



United Nations
Educational, Scientific and
Cultural Organization



United States
National Commission for UNESCO

**Meeting Minutes -
2007 Annual Meeting
of the
U.S. National Commission for UNESCO**

May 21 and May 22, 2007

**UNESCO as Capacity Builder: Pursuing its Mandate through Education, the
Sciences, Culture and Communications**

**Georgetown University Marriott
3800 Reservoir Road, NW
Washington, DC 20057**

Meeting Minutes – 2007 Annual Meeting of the U.S. National Commission for UNESCO

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I. Executive Summary: 2007 Annual Meeting Recommendations

The May 2007 Annual Meeting of the U.S. National Commission for UNESCO resulted in a wide range of recommendations for the State Department to consider.

Recommendations were proposed by the five committees of the Commission: Education, Natural Sciences and Engineering, Social and Human Sciences, Culture, and Communication and Information, as well as, a joint committee of the two Science committees. This summary provides an overview of the recommendations, their cross cutting importance, and their underlying themes.

UNDERLYING THEMES

- The need for the organization to focus on its role as a Capacity Builder in member states
- The call for further programmatic coordination and enhanced cross sectoral work
- The necessity of results, periodic measurement both internal and external, evaluation, and accountability
- The impact of international cooperation and dialogue
- The value of access to information and economic viability

CROSS-CUTTING

Budget

- Maintaining a \$610 million zero-nominal growth budget to achieve management objectives of programmatic coordination and prioritization and evaluation

Cooperation and Dialogue

- Explore the possibility that the 2009 or 2011 General Conference be held in a predominantly Muslim country (as long as not cost prohibitive)
- Expand U.S. Government public diplomacy at UNESCO. The U.S. Government should advocate that a larger portion of UNESCO's budget in all sectors be devoted to intercultural work and that UNESCO should make intercultural exchange and dialogue a higher priority
- Encourage UNESCO's Communication and Information Sector to continue to deepen its cross-sector cooperation within UNESCO, with particular emphasis on intercultural dialogue, cultural diversity, the World Digital Library and Information and Communication Technologies used in education and science
- The United States Government should work with all relevant parties to increase support for actions that protect scholars, artists, and other professionals who are at risk for political reasons

Evidence, Evaluation, and Accountability

- Affirm that evidence-based research is the foundation for work in the natural and the social and human sciences sectors
- Ensure accountability through periodic, independent, external program reviews

Access to Information and Economic Viability

- Emphasize the importance of developing cross-sector initiatives in education, particularly relating to access to information resources including online resources and books
- Promote cross-sectoral coordination for science education to improve capacity building
- The U.S. Mission to UNESCO should showcase culturally diverse expressions and their resulting economic benefits
- Advocate continued support for a pluralistic World Digital Library, which encourages the free flow and exchange of information, preserves cultural heritage, fosters capacity building in the developing world and promotes linguistic diversity on the Internet
- The U.S. Government should encourage sustainable tourism by increasing resources, for international exchanges of and between conservation and economic development experts. Such support will build capacity for the sustainable management of cultural and natural sites to ensure a balance between conservation and development objectives

Coordination and Cross Sectoral Work for Capacity Building

- Support interdisciplinary coordination of all science programs; especially within science education to improve capacity building
- The human rights initiatives of the UNESCO Social and Human Sciences sector should facilitate cross-sectoral capacity building and be anchored in international human rights law
- Support interdisciplinary implementation of the World Heritage Convention, and therefore oppose the reorganization of the World Heritage Center solely within a single sector – i.e. Culture

EDUCATION COMMITTEE

- Encourage coordination of all literacy programs across UNESCO
- Provide measurable follow-up of each Regional Literacy Conference
- Focus on the results of current programs, before developing new ones
- Promote economic self-sufficiency in all EFA country programs

NATURAL SCIENCES & ENGINEERING COMMITTEE

- Support U.S. National Committee for the International Hydrological Program's strategy for engaging in UNESCO Phase VII six-year plan, and for establishing new IHP Centers in the U.S.
- Accept the U.S. National Committee for the Intergovernmental Oceanographic Commission's statement of concerns and recommendations on structural and management problems confronting the IOC.
- Encourage UNESCO's prompt implementation of the 2005 UNESCO decision 171 EX/SR10 entitled "cross-sectoral activities in technical capacity building."

SOCIAL AND HUMAN SCIENCES COMMITTEE

- Foster international public and expert dialogue on the ethics of science and technology

JOINT SCIENCES

- Endorse the draft Report of the Overall Review of Programs II & III Sciences Review Committee, and urge development of an implementation plan with a timetable

CULTURE COMMITTEE

- Establish a U.S. National Commission for UNESCO subcommittee advisory group to advise the Secretary of the Interior and the Secretary of State on the new World Heritage tentative list and future process of site nominations.
- Although the Commission along with the U.S. Government is opposed to the “Cultural Diversity Convention”, the U.S. Government should continue to support activities that emphasize cultural diversity that springs from individuals, communities and regions and links all nations
 - U.S. Government support of seminars/events that underscore the relationship between cultural diversity and economic and community development without normative mandates
- Continue to reduce barriers, such as visa processing, to further student, artist, and professional exchange; encourage more Americans to study abroad
- Continue U.S. Government evaluation of the Convention for the Safeguarding of Intangible Cultural Heritage and this convention’s implementation
 - Establish a NatComm working group to track the process and make recommendations

COMMUNICATION AND INFORMATION COMMITTEE

- Encourage UNESCO to continue its focus on media literacy in the developed as well as developing world
- UNESCO new journalism curriculum should be introduced in draft form only in June 2007, subject to wide comment and revision, including by National Commissions
- Urge a holistic approach to media training that includes strengthening an enabling legal environment
- Continue to monitor and support the six World Summit on Information Society (WSIS) actions, emphasizing the free flow and exchange of information
- Urge continued UNESCO engagement in the Internet Governance Forum (IGF) as an advocate of freedom of expression

II. Meeting Agenda

AGENDA OVERVIEW

Monday, May 21, 2007

- 8:00 a.m. **Registration**
- 9:00 a.m. **Opening Plenary Session**
- 10:30 a.m. **Break**
- 10:45 a.m. **Plenary Session**
- 12:15 p.m. **Break For Lunch**
- 2:15 p.m. **Afternoon Breakout Sessions**
- 4: 15 p.m. **Afternoon Plenary Session**
- 5:00 p.m. **Day 1 Concludes**

Tuesday, May 22, 2007

- 9:00 a.m. **Committee Breakout Sessions-** continued
- 11:50 a.m. **Break For Lunch**
- 1:45 p.m. **Concluding Plenary**
- 4:00 p.m. **Conference Concludes**

DETAILED AGENDA

Monday, May 21, 2007

8:30 a.m. **Registration in West Lobby by the Business Center**

9:00 a.m. **Opening Plenary Session in Salon B/G**

- Welcome and Introduction:
Ms. Susanna Connaughton, Executive Director, U.S. National Commission for UNESCO
- Opening Address:
Mr. Marcio Barbosa, UNESCO Deputy Director General
- Mission Summary from Past Year:
Ambassador Louise V. Oliver, U.S. Permanent Representative to UNESCO
- Commission Summary of Past Year:
Ms. Susanna Connaughton, Executive Director, U.S. National Commission for UNESCO
Mr. Alex Zemek, Deputy Executive Director, U.S. National Commission for UNESCO

10:30 a.m. **Break**

10:45 a.m. **Plenary Session in Salon B/G**

- Introduction
Mr. Gerald Anderson, Deputy Assistant Secretary of State, Bureau of International Organization Affairs
- Address:
Ambassador John Danilovich, Chief Executive Officer, Millennium Challenge Corporation
- Panel Discussion and Questions:
Capacity Building: An International Organization Perspective

Moderator:

- **Mr. Gerald Anderson**, Deputy Assistant Secretary of State, Bureau of International Organization Affairs

Panelists:

- **Dr. Richard Meganck**, Director, UNESCO-IHE, Institute for Water Education
- **Mr. Konrad Von Ritter**, Senior Policy Advisor for Sustainable Development, World Bank
- **Ms. Vanessa Tobin**, Deputy Director, Program Division, UNICEF
- **Ms. Joan Mower**, Press Officer, Sudan Programs Group, U.S. Department of State; detailee from Broadcasting Board of Governors

12:15 p.m.

Commissioners' Luncheon

- Lunch Address/Presentation:
World Digital Library Update
Dr. James Billington, Librarian of Congress; member, U.S. National Commission for UNESCO

2:15 p.m.

Afternoon Breakout Sessions:

- See following five pages for Committee Breakout details

2:15 p.m.

Afternoon Breakout Session:
EDUCATION

Location: Salon D

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

Staffed by **Ms. Emily Spencer**, Office of UNESCO Affairs, U.S. Department of State

- Literacy
 - White House Conference on Global Literacy
 - **Ms. Benita Somerfield**, Executive Director, Barbara Bush Foundation for Family Literacy; Vice-Chair, Committee on Education, U.S. National Commission for UNESCO; Chair, Literacy Subcommittee
 - UNESCO Regional Literacy Conferences
 - **Dr. Phyllis Magrab**, Director, Georgetown University Center for Child and Human Development; UNESCO Chair; ad hoc expert, Literacy Subcommittee, U.S. National Commission for UNESCO
- Education for All
 - **Dr. Joseph Carney**, Director, Office of Education, U.S. Agency for International Development
 - **Mr. Desmond Bermingham**, Head, Fast Track Initiative, World Bank
 - **Dr. Phyllis Magrab**, Director, Georgetown University Center for Child and Human Development; UNESCO Chair; ad hoc expert, Literacy Subcommittee, U.S. National Commission for UNESCO
- Public Comment Period

4:15 p.m.

Education Breakout Session Concludes

2:15 p.m.

Afternoon Breakout Session:
NATURAL SCIENCES AND ENGINEERING

Location: Salon C

Coordinated by **Dr. Arden Bement**, Director, National Science Foundation; Vice-Chair, Committee on Natural Sciences and Engineering, U.S. National Commission for UNESCO

Staffed by **Dr. James Duffy**, Office of UNESCO Affairs, U.S. Department of State

- International Hydrological Program
 - **Dr. Verne Schneider**, Chief, International Water Resources Board, U.S. Geological Survey
- Intergovernmental Oceanographic Commission
 - **Dr. Rana Fine**, Chair, U.S. National Committee for the IOC; University of Miami and American Geophysical Union
- Capacity Building and World Federation of Engineering Organizations
 - **Dr. Russel Jones**, Fellow, American Society of Civil Engineers, member, U.S. National Commission for UNESCO
- Public Comment Period

4:15 p.m.

Natural Sciences and Engineering Breakout Session Concludes

2:15 p.m.

Afternoon Breakout Session:
SOCIAL AND HUMAN SCIENCES

Location: Conference Room 5

Coordinated by **Mr. James P. Kelly III**, Director, International Affairs, The Federalist Society; Chair, Committee on Social and Human Sciences, U.S. National Commission for UNESCO

Staffed by **Mr. David Ostroff**, U.S. Mission to UNESCO

- UNESCO 176th Executive Board: Process and Outcomes
 - **Mr. David Ostroff**, U.S. Mission to UNESCO
- UNESCO's Social and Human Science Programs and the System of Human Rights Global Governance Networks
 - **Mr. James P. Kelly III**, Director, International Affairs, The Federalist Society; Chair, Committee on Social and Human Sciences, U.S. National Commission for UNESCO
- Ethics of Nanotechnology
 - **Dr. Nigel M. de S. Cameron**, President, Institute on Biotechnology and the Human Future; member, U.S. National Commission for UNESCO
- Public Comment Period

4:15 p.m.

Social and Human Sciences Breakout Session Concludes

2:15 p.m.

Afternoon Breakout Session:
CULTURE

Location: Salon E

Coordinated by **Mr. Frank Hodsoil**, Vice-Chair, Committee on Culture, and Chair, World Heritage Subcommittee, U.S. National Commission for UNESCO

Staffed by **Dr. Kenneth Kolson**, Office of UNESCO Affairs, U.S. Department of State

- World Heritage Tentative List
 - **Mr. Stephen Morris**, Chief, Office of International Affairs, National Park Service
- Culture, Cultural Expressions and Sustainable Development
 - **Dr. Jonathan Katz**, Chief Executive Officer, National Assembly of State Art Agencies; member, U.S. National Commission for UNESCO
 - **Mr. Frank Hodsoil**, Vice-Chair, Committee on Culture, and Chair, World Heritage Subcommittee, U.S. National Commission for UNESCO
- Exchange and Dialogue
 - **Dr. Raymond E. Wanner**, Senior Adviser on UNESCO Issues, United Nations Foundation; Senior Vice President, Americans for UNESCO
- Cultural Heritage
 - **Mr. Jonathan Tourtellot**, Director Sustainable Destinations, National Geographic Society
- Public Comment Period

4:15 p.m.

Culture Breakout Session Concludes

2:15 p.m.

Afternoon Breakout Session:
COMMUNICATION AND INFORMATION

Location: Conference Room 6

Coordinated by **Mr. Mark Bench**, Executive Director, World Press Freedom Committee Chair, Committee on Communication and Information, U.S. National Commission for UNESCO

Staffed by **Ms. Caitlin Bergin**, U.S. Mission to UNESCO

- World Summit on the Information Society (WSIS)
 - **Mr. Richard Beird**, Senior Deputy U.S. Coordinator for International Communications and Information Policy, Office of Multilateral Affairs, Bureau of Economic, Energy, and Business Affairs
- Development of Information Communication Technology (ICTs)
 - **Ms. Joan Mower**, Press Officer, Sudan Programs Group, U.S. Department of State; detailee from Broadcasting Board of Governors
- Press Freedom and Freedom of Expression for Capacity Building
- Public Comment Period

4:15 p.m.

Communication and Information Breakout Sessions Concludes

4:20 p.m.

Afternoon Concluding Plenary in Salon BG

- Introduction of Keynote Speaker:
The Honorable Kristen Silverberg, Assistant Secretary of State, Bureau of International Organization Affairs
- Keynote Address:
“Governing Justly” and “Investing in People” the Pillars of the U.S. Department of State Strategic Plan and Transformational Diplomacy Plan
The Honorable John Negroponte, Deputy Secretary of State

5:00 p.m.

Day 1 Concludes

Tuesday, May 22, 2007

8:30 a.m. **Registration in West Lobby**

9:00 a.m. **Committee Breakout Sessions-** continued

- See pages below for Committee Breakout details

EDUCATION

Location: Conference Room 4

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

Staffed by **Ms. Emily Spencer**, Office of UNESCO Affairs, U.S. Department of State

- Recap of Previous Day's Committee Meetings
- Workforce Development
 - **Dr. Ronald L. Jacobs**, Director, Center on Education and Training for Employment, Ohio State University; member, UNESCO-UNEVOC network
- Planning Ahead: Strategies and Tactics
- Develop Preliminary Recommendations
- Public Comment Period

11:50 a.m. **Break For Lunch**

9:00 a.m.

NATURAL SCIENCES AND ENGINEERING

Location: Salon C

Coordinated by **Dr. Arden Bement**, Director, National Science Foundation; Vice-Chair, Committee on Natural Sciences and Engineering, U.S. National Commission for UNESCO

Staffed by **Dr. James Dufty**, Office of UNESCO Affairs, U.S. Department of State

Part I: Combined Session with Social and Human Sciences

- Overall Review of Major Programs II and III:
 - **Dr. Kathie Olsen**, Deputy Director, National Science Foundation
- Planning Ahead: Strategies and Tactics
 - Recommended Next Steps on Review and Capacity Building

Part II:

- Recap of Previous Day's Committee Meetings
- Develop Preliminary Recommendations
- Public Comment Period

11:50 a.m.

Break For Lunch

9:00 a.m.

SOCIAL AND HUMAN SCIENCES

Location: Part I: Salon C; Part II: Conference Room 2

Coordinated by **Mr. James P. Kelly III**, Director, International Affairs, The Federalist Society; Chair, Committee on Social and Human Sciences, U.S. National Commission for UNESCO

Staffed by **Mr. David Ostroff**, U.S. Mission to UNESCO

Part I: Combined Session with Natural Sciences and Engineering

- Overall Review of Major Programs II and III:
 - **Dr. Kathie Olsen**, Deputy Director, National Science Foundation
- Planning Ahead Strategies and Tactics
 - Recommended Next Steps on Review and Capacity Building

Part II:

- Recap of Previous Day's Committee Meetings
- Develop Preliminary Recommendations
- Public Comment Period

11:50 a.m.

Break For Lunch

9:00 a.m.

CULTURE

Location: Salon A

Coordinated by **Mr. Frank Hodsoll**, Vice-Chair, Committee on Culture, and Chair, World Heritage Subcommittee, U.S. National Commission for UNESCO

Staffed by **Dr. Kenneth Kolson**, Office of UNESCO Affairs, U.S. Department of State

- Recap of Previous Day's Committee Meetings
- Planning Ahead: Strategies and Tactics
- Develop Preliminary Recommendations
- Public Comment Period

11:50 a.m.

Break For Lunch

9:00 a.m.

COMMUNICATION AND INFORMATION

Location: Conference Room 3

Coordinated by **Mr. Mark Bench**, Executive Director, World Press Freedom Committee Chair, Committee on Communication and Information, U.S. National Commission for UNESCO

Staffed by **Ms. Caitlin Bergin**, U.S. Mission to UNESCO

- Recap of Previous Day's Committee Meetings
- Planning Ahead: Strategies and Tactics
- Develop Preliminary Recommendations
- Public Comment Period

11:50 a.m.

Break For Lunch

1:45 p.m.

Concluding Plenary in Room B/G

- Plenary Presentations by Committees and Commission Discussion
- Open Public Comment Session
- Finalize Recommendations; Business Session; Concluding Administrative Items

4:00 p.m.

Conference Concludes

III. Meeting Minutes and Notes

May 21, 2007

The United States National Commission for UNESCO held its third annual meeting at the Georgetown University Marriott at 3800 Reservoir Road, N.W. Washington, D.C. on Monday, May 21st, 2007 and Tuesday May 22nd, 2007. The meeting began at 9 a.m.

9 a.m. – Opening Plenary

Welcome and Introduction

Ms. Susanna Connaughton, Executive Director, U.S. National Commission for UNESCO

Ms. Susanna Connaughton began her introductory remarks by stating the role of the Commission, which is to provide advice to the Department of State and the Secretary of State on issues relating to Education, the Sciences, Culture, and Communications and the formulation and implementation of the U.S. policy towards UNESCO. She was confident that committee members and attendees over the next two days would provide outstanding advice related to the theme for this year's meeting – "*UNESCO as Capacity Builder.*" Ms. Connaughton acknowledged that the meeting was a Federal Advisory Committee Act (FACA) meeting and therefore, open to the public.

Ms. Connaughton welcomed all of the commissioners and speakers who came to share their knowledge and experience at this year's meeting. She extended appreciation to Ms. Kristen Silverberg, Assistant Secretary of State (Bureau of International Organization Affairs) for her attendance at the conference and said that the Commission is looking forward to her introduction of Mr. John Negroponte, Deputy Secretary of State, who is scheduled to speak later that day. Ms. Connaughton also welcomed Mr. James Kulikowski, UNESCO Deputy Assistant Director General for External Relations and Coordination and Director of Relations with Member States and National Commissions. Ms. Connaughton then thanked Georgetown University and its President, Dr. John J. DeGioia, as well as his Special Assistant for Policy Planning, Ms. Jessica Raper, for hosting this year's meeting. Ms. Connaughton extended her appreciation to members of the Annual Meeting Planning Subcommittee for helping to develop the meeting's theme, topics for discussion in breakout sessions and generating suggestions for speakers. These commissioners were: Mr. Robert Martin (Subcommittee Chair), Mr. Ronald Bogle, Mr. Mark Bench, Ms. Kitty Boyle, Mr. Nigel Cameron, Gen. Henry Hatch, Mr. Frank Hodsoll, Ms. Sandra Gibson, and Ms. Phyllis Magrab.

Ms. Connaughton added that the Committee Chairs and Vice-Chairs have been extremely helpful in working closely with the Program Officers to develop strong breakout sessions. Ms. Connaughton then thanked Mr. Alex Zemek (Deputy Executive

Director for the U.S. National Commission for UNESCO) for leading the Planning Committee conference calls and thanked her office staff and program officers for their support and constructive contribution to the agenda. She then mentioned two program officers from the UNESCO Mission in Paris, Ms. Caitlin Bergin (Public Affairs Officer), and Mr. David Ostroff (Political Affairs Officer) as members of the staff that would be leading breakout sessions. The Washington based Program Officers staffing the breakout sessions were: Dr. James Duffy (Science Officer), Ms. Emily Spencer (Education Officer), and Dr. Kenneth Kolson (Culture Officer detailee from the National Endowment for the Humanities). Ms. Connaughton also thanked those who have generously supported the U.S. National Commission for UNESCO: President John DeGioia, Georgetown University, the Georgia Community Foundation, James P. Kelly III, Melinda Kimble, and the United Nations Foundation. Ms. Connaughton then briefly talked about the speakers for the breakout sessions and provided a general overview of their various backgrounds. Finally, she introduced the opening speaker, Mr. Marcio Barbosa, Deputy Director General of UNESCO, and elaborated on his background as well as some of his responsibilities since his joining UNESCO in February 2001. Mr. Barbosa has been supervising and coordinating the implementation of the program of reforms launched by UNESCO's Director General, Mr. Koïchiro Matsuura. These responsibilities include the administrative reform, decentralization, the introduction of an integrated management information systems, and the headquarters renovation plan. Ms. Connaughton said that they look forward to continuing to work with Mr. Barbosa as the U.S. maintains its focus on priorities such as ensuring accountability through organizational reform in the science sector and promoting capacity building. She then thanked Mr. Barbosa for joining the meeting and opened the floor to him.

Opening Address

Opening Speaker – Mr. Marcio Barbosa, UNESCO Deputy Director General

Mr. Barbosa thanked Ms. Connaughton for the invitation to speak and said that he was looking forward to the formal and informal dialogue that this meeting would facilitate. UNESCO has worked hard this decade to reform itself and this reform has accelerated greatly over the past year. This reform over the past decade is cited as one of the reasons the United States has rejoined the UN. Mr. Barbosa said that he would like to provide a sense of where UNESCO is going and what it is trying to achieve.

Beginning with Education, Mr. Barbosa said that a major change has taken place in the area of literacy. This area has benefited greatly from the efforts of the First Lady, Ms. Laura Bush (the Honorary Ambassador for U.N. Literacy Decade) who sponsored the White House Conference on Global Literacy in New York this past September. This conference brought together 32 First Ladies and 41 Educational Ministers from around the world. Ms. Bush has helped put the spotlight on the literacy program, the Literacy Initiative for Empowerment (LIFE) focusing on 35 countries, and the challenge to reach about 800 million adults who cannot read and write.

UNESCO has committed to a series of regional conferences in 2007-2008 to bring together Ministers, First Ladies, Development Partners, Petitioners, and Citizens of the world. The first conference in the series was held in Doha, Qatar this March (for the Arab states). Upcoming conferences scheduled for 2007 include China in July, Mali in September, and India in November. Costa Rica and Azerbaijan will be held in 2008. These conferences constitute a major undertaking and their success is of utmost importance for UNESCO. UNESCO is working to ensure that all of these conferences are as successful as those held in New York and in Qatar.

UNESCO has developed its efforts with its partners to successfully coordinate the work of all the multilateral organizations working in education through the Global Action Plan started in 2005 and recognized at the G8 Meeting last year. Mr. Barbosa said he traveled to Brussels on May 2nd for a meeting organized by United Kingdom, the World Bank, and the European Commission. UNESCO announced a new partnership to address education – a successful conclusion to an effort first made public earlier this year and a major push to UNESCO's private sector efforts. In addition, leading private sector members of the World Economic Forum, such as Advanced Micro Devices (AMD), Cisco, Intel, and Microsoft joined with UNESCO in the Fast-Track Initiative to provide a major infusion of resources in support of education, reforms, and plans at the country level. This effort continues to help in preparation for the next High Level Group Meeting in December in Dakar.

He added that the return to Dakar is highly symbolic. It was the 2000 High Level Group Meeting in Dakar which recommended that UNESCO undertake the Global Monitoring Report to track progress on Dakar goals with the publication of the first report in 2002. Through the Global Monitoring Report, UNESCO has the ability to provide the data to track its progress including areas like literacy with the Literacy Assessment and Monitoring Programme (LAMP). Through the upcoming meeting of the High Level Group, UNESCO and its partner have both the opportunity and the responsibility to map out the strategy leading to the best result possible in 2015, the target year of the Education For All goals. Those efforts to reassert UNESCO's leadership in Education For All have been accompanied by a reform of the education sector that has enabled UNESCO to carry out the program. Mr. Barbosa assured attendees that UNESCO is committed to maintaining and carrying through the reform process originally led by the former Assistant Director General for Education, Dr. Peter Smith. Mr. Barbosa assured the committee that they are implementing the reforms of the external auditors.

Mr. Barbosa went on to say that the Science mandate of UNESCO is unique in the UN system and UNESCO can and should exercise leadership in science. Mr. Barbosa said he remembered his conversation with Ambassador Louise Oliver, the first time he met her in 2003, during which they talked about science and where UNESCO was and where it should go. This discussion has now been taken up by UNESCO as a whole. UNESCO has been able to count on the strong support of the United States, through Dr. Kathie Olsen, Deputy Director of the National Science Foundation (NSF). The report by the overall panel is on its way to the next General Conference. With respect to the report, Mr. Barbosa thanked Dr. Olsen for her sterling contribution; second, he

said that the Executive Board welcomed the report and the Director General has asked for further consultation; and third, Mr. Barbosa believed that there was more to come from the report. He understands that some countries expressed disappointment with the resolution adopted by the Executive Board. The General Conference will develop a new action plan on how to develop new strategic framework for science into action. The Director General will start fairly shortly, an internal task force, which Mr. Barbosa will chair. Names of the task force members will follow the recommendation of the report. The task force will also include the two Assistant Director-Generals (ADGs) of natural science and social and human science. Those are steps that Mr. Barbosa believed would help assure that all of the hard work, which was done by Dr. Olsen and the other experts, can be translated into tangible results for the science program. Mr. Barbosa added that for UNESCO to excel in science, we need the involvement of the U.S. science community. UNESCO needs the creativity and capacity building as well as the intellectual leadership and expertise of the U.S. science community. UNESCO would also benefit from further cooperation with the U.S. scientists who are world leaders in their fields.

With respect to Communication and Information, Mr. Barbosa cited notes from the meeting held earlier in the month on May 7 in Washington, DC with Assistant Director General Kahn. The key points from this meeting were freedom of press, development of independent media, collaboration of knowledge societies including a strategic partnership with the private sector and the World Digital Library, to which UNESCO is now giving its patronage. Mr. Barbosa said that the U.S. financial support for the IPDC (International Program for the Development of Communications) is very welcome and seems to be a fertile area for further cooperation.

With respect to Culture, Mr. Barbosa pointed out that UNESCO was on the verge of the annual meeting of the World Heritage Committee (of which U.S. is a member) to be held this year in New Zealand. One of the remarkable achievements that came out of the last Executive Board meeting was the adoption by consensus of the resolution concerning the cultural heritage of Jerusalem and the pathway to the Harem el Sharif. He said that Ambassador Louise Oliver played an integral role in achieving this goal and added that she deserves our congratulations. Culture has the capacity to build understanding and mutual respect and ultimately contribute to peace.

Mr. Barbosa then began to address the challenge of UN Reform. This reform calls on all UN agencies to present a unified presence in a host country under the direction of a present coordinator operating the country plan. This year, eight pilot countries discussed several different issues on how to influence the process as specialized leaders, and how to make sure that priority in culture, the sciences and communication along with education are reflected in the country plan. Other topics included, how to participate in countries where it is not resident, how to integrate lines of authority, how to implement and unify the country budget etc. The UN is fully committed to the implementation of one UN budget. With regards to budget reform, Mr. Barbosa added that UNESCO faces perhaps its greatest challenge of all – the approval of the 34 C/4 and 34 C/5 six year strategy and two year budget, respectively, starting in 2008. He

mentioned that there are four budgets that are outstanding. The first two are variations on the third budget. The third, a budget that adjusts for inflation and the fourth, a ten million dollar real increase.

Mr. Barbosa underlined that UNESCO could not and cannot operate without the help of the National Commissions. These commissions should consist of sector experts to help raise national awareness, and added that the U.S. National Commission has much to offer in this regard. In conclusion, Mr. Barbosa reaffirmed the importance of the U.S. National Commission's meeting to discuss these issues and raise visibility and awareness. He also asked for continued help and assistance as UNESCO continues down the path of making itself better in order to make the world better.

Question and Answer Session

Question: Melinda Kimble, UN Foundation

The more I hear about what UNESCO is doing, the more concerned I become because I believe that UNESCO's three critical areas, education, science, and culture have to be worked in a much more horizontal fashion. The focus on individual stovepipes is not making UNESCO as strong an organization as it could be. For example, UNESCO tried to do this in 2006 in case studies on climate changes in World Heritage Centers. I think this was a very good example of how UNESCO could get in front of a problem and make people understand the reality of problems, but bring science, education and culture to the fore. I would like to ask you, how in your reform you are trying to address this?

