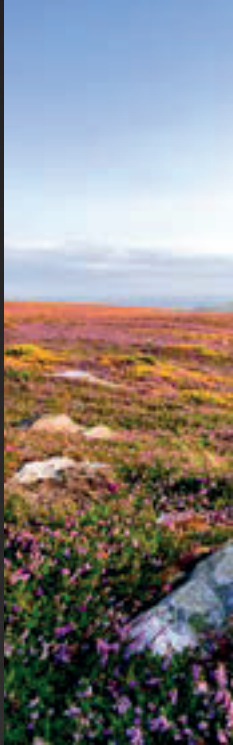




UNESCO Biosphere Isle of Man Badge

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

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

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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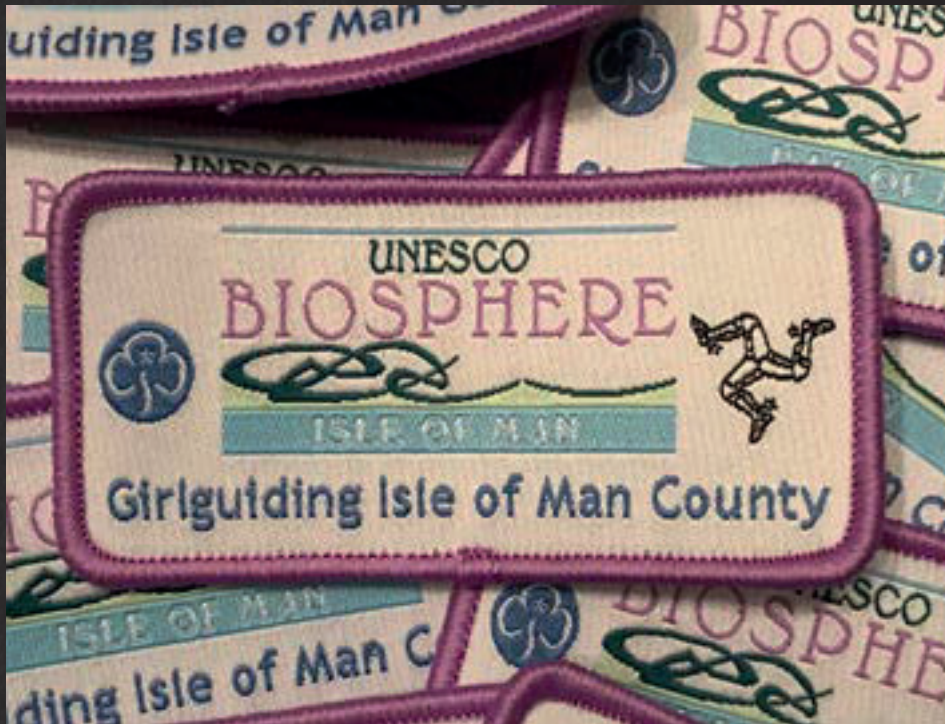
Isle of Man Biosphere Reserve

© Girlguiding, Isle of Man



Girlguiding, Isle of Man

Girlguiding, Isle of Man



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Isle of Man Biopshere Reserve

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Isle of Man Biosphere Reserve



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Isle of Man Biosphere Reserve



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Isle of Man Biosphere Reserve

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



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. In cooperation with the charity Beach Buddies, the Biosphere 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.

© Bill Dale BEM



Isle of Man Biosphere Reserve



@andrewhaddockphotography

Isle of Man Biosphere Reserve

© Bill Dale





“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 creating a lasting change by ending plastic pollution for good, taking this initiative and using it appropriately to their own biosphere environments.





Management & Planning

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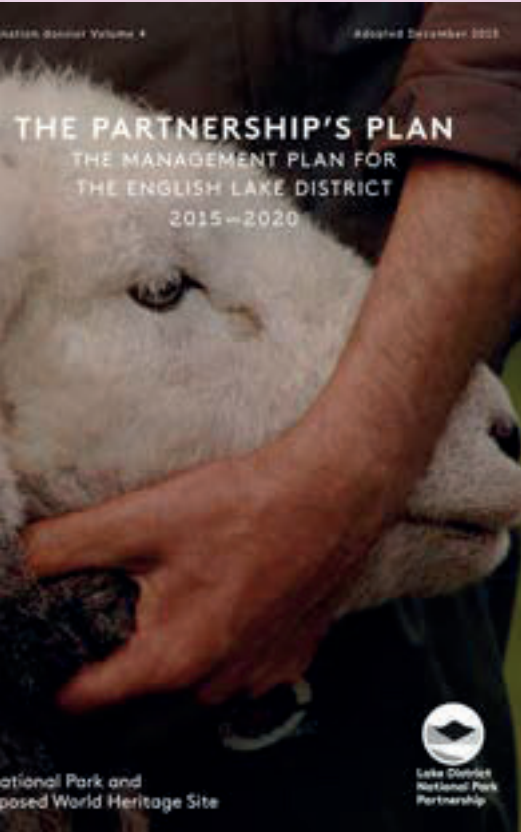
¹⁰³ UNESCO. (2019). Operational Guidelines for UNESCO Global Geoparks. Retrieved from http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/pdf/IGGP_UGG_Statutes_Guidelines_EN.pdf

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/>





Management & Planning



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

© Melanie Border



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

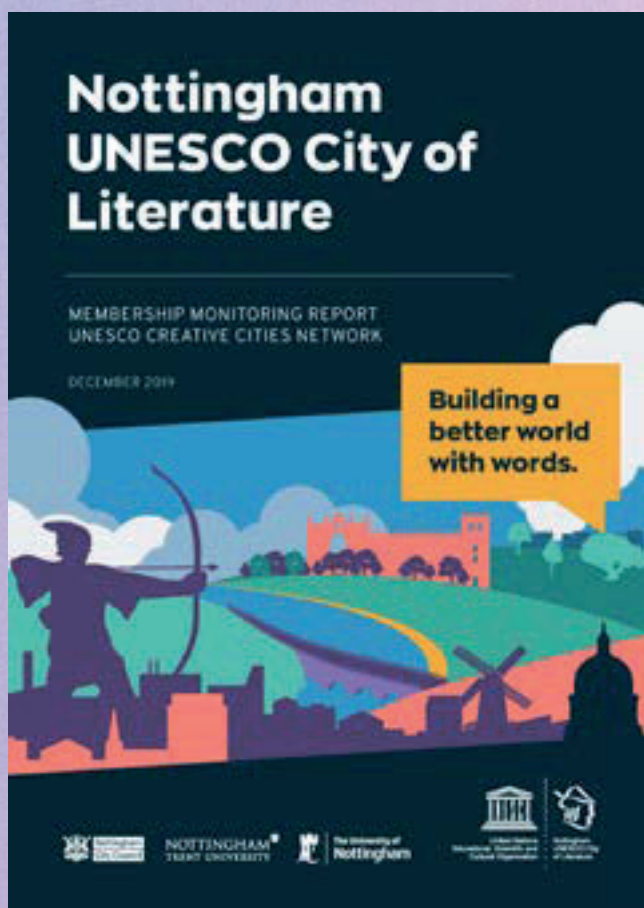
¹⁰⁵ UNESCO. (1996). Biosphere Reserves: the Seville Strategy and the statutory framework of the world of the network. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000103849>.

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/>.

☒ Nottingham Creative City of Literature



☒ Bradford Creative City of Film

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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

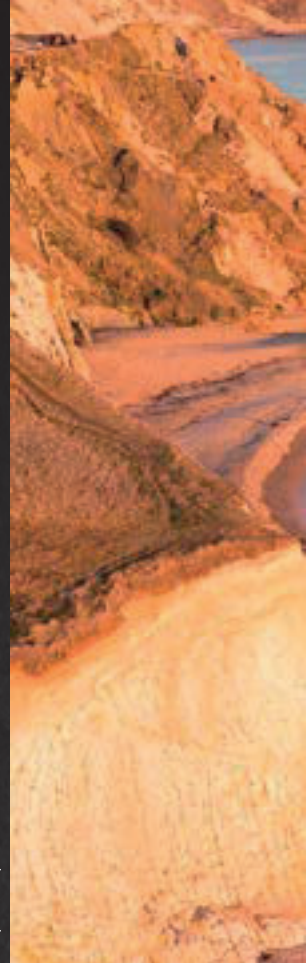
This belief is embedded in the site's partnership plan which outlines a clear set of responsible, inclusive and sustainable goals and objectives, particularly influenced by Articles 4, 5 and 27 of the UNESCO World Heritage Convention.¹¹³ These articles encourage the site to make it their 'duty' to protect, 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://moderngov.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://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.”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

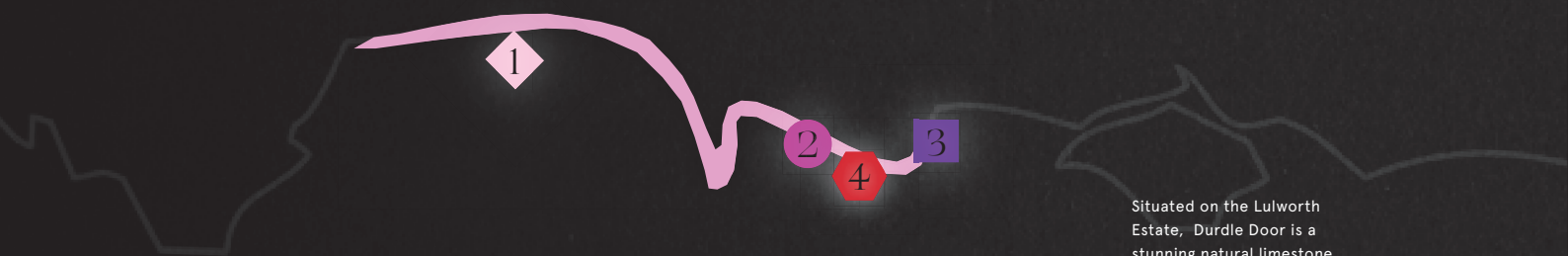
A pliosaur was one of the most fearsome predators the Earth has seen. A fossil of the 155-million-year-old predator was found on the Dorset Coast in 2009 and can be seen at Dorset County Museum.



