

The National Value of **UNESCO** Designations to the **United Kingdom**

UNESCO is bringing sites, people and communities together, creating and delivering value for the United Kingdom



United Nations
Educational, Scientific and
Cultural Organization

United Kingdom
National Commission
for UNESCO

The national value of UNESCO designations to the United Kingdom

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The report draws on the **Wider Value+ research methodology**. UK00003373610



Foreword

At a time when multilateralism is frequently questioned and when national self-interest appears to be gaining ground at the expense of international cooperation, the work of the United Nations Educational, Scientific and Cultural Organisation assumes a particular relevance and importance.

UNESCO has set itself to build global peace and sustainable development across borders. The Organisation plays an instrumental part in promoting mutual understanding, tolerance and cooperation through education, science, communication and information, and culture.

The climate crisis and socio-economic developments in the UK perhaps offer an opportunity to address the role of UNESCO at the national and local level.

This report is timely. It illustrates UNESCO's diversity, importance and value for the UK by examining the remarkable work of UNESCO designations in the United Kingdom, Overseas Territories and Crown Dependencies. For the first time, the UK National Commission for UNESCO also provides an analysis of how UNESCO designations in the UK contribute to the 2030 United Nations Sustainable Development Agenda.

The Report reveals that UNESCO designations are significant contributors to the UK economy, but it also makes it quite clear that the value of these designations goes beyond simple financial benefits: UNESCO designations have a far-reaching impact on communities, culture and nature. They are custodians of heritage, drivers of knowledge, and testing grounds for innovation. They build bridges between people, culture and nature. They are triggers of creativity and stepping stones for collaboration.

The Report demonstrates the extent to which UNESCO designations contribute to delivering the UK's commitment to creating a more sustainable, peaceful and equitable future at local, national and international levels. It provides governments, stakeholders, designations and other national commissions an opportunity better to understand UNESCO designations' individual challenges and strengths so that they might develop and enhance the support they need to reach their full potential.

I warmly welcome the UK National Commission's commitment to increasing the understanding of what UNESCO designations do, and can do I support the efforts of those engaged in the designations' important work.

Matthew Lodge

Ambassador of Great
Britain and Northern Ireland to
UNESCO

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Underground caves crossing national borders, coastlines exposing millions of years of the Earth's history, and cities using their unique cultural heritage and creative industries to tackle pressing issues, UNESCO designations¹ in the United Kingdom come in all shapes and sizes. Some protect distinct biological or geological diversity and use it to teach local communities about sustainable resource management. Others create and apply cutting-edge research to encourage innovative approaches to building community cohesion.

Executive Summary

The UK's network of UNESCO designations is adding significant value to our economy and society. With additional support, this value can be enhanced, and the full potential of the UK's UNESCO designations realised. These are the key findings of this report from the **UK National Commission for UNESCO (UKNC)** which seeks to capture the economic and wider intangible value of its vibrant network of UNESCO designations.

¹ For the purpose of this report a "UNESCO designation" is a site, area, institution or object that is given UNESCO status and fulfils certain agreed normative frameworks or standards that conform to UNESCO's overall objectives. Throughout this report, reference to UK designations incorporate those in the UK's Overseas Territories and Crown Dependencies.

Key Findings: Summary

Key Finding n°01

UNESCO designations added a minimum of £151 million of financial benefit to the UK in one year^{2, 3}


² Equivalent to US\$194 million and €175 million (November 2019)


³ Figure applies to 76 UK designations for the period January 2018 - December 2018


Key Finding n°02

UNESCO Designations make a rich and creative contribution to the UK's environment, culture and communities and are united in promoting peace and sustainable development agenda through:

 Conservation

 Research

 Education

 Capacity Building

 Management & Planning

Key Finding n°03

Investment in the UK's UNESCO designations would increase cross-disciplinary work and enhance their contribution to the UK economy and society, and the United Nations Sustainable Development Goals.

UNESCO UK Designations feel the most aligned to:

4 QUALITY EDUCATION



13 CLIMATE ACTION



17 PARTNERSHIPS FOR THE GOALS



Financial Value

Having the official status of a UNESCO designation enables sites and projects to attract additional income. For the 76 UNESCO designations surveyed for this project, the UNESCO status helped them to generate an estimated £151 million in one year.

The UK and devolved governments offer the most significant source of funding followed by tourism, private legacies and the National Lottery Heritage Fund. Our research found multiple reasons behind the ability of the UNESCO status to leverage funding. These include:

- Recognition of the UNESCO brand as a driver for tourism.
- International recognition for the global importance and significance of an area.
- Educational projects and initiatives.
- UNESCO's ability to capitalise on global networks.
- Governance mechanisms, such as World Heritage Site Management Plans that provide shared fundable and coherent visions for the future of site or area.

However, the total figure disguises significant variations in the generation of funding by UNESCO designation type. While UNESCO World Heritage Sites in the UK are the biggest beneficiaries of additional income, for the majority of designations, including many World Heritage Sites, securing sufficient financial resources remains challenging. Low profile and a lack of resources can significantly hinder the ability of some designations to attract funding.

Designations could benefit from further funding if there were more opportunities to work together and learn from each other, as well as greater profile for the UNESCO network of designations in the UK. As the focal point for UNESCO in the UK, the UK National Commission for UNESCO could have a critical role in helping to facilitate more significant links between designations and developing and creating opportunities to raise their profile and potentially increase access to funding.

→ Chapter 1 - p38

Wider / Intangible Value

While funding and capitalising on the UNESCO status is vital, it is only part of the story. This report also demonstrates how the wider value of the UK's designations lies in their rich and creative contribution to the UK's environment, culture and communities, and potential to assist the UK in meeting the 2030 United Nations Sustainable Development Goals.

This research reveals there are currently over 1,300 UK organisations tied to the UNESCO network through their partnerships and cooperation with designations in the UK. Furthermore, UNESCO designations offer critical opportunities for civil society to engage in the United Nations' values locally, nationally and internationally.



The UK National Commission for UNESCO has identified five broad activity areas in which all UK UNESCO designations engage to deliver their objectives: **conservation; research; education; capacity building; and planning and management.**



The report provides examples of how UNESCO designations in the UK are using these core activities to promote peace and sustainable development. They include organising interactive and hands-on Science Weeks for school children (Marble Arch Caves UNESCO Global Geopark); mapping vulnerability to climate change (Heart of Neolithic Orkney UNESCO World Heritage Site); investigating how natural capital can be managed to benefit the environment (North Devon UNESCO Biosphere Reserve) teaching young girls from disadvantaged areas business skills (Giant's Causeway UNESCO World Heritage Site) and working with local doctors to improve communities' wellbeing through outdoor activities (UNESCO Dyfi Biosphere Reserve Wales).



A vital measure of the wider value of UNESCO designations in the UK is their contribution to the 2030 United Nations Sustainable Development Goals (SDGs). The internationally agreed SDGs are a core priority for UNESCO and are integral to the organisation's strategic delivery and reporting. This report identifies how, through their core activities, UNESCO designations in the UK help deliver a range of SDGs including education and culture, for which UNESCO is the global lead.

However, the different geographical, political, legislative and financial environments in which designations operate affect their ability to realise their potential. Several fundamental changes to how designations are managed and supported by UNESCO and the UK National Commission for UNESCO could enable them to capitalise more effectively on the wider UNESCO network and increase their value and impact on sustainable development.

→ Chapter 2 - p100

→ Chapter 3 - p164

The extensive network of UNESCO designations in the UK is of significant value to the UK economy, culture and communities. However, the following changes and improvements could help the network to fully realise its potential to generate further income, enrich UK society, engage local communities and contribute to the SDGs.

Recommendations

Enhancing and Building the Value

A management framework which offers more cross-designation support and facilitates joint activities could help UK UNESCO designations to raise their profile, learn from each other, and capitalise on their role as part of a local, national and global network. To aid more effective management across designations, the UK National Commission for UNESCO has put together a comprehensive summary of the legal and operational structure and guidelines for each UNESCO designation and their core activities. The guide will be available online and updated regularly.

n°01

Enhance and extend the value of the UNESCO brand in the UK

- Create unifying brand guidelines for UNESCO designations in the United Kingdom in collaboration with the UNESCO Secretariat in Paris and its forthcoming communications strategy.
- Raise the profile of the UNESCO brand in the UK through national campaigns and international days and/or events.

n°02

Facilitate and enable stronger cooperation between different designations

- Design a programme to help designations recognise synergies, and build community resilience and well-being.
- Develop the use of conservation, research, education, capacity building and planning and management and how they address the SDG framework.



© North Devon Biosphere

North Devon Biosphere Reserve



© Laura Hamlet

North West Highlands Global Geopark



Marble Arch Caves Global Geopark



© Marble Arch Caves Geopark

Royal Botanic Gardens, Kew, World Heritage Site

© Kew Gardens



Manchester Creative City of Literature

Ivan Waddesdon



- Create an internal resource for UNESCO designations in the UK where they can share best practice, develop joint initiatives and connect with the UK National Commission for UNESCO and key partners.
- Help make UNESCO's global mission, standard-setting instruments, global programmes, and broader UN values relevant for designations.
- Help UNESCO designations engage in SDG reporting mechanisms across the UK and within UNESCO's global networks.
- Provide a central point for gathering data on the contribution of UK designations to the thematic culture indicators.

n°03

Help UNESCO designations attract more funding from new and existing sources

- Encourage and support designations to diversify their funding and improve their financial resilience.
- Promote work with partners including UK and devolved governments, designation lead bodies and other stakeholders to explore a range of public, charitable and philanthropic funding sources.

Introduction

Since wars begin in the minds of men and women, it is in the minds of men and women that the defences of peace must be constructed.

Constitution of UNESCO, founded in London, November 1945

Set up as a specialised agency of the United Nations in the wake of the Second World War, UNESCO harnesses the power of education, culture, science, communication and information to advance global peace building, sustainable development, intercultural dialogue and the eradication of poverty.⁴

In the light of global currents, including pressing environmental challenges and new social and economic concerns, UNESCO's mandate is more relevant than ever - efforts to strengthen cooperation, tolerance and cultural diversity are paramount, and UNESCO provides a critical platform for ensuring the implementation of these values.

⁴ UNESCO. (2013). Medium Term Strategy 2014-2021. 37th General Conference Proceedings. Retrieved from: <https://unesdoc.unesco.org/ark:/48223/pf0000227860>.

UNESCO fulfils this global mandate through normative and programmatic functions. These include:

- setting international standards through Conventions, Recommendations and Declarations.⁵
- helping to implement these standards at the intergovernmental and national level through technical programmes and projects.

The UNESCO Medium-Term Strategy (2014-21) identifies five key activities which underpin these functions: serving as a laboratory of ideas and generating innovative proposals and policy advice; policy analysis; setting norms and standards; fostering alliances and intellectual co-operation and knowledge sharing; and helping to develop institutional and human capacities.

The UK has played an instrumental role in shaping UNESCO over the past 75 years and is a critical contributor to many of its global programmes and activities. Its extra-budgetary financial contribution to the UNESCO Institute for Statistics, which produces the authoritative Global Education Monitoring Report⁶, the in-kind support to the intergovernmental SESAME project (Synchrotron-light for Experimental Science and Applications in the Middle East Centre)⁷, and the new Global Media Defence Fund to improve media freedom across the world are three of many examples of how the UK supports UNESCO worldwide.⁸

⁵ UNESCO. (2019). General introduction to the standard-setting instruments of UNESCO. Retrieved from: http://portal.unesco.org/en/ev.php-URL_ID=23772&URL_DO=DO_TOPIC&URL_SECTION=201.html

⁶ Hennell, S. (2018). DFID Announces Continued Support To The Global Education Monitoring Report And The UNESCO Institute For Statistics. Retrieved from: <http://uis.unesco.org/en/blog/dfid-announces-continued-support-global-education-monitoring-report-and-unesco-institute>;

⁷ Anoud A.Z. (2018). SESAME: Scientific Excellence In The Middle East. The UNESCO Courier 18(4). Retrieved from: <https://en.unesco.org/courier/2018-4/sesame-scientific-excellence-middle-east>.

⁸ UK commits £18 million to protect journalists in danger zones. Retrieved from: <https://www.gov.uk/government/news/uk-commits-18m-to-protecting-journalists-in-danger-zones> Foreign Commonwealth Office.

But what is the reach and value of UNESCO in the UK?

UNESCO's worldwide portfolio of designations (the largest in the UN family) is instrumental to the delivery of the organisation's international and intergovernmental programmes. The UK is currently home to 165 of these designations and projects, involving an impressive network of experts, stakeholders and communities, determined to advance UNESCO's mission. Although different in nature and focus, UNESCO designations are united in their efforts to enhance peace, sustainable development and foster a better understanding of our world.

This report seeks to analyse and capture how the UK benefits from these diverse UNESCO designations, and how their UNESCO status helps them to deliver their projects and initiatives.

Between January 2018 - April 2019, the UK National Commission for UNESCO surveyed 76 UNESCO designations in the UK and Overseas Territories and conducted individual interviews.⁹ The research examined:

- how their UNESCO status helps UK UNESCO designations to attract additional income.
- the added intangible value to the UK of UNESCO designations' key activities and projects.
- the potential contribution of UNESCO designations in the UK to the UN Sustainable Development Goals. The following chapters present the key findings and recommendations.

⁹ Out of all UK UNESCO designations, 23 UNESCO World Heritage Sites, 5 UNESCO Biosphere Reserves, 10 UNESCO Creative Cities, 5 UNESCO Global Geoparks, Intergovernmental Oceanographic Commission, Intergovernmental Hydrological Programme, 16 UNESCO Chairs and UNITWIN Network and 15 UNESCO Memory of the World responded to our survey.



© Dorset and East Devon Coast World Heritage Site



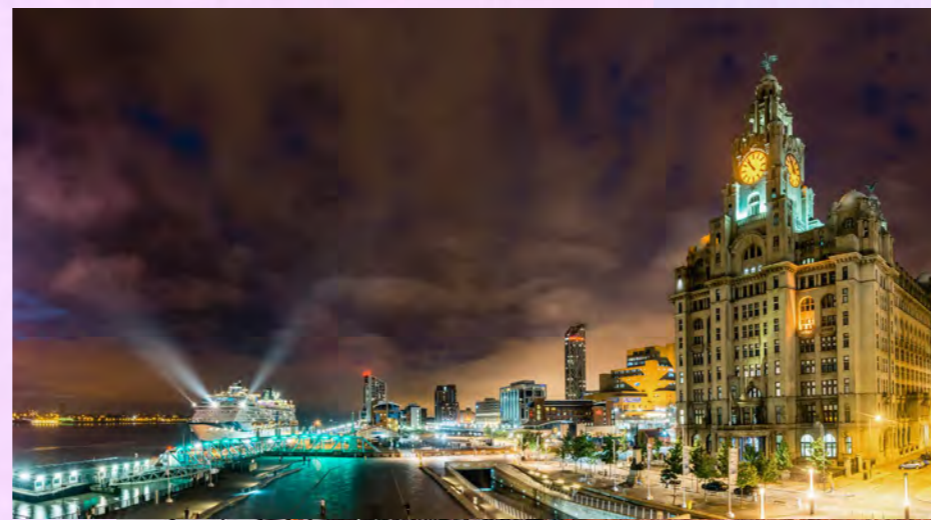
© Cornwall and West Devon Mining Landscape World Heritage Site

© British Antarctic Survey Memory of the World Inscription



© British Antarctic Survey

© Liverpool - Maritime Mercantile City World Heritage Site



© Leonid Andronov

© Manchester Creative City of Literature



© Ivan Waddesdon



Wester Ross Biosphere Reserve

© Ric Egenbright



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Wester Ross Biosphere Reserve

“What makes Wester Ross so distinctive is our connection with the land and the sea. The biosphere celebrates the special relationship that people have with their environment. There is a rich tapestry of natural and cultural heritage here, and we try to demonstrate and remind people that all are intrinsically linked.”¹⁰

→ **Natasha Hutchison, Wester Ross Biosphere Reserve**

¹⁰ Hutchison, N. (2019). Wider Value of UNESCO to the UK 2019 Report, United Kingdom Commission for UNESCO interview, phone call.

For our research and this report, the UKNC defined a UNESCO designation as “a site, area, institution or object, that is given UNESCO status and fulfils certain agreed normative frameworks or standards that conform to UNESCO’s overall objectives.”

Using this definition, the UNESCO network of designations in the UK includes: UNESCO World Heritage Sites*, UNESCO Global Geoparks*, UNESCO Biosphere Reserves*, ASPnet Schools, International and National Memory of the World Inscriptions*, the Intergovernmental Hydrological Programme*, the Intergovernmental Oceanographic Commission*, UNESCO Creative Cities*, Learning Cities, UNESCO Category 2 Centres* and UNESCO Chairs and UNITWIN Networks* (*Interviewed as part of the Wider Value Survey).

UNESCO designations relate to their relevant UNESCO sector and are governed by various intergovernmental and international agreements and programmes. A fuller explanation of how UNESCO designations fit within the wider UNESCO family is provided online at unesco.org.uk.

This report does not seek to assess the value of UNESCO as a standard-setting organisation or its unique role on the global stage. As part of a programme of work looking at the value of UNESCO to the UK, this report focuses on UNESCO designations as the tangible footprint of UNESCO in the UK and showcases their vital work and value. It also offers related recommendations for increasing that value in the future.

UNESCO Sites in the UK

28,789 km²

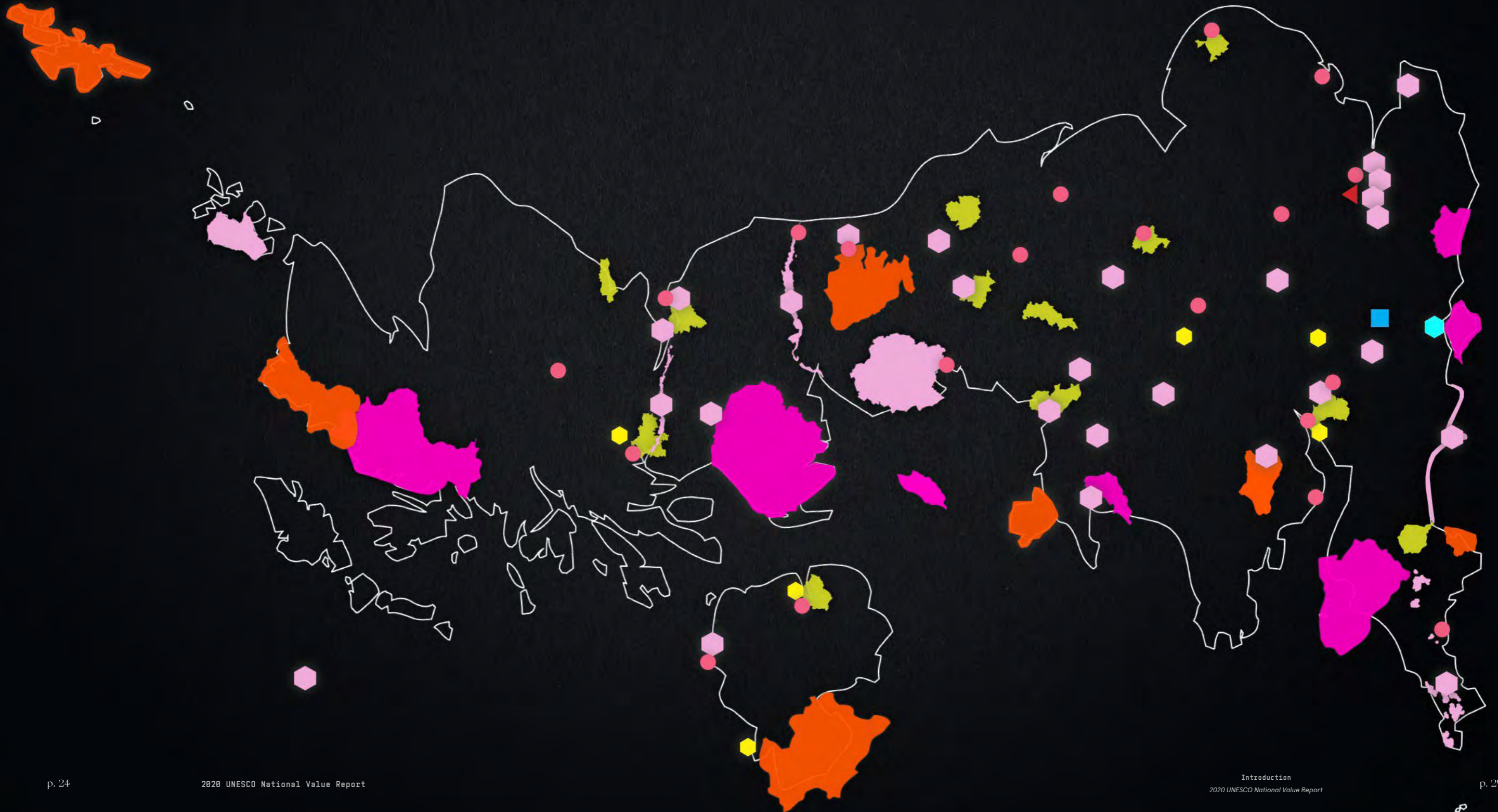
12%

Surface covered by UNESCO World Heritage Sites, UNESCO Global Geoparks, and UNESCO Biosphere Reserves in the United Kingdom

Percentage of the United Kingdom covered by UNESCO World Heritage Sites, UNESCO Global Geoparks, and UNESCO Biosphere Reserves in the United Kingdom

MAP KEY

- UNESCO World Heritage Site
- UNESCO Biosphere Reserves
- UNESCO Geoparks
- UNESCO Creative Cities
- UNESCO Memory of the World
- Intergovernmental Hydrology Programme
- Intergovernmental Oceanographic Committee
- UNESCO Chairs
- UNITWIN





The List

Scotland

- 1 St Kilda [1986]
- 2 Heart of Neolithic Orkney [1999]
- 3 Frontiers of the Roman Empire Antonine Wall [1987] joint inscription with Hadrian's Wall
- 4 The Forth Bridge [2015]
- 5 Old and New Towns of Edinburgh [1995]
- 6 New Lanark [2001]

England

- 8 Frontiers of the Roman Empire Hadrian's Wall [1987] joint inscription with the Antonine Wall
- 9 Durham Castle and Cathedral [1986]
- 10 The English Lake District [2017]
- 11 Studley Royal Park / Ruins of Fountains Abbey [1986]
- 12 Saltaire [2001]
- 13 Liverpool - Maritime Mercantile City [2004]
- 14 Jodrell Bank Observatory [2019]
- 15 Derwent Valley Mills [2001]
- 16 Ironbridge Gorge [1986]
- 17 Blenheim Palace [1987]
- 18 City of Bath [1987]
- 19 Stonehenge, Avebury and Associated Sites [1986]
- 20 Cornwall and West Devon Mining Landscape [2006]
- 21 Dorset and East Devon Coast (Jurassic Coast) [2001]
- 22 Canterbury Cathedral, St Augustine's Abbey, and St Martin's Church [1988]

Wales

- 27 Castles and Town Walls of King Edward in Gwynedd [1986]
- 28 Pontcysyllte Aqueduct and Canal [2009]
- 29 Blaenavon Industrial Landscape [2000]

Northern Ireland

- 7 Giant's Causeway and Causeway Coast [1986]

London

- 23 Royal Botanic Gardens, Kew [2003]
- 24 Palace of Westminster and Westminster Abbey including Saint Margaret's Church [1987]
- 25 Tower of London [1988]
- 26 Maritime Greenwich [1997]

Overseas Territories

- 30 Gorham's Cave Complex [2016] Gibraltar
- 31 Gough and Inaccessible Islands [1995] South Atlantic Ocean
- 32 Henderson Island [1988] Pitcairn Islands, Pacific Ocean
- 33 Historic Town of St George and Related Fortifications, Bermuda [2000] Bermuda

→ Map Key

UNESCO World Heritage Sites



→ Map Key

Creative Cities and UNESCO
Global Network of Learning Cities.

-  Creative City
→ Creative field
-  Learning Cities





The List

Scotland

-  Glasgow [2019]
City of Lifelong Learning
-  Dundee [2014]
Creative City of Design
-  Edinburgh [2004]
Creative City of Literature
-  Glasgow [2008]
Creative City of Music


Northern Ireland

-  Belfast [2018]
City of Lifelong Learning
-  Derry City and Strabane Region [2019]
City of Lifelong Learning

England

-  Bristol [2016]
City of Lifelong Learning
-  Wolverhampton [2018]
City of Lifelong Learning
-  Bradford [2009]
Creative City of Film
-  Bristol [2017]
Creative City of Film
-  Exeter [2019]
Creative City of Literature
-  Liverpool [2015]
Creative City of Music
-  Manchester [2017]
Creative City of Literature
-  Norwich [2012]
Creative City of Literature
-  Nottingham [2015]
Creative City of Literature
-  York [2014]
Creative City of Media Arts

Wales

-  Swansea [2015]
City of Lifelong Learning



The List

Scotland

- ◆ Wester Ross Biosphere Reserve [2016]
5299 km²
- ◆ Galloway and Southern Ayrshire Biosphere Reserve [2012]
5268 km²
- North West Highlands Global Geopark [2004]
2093 km²
- Shetland Global Geopark [2009]
1260 km²

Northern Ireland

- Marble Arch Caves Global Geopark [2001]
2489 km²

Isle of Man

- ◆ Isle of Man Biosphere Reserve [2016]
572 km²

England

- ◆ North Devon Biosphere Reserve [2002]
3027 km²
- ◆ Isle of Wight Biosphere Reserve [2019]
300 km²
- ◆ Brighton and Lewes Downs Biosphere Reserve [2014]
309 km²
- North Pennines Global Geopark [2004]
1930 km²
- English Riviera Global Geopark [2007]
104 km²

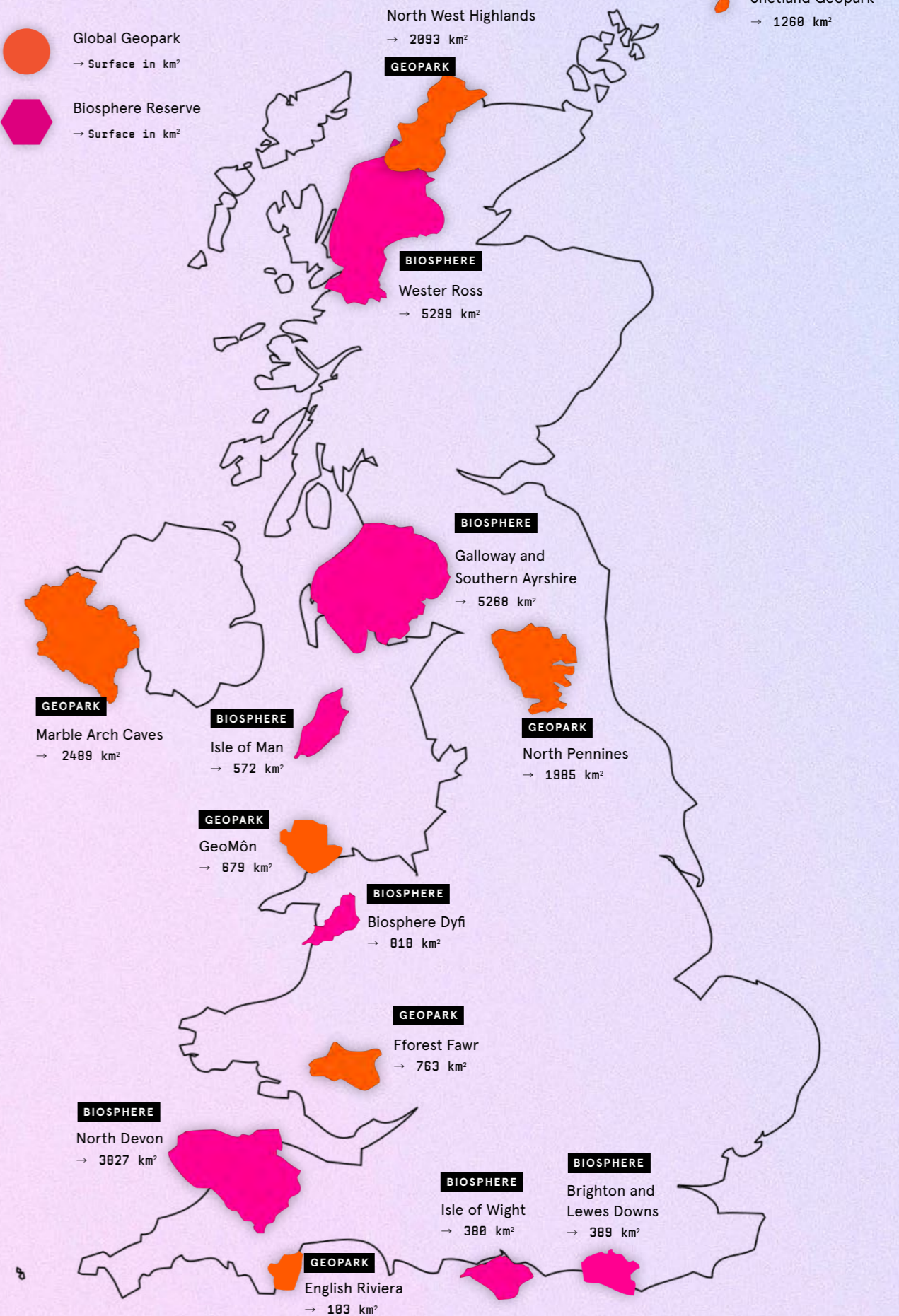
Wales

- ◆ Dyfi Biosphere Reserve [1976]
723 km²
- GeoMôn Global Geopark [2009]
679 km²
- Fforest Fawr Global Geopark [2005]
763 km²

→ Map Key

Biosphere Reserves and Global Geoparks in the UK

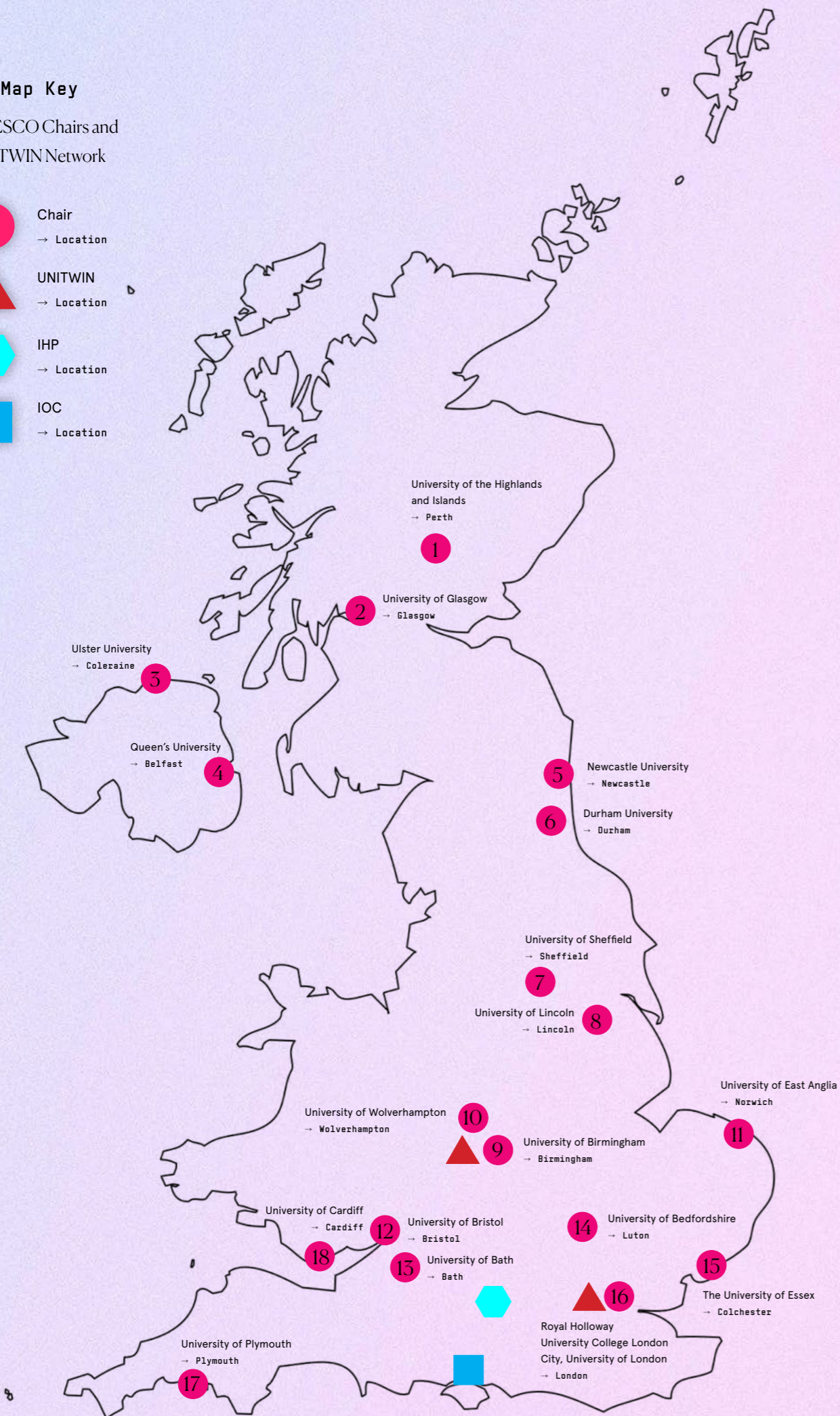
- Global Geopark
→ Surface in km²
- ◆ Biosphere Reserve
→ Surface in km²



→ Map Key

UNESCO Chairs and
UNITWIN Network

- Chair
→ Location
- ▲ UNITWIN
→ Location
- ⬡ IHP
→ Location
- IOC
→ Location



Chairs / UNITWIN



The List

Scotland

- 1 UNESCO Chair in Sustainable Mountain Development [2009]
Perth College, University of the Highlands and Islands
- 2 UNESCO Chair on Refugee Integration through Languages and the Arts [2016]
University of Glasgow

Northern Ireland

- 3 UNESCO Chair in Education for Pluralism, Human Rights and Democracy [1999]
Ulster University, Coleraine
- 4 UNESCO Chair on Globalizing a Shared Education Model for Improving Relations in Divided Societies [2016]
Queen's University Belfast

England

- 5 UNESCO Chair on Cultural Property Protection and Peace [2016]
Newcastle University
- 6 UNESCO Chair on Archaeological Ethics and Practice in Cultural Heritage [2014]
Durham University
- 7 UNESCO Chair on Media Freedom, Journalism Safety and the Issue of Impunity [2018]
University of Sheffield
- 8 UNESCO Chair on Responsible Foresight for Sustainable Development [2019]
University of Lincoln
- 9 UNESCO Chair in Water Science [2016]
University of Birmingham
- ▲ UNITWIN Network in Ecohydrological Interfaces under Change at the University of Birmingham [2020]
University of Birmingham
- 10 UNESCO Chair in Innovative Informal Digital Learning in Disadvantaged and Development Contexts [2020]
University of Wolverhampton
- 11 UNESCO Chair on Adult Literacy and Learning for Social Transformation [2016]
University of East Anglia, Norwich
- 12 UNESCO Chair on Inclusive and Quality Education for All [2019]
University of Bristol
- 13 UNESCO Chair in Higher Education Management [2020]
University of Bath
- 14 UNESCO Chair in New Media Forms of the Book [2012]
University of Bedfordshire, Luton
- 15 UNESCO Chair on Analytics and Data Science [2016]
University of Essex, Colchester
- 16 UNESCO Chair in Gender Research [2008]
City, University of London, London
- ▲ UNITWIN Network in Global Pharmacy Education Development [2010]
School of Pharmacy, University College London, London
- 17 UNESCO Chair on Geoscience and Society [2018]
University of Plymouth
- 18 UNESCO Chair in the Development of a Sustainable Geo-environment [2009]
Cardiff University

Wales

- 18 UNESCO Chair in the Development of a Sustainable Geo-environment [2009]
Cardiff University

UNESCO National Commissions

At the heart of delivering UNESCO's mission at the national level is the global network of 199 National Commissions for UNESCO.

Founded on the notion that the political and economic agreements of governments were not enough to create a meaningful peace between nations, National Commissions were established under Article VII of the UNESCO Constitution to ensure that the principal scientific, social and cultural governmental and non-governmental bodies of each nation were associated with UNESCO's work.

The capacity and composition of National Commissions vary significantly as each Member State defines its own Commission's structure. However, they share the purpose of coordinating and increasing the impact and visibility of UNESCO in their respective Member States.

The UK National Commission for UNESCO (UKNC) was one of the first national commissions to be founded, in 1946. An independent body, the UKNC is funded primarily by the UK Department for International Development. With a small secretariat and Board of expert Non-Executive Directors, the UKNC acts as the focal point for UNESCO in the UK (including UK Overseas Territories and Crown Dependencies) and works as a bridge between UNESCO, government, civil society and designations. This includes: providing expert policy advice to the UK and devolved governments; co-ordinating the UK's input to UNESCO's governing bodies and standard-setting instruments; disseminating information on UNESCO's objectives and activities; advising, supporting and monitoring prospective and current UNESCO designations; administering UNESCO prizes; and advising on UNESCO's brand and logo.



Blenheim Palace World Heritage Site



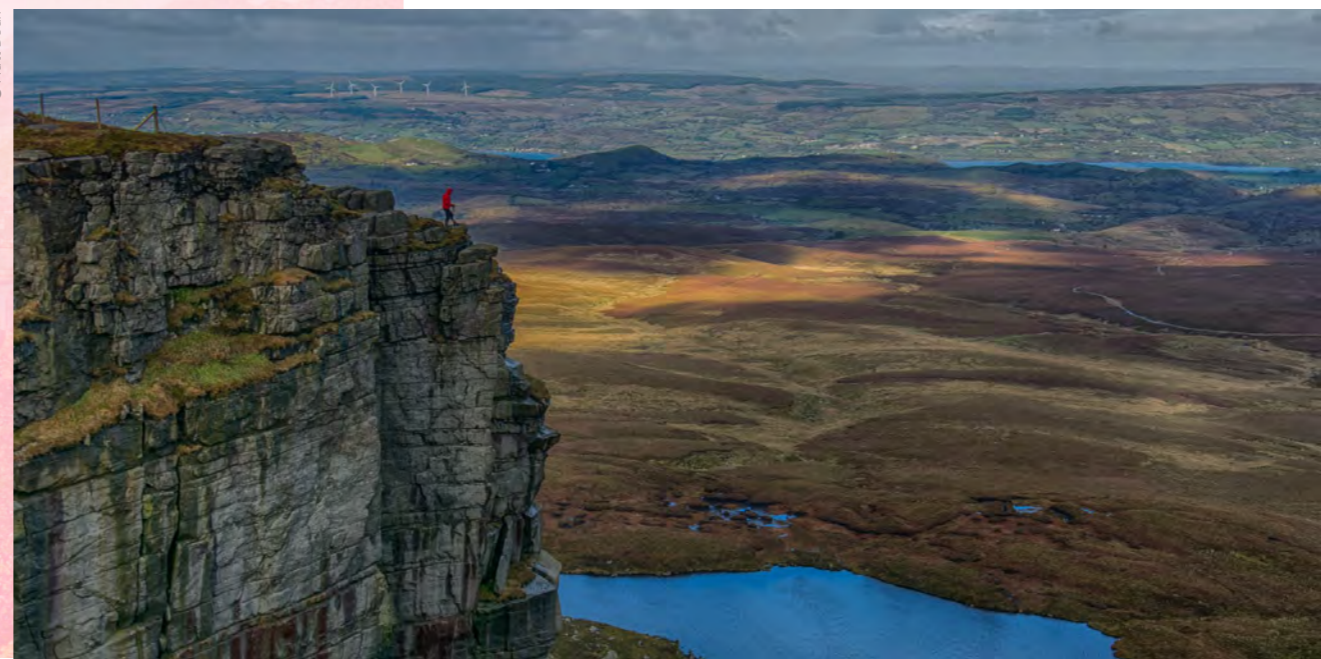
Canterbury Cathedral, St Augustine's Abbey, and St Martin's Church WHS

The UKNC has been spearheading a programme of work which seeks to analyse the wider value of UNESCO designations to the UK. This report is one of a series which has been produced since 2011 and focuses on the role of UNESCO designations within the UK and Overseas Territories and Crown Dependencies.

“It was important to receive UNESCO designation status for the area as it is something that is world renowned. From a tourism marketing perspective, being able to use the UNESCO badge is a huge advantage. It makes the Marble Arch Caves UNESCO Global Geopark a must-see destination and that's what we want it to be - a must-see destination.”

→ Tanya Cathcart, Marketing Manager, Fermanagh Lakeland Tourism, Marble Arch Caves UNESCO Global Geopark

© Matt Dean



Marble Arch Caves Global Geopark

UNESCO Designation Overview

Overview of UNESCO designations in the UK: International and Intergovernmental Organs of UNESCO and related UNESCO designations in the UK.




International and Intergovernmental Organs of UNESCO	UK responsibility policy lead	UK status engagement	Internationally recognised geographic designation	Designation presence in the UK 2020	Featured in the National Value of UNESCO to the UK report
Convention for the Protection of Cultural Property in Armed Conflict (1954) and its two protocols	Department for Digital, Culture, Media and Sport (DCMS)	The UK has ratified the Convention and both protocols	Yes. Blue Shield Emblem	n/a	No
Convention Concerning the Protection of the World Cultural and Natural Heritage (1972)	Department for Digital, Culture, Media and Sport (DCMS)	Ratified	Yes	32* UNESCO World Heritage Sites	Yes
Convention on the Protection of Underwater Cultural Heritage (2001)	Department for Digital, Culture, Media and Sport (DCMS)	Not ratified [the UK follows principles set out in Annex]	Yes	The UK has 2 accredited NGO Advisors under the Convention	No
Convention for the Safeguarding of the Intangible Cultural Heritage (2003)	Department for Digital, Culture, Media and Sport (DCMS)	Not ratified	No	The UK has 3 accredited NGO Advisors centres under the Convention	No
Intergovernmental Oceanographic Commission (IOC)	Department for Business, Energy and Industrial Strategy (BEIS)	Yes	Yes	UK Delegation to the IOC	Yes
Intergovernmental Hydrological Programme (IHP)	Department for Business, Energy and Industrial Strategy (BEIS)	Yes	Yes	UK Delegation to the IHP	Yes

International and Intergovernmental Organs of UNESCO	UK responsibility policy lead	UK status engagement	Internationally recognised geographic designation	Designation presence in the UK 2020	Featured in the National Value of UNESCO to the UK report
Man and the Biosphere Programme (MAB)	Department for Environment, Food and Rural Affairs (DEFRA)	Yes	Yes	7 UNESCO Biosphere Reserves	Yes
International Geoscience and Geoparks Programme (IGGP)	Department for Environment, Food and Rural Affairs (DEFRA)	Yes	Yes	7 UNESCO Global Geoparks	Yes
International Advisory Committee of the Memory of the World Programme (IAC-MoW)	Department for Digital, Culture, Media and Sport (DCMS)	Yes	Yes	84 International and National Memory of the World Register	Yes
UNESCO Chairs and UNITWIN Networks Programme	n/a	Yes	Yes	UNESCO Chairs and UNITWIN Networks	Yes
UNESCO Creative Cities Programme	Department for Digital, Culture, Media and Sport (DCMS)	Yes	Yes	11* UNESCO Creative Cities	Yes
UNESCO Global Network of Learning Cities	Relevant Devolved Government Department	Yes	Yes	6 Members of the UNESCO Global Network of Learning Cities	No

* 31 at time of survey, 32 at time of publication

* 18 at time of survey, 11 at time of publication

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Introduction

Mountainous biosphere reserves, multi-cultural cities, university research programmes, and community-led partnerships: the UK's designations are diverse in their reach, geography and focus.

This chapter explores the financial impact of UNESCO status on 76 of our unique designations across the UK. It uncovers some of the economic benefits and challenges associated with being awarded the UNESCO accolade and highlights opportunities to release the potential this status offers.

The Financial Value of UNESCO designations to the United Kingdom

Key Finding n°01

UNESCO status generated £151 million for UK designations.

Key Finding n°02

Some designations attract more funding than others.









Key Finding n°03

Governments, tourism, legacies, National Lottery Heritage Fund are the largest donors.

Survey Data

Between January 2018 and April 2019, the UK National Commission for UNESCO surveyed all UNESCO designation coordinators and site managers in the UK, Crown Dependencies and Overseas Territories for the categories shown below.¹¹ They were asked to submit information on their UNESCO designation's total income and respective funding sources.

→ The data from the 76 responding designations were then statistically analysed to identify to what extent the UNESCO status helps UNESCO designations to attract funding.

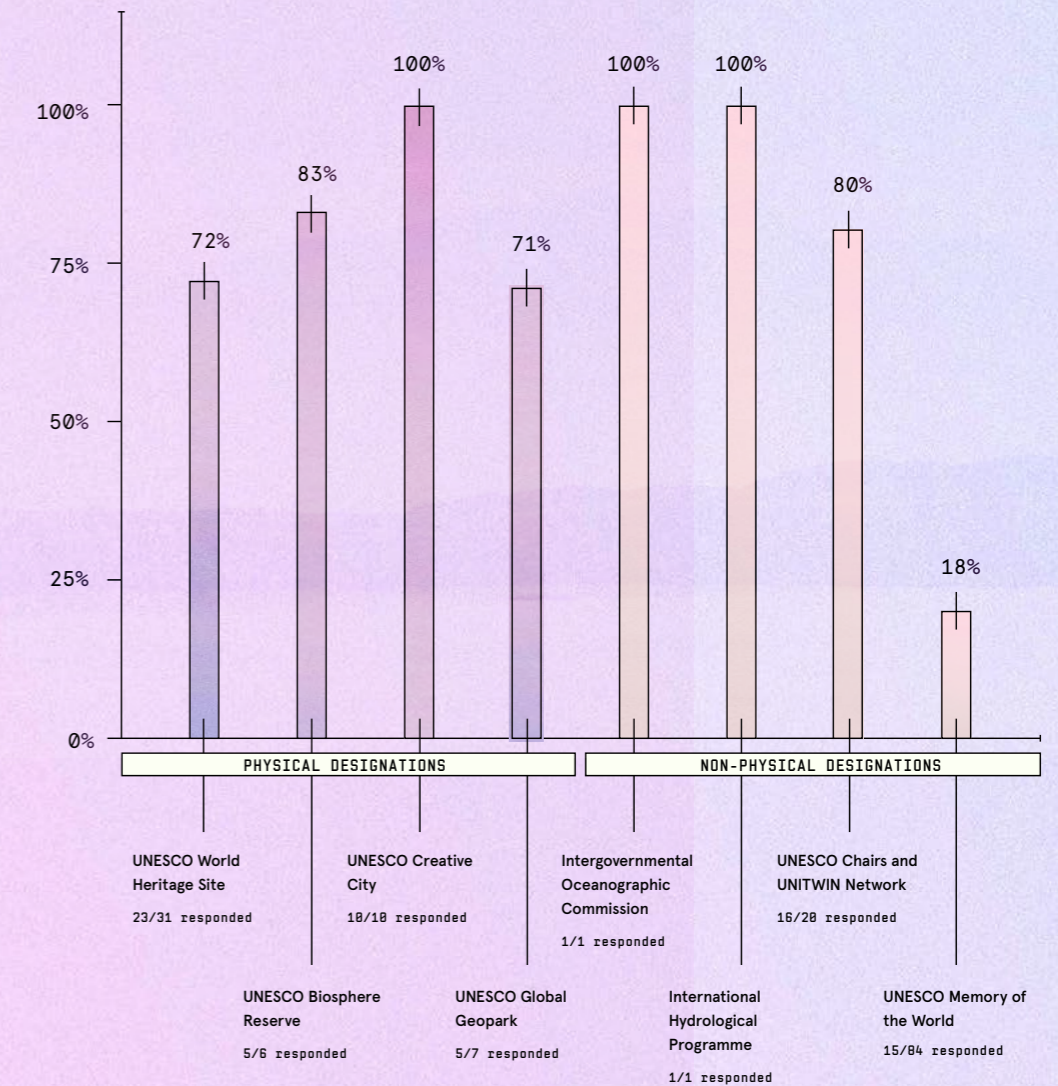
UNESCO Designation	N° of UK Designations	N° of Respondents	% Responding
 UNESCO World Heritage Sites	32 ^{*31 at the time of the survey}	23	72%
 UNESCO Biosphere Reserves	7 ^{*6 at the time of the survey}	5	83%
 UNESCO Creative Cities	11 ^{*10 at the time of the survey}	10	100%
 UNESCO Global Geoparks	7	5	71%
 UNESCO Chairs and UNITWIN Network	22 ^{*20 at the time of the survey}	16	80%
 UNESCO Memory of the World	84	15	18%
 Intergovernmental Oceanographic Commission	1	1	100%
 Intergovernmental Hydrological Programme	1	1	100%
Total including Memory of the World	165 ^{*160 at the time of the survey}	76	46%
Total without Memory of the World	81	61	75%

*Number does not include Category 2 Centres (1) or Learning Cities (6). The total number of UNESCO designations, including these two categories, is 172.