Mr. Barbosa: UNESCO has operated for the last 15 years in a very vertical and on a sectorial basis. Now UNESCO will focus on working more horizontally. The new C/4 mid-term strategy addresses this issue. An inter-sectoral task force will make sure that the human and social sciences are included in all programs.

Question: Russell Jones, American Society of Civil Engineers

When the U.S. rejoined UNESCO a few years ago, the U.S. engineering community, through the world engineering community, worked with Ambassador Oliver to prepare a resolution on inter-sectoral technical capacity building. Since then there has been no progress. When can we expect the April 2005 resolution to be implemented?

Mr. Barbosa: UNESCO had no alternative but to wait for the conclusions of the Science Review and stop the recruitment of senior staff. We decided to reduce level of operations while the group was coming to its conclusions. I am sure that the General Conference in October will have answers on how to achieve this plan. I am sure that at the beginning of 2008 that the resolutions passed in 2005 will gain their correct interpretation.

The question and answer period then ended.

Mission Summary from Past Year

Ambassador Louise V. Oliver, U.S. Permanent Representative to UNESCO

Ms. Connaughton introduced Ambassador Louise Oliver. Below is the text of Ambassador Louise Oliver's remarks:

Good morning Everyone...How nice it is to see so many members of the UNESCO team. I use the word "team" deliberately, because the most important thing I have learned after representing the U.S. at UNESCO for the past three years is that because UNESCO is so multifaceted and complicated, it will take all of us working together if we are to achieve U.S. strategic goals at that organization. So I'd like to begin my remarks this morning by thanking you all for being willing to be part of our team, and to tell you how much we appreciate the tremendous support you have given to the Mission. I'd also like to thank Susanna, Alex, Emily, Jim, and Ken, as well as Bob Martin and his group, for having done such an excellent job organizing this year's annual meeting of the U.S. National Commission for UNESCO.

This is of course our third annual meeting. As many of you may recall, at our first meeting I was asked to describe how UNESCO actually functions, and to discuss what we hoped to accomplish in Paris. Given the fact that we ourselves didn't know a great deal about the organization as a result of having been absent for almost twenty years, it was not an easy assignment. Now, after three years, we are a bit older, and a lot wiser about the potential as well as the limitations of the organization.

At last year's meeting I gave a broad summary of UNESCO's work, along with an update on the progress we are making in achieving the U.S.'s goals and priorities.

This morning, I would like to focus on some of the specific challenges that we are currently dealing with in Paris, and to suggest areas in which you, our Commissioners, could really help us with our work. As many of you know, we have just finished UNESCO's April Executive Board meeting, which had 62 items on its agenda. I plan to discuss eight items--I can see the look of relief on some of your faces that I will not be dealing all 62 of them-- that, in my view, are particularly important for both the U.S. and for UNESCO, and that demonstrate some of the multiple agendas that exist at the organization.

The President of UNESCO's General Conference, the Ambassador of Oman, has a habit of quoting the sayings of so-called wise men. One of those sayings is as follows: "You can't prevent the birds of trouble from flying around your head, but you can prevent them from making a nest in your hair." We knew that the birds of trouble would be flying all around us during the April Executive Board meeting, so our goal was simply to keep them from making nests in our hair. The two biggest birds of trouble were the two issues that had dominated our lives long before the Executive

Board began, Jerusalem and the External Auditor's Report.

The first involved the archeological excavations being done by the Israeli authorities in Jerusalem near the Temple Mount, also known as Harem el Sharif, as preparation for rebuilding the Mughrabi access ramp that over time had partially collapsed as a result of heavy rain and snow, thereby becoming too dangerous to use. Most of the Arab countries at UNESCO were convinced that the Israeli excavations were causing harm to the site, which is listed as a World Heritage Site in Danger, and insisted that they be stopped immediately. In response to their concerns, and at the request of the Israeli government, the Director General sent a technical mission from the World Heritage Center to examine the site.

The technical mission reported that since the excavations were 50 feet away from the site, they were not causing any damage, but added that the excavations had probably accomplished their purpose and therefore could be stopped. Although there have been some temporary stoppages since the technical mission completed its work, the excavations have continued because the Israeli government feels that more information is needed before plans for the ramp can be developed.

Due to the extreme reactions provoked by this issue, and a request by six Arab states for a Special Session of the Executive Board, UNESCO's Executive Board finally decided to add a one day Special Plenary meeting to its schedule to discuss this situation. This was the first time in the history of UNESCO that this had ever been done. Even more problematic was the controversial draft decision that was going to be discussed at the Special Plenary meeting. As a result of the strong desire by all parties to continue the tradition of consensus that has characterized UNESCO decisions involving the Middle East for the past three years, the Chairman of the Executive Board decided to establish a working group, which consisted of representatives from Egypt, Israel, Jordan, Norway, and the U.S., as well as the Palestinian Observer to UNESCO, to deal with this issue. After over thirty hours of very intense negotiations, once again a consensus decision was achieved, which was followed by two more consensus resolutions, one on Item 20 that also relates to Jerusalem, and the other on item 49 that continues that implementation of previous UNESCO decisions on educational and cultural institutions in the occupied Arab territories.

No other UN agency has been able to achieve consensus decisions in these kinds of very sensitive Arab-Israeli issues. What is even more important is that these consensus decisions enable the organization to be viewed as a neutral actor, thereby enabling it to work effectively in the Middle East. Current UNESCO initiatives in that part of the world include multiple educational and cultural programs in the Palestinian territories, cultural missions in the Old City of Jerusalem, the development of the Israeli-Palestinian Scientific Organization, the SESAME synchrotron light program in Jordan, literacy programs in Egypt, educational and science programs in Iraq, including support for the Museum in Baghdad, assistance to Lebanon in a number of areas, and the preservation and maintenance of many

World Heritage sites throughout the region.

Given the serious problems that exist in the Middle East these days, UNESCO's ability to work constructively in so many areas with all the countries of the Middle East is very significant, and should be seen as one of the organization's most important assets.

Of course this does not mean that the issue of Jerusalem as an endangered World Heritage site has gone away, as it will reappear at the World Heritage Committee meeting in New Zealand in late June. In the meantime, however, UNESCO has demonstrated what an important role a multilateral organization dedicated to dialogue and consensus can play in dealing with sensitive issues.

The second very sensitive issue, particularly for the U.S., was Item 39, the "Report of the External Auditor on the procedures used to hire consultants for the restructuring of the Education Sector." Every country at UNESCO, including the U.S., was deeply concerned by the External Auditor's report that highlighted serious systematic failures at UNESCO in regards to management procedures, especially in the area of procurement. UNESCO's member states, including the U.S., were particularly disturbed by the lack of competitive bidding and transparency that occurred with a series of contracts with the Education Sector, which provoked the resignation of the most senior American official at UNESCO, the ADG for Education, Peter Smith, several weeks before the start of the Executive Board. Every country, including the U.S., supported the Director General's decision to accept the report and implement all of its recommendations.

At the same time, almost every country at UNESCO stated that the reforms done by Mr. Smith should remain in place. Countries from the developing world, especially the African countries, felt particularly strongly about this, as they believe that the reforms will enable UNESCO to carry out its responsibilities in the area of education more effectively.

In fact, the Education Sector already seems to be making progress in some areas. For example, it is moving forward on its literacy initiatives, which includes organizing a series of regional literacy meetings to follow up on the very successful White House Conference on Global Literacy that was hosted by Mrs. Bush last September. The first of these follow-up meetings was held in Qatar in March. The next meeting will be hosted by China in late July, followed by one in September in Mali, and another in late November in India. Costa Rica and Azerbaijan will host the remaining meetings in 2008.

Moreover, UNESCO's Global Action Plan has been greatly improved, which will strengthen UNESCO's ability to carry out its role as coordinator of the UN's Education for All initiative. Many countries also like UNESCO's renewed focus on areas such as gender parity, higher education, and teacher training, which was the topic of a very interesting roundtable hosted by Mrs. Bush at UNESCO in January.

Education is the top priority for almost every country at UNESCO, and they all want UNESCO to be successful in this area.

The External Auditor's report was discussed on four separate occasions, two of which included personal appearances by the External Auditor himself. During the debate on this issue, a draft decision was submitted by three countries that wanted UNESCO to identify and discipline all those responsible for the problems identified in the report, and restore staff members affected by the reforms to their former positions in the Education Sector. In the view of many countries, that draft decision would probably have undermined or even undone many of the administrative and management reforms in the Education Sector.

Given the fact that it differed significantly from the draft decision already submitted on this topic by twenty-six countries, including the U.S., a working group was formed to try to resolve the differences between the two texts. Several of my colleagues from developing countries said that they thought it was very important that UNESCO not engage in some sort of "witch hunt" that might adversely affect the organization's ability to perform its leadership role in the area of education.

After lengthy negotiations, the working group succeeded in drafting a compromise resolution that was ultimately adopted by consensus by the entire Executive Board. Although Peter Smith's resignation, combined with the criticisms contained in the External Auditor's report, had created great distress and concern at UNESCO, most countries were relieved that in the end, the system worked. UNESCO's external auditor identified serious internal problems relating to the approval of UNESCO contracts. Management accepted responsibility for those problems, and immediately committed to doing whatever was necessary to prevent similar problems from ever happening again. Meanwhile, thanks to broad-based support from member states, the Education Sector can continue to pursue its important initiatives.

Although both of those issues ended up successfully, the third controversial issue, the report of the Science Review Panel, did not fare so well. The eminent scientists who served on the Review Panel, including, as most of you know, Kathie Olsen, the Deputy Director of the National Science Foundation, had spent a great deal of time carefully examining the programs of both the Natural and Social and Human Sciences Sectors.

Their report stated very clearly that UNESCO's science programs, were "fragmented, over-ambitious, unfocused, and lacking a clear vision and scientific strategy." Moreover, the report stated that there needed to be closer integration between the two science sectors, and that UNESCO should avoid duplicating work being done by other UN agencies. It also said that UNESCO should focus its efforts in areas where it had a comparative advantage, such as promoting science education and establishing partnerships, particularly between developed and

developing countries, which could help developing countries, countries in transition, and post-conflict countries build capacity in the sciences.

Unfortunately, the subsequent Executive Board debate did not really address any of the Panel's criticisms or recommendations, but instead focused almost exclusively on how to strengthen the social sciences at UNESCO, and on the non-issue of whether there should be a merger of the two science sectors. The U.S., joined by nine other countries that included Ghana, Uganda, Canada, Norway, the UK, and Slovenia, co-sponsored a draft decision on implementing the recommendations of the Panel's report. When the original draft decision proved to be too strong for many countries to accept, a gentler revised version was offered. Even that was not acceptable.

In order to achieve consensus, virtually all criticism of UNESCO's science programs was eliminated from the text, resulting in a rather pointless Executive Board decision that asks the Director General to continue to engage in "widespread discussions" on the future of UNESCO's work in science. Since Kathie Olsen will be discussing all of this tomorrow, I will simply say that the manner in which the Executive Board dealt with this issue was very disappointing.

A fourth issue that was somewhat related to the science debate was the issue of UNESCO's Category II centers. These quasi-independent centers, established under the aegis of UNESCO, are the latest additions to UNESCO's extended family, which includes field offices, cluster offices, regional bureaus, and UNESCO institutes. The Executive Board gave provisional approval to two new centers in the area of water, and one in science and technology. Since Category II centers are supposed to reinforce UNESCO's priorities and programs, these centers could be justified. However, there was one additional center proposed, to be located in Russia, which is supposed to work on energy issues, even though that is an area in which UNESCO currently does very little work.

Moreover, as was pointed out by the U.S., the feasibility study for this center ignored a rule of procedure of the General Conference that states that when there are other UN agencies working in the same area, the organization is required to do a survey of those other agencies in order to avoid a duplication of work. Since at least fourteen other UN agencies work in this area, this should have been a major problem. However, although several countries were sympathetic to the concerns we raised on the proposed center, most countries that spoke on this issue were willing to support this new partnership.

After what could be described as a "lively" debate, an agreement was finally reached. Provisional approval would be given by the Executive Board to the proposed center, but our objections would be mentioned in the oral report. This would include a request for a study to be presented to the October General Conference on other UN agencies working on energy issues.

This debate highlighted the need for UNESCO to develop a clear policy on Category II centers that includes specific criteria for the establishment and financing of these centers, as well as a serious quality control mechanism. Thanks to the U.S., possible guidelines for the establishment of Category II centers will be discussed at the next Executive Board meeting.

The issue of evaluation brings me to the fifth important issue at the Executive Board. For the past several years, we and many other member states have been impressed by the evaluations done by the Office of Internal Oversight, which have provided valuable information that should help the Executive Board make good programmatic decisions. Therefore, we decided to work with other like-minded states to encourage the Secretariat to formulate a strategic evaluation plan that could be used as a tool for program prioritization, and help ensure that UNESCO's programs respond effectively to the needs of developing countries. Unfortunately, at this Executive Board there were some Latin American countries, led by Brazil, which challenged the value of these evaluations, and tried to weaken the proposed evaluation strategy by suggesting a number of changes to the draft decision on this item.

Among other things, these countries want UNESCO's Executive Board to play a more active role in deciding what should be evaluated, and in setting the terms of reference for evaluations. In response to a question during the debate, the Director of the Office of Internal Oversight said that these proposals would have a negative effect on the independence of the office, which he said would hurt the ability of the Office to do its job properly. There was also a suggestion to reduce the budget for the Office of Internal Oversight.

The lengthy debate on this issue demonstrated that there are some countries that see evaluation as a threat, not as a tool for improvement. Moreover, the debate, and subsequent skepticism on the feasibility of evaluating two of UNESCO's five core functions, its role as a standard-setter and as a laboratory of ideas, showed a serious lack of confidence in the value of UNESCO's work in these areas. This was made very clear by the number of countries that asked what would happen if the proposed evaluations showed that UNESCO was not producing good results in two of its most important functions.

Interestingly enough, one country, a strong supporter of UNESCO's work in standard setting, was adamant in its opinion that it was impossible to evaluate the effects of normative standards since policy responses to normative instruments are entirely a domestic issue. Given that point of view, one wonders how UNESCO intends to address the implementation of the three UNESCO conventions that have come into force over the past several months. These are the conventions on the protection of intangible culture, the protection and promotion of diversity of cultural expressions, and anti-doping in sports. Since the entire Culture Sector has now been reorganized to promote, implement, and manage UNESCO's seven cultural conventions, this is a particularly important question.

That brings me to another Executive Board issue that provoked a great deal of debate, which was the Venezuelan item on the development of a new convention that would protect indigenous and endangered languages. This was another sensitive issue, particularly for those countries with a large number of minorities and languages, like India and Russia.

One question that was raised was the need for such a convention, given the fact that the convention on the protection of intangible culture is supposed to address this kind of problem. After several lengthy discussions, it was finally agreed that the Director General would study the issue and report back in a year to the 178th meeting of the Executive Board. That means that no decision could be taken to develop a new convention on this topic before the 35th General Conference in October 2009. Since the U.S. usually opposes the development of new conventions, we were pleased by this result.

Another important issue discussed by the Executive Board was UNESCO's work in inter-religious and inter-cultural dialogue. Although there is general support for UNESCO to play an active role in these areas, there was substantial disagreement in the debate on Item 23 because the draft decision referred to religious symbols, not religious values. Although we agree that UNESCO should focus more on promoting inter-cultural dialogue, we would oppose any initiatives in this area that would adversely affect freedom of expression or promote some sort of normative action.

Last, but not least, of the eight Executive Board issues that I want to mention is Item 24, UNESCO's six year Medium Term Strategy. The U.S. participated in a drafting group that met twelve times during the Executive Board to revise the Director General's draft Medium Term Strategy, the C/4 document. The final document added, as always, a number of new areas for UNESCO to work in, such as education in prisons and an increased emphasis on arts education. It also expanded UNESCO's work in the areas of migration and renewable energy, even though those issues are already being dealt with elsewhere in the UN.

However, we did get language in the C/4 that we liked. The final document includes a commitment by UNESCO to fight the root causes of terrorism, and to promote civic education. It also commits UNESCO to working on digital libraries, which is very important for the development of the World Digital Library. Moreover, the C/4 remains firm on the promotion of freedom of expression. We also succeeded in removing troublesome language on new rights that are not universally recognized by the international community, and in clarifying UNESCO's role in providing policy advice, not policy advocacy.

Our feeling overall is that the revised draft C/4 could have been a lot worse. Although it is up to the General Conference to formally adopt the C/4, it was provisionally adopted by the Executive Board as a rolling document, which means

that for the first time, the C/4 can be adjusted on a regular basis by the Executive Board as necessary. Given the reforms being introduced both at UNESCO and within the UN as a whole, the C/4 needs that kind of flexibility.

Because of the time it took to negotiate the C/4, the drafting group did not have an opportunity to examine the draft C/5 document, UNESCO's proposed program and budget for the 2008/2009 biennium, nor was there time to discuss the related issue of the level of the next biennium budget. Therefore, the drafting group will reconvene this summer to continue its work. In the meantime, the Secretariat continues to plan its program for the next biennium on the basis of the Director General's preferred zero real growth budget level of \$648 million, even though there are several large donor countries, including the U.S., that continue to support a zero nominal growth budget of \$610 million. Given the fact that these countries pay over 50% of UNESCO's assessed budget, this will clearly be a major issue at the September Executive Board meeting.

Although all of these eight issues were resolved more or less successfully, several of them will probably cause us problems in the future. Moreover, we did not get to discuss some of UNESCO's more positive initiatives since they were not on the Executive Board's agenda, such as the work that is being done to promote freedom of expression and civic participation through the International Program for the Development of Communication, to which the U.S. has quintupled its support. There was also no opportunity to highlight the importance of such initiatives as UNESCO's World Press Freedom prize, given posthumously this year to the murdered Russian journalist, Anna Politkovskaya.

Having now told you more than you ever wanted to know about the recent Executive Board meeting, let me suggest some areas in which we could really use your help. Certainly we need you, particularly the scientists in this room, to support and promote the recommendations of the Science Review Panel, and to help the U.S. get elected to the International Hydrological Program and reelected to the Intergovernmental Oceanographic Commission. We also need those of you with experience in education to continue to reinforce our efforts in literacy and teacher training, and to help ensure that the regional literacy meetings are successful. We need the conservationists and preservationists on the Commission to help us strengthen the World Heritage Center so that it can better handle its ever-increasing responsibilities. And we need the assistance of the cultural community to help us promote true intercultural dialogue at UNESCO and to encourage cultural exchange.

We also need you to help us ensure that the World Digital Library that you'll hear about at lunch from Dr. Billington becomes a reality, as it is an important and bold idea worthy of UNESCO. And we need those of you who have expertise in the social sciences and humanities to help us identify appropriate ways for UNESCO to incorporate philosophy and ethics into its programs, and to suggest the best way for UNESCO to work in sensitive, complex areas like migration and social transformation.

Over the next few months we will be campaigning for reelection to the Executive Board, as well as for a number of other intergovernmental committees. We hope that Group 1 will be able to achieve a clean slate for these elections, but if that is not the case, we will need your help and support. And finally we need your assistance in convincing qualified Americans to apply for positions at UNESCO. Intergovernmental organizations like UNESCO will have a hard time achieving their potential without the energy, imagination, and entrepreneurialism of Americans.

I'm sure there will be additional ideas discussed during the workshops this afternoon and tomorrow regarding opportunities for Commissioners to get engaged with the work of UNESCO. So at this point let me end by saying once again how pleased I am that you are with us for this meeting. I look forward to talking with you and to answering any questions you may have about the fascinating and frustrating world of UNESCO, a world for which we continue to have high hopes and great expectations.

In conclusion, Ambassador Oliver stated that she was very happy to be at the conference this year. She added that would be in attendance for the entire two days and looked forward to answering any questions or concerns about UNESCO.

Commission Summary of Past Year

Ms. Susanna Connaughton, Executive Director, U.S. National Commission for UNESCO

Mr. Alex Zemek, Deputy Executive Director, U.S. National Commission for UNESCO

Ms. Susanna Connaughton, Executive Director, U.S. National Commission for UNESCO along with Deputy Executive Director, Mr. Alex Zemek presented the 2006-2007 year in review for the U.S. National Commission for UNESCO. Ms. Connaughton first expressed appreciation to Ms. Marguerite Sullivan, her predecessor, the former Executive Director of the U.S. National Commission for UNESCO for her contributions to the Commission. She also commented that Ms. Sullivan continues to serve the UNESCO Commission in a different capacity now as the Commissioner representing the National Endowment for Democracy.

Ms. Connaughton said that the U.S. Commission for UNESCO office was reorganized into two divisions that work closely together:

1. The Policy and Interagency Coordination part led by Sam Brock
2. Executive Secretariat of the U.S. Commission for UNESCO made up of the Executive Director and the Deputy Executive Director, Alex Zemek.

She said that Mr. Zemek is responsible for the administration of the Young Professionals Program, the UNESCO Chairs Program, the recording needs of the

Federal Advisory Committee Act (FACA) requirements, website, newsletter and overseeing the organization of the U.S. National Commission's for UNESCO Annual Meeting.

Recommendations made last year on the questionnaire for the Draft Medium Term Strategy

Mr. Zemek said that the recommendations made last year on the questionnaire for the Draft Medium-Term Strategy was discussed at a meeting in Athens. He added that with 48 countries' National Commission represented, each trying to impress their own priorities, it was a challenge expressing the recommendations. However, the process to develop the six-year plan was still ongoing. The U.S. had made progress with the recommendations received and was hopeful and confident about the six year plan.

UNESCO Seminar for New Secretaries General

Ms. Connaughton said that in February 2007, UNESCO's Seminar for new Secretaries General was attended by 41 Directors of National Commissions from around the world. She added that James Kulikowski hosted the weeklong seminar that could be called "UNESCO 101". Throughout the week, there were detailed presentations from every sector and every level at UNESCO. At the end of each presentation there was a forum opened for questions and discussions. Interactions during the coffee breaks laid the groundwork for future cooperations.

World Heritage Meeting

Ms. Connaughton spoke about the Lugano, Switzerland meeting in March 2007 which brought together 21 National Commissions. The meeting was hosted by the German speaking Commissions of Region One. This meeting was attended by Secretaries General/Executive Director, Cultural Officers, Commission member - Frank Hodsoll, and officials from the UNESCO World Heritage Center. There were presentations and discussions on World Heritage Sites and Sustainable Tourism and the World Heritage Center. Ideas were exchanged regarding best practices for managing and protecting World Heritage Sites and cooperation with the Center.

Commission Executive Secretariat

Mr. Zemek added that the Office of UNESCO Affairs, of which the Executive Secretariat is a part, engages in a wide variety of other topics that the Commissioner may not see on a day to day basis. Some of those involve:

1. Managing with requests for the use of the UNESCO logo
2. Aiding interested NGOs interested in working through UNESCO
3. Coordinating UNESCO affiliated fellowships, such as the L'OREAL for women in science and UNESCO International fellowship
4. Suggesting U.S. experts for UNESCO conferences

5. As a Federal Advisory Committee (FACA), producing an annual report (accessed via the FACA database government site)
6. Contributing to State Department budgetary justification for Congress.

He said all of these combined, plus the work that the U.S. has accomplished since rejoining UNESCO has raised the profile of the U.S. National Commission, and the profile of UNESCO within the United States.

UNESCO Chairs Program

Mr. Zemek spoke about the success of the UNESCO Chairs program in getting qualified American applications approved by UNESCO for the program. He said two more applications were recently submitted at the end of April for this year and he expects more success going forward. He commented that UNESCO is currently undergoing a reform of the Chairs Program under the Section for International Cooperation within the Education Sector. UNESCO is looking for ways to ensure that Chairs remain active and are inline with priorities.

Special events and activities related to the UNESCO mandate

Ms. Connaughton said that occasionally the Commission staff is used to promote and organize special events and activities related to the UNESCO mandate. She remarked that the First Lady's White House Conference on Global Literacy was one of those successful examples. She added that the Executive Secretariat was also very proud to be involved with other activities that help promote U.S. priorities at UNESCO. She spoke about support for the World Digital Library, and the hosting of web chat that supported Education For All Week. She said that Ms. Emily Spencer worked closely with USINFO and the State Department Public Affairs Office to coordinate an international web chat during which panelists in New York, D.C., and Paris answered questions from around the world on the literacy initiative.

Ms. Connaughton said that future potential projects in which the Commission hopes to be more involved in the coming year included:

1. Creating a Subcommittee with the National Park Service to make recommendations on the U.S. World Heritage tentative list
2. Contributing to the Planet Earth exhibit at the General Conference
3. Commemoration of the 200th anniversary of the abolition of the transatlantic slave trade route. This initiative is led at UNESCO by the Intercultural Dialogue division of the Culture Sector.

National Committee for the International Hydrological Program and the National Committee for the Intergovernmental Oceanographic Commission

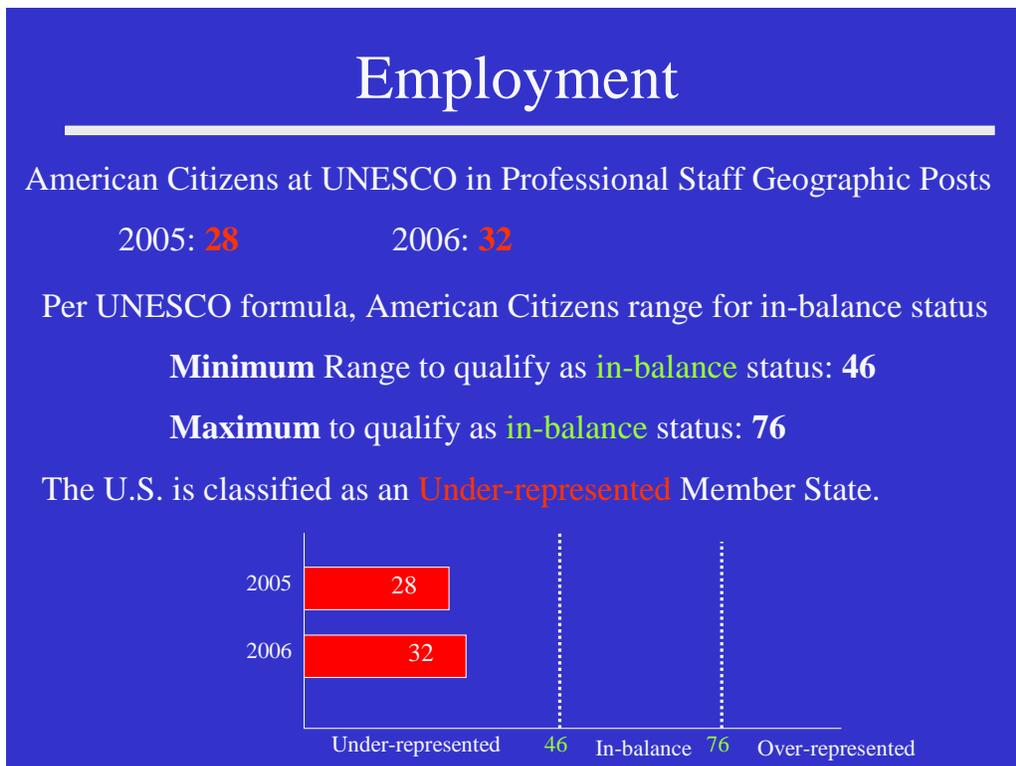
Mr. Zemek stated that in addition to National Commissions, each member state may establish National Committees for certain specific programs. These committees are

primarily in the sciences. The Science Committee of the Commission had established two such entities: The National Committee for the International Hydrological Program and The National Committee for the Intergovernmental Oceanographic Commission.

Ms. Connaughton concluded the U.S. National Commission year in review stating that the Executive Secretariat and the Commission have been involved with a varied constituency and a broad range of topics during the year. She said that they continued to build the capacity of the office during the past year and looked forward to working with all for continued growth and effectiveness.

Money and Employment

Mr. Zemek spoke on the various areas where the U.S. gives additional extra budgetary funds above the assessed dues. He also mentioned that the U.S. is an underrepresented member state. To be in balance, based on UNESCO’s formula, the U.S. would need 46 – 76 employees, the latest report shows only 32 (see power-point slide below). The Commission has helped with recommending names, advertising vacancies, and coordinating the Young Professionals Program.



The session adjourned at 10:40 a.m. for a brief break.

10:45 a.m. – Morning Plenary Session

Ms. Susanna Connaughton introduced Mr. Gerald Anderson (Deputy Assistant Secretary of State, Bureau of International Organization Affairs) to moderate the session. Mr. Anderson oversees items related to social and economic policy in the UN system and other multilateral organizations, as well as U.S. foreign policy in the technical and specialized agencies of the UN.

Mr. Gerald Anderson then introduced Ambassador John Danilovich, Chief Executive Officer of the Millennium Challenge Corporation (MCC), an innovative U.S. approach to foreign assistance that seeks to alleviate poverty through sustainable economic growth. Mr. Anderson added that the MCC's approach to poverty reduction complements what UNESCO is trying to do as a capacity builder. Ambassador Danilovich has first hand knowledge of all of the areas of UNESCO's mandate. The MCC represents a bold new concept in foreign assistance. Established in 2004, it is based on the premise that aid is most effective when it reinforces good governance, economic freedom, and investments in people. The MCC is a key component of the transformational diplomacy that has been articulated by Secretary of State - Condoleezza Rice.