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



@casperfarellphoto

‘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

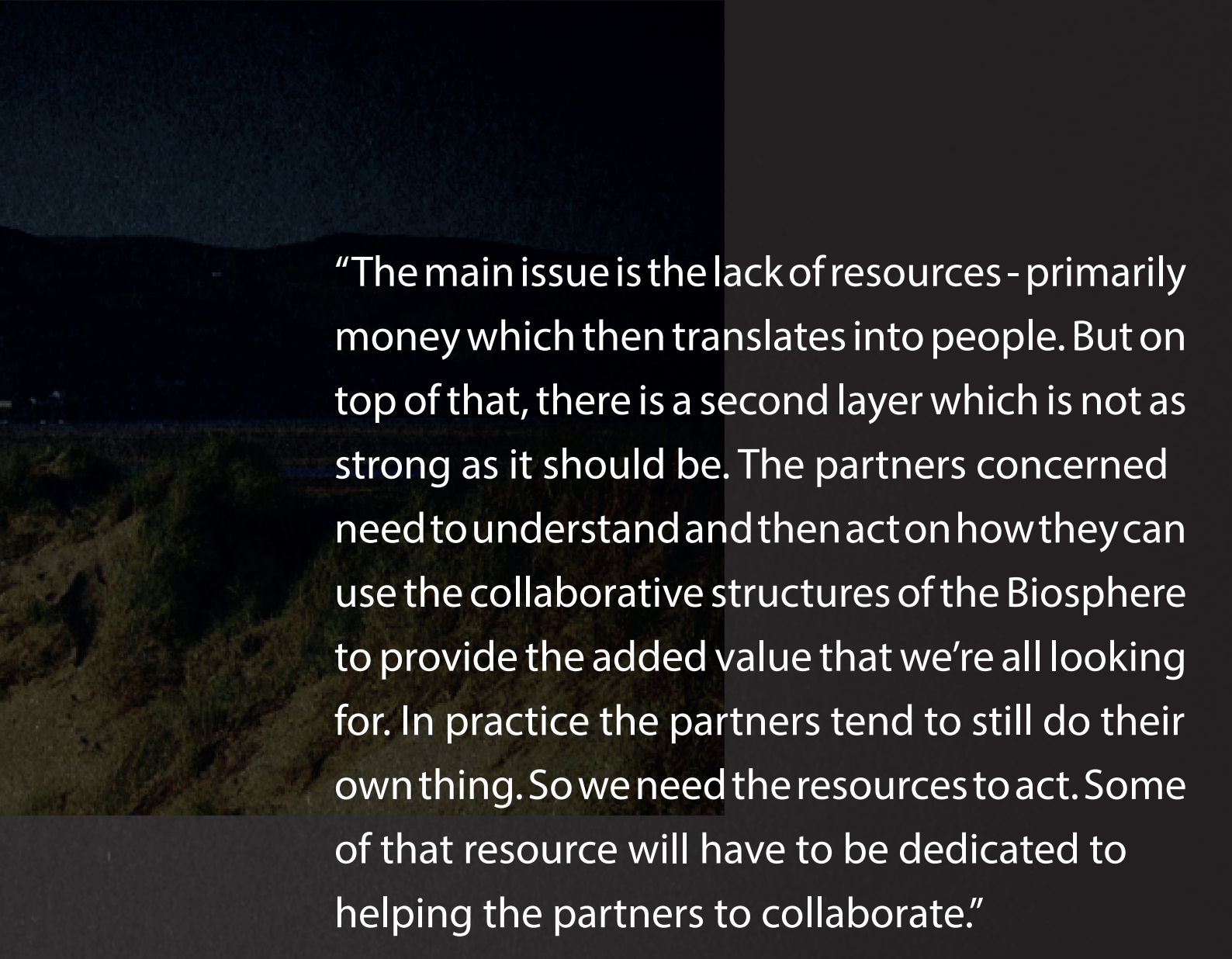
It's not a lack of motivation that stops Dyfi from doing its work. The main problem is the lack of resources and the necessary collaboration.



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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



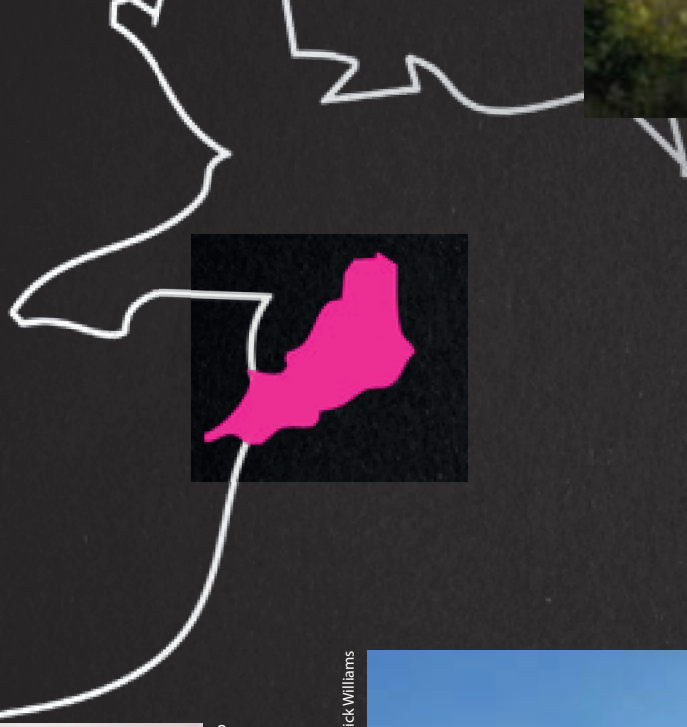
As a bilingual community, Dyfi is particularly committed to celebrating and supporting the Welsh language and culture – sustainable development in terms of culture and the environment is equally important and in line with Wales’ Well-being of Future Generations Act 2015.¹²²

‘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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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

United Nations Sustainable Development Goals: Analysing and Building on the Value of the UNESCO Designations in the UK

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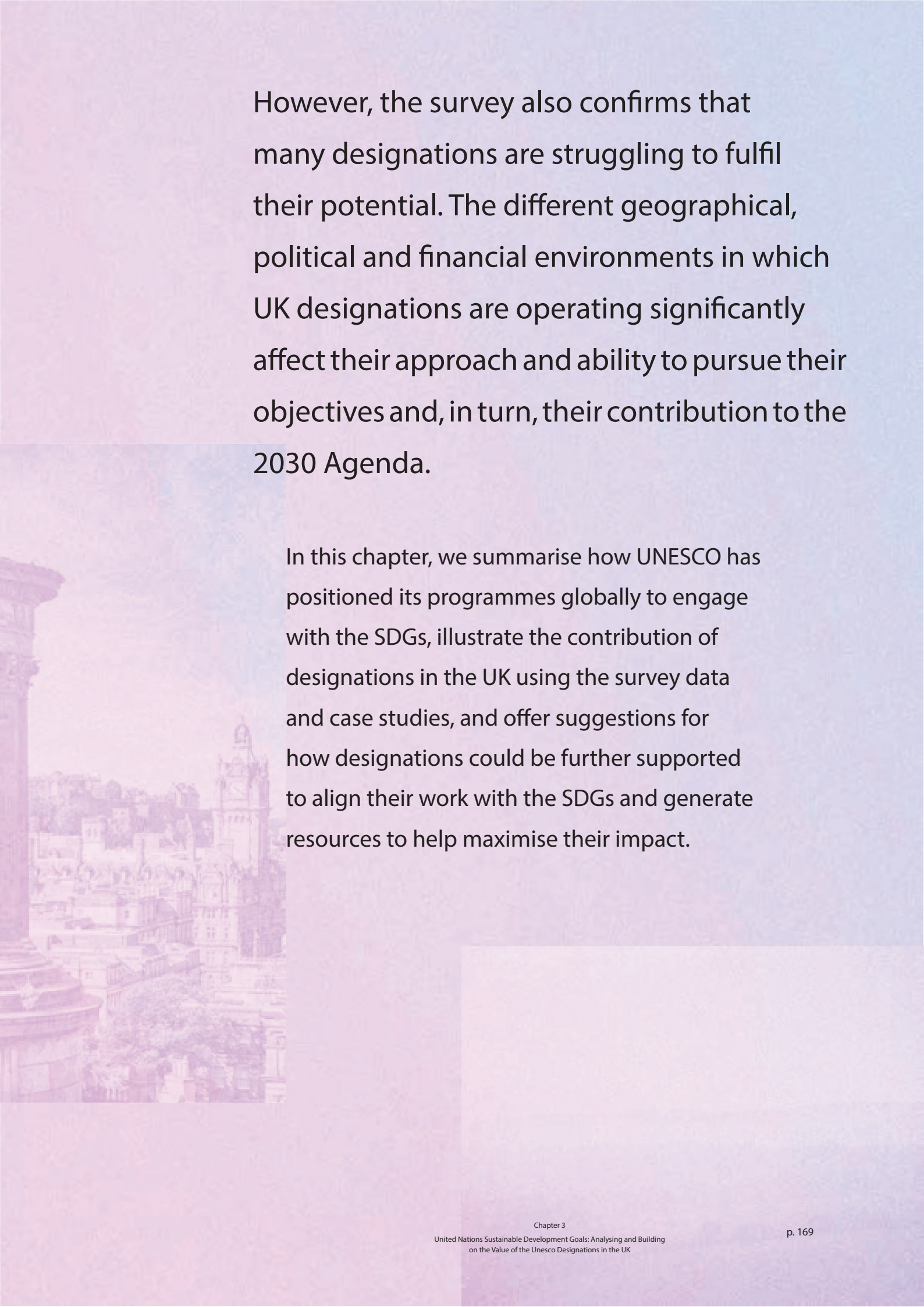
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Introduction

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.

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

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



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:



© Science Museum

“Science of UNESCO Late” UK National Commission for UNESCO

“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>



“Bristol Real Brain, Bristol Learning City



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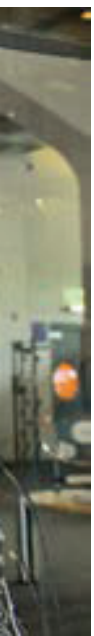
Education for Sustainable Development (ESD) is recognised as a key element of quality education and a crucial enabler for sustainable development. Target 4.7 of SDG 4 on education specifically addresses ESD and related approaches.

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>



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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.