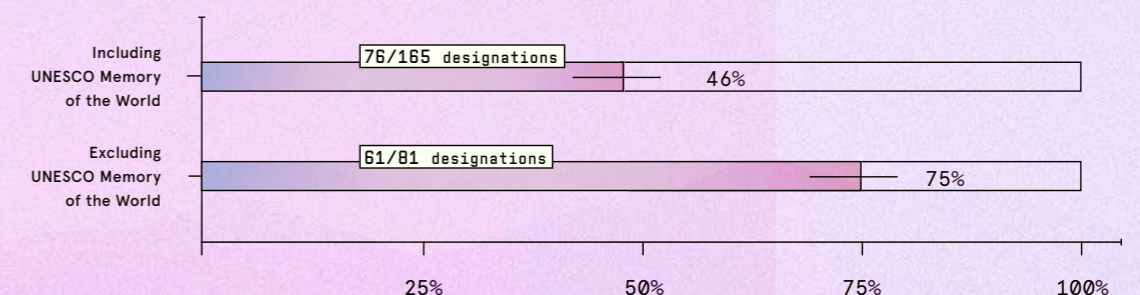
¹¹ The designation types targeted include: i) World Heritage Sites, ii) Memory of the World, iii) UNITWIN/ UNESCO Chairs, iv) Biosphere Reserves, v) Global Geoparks, vi) Creative Cities, vii) Intergovernmental Oceanographic Committee and viii) Intergovernmental Hydrological Programme.

Who took part in the survey: A detailed insight into the designations that helped us.

→ Percentage of respondents per designation type



→ Participation rate including/excluding UNESCO Memory of the World



Map Survey Respondents

The map of UNESCO designations who responded to the Survey

→ Map.



- MAP KEY**
- ◆ UNESCO World Heritage Sites
 - UNESCO Biosphere Reserves
 - UNESCO Global Geoparks
 - ◆ UNESCO Creative Cities
 - ◆ UNESCO Memory of the World
 - Intergovernmental Hydrology Programme
 - Intergovernmental Oceanographic Committee
 - UNESCO Chairs

→ Map Key

We contacted designations all across the breadth and width of the four constituent nations of the UK. 76 of the 165 UK UNESCO designations responded.

76 UNESCO designations in the UK successfully used their UNESCO status to generate an additional **£151 million** in one year from revenue sources, including through tourism and research funding.¹²

This figure shows a significant monetary increase since the previous Wider Value of UNESCO to the UK report, which estimated that 93 UNESCO designations had used their UNESCO status to attract an estimated £100 million in additional income between April 2014 to March 2015.¹³ We expect the more recent financial figure to be an underestimate for several reasons:

- **The £151 million** only looks at the ability of UNESCO status to generate additional income for UNESCO designations - it is not a full economic analysis (GVA) at the designation level (see the complementary Giant's Causeway UNESCO World Heritage Site case study below).
- **This figure does not include data from the entire network of UNESCO designations and their partners.**
- **Our survey seeks to examine the direct value of the UNESCO designation status.** Other recent studies have illustrated that the economic value of the UNESCO status exceeds the baseline figure of this report when including the income generated by those who benefit from being affiliated with, or operating within, the UNESCO designation.



© Stringerphoto

Jodrell Bank Observatory WHS



£151 million

The UNESCO status adds significant additional financial value to local areas across the UK.

¹² Income generated January - December 2018

¹³ United Kingdom National Commission for UNESCO. (2015). Wider Value Of UNESCO To The UK, 2014-15: Contribution of UNESCO to UK Government Policy (London, 2015). Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000244573>.

Giant's Causeway and Causeway Coast UNESCO World Heritage Site – Economic Analysis of Financial Worth

Giant's Causeway UNESCO World Heritage Site helped to generate £484.26 million for Northern Ireland Causeway Coast and Glens Region in 2017.

With increasing levels of visitor numbers to the UNESCO World Heritage Site in recent years, Ulster University undertook a study in 2019 aiming to measure the economic contribution and social impact of the UNESCO designation as a major tourist attraction. The survey includes an analysis of the Site's economic contribution (GVA), its social impact to the region, such as benefits to residents and civic pride, and the potential impacts and risks associated with rapidly growing tourism numbers. It found that the UNESCO accolade has significantly 'fuelled the Causeway's tourism popularity' and had 'a strong positive impact for the region' but has also presented 'potential challenges and threats' in terms of over-tourism.¹⁴

¹⁴ Giant's Causeway. (2019). Giant's Causeway contribution boosts local economy. Retrieved from: <https://www.nationaltrust.org.uk/giants-causeway/news/giants-causeway-contribution-boosts-local-economy>.



© Cinematographer



“We are proud to be one of the main employers along the North Coast - we employ 75 full-time staff, and this figure increases significantly during peak season. We contribute over £3.5 million in wages to local people and remain committed to working closely with the community - in fact 80% of the craft for sale in the Visitor Centre is produced locally or within the island of Ireland.”

→ Max Bryant, General Manager at the National Trust, responsible for the Giant's Causeway and Causeway Coast World Heritage Site and Carrick-a-Rede rope bridge.



© kikearnalz



© sara_winter

The ability of UNESCO designations to use their UNESCO status to attract additional funding varied considerably among the designation types.

Some UNESCO designations are more successful than others in attracting additional income through their UNESCO status. UNESCO World Heritage Sites were by far the most prominent beneficiaries - using their UNESCO status to attract up to £131 million in one year. Nonetheless, for the majority, securing sufficient financial resources remains challenging. UNESCO Chairs followed, with an estimated value captured of £9 million and UNESCO Global Geoparks which attracted approximately £3.5 million.

Our findings confirm and illustrate that many UNESCO UK designations feel their UNESCO status helps them to set themselves apart from other funding applicants and also boosts their confidence when applying for financial support. And our findings are reinforced through other research. For example, a European-wide study by UNESCO in 2015 found that UNESCO designations believed that UNESCO recognition significantly increased their prestige and attracted more funding.¹⁶

Affiliation with UNESCO enhances designation capacity to attract funding. As members of the UNESCO network, UNESCO designations are obliged to pursue a set of policies and objectives which help to advance the designations' management and planning, which in turn enhances their ability to attract funding.

¹⁶ UNESCO. (2016). World heritage in Europe today. Retrieved from <https://whc.unesco.org/en/world-heritage-in-europe-today/>

“If we lost it, what would make us different from any other community organisation? I feel that it gives me more confidence both to be entrepreneurial and to write a funding application. It's not just us that thinks we're special, the UN think that it's special. It shows you that you've got the outside support - that something beyond the UK, Europe, globally, has said that 'We believe that this organisation has the ability to manage this heritage and we believe that it's special.'”

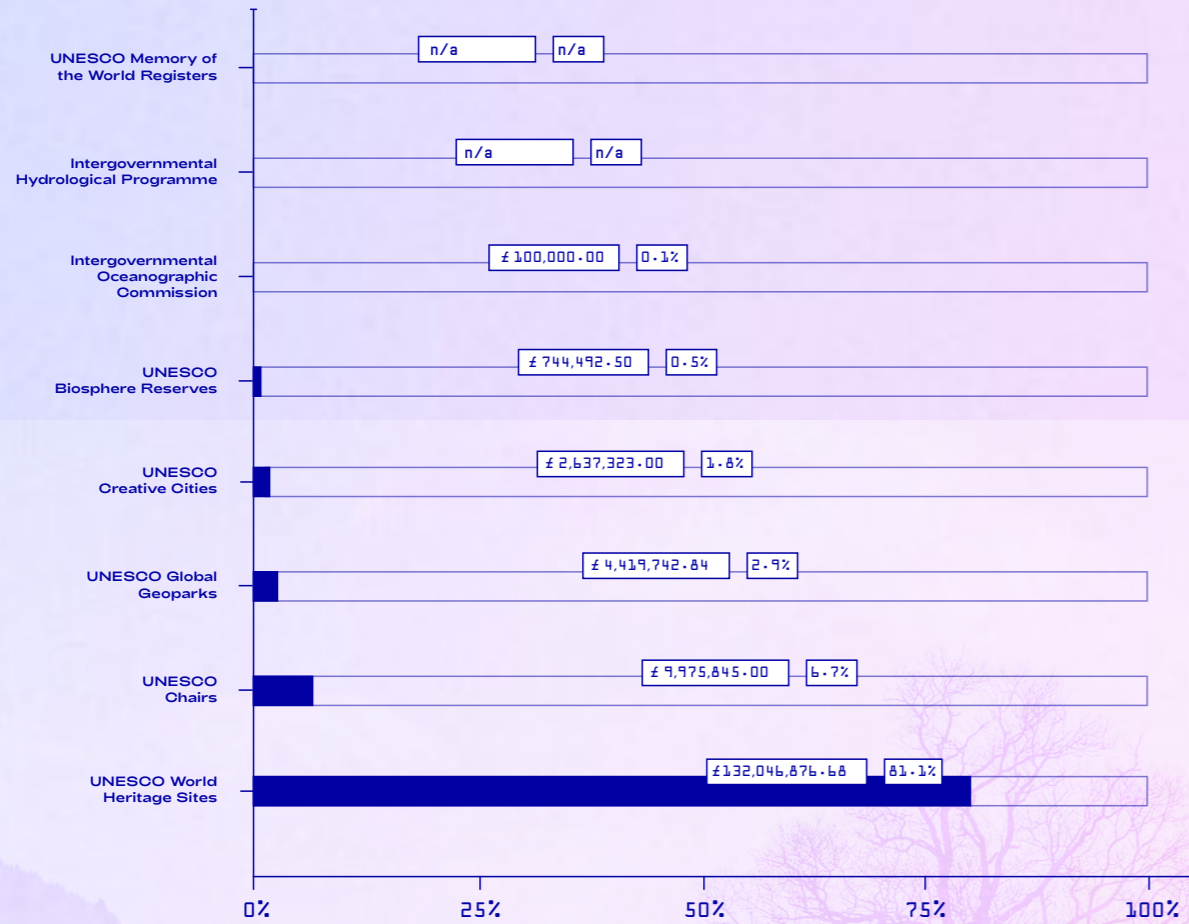
→ Dr Laura Hamlet, Geopark Coordinator at the North West Highlands UNESCO Global Geopark ¹⁷

Designations have also argued that the UNESCO status has helped them to develop a clear and precise management plan, with strong partnerships and a clear sense of direction, to offer to potential funding bodies, as illustrated below by Sarah Simmonds, World Heritage Site Partnership Manager at Stonehenge and Avebury UNESCO World Heritage Site.

¹⁷ Hamlet, L. (2019). Wider Value of UNESCO to the UK 2019 Report. United Kingdom National Commission for UNESCO interview, phone call. London.

→ Funding per Designation Type

Funding is not uniformly distributed among designations. UNESCO World Heritage sites dominate the chart and attract by far the most funding, followed by UNESCO Chairs and UNESCO Global Geoparks.



→ Graph showing the breakdown of the £151 million by UNESCO designation. Funding is not uniformly distributed among designations. UNESCO World Heritage Sites dominate the chart and attract by far most of the funding. Followed by UNESCO Chairs and UNESCO Global Geoparks. This section excludes £1,352,135 in funding for UNESCO Memory of the World Registers as they do not form part of subsequent analysis.

TABLE ↓

DESIGNATION TYPE	FUNDING AMOUNT	PERCENTAGE
UNESCO World Heritage Sites	→ £ 132,046,876	→ 81.1%
UNESCO Chairs & UNITWIN Networks	→ £ 9,975,845	→ 6.7%
UNESCO Global Geoparks	→ £ 4,419,742	→ 2.9%
UNESCO Creative Cities	→ £ 2,637,323	→ 1.8%
UNESCO Biosphere Reserves	→ £ 744,492	→ 0.5%
Intergovernmental Oceanographic Commission	→ £ 100,000	→ 0.1%
Intergovernmental Hydrological Programme	→ £ 0	→ n/a
UNESCO Memory of the World Registers	→ £ 0	→ n/a
TOTALS	→ £ 149,924,288	→ 100.0%



© Pawel Stonehenge, Avebury and Associated Sites World Heritage Site

“Because we are a UNESCO World Heritage Site, we already have a very clear vision and set of aims and policies for the site. [...] Our management plan is the direct result of having World Heritage status - we’ve been able to bring together partners to agree their overarching vision and get quite quick access to funds to deliver actions within that management plan.”¹⁸

→ Sarah Simmonds, World Heritage Site Partnership Manager at Stonehenge and Avebury UNESCO World Heritage Site

¹⁸ Simmonds, S. (2019). Wider Value of UNESCO to the UK 2019 Report, United Kingdom Commission for UNESCO interview, phone call. London.

Frontiers of the Roman Empire, Antonine Wall UNESCO World Heritage Site

The Antonine Wall (part of the transnational UNESCO World Heritage Site Frontiers of the Roman Empire) was awarded £980,000 funding from the National Lottery Heritage Fund in 2019 to kickstart and support the £2.1 million “Rediscovering the Antonine Wall” project over the next three years.¹⁹

The project includes a series of capital works (such as themed playparks) to regenerate key areas, alongside a programme of co-curated community projects such as street art workshops with international artists, to engage non-traditional audiences. Patricia Weeks, Deputy Head of World Heritage: Antonine Wall Co-ordinator at Historic Environment Scotland, suggested the UNESCO status played a critical role in attracting funding from the National Lottery Heritage Fund.²⁰

Overall, several factors influence the ability of UNESCO designations to attract additional income. A designation’s popularity (in and of themselves), designation type, the international and domestic legislative and political framework, geography and location, human capacity and local economy all have an impact and must be taken into consideration when explaining the variation in generating additional income.

¹⁹ Weeks, P. (2019) Wider Value of UNESCO to the UK 2019 Report, United Kingdom National Commission for UNESCO interview, phone call. London; West Dunbartonshire Council. (2018). Antonine Wall Project Awarded £980,000 Funding from National Lottery. Retrieved from <https://www.west-dunbarton.gov.uk/council/newsroom/news/2018/oct/antonine-wall-project-awarded-980-000-funding-from-national-lottery/>.

²⁰ Weeks, P. (2019) Wider Value of UNESCO to the UK 2019 Report, United Kingdom National Commission for UNESCO interview, phone call. London.



© David Hamraah



© Crown Copyright: Historic Environment Scotland

“The UNESCO status has certainly helped us receive funding for the Rediscovering the Antonine Wall project because our management plan has been used as a basis for the application. The National Lottery Heritage Fund liked that a steering group had already been set up for the management plan because it showed that a strong partnership was already in place.”²¹

→ Patricia Weeks, Deputy Head of World Heritage Antonine Wall Co-ordinator at Historic Environment Scotland

²¹ Weeks, P. (2019). Wider Value of UNESCO to the UK 2019 Report, United Kingdom National Commission for UNESCO interview, phone call. London



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Antonine Wall World Heritage Site



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Our findings show that UNESCO World Heritage Sites are the most successful in using their UNESCO status to attract additional funding.

As a signatory to the 1972 Convention concerning the Protection of the World Cultural and Natural Heritage, the UK Government is committed to protecting UNESCO World Heritage Sites in the UK.²² This intergovernmental legal agreement, which does not exist for the other UNESCO designation types in this form, ensures that the UK Government acts as the most prominent stakeholder and beneficiary of UNESCO World Heritage Sites.²³ For example, the Department for Digital, Culture, Media and Sports (DCMS) Culture White Paper seeks ‘...to set a global standard in the stewardship of World Heritage Sites’. Furthermore, DCMS’ Heritage Statement (2017) states that it will continue to support the protection and promotion of World Heritage Sites, and that it will ‘develop strategies which will ensure that the management and stewardship of our World Heritage Sites is consistent and best practice is shared across the UK’.²⁴

²² UNESCO. (2019). World Heritage Convention. Retrieved from <http://whc.unesco.org/en/convention/ge>

²³ For example, ‘the government is providing £4 million to Jodrell Bank, subject to approval of a sustainable business case, as part of their £20.5 million project to create a new interpretation centre promoting the historically significant scientific work undertaken at this site in Cheshire.’ HM Treasury Autumn Budget 2018 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/661480/autumn_budget_2017_web.pdf

²⁴ Secretary of State for Culture, Media & Sport. (2016). The Culture White Paper. Retrieved from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/510798/DCMS_The_Culture_White_Paper_3_.pdf; Department for Digital, Culture, Media & Sport. (2017). Heritage Statement. Retrieved from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664657/Heritage_Statement_2017_final_-_web_version_.pdf

Some World Heritage Sites also state that the UNESCO status provides them with a competitive advantage in attracting further financial resources. Georgina Darroch, World Heritage Site Coordinator at the UNESCO World Heritage Site Royal Botanic Gardens, Kew, says:

“The designation very much sets us apart from the other properties which are in the government portfolio and for external funders as well... UNESCO designation does add that stamp of significance. When we are asking for funding either from the government or from private sponsors.”

→ Georgina Darroch, World Heritage Site Coordinator at the UNESCO World Heritage Site Royal Botanic Gardens, Kew

As the most common UNESCO designation with a physical boundary in the UK (32 UNESCO World Heritage Sites, including four in London), World Heritage Sites also rank among the most well-known and most visited UNESCO sites in the UK. As part of a major communications review in 2019, UNESCO found that its work on world heritage is better known than its involvement in other areas of expertise.²⁵ Overall, however, we found that most UNESCO designations, including World Heritage Sites outside key tourist areas, lack sufficient financial resources.²⁶ The next section of this chapter, ‘Key Finding 3’, examines the relationship between tourism and UNESCO designations more closely.

²⁵ ‘While UNESCO’s name was increasingly present in social media and in the mainstream, the content of its programmes was still not sufficiently widely recognized. The representative of DPI recalled that the survey on the image of the Organization had shown that UNESCO had a valued profile with regard to world heritage, but it needed to engage the public in its involvement in current debates, for instance through its Creative Cities Programme’. 207 EX/PG/1.INF.3 UNESCO Executive Board: Report of the Preparatory Group 24-25 September 2019 Retrieved from: <https://en.unesco.org/executiveboard> Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000259967>

²⁶ This resonates with the findings of World Heritage UK’s (November, 2019) Assets for the Future – A Review of the State of UK World Heritage Sites. Retrieved from: <https://worldheritageuk.org/about/resources/research/>



Home to some of the world's most prestigious and renowned universities and institutions, the UK has a global reputation for a world-class higher education system.

Determined to maintain this, the UK Government promotes 'international collaboration [...] to tackle global challenges' and 'to help raise education standards both at home and around the world.' Its International Education Strategy sets out '...to put in place the practical, advisory and promotional support to further strengthen the UK's position at the forefront of global education and as an international partner of choice for institutions and governments around the world'.²⁷

UNESCO Chairs and UNITWIN Networks are both drivers and beneficiaries of the UK's reputation and focus on education. The nature of their work - creating and disseminating new knowledge - requires and promotes a vast range of collaborations between research institutions, universities and experts, in the UK and abroad.

Our research shows that UK institutions that have a UNESCO Chair or UNITWIN Network enable a strong and established presence in various countries around the world, which allows them to increase their global impact and reach. Their UNESCO status helps them to unlock research funds and attract additional income and other non-financial resources such as human capital and information access. We estimate that our survey respondents generated £9 million in funding from their UNESCO status. Both their funding and their status have helped the Chairs and UNITWIN Networks to build partnerships and unlock further opportunities.

²⁷ Department for International Trade and Department for Education. (2019). International Education Strategy Global Potential, Global Growth. Retrieved from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/799349/International_Education_Strategy_Accessible.pdf.



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²⁸ Professor Robin Coningham, UNESCO Chair in Archaeological Ethics and Practice in Cultural Heritage



© Queen's University Belfast

²⁹ Professor Joanne Hughes, UNESCO Chair on Globalizing a Shared Education Model for Improving Relations in Divided Societies

³⁰ Professor Maria Fasli, UNESCO Chair in Analytics and Data Science



© University of Essex

³¹ Professor Rajani Naidoo, UNESCO Chair in Higher Education Management



© Bath University

³² Professor Iain Stewart, UNESCO Chair in Geoscience and Society



© University of Plymouth

Professor Alison Phipps, UNESCO Chair in Refugee Integration through Languages and the Arts, University of Glasgow

The UNESCO Chair in Refugee Integration through Languages and the Arts within the School of Education at the University of Glasgow has attracted a total of £1.56 million in funding and grants since its inception in 2016. Funding has gone towards projects such as the Online Palestinian Arabic Course (OPAC), a cross-border collaboration to tackle unemployment and promote intercultural and multilingual exchanges through the design, development and promotion of a Palestinian Arabic language course grounded in Palestinian culture and heritage.²⁸

²⁸ The figure includes externally awarded research, contracts, internal knowledge exchange, project development grants, studentships and internships. From email correspondence with Lauren Roberts, UNESCO Coordinator, Secretariat UNESCO Chair, University of Glasgow. (2019). Refugee Integration through the Languages and the Arts; Retrieved from: <https://www.gla.ac.uk/research/az/unesco/researchandengagement/researchprojects/opac/#d.en.584338>.

Professor Alison Phipps



© Beila Hoogveen

Professor Alan Smith, UNESCO Chair in Education for Pluralism, Human Rights and Democracy, Ulster University

The UNESCO status helped the UNESCO Chair in Education for Pluralism, Human Rights and Democracy within the School of Education at Ulster University to attract £1.5 million from Irish American philanthropist Chuck Feeney - one of the highest grants made to the Social Sciences at the university at the time of the launch.

Refugee Integration Workshop - Adel Salmanzadeh



© Beila Hoogveen

Pluralism



© Ulster University



© John Owoo

Refugee Integration



© Karen Gordon

Refugee Integration - Samuel Kwamina Takyi



© Ulster University

Pluralism

Refugee Integration



© NTY-STUDIOS

Pluralism



© mimit.mo

“I would highlight how highly significant the UNESCO Chair was in raising the profile of the work that I was involved with in Northern Ireland through funding that I received shortly after the Chair was officially launched’ Alan tells us. ‘I think Chuck Feeney’s representatives were aware of the work that I was involved in but also realised that the establishment of this UNESCO Chair was an acknowledgement and recognition of that work and also raised the profile to a level that you know was worth investing in. I think whenever we did reports on how we made use of that funding, it gave us tremendous leverage to engage with other funders and other partners.”²⁹

→ Professor Alan Smith, UNESCO Chair in Education for Pluralism, Human Rights and Democracy, Ulster University.

²⁹ Smith, A. (2019). Wider Value of UNESCO to the UK 2019 Report, United Kingdom National Commission for UNESCO interview . London.

Key Finding

n°03

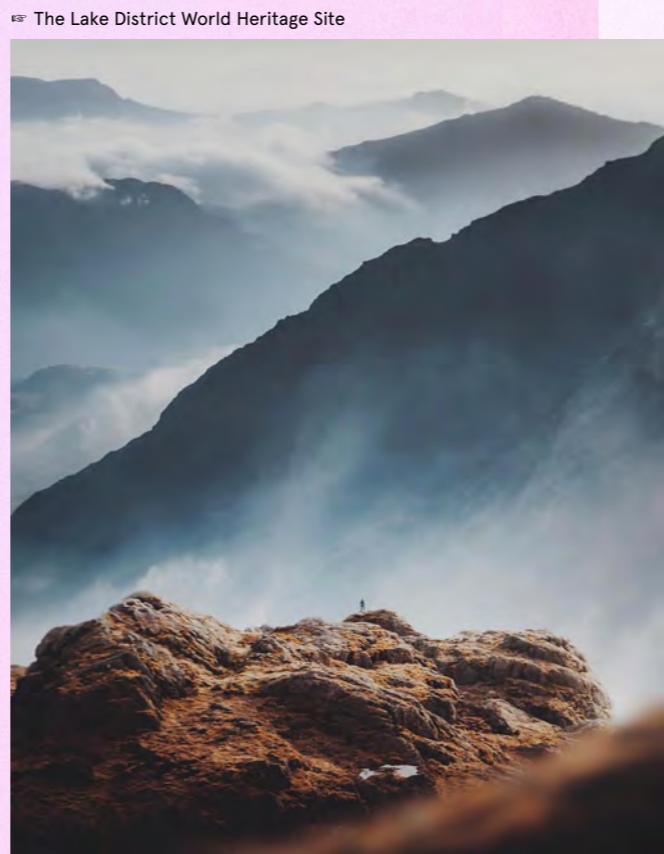
The UK Governments, tourism, private legacies and the National Lottery Heritage Fund are the main funding sources of UNESCO UK designations.

The UNESCO status helped UNESCO designations attract the most funding from the UK Governments (29%), the tourism sector (25%), private legacies (16%) and the National Lottery Heritage Fund (13%). Though collectively the sources of funding for UNESCO designations in the UK are diverse, we found that some designations rely heavily on one source of funding, while others benefit from the support of multiple funding bodies. UNESCO Creative Cities have the most diverse sources of funding, while UNESCO Global Geoparks rely on only a handful of sources. UNESCO World Heritage Sites attract the majority of funding from each of these four funding sources.



Maritime Greenwich World Heritage Site

@oldroyalnavycollege

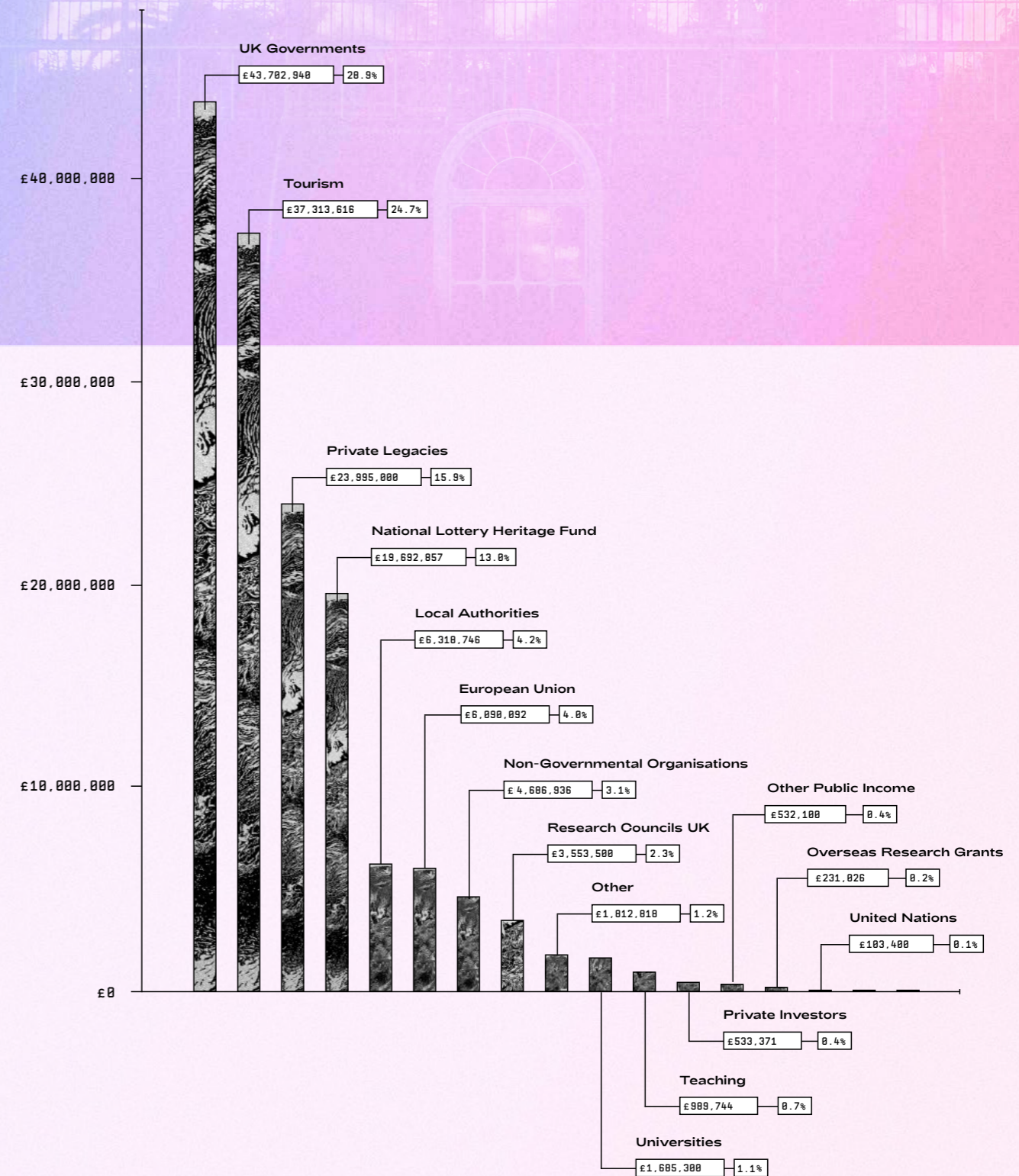


The Lake District World Heritage Site

@black.sail_

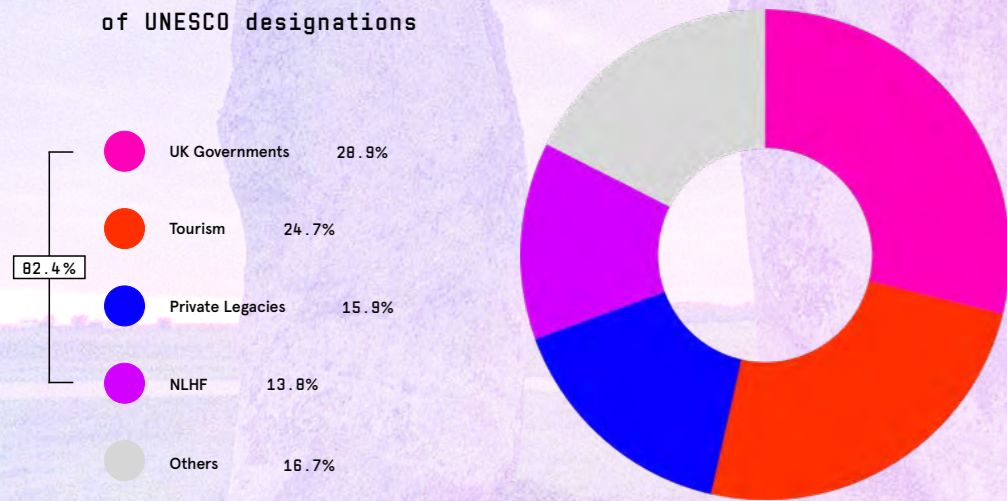
→ Source of Funding Ranking

The charts shows how the main source of income for all designations is the UK Governments, followed by tourism revenue, private legacies and the National Lottery Heritage Fund.



At £44 million, the UK (including devolved) governments are the main source of funding for UNESCO designations in the UK. Many designations rely on a range of sources, including public bodies and fundraising campaigns. For example, Stonehenge and Avebury UNESCO World Heritage Site has received funding from a variety of public sources including the Wiltshire Council, Historic England and nationally designated funds.³⁰ While some designations are charities (e.g. The Jurassic Coast Trust), others are not. For example, the North West Highlands UNESCO Global Geopark has fundraised in the past by crowdfunding to pay for staff to keep the visitor centre open. They are a social enterprise (registered as a company limited by guarantee), as well as a charity, and their funding comes from donations, private sector sponsorship, European Programme funding and earned income from tours.

→ 4 main funding sources of UNESCO designations



³⁰ Simmonds, S. (2019). Wider Value of UNESCO to the UK 2019 Report, United Kingdom National Commission for UNESCO interview. Phone call. London.

North West Highlands Global Geopark



© Daniel 307769643

Stonehenge and Avebury World Heritage



© lewisblackburnadventure



© Visit Isle of Wight

The Needles, Isle of Wight Biosphere Reserve



© Kevin

Durham Castle and Cathedral World Heritage Site

North Devon Biosphere Reserve



© Mark 35441051

Dorset and East Devon Coast World Heritage Site



© /flaytonhill

Tourism

The UK is a major tourist destination. The Office for National Statistics International Passenger Survey found that the UK welcomed almost 38 million inbound visitors with an estimated spend of more than £22 billion in 2018.

VisitBritain estimates that the financial value of tourism in England alone was £106 billion in 2017, which includes both direct and indirect impacts.³¹ Lonely Planet named England the world's second-best tourist destination in 2020 because of its "timeless treasures".³²

Unsurprisingly, therefore, tourism is also a key source of income for UNESCO designations in the UK. The Association of Leading Visitor Attractions (ALVA) found that UNESCO World Heritage Sites ranked among the most visited attractions in 2018, and listed seven among the UK's top 50.³³ Our data confirms that World Heritage Sites seem to be particularly successful at using the UNESCO status to generate additional income through tourism – accounting for 98.68% of the overall tourism income of the 76 UNESCO designations in the survey data.

³¹ VisitBritain. (2019). The value of tourism in England, Retrieved from: <https://www.visitbritain.org/value-tourism-england>; VisitBritain. (2019). 2018 Snapshot. Retrieved from: <https://www.visitbritain.org/2018-snapshot>

³² The Guardian. (2019). Lonely Planet names England the World's second best tourist destination. Retrieved from: https://www.theguardian.com/uk-news/2019/oct/22/lonely-planet-names-england-the-worlds-second-best-tourist-destination-in-2020?CMP=Share_iOSApp_Other.

³³ Please note that all ALVA figures listed only include visitor attractions in 2018 that are in membership with the Association of Leading Visitor Attractions.



English Lake District World Heritage Site



© Alexey Fedorenko

Giant's Causeway and Causeway Coast World Heritage Site

World Heritage Sites' well-established business tourism model partly influences this statistic – no other designation type has a tourist-based strategy as well developed.³⁴ It is also likely that the integration of World Heritage Sites into national tourism campaigns such as Find Your Great Britain has helped to boost their popularity and awareness among visitors.³⁵ World Heritage Sites are particularly popular among international tourists. Max Bryant explains this in the case of UNESCO World Heritage Site Giant's Causeway:

“It appears that the World Heritage designation is increasingly important for some people, particularly those from some of the emerging markets such as China, where World Heritage status adds to that tick box photo opportunity.”³⁶

→ Max Bryant, General Manager, Giant's Causeway World Heritage Site

³⁴ UNESCO and National Geographic. (2019). World Heritage Journeys of Europe. Retrieved from: <https://visitworldheritage.com/en/eu/UNESCO>; UNESCO. (2019). Sustainable Tourism: UNESCO World Heritage and Sustainable Tourism Programme. Retrieved from: <https://whc.unesco.org/en/tourism/>

³⁵ VisitBritain. (2019). World Heritage Sites. Retrieved from: <https://www.visitbritain.com/gb/en/world-heritage-sites>

³⁶ Bryant, M. (2019). Wider Value of UNESCO to the UK 2019 Report, United Kingdom National Commission for UNESCO interview, phone call. London.



City of Bath World Heritage Site



Stac Pollaidh, guided walk. North West Highlands Global Geopark

Tourism also plays a significant role for other UNESCO designations which are all encouraged to build and strengthen a long-lasting relationship with their audiences.³⁷ For example, the North West Highlands UNESCO Global Geopark, home of Europe's oldest rocks, uses geo-tourism to attract visitors. Its Geotrail Coigach and multi-day long geo-tours involve trained staff taking visitors on excursions to interpret the park's geology.³⁸ Tourism is also a key focus of Creative Cities as well as of Biosphere Reserves. For instance, Dundee UNESCO Creative City of Design welcomes an average of 4 million visitors per year, and the Galloway & Southern Ayrshire UNESCO Biosphere Reserve attracts approximately 850,000 visitors annually.³⁹

Overall, however, research shows that people's awareness of UNESCO designations in the UK is generally low and that some are more well-known than others. A survey on the public perception of UNESCO sites by VisitScotland in 2019 found that only 30% of respondents were aware of UNESCO designations and for the majority, the UNESCO status did not influence their decision to visit a particular site.⁴⁰ Clear branding guidelines, national campaigns to raise their profile, and more opportunities to learn from and with each other could help designations to use the UNESCO brand more effectively and attract more visitors and funding.

³⁷ For examples, please refer to the next chapter.

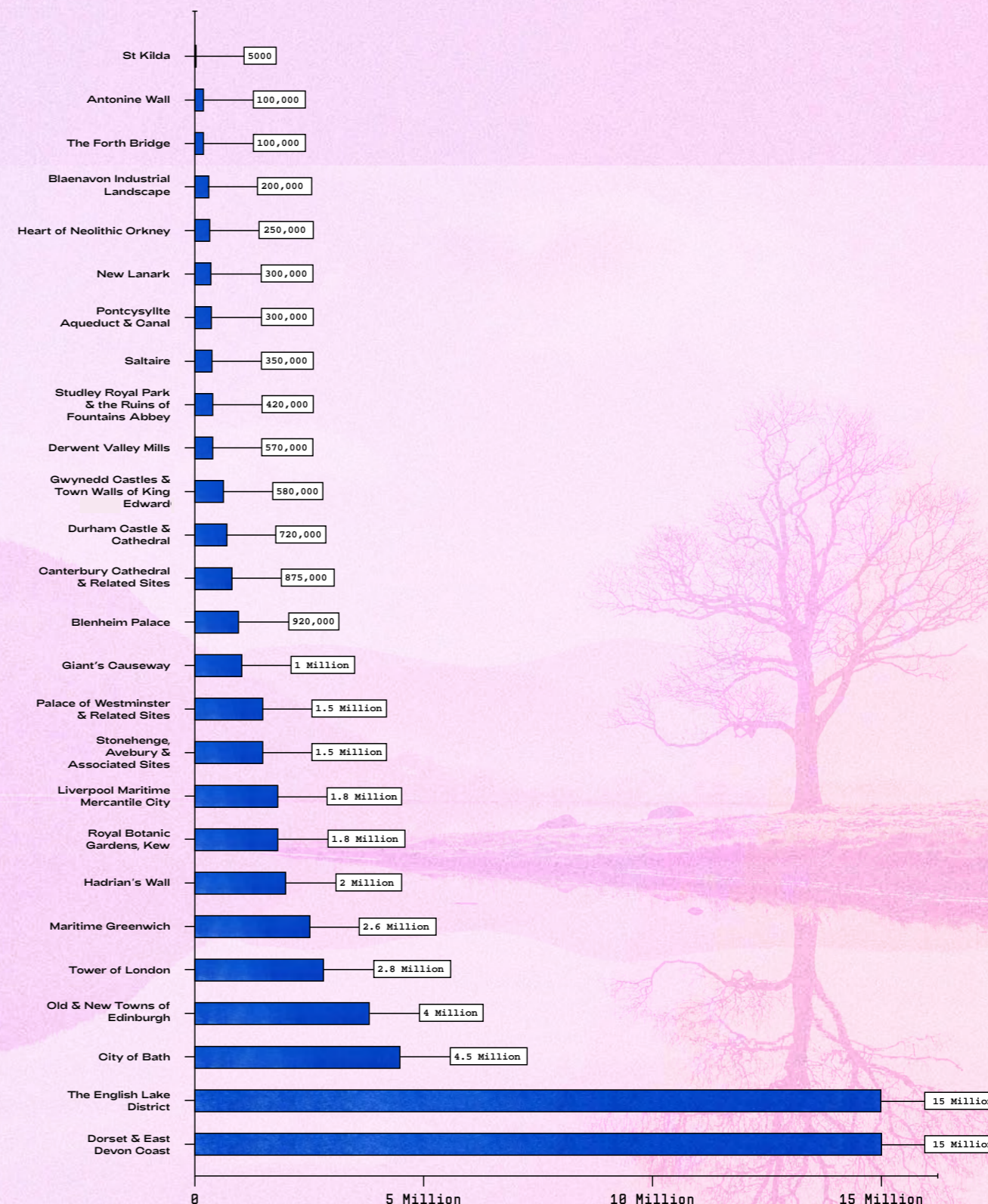
³⁸ North West Highlands UNESCO Global Geopark, (2019). Retrieved from: <https://www.nwhgeopark.com>.

³⁹ UK National Commission for UNESCO (2016). Wider Value of UNESCO to the UK: UNESCO in Scotland. Retrieved from: <https://unesdoc.unesco.org/ark:/48223/pf0000247064>

⁴⁰ Respondents were visitors from the UK and Ireland. VisitScotland, Insight Department, Awareness of UNESCO SITES IN Scotland. UK & Ireland markets consumer research, May 2019.

→ Tourist visits to UK UNESCO World Heritage Sites in 2018

The graph shows the substantial difference in tourism numbers to UNESCO World Heritage Sites in the United Kingdom. Data taken from the STEAM Model and the Association of Leading Visitor Attractions annual survey of its members.



→ Data from the Association of Leading Visitor Attractions (ALVA) and STEAM



English Lake District World Heritage Site

@adamfirman



© Hatheiphotos

Hadrian's Wall World Heritage Site



@jarveye

Shetland Global Geopark

North Devon Biosphere Reserve

© David Hughes



Royal Botanic Gardens, Kew, World Heritage Site

© lgersbath



St Kilda World Heritage Site

@lgersbath



Canterbury World Heritage Site

@seydakorkmaz01



Castle of King Edward I World Heritage Site

© valeryegorov



Stonehenge and Avebury World Heritage Site

© Andrzej





Canterbury Cathedral World Heritage Site

@anam.idriss



Maritime Greenwich World Heritage Site

@visitlondon



@ Jason_Wells

Liverpool - Maritime Mercantile City World Heritage Site

Blaenavon World Heritage Site

@bridgeendboy



Ironbridge Gorge World Heritage Site

@daveellins



Durham Castle and Cathedral World Heritage Site

@ Sreem



GeoMón Global Geopark

@ Karen_Mandau



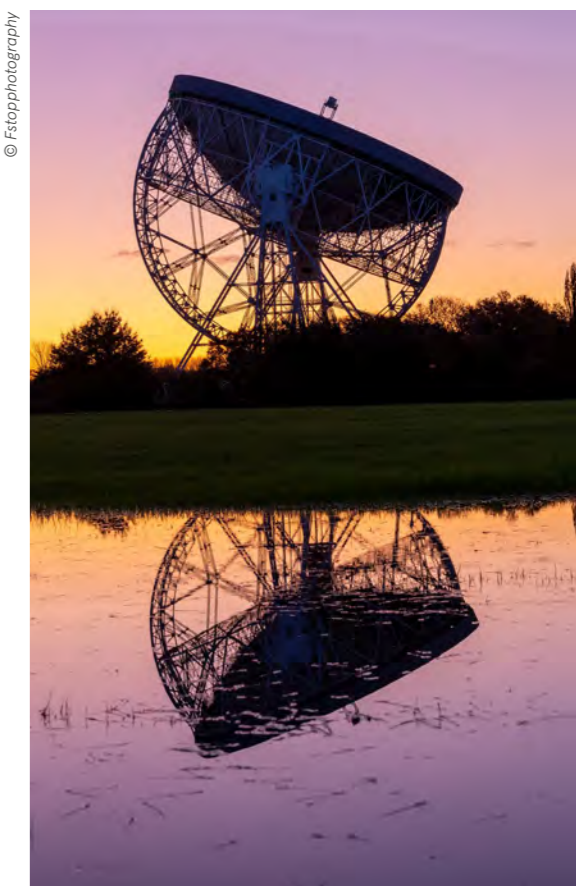
Manchester Creative City of Literature

@ Ivan_Wardesdon



Jodrell Bank Observatory World Heritage Site

@ Fstopphotography



Tourism numbers to UNESCO World Heritage Sites in comparison to other regional visitor attractions.

→ Annual data from VisitEngland and STEAM - 2018

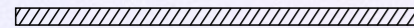
N.W. & WALES

The Lake District
→ 15.8 M visitors

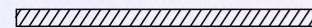


→ @davemasseyphotography

- The Lake District WHS : 15.8M

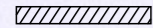


- Manchester City : 11.8M

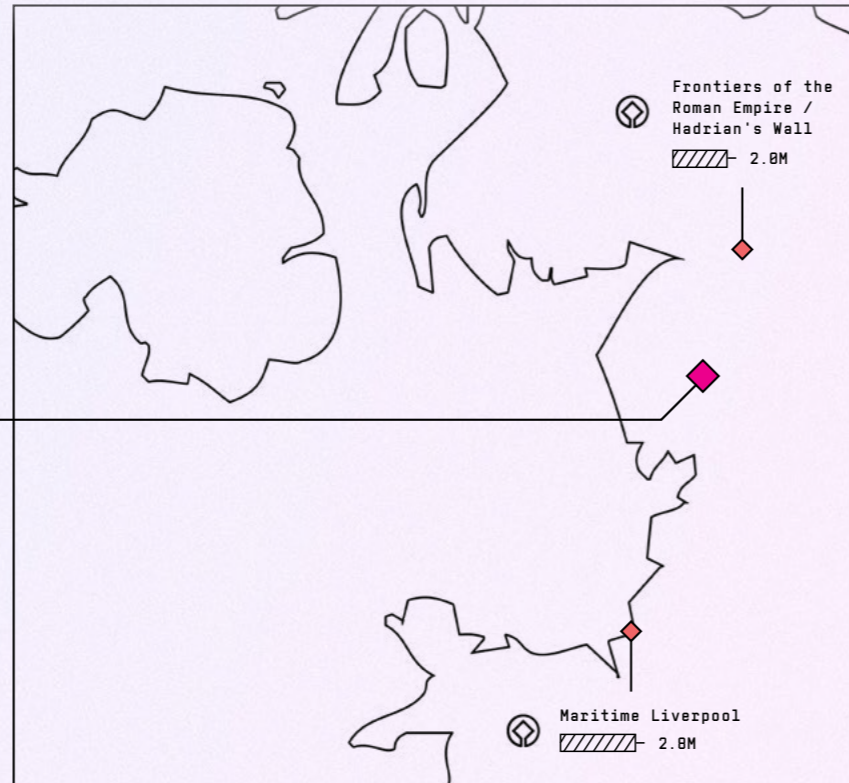


**The city of Manchester is a UNESCO City of Literature, and is part of the UK network of designations.*

- Snowdonia : 4.2M



- Chester Zoo : 1.9M



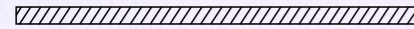
S.W. & WALES

City of Bath
→ 4.5 M visitors

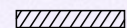


→ @brilliantbath

Dorset & East Devon Coast : 15M

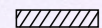


- Brecon Beacons : 4.1M

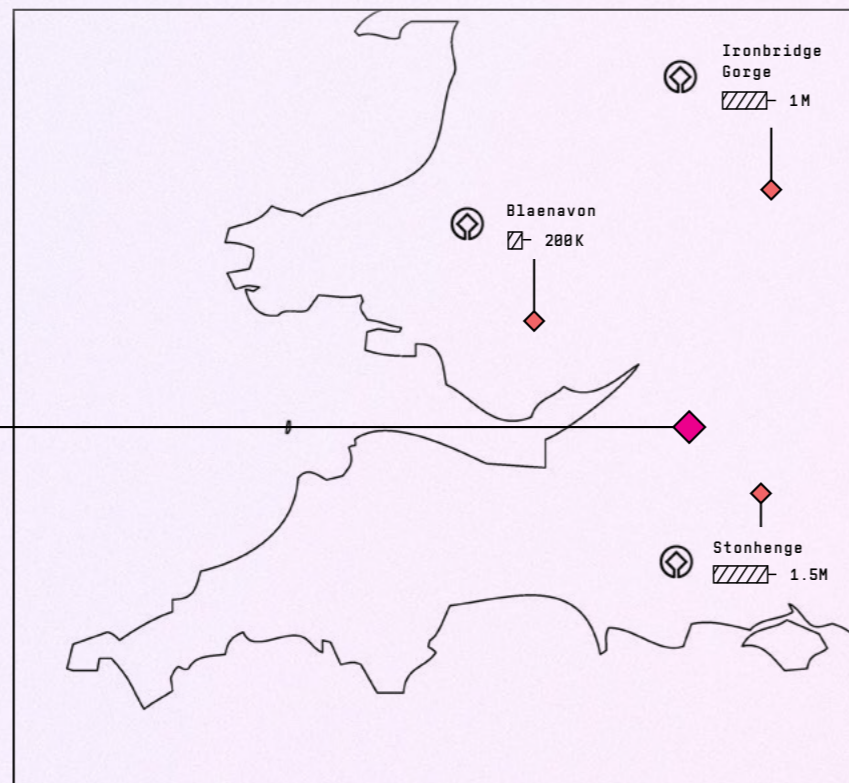


**The boundaries of the Forest Fawr UNESCO Geopark closely follow the Brecon Beacons National Park boundaries.*

- Dartmoor National Park : 2.5M



- Eden Project : 1M



→ The Maps

The UK UNESCO World Heritage Sites are significant tourism assets but in many respects are, as yet, not fully recognised as this. Tourism is the fastest growing industry in the UK and growth is expected to continue. It is worth £126.9 billion annually.