Mr. Anderson noted that as friends of UNESCO, we are most interested in the MCC's emphasis on investing in people, a criterion for category indicators the MCC uses in determining a country's eligibility for program assistance. The investing in people category includes four (4) indicators:

1. Immunization rate
2. Public expenditure on health
3. Girls' primary education completion rate
4. Public expenditure on primary education

The data used to determine a country's standing and progress within these different indicators are from sources deemed to be universally credible. UNESCO's own Institute of Statistics in Montreal is the source MCC uses for determining where a country stands with regard to girls' primary education completion rate and public expenditure on primary education. Finally, Mr. Anderson said that commissioners and attendees look forward to hearing from Ambassador John Danilovich on cooperation between the MCC and UNESCO so that UNESCO with strong support from the U.S. government and the U.S. National Commission for UNESCO will reach its full potential as a capacity builder. He then welcomed Ambassador Danilovich.

Address

Ambassador John Danilovich, Chief Executive Officer of the Millennium Challenge Corporation (MCC).

Below is the text of Ambassador John Danilovich's remarks:

“Capacity Building: MCC’s Unique Role”

Good morning and thank you, Gerry Anderson, for that kind introduction.

It is good to see my friend Ambassador Oliver here as well. Promoting international cooperation in the fields of: education, science, culture, and communication and creating a global vision for sustainable development based on human rights, mutual respect, and poverty alleviation are well served by the great experience and expertise that Ambassador Oliver brings to her position.

Just as building human and institutional capacities is core to UNESCO’s mission, fulfilling the Millennium Challenge Corporation mission to reduce poverty through growth also depends on capacity building.

And, I welcome this opportunity to discuss how MCC is helping our partner countries build capacity to achieve sustainable and transformative development.

Established by an Act of Congress three years ago, the Millennium Challenge Corporation provides development assistance in the form of grants – not loans – to eligible countries in the developing world. To date, we have awarded a total of \$3 billion through funding agreements we call Compacts to 11 partner countries in Africa, Central America, Eurasia, and the Pacific.

We have awarded a total of \$310 million in Threshold agreements to another 13 countries. Our Threshold program is designed to provide targeted assistance to improve specific policy weaknesses in the hope that reform and capacity-building efforts will push these countries over the “threshold” to Compact eligibility.

As champions of UNESCO, you would appreciate that Compact assistance supports, for instance, education as well as training and skill development programs in some of our partner countries. Our Threshold assistance in some countries is improving the quality and quantity of investigative journalism, engaging mass media and NGOs to increase public knowledge of government issues, and enhancing the roles of women in society.

The MCC model, demanding responsibility and accountability, is built on three key principles. First, good *policy performance* matters. For assistance to benefit the poor, it must be awarded to countries that rule justly, invest in the health and education of their people, and promote economic freedoms. Second, *country ownership* is expected. MCC requires that countries lead their development process. And, third, *tangible results* are key to making poverty reduction and economic growth sustainable and transformative.

Introduction to Capacity Building

Capacity building is fundamental to the MCC model. On the one end, we have substantial funding and technical expertise to help countries achieve their poverty reduction and economic development objectives. On the other end, we rely on the countries to develop the actual programs to achieve their objectives. What connects these two ends is the capacity to convert resources into results. And, once that capacity is created, it enables results to be sustainable and expands a country's capabilities overall.

Two core ways MCC builds capacity

Therefore, MCC takes a twofold approach to helping our partner countries build capacity. We set high expectations and we believe in "learning by doing."

Let me explain each dimension. *First, we set high expectations.* MCC assistance is not for everyone. We award assistance only to those countries that are committed to sound political, social, and economic policies.

To assess a country's performance, MCC uses 16 – soon to be 18 – policy indicators taken from independent, non-U.S. Government sources. We evaluate how a country performs in terms of civil liberties, the rule of law, government effectiveness, health, and primary education completion rates.

We use evaluations of the regulatory and fiscal climate to see how attractive a country is for business development. We examine a country's control of corruption. We will be adding 2 new indicators in FY 08 that assess how well a country promotes environmental stewardship and protects property registration and land rights.

To determine a country's eligibility for our assistance, it is not enough to have good policies in place; what matters is how a country actually performs on those policies. That is why we are seeing countries take it upon themselves to reform, strengthen their institutions, and build their capacity to improve their performance.

We refer to this phenomenon as the "*MCC incentive effect.*" We see it in action in the Dominican Republic, which attributes its campaign to immunize 5 million citizens for measles to its effort to qualify for MCC assistance, since one of our indicators measures immunization rates. We see it among the 24 countries examined in the World Bank's Doing Business report, which specifically cite MCC as the primary motivation for their efforts to improve their business climate. We see it in the committees and presidential commissions that have been established in at least a dozen countries to create reform strategies to address our selection criteria. We see it in El Salvador, which dramatically reduced the number of days required to start a business from 115 to 26, and saw a 500-percent jump in business registration. We see it in our approach toward curbing corruption. As the only donor that currently explicitly ties eligibility for assistance to performance on an independently produced, transparent, and public control of corruption indicator, MCC

raises the profile of corruption as a policy issue and creates a powerful incentive for reform and capacity building. As a result, we are motivating countries to adopt tough anticorruption laws, strengthen oversight institutions, open up the public policymaking process to greater scrutiny, and step up corruption-related investigations and prosecutions.

Through MCC's Threshold program, we have provided more than \$220 million for programs proposed by partner countries to help them build their capacity to fight corruption.

By expecting good performance and providing assistance to countries taking the often difficult steps to reform, MCC helps them build capacity to implement pro-development policies. This leads to my second point.

We believe in "learning by doing"

While we work in partnership to define and share respective responsibilities toward realizing a Compact, we expect the country to take the lead in creating and implementing its own development proposals.

Drawing on their Poverty Reduction Strategy or national development plans, we expect countries to first identify their main constraints to poverty reduction and economic growth in a broadly-based consultative process with their civil societies, including the private sector, women, and the poor themselves who are to benefit from the programs.

Then, based on the results of this process, we expect them to design their own proposals. Following MCC approval of their proposals, we hold countries accountable for implementing them, and require that implementation mechanisms be included as part of the proposal process. We expect their proposals to include: benchmarks to measure progress, procedures to ensure fiscal accountability for the use of our aid, and an extensive plan to monitor results and evaluate impact. To ensure transparency and accountability, our assistance is disbursed only as those benchmarks are achieved.

The level of expectation – and responsibility – demanded by country ownership has stretched capabilities in our partner countries and caused new capabilities to be developed. Ghana's public sector reform minister best described this when he said,

"Unlike other traditional development assistance programs where the donor proposes how funds are used, countries selected under the Millennium Challenge Account propose programs to receive funding. Thus, the MCA is designed to allow developing countries to take ownership and responsibility for funds provided by the Millennium Challenge Corporation."

Putting our partner countries in the driver's seat of their own development makes

them think critically about what policies are needed and what institutions must be reorganized or created to sustain development. In short, it is working with them to build capacity.

In March, some 60 representatives from our Compact-eligible countries gathered at our headquarters here in Washington for a week of intense learning, workshops, and peer-to-peer exchanges in what we call MCC University (MCC U). MCC U itself is a capacity building initiative, providing countries with the information and materials they need to return home better equipped to implement their own Compacts. During the course of MCC U, the participants recognized and applauded country ownership as key to achieving their specific Compacts. We are finding countries learning much more from each other, than perhaps from us. There is tremendous pride in owning the process, navigating through the particular challenges of Compact development and implementation, and, in the end, celebrating the successes of their projects as the fruits of their labors, and not MCC's efforts. To achieve and sustain development goals, each MCC Compact is not just a compilation of unrelated projects but rather a comprehensive, integrated approach to poverty reduction and economic growth that includes policy reforms as well as ways to build capacity. Let me touch on three examples:

First, consider procurement systems. We offer our countries the option of including assistance for these critical systems within their Compacts. In most cases, they already have programs ongoing with other donors. In Ghana, successful implementation of its Compact requires trained public procurement specialists. These specialists are procuring goods, works, and services in a transparent, timely, and competitive manner to ensure the best use of public funds. Therefore, the Compact includes a *procurement capacity-building initiative* within the Ghanaian government itself designed to strengthen the effectiveness of various procurement entities.

Second, consider environmental and social assessments. To reinforce country ownership and to reflect international best practice, we require that countries conduct their own environmental assessments, which may include social impact assessments and gender analyses. Though the government of El Salvador had previously never undertaken a *Strategic Environmental Assessment*, it recognized the social, technical, and environmental benefits and launched such an assessment. We signed our Compact with El Salvador last November, and the government is now increasing its environmental staff and creating an interdepartmental task force within its Ministry of Environment and Natural Resources to implement results from the *Strategic Environmental Assessment*.

This is bolstering capacity for monitoring and oversight of the environmental impact of investments in the country's Northern Zone, where we are targeting the highest concentrations of poverty. El Salvador is also strengthening the environmental management system to help enforce land-use plans and to increase the participation of Salvadorans in sustainable natural resources management.

MCC is providing the funding for training in environmental management to deepen this institutional capacity.

Third, consider monitoring and evaluation plans to gauge progress. Asking countries to develop their own Compacts – including the monitoring and evaluation plans for them – enhances their abilities and skills to evaluate other programs, including those of their own governments.

As part of Georgia's Compact, extensive collaborative efforts are strengthening the Georgia Department of Statistics to ensure that MCA Georgia – responsible for Compact implementation, monitoring, and evaluation – has the best data possible to evaluate its program in particular and to generate stronger impact evaluation and data gathering capacity within the Georgian government overall.

Our assistance seeks to lay a solid foundation for countries to help themselves, and to do this, in time, without our assistance. Through both incentives for good policy performance and country ownership, MCC is preparing for the day when aid can be replaced by the self-sustaining economic activity driven from within the country itself – by its own private sector and by its own leaders.

It also helps elevate the country as a place attractive to foreign investment. We know that even the most generous investment of development assistance will not be sustainable unless favorable conditions exist for private enterprise to flourish and become the engine driving growth and poverty reduction.

We see this among our Central American partner countries – who like many other MCC countries – have programs to attract private investment and promote trade. El Salvador, Honduras, and Nicaragua are not only MCC-eligible but also partners in trade through CAFTA-DR. They are leveraging their Compacts to build trade capacity that maximizes the benefits of free trade arrangements already in place.

Results like these take leadership. We have found that leadership at the highest level in our partner countries is the key factor in enabling them to move through the process of developing and implementing their Compacts – and building capacity along the way to do so. We believe that our expectations of performance reinforce leadership capacity.

Simon Pierre Adovelande, who is coordinator of the Benin-MCA team, talks about how MCC has “raised great expectations” among the Beninese, who want to see results from their \$307 million Compact. Because of this expectation, he points out the major role MCC plays in raising a new generation of leaders in Benin and building capacity in the people administering the program by demanding accountability, integrity, and responsibility that lead to anticipated results.

Conclusion

Even with all these efforts aimed at building capacity by setting high expectations and counting on our partner countries to learn by doing more on their own, we are not naïve. We fully realize that capacity in our partner countries is not built overnight. And, MCC alone cannot do it. We can help, but the paramount role is played by many actors within our partner countries themselves. They must build the organizations. They must provide the leadership.

We are challenging countries to look at how they perform on their policies. We are challenging them to create the ability to accomplish their own objectives. We are challenging them to do far more for themselves – with their own leadership – than previously expected to maximize assistance received. We are challenging them to foster the conditions needed to spur private enterprise, which is ultimately the engine of growth. We are challenging them to move away from the dependence of foreign assistance toward the independence of sustainable, investment-driven development so as to have a transformative and lasting impact on the lives of the poor. MCC is a competition for funds and, acting like an investor, we must target our resources to those partners who are most serious about their own development and who are tackling challenges like these.

By raising expectations and by placing responsibility and accountability on the shoulders of our partners, the Millennium Challenge Corporation is helping countries help themselves – and, that will be the ultimate measure of the success of capacity building.

Thank you again for asking me here today to speak, and I hope my remarks offer some useful ideas for possible applicability to the work of UNESCO. I thank you very much for your interest in how we approach capacity building at the Millennium Challenge Corporation. Thank you.

Panel Discussion and Questions: Capacity Building: An International Organization Perspective

Mr. Gerald Anderson moderated the panel and introduced the panelists. The goal of this session was to initiate discussion of the capacity building topic and to set the scene for the breakout sessions.

Panelists:

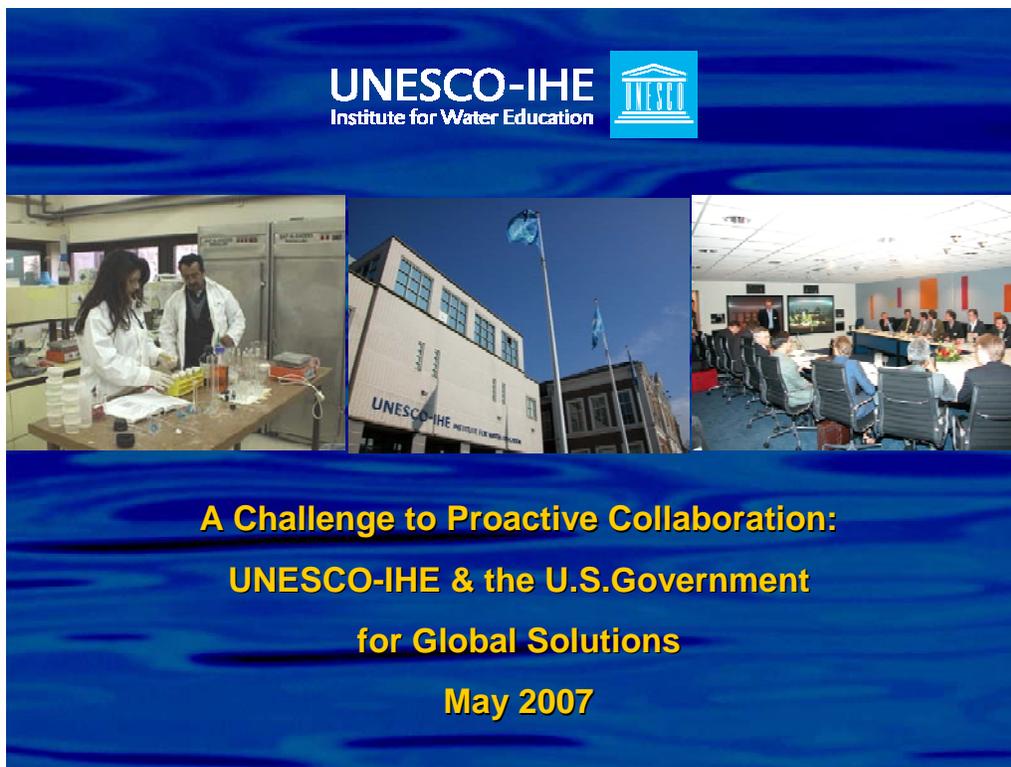
Dr. Richard Meganck, Director, UNESCO-IHE, Institute for Water Education
Mr. Konrad Von Ritter, Senior Policy Advisor for Sustainable Development, World Bank
Ms. Vanessa Tobin, Deputy Director, Program Division, UNICEF
Ms. Joan Mower, Press Officer, Sudan Programs Group, U.S. Department of State;
detailee from Broadcasting Board of Governors

Dr. Richard Meganck's Presentation on the Institute for Water Education (IHE)

Dr. Meganck opened by assuring Ambassador Oliver and the attendees that at the IHE, Palestinians and other Arabs work directly with the Israelis on addressing water issues. The cooperation between these two groups was another example of what Ambassador Oliver noted as UNESCO's role.

The IHE became an integral part of UNESCO in mid 2003. Before that time, it was part of the Dutch Official Development Assistance, an educational institute with an international focus. During the 50 year history of the institute, they have awarded some 13,600 Masters and PhD degrees to individuals from 162 countries. To date, IHE has 458 students from 101 countries registered in its facilities in Delft (the Netherlands). IHE is the only unit within UN system with the accreditation to confer science and engineering degrees. IHE generates its own funding (\$33 M) each year as it does not receive any regular funds from UNESCO.

The following power-point presentation highlights Dr. Richard Meganck's remarks:



UNESCO-IHE Vision & Mission

Post Graduate Education, Training and Capacity in
Water, Environment and Infrastructure

UNESCO-IHE **envisions** a world in which people manage their water and environmental resources in a sustainable manner, and in which all sectors of society, particularly the poor, can enjoy the benefits of basic water and sanitation services.

The **mission** of the Institute is to contribute to the education and training of professionals and to build the capacity of sector organizations (public, private and NGO), knowledge centres and other institutions active in the fields of water, the environment and infrastructure, in developing countries and countries in transition.



UNESCO-IHE Objectives

Strategic objectives:

- Contribute to UNESCO Science Sector & IHP priorities
- Contribute to UN-Water, MDGs, EFA, UN Decades
- Support ODA policies and strategies of Member States
- Maintain academic excellence in a changing world

Operational objectives:

- Develop partnerships and networks (all sectors of civil society)
- Encourage entrepreneurship in an academic setting
- Respond to demand-driven education and research needs
- Employ cutting-edge education methods with partners



Functions – Implementing our Objectives

- Education, training and research functions in Delft and abroad with partners in all sectors
- Standard-setting function for international postgraduate water education and life-long professional training
- Capacity building function – Strategic collaboration with UNESCO Category II Centers; Set up and help manage networks of educational and water sector institutions world-wide
- “Policy Forum” function for UNESCO’s Member States and other stakeholders
- Advisory services function to Member States on water management.

UNESCO-IHE Inputs and Outputs 2006

Institutional Inputs:

- 172 Staff (94 Academic, 78 Administrative)
- 250 ± Guest Faculty
- 4 Academic Programmes / 14 specializations:
 - Water Sciences and Engineering
 - Environmental Sciences
 - Water Management
 - Municipal Water and Infrastructure

Scientific output:

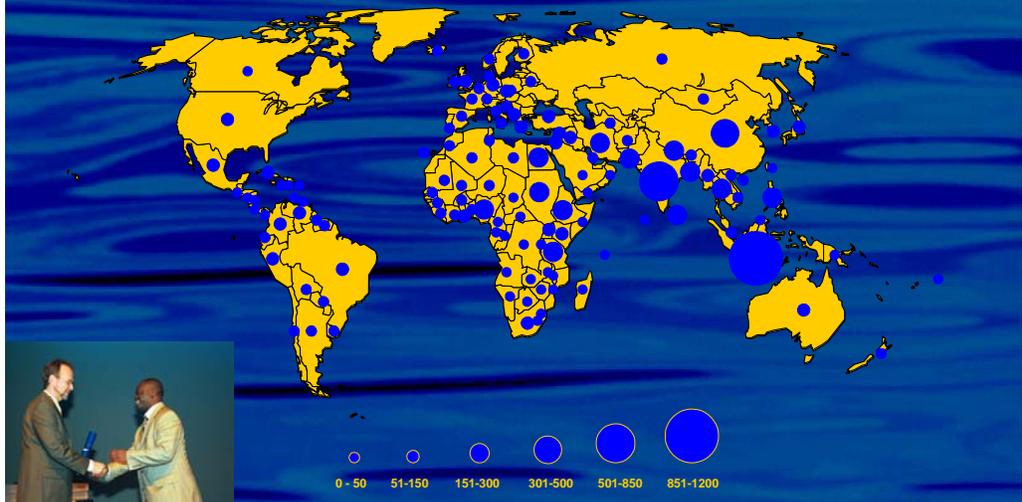
- 200 MSc students annually (join MSc research students); 13,600 total
- 350 Short Course participants annually; 15,000 total
- 230 Publications / year (80-100 peer- reviewed)
- 12-15 PhD graduates annually (currently 72 PhD fellows)
- 180 ± Projects 2006 (CB, research, tailor-made training, advisory services)



Investing in the UNESCO-IHE Alumni Community: 13,400 / 162 Countries

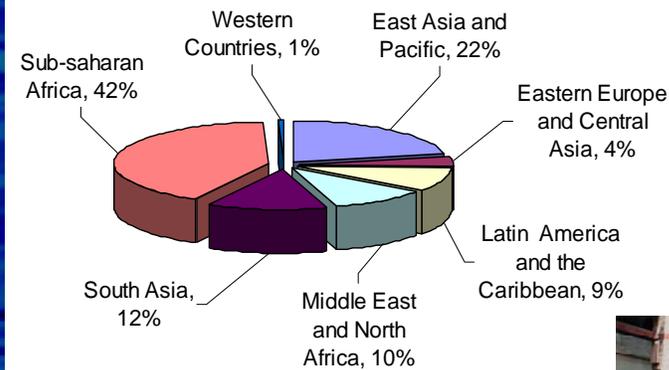
1,400 applications annually vs. ± 200 fellowships
 99% return to their home country
 85% still active in the field of water 10 years after graduation
 68 UNESCO-IHE Alumni Associations Worldwide

UNESCO-IHE Alumni Community



Regional Distribution of Participants 2006

Regional Distribution of Participants Academic Year 2006/2007



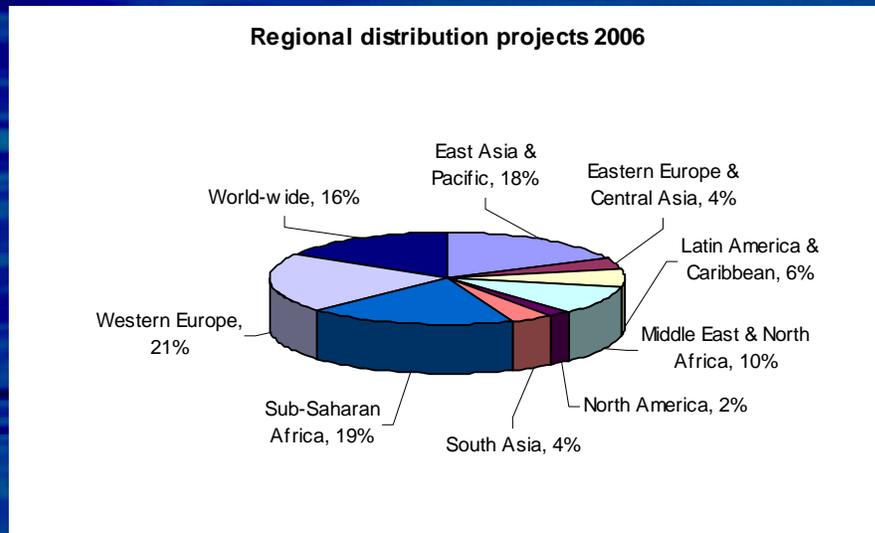
UNESCO-IHE is Distinct (from other UN and UNESCO Institutes)

- Fifty-year history (46 years Dutch Institute, 4 years UNESCO **Category I** Institute – integral part of the UNESCO)
- No Regular UN Fund allocation: 100% Extra budgetary to UNESCO
- No “Headquarters” overhead charged (“famous 13%”)
- Only UN unit with authority to confer accredited MSc and PhD degrees
- Educational arm of the International Hydrological Programme
- “Hub” of UNESCO Water Centers (Category II Centers)

Therefore:

- We must stand for academic accreditation
- We must be entrepreneurial (public, private, NGO sectors) to raise 63% of our budget (37% subsidy from GoN)
- We must maintain competitive (thematically and didactically cutting-edge providing the highest quality products / services)
- We must maintain our “functional autonomy” (administration, technically – academic freedom, fund-raising, partnering)

Regional Distribution of Projects 2006

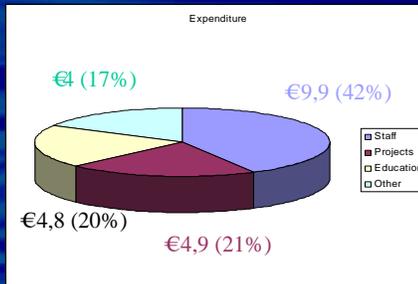


Budget 2006

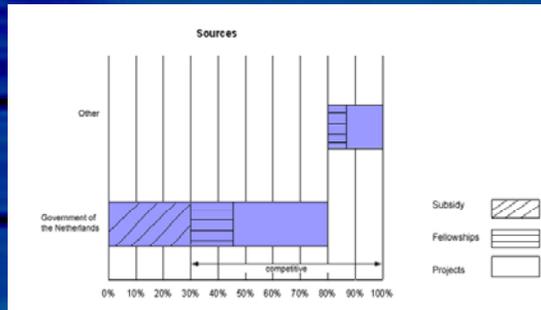
Income €24 M



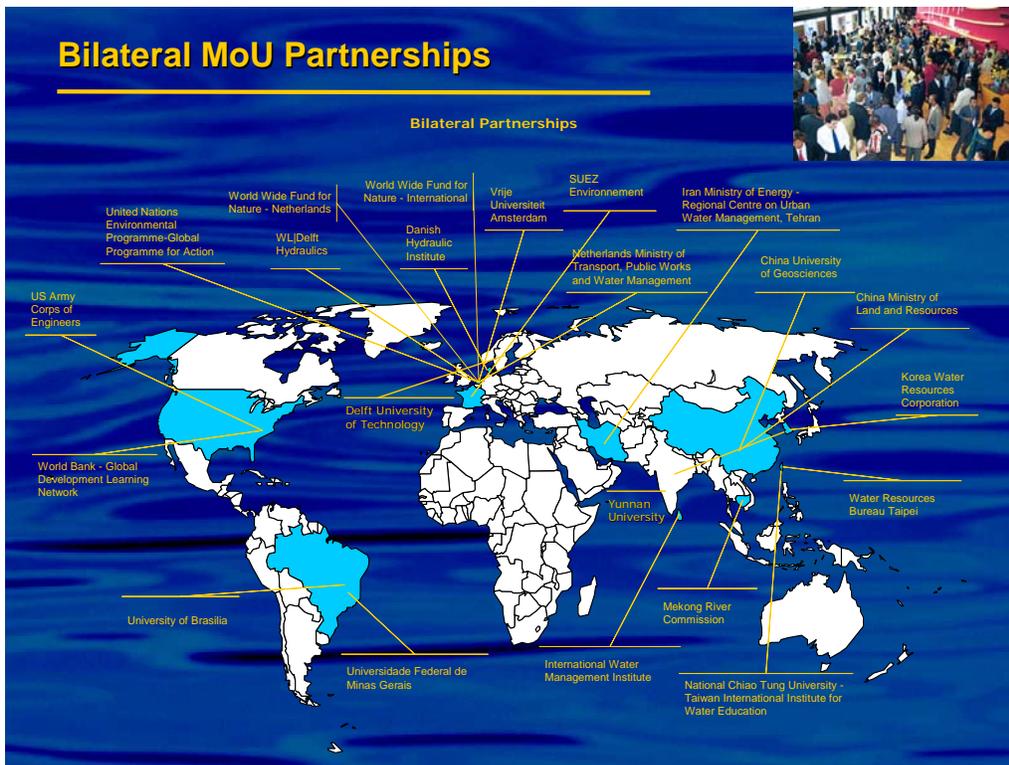
Expenditure €24 M

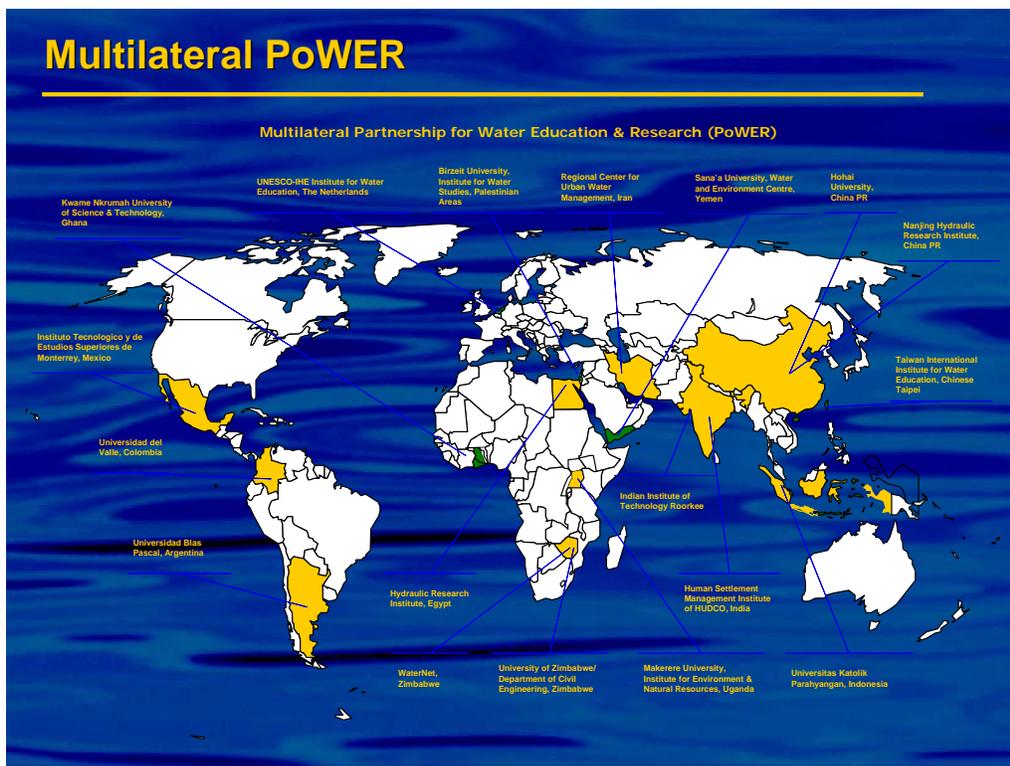


Funding sources



Bilateral MoU Partnerships





UNESCO-IHE: An evolving role in the Partnership for Water Education

- MSc Education will continue to shift from a Delft-based model, towards joint MSc and research programs
- Increasing development and use of e-learning and blended learning with partner institutions and academic credit overtime
- Research and capacity building functions will intensify with networks of higher education and research institutes
- Involvement of UNESCO-IHE with international water sector initiatives will increase policy forum function (WWAP, Category II centers, UN Water, USACE-IWR, PCCP, IFI, ISI, ISARM, G-WADI, HELP, FRIEND, etc.)
- Greater involvement with private sector (via alumni community)