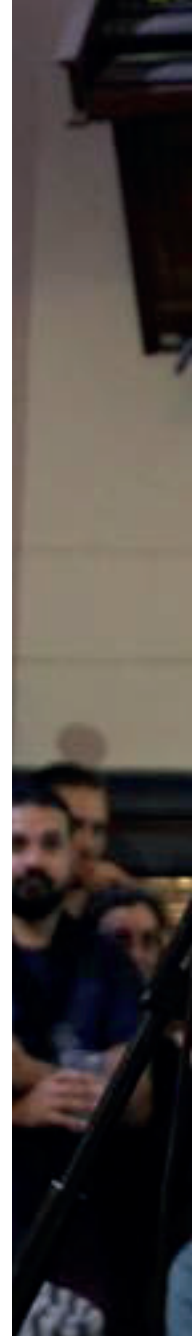
Although culture is not given its own specific goal, the 2030 Agenda includes the protection and safeguarding of the world's cultural and natural heritage as an identified target in SDG 11.¹³⁶ Culture is also directly mentioned in the targets associated with SDG 4 (Education)¹³⁷ and recognised as a driver 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).

Continued on the next spread...

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

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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.



@philipp_pley

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

¹⁴⁰ UNESCO strategy document 40 C/5



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 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>





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>

A person is standing on a rocky peak in a mountainous landscape. The person is small and appears to be looking out over the vast, hazy mountains. The scene is misty or foggy, with the mountains in the background fading into the distance. The overall tone is serene and contemplative.

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

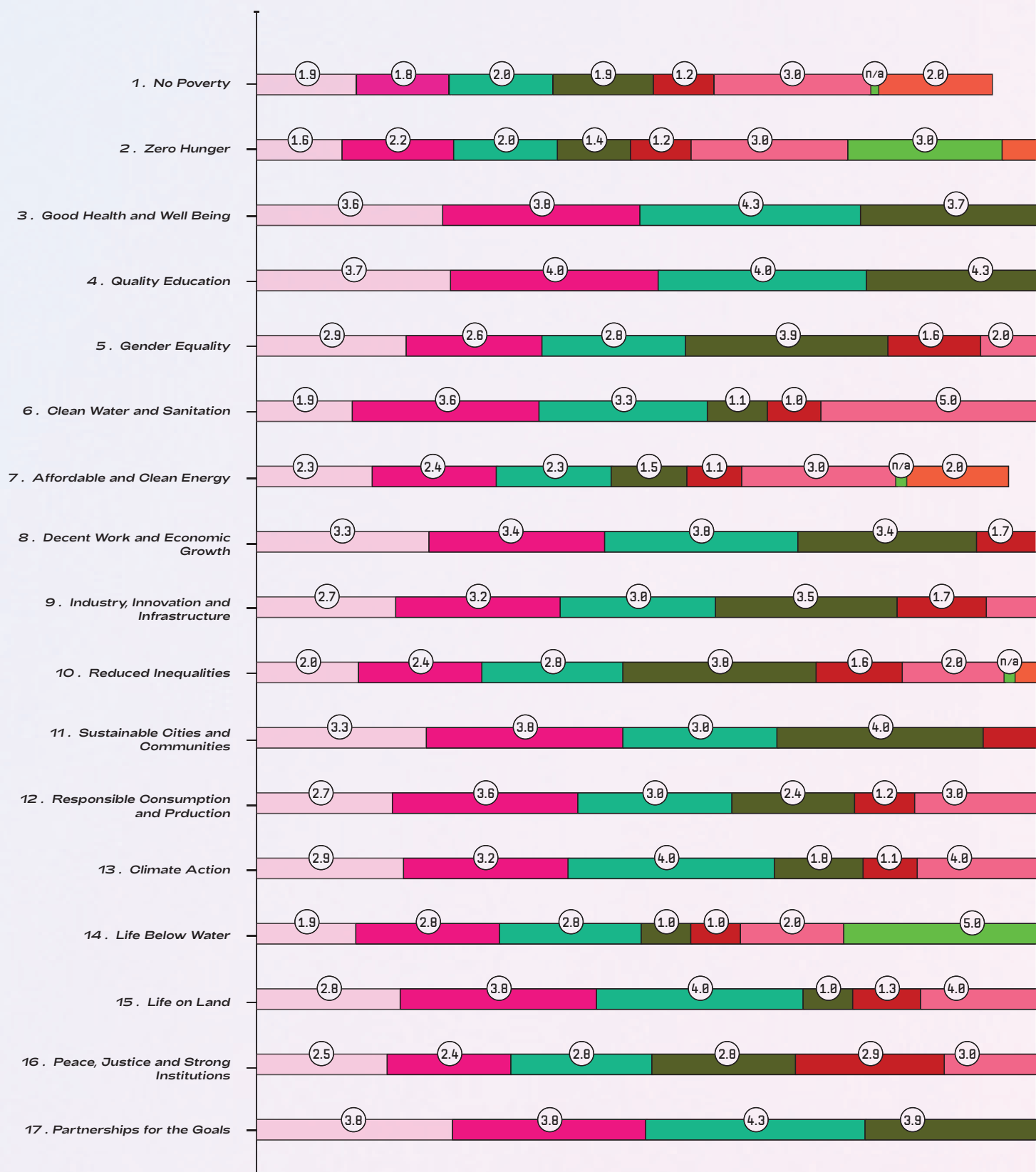
¹⁴⁹ Survey question: Based on the designation's activities and partnerships, please rank the designation's contribution to, or impact on the 17 United Nations SDGs, where 1 is not important, or no impact and 5 is very important or high impact.



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:

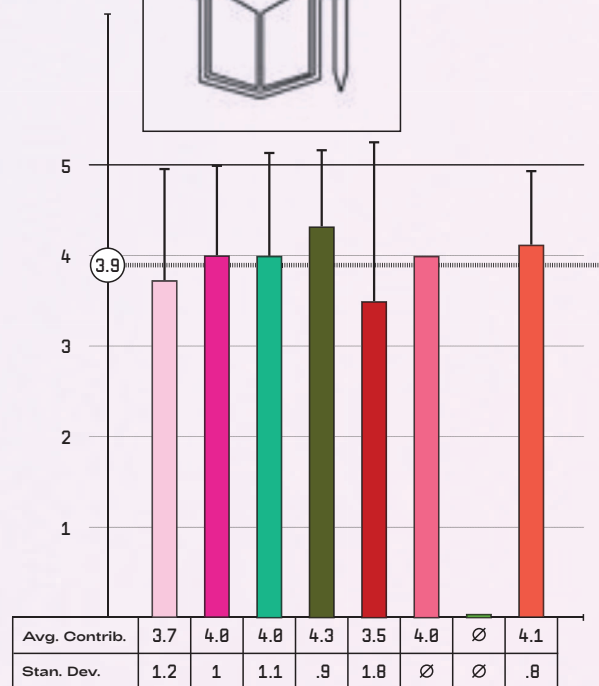
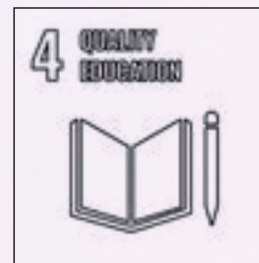
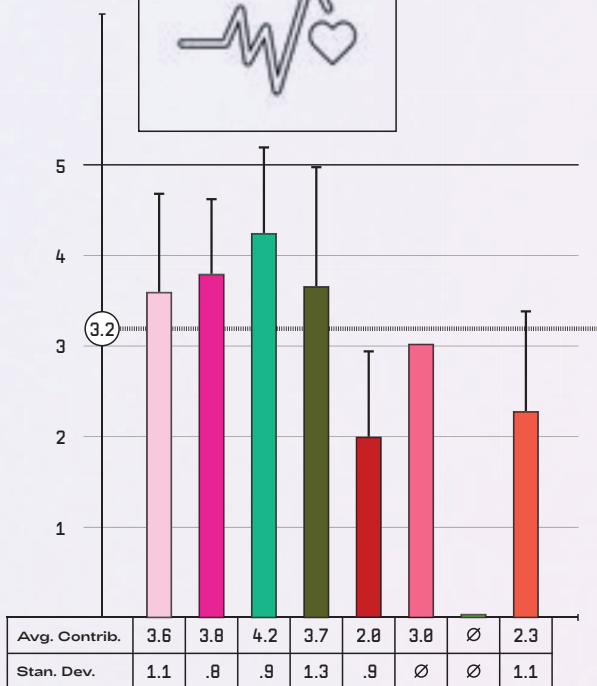
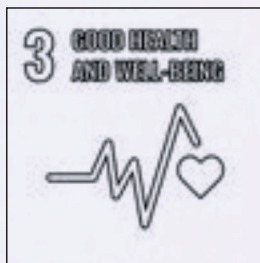
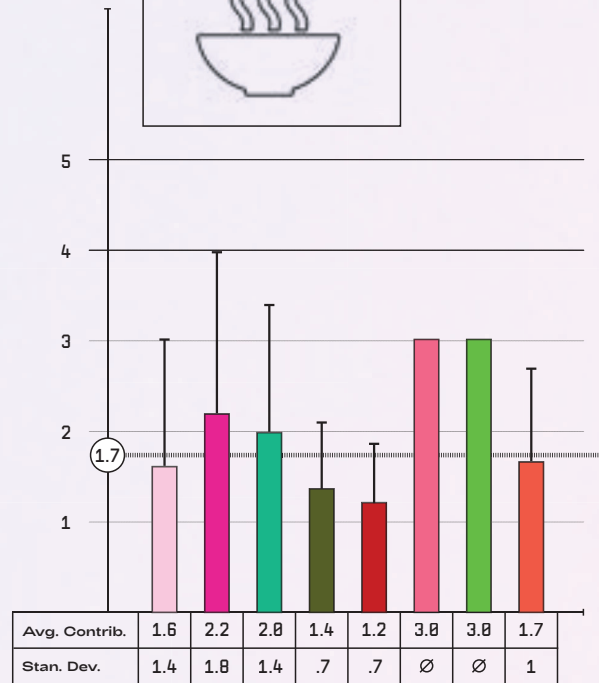
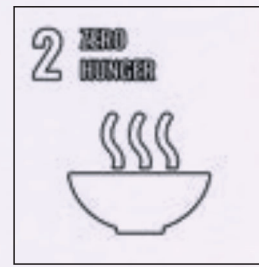
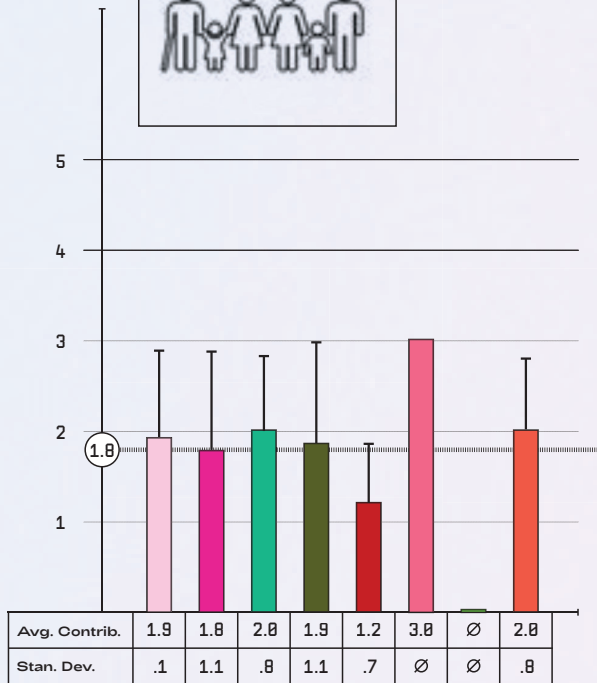
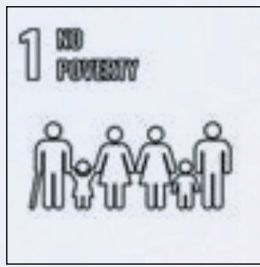
1 = no contribution