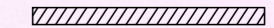
N.E. MOST VISITED

Studley Royal Park and the Ruins of Fountains Abbey World Heritage Site
→ 428K visitors



→ @geordielens

- York : 6.9M

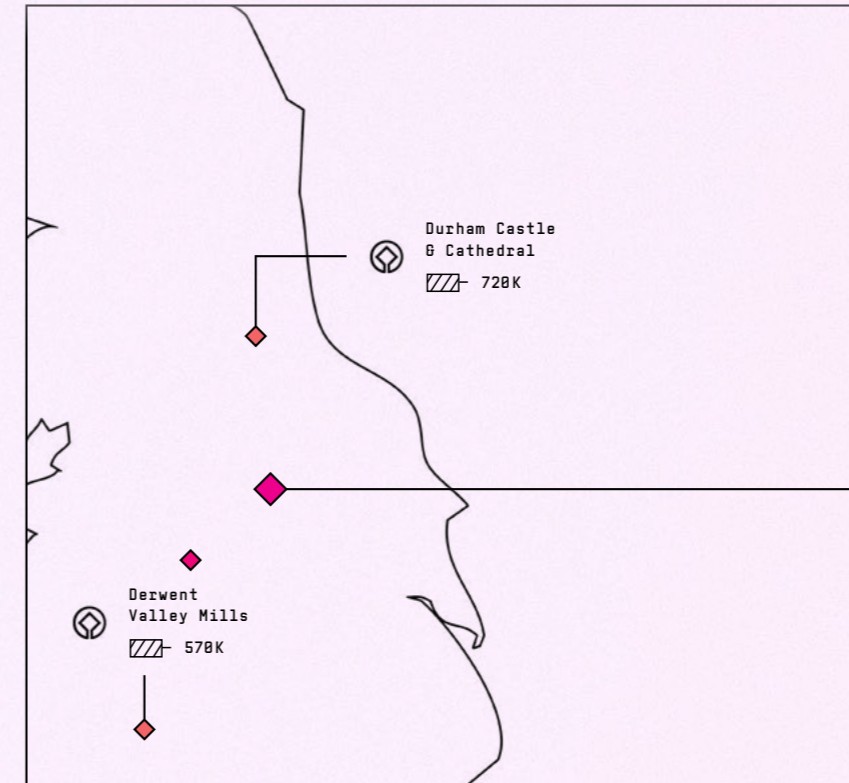


**The city of York is a UNESCO City of Media Arts, and is part of the UK network of designations.*

- National Railway Museum : 838K



- Saltaire : 358K



SOUTH EAST

Maritime Greenwich
→ 2.6 M visitors

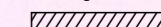


→ @lenscape_artist

- Tate Modern : 5.8M

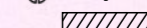


- Brighton Pier : 4.8M

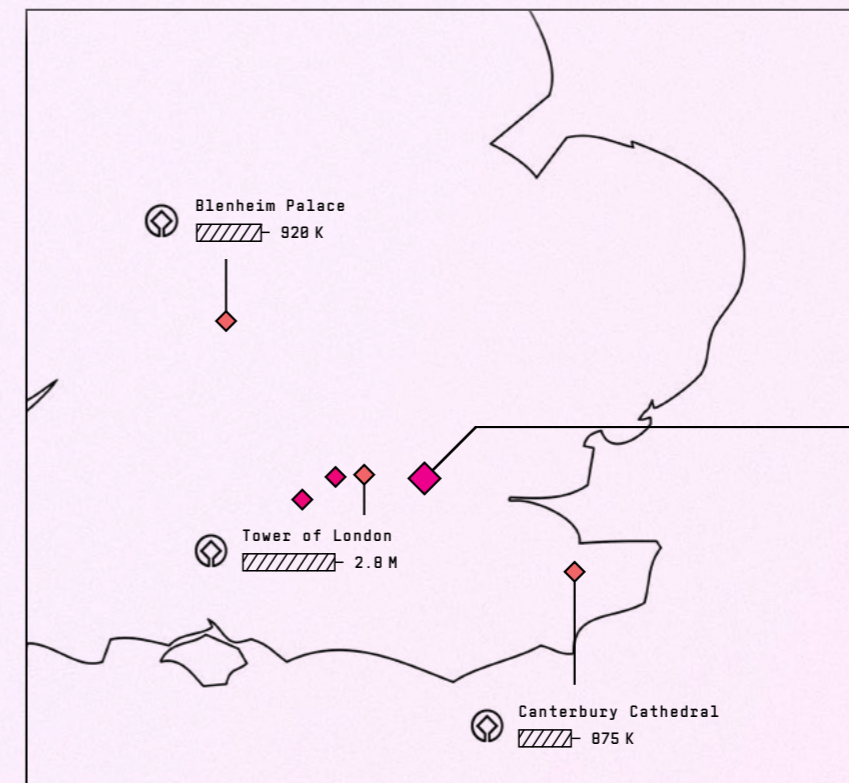
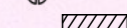


**The Brighton Pier is located within the Brighton and Lewes Downs UNESCO Biosphere boundaries.*

- Royal Botanic Gardens, Kew : 2.8M



- Westminster & Related Sites : 1.5M



Case Study n°05

London is one of the few cities in the world that can lay claim to having four UNESCO World Heritage Sites. These four sites tell the story of a global city and its impact on our world.

Decision 43 COM 7B.94 adopted at the 43rd Session of the World Heritage Committee in Baku 2019 strongly advised "the creation of a joint committee to help coordinate the Management of the World Heritage properties in London."

As a result the Greater London Authority (GLA) has convened meetings of the various UNESCO World Heritage Site coordinators and other stakeholders in order to coordinate management of World Heritage properties in the city. The meetings include staff from the GLA, Historic England, the UK National Commission for UNESCO, Department for Digital, Culture, Media and Sport, VisitBritain and each of the four London World Heritage Sites.



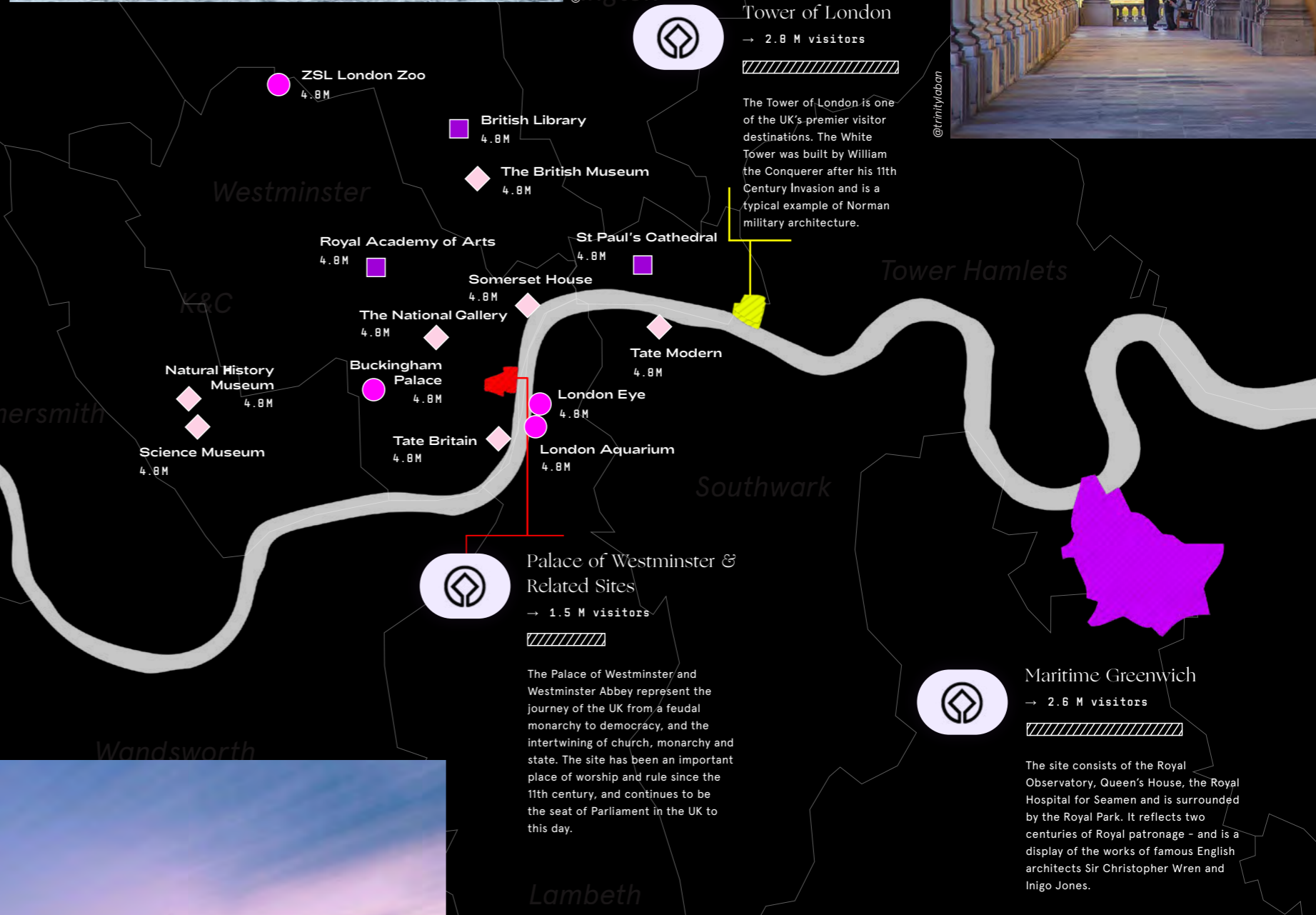
Brent

Hackney

Kingston



@trinitylabon



The Tower of London is one of the UK's premier visitor destinations. The White Tower was built by William the Conqueror after his 11th Century Invasion and is a typical example of Norman military architecture.

The Palace of Westminster and Westminster Abbey represent the journey of the UK from a feudal monarchy to democracy, and the intertwining of church, monarchy and state. The site has been an important place of worship and rule since the 11th century, and continues to be the seat of Parliament in the UK to this day.

The site consists of the Royal Observatory, Queen's House, the Royal Hospital for Seamen and is surrounded by the Royal Park. It reflects two centuries of Royal patronage - and is a display of the works of famous English architects Sir Christopher Wren and Inigo Jones.

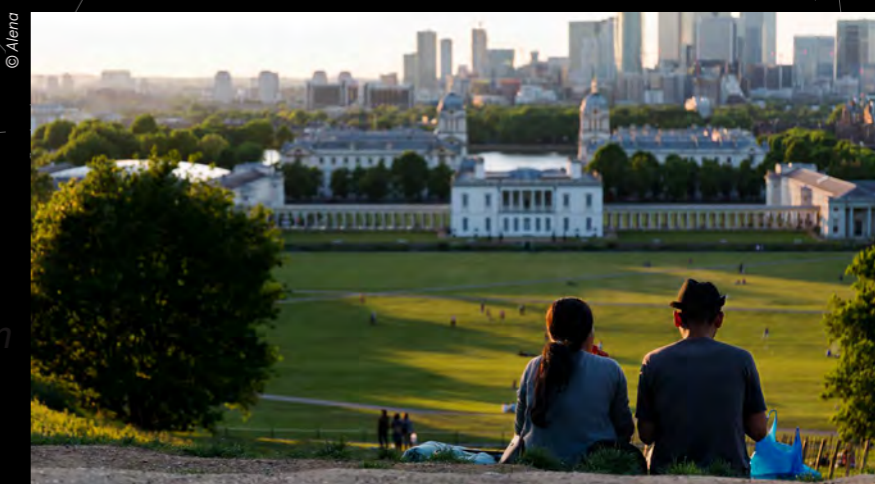
Since they were established in 1759, the gardens have made a constant and significant contribution to the study of botany, and have experienced a large amount of scientific and economic exchanges from around the world - which is reflected in their collections. They have remained faithful to their purpose ever since, with botanists and scholars all over the world continuing to make use of their collections and specimens.



Data from the Association of Leading Visitor Attractions (ALVA) and STEAM



@philipp_pley



@Alena

Lambeth

Croydon

The UNESCO National Trail in Scotland

→ Map and key facts.

The UNESCO National Trail in Scotland is a new digital trail to be launched by the UK National Commission for UNESCO in partnership with VisitScotland and UNESCO Scotland designations. The digital trail will connect 13 UNESCO designations in Scotland to enhance the economic and social well-being of their respective local areas through sustainable tourism. It is the first trail that brings together UNESCO World Heritage Sites, Biosphere Reserves, Global Geoparks and Creative Cities, encouraging visitors to stay longer and spend more locally, improving, in turn, the quality of life of those communities.⁴¹

⁴¹ Giancarlo Fedeli and Linda Cigurova, Moffat Centre for Business Development, UNESCO National Trail of Scotland: Evidence-based Practice and Development Potential, 10 June 2019.



© Sanyok



→ Key

- UNESCO World Heritage Site (purple hexagon)
- UNESCO Biosphere Reserves (pink hexagon)
- UNESCO Global Geoparks (orange square)
- UNESCO Creative Cities (yellow hexagon)

→ About

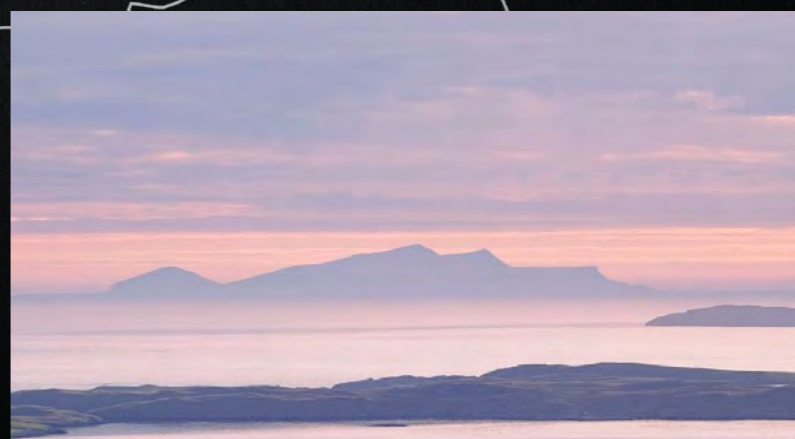
The idea of promoting the UNESCO brand in Scotland is supported by the Cabinet Secretary for Culture, Tourism and External Affairs Fiona Hyslop MSP and the chair of VisitScotland John Thurso. The Scottish designations of UNESCO, including 2 Biosphere Reserves, 3 Creative Cities, 2 Global Geoparks and 6 World Heritage Sites have agreed to form a UNESCO trail across the country, which constitutes a global first. It will also for the first time show a collaboration between the different spheres of UNESCO - in particular displaying a cognitive link between the natural and cultural heritage of Scotland.



© Martin Heine



@visitorknery



@artofordinary



@travelwithness

1

Wester Ross

Castles, history, fairy glens, mountains, beaches and some of the UK's most scenic and least-populated areas.

1



© HuftonCrow

2

Dundee

Design is an integral part of the city's contemporary creative scene and economy, with expertise in fashion and textile, art and jewellery.



@wchis81

5

The Forth Bridge

One of the world's most magnificent cantilever bridges, and a powerful symbol of Britain's industrial, scientific, architectural and transport heritage.

Built on the orders of Emperor Antoninus Pius in AD142, the epic 63-km-long Antonine Wall was the limit of one of the greatest empires history has known.

3

Antonine Wall



© Crown Copyright, Historic Environment Scotland

3

4

5

Home to the world's largest industrial village at the start of the 1800s, New Lanark also strove to build a better society by improving the health, education and well-being of its workers.

4

New Lanark

© TreasureGalore



The UNESCO trail in Scotland will be a digital asset, reachable by interested parties and prospective tourists from all across the globe. It aims to increase the value of visitors to the sites, increase geographic spread amongst visitors to Scottish UNESCO designations, engage and involve local communities, promote UNESCO's goals and values as well as encourage and champion sustainable tourism policies.

The UNESCO Trail in Scotland is aligned with public agencies in its approach, as well as with the Scottish Government's National Performance Framework and it aims to reduce inequalities and to give equal importance to economic, environmental and social progress. History, heritage and landscape are already a significant part of the visitor experience in Scotland. VisitScotland research indicates that there is a tourism focus on Edinburgh and other cities that act as transport hubs, and the UNESCO trail is an opportunity to encourage visitors to stay longer and visit other areas of Scotland.



2

St Kilda

One of the toughest and most unforgiving places on the planet. The last community of 36 people were evacuated in 1930 after 4,000 years of continuous human occupation.

© carlaifra



1

North West Highlands

Located in the far north of the Scottish Highlands, this Geopark is home to the oldest rocks in the United Kingdom.

© Stephen_Boyd

2



4

Edinburgh

The extraordinary contrast between the winding medieval Old Town and the structured and planned streets of the New Town of Edinburgh is what makes this city unique and unrivalled in Europe.

© eventh

1

The UNESCO National Trail in Scotland will tell the authentic story of Scotland in a way that is progressive, pioneering and inclusive. This aligns with the UNESCO values and ethos that encourage partnership work based on the pillars of peace, education and sustainability.

The project aims to position Scotland as a place that celebrates, champions & offers world-leading educational, scientific, cultural and sustainable tourism via UNESCO. It will sustain and enact national strategies and build upon the momentum of the preceding themed years that have taken place in Scotland, such as its year of History, Heritage and Archaeology in 2017 which was a great success. It will bring new audiences, celebrating the historical past, looking at present and future sustainable growth in an outward looking, welcoming and innovative way.

Widely recognized as a major international musical centre, Glasgow is the musical capital of Scotland, and is the largest music economy in the UK after London.

3

Glasgow



© Leonid Andronov

3

4

Home to just 95,000 people, Galloway and Southern Ayrshire hosts some of the finest examples of wildlife areas in Europe.

Galloway & Southern Ayrshire

5

5

© Walker/ee



“In the UK, our UNESCO sites tend to be quite small organisations. There’s a lot of self-motivation from the volunteers and the staff. And very little in terms of HR and things like that. So, peer-to-peer support is absolutely imperative. That’s the thing that gets you through the day. If you really struggle and you need to go somewhere and get some help or advice: we’ve got other people [in geoparks] that we can talk to right across the world. So whatever challenge it is that you’re facing somebody else has probably dealt with something similar and so we meet twice a year, we talk to each other. In the UK, we have our annual meeting. So that means you get to know people and you get to know what they’ve dealt with. You’ve got a network of people you can go to. We all talk to each other, we give each other advice, we support each other. It’s intangible but it’s so important.”

Private Legacies

Private legacies provide the third most important source of funding for UNESCO designations in the UK.

A study by Smee & Ford Wilmington plc on 2018 legacy trends in the UK identified a significant trend toward wills containing charitable donations. They estimated the worth of charitable estates in 2017 at £17.9 billion and the legacy income of charities at more than £2.8 billion. Cancer Research UK and the National Trust were among the top 25 charitable organisations with the highest legacy income. UNICEF-UK was one of the top 10 organisations with the greatest yearly increase between 2016-2017 (129%).⁴² These findings demonstrate not only the financial impact of private legacies but also their potential as a source of additional income for UNESCO designations in the future.

⁴² Wilmington Charities. (2018). Legacy Trends 2018: Discovering potential through data. Retrieved from: https://spotlight.wilmingtononline.co.uk/docs/images/Legacy%20Trends%202018%20update_936.pdf. p. 3-8



Studley Royal Park including Fountains Abbey World Heritage Site

@therealjamespotter

© pbnash1964



North Devon Biosphere Reserve

English Lake District World Heritage Site



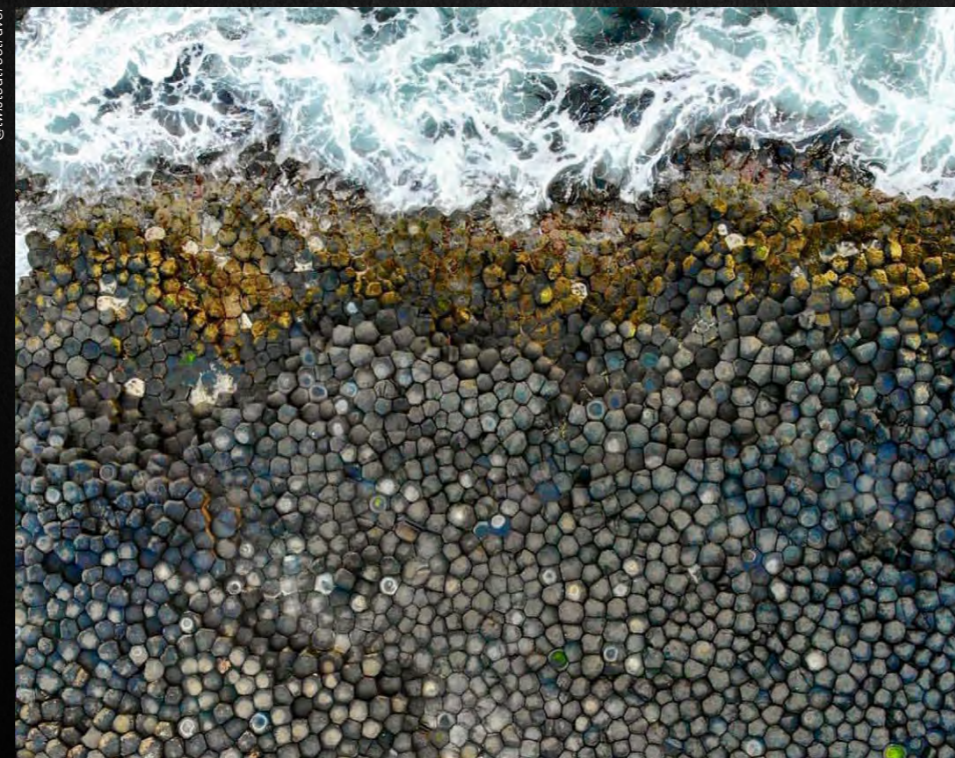
@lohnwardjames

Old and New Towns of Edinburgh World Heritage Site



@ulbainmagery

Giant's Causeway and Causeway Coast World Heritage Site



@twistedrestravel

English Riviera Global Geopark



© Melanie Border

National Lottery Heritage Fund: Grants within UNESCO World Heritage Site Boundaries

The NHLF is not only the UK's 'largest dedicated funder of heritage,' like UNESCO it also defines heritage very broadly. It is therefore not surprising that it is one of the main funding bodies for UNESCO designations in the UK.⁴³ For example, the NHLF supported 988 projects within the boundaries of 24 UNESCO World Heritage Sites in the UK with a total of £566m invested between 1 April 1994 and 31 March 2018. Adam Tyson, Policy and Public Affairs Manager at the NHLF, tells us that the UNESCO accolade helps as a marker of significance in the NHLF application assessment process.⁴⁴

“Though designation is not a requirement for support, it is often a useful indicator of the significance of an object, collection, structure, site or other asset.

Applicants will often cite designation when describing the importance of the heritage for which they are seeking support. National Lottery Heritage Fund staff and decision makers recognise the value of designation and will take it into account during the assessment process.”⁴⁵

→ Adam Tyson, Policy and Public Affairs Manager, London and the South at NLHF.



Derwent Valley Mills World Heritage Site



Blaenavon Industrial Landscape World Heritage Site

The analysis on the following pages is limited to observing NLHF funding trends within the boundaries of UNESCO World Heritage Sites from 1994 to 2018. The initial analysis illustrates a positive trend between inscription onto the UNESCO World Heritage List and an increase in funding. Future analysis could investigate individual NLHF grant applications to determine whether “UNESCO status” was a primary contributing factor in awarding a specific NLHF grant. Future research methods to determine whether UNESCO status was a contributing factor could include the completion of in-depth interviews with World Heritage Site managers, grant-makers and other stakeholders involved in the process of heritage grant-giving. While the UNESCO 1972 Convention has remained unaltered, the Convention’s operational guidelines have evolved to take into account new considerations/ emerging issues when determining Outstanding Universal Value. For example, this includes an increased focus on climate-related issues, cultural landscapes, and community and indigenous populations’ representation in decision-making. More detailed content analysis of each NLHF grant could also provide valuable information regarding how the changing nature of inscription criteria has been reflected in successive NLHF grant funding. When exploring the data, it is important to remember that the process for inscription onto the World Heritage List can often take up to ten years.

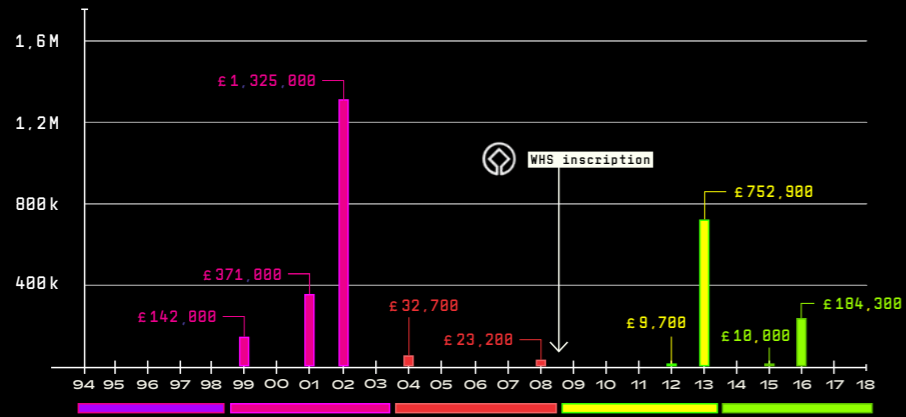
⁴³ The National Lottery Heritage Fund. (2019). What do we do. Retrieved from: <https://www.heritagefund.org.uk/about/what-we-do>.

⁴⁴ Tyson, A. (2019). Wider Value of UNESCO to the UK 2019 Report, United Kingdom National Commission for UNESCO interview Email. London.

⁴⁵ Tyson, A. (2019). Wider Value of UNESCO to the UK 2019 Report, United Kingdom National Commission for UNESCO interview Email. London

Antonine Wall UNESCO World Heritage Site

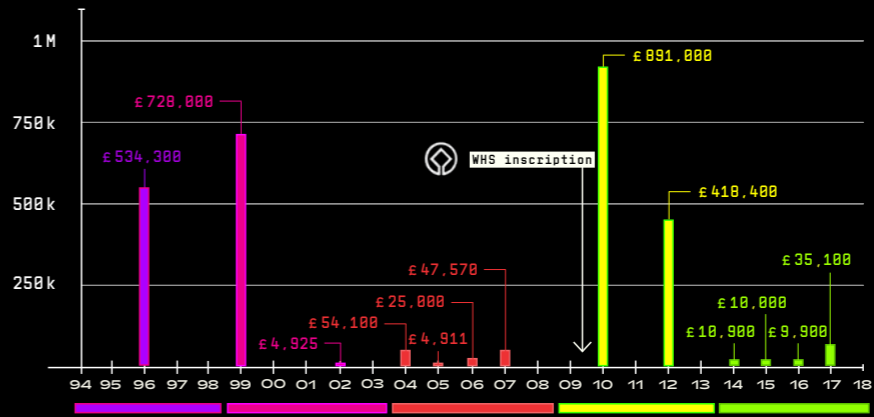
→ NLHF funding within the boundary of the WHS



→ It is difficult to suggest that World Heritage status would have been a significant influence in the funding of the Townscape Heritage Initiative in Bo'ness (£1,325,000, 2002) and Kirkintilloch Town Hall Renewal Project (£708,100, 2013) grants. However, significant funding that was granted in 2001 (£371,000) to the Peel Park Restoration may infer a relationship to the World Heritage List - since the remains of the Antonine Wall run directly through the Park.

Pontcysyllte Aqueduct and Canal UNESCO World Heritage Site

→ NLHF funding within the boundary of the WHS

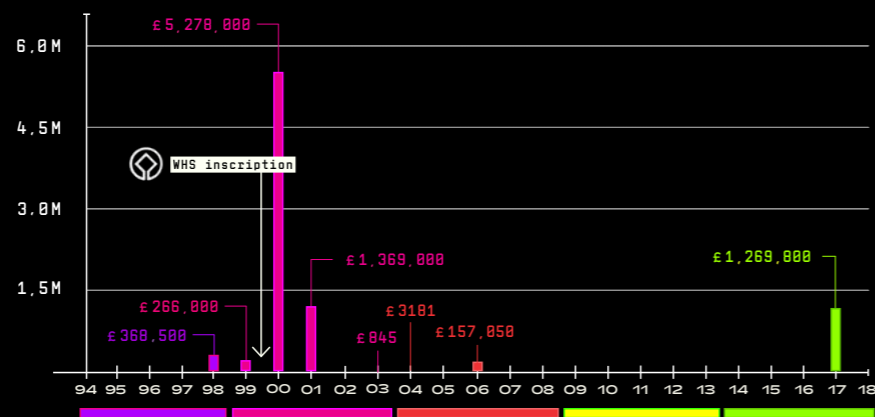


→ Before inscription, funding was made to the Aqueduct itself for upkeep (£45,000, 2007). These funds may have been in line with the conservation requirements of WH status and the approaching date of inscription. Otherwise grants funded to the Aqueduct are difficult to attribute to the nomination or inscription of the site onto the WH list.

→ Blaenavon received a large round of funding in the same year of inscription onto the WH list (£5,278,000, 2000). The funds were for the rejuvenation of the Big Pit Mining Museum - including creating a new visitor centre. The World Heritage Site Management Plan 1999 notes the significance of the Museum to the area's tourist value, and also the necessity of repair to above and below ground structures for its viability as an attraction.

Blaenavon Industrial Landscape UNESCO World Heritage Site

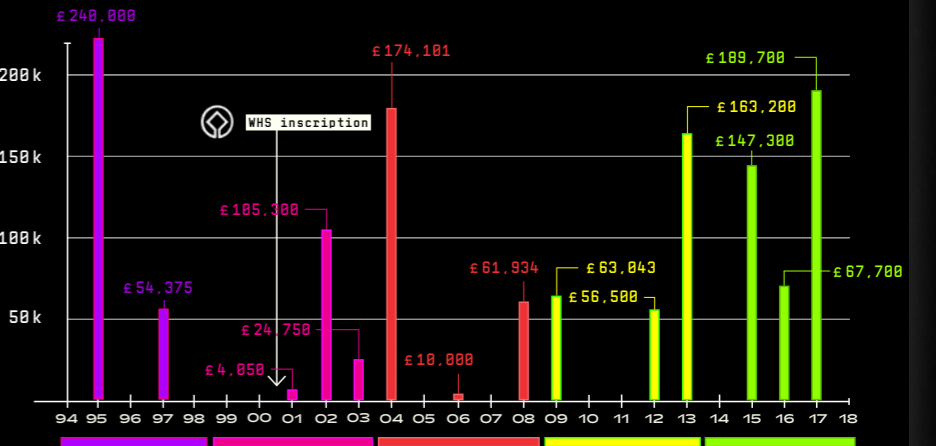
→ NLHF funding within the boundary of the WHS



→ Commissioned and paid for by Titus Salt in the mid-nineteenth century, the Saltaire United Reformed Church received £240,000 in 1995. The Saltaire URC received further rounds post inscription (£61,934, 2008 & £63,043, 2009). The Saltaire World Heritage Association was also granted funding in 2015 for a project on Saltaire Stories (£147,300). These grants collectively contribute a significant proportion of the NLHF granted to projects within the boundaries of the Saltaire World Heritage site.

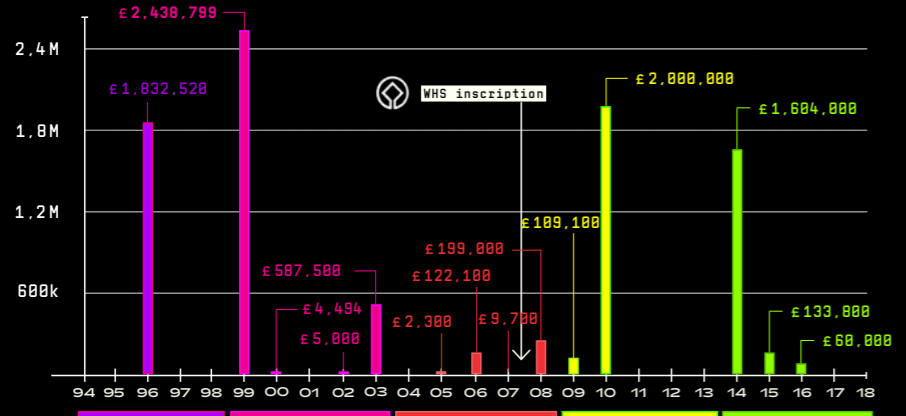
Saltaire UNESCO World Heritage Site

→ NLHF funding within the boundary of the WHS



New Lanark UNESCO World Heritage Site

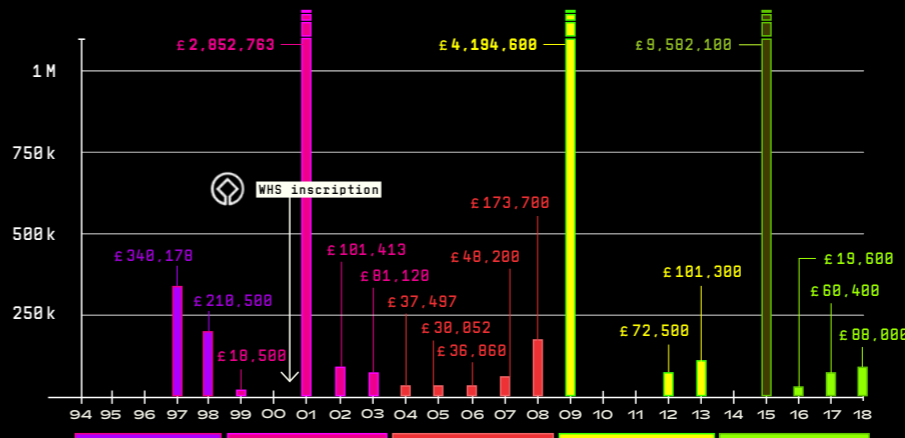
→ NLHF funding within the boundary of the WHS



→ In 2003, the NLHF gave £382,500 towards the completion of a tourism facility at New Lanark Mills, and also for an Education and Access officer at the site in the same year (£205,000). This could be interpreted to be a result of increased tourist traffic to the site as a result of inscription in 2001. Another grant of £1,594,000 was given for the restoration of the mill workers' housing (2014). The Director of New Lanark Trust stated that WH list status required conservation efforts to be 'world class'.

Derwent Valley UNESCO World Heritage Site

→ NLHF funding within the boundary of the WHS



→ Cromford Mills received a large grant in 2001 for restoration, the same year as inscription on the WH list. (£1,760,000). The Belper & Milford Town Heritage Initiative was also granted significant funding in the same year (£1,025,000). The project aimed to 'build on the opportunity of the World Heritage Site status of the area to create a world class tourist destination'.

National Lottery Heritage Fund Grants in UNESCO World Heritage Site Boundaries

→ 1994 to 2018

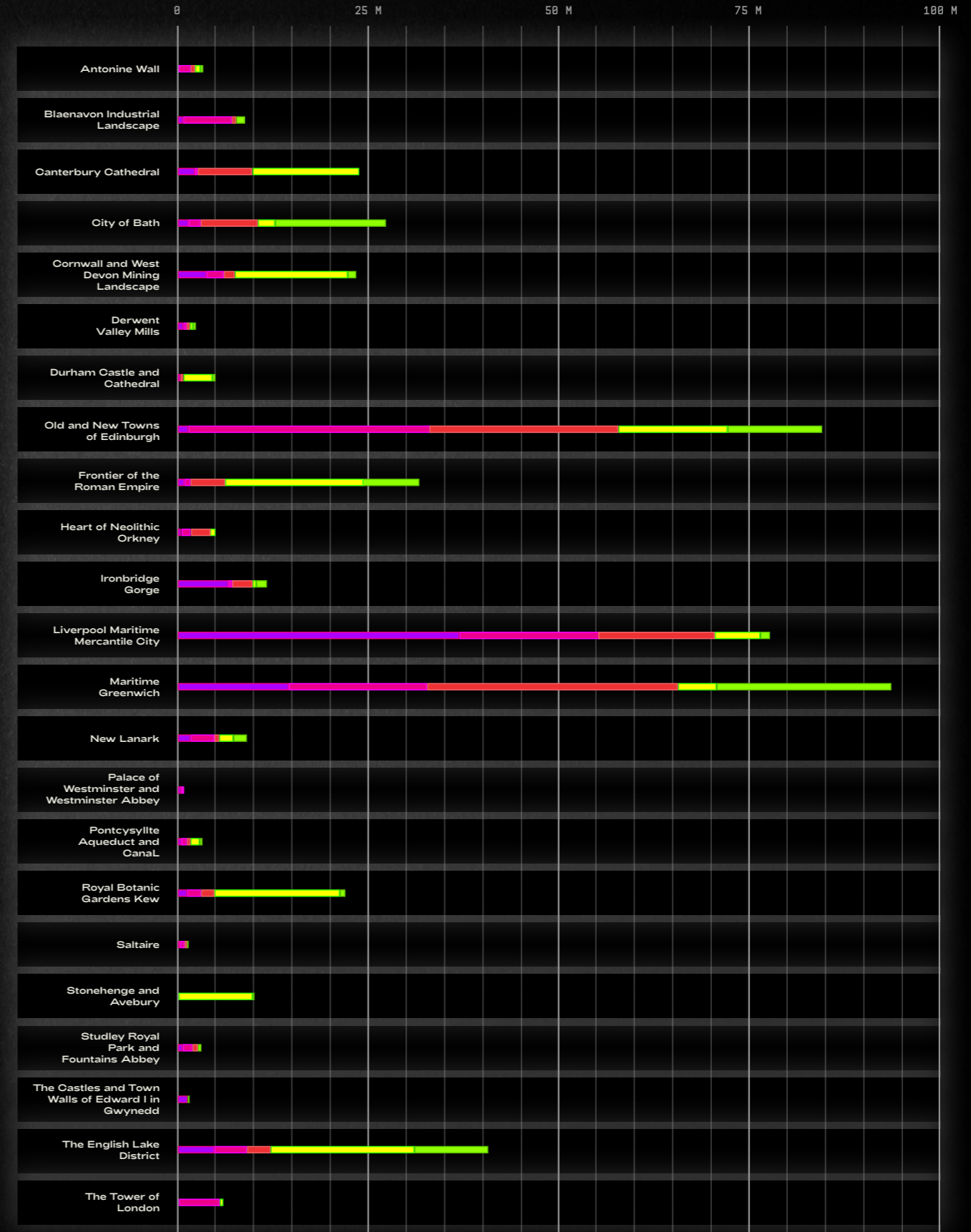
TABLE KEY

£ 450,000 — NLHF Grant Value - per 5 year period
 £ 450,000 — Total Project Value - per 5 year period

5 year period colour code

1994 to 1998 1999 to 2003 2004 to 2008 2009 to 2013 2014 to 2018

	1994 to 1998					1999 to 2003					2004 to 2008					2009 to 2013					2014 to 2018				
	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18
Antonine Wall					n/a	£ 1,338,800					£ 55,988					£ 762,600					£ 194,300				
Blaenavon Industrial Landscape						£ 368,800				£ 6,913,845	£ 168,231					n/a					£ 1,269,800				
Canterbury Cathedral						£ 2,467,142			£ 49,400		£ 7,158,328					£ 14,129,800					n/a				
City of Bath						£ 1,282,738			£ 1,668,674		£ 7,534,881					£ 2,069,970					£ 14,477,388				
Cornwall and West Devon Mining Landscape						£ 3,743,400			£ 2,227,278		£ 1,274,684					£ 15,826,900					£ 1,184,171				
Derwent Valley Mills						£ 143,821			£ 748,294		£ 326,389					£ 329,520					£ 552,524				
Durham Castle and Cathedral						£ 268,455			n/a		£ 49,888					£ 4,187,580					£ 127,391				
Old and New Towns of Edinburgh						£ 1,311,943			£ 31,889,358		£ 24,458,488					£ 14,189,180					£ 12,685,788				
Frontier of the Roman Empire						£ 285,199			£ 748,273		£ 5,242,671					£ 18,885,600					£ 7,167,888				
Heart of Neolithic Orkney						£ 194,800			£ 1,368,823		£ 2,867,288					£ 565,688					£ 33,188				
Ironbridge Gorge						£ 6,781,851			£ 348,995		£ 2,758,368					£ 188,478					£ 1,514,688				
Liverpool Maritime Mercantile City						£ 36,737,888			£ 18,452,345		£ 15,247,466					£ 5,845,888					£ 798,688				
Maritime Greenwich						£ 14,423,882			£ 18,196,288		£ 32,672,592					£ 5,151,188					£ 22,827,788				
New Lanark						£ 1,832,528			£ 3,835,793		£ 333,188					£ 2,189,188					£ 1,797,888				
Palace of Westminster and Westminster Abbey						£ 259,988			£ 58,888		n/a					n/a					n/a				
Pontcysyllte Aqueduct and Canal						£ 534,388			£ 732,925		£ 131,581					£ 1,389,588					£ 65,988				
Royal Botanic Gardens Kew						£ 1,488,888			£ 1,592,888		£ 1,938,553					£ 16,591,388					n/a				
Saltaire						£ 294,375			£ 134,188		£ 246,895					£ 282,743					£ 484,788				
Stonehenge and Avebury						n/a			n/a		n/a					£ 18,888,888					£ 18,888				
Studley Royal Park and Fountains Abbey						£ 689,258			£ 1,375,855		£ 564,888					n/a					£ 62,788				
The Castles and Town Walls of Edward I in Gwynedd						£ 1,188,888			n/a		n/a					n/a					£ 19,888				
The English Lake District						£ 4,799,468			£ 3,967,982		£ 3,262,788					£ 19,846,949					£ 9,371,188				
The Tower of London						n/a			£ 5,765,888		n/a					£ 482,888					n/a				



Conclusion






UNESCO status helps UNESCO UK designations to attract substantial funding (£151 million for the year for which data was collected) and to make a significant contribution to the UK economy.

However, designations' ability to use the UNESCO status to attract additional funding differs significantly between designation types: World Heritage Sites generated the lion's share of additional income, followed by UNESCO Chairs and Global Geoparks.

Our research also revealed that the UK and devolved Governments, the tourism sector, private legacies and the National Lottery Heritage Fund are among the most important funding bodies for UNESCO designations in the UK.

Yet, the financial contribution of UNESCO designations is neither the only nor the best way to fully understand how they bring value to the UK. The UNESCO status is not just economically beneficial. It helps designations to develop, manage and carry out a vast range of creative and innovative activities that are of great intangible value. The next chapter examines how and provides insights into some experiences and challenges of designations

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Introduction

“At our Spring School, a young woman who had been anxious at the start came up to me on the last day, and she touched my arm and said: “This has been the best three days of my life”. It’s the healing dimensions in everybody’s life and the collective healing that makes me get out of bed in the morning. I know it’s magical in a way because we’re more than the sum of its parts. Our job is to expand the space for joy.”

Professor Alison Phipps’ story is a telling example of what lies at the core of this chapter. Something that cannot easily be measured but captures the very essence and strength of the UNESCO network: **its intangible value to the UK.**

Every UNESCO designation is part of UNESCO’s global mission and mandate in education, science, culture, communication and information. Some conserve the UK’s biological and geological diversity, foster the sustainable use of natural resources and use geology to teach communities about sustainable resource management. Others use the creative industries as a tool to sustainably transform the future of UK cities. What unites them all, however, is their commitment to advancing UNESCO’s global mission of peace and sustainable development.

The eight different designation types surveyed for this report all have their own legal and operational guidelines. Despite these differences, they share the same key activities through which they create and add value, and their UNESCO status is instrumental in this process.

This chapter draws on a mix of qualitative survey responses, desk-based research and individual interviews to demonstrate how UNESCO designations carry out these activities and ultimately become, in Alison’s words, “more than the sum of its parts”.

Key Activities

Despite their different aims and goals, our research shows that UNESCO designations undertake five key activities that unite them under the UNESCO status.



By joining the UNESCO network, all UNESCO designations agree to follow a set of globally mandatory management guidelines that are specific to their designation type but in line with UNESCO's overarching aims.⁴⁷ To stay relevant to their stakeholders and maintain their UNESCO status, designations must pursue a variety of activities which, our analysis shows, fall into five broad categories: conservation, research, education, capacity building, and management and planning.

Many UNESCO designations are partnership-based entities. Their varied and diverse nature constitutes a network of numerous organisations that differ substantially in size, structure, goals, and mission. These differences exist even among designations of the same type. For instance, the National Trust (one of the UK's largest landholders) look after places within eight UNESCO World Heritage Sites. The Derwent Valley Mills UNESCO World Heritage Site stretches 15 miles (24 km) along a river valley and involves many different land and property owners. It is run as an independent charitable trust with a Management Board drawn from a local partnership. Galloway and Southern Ayrshire UNESCO Biosphere Reserve is an independent charitable organisation. It is managed by a Partnership Board comprising public, private and NGO representatives, and employs two part-time staff, funded through a five-year arrangement including three local authorities and two public agencies.⁴⁸ These factors create a complex web of governance models and need to be taken into careful consideration when assessing the activities and potential of UNESCO designations in the UK.

⁴⁷ As is clear from the Biosphere Programme New Road Map and the Third Cycle of the World Heritage Convention Periodic Reporting, there is an increased emphasis on making sure that UNESCO's various programmes and standard-setting instruments are joined up: "The Third Cycle questionnaire is "no longer an isolated tool focusing solely on one process of the Convention, but has a far broader reach and scope and reflects the Convention as it is today; extending to include numerous relevant World Heritage policies, forging links with other conventions, programmes and recommendations, as well as core processes such as the State of Conservation reports, the Upstream Process and approaches such as the World Heritage Capacity Building Strategy " UNESCO. (2011). Convention concerning the protection of the world cultural and natural heritage. WHC-11/35.COM/9B. Retrieved from <https://whc.unesco.org/archive/2011/whc11-35com-9Be.pdf>; UNESCO. (2017). A New roadmap for the Man and the Biosphere (MAB) Programme and its World Network of Biosphere Reserves. Paris. UNESCO Publishing.

⁴⁸ Maureen G. Reed and Martin F. Price, UNESCO Biosphere Reserves: Supporting Biocultural Diversity, Sustainability and Society. Paris. Routledge.

