulated a grand vision that was still grounded in reality.

As the UN and UNESCO charters were being developed, the Department of State (DOS) arranged for multiple meetings with grassroots organizations to obtain input. The U.S. delegation was also very open to inputs from other nations’ delegations. The goal was for the UN to become a forum for the people of the world, not just one for connecting governments.

UNESCO was to “throw the light of learning on important developments,” facilitate the free flow of ideas, ensure cooperation in science, and ensure education for all, with

emphasis on adult education—all in order to prepare people for life in democratic societies.

There were problems with UNESCO's founding, such as the concern about providing basic needs and services first—issues that would eventually be addressed by the Marshall Plan. There was also some resistance from the colonial powers to worldwide education, as they feared revolution in their colonies. Lastly, the Soviet Union would not participate.

Dr. Wanner stated that UNESCO was of little use without people up to the challenge of its programs; its record of success is uneven. He believes that UNESCO's work is more important than ever, as there is now a cultural threat to peace. He also believes that the organization should focus on ideas and collegiality rather than money and power. Through its multilateral diplomacy efforts, Dr. Wanner believes that UNESCO has the talent to set its course for the next 60 years.

Ms. Felice Gaer – UNESCO's Role in the United Nations System

Ms. Gaer described UNESCO's original vision as very great, with high aspirations. Now the organization needs to take stock, look back, and be willing to take on new ideas. Originally, UNESCO hoped to provide a framework for world unity because it dealt with "big ideas."

Ms. Gaer discussed the role of Eleanor Roosevelt in forming the Universal Declaration of Human Rights. Roosevelt had a "globalist, universalist, aspirationist" vision. Female delegates to the UN objected to "all men are created equal" because it would leave women behind. The Declaration uses "human beings."

UNESCO has become involved in controversies thanks to the Cold War and foreign aid. The U.S. pulled out of the organization in 1983 because the UN had become anti-Western and very political, often making statements denouncing the U.S. or Israel. The UN also suffered from mismanagement, waste, and cronyism.

Today, some things have changed, though Ms. Gaer pointed out that it's easier for the U.S. to change things if it participates. She believes that the U.S. should help guide UNESCO "back to basics," focusing on human rights rather than making multiple declarations over smaller and smaller issues. UNESCO has come to be seen as "the soft option" for resolving international concerns. The Human Rights Council has replaced the Human Rights Commission. "Mistreatment of prophets" has become part of the guidelines for protection of human rights.

Ms. Gaer believes that UNESCO can and should address textbook reform in places such as Saudi Arabia and the Palestinian Territories. The Volcker Oil-for-Food Commission uncovered financial problems at multiple UN agencies, including UNESCO, citing "misplaced expertise, combined with poor management." Therefore, UNESCO

needs to focus greater attention on ethics, whistle-blowing policies, management oversight, and auditing procedures if it is going to put its house in order. However, the organization must also address its mission and activities, emphasizing human rights more than standard setting. According to Ms. Gaer, UNESCO should identify its priorities to ensure freedom and peace. The U.S. itself must work on building political consensus after its 20-year absence and must be more circumspect in its interactions with other nations in order to advance UNESCO's goals.

Questions and Answers

Dr. Wanner made a follow-up comment on his presentation, indicating that Julian Huxley's paper on UNESCO was originally rejected. Maritain believed that it was useless to try and form a unified world philosophy; it is better to engage in useful, concrete actions that serve humanity.

A member of the audience stated that UNESCO should not be the "soft option." The U.S. usually pushes for the hard option—reforming offenders through confrontation. Is UNESCO fit to fulfill that role?

Ms. Gaer responded that the hard option is in danger due to the dissolution of the Human Rights Commission. The UN has special *rapporteurs* who "name names." She stated that UNESCO does not address concerns directly; complaint procedures are essentially dead.

11 a.m.—Morning Plenary Session

Ambassador Louise Oliver, US Permanent Representative to UNESCO – The View from Paris: Reviewing the Past Year and Anticipating the Next

Marguerite Sullivan introduced Ambassador Oliver. Below is the text of Ambassador Oliver's remarks:

What a pleasure it is to be here once again with all of you for the second annual meeting of the U.S. Commission to UNESCO. It is hard to believe that an entire year has passed since we last met together. So much has happened since then, and what a lot we have all learned. But before discussing life at UNESCO, I would like to say a special thank you to your Executive Director, Marguerite Sullivan, who has done a tremendous job during the past year in setting up one of UNESCO's largest National Commissions. Thanks to her determination and perseverance, and the outstanding support from her staff, Kelly Siekman, deputy for policy in the office, Alex Zemek, deputy executive director, Amy Ostermeier, who handles education, Kevin Pilz, science, and Cristina Novo, who handles culture and communications, the National Commission is now poised to play the vital role that we had always hoped you'd play—the role of advisor to those of us in the field who are seeking to promote

U.S National Commission for UNESCO 2006 Annual Conference

U.S. strategic interests at UNESCO.

In fact, we've already seen what a huge difference the members of this Commission can make to our work in Paris—and we are enormously grateful to those Commissioners who have already shared their time and expertise with us, including traveling to Paris to participate in UNESCO meetings. Those of us who work with international organizations like UNESCO have the challenge of dealing with traditional diplomacy and substantive issues at the same time. We are a small mission trying to influence and shape a large, complex UN organization, and for this demanding task we definitely need your help and support.

Now let me turn to my topic for this morning, “The View From Paris: Reviewing the Past Year and Anticipating the Next”. Those of you who were at our meeting last June may recall that I mentioned that we were in the midst of negotiating two binding conventions (international treaties), a non-binding framework of principles in bioethics, and a set of non-binding guidelines on cross-border, reciprocal accreditation in education.

When the United States returned to UNESCO, we had anticipated focusing our efforts on UNESCO's programmatic initiatives, particularly in education and science where we have common interests with many of UNESCO's member states. Instead, we found ourselves in the middle of complex negotiations with our colleagues about a variety of substantive and legal issues contained in UNESCO's proposed novel and standard setting instruments.

UNESCO prides itself on being a collegial organization that makes decisions by consensus, and that is our goal whenever possible. We were able to join consensus with UNESCO's other member states to support the convention against doping in sports, and by working with the Latin American countries we were able to agree on a minimal UNESCO-funded secretariat with the rest of the provisions of the convention to be financed by voluntary contributions. On the negotiations to conclude a bioethics declaration, we were also able to achieve consensus. The challenge in these negotiations was to develop a set of principles that would be broad enough to enable countries with different values and political systems to support the declaration, but specific enough to provide some guidance in the field of science at the national level. Another challenge was to ensure that the declaration did not incorporate other agendas, such as intellectual property, the environment and social issues, as principles of ethics. We also worked hard to have the declaration recognize respect for human life.

As always, discussions on these complicated and sensitive issues continued outside the intergovernmental meetings into other fora such as the lunches and dinners that play such a large role in the lives of UNESCO Ambassadors. For example, I remember a lengthy and rather amusing conversation at a wonderful dinner hosted by the Chinese Ambassador that illustrated the inability of a dozen UNESCO Ambassadors to agree on a definition of a human being. Given that fact, it was quite amazing that we could draft a declaration dealing with bioethics.

The guidelines on cross-border education, negotiated jointly with OECD, were ultimately issued by UNESCO's Secretariat as a tool for the Secretariat to

U.S National Commission for UNESCO 2006 Annual Conference

use to facilitate the exchange of information and best practices. Hence, the guidelines were not formally adopted by UNESCO's member states. The primary concerns of the U.S. in this set of negotiations were to ensure that the guidelines could not be viewed as binding, and that UNESCO did not become some sort of super accreditation agency. We believe these goals were met.

Unfortunately, when decisions involve controversial topics, it is not always possible to find the common ground that allows for compromise and ultimately consensus. The most challenging instrument we negotiated was the Convention on the Protection and Promotion of Cultural Expressions, more popularly known as the cultural diversity convention. As most of you know, these negotiations were very difficult. The genesis and momentum for this convention had begun long before the United States returned to UNESCO. And of course, the countries most interested in this convention aggressively pursued their objective by underwriting intergovernmental negotiating meetings and otherwise soliciting support for their positions.

In the future we would like UNESCO to use funds from its core budget to pay for all intergovernmental meetings relating to the drafting of normative instruments. That is consistent with our position that UNESCO's core budget should be used for its priorities, and that a normative instrument should not be developed unless it is in fact a priority for UNESCO's member states.

The Convention on Cultural Expressions was passed at UNESCO's General Conference last fall despite strong U.S. objections. 148 countries voted in favor of the convention, 4 abstained, (Liberia, Honduras, Nicaragua, and Australia) and 2, the U.S. and Israel, voted against it. Some of the members of our negotiating team are here with us today, and I want to thank them again for their tireless efforts.

The Convention on Cultural Expressions is a complex convention that addresses issues relating to human rights, trade, and intellectual property rights, and promotes the concept of mandatory foreign assistance. Ironically, it hardly deals with actual cultural issues, including the promotion of real cultural diversity. Because it enhances the ability of governments to influence, if not control, the cultural choices of their citizens, it could be used to undermine the freedom of individuals to make their own choices in the area of culture. Finally, this convention could be misused to justify protectionist measures relating to trade in cultural goods and services. While we focused on the potential legal obligations that governments might have to deal with, many countries insisted that for them the convention was primarily a political statement. Given all these concerns, the United States, one of the most culturally diverse countries in the world, was compelled to vote against it.

In spite of the debacle with the Convention on Cultural Expressions, the U.S. did manage to have some successes at the October General Conference. As Marguerite has already mentioned, thanks to the extraordinary assistance given to us by Ray Wanner, the UN Foundation, and Frank Hodsoll, the U.S. surprised everyone by being elected to the World Heritage Committee in the first round of a secret ballot. Our success was particularly significant as we had to compete against a strong candidate from Canada, and most countries did not

U.S National Commission for UNESCO 2006 Annual Conference

think that two big North American countries would both be elected at the same time, given the desire for geographic distribution on the committee.

We also got elected as one of the Vice-Presidents of the Executive Board representing our geographic group, Group 1, which is Western Europe, North America, and others like Israel and Iceland. In addition, we almost got voted on to the board of the International Hydrological Program, for which we will compete again in October 2007. We also achieved some substantive achievements at the General Conference, primarily in the areas of administrative reform and results-based management.

We participated actively in the Education and Science Ministerial Roundtables, thanks to the involvement of Secretary of Education Margaret Spellings, USAID's Deputy Administrator Fred Schieck, and your fellow Commissioners, John Marburger, and Arden Bement. With the battle over following the Convention on Cultural Expressions, it was wonderful for us to have such supportive friends and colleagues, like these four individuals, join us in Paris. All of them demonstrated very clearly the kind of positive leadership that the U.S. can provide in the fields of science and education, two of UNESCO's top priorities.

Fortunately, in the midst of all the problems and disagreements of the past year, seeds were being sown for potential future success at UNESCO. In addition to the strong relationships that we have now established with our fellow delegations, we have been able to highlight the significant differences in traditions and values that exist between the U.S. and many other countries around the world.

For example, at UNESCO's many meetings, we continually address principles that underpin our political system, and our strong support for the freedom of the individual to make his or her own decisions. We have explained that since democracy depends on active, informed civic participation, it requires the free flow of ideas and information both within and across borders, a principle that is also part of UNESCO's own constitution. We have emphasized the bottom-up approach of our federal system, with its reliance on local communities, private non-profit associations, and individual initiatives, and have contrasted that with the tendency of many other countries to rely on a top-down governmental structure.

We want our UNESCO colleagues to be aware of the critical role played in the U.S. by our robust civil society, and to understand why the instruments we were negotiating are inappropriate for our society and political system. We have explained how the National Endowment for the Arts gives seed money for state and local cultural initiatives, and how our private sports organizations monitor and control doping in sports, how our private educational accrediting agencies maintain high educational standards, and how our think tanks and private, non-profit organizations help develop ideas and initiatives in a wide range of public policy areas, including sensitive areas like human life and human dignity, as well as in areas like development. We also want to alert them to the fact that for the same reasons we were unenthusiastic about the instruments we were negotiating, we will vigorously oppose the development of new normative

U.S National Commission for UNESCO 2006 Annual Conference

instruments at UNESCO unless we can be persuaded that there is a real need for a new instrument.

This approach seems to have been much appreciated by our friends and colleagues at UNESCO, and explaining the rationale behind U.S. policy positions has helped convince them that we are, in fact, being true to our fundamental values and principles. Many of our colleagues have also indicated that it might be easier to avoid future disagreements at UNESCO with the United States if they could anticipate what kinds of ideas and initiatives might cause us concern. Taking a more pro-active stance on public diplomacy at UNESCO is something the U.S. Mission plans to emphasize this year.

Another good thing that has happened as a result of the overemphasis on normative instruments during the last biennium is that the Director-General has requested a so-called pause in the development of new normative instruments. Most states support it as they realize that there has been a lack of focus on UNESCO's priority programs. Moreover, they know that there are many areas of mutual interest with the U.S. in UNESCO's programmatic initiatives, which will enable them to work cooperatively with us during this biennium.

The pause in the development of new instruments has already benefited us in a couple of ways. It has prevented the approval of a "son of anti-doping" convention and a sequel to the bioethics declaration. We were also successful in stopping two new ideas for normative instruments before the April 2006 Executive Board meeting even began. That means, in principle, there should only be one instrument, a non-binding framework of principles relating to the objects displaced by WWII, that will have to be negotiated during this biennium. Although it will certainly involve sensitive issues, I anticipate that we will be able more easily to find common ground with other member states.

The really good news in all of this is that because we will not have to focus all of our efforts on negotiating standard-setting instruments, we should finally have our first real opportunity to influence UNESCO's programs, many of which are also U.S. priorities. There is now a strong consensus at UNESCO that UNESCO needs to strengthen its reputation and influence within the UN system, and that the best way to do that is to strengthen the quality and effectiveness of its programs, as well as to continue the administrative and management reform process. There is also a strong consensus that this is unlikely to happen without active U.S. involvement and leadership.

Most countries, including the U.S., also agree that major reforms and quality improvements must occur during this biennium if UNESCO is to succeed in becoming a more efficient and effective organization. There are three reasons for this feeling of urgency. The first is that, given the events of last fall, many countries are concerned about maintaining a high level of U.S. enthusiasm for UNESCO, and want to demonstrate to us as soon as possible that the controversial situation that the U.S. found itself in at the General Conference was the result of a unique set of circumstances that will not be repeated. The second reason is that this is the last term for the current Director-General, which means that countries may start to get distracted with lobbying and campaigning after this biennium is over, which may weaken their willingness to promote change and

U.S National Commission for UNESCO 2006 Annual Conference

reform. The third and perhaps the most important reason is that this biennium will set the stage for UNESCO's next medium-term strategy, which is tremendously important for the future of the organization. You will hear more about this topic later today from Jim Kulikowski, UNESCO's Deputy Assistant Director-General for External Relations and Coordination.

So how should we take maximum advantage of this moment of opportunity? The first thing we can do is help UNESCO succeed in its role as lead agency for the Decade of Literacy. The fight against global illiteracy is our top priority at UNESCO, and we will look for opportunities to take full advantage of the commitment to literacy made by our First Lady, Mrs. Laura Bush, in her role as Honorary Ambassador of the UN Decade of Literacy. As you know, the First Lady will be hosting a major high-level conference to address this topic in September in New York. We are very pleased about this, and are now working with UNESCO's Assistant Director-General for Education, Peter Smith, to help develop a series of very important follow-up UNESCO-sponsored regional conferences on literacy, which will help maintain the momentum started by the First Lady. The Director-General is committed to this effort, as are most of our fellow delegations at UNESCO who also say that education is their top priority.

In addition to literacy we will focus on teacher training, quality education, civic education, and gender parity. Yes, these are the same priorities I mentioned at last year's National Commission meeting, but at that point we didn't have the excellent ADG of Education that we now have. As we all know, it takes effective leadership to achieve good results. Thanks to Peter's energy and determination, UNESCO now has a serious literacy program, as well as stronger programs in other areas of education. Peter is also making good progress on the development of a Global Action Plan that will help UNESCO fulfill its responsibilities as coordinator of the UN's Education For All initiative.

In addition, Peter is planning a major reorganization of the Education Sector so that it is more capable of doing the job it is expected to do. This will include improving the relationship of field offices and UNESCO's educational institutes to headquarters so that UNESCO's educational initiatives are more coherent. At first there was some resistance to the prospect of internal changes within the Education Sector by various individuals both within the Secretariat and among the delegations. However, the combination of Peter's leadership and strong support by the Director-General, have enabled the process to continue and to attract support from many delegations. We expect that we will see a more or less final version of Peter's plan within the next several weeks.

There is also a serious effort underway to strengthen the work of the Natural and Social and Human Sciences Sectors. As Marguerite has mentioned, the Director-General appointed 15 experts representing all geographic groups to a Science Review Panel that is supposed to take a close look at the two science sectors with a view towards identifying UNESCO's niche in the area of science within the UN system. Certainly our U.S. representative, Dr. Kathie Olsen, is a key member of that review panel, which is chaired by UNESCO's Deputy Director-General, Marcio Barbosa.

Everyone at UNESCO understands that this is the moment of truth for the

U.S National Commission for UNESCO 2006 Annual Conference

science program at UNESCO, and we are all eagerly waiting for the panel's preliminary recommendations, which will be fed into the draft medium term strategy this summer. In the meantime, we will continue to work on clean water issues with the International Hydrological Program, on the expansion of the tsunami warning system and its evolution into a multi-hazard program with the Intergovernmental Oceanographic Commission, on helping to improve the International Basic Science Program, on strengthening the role of engineering at UNESCO, and on capacity building in all of these areas.

Our colleagues at UNESCO, particularly the Africans, would like to see strong leadership by the U.S. in UNESCO's science programs. They respect the expertise of the U.S. science community, and have confidence in our ability to produce sustainable results. In fact, however, the future quality and relevance of science at UNESCO, including social science, will depend on the work done by the Science Review Panel, and on the willingness of UNESCO's member states to implement their recommendations.

The Director-General has just named Françoise Rivière as the new ADG for Culture. We are very concerned about the future direction of the Culture Sector. We are told that the three pillars of the Culture Sector will be cultural diversity, intangible culture, and the World Heritage Center. Needless to say, we will keep a close watch on the Culture Sector, and in particular on UNESCO activities and expenditures that are designed to promote the ratification of the cultural diversity convention, as we do not consider that to be a proper use of UNESCO's resources. We will also pay close attention to the program on endangered movable objects, the so-called museum program, that was started with U.S. funds.

In addition, as a new member of the World Heritage Committee, we will work actively with the World Heritage Center and our fellow committee members to strengthen its program and help maintain an appropriate relationship for the Center with the rest of the Culture Sector. We are pleased that the United Nations Foundation and the National Park Service are working so closely with us on World Heritage issues, as the program is facing some real challenges in a number of areas.

Meanwhile, in light of the coming into force of the intangible cultural heritage convention at the end of April, the countries that have ratified or otherwise acceded to it will meet in late June to elect the intergovernmental committee that will establish the rules that will govern the implementation of that convention. This will be a formidable task, for -- unlike the standard of "outstanding universal value" that must be applied to potential World Heritage sites, a difficult and rather elusive standard at best -- the even murkier standard for intangible culture is that it must be "representative". A number of delegations have already expressed concern about the number of intangible cultural activities that states may want to try to protect within the provisions of the convention.

We are particularly pleased with the work that the Communication and Information sector is doing with the International Development of Communications Program that facilitates the development of community-based communications initiatives in developing countries and in countries in transition,

U.S National Commission for UNESCO 2006 Annual Conference

such as Iraq and Afghanistan. We intend to support this pragmatic, capacity building program more actively as it helps provide the foundation for the growth of freedom and democracy.

In addition, we want to see UNESCO continue to be a strong and credible voice for freedom of the press. Recently it awarded its World Press Freedom Prize to May Chidiac, a courageous Lebanese journalist who suffered extensive injuries in an assassination attempt several months ago, presumably for being so publicly critical of Syrian intervention into Lebanese domestic affairs. Of the 15 Lebanese journalists who have been attacked, she is the only one to have survived. Two weeks ago the U.S. Mission held a reception for May at my Residence to honor this determined individual who, despite losing parts of her body, has not lost her voice and continues to fight for Lebanese freedom and independence. I was pleased that several high level officials from Lebanon, the Director-General, the Deputy Director-General, and numerous Ambassadors were able to join us for that event.

Freedom of the press issues also played a prominent role in UNESCO's April Executive Board meeting when we had to deal with a draft resolution supported by a large number of Islamic countries joined by India and Sri Lanka. This item was inspired by the recent Danish cartoon controversy, and was designed to obtain UNESCO's support for the principle of compelling journalists to be more "responsible" or "accountable" in exercising freedom of the press. It would also have instructed the Director-General to organize initiatives at UNESCO to address this topic which, given the open-ended nature of the language used, could have included a future normative instrument. The U.S. was invited to participate in a small working group to try to redraft the resolution so that it could be adopted by consensus. Although we took a tough principled position on this issue, the fact that we were successful in producing a consensus resolution on this very sensitive topic demonstrates the desire of most of UNESCO's member states to work cooperatively with the U.S.

Another topic that we are following closely is the follow-up to the World Summit for the Information Society that was held in Tunis last fall, since the outcome of the Summit included several action items that fall within UNESCO's mandate. Among these are cultural and linguistic diversity on the Internet, the use of Information, Communications Technology or ICT's in education, and potential ethics issues. Thanks to several excellent presentations in Paris by the head of the U.S. Tunis delegation, Ambassador David Gross, our UNESCO colleagues are well aware of the U.S. position on these issues. Finally, as Marguerite has mentioned, we are discussing the possible establishment of a World Digital Library in partnership with the Library of Congress and UNESCO.

Clearly there are a lot of things that we could do at UNESCO to promote U.S. strategic interests if we are able to persuade UNESCO to really focus on its priority programs. Given the strong desire of so many countries to work cooperatively with us, we are in fact quite optimistic that we can be successful in improving the quality and effectiveness of UNESCO's programs over the next couple of years. We are also working with a number of member states, especially the Geneva Group countries, to address issues relating to

U.S National Commission for UNESCO 2006 Annual Conference

administrative and management reform. We are particularly anxious to strengthen transparency and accountability throughout the entire organization, which includes UNESCO's field offices, regional offices, cluster offices, and institutes.

Since UNESCO's programs are implemented in the field through its various field offices, it is essential that they have the expertise and resources to do their jobs effectively. At the recent Executive Board meeting we stated that decentralization and accountability are linked together, and that we cannot support further decentralization until there is an accountability framework in place. This will also require taking a close look at UNESCO's budget and the use of its extra-budgetary contributions, as well as its personnel policies. We have strong support from many of UNESCO's member states for this position. As an aside let me add that we are still very under-represented when it comes to full-time staff at UNESCO, and we are working with the Director-General to increase the American presence within the Secretariat.

Since you are going to have further in-depth discussions about all of these issues throughout the rest of today and tomorrow, I will stop here so that we will have time for some questions. I will simply say that we in Paris believe that the time is right for us, working together, to make some real progress towards our goals at UNESCO, goals which we believe will benefit not only the U.S., but also our fellow member states as well as the organization itself. If we are successful, the next sixty years for UNESCO will be bright indeed.

Thank you.

Question and Answer Session

Mr. Russel Jones from the American Society of Civil Engineers (ASCE) expressed concern that the capacity-building program seemed to be going nowhere. Ambassador Oliver acknowledged that there is a problem in that UNESCO sends expert missions to various countries for a few weeks and then leaves instead of sharing information that could lead to sustainable results. The scientific review process is itself undergoing review, so no change has yet occurred. Ambassador Oliver expressed hope that progress could be made once the review process is completed.

Ms. Melinda Kimball of the UN Foundation stated that several heritage initiatives are at odds with the World Heritage Convention. Ambassador Oliver stated that the U.S. is looking at a number of different issues. She also stated that there was a great deal of pushback on changes to the World Heritage Convention.

12 p.m.–Commissioners’ Lunch Address

Kristen Silverberg, Assistant Secretary of State, Bureau of International Organization Affairs, Department of State – UNESCO’s Role in Advancing Democracy, Freedom, and Stability

Marguerite Sullivan introduced Assistant Secretary Silverberg. Below is the text of Assistant Secretary Silverberg’s remarks:

Thank you, Marguerite. It’s a pleasure to be here today. Ambassador Oliver, thank you for your hard work and dedication as the President’s Ambassador to UNESCO. And to all of our Commissioners, welcome to the second annual meeting of the U.S. National Commission.

I know that we have here today experts in all of UNESCO’s diverse functions: Education, Science, Culture and Communication. You’ve helped us advance UNESCO’s efforts to build capacity in hydrology; to develop a Tsunami Warning System; to provide freshwater around the world; and preserve world heritage. Today I’d like to focus on one critical U.S. priorities for UNESCO: education and literacy, central pillars in our effort to work globally to promote freedom and democracy.

UNESCO’s constitution, which the United States ratified in 1945, states, “that since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed.” The Constitution commits Member States to support “full and equal opportunities of education for all, ... for the purposes of mutual understanding and a truer and more perfect knowledge of each other’s lives.” And specifically, the Constitution committed UNESCO to supporting education “to prepare the children of the world for the responsibilities of freedom.”

In the wake of World War II, the transition from tyranny to democracy depended on ideas and shared values -- respect, tolerance and education. That era showed us that ignorance is one of democracy’s greatest enemies. That lesson has never been more relevant than today, when religious extremists, armed with distortions of sacred religious texts, can prey on less educated members of their societies, turning ignorance to violent ends.

To address intolerance, UNESCO is now helping to put millions of new textbooks into the hands of school children to rebuild education systems, develop quality curricula and train teachers. Quality education, as you know, is about more than learning to read, write, and multiply. It is about broadening minds and encouraging discovery. The United States supports the promotion of education that is student-centered, where success is defined as education that produces students who exercise independent thought, apply critical thinking and problem-solving skills, exhibit tolerance and respect for diversity, and are able to deliberate, communicate, and persuade, all keys to a healthy democratic society.

Education is not only the key to democratic development; it is the key to

U.S National Commission for UNESCO 2006 Annual Conference

economic development. This century, a nation's prosperity rests on the quality of its schools. A study by the University of Ottawa found that a rise of just one percent in a nation's literacy scores yielded a 2.5% increase in labor productivity and a 1.5% increase in GDP per person.

There are 771 million illiterate adults in the world, about two-thirds of whom are women. In three of the world's poorest regions - south and west Asia, the Arab States, and Sub-Saharan Africa - only half of all women are literate. The consequences of this are severe. Illiteracy of women brings with it high child mortality, greater incidence of HIV/AIDS, poverty, and lack of equality. It affects the whole society. As President Bush said, "no society can advance with only half of its talent and energy, and that demands the full participation of women."

Literacy is the key to unlock that participation. In Afghanistan, Mrs. Bush and Secretary of Education Margaret Spellings visited schools that now teach literacy, mathematics and history. They also toured the Women's Teacher Training Institute in Kabul, and spoke to its students and teachers. In a recent trip to Pakistan, Mrs. Bush had the opportunity to meet with educators who shared with her the positive strides taken in literacy by programs that have focused on training teachers in new methodologies. The teachers, who had previously used rote memorization techniques, reported that after they began teaching using new, more effective methods, mothers began attending classes with their children and were learning how to read and write along with them. One educator explained to Mrs. Bush that this new program was opening the student's minds. She said, "The students aren't just learning reading and writing. They're curious now." Citizens who are curious tend to be informed, innovative and active participants in their country's political culture, which is the essence of a vibrant democracy.

Programs like these are being created around the world, thanks in part to UNESCO's new Literacy Initiative for Empowerment – or LIFE.

To spur these efforts, Mrs. Bush will convene a conference this fall in New York to encourage leaders from around the world to become involved in literacy in their own countries. The conference will highlight literacy programs that work, and will connect countries with the information they need to implement similar programs.

UNESCO also has a role in strengthening civic education as a key component in building and strengthening democracies. In Indonesia, a USAID funded program - "Project Citizen" - has been introduced in some Islamic schools. USAID and the State Department's Middle East Partnership Initiative (MEPI) worked together with counterparts in Jordan to begin an Arab citizen education project – "Arab Civitas" --that has now expanded into ten countries in the region and has its own governing board of educators from the Arab world. The Department's Bureau of Educational and Cultural Affairs also supports a wide range of academic, youth, and professional exchanges that promote leadership development and democracy around the world, including in countries with significant Muslim populations.

As we continue our bilateral assistance to these important programs, we need the assistance of the U.S. National Commission in identifying ways in which

U.S National Commission for UNESCO 2006 Annual Conference

UNESCO can build upon or even improve our efforts. We are already working with other democracies to emphasize within UNESCO the importance of promoting key democratic values and principles in education. As a founding member, the U.S. Government has also been working on civic education through the Community of Democracies, whose NGO conferences parallel to its ministerial meetings have stressed this issue. UNESCO works closely with developing countries on policy formation in education, the sciences, culture, and communications and information, and is therefore a natural ally in the promotion of democracy.

Post-Conflict Education: The Importance of Stability to Freedom and Democracy

In addition to UNESCO's good work to advance education in developing countries, UNESCO also has an important role to play in assisting countries emerging from man-made or natural disasters to rebuild their educational institutions and to devise and implement effective education policy. Stability is necessary for freedom and democracy to flourish, and for this reason UNESCO's post-conflict and post-disaster educational programs are especially important to the United States. We are very pleased that LIFE will be implemented in several countries emerging from conflict, including Afghanistan, the Democratic Republic of Congo, Haiti, Iraq, Sierra Leone, and Sudan.

