

The wider social and cultural value of UNESCO  
designations to the UK

The national value of UNESCO designations to the  
United Kingdom

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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.<sup>47</sup> 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.<sup>48</sup> 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.

<sup>47</sup> 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.

<sup>48</sup> 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.<sup>49</sup>

**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.<sup>50</sup>

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

**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.<sup>52</sup>



## 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.

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

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

<sup>51</sup> 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.

<sup>52</sup> 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.

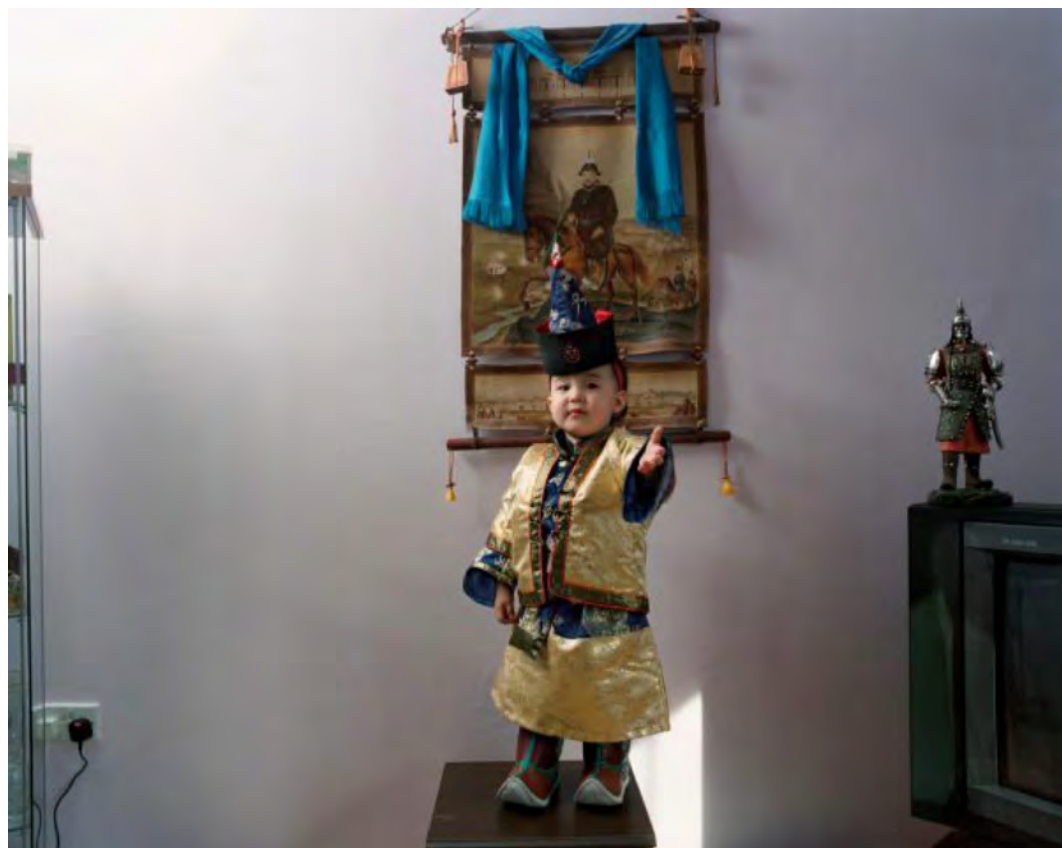


Children with collected junk near Byker Bridge, 1971. © Sirkka-Liisa Konttinen, courtesy Amber / L. Parker Stephenson Photographs.

“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, 2005. © 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](http://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.<sup>53</sup>

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



## Research

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.<sup>54</sup>

**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.<sup>55</sup>

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.<sup>56</sup>

**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.<sup>57</sup>

*Continued on the next spread...*

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

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

<sup>56</sup> 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/>;



## Research



# 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.<sup>58</sup>



→ 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 Fignen Felen.<sup>59</sup>



→ 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.<sup>60</sup>

*... Continued on the next spread...*

<sup>57</sup> 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.

<sup>58</sup> 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/>

<sup>59</sup> 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/>

<sup>60</sup> 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.’<sup>61</sup> 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.<sup>62</sup>

**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.<sup>63</sup>

**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.<sup>64</sup> 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.<sup>65</sup>

<sup>61</sup> 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.

