

# Netherlands National Commission for UNESCO Work Programme

2010-2011



The Hague / The Netherlands  
1 July 2010

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“Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed” (UNESCO constitution)

“As a specialized agency of the United Nations system, UNESCO contributes to the building of peace, the alleviation of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information” (UNESCO mission for 2008-2013 (34/C4))

## Making choices, working together

The Netherlands National Commission for UNESCO gained a new face in the summer of 2009 – midway through the current work programme – with the appointment of a new chair and four new members. It seemed fitting to mark this change by reflecting on the current status of our objectives for the new programme period of 2010-2011.

UNESCO was founded in 1945 as a United Nations organization whose task it would be to get researchers, academics and the cultural sector involved in the goal of “creating conditions to defend peace”. The link with civil society would be secured through the institution of a National Commission within each Member State. Notably, UNESCO was and remains the only UN organization to maintain such a parallel structure of governing authorities and civil commissions.

In the decades since 1945, the number of Member States has more than tripled. As Africa and Asia decolonized, the Balkan region fragmented and the Soviet Union disintegrated, that membership grew. The question now is whether an intergovernmental organization can cope with this degree of expansion without making some fundamental institutional changes. At the moment, an evaluation is underway – co-initiated by the Netherlands – to seek out methods for boosting efficacy and curbing bureaucracy within the organization. Yet even as we continue down this road, it is important not to lose sight of the role of the National Commissions. After all, they are in a position to make key contributions towards the relevance of fundamental dialogue by feeding their governments and UNESCO policy with a steady flow of input from the domains of research, education and culture.

Will that be easy? No. Is the effort worth it? Yes – in fact, this issue remains just as important today as it was 65 years ago, as was also argued by Director-General Irina Bokova at the ceremony to commemorate the foundation of the Institute for Civil Engineering in the Great Hall in London. Certainly, the problems of today are different than those of 1945, but they are no less of a threat to humanity and the world than was the case then. And, as in 1945, the only effective way to combat the threats that face us is by taking a global approach. UNESCO can play a crucial part in this process, but only on the condition that it focuses its energies on those issues, roles and activities in which it is more capable and effective than other organizations. Relevance, impact and visibility – these must be our keywords for the period to come.

Precisely this is what each of the National Commissions has been individually charged with doing. Over the period 2008-2010, the Netherlands Commission realized a number of worthwhile

projects, including a major international conference on higher education quality assurance and societal relevance, an international expert meeting on the role of culture in post-conflict and post-disaster situations, the foundation of more than ten new UNESCO schools in the Netherlands, the adoption of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage based in part on the Commission's recommendation, and the organization of a national expert meeting to discuss higher education and capacity building in developing countries – to name just a few. At the same time, a wide range of parties both within and outside the Commission expressed their desire to see a stronger focus in its activities, greater cohesion between different domains and greater visibility for UNESCO in the key fields of education, research and culture.

Accordingly, the aims of the present Work Programme 2010-2011 are to achieve greater focus, cohesion and visibility. Naturally, the priorities as set for these years by the UNESCO General Conference form the basic framework for this programme; however, the themes selected within it are ones in which the Netherlands can boast specific expertise and indeed in many cases already plays an international role. At the same time, these are themes that clearly exemplify UNESCO subject areas not only within but also across the respective domains. Together, they cover the four policy areas of education, science, culture, and communication and information. Another guiding principle used to further develop these themes was the degree of urgency and prospects for partnering with other parties in the field.

The approach taken in this Work Programme has been shaped in part by its aims. Thus, thematic activities will take place not in the usual fixed task forces operating within a single domain but, instead, in a series of theme-based groups. This will make it possible to take a more flexible approach and to garner broader involvement from the field. Each group will be built up around a fixed core of participants, who can then attract partners to contribute to components of the theme for longer or shorter periods, depending on how the particular theme is to be fleshed out. As a result, it will be more feasible to take advantage of new developments and partnership opportunities.

It goes without saying that sufficient resources have also been built into the programme to enable a fast and effective response to government advisory requests and to support the implementation of the conventions on culture, as necessary – which is of course one of the Commission's mandates. More to the point, however, is that this also opens the way for UNESCO to work with government and the professional sector to place relevant new developments on the international agenda.

In so doing, the Netherlands will be fulfilling the role prescribed by the State Secretary for Education, Culture and Science during UNESCO's General Conference in October 2009: "It is up to the Member States to take the lead in setting the agenda and in implementing it, which will require a more active effort and greater involvement on their part". This is precisely what we intend to do.

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## Themes

### Learning throughout Life

#### Why UNESCO?

“Quality Education for All” is one of the priority objectives of UNESCO’s long-term programmes. One difficulty in fulfilling this objective is the major shortage of well-trained teachers and high-quality teaching resources. In tackling this problem, UNESCO has highlighted the importance of Open Educational Resources (OERs) as an instrument for realizing this facet of the Millennium Goals. OERs can help to lay the basis for a society founded on the principles of universal access to knowledge and information, the promotion of cultural diversity and equal access to quality education.

In that sense, OERs could be described as freely available building blocks that can be used in a variety of learning environments. Here we define a learning environment as the entirety of people and materials that go into supporting learning by an individual or group. In practice, OERs almost always comprise digitally stored knowledge and unrestricted access via the Internet. OERs must always meet recognized quality standards. As building blocks, they can subsequently be employed by various types of education institutions to fit their own specific needs.

This theme falls mainly within the ambit of UNESCO’s core tasks of capacity building and “laboratory of ideas”, and could potentially lead to a recommendation (solicited or not) on Learning throughout Life in an international context (UNESCO's role as policy advisor).

#### Basic principles

Two important principles have been formulated to serve as the basis for the Learning throughout Life theme: that pupil’s learning needs must always remain central and that the quality of teaching and teaching materials must be guaranteed. Flexible education demands didactic approaches and teaching materials tailored to the target group.