To successfully assist countries emerging from conflict and disaster, UNESCO must have the backing of the best research and expertise available. The United States, and this National Commission in particular, have an enormous wealth of experience and knowledge that we should tap into as we and other Members States help UNESCO to become a strong, neutral broker for peace and security in fragile states. For example, USAID's expertise in post-conflict and post-disaster countries is immensely helpful. USAID has found that direct support for workforce skills training is an immediately useful way to aid post-conflict and post-disaster countries. Another example of USAID's assistance to post-conflict education was its provision of a \$10 million grant to UNESCO to support capacity building for the Iraqi Ministry of Education in math and science textbook production, printing, and distribution for grades 1 through 12.

The United States is also committed to assisting countries to rebuild their education systems because, among other reasons, we know that education minimizes the cost of human conflict and disaster. School construction and rehabilitation is an important component of the humanitarian response to any disaster. We also know that lack of economic prospects and lack of education make it all too easy for militias and rebels to recruit populations of illiterate boys and men. This is recognized by Liberia's new President, Ms. Ellen Johnson-Sirleaf, who has placed particular emphasis on rebuilding education systems in Liberia. This is a critical step in establishing the foundations of a democracy and forming the future lives of the children in a transitioning country such as Liberia.

Before founding the University of Virginia in 1819, Thomas Jefferson noted that "nothing [has advanced] the prosperity, the power, and the happiness

U.S National Commission for UNESCO 2006 Annual Conference

of a nation" more than education, and he was right. We rely on you as Commissioners to help us to fulfill such goals as promoting democracy and freedom through UNESCO. UNESCO's literacy, education, and freedom of press programs have much to offer in creating democratic, free, and stable societies. Thank you for your dedication, efforts, and service on the U.S. National Commission for UNESCO.

Question and Answer Session

An attendee noted that Morocco supports education, but seems to receive no payoff. Assistant Secretary Silverberg also cited Lebanon as having a high literacy rate while remaining very poor. She indicated the need to emphasize privatization, anti-corruption measures, the rule of law, and investments in human capital.

Commissioner Christie Brandau asked what library initiatives the U.S. is supporting. Silverberg cited the Library of Congress's World Digital Library, which is in development. Ambassador Oliver also noted that UNESCO is pushing for a "knowledge society," leveraging libraries as centers of learning. The Education sector and Communication and Information sector are working together. Women in affected countries report some progress in local literacy initiatives, but they need access to reading materials or reading becomes a "lost skill."

Marguerite Sullivan asked how UNESCO will fit in with the general scheme of UN reform. Assistant Secretary Silverberg discussed Secretary of State Condoleezza Rice's emphasis on "transformational diplomacy" as opposed to state-to-state diplomacy. The problems facing the world today are often international and not governmental, such as AIDS, economic development and opportunity, and terrorism. This is "the 9/11 problem," where we accept the fact that what happens overseas affects us here. The U.S. is continuing to work through the UN and UNESCO on broad management reforms to avoid further "Oil for Food" scandals and address the UN personnel system. There is a lot of tension between donor countries and the developing world, as poorer countries feel left out of major decisions.

An attendee stated, "women in the Middle East have no rights" and asked what UNESCO was doing to help. Silverberg stated that it varies by country. She said that the Bush administration considers educational opportunities for women very important. It was her belief that women will be the change agents everywhere.

Commissioner Alan Moghissi asked what the Science and Engineering group can do to help UNESCO. Ambassador Oliver explained that Commission members are selected because they have something important to add, and that the U.S. delegation combines the clout of the U.S. government with the expertise of its Commission members, giving it extra credibility. The best thing Commissioners can do is become actively involved in settling what UNESCO should do in science and engineering and make recommendations to Kathie Olsen regarding the Overall Program II and III review.

U.S National Commission for UNESCO 2006 Annual Conference

Gene Stakhiv, U.S. Army Corps of Engineers, asked how members should deal with nations/organizations that are not friendly or helpful. Ambassador Oliver noted that some nations are more helpful than others. She stated that that was the nature of multilateral work and that delegation members should “handle it as best we can.”

An attendee expressed concerns that UNESCO, in promoting independent media, was “getting into the weeds.” Ambassador Oliver stated that the U.S. delegation welcomed inputs, and also explained that it is difficult for any intergovernmental organization to get things done. There can be a big gap between good intentions and useful results, so the U.S. plays a lead role in matching the two. The U.S. has been welcomed because it is felt that we can provide leadership; however, others fear domination by the U.S. America is seen as crossing the line between leadership and domination when we don’t collaborate with others.

An attendee asked if the U.S. has allies in the field of civic education. Ambassador Oliver said that we have different allies on different issues. Civic education in the Arab world is difficult because while leaders understand the need for change, they also fear it. The U.S. is focusing on teacher education, as some revised textbooks might not get read.

Commissioner Ricardo Romo, University of Texas-San Antonio, expressed concern that many nations are trying to build up their educational systems so that they are not dependent on the U.S. The students who come here become our friends, so how do we maintain those relationships? Ambassador Oliver agreed that we could not just focus on primary education; the U.S. needs to promote partnerships with developing institutions. Almost all of the UNESCO ambassadors are educated in America. If we lose our connections with international students, UNESCO will become a very different place.

Commissioner Vaughan Turekian, American Association for the Advancement of Science, followed up on the education/cultural exchange student question by asking about visa policies that interfere with those exchanges. Ambassador Oliver stated that she does not discuss visa policies, as the Department of State (DOS) in Washington handles those. She agreed that it is important to have exchanges with international visitors and students and that there was a real hunger for technical exchange with the U.S.

An attendee asked what the U.S. delegation could hope to achieve in 4 to 6 years and what Ambassador Oliver’s goals were. She responded that it was difficult to look that far ahead, as UNESCO was undergoing serious changes. The U.S. departure from UNESCO had a major impact on the organization. In order to get us back, certain things had to be done, including improving program evaluation, oversight, reform, and transparency. What can be done will be determined by how well reform proceeds. The hard part is to change the culture at UNESCO to one that emphasizes achievement and results. That will not happen without U.S. leadership. If those changes occur, the

UNESCO mission can succeed; if the reform process stalls, the mission will suffer.

Asked about UNESCO's budget, Ambassador Oliver stated that the overall budget was \$610 million for each biennium, of which the U.S. pays approximately \$134 million. The U.S. stated that the budget will not be increased until results are shown. The developing world, because it has so many problems, felt that more money was necessary. The U.S. position was, "If you want UNESCO to make a difference, you need programs to achieve results," otherwise the money would just be used to create more ineffective programs. African nations backed our static budget; now our responsibility is to make sure that the programs succeed.

2:15 p.m.—Afternoon Plenary Session

Mr. James Kulikowski, Deputy Assistant Director-General for External Relations and Cooperation; Director, Division of Relations with Member States and National Commissions, UNESCO – UNESCO's Questionnaire on the UNESCO Draft Medium Term Strategy for 2008-2013 and Draft Program and Budget for 2008-2013: What It Is and Why It Is Important

Mr. Kulikowski explained that the medium-term questionnaire is designed to help shape UNESCO's agenda for the 2008-2013 time frame. Given the size of the UNESCO organization, it can be difficult to keep track of all the things that it does. The questionnaire helps focus the issues. The goals of the 2002-2007 Plan were to contribute to peace in an era of globalization by placing emphasis on developing norms, education, and empowerment and participation. The strategy for 2008 to 2013 will be to focus on UNESCO's core mandate and discuss the long-term role of the organization.

UNESCO is in the process of reforming its education, science, and human/social science programs. This will be the first the U.S. has contributed to the formulation of the six-year since its departure from UNESCO in 1984. UNESCO welcomes participation on civic education as long as the inputs it receives match its strategic goals. Theory and practice need to be united. UNESCO is currently leading UN efforts on water, gender, and other mainstreaming issues. The budget is in process, with the understanding that resources have to match priorities. National Commissions are part of UNESCO's "grass roots" and provide guidance to the organization. The emphasis should not be on the future of what UNESCO is, but what UNESCO should face the future.

Question and Answer Session

Ms. Melinda Kimball, UN Foundation, noted that UNESCO is suffering from a demographic shift and suggested making the organization more competitive through temporary and/or competitive positions. Mr. Kulikowski agreed, adding that it would be good for the UN to adopt a staffing strategy, but right now that is not being done. It is difficult to get promoted within the UN system and the organization tends to hire from

U.S National Commission for UNESCO 2006 Annual Conference

within. There is also concern that under-represented nations get their citizens on the staff. Ambassador Oliver stated that there were 32 U.S. staffers at UNESCO. Neither Mr. Kulikowski nor Oliver could provide the exact total number of UNESCO staffing. Ambassador Oliver wants more Americans in UNESCO, especially in key positions. She does not accept the argument that "If you [Americans] would raise the budget, there would be more jobs." Oliver explained that the three primary "organs" of UNESCO are the General Conference, the Secretariat, and the Executive Board. She mentioned that the ambassador from Oman is actively pushing for the permanent delegations to actively engage with the strategy and suggested that Commissions complete the questionnaire quickly.

An attendee asked how the questionnaires will be handled once they are received. Mr. Kulikowski responded that the Commission gives advices to the U.S. government, which also receives inputs from a variety of government agencies. All questionnaires are turned in to UNESCO headquarters by July 15. The Bureau of Strategic Planning collects all of the data from international NGOs, permanent delegations, as well as, input from the regional consultations taking place with National Commissions. The recommendations will be compiled and forwarded to the Executive Boars in spring of 2007.

Updates

Dr. John Van Oudenaren, Director, World Digital Library Initiative, Library of Congress – World Digital Library: An Update

The World Digital Library Initiative was established in 1994 to make 5 million American history documents available online. The program was made possible, in part, by a \$3 million gift from Google. The "American Memory" program is more or less achieved, encompassing more than 10 million items in 135 collections. The emphasis of the program is on showing the "raw materials of history." The goal was not to preach about diversity but just demonstrate it through the materials presented. There is no target number set for "world documents" yet.

The Global Gateway program, begun in 1998, was originally established to provide a digital link between Alaska and Siberia. Other projects are thematic, focusing on interactions between the U.S. and partner countries. This was not done out of narcissism, but simply to focus on historical commonalities and overlaps. Individual governments can handle their own documents. The program is operational in Moscow, St. Petersburg, Cairo, and Rio de Janeiro, with an emphasis on sharing unique or rare cultural materials.

The program ran a grants competition among local museums, to include 700+ images in the Russian project. Other projects include Netherlands, France, Spain, and Brazil. The problem with Global Gateway is that the projects are not scaleable or multilingual. The eventual goals are to cover all levels of a nation's core culture; start new pilot projects;

U.S National Commission for UNESCO 2006 Annual Conference

and start the planning process. The key issues for the program include: architecture (multiple servers, multiple languages, and metadata); selection (contents selected by committees of scholars, with an emphasis on “interesting and important” rather than political choices); governance; and funding. For reference, the American Memory project cost \$60 million. As Dr. Van Oudenaren noted, “Doing this thing right is expensive.”

Dr. Kathie Olsen, Deputy Director, National Science Foundation – UNESCO Overall Review of Major Programs I and II

The questionnaire provides the U.S. with an opportunity to describe the state of science within UNESCO. Experts on the review panel are participating as experts, not as representatives of particular nations or institutions. UNESCO needs the group’s recommendations for its medium-term strategy process. The draft report of the overall review committee will be completed in September/October 2006.

Today’s global needs include being forward-looking on priorities, promoting a progressive agenda, and reinforcing the need for sciences in the fight against poverty. UNESCO needs to assess its relevant strengths, competencies, priorities in its relationship with the UN, as well as its overall scientific role. UNESCO also needs to identify future core competencies by conducting meetings at their headquarters in Paris, establishing thematic subgroups, and conducting hearings with high-level officials. The U.S. Commission has the opportunity to make a difference.

3:30 p.m.—Breakout Session—Education

Members Attending:

Peggy Blumenthal, Institute of International Education
Ken Burke, Association of Community College Trustees
Michael Casserly, Council of the Great City Schools
David Chernow, Junior Achievement
Dr. John J. DeGioia, Washington, DC
Bob LaGamma, Council for a Community of Democracies
Kathy Mellor, South Kingstown, Rhode Island
Ricardo Romo, University of Texas, San Antonio
Benita Somerfield, Barbara Bush Foundation for Family Literacy
Marianne Toombs, Learning Disabilities Association of America

Public Attendees:

Emily Vargas Baron	Jessica Raper
Joseph Carney	Frank Method
Helene Gosselin	DiAnne Owen
Angela Keisser	Stephanie Whelpley
Sally Lovejoy	Karen Moraney

U.S National Commission for UNESCO 2006 Annual Conference

Phyllis Magrab

Louise Oliver

Staff:

Amy Ostermeier

Dr. John J. DeGioia, President of Georgetown University, chaired the session.

He said that the two goals for the session were:

- Review the work of the past year.
- Begin conversation re: Medium Term Strategy.

UNESCO is associated with over 30 awards given out each year, some of which are for education. The National Commission will charge the committee with reviewing all nominations pertaining to education (i.e. literacy, special education).

On rare occasions, the Committee may also review fellowship applications for which American citizens are eligible.

The Chair recognized Sally Lovejoy, the newly appointed attaché for education at the U.S. mission to UNESCO and congratulated her on her new assignment.

The Committee's former Vice-Chair, Bob Martin, has elected to serve on the Communications and Information Committee.

Benita Somerfield will have her name put forward at the final plenary session to become the next vice-chair of the Education Committee.

Since last year's meeting Junior Achievement (JA) has joined the National Commission; the Chair welcomed JA's representative, David Chernow, to the group.

The members of the Committee introduced themselves for the benefit of the public.

The Committee's recommendations for last year:

- Proposed World Digital Library.
- A project highlighting the American model of community colleges as a model for global education.
- Make a contribution to Decade of Literacy and Education for All (EFA) through providing advice and assistance.

The Education Committee has three Subcommittees, chaired by the following individuals:

- Civic Education (Bob LaGamma)
- Workforce Development (David Chernow)
- Literacy (Benita Somerfield)

New Applications to UNESCO Chair and the UNITWIN (University Twinning) Programs—three proposals were sent forward to UNESCO: Boston University (gender, culture, and people-centered development); University of Oregon (trans-cultural studies, religious dialogue, and peace); Georgetown University (achieving the promise of education for all, focusing on literacy and sustainable development).

Updates:

Bob LaGamma/Civic Education

There have been major changes since a third wave of democratization has spread over the world, especially since the end of the Cold War. The result has been great elation and great anxiety. East Timor is an example of the challenges—there has been a lack of political culture and understanding about what democracy is about. There have been multiple declarations calling for expanding education for democracy. A spin-off of the Seoul Conference resulted in a global strategic plan for democracy education. This is a moment of opportunity; the UN itself is being transformed, as a majority of its members are now democracies. There has been a lot of UN activity, but some trepidation in promoting democracy in places like the Arab world, which has democracy problems due to a lack of education. The UN Democracy Fund has raised \$50 million in funds, which it is beginning to distribute. The UN Democracy Caucus has formed with 80 members. Work has been done in dismantling the Human Rights Commission. The new Council has yet to prove itself.

Mr. LaGamma stated that he would like UNESCO to join the process of spreading democracy through teacher training, curriculum development, and publishing/translating English documents into Arabic. More publication of indigenous writing would be even more helpful to overcome censorship in Arab countries. UNESCO could help promote best practices as well. The NGO Community hopes to introduce resolution at ministerial meeting of the UN General Assembly that would call on UNESCO to do more on civic education. This shouldn't just be promoting/teaching civics based on the viewpoint of local governments, but teaching civics in accordance with the Universal Declaration of Human Rights. The UN has sufficient record of defining what universal values should be in this area; UNESCO should help with this effort.

Questions:

How do you get this teaching into countries that need it most?

Mr. LaGamma replied that it depends on how you define who needs it most. He said that the Committee should focus mostly on new democracies that don't have the political culture they need, such as Mali or Bosnia-Herzegovina. There are 50 or 60 countries that could meet the criteria.

So you're not looking at countries that would resist for fear of undermining their culture?
Yes, we're looking at those as well.

U.S National Commission for UNESCO 2006 Annual Conference

A Commission member expressed concern that exporting democracy does not respect a nation's local culture. Mr. LaGamma responded that UNESCO has to be extremely sensitive. They are not talking about exporting American democracy or Western democracy; however, he stated that the UN has identified some values as universal, and those should be promoted. The particular form of democracy requires the input of citizens.

Where can I find the Universal Declaration of Human Rights? See the Council for a Community of Democracies website at <http://www.ccd21.org/> or the UN website at <http://www.un.org/Overview/rights.html>.

Workforce Development/David Chernow

Mr. Chernow, President and CEO of Junior Achievement (JA) began by explaining the Subcommittee just had its first teleconference May 10. The subcommittee has an ad hoc expert, Bill Reese, who is the CEO of the International Youth Foundation and an expert in workforce development. They are aware that UNESCO's education sector is in a period of transition, and feel that there is an opportunity for UNESCO to play a significant role, particularly in workforce development. The Subcommittee's first steps will be to review UNESCO's past and current work. Given what the Subcommittee learns, they will work with the National Commission's Secretariat to clarify our duties. The group looks forward to Ms. Lovejoy's help in Paris. Junior Achievement is working on workforce development because for 87 years they have been preaching about the free enterprise system and were formed to help industry support and supplement education in the U.S. and espousing the values of democracy as well as sharing that success requires education.

Many children do not go beyond high school and some don't even graduate. JA is in 97 countries, reaching over 7 million children a year. JA also reaches the Middle East, where they advocate the virtues of democracy. They have set up boards of community leaders around the world trying to find ways to provide civic education. There is a great opportunity for JA to share its experience with UNESCO. Their mission is to inspire young people to be successful by preaching the values of the free enterprise system. This is a great opportunity to share best practices.

Questions/Comments:

Literacy is critical is for economic self-sufficiency. UNESCO is looking at the 770 million adults who are not literate as well as the 100+ million children who are not literate. Is there some way for the Subcommittee to address literacy? JA is concerned about how to link literacy with economic literacy. JA notices that the parents also are coming in and learning with the children.

The Literacy subcommittee has an underlying goal in ensuring children attend school and that parents feel it is worthwhile. There are so many children where the parents have to go to work and children are not educated as they should be.

EFA is promoting learning and life skills in children and adults. UNESCO needs to be able to integrate literacy, work skills development, HIV/AIDS education, and workforce development.

Literacy/Benita Somerfield

Ms. Somerfield began by stating she had good news to report. Previously there had been a lot of lip service given to literacy; this year there are more concrete actions. Literacy has become a priority for UNESCO, if not the priority for the U.S. It is a broad topic under which many other topics can fit.

In 2003 the UN Literacy Decade was declared, but nothing happened in the first year. Ms. Somerfield was asked by UNESCO to serve on a board of advisors for the Literacy Decade, and to help provide a concrete outcome for the Decade. Literacy is not seen as a cure-all, but as a means toward doing other things. The Subcommittee was able to create a literacy initiative that focuses on 34 countries with lowest literacy rates, providing measurable benchmarks for progress. Other literacy activities will help make this happen. The effort needs partners, like the Rotary Club. Work has begun—it will be implemented in three phases over ten years—countries have to set up a team and a plan with measurable objectives, which will require funding. The UNESCO budget towards literacy must reflect a commitment to literacy. UNESCO needs experts in literacy and people with international experience to help make this literacy program happen. UNESCO also needs to survey programs that work.

The effort needs to focus on accountability and standards. This Subcommittee might try to come up with criteria to determine what will work. UNESCO often sends out materials without judging their value. UNESCO cannot enforce standards, but at least it can provide them. There is a UNESCO literacy portal, but how are materials added to them? The Commission hopes to advance this agenda with the assistance of Ambassador Oliver. The White House Conference on Global Literacy, hosted by First Lady Laura Bush, is tremendously important. It will occur September 18 in New York City. The invitees will be mainly other First Ladies and national literacy experts. It will be a “nuts and bolts” meeting, where people can take information away and implement programs when they leave and return to their countries. The meeting will include three panels: motherhood and nursing; literacy and health; and literacy and economic self-sufficiency. After the conference, there will be regional meetings that UNESCO will put together to highlight literacy programs.

Questions/Comments:

Ambassador Oliver mentioned that with respect to the literacy initiative - the “old UNESCO” would have issued a small amount of money to 34 countries and gets nothing done. The “new UNESCO” will focus on 11 countries and build on the successes there so that there is actual progress. This is a huge change. Also there is a lack of knowledge on literacy standards; the subcommittee can help UNESCO define

standards.

A Commissioner pondered if UNESCO will need to build political consensus for literacy. Oliver said that the September conference is structured to help develop the political consensus and political will to promote literacy. These programs did not exist before, so it was hard to build political will for them. The first part of creating the national teams will be to include key stakeholders in literacy.

Commission members shared success stories. For example, Ricardo Romo reported the following from the University of Texas at San Antonio:

- They opened up an inner-city (majority Hispanic) school for three- and four-year-olds to teach them English.
- They received a grant to set up a literacy program focusing on HIV/AIDS.
- They are having discussions about extending this program model to other nations' schools, such as French Guyana. He felt that the solution to getting kids interested in school could be providing more educational opportunities.

Education for All/Joe Carney

Mr. Carney thanked the Commission staff and said he looks forward to working with the education group especially. He told a story about his childhood and how he learned about the founding of the UN. He welcomed the opportunity to provide questions and looked forward to the Committee's input on the Draft Medium Term Strategy. He stated that there are still 770 million adults who are illiterate. He has been overseas working on literacy efforts for many years. Many things have not changed: many children do not finish primary school or secondary school; fewer attend college. This was true 15 years ago, and it is very much the same today.

As much as USAID favors UNESCO taking the lead in EFA, UNESCO has had only limited success in achieving its goals. There are some areas, Mr. Carney thinks, which the Education Committee can contribute greatly. UNESCO has to raise the profile of EFA within the UN and its donors. He stated that they also need to focus on known goals, measurable goals, standards for literacy, and how literacy can be achieved for all. UNESCO needs to set up a management plan for how it is going to achieve its goals. UNESCO has worked to coordinate donors and literacy program providers in Africa and Jamaica. In Indonesia, UNESCO helped work with Japan, the U.S., and Australia to develop an HIV/AIDS program. UNESCO hired an anthropologist to show how the program did not infringe on the Islamic sense of family.

A comprehensive education program has to be defined by a nation's needs—not just the government's ministry of education, but also the private sector. The definition of needs should not come from Paris, New York, or Washington.

The Commission has to encourage increased spending in UNESCO on EFA. The U.S. is contributing 22% of the budget to education. Peter Smith needs to work with the

U.S National Commission for UNESCO 2006 Annual Conference

nations to verify how much they are spending on education. The U.S. gave \$519 million to basic education around the world, and we are slated to give \$550 million next year. UNESCO can act as an honest broker to convince nations of the importance of education spending, as well as encourage accountability in its program and among its members.

Mr. Carney would like to see the UNESCO questionnaire discussion to stress raising funds for Education for All.

Donor nations want to know how UNESCO will meet budget shortfalls.

Four gaps to emphasize in the questionnaire discussion:

- Where will funding shortfalls come from?
- How good is data collection/analysis within UNESCO?
- How good is policy analysis?
- How good is the ability of the Committee to address the problems?

UNESCO emphasizes in its strategy quality education, literacy, workforce education, teacher training, and technology. UNESCO wants to amplify life skills development to include civic education and HIV/AIDS education within an existing school system.

There is a skill demand in Central America, but no one is available locally to meet the demand. Central American Scholarship Study (CASS) Program—provides education for Central American students at U.S. community colleges for basic skills. A member asked “how do we get UNESCO to back up research to support similar programs?” Programs need to be country-driven and must research the local job market, assess local needs, and involve government and private entities. There is a partnership program between Mexican and US universities together with a private sector organization to place participants. UNESCO needs to develop programs such as this partnership.

UNESCO has to be strategic, focused on multilateral and bilateral coordination, make programs country-driven, and act as an honest broker. The Committee also needs to discuss what the Education budget should look like.

USAID recommendations:

60% basic education

20% higher education

20% workforce development

Some members felt that James Kelly’s philosophical discussion this morning was very illuminating. “It’s good to know all that, but we now have to do useful, concrete actions that serve humanity.” Mr. Carney stated that that was the fire we have to light within the UN and ourselves.

Medium Term Strategy Questionnaire

U.S National Commission for UNESCO 2006 Annual Conference

UNESCO strategic directions in Education:

- How best to help nations identify needs to build capacity in educational institutions and systems
- International coordination: where does UNESCO have a unique role to play?

Comments:

A Commissioner asked for a definition of technical assistance. Technical assistance was defined as assistance that is focused on building capacity (e.g., training teachers, policy on workforce education, etc.) areas where UNESCO would provide technical information. UNESCO has several institutes for education, which can provide training in workforce development.

There seems to be a resource problem and problems with cultural resistance. Some groups know there are literacy problems, but they see that as a threat to their culture. Which is the bigger of the two problems?

Mr. Carney responded: "They're all important, including financial resources within UNESCO. To have a permanent presence in country, you need resources. Even with resources, you will still have cultural problems. Those can be overcome through collaboration, not just telling people to do things the American way. "

The question was asked, "Is there a lot of resistance to children receiving education?"

The answer was that there can be problems if the child is responsible for the well-being of the family, thus creating embarrassment.

We're trying to contribute to governance of UNESCO and make recommendations, but how much influence do we have if our influence is not proportional to our financial investment of 22%? The system operates by "one country, one vote." Additionally, we have fewer Americans within the UNESCO Secretariat due to our long absence. UNESCO can be a neutral platform. USAID funds a media organization that supports NGOs in Central Europe and Central Asia to assess free media in those countries. If the U.S. government went in, we might not be welcome. In the field of education, UNESCO can go into countries and do curriculum development and textbook reform where we couldn't bilaterally. We have about a two-year window to make an impact at UNESCO. We are respected as people who can get things done; they want us there, they just don't want us to brag about it. Laura Bush is well loved.

The U.S. hasn't always had a high literacy rate but there was a time when literacy was not as high because it was not necessary to be literate to work. Many children did (and still do) work to support their families. We need to be aware of similar situations in other countries today.

Accountability: how will we measure success?

If you have more than three objectives or cannot write it on a t-shirt, you will not get it accomplished.

Should we potentially narrow down the priorities?

The priorities are ambitious. The gaps all have to be addressed at the same time. If there were only one, it should be a combination of literacy inside/outside the school environment that leads to life skills for employment. UNESCO must still do the other things as well.

Teacher training: what things are being done to build capacity? In Latin America, we have Centers of Excellence for teacher training. UNESCO could use that as a model, using Latin American education experts. Teacher training programs are common throughout the developing world. UNESCO should look for those existing programs.

Teacher training and technology are subsets of literacy and quality education. Quality education should lead toward workforce development. Those really are not separate objectives.

Do not be too dependent on what international opinion might be. Members have been selected for their expertise in a domestic setting. Whatever we come up with could be modified to meet local standards.

We are questioning ourselves in higher education because we have failed to attract African-American or Hispanic males to U.S. colleges. We have problems here—can we solve them internationally? We're still striving.

Capacity building requires more resources in order to support best practices. If we can use existing models of success, we need to find ways to express the values of those programs and put resources behind them. Our role is to find the resources and best practices and find a strategy of implementation.

UNESCO's functions are listed as:

1. Laboratory of ideas
2. Standard setter
3. Clearinghouse
4. Capacity builder
5. Catalyst for international cooperation

What order should those priorities be placed?

The Chair said that today's discussion will provide excellent segue into tomorrow's discussion.

Public Comments

I agree that encouraging UNESCO to pursue life skills-related education for

employment is worthwhile. UNESCO's real value is that it is not constrained by bilateral assistance. UNESCO can work on regional issues as well. It should spend time working on these types of partnerships.

Clearly there has been a shortfall in UNESCO fulfilling its functions. There are many very severely stressed countries that need funding and support. There is now an opportunity for the U.S. to help proactively. Literacy is part of that opportunity and I hope it expands to include early language training and childhood development. We just have to decide to do so. This is a coming area for development because return on investment can be \$3 for every \$1 spent. This is also necessary for supporting EFA. Unless developmental delays are addressed before children get into school, children will drop out before sixth grade. We should remember early childhood literacy and total integrated development and encourage UNESCO to do that. UNICEF has done more work along these lines than UNESCO has. That would be a natural alliance.

One thing I've noticed from countries that have made effective contributions is that they make a collective effort between government and higher education. Commitment and collaboration will be an outcome of this committee.

The troubled reader is the one we identify as not be language-ready for literacy.

How are we looking for the best models? It's important that we not just look at American models for political reasons, but literacy is also different in different countries and thus requires different ways of teaching. Who picks the models? UNESCO pick. A variety of different groups have worked together to select the final models.

The meeting adjourned at 5:30 p.m.

3:30 p.m.—Breakout Session—Natural Sciences and Engineering and Social and Human Sciences, Part I

The meeting began as a joint session of both the Natural Sciences and Engineering and the Social and Human Sciences Committees; the group then broke off into two separate sessions at 4:30 p.m.