<sup>62</sup> 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.<sup>66</sup>

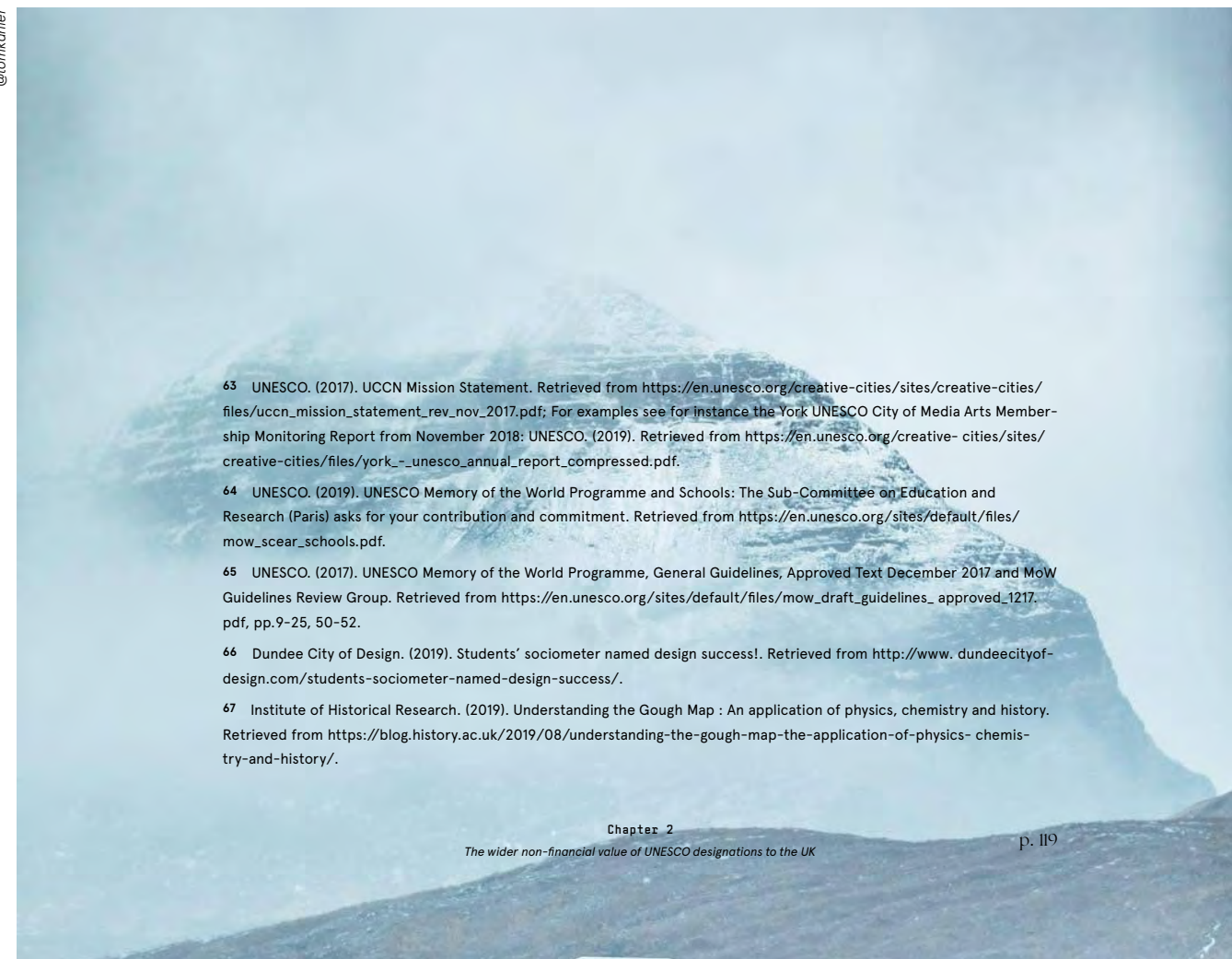


→ The Gough Map

**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.<sup>67</sup>

☞ Wester Ross Biosphere Reserve

@tomkahler



<sup>63</sup> UNESCO. (2017). UCCN Mission Statement. Retrieved from [https://en.unesco.org/creative-cities/sites/creative-cities/files/uccn\\_mission\\_statement\\_rev\\_nov\\_2017.pdf](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](https://en.unesco.org/creative-cities/sites/creative-cities/files/york_-_unesco_annual_report_compressed.pdf).

<sup>64</sup> 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](https://en.unesco.org/sites/default/files/mow_scear_schools.pdf).

<sup>65</sup> 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](https://en.unesco.org/sites/default/files/mow_draft_guidelines_approved_1217.pdf), pp.9–25, 50–52.