5 = fully contribute

A NOTE ON THE ANALYSIS ↘

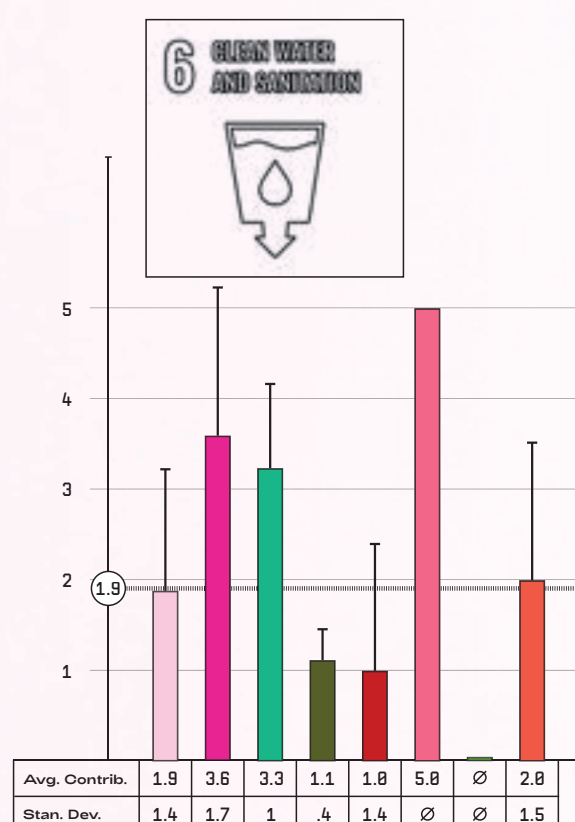
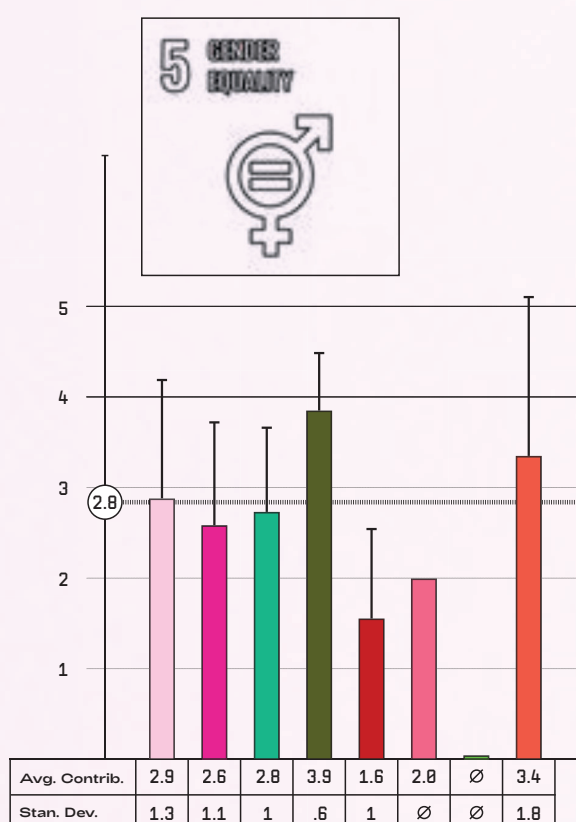
The key findings are taken from Graph A and Graphs 1–17 which illustrate the average contribution of the designations to the SDGs. The number of designations is not equal across the different designation types so using the mean average provides a more consistent representation of contribution across 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

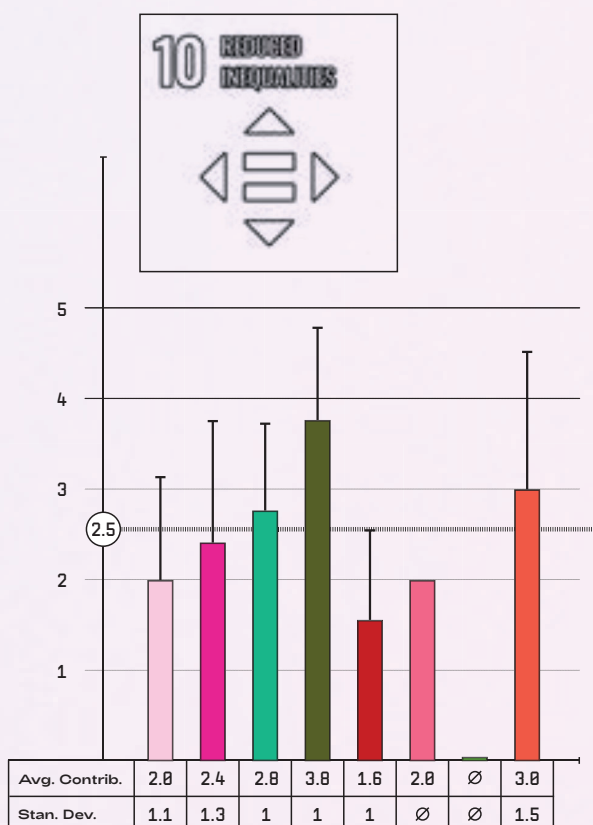
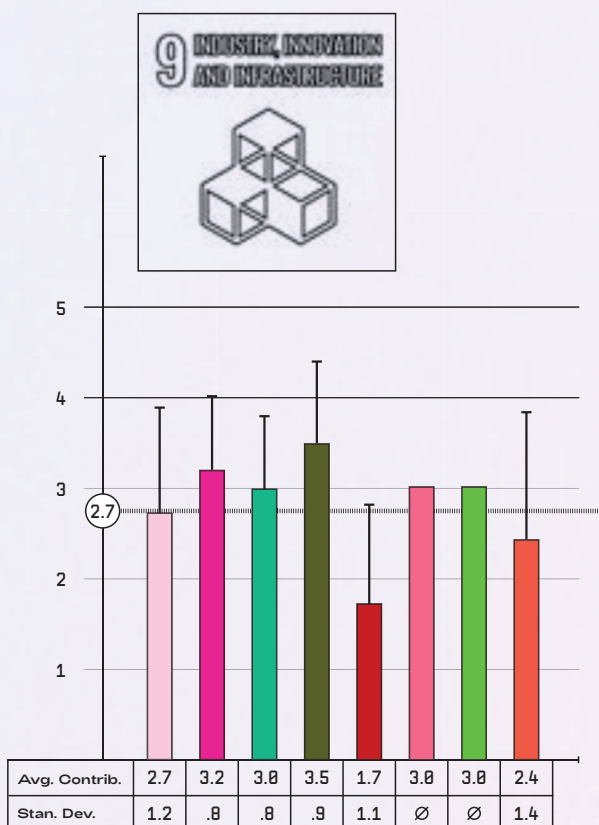
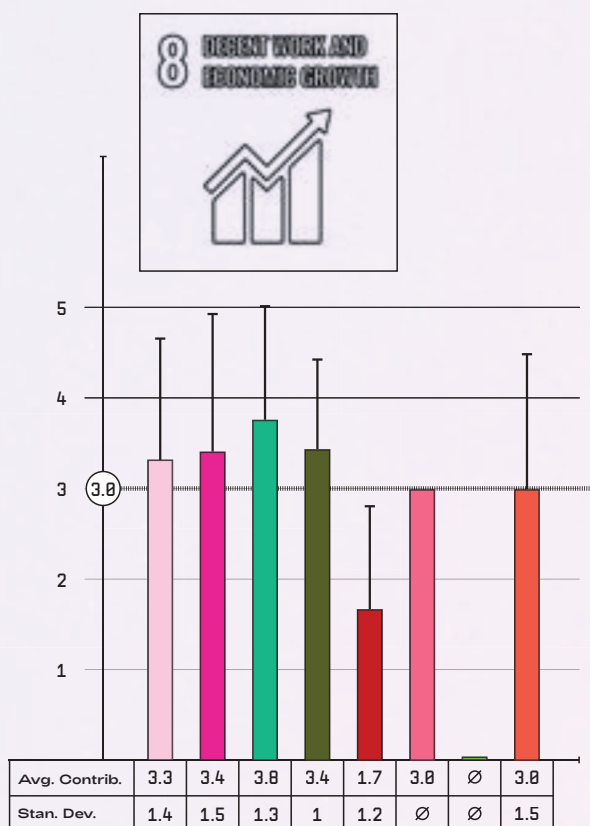
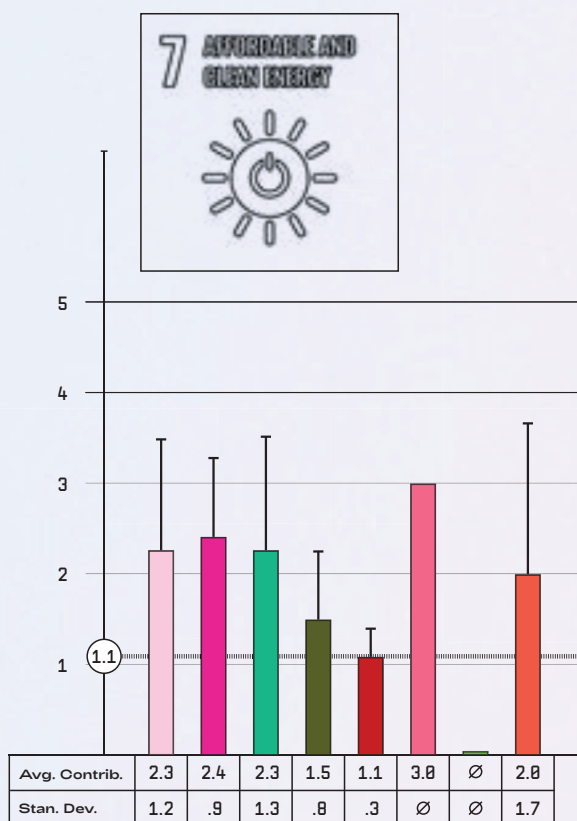