Members Attending:

Arden Bement, National Science Foundation
David Botkin, Center for the Study of the Environment
Rita Colwell, American Society for Microbiology
R. Wayne Cooper, State of Missouri
Amy Flatten, American Physical Society
John Fonte, Hudson Institute
Robert Gagosian, Woods Hole Oceanographic Institute
Hank Hatch, Oakton, Virginia
Victoria Hughes, Bill of Rights Institute
Russel Jones, American Society of Civil Engineers

U.S National Commission for UNESCO 2006 Annual Conference

James Kelly, Federalist Society
Melinda Kimble, United Nations Foundation
Tod Lindberg, Hoover Institute
Alan Moghissi, Institute for Regulatory Science
Marc Plattner, National Endowment for Democracy
Jan Smith, Heritage Foundation
John Steadman, Institute of Electrical and Electronic Engineers
Vaughan Turekian, American Association for the Advancement of Science
Andre Varchaver, Americans for UNESCO
Diana Wall, Fort Collins, Colorado
Steve Wheatley, American Council of Learned Societies
LaJuana Wilcher, State of Kentucky

Public Participants

Rose Gombay	Ellie Pourbohland
Matt Larsen	Marti Rabinowitch
Donald "Buff" Mackenzie	Richard Sackett
Erin McElroy	David Schindel
Richard Nobbe	Verne Schneider
Louise Oliver	Gene Stakhiv
Kathie Olsen	Gene Whitney
Sidney Passman	

Staff:

David Ostroff
Kevin Pilz

Dr. Kathie Olsen gave a presentation on the UNESCO Overall Review of Major Programs II and III in order to stimulate discussion about the Medium-Term Strategy. She said that an initial report needs to be sent in to UNESCO by the Review Committee by August. There is no other UN agency that includes "science" in its name. The goal is to align the Review Committee's efforts with the UN's/UNESCO's goals. Some of the following are questions she posed to the joint session that the Review Committee will need to address are:

Alignment between UN agencies and UNESCO goals

- Are there structural or policy changes needed?
- Are science sector goals consistent with the agency goals? It is difficult to split science from education or communication/information or cultural diversity.
- How does UNESCO complement other UN goals?
- Does UNESCO occupy a unique role in water and hydrology or are we complementing existing UN efforts? Is UNESCO redundant?
- Are the science centers collaborating with other UN missions? Are they independent or redundant? Are they working together? The two sectors seem to be very much apart.

U.S National Commission for UNESCO 2006 Annual Conference

- Is UNESCO stove-piped? Do we stovepipe science or think about it more broadly?
- What is and should be the relationship among UNESCO sectors?
- How do we integrate science education across the science sectors? Should we?
- What's the role of communication and information in promoting capacity building in science?

Designing and managing UNESCO programs

- Balancing bottom-up and top-down initiatives. This requires a mixture of short-term and long-term projects.
- Is the mixture planned or haphazard?
- Is the mixture sustainable?
- Does it make sense?
- What are the criteria?
- Can they sunset something?
- If you have priorities set for UNESCO, and then you have extra money coming in and changing priorities, does this make sense when you have a goal?

Structural and budget arrangement of UNESCO sectors, programs, and projects

- Are they separate or hierarchical?
- Capacity building is supposed to be integrated across UNESCO. Is it? If not, we need to make recommendations that support that idea.
- Should inter-sectoral programs be cross-cutting?
- Should they be expanded? Should they be separate sectors?
- If most of UNESCO's money is coming from extra-budgetary sources, should they be more independent?

Diversity of instruments used by UNESCO

- Courses, conferences, workshops, prizes, chairs, journals, networks—are they integrated?
- What's the role of the Paris office, the regional offices?
- Are we doing things just because we've always done them?
- What are the guidelines for holding a course as opposed to a conference?
- How are they evaluated?

Transparency and evaluation of the UNESCO process

- Open and international networks vs. extra-budgetary projects. Should all items be extra-budgetary, meeting a consistent standard?
- Should we impact the reports vs. output compared to value?
- What should be the evaluation? How/when should we do it?

Summary

- What are the issues?
- What do we need to achieve to make an impact in terms of reform?
- What should be the emphasis on capacity building in science?
- How do we promote cross-sectoral, inter-disciplinary collaboration? NSF doesn't separate research from education.
- Combine the science sectors?
- Is there redundancy in science/engineering programs?
- Are programs aligned with goals?
- What are our evaluation criteria and metrics?
- What programs, if any, do we "sunset?"
- How do we ensure budget transparency?
- Olsen encouraged that the National Commission's recommendations based on related to the UNESCO strategy questionnaire are related to the review process.

General Discussion

There was a concern about whether metrics were applied to the review. The answer right now is no. However, Olsen said that Dr. Barbosa is sending out a questionnaire tomorrow (June 2, 2006).

How useful is it to just provide some suggestions?

There seems to be a lack of focus in science/engineering—funds are spread so thin that there's little accountability. However, there are some "gems," like the microbiology/solid waste fermentation program in Kenya. When a program is good, funding is hard to come by.

What principles would establish a good program?

The group answered: focus, effectiveness, relevance, cost-effectiveness, "do-ability," affordability, contribution to UNESCO's "raison d'être."

Hank Hatch, the chair of the Natural Sciences and Engineering committee, asked if there was any objection to the use of "capacity building" in the recommendations. Capacity building is fine, but that can't be the only criteria.

UNESCO is the only place for science at the UN, but for the development of the UN Millennium Goals, the UN went to the InterAcademy Council (IAC) [in the U.S. the National Academies of Science (NAS)], not UNESCO. Given UNESCO's limited capacity, can its work be self-sustaining? Are there other ways to develop capacity building? Can the organization use those means? Are we building science capacity or technical capacity? Capacity building is not just about science—it should include education, hence it must be cross-sectoral.

U.S National Commission for UNESCO 2006 Annual Conference

UNESCO is stove-piped. We need to develop more cross-sector activities.

It is wrong and difficult to measure capacity by Western standards. Activities done in developing nations would not necessarily be done here (e.g. solid waste fermentation).

How much depth will the committee report have? We need to set high principles, which others will follow.

Who is going to provide guidance for capacity building? The Overall Review Committee Report group will. Turn to the local, member states' national commissions—ask them how they would define/execute capacity building. UNESCO should focus on exemplary projects.

Will setting out principles accomplish much? Maybe it is better to focus on existing programs.

It is easier to set criteria for natural science programs than for social sciences. It depends on what you are trying to accomplish. Value could vary by local and personal criteria.

Do we want to be everywhere? The point of the review is only to improve programs, not challenge their existence. However, a lot of programs haven't been reviewed.

A culture of results is not there. UNESCO needs to be a clearinghouse and standard center. UNESCO does things, but it doesn't necessarily get things done.

Are there any recommendations to institutionalize this review process? Not yet—the review is very open-ended. The first person who gets something on paper gets responded to. Some Review Committee members are talking about eliminating or moving programs. There has been some high-level guidance, but the rest is up to the Review Committee.

What is the relationship between nations and UNESCO? How likely are member nations to carry out programs? We need to endorse a uniform process for selecting and funding programs as well as recommend a mix of centers, institutes, and workshops. There have been many examples of unsuccessful examples of UNESCO programs (i.e. programs that did not fit the local culture).

Should there be more budgetary transparency? The Committees collectively felt "Yes". Should we integrate budget with UNESCO goals? The Committees collectively felt "Yes".

Should there be more cross-sector activity? The Committees collectively felt "Yes". Should UNESCO's activities complement other UN activities? The Committees collectively felt "Yes".

Should the two science committees merge? Work together more closely, but keep them separate—coordination is necessary. Every program should be evaluated for cross-

sector activity. Every natural science program has human/social aspects.

Ambassador Oliver: Many agencies feel that the Natural Sciences Sector and the Social and Human Sciences Sector should be merged to enhance both. The mood in Paris is very supportive of a merger. There is a crisis in science at UNESCO because there is no disciplined social science that follows up on natural science activities. The water program offers a cross-cutting opportunity. Reorganizations are sometimes used to fix systemic problems.

Public Comment Period

Studying the impact of science on society should be a core UNESCO capability. Ethical issues are also an important area—UNESCO could act as the “conscience” for the UN on science issues. Science policies are also important. Someone suggested that there could be an ad hoc meeting for making additional recommendations about programs II and III and addressing answering what unique role can UNESCO play?

4:30 p.m.—Breakout Session—Natural Sciences and Engineering Subcommittee, Part II

Members Attending:

Arden Bement, National Science Foundation
David Botkin, Center for the Study of the Environment
Rita Colwell, American Society for Microbiology
Amy Flatten, American Physical Society
Robert Gagosian, Woods Hole Oceanographic Institute
Hank Hatch, Oakton, Virginia
Russel Jones, American Society of Civil Engineers
Alan Moghissi, Institute for Regulatory Science
John Steadman, Institute of Electrical and Electronic Engineers
Vaughan Turekian, American Association for the Advancement of Science
Diana Wall, Fort Collins, Colorado
LaJuana Wilcher, State of Kentucky

Public Participants:

Rose Gombay	Verne Schneider
Matt Larsen	Gene Stakhiv
Sidney Passman	Gene Whitney

Staff:

Kevin Pilz

Hank Hatch, Chair of the Natural Sciences and Engineering Committee, chaired the session.

Outcomes since last Committee meeting:

U.S National Commission for UNESCO 2006 Annual Conference

- UNESCO issues about 30 prizes per year, including some in science—nominations related to science will come to us.
- The International Hydrological Programme (IHP) National Committee is up and running.
- Capacity building at UNESCO is held in abeyance.
- Intergovernmental Oceanographic Commission (IOC) National Committee should be started soon.
- There is a lack of interest in the Man and the Biosphere program and starting a National Committee. There is also serious resistance in Congress to engaging this issue.
- The committee needs to provide better information on employment opportunities within UNESCO.

Report by LaJuana Wilcher, chair, Subcommittee on the IHP: The National Committee for IHP consists of 20 members, including the U.S. Geological Survey (USGS), the National Oceanographic and Atmospheric Administration (NOAA), the National Aeronautics and Space Administration (NASA), the US Army Corps of Engineers (USACE), and the American Society of Civil Engineers (ASCE). The purpose of the committee is to advise the government on UNESCO's hydrological programs.

IHP National Committee's recommendations:

- The revised IHP Phase VII program (2008-2013) uses a holistic approach to water management.
- There is not a lot of articulation of goals and themes.
- There are problems related to the U.S.'s late entry into the program.
- The committee is not recommending content changes, just forwarding comments.

Eco-hydrology is looking at water variability as it relates to ecosystems.

Recommendation 1:

That the U.S. National Commission for UNESCO advises the U.S. Government on revisions to the IHP Phase VII, as suggested in writing by individual members of the U.S. National Committee for the IHP.

Recommendation 2:

That the U.S. National Commission for UNESCO informs the U.S. Government of known U.S. participation in the IHP and other UNESCO Water Programs, as reported by individual members of the U.S. National Committee for the IHP.

A suggestion was made to ignore the first two recommendations and pass on comments without going through the National Commission. Comments end up with U.S. members of the intergovernmental committee. The problem is, the Natural Sciences and Engineering Committee would be bypassing the National Commission.

Decision: *Table Recommendations 1 and 2.*

U.S National Commission for UNESCO 2006 Annual Conference

Recommendation 3:

That the establishment of the US National Committee for the IHP is announced in relevant newsletters. The announcement would also briefly describe U.S. governmental and non-governmental participation in the IHP and upcoming opportunities for interaction with the IHP and UNESCO. *Revised to read:*

That the U.S. National Commission for UNESCO announce the establishment of the U.S. National Committee for the IHP in relevant newsletters. The announcement should also briefly describe U.S. governmental and non-governmental participation in the IHP and upcoming opportunities for interaction with the IHP and UNESCO. —*Approved.*

Recommendation 4:

Recommending Mr. Gene Stakhiv for the advisory board for the International Centre for Water Hazard and Risk Management (ICHARM)—*Approved.*

Recommendation 5:

That the U.S. National Commission for UNESCO reports to the U.S. Government the following: The U.S. National Committee for the IHP considers the U.S. Government policy priority of ‘access to potable water’ to be very important and relevant to UNESCO’s water programs and activities. The Committee suggests that the U.S. cast this priority in a broader context involving ‘sustainable use and access to fresh water, most critically potable water.’ *Approved.*

This discussion was followed by a discussion of how to define capacity building.

4:30 p.m.—Breakout Session—Social and Human Sciences, Part II

Members Attending:

R. Wayne Cooper, State of Missouri
John Fonte, Hudson Institute
Victoria Hughes, Bill of Rights Institute
James Kelly, Federalist Society
Tod Lindberg, Hoover Institute
Marc Plattner, National Endowment for Democracy
Jan Smith, Heritage Foundation
Andre Varchaver, Americans for UNESCO
Steve Wheatley, American Council of Learned Societies

Public Participants

Richard T. Arndt
Erin McElroy
Richard Nobbe
Dr. Kathie Olsen
Ellie Pourbohland

Staff:

David Ostroff
Alex Zemek

U.S National Commission for UNESCO 2006 Annual Conference

Jim Kelly, Chairman of the Social and Human Sciences Committee (SHS) chaired the session.

Mr. Kelly began by recapping the recommendations from the Social and Human Sciences Committee from 2005. Last year the group spoke about civic education in post-conflict countries. The Committee no longer has responsibility for that issue, as it has been moved to an education subcommittee, which is to be chaired by Bob LaGamma. Two SHS members will serve on the civic education subcommittee.

The group recommended a civic education forum, but no longer has responsibility for it, so it was not pursued.

The group discussed the UNESCO program of Management of Social Transformations Program (MOST). Last year, the group had recommended that someone from the National Commission attend the Buenos Aires February 2006 conference, and Jim Kelly did attend. The MOST Program is a UNESCO effort to link social science research and policy development. They help share best practices with regional social scientists and policy makers to build UNESCO's capacity as broker, collector, and synthesizer for this effort. UNESCO will establish a web-based central database that people can tap into. They adopted the "Buenos Aires Process," which will promote social science/policy interchanges.

Mr. Kelly asked if there were further questions about last year's recommendations. There were not, so he turned to the medium term strategy questionnaire.

The Human Security Agenda at UNESCO is moving forward on a regional basis. Human security experts come together to discuss the totality of human rights as they relate to human security and peace. The UN issued a *Human Security Now* report. These conferences are producing books, which can be downloaded from the UNESCO Web site. The books discuss what human security means in each of the regions and how it is or could be realized. The culmination of the process should occur in summer 2007, when there will be an international forum on human security in Paris. The final result will be a report to discuss how human security will be promoted.

What should be this committee's recommendations regarding the Human Security Agenda?

This area is somewhat mysterious. It is used in the context of national security. UNESCO has formed a working group on human security. The human security agenda is a cross-cutting issue. The UN's Office for the Coordination of Humanitarian Affairs (OCHA) definition of human security is "the protection of the vital core of all human lives and ways that enhance all freedoms and fulfillment." They define that to mean protecting people from pervasive threats and building systems that enable people to live safely, healthily and with dignity. It includes economic, food, health, environmental, personal, community, and political security. Citizens who are unable to meet their own basic needs should receive support from their own government or internationally. The

U.S National Commission for UNESCO 2006 Annual Conference

discipline raises the individual above the importance of the state. Human security is seen as even more important than national security, but the definition is very vague. This is an example of what sorts of problems can occur in the social and human sciences. The working group on human security is working ahead of member nations' efforts.

Dr. Olsen was concerned that the definition of social/human sciences did not match her own. She asked, what SHOULD social and human sciences be doing? Is the money that is allocated to SHS being allocated correctly? Maybe SHS should not be handling these types of issues.

UNESCO does have a good reputation. How should the UNESCO name be used? UNESCO has been respected because it is a technical agency. It has successes and is not just a political agency. Are there successful programs that no one would object to? After the fall of Baghdad, UNESCO went in there and revised textbooks because there was so much that was not known.

Member states got together to discuss the human Genome and possible norms. What recommendations does UNESCO have in terms of setting norms?

Are there examples of non-controversial programs, such as book translations? That is an education function.

One area of concern from the memorandum is the notion of cost-cutting eradication-of-poverty programs. What progress can UNESCO show on this cross-cutting theme?

By the end of tomorrow, the SHS Committee needs to come up with recommendations for the Medium Term Strategy in response to the questionnaire. The questions Dr. Olsen posed were good.

Democracy is a much-understated aspect of the social and human sciences. Democracy and governance are two very important issues.

The dialogue among civilizations can fit in with the democracy agenda.

Which agency has the responsibility for working on democracy?

The big issue talked about within democracy was integration of immigrants.

All doors should be open. It's more a migration issue than an Immigration issue.

Support for the MOST Program makes sense on paper.

Does UNESCO facilitate transformation in other countries or just support it?

Public Comments

UNESCO should try to develop social sciences in other countries more.
UNESCO should also consult a broader range of social scientists.

Meeting adjourned at 5:30 p.m.

**3:30 p.m.—Breakout Session—Culture and Communication and Information,
Part I**

The meeting began as a joint session of both the Culture and Communication and Information Committees; the group then broke off into two separate sessions at 4:30 p.m.

Members Attending:

Edward Able, American Association of Museums
Christie Brandau, State of Kansas
Bruce Cole, National Endowment for the Humanities
Nancy Davenport, Council on Library Information Resources
Maj. Gen. Andrew Davis, American Press Institute
John Francis, National Geographic Society
Sandra Gibson, The Association of Performing Arts Presenters
Debra Hess Norris, Heritage Preservation
Frank Hodsoll, Falls Church, Virginia
Jonathan Katz, National Association of States Arts Agencies
Richard Kurin, Center for Folklife and Cultural Heritage, Smithsonian Institution
Robert LaGamma, Council for a Community of Democracies
Adair Margo, The President's Committee on the Arts & the Humanities
Mack Teasley, Eisenhower Foundation
Tim Whalen, The Getty Conservation Institute
Joe Wilson, National Council For The Traditional Arts
Jennifer Windsor, Freedom House

Public Participants

Bill Allaway	Christine Kalke
Gustavo Araoz	Maria Kouroupas
Maria De La Torre	Margaret MacLean
Renee Dopplick	Stephen Morris
Peter Graves	Ray Wanner
Shanthi Kalathil	Donna Wilson

Staff:

Christina Novo
Kelly Siekman

Mr. Frank Hodsoll, the Culture Committee Vice Chair, opened the Committee session

by noting that the session would first be a combined meeting of the Culture and the Communication and Information Committee for a short time. He then explained how the afternoon would proceed, and informed the members that the session was being recorded. He noted that there would be 15 minutes at the end of the session today and tomorrow for questions/comments from the public. He then introduced Nancy Davenport, President of the Council on Library Information Resources, former Director of Acquisitions at the Library of Congress, and Curator of Rare Books and Special Collections Division. She introduced John Van Oudenaren who would further discuss the needs of the World Digital Library project.

Ms. Davenport began by stating that the proposal discussed by John Van Oudenaren in the plenary session is the intersection of culture tied to technology and communications and information, and hoped that new knowledge can come out of it. She said that John Van Oudenaren would not talk about the project in general, but about what he specifically needs from the National Commission in the way of supporting the digital library concept. He has already received an endorsement on the project from the Commission's World Digital subcommittee but due to Federal Advisory Committee Act procedures the recommendations needed to come before the full group. She indicated that Van Oudenaren would talk in specifics about "next steps" as opposed to the "big picture."

World Digital Library

John Van Oudenaren began by repeating what he had stated in the plenary session that the digital library project was proceeding on two tracks:

1. The planning process.
2. Pilot projects.

He elaborated on how these two stages relate to one another. The pilot projects in developing countries are "knocking on an open door." The project does not have to be sold to these countries. The way the project works is that the project scans the work but the partner institution keeps the images to do whatever they want with them: produce a coffee-table book, produce a web site, etc. With developing countries there are all sorts of difficult issues like air conditioning supply, electricity, etc. The developed world is much more complicated and the planning process is more important, as there are lots of advanced projects already going on. The concern in developing countries is money; in Europe, the U.S., etc., the concern is what contribution can be made to already existing programs or how existing programs can be included.

The planning process narrowly defined has three things going on:

1. Director General Matsura has written to Kristen Silverberg in a letter appointing UNESCO Assistant Director General for Communication and Information Mr. Abdul Wahid Khan as the official UNESCO point of contact with the Library of Congress and the U.S. government for the

U.S National Commission for UNESCO 2006 Annual Conference

- World Digital Library.
2. The governing board of International Federation of Libraries Associations and Institutions (IFLA) has staffed a five-person working group to work with the Library of Congress on how it can be of help.
 3. The Library of Congress has a number of bi-lateral partnerships helping out.

Van Oudenaren felt what is needed is some sort of stakeholders meeting where the various strands can be brought together. Preferably this would be a meeting in Paris with UNESCO as a co-sponsor and the U.S. National Commission would be another co-sponsor along with some of the other bi-lateral partners. A comment was made by one of the Commissioners that this is a wonderful opportunity to advance standards internationally. Mr. Van Oudenaren stated he has spoken with Claudia Wilkes of IFLA, and she would like this process to develop a multi-lingual handbook/guidebook on “how to create a digital library.” It would bear the IFLA and UNESCO imprimatur. Mr. Hodson however, stated that one meeting in Paris, even at a high level, would not be able to mandate standards. What it could do is organize groups to go and work on them.

Debra Hess Norris noted that this was a wonderful opportunity to preserve many endangered objects such as photographs and asked if there was a way to incorporate preservation and make digital preservation issues less complicated. The answer was that the preservation issue comes up in all digital projects, but that this project is not being presented as either a preservation vehicle or a solution to preservation problems. This project will not damage objects and will give a “service” copy back to the institution, but the World Digital Library is not a preservation solution. Ms. Norris pointed out that a huge difference could be made in preservation just by information sharing.

Ed Able commented that a major objective of this project should be education, and it would be a disservice not to link it to education on a worldwide basis.

John Francis asked how the World Digital Library fits into the global picture, especially with respect to the European partners. He asked if it was considered a leading edge program.

Mr. Van Oudenaren answered that it was surprising how little European and other developed countries had done in the way of digitizing. He said that, while there were big projects here and there, there was not a lot being done. And so, the World Digital Library was stepping into something of a vacuum. He indicated that many Europeans “got bent out of shape” by Google Print, and had decided to spend their resources on a European version of Google Print. Therefore, Europeans were not going to have resources for their own programs, let alone be able to help developing countries.

John Francis stated that there is a successful uniting of databases for global use concerning conservation and preservation and maybe UNESCO could help provide an overarching structure. Mr. Van Oudenaren pointed out that there is already a business venture with Google Print and five major libraries. The Digital Library is not that project –

U.S National Commission for UNESCO 2006 Annual Conference

it's not a business venture – it's a philanthropic gift.

When asked, Mr. Van Oudenaren stated the Library of Congress had not yet decided whether to commit to maintaining the project in the future.

The Committees jointly agreed to recommend to the plenary (1) that the creation of a World Digital Library, with the Library of Congress in the lead, was a good thing; and (2) the establishment of working groups in Paris on a variety of subjects like architecture standards, preservation, and education was also a good idea to help move forward the planning process.

The joint session of the Culture and Communication and Information committees ended at 4:00 p.m.

4:00 p.m.—Breakout Session—Culture Session, Part II

Members Attending:

Edward Able, American Association of Museums
Bruce Cole, National Endowment for the Humanities
John Francis, National Geographic Society
Sandra Gibson, The Association of Performing Arts Presenters
Debra Hess Norris, Heritage Preservation
Frank Hodsoll, Falls Church, Virginia
Jonathan Katz, National Association of States Arts Agencies
Richard Kurin, Center for Folklife and Cultural Heritage, Smithsonian Institution
Adair Margo, The President's Committee on the Arts & the Humanities
Mack Teasley, Eisenhower Foundation
Tim Whalen, The Getty Conservation Institute
Joe Wilson, National Council For The Traditional Arts

Public Participants:

Bill Allaway	Maria Kouroupas
Gustavo Araoz	Margaret MacLean
MartaDe La Torre	Stephen Morris
Renee Dopplick	Ray Wanner
Peter Graves	Donna Wilson
Ann Guthrie Hingston	Beverly Zweiben
Christine Kalke	

Staff:

Cristina Novo

Frank Hodsoll, Vice Chair of the Culture Committee, chaired the session.

U.S National Commission for UNESCO 2006 Annual Conference

After introductions were complete Mr. Hodsoll made a brief opening statement, which set out the manner in which the afternoon would proceed. First, there would be three presentations:

1. World Heritage update
2. Endangered cultural objects update
3. The Memorandum of Understanding between the Smithsonian and UNESCO regarding traditional music preservation.

The Committee would then proceed to addressing the Medium Term Strategy and Budget.

At this point, Mr. Hodsoll recapped the 2005 National Commission recommendations relating to Culture. In 2005, it was recommended that five subcommittees be formed, of which three have been actualized and are moving forward. In addition, and probably more important, there was agreement that the over-arching goal for UNESCO projects should be related to capacity building and tangible outcomes and not to meetings and papers, etc., and that there should also be an effort to integrate the work of different UNESCO sectors. Also, district, state, and regional factors needed to be integrated by UNESCO, as well as national factors, in approaching its work.

The priorities from a year ago were conservation of movable objects, redirection of the Cultural Diversity Convention towards promotion as opposed to protection, and reaffirming the World Heritage Program as a key UNESCO program. Mr. Hodsoll was pleased to report that the U.S. is now a member of the World Heritage Committee. Another priority was the recruitment of Americans to work at UNESCO, and getting American non-governmental organizations (NGOs) to participate as well as affiliated UNESCO organization.

World Heritage Update – Frank Hodsoll, Chair, U.S. National Commission for UNESCO Subcommittee on World Heritage, and Steve Morris, Acting Chief, Office of International Affairs, National Park Service

Mr. Hodsoll reported that the Commission's World Heritage Subcommittee had met on February 16, 2006, at the Department of Interior. There was general agreement among those in attendance that capacity building in the countries where World Heritage sites are, in particular in countries where those sites are endangered, was at the top of the priority list. Secondly, it was also felt that the procedures of the World Heritage Center, in particular the World Heritage Committee, needed strengthening. Thirdly, the Subcommittee had agreed with the process, outlined by Paul Hoffman, Deputy Assistant Secretary of Interior, with regard to revising and re-vamping the U.S. tentative list of sites that would be presented for consideration by the World Heritage Committee. Fourthly, there was a discussion about the nature of the World Heritage program and what kind of UNESCO World Heritage Program and Center was ultimately wanted. One idea was a direct reporting relationship from the Center to the Director General.

U.S National Commission for UNESCO 2006 Annual Conference

It was also agreed that the International Council on Monuments and Site (ICOMOS) needed strengthening to improve its capacity; that World Heritage education was particularly important; and that the World Heritage in Young Hands Program might be enhanced. It was also suggested that there needed to be more transparency about the World Heritage program and its sites, particularly in the western U.S. Underlying all of this was a need for increased resources, especially beyond governmental resources. Mr. Hodsoll noted that, after much effort, Marguerite Sullivan had come up with a protocol on fundraising.

Steve Morris began by thanking the Committee on the behalf of the Department of the Interior for its support in its campaign to win the U.S. a seat on the World Heritage Committee. He spoke first about what was happening in the U.S. concerning World Heritage. He felt that what we do domestically gives the U.S. more credibility when it goes worldwide. Even within the Department of the Interior, World Heritage has a higher profile now, not necessarily additional resources, but a greater sense of its importance.

During the U.S. bid to be put on the World Heritage Committee, the U.S. made a pledge that it would not put on any new nominations for U.S. sites during its tenure on the Committee in order to get away from the appearance of conflict of interest. Regardless, it will take a couple of years to review the current U.S. tentative list, which was last published in 1982. The Department of Interior is putting the finishing touches on the Tentative List application notice, which will be published in the Federal Register. It is hoped to make this available to the public by the end of the summer. There will then be a six-month window for applications to be submitted. While that is going on, the Department of the Interior will be conducting an in-depth analysis of where the gaps are on the current tentative list. The Department wants to be sure that sites that make it on to the U.S. Tentative List have a good chance of being approved after the U.S. term on the Committee.

There will be a series of public meetings and consultations about possible sites. This will be a grassroots process that will not be Interior-led. Approval of urban multi-property sites will be difficult in that the owner consent requirements are very stringent.

Another aspect for the Department of the Interior concerning World Heritage is figuring out how to manage cultural sites and protected areas using the National Park Service's expertise, especially in developing countries. Many years ago the Park Service had run a course called the International Seminar on Protected Areas Management. The course was very popular but was cut because of budgetary constraints. There has recently been interest in reviving it in some fashion. There have been a number of meetings to figure out the niche for the Park Service in training park managers and others. A funding source needs to be found for this effort. Part of the U.S. pledge in Paris was to share its expertise, and this program is one of the ways this could be done.

Mr. Morris stated that the Department of the Interior feels there needs to be a serious look at how Committee meetings are run. The number of World Heritage sites has grown substantially – 30 or 40 are added every year. However, the length of Committee

U.S National Commission for UNESCO 2006 Annual Conference

meetings has remained the same and so Committee business gets crammed. Just looking at conservation reports on endangered sites takes at least two days during which the Committee looks at almost 200 reports. As more sites are added, the number of conservation reports increases. At its last meeting, the Committee only got through 2/3 of its agenda.

Mr. Morris also reported that there were issues regarding World Heritage Committee advisory bodies and their evaluations. There needs to be more consistency between World Conservation Union (IUCN) and ICOMOS evaluations of potential new World Heritage sites.

Finally, Mr. Morris indicated that the U.S. feels very strongly that the World Heritage Center should remain a stand-alone entity. The U.S. was heavily involved in creating the Center in 1992, and feels it is a very important part of World Heritage program that needs to have its own identity and stand-alone mission.

Mr. Hodsoll pointed out that a few weeks ago there was a threat that the Center would be submerged into the UNESCO Culture Section, but that move has now been put on hold. The Center, as of now, will remain freestanding as a part of Culture.