UNESCO-IHE 2006 Cooperation Initiatives

Fellowships & Projects

- UNESCO Member States – full / joint fellowships, double / joint degrees, projects (China, Japan, USA, Korea, Panama, Indonesia)
- Govt. of the Netherlands (NFP, EcA, MoE, various ODA projects)
- Private Sector - Coca Cola Company (Africa initiative); Suez Company (professor chair, projects, research fellowships); Delft Hydraulics, Geo Delft, Delta Institute (research projects, PhD fellows, guest lecturers); AGFUND (fellowships? Institution building?)
- World Bank, JJWBTF, SFWMD
- NGOs -Rotary International; WWF (professorial chair, projects, research fellowships)
- New institutional network collaboration (ICHARM, AIT, CKNet, KOWACO)

Focus on Education: benefits for investors

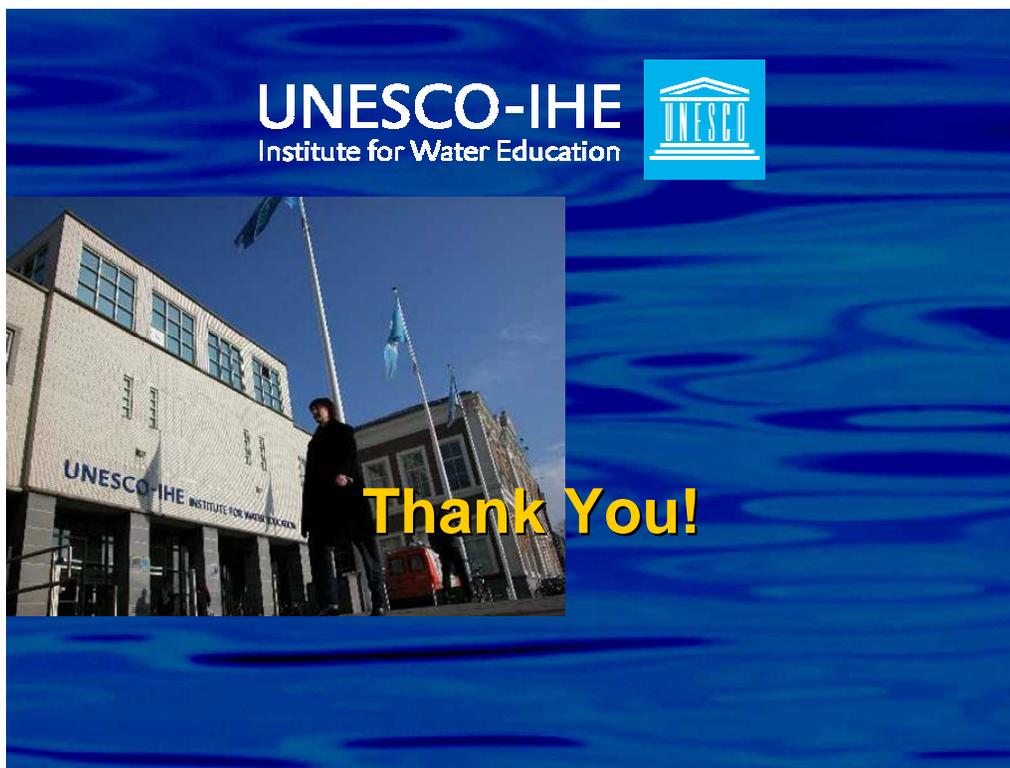
- The results of postgraduate education are very tangible (through graduates impact MDGs and private sector priorities)
- A very effective and efficient way of investing ODA or private funds to specific regions or thematic problems (national or transboundary in nature)
- Graduates become long-term counterparts for donors over a career trajectory of 20-25 years
- UN bureaucracy and related costs minimized – functional autonomy

USG and UNESCO-IHE

What UNESCO-IHE Brings to the Partnership

- Installed education & research capacity
- Access to GoN – Gen. Dir. for Water (interest in Katrina, SFWMD, transboundary water mgmt., EU framework directives on water, water security, etc.)
- Scientific input to WWF-5
- Furthering development of and partnerships with UNESCO category II centers – OSU, IWR, USF...
- Access to our alumni network (potential regional implications)
- Research findings and data (e.g., SWITCH project)
- Training opportunities through leveraged funding- degree programmes, short courses
- On-line training
- Partnering on project proposals and funding (IHP and others)
- Staff exchanges -institution building activities with universities
- Joint publication possibilities
- Joint Research / Project Consulting / Advisory Services

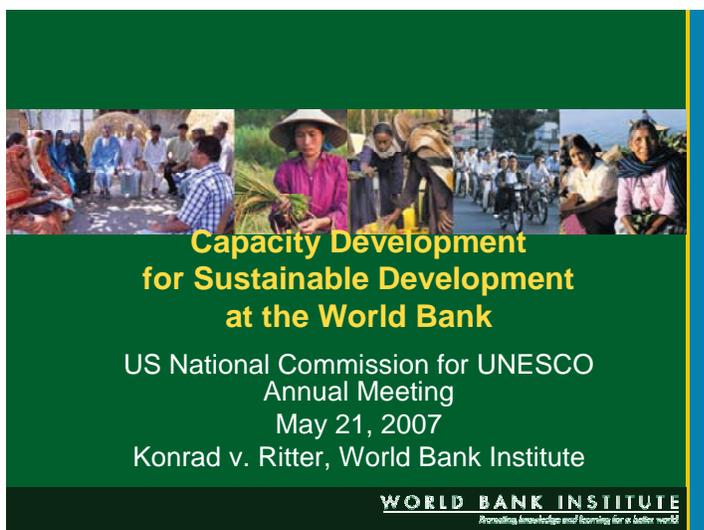
Without sufficient qualified professionals to manage water resources and to address water challenges, any other investment is at risk



End of Dr. Meganck's presentation.

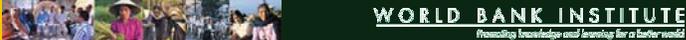
Mr. Konrad Von Ritter's Presentation on the World Bank

The following power-point presentation highlights Mr. Konrad Von Ritter's remarks on "Capacity Development for Sustainable Development at the World Bank":



Overview

- Capacity Development - Context
- Conceptual Framework
- Example: Carbon Finance Assist



Evolution of Sustainability at the World Bank

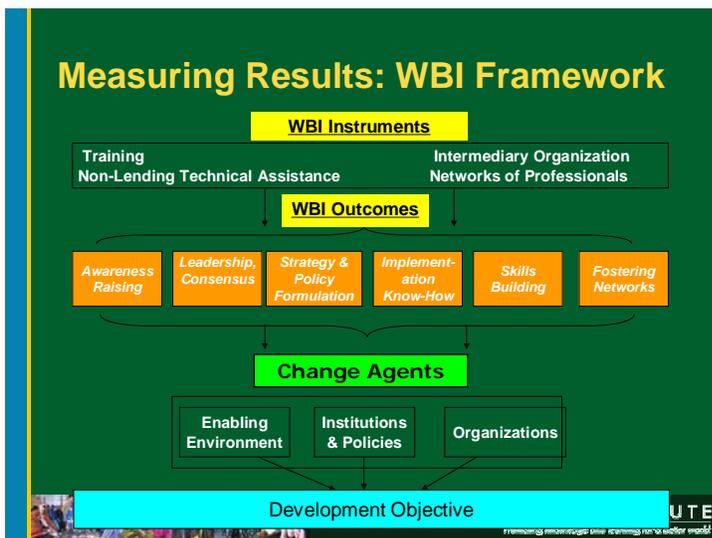
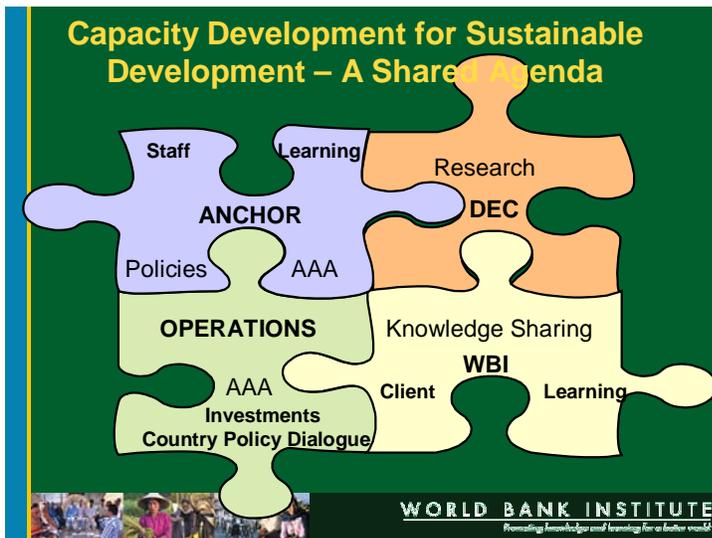
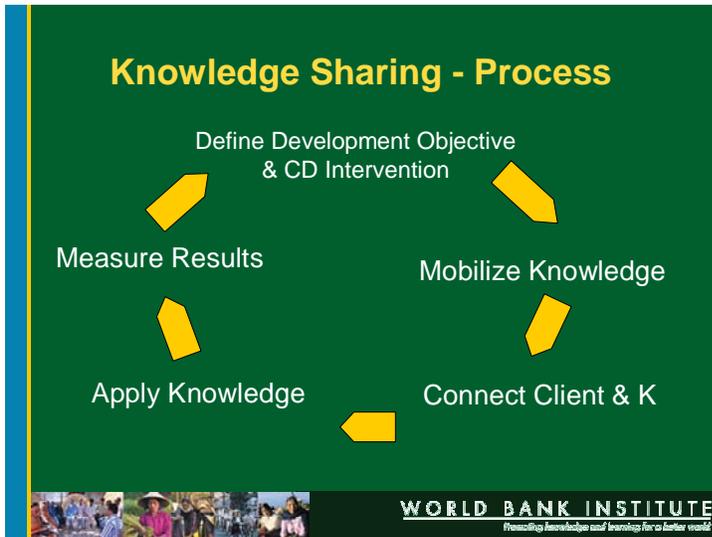
	1980s	1990s	2000-2005	Our Future
STRATEGY	Brundtland Commission (1987): "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."	The Earth Summit (1992): Produced agreement on link between environment and development and mobilized financial resources for collective action on sustainable development.	World Summit on Sustainable Development (2002): Brought together governments, civil society and the private sector; confirmed the importance of sustainability, access and inclusion for meeting the MDGs.	Growing the Business: Sustainability as an Integral Comparative Advantage
LENDING				
PARTNERSHIP				A World Class Leader in Delivering Infrastructure and Managing Natural Resources for Long-Term Benefit

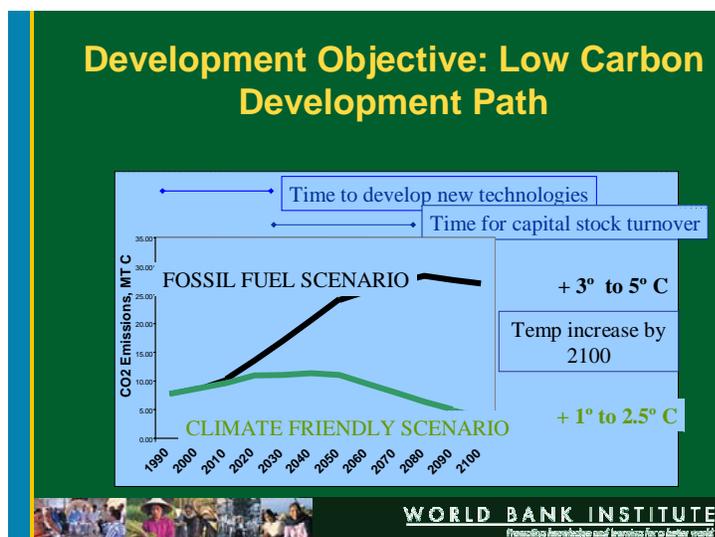


SD Network: Knowledge is Key

- " So, I think here the thing we want to focus on, is **knowledge as really the keystone** of our work. We do that **through investments**, but really we **need to mobilize knowledge**. It needs to be **cutting-edge**, ...**You need to be able to bring that new knowledge to our clients.**"
(Kathy Sierra, SD Week, 2006)







- ## Key Barriers to CDM in Africa
- Enabling Environment:
 - Lack of awareness among top decision makers
 - Limited DFI flows - Investment Climate
 - Institutions and Policies:
 - Limited Access to Underlying Finance
 - Non-conducive regulatory and legal frameworks (e.g. Feed-in power tariffs, subsidized fossil fuels)
 - Organizational Capacity
 - Limited CDM know-how of finance institutions
 - Designated National Authorities weak processing capacity
- ➔ High transaction costs in project development
- WORLD BANK INSTITUTE**
Promoting knowledge and learning for a better world

- ## Address Barriers: Africa Assist
- Launched in 2006 as part of CF-Assist program
 - Goal: Stronger Participation of AFR in CDM Market with Greater Sustainable Development Benefits
 - Focus:
 - Strengthen Institutional Capacity
 - Engage Financial and Private Sector
 - Scale Up Project Pipeline and Deal Flow
 - Create Knowledge and Awareness
 - Approach: Country, Regional, Sector
- WORLD BANK INSTITUTE**
Promoting knowledge and learning for a better world

Partnerships: Nairobi Framework – WB Collaboration with UN Partners

- UNEP
 - CF-SEA (UNEP-RISO and CDCF) – 45 Project Notes developed
 - Southern African Investment Forum, Johannesburg, May 2007
- UNDP
 - Training of program staff
 - Project transaction under MDG Fund under discussion



Achievements So Far

- Training, Skills and Awareness: Over 1200 people exposed to training programs and events under Africa Assist
- Implementation Capacity: Institutional strengthening of 6 designated national authorities
- Fostering Networks: 23 African countries participated in Global Carbon Expo, including 16 exhibitors
- Over 40 CDM projects in various stages of development in SSA



Opportunities for WB Collaboration with UNESCO on Sustainable Development

- UNESCO- IHE
 - Delft Symposium on Role of Knowledge in Organizational Change in Water Sector – June 2007
- Others?
 - Education for SD
 - ...



End of Mr. Von Ritter's presentation.

Ms. Vanessa Tobin's Presentation on UNICEF

Ms. Tobin presentation on the United Nations Children's Fund (UNICEF) was focused on the following two major themes:

1. Capacity Building
2. Health and Education

Ms. Tobin mentioned that UNICEF currently services 157 countries with 10,000 field-based employees. UNICEF works to achieve the following goals:

1. Reduce hunger
2. Have children complete primary school
3. Eliminate gender disparity
4. Provide access to safe drinking water
5. Help the Poor - Alleviate congested urban slum dwellings; address people living with HIV/AIDS; address people living in fragile states.

She added that the following items need to be in place to achieve these goals:

1. Enabling environment
2. Defined role of the local entrepreneur
3. Engaged community
4. Local support systems in place
5. Evaluated weaknesses in delivery systems

UNICEF's response to changing environments:

1. Strengthen its national programs
2. Pilot new technologies
3. Ensure that the capacity for handling emergency responses is available
4. Advocate for the rights of children in all situations.

The following power-point presentation highlights Ms. Vanessa Tobin's remarks on "Capacity Building: A UNICEF Perspective":

Capacity Building



A UNICEF Perspective



The Role of UNICEF

- 157 countries and territories
- 10,000 people -95 per cent field based
- Country teams support country specific :
 - Analysis of opportunities and constraints
 - Selection of Priority Actions
 - Planning and budgeting of going to scale
 - Monitoring of progress and problems
 - Resource leveraging
- Regional Offices provide technical support
- Headquarters provides policy guidance, tools and leverages global funds

UNICEF aims to contribute to the following MDG targets

- **MDG 1 Target 2** – Halve, between 1990 and 2015, the proportion of people who suffer from hunger
- **MDG 2 Target 3** – Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling
- **MDG 3 Target 4** – Eliminate gender disparity in primary and secondary education by 2005 and to all levels of education no later than 2015
- **MDG 4 Target 5** – Reduce by two-thirds, between 1990 and 2015, the under five mortality rate
- **MDG 6 Target 7** – Have halted by 2015 and begun to reverse the spread of HIV/AIDS
- **Target 8** – Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases
- **MDG 7 Target 10** – Halve, by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation

The Challenge

- Addressing Disparities
- Implementing at scale
- Reaching the un-reached and the hard-to-reach, including:
 - The Poor
 - Numerous, small, remote rural communities
 - Congested urban slum dwellers
 - People living with AIDS
 - People Living in Fragile States

What Needs to Be in Place

- Enabling environment
- Role for local entrepreneurs
- Engaged communities
- Takes into account flaws in government delivery systems
- Local support systems

UNICEF Response to Changing Environment

- Coordinated technical assistance and support to national partners, across all focus areas, in:
- Formulating and strengthening national strategic planning and PRS to integrate priorities for children;
- Accelerate child-related programmes and investments to reach MDGs to promote improvement of human security;
- Set standards and undertake policy, legislative, regulatory and admin. reforms to improve governance;
- Monitor and report on goals, disseminate research and analysis.
- Facilitate policy dialogue and exchange of ideas among partners including civil society, youth
- Support emergency preparedness and response and post-emergency transition.

UNICEF Response to Changing Environment

- Strengthen UNICEF capacity to support high-impact national programme initiatives to most underserved;
- Work with partners to identify and leverage additional resources for accelerating results and impact;
- Leverage essential commodities for MDGs through sharing UNICEF expertise and procurement services;
- Greater emphasis on 'upstream' support to national policy, capacity and partnerships for scaled up programme delivery and reduction of support to 'smaller-scale projects';
- Pilot small-scale project initiatives for capacity building;
- Knowledge generation and analysis on SitAn of children and women;
- Ensure capacity for timely emergency response

Guiding principles

- Human rights perspective using CRC as the principal reference.
- Mainstream gender issues in all areas of work and concentrate programmes and advocacy on marginalized children and families in poverty.
- Support national priorities within nationally owned policies and processes.
- Advocate for and support rights of children in all situations, including in emergencies and post-conflict transition.
- Focus on LDCs, sub-Saharan Africa, Low and middle income countries.
- Intensify contribution as a member of UN Country team.

Focus on Africa

Africa is the world's poorest continent. In 2001, 313 million people lived on less than a \$1 day, compared with 227 million in 1990. Lack of employment and HIV and AIDS have taken their toll on living standards.

- Africa is the **continent hardest hit by hunger and malnutrition**. Hunger particularly affects those in rural areas who don't own land, or farmers whose land is too small to produce enough food
- In sub-Saharan Africa, the number of **underweight children** increased from 29 million to 37 million between 1990 and 2003.
- Conflict and natural disasters setback the eradication of poverty and hunger. **Since 1994 more than 9 million Africans have died as a result of conflict**, the vast majority of them civilians.
- However, in **14 sub-Saharan African countries, hunger was reduced by at least 25 per cent during the last decade.**

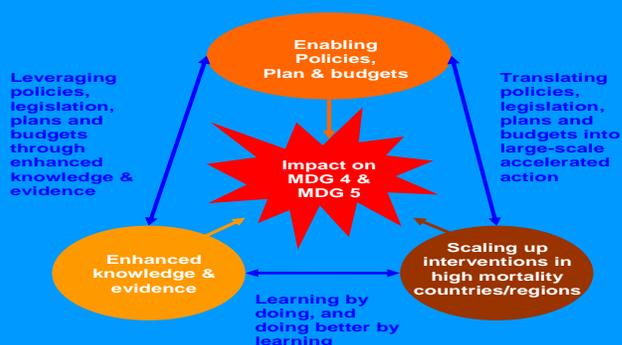
Focus Areas: 2006-2009

1. Young Child Survival and Development
2. Basic Education and Gender Equality
3. HIV/AIDS and Children
4. Child Protection : Preventing and responding to Violence, Exploitation & Abuse
5. Policy Advocacy and Partnerships for Children's Rights

Breakthroughs

- Health-immunisation-routine rates, new vaccines, accelerated child survival efforts
- Water and Sanitation-village level operated and maintained technologies; district level support
- Education-rise in enrollment rates-including girls-child friendly schools as a good learning environment
- HIV/AIDS - Prevention of mother to child transmission of HIV-systems in place for expansion
- Nutrition –reduction in acute malnutrition through ready to use therapeutic foods, fortification-iodised salt, iron fortification of foods.

A Strategic Framework for Reaching MDG4 through Health Systems Strengthening



UNICEF and Education Partnerships:
Putting Children First

- Consulting with Partners on UNICEF Education Strategy (8 months)
- Negotiating with Partners on the EFA Global Action Plan- GAP
- Now waiting for final version of GAP Report to make any adjustments needed in the Education Strategy
- Committed to making partnerships on MDG/EFA work for Children

End of Ms. Tobin's presentation.

Ms. Joan Mower's Presentation on Communications

The following power-point presentation highlights Ms. Joan Mower's remarks on "Capacity Building: Communications":

Capacity Building:
Communications

Free Press = Free Society

- No famine in places with a free press
- Why a free press matters:
Successes/Examples
- Important role in ensuring free elections in
Ghana, Senegal, DRC
- Journalists played key part in investigating
Fujimori/Menem

- What happens when you don't have a free
press/Failures/Examples
- Pakistan: No information for the
earthquake-devastated Northwest
Provinces
- Mexican economic meltdown in the 90s.
- Rwanda
- Darfur today

Press Freedom Under Attack

- Freedom House says 38 percent are free,
30 percent partly free, 63 percent not free
- Government Intervention, security
problems, lack of access
- Underscores the need for international
broadcasting: BBG, BBC, RFI etc

Building Capacity/Lessons Learned

- Huge influx of money into Eastern Europe after the Cold War. Aimed to build the private media.
- Largely successful. But 15 years later, many newspapers and TV stations taken over by outside conglomerates
- Governments are the main funders: Private money isn't there. Unesco important

Lessons Learned Cont'

- Need to expand traditional journalist training. Lot of good journalists out there
- Sales, sustainability, how does a station/paper survive
- Need to focus on distribution as well as content. Importance of community radio
- Need to avoid duplication. Health journalists in Nairobi could spend their days in seminars/avian flu/abortion

Lessons Learned Cont

- NED has a clearinghouse
- Gates funded a project to avoid duplication in health training sessions

End of Ms. Mower's presentation.

Question and Answer Session

Gerald Anderson's Question: MCC is currently attracting private money. What can UN and UNESCO do to pave the way for private investment?

Vanessa Tobin's Response: Encourage and work closely with private sector. Work on global fund around the manufacturing of insecticide. Be ready to use therapeutic foods in Malawi and Ethiopia. Partner with companies to alleviate malnutrition.

Joan Mower's Response: Bring in private training. The problem with this is that private companies also want to make money. Teach them how to do both.

Melissa Kimble's Question: Has UNESCO looked into providing courses on the web to build capacity more quickly? Can short podcasts be developed to reach journalists in a broader way and use video-conferencing?

John Danilovich's Response: Online course are available; they are used in the World Bank now more frequently.

Konrad Von Ritter's Response: At the World Bank, many who completed courses online found that a blend of media works the best. The challenge is trying to find what the optimum blend of all is.

Joan Mower's Response: Most journalists usually do not have the money to get to the story. She thought that the internet was not the answer. Journalists should have to actually be there.

Attendee's Question: What are the countries or cultures that historically hinder capacity building?

Joan Mower's Response: Countries with a democracy generally like Mali, help, and those with a dictatorship usually hinder.

Attendee's Question: How does the World Bank interface with UNESCO in terms of increasing knowledge? How is freedom of the press maintained when you cannot address areas like race or religion?

Konrad Von Ritter's / Joan Mower's Response: Every effort should be made to resist any type of censorship.

Jennifer Windsor's - Freedom House – Comment: The internet should only be used as a complement for face to face contact. I have just returned from Tunis where the Freedom House website was blocked. People must be able to break through

government censors. She inquired about what is UNESCO doing that is different from UN or World Bank.

The session then concluded at 12:00 pm

12:15 p.m. – Commissioner’s Luncheon Address

Dr. James Billington, Librarian of Congress and Commission member – *World Digital Library Update*

Opening and introduction of the Commissioner’s Luncheon was given by Ms. Susanna Connaughton. Ms. Connaughton provided a brief biography of Dr. Billington: Dr. James Billington was sworn in as the Librarian of Congress on September 14, 1987. He is the 13th person to hold the position since the Library was established in 1800. Dr. Billington has championed the Library’s “American Memory” National Digital Library Program, which makes freely available on-line nearly 11 million American historical items from the collections of the Library and other research institutions.

Dr. Billington reported on the status of the World Digital Library, which he proposed during the 2005 Annual Meeting of the National Commission. Dr. Billington stressed the importance of the World Digital Library bringing the worlds’ cultures together by exposing the entire world to the uniqueness of all cultures.

He introduced the concept of the World Digital Library and its mission, which is to make available free of charge and in multilingual format, manuscripts, maps, recordings etc. in a readable format for world access. This digital library will be used to foster international understanding and to help educators and students access documents for instruction. The result is more non-western content on the internet.

Dr. Billington said that in 2005, he proposed a project of the size and scale of the World Digital Library by the Library of Congress but envisioned that other American institutions be involved in such projects as well. The American Memory Project (AMP) at the Library of Congress was an example of this effort but the AMP had only encompassed works from the United States. The World Digital Library seeks to be much more of an international endeavor. Dr. Billington felt that it is possible to tell the stories of other cultures using source documents and having those documents come from the scholars within those countries/cultures. Primary documents are important to this initiative rather than interpretations done by governments. To this end, UNESCO and the Library of Congress have forged a positive relationship to help build support for this project.

The Library of Congress and the private sector have also begun to build relationships in support of this project. Google, for example, has agreed to 3 million (USD) to help fund the planning and prototype stage through 2008. There has also been support by International Federation of Library Associations (IFLA) and its members. Dr. Billington said that there has been much talk about the building of capacity of other countries and

organizations and that, the World Digital Library will, by its very nature, build capacity for all libraries throughout the world.

Some Early Results

Acquiring quality digital content:

The efforts continue to help digitize the collections of the non western world. Initially there were three sets of scanners sent to Russia. Individuals have been trained and, with the cooperation of the Russian government, hundreds of source documents have been scanned into digital format. There has also been cooperation from other governments on the scanning of their source documents as well. Scanners were also sent to Egypt and Brazil. There has been great progress in the digitizing of rare maps and manuscripts for inclusion in the World Digital Library.

Attracting young users with broad content within a good site:

It is imperative to have an active and attractive site in order to attract and hold younger users attention and encourage them to use and return to the site for information.

A mock up of the site was shown at the December 2006 World Digital Library Conference at UNESCO in Paris. Development is underway of a working prototype to be shown at the UNESCO General Conference in October of 2007. The working prototype is a site that is in seven languages English, French, Russian, Chinese, Spanish, Portuguese, and Arabic. It is important that libraries throughout the world provide content. The Library of Congress will not be the only United States partner adding content to the world library. Other federal libraries will contribute documents and resources as well. He added that Commissioners must also get involved. It is the active participation of the members/commissioners that is essential to the success of a project of this nature.

There are four ways that UNESCO and the Commissioners can be involved

1. Encouraging contributions from other Federal collections throughout the United States (i.e. national galleries, universities)
2. Pluralistic participation partnerships with government and NGO organizations. The goal is to stay away from the "one country one source" model of collection.
3. Cooperative outreaches with foreign partners. Dr. Billington stressed the importance of a world digital library. It must be a cooperative international undertaking.
4. Technology – Dr. Billington said that we must continue the exchange of information with organizations such as Google, Yahoo and Stanford University to

overcome the technical challenges of such an undertaking.

Dr. Billington then showed a short video presentation that was shown previously at the World Digital Library conference in December 2006. The presentation showed the preliminary functionality of a World Digital Library with source documents from all over the world and the ability to browse and search through all of them.

Dr. Billington then answered questions with the help of John Van Oudenaren (Senior Advisor, World Digital Library, Library of Congress).

Question and Answer Session

Attendee: What is being done regarding the verification of the accuracy of the data with regards to national security within foreign governments? And what assurances are being made?

Dr. Billington: People like peoples' stories, not peoples' theories. These collections are usually open to the public so there are few apparent problems with adding them to a wider audience. Input from scholars and others is important to the sharing and contribution process. We are working with primary documents not individual interpretations of those documents. We are talking with those who are living with these documents on a daily basis so that there might be an easier path to common ground. It is important to remember that a full 60 percent of the books in the Library of Congress are not in English. Having access to documents from other cultures is the foundation of many libraries, even ones located right here in the United States. Very few have had the chance to see the original documents but with help of the World Digital Library that access will now be granted.