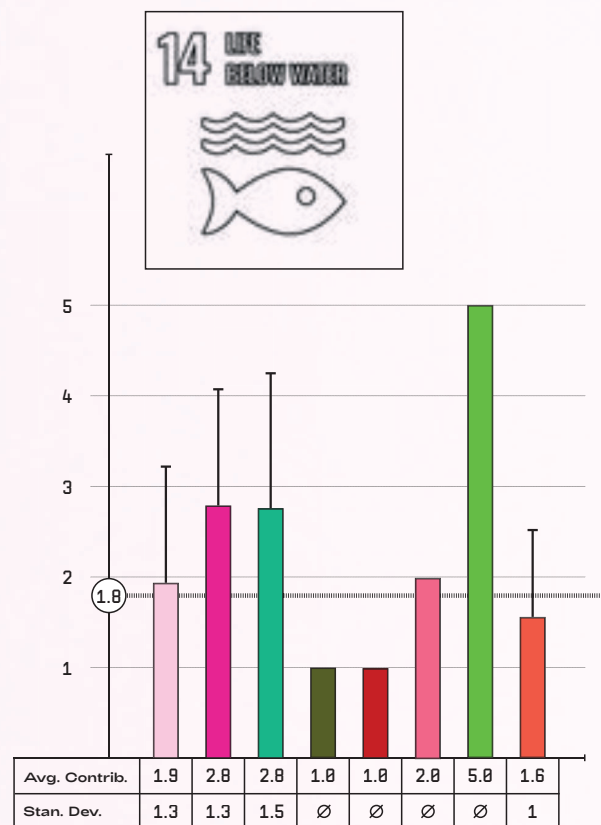
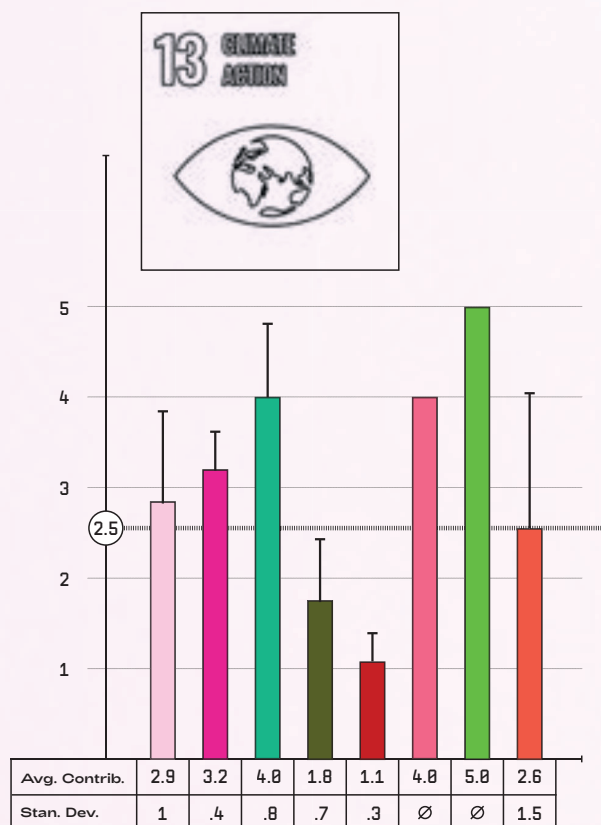
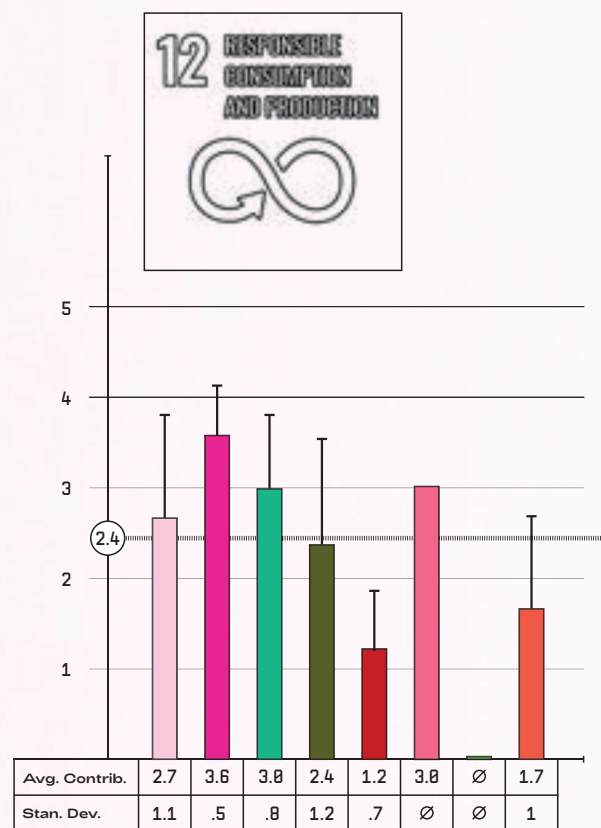
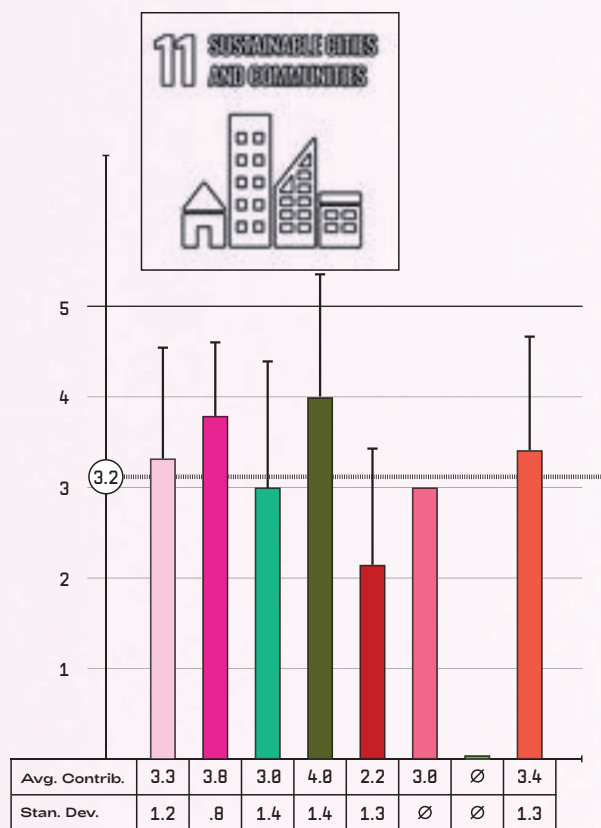
The 17 individual SDG graphs provide an overview of how UNESCO designation types feel they are contributing to each SDG on average.

- 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.

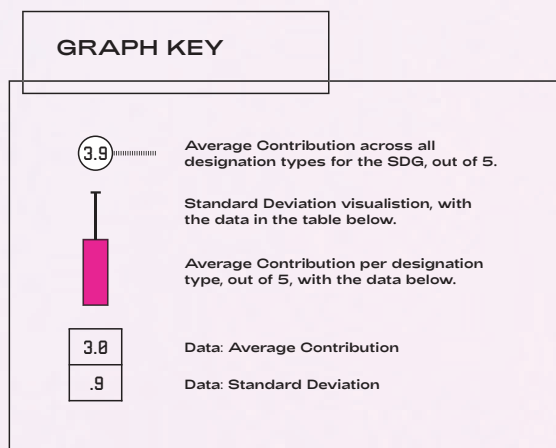
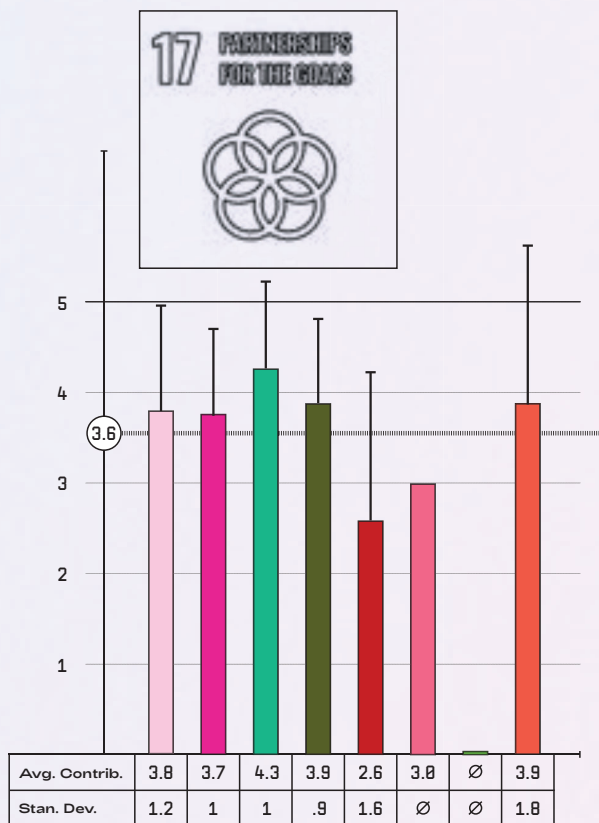
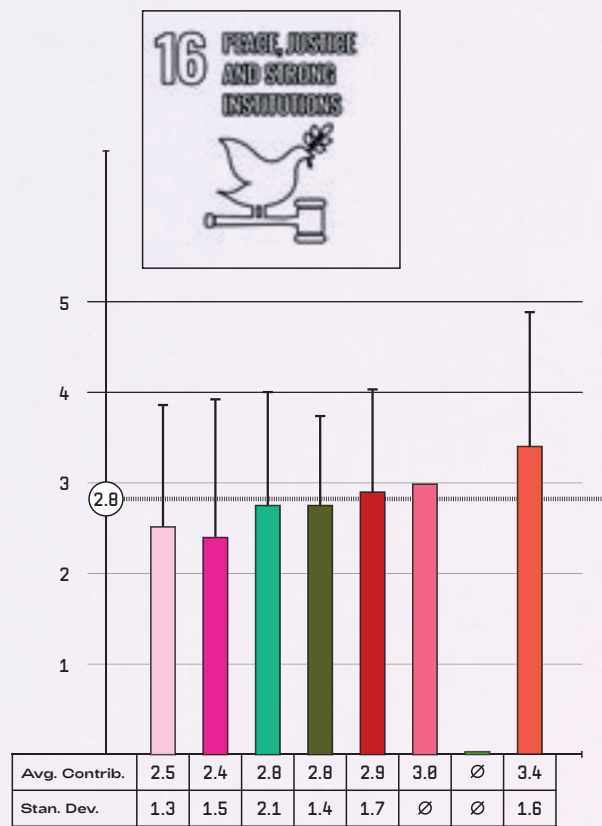
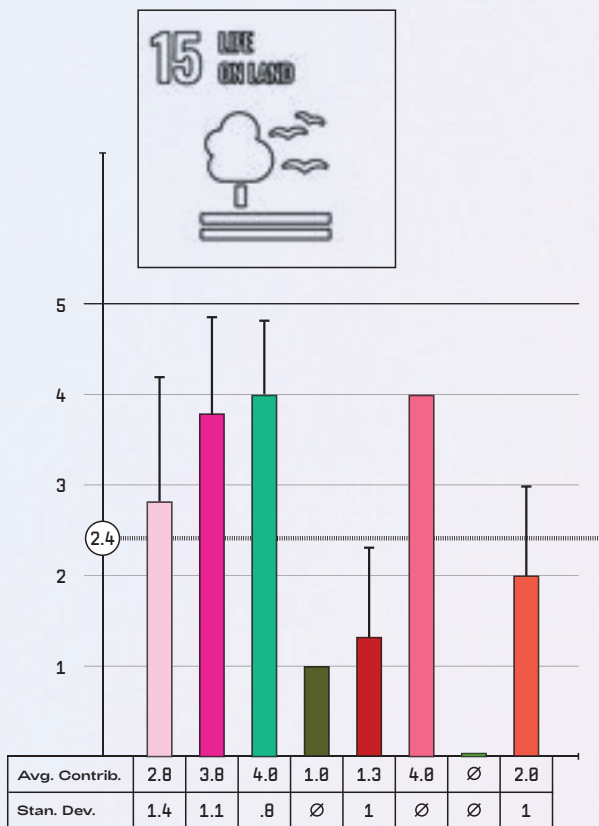