Mr. Hodsoll opened the discussion to comments, observations, and/or questions.

Ms. Gibson asked if the Culture Committee needed to affirm the World Heritage Subcommittee's recommendations. Mr. Morris replied that he felt a statement in support of changing how the meetings are run would be very helpful. There would have to be negotiation with other members as the World Heritage Committee in essence runs itself, but it would not hurt to have a statement of support.

Mr. Whalen asked Mr. Morris about the differing quality of the IUCN and ICOMOS evaluations and the differing amounts of resources of each. He asked whether linking these two issues would be a problem. Mr. Morris stated he did not know; he felt it just could be just a matter of process. IUCN just does its evaluations differently. He stated that recently there had been a study of IUCN evaluations. Mr. Morris thought that a similar study should be done of ICOMOS evaluations by an independent party.

Ms. Margo asked Mr. Morris to comment on the work asked for by the President's Committee on the Arts and the Humanities on the linking of World Heritage sites. Mr. Morris stated that the National Park Service had been approached by the President's Committee on doing a project involving Mesa Verde National Park, which has sister park relationships with other World Heritage sites in Mexico and Belize. The hope was to convene a conference to focus on sister cultural parks linking World Heritage sites, and in addition to consider how these sites work with their communities. It is hoped that this conference will take place next spring. Ms. Margo commented that this could be a model for other World Heritage programs.

Mr. Francis commented that the division between natural and cultural communities is

U.S National Commission for UNESCO 2006 Annual Conference

artificial and a false dichotomy in most cases, and he is happy that the World Heritage Center has the opportunity to identify sites as both. However, he would be happier if 20 years down the line the World Heritage Center was looking at the continuum at every site and was engaging the interplay between nature and culture and their roles in preservation. The division of the two is often a disservice to preservation.

Mr. Morris responded that he agreed with Mr. Francis, but the World Heritage Convention separated the two areas; and until the language of the Convention is changed, everyone is stuck with the division to a certain extent.

Mr. Hodsoll summarized that the Culture Committee could recommend to Plenary:

1. Sharing of U.S. expertise to help build World Heritage site management capacity, particularly in developing countries..
2. Improved World Heritage education: e.g., World Heritage in Young Hands Program..
3. Improved World Heritage Committee process.
4. The World Heritage Center to report directly to the Director General.
5. The President's Committee on the Arts and the Humanities/National Park Service Mesa Verde/Paquime project's potential as an international model.
6. Independent evaluation of ICOMOS in relation its need for new resources.
7. Greater attention to the inter-relationship between natural and cultural aspects in sites.

Endangered Cultural Objects Update - Dr. Bruce Cole, Chairman, National Endowment for the Humanities and Ms. Marta de la Torre, Director, Museum Studies, Florida International University

Dr. Cole reported that the Subcommittee on Endangered Cultural Objects had its first meeting on April 28. The purpose was to review UNESCO's activities regarding the preservation of endangered cultural artifacts and archives and consider what more and better things could be achieved. The U.S. urged increased attention to this topic when it re-entered UNESCO by proposing that \$4.5 million of the U.S.'s 2003 4th quarter dues be used to establish a trust for the preservation of endangered cultural assets. This proposal resulted in UNESCO establishing the Program for the Preservation of Endangered Movable Cultural Properties and Museum Development. Through this program, UNESCO funded 11 pilot projects through 10 museum partnerships. This program is only for museums and funding is very limited. UNESCO has now included enhancing protection of movable cultural property as a main driving action of this cultural effort.

The members of the Subcommittee agreed on the importance of preservation of documentary heritage. It was suggested that a cross-sector initiative between the Culture and the Communication and Information sector could be established. The Subcommittee also discussed the importance of preservation education and training

and suggested that UNESCO could assist by disseminating information on the preservation program. A regional workshop was discussed where successful practices and programs could be shared internationally. The Subcommittee needs the main Committee's assistance and needs the Commissioners to participate.

Dr. Cole introduced Marta de la Torre, who is an American serving as a consultant to UNESCO on museum development and collection care.

Ms. De la Torre's presentation had two parts:

1. An overview of the program to date.
2. A focus on the challenges of a program such as this.

The objectives of the program are the protection and safeguarding of collections that are in danger. There are 11 projects in all. Ms. De la Torre does not know how they were selected. Each project was given a budget of approximately \$250,000 and the funds were transferred to the regional offices of UNESCO. All activities of the program are directly related to safeguarding the collections involved. These activities fall into two main areas:

1. Inventory and administration.
2. The improvement of the conditions in which the collections are found.

Ms. De la Torre stated that the threats to these 11 collections (and others around the world) are:

- Condition of the facilities and deterioration of buildings.
- Lack of maintenance.
- Exhibition conditions and the way objects are exhibited.
- Storage area conditions.
- Human and financial resources, including training and salaries.
- Lack of inventories.
- Unsecured locations.
- Looting and thefts of objects.
- Disappearing traditions.

Ms. De la Torre then turned to some projects that have worked. At the National Museum of Sudan, the problem was the building, where the windows lost their seal and became porous to the elements and sand, and a pond leaked into the building. The exhibition cases did not provide sufficient security. Foreign consultants were brought in to solve the problems and do the work. As a consultant, Ms. De la Torre feels that this was an old-fashioned way of designing this project. She feels that it would have been better if local agencies had been incorporated into the project.

The next project she discussed was the archeological site at Jawf, Yemen. French archeologists had been excavating, but there had been heavy looting of the site and

destruction of objects. The UNESCO project was incorporated into a larger one, which provided a housing base for this collection and conservation. She believes this project had been successful in part because there was a local agency that was willing to take part and could absorb the \$250,000 funding.

Another project was a registration project in Guatemala. Objects from four or six national museums were registered into a database using a form that had been designated by the government. This project is a joint venture of UNESCO and the Ambassador's Fund of the U.S. Department of State.

Ms. De la Torre then moved on to the challenges, which are many and include planning for the use of the money and security. Decentralization of administration is also a challenge. The regional offices of UNESCO do not necessarily have the expertise to implement or design a museum project – some of them do not even have a cultural officer. This creates serious problems. Some problems are even more mundane – i.e., security for the experts.

Ms. De la Torre used the National Museum of Kabul in Afghanistan as an extreme example. She said a lot of projects follow the same pattern. In Kabul, the project had to be put on hold at one point because no one could provide security for the experts. Some of the other challenges in Kabul included 25 years of combat and the Taliban having destroyed a large number of the cultural objects. The museum building has been bombed and the collections and inventory destroyed. During Taliban rule, the staff had removed and hidden objects for safety. Unfortunately, staff members were killed and the location of the objects was lost, so rescuing these collections is something of a treasure hunt. The UNESCO project is one project inserted into a much larger project that has been going on for several years. Both collections and inventories had been destroyed, so the museum did not even know what it had.

There is strong centralized authority in Afghanistan in many of the museums in this project. Decisions cannot be made “on the ground” with logic or expediency. It takes time to get a decision – i.e., each collection is a separate collection with a separate “keeper” of the keys of that collection. This individual may not necessarily work in the museum – he may have inherited the key from his father or grandfather. No one can touch or open a collection unless all of the keepers of all the keys are present. Trust of foreign experts plays a big role in the process.

For the future, Ms. De la Torre feels that it must be remembered that museums are cultural institutions embedded in the culture of the places in which they exist. What we consider logical and efficient may not be so in a different culture; therefore, the planning process is essential. Another critical element is that long-term involvement is necessary. There are no quick fixes for museums to conserve collections. We need to build capacity and work with local authorities to find solutions that work in that country not necessarily the ones that work in France or Italy, etc. We also need to find the experts who can find those solutions and build trust with the local authorities, and the projects must be made sustainable in the long run. There is a need to think long term with these

U.S National Commission for UNESCO 2006 Annual Conference

projects, which generally is not the UNESCO way. There are a lot of other countries that want a UNESCO project, so UNESCO has to get out of a country fast to move on to somewhere else.

Ms. Gibson asked, if UNESCO does not do long-term support, is it a strategy to have experts like Ms. De la Torre come in and work with the local authorities?

Ms. De la Torre answered that a number of the projects were selected by UNESCO regional offices, not the local authorities, so the local governments had nothing invested in them. Ms. De La Torre advocates that there be a period where one makes sure that UNESCO knows what the local authorities are looking for.

Ms. Gibson suggested that the Committee could advocate that there should be local involvement and less centralization.

Ms. De la Torre remarked that she did not know what the policy of decentralization is. Funds are assigned to UNESCO offices, and not all of them have the obligation to ask for foreign expertise or outside experts.

Mr. Able made the comment (addressed to Dr. Cole) that he thinks the strategies used by UNESCO and the preservation bureaucracies need to be reassessed. UNESCO funding 11 projects at a time is never going to resolve the problems. It would be best to consider alternative strategies for developing capacity and sustainability country by country. With an array of strategies, any number of issues could be addressed – differences in culture and operations in each country, differences in governmental organization, different forms of government. If this approach were taken, UNESCO might be more effective.

Mr. Teasley added that maybe another resource that could be used is partnerships with other organizations (e.g., Rotary International). They could provide connections, open doors, give financial aid for preservation, etc.

Ms. De La Torre stated that private funds only work when the country has the means to allocate and use the funds – a mechanism for accepting private donations and allocating them, etc.

Mr. Hodsoll suggested that the Culture Committee recommend to Plenary:

1. Reassessment of UNESCO strategies for the sustainable conservation of endangered cultural objects in order to make them more country-specific and utilize partners (e.g., Rotarians, etc.).
2. Long-term commitments.
3. Building conservation capacities of local museum management and national authorities.
4. Partnering with programs and organizations that can be helpful in country.

U.S National Commission for UNESCO 2006 Annual Conference

Ms. Norris urged UNESCO to partner with programs that focus on educational training in conservation.

Mr. Hodsoll thanked Ms. De la Torre for coming and commended her efforts in the field.

Memorandum of Understanding Between Smithsonian-UNESCO Regarding Traditional Music Preservation

Dr. Richard Kurin, Director, Center for Folklife and Cultural Heritage, Smithsonian Institution, recapped UNESCO efforts to date. He stated that UNESCO had come to the Smithsonian with a program that was not working and wanted to partner with the Smithsonian to remedy that. In 1988, UNESCO had started a series called the Traditional Music of the World Program, which had made about 100 recordings. These had several values for UNESCO: they provided for a means of exchange of cultural heritage; they also provided for a prestige series to enshrine an aspect of the cultural heritage that was important to the originating country. These recordings were issued with documentary notes for educational purposes and for use in transnational cultural communication.

UNESCO had worked with an NGO, The International Council for Traditional Music, to produce and disseminate these recordings. They had not done a very good job, and so UNESCO had come to the Smithsonian and asked it to take the program over.

Dr. Kurin indicated that the reason UNESCO had come to the Smithsonian was that it have operated a program called Smithsonian Folkways Recordings for the past 15 years, a program they had taken over in the late 1980s. Folkways Recordings has now become a multi-million-dollar non-profit record selling business. The Smithsonian had in effect taken a collection that otherwise would have been archived and defunct and turned it into a record business that distributed knowledge and information. The sale of the records generates hundreds of thousands of dollars in royalties to musicians and helps keep their music alive. The Smithsonian then started forming partnerships with other organizations all over the world to start a service called Smithsonian Global Sound, digitized everything in their archives that they had rights to, and put it on the World Wide Web. Anyone can now go to that site and download anything on it along with the notes and documentation.

This is what UNESCO wants to do with this project. This will provide an alternative for local, area, and regional musicians and other cultural artists like visual artists. It encourages a form of cultural enterprise. The agreement with UNESCO will hopefully be completed this summer.

Mr. Able commented that this is exactly the kind of strategy he was advocating for the preservation of cultural objects. It sets up a strategy that ensures sustainability and continuity.

U.S National Commission for UNESCO 2006 Annual Conference

Mr. Wilson further commented that this is a wonderful example of what we can do in the area of cultural diversity. It puts the work back in the hands of the people who actually create the object. For many generations, the dissemination of culture has been dominated by those who “own the machines” and digitalization has changed all that. There are some other lessons that need to be applied to this as well. The “Cultural Diversity Convention” at the 2003 UNESCO General Conference was passed by some of the most xenophobic countries. But sometimes what you do is a lot more important than what you say and should be showcased more. The U.S. has been culturally diverse in an exemplary fashion and yet with the U.S. not supporting the Convention, the U.S. is stuck on the wrong side of those two words. We need to deal with the living culture. He agreed with Mr. Francis that the living and the heritage are never separate and we need to keep our objects living.

Mr. Hodsoll suggested that the Culture Committee recommend to Plenary:

1. The importance of the Smithsonian project with UNESCO as a positive and effective way to provide alternative outlets for culturally diverse music to reach audiences.
2. Encouragement of UNESCO and other award programs to showcase traditional music and other artistic expressions not part of the mainstream.
3. Highlighting of (1) and (2) as part of a U.S. cultural diplomacy effort.

Mr. Hodsoll then gave a rundown on the procedures to be followed in the Friday session.

Public Comments

Dr. Ray Wanner made the following comments:

1. He thought that Dr. Kurin’s story should be told by diplomats as part of public diplomacy and he congratulated Dr. Kurin.
2. He wondered if the National Commission could adopt a resolution encouraging the National Park Service to restart its seminar of protected area management.

Mr. Morris stated the Park Service was willing to do the program; they just needed to find the funding. It would not hurt for the National Commission to weigh in and say that they thought this would be an important way for the U.S. to make good on its pledges and have the National Park Service share its expertise.

Dr. Wanner then added a third comment concerning the recent announcement that Ms. Francoise Riviere was named the new Assistant Director General for Culture. He noted that she is very well educated and a superb administrator but there is little evidence of any serious background in cultural issues. He wondered if it would be helpful for the National Commission to write or contact her in some way so as to open her to the expertise of the Committee and its access to the highest levels of the cultural world in

the U.S.

Mr. Able thought that might be an excellent idea. In addition, he noted there is an array of NGOs in Paris that would be an enormous help if UNESCO would return to its previous custom of working with them and calling on them for their expertise instead of trying to build everything into the UNESCO staff.

Mr. Hodsoll suggested two more Cultural Committee recommendations to Plenary:

1. Re-institution of National Park Service international seminars as a valuable tool to improve management of protected areas.
2. U.S. government facilitation of contacts for the Assistant Director-General (ADG) on a variety of issues.

Ambassador Louise Oliver stated that she would be very uncomfortable with the National Commission writing directly to the new ADG of Culture.

Mr. Hodsoll asked if she would be uncomfortable with a recommendation that the U.S. government facilitate contacts.

Ambassador Oliver replied that of course the Government can facilitate contacts, the U.S. wants to be actively involved in the cultural sector, and the ADG knows that and we know that. However, Ambassador Oliver felt that there were a lot of question marks about what the new ADG is going to do, how she is going to organize the sector, etc., and the U.S. will want to be seen as a supportive partner in the cultural areas. Ambassador Oliver thinks there are more important things for the Committee to recommend.

Ambassador Oliver felt there would be opportunities to work closely with the new ADG, and that the new ADG would want to see programs such as the museum program become successful. She is going to look for opportunities to work cooperatively with us, and we certainly want to work cooperatively with her. There are a number of decisions the new ADG is going to have to make.

Ambassador Oliver thinks the Committee can recommend the U.S. be actively supportive in the cultural sector, actively supportive with cultural issues, actively supportive of the music program, etc. She agreed that the new AGD did not have the cultural background of her predecessor, and so would be looking for partnerships with some of the big cultural organizations in Paris and with members of the U.S. National Commission and our cultural organizations.

Mr. Hodsoll suggested the recommendation that the U.S. government make clear to UNESCO staff that, where it is appropriate, we would be happy to help on specific issues and stand ready to assist as a welcoming gesture.

Ambassador Oliver said she would communicate the contents of the meeting and the

U.S National Commission for UNESCO 2006 Annual Conference

comments to the new ADG and will do it with or without a resolution. The Committee felt that this would be sufficient and the recommendation on facilitation of contacts was dropped.

Dr. Kurin added that the U.S. has something to offer and inject into UNESCO that is not “culture as usual.” The U.S. cultural sector has learned to combine government support, entrepreneurial activity, philanthropy, working with private industry, and so on.

Ambassador Oliver agreed with Dr. Kurin. She said that, rather than sit around and criticize the Convention, which was yesterday and was a legal document on cultural protectionism, it would be much better to be proactive in promoting culture. She would rather the U.S. be seen as a vibrant and energetic partner in making UNESCO’s culture sector a success.

Mr. Hodsoll wrapped up the session with a brief outline of the material to be covered in the Friday morning session.

The session concluded at 5:45 p.m.

4:30 p.m.—Breakout Session—Communication and Information, Part II

Members Attending:

Christie Brandau, State of Kansas
Nancy Davenport, Council on Library and Information Resources
Maj. Gen. Andrew Davis, American Press Institute
Robert LaGamma, Council for a Community of Democracies
Jennifer Windsor, Freedom House

Public Participants:

Bill Allaway	Peter Graves
Renee Dopplick	Shanthi Kalathil
Michael Dowling	Donna Wilson

Staff:

Kelly Siekman

Ms. Davenport opened the session by explaining that she was substituting as chair at this session and that there would be a different chair for Friday’s session.

In a continuation of the discussion started in the joint session with the Culture Committee concerning the World Digital Library, Ms. Davenport reported that there will be a recommendation going forward from the Culture Committee supporting a meeting in Paris so that the Digital Library program can move forward. Ms. Davenport

U.S National Commission for UNESCO 2006 Annual Conference

elaborated on her remarks in the first part of the meeting when the session was combined with the Culture Committee saying that the another reason to do this meeting so early in the project is that the Library's holdings are so incredibly rich in foreign language materials that the Library of Congress could pull off a lot of this by itself. However that is not being a good partner. Being a good partner means finding the people whose culture is represented and bringing them into that process very early on, and using the Library of Congress to supplement, extend, and compliment what exists in other places.

The session then moved on to new business starting with an update on the World Summit on the Information Society (WSIS) by Ms. Sally Shipman, Senior Policy Advisor, International Communications and Information Policy, Department of State.

Implementation of the Summit is of particular interest to UNESCO. The U.S. government believes that overall the WSIS was a success. The government is happy with the results of the Summit and believes it represents an international consensus on the subject matter on a range of issues related to the information society. Since WSIS, the consensus that was reached in Geneva and Tunis is holding; meaning when one goes to the UN General Assembly, UNESCO, The Organization of American States, the International Telecommunication Union (ITU), etc., on subjects that were covered by the WSIS, the text that was agreed to at WSIS is being respected. That is important from the U.S. perspective as the U.S. believes there were a number of important conclusions and accomplishments there with respect to free flow of information, internet governance, a range of issues and the U.S. is pleased to see that the consensus is holding.

On the issues of free flow of information that were dealt with, the U.S. thinks very strongly that the WSIS notion that Article 19, the Universal Declaration of Human Rights, applies to the information society that was stated in Geneva and reaffirmed in Tunis, was an accomplishment and something the U.S. has worked had to achieve.

On Internet governance, it was affirmed that the security and civility of the Internet is of the utmost importance; that the existing system is working well; and that the Internet is a tool for economic growth, portable change, and social progress around the world. The U.S. is again pleased with what came out of WSIS in that area.

Ms. Shipman was asked to elaborate on the Internet governance issue.

Ms. Shipman stated that the issue of Internet governance is broad and encompasses a range of issues i.e., cyber security, free flow of information, domain names (which got the most attention going into Tunis), etc. WSIS recognizes that the existing system has worked, and is working. Despite proposals by some in the international community to propose some sort of major change to the management of the domain name system, ultimately it did not happen. The role of the existing institutions, which include ICANN (Internet Corporation for Assigned Names and Numbers), IATU, etc., was recognized and upheld. There was not enough of a case made for substantial change, particularly

in the direction some countries were going of substantial government oversight.

UNESCO comes into the discussion on the issue of implementation. Key issues for the U.S. coming into WSIS concerning implementation are:

1. No new organizations were created at the WSIS. We are going to rely on existing institutions to continue to carry out the issues of the information society.
2. International implementation is de-centralized. It is de-centralized throughout the U.N. system and beyond that to the organizations that are really doing the work developing and expanding the Internet.
3. Existing mandates were not changed by the WSIS. The WSIS did not have the jurisdiction to change the mandates of existing institutions. Many are "family tree" documents and the WSIS did not have the ability to change that.
4. Implementation should reflect the multi stakeholders. The information society is not driven by governments alone; it is based on international cooperation among a range of stake holders.

UNESCO has a very prominent role in implementation. Access to information and knowledge has to go through e-learning, e-science, cultural expressions, media and ethical dimensions. UNESCO recognizes they have an expansive role, but is mindful of the limitations of its resources, and the very practical realities of carrying out implementation of the Summit. They are committed to multi stake holding on follow up implementation, which is encouraging from the U.S. perspective.

A key for the U.S. is that in these organizations the membership must determine how this implementation is going to take place. It needs to make sense within the work program and the framework of that institution, within the budget, personnel, etc. So far, the UNESCO resolution from the Executive Board reflects those realities. The U.S. is hopeful that will continue, although there are challenges on that front from the ITU and elsewhere.

A question was asked by Ms. Davenport that although the U.S. was happy with the results of WSIS, are there pieces of the Summit that the U.S. wants to keep its eyes on.

Ms. Shipman replied that there are many aspects that the U.S. wants to keep its eyes on. The U.S. does not want there to be UNESCO mission creep within the organization with regard to WSIS implementation; that the membership of the organization is in charge of looking after WSIS implementation within those organizations; we want it to be membership driven rather than top down, Secretariat driven.

Internet governance is something that the U.S. is watching very carefully. While WSIS did not establish any new organizations, it did call for an Internet Governance Forum to be convened to continue a discussion of public policy issues related to the Internet. This will be in Athens in late October early November. The agenda for the program is still being worked out.

A question was asked concerning what censorship issues countries are most concerned about.

Ms. Shipman said there is a range of concerns. There is a general desire, particularly among developing countries, that they like the Internet and want more – so how do they get more of it? There is a range of public policy issues raised by the Internet – security, intellectual property, and how do you create a regulatory environment for the Internet. These are complicated, complex issues, and developing countries want information, they want to engage; they want a public policy dialogue that says, “how do we do this because we want more”.

There are countries that know the Internet is important for their economic development, but it challenges existing political regimes.

There are a number of developing countries, particularly in Africa, that want this technology, they know they need it but don't know how to deal with all the issues that it brings and need expertise and guidance; they need to know where to go to have that conversation. This is an important piece of the Internet governance portion discussion that was lost in the run-up to the Summit in the politics of the domain name system. People were more worried that the U.N. was going to take over the Internet. A number of developing countries are saying privately that that took away a number of issues they really wanted to engage on. Hopefully, the Internet Governance Forum will allow for that dialogue in a less political context.

The U.S. has said the Forum should be expert driven to allow the experts around the world that have created the technology, the content, the systems, to engage with the policy makers. The U.S. does have concerns that the Forum not become WSIS 3, that it is not an inter-governmental negotiation. It should be a real dialogue. As long as it moves in that direction the U.S. will be very supportive.

A question was asked concerning what other issues besides content would be considered under Internet governance.

Ms. Shipman replied that other issues would be raised and the meeting would be a kind of world economic forum. There will be a lot of engagement from the audience.

Ms. Davenport moved the session to the next topic – the Role of Press Freedoms in Democracy Building, the presenter was Ms. Shanthi Kalathil, Senior Democracy Fellow, Office of Democracy and Governance, U.S. Agency for International Development.

Ms. Kalathil began by stating that while she is a Fellow at USAID, she is not a USG employee. She is at the Office of Democracy and Governance at USAID and focuses primarily on the issues of media and full society issues. She has been asked to talk about the link between press freedom, media development and democracy building – three very broad concepts.

It is better when dealing with a broad concept like press freedom, it is better from a technical perspective, to think of it in terms of what you do to ensure you get to the goal of press freedom. Her office thinks of it in terms of building independent media. From that perspective, there are a number of different approaches that can be taken for building independent media.

USAID has supported independent media programs since about 1980. They started off in Latin America, there were many in Eastern Europe in the 1990s and those focused a little more on issues like financial assistance to media outlets. These days the concentration is on dispersed media systems. There are a number of projects being supported all over the Middle East, Africa, and Asia.

Building independent media breaks down into four very inter-related but somewhat distinct components:

1. Try to look at specific country context with the recognition you cannot go in with a “one size fits all” approach and say “this is what has work somewhere else so here you go”. Once that is in place you can tailor the program to that country’s context – there are a few common elements that tend to be important.
2. The enabling environment or the web of laws and regulations that govern what happens in the media sector, i.e., the Constitution, Official Secrets Act, laws jailing journalists for defamation, how permissive/restrictive are licensing laws for radio stations, etc.
3. Developing broad skills throughout the media sector, i.e., journalists, editing, production, business and management (the financial management of these organizations is critical to the sustainability of these outlets)
4. There has to be a base of advocacy for the media sector, that journalists can organize, have a union, can put forward their own code of conduct instead of governments imposing one, there are advocacy groups in case journalists are jailed or media outlets are capriciously shut down by the government.

A side aspect is that frequently, in the sorts of countries that an independent media program needs to be built, the government may support the idea but the officials themselves have no concept of how to deal with the free press. The spokespeople have to buy into the concept that journalists can be tough with them and they can provide information and it is okay – it is part of their jobs.

Another side issue is that diplomats can make the case for press freedom and media development and showing developing countries that an open media system contributes to development – it would increase international investment, as foreign investors will invest in a place that they can get good access to communication and are wary when they cannot get good access.

Sometimes when starting with a very repressive, authoritarian country you have to look at the immediate windows of opportunity, what can be done in the short term with an eye to the long term and making sure those programs just do not stop when the

immediate goal is achieved.

Commissioner Windsor reiterated that Freedom House has a Global Press Freedom Survey that identifies the three issues that Ms. Kalathil has identified. The findings were released at the end of April. One of the trends that came out of the survey is that there are clearly authoritarian regimes that are still out there that are restricting press freedom (North Korea is the worst on all ratings, Russia has taken a downturn), but you also see some “established” democracies or “new” democracies that are restricting press freedom. Some countries, such as the Philippines, are fragile and are reducing their press freedom dramatically in terms of attacks on journalist. This tendency has been exhibited in places such as Mexico and other places that the U.S. does not traditionally consider as having problems with freedom overall. There is a divergence in freedom paths among the global survey of freedom and what the press survey is doing. Press freedom globally is seen as reducing, while freedom generally is moving forward. It is also seen as an indicator of a broader crackdown. This survey is done annually for every country in the world. The issue is the “professionalisation” of media and a responsible media and the whole sense of media that enhances tolerance, reconciliation and dialogue.

It was mentioned by another participant that UNESCO has a program with a small budget (U.S. had not contributed extra-budgetary funds in the past but is now contributing about \$220,000) called the IPDC – International Program for the Development of Communication. Its mission is to give out small grants for community radio, training etc. The question was asked if USAID has done an assessment of this program. A government agency assessment of this program is really needed.

Ms. Kalathil did not know whether this program had been given an assessment or not.

Another comment was made that a free press is not necessarily a good press. Africa has seen independence for many countries, which is freedom, but it did not necessarily lead to good things. The emergence of a free press in Africa and elsewhere did not necessarily lead to a good press and the press in almost every country once it is freed is often a reflection of that society. In Nigeria, six of the publishers were Presidential candidates. What is needed is not necessarily a free press but a better press, a more professional press, one that knows its business.

Ms. Davenport moved on to the Press Freedom Update given by Maj. Gen. Andrew Davis, President and Executive Director, The American Press Institute.

Maj. Gen Davis began by stating that what is being seen with technological changes is an “anarchization” of journalism. At the conference in London there was a two-day raging debate on:

1. What is a journalist, blogging journalism; and
2. Is the traditional media model dead?

The bloggers called the BBC and Reuters, who were the conference hosts, “the beasts”.

U.S National Commission for UNESCO 2006 Annual Conference

The traditional media management said blogging is observation, it is commentary, and the new technology gives access never before experienced to anybody with an Internet account and a PC. That is not necessarily bad – it just is not journalism.

Ms. Windsor commented that was the larger issue. The issue of professionalization and the contribution of the press and who is responsible for determining that is part of the issues that have to be grappled with all the time. There are a lot of unprofessional journalists, forget the bloggers, in print media, and in most of Africa that do not follow professional standards. If it is put in terms that the most important problem is the professionalism of the media, instead of the freedom of the media, a decision is being made that “someone” is going to ensure standards and whose role is that? Ms. Windsor reiterated that it has to be the press itself, and the journalists themselves. Oftentimes it is economic environments (i.e., Latin America) that are causing the decisions by causing self-censorship, or causing certain things not to be discussed in the media outlets. The idea of community media is unobjectionable, especially when you are looking at development and poverty eradication as your goal of media. She finds this quite telling in terms of the mindset of UNESCO.

Another comment was made that there are two streams – one for the communication for development, which is the UNESCO traditional approach, and the other is building independent media as an end in itself. They are beginning to converge somewhat in that the communication for development folks are bringing some of the lessons for capacity building over from the free press and independent media stream, but they are distinct in some ways and the tension between the two approaches has not yet resolved itself and will continue to work itself out at the very micro level when you have community radio stations or content that is intended to change behaviors. The communication for development approach has a good aim, but there needs to be more discussion done.