Attendee: Will documents be translated?

Dr. Billington: Functionality will work towards choosing your language in the beginning of your session and commentary will be in that language as you search. All documents may not be fully translated.

John Van Oudenaren: It is the goal of the World Digital Library to also encourage the learning of other languages for younger viewers. Not translating all of the documents will help encourage many to learn different languages.

Attendee: Where will the digital library will be available? How will you access it? How will these become instructional tools?

John Van Oudenaren: This, of course, will be available on the internet. Although some countries do not have broadband capacity, working with governments and organizations to help enhance internet infrastructure is part of the capacity building process. Also using the experience working with the schools in the American Memory Project, the Library of Congress envisages input from educators. Teachers worked together to come up with lesson plans and ways of using the information in a useful way. It is important to remember that when beginning with the primary document; you have a

genuine package without the intervention of a government view of how it should or should not be taught.

Attendee: Will the annotations that are included with the source documents be updated? ... as history's interpretation may change.

Dr. Billington: The documents in the world digital library are not current events. What they represent at the time is not today's interpretation. Genuine discussion about the problems that need to be addressed will lead to genuine solutions. The original classifications will be the best place to start on the source documents.

Search functionality is difficult but the engineers that are tackling these problems from institutions like Stanford, Google, and Yahoo are doing their best to get those problems under control. Funding is all coming from the Google grant at this time. There is additional fundraising that is ongoing in various countries and sectors. The small pilots are being used as a vehicle to gain interest and funding. Although Google funding is the backbone, there are significant resources coming from the libraries themselves.

The question and answer period ended and the luncheon concluded.

2:15 p.m. – Afternoon Breakout Session – Education

Commissioners Attending:

Christie Brandau, State Librarian, State of Kansas
Peggy Blumenthal, Institute of International Education
Michael Casserly, Council for Great City Schools
John De Gioia, Georgetown University
Darrell Luzzo, Junior Achievement
Fary Moini, Rotary International
Robin Gilchrist, U.S. Department of Education
Madeleine Green, American Council on Education
Kathy Mellor, South Kingston, Rhode Island
Benita Somerfield, The Barbara Bush Foundation for Family Literacy
Joseph Torgesen, Florida State University

Presenters and Speakers:

Desmond Bermingham, Fast Track Initiative, World Bank
Joseph Carney, USAID
Ronald Jacobs, Ohio State University
Dr. Phyllis Magrab, Georgetown University
Louise Oliver, Ambassador – U.S. Mission to UNESCO

Public Attendees:

Dolores Adams, Federal Management Systems
Gerald Anderson, State Department
Noah J. Brown, Association of Community Colleges Trustees

Christie Darling, Georgetown University
Jeri Guthrie-Corn, State Department
Jim Hermes, American Association of Community Colleges
Frank Method, Americans for UNESCO
Jessica Raper, Georgetown University
Emily Vargas-Baron, Americans for UNESCO
Katherine Wood, Private Citizen

Staff:

Susanna Connaughton, IO/UNESCO
Emily Spencer, IO/UNESCO

Dr. John De Gioia, President, Georgetown University; Chair, Education Committee welcomed all to the breakout session. He stated the purpose of the meeting:

1. To inform all about matters related to Education at UNESCO
2. To begin to form initial recommendations in relation to UNESCO as a Capacity Builder

According to Dr. De Gioia the topics for discussion were as follows:

1. Literacy and Education for All (EFA) – May 21, 2007
2. Workforce Development – May 22, 2007

Special thanks were extended to Ms. Benita Somerfield (Vice-Chair of the Education Committee) for putting together the activities for the session. New Commission member, Ms. Kitty Boyle, was welcomed to the Education Committee.

Dr. DeGioia briefly summarized the following recommendations on UNESCO's Medium Term Strategy on education made at last year's conference:

1. To help countries to achieve literacy for life skills and workforce development.
2. To promote early childhood care and development through UNESCO's literacy programs.
3. Encouraging UNESCO to prioritize its technical assistance in teacher training quality education.

Dr. DeGioia said he was pleased to note that the recommendations were incorporated in the U.S. National Commission's submission of the questionnaire on Medium-Term Strategy and some were featured on the Medium-Term Strategy draft.

Before turning to Ambassador Oliver for comments, each member of the committee then introduced himself or herself by stating name and organization.

Ambassador Louise Oliver

Ambassador Louise Oliver spoke briefly on education at UNESCO and gave the Committee members the opportunity to ask questions. One Committee member asked what UNESCO and its delegations are trying to accomplish in the area of teacher training. Ambassador Oliver responded that teacher training is important and that countries cannot continue to push for Universal Primary Education/Basic Education, Informal Education, Literacy Initiative for Empowerment (LIFE) without highly trained qualified teachers.

Teacher training is the number one issue in African countries and in some Arab countries. In Africa, many teachers are dying from HIV/AIDS and thus teacher training helps ensure that there are adequate numbers of qualified teachers.

Ambassador Oliver also mentioned that curriculum reform is a sensitive topic in the U.S. and much more in other parts of the world. Curriculum reform is of little service without trained teachers, because they are the ones who have to teach the curriculum.

Ambassador Oliver was eager to learn about success stories in developing countries because she felt that these could be shared with UNESCO, giving them the information and knowledge that they need. This method is a way of demonstrating positive support without the need to tell them what to do.

She added that when UNESCO was first established, its focus was on Primary Education Completion. Now it is focusing on secondary and higher education. Students need to have a place where they can continue their growth to become productive citizens. Primary Education is not sufficient; we need to look at education from a holistic point of view and the important role that higher education plays. Students have to be trained to perform various skills. There are unintended consequences if education stops at the 6th grade. Higher education will give students the opportunities they need.

The next presenters were Ms. Benita Somerfield and Dr. Phyllis Magrab.

Ms. Benita Somerfield and Dr. Phyllis Magrab

Ms. Benita Somerfield currently serves as Executive Director of the Barbara Bush Foundation for Family Literacy. In 2004 she was named an International Literacy Resource Person for the UN Literacy Decade. She is a member of the U.S. National Commission for UNESCO and Chair of its Literacy Subcommittee.

Dr. Phyllis Magrab currently serves as the Director of the Georgetown University Center for Child and Human Development, has dedicated her career to improving the quality of life of vulnerable children and their families. She was part of the U.S. delegation to the World Forum on Education in Dakar, Senegal, that launched the current EFA Action Plan. She has served in the Steering Committee for EFA and has been part of the comprehensive planning process. She leads the UNESCO Chair for Achieving the

Promise of EFA: A focus on Literacy and Sustainable Development awarded to Georgetown University in 2006.

Dr. Magrab's and Ms. Somerfield's topics for discussion were based on Literacy issues. They presented updates on the White House Conference on Global Literacy and UNESCO Regional Literacy Conference.

First Lady, Ms. Laura Bush, serves as the Honorary Ambassador for the Literacy Decade (2003 - 2012). Initially, UNESCO had some on-going projects. The idea of the Literacy Initiative for Empowerment (LIFE) program, involving the 35 countries with the lowest level of literacy, was then developed. To spur further action, the White House came up with the idea of the White House Conference for Global Literacy which was convened by Laura Bush, and included First Ladies and Ministers of Education. At this September 2006 conference in New York, they listened to panelists on the following topics:

1. Mother-Child Literacy
2. Literacy and Economic Development
3. Literacy and Health

President Bush, and Secretary of State Rice, attended the New York conference. It was clear that the program was raising the visibility of literacy and believed that the First Ladies would return home to their various countries and seek to start programs. UNESCO helped initiate regional conferences. One was held in March in Qatar for the Arab region. Further conferences planned are: China – July 31 to August 01, 2007; Mali – September 10 to 12, 2007; India – November 2007; Costa Rica – May 2008.

There should be follow-up to find out whether the Conferences achieved their objectives, shared their expertise with other countries and also what was their impact.

Updates on Education For All (EFA)

Global Monitoring Reports:

Monitoring Reports are the centerpieces for the Education For All (EFA) effort. Monitoring the progress made in the effort of achieving EFA is essential. When the monitoring process is completed, the working group -- NGOs, country representatives, and international organizations will discuss topics and provide input, feedback, interpretations to the High Level Group. This High Level Group will benefit because they will not only have the monitoring report to work with but all the input, feedback, and interpretations from the independent working group. It is important to have knowledge about the progress made, for example, the number of students who completed school, and whether enrollment increased or decreased. The real problem is not enrollment but the retention of students in school. Some progress was made in the area of primary school enrollment that went up 19%, and gender parity - for every 100 boys in school there are 94 girls.

Fast Track Initiatives (FTIs):

Mr. Desmond Bermingham, Head, Fast Track Initiative, World Bank

What is Fast Tract Initiative? Fast Tract Initiative (FTI) is a global partnership of developing and donor countries and agencies to support global Education For All (EFA) goal of Universal Primary School Completion for boys and girls by 2015. FTI was created because there are still 77 million children out of school of which 44 million are girls. The Official Development Assistance (ODA) has doubled but is still far below what is needed.

Most of the major bilateral donors as well as thirty one (31) developing countries support the Fast Track Initiative. All low income countries are eligible for support from the FTI.

The FTI was established in 2002 following the Development Census at Monterrey. The FTI is a new compact for the education community. It was initiated by 22 bilateral donors, developing banks, and international agencies. FTI is a long term development partnership.

The most important aspect of the FTI and the challenge it faces is getting the finances fast to the low income countries that really need it. Each country that seeks endorsement through the FTI needs to provide a plan that focuses on the Education For All goal. The plans are then evaluated to ensure that they have measurable results such as improved learning. After the plan is evaluated, specific benchmarks are established, for example, 50% of the funding go to primary school education, 3.5% go to teachers' salaries.

Roles of Donor Countries:

1. Help mobilize resources and make aid to them more predictable
2. Coordinate support around one education plan
3. Harmonize procedure
4. Provide measurable results and best practices
5. Support country-led programs

FTI Framework / Benchmark:

1. How much Government spends on Education
2. How much Government spends on Primary Education
3. How much Government spends on Teachers' salaries
4. Pupil/teacher ratio

FTI Appraisal Process:

1. To encourage dialogue on key policy issues
2. To provide adequate knowledge base

Expected Outcomes of Appraisal:

1. A set of well adjusted recommendations
2. Volume and composition of financial and other resources
3. Key areas of capacity building

Current FTI Countries:

The following 31 countries have had their education plans endorsed and are receiving support from FTI – Albania, Benin, Burkina Faso, Cambodia, Cameroon, Djibouti, Ethiopia, The Gambia, Ghana, Guinea, Guyana, Honduras, Kenya, Kyrgyz Republic, Lesotho, Liberia, Madagascar, Mali, Mauritania, Moldova, Mongolia, Mozambique, Nicaragua, Niger, Rwanda, Senegal, Sierra Leone, Tajikistan, Timor East, Vietnam, and Yemen.

Two Sources of Funding:

The Education Program Development Fund (EPDF) and the Catalytic Fund (CP) are two sources of FTI funding. EPDF was created to increase the number of low income countries to access the FTI and accelerate the progress toward Universal Primary Education, as well as to support all low income countries to share their knowledge and experience in education, and to reach the goal of Universal Primary Education.

The Catalytic Fund is used to supplement bilateral and multilateral financing. It is managed by a Strategic Committee composed of donors to the fund. The Catalytic Fund total commitment to the Fast Track Initiative is U.S. \$ 1.2 Billion (for 2003-2009).

Capacity Building:

Germany has made Capacity Building its priority focus. It is organizing a major global conference in Germany in October on Capacity Building in education. The challenge question is how can we change the paradigm of the way we build capacity in developing countries so we actually do what we have been saying for years – build sustainable capacity?

Question and Answer Session

1. What is Literacy and why is it different from basic education?
Both address reading and writing but each targets a different group of individuals.
2. Where does literacy fit into all this?
The donors do not have that much money in the literacy budget therefore it has

to be integrated in the whole education program. It can better be integrated in Basic Education.

Frank Method, an observer, added that he felt UNESCO needs the following:

1. More Capacity Building
2. Better standard setting
3. Larger goals serving the interest of UNESCO
4. More Centers for Expertise

The session adjourned at 4:20 p.m.

2:15 p.m. – Afternoon Breakout Session – Natural Sciences and Engineering

Commissioners Attending:

Arden Bement, National Science Foundation
Lance Davis, National Academy of Engineering
Amy Flatten, American Physical Society
Russel Jones, American Society of Civil Engineers
Christopher Keane, American Geological Institute
James Luyten, Woods Hole Oceanographic Institute
John Steadman, Institute of Electrical and Electronics Engineers
Andre Varchaver, Americans for UNESCO
Tom Wang, American Association for the Advancement of Science

Presenters and Speakers:

Rana Fine, University of Miami and U.S. National Committee for the IOC
Verne Schneider, USGS

Public Attendees:

John Daly, Americans for UNESCO
Tom Gilbert, U.S. Biospheres Reserves Association
Derek Gill, Federal Management Systems
Sidney Passman, Americans for UNESCO
Bob Pietronisky, USACE IWR
Kelvin Pilz, USAID
Geoffrey Prentice, National Science Foundation
Gene Whitney, White House OSTP

Staff:

James Dufty, IO/UNESCO
Alex Zemek, IO/UNESCO

Session was coordinated by Dr. Arden Bement, Director, National Science Foundation; Vice Chair, Committee on Natural Sciences and Engineering, U.S. National Commission for UNESCO.

Following a brief introduction of the Commissioners in attendance, Dr. Bement reminded the participants that the theme of this year's meeting is Capacity Building. Dr. Bement noted that the objective of this breakout session is to arrive at a limited number of recommendations to the U.S. delegation that will be participating in the International Hydrological Program (IHP) and the Intergovernmental Oceanographic Commission (IOC) in June.

International Hydrological Program

The first presentation, entitled U.S. IHP Committee - U.S. Strategy for Engagement in the IHP-VII Program (2008-2013) was given by Dr. Verne Schneider, Chief of the International Water Resources Branch of the U.S. Geological Survey (USGS) and Secretary of the U.S. IHP Committee. Dr. Schneider's presentation covered four areas: (1) The U.S. IHP Committee, (2) UNESCO IHP-VII Program, (3) UNESCO IHP Strategy for Category II Centers, and (4) Recommendations to the Natural Sciences and Engineering Committee.

1. The U.S. IHP Committee:

Purpose: The purpose of the U.S. National Committee for the IHP is to advise the U.S. National Commission for UNESCO on issues related to the UNESCO IHP. The U.S. National Committee for the IHP is a subgroup of the Natural Science and Engineering Committee of the U.S. National Commission.

Functions: The U.S. National IHP Committee satisfies its mission by:

1. Making recommendations on U.S. participation in the UNESCO IHP and assisting in the formulation and review of other UNESCO international water resources activities.
2. Providing advice on domestic and international activities related to UNESCO programs that advance research, education, and training in water resources sciences or the application of water resources sciences to specific problems.
3. Providing advice to organizations involved in U.S. participation in UNESCO international water resources activities.

Membership: The IHP Committee is comprised of 20 members: five Ex Officio Commission Members, six Federal Agency Members, and nine At-Large Members. The Chairman of the committee is Matthew Larsen (USGS), and the Secretary is Verne Schneider (USGS).

Activities: Key U.S. IHP activities since the May 2006 UNESCO Commission meeting include:

1. Two U.S. National IHP Committee meetings (October 2006, April 2007).
2. Committee Chair (Matthew Larsen, USGS) led U.S. delegation to IHP International Governmental Conference (Paris, July 2006)
3. Two Memoranda of Understanding (MOUs) signed between U.S. and UNESCO IHP Category II Centers at IGC.
4. Committee Chair (Matthew Larsen, USGS) briefed the 3rd Integrated Global Water Cycle Observation (IGWCO) meeting.

2. The UNESCO IHP-VII Program (2008-2013):

Themes: The U.S. National IHP Committee developed five core themes for the UNESCO IHP-VII Program. These themes are aimed at education and capacity building, while supporting ongoing initiatives in hydrological research and IHP programs in water resources management.

1. Theme 1: Adapting to the Impacts of Global Changes in River Basins and Aquifer Systems
2. Theme 2: Strengthening Water Governance for Sustainability
3. Theme 3: Eco-hydrology for Sustainability
4. Theme 4: Water and Life Support Systems
5. Theme 5: Water Education for Sustainable Development

Strategic Principles of the U.S. National IHP Committee:

1. Support USG goals and initiatives with respect to technical and capacity-building assistance to the developing world.
2. Be consistent with national goals for science and technology development.
3. Seek leadership roles and provide value-added programmatic impetus and support to identified priority areas, again consistent with USG goals and objectives.
4. Work through, and support, existing IHP initiatives, programs and centers as a means to influence and contribute to the implementation of the IHP-VII Program.

Strategy of the U.S. National IHP Committee:

1. Focus on practical science and technology transfer that can be readily used to improve Integrated Water Resource Management (IWRM) in developing nations and contribute to meeting the USG objectives.
2. Lead / support IHP data/monitoring programs such as the World Hydro-Geological Map (WHYMAP).
3. Partner with existing IHP programs that support the principal themes such as – Internationally Shared Aquifer Resources Management (ISARM), International Sediment Initiative (ISI), and International Food Initiative (IFI).
4. Seek collaboration for capacity-building and training programs through existing UNESCO Centers.
5. Suggest particular emphasis on the Western Hemisphere – Latin America and

the Caribbean.

Action Plan of the U.S. National IHP Committee:

1. IHP Committee agencies/members are urged to lead or take supporting roles on components of the IHP-VII program.
2. U.S. IHP Committee seeks to leverage and/or collaborate with USG agencies to build on synergies between existing agency authorities & programs and IHP-VII.
3. U.S. IHP Committee will coordinate with research granting agencies to align or establish R&D programs that also address IHP-VII themes.
4. The U.S. IHP Committee seeks collaboration with donor agencies to develop support for capacity building in IWRM – e.g., fellowships for mid-level managers at the IHE.
5. Actively pursue initiating U.S.-based UNESCO Centers.

Recommendations: The U.S. National IHP Committee Recommendations for U.S. IHP Strategy are:

Adopt draft strategic plan with:

1. Three focus areas: advocacy, research, and capacity building
2. Three thematic areas: safe drinking water, global warming, and water hazards.
3. Work through and support existing IHP programs (e.g., Global Network on Water and Development Information in Arid Lands, G-WADI)
4. Need baseline resources for U. S. IHP Committee's operational activities - \$(100-500) K in FY 2009.

3. UNESCO Strategy for Category II Centers:

Definitions: Category II Centers operate under the auspices of UNESCO but there is no funding from UNESCO. Rather, host country institutions support these centers. Category I Institutes are functioning UNESCO-supported and –directed entities.

Strategy: The U.S. National IHP Committee Proposed Draft UNESCO Center Strategy is:

1. Achieve a synergy among the water-related centers and the UNESCO IHE.
2. Category II Centers should be part of a network, with functional autonomy and a recognizable image.
3. Each center should address its thematic and geographic priorities.
4. Each center should undertake a range of cooperative activities with other centers.
5. Performance criteria should be developed for existing centers, and reviewed periodically.
6. Criteria should be developed for evaluating new centers.

Steps for Center Approval: The U.S. IHP Committee proposes the following key steps

for approving Category II Centers:

1. U.S. National Committee proposes a Category II Center.
2. U.S. National Commission reviews and makes recommendation.
3. USG submits request for action to UNESCO.
4. UNESCO conducts a three to six month feasibility study.
5. Intergovernmental Council approves the recommendation.
6. The UNESCO Executive Board approves the recommendation.
7. The UNESCO General Conference approves the recommendation.

Candidates: The U.S. IHP Committee suggests the following three candidates as potential U.S. Category II Centers. (Currently, there are no Category II Center in the U.S.)

1. Integrated Water Resources Management – U.S. Army Corps of Engineers.
2. Global Water Science – University of New Hampshire.
3. Water Science, Engineering, and Conflict Management – University of Oregon.

Recommendations for UNESCO Category II Centers: The U.S. IHP Committee offers the following recommendations for the establishment of Category II Centers in the U.S.

1. Commit USG to establishing an international program on water resources training for mid-career water managers in developing nations through IHE-Delft (programs geared to IHP).
2. Nominate at least one U.S.-based Category II Center with a goal of UNESCO General Council approval in 2009.
3. Develop procedures for subsequent nominations of additional Category II Centers and thematic focus.
4. Develop programs, grants and sources of funding to support UNESCO Category II Centers.

4. Recommendations to the Natural Science and Engineering Committee:

The Committee should accept the strategy for engaging with UNESCO on the IHP VII Draft Plan.

The Committee should accept the strategy for engaging with UNESCO on the IHP Category II Centers.

Question and Answer Session

James Luyten asked why the U.S. would want Category II Centers if there is no funding from UNESCO. The answer was (a) Category II Centers add prestige, and (b) will better position the U.S. to aid in Capacity Building.

There was also a follow up question as to the cost of these centers. The answer was the cost would depend on the role of the center and the scope of responsibilities undertaken.

Intergovernmental Oceanographic Commission

The second presentation, entitled U.S. National Committee for the Intergovernmental Oceanographic Commission of UNESCO, Report to the U.S. National Commission for UNESCO, May 21, 2007, was given by Dr. Rana Fine, Chair of the National Committee IOC. Dr. Fine's presentation provided (1) an Overview of the Intergovernmental Oceanographic Commission (IOC), and (2) Concerns and Suggestions of the U.S. National Committee for the IOC.

1: Overview of IOC:

Mission: The mission of the IOC is to promote international cooperation and to coordinate programs in research, services, and capacity building, in order to learn about the nature and resources of the ocean and coastal areas and to apply that knowledge for the improvement of management, sustainable development, the protection of the marine environment, and the decision-making processes of its Member States.

Governance: The IOC assembly is comprised of 136 Member States. 40 Member States comprise the Executive Council. The UNESCO Assistant Director General for Natural Sciences serves as the Executive Secretary of the IOC.

Objectives (2008-2013): The IOC's objectives for the next six-year cycle are:

1. Prevention and reduction of the impacts of natural hazards.
2. Mitigation of the impacts and adaptation to climate change and variability.
3. Safeguarding healthy oceans and ecosystems.
4. Management procedures and policies leading to the sustainability of coastal and ocean environment and resources.

IOC Programs: The focus of the IOC programs is in the following four areas - Ocean Sciences, Ocean Services, Operational Oceanography, and Capacity Building.

IOC Budget: The IOC accounts for 1% of the UNESCO Natural Sciences budget (\$2M per yr).

U.S. Contributions to the IOC: The U.S. contributes \$0.5M in dues annually, and contributes an additional \$2.0M in staff support and other assistance, including scientific leadership and operational instrumentation support.

Benefits of U.S. Membership: IOC membership benefits the U.S. in several ways by:

1. Creating an enabling environment for U.S. research in the open ocean and foreign coastal waters.
2. Advancing U.S. science policy priorities, such as free & open exchange of data.
3. Promoting integrated observations, management & sustainable use of the ocean.
4. Leveraging U.S. resources.

USG Policy: is coordinated through the joint efforts of several Interagency Working Groups and the U.S. National Committee for the IOC.

2. Concerns and Suggestions of the U.S. National Committee for the IOC:

Purpose: to advise the U.S. National Commission for UNESCO on issues related to the UNESCO IOC. The inaugural meeting was held on February 15, 2007.

Committee Concerns and Suggestions:

(a) Relationship between programs and budgets

Issue: IOC has a wide range of programs within budgetary structure.

Concern: 2005 Annual Report difficult to correlate budget with IOC Mandate and Action Plans.

Suggestion: In future, to evaluate how IOC's budget supports its strategy, we suggest composing a matrix that would show the relationship between the two.

How do extra-budgetary funds relate to objectives?

(b) Sustainability of programs in the long-term

Issue: IOC has a strong history of basic & applied research & technology transfer and that should continue. However, IOC core budget is less than extra budgetary.

Concern: Does budget adequately support permanent staff needed to sustain core activities and management of personnel for extra-budgetary activities?

Suggestion: IOC should prioritize existing programs and focus resources on topics of broad relevance to Member States, while retaining flexibility to capitalize on key opportunities as they arise.

IOC has no history of operational oceanography. Should the IOC execute operational activities of a Tsunami warning system?

(c) Relationship of the IOC to other programs

Issue: IOC is quasi-effective coordinator working with the World Meteorological

Organization (WMO) on the Joint WMO-IOC Technical Commission on Oceanography and Marine Meteorology (JCOMM), & Global Environmental Outlook (GEO), and seconding personnel to Climate Variability and Predictability (CLIVAR) & Carbon.

Concern: Ocean community has trouble generating support for its activities by a larger audience. There is no UN organization with responsibility for “The Ocean.”

Concern: There are committees and sub-committees, but is the communication complete?

Suggestion: IOC should explore ways to give the oceans’ community a more open forum in which to practice coordination and generate national and international support for ocean related scientific efforts.

Strengthening relationships between ocean groups could help promote ocean issues internationally, NGOs important.

(d) Management challenges

Issue: The U.S. has taken the lead promoting strategic approaches, providing additional staff, etc.

Concern: Management challenges - fiscal and programmatic, IOC’s flexible nature could distract from priorities.

Suggestion: IOC should develop its own strategy in accordance with UNESCO’s – one that ensures its strategic goals relate to its stated mission and vision, and that projects have timelines, with definable milestones for completion of key goals.

Benefits could include sustained focus, recognition of IOC values, improved administration, and resources directed to essential functions.

Question and Answer Session

A question was asked about the extra-budgetary contributions and whether these contributions have changed the priorities in a negative way. The answer confirmed there is a great risk that these extra budgetary contributions could prevent focus on the agreed-upon priorities of UNESCO.

Dr. Bement asked what about those countries that wish to restrict access to data collection on their coasts, thus hindering research efforts. The answer was UNESCO would need to work with those countries to explain the benefits for information sharing, and work to facilitate data gathering.

Capacity Building

The third presentation on Capacity Building, was given by Russel Jones, American Society of Civil Engineers.

Dr. Jones made a strong case for Capacity Building by citing the following reasons:

1. There is a need for a pool of well-qualified engineers in developing countries.
2. Foreign investment is facilitated when such talent exists.
3. U.S. aid funds tend to be used more effectively as well.
4. Entrepreneurship often results, leading to sustainability.

Government, Corporations, and Academia Talking to Each Other to Facilitate Capacity Building:

Dr. Jones also noted that his group has helped the Organization of American States (OAS) write a resolution to have government, industry, and academia work together to improve the technological capability of their people. The Inter-American Development Bank (IADB) has given \$1M to support accreditation efforts. Dr. Jones noted the success of the collaboration among governments, corporations and academia in Latin America, and he indicated that his group has now taken on the challenge of replicating the model in sub-Saharan Africa.

Dr. Jones stressed that his group needs to convince UNESCO to invest in Capacity Building.

Question and Answer Session

A question was asked whether there was focus on anything other than “human” Capacity Building. The answer was great emphasis is also being placed on building institutions and entities that will have continuity. It was noted that emphasis is also being placed on cross-sectoral Capacity Building.

The session was then adjourned.

2:15 p.m. – Afternoon Breakout Session – Social and Human Sciences

Commissioners Attending:

Nigel de S. Cameron, Institute on Biotechnology and the Human Future

Robert Wayne Cooper, Camdenton, Missouri

Victoria Hughes, Bill of Rights Foundation

James Kelly III, The Federalist Society

Jan Smith, Heritage Foundation

Pauline Yu, American Council of Learned Societies

Public Attendees:

John Daly, Americans for UNESCO
Shelley Holder, Federal Management Systems
Michael Southwick, Americans for UNESCO

Staff:

David Ostroff, U.S. Mission for UNESCO

Mr. James Kelly, Chair, Committee on Social and Human Sciences, U.S. National Commission for UNESCO started the Social and Human Sciences breakout session by welcoming the Commissioners and attendees and asked the members to introduce themselves.

Mr. James Kelly's Presentation on "UNESCO's Social and Human Science Programs and the System of Human Rights Global Governance Networks":

Mr. Kelly began his presentation by briefly talking about the impediments/challenges to global governance facing the public sector (governments and international organizations) at the beginning of this century. He mentioned two such impediments: (1) operational gap – policy-makers and public institutions lacked the resources (information, knowledge, and tools) needed to respond to the complex policy issues in a liberalized (economically and politically), technologically complicated, and integrated world; and (2) participatory gap – private transnational businesses and civil society policy makers were forming global networks to pursue their separate global agendas without involving the general public or particular stakeholders in their deliberations.

He went on to talk about the UN's Global Public Policy Networks ('GPP') and specifically, the "trisectional" GPP networks which create bridges between three groups: public sector, business community, and the civil society. He added that from the UN's perspective, GPP networks allow governments, public and private organizations, and individuals round the world to work together to address pressing global issues, especially those having a public dimension involving norms and values. Mr. Kelly discussed the UN's Vision Project on Global Public Policy Network, which in 2000, produced a report called "Critical Choices." "Critical Choices" present hands-on practical advice on the design, implementation, and promotion of GPP networks and explores how this new form of cooperation could help address the risks and opportunities presented by globalization.