5 Value Adding Activities

The value of the UK's designations lies in their rich and creative contribution to the UK's environment, culture and communities. They are united through five broad activities in which all UK UNESCO designations engage to some extent to deliver their objectives.



Conservation

Protecting, sustaining and maintaining an object, site, tradition, community or area.



Research

Fostering a better understanding of our world through creating and sharing new knowledge.



Education

Promoting learning is central to the work of designations and key to building long-lasting peace and driving sustainable development.



Capacity Building

Designations are built on and thrive through long-lasting local, national and international relationships and partnerships which build the capacity of the participants.



Management & Planning

Developing, implementing and monitoring a management plan which involves and engages partners is essential for designations and helps them to achieve their objectives.



Conservation

Be it an object, a site, a tradition, a community or an area - the majority of UNESCO designations seek to protect, sustain and maintain something.

Conservation forms a key objective of UNESCO Biosphere Reserves, UNESCO World Heritage Sites and UNESCO Global Geoparks. All three are dedicated to conserving and sustaining their exceptional natural and cultural areas.

UNESCO World Heritage Sites take a special position, as they are the only designations protected through a Convention signed by governments which oblige each signatory to protect not only the Site(s) situated on its territory but also the country's national heritage.⁴⁹

UNESCO Global Geoparks must contain geology of 'international significance' independently evaluated by scientific professionals and pursue a holistic management approach to protect and advance the sustainable development of their landscape, people and culture. They conserve and improve their geological and biological biodiversity.⁵⁰

UNESCO Biosphere Reserves are committed to conserving, restoring and enhancing the landscape, genetic resources, ecosystems, species and biodiversity.⁵¹

UNESCO Creative Cities aim to strengthen international cooperation between cities that have recognised creativity as a strategic factor of their sustainable development. Through this recognition, cities must work to 'preserve' their unique creative field (e.g. crafts and folk art, design, film, gastronomy, media arts, music or literature) through public initiatives, local development strategies, and better access to and greater participation in the city's cultural life.

UNESCO Memory of the World inscriptions preserve significant documentary heritage by cataloguing, protecting and making available endangered and unique library and archive collections that everyone can learn from and enjoy.⁵²



Conservation



Examples



→ English Riviera Global Geopark

UNESCO Global Geoparks: The English Riviera protects and conserves 32 geo-sites, rich biodiversity including 12 nationally important Sites of Scientific Interest (SSSI) and cultural sites including Torre Abbey.



→ Jurassic Coast World Heritage Site

UNESCO World Heritage Sites: The Jurassic Coast Trust's conservation activities include monitoring and conserving rock exposures, fossils, landforms and erosion.



→ Dyfi Biosphere Reserve

UNESCO Biosphere Reserves: Dyfi Biosphere Reserve protects and conserves three important habitats, including one of Britain's finest raised peat bogs (Cors Fochno).



→ Bradford Creative City of Film

UNESCO Creative Cities: Bradford UNESCO Creative City of Film boasts iconic filming locations seen in past and recent productions such as Peaky Blinders and Room at the Top.



→ Hitchcock's Silent Films

UNESCO Memory of the World: BFI Southbank protects and preserves Hitchcock's Silent Films.

⁴⁹ UNESCO. (2019). UNESCO World Heritage Convention. Retrieved from <http://whc.unesco.org/en/convention/ge>

⁵⁰ UNESCO. (2015). Statutes of the International Geoscience and Geoparks Programme. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000260675.page=4>.

⁵¹ UNESCO. (1996). Biosphere Reserves: the Seville Strategy and the statutory framework of the world network. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000103849>, p.4.

⁵² UNESCO. (2002). Memory of the World general guidelines to safeguard documentary guidelines. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000125637>, p.9.



Sirkka-Liisa Konttinen's Photography & Amber Films

Inscribed to the UNESCO UK Memory of the World Register since 2011, the work of photographer Sirkka-Liisa Konttinen and the films of the Amber Collective of which she is a founder member give a profound account of the working class and marginalised communities in the North East of England between the 1960s and 2009. What makes their work so special is their unique focus on people. From life in the terraced streets of Byker and the visionary Byker Wall Estate that replaced it; to the experiences of travelling, fishing and mining communities - Konttinen and Amber's work delves deep into important but neglected narratives that have been shaping English identity for the past half a century.

However, these glimpses into British culture are so much more than mere historical records, as Konttinen tells us:

Writing in The Sand, Whitley Bay, August 1980. © Sirkka-Liisa Konttinen, courtesy Amber / L. Parker Stephenson Photographs.



Children with collected junk near Byker Bridge, 1971. © Sirkka-Liisa Konttinen, courtesy Amber / L. Parker Stephenson Photographs.

“Our work gives people a chance to speak of their lives in their own words. I think that in itself is a form of celebration because those voices were certainly not heard when we first came to the northeast. These stories are not always easy, but they mean a lot to the communities and it means a lot to them that they are being heard.” Sirkka-Liisa Konttinen

There is nothing else like Amber in the UK. Its scale, scope, focus, quality and collaborative nature make it truly unique. From negatives and contact sheets to exhibition prints and photofilms - the AmberSide Collection Trust holds a major body of Konttinen's work from the past 50 years.



Tengis, Byker Revisited, 2007. © Sirkka-Liisa Konttinen. courtesy Amber / L. Parker Stephenson Photographs.



Gerel with son Tengis, Byker Revisited, 2005. © Sirkka-Liisa Konttinen. courtesy Amber / L. Parker Stephenson Photographs.

The Collection’s visual heritage boasts a rich diversity of films and photography with local, national and international narratives involving over 40 other photographers over 40 years. Its focus captures not only changing lifestyles and public attitudes to the camera but also the evolving approaches to documentary practice itself in response to cultural shifts, making the archive’s vast body of information of value to present and future generations.

The Amber Film and Photography Collective’s work is locally, nationally and internationally recognised, through publication, exhibition, screening and broadcast - their films and photographs are widely celebrated and utilized to further creative dialogue. 40 years ago Konttinen’s Byker exhibition toured the People’s Republic of China, marking the first British cultural exchange with China after the Cultural Revolution. In the early 2000s, the Byker Community Centre used the same exhibition to introduce newcomers, many of them asylum seekers, to the Byker Wall Estate that had replaced the old Byker. Subsequently she was invited back to begin her new project Byker Revisited. The work continues to inform the understanding of community amongst planners and architects. For Konttinen, the UNESCO status is both an honour and a valuable recognition.

“It will add credibility to the significance of our work to the entire country and also acknowledge the quality of the work itself.” Sirkka-Liisa Konttinen

It has certainly helped raise Amber’s profile, who in 2016 re-opened Amber’s Side Gallery following major refurbishment funded by National Lottery Heritage Fund, and Arts Council England. The GBP 1.5 million programme of work led to the establishment of new digitisation facilities, an ambitious education programme and a new website to share the work (www.amber-online.com). Side Gallery and Cinema continues to showcase internationally relevant contemporary and historic work in the humanist documentary tradition.

To Konttinen, ‘photography has an immediacy as a visual language, yet it does not simply reproduce what is visible, it makes things visible.’

Her images speak a common language that is accessible to everyone, but which is interpreted through one’s own life experiences – and that is exactly why this particular heritage, and photography and film more generally, is so valuable. It connects people – with themselves, with each other, and with the world around them. Being inscribed in the UNESCO Memory of the World Register ensures that these important sources continue to be preserved and celebrated.⁵³

⁵³ Konttinen, S. (2019). Wider Value of UNESCO to the UK 2019 Report. United Kingdom Commission for UNESCO interview. Phone Call. London.



Enhancing and creating new knowledge is one of the ways UNESCO designations seek to foster a better understanding of the world we live in.

UNESCO Chairs and UNITWIN Networks are intrinsically linked to research. They constitute a project and team of researchers, lecturers and students, led by a Chairholder within an existing university department or a new teaching and research unit at a higher education institution. They conduct cutting-edge research to advance knowledge and teaching/research programmes.⁵⁴

UNESCO World Heritage Sites must, as stated in Article 5 of the World Heritage Convention, conduct research and studies that help to minimise and prepare for the danger of threats, as well as to identify, protect and conserve their respective heritage.⁵⁵

Geological sites applying to become a UNESCO Global Geoparks must prove they have international value. To assess this, a UNESCO Global Geopark Evaluation Team examines published research that has been conducted on the site. Once the site has received UNESCO status, it is required to work with university researchers, organisations and local community groups to show the link between geodiversity, ecosystems and humans.⁵⁶

UNESCO Biosphere Reserves and research are inseparably linked. They are by definition 'Science for Sustainability support sites,' which means that they serve as a testing ground for interdisciplinary ways to better understand the relationship between social and ecological systems and to develop new approaches to dealing with change.⁵⁷ *Continued on the next spread...*

⁵⁴ UNESCO (2017). UNITWIN/UNESCO Chairs Programme. p.5

⁵⁵ UNESCO. (2019). World Heritage convention. Article 5. Retrieved from <https://whc.unesco.org/en/conventiontext/>.

⁵⁶ Operational Guidelines for UNESCO Geoparks, Section 3, Criteria for Global Geoparks. UNESCO. (2019). Fundamental Features of a UNESCO Global Geopark. Retrieved from <http://www.unesco.org/new/en/natural-sciences/environment/earth-sciences/unesco-global-geoparks/fundamental-features/>;



Examples



→ Jurassic Coast World Heritage Site

UNESCO World Heritage Sites: The Jurassic Coast Trust, working with a student from Birmingham University, used high precision GPS to map the erosion of the ammonite pavement at Monmouth Beach. The project was the winner of the UK Young Scientist of the Year Award.⁵⁸



→ Fforest Fawr Global Geopark

UNESCO Global Geoparks: Fforest Fawr UNESCO Global Geopark's projects have ranged from studies of the tectonic history of Neath and Swansea Valley disturbances, and a conference on the British Old Red Sandstone to research on the remote sensing of peatland dynamics between 1945-2010 on the upland bog at Figen Felen.⁵⁹



→ Galloway and Southern Ayrshire Biosphere Reserve

UNESCO Biosphere Reserves: Galloway and Southern Ayrshire UNESCO Biosphere Reserve runs a community archaeology project that uses geophysics to learn about regional history. It is managed by the University of Glasgow and funded by LEADER, the University of Glasgow's Chancellor's Fund and the Crichton Foundation.⁶⁰

... Continued on the next spread...

⁵⁷ UNESCO. (2019). Biosphere Reserves – Learning Sites for Sustainable Development. Retrieved from <http://www.unesco.org/new/en/natural-sciences/environment/ecological-sciences/biosphere-reserves/>; UNESCO. (2017). A New roadmap for the Man and the Biosphere (MAB) Programme and its World Network of Biosphere Reserves. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000247418>. pp.11,16-20.

⁵⁸ Jurassic Coast Trust. (2019). Work experience & Internships. Retrieved from <https://jurassiccoast.org/what-is-the-jurassic-coast/the-jurassic-coast-trust/contact-jurassic-coast/work-experience/>

⁵⁹ Fforest Fawr Geopark. (2019). Education and Research. Retrieved from <https://www.fforestfawrgeopark.org.uk/education-research/>; Fforest Fawr Geopark. (2019). Old Red sandstone conference. Retrieved from <https://www.fforestfawrgeopark.org.uk/education-research/old-red-sandstone-conference-2014/>

⁶⁰ Murphy, J. (2017). Galloway and Southern Ayrshire Biosphere Research Priorities, 2014-2018. Retrieved from <http://www.gsabiosphere.org.uk/wp-content/uploads/2017/07/GSAB-Biosphere-Research-Priorities.pdf>.



Bodleian Library

☞ The Gough Map Memory of the World Inscription

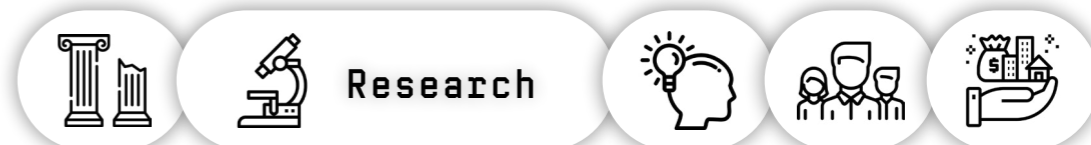
One of the Man and the Biosphere (MAB) Programme's strategic objectives for 2015-2025 is to 'facilitate biodiversity and sustainability science, education for sustainable development (ESD) and capacity building.'⁶¹ Participating in border-crossing research initiatives, organising their active research programmes and joining a network of scientists working on site are three examples of how they pursue this strategic objective.⁶²

UNESCO Creative Cities are laboratories of ideas and innovation. They use culture and creativity to drive public wellbeing by bringing together artists, researchers, businesses and organisations. From immersive digital playgrounds to cutting-edge modern services and innovative museum experiences - the list of ways in which these cities unlock creative potential and combine it with research to promote education, tackle social inequalities and drive sustainability is long.⁶³

The UNESCO Memory of the World Programme encourages memory institutions (including archives, libraries, research institutions, museums) to cultivate new approaches to using documentary heritage in education and research.⁶⁴ They are expected to conduct academic research, produce professional publications and engage in multilateral research projects that advance the preservation and awareness of, as well as access to, documentary heritage.⁶⁵

⁶¹ UNESCO. (2017). A New roadmap for the Man and the Biosphere (MAB) Programme and its World Network of Biosphere Reserves. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000247418> p.17.

⁶² UNESCO. (2017). A New roadmap for the Man and the Biosphere (MAB) Programme and its World Network of Biosphere Reserves. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000247418> p.19.



Examples



→ Dundee Creative City

UNESCO Creative Cities: In Dundee UNESCO Creative City of Design, three product design students won the 2017 Shenzhen Design Award for Young Talents for developing a 'Sociometer' device that records the bandwidth data of phones to capture the number of people using their phone in the pub.⁶⁶

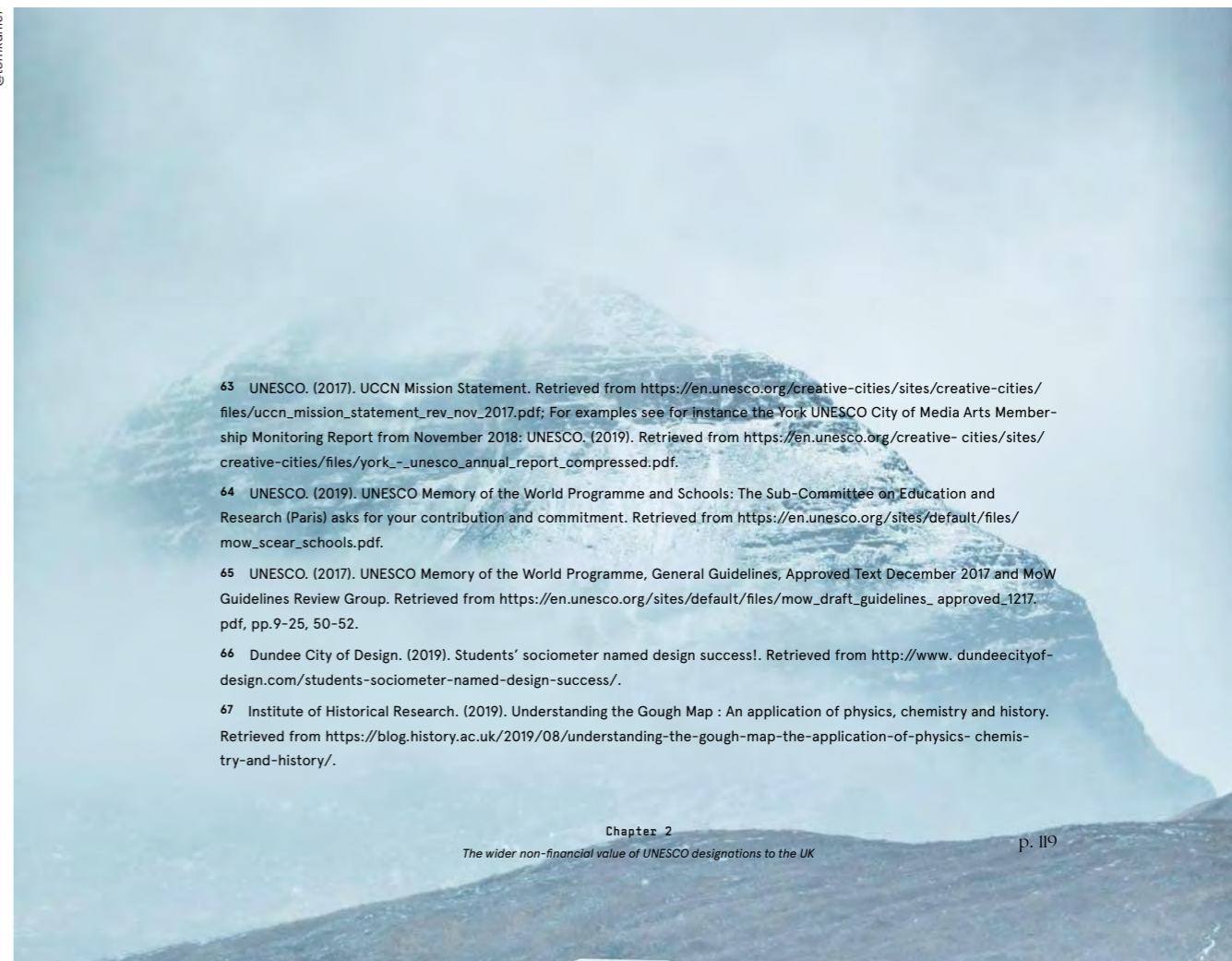


→ The Gough Map

UNESCO Memory of the World: The Gough Map of Britain, Bodleian Libraries, Oxford is the focus for 30 researchers working together on the Bodleian Libraries' new multi-disciplinary project 'Understanding the medieval Gough Map' through physics, chemistry and history which is funded by the Leverhulme Trust.⁶⁷

☞ Wester Ross Biosphere Reserve

@tomkahler



⁶³ UNESCO. (2017). UCCN Mission Statement. Retrieved from https://en.unesco.org/creative-cities/sites/creative-cities/files/uccn_mission_statement_rev_nov_2017.pdf; For examples see for instance the York UNESCO City of Media Arts Membership Monitoring Report from November 2018: UNESCO. (2019). Retrieved from https://en.unesco.org/creative-cities/sites/creative-cities/files/york_-_unesco_annual_report_compressed.pdf.

⁶⁴ UNESCO. (2019). UNESCO Memory of the World Programme and Schools: The Sub-Committee on Education and Research (Paris) asks for your contribution and commitment. Retrieved from https://en.unesco.org/sites/default/files/mow_scear_schools.pdf.

⁶⁵ UNESCO. (2017). UNESCO Memory of the World Programme, General Guidelines, Approved Text December 2017 and MoW Guidelines Review Group. Retrieved from https://en.unesco.org/sites/default/files/mow_draft_guidelines_approved_1217.pdf, pp.9-25, 50-52.

⁶⁶ Dundee City of Design. (2019). Students' sociometer named design success!. Retrieved from <http://www.dundeecityof-design.com/students-sociometer-named-design-success/>.

⁶⁷ Institute of Historical Research. (2019). Understanding the Gough Map : An application of physics, chemistry and history. Retrieved from <https://blog.history.ac.uk/2019/08/understanding-the-gough-map-the-application-of-physics-chemistry-and-history/>.



UNESCO Chair for Refugee Integration through Languages & the Arts

Research forms the basis of everything the UNESCO Chair for Refugee Integration through Languages and the Arts does. Led by Professor Alison Phipps at the University of Glasgow, the Chair is devoted to safeguarding, promoting and celebrating cultural heritage, sustainable tourism, intercultural education, linguistic and cultural diversity.

From working with cities, universities, the Scottish Refugee Council and the Scottish Red Cross to universities and organisations across the globe, the Chair's work expands borders, both culturally and geographically.

“The empathic dimensions but also the ordinary everydayness of living your life alongside another human being who just happens to have moved to live in your country is really important. We've been working really hard to shift the narrative away from trauma and the journey and everything that dominates the media and the arts towards the everyday nature of what it means to live interculturally with a focus on intercultural work, on intercultural art and on language learning and language development.”

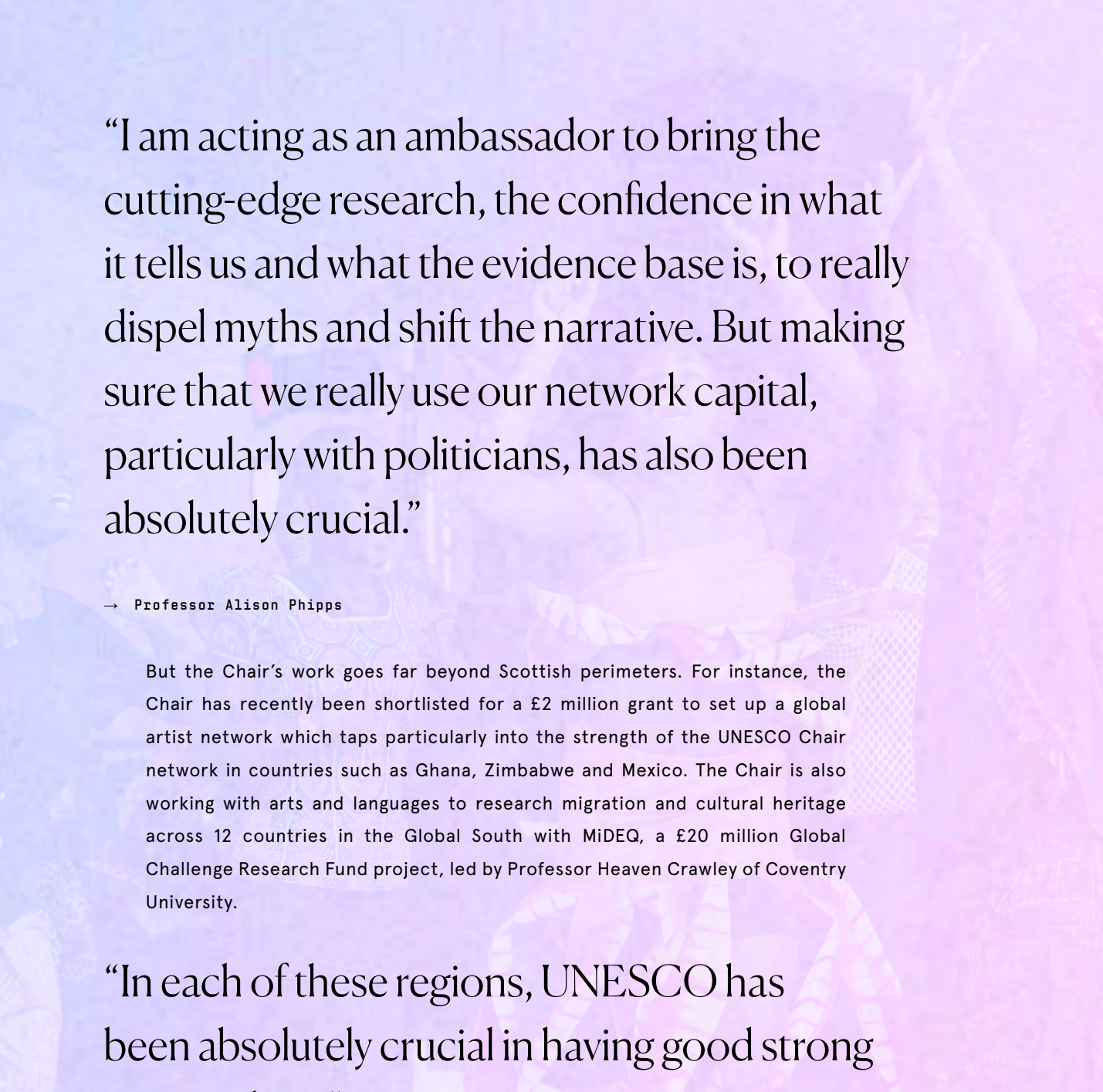
→ Professor Alison Phipps



The Chair, which has attracted a total of £1.56 million in funding and studentships since its inception in 2016, works closely with a variety of partners. The City of Glasgow is one of them and, in the Chair's eyes, a paramount example of successful integration in the UK.

“All of the evidence that we collect across the sector and that we also look at with the Scottish Government through the Chair is showing, and certainly the later surveys coming from the Scottish Refugee Council show, that Glasgow is different in Scotland and Scotland is different in the UK. The city is overall much more welcoming to asylum seekers and refugees and understands refugees as people like themselves, which I think has come through our focus on languages and the arts. There is no room for complacency and racist incidents continue to occur and be reported to authorities. It's easy for a culture to change and turn on those less fortunate than the mainstream. Working with culture to change culture and to consolidate the arts of living well, interculturally, with diversity requires continuous vigilance and an intentional programme of cultural education.” Alison Phipps

The Chair also supports local authorities, the Scottish Government and the Scottish Refugee Council partnership in Scotland. As chair of the New Scots Refugee Integration Strategy, the Chair has hosted Syrian refugees under the Resettlement Programme and has used its research and expertise in numerous advisor roles across Scotland. The Chair was involved in the development of the European Integration Fund for the Scottish Refugee Council and the Red Cross, which received a total of £5 million to run a set of activities, ranging from respite holidays to language programmes and peer education work. The Chair has also helped lead and support some of these activities and run training sessions.



“I am acting as an ambassador to bring the cutting-edge research, the confidence in what it tells us and what the evidence base is, to really dispel myths and shift the narrative. But making sure that we really use our network capital, particularly with politicians, has also been absolutely crucial.”

→ Professor Alison Phipps

But the Chair’s work goes far beyond Scottish perimeters. For instance, the Chair has recently been shortlisted for a £2 million grant to set up a global artist network which taps particularly into the strength of the UNESCO Chair network in countries such as Ghana, Zimbabwe and Mexico. The Chair is also working with arts and languages to research migration and cultural heritage across 12 countries in the Global South with MiDEQ, a £20 million Global Challenge Research Fund project, led by Professor Heaven Crawley of Coventry University.

“In each of these regions, UNESCO has been absolutely crucial in having good strong partnerships.”

→ Professor Alison Phipps

OPAC (Online Palestinian Arabic Course) is another key programme of the Chair in the Gaza Strip (Palestine). Funded by the Global Challenges Research Fund, this collaborative project between the Islamic University of Gaza and the University of Glasgow seeks to counter high unemployment rates of Gaza’s graduates by offering opportunities for online language teaching. The main output of the project is the Online Arabic from Palestine language course for beginners, which allows Gaza’s language teachers to earn a living by teaching online to learners worldwide. The innovative course also promotes multilingual and intercultural connections, thus countering isolation and the consequent forced cultural and linguistic homogeneity.

“It’s 75% unemployment in the Gaza Strip, particularly for young graduates and so one of the ways you can deal with the peace-building elements of UNESCO’s work and linking this to the mission statement of UNESCO is to try and create employment. We hope that we’ll ... get ... to develop our projects further and ... enable people working on integration and Arabic sessions in Scotland to develop their work with the Gaza Strip through language learning online and through relationships. For us, relationships are really important. We’re not interested in technocratic platforms or solutions. What we know works, is relationships between people.” Alison Phipps

Indeed. One glance at the comments and feedback of participants in the UNESCO Chair Spring School – The Arts of Integrating 2019 – shows this. For them, the School was a ‘safe space to have difficult and beautiful conversations’ and provided the opportunity for people to come together and ‘make the world a better place.’ The Chair’s focus and understanding of the importance of human connections and human encounters is palpable in all of its work, and its breadth and reach bears testament to its value and far-reaching impact.⁶⁸

⁶⁸ Phipps, A. (2019). Wider Value of UNESCO to the UK 2019 Report. United Kingdom Commission for UNESCO interview. Phone Call. London; Roberts, L. (2019). Wider Value of UNESCO to the UK 2019 Report. United Kingdom Commission for UNESCO email correspondence. London



UNESCO World Heritage Site Royal Botanic Gardens, Kew

The UNESCO World Heritage Site, the Royal Botanic Gardens in Kew, sits at the forefront of global plant and fungal research. Recognised as one of the most biodiverse places on earth, the UNESCO designation provides a global resource for plant and fungal science and work.

For instance, Kew's long-standing collaboration with Ethiopian researchers and important work on Ethiopian food crops including the plant Enset, a staple food source known for its remarkable resilience to changing climate conditions, encouraged an Ethiopian delegation to visit the designation and consult Kew's experts on their climate mitigation strategies.

“We can look at the evolution of plants in a country like Ethiopia over time, sharing what we have done to map the changes affecting coffee production for example and make our data available to support their efforts to make decisions like where coffee will be best produced in the future. That would be an example of how our partnership over time, built with people on the ground and local knowledge matched with Kew knowledge, is able to do something really useful.”

→ Ciara O'Sullivan, Head of Media Relations at RBG Kew



@lilywillowphotography

UNESCO has played a key role in enhancing Kew's capacity and ability to create new crucial knowledge. The UNESCO status has been especially helpful in attracting financial resources and validation against external threats, Georgina Darroch, World Heritage Site Coordinator, tells us:

“It really helps us get the funding, get that support that we need to maintain and continue our activities. That's been very valuable and important for us. It has been really important. We are part-funded by DEFRA. Being a signatory to the Convention is a commitment on the Government's part to protect, preserve and enhance World Heritage Sites. For us, the designation very much sets us apart from the other properties which are in the Government portfolio. And for external funders as well. UNESCO designation does add that stamp of significance.”



1

Kew Palace

A hidden royal palace in Kew Gardens, once the intimate home of George III and Queen Charlotte. Today, the buildings are in the trust of Historic Royal Palaces.

© Teddyh



2

The Hive

Towering at 17 metres tall, The Hive is a striking installation in the heart of a wildflower meadow that recreates life inside a beehive.

© Pexels/shot



© KewGardens

1

2

4

3

4

Following a major renovation, the House opened in 2018 to showcase the splendour of the world's temperate zones. It is home to 1,500 species of plants from Africa, Australia, New Zealand, the Americas, Asia and the Pacific Islands.

Temperate House

Completed in 1762 as a gift for Princess Augusta, the Pagoda was designed by Sir William Chambers and has long been one of the earliest and finest bird's eye views of London.

3

Pagoda

© KewGardens

© Dmitry Naumov



“Just being able to say that we are a UNESCO World Heritage Site in itself helps people to understand the status of Kew and put the site into a global context which is really important. Just that recognition is helpful in opening doors, in placing in people’s minds the kind of value and importance of what Kew is.”

→ Ciara O’Sullivan, Head of Media Relations at RBG Kew

This recognition has helped Kew to develop and strengthen partnerships worldwide. Today, Kew employs 350 scientists who work closely with a wide range of research institutions and organisations in over 110 countries to tackle environmental, social and economic challenges through the power of plants and fungi.⁶⁹

⁶⁹ Wider Value interview with Georgina Darroch and Ciara O’Sullivan, Kew; 2019, Interview (phone) and Email correspondence



Education

Helping designations strengthen education systems and respond to education challenges is one of UNESCO's key activities to build long-lasting peace and drive sustainable development.

Nowhere does this become clearer than in **UNESCO Global Geoparks**. As part of the criteria on which they are evaluated, Geoparks must show how they use their internationally significant geology in connection with all other aspects of that area's natural and cultural heritage to promote awareness of key issues facing society. These include: geohazards; climate change; the need for the sustainable use of Earth's natural resources; the evolution of life; and the empowerment of indigenous peoples.⁷⁰

Education forms a key part of MAB's four strategic objectives for **UNESCO Biosphere Reserves** which must educate on sustainability issues and 'motivate and empower learners to support sustainable development'.⁷¹ From encouraging people to learn new skills and change their behaviour in everyday life, to deepening the sites' partnerships with educational programmes of UNESCO and other bodies of the United Nations – such as the UNESCO Associated Schools Project Network (ASPnet) and the UNITWIN/UNESCO Chairs Programme – Biosphere Reserves are actively striving to promote a better understanding of sustainable development.⁷²

By joining the **UNESCO Creative Cities Network (UCCN)**, UNESCO Creative Cities agree to support a range of objectives that place creativity and culture

Continued on the next spread...

⁷⁰ UNESCO. (2019). Operational Guidelines for UNESCO Global Geoparks. Retrieved from http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/pdf/IGGP_UGG_Statutes_Guidelines_EN.pdf

⁷¹ UNESCO. (2017). A New roadmap for the Man and the Biosphere (MAB) Programme and its World Network of Biosphere Reserves. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000247418_p19.



Education



Examples

→ **Derwent Valley Mills**



UNESCO World Heritage Sites: Derwent Valley Mills ran a 'Technology Then, Technology Now' project in which 16 to 24-year-old local students learned how to design virtual tours and digital interpretations, using archaeological laser scanning, photogrammetry, 3D printing, and virtual environment creation and gaming tools. The 2013-2014 project was funded by the National Lottery Heritage Fund 'Young Roots' programme and supported by the Derwent Valley Mills (DVMWHS) World Heritage Site Environmental Studies Service, Trent & Peak Archaeology and Nottingham Trent University.⁷³

→ **North Pennines Global Geopark**



UNESCO Global Geoparks: The North Pennines UNESCO Global Geopark has committed in its geodiversity strategy to make its geological heritage accessible. This strategy is delivered by the North Pennines Area of Outstanding Natural Beauty (AONB) in partnership with local sites and projects, including the local Nenthead Mines, the North of England Lead Mining Museum, and the innovative environmental education centre at Project. *Continued on the next spread...*

⁷² UNESCO. (2017). A New roadmap for the Man and the Biosphere (MAB) Programme and its World Network of Biosphere Reserves. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000247418_pp19-20.

⁷³ Derwent Valley Mills. (2019). 'Technology Then, Technology Now'. Retrieved from <http://www.derwentvalleymills.org/learn/learning-schools/school-projects/the-technology-then-technology-now/>.

at the heart of enhanced public well-being and sustainability. This includes improving 'access to and participation in cultural life as well as the enjoyment of cultural goods and services' and strengthening creativity, innovation and opportunities in the cultural industries.⁷⁴ Whether that is going to schools to talk about design, or organising school and youth group workshops to promote creative thinking and the creative industries, UNESCO Creative Cities place education at their centre to advance the UCCN's mission.⁷⁵

Signatories of the **UNESCO World Heritage Convention** agree to ensure that they not only identify, protect and preserve their unique heritage but also present and transmit it to diverse audiences. They also commit to promoting and deepening people's appreciation and respect for heritage and to establishing or developing training centres.⁷⁶ School workshops, teacher training sessions and the development and dissemination of resource material are some recent examples.⁷⁷

UNESCO Chairs and UNITWIN Networks and education are inseparable. Established in higher education institutions, they are committed to sharing their knowledge globally and participating in interdisciplinary and intersectoral research collaborations. The Programme also encourages UNESCO Chairs to work in partnership with public and private sector organisations, develop new teaching programmes and enhance existing university programmes.⁷⁸

The UNESCO Memory of the World Programme organises and also encourages memory institutions to run a range of activities to demonstrate how documentary heritage can facilitate and enhance education and development.⁷⁹ For instance, the Bodleian Library of the University of Oxford, which holds the Gough Map, one of the earliest surviving detailed maps of Great Britain, teaches local school children how to read and use maps.⁸⁰

⁷⁴ UNESCO. (2017). UNESCO Creative Cities Network, Mission Statement. Retrieved from https://en.unesco.org/creative-cities/sites/creative-cities/files/uccn_mission_statement_rev_nov_2017.pdf.

⁷⁵ Marrs, A. (2019). Wider Value of UNESCO to the UK 2019 Report. United Kingdom Commission for UNESCO interview. Phone Call. London

⁷⁶ UNESCO. (2019). World Heritage Convention, Articles 4, 5, 27. Retrieved from <https://whc.unesco.org/en/convention-text/>

⁷⁷ Khatwa, A. (2019). Wider Value of UNESCO to the UK 2019 Report. United Kingdom Commission for UNESCO interview. Phone Call. London

⁷⁸ UNESCO. (2017). The UNITWIN/UNESCO Chairs Programme, Guidelines and procedures. Retrieved from <http://www.unesco.org/en/university-twinning-and-networking/application-and-forms/guidelines-and-procedures/> p.3

⁷⁹ UNESCO. (2010). The Memory of the World Programme. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000188773?posInSet=6&queryId=b38db854-e753-45ac-ba7e-a195933af376>.

⁸⁰ Millea, N. (2019). Wider Value of UNESCO to the UK 2019 Report. United Kingdom Commission for UNESCO interview. Phone Call. London



Examples



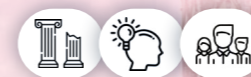
→ Dyfi Biosphere Reserve

UNESCO Biosphere Reserves: The Dyfi Biosphere Education Group (DBEG) provides educators and learners with learning opportunities in the fields of energy, food, culture and sustainability.⁸¹



→ Bristol Creative City of Film

UNESCO Creative Cities: Bristol UNESCO Creative City has co-created Film for Learning, a ground-breaking cross-city film and literacy programme for teachers and senior leaders. Developed in partnership with Bradford UNESCO City of Film, Belfast UNESCO Learning City and the education charity Into Film, the programme seeks to encourage the use of film in teaching and learning. The Paul Hamlyn Foundation funds the project.⁸²



→ The Commonwealth War Graves

UNESCO Memory of the World: The Commonwealth War Graves Commission worked in partnership with There But Not There to provide learning resources for schools to study the scale of both World Wars and commemoration practices.⁸³

⁸¹ Biosffer Dyfi Biosphere. (2019). Education. Retrieved from <https://www.dyfibiosphere.wales/education>.

⁸² Bristol City of Film. (2019). Cinema rediscovered. Retrieved from <http://bristolcityoffilm.co.uk/cinema-rediscovered-6/>.

⁸³ Commonwealth War Graves Commission. (2019). Learning resources. Retrieved from <https://www.cwgc.org/learn/resources/learning-resources>.



UNESCO Chair for Education for Pluralism, Human Rights & Democracy

What is the role of education in social change and how can it support societies in moving from conflict to peace? These are some of the questions that Professor Alan Smith has been examining as the UNESCO Chair for Education for Pluralism, Human Rights and Democracy within the School of Education at Ulster University.

Since his appointment in 2000, Alan has worked on numerous national and international projects and programmes. Following the ceasefire and peace agreement in Northern Ireland, he played a crucial role in addressing some of the country's most pressing and divisive issues, involving national identity and political literacy, by setting up integrated schools and rolling out citizenship education across the country.

In the 1990s Alan began working with teachers, curriculum authorities and youth and community groups to develop a programme and resources that encouraged dialogue and fostered a better understanding of citizenship among children and educators. Funded by the Nuffield Foundation and the Citizenship Foundation in the UK, the programme also included a television series called 'Off the Walls' in partnership with Channel 4, along with educational resources named 'Speak your Piece', and an extensive professional development programmes for teachers in Northern Ireland.

What began as a pilot programme in 25 schools has now become a formal part of the curriculum for all schools in Northern Ireland and, according to Alan, UNESCO has played an important part in this success story and helped to attract substantial funding.

"I think that was a huge commitment and it was partly helped by the profile of UNESCO, the UNESCO Chair and UNESCO's commitment to Citizenship Education. The programme was eventually adopted by the education authorities as 'Education for Local and Global Citizenship'. It is an attempt to look at what does citizenship mean for children and young people in our specific context of going through a peace process and the transformation from violence to democratic politics. But also trying to see what lessons could be learned by looking at global values and the implications at international level." Professor Alan Smith

Apart from his work in Northern Ireland, Alan has also been working with various international agencies and organisations. He was the co-author of the report Education, Conflict and International Development which was commissioned by the Department for International Development (UK) and examined the relationship between education and conflict.

“People tend to think of education as inherently ‘a good thing’. But actually, whenever you look internationally, particularly where there’s conflict, education is often highly politicised. Sometimes [it] can be a force for division where children are educated separately often for religious or political reasons. In other cases there are struggles over control of the education system, what it teaches, who it employs and ultimately whose interests it serves best.”

→ Professor Alan Smith



© Ulster University



© Ulster University

The Chair has also served as the UK representative to the Council of Europe on Education for Democratic Citizenship, worked with Save the Children on a global campaign for children’s education in conflict-affected countries and supported the UNICEF Peacebuilding, Education and Advocacy programme as a technical advisor. The €150m initiative funded by the Government of the Netherlands over a four- year period (2012-16) involved conflict analysis in 14 conflict-affected countries and, according to Alan, came about partly due to his role as a UNESCO Chair.

“In 2010 I was asked to be an advisor on the UNESCO Education for All, Global Monitoring Report as the thematic focus was education and armed conflict. I was one of the four advisors to the report and once it was published, it gave a great impetus to focus internationally on the challenges of providing education for children in conflict.”

→ Professor Alan Smith

Alan’s 20-year experience and role as UNESCO Chair has clearly played a significant part in helping him to conduct life-changing research and influence a variety of highly impactful programmes to build peace through education.⁸⁴



© Ulster University



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⁸⁴ Smith, A. (2019). Wider Value of UNESCO to the UK 2019 Report. United Kingdom Commission for UNESCO interview. Phone Call. London



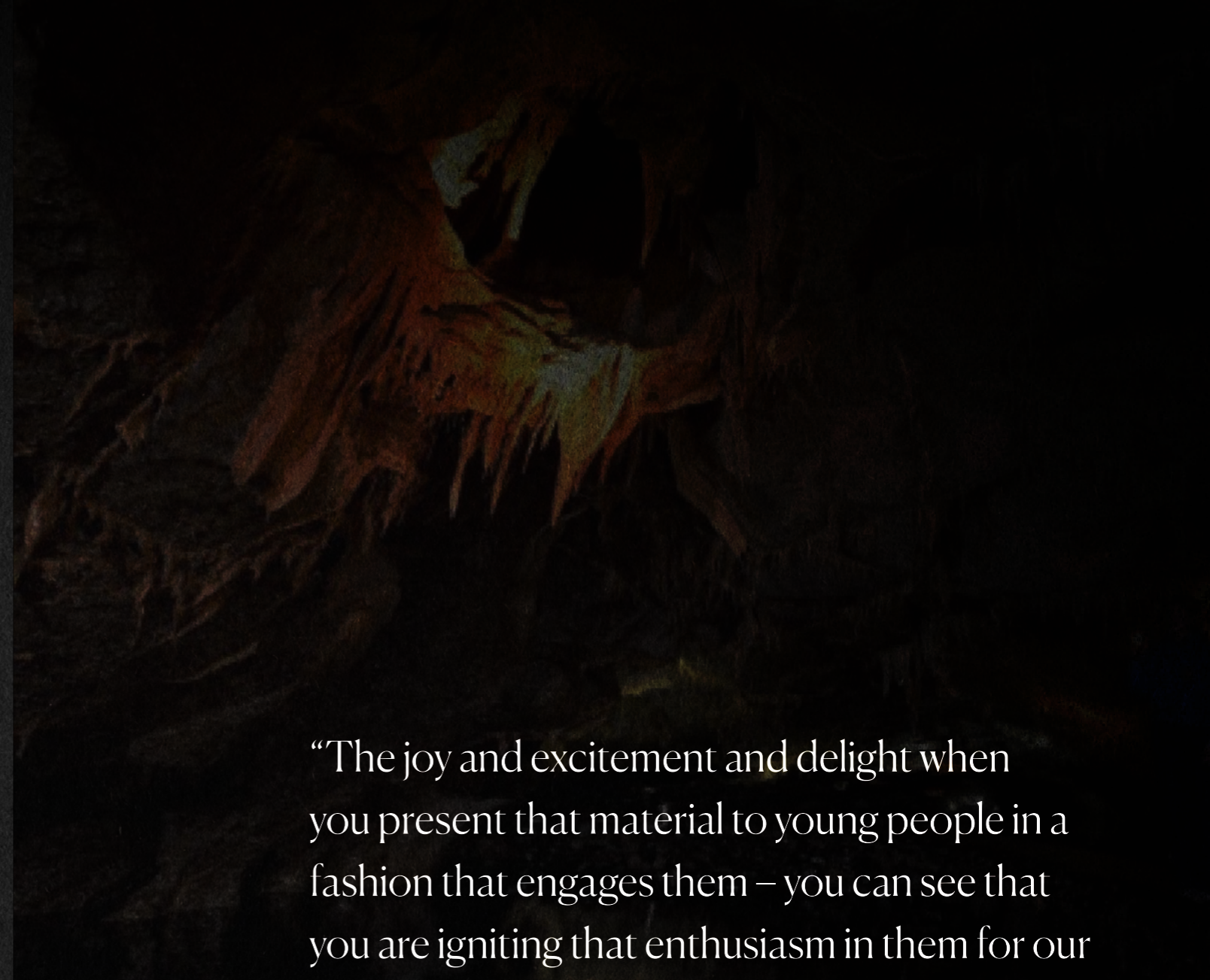
The Marble Arch Caves UNESCO Global Geopark

Established across nearly 20,000 hectares of public land in Counties Fermanagh (Northern Ireland) and Cavan (Republic of Ireland), Marble Arch Caves UNESCO Global Geopark was the first cross-border Geopark in the world and is dedicated to telling our planet's story through its unique natural, cultural and geological heritage. Its cross-border nature forms a crucial part of the Geopark's outreach and engagement programme.

“It brings people together from both sides of the community and anywhere in the world. That is really important. But no more so than on the island of Ireland. [...] To learn about their shared heritage, their shared geological landscape is one of the few ways that school children on the island of Ireland can come together from both sides of the border.”

→ Dr Kirstin Lemon, Geological Survey of Northern Ireland and the British Geological Survey

Formal education is a key aspect of this programme and one of its most popular events in this field is Science Week. This popular four-day event is packed with interactive and earth science-linked workshops to engage primary, secondary and tertiary schoolchildren in shared learning about the earth. Twice a year, Science Week invites 500 students to engage in hands-on experiments and the study of local rocks and geological processes. ‘We find that children are more enthusiastic and they’re more receptive to those types of learning,’ says the Geopark’s Development Officer Martina O’Neill. It is this enthusiasm and engagement that Martina finds particularly fulfilling.



“The joy and excitement and delight when you present that material to young people in a fashion that engages them – you can see that you are igniting that enthusiasm in them for our geological heritage and that they want to find out more.” She remembers one particular event when a young boy, following her workshop, came back to show his family the Geopark. “That is just the most rewarding thing to know that you have actually made a difference. The young boy said to me that his dream now was to become a geologist.”

→ Martina O’Neill, Marble Arch Caves Geopark Development Officer



© Marble Arch Caves Global Geopark



© Marble Arch Caves

© Marble Arch Caves Global Geopark



© Marble Arch Caves Global Geopark

© Marble Arch Caves Global Geopark



© Matthew Rabagliati



© Matthew Rabagliati

The schools' demand for Science Week in both Northern Ireland and the Republic of Ireland has rocketed but the lack of resources restricts the Geopark from hosting it more often, according to O'Neill.

“We could easily run the programme four times a year if we had the resources. We would sell it on every single occasion, and we're not living in an area that is densely populated.”

→ Martina O'Neill, Marble Arch Caves Geopark Development Officer

“The word has spread amongst our local schools that this is an activity that is well worth investing the time and money in. Paying for substitute teachers to come into the school to allow their students to participate to the point where we're now getting requests from entire schools to come on the one day because they want all their students to experience this programme. It's been hugely successful and rewarding on all aspects. From a legacy and a capacity-building perspective but also on a personal level.” *Martina O'Neill*

To facilitate and support schoolchildren's geological education, the Geopark has strong links with schools, local businesses, organisations and especially teachers. To ensure that its programmes are in line with the Irish and Northern Irish curricula, the Geopark works closely with the education authorities in both countries.

Teacher training, teaching material and other outreach activities also form a large part of the Geopark's education programmes and have been hugely successful. According to O'Neill, the Geopark has 'had a huge surge and increasing demand for that particular service in schools.' These training sessions and resources, which range from information sheets to lesson plans and fieldwork activities, give teachers the confidence and knowledge to engage their students in geology and earth sciences.