The comment was made that from a historic perspective, an objective, professional, free press is a relatively recent development, post WWII. If one looks at the U.S. in its formative years the press was a politically driven, unprofessional means of shaping and influencing public debate of individuals and policy. There was no regard to truth, fairness, defamation and it played a significant role in making our country what it is. That’s one of the interim steps in the emergence of democracy that is necessary.

Maj. Gen. Davis continued that the Press Freedom subcommittee met in April and set as a general framework three tasks for the committee

1. Press media freedom
2. Internet governance
3. Media development.

The discussion on press media freedom centered around four initiatives:

1. The need to develop standard indices for what freedom is

U.S National Commission for UNESCO 2006 Annual Conference

2. The need to identify key regional players, NGOs, emerging media outlets, training institutes, etc. and seek their involvement to buy into this being a U.S. government priority
3. The need for journalism training, not only the printed or broadcast word, but the entire scope of functions
4. Supporting the use of UNESCO as a platform and potential partner to advocate for these preferred programs

It was thought it would be good for the sub-committee to put together a resource document that identifies the appropriate experts.

The discussion on Internet Governance centered on continuing to monitor UNESCO's role in internet governance in a post-WSIS environment and embrace the principle of maintaining the free flow of information.

On Media Development it was agreed that the Commission does not have the horsepower, USAID should be relied upon to be the expert on this subject as they already have a large footprint in this area and UNESCO does not have a major role. There are necessary branches and sequels to this; it is all linked to literacy development, development of technological capabilities and expertise, access to the broadcast web, and media development.

Ms. Davenport turned the floor over to questions and discussion.

The comment was made that it has to be ensured that UNESCO does not move unilaterally as a media development organization and that it does rely on the expertise that exists in the media development sector, not only in the U.S. but globally. Yet, there is a significant capacity here in the U.S. in terms of resources. One of the things discussed at the April subcommittee meeting was that UNESCO would act as more of an umbrella, setting some broader policy goals and allowing others to carry them forward.

There is competition within UNESCO for funds and a lot of funds are not going to good development projects. There is competition with UNESCO as well as applying to UNESCO for funds for development projects.

The process in UNESCO is very interesting with respect to the IDPC. They get projects in the field that the field officers will determine whether or not the projects are good or bad, i.e., there may be a project in Africa that a field officer in Nairobi that handles a region including central Africa puts into his portfolio of projects which includes a wide variety of projects. This portfolio of projects gets sent to Paris and they get looked at and decisions are made on which ones are going to be funded. This IDPC committee has some members that have zero press freedom. It was noted that this next year will be the first time that Cuba and Russia have been on the Committee so it is not known exactly what will happen *with their participation*. Clearly, the objective is to foster independent media.

U.S National Commission for UNESCO 2006 Annual Conference

Ms. Windsor commented that the Medium Term Strategy Questionnaire seems to indicate to her a focus on more communication for development and poverty eradication, which is very different from the kind of work that InterNews and International Center for Journalists (ICFJ) do. It's a different approach. It seems to her that what UNESCO is trying to do with the Medium Term Strategy has nothing to do with media freedom issues but more to do with information sharing on the local level.

Someone else said that they thought it was meaningless. That UNESCO with the IPDC was "tinkering around the margins" with small amounts of money driven by people who are in a regional office with no media background, who are trying to help maybe one specific narrow objective. So maybe they get the \$20,000 and they build a community radio station that operates one hour a day – that does not change a media environment. A \$20,000 investment is not going to do it.

It was noted by another person that the IDPC does focus on the training of journalists as one of their main focuses.

Another comment was that the sector is being developed in order to link it to governance issues. That is the key – that there is a direct linkage between a free press and free media systems and good governance systems. There is a forum that is made up of a very wide group of organizations called The Global Forum for Media Development. This Forum is working on a parallel track on many of these types of issues with The World Bank in developing indices, global index, and linking independent media development not only with governance, but also with political and economic and social systems. Whatever the Commission can do to get UNESCO to start looking at a broader level, that the three media independent systems are linked to good governance systems is key especially if that is exactly what is happening on a parallel track with The World Bank. Until you get political reform, you are not going to get anything else.

Ms. Windsor stated that media is part of democratic governance, which we think is necessary. In the case of Cuba and Russia, the mindset is that that is one angle that the West uses, but we have a different model that actually takes better care of our own population.

Someone else added that we need to urge our mission to have UNESCO use the resources that already exist to get at a broader purpose rather than the Russians and Cubans.

Ms. Davenport pointed out that the group has developed a recommendation and asks if it is as formal as the Commissioners want it. The language of the recommendation began as "Urge the U.S. Mission to use its influence to use existing resources within UNESCO to help advance our objectives". It was modified "to ask UNESCO to better use its resources...." Ms. Windsor added that there has to be democratic governance in the language as one of the objectives of the contributions of media not going directly to development and poverty eradication. The Committee approved the recommendation.

U.S National Commission for UNESCO 2006 Annual Conference

Ms. Kalathil observed that all of the conversations reflect the crucial debates in UNESCO during the 1980s and so it is not a new debate. The fact is that principles of freedom and expression in the language are positive things. If some of the past language can be drawn upon produced from a different way of looking at the field and get away from a lot of the language that is more than communication for development, which is not a terrible thing, it just that more of this other perspective can be brought in.

Someone else suggested that the recommendation include a provision that there be someone at UNESCO who can judge projects professionally.

It was pointed out that they had already heard that projects went through a staff review to narrow them down and then there was an international group that did the choosing.

Ms. Windsor said that she thought UNESCO was looking for the least objectionable press development activities that governments will tolerate. The other thing is the overarching objective that says Africa should get a priority. Also, the concept of supporting peace building efforts and mediation in conflict situations and enhanced tolerance reconciliation dialogue is fabulous, but governments still make decisions as to who is contributing to that purpose or not and are making that decision to avoid any legitimate criticism of their system at all. She sees the Islamic Conference trying to say that anything that stirs up intolerance or shows disrespect for religion also should not be supported which is again a sliding issue. She believes there needs to be engagement on this and if the U.S. government has a seat at the table then what they need to do is to broaden out and get new experts, not necessarily the competitive organizations, but someone that does not have a vested interest in the outcome – like USAID.

An example was given that at American Press Institute (API) they had a grant to fund tuition for their executive development programs for newspaper leaders (editors, general managers, etc.) in emerging democracies. Only four nominations came in even though API was paying full tuition, airfare, and lodging for a week long seminar.

The next comment dealt with the issue that there was a very small pot of money involved and the way it was parsed made it meaningless. The question is how to direct these funds so that they have maximum effect. The way to do that is to direct UNESCO to support what is happening in the media development community and perhaps even to take over or support something, such as the Global Forum for Media Development, and have a conference every year or every other year with the small to large players in media development. Put the money there so that you raise the sea for all the folks that are there. If anything, the Commission should encourage UNESCO to refocus its efforts in a way that makes the money actually have a benefit.

Language was added to the recommendation to the effect – *The key component of good governance is the free flow of information. The free flow of information supports political, economic and social development. Principles of free and independent media are critical to development in poverty eradication.*

U.S National Commission for UNESCO 2006 Annual Conference

Ms. Windsor added that the second part should say something like – *In that regard all available funds that are there should be more directly aimed at those issues.*

This changes the purpose of the funds.

Someone else added that the issue of good governance is at the heart of everything, because you are not going to get governments who are not members of UNESCO and do not have open, democratic systems of government to agree.

Ms. Windsor replied that the U.S. should be proposing it.

The question was asked why are the limits of the meager funding from UNESCO accepted?

The response was that it is really puzzling as to how UNESCO allocates its funding and is a central theme of the day.

It was pointed out that the IPDC was extra budgetary funding. One of the reasons they are participating is if it is felt that UNESCO should put more of its regular budget funds into the program then it needs to be reflected in the input to the Medium Term Strategy Questionnaire.

It was asked if it was really politically possible for UNESCO to do more of this.

The answer was that it is, but do we want UNESCO involved?

If the money continues to be subject to approval there might be concerns to having UNESCO support – community development might be the best it could do. It is questionable to ask UNESCO for more funds when we are questioning the use of current funds.

Ms. Davenport directed the session back to the recommendation language change noting that they need to look at what kind of outcome the recommendation should have. It was felt that the outcome should be about the linkage between the free flow of information and good governance. If you have free media, then you have good governance and you have transparency. The goals obtained are transparency and accountability and potentially a better allocation of resources for the betterment of the broader society.

Ms. Windsor looked at the Medium Term Strategy Questionnaire strategic program objectives and outcomes and thought it said, “focus on traditional media in addition to digital media and other information mobilizing local content production and utilizing knowledge for sustainable development.” “Enhancing the professional standards of media and information for professionals” is the second objective and the third is “creating a safe environment for these groups as other important areas.” She pointed

U.S National Commission for UNESCO 2006 Annual Conference

out that “knowledge preservation and distribution” is also included.

She thinks that what is under the Communications and Information Committee is such a huge issue that they have a chance to actually edit the document.

The Committee recommends making changes to the Preamble of the UNESCO Medium Term Strategy and making strategic objectives.

A comment was made that they had the language and what was missing was the enabling environment for media to exist, which brings up the issue of reform of media laws and broadcast codes, etc., which leads to better flows of information which then leads to the ability to get to some of these issues. Within the confines of non-democratic processes in most of the world’s governments, what UNESCO is doing here is not going to make a bit of difference – it is more of the same, status quo. Without the U.S. coming in and saying through our lessons learned through Eastern Europe, Latin America, through other countries around the world that have gone democratic, or more democratic, that free flow of information is key and in order to get to that you have to start at the top with an enabling environment and go from there.

Ms. Davenport noted that it was time to open up the discussion to the Public. Mr. Michael Dowling, American Library Association, commented that what jumped out at him is that there is no mention of Libraries. The program is great but missing a large component of the grassroots of what Libraries do as a community service. The problem with UNESCO is that in the Preamble the ICTU is considered the only vehicle to accomplish goals. He thinks there should be some acknowledgement in there for the role of Libraries.

Commissioner Windsor commented that that is why free flow of information is a better way of saying things than media development.

“Good governance” in the EU is code for “against corruption”.

Ms. Windsor thinks that there are a couple of things that the Committee needs to focus on for the next day’s session, i.e., filling out the “boxes” for each question on the MTS Questionnaire, and then the questions of favoring the cross-cutting themes of UNESCO, whether to add better governance.

A comment was made that there is no talk about the role that information plays in empowering people. People are left out of this, it is all about structures and whether there are good journalists and associations to support good journalism. The fact is that a lot of this is going to be driven by the marketplace and people will decide if newspaper X is better than newspaper Y. If X is better than Y with all of its political connections then X will survive.

The comment was made that every country has a library and that is one of the ways you can get information if you can’t get the Internet, if you can’t get it through other media.

U.S National Commission for UNESCO 2006 Annual Conference

Ms. Windsor asked the library people who decides in the preservation of knowledge what to keep? What is the right version of history and how does that get in?

Generally, in the U.S. the State and Federal documents are all collected – good, bad and whatever – they are all kept.

Local history is documented through the local newspaper, local magazines, etc.

Ms. Windsor noted that part of what is happening in a lot of the emerging countries is they just rewrite history, they are destroying documents – they are not transparent and do not want any record. She feels the free flow of information and the idea of documents that capture what history was and how decisions were made are actually much more inter-related – they work together in these societies. Libraries with particular types of information are going to be important to transparency of governments.

Ms. Windsor suggested that someone put together a first draft before the next session.

Someone suggested that the Committee should express its concern about the nature of the questions, particularly in the way that they are asked and the perspectives that they reflect.

The session concluded at 5:15 p.m.

June 2, 2006

9 a.m.—Morning Plenary Session

Marguerite Sullivan introduced the Keynote speaker, Mr. Norman Augustine. Mr. Augustine is the former Chairman and CEO of Lockheed-Martin Corporation; and was the Chair of the National Academies' Committee on Science, Engineering, and Public Policy's report entitled *Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future*.

Norman Augustine – UNESCO and Rising Above the Gathering Storm

Mr. Augustine began with a dose of humor, noting that while he has stood on both the North and South Poles, he was also one of the few people who would want to. He also took great pride in a letter he received from Laurence Peter (author of *The Peter Principle*) that he (Augustine) had ruined his theory by rising “not one, but two levels above his competence.”

Getting down to business, Mr. Augustine returned to the themes of the *Rising Above the Gathering Storm* report, noting that threats exist toward the U.S. standard of living, but there are also opportunities for developing nations through high technology. The point of the report was to address how America will compete in the years ahead and identify ways that government could help. The U.S. needs quality jobs, which will require science and technology. Somewhere between 50 to 85 percent of GDP growth has been due to advances in science and technology.

Mr. Augustine discussed “the death of distance.” While the 20th century was marked by advances in moving people around, the 21st century will be marked by improved means of moving information. If distance doesn't matter, jobs will be available all around the world except to those requiring personal presence. As Mr. Augustine put it, “janitors and crane operators are immune.” With the addition of approximately three billion potential capitalists, this isn't just a factory job problem. Secretaries and receptionists can operate from Pakistan or Bangladesh; tax accounting can be done in Costa Rica; CAT scans can be read in Bangalore; even “burger-flipper” jobs are at risk. Augustine referenced Thomas Friedman's book, *The World is Flat*, which discusses these types of situations in-depth. America needs to develop a “creative economy.”

Is it good that other nations are prospering? Of course it is. That also means more customers and consumers. However, America takes its leadership in science and technology for granted. He typified the American attitude by quoting someone who asked him, “Why do we need weather satellites? We've got the Weather Channel.” The trends are all in the wrong direction. When companies choose where to invest, they ask what the cost of labor is—it's much cheaper overseas—and what the quality of the workforce is. The problem in the U.S. is that many teachers at the K-12 range are not

U.S National Commission for UNESCO 2006 Annual Conference

qualified to teach math and science. Sixty-eight percent of high school students have teachers without math degrees. Former Senator Erskine Bowles noted that North Carolina turned out only three physics teachers from 15 universities in four years. The problem is that science and engineering are not seen as prestigious or exciting.

Right now the U.S. is living off of foreign-born talent. One-third of the U.S.'s Nobel Prize winners were foreign-born. This is becoming a bigger problem because visa policies are making it difficult to recruit talent from overseas and not as many foreign students are staying in the U.S. once they finish with their schooling. Other trends are disturbing: U.S. companies spend more money on litigation than on research and development. The U.S. has high corporate tax rates and higher healthcare expenses than other nations.

To resolve these issues, *The Gathering Storm* recommended the following: recruiting more qualified math/science teachers for grades K-12; providing more scholarships for higher education in the sciences; spending more on R&D; and fixing "environmental" problems, such as the tax laws.

Question and Answer Session

Is not a creative economy at odds with a scientific and technical economy?

No. Kids will still need to learn science/technology, but creativity will become the "coin of the realm."

The Chinese want more lawyers. Scientists/engineers create jobs; lawyers create jobs for other lawyers.

What about the biological sciences? Physical sciences (and math) underpin the biological sciences. Investments in biology have increased, but the same needs to be done with all of the sciences.

What has the federal government done with the report?

The report was submitted three weeks before the State of the Union Address—not a good time to be requesting more money for R&D. The Senate has written several bipartisan bills to address the findings of the report. It has been more difficult to get support in the House, as support is more diffuse.

Dr. Mark Lagon, Deputy Assistant Secretary, Bureau of International Organization Affairs, Department of State – UNESCO, Democracy, and the United Nations Democracy Fund

Dr. Lagon began his discussion about democracy by describing the general state of affairs within the UN. As the end of Kofi Annan's term nears, the UN has faced many crises, but it is focusing more on democracy and issues related to it, including peace,

U.S National Commission for UNESCO 2006 Annual Conference

stability, and economic development. The UN Electoral Assistance Division is providing election training and monitoring. The UN Development Program has been emphasizing the rule of law, political liberalization, and anti-corruption measures, all of which form the basis for economic development. UN human rights efforts address the rule of law and protection of individual rights, with the U.S. doubling funding for field operations, as opposed to staff studies.

UNESCO plays a vital role in facilitating democracy, especially in the field of media freedom. The U.S. decided that UNESCO's character had changed when it went from emphasizing state-run media to discussing independent media. UNESCO is also working on safety training, desktop publishing, and training for women journalists in the Arab world. The UNESCO World Press Freedom Prize was awarded to May Chidiac of Lebanon.

Dr. Lagon stated that UNESCO could do better by playing a role in civic education. The organization has the opportunity to go beyond its current programs and not just work on textbook reforms. It is not just government institutions that need to be established (the "hardware" of democracy), but informed citizens (the "software").

Some UN programs can be more effective than U.S. programs, such as the UN Democracy Fund. The Fund came about in response to a speech to the UN by President Bush in September 2004, wherein he suggested setting up a trust fund for democratic institutions—free courts, free press, labor unions, etc.—for developing nations. The Fund is not just U.S.-funded; other major contributors include India, Australia, and Qatar. The Fund is not part of the General Assembly, so it is not subject to interference from non-democratic nations. The Fund focuses on developing civil society. It has requested grant proposals and has received 1,300 applications so far. UNESCO can encourage philanthropic organizations and non-governmental organizations (NGOs) to contribute to the Fund and also direct organizations to pursue grants from the Fund. Some delegations at the UN do not speak for their governed peoples; the Democracy Fund offers UNESCO a chance to build real democracy.

Question and Answer Session

Are grantees limited to non-U.S. NGOs? No. Other parts of the UN can also apply, but the money is mostly intended for outside organizations. The Fund does not require that the NGO obtain the permission of its host government—instead, there are "consultations." Dr. Lagon indicated that the toughest human rights problems will probably not be dealt with first.

Where is the Fund on its timeline? Is it up and running yet? No. They are searching for a long-term executive to run the operation. The UN Fund for International Partnerships (UNFIP) will facilitate the flow of money from donors to the NGOs.

What is the difference between the UN Development Program (UNDP) and the Human Rights Council? Dr. Lagon stated that it was good to create healthy competition

U.S National Commission for UNESCO 2006 Annual Conference

between agencies. However, he was less concerned about the Human Rights Council interfering with the program than with the Council doing nothing at all.

An attendee questioned the value of economic education as opposed to civic education. Dr. Lagon responded that economic education would be an enabler of civic education in that it could help individuals think about how civics relates to economics—for instance, emphasizing diffuse decision making, limited regulations, etc.

What are the criteria for grants? The U.S. has one of 17 votes and has helped set the standards for accountability. Dr. Lagon directed the questioner to the Fund's Web site (<http://www.un.org/democracyfund/>). Regarding program standards, he stated that NGOs wishing to apply should make an impact, address various aspects of civil society, and have a background in doing the work.

Mr. Donald "Buff" Mackenzie, Senior Education Advisor, US Agency for International Development – The Global Learning Portal

The Global Learning Portal (www.glp.net) is a collaborative project of USAID, Sun Microsystems, Academy for Educational Development, and others. It serves as a shared portal to provide educators worldwide with opportunities to network and share information. Mr. Mackenzie explained that the portal could also be used to integrate other projects.

The education context the portal needs to address is a situation where there are one billion illiterate adults and children in the developing world. These individuals suffer from low-quality education and poor results at all levels thanks to weak and inefficient education systems that lack data, and experience gaps in policies, data, governance structures, and finance. The education these individuals do receive lacks relevance to a global economy. Teachers in these environments suffer from weak preparation, a lack of updated skills, and HIV/AIDS.

The Global Learning Portal (GLP) alliance includes multiple stakeholders and is a collaborative network for teachers and educators. GLP's goal is to help improve the quality and relevance of education in developing countries and other underserved areas. It is a true portal, providing users with multiple possible ways to view information. Rather than being a one-time project, GLP is a permanent alliance and global network for educators. Its platform is technologically flexible and agnostic with regard to software. GLP empowers educators and removes communication barriers between them. As a social network, GLP uses technology to help educators connect to knowledge. It also provides or finds tools educators need to collaborate.

There are currently pilot programs of the GLP underway around the globe, and the system is scalable to meet future demand. Its core languages are English, French, Portuguese, and Spanish, with an Arabic GLP launched in May 2006. It is also available

U.S National Commission for UNESCO 2006 Annual Conference

in Chinese, Macedonian, Russian, and Urdu, with other languages under development (Dari, Farsi, Fulani, Hebrew, Hindi, Indonesian, Japanese, Korean, Pashto, and Swahili).

The GLP has an educator-focused search engine under development, as well as an advanced digital content and management system. "MyGLP" launches later this year. This autumn, GLP will also offer online courses and a learning management systems capability, with other tools to be added continually. The most important aspects of GLP are that it is user-friendly, customizable, and free.

Some GLP Alliance members include:

- Academy for Education Development (AED)
- International Reading Association (IRA)
- US Peace Corps
- US Department of State
- US Department of Education.
- Education International
- US Higher Education for Development (HED)
- Country partners: Brazil, Ethiopia, Jordan, Kenya, Philippines, Pakistan, South Africa, Uganda
- New countries: Afghanistan, Egypt, Ghana, Guatemala, Indonesia, Mexico, Morocco, Namibia, Rwanda, Senegal, Zambia
- UNESCO (June 2006)
- EU Schoolnet (EUN) (Summer 2006)
- Under discussion: W.F. Hewlett, Lucas and Oracle Foundations, World Economic Forum, Intel, Nokia, Mindset South Africa, US Committee for Economic Development, as well as international business network counterparts

UNESCO and GLP plan to sign a Memorandum of Understanding this month. UNESCO Assistant Director-General for Education Peter Smith will serve on the GLP Steering Committee. GLP will help distribute UNESCO content and support Education for All (EFA) coordination and dialogue.

The goals of the UNESCO/GLP partnership will be to support teacher training and professional development, especially in Sub-Saharan Africa; providing school twinning programs; facilitating public-private partnerships (PPP) in education; provide improved knowledge management; provide support for the Decade of Education in Africa; and support HIV/AIDS education.

GLP provides users with a customizable portal capable of sharing information and providing networking opportunities. It can help users distribute materials to new audiences; communicate asynchronously with other international partners; plan and prepare for upcoming events; develop and share "best practices"; find materials, links, and communities about specific subjects or education themes; support upgrading of teacher skills and professional development; and develop surveys.

U.S National Commission for UNESCO 2006 Annual Conference

Possible upcoming UNESCO communities on GLP:

- Academics Across Borders
- Higher Education: Universal Mobility, Quality, and Innovation
- UNESCO Chairs for Human Rights and Democracy
- UNESCO Chairs for Sustainable Development
- EFA Global Monitoring Report
- International Institute for Educational Planning (IIEP)
- U.S. National Commission for UNESCO

10:30 a.m.—Breakout Session—Education

Members Attending:

Peggy Blumenthal, Institute of International Education
Ken Burke, Association of Community College Trustees
Michael Casserly, Council of the Great City Schools
David Chernow, Junior Achievement
Dr. John J. DeGioia, Washington, DC
Bob LaGamma, Council for a Community of Democracies
Kathy Mellor, South Kingstown, Rhode Island
Ricardo Romo, University of Texas, San Antonio
Benita Somerfield, Barbara Bush Foundation for Family Literacy
Marianne Toombs, Learning Disabilities Association of America

Public Attendees:

Emily Vargas Baron	Frank Method
Jacque Johnson	Karen Moraney
Joseph Carney	Jessica Raper
Angela Keisser	

Staff:

Amy Ostermeier

John DeGioia chaired the session.

The group is to continue discussing how the U.S. National Commission for UNESCO should respond to the Medium Term Strategy questionnaire. The strategic directions in the areas of international cooperation are UNESCO's suggestions; DeGioia felt the group should not feel bound by them.

The group suggested yesterday that they should limit the number of directions. Also, literacy should be set as the strategic priority, with an eye toward preparing individuals for the workforce; and then use teacher training, technology, quality education, and curriculum development as means of getting there.

U.S National Commission for UNESCO 2006 Annual Conference

It is very important for UNESCO to be a neutral broker in education, particularly girls' education.

It is not just a matter of finding a "silver bullet" solution, but also the ability of political leaders to build and maintain political will. In some cases this may require training for political leaders.

UNESCO should focus on early childhood development and language acquisition. The Committee could recommend that UNESCO resurrect its efforts on civic education.

The team received a paper called "Day One Draft Recommendations" for discussion purposes.

Any changes we make will be reported out to the general plenary later.

When emphasizing teacher training, we also need to think about ways to ensure teacher retention. It is very difficult to retain teachers.

When you're talking about adult literacy, much of the work is done by NGOs, not the government, so you want to go through the NGOs.

Why do not we review the list and see what we think.

Change to "teacher training, support, and retention."

Add: "Helping countries achieve literacy for [specific purposes]" such as workforce preparation, healthcare, roles as citizens. We do mean the ability to read, write, and comprehend, but for specific purposes.

The emphasis on teaching for women and girls is not listed. That is where resources need to go if they are limited.

Development strategy has a goal with strategies to reach the goal and measurements to verify success. The overarching goal seems to be literacy for all. Is it just literacy for young people or for their parents as well? The life skills program is primarily focused on adults.

What is the definition of life skills? - Workforce development, healthcare, and civic engagement.

Reading and writing are not ends unto themselves. The skill is not the subject.

These are all important activities. We are trying to contribute to UNESCO's medium-term strategy in the context of education. We believe the linchpin of that effort is literacy. The goal isn't to determine a plan, but advise the US Government.

The first item is a goal; the other items are strategies. What do we mean by making

U.S National Commission for UNESCO 2006 Annual Conference

education for democracy a “higher priority?” This activity originally was not highlighted at all. Maybe change that to “giving it more attention.”

One of the ways UNESCO shapes its strategy is by having a strategic priority. Civic education is currently receiving \$2 million. There is a concern that the U.S. will be perceived as pushing the democratization agenda over literacy.

Democracy does not flow easily. Are we undermining the emphasis on democracy by including the term “civic engagement?”

We cannot be value neutral. They had civic education in Soviet Russia. You need to have civic education that includes critical thinking and inclusion of all people. That is in keeping with the Universal Declaration of Human Rights.

Let’s say what it is that we want to support. Find a way to say what we want. “UNESCO should increase its emphasis on education for community involvement and participation in governance.”

There is a difference between civic education and civic engagement. Civic engagement covers education. It would go over if we did not include the word “democracy,” but we need to include specific examples of the behavior we are talking about.

Balance “democracy” and civic education.

This is about literacy. Individuals do not have those skills or the purposes they can be used for. The primary focus has to be on literacy.

Unless you have literacy, you won’t be able to empower anyone. Democracy seems to be supported by UNESCO, but is that a U.S. initiative? Kofi Annan believes the UN will be successful when it truly consists of democracies.

Again, we cannot lose focus on literacy first. Education for women and girls also needs to be included.

Can we not include principles of democracy in the literacy program?

You cannot have democracy without literacy.

Where does workforce education fit in? It is included in life skills.

Early childhood education/development—emphasize/use development, which includes education and other activities.

Do we need to say democracy twice? UNESCO should increase efforts at civic engagement. Using democracy twice rubs in our agenda. Change emphasis to what the education is for.

U.S National Commission for UNESCO 2006 Annual Conference

We can push democracy in places where it is more welcome.

We want our efforts to be relevant to the needs of the host nation.

What does “quality (education)” mean? That varies by local needs.

We need to say, “UNESCO should increase emphasis on civic engagement for all.”

There was a discussion on the definition of civic engagement. It was mentioned that the Department of State (DOS) did some work through Middle East Partnership Initiative (MEPI) in Jordan, which included specific skills: critical thinking, active involvement, participation, etc. As we engage in more international partnerships, critical methodologies become very important. Liberal education in China means analytical thinking, not critical thinking.

We just need to say what we want to say and explain by giving examples.

Definition: active involvement and participation in groups and governance.

Education should be respectful of the country’s culture and relevant to the country’s needs.

Is “free enterprise” a useful phrase? “Enterprise” is okay, but they don’t want us to use the word “free.”

Different teaching methods are used in different countries. Some indigenous languages are not in print.

UNESCO needs to strengthen its technical assistance for EFA policy advocacy, planning, and communication and provide a greater portion of its budget to it. EFA was placed under sustainable development; that led to a reduced commitment. Our focus on literacy is in support of literacy for all.

In our commitment to ensure our support for EFA, we chose to focus on literacy.

Public Comment: UNESCO really does not have a program mandate or the capacity to provide technical assistance. I’m concerned about trying to mandate UNESCO to focus on providing technical assistance when it doesn’t have the resources to do so. If we want to make the LIFE program the centerpiece, there are things we can do to ensure that. Suggest using “leadership” instead of “technical assistance.” End Public Comment

We’re trying to make sure that the resources are there. UNESCO is going to be pursuing outside funding. However, we do not want to put money into something that does not work.

U.S National Commission for UNESCO 2006 Annual Conference

All recommendations will go into PowerPoint slides for presentation to the general plenary. Is everyone comfortable with the language?

Third bullet: "UNESCO's literacy program should include early childhood care and development and language acquisition within the framework of intergenerational learning."

Education should emphasize formal and informal learning.

"Respect for local culture and relevance to local situations" addresses a lot of issues.

We have an Education Committee subcommittee for workforce development, but only one mention in the recommendations. Do we need to expand upon that? One challenge for the subcommittee is that unlike the literacy committee, there is no one specific activity to focus on. We should be sensitive to the strategic directions. Suggest that UNESCO have a plan for strategic plan for workforce development. Underemployment of youth is a greater danger than HIV/AIDS.

By listing workforce development in the first bullet gives it primacy. If we go into too much detail, we'll lose focus. An additional point would be well received and would make a statement if it is linked to literacy.

Many countries have literate populations, so adding workforce development makes sense. Workforce education is a global concern.

One of the primary goals of literacy is to enable individuals to sustain themselves.