"Critical Choices" highlights six important functions for GPP networks: (1) create and discuss a global policy agenda; (2) negotiate and set global standards; (3) develop and disseminate knowledge to address transnational challenges; (4) create new markets or strengthen markets that are failing to produce public good (e.g. medicines); (5) implement ideas and decisions (especially those in traditional intergovernmental treaties and agreements); and (6) close the participatory gap by creating inclusive processes

that build trust and social capital in the global public space. Further, Mr. Kelly added, “Critical Choices” envisions that UN agencies can help develop GPP networks through the following six roles: (1) convene and educate key stakeholders to create conditions necessary for consensual knowledge building; (2) provide a platform and neutral place for networking building; (3) promote social entrepreneurs who are adept at creating GP networks; (4) serve as norm entrepreneurs by using GPP networks as platforms to advance norms in such areas as sustainable development and human rights; (5) manage GPP networks at all levels of engagement; (6) serve as capacity builders to enable people and organizations to participate in a network and to strengthen their ability to live up to their commitments.

Mr. Kelly discussed the nature of government networks and later on, he talked about the differences between government networks and GPP networks. He mentioned that traditional international organizations, such as the UN and the World Trade Organization serve as hosts for and sources of government networks. He referred to the concerns raised by Ms. Ann-Marie Slaughter (Dean, Woodrow Wilson School of Public and International Affairs at Princeton university), who in 2004, believed that government networks are more focused, effective, and accountable than GPP networks. He said that Ms. Slaughter opined that government networks are preferable because they are: (1) decentralized and dispersed; (2) incapable of exercising centralized coercive authority; (3) government actors capable of acting for a wide range of Non-Governmental Organizations (NGOs), civic, and corporate and (4) potentially, accountable for their actions to the same extent that they are accountable for their purely domestic activity. He added that Ms. Slaughter believes that GPP networks are too “corporatist” in that they focus on the many ways in which private actors can perform government functions, from providing expertise to monitoring compliance with regulations to negotiating the substance of those regulations, both domestically and internationally.

Until very recently, the debate between the effectiveness and danger of GPP networks relative to government networks took place in the context of well-defined subject matter areas (i.e. securities regulation, banking regulation, environmental regulation, criminal justice, and business regulation) in which many countries have established expertise. Two events make it necessary to examine more closely, the concerns that have been raised about GPP networks:

1. The UN is using GPP networks to implement a global human rights agenda that focuses on economic and social rights that have not been adequately developed at the national level.
2. The functional scope and capacities of GPP networks have evolved to such an extent that it is much more accurate to consider GPP networks as one type of network in a System of Global Governance Networks.

UNESCO Social and Human Science (SHS) programs facilitate and manage the following global governance networks upon which it is relying to implement Article 14 on Social Responsibility and Health:

1. Advocacy network (NGOs; Community Service Organizations (CSOs), businesses): Center for Economic and Social Rights, Global Forum for Health Research, Grand Challenges in Global Health Initiative, UN Global Compact.
2. Research network (social scientists): UNESCO SHS Management of Social Transformations or “MOST” Program
3. Policy network (IO credentialed experts): World Commission on the Ethics of Scientific Knowledge and Technology (“COMEST”)
4. Standards-setting network: UNESCO General Conference
5. Interpretative networks (treaty body committees): International Bioethics Committee Working Group on Social Responsibility and Health
6. Explanatory networks (trans-governmental organizations): UNESCO SHS forums of ministers for social development, UNESCO regional conferences on human security
7. Implementation networks (IO regional offices and field staff, governments): UNESCO SHS Global Ethics Observatory
8. Assessment networks (human rights impact assessment agencies): UNESCO SHS study on human rights impact assessments using the right to health as an example
9. Enforcement networks (governments and supranational courts): Coalition of Cities against Racism, Discrimination, and Xenophobia

Under the leadership of Pierre Sané, the UNESCO Social and Human Sciences Sector has become a UN model for the creation and management of a system of Global Governance Networks.

Question and Answer Session

Ambassador Oliver: Disturbing topics were discussed during executive board about the integration of natural and social science. Member states want separate and specific.

Question: Are the goals of social science measurable and observable?

Question: Should government be involved with ethics?

James Kelly: At UNESCO all talk was about maintaining the separation of the two sciences.

Question: Is philosophy a social science? In Arab countries, there are those that view terrorism as playing a central role; this topic must be addressed.

Dr. Nigel M. de S. Cameron’s Presentation on “Ethics of Nanotechnology”:

Nanotechnology is the science of the very small. It is the manipulation of matter at the atomic and molecular scale.

Two documents have been produced:

1. The Ethics of Politics in Nanotechnology
2. Nanotechnology: Ethics and Politics

A large number of reports from discussions have been published but still no international meeting.

Question and Answer Session

James Kelly question: What is the role for UNESCO in light of this technology?

Ambassador Oliver: UNESCO should be a catalyst to encourage dialogue and bring people together. We must be careful that we do not support a process that seems benign and then gains momentum. How do we restrain scientists from promoting something that everyone doesn't have an equal share in?

Questions must be asked, such as, does the rest of the world care about nanotechnology or do they care more about water? Are we duplicating services of another agency? UNESCO does not have the expertise to go further with this issue.

Question: John Daly, who introduced himself as editor for an internet portal on nanotechnology, said his concern was that this field is too broad. There may be significant health concerns and environmental dangers.

Things act differently in the universe when they are big as opposed to when they are small. Countries would need regulators. Maybe UNESCO could help countries regulate.

UNESCO should not get into areas that they don't understand as this might only create false barriers.

Ambassador Oliver: There is a lack of understanding about the field. More basic, not technical, information is needed for the public without the added cache of the field.

Michael Southwick: How far is the U.S. in this technology? Can we expand into something internationally if we don't have our domestic act together?

The session then adjourned.

2:15 p.m. – Afternoon Breakout Session – Culture

Commissioners Attending:

Ronald Bogle, American Architectural Foundation

Daniel Botkin, Center for the Study of the Environment
Bonnie Burnham, World Monuments Fund
John Francis, National Geographic Society
Karyn Frist, Nashville, Tennessee
Sandra Gibson, Association of Performing Arts Presenters
Frank Hodsoll, Falls Church, Virginia
Murray Horwitz, American Film Institute
Jonathan Katz, National Assembly of State Art Agencies
Melinda Kimble, United Nations Foundation, Better World Campaign
Richard Kurin, Falls Church, Virginia
Adair Margo, President's Committee on the Arts and the Humanities
Marc Scorca, Opera America
Martin Teasley, Eisenhower Foundation
Andre Varchaver, Americans for UNESCO
Tim Whalen, Getty Conservation Institute

Presenters and Speakers:

Stephen Morris, National Park Service
Jonathan Tourtellot, National Geographic Society
Raymond Wanner, UN Foundation

Public Attendees:

Gerald Anderson, State Department
Gustavo Araoz, US/ICOMOS
Dick Arndt, Americans for UNESCO
Carol Balassa, Vanderbilt University, Curb Center
Guy Djoken, Frederick Center for Peace
Dennis Downer, Federal Management Systems
John Fowler, Advisory Council on Historic Preservation
Martin Gurch, State Department
Christine Kalke, National Endowment for the Humanities
Rochelle Roca Hachem, Private Citizen
Ann Hingston, National Endowment for the Arts
Ellen Holtzman, Henry Luce Foundation
Richard Nobbe, Americans for UNESCO
Jonathan Putnam, National Park Service
Donna Wilson, Library of Congress
Beverly Zweiben, Americans for UNESCO

Staff:

Kenneth Kolson, IO/UNESCO

Mr. Frank Hodsoll, Vice-Chair, Committee on Culture, and Chair, World Heritage Subcommittee, opened the breakout session with a brief welcome and asked the panel members to introduce themselves. He said that the culture breakout session would

consist of two sessions: the first session for presentations and discussions and the second session for further discussions and recommendations. He said that the Culture Committee meeting was a Federal Advisory Committee Meeting that was open to the public and at the end of the sessions the public would be allowed to ask questions and make comments. Mr. Hodsoll introduced Mr. Stephen Morris, Chief, Office of International Affairs, National Park Service, who would speak about the World Heritage Tentative List.

World Heritage Tentative List

Mr. Morris thanked the committee and distributed a press release that summarized the status of the U.S. World Heritage Tentative list project. He said that it was an effort to update and develop a new candidate list of future U.S. World Heritage nominations that would be submitted to UNESCO. Mr. Morris also added that the U.S. had not made any nomination since 1994 but was now positioning itself to make future nominations. This process begins with the preparation of the Tentative List, a UNESCO requirement.

Tentative List applications were received from 36 sites and will be a guide for future U.S. nominations from 2009 through 2019 as UNESCO allows two nominations per year by the rules of the World Heritage Committee. Mr. Morris said that the National Park Service's Office of International Affairs (OIA) is utilizing external reviewers for the professional and technical review of all applications. The OIA will create a draft tentative list by the end of summer 2007. In the fall, the tentative list will be reviewed by the advisory Tentative List Subcommittee of the Commission. It will then be published in the Federal Register for public comments. Final review of the list will be done by the Secretary of the Interior in December 2007 before it is submitted to UNESCO World Heritage Center by the February 1, 2008 deadline for consideration.

Culture, Cultural Expressions and Sustainable Development

Mr. Hodsoll introduced the next guest speaker, Dr. Jonathan Katz, Chief Executive Officer, National Assembly of State Art Agencies; member, U.S. National Commission for UNESCO.

Dr. Katz gave a power-point presentation entitled "Culture and Sustainable Development." He displayed photographs from different locations around the world. The presentation started with New Castle, U.K. which is considered a "global model of cultural development." He commented that the location was the poorest and most rural in England. Yet it is regarded as exemplary in many ways.

New Castle was the center of mining for 2000 years. Ten years ago, the people built an iconic soaring human figure the size of a Boeing 747 jet called "Angel of the North." It was built over an abandoned mine shaft, 60 feet high and sunk 60 feet into the ground into cement. It is meant to capture the spirit of the place – the ambition of the people. It is viewed by 34 million people from the highway every year. The arts council that built it became the "broker of ambition" for the people in the North east of England. Because

they were successful in doing this and turning around public opinion they were able to raise 46 million pounds from the public and turn the old flour mill on the banks of the Tyne River into an art gallery with six floors of gallery space. This created a surge in interest and people started investing in the community. Due to the success they were able to raise 70 million pounds to build a performing arts center with lots of public space and an amphitheatre. Next, they built a bridge across the Tyne River so that people could access the new buildings. The bridge was designed and built to attract people who came to see how it works.

Hotels were built because of the increased activities, and even an abandoned ship was converted into a nightclub. An example of what cultural development can do to an area that was hemorrhaging jobs as a result of the post-modern economic pressures. Dr. Katz remarked that New Castle also built a sports stadium, the largest shopping mall in Europe, and the largest enclosed theme park in Europe. He concluded saying that the people have ambition and they use culture, shopping, and sports in an integrated way.

In Frederick, Maryland, an artist used art to bring the people of a community together. On one side of the bridge was the well to do part of town and on the other was the poor. The artist's project called "shared vision" turned a bridge and an abandoned warehouse into an art display. He drew images of illusion that use a seventeenth century technique called trompe-l'oeil. All images are sold on the internet and the purchaser gets a certificate of ownership. Now all the abandoned warehouses have been converted into antique stores or restaurants.

Dr. Katz also reported on an arts and culture organization that makes indigenous culture marketable, creating jobs, and bringing people to the community. Their headquarters is located at the University of North Carolina. The University built the Center for Craft, Creativity, and Design, which puts out numerous arts and culture programs.

Dr. Katz said that the arts community went from arts planning to cultural planning and in formulating a project have the following considerations:

1. Instead of asking "what are our needs", ask "what are the community needs, what is the community vision, and how can we build the resource."
2. The spirit of "Cultural Asset Assessment" – ask about identity, the spirit of the people, and the spirit of the place, and use the information to develop the project.
3. Integrate cultural and economic development disciplines. Ask how can the culture generate jobs and how can these jobs enrich the place.
4. Look at industry and marketing in appropriate scales as some of the models would not work in just one community.
5. Integrate cultural, environmental, energy considerations with the economic development goals of the community.
6. Improve the culture that the community has and attract people to the community

Dr. Katz said that there is public/private partnership that fosters this kind of initiative. The state government has a holistic cultural and economic plan. He added that there

can be a one-stop shopping for local and state government where the leadership of the local community identifies its cultural and economic asset, the vision of what it wants for the future, then they meet with a consortium of state agencies.

In his final remarks, Dr Katz said that there are global examples in the United States that we recognize and talk about that the panel can discuss for additional ideas.

Mr. Hodsoll said that he would defer his comments to the second cultural session the following day. He remarked that Dr. Katz's presentation should be compared with concepts in the UNESCO draft medium term strategy as there are enormous differences. He added that Dr. Katz had presented a partnership that worked, was developed locally, and has cultural and economic significance whereas UNESCO predominantly deals with laws and regulations.

Exchange and Dialogue

Mr. Hodsoll introduced guest speaker, Dr. Raymond E. Wanner, Senior Adviser on UNESCO Issues, United Nations Foundation; Senior Vice President, Americans for UNESCO.

Inter Cultural Exchange:

Dr. Wanner said that the United States government should invest much more in Intercultural exchange as other countries are doing so. He said that the Chinese recently flew in six tons of cultural artifacts and an entire performing cast that accompanied the president of China on a state visit to Tokyo. He argued that the U.S. could do the same, adding that we have academic and scientific and cultural performing arts resources that are incomparable, but it is rare that they are on the UNESCO platform, which is a privileged platform with 189 ambassadors from around the world. He went on to suggest that the United States government, working with others, should suggest that the 2009 or 2011 UNESCO general conference be held in a Muslim country. A location he suggested could be the Library of Alexandria that UNESCO helped to rebuild or any center of learning in a Muslim country. He said it is time to remind the West that it was Islam that preserved the treasures of Rome and of Athens so that they were available for Westerners to build upon during the Renaissance.

Student Exchange:

Dr. Wanner said that we did fairly well as a receiving nation. There are 560,000 foreign students in the United States. He said that anyone serving in a diplomatic post abroad would probably have met someone on the other side of the negotiating table who had studied in the U.S. He further remarked that there are many people living in other countries who have studied in the U.S. There was an increase of 8 percent of Americans studying overseas last year which brings the total to about 208,000. Dr. Wanner said it was an improvement, but the amount left much to be desired in light of the 30 million academic population in the U.S. He warns that something needs to be

done about this disparity. Dr. Wanner suggests that the US use its resources to increase the number of Americans studying aboard.

Cultural Heritage

Mr. Jonathan Tourtellot, Director Sustainable Destinations, National Geographic Society
Mr. Tourtellot talked about the National Geographic's rating system to rank World Heritage destinations. A panel of 419 experts in sustainable tourism rate the destinations. They used six criteria weighed according to importance: environment and ecological quality; social and cultural integrity; condition of historical buildings and archeological sites; aesthetic appeal; quality of tourism management; and overall outlook for the future. He also spoke about geo-tourism, which is tourism that sustains or enhances the geographical character of a place - its environment, heritage, aesthetics, culture, and the well-being of its residents. In summary, Mr. Tourtellot said that he encouraged further support for the World Heritage program.

The Culture Breakout session ended at 4:10 p.m.

2:15 p.m. – Afternoon Breakout Session – Communication and Information

Commissioners Attending:

Mark Bench, World Press Freedom Committee
Andrew Davis, American Press Institute
Jackie Hawkins, Austin, Texas
Steven Jordan, U.S. Chamber of Commerce
Robert Martin, Corinth, Texas
Marguerite Sullivan, National Endowment for Democracy
Jennifer Windsor, Freedom House

Presenters and Speakers:

Joan Mower, State Department/Broadcasting Board of Governors
Richard Beard, State Department

Public Attendees:

Patrice Lyons, Americans for UNESCO
George Mitchell, Federal Management Systems

Staff:

Caitlin Bergin, U.S. Mission to UNESCO

Mr. Mark Bench chaired the Communication and Information breakout session.

Mr. Bench introduced Mr. Richard Beard, Senior Deputy United States Coordinator for International Communications and Information Policy in the Department of State.

Mr. Richard Beaird – World Summit on the Information Society (WSIS)

Mr. Beaird gave an overview and status report of the World Summit on the Information Society (WSIS). He gave a short history from its beginnings in 1998 until its present state today. There is an established linkage between technology, education, information, knowledge, progress, and well being. Whatever that technology may be and however old it may be, there is still that link. Information Communication Technologies (ICTs) offer hope for new opportunities and higher level of economic development. This view is shared by the developing and the developed world. The history of other technologies and their development timelines have been over a much longer period of time than current technologies. For example, the World Wide Web has developed in a much faster way than other technologies and has changed lives in a more forceful way in a shorter period of time than other examples such as books or television.

Five (5) areas that the WSIS concentrates on are as follows:

Human rights and freedom of expression:

There is an on-going debate between those who believe in the freedom of expression and a country's willingness to do what is in the best interest for the country. Sometimes these two forces are not aligned. At the World Summit there was significant debate on human rights and freedom of expression. There must be a balance between the two. Mr. Beaird felt that the tilt is towards freedom of expression. There was a very strong statement in WSIS that the media plays an essential role in the development of an information society. The role of the media represents a large achievement. WSIS' intention was not to just talk about technology but to turn it into a discussion about human rights and freedom of expression. Its scope was expanded through the input of the civil society sector.

Development:

There is a direct linkage between development and information technology. The usual bias is towards essential major public projects. The global consensus is that IT is important for development also.

Literacy to IT linkage to a larger world:

ICTs can also be an enabler of productivity. For countries to be productive they had to have access to the ICTs for development of human capacity building. Maintenance of cultural heritage is important in the development of ICTs. For example, a road brings access to a community but it can also destroy cultural heritage along the way. Technology and the internet can open society but do not necessarily destroy a national cultural heritage and in fact, can help in the process of preserving it. The example of the World Digital Library and access to it is one of these types of technologies that can

help with saving and maintaining a cultural heritage.

E Governance:

The enabling environment is important. Governments must make services available through ICTs to their public and there must be an enabling environment for the development of ICTs. Technology transfer and access comes from an enabling environment. Africa (principally sub Saharan Africa) brought a powerful voice regarding the development of ICTs, understanding the importance of ICTs and the infancy of its region and role in ICT development. Enabling refers to a government that is open for investment in technology, one that reduces barriers rather than builds them. It makes a country attractive to outside investment. An educational system that fosters growth is important in this structure as well.

Internet Governance:

The U.S. government has a unique role in the development of the internet. It does this through its relationship with the Internet Corporation for Assigned Names and Numbers (ICANN) and the Department of Commerce. For example, VeriSign, a U.S. based company, makes changes only after the Department of Commerce says that it is ok to do so. The European Union (EU) found this to be the “one country problem,” referring to the dominance of the United States. They were joined by India and Brazil in the objections to the “one country problem.” In contrast, Sub Saharan Africa took the position that the most important issue for them is the effectiveness of the internet not its structure. The EU, Brazil, and Iran wanted the internet to come under the umbrella of the United Nations. The U.S. rejected and resisted this position. It was decided that the existing arrangements work and as such, the present structure was affirmed. The existing arrangements are as follows:

1. Multi stakeholder basis for Internet governance.
2. Internet related public policy issues would be a matter of sovereignty.
3. Trust agenda approved. Internet security, network securities should be maintained as an essential part of national strategies and also be addressed at the international level.
4. Government should cooperate with UN on public policy but not on day to day operations of the inner workings of the internet.
5. Agreed that an internet governance forum would be created and the first one was held in November 2006 in Athens, Greece. Next one will be held in Brazil and the following one will be held in India.

Sustainability:

In the year 2015, there will be another WSIS Summit, 10 years after the last one. It is important to remember that the Summit and its positions are not a treaty but there is a “moral force.” No one group is dominant but all members are asked to live up to the goals laid out by the Summit. National, regional, and international levels need to follow

up on the goals of the Summit. No new organizations were created.

Overall WSIS is the most comprehensive global agreement on the future of information technology. Landmark treatment of an emerging technology such as ICTs is vital. WSIS sets an agenda that will play out for years to come. The level of acceptance of the text created by WSIS is unprecedented. It will have a serious impact of the future of global technology for many years ahead.

Mr. Beard's formal remarks then ended and a period of open discussion followed led by him.

General Discussion

1. India's position during the summit evolved over the course of the summit as a result of a change in government into a position that was closer to that of the U.S. particularly with regard to copyright laws.
2. China's position with the U.S. on procedures and participation was stalled because of the Taiwan issue.
3. Internet governance – moved towards U.S. but not in line as yet.
4. U.S. held consistent position in regards to governance. Iran also held a firm but opposing position in regards to governance. A deal was however, negotiated by the end of the conference.
5. Reiterated the importance of the internet governance forum and the separation of forums. At one point there were too many forums without a maturity of issues. More forums regarding these matters are not the answer.
6. Issue of anti blasphemy legislation. What is UNESCO's role within the umbrella of the UN and how can there be more communication between these groups and the world summit partners?
7. UNESCO's input has been greatly helpful with advising and shaping policy with the work of groups like the World Summit. There must continue to be a stakeholder driven process by the members of the commission.

There was an open discussion regarding the role of UNESCO, and the relationship between the commissioners and the IGF and WSIS, and the juggling act in the relationship between the organizations and the people.

Also there was discussion regarding how topics can be filtered up through the system. There was a conclusion that meetings, such as the current one, will help to foster that relationship.

The general discussion then ended.

Ms. Joan Mower – Development of Information Communication Technology (ICTs)

Ms. Joan Mower, Press Officer (Sudan Programs Group, U.S. State Department) made a brief presentation on the transmission of information and freedom of speech therein.

Press freedom and international broadcasting discussion:

Radio broadcasting:

Future of shortwave and vehicles like the Voice of America (VOA) are still the best way to transmit to the world and in places such as Africa, China, Turkmenistan. There is a current debate within the VOA regarding the future of the shortwave program. The current push is for broadcasting in native languages. Debate also continues regarding English on the airwaves. There is currently not an audience or market for English over the air worldwide. Thus the push for an “in your language” program which is much more useful in those parts of the world that are willing to accept it. Countries like Iran, China, and Cuba continue to block the transmission of VOA. These countries spend millions to jam the signal. There have been many conversations regarding access but there has been little progress.

There are currently AM transmitters all over the Middle East but there are inherent problems with AM (the nature of AM makes it mostly available at night for example). Afghanistan has been a great success in AM however. When available, transmitters have been very successful. Therefore, FM is truly the more effective way of transmitting in other countries but unfortunately licensing is often required inside of the specific countries and all countries are not willing to grant those licenses. Negotiating with governments is the key here. There are 12 FM licenses in Sudan for example. They will carry the VOA's SAWA radio program in Arabic in Sudan.

The Internet:

Iran and China are blocking access to the internet. Contractors are working on technologies to use mirror sites and push technology for e-mails to go around the governments blocking programs. Content tends to be news, interviews etc. for the public but there is a constant fight to make the information available and to advance the technologies to deliver it. The use of cellular technology in places like Africa (e.g. Zimbabwe) through texting is effective, but unfortunately, very expensive.

Television and Satellites:

Television and satellite TV is an area that is being pushed as well. World Space is a company that is working on a satellite delivery solution. However, the receivers are expensive and the space on the satellite is also expensive.

The level of viewership will never reach the level of an Al Jazeera but it is still reaching

millions of users. Radio SAWA has been a tremendous success in the Middle East. It reaches six different countries through the use of American pop music and local content.

Ms. Mower's remarks then ended.

General Discussion

There was then an open discussion regarding how the members of the Commission can advise UNESCO about issues of free speech and how valuable input helps UNESCO and member states with initiatives regarding these matters. The UNESCO IPDC (International Program for the Development of Communications) program was cited as a solution. Sometimes the U.S. cannot fund directly for political reasons but a group like UNESCO can because they are viewed as more neutral. To the extent that a group like UNESCO can talk about information and overcome information bias the more that this can help with access to information. The more information there is, the more access to capital and investment.

The session adjourned at 4:10 pm.

4:20 p.m. – Afternoon Plenary Session

The Assistant Secretary of State (Bureau of International Organizational Affairs), the Honorable Kristen Silverberg, introduced the keynote speaker, Honorable John D. Negroponte, the Deputy Secretary of State. She stated that Mr. Negroponte has tremendous and distinguished services, including posts as: the Ambassador to Mexico; the Assistant Secretary of State; Permanent Representative to the United Nations; Ambassador to Iraq; and the first Director of National Intelligence.

Keynote Address

Below is the text of Mr. Negroponte's address:

“Governing Justly” and “Investing in People” the Pillars of Department of State Strategic Plan and Transformational Diplomacy Plan

Thank you very much for your kind introduction, Assistant Secretary (Kristen) Silverberg.

Ladies and gentlemen, it's an honor to address the U.S. National Commission for UNESCO. Let me say at the outset that Secretary Rice is grateful to each of you for the time and effort you devote to serving on this very important federal advisory committee. We in the Department of State literally could not fulfill our responsibilities

to the nation without your expertise, insight, good will, and good judgment. You are building the capacity of the United States to engage constructively in UNESCO.

I'd like to welcome the Deputy Director General of UNESCO Marcio Barbosa. Thank you very much, sir, for participating in this important meeting.

If I may, I'd also like to single out a few individuals by name for their unstinting efforts. I'll begin with Ambassador Louise Oliver, our permanent representative to UNESCO in Paris. Having just returned from Paris last week, I know it's a beautiful place to be if you don't have to work all the time, but I also know that Ambassador Oliver seldom passes up a chance to advance the U.S. perspective.

Next, I'd like to offer a warm welcome to the United States' two highest ranking officials at UNESCO, Jim Kulikowski, Deputy Assistant Director General for External Relations, and Richard Meganck, Director of the UNESCO Institute for Water Education. As an under-represented member state, we hope that UNESCO soon will find a way to add a few more Americans to its ranks. We're always ready to add to the overall capacity of important international organizations by drawing on America's talented corps of professionals, experts and scholars.

As we consider the future, I understand you are finishing up a full day of plenary and breakout discussions regarding UNESCO and Capacity Building.

Capacity building is a priority for the Department of State. Indeed, as some of you may know, our Departmental Strategic plan has a pillar called "Governing Justly and Democratically." I highlight this for you because so much of the U.S. identity and appeal abroad is grounded in our belief that all people share fundamental rights that are best exercised and guaranteed by capable and democratic governance. This requires substantial human resource capacities and is the foundation of the Freedom Agenda, so often cited by President Bush. He has made it a central feature of our foreign policy and national security strategy. Why? Because globalization and the Information Age notwithstanding, well-governed nation states remain the bedrock of the international order. When states fail to govern wisely and effectively, terror, criminality, and humanitarian disasters too often take their place. We have seen this in Afghanistan, and we have seen it elsewhere.

International Organizations, and UNESCO in particular, play an important role in advancing the goal of "Governing Justly and Democratically." With a mandate that covers Education, Natural Sciences, Social and Human Sciences, Culture, and Communication and Information, UNESCO has many ways to help contribute to preserving and strengthening the nation states of the world that need it most.

The work of UNESCO's Communication and Information Sector, for example, is critical in fostering and defending freedom of the press, not just as a principle but as a functioning, institutional reality. The International Program for the Development of Communications is a good example of this effort on an institutional level. This

UNESCO program provides support for media projects and seeks to create a healthy environment that encourages the growth of free and pluralistic media in developing countries. Open, honest debate, the free flow of information, and investigative journalistic skills combine to ensure any society's health while exposing, and helping correct, injustice.

Another State Department Strategic Pillar is "Investing in People." Again, I find that compatible with UNESCO's mission. With the equivalent of roughly 300 Million dollar assessed annual budget, UNESCO isn't designed to be a funding agency, per se, but that should not limit its influence or contributions in the area of developing human capital. Brainpower, creativity, and the ability to draw on the world's best thinkers are non-financial assets UNESCO possesses in abundance. We need to consider the best way to put those assets to use.

Our idea as a Department and as a supporter of UNESCO is that "Investing in People" should focus on improving the capabilities of individuals to contribute to economic development and democratic decision-making, while ameliorating the root causes of poverty and conflict.

UNESCO can be a key organization in helping us achieve these objectives. UNESCO's education mandate is central in this effort, of course. First Lady Laura Bush, who, as you all know, serves as the Honorary Ambassador for the UN Decade of Literacy, often notes that approximately 770 million adults are illiterate. That's a tragic figure. And perhaps even more tragic, 77 million primary school-aged children – most of them girls – are not enrolled in school.

The White House Conference on Global Literacy last fall emphasized the important role that literacy can play in empowerment and improving one's health and well-being. Good governance, after all, depends on an informed citizenry. An illiterate citizenry has little or no chance of ensuring that the votes it casts yield the government services it seeks...and in many cases, desperately needs. So if I personally were asked how to best increase a nation's capacity and invest in its people, I wouldn't hesitate to answer: by investing in the education of children, by teaching them to read, write, count, reason, ask questions, debate, and enter fully into the civic life of their nation and their world.

Ladies and Gentlemen: I was at the General Assembly on September 12, 2002, when President Bush announced the U.S. reentry into UNESCO. That was an historic day many of you had awaited for a long time. His announcement was met with great celebration, and it came at an opportune moment. It is the custom now to refer to ourselves as living in the post-9-11 world. Indeed, that's true, but what does it mean?

I would submit to you that it means we need UNESCO more than ever – a highly focused, highly effective UNESCO, an organization in which and through which the world's citizens can learn from one another, teach one another, and listen to one

another.