#### Aim

The aim is to develop OERs that can be applied across a range of learning environments for different target groups and which offer people the best opportunities for advancement in the context of lifelong learning. These learning environments will combine “tacit knowledge” (knowledge possessed by individuals and difficult to transfer) with “codified knowledge” in the form of teaching materials like OERs.

OERs will be developed for application in formal, informal and non-formal learning environments. Both UNESCO schools and UNESCO chairs, on the one hand, and research universities and universities of applied sciences with a keen interest in UNESCO themes, on the other, will be key in shaping these OERs and in using them to build model learning environments.

Using OERs as building blocks will make it possible to link formal education with non-formal and informal education. The design and structure of OERs will seek to bridge various types of

knowledge sources, including scientific institutes, the business sector, libraries, art, culture and so on. Pupils must already possess certain information skills (learning to learn) in order to be able to make the best possible use of such knowledge sources.

A central focus on ownership of the individual learning process and on sharing knowledge will allow pupils to plot their own course of development and to learn the value of being part of a learning (or other) network.

#### Subject themes

1. Sustainable development / education on water and climate change.
2. Citizenship in relation to basic skills and information skills.
3. Learning throughout Life in an international context.

#### Results

1. Semifinished products / OERs for the above-named themes, suited for formal, informal and non-formal teaching situations and adaptable to the relevant socio-cultural context.
2. Evaluation framework / checklist for the development of semifinished products / OERs, fostering Information & Communication Technology (ICT)-based learning.

#### Target group

Experts within both national and international networks, UNESCO schools and UNESCO.

#### Methodology

The first step is to take stock of all networks and partners in order to determine which of these would form suitable partners. A Regional Centre of Expertise (RCE) will function as the key network, with which we will collaborate in countries that take part in the Netherlands Initiative for Capacity development in Higher Education (NICHE programme). The Learning throughout Life theme group will first select networks, partners and themes and subsequently map out the best course for achieving the desired interim and final results.

#### Which networks / partners?

A number of networks, as follows, will be responsible for forging links between formal teaching (school), family and the world at large, based on collective learning and exchange within specific UNESCO themes:

1. Key network (the Netherlands): Regional networks: RCE Rhine Meuse and RCE Southern North Sea (with Zeeland).
2. UNESCO schools play an important part in theme selection and OER development.
3. National and international knowledge sources and networks: ASPnet / UNESCO schools, UNITWIN / UNESCO chairs, National Commissions for UNESCO, UNESCO Regional Bureaus, UNESCO education institutes, RCEs of the United Nations University, partners in NICHE countries, the Open University, CINOP (independent, national and international research consultancy for education and development), SLO (national centre of expertise for curricular development), CITO (organization specialized in exams and test development and implementation), UNESCO-IHE Institute for Water Education in Delft, Agentschap NL (agency focusing on sustainability, innovation, international business and cooperation), Vereniging van Openbare Bibliotheken (association of public libraries), relevant ministries etc.
4. The next step after taking stock of all networks and partners will be to select individual partners for cooperation. In the theme of “sustainability in education”, we will seek to link up with Flemish government activities organized during the Belgian chairmanship of the European Council in the latter half of 2010. These activities will be planned in consultation

with the Ambtelijk voorbereidingsplatform Natuur en Milieu Educatie (NME, government preparation platform for education on nature and the environment) and Leren voor Duurzame Ontwikkeling (LvDO, Learning for Sustainable Development).

#### Timetable

Example 1: Key network / project – 1 RCE Rhine-Meuse with another RCE		
Period	Subject	By whom
<b>2010</b>		
June-September	Take stock of networks and partners Take stock of themes per key network	Bureau
September	Selection of two networks, partners and themes	Theme group LLL
October	Organize study meeting	Bureau / RCE Rhine-Meuse
November-December	Planning meetings with RCEs + partners	Bureau / RCE Rhine-Meuse + theme group
<b>2011</b>		
January-August	Develop semifinished products (OERs)	Partner
September-December	Test at UNESCO schools	UNESCO schools
<b>2012</b>		
January-April	Test at UNESCO schools	UNESCO schools
May-June	Evaluate what OERs have contributed to good education and fine-tune semifinished products (OERs) during final meeting in partner country	Network partners
July	Define semifinished products (OERs) Possibly advise government	Commission, on the theme group's / Bureau's advice

Example 2: Key network / project – 2 RCE Southern North Sea with another RCE		
Period	Subject	By whom
<b>2011</b>		
Starting in January	start	

## Water in Global Change Processes

### Why UNESCO?

Today's world is faced with the exigency of adapting to climate change. The effects of climate change will manifest themselves in a wide range of areas. Amongst the important themes connected with climate change is "water". Given its broad mandate, UNESCO could play an important role in this area by laying links between existing activities, between different actors and between different dimensions of the overarching issue.

Risks and uncertainties are an inherent part of climate change. How to secure human safety in this complex and global world is therefore a growing concern. The same applies to the diverse functions – economic, social, cultural – of water. Important themes in this connection are dimensions such as the codification of water affairs in law and the social and cultural value attached to water. As an example, international law could be exercised to avoid potential conflicts over springs and water courses. Aside from recognized economic interests – for agriculture and fishing, as natural infrastructure for transportation – water also embodies different socio-cultural values in different societies. Cultural and intercultural sensitivity is vital to the success of water projects. Dimensions such as water as world heritage and the threat water poses to world heritage sites may be addressed as well.

The Netherlands has a wealth of knowledge and experience in adapting, and adapting to, an ever-changing living environment shaped by water. And the Netherlands deploys this knowledge worldwide. There are various specific roles that UNESCO could play in connecting existing and new activities in the natural sciences domain as well as within socio-cultural and legal dimensions.

This theme falls mainly within the ambit of UNESCO's core tasks of laboratory of ideas and clearing house.