What becomes very clear, not only from the positive feedback but also our conversation with O'Neill, is that Marble Arch Caves UNESCO Global Geopark places education truly at the heart of its work. Its commitment and enthusiasm for fostering a better understanding of the planet that we all share is palpable, and a compelling example of what UNESCO designations are doing in this field in the UK.⁸⁵

⁸⁵ Wider Value Interview (phone call) with Martina O'Neill, 2019, London



Capacity Building

Both UNESCO and the UK National Commission for UNESCO play a crucial role in developing and strengthening partnerships between designations, institutions and people.

All designations sit at the heart of their own network of partners. Their shared commitment to peacebuilding and sustainable development is built on the fundamental principle that local and regional communities are key stakeholders and must be involved at all levels.

Our data shows there are currently over 1,300 UK organisations tied to the UNESCO network through their partnerships and cooperation with designations in the UK.⁸⁷ From universities and schools to tourism agencies, museums, conservation groups, local authorities and individuals - these partnerships form the bedrock of the UNESCO network, enabling designations to share their experiences and expertise, learn from and with each other and spread and advance UNESCO's values and mission. This breadth and depth make the UNESCO UK network unrivalled in its ability to connect the local with the international and to create mechanisms to develop opportunities for learning, engagement and developing cooperation among the citizens of the world.

UNESCO World Heritage Sites are dedicated to developing and fostering a long-lasting relationship between heritage and their audiences and are encouraged to seek international cooperation to ensure the identification, protection, conservation, presentation and transmission of their respective heritage.⁸⁸

UNESCO Global Geoparks, have adopted a "bottom-up" or community-led approach to guarantee that their areas' geological significance is conserved

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⁸⁷ For example, Dundee Creative City of Design is made up of the following key partners: Dundee Partnership, Dundee City Council, Dundee City, Leisure & Culture Dundee, Creative Dundee, V&A Museum of Design Dundee, The McManus: Dundee's Art Gallery and Museum, Dundee Contemporary Arts, Dundee, Heritage Trust, University of Dundee, Abertay University, Dundee and Angus College, Dundee Civic Trust



Capacity Building



Examples

→ **Durham Castle and Cathedral and Blaenavon Industrial Landscape World Heritage Sites**



UNESCO World Heritage Sites: Durham Castle and Cathedral and Blaenavon Industrial Landscape both participate in the World Heritage Youth Ambassadors Scheme, offering opportunities to young people interested in heritage, which also help build confidence and self-esteem. Youth ambassadors give tours on open days, learn communication and research skills, work with other heritage professionals and earn a recognised qualification from UNESCO as a Youth Ambassador.⁸⁹

→ **designation-specific networks**



Designation-specific networks/events: The UK's UNESCO World Heritage Sites have created World Heritage UK, a registered Charity, to undertake networking, advocacy, promotion and capacity building for the UK's 32 Sites. They hold regular events and technical workshops for Site Coordinators and other practitioners. Similarly, the UK UNESCO Global Geoparks and the UNESCO Biosphere Reserves hold annual meetings where they share best practice and build the resilience of their networks. The UK National Commission for UNESCO also holds a biennial UNESCO Chairs Colloquium.

→ **North West Highlands Global Geopark**



UNESCO Global Geoparks: North West Highlands co-organised Earth Science Festival 2017 in partnership with the Scottish Geodiversity Forum Geoheritage Festival to celebrate Earth Science Month.⁹¹

⁸⁸ UNESCO. (2019). World Heritage Convention: Articles 4,5 and 27. Retrieved from <https://whc.unesco.org/en/convention/>

⁸⁹ Wider Value Interview.

⁹⁰ Cornish Mining WHS. (2019). Groundbreaking virtual tour opening up Geevor tin mine. Retrieved from <https://www.cornwall.gov.uk/environment-and-planning/conservation/world-heritage-site/news/ground-breaking-virtual-tour-opening-up-geevor-tin-mine/>

⁹¹ North-West Highlands Geopark. (2019). Earth Science Festival 2017. Retrieved from <http://www.nwhgeopark.com/earthscienceweek/>.

⁹² Interreg. (2019). Biocultural Heritage Tourism. Retrieved from <https://www.bcht.eu>

and promoted. As living and working landscapes, Geoparks must actively involve local communities and indigenous peoples as key stakeholders and networking forms one of their key principles. The Global Geopark Network organises regular events where Geoparks share experiences and develop joint initiatives and projects.⁹²

Networking is also crucial to the success of **UNESCO Biosphere Reserves**.⁹³ This includes not only networking with other Biosphere Reserves and designations but also building and promoting ties with communities and industries. Biosphere Reserves offer a variety of events ranging from training workshops to guided walks in order to engage communities and promote approaches to conservation and sustainable development.⁹⁴

Building and strengthening ties with and among cities lies at the core of what **UNESCO Creative Cities** do. They are required to exchange ideas, share expertise and develop a range of partnerships that celebrate creativity and culture at the local, national and international level.⁹⁵ Their commitment to strong cooperation takes many forms. From turning the city into one interactive book group by hiding books everywhere (Nottingham UNESCO Creative City of Literature) to supporting communities to set up their own cinemas (Bradford UNESCO Creative City of Film), and creating collaborations between philharmonic orchestras in Germany and England (Liverpool UNESCO Creative City of Music) – UNESCO Creative Cities really live up to their names when it comes to finding innovative ways of engagement.

By joining the **UNITWIN/ UNESCO Chairs Programme**, UNESCO Chairs become part of an international network of researchers dedicated to advancing the social, economic and cultural development of their societies. Training services, knowledge sharing, programme development, policy advice, as well as regional and global partnerships with people and institutions are some examples of how the research of UNESCO Chairs comes alive and enhances the capacities of higher education and research institutions.⁹⁶

Providing universal access to and raising awareness of documentary heritage are two of the **Memory of the World Programme's** main missions. Memory institutions agree to make their documentary heritage widely accessible. This might include print and/or digital publications and products, regional and international partnerships, networks, the exchange of knowledge, information and staff, social media, lectures, educational and media programmes, travelling presentations, policy advice, and outreach activities like (virtual) exhibitions and galleries. Training workshops, meetings and conferences organised by the Memory of the World Committees seek to enhance the capacities of the memory institutions and strengthen the Memory of the World network. Member States are expected to promote and facilitate these activities.⁹⁷



Capacity Building

Examples

→ Isle of Wight, Brighton & Lewes Biosphere Reserves



UNESCO Biosphere Reserves: The four UNESCO Biosphere Reserves situated along the Channel in France and England, who collectively attract over 20 million visitors per year, are working together to look at common problems caused by over-tourism. The €4.3 million European Union- funded BioCultural Heritage Tourism (BCHT) project seeks to develop a joint tourism strategy to reduce visitors' impact at sensitive environmental sites and allow local businesses to develop sustainable products.⁹⁸

→ York Creative City of Media Arts



UNESCO Creative Cities: The York UNESCO Creative City of Media Arts is home to the Aesthetica Film Festival which has BAFTA Qualifying Status and connects leaders from various disciplines to discuss their work and provide insights into media arts.⁹⁹



→ Women's Suffrage Movement Archive

UNESCO Memory of the World: The Women's Suffrage Movement at the Women's Library is a cross-domain collection to educate about women's personal, political and economic struggles over the past 500 years.¹⁰⁰

⁹² UNESCO. (2019). Operational Guidelines for UNESCO Global Geoparks. Retrieved from http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/pdf/IGGP_UGG_Statutes_Guidelines_EN.pdf

⁹³ For a detailed example of joint initiatives between UNESCO Biosphere Reserves see the case study of SHAPE

⁹⁴ For more detailed information on their activities, see the UNESCO Biosphere Reserve website <https://en.unesco.org/biosphere>

⁹⁵ UNESCO. (2019). UNESCO Creative Cities Network Mission Statement. Retrieved from https://en.unesco.org/creative-cities/sites/creative-cities/files/Mission_Statement_UNESCO_Creative_Cities_Network.pdf

⁹⁶ UNESCO. (2019). UNITWIN/UNESCO Chairs Programme, p.3. Retrieved from <https://en.unesco.org/unitwin-unesco-chairs-programme>

⁹⁷ UNESCO. (2019). UNESCO Memory of the World Programme, General Guidelines, Approved Text December 2017, MoW Guidelines Review Group. Retrieved from https://en.unesco.org/sites/default/files/mow_draft_guidelines_approved_1217.pdf, pp.9-25, 50.

⁹⁸ Interreg. (2019). Biocultural Heritage Tourism. Retrieved from <https://www.bcht.eu>

⁹⁹ York UNESCO City of Media Arts. (2019). York UNESCO City of Media Arts Membership Monitoring Report. Retrieved from https://en.unesco.org/creative-cities/sites/creative-cities/files/york_-_unesco_annual_report_compressed.pdf, p.9.

¹⁰⁰ LSE Digital Library. (2019). The Women's Library @LSE. Retrieved from <https://digital.library.lse.ac.uk/collections/thewomenslibrary>

UNESCO Biosphere Isle of Man Badge

The Isle of Man UNESCO Biosphere Reserve has launched a brand-new initiative in cooperation with Girlguiding, the UK's largest charity for girls and young women: the UNESCO Biosphere Isle of Man Badge. It seeks to connect girls and young women with the United Nations Sustainable Development Goals, as they learn more about sustainability and tackle issues such as hunger, poverty, gender inequality and climate change.

It helps them to get in touch with nature, build long-lasting friendships, challenge themselves, take the lead, make a difference to the world around them, and develop the skills to become confident young women and socially and environmentally conscious citizens.

“The badge will encourage young members and leaders in our organisation to think about the world around them - to understand the meaning of ‘community’, get involved and make things better. If we can instill these thoughts and actions in our young people, it will make our Island and beyond a better place.”¹⁰¹

→ Karen Walker, Commissioner of Girlguiding Isle of Man



Isle of Man Biosphere Reserve



Girlguiding, Isle of Man

Girlguiding, Isle of Man



Girlguiding, Isle of Man

Girlguiding, Isle of Man

Isle of Man Biosphere Reserve

The Isle of Man Department for Economic Development



¹⁰¹ Isle of Man. (2019). Launch of biosphere badge for Girlguiding Isle of Man. Retrieved from <https://www.gov.im/news/2019/jan/31/launch-of-biosphere-badge-for-girlguiding-isle-of-man/>.



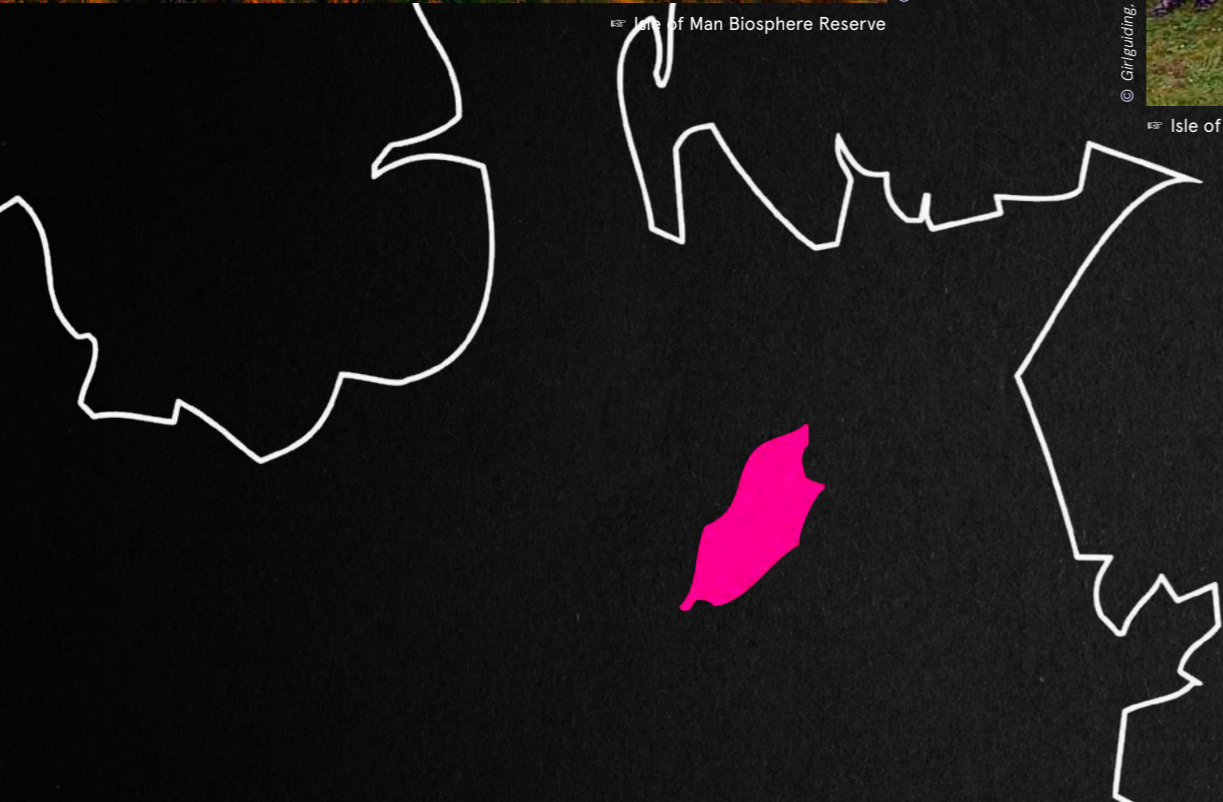
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Isle of Man Biosphere Reserve



© Girlguiding, Isle of Man
Isle of Man Biosphere Reserve



© Foley
Isle of Man Biosphere Reserve



© Girlguiding, Isle of Man

Girls can gain the UNESCO Biosphere Badge by completing a set of challenges suited to their age and individual interests. From fundraising for the Island’s Food Bank to planting trees and cleaning beaches and footpaths – the challenges are varied and encourage the girls to think of innovative and creative ways to support the island’s biosphere.

Some girls set out to minimise hunger (SDG 2 Zero Hunger) by raising money to buy food and donate it to the Food Bank, and others fundraised for a toilet twinning to improve water quality (SDG 6 Clean Water and Sanitation). Other activities have included planting wildflowers in hand made recycled newspaper pots, visits from beekeepers’ groups and workshops with Manx Wildlife Trust (SDG 15 Life on Land).

“The Units have really embraced the challenge and they are starting to think about our Island in different ways.”

→ Su Simpson, Guiding Development Chair and Brownie Leader at Girlguiding Isle of Man

The badge is a promising way of raising UNESCO’s awareness among younger generations and engaging them in sustainable development.¹⁰²

¹⁰² UNESCO Biosphere Isle of Man. Retrieved from <https://www.biosphere.im>; The Scout Association of the Isle of Man has also just launched UNESCO Biosphere Isle of Man badge, press release, 22 October 2019, UNESCO Biosphere Isle of Man



© Girlguiding, Isle of Man

UNESCO Isle of Man Biosphere: Beach Buddies

Bringing people and the environment together to build sustainable communities, both locally and globally, is a key principle of the Isle of Man UNESCO Biosphere Reserve. The charity Beach Buddies organises regular community clean-ups to preserve the island's spectacular beaches, cliffs, glens and forests – all of which provide important habitats for nature, marine and birdlife.

Beach Buddies offers easy but structured guidance points to encourage groups, families, schools and individuals to get together, protect their island, fundraise for their cause, have stimulating discussions about their local environment and wildlife, and share their efforts with the media and others to ultimately inspire more people to make a positive environmental impact.

The project has been a huge success and a leading example of how the UNESCO UK designations work with local communities to make a difference collectively. So far, more than 15,000 volunteers have helped the island to tackle the problem of plastic pollution and sustain its traditional industries such as fishing.

But the Isle of Man UNESCO Biosphere Reserve is also a key player on the global stage. Its efforts span borders and have helped to set worldwide standards, according to Bill Dale of the Isle of Man UNESCO Biosphere Reserve.

Isle of Man Biosphere Reserve



@andrewhadockphotography

Isle of Man Biosphere Reserve



© Bill Dale

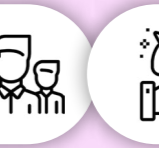
© Bill Dale BEM



“We have had massive success in the Isle of Man, not just through Beach Buddies but also because of a number of environment groups and government initiatives. The Isle of Man now has a high profile within the UNESCO Biosphere network [...] and we need to be aware that the network of Biosphere Reserves is now watching what we are doing. We have set the bar very high and have achieved a great deal, but we must - and can - do more.”

→ Bill Dale, Founder of Beach Buddies, Isle of Man

Beach Buddies seeks to encourage UNESCO Biosphere Reserves to create a lasting change by ending plastic pollution for good, taking this initiative and using it appropriately to their own biosphere environments.



All UNESCO designations are required to develop, implement and revise a management plan with clear goals, objectives and activities.

These plans provide the framework for everything that UNESCO designations do. They help them to transform their goals and activities into an actionable plan coherently, access the necessary resources, and establish partnerships. On top of that, they must also submit periodic reports and are subject to a thorough periodic revalidation/review which monitors their progress and ensures they adhere to UNESCO's mission, values and standards.

UNESCO Global Geoparks are managed by a body of local and regional actors and authorities. The management plan is agreed upon by all partners and must ensure that the needs, environment and cultural identity of local populations are met, protected and conserved. To plan the management of the area appropriately, the partners must incorporate local and indigenous knowledge, practices and management systems. The plan must include local communities and indigenous peoples as key stakeholders.¹⁰³ Every four years each Geopark has to go through a revalidation process which includes a detailed report, self-evaluation forms and a site inspection by two trained evaluators. Their UNESCO status is renewed by four years if they meet all requirements, by two years if issues need to be addressed, or not at all if requirements are not met or in case of a serious breach of the charter.¹⁰⁴

For the network of UNESCO Biosphere Reserves, UNESCO is putting in place effective periodic review processes to help them improve governance, collaboration and networking in their efforts to develop society and the economy in ecologically and culturally sustainable ways. Every ten years, the concerned authorities of Biosphere Reserves are required to submit a report

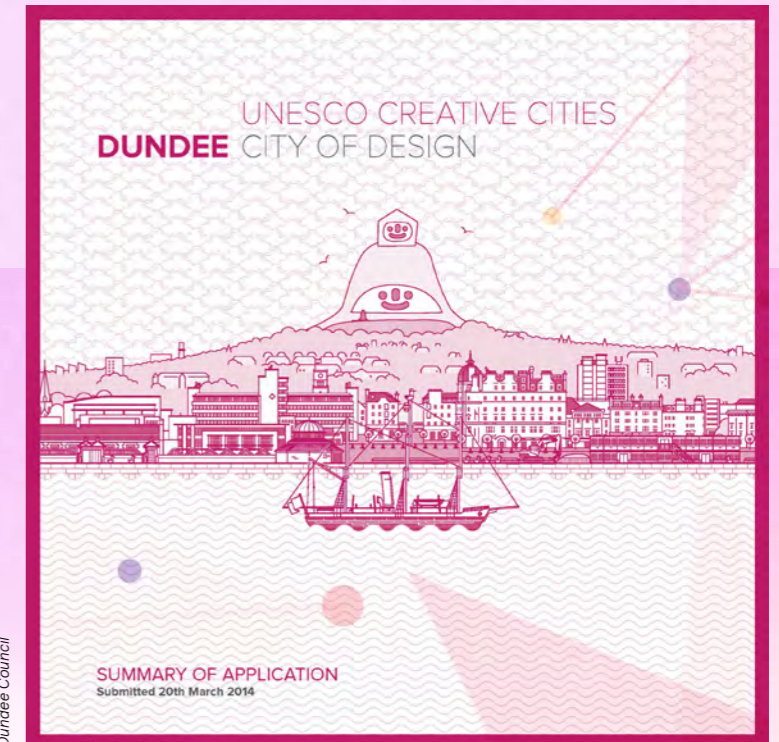
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¹⁰³ UNESCO. (2019). Operational Guidelines for UNESCO Global Geoparks. Retrieved from http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/pdf/IGGP_UGG_Statutes_Guidelines_EN.pdf

¹⁰⁴ UNESCO. (2019). Revalidation Process of UNESCO Global. Retrieved from: <http://www.unesco.org/new/en/natural-sciences/environment/earth-sciences/unesco-global-geoparks/revalidation-process/>



English Lake District World Heritage Site

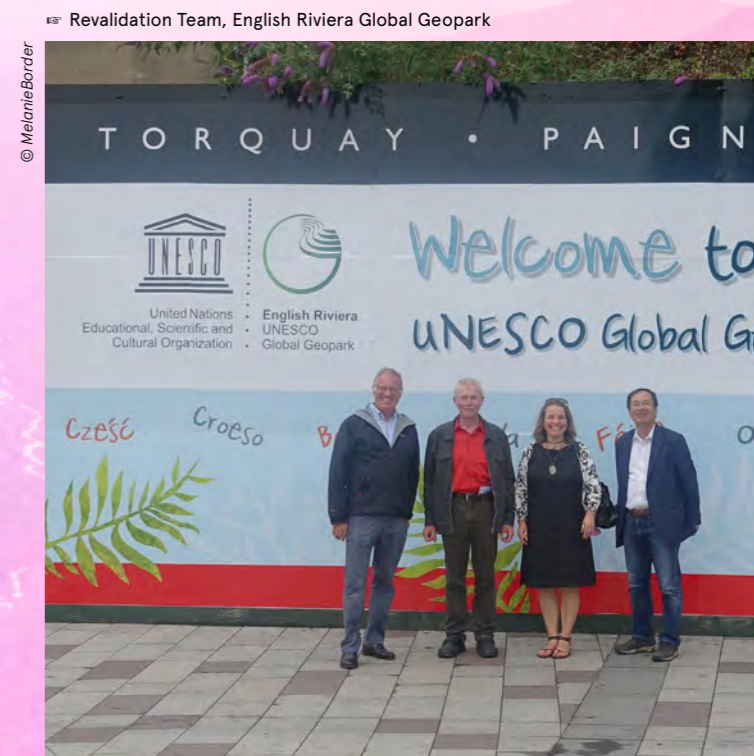


Dundee Creative City of Design



© Kirstin Lemon

International Revalidation 2016, Marble Arch Caves Global Geopark



© Melanie Border

Revalidation Team, English Riviera Global Geopark

which is evaluated, based on the criteria of Article 4 in the statutory framework of Biosphere Reserves, by the MAB International Co-ordinating Council.¹⁰⁵ As well as being an application for the renewal of status, the review is also an opportunity for growth. It prompts Biosphere Reserves to take stock of their progress and to evaluate and revise their objectives, strengths and weaknesses, management and implementation tools.¹⁰⁶

State Parties are required under Article 5 of the UNESCO World Heritage Convention to adopt a general policy which aims to give the cultural and natural heritage a function in the life of the community and to integrate the protection of that heritage into comprehensive planning.¹⁰⁷ They are also required to submit a periodic report to the World Heritage Committee every six years. The periodic reporting questionnaire includes full integration of the Sustainable Development approach and a monitoring indicator framework for the implementation of the World Heritage Convention. It also emphasises synergies with other conventions and programmes that are important to World Heritage.¹⁰⁸

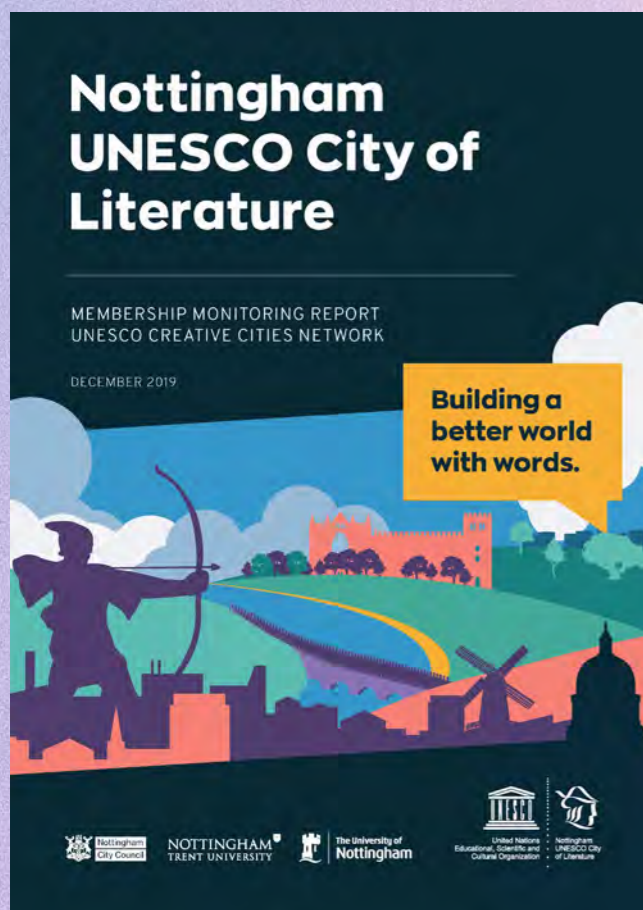
¹⁰⁵ UNESCO. (1996). Biosphere Reserves: the Seville Strategy and the statutory framework of the world of the network. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000103849>.

¹⁰⁶ UNESCO. (2019). Periodic Review Process. Retrieved from <http://www.unesco.org/new/en/natural-sciences/environment/ecological-sciences/biosphere-reserves/periodic-review-process/>.

¹⁰⁷ UNESCO. (2019). World Heritage Convention. Retrieved from <https://whc.unesco.org/en/convention/>

¹⁰⁸ UNESCO. (2019). Periodic Reporting. Retrieved from <https://whc.unesco.org/en/periodicreporting/>.

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Manchester Creative City of Literature

All **UNESCO Creative Cities** must submit a Membership Monitoring Report every four years to demonstrate their commitment to the UCCN Mission Statement, evaluate their local and global impact and propose a new action plan. These reports allow the UNESCO Creative Cities Network (UCCN) to keep track of and celebrate the cities' achievements, effective policies, strategies and partnerships. They also help the UCCN to implement new action plans and draw attention to issues about the relationship between culture, creativity and sustainability.¹⁰⁹

After two years of implementation, **UNESCO Chairs and UNITWIN Networks** are required to submit a mid-term progress report that highlights their achievements, resources secured, activities, exchanges and partnerships, as well as their future plans and development prospects. Chairs can apply for renewal of status, including a detailed four-year work plan that showcases how their objectives and activities are in line with UNESCO's priorities and mandate.¹¹⁰

The UNESCO Memory of the World Programme presents Member States with recommended actions to ensure the adequate identification and preservation of their documentary heritage, and to assist them in providing access to and raising awareness of their respective heritage. To put these recommendations into practice, governments must work with the memory institutions and a range of other organisations, industries and individuals including sponsors, partners, civil society organisations, educators, the heritage sector and the Memory of the World Committees.¹¹¹

¹⁰⁹ UNESCO. (2019). UNESCO Creative Cities Network, Membership Monitoring Guidelines. Retrieved from <https://en.unesco.org/creative-cities/sites/creative-cities/files/Membership%20Monitoring%20Guidelines%202017.pdf>.

¹¹⁰ UNESCO. (2019). The UNITWIN/UNESCO Chairs Programme: guidelines and procedures. Retrieved from <https://en.unesco.org/unitwin-unesco-chairs-programme> pp.12-13.

¹¹¹ UNESCO. (2017). UNESCO Memory of the World Programme, General Guidelines, Approved Text December 2017. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000125637> p.12.



The Jurassic Coast UNESCO World Heritage Site

The Jurassic Coast is unique in the UK family of UNESCO World Heritage Sites. Not only is it England's only natural World Heritage site, it also covers 95 miles of beautiful coastline and boasts a richness unparalleled in the country of fossils and other geological features. How do you protect, conserve and present a site of this size and nature for present and future generations?

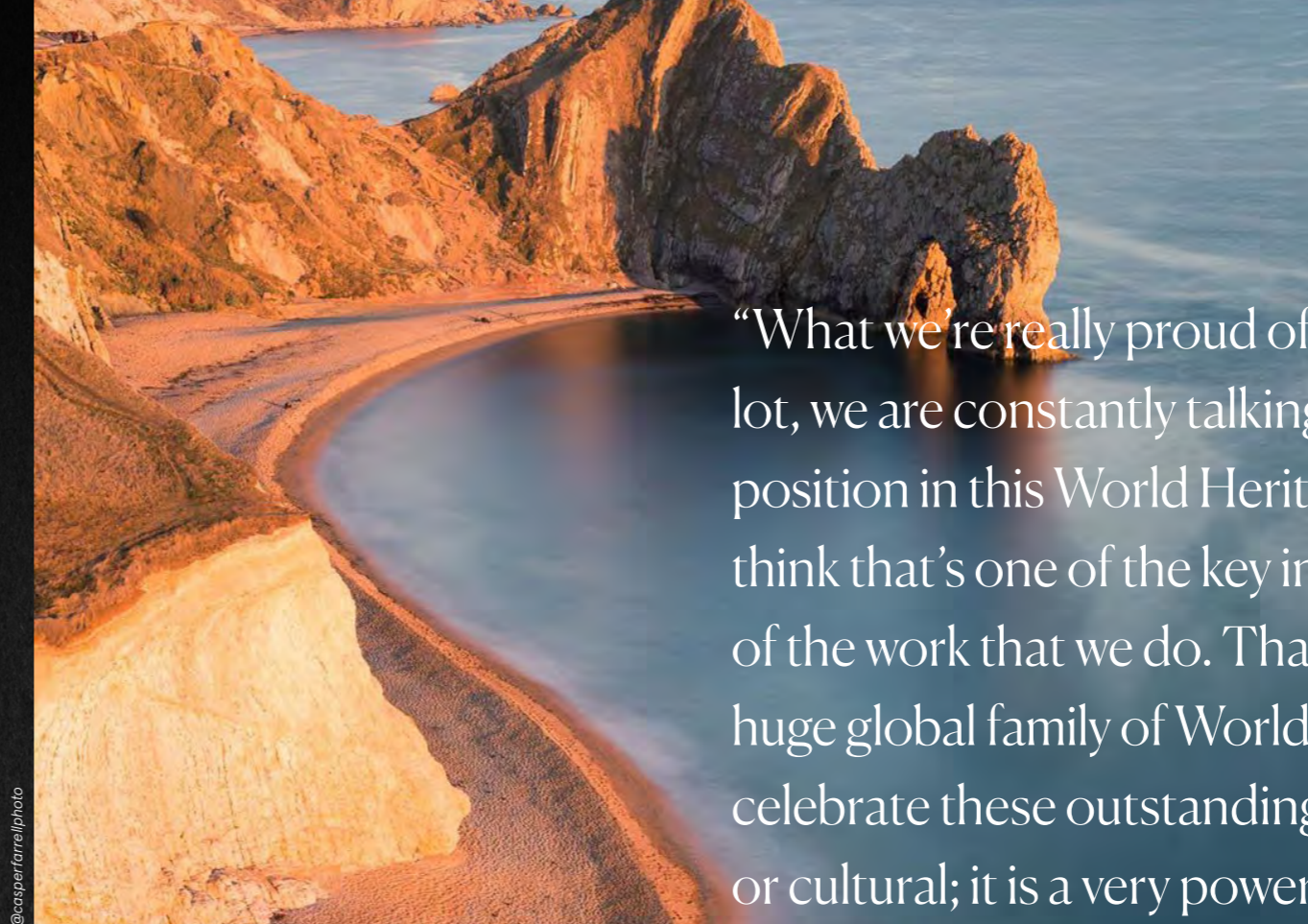
The Jurassic Coast Trust, the independent charity wholly responsible for the site, sees it as a joint endeavour. The Trust's Learning Framework states 'At the heart of our work is a belief that the Jurassic Coast is ultimately best looked after by the people who visit it, use it and love it. Therefore, our focus is always as much upon the people and communities of our World Heritage Site as it is upon the rocks, landscapes and fossils.'¹¹²

This belief is embedded in the site's partnership plan which outlines a clear set of responsible, inclusive and sustainable goals and objectives, particularly influenced by Articles 4, 5 and 27 of the UNESCO World Heritage Convention.¹¹³ These articles encourage the site to make it their 'duty' to protect, preserve and present its heritage (Article 4), to 'strengthen the appreciation and respect by the people towards the Jurassic Coast' (Article 27), to have 'a function in the life of the community and to integrate the protection of that heritage into comprehensive planning programmes' (Article 5).¹¹⁴

¹¹² Khatwa, A. (2018). The Jurassic Journey. A Learning Framework for the Jurassic Coast.

¹¹³ Dorset Council. (2019). Dorset and East Devon Coast World Heritage Site Management Plan 2014-2019. Retrieved from <https://modern.gov.dorsetcouncil.gov.uk/ecSDDisplay.aspx?NAME=SD335&ID=335&RPID=0> p.32

¹¹⁴ Dorset Council. (2019). Dorset and East Devon Coast World Heritage Site Management Plan 2014-2019. Retrieved from <https://modern.gov.dorsetcouncil.gov.uk/ecSDDisplay.aspx?NAME=SD335&ID=335&RPID=0> p.32



@casperfarrellphoto

"What we're really proud of, and we do this a lot, we are constantly talking about our global position in this World Heritage family because I think that's one of the key inspirational aspects of the work that we do. That we are part of this huge global family of World Heritage Sites that celebrate these outstanding features, natural or cultural; it is a very powerful concept that these values transcend national and political boundaries. I think building these ideas into the content that we do just adds a different facet to our work. It actually lifts it and it puts it into a completely different arena from other protected landscapes like national parks or AONBs."¹¹⁵

→ Anjana Khatwa, Programme Manager, Learning at the Jurassic Coast Trust

As an umbrella organisation, the Jurassic Coast Trust works with local communities and organisations. A detailed Learning Framework and Storybook set out the Trust's wider education strategy and guidelines for both the site and its partners to practise and communicate its core values effectively while transforming its visitors into advocates and champions.¹¹⁶

¹¹⁵ Khatwa, A. (2019). Wider Value of UNESCO to the UK 2019 Report. United Kingdom Commission for UNESCO interview. Phone Call. London

¹¹⁶ Khatwa Ford, 2019. Resonance in Rocks: Building a sustainable learning and engagement programme for the Jurassic Coast. Proceedings of the Geologists' Association 130 (2019) 507-521, p.1 Anjana KhatwaFord, article, p.1.



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1 Travelling Pliosaur

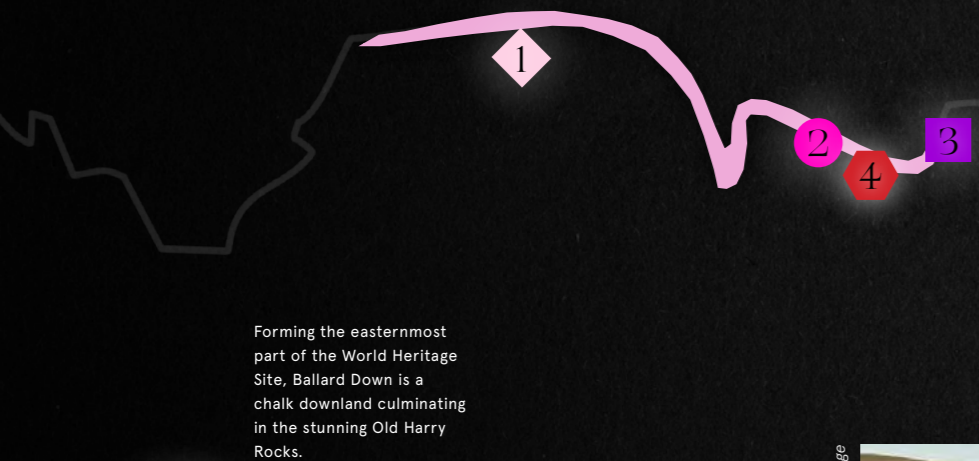
A pliosaur was one of the most fearsome predators the Earth has seen. A fossil of the 155-million-year-old predator was found on the Dorset Coast in 2009 and can be seen at Dorset County Museum.



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2 Lulworth Cove

Formed by the combined forces of the sea and a river swollen by melting ice at the end of the last Ice Age, the Cove and Lulworth Estate is one of the best places in the world to study geology.



Forming the easternmost part of the World Heritage Site, Ballard Down is a chalk downland culminating in the stunning Old Harry Rocks.

3 Ballard Down



@kasparsphoto



@woratimage

4 Durdle Door

Situated on the Lulworth Estate, Durdle Door is a stunning natural limestone arch and is derived from the old English word 'thirl' - meaning to pierce, bore or drill.

'We use all of our frameworks and our intellectual content to guide our partners in how they can best help others understand the values of the World Heritage Site,' Khatwa tells us.¹¹⁷

A close analysis of its audiences, and strategically tailored learning pathways that resonate emotionally and intellectually with visitors, form the bedrock of this work.¹¹⁸ 'Our belief is that if you can develop content about rocks, fossils and landforms in the right way for the right audience, you can inspire a generation about the geological heritage around them,' Khatwa states. She recalls the example of a young girl whose dream to become an engineer was reinforced by meeting Khatwa at one of the festivals where the team delivers public engagement.¹¹⁹

Like a compass, this learning framework, and partnership plan more generally, help planning, managing and linking the designation's activities and goals effectively with UNESCO's values and fostering long-lasting relationships with the site.¹²⁰

"We will use our learning framework to ensure that our work is strategic, user focused and sustainable. If we have followed these guidelines, then the future will mean a financially sustainable Jurassic Coast Trust that is supported by a network of dedicated schools and teachers, community groups, volunteers and businesses that share our vision for this extraordinary site."¹²¹

→ Anjana Khatwa, Programme Manager, Learning at the Jurassic Coast Trust

¹¹⁷ Khatwa, A. (2019). Wider Value of UNESCO to the UK 2019 Report. United Kingdom Commission for UNESCO interview. Phone Call. London.
¹¹⁸ Anjana Khatwa Ford, 'Resonance in Rocks,' article, p.1. <https://www.sciencedirect.com/science/article/abs/pii/S0016787818301524>
¹¹⁹ Khatwa, A. (2019). Wider Value of UNESCO to the UK 2019 Report. United Kingdom Commission for UNESCO interview. Phone Call. London
¹²⁰ Anjana Khatwa Ford, 'Resonance in rocks,' article, p.14.
¹²¹ Anjana Khatwa Ford, 'Resonance in rocks,' article, p.15.



Dyfi UNESCO Biosphere Reserve

Having been struggling to make the desired impact on the region and local communities, the Dyfi UNESCO Biosphere Reserve is seeking to implement key changes to its management and to attract vital funding.

“We want to deliberately step up a gear and that means we need to stabilise funding to get onto a more stable footing which in turn requires some changes in the way that the executive functions are managed and organised.”

→ Andy Rowland, Biosphere Manager

It's not a lack of motivation that stops Dyfi from doing its work. The main problem is the lack of resources and the necessary collaboration.

“The main issue is the lack of resources - primarily money which then translates into people. But on top of that, there is a second layer which is not as strong as it should be. The partners concerned need to understand and then act on how they can use the collaborative structures of the Biosphere to provide the added value that we're all looking for. In practice the partners tend to still do their own thing. So we need the resources to act. Some of that resource will have to be dedicated to helping the partners to collaborate.”

→ Andy Rowland, Biosphere Manager

As a bilingual community, Dyfi is particularly committed to celebrating and supporting the Welsh language and culture – sustainable development in terms of culture and the environment is equally important and in line with Wales' Well-being of Future Generations Act 2015.¹²²

‘Taking a broad view like that also helps us remember from time to time UNESCO's founding mission of creating peace in the minds of men and women. We're very happy collectively to be associated with UNESCO in that way and going forward, we're trying to encourage Wales to strengthen its links with UNESCO. Wales is developing its own international policy through the Welsh government and in a small voice we've been trying to say UNESCO is an opportunity here to ensure that Wales can be the outward-facing nation that it aspires to be and use UNESCO's particular route and channels for that.’ *Andy Rowland*

¹²² Welsh Government. (2019). Wellbeing of future generations. Retrieved from <https://futuregenerations.wales/wp-content/uploads/2017/02/150623-guide-to-the-fg-act-en.pdf>.



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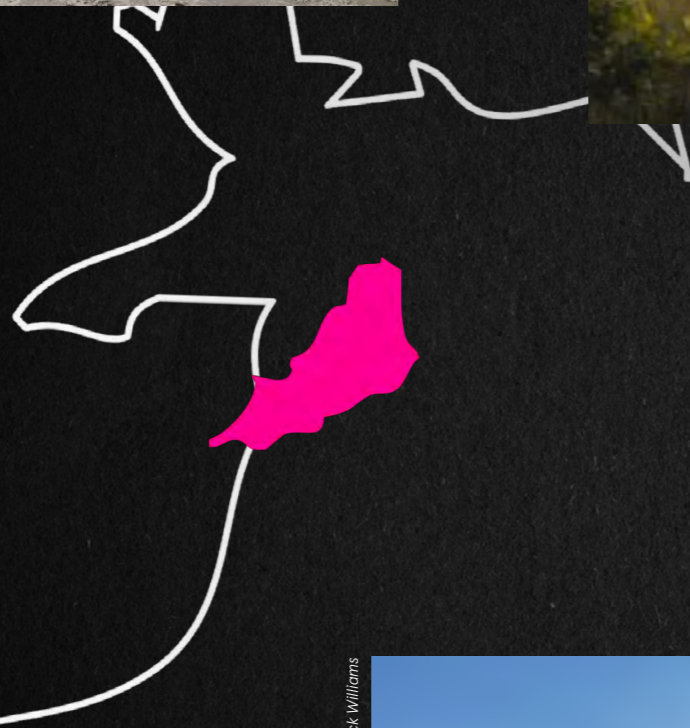
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Getting funding and strengthening the networking between partners, stakeholders and other designations could be a step in that direction, according to Rowland, who also stresses the need 'to possibly formalise it with some kind of oversight and stewardship and assistance from the Welsh government.' Without the necessary resources, the range and impact of Dyfi's activities and projects on local communities and business partners, in particular, remains low.

“The visitors and potential visitors are an important audience but actually not really as important as the local community, including business. So, it's critical for us that we have that sort of groundswell of support. But actually, we know that we are lacking in that, not because of local opposition, but just because of the lack of resources. This means we are not really engaging with local people as deeply as we want to. [...] We know that if you go out in the street and ask, “What is the Biosphere?” they're going to struggle.”

→ Andy Rowland, Programme Manager, Learning at the Jurassic Coast Trust

Dyfi is now trying to tackle these problems with new pilot projects. One of these is the Outdoor Health Project. Built on partnerships with statutory health providers and practitioners in the outdoors and tourism industries such as walk leaders and gardeners, the project seeks to enhance people's relationship with nature and improve their well-being. Once Dyfi has built sufficient partnerships with GPs¹²³ willing to prescribe time in nature to their patients, it will look into suitable areas within the Biosphere, training and recruitment, ways of improving its green infrastructure and finding the necessary financial support to make a lasting contribution.¹²⁴

¹²³ General Practitioners are doctors who serve their local communities

¹²⁴ Wider Value Interview with Andy Rowland, Dyfi.

Conclusion

UK designations carry out at least five key activities to promote peace and enhance sustainable development in the UK and beyond, and their UNESCO status plays a crucial role in this. Joining the UNESCO network in the UK means that designations agree to follow a set of guidelines and recommendations that ensure their commitment to UNESCO's values and objectives through preservation, research, education, capacity building, and management and planning. Despite their different areas of focus, all UK designations protect and conserve cultural and/or natural heritage; create and share knowledge; promote learning and build long-lasting relationships with audiences, stakeholders and other designations. Also, all designations are required to develop a management plan that helps them to reach their objectives.

Particularly striking is how all designations place the community at the core of their work. Their commitment to UNESCO's values and objectives means they share a strong interest in bringing people together to build and nurture meaningful relationships with nature, heritage and each other.


In pursuit of these goals, UNESCO designations work with a vast range of partners and stakeholders who help them carry out impactful creative and innovative projects and initiatives. Many of these partnerships are a direct result of the designations' affiliation with UNESCO. Their UNESCO status provides new opportunities for collaborations, support and resources.

With more than 165 designations¹²⁵ and at least 1300 partners, UNESCO designations constitute an unparalleled network of experts, partners and stakeholders in the UK. The UK National Commission for UNESCO plays a key part in widening, strengthening and facilitating this network. It helps them to develop their activities, build their respective networks, attract support, and strengthen their intangible value to the UK people and heritage.

¹⁰⁹ 160 UNESCO designations at the time of survey

Chapter 3



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Introduction

A key measure of the wider value of UNESCO designations to the UK is their contribution to the internationally agreed United Nations Sustainable Development Goals (SDGs).

The UK National Commission for UNESCO survey has found that the UK's UNESCO designations are adding to the fulfilment of the SDGs in the UK and beyond through a diverse range of projects and programmes. Based on the designations' own assessment, the survey identifies key trends in designations' contribution to the SDGs which complement UNESCO's global priorities and reflect their focus on conservation, research, education, capacity building, management and planning.

However, the survey also confirms that many designations are struggling to fulfil their potential. The different geographical, political and financial environments in which UK designations are operating significantly affect their approach and ability to pursue their objectives and, in turn, their contribution to the 2030 Agenda.

In this chapter, we summarise how UNESCO has positioned its programmes globally to engage with the SDGs, illustrate the contribution of designations in the UK using the survey data and case studies, and offer suggestions for how designations could be further supported to align their work with the SDGs and generate resources to help maximise their impact.

The SDGs

In September 2015, United Nations Member States unanimously agreed on an ambitious new blueprint for peace and prosperity for all people and the planet.

The adoption of the 2030 Agenda for Sustainable Development marked a critical turning point in the international development landscape – it is the first time that world leaders have pledged common action across such a broad and universal policy agenda.

Building on the lessons of the previous Millennium Development Goals (MDGs), the SDGs are the culmination of many years of international collaboration overseen by UN agencies, including UNESCO. The goals seek to truly galvanise worldwide action to eradicate poverty and ensure sustainable development.

The bold framework for action is based on shared ethical principles: the right to development for every country; human rights and social inclusion; convergence of living standards across countries; and shared responsibilities and opportunities. These are translated into 17 Sustainable Development Goals (SDGs) and 169 targets with indicators that are forming the backbone of global and national development action until 2030.¹²⁶

However, the international community has recognised that progress towards achieving the SDGs is currently too slow. The UN General Assembly Resolution of October 2019 acknowledges that advances have been made but also calls for a renewed programme of holistic action across UN bodies.

We recognize the urgent need to accelerate action on all levels and by all stakeholders, in order to fulfil the vision and Goals of the 2030 Agenda....we need to do more and faster.¹²⁷



¹²⁶ UNESCO. (2019). Transforming our world: the 2030 Agenda for sustainable development. Retrieved from <https://sustainabledevelopment.un.org/post2015/transformingourworld>

¹²⁷ Political declaration of the high-level political forum on sustainable development convened under the auspices of the General Assembly (RES/74/4) Oct 2019

UNESCO's Global Role

UNESCO was actively involved in the development of the 2030 Sustainability Agenda and has a unique role to play in its delivery.

Through its normative and standard-setting functions, programmes, policy advice, and a worldwide network of designations, UNESCO contributes to the achievement of nine SDGs¹²⁹ and is the custodian of seven SDG targets and indicators.¹²⁹

This unique contribution to the monitoring and delivery of the SDGs was recognised in the recent international Multilateral Organisation Performance Assessment Network's (MOPAN) assessment of UNESCO's performance: "UNESCO is unique for having the mandate and space to bring together experts, practitioners, citizens and governments to develop solutions to the global problems embedded in the SDGs. It has rare expertise and a degree of authority that enables it to influence governments across the world."

UNESCO has taken significant steps to place the SDGs at the centre of its strategy and programmes. The SDGs are embedded in UNESCO's strategic plan, with tailored indicators for each major programme of work and the majority of UNESCO designations are now required to integrate the SDGs in to their activities and reporting.¹³⁰ Its priority programmes focusing on Africa and gender equality are also inextricably linked to the achievement of the Goals.