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

<sup>67</sup> 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

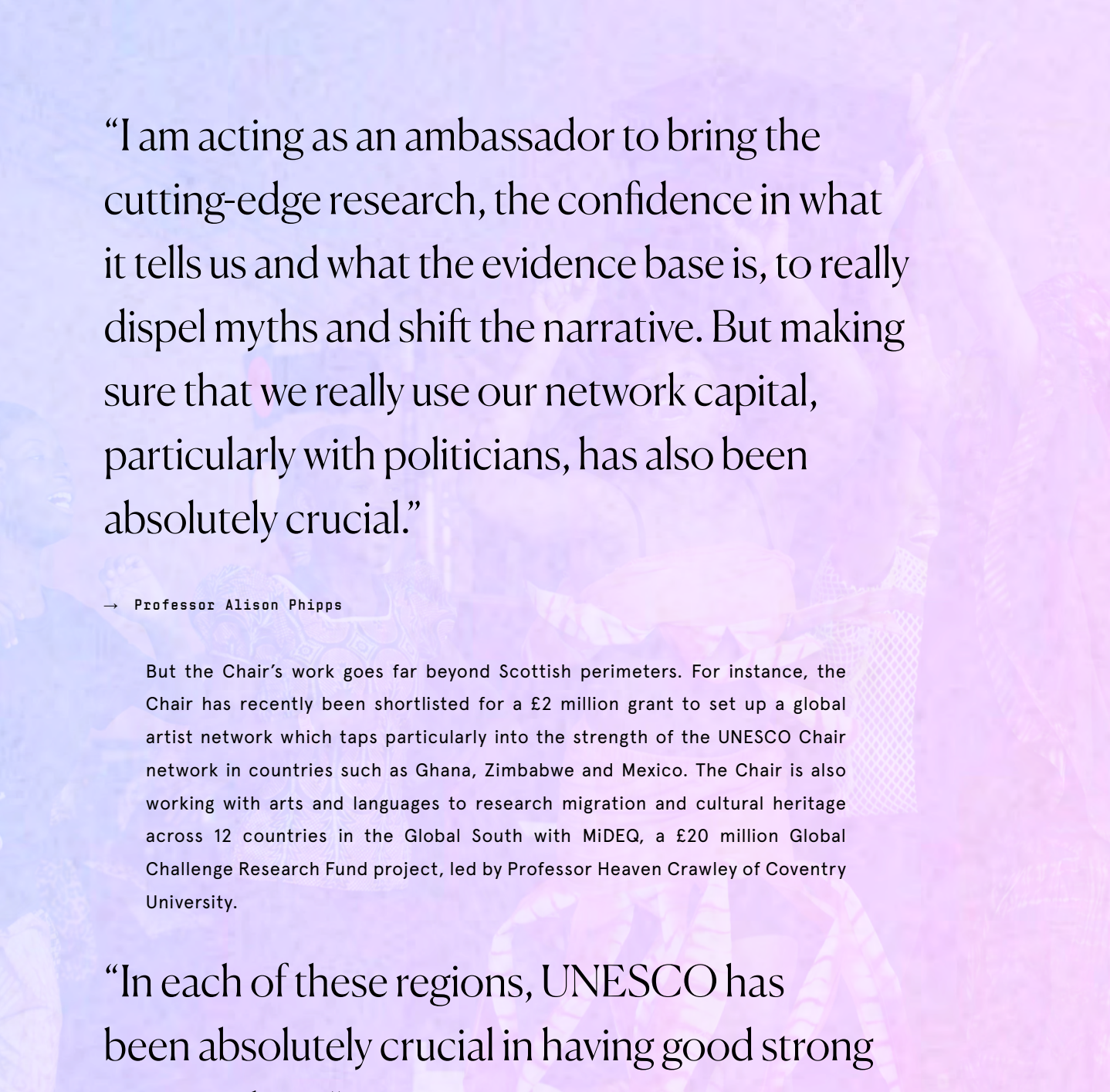


The Chair, which has attracted a total of £1.56 million in funding and studentships since its inception in 2016, works closely with a variety of partners. The City of Glasgow is one of them and, in the Chair's eyes, a paramount example of successful integration in the UK.

“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.”