Create a fifth bullet point: "UNESCO should increase emphasis on literacy skills to help children and adults enter the workforce of the 21st century." Another suggestion: "UNESCO should increase emphasis on the development of literacy skills necessary to the future and current workforce."

Add asterisk after "quality education."

Committee members will have a chance to amplify or explain their wording at the afternoon plenary, if needed.

Session adjourned. Below are the recommendations of the Education Committee prior to the concluding plenary when final recommendations would be produced.

Recommendation 1:

Helping countries achieve literacy for life skills, such as workforce development, health care and civic engagement, should be UNESCO's strategic direction in education, especially for girls and women.

Recommendation 2:

U.S National Commission for UNESCO 2006 Annual Conference

UNESCO's literacy program should include a strong emphasis on early childhood care and development and language acquisition, within the framework of intergenerational literacy learning.

Recommendation 3:

UNESCO should prioritize technical assistance in:

- Teacher training, support and retention; and
- Quality education, as defined by strong curriculum and accountability for learning outcomes that are respectful to the country's culture and relevant to the country's needs.

Recommendation 4:

In its coordinating role, UNESCO should prioritize:

- its role as a neutral broker, coordinating donor activities in education to ensure that needs are met while bearing in mind cultural sensitivities; and
- building and maintaining political will for literacy and education in general.

Recommendation 5:

UNESCO should increase emphasis on education for civic engagement* for all, and target assistance in new and emerging democracies.

* (defined as education that develops critical thinking skills and promotes the active involvement of all groups in government)

Recommendation 6:

UNESCO should increase emphasis on the development of literacy skills necessary to the readiness of the current and future workforce.

10:30 a.m.—Breakout Session—Natural Sciences and Engineering

Members Attending:

Arden Bement, National Science Foundation
David Botkin, Center for the Study of the Environment
Amy Flatten, American Physical Society
Robert Gagosian, Woods Hole Oceanographic Institute
Hank Hatch, Oakton, Virginia
Russel Jones, American Society of Civil Engineers
Alan Moghissi, Institute for Regulatory Science
John Steadman, Institute of Electrical and Electronic Engineers
Vaughan Turekian, American Association for the Advancement of Science
Diana Wall, Fort Collins, Colorado

Public Participants:

Rose Gombay
Sidney Passman
David Schindel
Verne Schneider

Staff:

Kevin Pilz

Hank Hatch chaired the session. The Committee discussed and finalized the recommendations it would put forward to the entire Commission during the plenary session regarding the Overall Review of Programs II and III and for the Medium Term Strategy Questionnaire.

Recommendations for Review of Programmes II and III

Coordinate and Rationalize

Added: Gather information and minimize overlap and redundancy within the UN system.

Transparency and Discipline

Include metrics and anticipated results.

Add peer review? No, that is included under “independent evaluation.”

Changes formally approved.

Medium-Term Strategy Questionnaire

The questionnaire is a routine part of UNESCO planning. We will be providing advice to the government for responses; Hank Hatch will also be attending the Europe-North America regional meeting in Greece, which is a UNESCO Director-General hosted consultation with National Commissions. The goal is to rationalize our answers and synchronize them so that our answers match the government’s answers more closely. The Commission as a federal advisory body does not have the authority to respond directly to UNESCO.

There are question number discrepancies between the questionnaire (Q) and the clarification document (CD) that was distributed to the Committee. The Committee worked with the numbers provided on the clarification document.

The Committee reviewed several slides with suggested recommendations based on Committee members input prior to the meeting.

CD1.1 (Q11): *Upon what aspects of UNESCO’s Major Programmes II and III would you suggest the Review Committee focus?*

Comments:

- Change “science and technology” to “science and engineering” throughout.
- An “organization” is higher than a “program.”

U.S National Commission for UNESCO 2006 Annual Conference

- Last bullet (UNESCO's role as a capacity builder), add: "with an emphasis on sustainable development." Or: "UNESCO's role as a builder of sustainable development."
- Address the connection between science and engineering and culture. UNESCO is not just a scientific organization, but a cultural one as well.
- Second bullet, change to: "How UNESCO programs and activities contribute to sustainable peace and human development in an era of globalization, as reflected in the Millennium Development Goals, and of the 2002-2007 Medium Term Strategy."
- Add bullet: "Cross-sectoral programs should be promoted and facilitated."
- First bullet: "UNESCO's role as a builder of sustainable capacity (e.g., economic development, poverty reduction, disease prevention).
- If we're going to focus on ethics, make it broader, not just bioethics.
- Third bullet: "How ethics of science and engineering should be emphasized in the natural and social sciences."

CD1.2 (Q12): *What would you propose to be the strategic objectives for the natural sciences?*

- Third bullet, change to: "Enhance the scientific and engineering capacity to address the problems and opportunities of the natural and man-made world."
- Last bullet, change to: "Promote cross-sector, interdisciplinary collaboration and integration to leverage capacity building, education, and training."
- Delete first and second bullets.
- Delete fourth bullet.

Reordered/revised bullets:

- Promote cross-sector, interdisciplinary collaboration and integration to leverage capacity building, education, and training.
- Enhance scientific and engineering capacity to address the problems and opportunities of the natural and man-made world.
- Improve the science and engineering education for all.

CD2.1 (Q19): *Which principal priority would you propose for the natural sciences?*

- Delete second and third bullets.
- Revised recommendation: "Retain the principal priority on water, with emphasis on the sustainable use and access to fresh water, most critically potable water."

CD2.2 (Q20): *What "other priorities" would you propose for the natural sciences, and what number of priorities do you think is appropriate for UNESCO to support in the natural sciences?*

- Separate bullets.
- Promote application of science and engineering for sustainable development to

UNESCO's development goals.

CD2.3 (Q20): *What would you consider an appropriate division of resources among priorities?*

- "Energy" doesn't seem to fit.
- Instead of capacity building, science education, and energy:
 - Water 25%
 - Building science and engineering expertise in developing countries 25%
 - Oceans 25%
 - Applications of science and engineering for sustainable development 25%

Public Comments

Have the National Commission influence communication between the U.S. science and engineering community and UNESCO. UNESCO wants the U.S. science/technology community to provide direct inputs to its science programs.

As a Federal Advisory Committee Act (FACA) committee, the National Commission provides a window into US civil society. The committee can broaden its influence.

10:30 a.m.—Breakout Session—Social and Human Sciences

Members Attending:

R. Wayne Cooper, State of Missouri
John Fonte, Hudson Institute
Victoria Hughes, Bill of Rights Institute
James Kelly, Federalist Society
Tod Lindberg, Hoover Institute
Marc Plattner, National Endowment for Democracy
Jan Smith, Heritage Foundation
Andre Varchaver, Americans for UNESCO
Steve Wheatley, American Council of Learned Societies

Public Participants

Richard T. Arndt	Dr. Kathie Olsen
Erin McElroy	Ellie Pourbohland
Richard Nobbe	

Staff:

David Ostroff

Jim Kelly chaired the session. Mr. Kelly began by mentioning that some members had submitted feedback regarding the inputs for the Draft Medium Term Strategy. Recommendations will be considered by the full Commission, which will go to the State Department (DOS). DOS will use them as they see fit. He stated that the Committee

U.S National Commission for UNESCO 2006 Annual Conference

needed to avoid stridency and be credible and circumspect when discussing the U.S.'s issues.

Recommendation 1:

Accepted.

Group Discussion of Recommendation 2:

The committee can learn what is going on with human security. Once there is a meaningful participation from member states, they have knowledge, so it would be redundant to say "knowledge." It was asked if there was any objection to taking "knowledge" out? The answer was No.

Use "meaningful participation and approval." Take out "official."

Add "meaningful participation." Remove second "participation."

Should the committee recommend that the U.S. should not sign a normative document? Aspects of the human security agenda are problematic. Because of that, we should make that recommendation. Remove the brackets.

Statement #3 is very strong. It adds a stronger caution that we do not want to pursue standard setting. The view of the Committee is that UNESCO not pursue standards and norms in the field of human security. We know what human security is, but we do not know what the human security program is going to be. If we want to soften that, we could add "with the meaningful participation and approval of all member states." This gives the impression that standards should not be pursued without consensus. It also provides the Ambassador backing for U.S. resistance to normative documents. We are not against human security, but against normative instruments. We do not want to waste a lot of UNESCO resources on these instruments.

In the case of the Bioethics Declaration, there was concern on the part of the U.S. because it was a tremendous drain on the goodwill and time of the UNESCO staff. Should the pursuit of normative standards be a task of UNESCO? Ultimately, the train will go forward, but it's good to give the Ambassador another piece of ammunition to resist normative standards.

The entire Commission should consider this item. Normative standards are developing in other areas; if UNESCO is to be a standard-setting organization, the entire Commission should have a chance to discuss it.

The group voted on accepting the following recommendation:

Any human security agenda or program developed, facilitated, or promoted by UNESCO:

U.S National Commission for UNESCO 2006 Annual Conference

1. Should be defined, designed, and pursued only with the meaningful participation and approval of all Member States and should not involve the pursuit and adoption of any human security standards or normative instruments; and
2. Should be formally coordinated with other agencies within the United Nations system.

The motion carried.

Group Discussion of Recommendation 3:

Is this presumed to be posture on the possibility of merging the science areas? No, this would state that even if they were merged, we would only address science issues.

Add “the UN Democracy Fund and other relevant agencies and programs” to point three.

The group voted on the following recommendation:

The promotion of democracy, freedom, good governance, civil society, and the rule of law:

1. Should be a high priority for the UNESCO Social and Human Sciences Sector during the period covered by the next medium-term strategy (2008-2013);
2. Should constitute a cross-cutting theme within all UNESCO Sectors and within the SHS Sector, specifically with regard to the MOST Program; and
3. Should be coordinated with the activities of the UN Office of the High Commissioner for Human Rights, the UN Development Program, the UN Democracy Fund, and other relevant UN agencies and programs.

The motion passed.

Group Discussion of Recommendation 4:

By definition members are sovereign governments.

Do we include this? This is a very important issue; they are discussing it in Paris now.

Does “boundaries” add anything? I would be uncomfortable with supporting “assimilation” practices. “Integration” is better. Take out “boundaries.”

Since we are discussing migration, why spell out “immigration?” The migration program presented by the social and human sciences group in Paris would place the right of emigration or immigration against the rights of democratic nation states to decide who comes and who goes.

UNESCO should not impact national sovereignty. In this instance it does, because rules governing emigration and immigration are derived from the consent of the governed.

The group voted on the following recommendation:

UNESCO should design and conduct its International Migration program in a manner that respects the national sovereignty, immigration laws and regulations, and integration practices of Member States.

The recommendation passed.

Group Discussion of Recommendation 5:

In the Universal Declaration on Bioethics and Human Rights, there were two sections: one dealing with social responsibility, and one dealing with the sharing of benefits. UNESCO officials and members believe that these two are proactive measures in dealing with pharmaceutical companies.

A member stated he would be uncomfortable with UNESCO mandating behavior; however, I would also not want bioethics to be controlled completely by intellectual property regimes. There has to be some flexibility.

What is the force of “respected” in this situation? It honors the legality but doesn’t try to undermine. Another choice of words would be “takes into account.” We can add “in a manner that, while promoting discussion, respects.”

In the Cultural Diversity Convention (Convention on the Protection and Promotion of the Diversity of Cultural Expressions), it conflicted with the World Trade limitation. When it comes to property rights and benefit sharing, we want to make sure they do not conflict. Add “and laws.” Remove “free markets and national sovereignty.”

The group voted on the following recommendation:

UNESCO should promote the Social Responsibility and Sharing of Benefits provisions of the Universal Declaration on Bioethics and Human Rights in a manner that, while promoting discussion, respects the intellectual, commercial, and other property rights of individuals, business and non-profit enterprises, and laws of Member States.

The recommendation passed.

The chair tabled “Review of Major Programmes II and III” that comprised of three Principles for discussion and adoption.

Principle I

On the second bullet, they have added “sustainable economic capacity.” What was wrong with economic development?

Take out second “sustainable.” Someone was sent to the Natural Sciences and Engineering group to concur on this wording.

Dr. Olsen was asked for any input she might have. She thought the recommendations looked good as is.

Was there any discussion regarding “risk-based” as opposed to “science-based” assessment? No. Where would you insert that? Not sure, but Dr. Olsen can bring up in her discussions with the other members.

Could we add “risk-based social sciences” to the “science based policy-making bullet?” “Science based” incorporates that sort of assessment.

The following recommendation was put to a vote:

Principle 1: Focus on Capacity-Building

All UNESCO activities should contribute to building sustainable capacity for

- Science-based policy-making
- Generating positive impacts of science on society (e.g., economic development, poverty reduction, disease prevention)
- Science education at all levels

The recommendation passed.

Principle 2

What is to be coordinated or merged? Answer: The two sectors. Right now the two science areas are on two separate tracks. We are trying to get them to maximize their effectiveness.

Ambassador Oliver seemed to not want us to be urging merger. There are some activities that are stand-alone. Dr. Olsen wanted to see more science.

The following recommendation was put to a vote:

Principle 2: Coordinate and Rationalize

Scientific goals and activities are distributed across UNESCO’s sectors and among UN agencies, and many UNESCO activities are relevant to several Sectors. Mechanisms are needed to:

- Maximize the overall effectiveness of science in the NS and SHS Sectors, including collaboration, coordination or merger
- Minimize overlap and redundancy within the UN system
- Ensure coordination of all relevant UNESCO Sectors and UN agencies (e.g., UNOHCHR, UNDP)

The recommendation passed.

Principle 3

Question: on the last paragraph—Creation of an independent protocol for initiating projects using review what sort of review are we talking about? They do not want the science sector staff at UNESCO determining on its own what projects it's going to initiate, so they want an independent review to make those decisions.

Review by member states is not always appropriate.

Add “ongoing and proposed programs.”

Regarding transparency, I don't have a sense of what is actually done by the Social and Human Sciences Section of UNESCO. Is that information that our delegation has, or is there a problem finding out what is done and how much is being spent? Dr. Olsen created a spreadsheet to track natural science and social science expenditures and asked UNESCO to fill it in, and could not get the information. UNESCO is going to provide information, but not at the level of detail she wanted. Eventually she would like to see the information on the web site, including where money is spent. It is not concealment, but inability to answer; that issue should be our first priority and be highlighted more. Add a bullet: “Uniform transparency of operational and budgetary processes.”

The following recommendation was put to a vote:

Principle 3: Transparency and Discipline

- UNESCO activities are supported by Regular Budget and Extra-budgetary Contributions. A uniform approach to all activities is needed, involving:
- Screening of proposed activities to ensure relevance to UNESCO goals.
- Uniform transparency of operational and budgetary processes
- Specification of performance metrics and anticipated results
- Process for sun-setting/terminating projects
- Periodic independent and objective evaluation of ongoing and proposed programs
- Creation of an independent protocol for initiating projects using review outside the Sector (e.g., Member States, Executive Board)

The recommendation passed.

It was asked if there were any additional comments. The response was no.

Is there any question on the questionnaire that the group has not dealt with sufficiently?
No.

Public Comments

When you look at what you have written for recommendations, there are several negative spots that are not addressed. The Committee should learn more in greater detail. It would also be very useful for the Committee to extend its reach into the social science community in the U.S. so the social science community understands that you are working for them. The Committee should also help start or deepen the dialogue between the U.S. social and human sciences community and UNESCO as well as the world social and human sciences community.

Helen Marie Gosselin, Director UNESCO Liaison Office to the UN (New York), was asked for some examples of programs. When she was in charge of the Caribbean project, they helped fund a university project in the Dominican Republic to set up a master's degree program in social sciences. There are regional people in charge of this sector who perform work at a small local level, but it does not get attention.

The UNESCO staff does not make more detailed information available because they fear that many other nations would want to join specific small projects, thereby sinking the project.

The Chair thanked the Dr. Olsen, Myra Montrose, members of the public, and the Committee for their participation and contribution.

The meeting adjourned at 11:35 p.m.

10:30 a.m.—Breakout Session—Culture

Members Attending:

Edward Able, American Association of Museums
Bruce Cole, National Endowment for the Humanities
John Francis, National Geographic Society
Sandra Gibson, The Association of Performing Arts Presenters
Debra Hess Norris, Heritage Preservation
Frank Hodsoll, Falls Church, Virginia
Jonathan Katz, National Association of States Arts Agencies
Melinda Kimble, United Nations Foundation
Richard Kurin, Center for Folklife and Cultural Heritage, Smithsonian Institution
Adair Margo, The President's Committee on the Arts & the Humanities
Mack Teasley, Eisenhower Foundation
Tim Whalen, The Getty Conservation Institute
Joe Wilson, National Council For The Traditional Arts

Public Participants

Bill Allaway
Ann Guthrie Hingston
Ray Wanner
Beverly Zweiben

Christine Kalke

Staff:

Cristina Novo

Frank Hodsoll chaired the session.

The session began with a brief recap of the previous day's discussions providing ongoing advice with respect to programs already underway concerning the World Digital Library, World Heritage, Endangered Cultural Objects, and the Memorandum of Understanding between the Smithsonian and UNESCO concerning traditional music.

The bulk of the meeting involved developing recommendations to the U.S. Government on how to go forward with the new initiatives that are part of the draft Medium Term Strategy and Budget (2008-2013) which will set the overview for the next three bi-annual budgets. It was pointed out by Committee Vice Chairman Frank Hodsoll that this is the first time that the U.S. had participated in the early stages of a UNESCO medium term strategy in over 20 years, and the Committee needed to be very realistic about the amount of resources available for any of the programs.

Mr. Hodsoll noted that UNESCO is very small in budgetary terms (\$610 million in regular program funds and \$408.8 million in extra-budgetary funds in the 2006-2007 biennium) – roughly \$500 million/year. , The Culture Section of UNESCO is even smaller in budgetary terms: \$50.6 million in regular program funds and \$36.7 million in extra-budgetary resources in the 2006-2007 biennium – on the order of \$44 million a year. . UNESCO's budget has in recent years been flat in nominal terms and has risen only as a result of extra-budgetary funding. Mr. Hodsoll noted that 57% of the 2006-2007 regular budget expenditures go to personnel, primarily based in Paris. He said Culture is the 3rd largest UNESCO program, and of all the programs in UNESCO has the highest allocation of budget to personnel - 62.6% - again mostly in Paris.

Mr. Hodsoll stated that, in his view, the 2006-2007 Culture budget was a considerable improvement over the 2004-2005 Budget. While it still sits under the umbrella of the old Medium Term Strategy (2002-2007) and while the rhetoric is still at the beginning, the programmatic budgets hardly mention cultural diversity at all. The current budget groups all of the heritage programs up at the top, and then moves on to things like cultural dialogue, etc.

A discussion developed, led primarily by Ed Able and Melinda Kimble, concerning the high proportion of the budget going to personnel and the under-utilization by UNESCO of non-governmental organizations (NGOs) in the field instead of funded UNESCO positions. It was suggested that UNESCO would be better off engaging with the people in the field. If they utilized NGOs more they would not need as much administrative staff.

Ms. Kimble suggested that for the next six years, particularly in the context of the World Heritage Program, UNESCO should lay out a partnership development plan for NGOs as a medium term strategy and put in place new contracting procedures with expedited approval. It would be a powerful way of leveraging added resources. In her view, a UNESCO effort of this kind would allow NGOs greater access to governments in order to build cultural networks. UNESCO could provide NGOs with ministerial connections within governments. UNESCO could begin to think about building cultural networks.

General Questions Identified for Discussion in Plenary

The session moved on to the discussion of the five cluster questions in the draft Medium Term Strategy Questionnaire. The first question dealt with the definition of UNESCO functions. The functions are defined by UNESCO as:

1. Laboratory of ideas
2. Standard-setter
3. Clearing house
4. Capacity-builder in Member states
5. Catalyst for international cooperation

The question was: what priorities should be given to these functions, should some be excluded, and were there others that should be proposed?

It was suggested that a function be added that UNESCO should be a leader and convener in collaboration and thereby be a catalyst for groups to come together and work together. More resources were needed to carry out the work. Ms. Kimble pointed out that over the next six years UNESCO would retire 30% of its existing administrative personnel and this would be a good opportunity to re-allocate budgetary resources and positions, and streamline them in a creative way to leverage these opportunities. She also pointed out that several European countries have put money into a “cultural trust fund” and the reduction in personnel would free up funds for UNESCO to do the same. This would create two trust funds for leveraged opportunity and could create a catalyst for international cooperation.

There was no objection to the stated five UNESCO functions and giving priority to the “catalyst” function only seemed to make them stronger. It was decided that the order of priority should be:

1. Catalyst (facilitator/collaborator/convener/networker)
2. Capacity builder
3. Clearing house
4. Laboratory of ideas
5. Standard setter.

It was also suggested that networking was also very important. UNESCO could do so much more with good networking. Although it has done networking over the years,

nothing much has come out of it. UNESCO is very good at bringing experts together but then they go away and little happens.

The session then moved to a discussion of the overarching objectives of UNESCO and what should be the measurable outcomes of these objectives. The three overarching objectives are:

1. Universal principles and norms.
2. Pluralism.
3. Empowerment and participation.

The point was made that pluralism and empowerment and participation make sense in contributing to peace and human development. However, extended universal principles and norms in a one-nation one-vote system are very hard to come up with unless there is a calamity. UNESCO can make a difference by connecting the disconnected. The majority of the world is interrelated in all kinds of different ways (trade, universities, art, etc.), but a large section (Sub-Saharan Africa, parts of Southeast Asia, parts of Central and South America, etc.), poor as well as rich, is still disconnected and not participating. UNESCO could be very useful in overcoming this, which speaks to transformational diplomacy.

There was a brief discussion of enhancing UNESCO's involvement and impact on the country level. It was felt that this was dealt with earlier in the discussion of utilizing NGOs and taking advantage of administrative personnel retirements. Also, as part of this process, UNESCO needed to engage young professionals.

The session moved on to inter-sectoral and inter-disciplinary topics and what topics and/or themes UNESCO should pursue. Should UNESCO choose a small number of carefully selected inter-sectoral approaches into which it would invest the critical resources that inter-sectorality requires; and how should UNESCO proceed in order to pursue these proposed activities?

It was felt that capacity building and the development of the cultural sector (e.g., in the case of cultural tourism) was a key to economic development. There should be a way to relate cultural products to economic development. Cultural elements are the "new economy" in many parts of the world. UNESCO currently sees culture as a government program and has not adequately considered the economic potential. There should be a conscious effort, where appropriate, to develop those types of cultural opportunities that will stimulate economic development.

UNESCO could create inter-sectoral teams to investigate economic leverages/partnerships. This would help to enhance the celebration of "place". The crossover with economic factors is a key element. There needs to be some balance as developing countries can be destructive when involved in cultural tourism; they can exploit the sites at the expense of conservation. There is also a need to link cultural and natural sites. Also, the focus on emergency preparedness and response must be cross-

sectoral. Culture cross-cuts everything. The vast majority of Flagship programs at UNESCO (i.e., World Heritage) are cross-sectoral.

The Committee essentially agreed that the major global and regional trends blocking UNESCO from achieving its objectives are:

1. Ethnic and religious intolerance.
2. Lack of rule of law and the high incidence of corruption.
3. "Sclerosis" of working methods – i.e., enormous resistance to procedural changes.

The Committee then turned to Medium-Term Strategy Questions identified for discussion in Committee.

Cross-cutting Themes (Q. 16)

The session then moved to a discussion of cross-cutting themes, which currently are "Eradication of poverty, especially extreme poverty" and "The contribution of information and communication technologies to education, science and culture, and the construction of knowledge societies." The current two cross-cutting programs involve very tiny programs. The question arises: are there enough resources available to fund these programs? There are other organizations that are specifically designed to take on the eradication of poverty: e.g., the World Hunger Organization. Two recommendations came out of this discussion:

1. Cross-cutting themes needed to be proportional to the capacity of UNESCO to make a difference.
2. UNESCO should focus cross cutting activities on areas where it can contribute to UNESCO goals.

Flagship Programs (Q 17)

The discussion concerning Flagship Programs produced two more recommendations:

1. UNESCO should continue and intensify its concentration on Flagship Programs (e.g., World Heritage and Water) that bring together the relevant competencies of UNESCO.
2. Flagship Programs should be ongoing UNESCO efforts central to the UNESCO mission, are replicable, and have suitable impacts.

Mainstreaming (Qs. 25&26)

The Committee discussed whether the Mainstreaming concept should continue to be used by UNESCO and what would be alternative approaches. Currently the mainstreaming efforts are concentrated on Africa, the least developed countries, women, and youth. This implies that the needs of these groups be addressed by all

programs at all stages of the programming and implementation process.

One of the public observers, Ray Wanner, commented that he thought that Mainstreaming did not work, that it was not managed as it should be, and that accountability was lost.

Committee members thought that Mainstreaming was a flawed concept. However, there is a belief that UNESCO is already an elitist organization at every level, and so it needs something that says these programs really have to address these problems. UNESCO must address a broader populace, not just academics. UNESCO also needs to look at what is really possible and establish a set of priorities/values that serve the underserved countries and populations. However, it was pointed out, that politically speaking, it is hard for governments to forget about mainstreaming. It was also noted that it is impossible to do all stages in all programs in all regions. Two recommendations came out of this discussion:

1. UNESCO should evaluate the viability of the current application of mainstreaming, particularly as it applies to all sectors in all stages of all programs.
2. Means should be promoted whereby core UNESCO values could be effectively infused into all program choices, development, and operation.

Africa (Q. 28)

One recommendation came out of this discussion:

1. UNESCO can best support African development through creative and sustainable partnerships with key regional organizations and NGOs that leverage its limited resources.

National Commissions (Q. 29)

There was no comment on the issue of furthering the role of National Commissions.

Partnerships (Q. 32-34)

The discussion on partnerships for UNESCO indicated that they should be sustainable and creative and should be able to be rapidly deployed. The recommendations from this discussion were:

1. UNESCO should increase and enhance its construction and use of partnerships (in particular with UNESCO-affiliated NGOs), especially in connection with post-conflict and post-disaster situations.
2. Such partnerships should include NGOs, private sector entities, and non-traditional NGOs.

Information and Communication (Qs. 36 and 37)

The next discussion concerned how UNESCO can make its information and communication activities more effective and strengthen the UNESCO image locally. It was felt that primary national government agencies do not know UNESCO's mission and that it should actively be promoted to the people who are "paying the bills." The recommendation coming out of this discussion states:

1. UNESCO should focus information and communication resources to a greater extent to those partners and supporters so as to ensure adequate resources, visibility, and effective results.

Culture Sector Strategic Objectives (Q. 14)

The Committee then discussed the strategic objectives for UNESCO's Culture Sector. The current UNESCO principal priority is the promotion of cultural diversity with special emphasis on the tangible and intangible heritage. It has three components:

1. Promoting the drafting and implementation of standard setting instruments.
2. Safeguarding cultural diversity and encouraging dialogue among cultures and civilizations.
3. Enhancing the linkages between culture and development through capacity building and sharing of knowledge.

Committee members felt that enhancing the linking of cultural development and development through capacity building should be first on the list and standard setting should be eliminated altogether. The comment was made that standards are different in different countries and would always be, at least to some extent. The point was made that culture was critical to education; the arts teach many things – seeing, moving, speaking etc.

The concern was voiced that the things that help culture are emphasized, while the things that culture benefits are ignored. There is also a problem with just dealing with the heritage piece of the cultural diversity umbrella. Capacity building has to go also to the people who are doing the things that make up the living cultural aspects of a society and advance their skills and knowledge through education. Heritage can be one part of cultural diversity but not the whole.

It was agreed that over the next few years UNESCO should encourage the artists and local business that produce culture. In connection with that aim, everything had to be promoted through education. "Cultural diversity" as a phrase means different things to different people. All the "stuff" that brings us together is diverse. The U.S. recognizes diversity as two sides of the same coin. There needs to be a respect for cultural diversity -- it is very difficult to get rid of that phrase – but it is better for the definition of cultural diversity to be a bit "fuzzy." Preservation of the tangible and intangible heritage is also important. In the future, Flagship Programs should be looked to for leadership: e.g., the World Heritage Program.

There needs to be increased dialogue between cultures and civilizations. The philosophy has to be truly central to be really effective, the staff has to think strategically – where do you go, what do you do, etc. Whoever is in charge of the program must have a balanced worldview.

The strategic objectives should be focused on the most important programs. UNESCO would be better off getting rid of some of the bureaucracy, and have six or seven Flagship Programs across the board, which would be its focus.

A good piece of the dialogue should be a focus on world peace, which is one of the mandates of UNESCO. Some on the Committee also felt that the U.S. government should reconsider its current position with regard to the UNESCO Intangible Heritage Convention, which was adopted at the 32nd UNESCO General Conference and has already been ratified by over 49 countries. The government should review the language, change it, tweak it, agree with it, etc., so that the U.S. can accept the treaty and participate in it. One Committee member said that the U.S. was going to go along with the Convention until the very end when there was a protest from the U.S. Patent Office. It was suggested that, if that protest could be dealt with, acceptance of the treaty could go forward.

The recommendation initially included language that read:

- 1) Enhancing linkages between culture and development through capacity building and sharing of knowledge.
- 2) Safeguarding cultural diversity and encouraging dialogue among culture and civilizations.