¹²⁸ SDG 4 (Education, lead role); SDG 5 (Gender Equality); SDG 6 (Clean Water and Sanitation); SDG 9 (Industry, Innovation and Infrastructure); SDG 11 (Sustainable Cities and Communities); SDG 13 (Climate Action); SDG 14 (Life Below Water); SDG 15 (Life on Land); SDG 16 (Peace, Justice and Strong Institutions)

¹²⁹ UNESCO. (2019). Working with UNESCO guidebook. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000368533>

¹³⁰ UNESCO. (2019). UNESCO 40 C/5 Strategy Document 2020/21. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000367155>



UNESCO has a clear strategic vision aligned to global normative frameworks, including the 2030 Agenda for Sustainable Development and the Paris Agreement on Climate Change.¹²⁷

→ Multilateral Organisation Performance Assessment Network [MOPAN]

Initial consultations on UNESCO's new strategic framework (which will run from 2022-29) emphasise the importance of UNESCO's role to achieving the SDGs and the need to keep the SDGs at the heart of the organisation's vision and planning. However, there is an understanding that success will require more effective inter-sectoral planning and management.¹³²

National Commissions play a crucial role in helping UNESCO to deliver the 2030 Agenda at the national and local level and aid cross-sector dialogue. They build and strengthen the relationship between UNESCO's strategic lead and the work of designations on the ground and could help to increase the opportunities for designations to work together.

¹³¹ UNESCO. (2019). 40 C/5, volume 1: Draft Resolutions, second biennium 2020-2021, volume 2: Draft Programme and budget, second biennium: 2020-2021. Retrieved from <http://www.mopanonline.org/assessments/unesco2017-18/>

¹³² UNESCO. (2019). UNESCO towards 2030 and beyond: major challenges and opportunities. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000371398_eng/PDF/371398eng.pdf.multi

UNESCO's Leading Role in Education

UNESCO's centrality to the SDGs is amplified by its lead role in education (SDG 4).

UNESCO was entrusted with the leadership of the Education 2030 agenda through the Incheon Declaration, endorsed by 1,600 participants at the World Education Forum in May 2015.¹³³ In September 2015, the UN Sustainable Development Summit committed to SDG 4 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' – with seven targets and three means of implementation. The Education 2030 Framework for Action, which was adopted by UNESCO Member States in November 2015, outlines how to translate global commitments into practice at the national, local and global level.¹³⁴

The key role of education in delivering the other SDGs was recognised in the original Incheon Declaration:

“Our vision is to transform lives through education, recognising the important role of education as a main driver of development and in achieving the other proposed SDGs.”

→ Incheon Declaration

¹³³ UNESCO. (2019). Incheon Declaration and Framework for Action. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000245656>

¹³⁴ UNESCO. (2019). Education 2030 Framework for Action. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000245656>



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“Science of UNESCO Late” UK National Commission for UNESCO and Science Museum

“Science of UNESCO Late” UK National Commission for UNESCO and Science Museum



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Education for Sustainable Development (ESD) is recognised as a key element of quality education and a crucial enabler for sustainable development. Target 4.7 of SDG 4 on education specifically addresses ESD and related approaches.

UNESCO's Global Action Programme (GAP) on ESD, the follow-up programme to the Decade of ESD (2005–2014), seeks to generate and scale-up ESD and to accelerate progress towards sustainable development. It aims to contribute substantially to the 2030 agenda through:

- Reorienting education and learning so that everyone has the opportunity to acquire the knowledge, skills, values and attitudes that empower them to contribute to a sustainable future.
- Strengthening education and learning in all agendas, programmes and activities that promote sustainable development.¹³⁵

The Global Education Monitoring (GEM) Report, hosted and published by UNESCO, provides independent monitoring and reporting on SDG 4. The report aims to inform and influence national and international policies in education by reviewing progress and offering a balanced analysis of the most critical challenges facing countries and other stakeholders. UNESCO's lead role in promoting and monitoring education (SDG 4) places it at the nexus of the 2030 Agenda.

¹³⁵ UNESCO. (2019). Education for Sustainable Development. Retrieved from <https://en.unesco.org/themes/education-sustainable-development>

“Bristol Real Brain, Bristol Learning City



© Bristol Learning City

Inclusion of Culture in the SDGs

UNESCO was also instrumental in ensuring that, for the first time in history, the vital role of culture in achieving sustainable development was formally recognised in the international development agenda.

A leading voice in demonstrating the importance of culture to sustainable development in the years running up to the agreement of the 2030 Agenda, UNESCO helped to realise the United Nations General Assembly Resolutions on integrating culture into development (in 2010 and 2011), which called for the mainstreaming of culture into development policies and strategies.

Although culture is not given its own specific goal, the 2030 Agenda includes the protection and safeguarding of the world's cultural and natural heritage as an identified target in SDG 11.¹³⁶ Culture is also directly mentioned in the targets associated with SDG 4 (Education)¹³⁷ and recognised as a driver and enabler of many of the other goals, including creating decent work and economic growth (SDG 8), reducing inequalities (SDG 10), promoting peaceful and inclusive societies (SDG 16), and gender equality (SDG 5).

As the only United Nations agency with a mandate for culture, UNESCO is centrally placed to lead on the implementation of culture in the 2030 Agenda and the associated New Urban Agenda. Adopted by the United Nations in 2016, the New Urban Agenda places special emphasis on the role of culture in building sustainable cities. With projections of up to 70% of the world's population living in cities by the year 2050, UNESCO developed the International Coalition of Inclusive and Sustainable Cities (ICCAR). UNESCO and ICCAR helped to secure the agreement of the New Urban Agenda by the UN Conference for Housing and Sustainable Development (Habitat III).

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¹³⁶ 11.4: Strengthen efforts to protect and safeguard the world's cultural and natural heritage

¹³⁷ 4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development



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Skinny Pelembe at York Mediale 2018, York Creative City of Media Arts

© Sodium



The New Urban Agenda sits alongside and complements the Sustainable Development Goals, articulating a vision for sustainable urban development with inclusion, human rights and freedom from all forms of discrimination in cities as cross-cutting themes.¹³⁸

There is a danger that the diffuse nature of the references to culture in the 2030 framework could limit its ability to deliver or demonstrate impact, but UNESCO is taking steps to help give concrete shape to the culture agenda and develop meaningful indicators to measure progress.

Crucial to UNESCO's leadership are its six key Culture Conventions, including the 1972 World Heritage Convention, which governs the activities of UNESCO World Heritage Sites. The Conventions are implemented through a variety of mechanisms including operational guidelines and directives, technical assistance, periodic reporting and monitoring, capacity-building programmes, projects in the field, and elaborating and adapting cultural policies and measures.

All UNESCO Culture Conventions have now incorporated the relevant SDGs within their implementation and monitoring mechanisms and identified specific SDGs or targets to be integrated into their results framework.¹³⁹

The centrality of culture to the most pressing challenges facing humanity has also been embedded in UNESCO's budget, management, and strategic plans. The current strategic plan includes cross-cutting objectives for the culture programme, accompanied by tailored indicators for the different sectors within it, including World Heritage Sites and Creative Cities.

¹³⁸ Habitat III. (2019). The New Urban Agenda. Retrieved from <http://habitat3.org/the-new-urban-agenda>

¹³⁹ In its Medium-Term Strategy (<http://www.unesco.org/new/en/bureau-of-strategic-planning/resources/medium-term-strategy-c4/>), UNESCO recognises that heritage is inextricably linked to the most pressing challenges facing humanity: climate change and natural disasters, loss of biodiversity, safe water, conflicts, unequal access to food, education and health, migration, urbanization, social marginalization and economic inequalities.



The enabling contribution of culture to the SDGs is promoted, demonstrated and strengthened, in particular

through its integration in country-level development frameworks, strategies and programmes, and effective streamlining of the SDGs across the implementation of cultural policies and frameworks, including Conventions and Recommendations.¹⁴⁰

→ UNESCO Strategic Objective, Culture Programme



Intergovernmental Hydrological Programme (IHP) and the Intergovernmental Oceanographic Commission (IOC)

UNESCO's global lead on the SDGs is also incorporated into the work of its Natural Sciences programme. The IOC is the recognised UN body leading global co-operation on ocean science and the delivery of the standalone SDG 14, calling for the sustainable use of the oceans, seas and marine resources.

The IOC is the custodian for two SDG 14 targets and related indicators: ocean acidification (Target 14.3) and marine scientific research (Target 14.A). IOC also provides technical support and advice to UN Environment, responsible for the development of the indicator methodologies for Target 14.1 and 14.2. The upcoming UN Decade of Ocean Science for Sustainable Development (2021-2030), will also provide Member States with the enabling framework to achieve the SDG 14 targets by fostering scientific research and technological innovation toward a healthier, more sustainable ocean.¹⁴¹

The Intergovernmental Hydrological Programme (IHP) is co-custodian of target 6.5.2 on transboundary water cooperation, together with the United Nations Economic Commission for Europe. The IHP has created the IHP Fund for its contribution to the implementation of SDG 6. The fund is designed to enable the IHP to support Member States' requests for research and actions that support their implementation of SDG 6 related targets.

UNESCO can make a significant contribution to the huge challenges posed by climate change and the achievement of the associated SDG 13 (Combat Climate Change) through its science policies and programmes on biodiversity, water, and the ocean. Opportunities for designations to contribute may be enhanced by giving greater priority to SDG 13 and recognising its inter-sectoral nature in future strategies.¹⁴²

¹⁴¹ UNESCO. (2019). Measuring progress on SDG 14 indicators. Retrieved from http://www.unesco.org/new/en/natural-sciences/ioc-oceans/single-view-oceans/news/measuring_progress_on_sdg_14_indicators/

¹⁴² In its Medium-Term Strategy (<http://www.unesco.org/new/en/bureau-of-strategic-planning/resources/medium-term-strategy-c4/>), UNESCO recognises that heritage is inextricably linked to the most pressing challenges facing humanity: climate change and natural disasters, loss of biodiversity, safe water, conflicts, unequal access to food, education and health, migration, urbanization, social marginalization and economic inequalities.



© National Oceanography Centre Southampton
The UK's NERC RRS Discovery

The UK's input to the IHP is led by the Centre for Ecology and Hydrology in Wallingford which represents the UK on the IHP's intergovernmental committee. The Centre also coordinates the UK Committee for International Hydrology which includes representatives from the UK's UNESCO Category 2 Centre for Water Law, Policy and Science in Dundee.

UNESCO is monitoring global progress towards three SDGs through its global reporting in the Science Report (SDG 9), Global Ocean Science Report (SDG 14) and the United Nations World Water Development Report (SDG 6).

National Contexts

National Contexts Influence the Contribution of UNESCO Designations to the SDGs.

As well as being shaped by UNESCO's global lead, UK designations' contribution to the SDGs is also influenced by their national context. The Department for International Development (DFID) within the UK Government provides overall leadership and policy oversight of the 2030 Agenda, and each government department has embedded the Goals in their single departmental plan.

However, some key areas of government policy which directly relate to the SDGs and the work of UNESCO designations are devolved to the Scottish, Welsh and Northern Irish Governments, including education, tourism, culture and heritage, environment and planning, and agriculture, food and fisheries.

The Welsh Government has taken the pioneering step of putting sustainable development into national legislation. The Well-being of Future Generations (Wales) Act 2015¹⁴³ localises the 17 Goals into domestic legislation through Wales' own seven sustainable development goals and established an independent Future Generations Commissioner for Wales. At a local level, partnerships have been formed to plan and deliver long term change through Public Services Boards. UNESCO designations in Wales could play a significant role in helping to shape local activities which support the delivery of the seven goals.

¹⁴³ Legislation.Gov.UK. (2019). Well-being of Future Generations (Wales) Act 2015. Retrieved from <http://www.legislation.gov.uk/anaw/2015/2/contents/enacted>

© Shetland Global Geopark



@lumivuk



In Scotland, the National Performance Framework¹⁴⁴ is the overall mechanism for delivering and reporting on the Goals. The NPF is underpinned by law and is intended to inform discussion, collaboration and planning of policies and services across Scotland. NPF embeds the Goals through mapping to the National Outcomes and has created the SDG Network Scotland - an open coalition which brings together over 300 people and organisations. It is highly desirable that the UNESCO designations in Scotland should be represented in this network.

Northern Ireland has incorporated the three dimensions of sustainable development - economic, social and environmental - into the Northern Ireland Civil Service (NICS) strategic plans. This has resulted in the principles of sustainable development being embedded in the Northern Ireland Executive's highest-level strategy, the draft Programme for Government (PfG).¹⁴⁵

There is also great potential for Overseas Territories and Crown Dependencies to incorporate the SDGs in to their own policies.

¹⁴⁴ Scottish Government. (2019). National Performance Framework. Retrieved from <https://nationalperformance.gov.scot/>

¹⁴⁵ The Executive Office. (2019). Programme for Government/Outcomes Delivery Plan. Retrieved from <https://www.executiveoffice-ni.gov.uk/topics/making-government-work/programme-governmentoutcomes-delivery-plan>

Monitoring the SDGs

In addition to the 17 Goals, the SDG agenda includes 169 Global Targets and 244 Global Indicators.

The indicators are designed to be used as measures of progress towards the targets and goals – fulfilment of the indicators will be the ultimate test of how successful the international community has been in delivering the ambitious 2030 Agenda. The Office for National Statistics (ONS) has overall responsibility for collating SDG-related data in the UK, working with other national reporting mechanisms that have been established. ONS data is reported on the ONS National Reporting Platform.¹⁴⁶

Led by the Department for International Development and using ONS data, the UK Government also published its own National Voluntary Review of progress towards the SDGs in June 2019.¹⁴⁷

UNESCO UK designations should be encouraged and enabled to engage in these reporting mechanisms and ensure their activities are linked to the appropriate indicators. It is also vital that the role of culture in helping to deliver the SDGs is captured and represented in ONS data. If not, bodies like UNESCO UK designations are and will be under-represented and undervalued. Although there is an indicator for target 11.4 which measures how much each country spends per capita to protect their cultural and natural heritage, the wider role of culture as an enabler and driver of sustainable development cannot be fully measured in the SDG indicators.

¹⁴⁶ Github. (2019). Sustainable Development Goals. Retrieved from <https://sustainabledevelopment-uk.github.io/>

¹⁴⁷ GOV.UK. (2019). UK's Voluntary National Review of the Sustainable Development Goals. Retrieved from. <https://www.gov.uk/government/publications/uks-voluntary-national-review-of-the-sustainable-development-goals>

To help address this, UNESCO is in the process of developing the UNESCO Thematic Indicators for Culture (Culture|2030 Indicators). These build on previous work, including the Culture for Development Indicators Suite – a study in 17 countries which sought to assess the contribution of culture to the MDGs. The framework will draw upon other reporting mechanisms where possible, such as the periodic reporting required by Member States who are signatories to the relevant culture Conventions.

With 22 indicators grouped into four themes, the framework is due to be rolled out in 2020, following the conclusion of a pilot phase in volunteer countries and cities. It will sit alongside the existing indicator for SDG target 11.4, but it will enable the measurement of culture's contribution to the SDGs on a broader scale.

Member States have been consulted on the indicator framework which, for the first time, provides the opportunity for the international community to gather meaningful data on how culture is driving and enabling the 2030 Sustainable Development Agenda. As part of this process, there is an opportunity for UK and devolved Governments to consider aligning indicators for their heritage sector with the relevant SDG indicators and to review how their statistical frameworks are measured, to capture the full extent of the UK's contribution.

With its strong connection to civil society, universities and UNESCO, the UK National Commission could potentially serve as the body which leads on ensuring the UK fulfils its culture obligations under the SDGs.

Role of UNESCO Designations

UNESCO's leadership at the global level is reflected in the work of designations who should also align their activities with the Sustainable Development Agenda.

Recognising the essential, practical, role of its designations, UNESCO is taking steps to integrate sustainable development criteria into its vision and management through the relevant Conventions and Recommendations, strategic plans and reporting mechanisms.

Through our survey of designations in the UK, the UK National Commission for UNESCO has developed an initial overview of how UNESCO designations feel they are already contributing to the 2030 Agenda.

In addition to gathering case studies and interviews, we asked representatives from UNESCO designations to assess what level of contribution they feel their designation is making towards the SDGs,¹⁴⁸ taking into consideration their activities and partners. Respondents rated their level of contribution from 1-5 using a Likert scale (with 1 representing no contribution and 5 representing high contribution).¹⁴⁹

- **Graph A** shows the stacked average contribution of the eight designation types across all 17 Goals.
- **Graph B** illustrates the relative contribution of each designation type as a percentage, across the 17 Goals.
- **Graphs 1-17** provide more detail, illustrating the average contribution of each designation type to each of the 17 SDGs

¹⁴⁸ A Likert scale is a qualitative assessment which asks people to rate how they feel about something. It usually uses a numeric scale (eg 0-5), with a choice of standard responses for each question

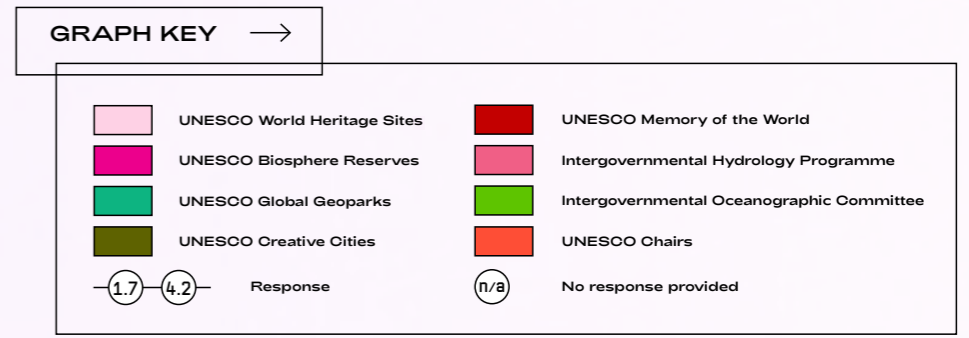
¹⁴⁹ Survey question: Based on the designation's activities and partnerships, please rank the designation's contribution to, or impact on the 17 United Nations SDGs, where 1 is not important, or no impact and 5 is very important or high impact.



This initial aggregate data does not measure the detailed absolute impact of UK designations concerning the SDGs. Furthermore, designations are engaged in monitoring and reporting exercises spearheaded by UNESCO, public bodies and their national governments.

However, the data does help to paint a picture of what is already taking place, alluding to key trends concerning the contribution of UNESCO designations in the UK to the SDGs. By comparing their relative contribution, it highlights the potential of UNESCO designations in the UK to engage further with Agenda 2030, identifies areas where designations may benefit from further support and could be the basis of further studies.

Graph A: UNESCO Designations in the UK: perceived contribution to the United Nations Sustainable Development Goals

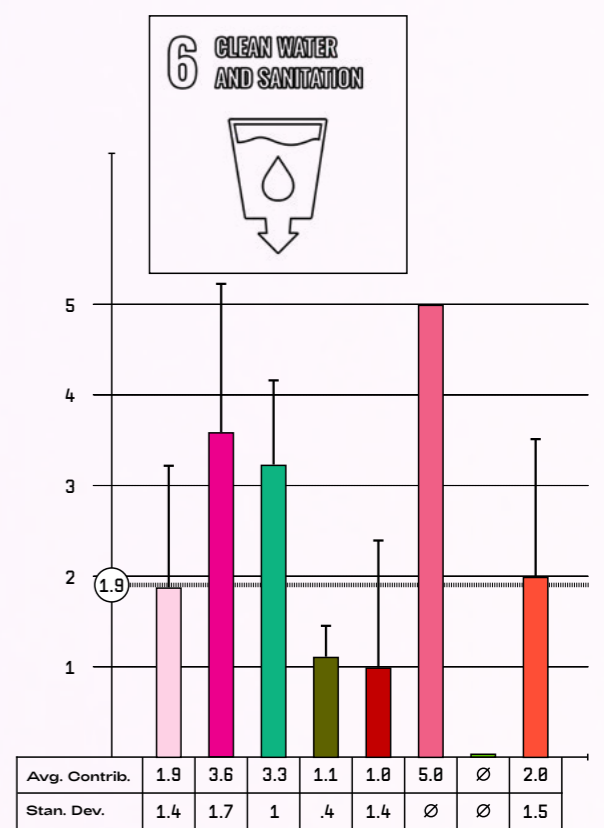
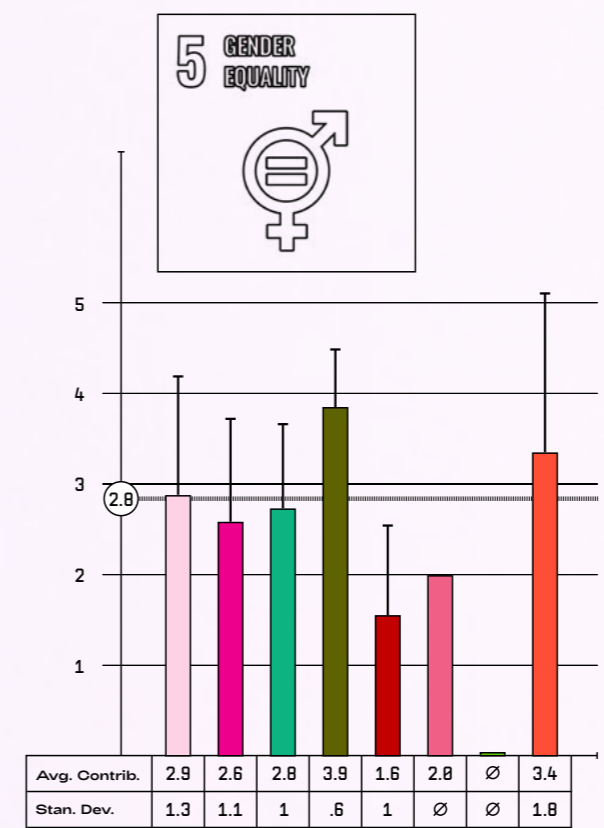
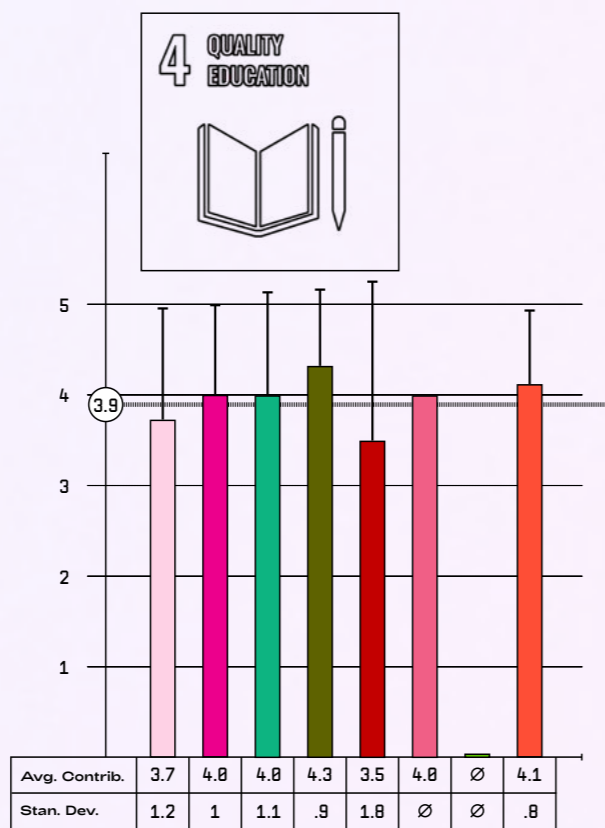
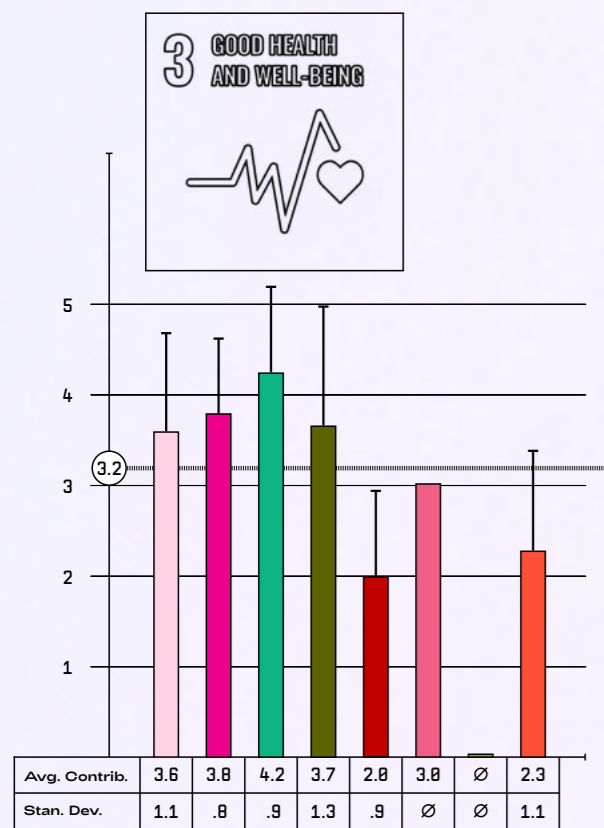
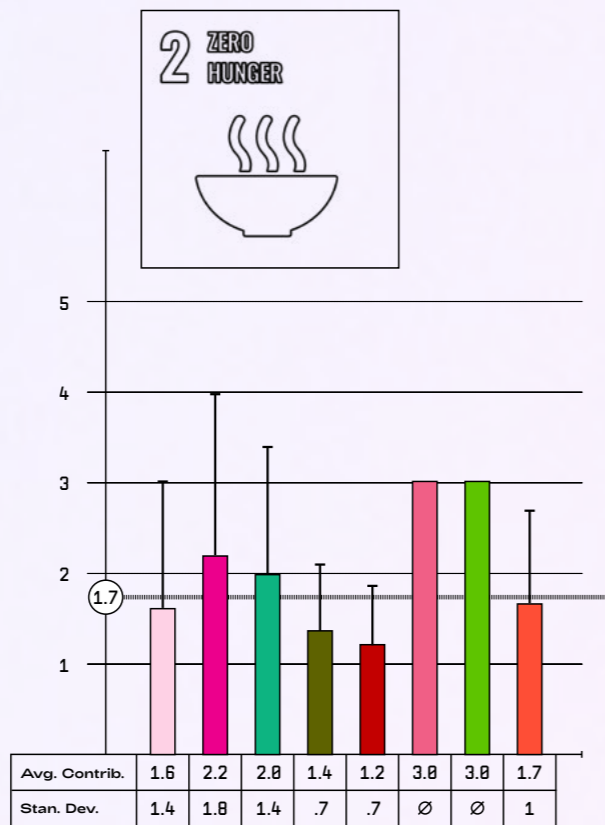
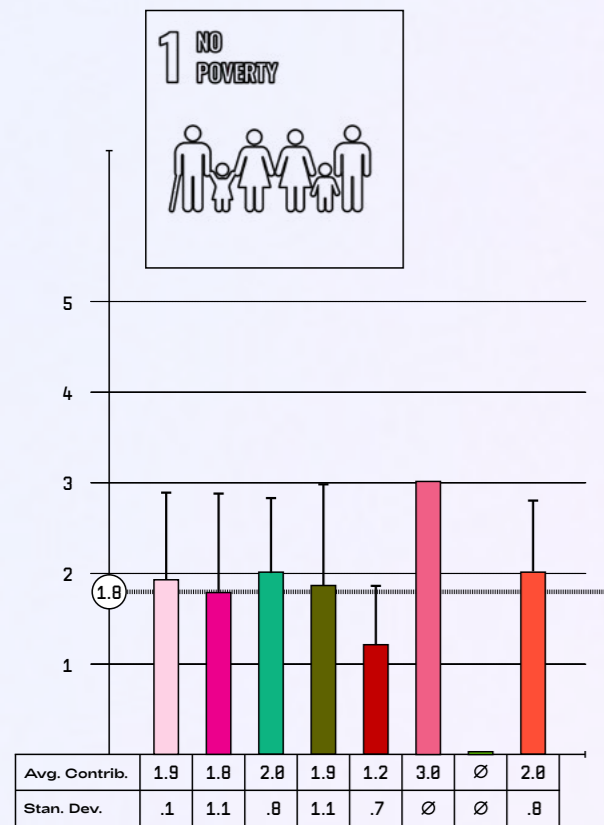


Scale:
1 = no contribution
5 = fully contribute

A NOTE ON THE ANALYSIS ↘

The key findings are taken from Graph A and Graphs 1-17 which illustrate the average contribution of the designations to the SDGs. The number of designations is not equal across the different designation types so using the mean average provides a more consistent representation of contribution across designation type. For example, 23 World Heritage Sites (out of 31) responded to the survey compared to 5 (out of 7) Biosphere Reserves and 1 (out of 1) for the IHP and IOC. If all World Heritage Sites feel they are making little or no contribution to SDG X this would provide a total of 23. If IHP feels it is making a full contribution to the same SDG this would appear as a total of 5. It is therefore important to provide an average to accurately compare the levels of contribution.

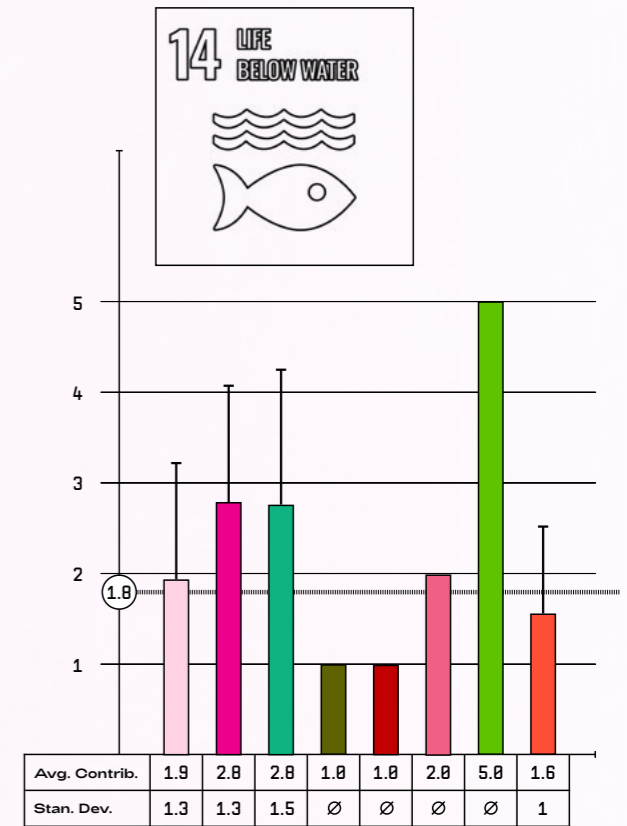
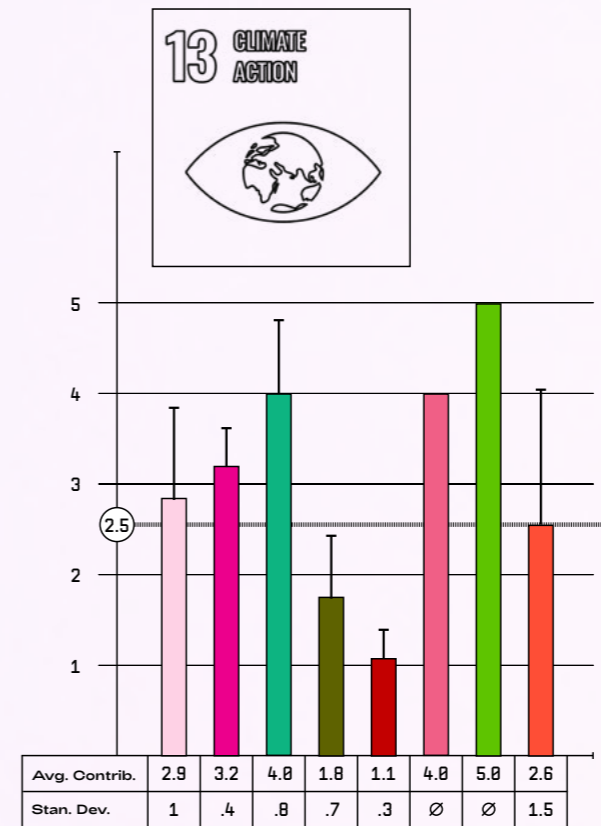
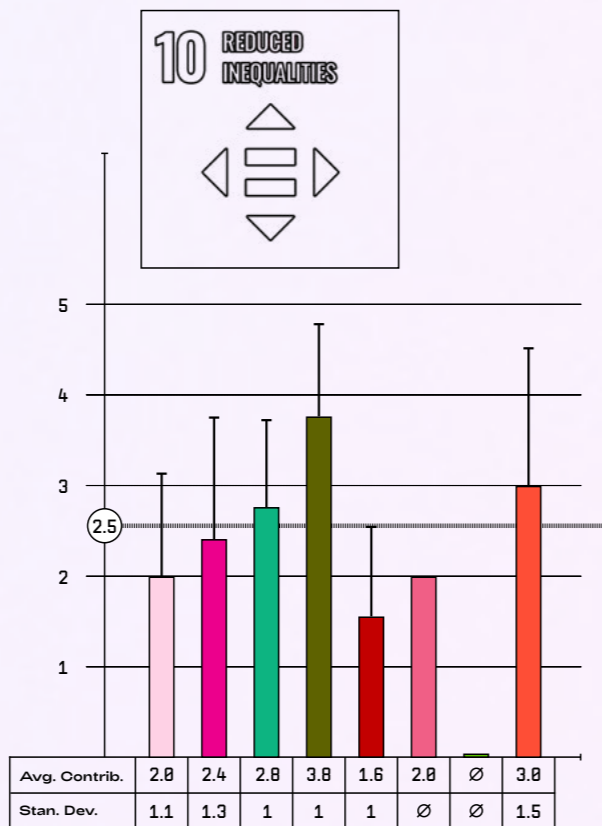
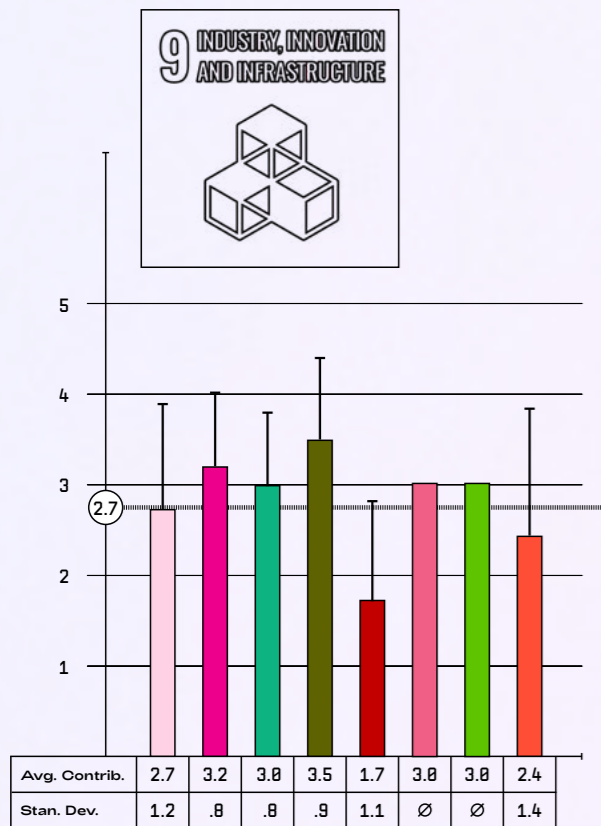
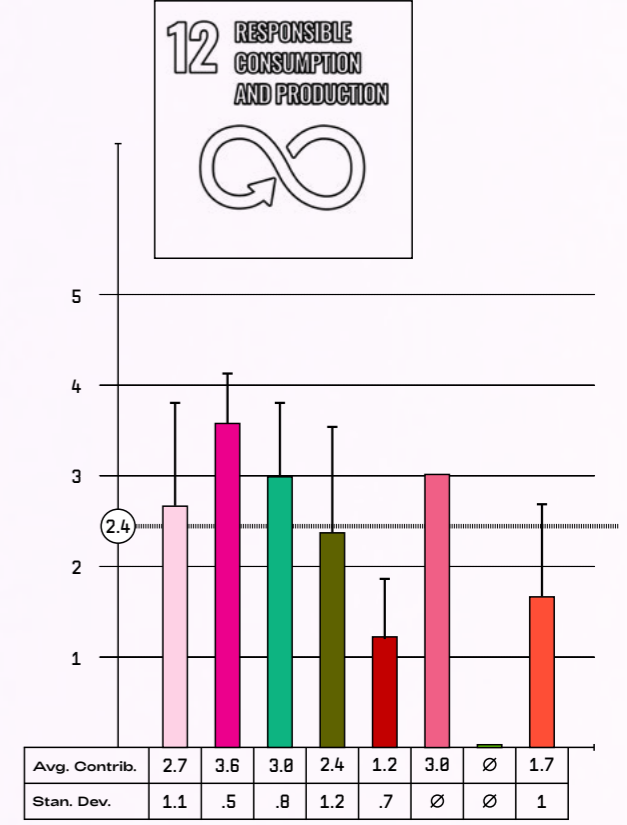
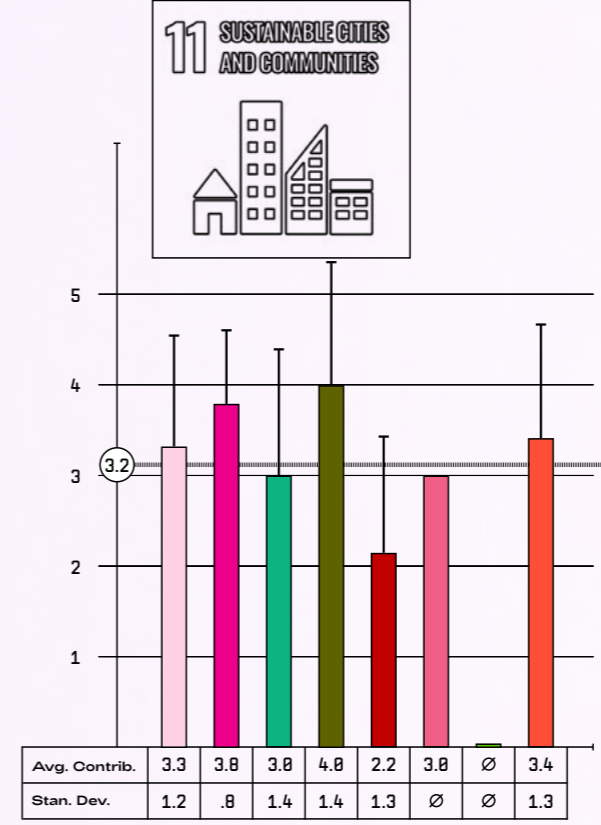
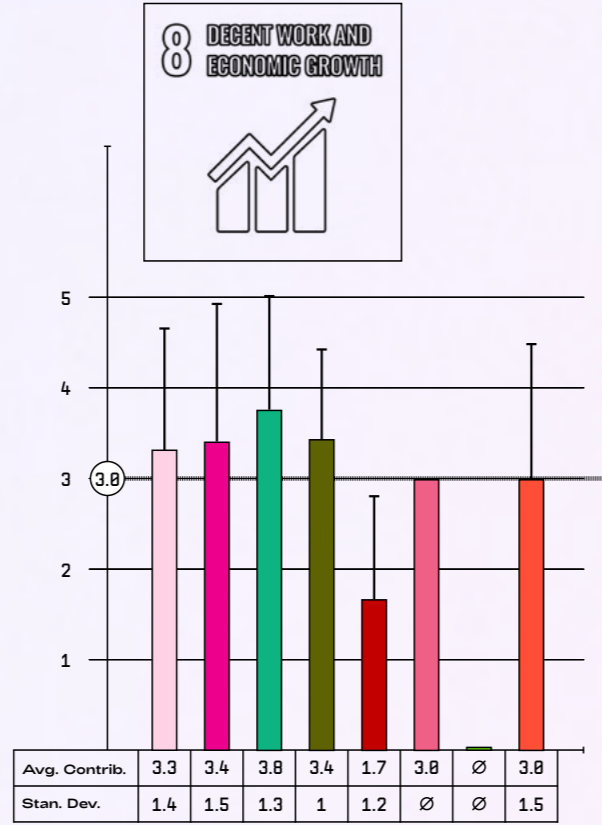
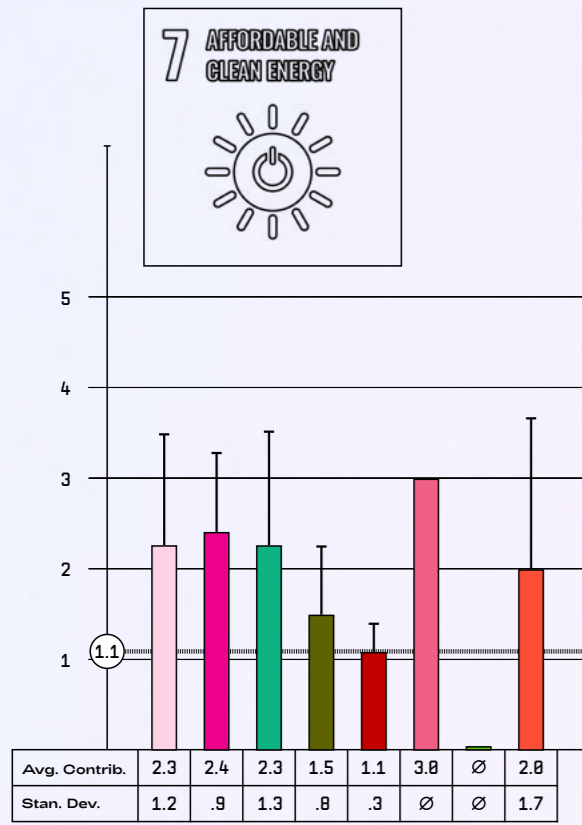
Graphs 1-17: Individual SDG graphs



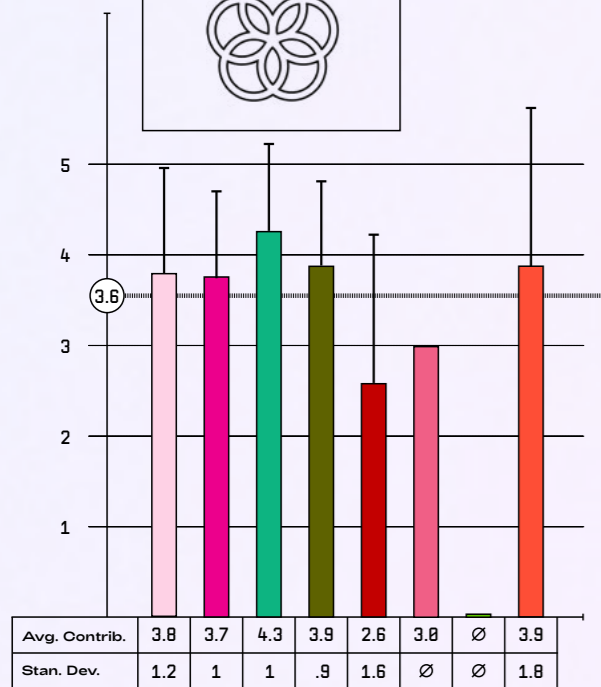
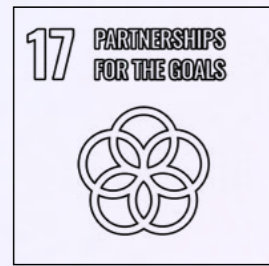
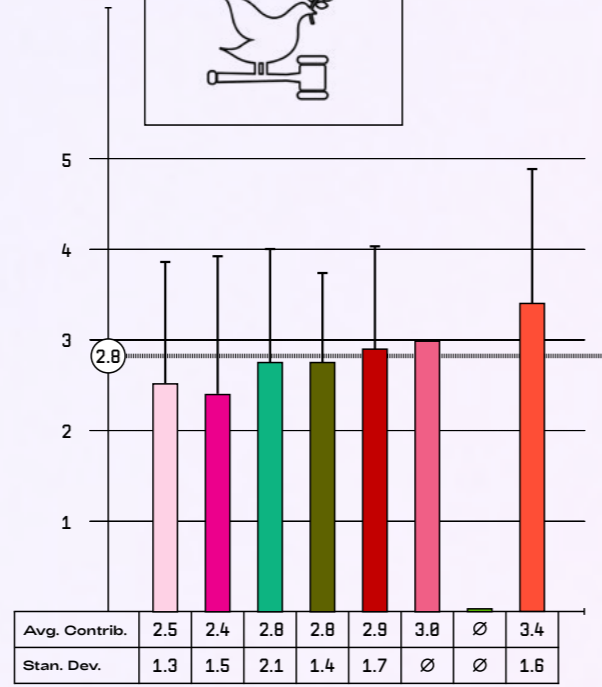
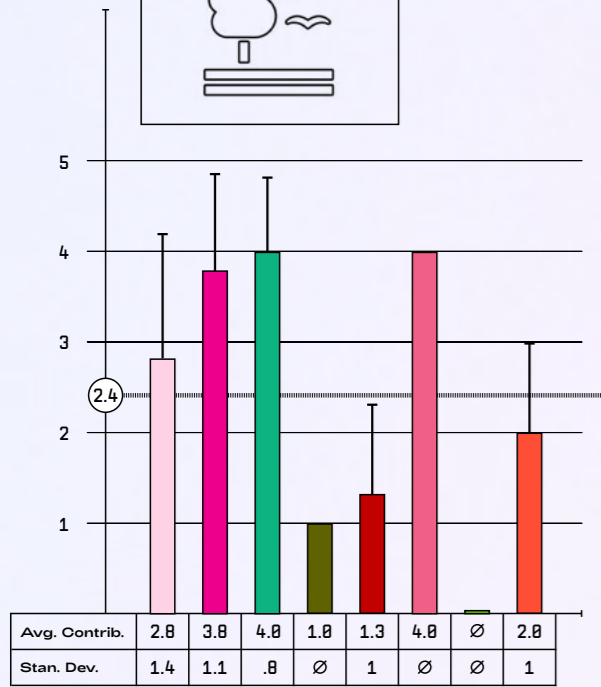
The 17 individual SDG graphs provide an overview of how UNESCO designation types feel they are contributing to each SDG on average.

- The horizontal dotted line on each graph represents the average across all designation types for that SDG.
- The vertical lines indicate the individual standard deviation for each UNESCO designation category. The standard deviation shows the average distance of individual designations from the average contribution within their respective designation type. For example, the average contribution of UNESCO Biosphere Reserves to SDG 6, Clean Water and Sanitation is 3.6. The 5 individual responses from Biosphere Reserves for this SDG ranged from 1 to 5. The standard deviation (1.67) is the average of how much the individual Biosphere Reserves deviated from the 3.6 average for their designation as a whole. There is no standard deviation for IOC or IHP as we had one response for each.

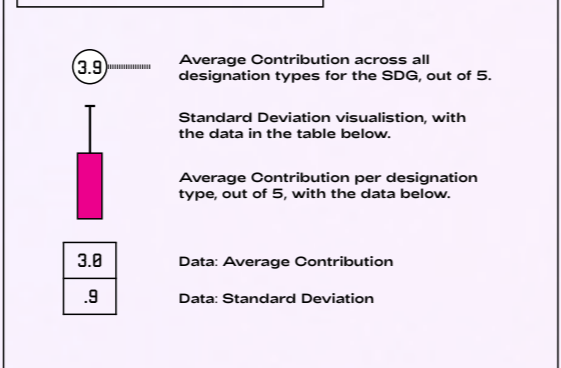
Graphs 1-17: Individual SDG graphs



Graphs 1-17: Individual SDG graphs



GRAPH KEY



The focus of UK designations mirrors UNESCO's global priorities on the SDGs.

The data illustrates the following three overall groupings of Goals:

- **Group 1:** Quality Education (SDG 4); Partnerships for the Goals (SDG 17) and Action on Climate Change (SDG 13) emerge as the Goals with which UNESCO designations in the UK feel their work is most closely aligned.
- **Group 2:** The SDGs where UK designations feel there is the least alignment are No Poverty (SDG 1), Zero Hunger (SDG 2) and Affordable and Clean Energy (SDG 7) (although there are disparities between designations).
- **Group 3:** The SDGs where there is strong alignment and potential to contribute more are Good Health and Wellbeing (SDG 3); Decent Work and Economic Growth (SDG 8); Industry, Innovation and Infrastructure (SDG 9); Sustainable Cities and Communities (SDG 11) and Life Below Water (SDG 14).