Graphs 1-17: Individual SDG graphs





Graphs 1-17: Individual SDG graphs



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



☒ 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.

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



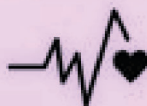
7 AFFORDABLE AND
CLEAN ENERGY



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.

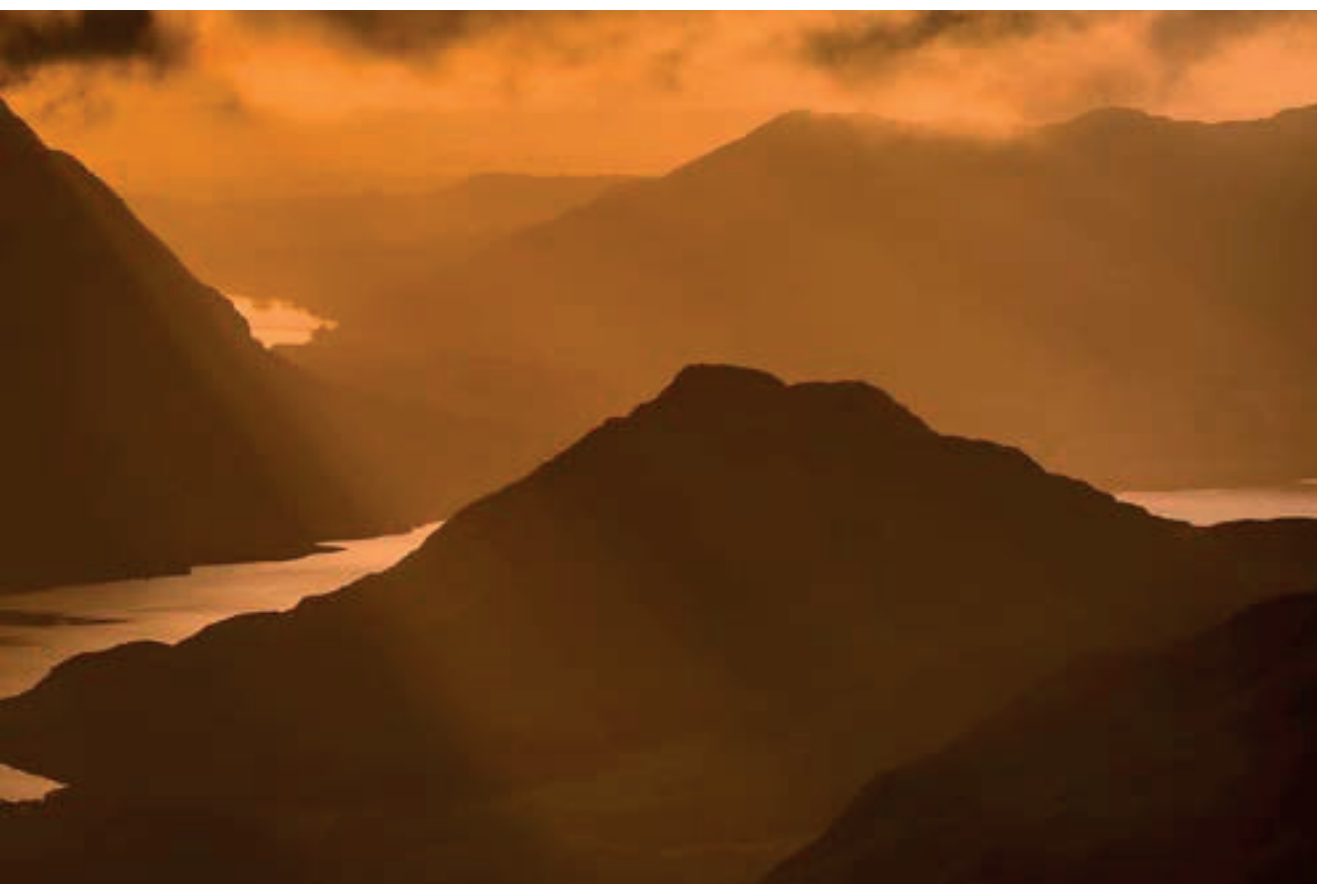
¹⁵² GOV.UK. (2018). Taking Part: Statistical Releases. <https://www.gov.uk/government/collections/sat-2>

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

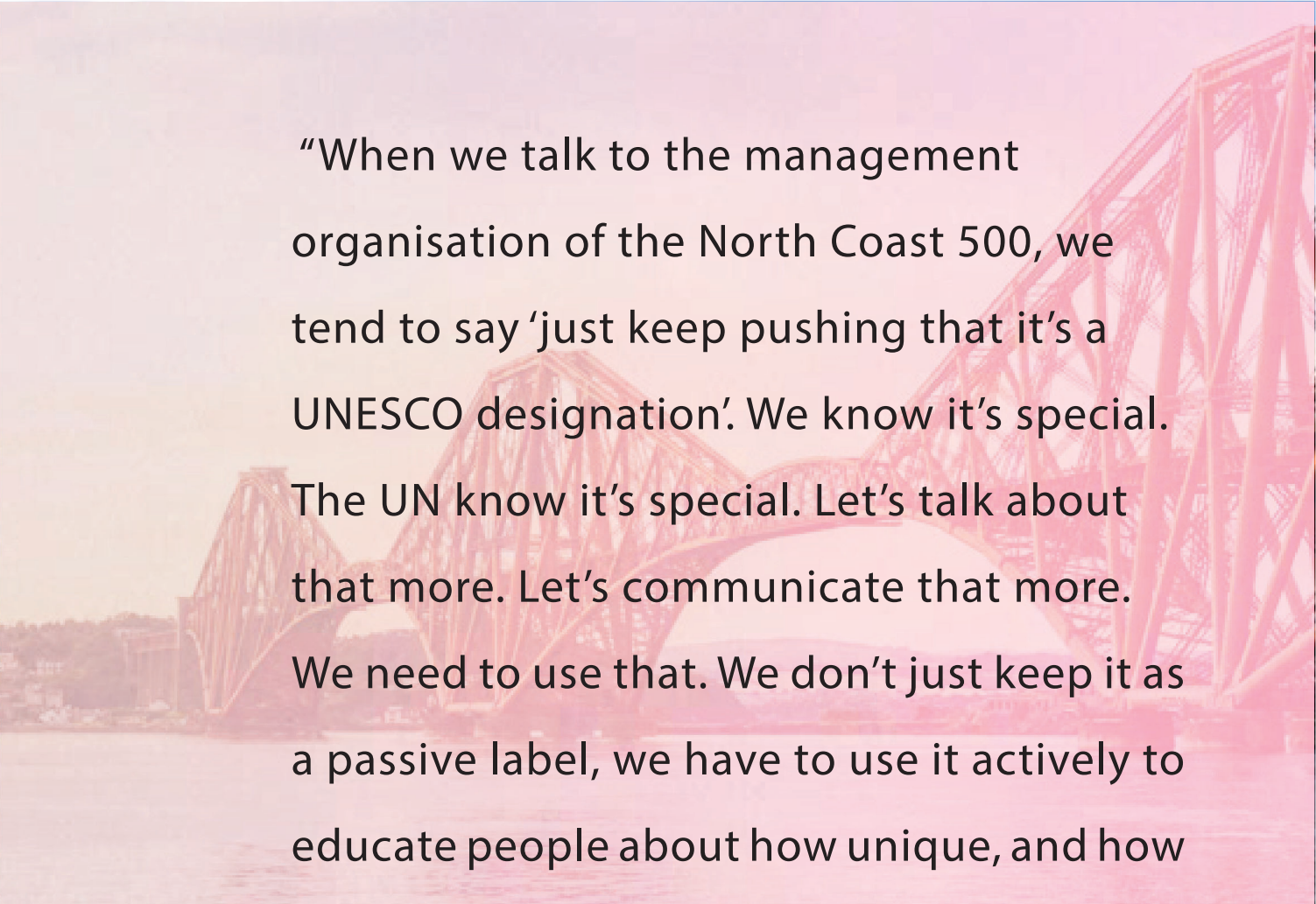
The survey data points to some designations being in a stronger position than others to fully utilise their potential to contribute to the SDGs. This was reinforced in our conversations with designations; while most have a good understanding of how they could contribute to the UK's 2030 obligations, 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