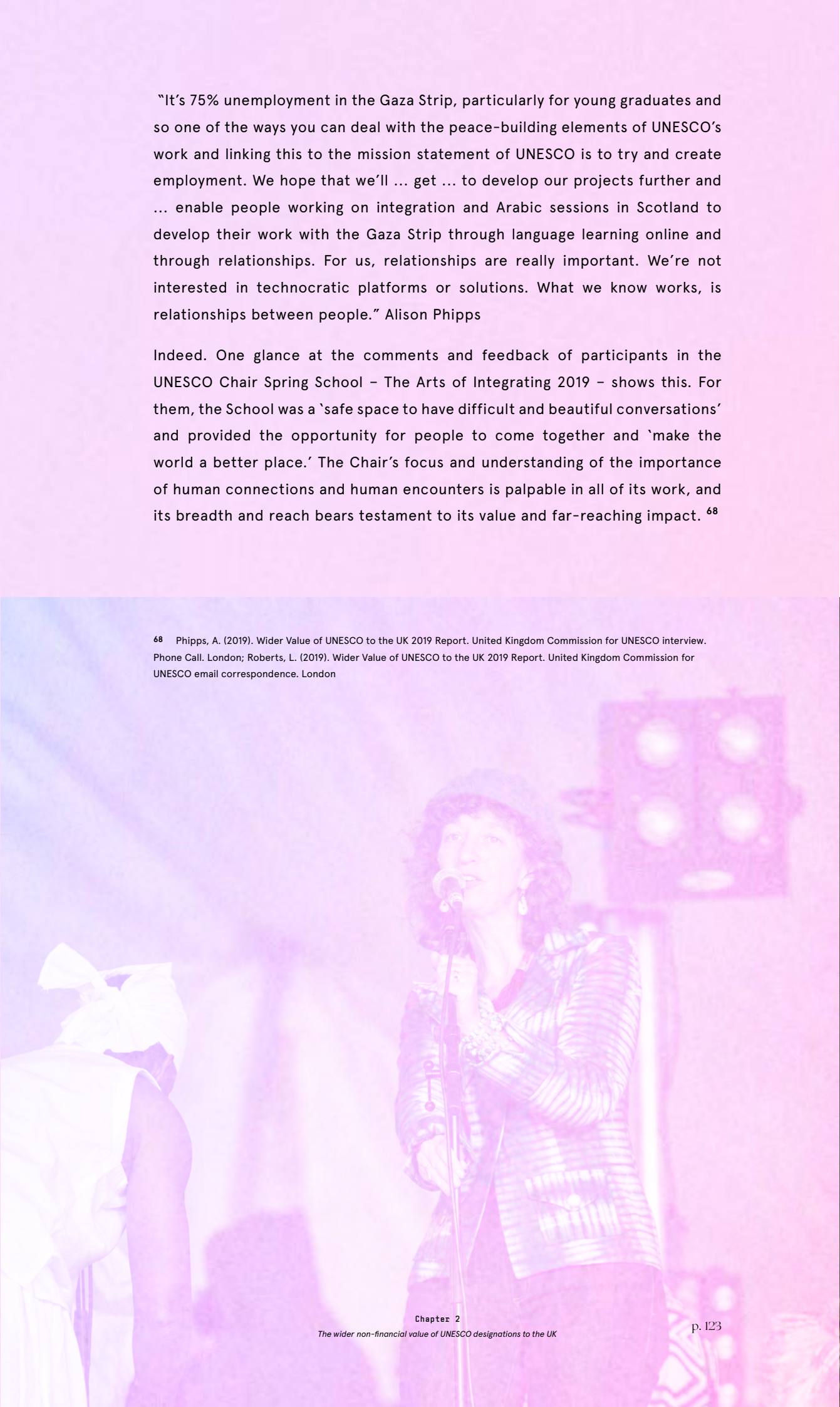
→ Professor Alison Phipps

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. <sup>68</sup>

<sup>68</sup> 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.

© Pockstrot



© kewgardens

The Biotechnology and Biological Sciences Research Council recently awarded Kew with a £1.2 million grant through the Global Challenges Research Fund to study the agrisystems of the southern Ethiopian highlands to help enhance food security. Being a UNESCO designation also signals a sense of significance and value to stakeholders and visitors.