These results closely reflect the global priorities set by UNESCO and identified in this chapter. SDG 4 (Quality Education) receives a 3.5+ contribution rating across all the designation types, (with the majority contributing 4+) in line with UNESCO's global lead in this area. The emergence of Action on Climate Change (SDG 13) as a key Goal for UK designations would reinforce UNESCO's discussions about making this Goal a cross-cutting priority for the organisation in its future strategic plan.¹⁵⁰

¹⁵⁰ UNESCO. (2019). UNESCO towards 2030 and beyond: major challenges and opportunities. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000371398_eng/PDF/371398eng.pdf.multi



@dixielay

Maritime Greenwich World Heritage Site

The high contribution of UK designations to SDG 17 (Partnerships) reflects their community-based approach, management structures and collaborative ways of working. As inherently partnership-based entities, UK UNESCO designations embody UNESCO's understanding in its Partnership Strategy that "...partnerships with public and non-public actors are crucial for achieving internationally agreed Sustainable Development Goals..."¹⁵¹

The lower levels of reported contribution to SDG 1 (No Poverty) and SDG 2 (Zero Hunger) reflects UNESCO's mandate and supports the view that, to some extent, these Goals are over-arching and underpinned by the achievement of many of the other Goals. UK designations are also working in a UK context. Although some have an international focus, including working with developing countries, their purpose and priorities are less likely to be directed primarily towards immediate poverty and hunger.

¹⁵¹ UNESCO. (2019). UNESCO towards 2030 and beyond: major challenges and opportunities. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000371398_eng/PDF/371398eng.pdf.multi

Creative Cities and UNESCO Chairs feel they are able to contribute to SDG 5 (Gender Equality), rating it above 3 on average. For example, the UNESCO Chair in Gender Research, City University of London (previously at Lancaster) has conducted pioneering research on gender and violence since 2008. As gender is a key priority for UNESCO as well as a specific Goal within the SDGs, there may be opportunities to work with other UK designations to strengthen their contribution to this Goal.

It's important to note however that these aggregate figures disguise some important variations in contribution across and within designations. For example:

- The IHP makes a maximum contribution (5) to SDG 6 (Clean Water and Sanitation) followed by Biosphere Reserves (3.6) and Geoparks (3.25). The focus of other designations in the UK means SDG 6 scores lower overall but UK designations are still making a significant contribution.
- The same is true for SDG 14 (Life Below Water) which receives a full contribution from the IOC but is a lower priority for other designations due to their mandate and focus.
- Life on Land (SDG 15) is a significant focus for the IHP (4), Biosphere Reserves (3.8) and Global Geoparks (4). However, it receives a lower overall contribution than other Goals where the total contribution is higher but each individual designation average is lower than 3.8 (eg SDG 8, Decent Work and Economic Growth).

The average figures also can't capture the depth and detail of projects being carried out by individual designations. The case studies further on in this section help to demonstrate that while some SDGs might not score highly overall, individual designations might be making their own very valuable contribution.

Key Finding

n°01

SUMMARY

SDGs Designations feel the

Most Aligned to:

4 QUALITY EDUCATION



13 CLIMATE ACTION



17 PARTNERSHIPS FOR THE GOALS



SDGs Designations feel the

Least Aligned to:

1 NO POVERTY



2 ZERO HUNGER



7 AFFORDABLE AND CLEAN ENERGY



SDGs Designations feel they could

Contribute to more:

3 GOOD HEALTH AND WELL-BEING



8 DECENT WORK AND ECONOMIC GROWTH



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



11 SUSTAINABLE CITIES AND COMMUNITIES



14 LIFE BELOW WATER



There may be scope for designations to work more closely together on the SDGs.

The data helps us to identify synergies in the focus of work being done by UK UNESCO designations, including which ones are most closely aligned to which SDGs. For example:

- There may be scope for different designations to learn from and enhance each other's contribution to the SDGs on Education and Action on Climate Change.
- Global Geoparks, Creative Cities, World Heritage Sites and Biosphere Reserves all contribute to SDG 3 (Good Health and Well-Being) and the Goal receives the 6th highest combined average contribution. The UK Government's Taking Part Survey adds impetus to the potential for designations in this field: 77% of adults in England reported engaging with the arts in the year 2018/19 and just under 75% had visited a heritage site.¹⁵² There may be more that UK designations could do to promote their benefit to health and well-being or opportunities for designations in the same area to build their profile in relation to this Goal.

There could be a role for the United Kingdom National Commission (UKNC) to help build the capacity of designations and facilitate networking. This could be supported at global level by UNESCO through more inter-sectoral planning and dialogue. Strategic alliances between designations could enhance their contribution to the Goals and their ability to attract resources.

Further research is needed as to what form this support might take and what the possibilities are for designations to learn from each other's work and possibly forge joint projects or partnerships.

¹⁵² GOV.UK. (2018). Taking Part: Statistical Releases. <https://www.gov.uk/government/collections/sat--2>

There is scope to enhance the contribution of some UNESCO designations in the UK to the SDGs

The survey data points to some designations being in a stronger position than others to fully utilise their potential to contribute to the SDGs. This was reinforced in our conversations with designations; while most have a good understanding of how they could contribute to the UK's 2030 obligations, resource constraints, low profile and insufficient support can make it hard to fulfil that role successfully.

There may be scope for the UK National Commission for UNESCO to help other designations fully align their work with those strategic SDGs which are a high priority for UNESCO and the global community but are currently not strongly aligned with designations across the UK.

☞ Lake District World Heritage Site



@will.holligan

“When we talk to the management organisation of the North Coast 500, we tend to say ‘just keep pushing that it’s a UNESCO designation’. We know it’s special. The UN know it’s special. Let’s talk about that more. Let’s communicate that more. We need to use that. We don’t just keep it as a passive label, we have to use it actively to educate people about how unique, and how fragile this region is. It’s an ongoing process. All of the reasons that we have a UNESCO status, people understand those. Can they make that connection to the UNESCO brand? I am not sure that they can do that, yet. But we don’t record this, we don’t have the capacity to do that, but that’s what we would need to do to understand that question.”

→ Dr Laura Hamlet, Geopark Coordinator at UNESCO Global Geopark North West Highlands



UNESCO World Heritage Sites

As the longest-standing, most numerous site-based, and arguably most prominent of all UNESCO designations, UNESCO World Heritage Sites have the opportunity to contribute extensively to the SDG Agenda.

UNESCO is enabling this process by integrating a sustainable development perspective to the 1972 World Heritage Convention. Adopted by the UNESCO General Assembly in 2015, the World Heritage Sustainable Development Policy calls on Member States to promote World Heritage Sites as innovative models of sustainable development. The policy offers guidance to governments, practitioners, institutions, communities and networks, to help harness the potential of World Heritage Sites to contribute to sustainable development.

“In addition to protecting the OUV of World Heritage properties, States Parties should, therefore, recognise and promote the properties’ inherent potential to contribute to all dimensions of sustainable development and work to harness the collective benefits for society, also by ensuring that their conservation and management strategies are aligned with broader sustainable development objectives. In this process, the properties’ OUV should not be compromised.”¹⁵³

The policy was given further practical definition with the approval at the World Heritage Committee in 2019 of new Operational Guidelines for UNESCO World Heritage Sites. The guidelines embed sustainable development principles into the management and procedural guidelines for the 1,000+ World Heritage Sites in over 160 countries worldwide.¹⁵⁴

¹⁵³ World Heritage Sustainable Development Policy <https://whc.unesco.org/en/sustainabledevelopment/>

¹⁵⁴ WHC/19/43.COM/11ARevisionoftheOperationalGuidelines:<https://whc.unesco.org/archive/2019/whc19-43com-11A-en.pdf>

The UKNC’s survey identified World Heritage Sites as contributing most strongly to Quality Education (SDG 4), Good Health and Well-being (SDG 3) and Partnerships (SDG 17). In view of the re-focus of the World Heritage strategy at global level it may be possible to improve the contribution of World Heritage Sites to SDG 13 (Combat Climate Change) which is not currently uniformly strong but is a key focus for some World Heritage Sites, as the case study below illustrates.

“The integration of a sustainable development perspective into the World Heritage Convention will enable all stakeholders involved in its implementation, in particular at national level, to act with social responsibility. This process will enhance World Heritage as a global leader and standard-setter for best practice, also by helping to promote through the over 1,000 listed properties worldwide innovative models of sustainable development.”¹⁵⁵

→ UNESCO Strategic Objective, Culture Programme.

¹⁵⁵ World Heritage Sustainable Development Policy



The List

Scotland

- 1 St Kilda [1986]
- 2 Heart of Neolithic Orkney [1999]
- 3 Frontiers of the Roman Empire Antonine Wall [1987] joint inscription with Hadrian's Wall
- 4 The Forth Bridge [2015]
- 5 Old and New Towns of Edinburgh [1995]
- 6 New Lanark [2001]

England

- 8 Frontiers of the Roman Empire Hadrian's Wall [1987] joint inscription with the Antonine Wall
- 9 Durham Castle and Cathedral [1986]
- 10 The English Lake District [2017]
- 11 Studley Royal Park / Ruins of Fountains Abbey [1986]
- 12 Saltaire [2001]
- 13 Liverpool - Maritime Mercantile City [2004]
- 14 Jodrell Bank Observatory [2019]
- 15 Derwent Valley Mills [2001]
- 16 Ironbridge Gorge [1986]
- 17 Blenheim Palace [1987]
- 18 City of Bath [1987]
- 19 Stonehenge, Avebury and Associated Sites [1986]
- 20 Cornwall and West Devon Mining Landscape [2006]
- 21 Dorset and East Devon Coast (Jurassic Coast) [2001]
- 22 Canterbury Cathedral, St Augustine's Abbey, and St Martin's Church [1988]

Wales

- 27 Castles and Town Walls of King Edward in Gwynedd [1986]
- 28 Pontcysyllte Aqueduct and Canal [2009]
- 29 Blaenavon Industrial Landscape [2000]

Northern Ireland

- 7 Giant's Causeway and Causeway Coast [1986]

London

- 23 Royal Botanic Gardens, Kew [2003]
- 24 Palace of Westminster and Westminster Abbey including Saint Margaret's Church [1987]
- 25 Tower of London [1988]
- 26 Maritime Greenwich [1997]

Overseas Territories

- 30 Gorham's Cave Complex [2016] Gibraltar
- 31 Gough and Inaccessible Islands [1995] South Atlantic Ocean
- 32 Henderson Island [1988] Pitcairn Islands, Pacific Ocean
- 33 Historic Town of St George and Related Fortifications, Bermuda [2000] Bermuda





Natural Sites - Giant's Causeway

© Heikki



Merchant Sites - Liverpool

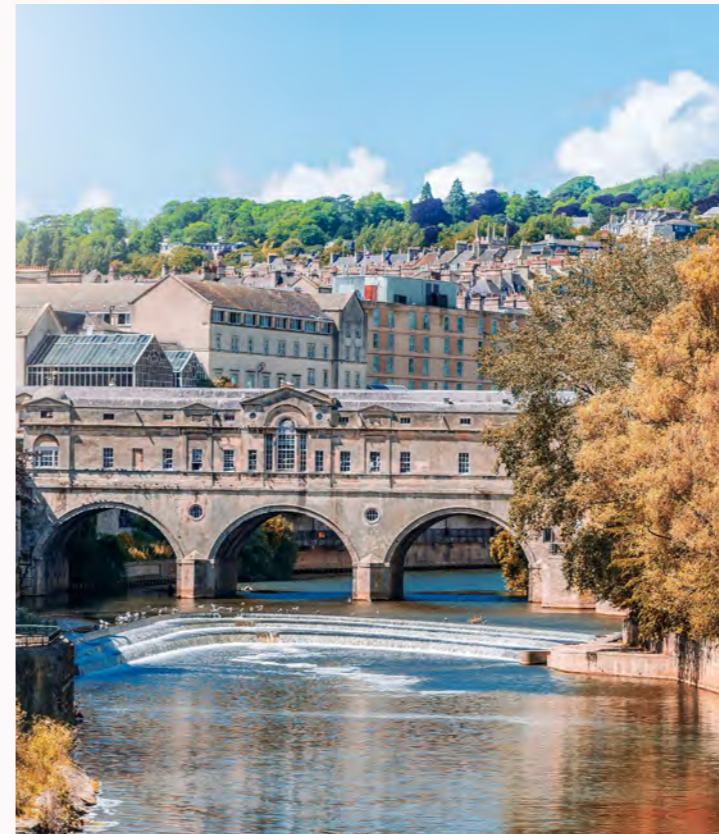
© Julius Kiehlrits

Geological Sites - Jurassic Coast



© alouphoto

Architectural Sites - Bath



© Valdissskudre



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Breathtaking Art Sites - Painted Hall, Greenwich

Scientific Sites - Jodrell Bank



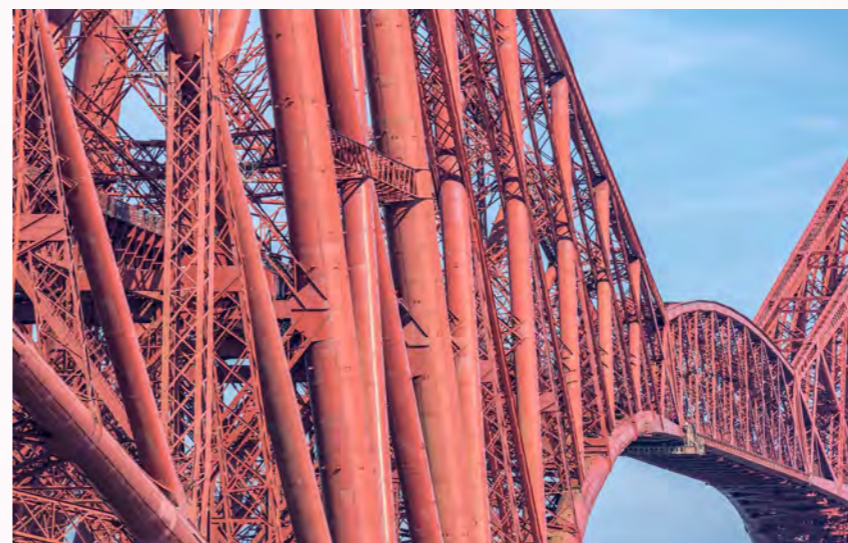
© Mark Williamson

Prehistoric Sites - Neolithic Orkney



© Luis

Engineering Sites - Forth Bridge



© Kruwt

Sites of Urban Planning - Saltaire



© Sue Burton



Climate Change and Orkney World Heritage Site

→ Climate Action SDG 13; Quality Education SDG 4

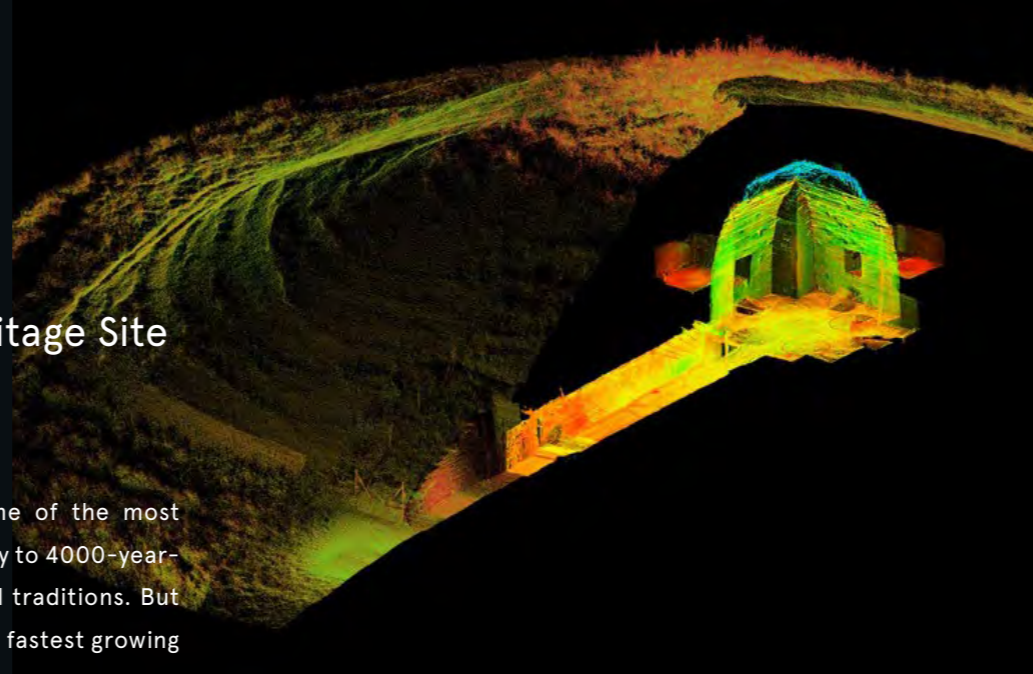
The UNESCO World Heritage Site in Orkney is home to some of the most important Neolithic monuments in northern Europe which testify to 4000-year-old ceremonial, funerary and domestic components of cultural traditions. But its heritage is at risk. Research shows that climate change is the fastest growing global threat to World Heritage. So the designation has taken a pioneering role in assessing the impact of climate change to the Island using a new methodology: the Climate Vulnerability Index (CVI).

Initially developed by James Cook University in Australia and applied to the natural World Heritage Site of Shark Bay, the CVI was supported by the ICOMOS Climate Heritage Working Group and Union of Concerned Scientists US. CVI assesses the threat posed by climate change to the Outstanding Universal Value (OUV) of a Site and also the likely corresponding impacts on the social, economic and cultural values of the associated community as they relate to the World Heritage property. It also considers the community's capacity to adapt to these impacts.

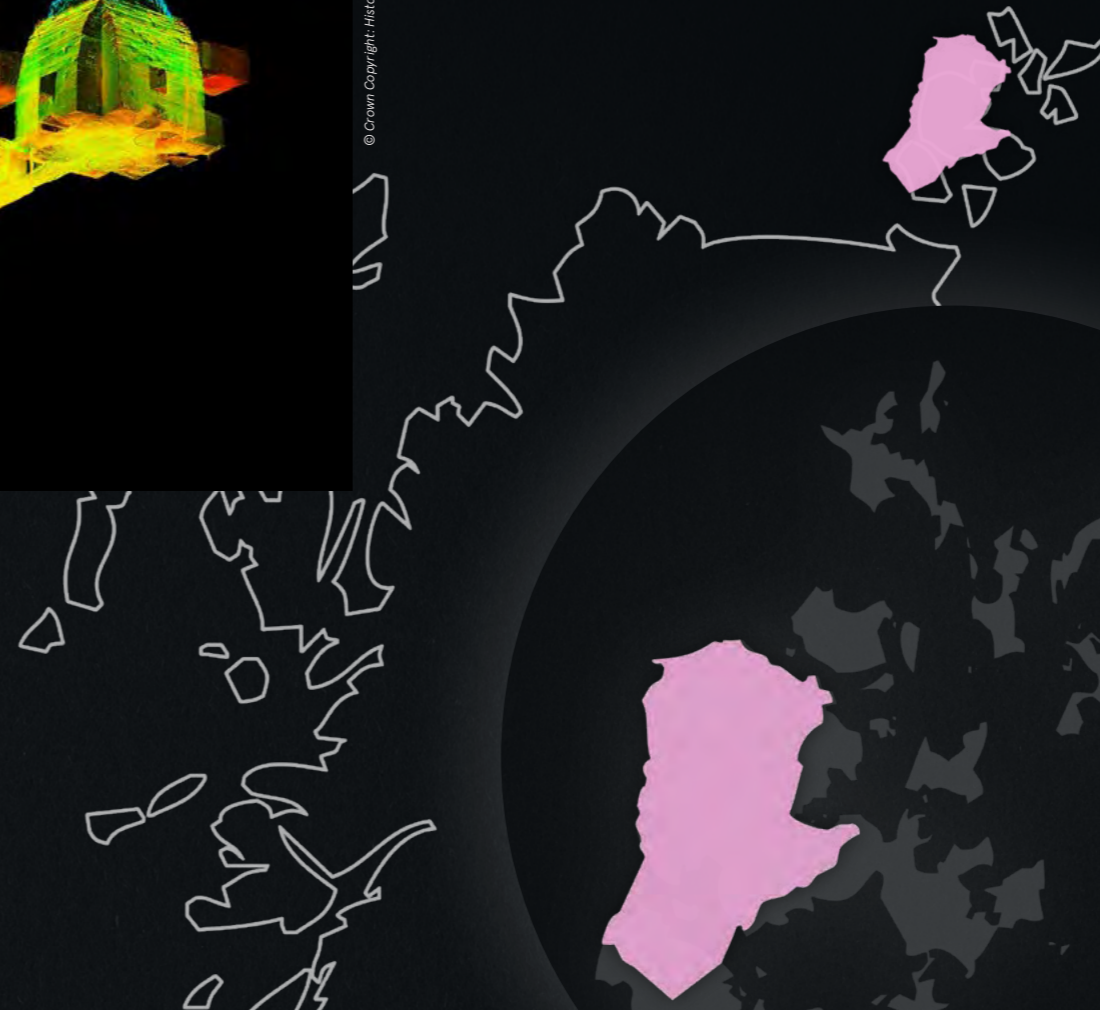
Local and international experts, businesses, management partners and residents were brought together to assess the threats to the World Heritage Site and the community values, in order to better inform the protection and conservation of the site for future generations. One of the key findings of the project was that the Heart of Neolithic Orkney's OUV is at extreme risk from climate change and that compounding pressures, such as increases in tourism, will pose significant challenges to management of the Site in future – and that not all of these potential impacts are fully understood at present.

Released in July 2019, the CVI report prompted Historic Environment Scotland to commit to integrating the findings into the 2020-25 Site Management Plan and to build repetition of the CVI process into the five year management review cycle. Further CVI workshops are now in planning for two of the other five Scottish World Heritage Sites – Old and New Towns of Edinburgh and Frontiers of the Roman Empire: The Antonine Wall.

Since publication of the Orkney CVI report, the Climate Heritage Network held its international launch in Edinburgh in October 2019. A voluntary network including government agencies, heritage experts, businesses, NGOs and universities the Climate Heritage Network is seeking to mobilise the heritage sector in taking action on climate change.



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Creative Cities and the New Urban Agenda

A relatively new and growing UNESCO designation, organisationally, Creative Cities sit within the UNESCO Culture programme.

Established in 2004, the UNESCO Creative Cities Network has sustainable development at the core of its vision, and the cities' activities are integral to the New Urban Agenda. Unlike World Heritage Sites, Creative Cities are not governed by a specific Convention. To become a member of the network, cities undergo an application and assessment process and must be endorsed by their respective National Commission. They need to demonstrate what the designation would mean for their city, build broad partnerships with local decision-makers and set out what they would contribute to the international network.

As cities which are trying to mobilise their creative potential to forge innovative solutions to the economic, social and environmental challenges of the modern world, Creative Cities can serve as laboratories for the achievement of the 2030 Agenda, involving their local communities in implementing the goals at city-level. With the urban population continuing to grow, UNESCO has highlighted the role Creative Cities can play in delivering the 2030 Agenda, including specific targets within its Culture programme. The cities are embracing this role, with their 2019 report providing examples of sustainable development around the world.¹⁵⁶

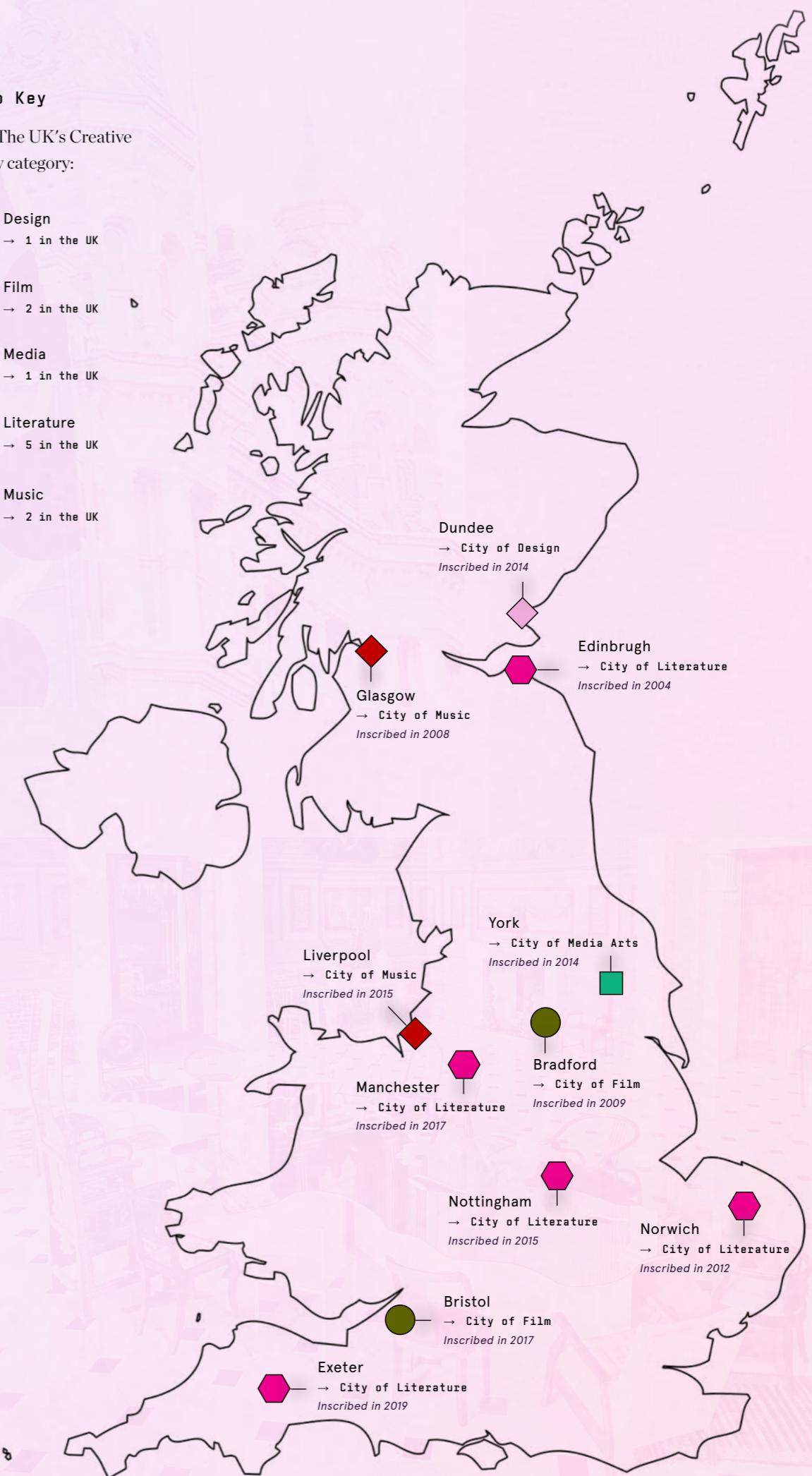
In the UK, Creative Cities identified their strongest contribution to the SDGs as aligning with SDG 4 (Quality Education), SDG 11 (Sustainable Cities) and SDG17 (Partnerships). The average contribution of Creative Cities to SDG 13 (Climate Change) is relatively low (at 1.75) – there may be opportunities to build on this contribution. The case studies reflect these findings and reveal some of the other SDGs to which Creative Cities can contribute.

¹⁵⁶ UNESCO. (2019). Voices of the City. Retrieved from https://en.unesco.org/creative-cities/sites/creative-cities/files/16_pages_villes_creatives_uk_bd.pdf

→ Map Key

Map of The UK's Creative Cities by category:

- ◆ Design
→ 1 in the UK
- Film
→ 2 in the UK
- Media
→ 1 in the UK
- ◆ Literature
→ 5 in the UK
- ◆ Music
→ 2 in the UK



The Scottish International Storytelling Festival at UNESCO Creative City of Literature Edinburgh.

→ Climate Action SDG 13; Quality Education SDG 4

Storytelling as a means of advancing sustainable development? The Scottish International Storytelling Festival in the city of Edinburgh shows that this is possible and is a remarkable example of how culture can lead in this area.

The annual Festival, which has been awarded £100,000 by the Platforms for Creative Excellence Fund (PLACE) set up by the Scottish Government and the City of Edinburgh Council, uses storytelling to tackle global and national issues such as climate change and inequality.

Thanks to the grant, this year's festival featured a brand-new project called the Global Storytelling Lab which combined indigenous traditions with tales of radical activism, included talks from storytellers such as Extinction Rebellion activist Grian Cutanda, and saw the launch of the world's first anthology of Earth Stories, aligned with the principles of the Earth Charter.

The Festival also organised 100 new locally-led events across the country to empower and encourage groups and individuals to share their own stories with the wider communities. Collaborations with local storytellers also helped to unearth forgotten and lesser-known local stories, songs and rhymes.

Storytelling promotes intercultural exchange, it fosters mutual understanding and can strengthen a sense of community. According to Ruth Kirkpatrick, Chair of the Scottish Storytelling Forum: 'There is a hunger for the kind of community belonging, and the hospitality that traditional storytelling fosters.'¹⁵⁷

So celebrating Scotland's rich literary and oral heritage through storytelling is a great example of how UNESCO designations can use culture to engage with and contribute to the Sustainable Development Agenda.¹⁵⁸



© Ludovic Farine



© Roberto Ricciuti



© Richard Wimpenny, Beltane Fire Society



¹⁵⁷ Ruth Kirkpatrick, Chair of the Scottish Storytelling Forum, quoted in Press Release of Scottish international Storytelling Festival 2019.

¹⁵⁸ Press release of the Scottish international Storytelling Festival 2019

UNESCO Creative City of Design Dundee.

→ Partnerships for the Goals [SDG17]; Sustainable Cities [SDG 11]; Good Health & Well-Being [SDG 3]; Decent Work & Economic Growth [SDG 8]; Industry, Innovation & Infrastructure [SDG 9]; Reduced Inequalities [SDG 10]

In Dundee, culture and innovation lie at the centre – quite literally. Having grappled with serious post-industrial challenges such as depopulation and job loss, the city has been embracing creativity to boost its economy and enhance public well-being. From developing strong public art and dance programmes to becoming the location of Scotland’s first design museum, the City is a cultural hotspot dedicated particularly to the world of design.

Dundee became a UNESCO Creative City of Design in 2014 and has been using design to uphold UNESCO’s values and objectives, Annie Marrs, the City’s Lead Officer, tells us:



© Velma Pickles with Kathryn Ratray Photography

© Kathryn Ratray



© Kathryn Ratray



© Kathryn Ratray

“For us, everything comes back to the Sustainable Development Goals and UNESCO Creative Cities’ mission statement. Culture is fundamental to making a city a successful place and for people to live good healthy, successful lives. It’s not an add-on. We publicly champion our commitment to placing creativity at the heart of our local development plan and our international co-operations; to celebrating and using design to improve people’s lives and championing design; to trying to promote the talent of our designers to make sure that Dundee is a creatively and commercially successful place to actually be a designer; and to the UNESCO’s Creative Cities network so that our designers are able to learn from an international best practice and that they can go to other places or they can collaborate internationally. And that’s really important for us because we think that’s the strength of the network. The more we can engage internationally, the better we get.” ¹⁵⁹



→ Annie Marrs, Dundee Creative City Lead Officer

© Kathryn Ratray

¹⁵⁹ Wider Value Interview with Annie Marrs, August 2019



@visitscotland



© Erika Stevenson

The city's UNESCO status is built on several partnerships. Led by Dundee Partnership it is directly supported by the local universities, Dundee City Council, Leisure and Culture Dundee, Creative Dundee and many other organisations, businesses and institutions which have all signed up to Dundee's City Values. Exhibitions, design workshops and across-the-city projects, such as the annual Design Parade, help to raise awareness around design and the creative industries, encourage creative thinking, enhance career prospects and well-being, and create a more people- focused public sector.

“We believe that the more people work together the better they understand each other's differences and the stronger we'll be as a society. We happen to do that through design. But the fundamental founding principle is that we want our young people, and our community to be together, try to understand each other and have a peaceful, safe world to live in.”

→ Annie Marrs, Dundee Creative City Lead Officer



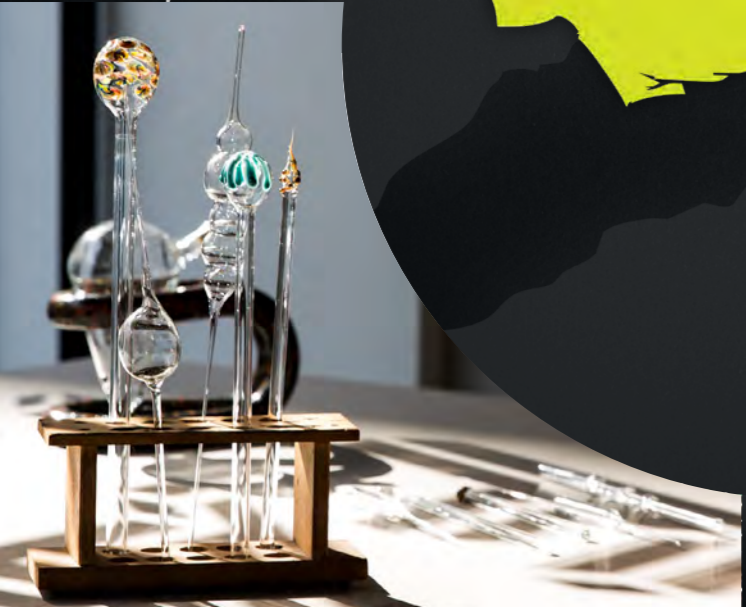
© Erika Stevenson



© Erika Stevenson

The 360° immersive and interactive experience 'Speel' was designed as 'a conservation starter' to encourage young people to talk about mental health. Designed by Biome Collective and a part of the London Design Biennale 2018 'Emotional States', the interactive game experience helps young people to express their feelings through sounds and colours rather than words. The project was a collaboration between Youth Work Organisations Hot Chocolate Trust and The Corner, Creative Scotland, NEoN Digital Arts Festival, University of Dundee, Abertay University and UNESCO City of Design Dundee. It is one of the City's many innovative ways of how design can be used to enhance public well-being.¹⁶⁰

¹⁶⁰ Wider Value interview, phone call with Annie Marrs, 2019, London



@kujifathwal

Designation

n°03



Biosphere Reserves and Global Geoparks

Sitting within the UNESCO Natural Sciences programme, Biosphere Reserves and Global Geoparks are recognised as 'learning sites for inclusive and comprehensive approaches to environmental, economic and social aspects of sustainable development'.¹⁶¹

As models for sustainable development, the work of Biosphere Reserves is inseparable from the SDG agenda. The Roadmap for the MAB Programme and World Network of Biosphere Reserves (WNBR) defines the overall strategy and action plan up to the year 2025 and outlines how Biosphere Reserves will strategically engage with the SDGs and continue to act as hubs for knowledge and research with value beyond the protected area(s) each Biosphere Reserve contains.

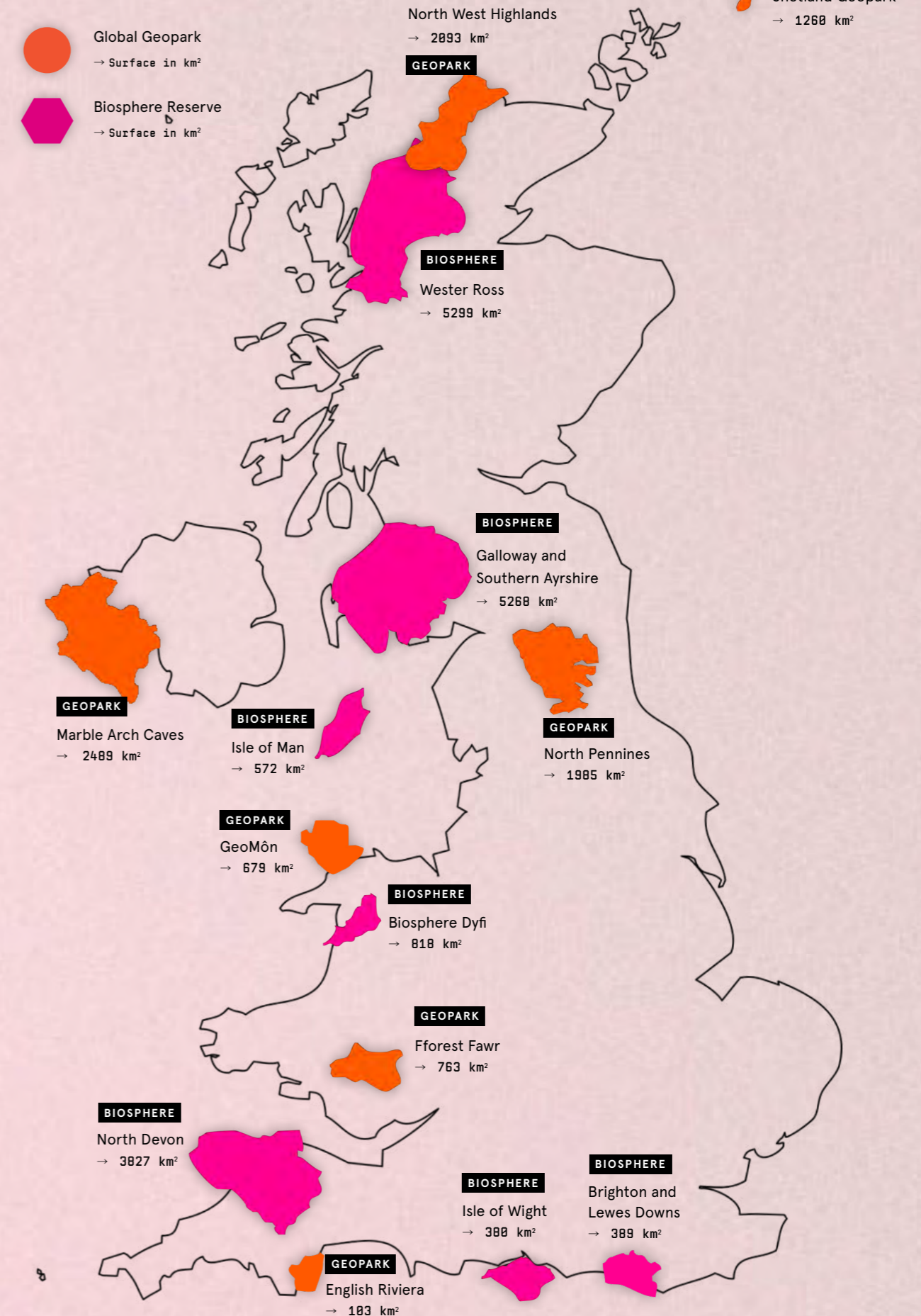
¹⁶¹ UNESCO. (2019). 40 C/5 Volume 1 Draft Resolutions Second Biennium 2020-2021. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000367155/PDF/367155eng.pdf.multi.p.178>



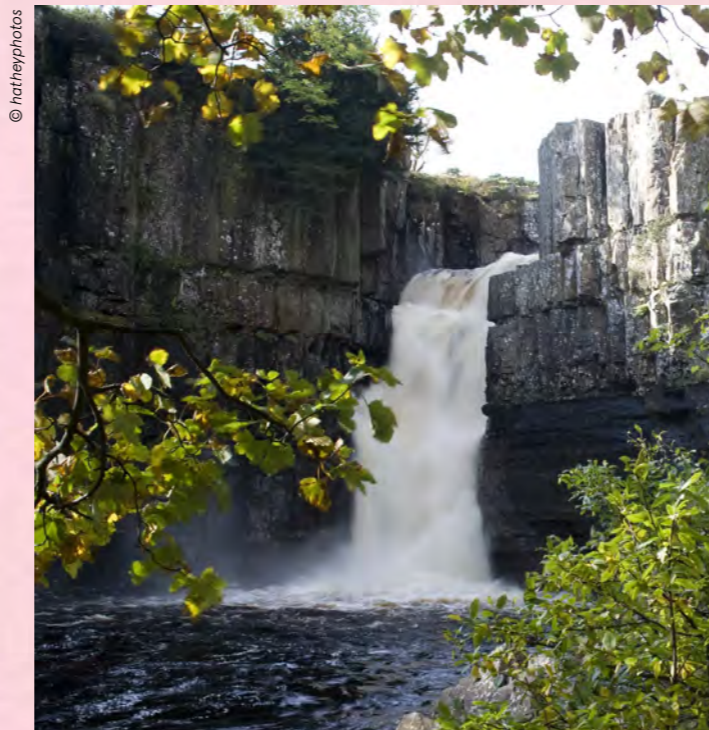
→ Map Key

Biosphere Reserves and Global Geoparks in the UK:

-  Global Geopark
→ Surface in km²
-  Biosphere Reserve
→ Surface in km²



North Pennines Global Geopark



Wester Ross Biosphere Reserve



@asoncharleshill

One of the four mission priorities in the MAB strategy is to “help the Member States and stakeholders to meet the Sustainable Development Goals through urgently... exploring and testing policies, technologies and innovations for the sustainable management of biodiversity and natural resources and mitigation and adaptation to climate change.”¹⁶²

MAB National Committees and Networks are encouraged to prepare their strategies and action plans based on the overall framework. The role of Biosphere Reserves and Global Geoparks is affirmed in UNESCO’s programme and budget where the sites must demonstrate their role as hubs for sustainable development solutions, including green and inclusive economies, which respond to the needs of vulnerable groups and support gender equality. They are also being supported to act as a comprehensive network of observatories for resilience to climate change and natural hazards, making use of citizen science.

This integral nature of sustainable development to Biosphere Reserves and Global Geoparks is reflected in our UK findings. Biospheres Reserves contribute most on average to SDG 4 (Quality Education) followed by an equal contribution to SDGs 15 (Life on Land), SDG 3 (Good Health and Well-being) and SDG 11 Sustainable Cities. Global Geoparks make their highest average contribution to Partnerships (SDG 17) followed by Action on Climate Change (SDG 13) and Quality Education (SDG 4).

¹⁶² UNESCO. (2019). Strategy and Lima Action Plan. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000247418>



@manxikephotos

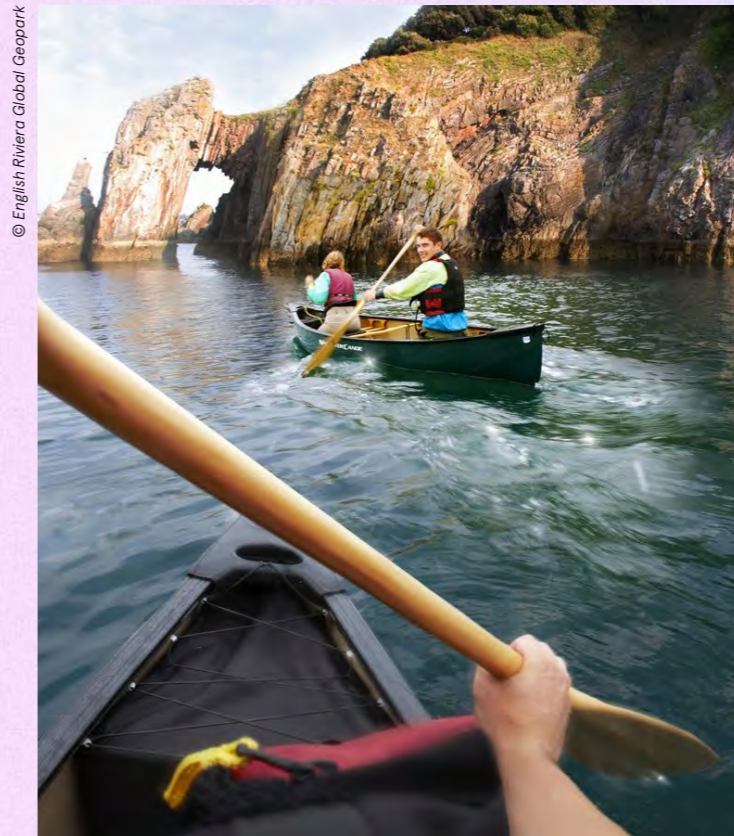
Isle of Man Biosphere Reserve



@visitengland

Brighton and Lewes Downs Biosphere Reserve

English Riviera Global Geopark



© English Riviera Global Geopark

GeoMôn Global Geopark

© Adam



North West Highlands Global Geopark

@e-dlerfitz7



Fforest Fawr Global Geopark

@kiff_family_robinson



Shetland Global Geopark

@visitshetland



Wester Ross Biosphere Reserve: Eco-Tourism

→ Climate Action SDG13; Partnerships SDG17; Quality Education SDG 4; Life Below Water SDG 14; Life on Land SDG 15; Sustainable Cities & Communities SDG 11

Wester Ross, one of Scotland's two UNESCO Biosphere Reserves, has joined forces with other countries to develop an eco-tourism initiative that promotes the economic, environmental and societal wellbeing of the area.

Led by the University of the Highlands and Islands in cooperation with Karelia University of Applied Sciences in Finland, the three-year SHAPE project (Sustainable Heritage Areas: Partnerships for Ecotourism), forms an international network of sparsely populated, rural, protected areas that are rich in cultural and natural heritage.

The destinations meet and regularly convene to foster their network and share expertise. It offers Wester Ross, which became a Biosphere Reserve in 2016, the opportunity to exchange ideas, experiences and concerns with areas that face similar challenges.



@hyggeoutdoor



“The Northern network is particularly useful because we have shared challenges and opportunities including large expanses of land, more difficult climates, young people leaving and in some regions reconciliation with indigenous people. So, we tackle these issues together. We don't solve them all, but we get good examples of best practice from our friends and neighbours in these other biospheres which can be adapted and applied here.”

→ Natasha Hutchison, Wester Ross Coordinator



@rob_stevens_photography



@visitscotland

@simonackinsonphotography





@beiperbarlow



@visitscotland

“What makes Wester Ross distinctive is our connection with the land and the sea. The biosphere celebrates the special relationship that people have with their environment. There’s a rich tapestry of natural and cultural heritage here and we try to demonstrate and remind people that all are intrinsically linked.”¹⁵⁵

→ Laura Hamlet, Geopark Coordinator at UNESCO Global Geopark North West Highlands



@visitscotland

SHAPE also enables Wester Ross to network locally. The initiative is specifically geared towards connecting communities, authorities, conservationists and other partners to develop projects that benefit both the area and its people.

Before joining SHAPE, Wester Ross did not have an agreed set of actions on how to manage the destination. Now the Biosphere Reserve is taking a lead role in developing a destination management plan to which 126 businesses in the area have signed up and agreed to support.

Hutchison tells us, ‘People are excited and want to work with us. They want to be involved in the planning process.’ As an entirely community-led non-profit organisation, Wester Ross places community and its local identity at the core of its work.

The Biosphere Reserve is home to 8,000 residents, covers more than 5,000 square kilometres and attracts circa 100,000 tourists per year. Some of the community’s most common concerns are that there will be too many tourists, not enough infrastructure and the degradation of the environment. That’s why, according to Hutchison, ‘The most important thing really is to take into account how the local communities feel about tourism and visitors.’ Including the community in the planning process allows the Biosphere to ultimately promote sustainable development that is in line with everyone’s interests – residents, visitors, and the environment alike. SHAPE has given us the foundation that we need to develop as an organisation and to deliver something that is not only tangible but what people want. They want to have a say, and they want to be heard. It’s much more people-centric. And for us, it’s just been the best way to really engage with our local communities and to raise the profile of the biosphere and get more support locally.’¹⁶³

¹⁶² Natasha Hutchison, Wider Value Interview, August 2019.



@Westerrossbiosphere

North Devon Biosphere Reserve: Exploring the potential of Natural Capital

→ Clean Water and Sanitation SDG 6; Decent Work and Economic Growth SDG 8; Action on Climate Change SDG 13; Life Below Water SDG 14; Life on Land SDG 15; Partnerships SDG 17

The UNESCO Biosphere Reserve in North Devon is at the centre of two groundbreaking projects, one land-based, one marine, which are seeking to find innovative ways to govern our environment. They are two of four 'pioneer projects' being carried out to help inform the implementation of the Department for Environment, Food and Rural Affairs' (DEFRA) 25-year plan.