### What do we plan to do?

Water is a subject that the Netherlands has traditionally approached mainly from a technical angle. By pairing water with other themes, we can create a broader horizon for this topic and link it with the challenges of our changing world.

Five provisional sub-themes have been defined, as follows:

- Water and Law
- Water and Governance
- Water and Economics
- Water and Cultural Diversity
- Water and Disaster/Security

A core team comprising the Netherlands National Commission for UNESCO, the IHP/HWRP National Committee / International Hydrological Programme-Hydrology and Water Resources Programme and the UNESCO-IHE Institute for Water Education in Delft will seek out partners for cooperation in these sub-themes. Ultimately, we aim to designate one (or more) partners as co-owners of each respective sub-theme. A meeting on Water and Law that is being hosted by UNESCO-IHE in September 2010 will provide a blueprint for how similar organizations can be involved. Whilst there are various options for elaborating the sub-themes, they will all centre on expanding the notion of water.

### Central question

What is the relationship between water and each particular sub-theme – law, governance, economics, cultural diversity, disaster security – in light of the challenges of a changing world?

### Aim

To spotlight a number of linking aspects connected to water, thereby supporting UNESCO's objective of contributing to the realization of sustainable solutions for the water-related problems associated with climate change.

### Results

Sub-themes can take different forms, which will be determined by the core team in consultation with the prospective partner institution. Possibilities include an expert meeting, an activity for a broad public (general or student) or a lecture series.

The results of the sub-theme meetings or activities will be disseminated in the form of a report, publication or similar product describing conclusions and recommendations for possible follow-up activities and further elaboration, thus painting an overall picture of connective aspects over the course of the next two years.

### Target group

Water specialists, students – in the fields of e.g. hydrology, economics and/or law (national and international) – knowledge institutes and district water boards, the Dutch government (and specifically the ministries of Transport, Public Works & Water Management, of Economic Affairs and of Agriculture, Nature & Food Quality) and UNESCO Paris.

### Which partners?

A core team has already been formed, consisting of the Netherlands National Commission for UNESCO, the IHP-HWRP National Committee and UNESCO-IHE, which coordinates the five sub-themes and associated activities. The theme group responsible for preparing this theme will be closely involved in further shaping the activities.

The International Hydrological Programme (IHP) is UNESCO's international scientific partnership scheme for water research, water resource management, education and capacity building. It is the only broadly defined scientific programme for water within the United Nations system, in which each participating Member State has its own IHP National Committee.

The UNESCO-IHE Institute for Water Education was founded in 2003 to accommodate research, education and capacity building activities in the domain of water, the environment and infrastructure. Established in Delft and jointly owned by all the UNESCO Member States, it was set up as a "category I" institute by UNESCO in conjunction with the Dutch government.

Consultations are also being conducted with the Royal Netherlands Academy of Arts and Sciences (KNAW). Over the next few years, the KNAW will be publishing a series of studies on water and water management via the Inter Academy Council (IAC). Suitable sub-themes for a joint programme are being investigated.

The Commission is also approaching potential partner institutions and inviting them to join the core team in fleshing out individual sub-themes.

### Timetable

Period	Subject	By whom
<b>2010</b>		
May	Explore possibilities for core team cooperation	Commission / Bureau
May-July	Oriental discussions with prospective partner institutions	Core team
May-September	Prepare first meeting of Water and Law at UNESCO-IHE	Core team
July-August	Draft plan for four remaining sub-themes	Core team
August-December	Flesh out second sub-theme	Core team
October-December	Disseminate results of first sub-theme	Core team
<b>2011</b>		
January-February	Flesh out third sub-theme	Core team
January-April	Disseminate results of second sub-theme	Core team
March-July	Disseminate results of third sub-theme	Core team
April-June	Flesh out fourth sub-theme	Core team
June-September	Disseminate results of fourth sub-theme	Core team
September-December	Flesh out fifth sub-theme	Core team
<b>2012</b>		
January-March	Disseminate results of fifth sub-theme	Core team
March-June	Finalize theme – overview of different subtopics	Commission / Bureau

## UNESCO in conflict, post-conflict and post-disaster situations

### Why UNESCO?

Countless organizations provide active assistance during and after armed conflicts and disasters. The effectiveness of this type of international support has been a subject of great interest, both in this country and around the world, with a focus on issues such as what works, what doesn't, and why. Though there are plenty of "lessons learned", links between them have yet to be systematically mapped out. The upshot is that efforts are often repeated instead of taking steps forwards.

In many conflict and post-conflict situations, the armed conflict never really comes to a clear end, thus entailing a real risk of becoming involved in the conflict and of accusations of partisanship. UNESCO, too, has been involved in conflict and post-conflict and post-disaster situations on an increasing basis, in efforts relating to both the (repair of) destroyed heritage and the reconstruction of education and information infrastructures. The organization has sought to remedy this problem by creating a cross-domain platform on effective practices in such situations.

This theme falls mainly within the ambit of UNESCO's core tasks of "laboratory of ideas" and "clearing house".

### Central question

The central question is whether a clear-cut approach to sustainable reconstruction could be effectuated in practice. How and when do education, science, media and culture fit into the puzzle? Which players are involved, and who decides what, when and why? The aim is to take the first step towards a generally applicable blueprint based on a UNESCO-wide approach and interlinked with the various domains as described below.

Culture is increasingly being deliberately targeted in armed conflicts as a way of attacking the identity of a certain group of people. Recovering our respect for each other's cultures is therefore of primary importance, together with respect for culture in the broader sense. Restoring damaged cultural heritage, fostering a common interest and promoting intercultural sensitivity, particularly amongst young people, are key objectives for UNESCO. A good illustration is the reconstruction of the bridge of Mostar.

The availability of knowledge is vital to the future of any country, all the more when that country is under reconstruction. Education is therefore also crucial. It is not surprising, then, that many countries afflicted by conflict or disaster give priority to rebuilding education structures for their children. Aside from providing a stable routine in life and hope for the future, education also fulfils other important needs, such as fostering a sense of security and community. Here, the choice of language(s) of teaching play a significant role at the interface of education and culture.