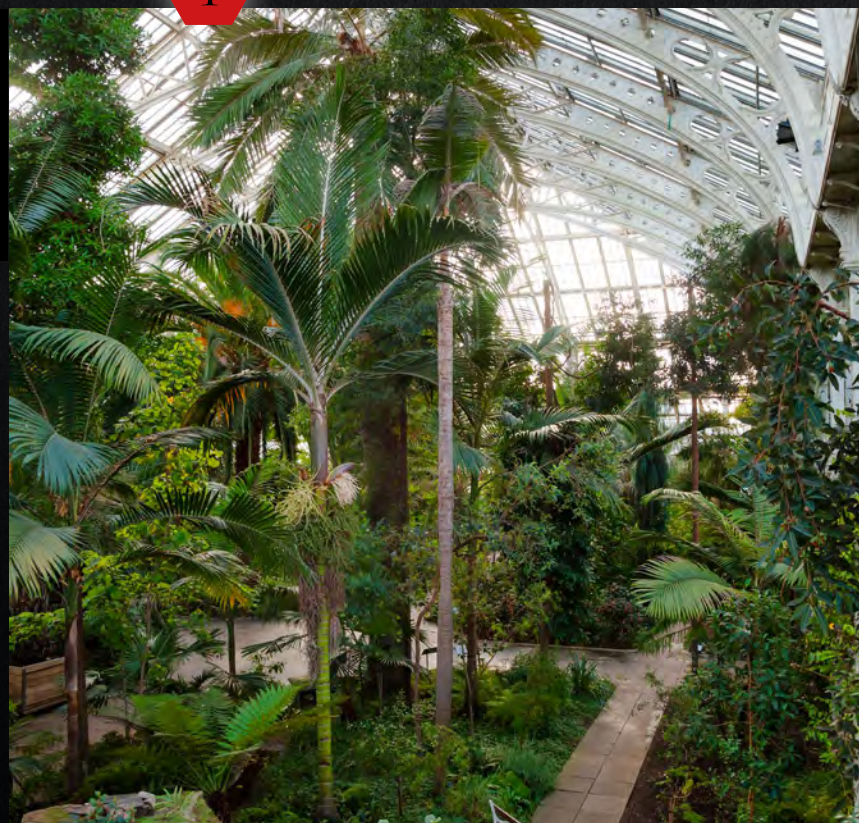
4

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.

4

## Temperate House

© Dmitry Naumov



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



“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. <sup>69</sup>

<sup>69</sup> 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.<sup>70</sup>

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'.<sup>71</sup> 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.<sup>72</sup>

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...*

<sup>70</sup> 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](http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/pdf/IGGP_UGG_Statutes_Guidelines_EN.pdf)

<sup>71</sup> 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.



## 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.<sup>73</sup>

→ **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...*

<sup>72</sup> 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.19-20.

<sup>73</sup> 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.<sup>74</sup> 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.<sup>75</sup>

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.<sup>76</sup> School workshops, teacher training sessions and the development and dissemination of resource material are some recent examples.<sup>77</sup>

**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.<sup>78</sup>

**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.<sup>79</sup> 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.<sup>80</sup>

<sup>74</sup> 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](https://en.unesco.org/creative-cities/sites/creative-cities/files/uccn_mission_statement_rev_nov_2017.pdf).

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

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

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

<sup>78</sup> 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

<sup>79</sup> 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>.

<sup>80</sup> 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.<sup>81</sup>



→ 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.<sup>82</sup>



→ 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.<sup>83</sup>

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

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

<sup>83</sup> 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.<sup>84</sup>



© Ulster University



© Ulster University



© Ulster University

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





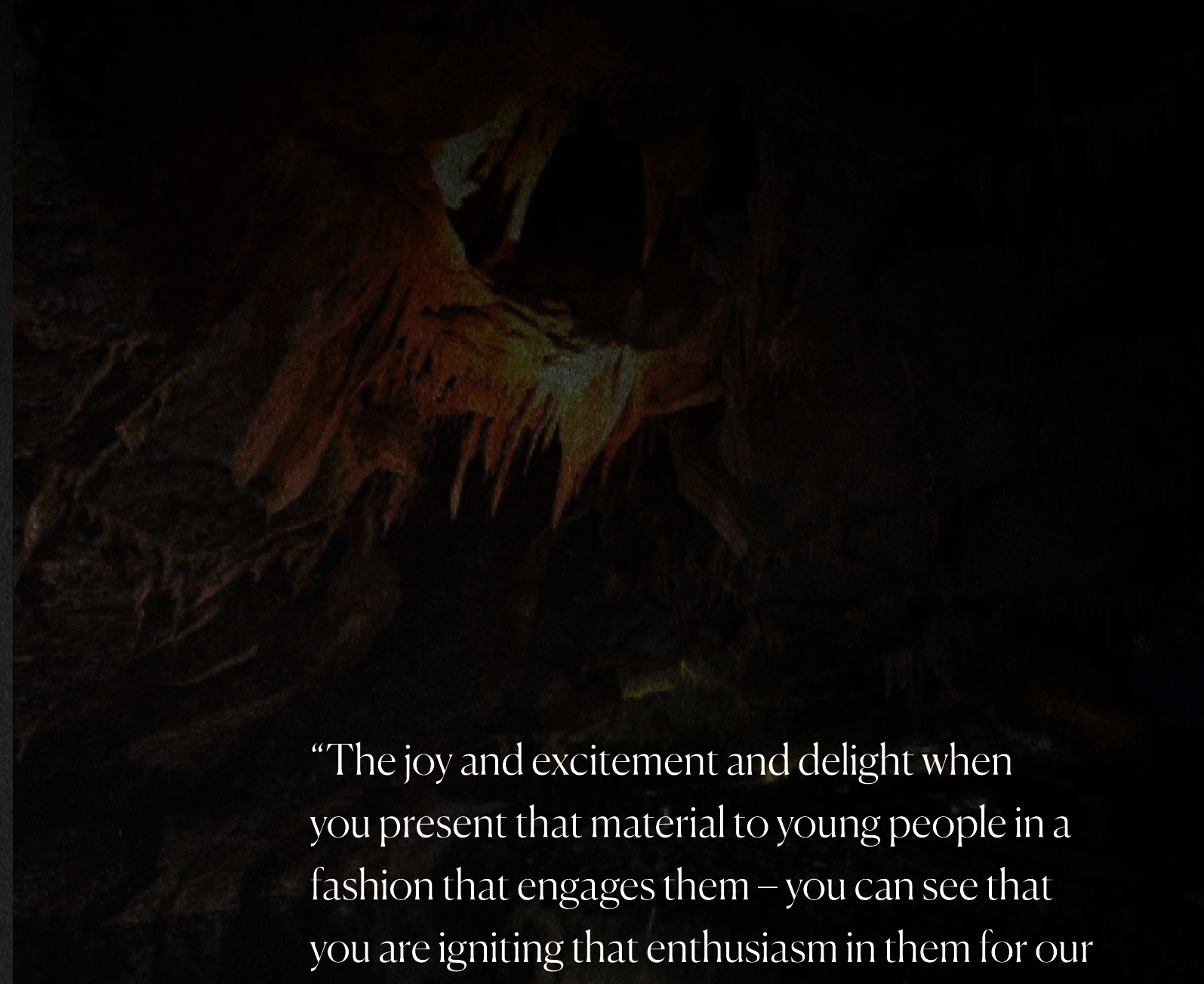
## The Marble Arch Caves UNESCO Global Geopark