DEFRA's plan takes a longer-term approach and a more holistic view, aiming to make sustainable use and restoration of the environment central to all society's decisions. Its ultimate vision is to repair, improve and protect our environment, so it's in a better state for the next generation.¹⁶⁴

Both three-year projects are investigating how natural capital (geology, soil, air, water and living things) can be best managed to benefit the environment, economy and people. Led by Natural England and the Marine Management Organisation, the projects involve multiple national and local partners, including government agencies, universities, NGOs and the private sector. The land-based project is trialling new approaches to manage farmland, natural habitats, watercourses, coasts and urban environments in a better way for people and nature. After mapping existing sources of funding, it will identify where investment in natural capital is most needed and take action to secure new investment.

A similar approach is being taken by the marine pioneer which is testing new tools and methods for applying a natural capital model; demonstrating integrated planning and delivery and seeking to trial and 'scale-up' the use of new funding opportunities.¹⁶⁵ Where possible the marine and landscape pioneer programmes are being brought together to demonstrate how the area can be managed as a single system. In addition to providing on-going changes to practice and funding for the pioneer area, the projects are hoping to offer lessons which can be applied nationally in other areas of the UK.

¹⁶⁴ GOV.UK. (2019). DEFRA 25-year Environment plan. Retrieved from <https://www.gov.uk/government/publications/25-year-environment-plan>

¹⁶⁵ GOV.UK. (2019). MMO update on Marine Natural Capital projects. Retrieved from <https://www.gov.uk/government/publications/marine-pioneer/marine-pioneer-achievements>



@wanglehikes

“Biosphere Reserves are all about innovating and testing new policy developments - it's one of our key wider values to the UK. It's a testament to North Devon's history of powerful partnership working and our firm base in the local community that we were chosen to host two pioneer projects. I'm hopeful they will offer valuable lessons for the sustainable management of the environment and a tangible contribution to the SDGs.”

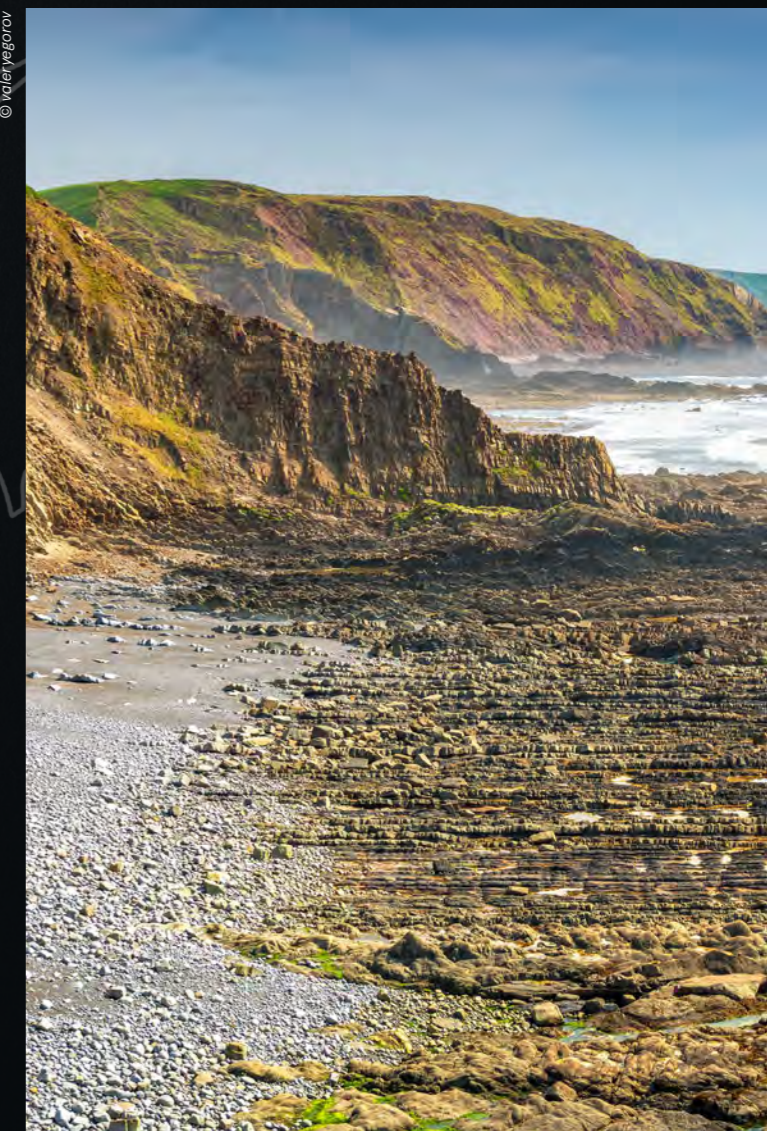
→ Andy Bell, North Devon Biosphere Reserve's Co-ordinator



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UNESCO Chairs/ UNITWIN

Established in 1992, UNESCO Chairs and UNITWIN (University Twinning and Networking) are part of the section of Higher Education within UNESCO’s Education Programme. However, the majority of the projects they undertake are interdisciplinary, encompassing all UNESCO’s programme areas.

Through ideas, innovation, knowledge and information, UNESCO Chairs can offer support to achieving all the SDGs. UNESCO is seeking to increase and enhance this contribution by encouraging programmes aimed at generating new knowledge and innovative tools for Member States to address some of the challenges associated with the Goals.¹⁶⁷

The SDGs are at the core of the work of many UNESCO Chairs with partnerships between institutions and countries a particular strength and opportunity. As part of their UNESCO designation Chairs are encouraged to have a sub-regional or international focus and work with NGOs, foundations, and public and private sector organisations.

The 25th Anniversary of the UNESCO Chairs programme recognised and celebrated the role of Chairs in relation to the SDGs by asking all Chairs to provide an overview of how their work aligned with the 2030 Agenda.¹⁶⁸ UNESCO has also hosted conferences which brought together Chairs working across Culture and Science to help share knowledge and practice.

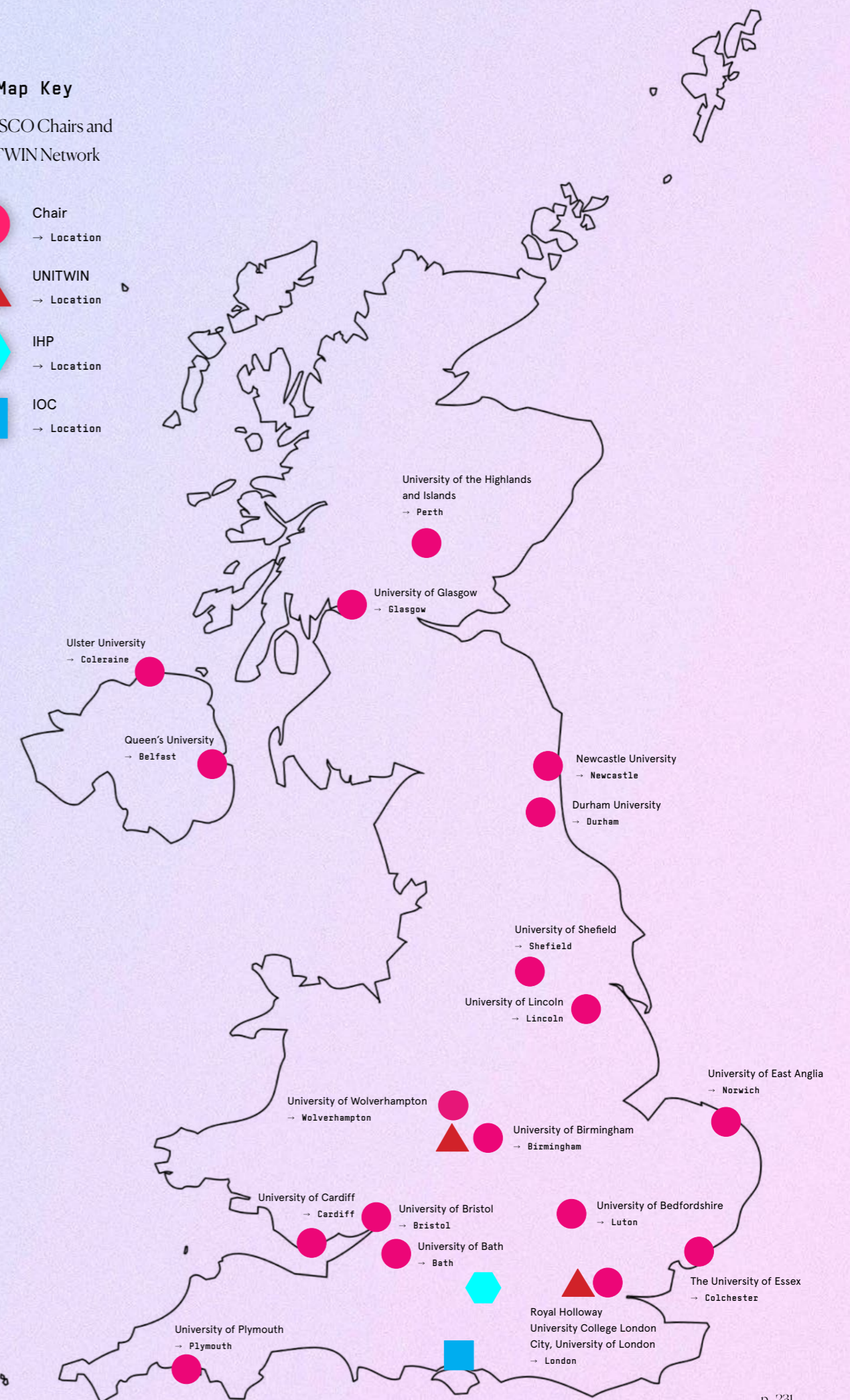
¹⁶⁷ UNESCO. (2019). Chairs/UNIWIN guidelines. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000261018>

¹⁶⁸ UNESCO. (2019). UNITWIN/UNESCO Chairs Programme: brilliant minds for sustainable solutions, 25th anniversary. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000259967>

→ Map Key

UNESCO Chairs and
UNITWIN Network

- Chair
→ Location
- ▲ UNITWIN
→ Location
- ⬡ IHP
→ Location
- IOC
→ Location



UNESCO's updated Comprehensive Partnership Strategy highlights the potential offered by Chairs' rich partnerships with institutions and countries around the world and the need to ensure these partnerships are pro-actively harnessed.¹⁶⁹ However, the dispersed nature of UNESCO Chairs across the different programme areas means that, although the role of Chairs in contributing to the SDGs is recognised, there is little formal strategic direction from UNESCO on how the particular impact of UNESCO Chairs should be shaped or measured. There may be a role for National Commissions in helping to redress this balance.

In the UK there are 19 UNESCO Chairs and 1 UNITWIN, whose focus areas cover a broad range of SDG-related themes including water science, education as a tool to heal divided societies, archaeological ethics and practice and sustainable mountain development. Many have an international reach - their education and research help to build capacity in developing countries and cut across numerous SDGs.

Given the nature and focus of their work, it is to be expected that UNESCO Chairs in the UK rate their highest contribution to the SDGs as SDG 4 (Quality Education) followed by Partnerships (SDG 17). The remaining contribution of Chairs is quite evenly spread across the Goals, perhaps reflecting the cross-cutting nature of this designation as revealed in the case studies below.

¹⁶⁹ UNESCO. (2019). UNESCO Comprehensive Partnership Strategy 207 EX/11. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000217583>

UNESCO Chair on Globalising a Shared Education Model for Improving Relations in Divided Societies.

→ Clean Water and Sanitation SDG 6; Decent Work and Economic Growth SDG 8; Action on Climate Change SDG 13; Life Below Water SDG 14; Life on Land SDG 15; Partnerships SDG 17

The pursuit of peace forms the foundation of UNESCO and a cornerstone of the ambitious vision of the SDGs. The UNESCO Chair at Queen's University Belfast is pioneering a trial model of shared education to break down barriers in countries transitioning from conflict to peace.¹⁷⁰

Led by Professor Joanne Hughes at Queen's University Belfast, the Centre for Shared Education in the School of Education at Queen's became a UNESCO Chair in 2016 and is working with Education Ministry officials and educational stakeholders in Northern Ireland, the Balkan Countries and Israel to further the development of shared education.

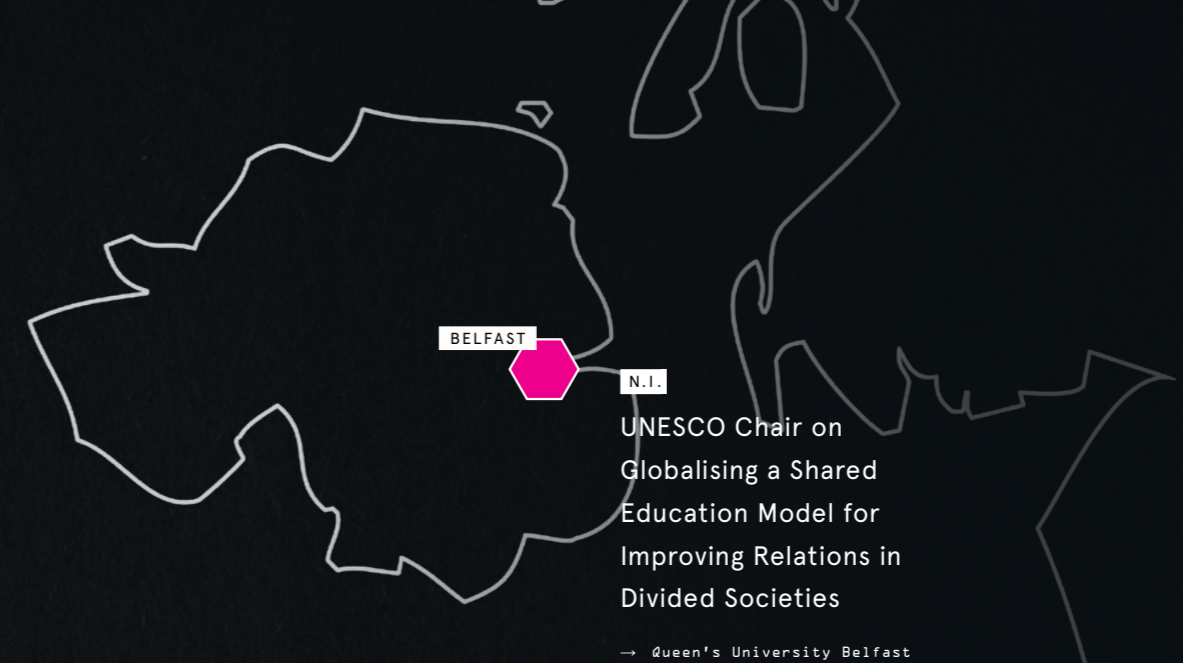
The Centre's research has informed the Shared Education Act (2016) in Northern Ireland, and shared education is now embedded as a model for promoting education between Macedonian, Ethnic Albanian and other minority groups in North Macedonia (previously the Former Yugoslav Republic of Macedonia).¹⁷¹

With a grant from the Economic and Social Research Council's Global Challenges Research Fund, the Centre has extended its work in the Balkan region, establishing an infrastructure that connects academics, practitioners, NGOs and policymakers across the diverse contexts of North Macedonia, Bosnia and Herzegovina, and Croatia. The Centre has also begun working in partnership with Israeli teacher education colleges and universities to explore the possibilities for shared education among trainee teachers and joint research.

In addition to providing training and resources for teachers nationally and internationally, findings from qualitative research to assess the impact of the shared education model in Northern Ireland will be used to inform future projects.

¹⁷⁰ Hughes, J. (2019). Queen's University Belfast Profiles. Retrieved from [https://pure.qub.ac.uk/portal/en/persons/joanne-hughes\(t24f8fb5-f17c-42bf-ac73-59c51b14fca0\)/projects.html](https://pure.qub.ac.uk/portal/en/persons/joanne-hughes(t24f8fb5-f17c-42bf-ac73-59c51b14fca0)/projects.html)

¹⁷¹ UNESCO Chair Progress Report, Queen's University Belfast, 2016-17



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© Durham University



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Case Study

n°07

UNESCO Chair on Archaeological Ethics and Practice in Cultural Heritage.

→ SDG 4 Quality Education; SDG 16 Peace, Justice and Strong Institutions; SDG 17 Partnerships for the Goals; SDG 10 Reduced Inequalities

Held by Professor Robin Coningham at the Centre for the Ethics of Cultural Heritage at Durham University, the Chair seeks to build and strengthen the ethical and balanced promotion of heritage to enhance the sustainable development of regions, especially those with religious and pilgrimage sites.

From developing new guidelines and opportunities for postgraduate education to training and connecting heritage professionals and managers in South Asia and the UK, and devising benchmarks for measuring the impact of cultural heritage on societies and economies – the Chair’s activities are diverse. Visiting professorships, supervision, on-site training, workshops and educational material are some examples of how Coningham and his team help to promote interdisciplinary north-south exchanges, advance ethical heritage development, and tackle gender inequality in this area. The Chair also organises a variety of workshops, exhibitions and conferences where the team shares its research, brings together experts, and raises awareness of the challenges faced by South Asian sites and of the social and ethical benefits of heritage on local communities.

One of the Chair’s research projects included post-disaster rescue archaeology in the Kathmandu Valley UNESCO World Heritage Site following two major earthquakes in Nepal in 2015. This natural disaster was a human and cultural catastrophe, costing the lives and livelihoods of numerous people and damaging and destroying substantial parts of the region’s unique cultural heritage so crucial to the region’s economy and social well-being. The project received substantial funding from UNESCO, the National Geographic Society, and the Arts and Humanities Research Council (AHRC) Global Challenges Research Fund. The Chair was crucial in bringing together archaeologists and architectural experts from the Department of Archaeology (Government of Nepal), Durham University and other research institutions and partners to ensure the ethical and balanced reconstruction and sustainable development of the heritage and region through extensive consultation, reconstruction and conservation work.¹⁷²

¹⁷² Durham University. (2019). UNESCO Chair on Archaeological Ethics and Practice in Cultural Heritage. Retrieved from <https://www.dur.ac.uk/cech/unescochair/>.



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ENGLAND

UNESCO Chair on Archaeological Ethics and Practice in Cultural Heritage.

→ Durham University

DURHAM



Memory of the World

The promotion of peace, respect for freedom, democracy, human rights and dignity underpin the SDGs – and documentary heritage has a vital role to play in this.

Established in 1992, UNESCO's Memory of the World Programme believes everyone has the right to access their documentary heritage. This includes the right to know it exists and where to find it. The programme, part of the Communication and Information sector at UNESCO, is a key mechanism for harnessing the power and importance of culture to the SDGs, complementing other UNESCO programmes, especially the World Heritage and the Intangible Cultural Heritage Conventions. It brings together diverse knowledge and disciplines across memory institutions, associations and professions such as archivists, librarians, conservators, museum curators, historians of various disciplines, and information technology specialists.

There is no Convention that Member States must ratify to be part of the Memory of the World Programme. However, since 2015, Member States are requested to comply with the guidelines in the Recommendation concerning the preservation of and access to documentary heritage including in digital form¹⁷³ and to take the necessary steps to ensure it is protected and, where possible, accessible. It is important that UNESCO's Memory of the World Programme is integrated into the Thematic Indicators for Culture (see below) and that its contribution to the SDGs is adequately captured.

Memory of the World designations in the UK also rate their highest contribution to the SDG Agenda as SDG 4 (Quality Education). The role of documentary heritage in promoting peace is reflected in their contribution to SDG 16 (Peace, Justice and Strong Institutions) which is one of the highest contributions of all UNESCO designations in the UK.

¹⁷³ UNESCO. (2019). Recommendation concerning the preservation of, and access to, documentary heritage including in digital form. Retrieved from http://portal.unesco.org/en/ev.php-URL_ID=49358&URL_DO=DO_TOPIC&URL_SECTION=201.html

→ Map Key

UNESCO Memory of the World Inscriptions





→ Women's Suffrage Documents



→ George Orwell Archive

→ London WW2 Bomb Damage Maps



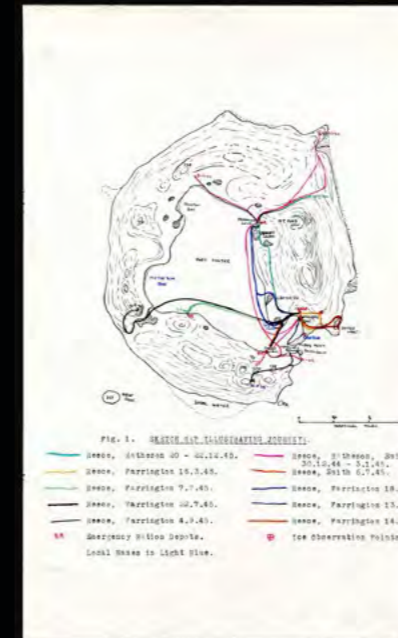
→ Over Eighty Entries
Discover some of the UK's entries in the Memory of the World Registry.



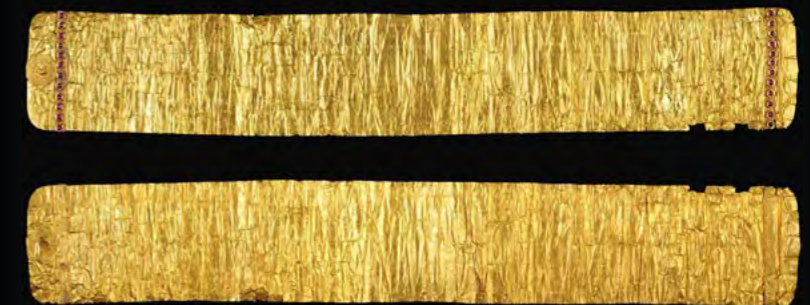
→ Hereford Mappa Mundi



→ The Peterloo Massacre Relief Fund Account Book



→ Antarctic Survey



→ The Golden Letter of the Burmese King Alaungpaya to King George II of Great Britain



→ The Gough Map



→ Canterbury Cathedral Archive

→ Churchill Archives

The Memory of the World Programme is a global plan to safeguard the world's documentary heritage against collective amnesia, the ravages of war, decay and deterioration.

→ Memory of the World Constitution

The Charles Booth Archive.

→ SDG 4 Quality Education; SDG 10 Reduced Inequalities

Inscribed into the UNESCO UK Memory of the World Register in 2016, the Charles Booth Archive at the Library of the London School of Economics and Political Science offers unparalleled insights into social and economic life in Victorian London. By promoting inclusive quality education and raising awareness of past and present inequalities, the Archive is a great example of how UNESCO Memory of the World inscriptions can contribute to the SDGs.

It holds the papers of industrialist and social reformer Charles Booth who conducted 'one of the most ambitious and wide-ranging sociological surveys ever completed.'¹⁷⁴ His 16-year-long study *Inquiry into Life and Labour in London* holds extensive data on the social conditions of Londoners including handwritten notebooks and detailed maps documenting poverty levels, religious influences, prostitution and migration.

The Archive runs exhibitions and has an engaging and interactive website to make Booth's papers more accessible, raise their awareness, and engage visitors in social and economic history.

Also, most of the Archive's collection is digitised which not only provides access to a wider audience but also encourages greater interaction with the sources. Visitors can compare Booth's maps with those of London today, tracing the change and development that have taken place in the city over the centuries.

Search functions, references to Booth's respective notes and detailed descriptions mean visitors can follow their own interests. The collection also demonstrates how data used to be collected and how new methodologies and techniques in the social sciences developed at the time.¹⁷⁵

¹⁷⁴ London School of Economics. (2019). LSE Library Exhibition— Charles Booth's London: Mapping Victorian Lives. Retrieved from <http://www.lse.ac.uk/website-archives/newsAndMedia/newsArchives/2016/09/LSE-Library-Exhibition--Charles-Booths-London-Mapping-Victorian-Lives.aspx>

¹⁷⁵ London School of Economics. (2019). Charles Booth's London Poverty maps and police notebooks. Retrieved from <https://booth.lse.ac.uk/>



Conclusion

Initial data gathered by the United Kingdom National Commission for UNESCO identifies key trends in how UNESCO designations in the UK are contributing to the 2030 Agenda. These trends mirror UNESCO's global priorities and reflect the mandate and focus of designations, with Quality Education (SDG 4), Partnerships (SDG 17) and Action on Climate Change (SDG 13) scoring particularly highly.

However, the full value of designations' contribution to the SDGs is not being fully realised or understood.

From sustainable tourism solutions for UNESCO World Heritage Sites to interactive video games promoting mental health in a multi-cultural city and pioneering work to assess climate vulnerability - the diverse and creative range of activities designations are engaged in to support sustainable development within communities needs to be promoted and enhanced.

With increased support and co-ordination, the work of designations could be further aligned with this vital global agenda. Greater recognition and understanding of the expertise and opportunities brought by designations could significantly enhance their contribution to the SDGs and help governments to fulfil their obligations. The UK National Commission for UNESCO could help to facilitate this process by conducting further analysis and facilitating networking and cross-designation dialogue.

Final Conclusion

The purpose of this report was to assess and understand the contribution of UNESCO designations to the UK.

Our statistical analysis of quantitative data, structured analysis of qualitative data from 76 designations, plus extensive secondary source research and in-depth interviews, reveals that UNESCO is of significant economic and broader value to the UK. The UK boasts a remarkable range of cultural and natural heritage and UNESCO designations play a crucial role in conserving and enhancing this rich diversity and, ultimately, creating a more humane world.

UNESCO status helped UK designations to attract an additional income of £151 million over one year. UNESCO World Heritage Sites generated the lion's share of this sum, followed by UNESCO Chairs and UNESCO Global Geoparks, with UK and devolved Governments, tourism, private legacies and the National Lottery Heritage Fund serving as the most important funding bodies.

Our research also found the value of UNESCO designations to the UK goes far beyond their economic potential and that, given current political tendencies and social and environmental challenges, this intangible value is equally, if not more, important.

No matter their type or focus, all UNESCO designations are united in their pursuit of promoting a better world. By joining the UNESCO family, they all agree to advance UNESCO's key mission of peace and sustainable development. It is the UNESCO status which provides the critical framework for their work. This research shows that their UNESCO status also encourages them to engage in these five main activities: conservation, research, education, capacity building, management and planning.

Developing partnerships and a greater sense of community lies at the core of these activities. Whether it is researching new solutions to tackle social and environmental issues or teaching communities the skills and expertise to live more sustainably, designations know that to foster a greater appreciation for heritage and a better understanding of our world they must build strong relationships with their varied audiences. This is key to building long-lasting peace and sustainable development.

UNESCO designations in the UK constitute a unique network of over 1,300 partners and stakeholders. Their affiliation with UNESCO not only opens doors to new opportunities and contacts but also helps them to share and exchange their expertise and concerns with each other, as well as with individuals and organisations. The UK National Commission for UNESCO sits at the centre of this network. It provides the vital link between the designations in the UK and UNESCO in Paris as important facilitator and the key point of contact.

The full value of designations' contribution is still to be fully realised and understood.

There are many factors that significantly influence the breadth and depth of the UNESCO designations' activities and ultimately also the UNESCO network in the UK. These include variables such as their respective geography, location, popularity, awareness and legislative framework. It is important to remember these factors when assessing the value of UNESCO designations to the UK. Data and conversations with individual designations show these factors can be hugely restrictive. Funding and resources vary significantly between designations and affect their ability to pursue their objectives to the best of their ability.

With increased support, designations' work could be more successfully aligned with UNESCO's agenda. A greater recognition and understanding of the expertise and opportunities that designations bring could significantly enhance their contribution to the SDGs and help governments to fulfil their obligations. There are opportunities for the UK National Commission for UNESCO, the UNESCO Secretariat, and UK and devolved Governments.

As the centre of the UNESCO network in the UK, the UK National Commission for UNESCO has a key role to play in unlocking the advantages and opportunities that designations have as members of the national and global UNESCO network. These include joint working, opening up avenues to further resources, and helping designations to further their potential contribution to the SDGs.

First and foremost, the UK National Commission for UNESCO should enhance the value of the UNESCO brand in the UK (Recommendation 1). This requires coherent branding guidelines for UNESCO designations in the United Kingdom in collaboration with the UNESCO Secretariat in Paris and its forthcoming communications strategy. This should include individual designation-specific branding guidelines and toolkits, as well as broader guidelines for how to use the UNESCO brand with partners, in tourism strategies, with funding proposals, and across digital platforms.

National campaigns, international days and events such as the successful Science Museum Lates and the UNESCO Trail in Scotland are examples of how the National Commission can lift the profile of the UNESCO brand in the UK as a whole. Creating a central, clear and engaging website (www.unesco.org.uk) to showcase the designations and help share their data, as well providing an internal shared resource for UNESCO designations to exchange best-practice and develop joint initiatives would further help the National Commission to increase awareness and strengthen the network of UNESCO designations in the UK.

The National Commission can facilitate stronger cooperation among designations, regardless of their type (Recommendation 2), support them in their activities identified in Chapter 2, use the SDG framework as a coordinating mechanism, and ensure that all designations are engaged in SDG reporting mechanisms nationally and within the UNESCO network. The National Commission should also facilitate the flow of content from the UNESCO Secretariat to the designations to help them to promote UN and sustainability messages at the local level.

The National Commission also aspires to help make UNESCO's global mission, the normative work, and global programmes, relevant and integrated at the designation level and to facilitate UNESCO designations to attract more funding from new and existing sources such as private legacies and fundraising campaigns (Recommendation 3).

There is an opportunity for the UNESCO Secretariat Paris to play a bigger role in strengthening the UNESCO network nationally and, in turn, globally. UNESCO designations are locally based organisations adding value at the local level. UNESCO Paris could work more closely with National Commissions for UNESCO under the new Communications Strategy and Comprehensive Partnership Strategy to target varied audiences, especially local communities. Increasing both human and financial resources would help significantly to enhance the quality and breadth of UNESCO networks.

UNESCO designations have added extraordinary vitality, opportunity, knowledge and commitment to all parts of the United Kingdom as well as showing a significant financial return on investment. This report underscores their even greater potential to contribute to the betterment of society and fulfill the UN's sustainable development goals.

It is of critical importance that the UK understands the role that UNESCO designations play across all spheres of life for citizens in the UK, and that decision makers appreciate the intrinsic global value that UNESCO brings and how these combine to take the UK into the wider world arena.

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UNESCO Biosphere Reserves: Brighton & Lewes Downs UNESCO Biosphere Reserve; Biosffer Dyfi UNESCO Biosphere Reserve; Galloway and Southern Ayrshire UNESCO Biosphere Reserve; Isle of Man UNESCO Biosphere Reserve; Wester Ross UNESCO Biosphere Reserve.

UNESCO Creative Cities: Bradford UNESCO Creative City of Film; Edinburgh UNESCO Creative City of Literature; Glasgow UNESCO Creative City of Music; Manchester UNESCO Creative City of Literature; Norwich UNESCO City of Literature; Dundee UNESCO Creative City of Design; Nottingham UNESCO Creative City of Literature; York UNESCO Creative City of Media Arts.

UNESCO Global Geoparks: Fforest Fawr UNESCO Global Geopark; Marble Arch Caves UNESCO Global Geopark; North West Highlands UNESCO Global Geopark; North Pennines AONB UNESCO Global Geopark; Geomon UNESCO Global Geopark.

UNESCO Memory of the World: Aberdeen Burgh Registers 1398-1511; Dean & Chapter Exeter Library Manuscript MS 3501, The Exeter Book of Poetry in Old English; Edinburgh and Lothian HIV/AIDS Collections; Hereford Mappa Mundi; Historic Ethnographic Recordings (1898-1951) at the British Library; Jersey Occupation Archive; London County Council Bomb Damage Maps, and the Great Parchment Book of The Honourable The Irish Society; Membership Application Certificates (Candidates Circulars); Narrative Created through Sirkka-Liisa Konttinen's Photography and Amber's Films (Amber Collective); Robert Hooke Diary and William 1 Charter; The Churchill Papers; The Medieval Archive of Canterbury Cathedral; The Roman Curse Tablets from Bath - Britain's earliest prayers; The Shakespeare Documents: A documentary Trail of the Life of William Shakespeare; Winchester Pipe Rolls.

UNESCO Chairs: UNESCO Chair in Adult Literacy and Learning for Social Transformation; UNESCO Chair in Archaeological Ethics and Practice in Cultural Heritage; UNESCO Chair in Cultural Property Protection & Peace; UNESCO Chair in Gender Research; UNESCO Chair in Globalizing a Shared Education Model for Improving Relations in Divided Societies; UNESCO Chair in Higher Education Management; UNESCO Chair in Refugee Integration through Languages and the Arts; UNESCO Chair in Sustainable Mountain Development; UNESCO Chair in the Development of a Sustainable Geoenvironment; UNESCO Chair in Water Sciences; UNESCO Chair New Media Forms of the Book; UNESCO Chair on Media Freedom, Journalism Safety and the Issue of Impunity.

UNESCO World Heritage Sites: Blaenavon Industrial Landscape; Blenheim Palace; Castles and Town Walls of Edward I; City of Bath; Derwent Valley Mills; Durham Castle & Cathedral; St Kilda; The English Lake District; Jurassic Coast; Frontiers of the Roman Empire; Giant's Causeway and Causeway Coast; Heart of Neolithic Orkney; Ironbridge Gorge; Maritime Greenwich; Old and New Towns of Edinburgh; Royal Botanic Gardens, Kew; Saltaire; Stonehenge and Avebury; Studley Royal Park including the ruins of Fountains Abbey; The Forth Bridge; Tower of London.

Appendix

Introduction to UNESCO designations and a comparison of UK sites and projects

The United Nations Educational, Scientific, and Cultural Organisation (UNESCO) maintains and operates the “largest site designation scheme” in the United Nations System. UNESCO designations cover an estimated 10 million km² of the globe - equivalent to the boundary of China.¹⁸⁰ As partnership-based entities, UNESCO’s designations and their associated network of 199 National Commissions have the potential to reach millions of people around the world and have a critical role in helping to achieve UNESCO’s vision of a more humane world.

The UK National Commission for UNESCO (UKNC) has sought to analyse the wider value of the UK’s 155 designations to the UK. The findings demonstrate the huge potential of UNESCO’s diverse network who are contributing to the sustainable development goals, engaging and supporting local communities, preserving and protecting valuable heritage and conducting cutting-edge research and education.

However, despite the tangible contribution designations are making locally and nationally to UNESCO’s global agenda, there is currently no agreed definition of what constitutes a “UNESCO designation”. This ambiguity lies in the fact that although UNESCO designations are united in being accredited by UNESCO, they exist and are governed by complex mechanisms, intergovernmental instruments and institutional arrangements at international and intergovernmental level.

¹⁸⁰ The UK National Commission for UNESCO is currently working with Canterbury Christ Church University to establish the footprint of the UNESCO designated network in the UK.

An agreed definition of what constitutes a “UNESCO” designation and its associated values would:

- aid their effective management both nationally and internationally
- create a shared vision for UNESCO designations
- enable further opportunities to deliver the overall aims and values of UNESCO locally
- ensure National Commissions have a common language to communicate about the value of the network of UNESCO designations in their respective Member State.

This analysis seeks to provide an overview of what constitutes a “UNESCO designation” and a structured cross-comparison of different designation types in the UK to aid synergies and effective management of the network at national level.

Appendix

Coming to an agreed definition of a UNESCO designation

UNESCO currently defines “UNESCO designated sites” as UNESCO World Heritage Sites, UNESCO Biosphere Reserves and UNESCO Global Geoparks and in its recently agreed biennial budgets (39 C/5 and 40 C/5), suggests that they “help to advance human understanding of the values of diversity and heritage, and bring profound changes in human attitudes, behaviours and the social transformations required for achieving the SDGs (p.167 39 C/5).”

The UK National Commission for UNESCO’s study of the Wider Value of UNESCO to the UK goes beyond this working definition of “UNESCO designated sites” to include other sites and projects which have been accredited with UNESCO status. By extending the definition it aims to provide a broader understanding of what constitutes a UNESCO designation at the national level and offer suggestions for how the designations can be more effectively supported and managed within their host State.

UK National Commission for UNESCO (UKNC) Definition: A “**UNESCO designation**” is a long-term site/area, institution or object, that is given UNESCO status and fulfils certain agreed normative frameworks or standards that conform with UNESCO’s overall objectives.

Using this definition, the UNESCO network of designations in the UK includes: UNESCO World Heritage Sites*, UNESCO Global Geoparks*, UNESCO Biosphere Reserves*, ASPnet Schools, International and National Memory of the World Inscriptions* the International Hydrological Programme*, the Intergovernmental Oceanographic Commission*, UNESCO Creative Cities*, Learning Cities, Category 1 Centres*, UNESCO Chairs and UNITWIN Networks* (*Interviewed as part of the Wider Value Survey).

This Wider Value of UNESCO to the UK report (See Chapter XX) has found that there are at least five key activities that a UNESCO designation carries out and can be used to help define, monitor and manage their status: **Conservation, Research, Education, Capacity-Building, and Planning and Management.**

UNESCO

Intergovernmental and International Bodies

UNESCO designations are governed at a global level by a complex array of intergovernmental and international bodies. In September 2019, UNESCO published a new digestible guide to help navigate these mechanisms, which breaks down the bodies that effectively govern UNESCO designations into three categories: **UNESCO Category 1 Institutes and Centres; Organs established by International Conventions and related bodies; and International and Intergovernmental Programmes and International Commissions and Committees established by the General Conference.**¹⁸¹

There are 34 International and Intergovernmental Bodies in UNESCO. This includes intergovernmental councils and committees, organs of conventions, international funds, international programmes and international expert bodies, and Category 1 institutes and centres. The international and intergovernmental bodies are all directly linked to UNESCO through their respective secretariats.

This means that the UNESCO designations that exist within each Member State reflect the different programmes/conventions/intergovernmental instruments that Member State has signed-up to.

¹⁸¹ UNESCO. (2019). Working with UNESCO, Guidebook for Members of UNESCO's International and Intergovernmental Bodies. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000368533>

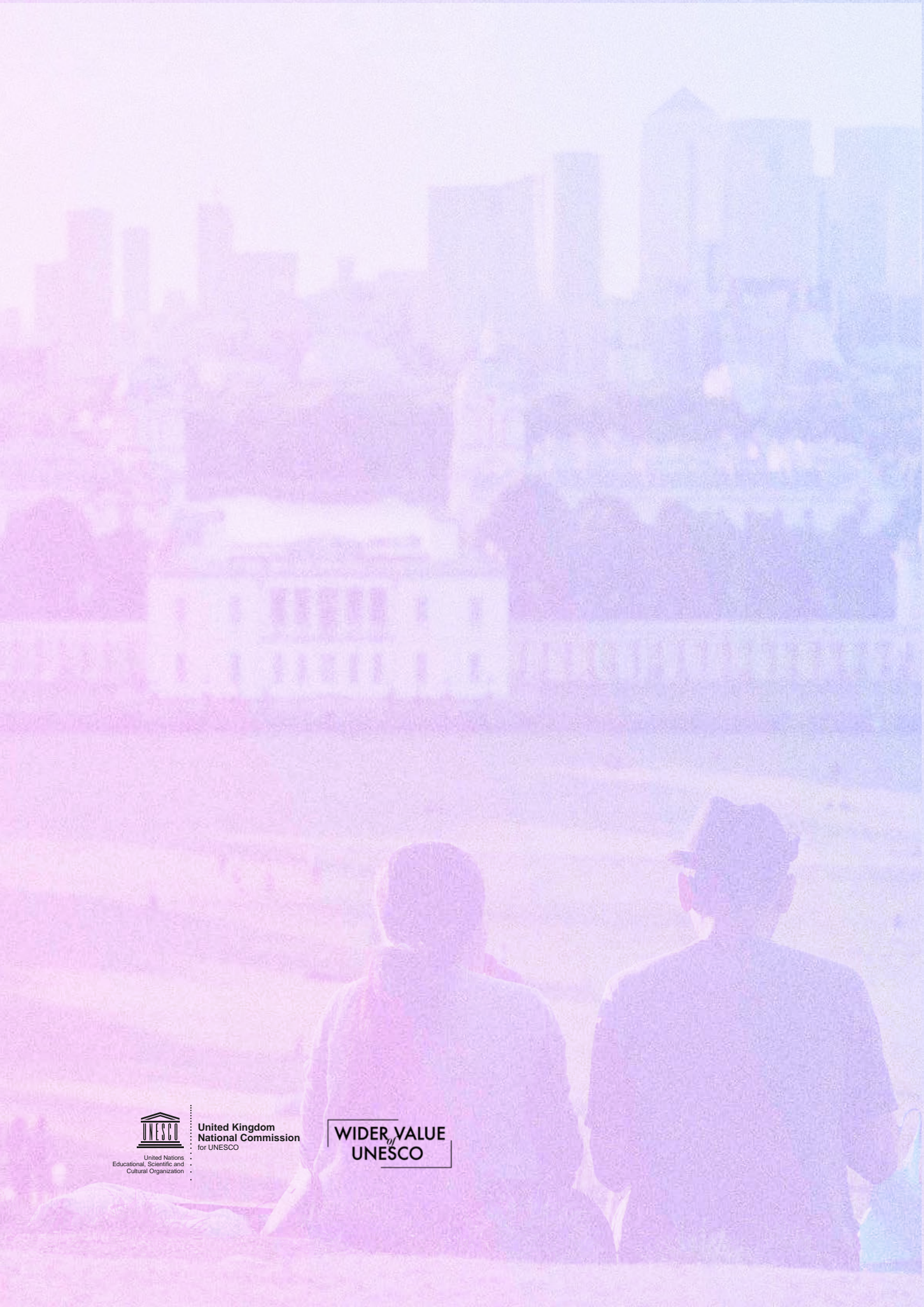
International and Intergovernmental Organs of UNESCO and related UNESCO designations in the UK

International and Intergovernmental Organs of UNESCO	UK responsibility policy lead	Is the UK a Member/Party/Support?	Do they have an internationally designated area?	UNESCO Designation Name	Featured in the Wider Value of UNESCO to the UK report?
Governing Bodies of UNESCO					
General Conference	Department for International Development and UK National Commission for UNESCO (coordinating role with UK Government Departments and UK Experts)	Yes	No	No	No
Executive Board of UNESCO	Department for International Development and UK National Commission for UNESCO (coordinating role with UK Government Departments and UK Experts)	No [Membership ended in November 2019]	No	No	No
UNESCO Institute for Statistics (UIS)	Department for International Development	The UK provides extra-budgetary resource to the Institute for Statistics	No	No	No
International Bureau of Education (IBE) (Geneva)	Department for Education	N/A	No	No	No
UNESCO International Institute for Educational Planning (IIEP)	Department for Education	N/A	No	No	No
UNESCO Institute for Lifelong Learning (UIL)	Department for Education	N/A	No	No	No
UNESCO Institute for Information Technologies in Education (IITE)	Department for Education	N/A	No	No	No
UNESCO International Institute for Capacity-Building in Africa (IICBA)	Department for International Development	N/A	No	No	No

International and Intergovernmental Organs of UNESCO	UK responsibility policy lead	Is the UK a Member/Party/Support?	Do they have an internationally designated area?	UNESCO Designation Name	Featured in the Wider Value of UNESCO to the UK report?
UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)	Foreign, Commonwealth and Development Office	N/A	No	No	No
'Mahatma Gandhi' Institute on Education for Peace and Sustainable Development (MGIEP)	Department for International Development	N/A	No	No	No
Abdus Salam International Centre for Theoretical Physics (ICTP)	Department for Business, Energy and Industrial Strategy	N/A	No	No	No
Organs established by International Conventions and Related Bodies					
Convention against discrimination in Education (1960)	Department for Education	Yes	No	No	No
International Convention against doping in Sport (2005)	Department for Digital, Culture, Media and Sport	Yes	No	No	No
Convention for the Protection of Cultural Property in Armed Conflict (1954) and its two protocols	Department for Digital, Culture, Media and Sport	Yes - the UK is a member of the Meeting of the High Contracting Parties to the Hague Convention	Yes: Blue Shield Emblem	No	No
Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (1970)	Department for Digital, Culture, Media and Sport	Yes	No	No	No
Convention Concerning the Protection of the World Cultural and Natural Heritage	DCMS, HE, Cadw, HES, DAERA	Yes	Yes	32 UNESCO World Heritage Sites	
Convention on the Protection of Underwater Cultural Heritage (2001)	Department for Digital, Culture, Media and Sport	No	Yes	The UK has two accredited centres under the Convention	No
Convention for the Safeguarding of the Intangible Cultural Heritage (2003)	Department for Digital, Culture, Media and Sport	No	No	No	No

International and Intergovernmental Organs of UNESCO	UK responsibility policy lead	Is the UK a Member/Party/Support?	Do they have an internationally designated area?	UNESCO Designation Name	Featured in the Wider Value of UNESCO to the UK report?
Governing Bodies of UNESCO					
Convention for the Protection and Promotion of the Diversity of Cultural Expressions (2005)	Department for Digital, Culture, Media and Sport	Yes	No	No	No
Conciliation and Good Offices Commission responsible for seeking the settlement of any disputes that may arise between States Parties to the Convention against discrimination in Education	Department for Education	Yes	No	No	No
International and Intergovernmental Programmes and International Commissions And Committees Established By The General Conference					
Intergovernmental Oceanographic Commission (IOC)	Department for Business, Energy and Industrial Strategy	Yes	Yes	UK Delegation to the IOC	Yes
International Hydrological Programme (IHP)	Department for Business, Energy and Industrial Strategy	Yes	Yes	UK Delegation to the IHP	Yes
Man and the Biosphere Programme (MAB)	Department for Environment, Food and Rural Affairs	Yes	Yes	UNESCO Biosphere Reserves	Yes
International Basic Science Programme (IBSP)	Department for Business, Energy and Industrial Strategy	Yes	No	No	No
International Geoscience and Geoparks Programme (IGGP)	Department for Environment, Food and Rural Affairs	Yes	Yes	UNESCO Global Geoparks	Yes
Management of Social Transformations Programme (MOST)	Department for Digital, Culture, Media and Sport	Yes	No	No	No
Intergovernmental Committee for Physical Education and Sport (CIGEPS)	Department for Digital, Culture, Media and Sport	Yes	No	No	No
Intergovernmental Bioethics Committee (IGBC)	Department for Business, Energy and Industrial Strategy	Yes	No	No	No
World Commission on the Ethics of Scientific Knowledge and Technology (COMEST)	Department for Business, Energy and Industrial Strategy	Yes	No	No	No

International and Intergovernmental Organs of UNESCO	UK responsibility policy lead	Is the UK a Member/Party/Support?	Do they have an internationally designated area?	UNESCO Designation Name	Featured in the Wider Value of UNESCO to the UK report?
Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation (ICPRCP)	Department for Digital, Culture, Media and Sport	Yes	No	No	No
International Fund for the Promotion of Culture (IFPC)	Department for Digital, Culture, Media and Sport	Yes	No	No	No
International Programme for the Development of Communication (IPDC)	Department for Digital, Culture, Media and Sport	Yes	No	No	No
Information for All Programme (IFAP)	Department for Digital, Culture, Media and Sport	Yes	No	No	No
International Advisory Committee of the Memory of the World Programme (IAC-MoW)				International and National Memory of the World Register	
UNESCO Chairs and UNITWIN Networks Programme	N/A	Yes	Yes	UNESCO Chairs and UNITWIN Networks	Yes
Wider UNESCO Family					
UNESCO Creative Cities Programme	Department for Digital, Culture, Media and Sport	Yes	Yes	UNESCO Creative Cities	Yes
Learning Cities Programme	Relevant Devolved Government Department	Yes	Yes	UNESCO Global Network of Learning Cities	Yes



United Nations
Educational, Scientific and
Cultural Organization

United Kingdom
National Commission
for UNESCO

WIDER VALUE
of
UNESCO