In today's world, intellectual development, scientific competence, technological prowess, and cultural sensitivity are the prerequisites for prosperity, tolerance, freedom and justice. These are objectives worth our time and treasure. Our mission at the Department of State, and your goals as members of the U.S. National Commission for UNESCO, should be to think carefully about how UNESCO can be maximally effective in building human resources and enriching human life and experience.

As 9/11 taught us, as the Taliban's misrule in Afghanistan taught us, and as the tragic genocide in Darfur teaches us, there are painful consequences that go hand in hand with ineffective governance, social intolerance, and failed socio-economic structures. That's why it is so important that we understand our international commitments, each and every one of them, as an opportunity to help create a better, safer, more prosperous world. UNESCO is one such commitment, a very important one. Thank you again for helping us fulfill it.

Day 1 of the Annual Meeting ended at 4:50 p.m.

May 22, 2007

9 a.m. – Committee Breakout Sessions (cont'd) – Education

Commissioners Attending:

Kitty Boyle, Association of Community College Trustee
Christie Brandau, State Librarian, State of Kansas
John De Gioia, Georgetown University
Darrell Luzzo, Junior Achievement
Fary Moini, Rotary International
Kathy Mellor, South Kingston, Rhode Island
Benita Somerfield, The Barbara Bush Foundation for Family Literacy
Joseph Torgesen, Florida State University

Presenters and Speakers:

Ronald Jacobs, Ohio State University

Public Attendees:

Dolores Adams, Federal Management Systems
Noah J. Brown, Association of Community Colleges Trustees
Marianne Craven, State Department
Christie Darling, Georgetown University
Jim Hermes, American Association of Community Colleges
Louise Oliver, Ambassador – U.S. Mission to UNESCO

Jessica Raper, Georgetown University
Stephanie Robson, Department of Education
Emily Vargas-Baron, Americans for UNESCO

Staff:

Emily Spencer, IO/UNESCO

Dr. John DeGioia, President, Georgetown University; Chair, Committee on Education welcomed the panelist to the breakout session.

Dr. DeGioia emphasized that there must be a proactive approach towards UNESCO's goal of achieving Education for All (EFA) by 2015.

The purpose of the session was to:

1. Help countries achieve literacy
2. Prioritize teacher training
3. Highlight the importance of Capacity Building in the role of education

Also, presented in the session were issues dealing with Literacy and Education for All.

The session began with a presentation on "Workforce Development" by Dr. Ronald Jacobs, Director, Center for Education and Training for Employment at Ohio State University. Questions and answers as well as comments followed.

It was mentioned that Educational Institutions must be geared for Workforce Development. Whenever students leave an Educational Institution they must have the necessary knowledge and skills to perform at the best of their ability. There are different views as to what is Workforce Development – to the high school student, the college student, and the student who attends a technical vocation school, they all have different views. However, to the Education Committee, Workforce Development encompasses all these views.

The Center for Education and Training for Employment focuses on basic societal issues:

1. How schools and agencies prepare individuals to enter or re-enter the workforce.
2. How organizations provide learning opportunities to improve work place performance.
3. How organizations respond to changes that affect work for efficiency.
4. How individuals undergo life transitions related to workforce participation.

Another area in the discussion in relation to Workforce Development was the UNESCO-UNEVOC network which is an International Center for Technical Vocational Education

and Training. It started in Bonn, Germany in 2002 to provide training in Technical and Vocational Education. There are 158 members in the UNEVOC network. These countries are in the process of developing Technical Vocational Education.

Some UNEVOC members are in ministries, others are in planning and resources, developmental institutions, training institutions, and departments concerned with Technical Vocational Education (TVET) at Universities. TVET provides the knowledge and skills for the world of work -that is preparing people for employment.

UNESCO'S Goals

The U.S seeks to assist national and international stakeholders to implement the following UNESCO's goals:

1. Education for All (EFA)
2. Sustainable Education
3. High quality education for the world of work, and to acquire the knowledge and skills necessary for ensuring environmental protection, social progress, and economic development.

These goals (missions) will be met through research and development, capacity building, and dissemination.

Question and Answer Session

Some critical questions were asked during the presentation. These are summarized as follows:

Question: What is the purpose of the UNESCO-UNEVOC network?

Answer: To prepare students/people for careers, not just work.

Question: Are there any concrete projects to measure the progress made towards achieving these goals?

Answer: The development of state tests.

Question: Does the network provide for adult literacy?

Answer: The UNEVOC website has an amazing number of publications available to the adult public.

Comments: A member of the panel suggested that UIL nexus, the electronic newsletter of UNESCO Institute for Life Long Learning (UIL) in Hamburg should be able to distribute some of their materials.

Following the presentation, the Education Committee proceeded to formulate the preliminary recommendations. The recommendations focused on three clusters.

1. Literacy
2. Education for All (EFA)
3. Workforce Development

After a lengthy discussion, the panelists formulated (5) tentative recommendations.

RECOMMENDATIONS

1. *Coordinating Strategies:* Recognizing there are multiple UNESCO in-country literacy programs and possible duplication and overlap, there is a need for clarification and coordination of multiple plans/frameworks that exist around the issue of literacy.
2. Emphasize the importance that there should be an analysis of UNESCO's Regional Literacy Conferences to ensure that there are measurable in-country outcomes.
3. Emphasize the need to focus on projected results before initiating new education programs/conferences and develop a mechanism for measuring follow-on impact of program/conferences.
4. *Education for Opportunity:* Ensure the countries' Education For All (EFA) plans recognize the importance of skills relating to economic self-sufficiency.
5. Recognizing UNESCO's comparative advantage as a multidisciplinary organization, emphasizing the importance of developing cross-sector initiatives in education, particularly relating to the access of information resources including online resources and books.

At the completion of the draft recommendations, observers were invited to comment. Ms. Emily Vargas-Baron complimented the group for the tremendous advancement and profound guidance to UNESCO. However, she said that they needed to try to improve the quality of work done in the UNESCO regional offices and support UNESCO as it implements and evaluates its reform of the education sector, with an emphasis upon assisting member countries to achieve all six EFA goals and building coherence among its multiple institutes, regional bureaus and country officers. A public attendee noted that training for teachers was not mentioned in the recommendations.

At the concluding plenary session later, the Education Committee expressed its gratitude for the excellent presentations and advice from their speakers: Desmond Bermingham, Joe Carney, Ron Jacobs, Phyllis Magrab, and Benita Summerfield. The tentative recommendations were presented by Dr. John De Gioia. The recommendations were approved by Committee and would be presented to the UNESCO National Commission.

The session adjourned.

9 a.m. – Committee Breakout Sessions (cont'd) – Natural Sciences and Engineering and Social and Human Sciences – Joint Session

Commissioners Attending:

Kathie Bailey-Mathae, National Academy of Science
Arden Bement, National Science Foundation
Nigel Cameron, Institute of Biotechnology & the Human Future
Robert Cooper, Camdenton, Missouri
Lance Davis, National Academy of Engineering
Amy Flatten, American Physical Society
Russel Jones, American Society of Civil Engineers
Christopher Keane, American Geological Institute
James Kelly, Federal Society for Law and Public Policy Studies
Melinda Kimble, United Nations Foundation, Better World Campaign
James Luyten, Woods Hole Oceanographic Institute
Jan Smith, Heritage Foundation
John Steadman, Institute of Electrical and Electronics Engineers
Andre Varchaver, Americans for UNESCO
Pauline Yu, American Council of Learned Societies
Tom Wang, American Association for the Advancement of Science

Presenters and Speakers:

Kathie Olsen, National Science Foundation

Public Attendees:

Marcio Barbosa, UNESCO
John Daly, Americans for UNESCO
Rana Fine, University of Miami/ U.S. National Committee for the IOC
Tom Gilbert, U.S. Biospheres Reserves Association
Derek Gill, Federal Management Systems
Rose Gombay, National Science Foundation
Shelley Holder, Federal Management Systems
James Kulikowski, UNESCO
Louise Oliver, Ambassador – U.S. Mission to UNESCO
Sidney Passman, Americans for UNESCO
Bob Pietronisky, USACE IWR
Kelvin Pilz, USAID
Geoffrey Prentice, National Science Foundation
Verne Schneider, USGS
Gene Whitney, White House OSTP

Staff:

Dr. James Dufty, IO/UNESCO
David Ostroff, U.S. Mission to UNESCO
Alex Zemek, IO/UNESCO

PART I – Combined Session with Social and Human Sciences

This combined breakout session was coordinated by Dr. Arden Bement, Director, National Science Foundation; Vice Chair, Committee on Natural Sciences and Engineering, U.S. National Commission on UNESCO.

Dr. Bement introduced Dr. Kathie Olsen, Deputy Director of the National Science Foundation (NSF), who provided a review of UNESCO programs in the areas of Natural Sciences and Social and Human Sciences.

Background

Dr. Olsen pointed out that the Overall Sciences Review Committee's look into UNESCO's role in Natural Sciences and Social and Human Sciences was comprised of internal (from the UNESCO Secretariat) and external experts.

Phase 1: Findings

Notable among the Phase 1 Findings of the Overall Sciences Review Committee are:

1. UNESCO has a unique role to play in sciences.
2. UNESCO lacks inter-sectoral coordination and interdisciplinary thinking.

Phase 2: Initial Plan

The Committee's initial plan for Phase 2 is:

1. Evaluate consensus recommendations.
2. Create one-to-one mapping.
3. Refine recommendations.
4. Reach consensus recommendations.
5. Draft report with time line for discussion and revision.

Phase 2: Consensus / Vision Components

1. Policy advice toward capacity building needs strengthening.
2. Programs must address new scientific paradigms and 'cutting-edge' research - Capacity Building is harmed with yesterday's knowledge.
3. Interdisciplinary and inter-sectoral activities need major strengthening.
4. Science education should be a high priority.
5. International Scientific Programs (ISPs) need better coordination and synergy.
6. Outreach and partnerships need improvement.
7. Rigorous and transparent selection, assessment, and evaluation of programs and projects required.
8. UNESCO's leadership must be enhanced through new global initiatives.

9. A science advisory committee is required for measurement and evaluation of progress.

Phase 2: Committee's Conclusion

1. Merge major programs 2 and 3, or
2. Maintain separate programmatic thrusts under a single science sector and director.
3. Note: detailed pros and cons of these options are not included in the report, but the Director General's (DG's) comments on the recommendations are.

Phase 3: Results Sharing / Executive Board Discussion

1. Most findings and recommendations supported.
2. Report accepted.

Moving Forward: Issues to Consider

1. People
2. Structure
3. UNESCO's bureaucracy.

Question and Answer Session

A question was asked about the coordination between science and education. Dr. Olsen answered by saying that education must be grounded in strong science.

DRAFT RECOMMENDATIONS

Following the brief question and answer period, the Commissioners proceeded to draft two recommendations from the **combined Natural Sciences and Engineering and Social and Human Sciences Committee**. The draft recommendations follow.

Draft Recommendation 1

1. Strongly support the work of the review committee and its draft report.
2. Emphasize capacity building.
3. Urge development of the implementation plan and timetable.

Draft Recommendation 2

1. Strongly support interdisciplinary coordination and programs.
2. Strengthen cross-sectoral coordination for science education to improve capacity building.

3. Conduct periodic, independent, external, objective program reviews to ensure accountability and maximum impact.
4. Affirm evidence-based research as the foundation for work in the natural, social, and human sciences sectors.
5. Integrate the foregoing recommendations in 34 C/4 and 34 C/5 of the U.S. National Commission.

The Joint Session concluded and the Social and Human Sciences Committee and Natural Sciences and Engineering Committee each met separately.

PART II – Natural Sciences and Engineering Committee

This session was coordinated by Dr. Arden Bement, Director, National Science Foundation; Vice Chair, Committee on Natural Sciences and Engineering, U.S. National Commission on UNESCO.

Dr. Bement and Commissioners recapped the previous day's Natural Sciences and Engineering Committee's meeting and finalized the recommendations for presentation to the final plenary session.

The session was then adjourned.

PART II – Social and Human Sciences Committee

Mr. James Kelly III, Chair, Committee on Social and Human Sciences, U.S. National Commission for UNESCO started the Social and Human Sciences breakout session by welcoming the Commissioners and attendees.

RECOMMENDATIONS FOR SOCIAL AND HUMAN SCIENCES

1. UNESCO Social and Human Sciences should foster international public and expert dialogue on the ethics of science and technology.
2. The human rights initiatives of the UNESCO social and human sciences sector should facilitate cross-sectoral capacity building and be anchored in international human rights law.

The session was then adjourned.

9 a.m. – Committee Breakout Sessions (cont'd) – Culture

Commissioners Attending:

Daniel Botkin, Center for the Study of the Environment
Bonnie Burnham, World Monuments Fund
Bruce Cole, National Endowment for the Humanities
John Francis, National Geographic Society
Karyn Frist, Nashville, Tennessee
Frank Hodsoll, Falls Church, Virginia
Murray Horwitz, American Film Institute
Melinda Kimble, United Nations Foundation, Better World Campaign
Adair Margo, President's Committee on the Arts and the Humanities
Debbie Norris, Heritage Preservation
Marc Scorca, Opera America
Martin Teasley, Eisenhower Foundation
Tim Whalen, Getty Conservation Institute

Presenters and Speakers:

John Fowler, Advisory Council on Historic Preservation

Public Attendees:

Gustavo Araoz, US/ICOMOS
Dick Arndt, Americans for UNESCO
Carol Balassa, Vanderbilt University, Curb Center for Art, Enterprise and Public Policy
Dennis Downer, Federal Management Systems
Christine Kalke, National Endowment for the Humanities
Rochelle Roca Hachem, Private Citizen
Patrice Lyons, Americans for UNESCO
Richard Nobbe, Americans for UNESCO
Raymond Wanner, UN Foundation

Staff:

Kenneth Kolson, IO/UNESCO

The session began with a brief recap of the previous day's discussions and then the chair, Mr. Hodsoll, introduced John Fowler who presented on the Preserve America Initiative.

Preserve America Presentation

Mr. John Fowler said that the Preserve America Initiative was the first government-wide, White House led initiative to preserve American properties. It was launched by the First Lady in 2003. The President issued an Executive Order promoting historic preservation and using those properties to promote public understanding, history, economic development, and heritage tourism. The Preserve America Initiative has a grants

component, a recognition component called Preserve America Communities program, and an annual presidential preserve America award for outstanding achievement in the preservation of heritage tourism. In the fall of 2006, Preserve America celebrated the 40th anniversary of the National Historic Preservation Act.

There was then a discussion session to finalize the recommendations developed from the Culture breakout session.

RECOMMENDATIONS

Recommendation 1

World Heritage Tentative List:

1. The U.S. National Commission for UNESCO should establish an Advisory Group to be convened under the auspices of the Commission to advise the Secretary of Interior and the Secretary of State on the new tentative list and future process of World Heritage nominations.
2. The primary task will be to ensure professional and general commentary on the selection of sites for the new Tentative List and the mix of tentative sites in relation to existing World Heritage sites.
3. The U.S. Government should facilitate the participation of U.S. cities and historic districts, and cultural/natural landscapes in the World Heritage Program, including amendments to existing U.S. law that requires unanimous consent of all property owners for inclusion in the World Heritage Tentative List.
4. The U.S. Government should in future allow replacement applications to the U.S. World Heritage Tentative List as sites are nominated and forwarded to UNESCO for World Heritage consideration.

Recommendation 2

Culture, Cultural Diversity, and Sustainable Development:

1. Although opposed to UNESCO's Convention on the Protection and Promotion of the Diversity of Cultural Expression (also known as the "Cultural Diversity Convention"), the Culture Committee recommends that the U.S. government support activities that emphasize the rich cultural diversity that springs naturally from individuals, communities, and regions and that links all nations to one another. The U.S. Government, through UNESCO, should promote the tolerance and celebration of cultural diversity.
2. The U.S. Mission to UNESCO should showcase culturally diverse expressions and their resulting economic benefits.
3. The U.S. Government should undertake such activities as (a) supporting seminars and gatherings as a part of larger UNESCO meetings that underscore the relationship between cultural diversity and economic and community

development without government or international normative mandates; and (b) encouraging the establishment of a well publicized, easily accessible website that showcases the relationship between cultural diversity and economic and community development.

4. The U.S. should emphasize and promote partnerships and other capacity building opportunities that support cultural diversity in for-profit and not-for-profit activities, including the creative industries, with best practices collected and recognized by UNESCO. This effort should include cultural expressions that do not benefit from widespread commercial marketing.

Recommendation 3

Exchange and Dialogue:

1. The U.S. Government should expand U.S. public diplomacy at UNESCO. The U.S. Government should advocate that a larger portion of UNESCO's budget in all sectors be devoted to intercultural work and that UNESCO should make intercultural exchange and dialogue a higher priority.
2. The U.S. Government should urge that the 2009 or 2011 UNESCO General Conference be held in a predominantly Muslim country (within budget constraints).
3. The United States Government should continue to increase support and reduce barriers (e.g., visa processing) to student, artist, and professional exchange. It should, in particular, encourage greater numbers of Americans to study abroad.
4. The United States Government should work with all relevant parties to increase support for actions that protect scholars, artists, and other professionals who are at risk for political reasons.

Recommendation 4

Sustainable Tourism:

The U.S. Government should encourage sustainable tourism by increasing resources, for international exchanges of and between conservation and economic development experts. Such support will build capacity for the sustainable management of cultural and natural sites to ensure a balance between conservation and development objectives.

Recommendation 5

Preserve America Summit:

1. The Culture Committee recommended that the U.S. Government, bolster its role in intergovernmental organizations dealing with heritage.
2. The U.S. Government should, in its UNESCO activities, consider seriously the recommendations of the Preserve America "Participating in the Global

Preservation Community” panel, including in particular priority for the ratification of the 1954 Hague Convention and protocols.

Recommendation 6

Intangible Heritage Convention:

1. The U.S. Government should continue its examination of the Intangible Heritage Convention and implementation.
2. Given the work already underway on the Intangible Heritage Convention, the Culture Committee recommended a working group to track the process and make appropriate recommendations.

Recommendation 7

World Heritage Center:

The Culture Committee recommended that the U.S. Government support interdisciplinary implementation of the World Heritage Convention as a priority in considering UNESCO proposals to restructure the Cultural Sector. In this context, the Culture Committee opposed reorganization of the World Heritage Centre within the Cultural Sector.

Public Input

At this point, the Chair made the meeting open to the public for comments and received comments from Mr. Gustavo Araoz, U.S. International Council on Monuments and Sites (US/ICOMOS). He spoke about US/ICOMOS advisory group that is working on the protection of sites and said once the original guidelines are accepted there are going to be overlapping responsibility of the protection of sites. He reminded the group about coordination of multilateral cultural policy of the U.S. in UNESCO vis-à-vis the policy in the Organization of American States (OAS).

Ms. Carol Balassa, Vanderbilt University, Curb Center for Art, Enterprise and Public Policy also commented on the frustration encountered in negotiations with countries wanting to make their cultures known. She said that it was a marketing and a distribution issue and delegations always say they can make movies, they have plenty of creative talents but they are unable to market them and, they are experiencing an inundation of their motion picture industry by Hollywood. She suggested that these frustrations could be addressed through a training program to get to local and regional distribution.

The session was adjourned at 12:10 p.m.

9 a.m. – Committee Breakout Sessions (cont'd) – Communication and Information

Commissioners Attending:

Mark Bench, World Press Freedom Committee
Andrew Davis, American Press Institute
Jackie Hawkins, Austin, Texas
Robert Martin, Corinth, Texas
Marguerite Sullivan, National Endowment for Democracy
Jennifer Windsor, Freedom House

Public Attendees:

George Mitchell, Federal Management Systems

Staff:

Caitlin Bergin, IO/UNESCO

Mr. Mark Bench chaired the Communication and Information breakout session. There was a short recap of the previous day's discussions.

There was an acknowledgement that no members of the general public other than the note-taker attended this breakout session. Commissioners spent most of their time working through recommendations that were presented later at the final plenary session. There was discussion regarding the murders of journalists in places like Columbia, Russia and Iraq. There is a great deal of self censorship within Russia and anti-American propoganda that is forced through the media by the owners of the major publications. Some felt that press freedoms in all of Eastern Europe are actually worse now than during Communism as a result of corruption.

Discussion

There was an discussion regarding journalism skills and how they are imparted to others; and how the profitability of the news organizations can affect how much freedom the press can have for a specific publication. First step is for local media to have economic viability and this comes from training as well. The role of the sales process and foreign investment is the key in these instances. Without economic viability then a free and open press cannot exist.

UNESCO's role, however, may not be to foster the idea of solely private sector investment. Their role might mean taking a more holistic approach to the press. In many places in Europe, it might be a combination of public/private ownership. Americans must get used to the fact that this will be the case.

1. *IPDC grants are accountable.* What the Commissioners should be telling UNESCO is to ensure transparency. There should be more exploration into public/private partnerships to help ensure press freedom.

2. *Cross sector issue* – Commissioners should be able to cross lines and talk to those in other areas. Those working in communications should be able to speak more freely to those in education, engineering etc. There could perhaps be a rescheduling of the meetings so that Commissioners can attend more than one sectors' meeting.
3. *The differences between Europe and the U.S .regarding hate speech and how it is tackled* – In certain European countries there are hate speech laws versus in the U.S. where the First Amendment protects free speech. There was discussion regarding the situation in Denmark regarding the cartoon last year. The consensus was that there are unique problems in the U.S. versus the rest of the world. There are few UN States that have the same views on freedom of speech. A strong stand by the U.S. on the issue of free speech will sometimes lose support of other UN nations on other issues.
4. *Blasphemy* – Dove-tailing on the hate speech topic, a Council of Clerics from all religions met at UNESCO to advise on what is considered offensive. Iran is not a member of the group, but Russia carried the issue for them. Blasphemy is a cross sector issue. The members of Freedom House encouraged NGOs to make comments on the issue of blasphemy. The key as always is to get more stakeholders involved in the process so that a true consensus can be reached.
5. The World Trade Organization (WTO) does not control the transfer of cultural items. Therefore, countries can claim anything as culture and then try to block these items. This poses a problem for issues involving programs like the World Digital Library and also the protection of artifacts that might offend others.
6. *UNESCO Cultural Sector* -- Best practices for cultural diversity through language. An analogy of the aviation sector where English is the official language in all air traffic control. A decision needs to be made that although there needs to be a universal way to communicate, pushing English on the other cultures is not the answer and encouraging the learning of other languages by native English speakers is important.
7. *World Press Freedom Committee* -- UNESCO will be rolling out a journalism curriculum in Singapore but the commissioners were in agreement that this should be considered a draft and not a final version as there was little consultation in the ramp up stages that led to this final document. It was included in the final recommendations that this should be a draft, subject to final revision. The UNESCO process is often top down rather than bottom up and it sometimes leads to situation such as this. Commissioners will urge UNESCO to broaden its scope of media training to include cross media platforms to increase business model scope.
8. *World Digital Library* -- This should tie into the notion of a free press.

The balance of the discussion focused on editing and wording of the power-point slides themselves and the final product.

The session adjourned at 12:00 p.m.

1:45 p.m. – Concluding Plenary

IV. Final Recommendations

A. Education Committee

Dr. John J. DeGioia, Chair, presented the final recommendations on behalf of the Education Committee.

The Education Committee focused on three issues: Literacy, Education for All, and Work Force Development. Its recommendations follow.

The Education Committee expressed its gratitude for excellent presentations and advice from the following speakers:

Mr. Desmond Bermingham
Dr. Joe Carney
Dr. Ronald Jacobs
Dr. Phyllis Magrab
Ms. Benita Somerfield

Recommendation 1

- *Coordinating Strategies:* Recognizing there are multiple UNESCO in-country literacy programs and possible duplication and overlap, there is a need for clarification and coordination of multiple plans/frameworks that exist around the issue of literacy.

Recommendation 2

- Emphasize the importance for an analysis of the UNESCO Regional Literacy Conferences to ensure that there are measurable in-country outcomes.

Recommendation 3

- Emphasize need to focus on projected results before initiating new education programs/conferences as well as develop a mechanism for measuring follow-on impact of programs/conferences.

Recommendation 4

- *Education for Opportunity*: Ensure that country Education For All (EFA) plans recognize the importance of skills relating to economic self-sufficiency.

Recommendation 5

- Recognizing UNESCO's comparative advantage as a multidisciplinary organization, emphasize the importance of developing cross-sector initiatives in education, particularly relating to access to information resources including online resources and books.

B. Natural Sciences and Engineering Committee

Dr. Arden Bement, Vice-Chair, presented the final recommendations on behalf of the Natural Sciences and Engineering Committee as well as the joint recommendations of the Natural Sciences and Engineering and the Social and Human Sciences Committees.

The Natural Sciences and Engineering Committee expressed its gratitude for excellent presentations and advice from the following speakers:

Dr. Verne Schneider
Dr. Rana Fine
Mr. Russel Jones
Dr. Kathie Olsen

Recommendation 1

- Accept the International Hydrological Program National Committee's proposed strategy for engaging with UNESCO on the IHP VII Draft plan and the IHP Centers.

Overview of strategies was as follows:

Strategy for Engaging in VII Draft Plan

- Three focus areas: *advocacy, research and capacity building.*
- Three thematic areas: *safe drinking water; global climate change; & water hazards.*
- Support existing programs.

- IHP National Committee will seek baseline resources ~ \$100-500K/yr in FY09.

Strategy for UNESCO Centers

- Encourage USG support for establishment of an international program for mid-career water managers in developing nations through UNESCO Institute for Water Education (IHE-Delft).
- Evaluate existing proposals and nominate US-based Category II Center(s) for approval in 2009.
- Develop procedures for subsequent nominations of additional Category II Centers, and thematic focus.
- Develop support (e.g., \$) for UNESCO Category II Centers.

Recommendation 2

- Accept the U.S. National Committee for the Intergovernmental Oceanographic Commission's statement of concerns and recommendations on:
 - Relationship between IOC programs and budgets.
 - Sustainability of IOC programs in the long-term.
 - Relationships of IOC to other programs.
 - Management challenges.

Overview of statements are as follows:

- Relationship between programs and budgets
 - *Concern:* 2005 Annual Report provides little correlation between the budget and the IOC Mandate and Action Plans.
 - *Suggestion:* Compose a matrix to show the relationship of the budget and the mandate.
- Sustainability of programs in the long-term
 - *Concern:* Is there adequate support for permanent staff to sustain core and extra-budgetary activities?
 - *Suggestion:* Prioritize existing programs and focus resources on topics of broad relevance to member states; retain flexibility for key new opportunities
- Relationship of the IOC to other programs
 - *Concerns:* The oceans community has difficulty sustaining support; coordination among committees and sub-committees is inadequate. There is no UN unit with responsibility for "The Ocean."

- *Suggestion:* Develop oceans community forum for the coordination and support of ocean related scientific efforts.
- Management challenges
 - Concern: IOC's flexible nature is an "opportunity cost" and provides a distraction to maintaining priorities.
 - *Suggestion: IOC should develop its own strategy to ensure that its goals relate to UNESCO's stated mission and vision, project timelines, and milestones.*

Recommendation 3

- The U. S. should encourage prompt implementation of the 2005 UNESCO decision 171 EX/SR.10 entitled "Cross-sectoral activities in technical capacity building."

Note: UNESCO thesaurus defines Capacity building as "the enhancement of capabilities of *people and institutions* to improve their competence and problem-solving capacities in a sustainable manner."

C. Joint Committee of Natural Sciences and Engineering / Social and Human Sciences

Recommendation 1

The U. S. National Commission should:

- Support the work of the Overall Sciences Review Committee and endorse its draft Report.
- Emphasize capacity building (as referenced in Recommendation 3).
- Urge development of an implementation plan with a timetable.

Recommendation 2

The U. S. National Commission should forward recommendations that:

- Strongly support interdisciplinary coordination of all science programs.
- Promote cross-sectoral coordination for science education to improve capacity building.
- Encourage UNESCO to conduct periodic independent, external, objective program reviews to ensure accountability and maximum impact.
- Affirm that evidence-based research is the foundation for work in the natural and the social and human sciences sectors.

- Urge that the recommendations of the US National Commission are integrated in 34 C/4 and 34 C/5.

D. Social and Human Sciences Committee

James P. Kelly III, Chair, presented the final recommendations on behalf of the Social and Human Sciences Committee.

Recommendation 1

- UNESCO Social and Human Sciences sector should foster international public and expert dialogue on the ethics of science and technology.

Recommendation 2

- The human rights initiatives of the UNESCO Social and Human Sciences sector should facilitate cross-sectoral capacity building and be anchored in international human rights law.

E. Culture Committee

Mr. Frank Hodsoll, Vice-Chair, presented the final recommendations on behalf of this Culture Committee.

The Culture Committee expressed its gratitude for excellent presentations and advice from the following speakers:

Mr. Steve Morris
Dr. Jonathan Katz
Dr. Raymond Wanner
Mr. Jonathan Tourtellot
Mr. John Fowler
Mr. Dick Arndt

Recommendation 1a

World Heritage Tentative List

- The U.S. National Commission for UNESCO should establish an Advisory Group to be convened under the auspices of the Commission to advise the Secretary of Interior and the Secretary of State on the new tentative or candidate list and future process of World Heritage nominations.