The existence of independent media is of fundamental importance for the dissemination of unbiased news, which hinges to a significant extent on cooperation between media within and outside conflict zones. Also important is the introduction of new media legislation protecting freedom of speech. UNESCO currently has projects addressing this issue running in Angola, southeastern Europe, the Middle East and Afghanistan.

The sciences play a key role in strengthening networks and cooperative relationships focused on issues like disaster prevention and restoring cultural property and biodiversity. As such,

measures aimed at preventing brain drain are a significant determinant of the long-term viability of recovery.

Where natural disasters are concerned, the Intergovernmental Oceanographic Commission is indispensable in implementing early warning systems. It was thanks to such a system in the Pacific Ocean that UNESCO was able to respond quickly when the 2004 tsunami struck the Indian Ocean.

What do we plan to do?

We plan to bring together all the lessons learned by taking stock of and evaluating all past experiences. Conflict and post-conflict and post-disaster situations will each be dealt with separately, given that each of these issues requires a particularized approach. A case study will be put forward in each area.

The case study proposed for conflict and post-conflict situations is reconstruction in Afghanistan. This case was chosen based on the fact that both UNESCO and the Netherlands have already been active in cultural and educational reconstruction and construction efforts in this country, as part of measures to secure stability there. As such, there is plenty of available material to learn from and recent experiences to draw upon. Moreover, we will be able to link back to the results of previous Commission projects exploring the role of culture in conflict and post-conflict situations. A further consideration is that a number of other relevant UNESCO Member States have also been actively involved in reconstruction of the sectors concerned. We therefore plan to invite other National Commissions from countries such as Canada and Germany to participate in this theme. However, the Commission also realizes that the current situation in Afghanistan is extremely unstable, and will therefore consult with the relevant ministries on details of the case.

In the area of post-disaster situations, we will seek partnerships with the UNESCO Commissions of the Antillean islands for a case study there. Aruba, Curaçao, Saint Martin and the BES islands are faced with the onslaught of the hurricane season year in, year out, yet have no recourse to any clear, structured plan of action. Which of these islands offers the best case is still to be determined. Cooperation with these Caribbean islands is also of interest in light of the upcoming change in the governmental structure. Should insufficient material be available for a case study, a different region will be selected.

#### Methodology

The project will start with a literature survey, followed by interviews and an initial, small meeting of experts. After this meeting we will decide on the best course of action and which products are called for.

#### Aim

To recover the lessons learned via targeted enquiry. Analysis of lessons learned will help to paint a clearer picture of the effects of the chosen method of reconstruction, which will in turn provide valuable information for Dutch public and private aid organizations and for the international community.

#### Results

1. Lessons learned and best practices drawn from conflict and post-conflict situations and compiled on the basis of the selected case study. The analysis and conclusions published.
2. Lessons learned and best practices drawn from post-disaster situations and compiled on the basis of the selected case study. The analysis and conclusions published.

### Target group

Experts in the field (national and international), the Dutch government and the UNESCO Secretariat.

### Which partners?

Dutch policymakers, relevant experts in the field and co-financers such as Oxfam Novib, Cordaid, Hivos and others; possibly also Free Voice. The Cultural Emergency Response scheme of the Prince Claus Fund would also be a relevant partner. Also to be included are the relevant National Commissions for UNESCO (Germany, Canada, Aruba, Curaçao, Saint Martin, UNESCO contacts on the BES islands).

### Timetable

Period	Subject / conflict & post-conflict	By whom
<b>2010</b>		
June-December	Broad literature survey / best practices	Bureau / Intern
	Post-conflict best practices specific to the selected case study	Bureau / Intern
September-November	Draw up list of questions	Commission / Bureau / Intern
November-December	Conduct interviews	Bureau / Intern
<b>2011</b>		
January	Conduct interviews	Bureau / Intern
February-March	Small meeting of participating National Commissions	Commission / Bureau / Intern
March-April	Process results and determine best elaboration method	Commission / Bureau / Intern
April-June	Expand insight into best practices / lessons learned specific to the selected case study	Bureau / Intern
June	Best practices / lessons learned product including a special focus on the selected case study (e.g. via a meeting, publication, depending on earlier findings)	Commission / Bureau / Intern

Period	Subject / post-disaster	By whom
2011		
June-December	Post-disaster best practices specific to the selected case study	Bureau / Intern
November-December	Conduct interviews	Bureau / Intern
2012		
January-February	Process results and determine best elaboration method	Commission / Bureau / Intern
February-April	Expand insight into best practices / lessons learned specific to the selected case study	Bureau / Intern
May	Best practices / lessons learned product including a special focus on the selected case study (e.g. via a meeting, publication, depending on earlier findings)	Commission / Bureau / Intern

## Sustainable access to information

### Why UNESCO?

New technologies have made it possible to share information on a scale and at speeds unheard of in the past. Information and communication technologies (ICT) can help UNESCO to achieve many of its goals, including democratization, poverty reduction, international cooperation and global participation in education and culture. Information comes in many forms: publications and data, teaching material, heritage or grey literature (reports, pamphlets and similar materials without an ISBN or ISSN number). In each case, technological progress is forcing the involved parties to redefine their individual positions.

When it comes to putting ICT tools into practice, there are as many obstacles as there is potential. Some of those obstacles, such as the lack of a stable technical infrastructure, fall outside the scope of UNESCO's activities. In other areas, however – such as in setting standards, putting issues on the agenda and exchanging information – UNESCO can play an effective role.

UNESCO has a strong convening power thanks to its reputation, worldwide reach, access to Member States and a mandate anchored in human rights and universal values. The broad scope of that mandate is itself an asset, in that the organization can exercise its authority in all of the relevant areas: science, information, culture and education. But most important is the organization's global reach, for whilst broader access to scientific knowledge is crucial for less privileged countries, the voice of those countries goes unheard in the committees that decide on these issues. This aspect of development deserves particular emphasis in the activities that the Commission organizes in connection with sustainable access.