Scientific Sites - Jodrell Bank



© Mark Williamson



Merchant Sites - Liverpool

Geological Sites - Jurassic Coast

© allouphoto



Prehistoric Sites - Neolithic Orkney



© Luis



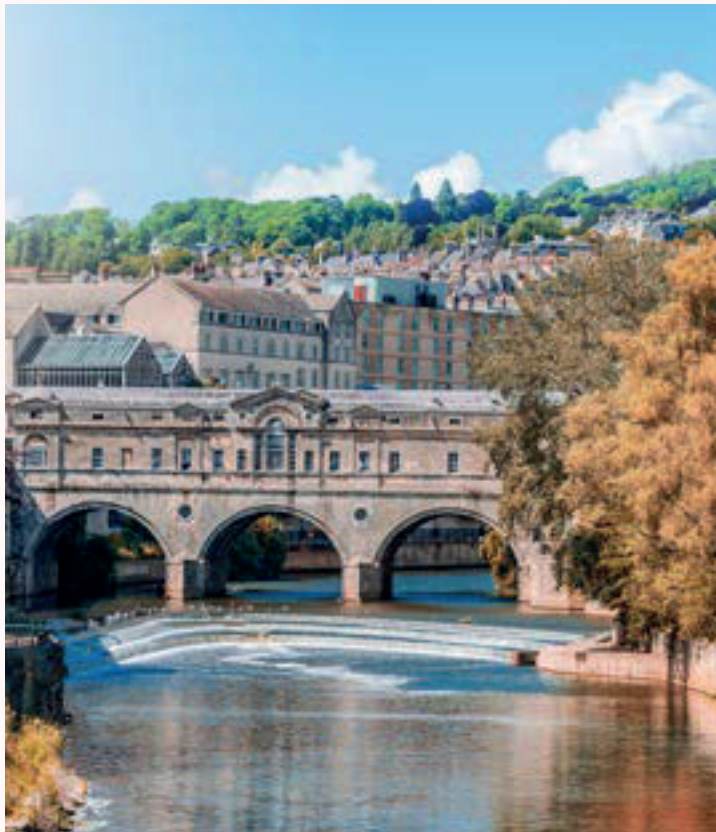
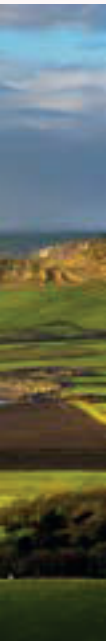
© Julius Kielaitis



© Klatka

Architectural Sites - Bath

Breathtaking Art Sites - Painted Hall, Greenwich



© Valdissskudre

Engineering Sites - Forth Bridge

Sites of Urban Planning - Saltaire



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© Kruwt



Climate Change and Orkney World Heritage Site

→ Climate Action SDG 13; Quality Education SDG 4

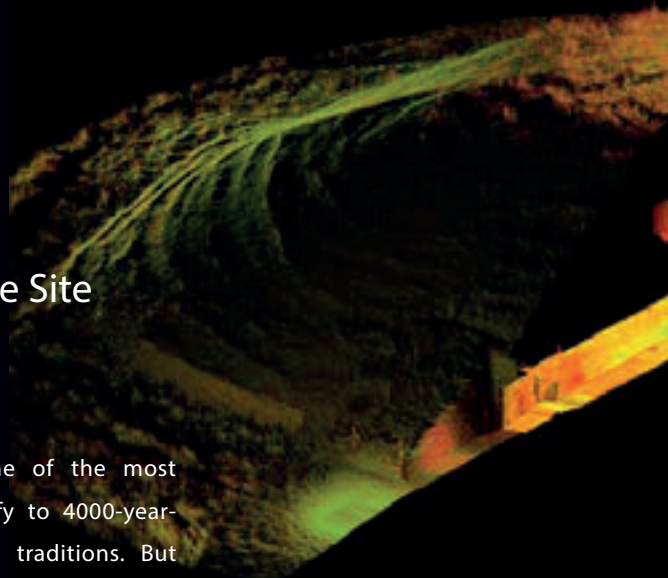
The UNESCO World Heritage Site in Orkney is home to some of the most important Neolithic monuments in northern Europe which testify to 4000-year-old ceremonial, funerary and domestic components of cultural traditions. But its heritage is at risk. Research shows that climate change is the fastest growing 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.

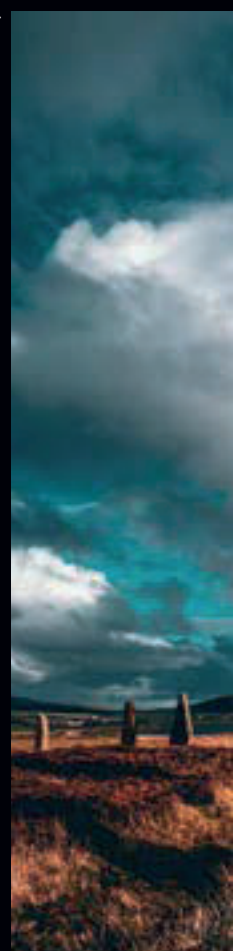
Local and international experts, businesses, management partners and residents were brought together to assess the threats to the World Heritage Site and the community values, in order to better inform the protection and conservation of the site for future generations. One of the key findings of the 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.

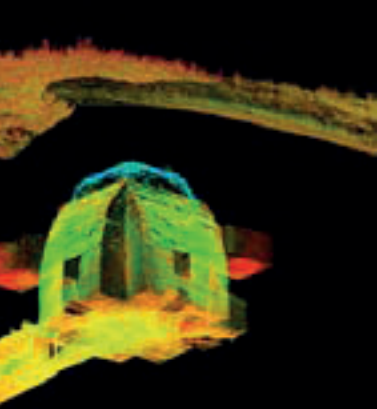
Released in July 2019, the CVI report prompted Historic Environment Scotland to commit to integrating the findings into the 2020-25 Site Management Plan and to build repetition of the CVI process into the five year management review cycle. Further CVI workshops are now in planning for two of the other 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.



@visitorkney





© John Brad





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

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





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© Roberto Ricciuti



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:

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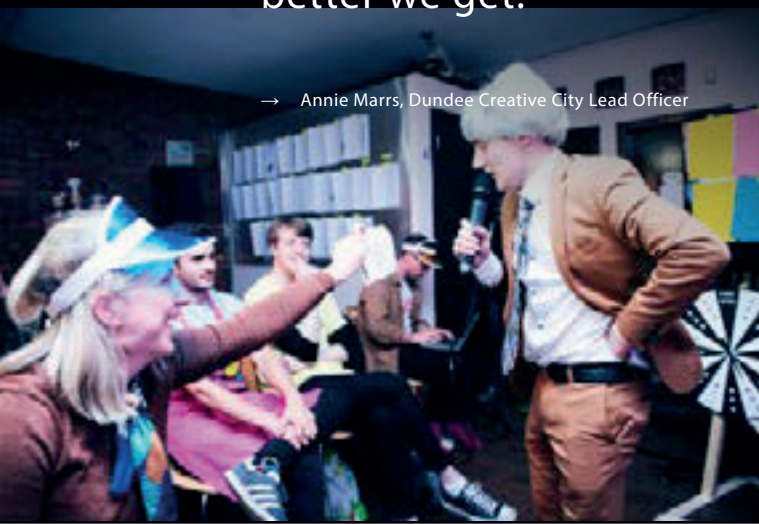
© Kathryn Rattray





© 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

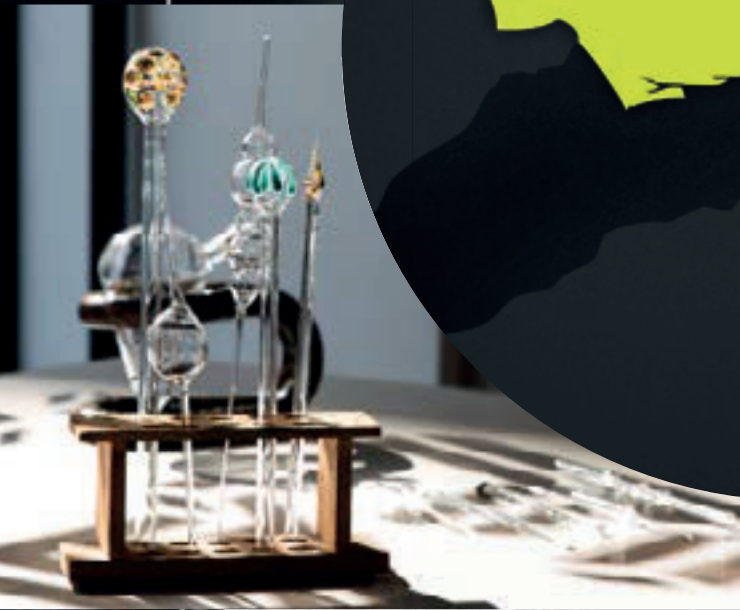
¹⁵⁹ Wider Value Interview with Annie Marrs, August 2019



@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

The 360° immersive and interactive experience 'Spheel' 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