Recommendation 1b

World Heritage Tentative List

- The primary task will be to ensure professional and general commentary on the selection of sites for the new Tentative List and the mix of tentative sites in relation to existing World Heritage sites.

Recommendation 1c

World Heritage Tentative List

- The U.S. Government should facilitate the participation of U.S. cities and historic districts, and cultural/natural landscapes in the World Heritage Program, including amendments to existing U.S. law that requires unanimous consent of all property owners for inclusion in the World Heritage Tentative List.

Recommendation 1d

World Heritage Tentative List

- The U.S. Government should in future allow replacement applications to the U.S. World Heritage Tentative List as sites are nominated and forwarded to UNESCO for World Heritage consideration.

Recommendation 2a

Culture, Cultural Diversity, and Sustainable Development

- Although opposed to UNESCO's Convention on the Protection and Promotion of the Diversity of Cultural Expression (also known as the "Cultural Diversity Convention"), the Culture Committee recommended that the U.S. government support activities that emphasize the rich cultural diversity that springs naturally from individuals, communities, and regions and that links all nations to one another. The U.S. Government through UNESCO should promote the tolerance and celebration of cultural diversity.

Recommendation 2b

Culture, Cultural Diversity, and Sustainable Development

- The U.S. Mission to UNESCO should showcase culturally diverse expressions and their resulting economic benefits.

Recommendation 2c

Culture, Cultural Diversity, and Sustainable Development

- The U.S. Government should undertake such activities as (a) supporting seminars and gatherings as a part of larger UNESCO meetings that underscore the relationship between cultural diversity and economic and community development without government or international normative mandates; and (b) encouraging the establishment of a well publicized, easily accessible website that showcases the relationship between cultural diversity and economic and community development.

Recommendation 2d

Culture, Cultural Diversity, and Sustainable Development

- The U.S. should emphasize and promote partnerships and other capacity building opportunities that support cultural diversity in for-profit and not-for-profit activities, including the creative industries, with best practices collected and recognized by UNESCO. This effort should include cultural expressions that do not benefit from widespread commercial marketing.

Recommendation 3a

Exchange and Dialogue

- The U.S. Government should expand U.S. public diplomacy at UNESCO. The U.S. Government should advocate that a larger portion of UNESCO's budget in all sectors be devoted to intercultural work and that UNESCO should make intercultural exchange and dialogue a higher priority.

Recommendation 3b

Exchange and Dialogue

- The U.S. Government should urge that the 2009 or 2011 UNESCO General Conference be held in a predominantly Muslim country (within budget constraints).

Recommendation 3c

Exchange and Dialogue

- The U.S. Government should continue to increase support and reduce barriers (e.g., visa processing) to student, artist, and professional exchange. It should, in particular, encourage greater numbers of Americans to study abroad.

Recommendation 3d

Exchange and Dialogue

- The U.S. Government should work with all relevant parties to increase support for actions that protect scholars, artists, and other professionals who are at risk for political reasons.

Recommendation 4

Sustainable Tourism

- The U.S. Government should encourage sustainable tourism by increasing resources, for international exchanges of and between conservation and economic development experts. Such support will build capacity for the sustainable management of cultural and natural sites to ensure a balance between conservation and development objectives.

Recommendation 5a

Preserve America Summit

- The Culture Committee recommended that the U.S. Government; bolster its role in intergovernmental organizations dealing with heritage.

Recommendation 5b

Preserve America Summit

- The U.S. Government should, in its UNESCO activities, consider seriously the recommendations of the Preserve America “Participating in the Global Preservation Community” panel, including in particular priority for the ratification of the 1954 Hague Convention and protocols.

Recommendation 6a

Intangible Heritage Convention

- The U.S. Government should continue its examination of the Intangible Heritage Convention and implementation.

Recommendation 6b

Intangible Heritage Convention

- Given the work already underway on the Intangible Heritage Convention, the Culture Committee recommended a working group to track the process and make appropriate recommendations.

Recommendation 7

World Heritage Center

- The Culture Committee recommended that the U.S. Government support interdisciplinary implementation of the World Heritage Convention as a priority in considering UNESCO proposals to restructure the Cultural Sector. In this context, the Culture Committee opposed reorganization of the World Heritage Center within the Cultural Sector.

F. Communication and Information Committee

Mr. Mark Bench, Chair, presented the final recommendations on behalf of the Communications and Information Committee.

The Communications and Information Committee expressed its gratitude for excellent presentations and advice from the following speakers:

Mr. Richard Beard
Ms. Joan Mower

Recommendation 1

- The Communications and Information Committee recommended that UNESCO and the International Program for the Development of Communication (IPDC) Council work together to prioritize how IPDC funding is used to encourage strategic and high impact goals region by region.

Recommendation 2

- The Communications and Information Committee recommended that UNESCO continue to focus on the importance of media literacy in the developed world as well as in the developing world.

Recommendation 3

- The Communications and Information Committee encouraged UNESCO's Communication and Information Sector (CI) to continue to deepen its cross-sector cooperation within UNESCO, with particular emphasis on intercultural dialogue, cultural diversity, the World Digital Library, and Information and Communication Technologies (ICTs) used in education and science.

Recommendation 4

- The Communications and Information Committee recommended that UNESCO's

new journalism curriculum that will be introduced in June 2007 be presented as a draft only, which will be subjected to wide comment and revision, including by National Commissions.

Recommendation 5

- The Communications and Information Committee urged UNESCO to broaden its scope of media training beyond journalism skills. The Communications and Information Committee encouraged UNESCO to take a more holistic approach to foster free and independent media that would encompass economic sustainability and media literacy and would strengthen an enabling legal environment.

Recommendation 6

- The Communications and Information Committee advocated continued support for a pluralistic World Digital Library, which encourage the free flow and exchange of information, preserves cultural heritage, fosters capacity building in the developing world and promotes linguistic diversity on the Internet.

Recommendation 7

- The Communications and Information Committee recommended continued monitoring and support of UNESCO's facilitation of the six World Summit on the Information Society (WSIS) action lines, with a continued emphasis on the free flow and exchange of information.

Recommendation 8

- The Communications and Information Committee urged UNESCO to continue to engage constructively in dialogue at the Internet Governance Forum (IGF) as an advocate of freedom of expression.

Recommendation 9

- The Communications and Information Committee supported the U.S. Government's position of \$610 million zero-nominal-growth budget.

Commissioner Question and Answer Session

Ms. Susanna Connaughton opened up the meeting to questions and comments from the Commissioners.

Commissioner Robert Martin commented that all of the recommendations presented included something about cross sector, working cross sectorally, and cross sector

collaboration within UNESCO. He suggested that the Commission should provide better opportunities for cross sectoral discussion especially on topics that were cross sectoral like the World Digital Library and Cultural Development Dialogue.

Commissioner Marguerite Sullivan of the National Endowment for Democracy asked about the roles of the Interior Department, National Park Service (NPS) and that of the National Commission in relation to the World Heritage Tentative List. Frank Hodsoll responded that it was dual role and there was legislation that put the Department of Interior (DOI) in charge of the World Heritage List. He further explained that the DOI is in charge of the World Heritage List in consultation with the Department of State (DOS) because both departments share the responsibilities. Ms. Susanna Connaughton added that the combined Subcommittee works with the NPS, National Commission and experts at the NPS. She further commented that the Subcommittee makes recommendations to the Commission, which then go to the Secretary of State who in turn communicates and interfaces with the Secretary of Interior before sending the recommendations to UNESCO.

Gerry Anderson of the State Department asked if multiple programs needing coordination would be coordinated at the country, regional or headquarters level. Dr. John J. DeGioia responded that the first recommendation of the Education Committee reflected a sense of frustration and a deeper understanding of the huge depth and breath of the efforts already underway and that greater coordination will enable more significant impact to take place. He said that the Education Committee went through several drafts of the first recommendation that was focused on identifying countries committed to the fast track initiative as a way of implementing Education For All, and that at the same time might have demonstrated commitment to other literacy projects. He added that they determined while Education For All is a great umbrella to include literacy, it is not always given the priority that is needed. Dr. DeGioia further explained that the conversation has been focused at the country level since it was felt that they should work with countries that have demonstrated multiple approaches.

Susanna Connaughton commented that it was important to note that many of the recommendations have a cross sectoral aspect – a characteristic that the Office of UNESCO Affairs and the UNESCO Secretariat are working to promote. She said that some National Commission Subcommittees reflect cross sector collaboration, for example, the World Digital Library and the World Heritage Subcommittees consists of members from different Committees. She noted that the Commission would take extra care to keep an eye on the cross sector aspect throughout the year for other Subcommittees that are considered, and that it was also a good idea to consider cross sector collaboration when planning the structure of the next year's meeting.

Ms. Susanna Connaughton then opened the floor for questions from the public.

Public Comment

Sidney Passman, Americans for UNESCO, questioned whether the Commission had enough information to make recommendations about UNESCO's budget size. He said that he hoped the National Commission would discuss this issue at some length because judging from his attendance in the Science Committee breakout session, some feel additional resources are required in certain areas in order to do all of the good things that the U.S. wants to come out of UNESCO. Passman suggested that the UNESCO Director General should request a larger budget because of the constraints a 610 million dollar budget seems to create.

Frank Method, Americans for UNESCO, commented that the recommendations from the Education Committee were fine and that the discussions in the sessions went very well. He added that there were some limitations due to the fact that there was not enough time to discuss all the other dimensions of education. He encouraged the Commission to include with the recommendations a statement endorsing the main goals of UNESCO requiring leadership and international education. He suggested that the following three things should be encouraged to achieve the objectives:

1. Discussion focused on UNESCO's role in international technical assistance, particularly with regards to less developed countries.
2. Encourage the interest in basic education and the rest of the education agenda, including higher education, defensive intellectual freedom and other areas of international cooperation of education such as educational statistics.
3. UNESCO playing a role in fast track initiative and other international agendas for education. The essential role of UNESO should be at the country level. The U.S. has a great deal of interest in ensuring that countries are empowered and that the education reform process is more broad based with political space for civil society and non-government communities as possible. The meeting should affirm UNESCO's role in opening the political space and facilitating that dialogue.

Commission Finalizing Recommendations to the U.S. Government

There were no changes to the proposed recommendations; hence, the Commission adopted all recommendations as previously proposed by the Committees.

The U.S. National Commission for UNESCO 2007 Annual Meeting was then adjourned at 4:00 p.m.

V. List of Attendees

The following individuals attended all or part of the 2007 U.S. National Commission for UNESCO Annual Meeting:

Commissioners Attending:

Kathie Bailey-Mathae, National Academy of Science
Ford Bell, American Association of Museums
Arden Bement, National Science Foundation
Mark Bench, World Press Freedom Committee
James Billington, Librarian of Congress
Peggy Blumenthal, Institute of International Education
Ronald Bogle, American Architectural Foundation
Daniel Botkin, Center for the Study of the Environment
Kitty Boyle, Association of Community College Trustees
Christie Brandau, State Librarian, State of Kansas
Bonnie Burnham, World Monuments Fund
Nigel de S. Cameron, Institute on Biotechnology and the Human Future
Michael Casserly, Council for Great City Schools
Bruce Cole, National Endowment for the Humanities
Robert Wayne Cooper, Camdenton, Missouri
Andrew Davis, American Press Institute
Lance Davis, National Academy of Engineering
John De Gioia, Georgetown University
Amy Flatten, American Physical Society
John Francis, National Geographic Society
Karyn Frist, Nashville, Tennessee
Sandra Gibson, Association of Performing Arts Presenters
Robin Gilchrist, U.S. Department of Education
Madeleine Green, American Council on Education
Jackie Hawkins, Austin, Texas
Frank Hodsoll, Falls Church, Virginia
Murray Horwitz, American Film Institute
Victoria Hughes, Bill of Rights Foundation
Russel Jones, American Society of Civil Engineers
Steven Jordan, U.S. Chamber of Commerce
Jonathan Katz, National Assembly of State Art Agencies
Christopher Keane, American Geological Institute
James Kelly III, The Federalist Society for Law and Public Policy Studies
Melinda Kimble, United Nations Foundation, Better World Campaign
Richard Kurin, Falls Church, Virginia
James Luyten, Woods Hole Oceanographic Institute
Darrell Luzzo, Junior Achievement
Adair Margo, President's Committee on the Arts and the Humanities
Robert Martin, Corinth, Texas
Kathy Mellor, South Kingston, Rhode Island
Fary Moini, Rotary International
Debbie Norris, Heritage Preservation
Marc Scorca, Opera America
Jan Smith, Heritage Foundation

Benita Somerfield, The Barbara Bush Foundation for Family Literacy
John Steadman, Institute of Electrical and Electronics Engineers
Marguerite Sullivan, National Endowment for Democracy
Martin Teasley, Eisenhower Foundation
Joseph Torgesen, Florida State University
Vaughan Turekian, American Association for the Advancement of Science
Andre Varchaver, Americans for UNESCO
Diana Wall, Fort Collins, Colorado
Tom Wang, American Association for the Advancement of Science
Tim Whalen, Getty Conservation Institute
Robert Wilburn, Gettysburg National Battlefield Museum Foundation
Jennifer Windsor, Freedom House
Pauline Yu, American Council of Learned Societies

Presenters and Speakers:

Gerald Anderson, U.S. Department of State
Marcio Barbosa, UNESCO
Richard Beard, U.S. Department of State
Desmond Bermingham, Fast Track Initiative, World Bank
Joseph Carney, USAID
John Danilovich, Millennium Challenge Corporation
Rana Fine, University of Miami/ U.S. National Committee for the IOC
John Fowler, Advisory Council on Historic Preservation
Ronald Jacobs, Ohio State University
Richard Meganck, UNESCO-IHE
Phyllis Magrab, Georgetown University
Stephen Morris, National Park Service
Joan Mower, State Department/Broadcasting Board of Governors
John Negroponete, U.S. Department of State
Louise Oliver, U.S. Mission to UNESCO
Kathie Olsen, National Science Foundation
Verne Schneider, U.S. Geological Survey
Kristen Silverberg, U.S. Department of State
Vanessa Tobin, UNICEF
Jonathan Tourtellot, National Geographic Society
Konrad Von Ritter, World Bank
Raymond Wanner, UN Foundation

Public Attendees:

Dolores Adams, Federal Management Systems
Gustavo Araoz, US/ICOMOS
Dick Arndt, Americans for UNESCO
Carol Balassa, Vanderbilt University, Curb Center for Arts, Enterprise and Public Policy
Noah J. Brown, Association of Community Colleges Trustees

Marianne Craven, U.S. Department of State
John Daly, Americans for UNESCO
Christie Darling, Georgetown University
Guy Djoken, Frederick Center for Peace
Dennis Downer, Federal Management Systems
John Fowler, Advanced Council on Hist. Pres.
Tom Gilbert, U.S. Biospheres Reserves Association
Derek Gill, Federal Management Systems
Rose Gombay, National Science Foundation
Helene-Marie Gosselin, UNESCO
Jeri Guthrie-Corn, U.S. Department of State
Rochelle Roca Hachem, Private Citizen
Jim Hermes, American Association of Community Colleges
Ann Hingston, National Endowment for the Arts
Shelley Holder, Federal Management Systems
Ellen Holtzman, Henry Luce Foundation
Christine Kalke, National Endowment for the Humanities
James Kulikowski, UNESCO
Patrice Lyons, Americans for UNESCO
Frank Method, Americans for UNESCO
George Mitchell, Federal Management Systems
Richard Nobbe, Americans for UNESCO
Sidney Passman, Americans for UNESCO
Lawrence Patrick, citizen
Bob Pietronisky, USACE IWR
Kelvin Pilz, USAID
Geoffrey Prentice, National Science Foundation
Jonathan Putnam, National Park Service
Jessica Raper, Georgetown University
Larry Reger, Heritage Preservation
Stephanie Robson, U.S. Department of Education
Michael Southwick, Americans for UNESCO
Emily Vargas-Baron, Americans for UNESCO
Gene Whitney, White House OSTP
Donna Wilson, Library of Congress
Katherine Wood, Private Citizen (former State Department Foreign Service Officer)
Beverly Zweiben, Americans for UNESCO

Staff:

Caitlin Bergin, U.S. Mission to UNESCO
Susanna Connaughton, IO/UNESCO
Paul Denig, U.S. Department of State
James Dufty, IO/UNESCO
Martin Gurch, U.S. Department of State
Sabina Hobbs, U.S. Department of State

Chuck Kinn, IO/UNESCO
Kenneth Kolson, IO/UNESCO
Michael Lewis, U.S. Department of State
Marketta Nelson, U.S. Department of State
David Ostroff, U.S. Mission for UNESCO
Mike Pasco, volunteer
Francine Randolph, IO/UNESCO
Nora Shafakian, IO/UNESCO
Emily Spencer, IO/UNESCO
David Sullivan, U.S. Department of State
Alex Zemek, IO/UNESCO

FINAL RECOMMENDATIONS POWERPOINT



Education Committee *Recommendation 1*

- **Coordinating Strategies:** Recognizing there are multiple UNESCO in-country literacy programs and possible duplication and overlap, there is a need for clarification and coordination of multiple plans/frameworks that exist around the issue of literacy.



Education Committee *Recommendation 2*

- **Emphasize the importance** that there be an analysis of the UNESCO regional literacy conferences to ensure that there are measurable in-country outcomes.



Education Committee *Recommendation 3*

- Emphasize need to focus on projected results before initiating new education programs/conferences as well as develop a mechanism for measuring follow-on impact of programs/conferences.



Education Committee *Recommendation 4*

- Education for Opportunity: Ensure that country EFA plans recognize the importance of skills relating to economic self sufficiency



Education Committee *Recommendation 5*

- Recognizing UNESCO's comparative advantage as a multidisciplinary organization, emphasize the importance of developing cross-sector initiatives in education, particularly relating to access to information resources including online resources and books.



Natural Sciences and Engineering Committee *Recommendation 1*

- Accept the proposed strategies designed by the U.S. National Committee for the International Hydrological Program (IHP) for engaging with UNESCO on the IHP VII Draft plan and the IHP Centers.
(overview of strategies follows)



Natural Sciences and Engineering Committee

Recommendation 1 – appendix A

Strategy for engaging with UNESCO on the IHP VII Draft Plan

- Three focus areas: *advocacy; research and capacity building*
- Three thematic areas: *safe drinking water; global climate change; & water hazards*
- Support existing programs
- IHP National Committee will seek baseline resources ~ \$100-500K/yr in FY09

Natural Sciences and Engineering Committee

Recommendation 1 – appendix B

Strategy for engaging with UNESCO on IHP Centers

- Encourage USG support for establishment of an international program for mid-career water managers in developing nations through UNESCO Institute for Water Education (IHE-Delft).
- Evaluate existing proposals and nominate US-based Category II Center(s) for approval in 2009
- Develop procedures for subsequent nominations of additional Category II Centers, and thematic focus
- Develop support (e.g., \$) for UNESCO Category II Centers

Natural Sciences and Engineering Committee *Recommendation 2*

- Accept the U. S. National Committee for the Intergovernmental Oceanographic Commission's statement of concerns and recommendations on:
 - Relationship between IOC programs and budgets
 - Sustainability of IOC programs in the long-term
 - Relationships of IOC to other programs
 - Management challenges(overview of statement follows)



Natural Sciences and Engineering Committee *Recommendation 2 – appendix A* *Overview of Concerns and Suggestions* *relating to the Intergovernmental* *Oceanographic Commission*

- Relationship between programs and budgets:
 - Concern: 2005 Annual Report provides little correlation between the budget and the IOC Mandate and Action Plans
 - *Suggestion: Compose a matrix to show the relationship of the budget and the mandate.*

Natural Sciences and Engineering Committee
Recommendation 2 – appendix B
Overview of Concerns and Suggestions
relating to the Intergovernmental
Oceanographic Commission

- Sustainability of programs in the long-term:
 - Concern: Is there adequate support for permanent staff to sustain core and extra-budgetary activities?
 - *Suggestion: Prioritize existing programs and focus resources on topics of broad relevance to member states; retain flexibility for key new opportunities*

Natural Sciences and Engineering Committee
Recommendation 2 – appendix C
Overview of Concerns and Suggestions
relating to the Intergovernmental
Oceanographic Commission

- Relationship of the IOC to other programs:
 - Concerns: The oceans community has difficulty sustaining support; coordination among committees and sub-committees is inadequate. There is no UN unit with responsibility for “The Ocean”.
 - *Suggestion: Develop oceans community forum for the coordination and support of ocean related scientific efforts.*

Natural Sciences and Engineering Committee
Recommendation 2 – appendix D
Overview of Concerns and Suggestions
relating to the Intergovernmental
Oceanographic Commission

- Management challenges:
 - Concern: IOC’s flexible nature is an “opportunity cost” and provides a distraction to maintaining priorities.
 - *Suggestion: IOC should develop its own strategy to ensure that its goals relate to UNESCO’s stated mission and vision, project timelines, and milestones.*

Natural Sciences and Engineering Committee
Recommendation 3

- The U. S. should encourage prompt implementation of the 2005 UNESCO decision 171 EX/SR.10 entitled “Cross-sectoral activities in technical capacity building”.

Note: UNESCO thesaurus -

Capacity building is “the enhancement of capabilities of *people and institutions* to improve their competence and problem-solving capacities in a sustainable manner.”



Natural Sciences and Engineering and
Social and Human Sciences Committees

Joint Recommendation 1

The U. S. National Commission should:

- Support the work of the Overall Review of Programs II+III “Sciences Review” Committee and endorse its draft Report,
- Emphasize capacity building (as referenced in Natural Sciences and Engineering Committee Recommendation 3), and
- Urge development of an implementation plan with a timetable.



Natural Sciences and Engineering and
Social and Human Sciences Committees

Joint Recommendation 2

The U. S. National Commission should forward recommendations that:

- Strongly support interdisciplinary coordination of all science programs,
- Promote cross-sectoral coordination for science education to improve capacity building,



Natural Sciences and Engineering and
Social and Human Sciences Committees

Joint Recommendation 2 (continued)

The U. S. National Commission should
forward recommendations that:

- Encourage UNESCO to conduct periodic independent, external, objective program reviews to ensure accountability and maximum impact,
- Affirm that evidence-based research is the foundation for work in the natural and the social and human sciences sectors,



Natural Sciences and Engineering and
Social and Human Sciences Committees

Joint Recommendation 2 (continued)

The U. S. National Commission should
forward recommendations that:

- Urge that the recommendations of the U.S. National Commission are integrated in 34 C/4 and 34 C/5.



Social and Human Sciences Committee *Recommendation 1*

- UNESCO's Social and Human Sciences sector should foster international public and expert dialogue on the ethics of science and technology.



Social and Human Sciences Committee *Recommendation 2*

- The human rights initiatives of the UNESCO Social and Human Sciences sector should facilitate cross-sectoral capacity building and be anchored in international human rights law.



Culture Committee

Recommendation 1a

World Heritage Tentative List

- The U.S. National Commission for UNESCO should establish an Advisory Group to be convened under the auspices of the Commission to advise the Secretary of Interior and the Secretary of State on the new tentative (i.e.:candidate list) and future process of World Heritage nominations.



Culture Committee

Recommendation 1b

World Heritage Tentative List

- The primary task of the Advisory Group will be to ensure professional and general commentary on the selection of sites for the new Tentative List and the mix of tentative sites in relation to existing World Heritage sites.



Culture Committee

Recommendation 1c

World Heritage Tentative List

- The U.S. Government should facilitate the participation of U.S. cities and historic districts, and cultural/natural landscapes in the World Heritage Program, including amendments to existing U.S. law that requires unanimous consent of all property owners for inclusion in the World Heritage Tentative List.



Culture Committee

Recommendation 1d

World Heritage Tentative List

- The U.S. Government should in future allow replacement applications to the U.S. World Heritage Tentative List as sites are nominated and forwarded to UNESCO for World Heritage consideration.



Culture Committee
Recommendation 2a
Culture, Cultural Diversity, and
Sustainable Development

- Although opposed to UNESCO’s Convention on the Protection and Promotion of the Diversity of Cultural Expression (“Cultural Diversity Convention”), the Committee recommends that the U.S. government support activities that emphasize the rich cultural diversity that springs naturally from individuals, communities, and regions and that links all nations to one another. The U.S. Government through UNESCO should promote the tolerance and celebration of cultural diversity.



Culture Committee
Recommendation 2b
Culture, Cultural Diversity, and
Sustainable Development

- The U.S. Mission to UNESCO should showcase culturally diverse expressions and their resulting economic benefits.



Culture Committee
Recommendation 2c
Culture, Cultural Diversity,
and Sustainable Development

The U.S. Government should undertake activities such as:

- supporting seminars and gatherings as a part of larger UNESCO meetings that underscore the relationship between cultural diversity and economic and community development without government or international normative mandates
- encouraging the establishment of a well publicized, easily accessible website that showcases the relationship between cultural diversity and economic and community development



Culture Committee
Recommendation 2d
Culture, Cultural Diversity, and
Sustainable Development

- The U.S. should emphasize and promote partnerships and other capacity building opportunities that support cultural diversity in for-profit and not-for-profit activities, including the creative industries, with best practices collected and recognized by UNESCO. This effort should include cultural expressions that do not benefit from widespread commercial marketing.



Culture Committee
Recommendation 3a
Exchange and Dialogue

- The U.S. Government should expand U.S. public diplomacy at UNESCO. The U.S. Government should advocate that a larger portion of UNESCO's budget in all sectors be devoted to intercultural work and that UNESCO should make intercultural exchange and dialogue a higher priority.



Culture Committee
Recommendation 3b
Exchange and Dialogue

- The U.S. Government should urge that the 2009 or 2011 UNESCO General Conference be held in a predominantly Muslim country (provided that Conference costs remain within budget constraints).



Culture Committee
Recommendation 3c
Exchange and Dialogue

- The United States Government should continue to increase support and reduce barriers (e.g., visa processing) to further student, artist, and professional exchange. The U.S. Government should, in particular, encourage greater numbers of Americans to study abroad.



Culture Committee
Recommendation 3d
Exchange and Dialogue

- The United States Government should work with all relevant parties to increase support for actions that protect scholars, artists, and other professionals who are at risk for political reasons.



Culture Committee
Recommendation 4
Sustainable Tourism

- The U.S. Government should encourage sustainable tourism by increasing resources, for international exchanges of and between conservation and economic development experts. Such support will build capacity for the sustainable management of cultural and natural sites to ensure a balance between conservation and development objectives.



Culture Committee
Recommendation 5a
Preserve America Summit

- The Committee recommends the reestablishment of a U.S. Government international presence, bolster its role in intergovernmental organizations dealing with heritage.



Culture Committee
Recommendation 5b
Preserve America Summit

- The U.S. Government should, in its UNESCO activities, consider seriously the recommendations of the Preserve America “Participating in the Global Preservation Community” panel, including, in particular, priority for the ratification of the 1954 Hague Convention and protocols.



Culture Committee
Recommendation 6a

Intangible Heritage Convention

- The U.S. Government should continue its examination of the UNESCO Convention for the Safeguarding of Intangible Cultural Heritage and implementation.



Culture Committee
Recommendation 6b

Intangible Heritage Convention

- Given the work already underway on the implementation of the Convention for the Safeguarding of Intangible Cultural Heritage, the Committee recommends a working group to track the process and make appropriate recommendations.



Culture Committee
Recommendation 7
World Heritage Centre

- The U.S. Government should support interdisciplinary implementation of the World Heritage Convention as a priority in considering UNESCO proposals to restructure the Cultural Sector. In this context, we oppose reorganization of the World Heritage Centre within the Cultural Sector.



Communication and Information Committee

Recommendation 1

- UNESCO and the International Program for the Development of Communication (IPDC) Council should work together to prioritize how IPDC funding is used to encourage strategic and high impact goals region by region.



Communication and Information Committee

Recommendation 2

- UNESCO should continue to focus on the importance of media literacy in the developed world as well as in the developing world.



Communication and Information Committee

Recommendation 3

- Encourage UNESCO's Communication and Information Sector (CI) to continue to deepen its cross-sector cooperation within UNESCO, with particular emphasis on intercultural dialogue, cultural diversity, the World Digital Library and Information and Communication Technologies (ICTs) used in education and science.



Communication and Information Committee

Recommendation 4

- Ensure UNESCO's new journalism curriculum that will be introduced in June 2007 be presented as a draft only, which will be subjected to wide comment and revision, including by National Commissions.



Communication and Information Committee

Recommendation 5

- Urge UNESCO to broaden its scope of media training beyond journalism skills. Encourage UNESCO to take a more holistic approach to foster free and independent media that would encompass economic sustainability and media literacy and would strengthen an enabling legal environment.



Communication and Information Committee

Recommendation 6

- Advocate continued support for a pluralistic World Digital Library, which encourages the free flow and exchange of information, preserves cultural heritage, fosters capacity building in the developing world and promotes linguistic diversity on the Internet.



Communication and Information Committee

Recommendation 7

- Continue to monitor and support UNESCO's facilitation of the six World Summit on the Information Society (WSIS) action lines, with a continued emphasis on the free flow and exchange of information.



Communication and Information Committee

Recommendation 8

- Urge UNESCO to continue to engage constructively in dialogue at the Internet Governance Forum (IGF) as an advocate of freedom of expression.



Communication and Information
Committee

Recommendation 9

- Support the U.S. Government position of \$610 million zero-nominal-growth budget.