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

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.<sup>85</sup>

<sup>85</sup> 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.<sup>87</sup> 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.<sup>88</sup>

**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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<sup>87</sup> 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.<sup>89</sup>

→ **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.<sup>91</sup>

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

<sup>89</sup> Wider Value Interview.

<sup>90</sup> 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/>

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

<sup>92</sup> 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.<sup>92</sup>

Networking is also crucial to the success of **UNESCO Biosphere Reserves**.<sup>93</sup> 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.<sup>94</sup>

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.<sup>95</sup> 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.<sup>96</sup>

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.<sup>97</sup>



# 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.<sup>98</sup>

→ 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.<sup>99</sup>



→ 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.<sup>100</sup>

<sup>92</sup> 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](http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/pdf/IGGP_UGG_Statutes_Guidelines_EN.pdf)

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

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

<sup>95</sup> 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](https://en.unesco.org/creative-cities/sites/creative-cities/files/Mission_Statement_UNESCO_Creative_Cities_Network.pdf)

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

<sup>97</sup> 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](https://en.unesco.org/sites/default/files/mow_draft_guidelines_approved_1217.pdf), pp.9–25, 50.

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

<sup>99</sup> 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](https://en.unesco.org/creative-cities/sites/creative-cities/files/york_-_unesco_annual_report_compressed.pdf), p.9.

<sup>100</sup> 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.” <sup>101</sup>

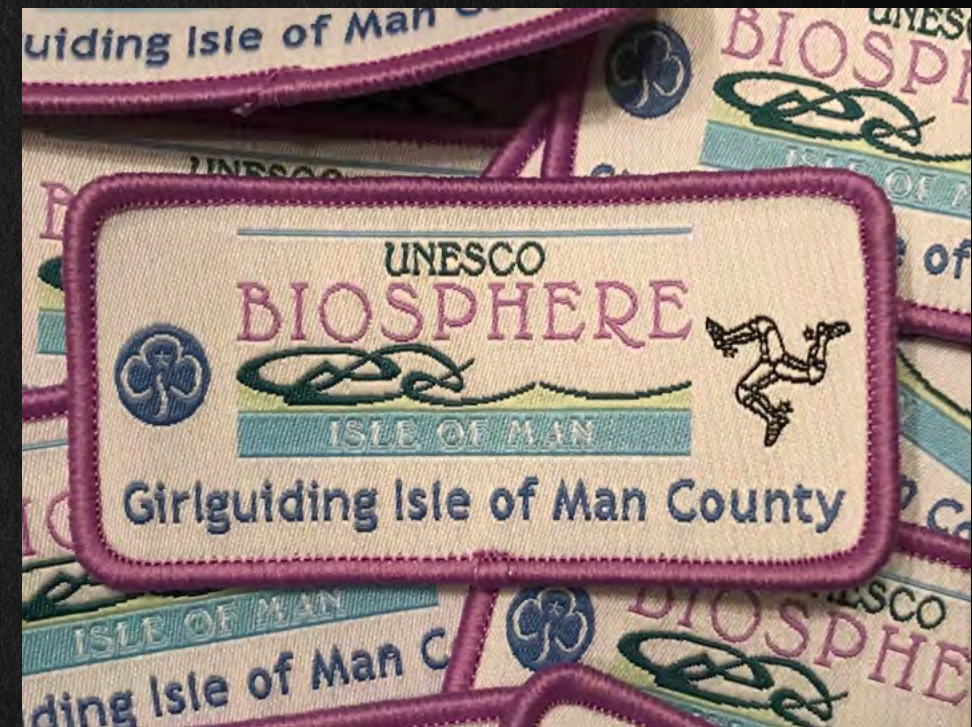
→ Karen Walker, Commissioner of Girlguiding Isle of Man



Isle of Man Biosphere Reserve



Girlguiding, Isle of Man



Girlguiding, Isle of Man

Isle of Man Biosphere Reserve



The Isle of Man Department for Economic Development

<sup>101</sup> 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/>.