Government policy is based in increasing measure on the results of scientific research. Interest groups, journalists and individual members of the public must have access to this research and data – not only because it is funded by tax money but also because it is important that they follow and critique government activities. Access to information is one of the foundations of a democratic society. UNESCO is fully cognizant of the fact that safeguarding free access to and sharing knowledge and information are amongst the core tasks for which the organization assumed responsibility at its inception.

### Central question

What can UNESCO do to ensure that the possibilities that technical innovations offer for granting broad access to information are also actuated in practice?

Here we must draw a distinction between Open Access (OA) and Permanent Access (PA):

A: Open Access primarily concerns scientific publications. The domain of scientific publication is currently in flux due to the rise of OA magazines (impelling exploration of new business models) and the emergence of hybrids that cross OA with “traditional” publication forms. All indications suggest that scientific publishing is currently in a transitional phase. Institutions involved with public-funded research have already made that transition in the Netherlands, as attested by the endorsement of bodies such as the Netherlands Organisation for Scientific Research (NWO), the KNAW and the Ministry of Education, Culture and Science. But until the OA magazines gain solid footing in the rankings, individual researchers will continue to opt for publications like Science and Nature. Three elements are needed during this transitional period:

1. theoretical support for OA must be backed by actions: every scientific organization works at its own pace, so whereas Erasmus University Rotterdam is considering making OA mandatory within the near future, other institutions are taking a more gradual approach;
2. the creation of repositories at institutions, including in less privileged countries. Practical experience shows that even the leading magazines are not opposed to sharing information in this manner;
3. author's fees should not be an impediment to publication for scientists in less privileged countries. Earmarking funds for this purpose should become standard practice for international cooperative projects. The sums of money involved would not be large; indeed, publishers already adjust fees for authors from less privileged countries.

What do we plan to do?

#### Methodology

An expert meeting on OA, UNESCO and the science sector in less privileged countries. Though this meeting is primarily oriented towards a Dutch target group, we envision that participating institutions would disseminate the results via their sister organizations around the world.

Provided that the subject and aim line up with the UNESCO Secretariat's own plans in respect of OA, the meeting could be followed up in the international arena, perhaps organized in Paris.

#### Aim

Sensitize Dutch (or international) players in the OA arena to the needs of the science sector in less privileged countries, and investigate whether UNESCO could play a greater role in realizing OA, based on its particular mandate.

#### Results

1. Advice on the government's vision for scientific information facilities.
2. Conclusions from a national (and possibly international) meeting presented in a clear and attractive format and distributed amongst the target group. These conclusions will be taken into account when drawing up the new OA strategy for the UNESCO Secretariat.

#### Target groups

Policymakers at organizations such as the NWO, KNAW and the Foundation for the Advancement of Tropical Research (WOTRO); representatives from scientific publishers and repositories (libraries, organizations such as SURF (organization that supports collaboration between research universities, universities of applied sciences and research institutions in the area of ICT innovations) and DANS (Data Archiving and Networked Services).

#### Which partners?

In addition to the partners named above, also umbrella organizations such as the International Federation of Library Associations (IFLA), European Science Foundation, Council of Scientific Editors, International Publishers Association, International Council for Scientific and Technical Information (ICSTI), International Council for Science (ICSU), International Network for the Availability of Scientific Publications (INASP) and SPARC Europe.

The project will gain an international dimension through the possible involvement of foreign sister organizations of the NWO, KNAW, WOTRO, SURF and DANS as project partners, together with interested National Commissions for UNESCO.

B: Permanent Access The sciences are developing at lightning speed, with articles published by the scientific community quickly superseding each other in currency. The issue of permanence is therefore not receiving any particular emphasis within the OA discussion. However, the records of science form an important part of the documentary heritage in need of permanent storage. The problem of PA is also an issue in the domain of analogue and digital data. Though the exigency of sharing scientific data has been broadly recognized, effectuation is not always easy. Apart from significant technical problems that fall outside UNESCO's domain, there are also various organizational and politico-ethical problems:

1. Western countries are often willing to subsidize digitization, but typically underestimate the costs of keeping data available.
2. Division of tasks at the national and international level. This also entails the complex problem of selection. Giving equal consideration to the interests of less privileged countries is crucial here, too.
3. When are heritage organizations, scientists and governments entitled or obliged to suppress data, and when are they not? In some cases, a refusal to share (or to wait in doing so) is justified: researchers may at first wish to reserve their collected data for themselves or their group, whilst freely sharing data could run counter to privacy rights or national security. Yet many countries withhold information to conceal matters from the public.

The work to be carried out in this area consists primarily of getting issues onto government agendas. UNESCO has already taken an important step with its 2003 Charter on the Preservation of the Digital Heritage. The Charter is a concise instrument designed to alert countries to the problems and necessity of cooperation. This concision has ensured the document's continuing validity, which was elaborated in more definite terms in the Guidelines for the Preservation of the Digital Heritage drawn up at the same time by the National Library of Australia.

What do we plan to do?

#### Methodology

A workshop dealing with the Digital Heritage Charter and the latest developments relating to PA, organized in the framework of the World Conference Memory of the World, to be held in Warsaw in the spring of 2011. The conference will allow experts to come together to discuss the latest developments in the area of documentary heritage preservation and access.

#### Aim

To draft an addendum to the Guidelines for the Preservation of the Digital Heritage, presenting the most recent developments and good practices relating to the long-term preservation of digital and digitized material.

Depending on the results of these activities, like-minded countries will be invited to partner on proposals to UNESCO for further standard setting in the area of long-term preservation.