This language was ultimately removed in favor of what appears below. The recommendations that came out of this discussion states:

Recommendations:

1. Promote respect for cultural diversity with special emphasis on the preservation of tangible and intangible heritage, the advancement of cultural education and the development of cultural skills and knowledge, recognizing the important contribution these activities can make to economic development:
 - a) Through the World Heritage Program (with particular emphasis on capacity building, particularly in developing countries).
 - b) Through the intangible heritage program (with particular emphasis on capacity building, particularly in developing countries).
 - c) Through development and implementation of a strategy for dialogue among civilizations and cultures for the purpose of promoting peace.
 - d) Through professional training programs, education, and development of cultural skills and knowledge on an inter-sectoral basis.
2. The U.S. Government should reconsider its current position with regard to the Intangible Heritage Convention.

The session concluded at 12:40 p.m.

10:30 a.m.—Breakout Session—Communication and Information

Members Attending:

Christie Brandau, State of Kansas
Jackie Hawkins, Austin, Texas
Robert LaGamma, Council for a Community of Democracies
Jennifer Windsor, Freedom House

Public Participants:

Michael Dowling
Richard Sackett
Donna Wilson

Staff:

Kelly Siekman
Alexander Zemek

Mr. Robert LaGamma chaired the session.

The Communication and Information Committee reviewed the notes from the previous day's discussion. The Session Chair commented that the documents produced on the previous day were like "apple pie and motherhood" – fairly bland and mainstream—and could be proposed without fear being outside what should be proposed.

A clarification was asked for about the document being reviewed. It was explained that the document was the Medium Term Strategy that was currently in effect (2002-2007) and the document they considered on Thursday would be the focus of the next Medium Term Strategy (2008-2013).

The Session Chair entered the following Recommendation for discussion:

A key component of good governance is the free flow of information. The free flow of information in itself supports political, economic and social development. Principles of a free and independent media are critical to development, and accomplishes poverty eradication.

Commissioner Windsor made the comment that it was a tactical issue of whether the recommendation read "key component of good governance" or "key component of democratic governance." There was the perspective that a lot of issues can be put under the term "good governance," it would be more acceptable. "Democracy" had been basically soured by anti-Bush administration individuals and anti-Iraq attitudes".

U.S National Commission for UNESCO 2006 Annual Conference

The problem for Windsor was that she believed the World Bank was pushing to try to make good governance more present, as it is less offensive and acceptable to governments. But, she asked, why would we want to drop the term “democratic governance”, particularly under this administration? The U.S. government may lose in adopting this language and then the negotiating posture should be “good governance.” However, Windsor felt that “good governance,” in how it was understood, had parts of democratic governance, like the overall accountability of the government to the people, which was not considered to be part of that. However, even the issue of free flow of information and keeping the transparency of government records, etc., was not captured as much under “good governance.” It would only be those parts of “good governance” that would be related to economic development, i.e., transparency of budgets, transparency of political decisions, etc.

The chair suggested putting in parenthesis “good and democratic governance.”

Windsor went on to explain that UNESCO adopted a Declaration on World Press Freedom Day in Dakar last year that could be the basis of what the U.S. is urging. It used not only what was in the old strategy but also what UNESCO had put out since the old strategy in the last year. It seemed to be more in line with the previous day’s discussions.

It was agreed to change the language to “good and democratic governance.”

The chair then read out Recommendation 2, which states:

We urge the US Mission to UNESCO to advocate better use of existing resources within the UNESCO budget to advance free media and good government.

Windsor made the comment that one of the reasons why there was this kind of community development approach was because of the thematic debates—i.e., International Program for the Development of Communication in 2004, Promotion of Pluralism and Good Governance Through Media Development in 2006, and Giving Voice to Local Communities From Community Radio to Blocks—this signals. This signaled a redefinition back to the community level, which was reflected in this strategy document.

It was asked if Windsor would prefer the phrase “giving voice to local communities” instead of “better use.”

Windsor replied in the negative, since she saw it as a ploy to get out of the more edgy “free flow of information.” She saw it as an entirely important developmental approach, but it was not necessarily a freedom of the press approach. The instructions from the U.S. to UNESCO should be not to lose focus on the core issues of freedom of expression, which are under attack.

Windsor suggested the language “to directly advance” or “advance more directly core

U.S National Commission for UNESCO 2006 Annual Conference

issues of free media and their connections to good and democratic governments.” She felt it was a more diplomatic approach.

The chair suggested the language “to forcefully advance.” Other members of the Committee suggested “Strongly” or “vigorously”.

It was decided to adopt “vigorously advance core issues relating to free media.”

The next topic to be discussed was:

To call upon UNESCO to further media training through professional NGOs especially to provide the skills needed for –

1. Successful media management, and
2. To improve reporting skills on economic, environmental and gender equality issues

The chair felt that training of journalists was always going to be high on the list of priorities that the U.S. would want to see UNESCO pursuing in some way. Related to this discussion was the problem of government officials. The recommendation went on to say:

We recommend that training be designed to enable government officials responsible for media relations to better understand the role of a free press.

Windsor would like the language of #2 to be “to strengthen reporting skills on core economic, political and social issues.”

Windsor commented that the free flow of information needed to be encouraged, and recommended that training be designed to educate government officials about the importance of making government documents available.

After some general discussion on access to government documents, Windsor suggested language that read “the U.S. should call on UNESCO to use its funds, or its act, as to promote the adoption of national access.” The chair suggested that specific reference be made to the Dakar Final Declaration and suggested to endorse what the Declaration recommended, specifically with reference to the paragraph concerning promoting the adoption of natural access to information legislation and to develop international principles of access to legislation.

Language was decided upon as follows for a strategic objective:

Reaffirming Declaration of Media and Good Governments adopted in Dakar in May of 2005 UNESCO should promote the equitable and free access to information, and adjust accordingly to reflect that in the change to the preamble to the Medium Term Questionnaire of the C5 Strategy.

A strategic objective for preservation was developed and stated in the main that:

The role of libraries on the Internet and the free flow of information, equity of access, preservation, and the knowledge of society.

U.S National Commission for UNESCO 2006 Annual Conference

The chair then turned to a discussion on the term “the digital divide.” He proposed preliminary language stating:

Call on the U.S. Mission to UNESCO to work with UNESCO to forge public/private partnerships to help bridge the digital divide so that citizens everywhere can enjoy full Internet access and thereby benefit from the resources available on the World Wide Web.

This proposed language evolved out of an earlier discussion, which centered on the fact the World Digital Library was great, but cannot be accessed at the other end – since there was no infrastructure. It was suggested to add “through libraries and ICTs [Information and Communications Technology]” onto the end of the above statement, as there were places in the world where people did not have computers or access to the Internet in their homes. It was thought that the U.S. could play a leadership role in this and then not seem so hypocritical in promoting the World Digital Library, as it would also be helping people get access to it. It was decided that this could be added to the recommendations.

The language that was finally decided upon was:

UNESCO should implement public/private partnerships to help bridge the digital divide so that citizens everywhere can enjoy full Internet access through libraries and ICTs and thereby benefit from the resources available on the World Wide Web.

The next topic was the World Digital Library. The recommendation the Committee had already come up with would need to read a little differently as the Culture Committee had decided to add a point. It reads:

1. The Culture Committee and Communications and Information Committee endorse in principle the creation of a World Digital Library.
2. The Committees endorse a planning meeting in Paris in late 2006 at which a number of working groups would be established, for example:
 - a. Architecture
 - b. Standards
 - c. Content collection
 - d. Multilingualism
 - e. Intellectual property
 - f. Preservation
 - g. Education

The chair asked if there were any other issues that needed to be raised that had not already been covered. It was asked if every other member state’s National Commission for UNESCO had a Library representative as a member, as that would be helpful.

A comment was made by Mr. Richard Sackett, a public observer, that the Committee might want to talk to the science and technology people about using technology to put in place the capability to get to the Digital Library for places that are not wired or do not

even have any power. He gave an example of how remote sections of Alaska are using satellites and a wireless hookup to access the web.

One of the Commissioners stated that the recommendation they had already worked on did not really address the matter of building the infrastructure. How do they bridge the digital divide – form partnerships? It was thought that there could be an addendum to the original recommendation.

Mr. Sackett suggested that the Committee could have the Science and Engineering Committee look into the capabilities. By linking all of the different Committees together to focus on the strategic goals might be of benefit.

It was suggested that wording be added to the Recommendation on the Digital Divide that would say something along the lines of “please exercise leadership in finding solutions to the infrastructure problems that prevent people from having full access to the Internet.” UNESCO could be encouraged to promote cross-sectional cooperation, i.e., Natural Science and Engineering. Language was refined to read along the lines of “working with UNESCO’s Science and Engineering sector to seek solutions that overcome barriers to full access to the Internet.”

The Committee moved on to a discussion of the outcomes of their strategic objectives. The Committee was not happy with the language of the Preamble and decided to make a separate recommendation to the Commission that it should be changed.

The strategic objectives the Committee has come up with so far are:

Objective:

Reaffirming the Declaration of Media and Good Governance adopted in Dakar in May of 2005 UNESCO should promote the equitable and free access to information, and adjust accordingly the context in which the Communication and Information Sector Preamble is written.

Outcome:

1. Bolster good and democratic governance and to increase the free flow of information.
2. Contribute to greater transparency and accountability

Objective:

UNESCO should implement public/private partnerships to help bridge the digital divide so that citizens everywhere can enjoy full Internet access through libraries and ICTs and thereby benefit to resources on the World Wide Web. UNESCO should work with its Natural Sciences and Engineering sector to seek solutions that overcome the barriers to full access to the Internet.

Outcome:

U.S National Commission for UNESCO 2006 Annual Conference

1. As a consequence of this strategic objective millions of citizens will for the first time have access to information on the internet through schools, libraries and ICTs
2. As a result schools and libraries will be serve as a source of training and learning for all people

The Committee moved on to a discussion of UNESCO's two cross-cutting themes which are "Eradication of poverty, especially extreme poverty," and "The contribution of information and communication technologies to education, science and culture, and the construction of knowledge societies." Windsor felt that this is a re-shifting generally at UNESCO to focus back on poverty through all sectors. She did not mind the second theme so much but would like to broaden it; however, she felt the poverty issue is not particularly relevant to this Committee. She also felt that the purpose of UNESCO is not the eradication of poverty – that is the purpose of UNDP.

The chair pointed out that Americans tend to believe that if you establish free flowing information it is going to help with the other things. Others are more deterministic about it, saying you have to aim everything at the eradication of poverty.

Windsor indicated that she would like to see the cross cutting themes return to the language of an older document that reads:

The Medium Term Strategy stipulates that it pursues its mandate by developing universal principles and norms based on shared values, promoting pluralism through recognition and enhancement of the observance of human rights, and promoting empowerment and participation in the emerging knowledge society through equitable access to capacity building and sharing of knowledge.

Recommendation

We favor that UNESCO should retain the contribution of free flow of information and equitable access to communication technologies to education, science and culture, and the construction of knowledge societies in order to promote pluralism, empowerment and participation, good government and individual freedoms.

It was generally felt that the eradication of poverty was not a UNESCO issue.

It was decided to add to the Strategic Objectives something about a free press. The new objective reads:

Reaffirming the Declaration of Media and Good Governance adopted Dakar in May of 2005 UNESCO should promote the equitable and free access to information, and adjust accordingly the context in which the Communication and Information Sector Preamble is written. In particular the fostering of a free press, free expression and access to free flow of information as a pillar of democratic governance.

The session concluded.

12 p.m.—Commissioners' Luncheon

Ms. Alina Romanowski, Deputy Assistant Secretary, Office of Professional and Cultural Exchanges, Bureau of Educational and Cultural Affairs (ECA), Department of State

Romanowski began by stating that the U.S. values UNESCO and explained what the Bureau of Educational and Cultural Affairs does. She said that cultural diplomacy is a key part of the U.S.'s overall diplomatic efforts. Secretary Rice's imperatives for "transformational diplomacy" include:

- The U.S. must offer a positive vision.
- Isolate or marginalize extremists who oppose us and confront their ideology of tyranny and hate.
- Fostering common interests and values.

There are varying levels of response to American art and culture. There is diversity in the world, but American pop culture has a powerful influence and shapes others' views of us. Educational changes are the most important because despite technological advances, human contacts still matter. To expand and reshape the U.S.'s cultural diplomacy efforts, the following efforts have been made:

- Budget has tripled.
- Cultural diplomacy is receiving more attention and resources.
- Cultural diplomacy is being aimed at new audiences, particularly young Arabs.
- Cultural diplomacy now reflects America's diversity.
- We are demonstrating that the American culture is about freedom and democracy.
- We are trying to facilitate collaboration and trust, along with strategic partnerships that result from that trust.

The Bureau asked DOS posts worldwide "what works." Successes include collaboration with a theater in Afghanistan, where students were brought to New York for an architectural tour and shown how architecture reflects the history of American government and culture. DOS is educating museum curators in Syria. The Lynn Angel Reggae band traveled to Libya, where they played for 15,000 fans waving American flags. After Hurricane Katrina, DOS thanked international donors who sent assistance by sending displaced jazz musicians around the world for concerts, especially to Qatar. There is a lot of international interest in hip hop, so DOS has sent hip hop bands around the world to places like Indonesia and Saudi Arabia through a program called "Hip Hop Hijaz."

Romanowski stated that there has to be a dialogue and exchange of artists and ideas in order to improve understanding. This is done through the Cultural Visitors Program. For instance, the Kennedy Center hosted a performance of Indian dancers who had previously been visited by Debbie Allen, one of the U.S. State Department's cultural

U.S National Commission for UNESCO 2006 Annual Conference

ambassadors. DOS has provided scholarships for international chamber musicians.

The point of all these efforts is to demonstrate American freedom and creativity and to deflate the notion that contemporary culture is bad for traditional culture. ECA provides support for UNESCO in the following ways:

- UNESCO's Cultural Heritage Division has introduced a new area of focus on endangered cultural objects, including museum collections.
- Most UNESCO members need capacity building/preservation assistance.
- Facilitating knowledge transfers between experts.
- Ambassador's Fund for Cultural Preservation. Approximately three dozen states have received assistance through this fund.
- Safeguarding Iraq's cultural heritage through site security, staff training, and building infrastructure.

Through efforts such as these, we can reach diplomatically hostile nations through the arts.

Question and Answer Session

How does the exchange program interact with existing overseas university programs?

There is a large U.S. presence in Qatar. USAID has created partnerships with other nations. ECA and the Fulbright Scholars program also support these efforts.

Universities can compete for ECA grants. These are not direct partnerships, but that is not the number one priority.

Are audiences who see these performing artists aware that the event is funded by the DOS? Yes.

How do they react to that?

Over the last five to six years, USAID and ECA have made a point of letting these audiences know that events are brought to them courtesy of the U.S. taxpayer. The events are very popular, not just the performances but also workshops and face-to-face visits in which the artists participate. These visits help the artists engage with a broad audience. For every person who dislikes Americans, you can also find people who enjoy the artists. There has been a greater awareness within USAID and DOS regarding cultural diplomacy.

An attendee expressed disappointment with previous U.S. Information Agency (USIA) exchange efforts (i.e. sending professors abroad as representatives) and wanted to know what had changed. Romanowski responded that those efforts often collapsed due to a lack of interest or an actual dislike of cultural diplomacy. There is now recognition within DOS regarding the importance of cultural diplomacy. However, while it still faces resource issues, that funding does not necessarily need to come from the federal government alone.

How much money is going into cultural diplomacy?

There is never enough money to do what we want, however, the budget in Fiscal Year (FY) '06 was \$5 million; the FY07 request is \$9 million.

What is the situation with visas?

Since 9/11, DOS has been trying to streamline the visa process and back down from a culture of hostility. Improvements have been made, but there are still legitimate security concerns, and DOS is aware of the problems.

How about capacity building?

There is a deficiency there, but more funds are being put into programs. DOS is thinking about cultural internships. It is difficult to arrange that in some nations because of the need for civic education, so this issue ties back to our other initiatives.

1:45 p.m.—Concluding Plenary

The session chair of each of the five breakout Committee sessions presented their Committee's recommendations for discussion and adoption by the National Commission.

Education Committee

John DeGioia presented the Education Committee's recommendations. Following the discussion the final recommendations approved by the Commission were as follows:

Recommendation 1: Helping countries achieve literacy for life skills, such as workforce development, health care and civic engagement, should be UNESCO's strategic direction in education, especially for girls and women.

Recommendation 2: UNESCO's literacy program should include a strong emphasis on early childhood care and development and language acquisition, within the framework of intergenerational literacy learning.

Recommendation 3: UNESCO should prioritize technical assistance in:

- Teacher training, support and retention; and
- Quality education, as defined by strong curriculum and accountability for learning outcomes that are respectful to the country's culture and relevant to the country's needs.

Recommendation 4: In its coordinating role, UNESCO should prioritize:

- Its role as a neutral broker, coordinating donor activities in education to ensure that needs are met while bearing in mind cultural sensitivities; and
- Building and maintaining political will for literacy and education in general.

Recommendation 5: UNESCO should increase emphasis on education for civic

engagement* for all, and target assistance in new and emerging democracies.

* (Defined as education that develops critical thinking skills and promotes the active involvement of all groups in government)

Recommendation 6: UNESCO should increase emphasis on the development of literacy skills necessary to the readiness of the current and future workforce.

Natural Science and Engineering Committee

Hank Hatch presented the Natural Sciences and Engineering Committee's recommendations. Following the discussion the final recommendations approved by the Commission were as follows:

Recommendation 1: The US Government policy priority of 'access to potable water' is very important and relevant to UNESCO's water programs and activities. The US should cast this priority in a broader context involving 'sustainable use and access to fresh water, most critically potable water.'

Recommendation 2: That the US National Commission for UNESCO recommend Eugene Stakhiv (Institute for Water Resources, Army Corps of Engineers) for the advisory board of the International Centre for Water Hazard and Risk Management (ICHARM) in Ibaraki, Japan, a UNESCO Category II Water Centre.

Recommendation 3: That the US National Commission for UNESCO announce the establishment of the U.S. National Committee for the International Hydrological Program (IHP) in relevant newsletters. The announcement should also briefly describe U.S. governmental and non-governmental participation in the IHP and upcoming opportunities for interaction with the IHP and UNESCO.

Recommendation 4: Review of UNESCO's Major Programmes II and III should focus on:

- UNESCO's role as a builder of sustainable capacity (e.g., economic development, poverty reduction, disease prevention)
- How UNESCO programs and activities contribute to sustainable peace and human development in an era of globalization as reflected in the 2002-2007 Medium Term Strategy and the Millennium Development Goals
- Cross-sectoral programs should be promoted and facilitated
- Programmatic goals, organization, fund-raising, and follow-through
- How ethics of science and engineering should be emphasized in the natural and social sciences

Recommendation 5: Strategic Objectives for Natural Sciences:

- Promote cross-sectoral, interdisciplinary collaboration and integration to leverage capacity building, education, and training
- Enhance the scientific and technical engineering capacity to address the

problems and opportunities of the natural and manmade world

- Incorporate science and engineering in Education For All and other UNESCO programs

Recommendation 6: Principal Priority for Natural Sciences:

- Retain the principal priority on water, with emphasis on the sustainable use and access to fresh water, most critically potable water

Recommendation 7: Other Priorities for Natural Sciences

- capacity-building in the basic and engineering sciences, the formulation of science policies and the promotion of a culture of *stewardship*;
- oceans;
- promoting the application of science, engineering and appropriate technologies for sustainable development, natural resource use and management, disaster preparedness and alleviation and *sustainable* sources of energy

Recommendation 8: Appropriate Division of Resources:

Equitable funding among priorities:

- Water: 25%
- Building scientific and engineering expertise in developing countries: 25%
- Oceans: 25%
- Applications of science and engineering... : 25%

Overall Review of Major Programmes II and III—Natural Sciences and Engineering and Social and Human Sciences Committees

Hank Hatch presented the recommendations for the Overall Review of Major Programmes II and III. Following the discussion the final recommendations approved by the Commission were as follows:

Recommendation 1: Focus on Capacity-Building

All UNESCO activities should contribute to building sustainable capacity for

- science-based policy-making
- generating positive impacts of science on society (e.g., economic development, poverty reduction, disease prevention)
- science education at all levels

Recommendation 2: Coordinate and Rationalize

Scientific goals and activities are distributed across UNESCO's sectors and among UN agencies, and many UNESCO activities are relevant to several Sectors. Mechanisms are needed to:

- Maximize the overall effectiveness of *science* in the Natural Sciences and Social and Human Sciences Sectors, including collaboration, coordination or merger
- Minimize overlap and redundancy within the UN system

U.S National Commission for UNESCO 2006 Annual Conference

- Ensure coordination of all relevant UNESCO Sectors and UN agencies (e.g., UNOHCHR, UNDP)

Recommendation 3: Transparency and Discipline

- UNESCO activities are supported by Regular Budget and Extra-budgetary Contributions. A uniform approach to all activities is needed, involving:
- Screening of proposed activities to ensure relevance to UNESCO goals.
- Uniform transparency of operational and budgetary processes
- Specification of performance metrics and anticipated results
- Process for sun-setting/terminating projects
- Periodic independent and objective evaluation of ongoing and proposed programs
- Creation of an independent protocol for initiating projects using review outside the Sector (e.g., Member States, Executive Board)

Social and Human Sciences Committee

Jim Kelly presented the recommendations for the Social and Human Sciences (SHS) Committee. Following the discussion the final recommendations approved by the Commission were as follows:

Recommendation 1: UNESCO should conduct its Management of Social Transformations (“MOST”) program in a manner that respects democratic evolution at the national level with due regard for national sovereignty and equal regard for all evidence-based social science research outcomes, regardless of their geographic or institutional source of origin.

Recommendation 2: Any human security agenda or program developed, facilitated, or promoted by UNESCO:

1. Should be defined, designed, and pursued only with the meaningful participation and approval of all Member States and should not involve the pursuit and adoption of any human security standards or normative instruments; and
2. Should be formally coordinated with other agencies within the United Nations system.

Recommendation 3: The promotion of democracy, freedom, good governance, civil society, and the rule of law:

1. Should be a high priority for the UNESCO Social and Human Sciences Sector during the period covered by the next medium-term strategy (2008-2013);
2. Should constitute a cross-cutting theme within all UNESCO Sectors and within the SHS Sector, specifically with regard to the MOST Program; and
3. Should be coordinated with the activities of the UN Office of the High Commissioner for Human Rights, the UN Development Program, the UN Democracy Fund, and other relevant UN agencies and programs.

Recommendation 4: UNESCO should design and conduct its International Migration program in a manner that respects the national sovereignty, immigration laws and regulations, and integration practices of Member States.

Recommendation 5: UNESCO should promote the Social Responsibility and Sharing of Benefits provisions of the Universal Declaration on Bioethics and Human Rights in a manner that, while promoting discussion, respects the intellectual, commercial, and other property rights of individuals, business and non-profit enterprises, and laws of Member States.

Culture Committee

Frank Hodson presented the recommendations for the Culture Committee. Following the discussion the final recommendations approved by the Commission were as follows:

Recommendation 1: World Heritage

1. Sharing of U.S. expertise to help build World Heritage site management capacity, particularly in developing countries.
2. Improved World Heritage education: e.g. World Heritage in Young Hands Program.
3. Improved World Heritage committee process.
4. World Heritage Centre should report directly to Director General.
5. Use the President's Committee on the Arts and the Humanities/National Park Service Mesa Verde/Paquime project potential international model.
6. Independent evaluation ICOMOS in relation to need for new resources.
7. Give greater attention to inter-relationship natural and cultural sites.
8. Re-institution of National Park Service international seminars as a valuable tool to improve management of protected areas.

Recommendation 2: Endangered Cultural Objects

1. Reassessment UNESCO strategies for the sustainable conservation of endangered cultural objects.
2. Establish long-term commitments.
3. Build conservation capacities local museum management and national authorities.
4. Partner with programs and organizations that can be helpful in country.

Recommendation 3: Promotion of Cultural Diversity

1. Affirm importance traditional music Smithsonian/UNESCO Memorandum of Understanding--a positive and effective way to provide alternative outlets for culturally diverse music to reach audiences.
2. Encourage UNESCO and other award programs to showcase traditional music and other artistic expressions not part of the mainstream.
3. Highlight (1) and (2) as part of cultural diversity public diplomacy effort.

Recommendation 4:

Question 16 – relating to Medium Term Strategy Questionnaire

1. Cross-cutting themes need to be proportional to the capacity of UNESCO to make a difference.
2. UNESCO should focus cross-cutting activities on areas where it can contribute to UNESCO goals.

Question 17 - relating to Medium Term Strategy Questionnaire

1. UNESCO should continue and intensify its concentration on Flagship programs (e.g., World Heritage and Water) that bring together the relevant competencies of UNESCO.
2. Flagship programs should be ongoing UNESCO efforts, central to the UNESCO mission and replicable in a variety of countries with suitable impacts.

Recommendation 5:

Question 25 & 26 - relating to Medium Term Strategy Questionnaire

1. UNESCO should evaluate the viability of the current application of mainstreaming, particularly as it applies to all sectors in all stages of all programs.
2. Promote means by which UNESCO core values can be effectively infused into all program development and operation.

Recommendation 6:

Question 28 - relating to Medium Term Strategy Questionnaire

UNESCO can best support African development through creative and sustainable partnerships with key regional organizations and NGOs that leverage UNESCO's limited resources.

Recommendation 7:

Questions 32-34 - relating to Medium Term Strategy Questionnaire

1. UNESCO should increase and enhance its construction and use of partnerships (in particular with UNESCO affiliated NGOs), especially in connection with post-conflict and post-disaster situations.
2. Such partnerships should include NGOs, private-sector entities, and non-traditional NGOs.

Recommendation 8:

Questions 36 & 37 - relating to Medium Term Strategy Questionnaire

UNESCO information and communications resources should be focused to a greater extent on those partners and supporters that can assure adequate resources, visibility, and results.

Recommendation 9:

Question 14 - relating to Medium Term Strategy Questionnaire

Promote respect for cultural diversity, with special emphasis on the preservation of tangible and intangible heritage, the advancement (on an inter-sectoral basis) of cultural education, and the development of cultural skills and knowledge, recognizing the

important contribution these activities can make to economic development:

- a) Through the World Heritage program (with particular emphasis on capacity building, particularly in developing countries).
- b) Through intangible heritage (with particular emphasis on capacity building, particularly in developing countries).
- c) Through development and implementation of a strategy for dialogue among civilizations and cultures for the purpose of promoting peace.

Recommendation 10:

The U.S. Government should take a close look at the Intangible Heritage Convention, to consider the possibility of revising its position.

Communication and Information Committee

Bob LaGamma presented the recommendations for the Communication and Information Committee. Following the discussion the final recommendations approved by the Commission were as follows:

Recommendation 1:

1. Endorses, in principle, creation of a World Digital Library.
2. Endorses planning meeting in Paris in late 2006, at which a number of working groups would be established: e.g., architecture, standards, content selection, multilingualism, intellectual property, preservation, and education.

Recommendation 2:

Recommended Preamble for Communication and Information in the Questionnaire: The charge to the Communication and Information sector should reflect the following language: A key component of good and democratic governance is the free flow of information. The free flow of information in itself supports political, economic and social development. The principles of a free and independent media are critical to development and poverty eradication.

Recommendation 3:

Urge the U.S. Mission to UNESCO to advocate better use of existing resources within UNESCO's regular budget to vigorously advance core issues relating to free media and good and democratic governance. We call upon the U.S. Mission to UNESCO to encourage UNESCO to further media training through professional NGOs in core areas related to economic, political and social issues. We further recommend that UNESCO be encouraged to design training programs to enable government officials responsible to media relations to better understand the role of a free press.

Recommendation 4:

Urge the U.S. Mission to UNESCO to use its influence to refocus UNESCO's efforts in Communication and Information in a way that empowers people through access to information and knowledge.

Recommendation 5:

Urge the U.S. Mission to UNESCO to use its influence to emphasize within UNESCO's Communication and Information programs the importance and the role of libraries and the Internet to the free flow of information, equity of access, preservation of information, and the knowledge society.

Recommendation 6:

- Medium Term Strategy Strategic Objective for Communication and Information Sector at UNESCO: Reaffirming the Declaration of Media and Good Governance adopted in Dakar, May 2005, UNESCO should promote the equitable and free access to information and adjust accordingly the context in which the Communication and Information sector preamble is written in the Medium Term Strategy. In particular, the fostering of a free press, free expression, free flow and access of information as a pillar of democratic governance.
- Suggested Outcomes: Bolster good and democratic governance; increase the free flow of information; contribute to greater transparency and accountability.

Recommendation 7:

- Medium Term Strategy Strategic Objective for Communication and Information Sector at UNESCO: UNESCO should implement public private partnerships to help bridge the digital divide so that citizens everywhere can enjoy full Internet access through libraries and Information and Communication Technologies (ICT) outlets and thereby benefit from the resources available on the World Wide Web. UNESCO should work with its Natural Science and Engineering sector to seek solutions that overcome the barriers to full access to the Internet. This would allow access to other means of distance learning as well.
- Outcomes: As a consequence, millions of citizens will have access to the Internet through schools, libraries and ICTs. As a result, schools and libraries will serve as a source for training and learning for all people.

Recommendation 8:

- Cross-cutting Themes in the Medium Term Strategy:
 - UNESCO should retain the theme from its 2002-2007 Medium Term Strategy but alter it to read: "The contribution of free flow of information and equitable access to communication technologies to education, science and culture, and the construction of knowledge societies in order to promote pluralism, empowerment and participation, good governance and individual freedoms"

UNESCO Medium Term Strategy Questionnaire: General Questions

Hank Hatch moderated the discussion regarding the recommendations on the general questions of the UNESCO Medium Term Strategy Questionnaire.