Isle of Man Biosphere Reserve

© trgi



© Girlguiding, Isle of Man

Isle of Man Biopshere 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.<sup>102</sup>

<sup>102</sup> 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



@andrewhaddockphotography

Isle of Man Biosphere Reserve



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“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.<sup>103</sup> 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.<sup>104</sup>

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

*Continued on the next spread...*

<sup>103</sup> 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](http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/pdf/IGGP_UGG_Statutes_Guidelines_EN.pdf)

<sup>104</sup> 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/>



Lake District National Park Partnership

English Lake District World Heritage Site



Dundee Council

Dundee Creative City of Design

International Revalidation 2016, Marble Arch Caves Global Geopark



© Kirstin Lemon

Revalidation Team, English Riviera Global Geopark

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which is evaluated, based on the criteria of Article 4 in the statutory framework of Biosphere Reserves, by the MAB International Co-ordinating Council.<sup>105</sup> 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.<sup>106</sup>

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.<sup>107</sup> 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.<sup>108</sup>

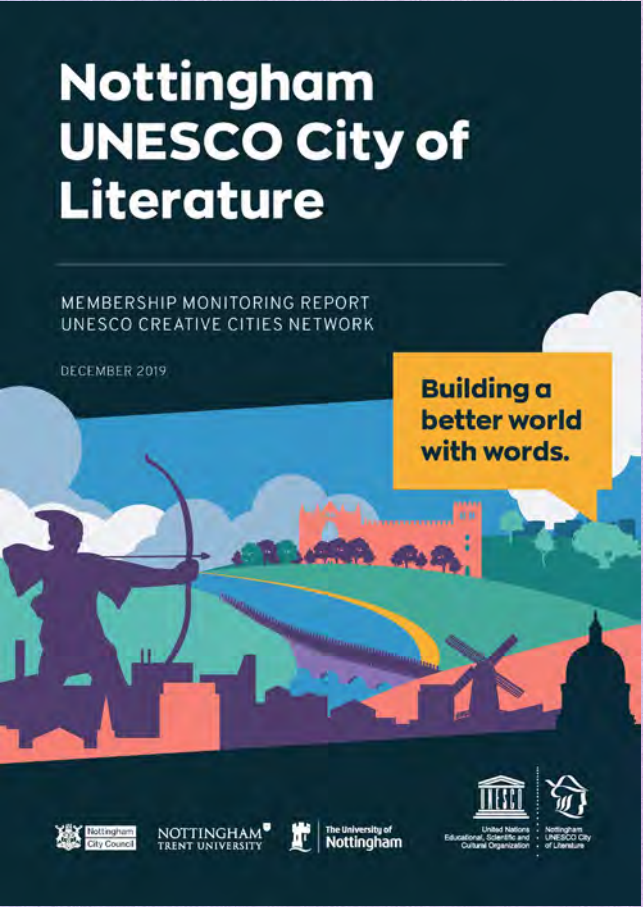
<sup>105</sup> UNESCO. (1996). Biosphere Reserves: the Seville Strategy and the statutory framework of the world of the network. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000103849>.

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

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

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

Nottingham Creative City of Literature



Bradford Creative City of Film



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.<sup>109</sup>

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.<sup>110</sup>

**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.<sup>111</sup>

<sup>109</sup> 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>.

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

<sup>111</sup> 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.'<sup>112</sup>

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.<sup>113</sup> 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).<sup>114</sup>

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

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

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

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"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."<sup>115</sup>