#### Results

1. Draft and distribute Addendum Guidelines for the Preservation of the Digital Heritage in conjunction with partners.
2. Possibly: via Dutch government bodies, advise UNESCO on further standard setting in the area of long-term preservation.

#### Target groups

Professionals working at repositories; government bodies.

### Which partners?

The Dutch and Polish National Memory of the World Committees. These committees include representatives from most of the major national repositories, the IFLA, International Council on Archives (ICA) and other relevant umbrella organizations, the Netherlands Coalition for Digital Preservation, SURF and DANS, and similar organizations in other countries.

### Timetable

Activity 1: Open Access		
Period	Subject	By whom
<b>2010</b>		
June-September	Mobilize partners	Theme group / Bureau
October-November	Prepare national expert meeting	Theme group / Bureau
November	Advise Dutch government on the Kabinetsvisie op de Wetenschappelijke Informatievoorziening (Cabinet Position on Scientific Information Facilities)	Commission / Theme group
November	National expert meeting (including several participants from less privileged countries)	Commission / Theme group / Bureau
<b>2011</b>		
January-April	Disseminate results of the meeting to the Dutch government, UNESCO Secretariat, other National Commissions for UNESCO and sister organizations of the NWO, KNAW, SURF and DANS	Commission / Theme group / Bureau
<b>2012</b>		
January-April	Participate in preparing international meeting	Bureau / Theme group / UNESCO Paris
May	International meeting	Commission / Theme group / Bureau / UNESCO Paris
June-September	Disseminate results of international meeting	Bureau / UNESCO Paris

Activity 2: Permanent Access		
Period	Subject	By whom
2010		
September-December	Mobilize partners	Theme group / Bureau / Commission
2011		
January-May	Organize workshop (identify best practices, invite speakers)	Theme group / Bureau / National MoW Committee
May	Workshop at Memory of the World conference	Commission / Theme group / Bureau / National MoW Committee
June-December	Support drafting of Addendum Guidelines for the Preservation of the Digital Heritage	Theme group / National MoW Committee
2012		
January-March	Support drafting of Addendum Guidelines for the Preservation of the Digital Heritage	Theme group / Bureau
April-December	Disseminate Addendum Guidelines	Theme group / Bureau / Commission / UNESCO Paris

## Conventions on culture

In its Strategic Introduction to the Instructions for the 35<sup>th</sup> General Conference, the Dutch government states that it considers consolidation of existing UNESCO conventions on culture to be a priority for the organization. The Netherlands National Commission for UNESCO is contributing to implementation and ratification by setting out a range of activities revolving around the Conventions, including informational meetings and consultancy. It also supports related activities run by other organizations.

### Diversity in forms of cultural expression

The Netherlands recently acceded to UNESCO's 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions. Policymakers are still determining the specific form that the Netherlands' contribution to the programme will take, which will require identifying a national focus area within the treaty, amongst other things. The Commission is promoting active reflection in this area by participating in the regular periodic meetings that the Ministry of Education, Culture and Science organizes to discuss the treaty. The Commission further works to promote the organization of high-quality professional activities associated with the Convention and to stimulate interest in the Convention amongst relevant organizations such as the Boekman Foundation and the Raad voor Cultuur (Council for Culture).

The Commission collaborates with the NJR (Dutch national youth council, previously known as the Nationale Jeugdraad) in this area, with the NJR responsible for advising government bodies and other organizations on youth policy. The NJR also appoints two UNESCO youth representatives to raise awareness about UNESCO amongst young people and to represent the Netherlands at the UNESCO Youth Forum held on the sidelines of the General Conference. The NJR has marked "diversity of cultural expression" as one of its UNESCO priorities for the upcoming period.

### Intangible cultural heritage

The Netherlands is set to ratify the UNESCO 2003 Convention for the Safeguarding of the Intangible Cultural Heritage within the near future. Intangible heritage is attracting increasing interest in the Netherlands, with a corresponding rise in the volume of requests for treaty information from government bodies and "bearers" of intangible heritage. The Commission answers queries and supports activities carried out by the intangible heritage sector and the media, and keeps attuned to developments surrounding the Convention, for example by taking part in Intergovernmental Committee meetings.

The Commission will honour the request of the Ministry of Education, Culture and Science to organize one conference on intangible, intended to give Dutch politicians, administrators and policymakers a clear insight into the significance and value of intangible heritage. This activity is to be carried out within the framework of the planned ratification of the Convention Intangible Cultural Heritage, conditional on the availability of the necessary resources.

The Commission will partner with the NJR in this area, given that the NJR has designated the theme of intangible heritage as one of its UNESCO priorities.

### World heritage

The 1972 World Heritage Convention is the flagship of UNESCO. Recent years have seen the Netherlands place a strong focus on the treaty's implementation, especially during the period that it had a seat in the World Heritage Committee (2003-2007), with the Netherlands National

Commission also closely involved. Interest in a more structured approach to national world heritage is growing within the Netherlands. Current leading topics are the relationship between climate change and world heritage, and the future of the Convention, and in particular, which steps are needed to guarantee the Convention's success now and in the future. Also under discussion is coordination with other treaties, such as that on intangible cultural heritage (2003) and The Hague Convention of 1954, as is the issue of heritage in conflict and post-conflict situations.

The Commission answers queries about the Convention and advises the government on the best course to take in this issue, both nationally and internationally. It is therefore essential to continue gathering knowledge in this area, for example by attending the regular sessions of the World Heritage Committee. European as well as others representations in the Committee provides the Netherlands with a channel for contributing input during these meetings. Moreover, certain sessions are open to all Member States, such as those on the future of the Convention, in which the Netherlands can participate on its own behalf.

The Commission is an advisory member of the World Heritage Platform, which joins all the Netherlands' World Heritage sites and develops a common policy vis-à-vis the world.