Question 1 (UNESCO Questionnaire Question 5):

In the 31 C/4, UNESCO's functions have been defined as (i) a laboratory of ideas; (ii) a standard-setter; (iii) a clearinghouse; (iv) a capacity-builder in Member States; and (v) a catalyst for international cooperation. What prioritization should UNESCO give to these five functions?

Suggested Response

- (i) a catalyst for international cooperation;
- (ii) a capacity-builder in Member States;
- (iii) a clearing house;
- (iv) a laboratory of ideas;
- (v) a standard-setter;

Comments included:

- Remove "standard setter" from the list entirely. Many NGOs already do this—it is a waste of time.
- Reverse 1 and 2.
- UNESCO is not just a catalyst, but also a broker.
- Combine "clearinghouse" and "catalyst" lines.
- Use "convener" instead of "catalyst."

Recommended Response

- (i) a capacity-builder in Member States
- (ii) a convener for international cooperation
- (iii) a clearing house
- (iv) a laboratory of ideas

Question 2 (UNESCO Questionnaire Question 3)

What overarching objectives should guide UNESCO's strategy for 2008-2013, and what measurable outcomes should be utilized to monitor progress? A maximum of three objectives should be identified.

Suggested Response

- All UNESCO activities should contribute to building sustainable capacity.
- Promoting pluralism through recognition and safeguarding of diversity together with the observance of human rights
- Promoting empowerment and participation in the emerging knowledge society through equitable access, capacity-building and sharing of knowledge

Comments included:

- Add "and connecting people and institutions worldwide to that end."
- Substitute "democracy" for pluralism.
- Add "safeguarding diversity and the rule of law."
- Use "Protecting" human rights not "observance of."

U.S National Commission for UNESCO 2006 Annual Conference

- Item 2 does not reflect protection of cultural and natural heritage.
- “Sustainable capacity” to do what?
 - Try: “All UNESCO activities to building sustainable capacity and connecting people and institutions worldwide to support the goals of UNESCO.”
- Item 2, rewrite: “Promoting democracy, through recognition and safeguarding of the rule of law, diversity, human rights, and cultural and natural heritage.”

Recommended Response

- All UNESCO activities should contribute to building sustainable capacity to support the goals of UNESCO.
- Promoting democracy, through recognition and safeguarding of the rule of law, diversity, human rights and cultural and natural heritage.
- Promoting empowerment and participation in the emerging knowledge society through equitable access, capacity-building and sharing of knowledge.

Question 3 (UNESCO Questionnaire Question 30)

What steps should UNESCO take to enhance its impact, effectiveness and efficiency, taking into consideration UNESCO’s mandate to “contribute to peace and security within its fields of competence” and its role within the UN system?

Suggested Response

Promote capacity building primarily through education at all levels and focus efforts on failed and failing states.

Comments included:

- Focus on emerging democracies and post-conflict states...try “developing countries” and “countries in transition.”
- Add “education through flagship programs and education”

Recommended Response

Promote capacity building primarily through flagship programs and educational programs at all levels and focus efforts on developing countries and countries in transition.

Question 4 (UNESCO Questionnaire Questions 21 and 23)

What are the principal inter-sectoral and interdisciplinary topics that UNESCO should pursue? What should UNESCO do to facilitate and improve inter-sectorality among its programs?

Suggested Response

1. Water, capacity building in basic sciences and engineering education; hazards mitigation.

U.S National Commission for UNESCO 2006 Annual Conference

2. UNESCO should establish cross-sectoral committees within UNESCO's Secretariat to co-manage and co-finance specific programs.

Comments included:

- Add "culture and preservation" and "education."
- Add "identify, co-manage, and co-finance."
- ICT = Information & Communications Technology
- Replace "committees" with "mechanisms."

Recommended Response

The UNESCO Secretariat should establish cross-sectoral mechanisms to identify, finance, and manage specific programs.

Inter-sectorality

- Culture and preservation; education; ICTs; water; basic sciences and engineering education; hazard mitigation
- The UNESCO Secretariat should establish cross-sectoral mechanisms to identify, finance and manage specific programs

General Discussion Period

There was a request to address distance learning in Communication and Information Committee's Recommendation 7. This was approved by the Commission and incorporated into the Recommendation.

What is the U.S. position on the Intangible Heritage Convention?

We have not signed it because there are issues in it relating to patents.

Does that mean the Committee wants the U.S. to be a party to the Convention? Yes.

The U.S. is already the world leader in protecting diversity. The problem with the Convention is that it could lead down a slippery slope to government ownership of patents. However, if we are not part of this Convention, we cannot change it. The U.S. has so far abstained.

Ambassador Oliver suggested revising the wording of the Cultural Committee's Recommendation 10 to "U.S. should take a close look at the Intangible Heritage Convention with the possibility of revising its position."

Public Comments

In accordance with the Federal Advisory Committee Act, Ms. Sullivan opened the floor to comments from the public. Four members of the public made comments.

- Frank Method of RTI International (Research Triangle Institute) wanted to restore the phrase "reduction of poverty is working to ensure access to education."

U.S National Commission for UNESCO 2006 Annual Conference

- Frank Method also wanted to add phrase: “capacity building consistent with best practices.”
- Sidney Passman, of Americans for UNESCO but speaking in a personal capacity, suggested that the DOS and the National Commission take a greater role in sharing the US’s role in UNESCO with the public. This is a public diplomacy opportunity for dialogue with other nations if the National Commission gets together with Commissions from other nations.
- Emily Vargas Baron of the RISE (Institute for Reconstruction and International Security through Education) Institute wanted to add “standards enforcement and accountability” to ensure educational rights.
- Bill Allaway of the Santa Barbara Association for UNESCO stated that the National Commission should engage in greater outreach with the American public—everyone has a stake in what is happening. He would like to see a conference of 2 or 3 hundred participants that would share the kinds of discussions held at this meeting, and at the same time propose new areas to UNESCO.
 - UNESCO was not set up to adjudicate standard setting activities.
 - Capacity building should be in accordance with best practices and professional standards.

There was a call for other public comments but none were forthcoming.

Commission Recommendations following Public Comment Period

The Commissioners were asked if anyone moved to amend the recommendations based on the public comments. There were several who said they did.

One Commissioner moved that the Commission re-insert standard setting into the recommendations – it did not have to be number five, it could be number eleven. This Commissioner felt that it had to be there somewhere. It was not liked when UNESCO over-reaches, it is not liked when UNESCO forms shops, it is not liked when UNESCO gets involved in all sorts of inappropriate things, but when the historic role the U.S. has played in setting the standards and holding other people accountable is considered, it is abdicating a responsibility not to have standard setting in the recommendations. He moved that on the basis of public comment that standard setting be reinstated as the lowest priority, as something not seen all the time in UNESCO, but nonetheless something that is quite appropriate.

A call for other comments on the issue of standard setting was made.

Another Commissioner opposed the amendment on the grounds that reference was made the 1960 Convention Against Discrimination in Education and the UNESCO outcome document and the point was made that it would be great if those types of conventions could be promulgated and could lead UNESCO to adjudicate and oppose certain norms and standards of nations regarding discrimination in education. He

U.S National Commission for UNESCO 2006 Annual Conference

thought that there is a danger when you have an international body that is not set up to adjudicate these concerns taking on this responsibility.

It was asked if there were other comments on the issue of standard setting being on or off the list.

Frank Hodsoll preferred to have the issue of standard setting be "off the list". He noted that it came up earlier that capacity building should be in importance with professional standards and best practices. He felt that if there needs to be a fifth item it should be more about best practices and professional standards and not standard setting. Another Commissioner agreed with Mr. Hodsoll.

A motion was called for on the re-insertion of standard setting. It was moved, seconded and defeated.

Other comments were called for. Based on public comment, a Commissioner moved to strike from Communications and Information Recommendation 8 the statement, "UNESCO should remove the theme "Eradication of poverty, especially extreme poverty". This theme relates to duplication of efforts among UN agencies and UNESCO should not favor this as a main theme".

It was moved to strike this text from Communication and Information Recommendation 8, seconded, and passed. The text was stricken from the Recommendation.

It was asked if there were any other Commissioner comments. There were none.

Recommendations from all committees were approved.

Marguerite Sullivan thanked the Chairs and Vice-Chairs of the five subject Committees and various subcommittees. A new entity, UNESCO Projects, with Bob Martin as Chair and Debra Hess Norris as Vice-Chair was approved. Benita Somerfield was nominated and approved to replace Bob Martin as Vice-Chair of the Education Committee. The Commission approved the Executive Committee of the National Commission to consist of: John DeGioia (Education Chair), Benita Somerfield (Education Vice Chair), Hank Hatch (Natural Science and Engineering Chair), Arden Bement (Natural Sciences and Engineering Vice-Chair), Jim Kelly (Social and Human Sciences Chair), Victoria Hughes (Social and Human Sciences Vice-Chair), Dana Gioia (Culture Chair), Frank Hodsoll (Culture Vice Chair), Mark Bench (Communications Chair), Jennifer Windsor (Communications Vice Chair), Bob Martin (UNESCO Projects Chairs) and Debra Hess Norris (UNESCO Projects Vice-Chair).

U.S National Commission for UNESCO 2006 Annual Conference

The Commission will send out emails containing the revised language of all the recommendations, along with conference minutes. They are also trying to establish a Commissioner password-protected website that would further open lines of communication between the State Department Office of UNESCO Affairs and the Commissioners.

Conference adjourned at 4 p.m.

III. Final Recommendations

FINAL RECOMMENDATIONS POWERPOINT

**U.S. National Commission
for UNESCO**

**Annual Meeting
Recommendations**

 United Nations Educational, Scientific and Cultural Organization	 United States National Commission for UNESCO
---	--

Education Committee

**Annual Meeting
Recommendations**

 United Nations Educational, Scientific and Cultural Organization	 United States National Commission for UNESCO
---	--

Education Committee
Recommendation 1

- Helping countries achieve literacy for life skills, such as workforce development, health care and civic engagement, should be UNESCO's strategic direction in education, especially for girls and women.



Education Committee
Recommendation 2

- UNESCO's literacy program should include a strong emphasis on early childhood care and development and language acquisition, within the framework of intergenerational literacy learning.



Education Committee
Recommendation 3

- UNESCO should prioritize technical assistance in:
 - Teacher training, support and retention; and
 - Quality education, as defined by strong curriculum and accountability for learning outcomes that are respectful to the country's culture and relevant to the country's needs.



Education Committee
Recommendation 4

- In its coordinating role, UNESCO should prioritize:
 - its role as a neutral broker, coordinating donor activities in education to ensure that needs are met while bearing in mind cultural sensitivities; and
 - building and maintaining political will for literacy and education in general.



Education Committee
Recommendation 5

- UNESCO should increase emphasis on education for civic engagement* for all, and target assistance in new and emerging democracies.

* (defined as education that develops critical thinking skills and promotes the active involvement of all groups in government)



Education Committee
Recommendation 6

- UNESCO should increase emphasis on the development of literacy skills necessary to the readiness of the current and future workforce.



Natural Sciences and Engineering Committee

Annual Meeting Recommendations



Natural Sciences and Engineering Committee *Recommendation 1*

- The U.S. Government policy priority of ‘access to potable water’ is very important and relevant to UNESCO’s water programs and activities. The U.S. should cast this priority in a broader context involving ‘sustainable use and access to fresh water, most critically potable water.’



Natural Sciences and Engineering Committee *Recommendation 2*

- That the U.S. National Commission for UNESCO recommend Eugene Stakhiy (Institute for Water Resources, Army Corps of Engineers) for the advisory board of the International Centre for Water Hazard and Risk Management (ICHARM) in Ibaraki, Japan, a UNESCO Category II Water Centre



Natural Sciences and Engineering Committee *Recommendation 3*

- That the U.S. National Commission for UNESCO announce the establishment of the U.S. National Committee for the IHP in relevant newsletters. The announcement should also briefly describe U.S. governmental and non-governmental participation in the IHP and upcoming opportunities for interaction with the IHP and UNESCO.



Natural Sciences and Engineering Committee *Recommendation 4*

Review of UNESCO's Major Programmes II and III should focus on:

- UNESCO's role as a builder of sustainable capacity (e.g., economic development, poverty reduction, disease prevention)
- How UNESCO programs and activities contribute to sustainable peace and human development in an era of globalization as reflected in the the 2002-2007 Medium Term Strategy and the Millennium Development Goals
- Cross-sectoral programs should be promoted and facilitated
- Programmatic goals, organization, fund-raising, and follow-through
- How ethics of science and engineering should be emphasized in the natural and social sciences

Natural Sciences and Engineering Committee *Recommendation 5*

Strategic Objectives for Natural Sciences:

- Promote cross-sectoral, interdisciplinary collaboration and integration to leverage capacity building, education, and training
- Enhance the scientific and technical engineering capacity to address the problems and opportunities of the natural and manmade world
- Incorporate science and engineering in Education For All and other UNESCO programs



Natural Sciences and Engineering Committee *Recommendation 6*

Principal Priority for Natural Sciences:

- Retain the principal priority on water, with emphasis on the sustainable use and access to fresh water, most critically potable water



Natural Sciences and Engineering Committee *Recommendation 7*

Other Priorities for Natural Sciences

- capacity-building in the basic and engineering sciences, the formulation of science policies and the promotion of a culture of *stewardship*;
- oceans;
- promoting the application of science, engineering and appropriate technologies for sustainable development, natural resource use and management, disaster preparedness and alleviation and *sustainable* sources of energy



Natural Sciences and Engineering Committee *Recommendation 8*

Appropriate Division of Resources:

- Equitable funding among priorities:
 - Water: 25%
 - Building scientific and engineering expertise in developing countries: 25%
 - Oceans: 25%
 - Applications of science and engineering... : 25%



Review of Major Programmes II and III NS&E and SHS Committees

Annual Meeting Recommendations



Review of Major Programmes II and III *Recom. 1: Focus on Capacity-Building*

All UNESCO activities should contribute to building sustainable capacity for

- science-based policy-making
- generating positive impacts of science on society (e.g., economic development, poverty reduction, disease prevention)
- science education at all levels



Review of Major Programmes II and III *Recom. 2: Coordinate and Rationalize*

Scientific goals and activities are distributed across UNESCO's sectors and among UN agencies, and many UNESCO activities are relevant to several Sectors. Mechanisms are needed to:

- Maximize the overall effectiveness of *science* in the NS and SHS Sectors, including collaboration, coordination or merger
- Minimize overlap and redundancy within the UN system
- Ensure coordination of all relevant UNESCO Sectors and UN agencies (e.g., UNOHCHR, UNDP)

Review of Major Programmes II and III

Recom. 3. Transparency and Discipline

- UNESCO activities are supported by Regular Budget and Extrabudgetary Contributions. A uniform approach to all activities is needed, involving:
- Screening of proposed activities to ensure relevance to UNESCO goals.
- Uniform transparency of operational and budgetary processes
- Specification of performance metrics and anticipated results
- Process for sunsetting/terminating projects
- Periodic independent and objective evaluation of ongoing and proposed programs
- Creation of an independent protocol for initiating projects using review outside the Sector (e.g., Member States, Executive Board)

Social and Human Sciences Committee

Annual Meeting Recommendations



Social and Human Sciences Committee

Recommendation 1

- UNESCO should conduct its Management of Social Transformations (“MOST”) program in a manner that respects democratic evolution at the national level with due regard for national sovereignty and equal regard for all evidence-based social science research outcomes, regardless of their geographic or institutional source of origin.



Social and Human Sciences Committee *Recommendation 2*

Any human security agenda or program developed, facilitated, or promoted by UNESCO:

1. Should be defined, designed, and pursued only with the meaningful participation and approval of all Member States and should not involve the pursuit and adoption of any human security standards or normative instruments; and
2. Should be formally coordinated with other agencies within the United Nations system.



Social and Human Sciences Committee *Recommendation 3*

The promotion of democracy, freedom, good governance, civil society, and the rule of law:

1. Should be a high priority for the UNESCO Social and Human Sciences Sector during the period covered by the next medium-term strategy (2008-2013);
2. Should constitute a cross-cutting theme within all UNESCO Sectors and within the SHS Sector, specifically with regard to the MOST Program; and
3. Should be coordinated with the activities of the UN Office of the High Commissioner for Human Rights, the UN Development Program, the UN Democracy Fund, and other relevant UN agencies and programs.

Social and Human Sciences Committee *Recommendation 4*

- UNESCO should design and conduct its International Migration program in a manner that respects the national sovereignty, immigration laws and regulations, and integration practices of Member States.



Social and Human Sciences Committee
Recommendation 5

- UNESCO should promote the Social Responsibility and Sharing of Benefits provisions of the Universal Declaration on Bioethics and Human Rights in a manner that, while promoting discussion, respects the intellectual, commercial, and other property rights of individuals, business and non-profit enterprises, and laws of Member States.



Culture Committee

**Annual Meeting
Recommendations**



Culture Committee
World Heritage
Recommendation 1

- 1) Sharing of U.S. expertise to help build World Heritage site management capacity, particularly in developing countries.
- 2) Improved World Heritage education: e.g. World Heritage in Young Hands Program.
- 3) Improved World Heritage committee process.
- 4) World Heritage Centre report directly to Director General.



Culture Committee

World Heritage

Recommendation 1 (Cont.)

- 5) President's Committee on the Arts and the Humanities/National Park Service Mesa Verde/Paquime project potential international model.
- 6) Independent evaluation ICOMOS in relation to need for new resources.
- 7) Greater attention to inter-relationship natural and cultural sites.
- 8) Re-institution National Park Service international seminars as a valuable tool to improve management of protected areas.



Culture Committee

Endangered Cultural Objects

Recommendation 2

- 1) Reassessment UNESCO strategies for the sustainable conservation of endangered cultural objects.
- 2) Long term commitments.
- 3) Build conservation capacities local museum management and national authorities.
- 4) Partner with programs and organizations that can be helpful in country.



Culture Committee

Promotion Cultural Diversity

Recommendation 3

- 1) Affirm importance traditional music Smithsonian/UNESCO Memorandum of Understanding--a positive and effective way to provide alternative outlets for culturally diverse music to reach audiences.
- 2) Encourage UNESCO and other award programs to showcase traditional music and other artistic expressions not part of the mainstream.
- 3) Highlight (1) and (2) as part of cultural diversity public diplomacy effort.



Culture Committee *Recommendation 4*

Q.16:

- 1) Cross-cutting themes need to be proportional to the capacity of UNESCO to make a difference.
- 2) UNESCO should focus cross-cutting activities on areas where it can contribute to UNESCO goals.

Q.17:

- 1) UNESCO should continue and intensify its concentration on flagship programs (e.g., World Heritage and Water) that bring together the relevant competencies of UNESCO.
- 2) Flagship programs should be ongoing UNESCO efforts, central to the UNESCO mission and replicable in a variety of countries with suitable impacts.



Culture Committee *Recommendation 5*

Qs. 25&26:

- 1) UNESCO should evaluate the viability of the current application of mainstreaming, particularly as it applies to all sectors in all stages of all programs.
- 2) Promote means by which UNESCO core values can be effectively infused into all program development and operation.



Culture Committee *Recommendation 6*

Q. 28: UNESCO can best support African development through creative and sustainable partnerships with key regional organizations and NGOs that leverage UNESCO's limited resources.



Culture Committee
Recommendation 7

Qs 32-34:

- 1) UNESCO should increase and enhance its construction and use of partnerships (in particular with UNESCO affiliated NGOs), especially in connection with post-conflict and post-disaster situations.
- 2) Such partnerships should include NGOs, private-sector entities, and non-traditional NGOs.



Culture Committee
Recommendation 8

Qs 36&37: UNESCO information and communications resources should be focused to a greater extent on those partners and supporters that can assure adequate resources, visibility, and results.



Culture Committee
Recommendation 9

Q 14:

Promote respect for cultural diversity, with special emphasis on the preservation of tangible and intangible heritage, the advancement (on an intersectoral basis) of cultural education, and the development of cultural skills and knowledge, recognizing the important contribution these activities can make to economic development:

- a) Through the World Heritage program (with particular emphasis on capacity building, particularly in developing countries).
- b) Through intangible heritage (with particular emphasis on capacity building, particularly in developing countries).
- c) Through development and implementation of a strategy for dialogue among civilizations and cultures for the purpose of promoting peace.

Culture Committee
Recommendation 10

The U.S. Government should take a close look at the Intangible Heritage Convention, to consider the possibility of revising its position.



Communications and Information
Committee

Annual Meeting
Recommendations



Communications and Information Committee
Culture Committee
Recommendation 1

- 1) Endorses, in principle, creation of a World Digital Library.
- 2) Endorses planning meeting in Paris in late 2006, at which a number of working groups would be established: e.g., architecture, standards, content selection, multilingualism, intellectual property, preservation, and education.



Communications and Information Committee *Recommendation 2*

- Recommended Preamble for Communication and Information in the Questionnaire: The charge to the Communication and Information sector should reflect the following language: A key component of good and democratic governance is the free flow of information. The free flow of information in itself supports political, economic and social development. The principles of a free and independent media are critical to development and poverty eradication.



Communications and Information Committee *Recommendation 3*

- General Committee Recommendation to the USG: Urge the U.S. Mission to UNESCO to advocate better use of existing resources within UNESCO's regular budget to vigorously advance core issues relating to free media and good and democratic governance. We call upon the U.S. Mission to UNESCO to encourage UNESCO to further media training through professional NGO's in core areas related to economic, political and social issues. We further recommend that UNESCO be encouraged to design training programs to enable government officials responsible to media relations to better understand the role of a free press.

Communications and Information Committee *Recommendation 4*

- General Committee Recommendation to the USG: Urge the U.S. Mission to UNESCO to use its influence to refocus UNESCO's efforts in Communication and Information in a way that empowers people through access to information and knowledge.



Communications and Information Committee *Recommendation 5*

- **General Committee Recommendation to the USG: Urge the U.S. Mission to UNESCO to use its influence to emphasize within UNESCO's Communication and Information programs the importance and the role of libraries and the internet to the free flow of information, equity of access, preservation of information, and the knowledge society.**



Communications and Information Committee *Recommendation 6*

- **Medium Term Strategy Strategic Objective for Communication and Information Sector at UNESCO: Reaffirming the Declaration of Media and Good Governance adopted in Dakar, May 2005, UNESCO should promote the equitable and free access to information and adjust accordingly the context in which the Communication and Information sector preamble is written in the Medium Term Strategy. In particular, the fostering of a free press, free expression, free flow and access of information as a pillar of democratic governance.**
- **Suggested Outcomes: Bolster good and democratic governance; increase the free flow of information; contribute to greater transparency and accountability.**

Communications and Information Committee *Recommendation 7*

- **Medium Term Strategy Strategic Objective for Communication and Information Sector and UNESCO: UNESCO should implement public private partnerships to help bridge the digital divide so that citizens everywhere can enjoy full Internet access through libraries and ICT outlets and thereby benefit from the resources available on the world wide web. UNESCO should work with its Natural Science and Engineering sector to seek solutions that overcome the barriers to full access to the Internet. This would allow access to other means of distance learning as well.**
- **Outcomes: As a consequence, millions of citizens will have access to the Internet through schools, libraries and ICTs. As a result, schools and libraries will serve as a source for training and learning for all people.**

Communications and Information Committee
Recommendation 8

- Cross-cutting Themes in the Medium Term Strategy:
- UNESCO should retain the theme and alter it to read: “The contribution of free flow of information and equitable access to communication technologies to education, science and culture, and the construction of knowledge societies in order to promote pluralism, empowerment and participation, good governance and individual freedoms”

**U.S. National Commission
for UNESCO**

**UNESCO Medium Term
Strategy Questionnaire:
General Questions**



UNESCO Medium Term Strategy
Question 1 (UNESCO Q 5)

In the 31 C/4, UNESCO’s functions have been defined as (i) a laboratory of ideas; (ii) a standard-setter; (iii) a clearing house; (iv) a capacity-builder in Member States; and (v) a catalyst for international cooperation. What prioritization should UNESCO give to these five functions?

UNESCO Medium Term Strategy
Question 1: Prioritize the Five Functions

- a capacity-builder in Member States
- a convener for international cooperation
- a clearing house
- a laboratory of ideas



UNESCO Medium Term Strategy
Question 2 (UNESCO Q 3)

What overarching objectives should guide UNESCO's strategy for 2008-2013, and what measurable outcomes should be utilized to monitor progress? A maximum of three objectives should be identified.



UNESCO Medium Term Strategy
Question 2: Overarching Objectives

1. All UNESCO activities should contribute to building sustainable capacity to support the goals of UNESCO.
2. Promoting democracy, through recognition and safeguarding of the rule of law, diversity, human rights and cultural and natural heritage.
3. Promoting empowerment and participation in the emerging knowledge society through equitable access, capacity-building and sharing of knowledge.



UNESCO Medium Term Strategy
Question 3 (UNESCO Q 30)

What steps should UNESCO take to enhance its impact, effectiveness and efficiency, taking into consideration UNESCO's mandate to "contribute to peace and security within its fields of competence" and its role within the UN system?



UNESCO Medium Term Strategy
Question 3: UNESCO impact

- Promote capacity building primarily through flagship programs and education at all levels and focus efforts on developing countries and countries in transition.



UNESCO Medium Term Strategy
Question 4 (UNESCO Q 21 & 23)

What are the principal intersectoral and interdisciplinary topics that UNESCO should pursue? What should UNESCO do to facilitate and improve intersectorality among its programs?



UNESCO Medium Term Strategy

Question 4: Intersectorality

- Culture and preservation; education; ICTs; water; basic sciences and engineering education; hazard mitigation
- The UNESCO Secretariat should establish cross-sectoral mechanisms to identify, finance and manage specific programs



V. List of Attendees

The following individuals attending all or part of the 2006 U.S. National Commission for UNESCO annual meeting:

Members Attending:

Edward Able, American Association of Museums
Arden Bement, National Science Foundation
Peggy Blumenthal, Institute of International Education
David Botkin, Center for the Study of the Environment
Christie Brandau, State of Kansas
Ken Burke, Association of Community College Trustees
Michael Casserly, Council of the Great City Schools
David Chernow, Junior Achievement
Bruce Cole, National Endowment for the Humanities
Rita Colwell, American Society for Microbiology
R. Wayne Cooper, State of Missouri
Nancy Davenport, Council on Library Information Resources
Maj. Gen. Andrew Davis, American Press Institute
Dr. John J. DeGioia, Washington, DC
Amy Flatten, American Physical Society
John Fonte, Hudson Institute
John Francis, National Geographic Society
Robert Gagorian, Woods Hole Oceanographic Institute
Sandra Gibson, The Association of Performing Arts Presenters
Jacquelyn K. Hawkins, Austin, Texas
Hank Hatch, Oakton, Virginia
Frank Hodsoll, Falls Church, Virginia
Victoria Hughes, Bill of Rights Institute
Russel Jones, American Society of Civil Engineers
Jonathan Katz, National Association of States Arts Agencies
Christopher M. Keane, American Geological Society
James Kelly, Federalist Society
Melinda Kimble, United Nations Foundation
Richard Kurin, Center for Folklife and Cultural Heritage, Smithsonian Institution
Bob LaGamma, Council for a Community of Democracies
Tod Lindberg, Hoover Institute
Adair Margo, The President's Committee on the Arts & the Humanities
Kathy Mellor, South Kingstown, Rhode Island
Alan Moghissi, Institute for Regulatory Science
Fary Moini, Rotary International
Debra Hess Norris, Heritage Preservation
Lawrence Patrick, Black Alliance for Educational Options
Marc Plattner, National Endowment for Democracy
Ricardo Romo, University of Texas, San Antonio
Jan Smith, Heritage Foundation

U.S National Commission for UNESCO 2006 Annual Conference

Benita Somerfield, Barbara Bush Foundation for Family Literacy
John Steadman, Institute of Electrical and Electronic Engineers
Mack Teasley, Eisenhower Foundation
Marianne Toombs, Learning Disabilities Association of America
Vaughan Turekian, American Association for the Advancement of Science
Andre Varchaver, Americans for UNESCO
Diana Wall, Fort Collins, Colorado
Tim Whalen, The Getty Conservation Institute
Steve Wheatley, American Council of Learned Societies
LaJuana Wilcher, State of Kentucky
Joe Wilson, National Council For The Traditional Arts
Jennifer Windsor, Freedom House

Public Attendees:

Bill Allaway	Frank Method
Gustavo Araoz	Karen Moraney
Norman Augustine	Stephen Morris
Emily Vargas Baron	Richard Nobbe
Joseph Carney	Louise Oliver
Paula Dobriansky	Kathie Olsen
Maria De La Torre	DiAnne Owen
Renee Dopplick	Sidney Passman
Felice Gaer	Ellie Pourbohand
Rose Gombay	Marti Rabinowitch
Helene Gosselin	Jessica Raper
Peter Graves	Alina Romanowski
Shanthi Kalathil	Richard Sackett
Christine Kalke	David Schindel
Angela Keisser	Verne Schneider
Maria Kouroupas	Sally Shipman
Jim Kulikowski	Kristen Silverberg
Mark Lagon	Gene Stakhiv
Matt Larsen	John Van Oudenaren
Sally Lovejoy	Ray Wanner
Donald "Buff" Mackenzie	Stephanie Whelpley
Margaret MacLean	Gene Whitney
Phyllis Magrab	Donna Wilson
Erin McElroy	

Staff:

Anthony Braun	Amy Ostermeier
Michael Chapman	David Ostroff
Erica Duin	Kevin Pilz
Martin Gurch	Robert Sarofeen
Woody Heffern	Kelly Siekman
Jay Lovell	Marguerite Sullivan
Christina Novo	Alex Zemek

U.S National Commission for UNESCO 2006 Annual Conference