→ 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.<sup>116</sup>

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

<sup>116</sup> 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

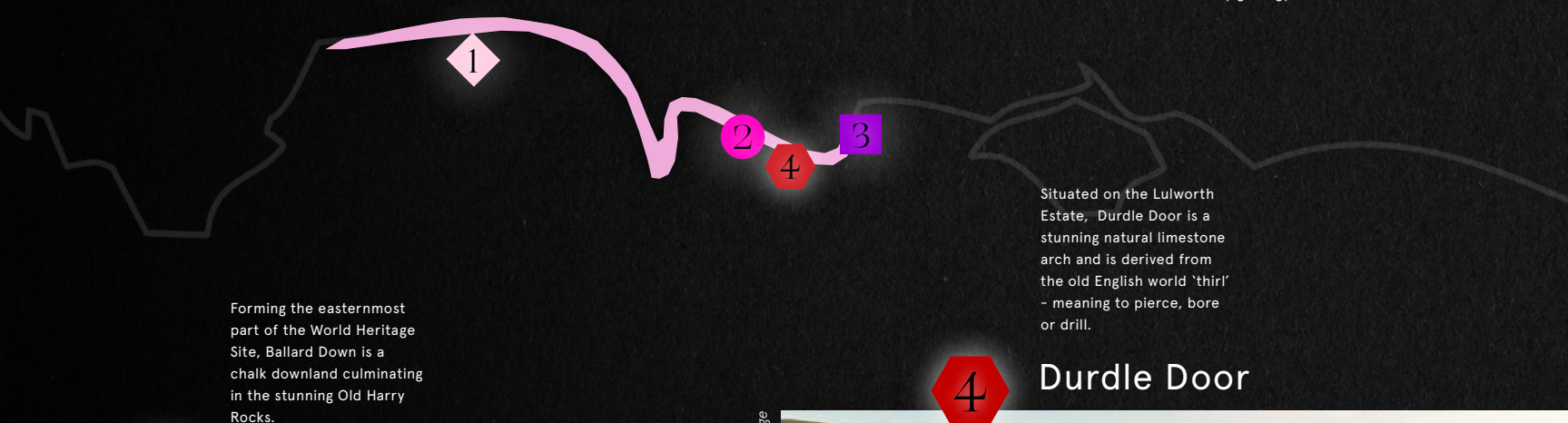
A pliosaur was one of the most fearsome predators the Earth has seen. A fossil of the 155-million-year-old predator was found on the Dorset Coast in 2009 and can be seen at Dorset County Museum.



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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

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.

## 4 Durdle Door



@wordimage

“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.”<sup>121</sup>

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

<sup>117</sup> Khatwa, A. (2019). Wider Value of UNESCO to the UK 2019 Report. United Kingdom Commission for UNESCO interview. Phone Call. London.

<sup>118</sup> Anjana Khatwa Ford, 'Resonance in Rocks,' article, p.1. <https://www.sciencedirect.com/science/article/abs/pii/S0016787818301524>

<sup>119</sup> Khatwa, A. (2019). Wider Value of UNESCO to the UK 2019 Report. United Kingdom Commission for UNESCO interview. Phone Call. London

<sup>120</sup> Anjana Khatwa Ford, 'Resonance in rocks,' article, p.14.

<sup>121</sup> 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.



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“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.<sup>122</sup>

‘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*

<sup>122</sup> 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>.

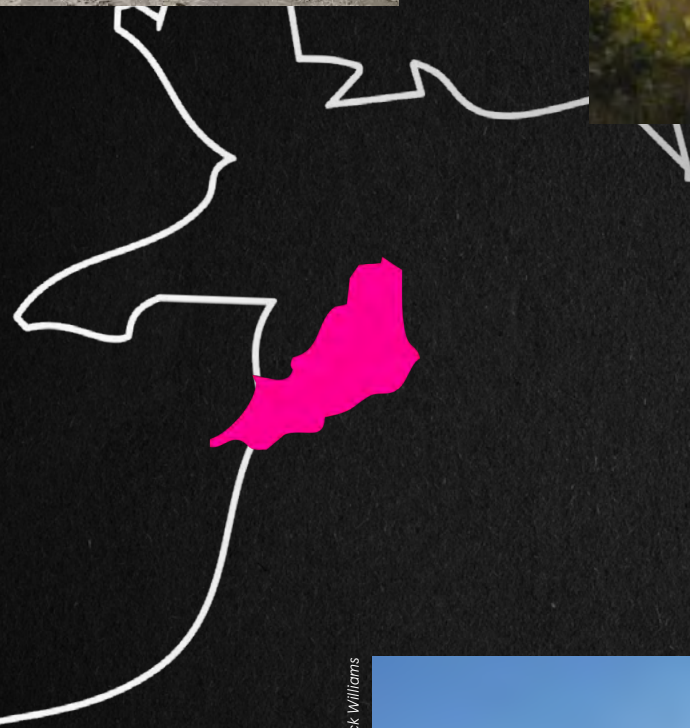




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Getting funding and strengthening the networking between partners, stakeholders and other designations could be a step in that direction, according to Rowland, who also stresses the need 'to possibly formalise it with some kind of oversight and stewardship 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 GPs<sup>123</sup> 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.<sup>124</sup>

<sup>123</sup> General Practitioners are doctors who serve their local communities

<sup>124</sup> 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 designations<sup>125</sup> 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.

<sup>109</sup> 160 UNESCO designations at the time of survey