#### Combating illegal trade in cultural property

The Netherlands recently adopted UNESCO's 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property – a treaty aimed at protecting cultural heritage around the world, combating illegal trade in such heritage and promoting restitution thereof to the rightful owners. At present, the Commission and government are working on a joint communication strategy to bring the treaty into clear focus for field professionals.

#### Protection of cultural heritage in armed conflicts

The 1954 Convention for the Protection of Cultural Property in the Event of Armed Conflict, also known as The Hague Convention, seeks to prevent the destruction of cultural property during violent conflicts. The Netherlands currently holds a seat on the Committee charged with implementing the second Protocol to this treaty, which was signed in 1999. Accordingly, this issue has garnered considerable interest within the Netherlands. The Commission keeps an eye on developments connected with The Hague Convention, especially those relating to the UNESCO theme of post-conflict and post-disaster situations.

In addition, the Commission is an advisory member of the Blue Shield National Committee. As an offshoot of The Hague Convention, this organization takes steps to protect Dutch cultural heritage from threats posed by natural disasters, wilful damage and acts of war and military operations, and coordinates national and international aid.

#### Protection of underwater cultural heritage

The Netherlands has yet to ratify UNESCO's 2001 Convention on the Protection of the Underwater Cultural Heritage, deeming (like many other Member States) unrestricted maritime use to outweigh the interests of global protection of underwater cultural heritage. Current maritime treaties are inadequate to protect cultural heritage preserved under water. The 2001 UNESCO treaty therefore seeks to secure international cooperation in guaranteeing such protection.

The Dutch professional field has made an urgent appeal to the Commission to direct efforts at the treaty's ratification and thereby preserve underwater heritage. Similar calls are being made in

countries within and outside Europe, with area experts in the United Kingdom joining in a united front. The Dutch Ministry of Foreign Affairs and the Rijksdienst Cultureel Erfgoed (National Service for Cultural Heritage) are preparing a memorandum reassessing (once again) the Netherlands' official position on the advisability of ratification.

## Other ongoing activities

### Bioethics

UNESCO has an important responsibility as “standard setter”. During the most recent period, the organization developed a variety of standard-setting instruments with applications in bioethics, including the 2005 Universal Declaration on Bioethics and Human Rights, the 2003 International Declaration on Human Genetic Data and the 1997 Universal Declaration on the Human Genome and Human Rights. At the 34<sup>th</sup> General Conference, held in October 2007, Member States were emphatic that UNESCO should focus its efforts to a much greater extent on implementing the existing instruments than in coming up with new ones. In its Global Ethics Observatory (GEO), UNESCO fulfils an additional role as international clearing house for ethics issues.

The 2005 Universal Declaration on Bioethics and Human Rights espouses the establishment of independent, multidisciplinary ethics commissions at the national, regional and local level. These bioethics commissions strengthen UNESCO's role as a clearing house, and further fulfil a key function as intermediaries for the implementation of normative instruments. In the majority of Member States, however, such commissions have not been instituted as yet. The Assisting Bioethics Committees (ABC) project seeks to bolster this process by advising on the formation and operations of national ethics commissions.

The Netherlands make via the Netherlands' National Commission for UNESCO a definite fundamental contribution to the implementation of normative instruments. One of its members participates in the ABC project.

### Universal declaration on ethics and climate change

#### Universal Declaration of Ethical Principles in relation to Climate Change

In October 2009 during the 35<sup>th</sup> General Conference, the UNESCO Member States adopted a proposal to investigate the advisability of drafting a Universal Declaration of Ethical Principles in relation to Climate Change. The UNESCO Secretariat is conducting regional consultations for this purpose, and in early July of 2010 the Member States of the Europe and North America region will gather for a conference in Paris.

In preparation for that meeting, the Netherlands National Commission for UNESCO invited national experts from a range of committees to discuss and respond to the proposal for the Universal Declaration. Their position was set down in a recommendation to the Dutch government and UNESCO.

The Dutch experts appreciate UNESCO's World Commission on Ethics of Scientific Knowledge and Technology (COMEST) report because of its focus on the wide range of ethical

implications of climate change, but not all of them favour drafting a Universal Declaration of Ethical Principles in relation to Climate Change at once, given the lack of an adequate scientific foundation at this time. They recommend further reflection before determining whether to draft a declaration.

Nevertheless, the Netherlands National Commission for UNESCO anticipates that the Member States of UNESCO will be keen to draft a Universal Declaration of Ethical Principles in relation to Climate Change in the short term. Accepting this reality, the Netherlands National Commission for UNESCO recommends that the Netherlands should participate actively in the drafting process of the document in order to draw attention to specific elements which the Netherlands deems important. The Dutch government has not formulated a formal position on the advisability of a declaration yet.

This theme falls within the ambit of UNESCO's core tasks of "laboratory of ideas" and "standard setting".

#### UNESCO schools

UNESCO's Associated Schools Project (ASP) network, comprising around 9,000 schools throughout 180 countries, is an excellent instrument for drawing attention to UNESCO values across a broad segment of society, and especially amongst young people. The Netherlands National Commission for UNESCO has prepared a UNESCO school profile for schools interested in carrying the torch for peace and human rights, world citizenship, intercultural learning and sustainable development. Working in conjunction with the European Platform – an organization that pursues the internationalization of, primarily, secondary education – as well as other coordinating bodies, the Commission has now mapped out an organizational structure for the supervision of schools as they shape their UNESCO school profile. The Commission's target is to have 30 UNESCO schools in the Netherlands, distributed across different education sectors. These schools are submitted to UNESCO as candidates for the ASP.

The Commission hopes to become an active participant in the Euro-Arabic dialogue between National Commissions. Specifically, it will seek a partnership between Dutch and Moroccan UNESCO schools.

#### Current status

Having met for an evaluative session, the UNESCO schools project group has concluded that:

1. The target number (30 schools) was not achieved: following the allocation of schools during the second round, there are now twenty schools.
2. The UNESCO schools will be playing a (perhaps central) part in fleshing out the theme of Learning throughout Life.

#### Relevant parties

The Netherlands National Commission for UNESCO, European Platform, CINOP, SLO, Edventure (education consultants association), UNESCO schools secondary education schools council, UNESCO schools council for regional training centres and universities of applied sciences, UNESCO (ASPunit, Paris).

#### UNESCO chairs

The UNESCO chairs and UNITWIN network provide UNESCO with powerful tools for promoting North-South and South-South cooperation and capacity building in higher education. As part of its efforts to add to the quality of this network, UNESCO's Executive Council decided to institute a

new generation of chairs in April 2007. New criteria were laid down for these chairs – based in part on input from the Netherlands National Commission – requiring chairs to link up with UNESCO priorities, be integrated in a network, be sustainable and serve the interests of North-South and/or South-South cooperation. The Commission offers support and guidance for Dutch universities wishing to apply for and install a UNESCO chair.

#### UNESCO L'Oréal for Women in Science programme

Each year, the UNESCO L'Oréal for Women in Science programme recognizes the achievements of exceptionally talented women researchers in the life sciences field with an illustrious award and a number of grants. This has proved an effective method for shining the spotlight on successful women researchers and for focusing attention on the contributions that women are making to scientific research worldwide. The Commission strives to ensure that at least one – carefully selected – Dutch candidate makes a bid for either a grant or the main prize in this programme each year.

## **Institutional framework**

#### General conference

As laid down by Royal Decree, the Netherlands National Commission for UNESCO contributes input during the drafting of the Dutch position on UNESCO's Two-year Programme 2012-2013 in the form of a pre-recommendation in July 2010 and a definitive recommendation in the summer of 2011. Both of these recommendations are to be based on consultation with professional experts within and outside the Commission. The pre-recommendation will furthermore incorporate the results of the meeting with the other European and North American region National Commissions for UNESCO, scheduled to take place in London in June 2010.

#### Executive Council

As UNESCO's "executive committee", the Executive Council supervises the implementation of the organizational programme. The Council meets twice a year in Paris. Executive Council debates provide the best insight into developments within the UNESCO organization as a whole, and are therefore always attended by Dutch Commission representatives. These representatives subsequently report back to both the Dutch government and the professional field.

#### National Commissions

Together, the National Commissions form an important link in the Commission's network. They recommend suitable professionals from their countries to participate in meetings in the Netherlands and supply information about their national governments' positions on specific issues. The Netherlands National Commission, for its part, supplies similar information to its fellow Commissions.

The Commissions endeavour to synchronize their activities as much as possible, as well as to collaborate wherever possible. In the Netherlands, the Commission's primary concern is to achieve synergy within the Benelux and, beyond that, to coordinate activities with the Scandinavian countries, Germany, the United Kingdom and France. The Commission additionally pursues partnerships with Aruba, Curaçao, Saint Martin, the BES islands and Surinam. It is also looking to support the initiatives of other Commissions, for example in working with the UNESCO Secretariat in Paris to improve the training provided for new

secretaries-general, in setting up a twinning system for experienced and new secretaries, developing joint activities and joining efforts to get civil society more productively involved in the 2011 UNESCO General Conference.

One established area of cooperation is the biennial Regional Consultation meeting held with the 50 National Commissions from UNESCO's European region and North America. It is at this meeting that the Commissions come together to formulate a single joint recommendation to the Director-General regarding the priorities set in the Two-year Programme 2012-2013, which is subsequently laid down in an official report. The Dutch Commission will incorporate the results of this European meeting within its own pre-recommendation on the new programme to the Minister for Education, Culture and Science in early July 2010, thus providing its input for the Netherlands' official member-state response to the Questionnaire.

#### UNESCO Secretariat

Discussion with the UNESCO Secretariat in Paris is necessary in order to keep apprized of all the latest developments at the organization, as well as to ensure alignment with all Commission activities. Such discussion centres on themes connected with Commission activities and its intermediation for Dutch professional experts and institutions, as well as on practical matters such as use of the UNESCO logo and Dutch applications for UNESCO chairs.

### **Communication about UNESCO to interested parties in the Netherlands**

In its Work Programme 2010-2011 activities, the Commission will place a special emphasis on strengthening its third core task: informing interested parties in the Netherlands about UNESCO. The new website, where visitors can access a range of UNESCO themes, will serve as the Commission's principal means of communication. The Commission also issues an electronic newsletter five times a year. Further elements include publishing (or commissioning publications) about Commission activities, responding to enquiries for information about UNESCO from the professional field and general public and organizing thematic UNESCO lectures.

## Product calendar

Date	Product	Page in Work Programme
<b>General</b>		
	Expand number of UNESCO schools	23
<b>2010</b>		
July	Pre-recommendation on UNESCO Two-year Programme 2012-2013	24
Autumn	Optional: recommendation on the Convention on the Protection of the Underwater Cultural Heritage	21
November	Recommendation on the Kabinetsvisie op de Wetenschappelijke Informatievoorziening ("Cabinet Position on Scientific Information Facilities")	18
December	Disseminate results of first sub-theme on water	10
<b>2011</b>		
Spring	Conference on Intangible Cultural Heritage	20
April	Disseminate results of second sub-theme on water	10
April	National expert meeting on OA report	18
June	Conflict & post-conflict best practices / lessons learned product	13
July	Disseminate results of third sub-theme on water	10
Summer	Recommendation on the UNESCO Two-year Programme 2012-2013	24
September	Disseminate results of fourth sub-theme on water	10
<b>2012</b>		
March	Disseminate results of fifth sub-theme on water	10
May	Post-disaster best practices / lessons learned product	14
June	Overview of sub-topics in "Water and global change processes"	10
July	Define semifinished products / OERs	7
July	Optional: advise government on how OERs contribute to good education: evaluation and checklist	7
September	International expert meeting on OA report	18
December	Addendum to Guidelines for the Preservation of the Digital Heritage	19