@kujitathwal

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

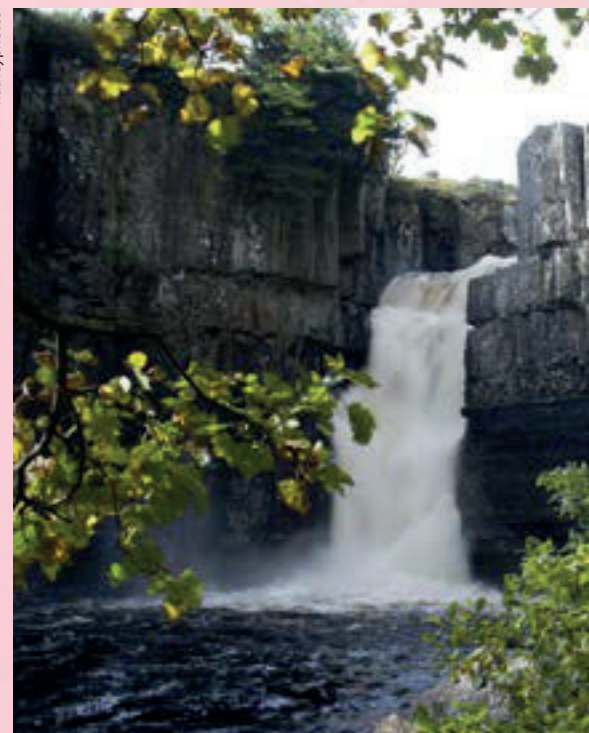
Wester Ross Biosphere Reserve



@jasoncharleshill

North Pennines Global Geopark

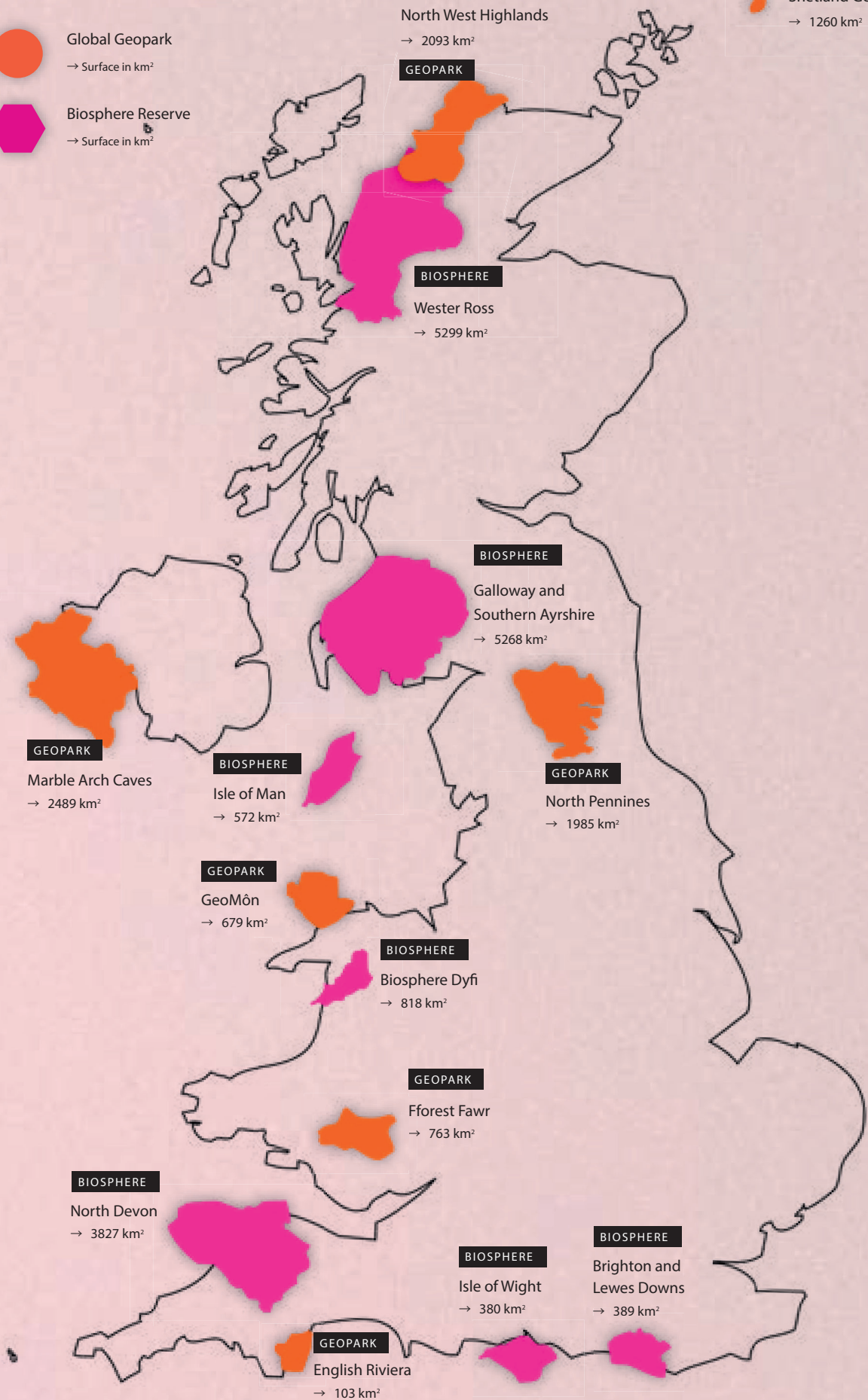
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→ Map Key

Biosphere Reserves and Global
Geoparks in the UK:

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

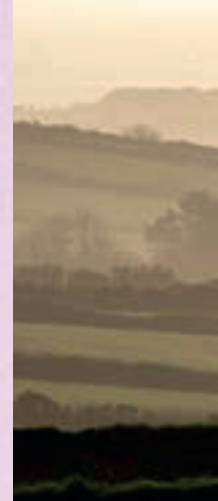


One of the four mission priorities in the MAB strategy is to “help the Member States and stakeholders to meet the Sustainable Development Goals through urgently... exploring and testing policies, technologies and innovations for the sustainable management of biodiversity and natural resources and mitigation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



📍 Forest Fawr Global Geopark



@kiff_family_robinson

📍 Shetland Global Geopark

@visitshetland





@manxmikephotos

☒ Isle of Man Biosphere Reserve



@visitengland

☒ Brighton and Lewes Downs Biosphere Reserve

☒ English Riviera Global Geopark

@visitengland



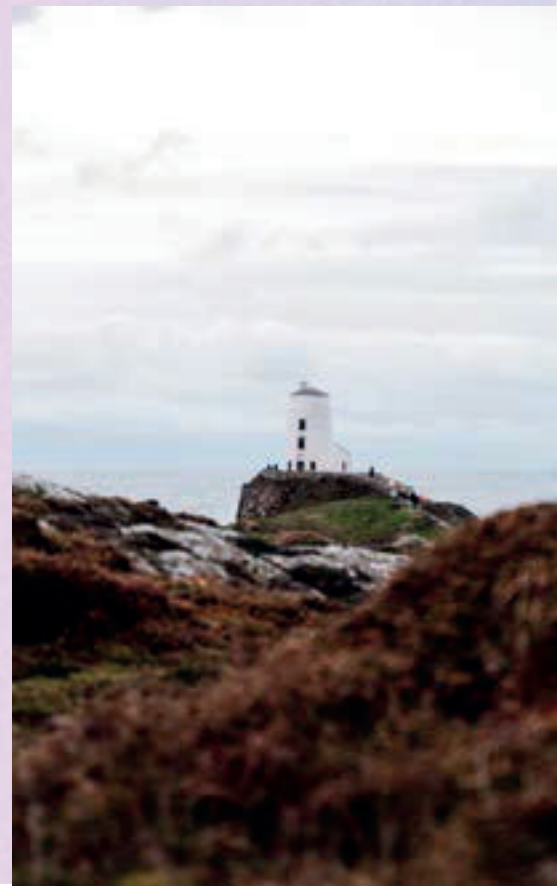
☒ GeoMôn Global Geopark

© Adam

☒ North West Highlands Global Geopark



@eddleftz7



Wester Ross Biosphere Reserve: Eco-Tourism

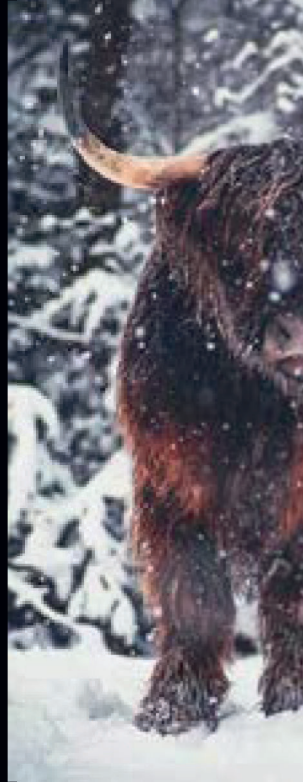
→ Climate Action SDG13; Partnerships SDG17; Quality Education SDG 4; Life Below Water SDG 14; Life on Land SDG 15; Sustainable Cities & Communities SDG 11

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



@rob_stevens_photography



@visitscotland



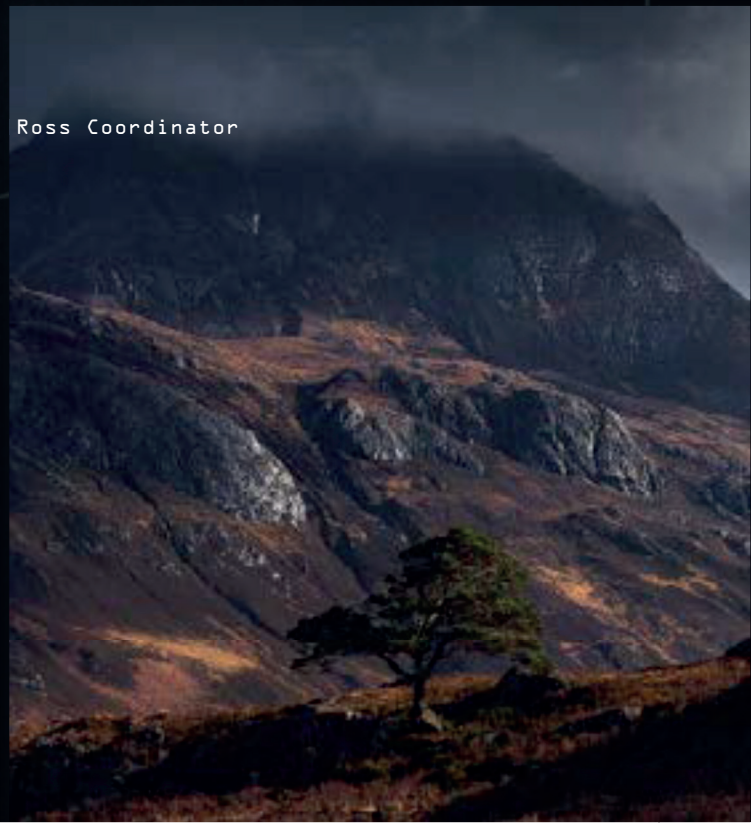


“The Northern network is particularly useful because we have shared challenges and opportunities including large expanses of land, more difficult climates, young people leaving and in some regions reconciliation with indigenous people. So, we tackle these issues together. We don't solve them all, but 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, Western Ross Coordinator



@simonatkinsonphotography





@belperbarlow



@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



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.



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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>





“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/UNITWIN 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.

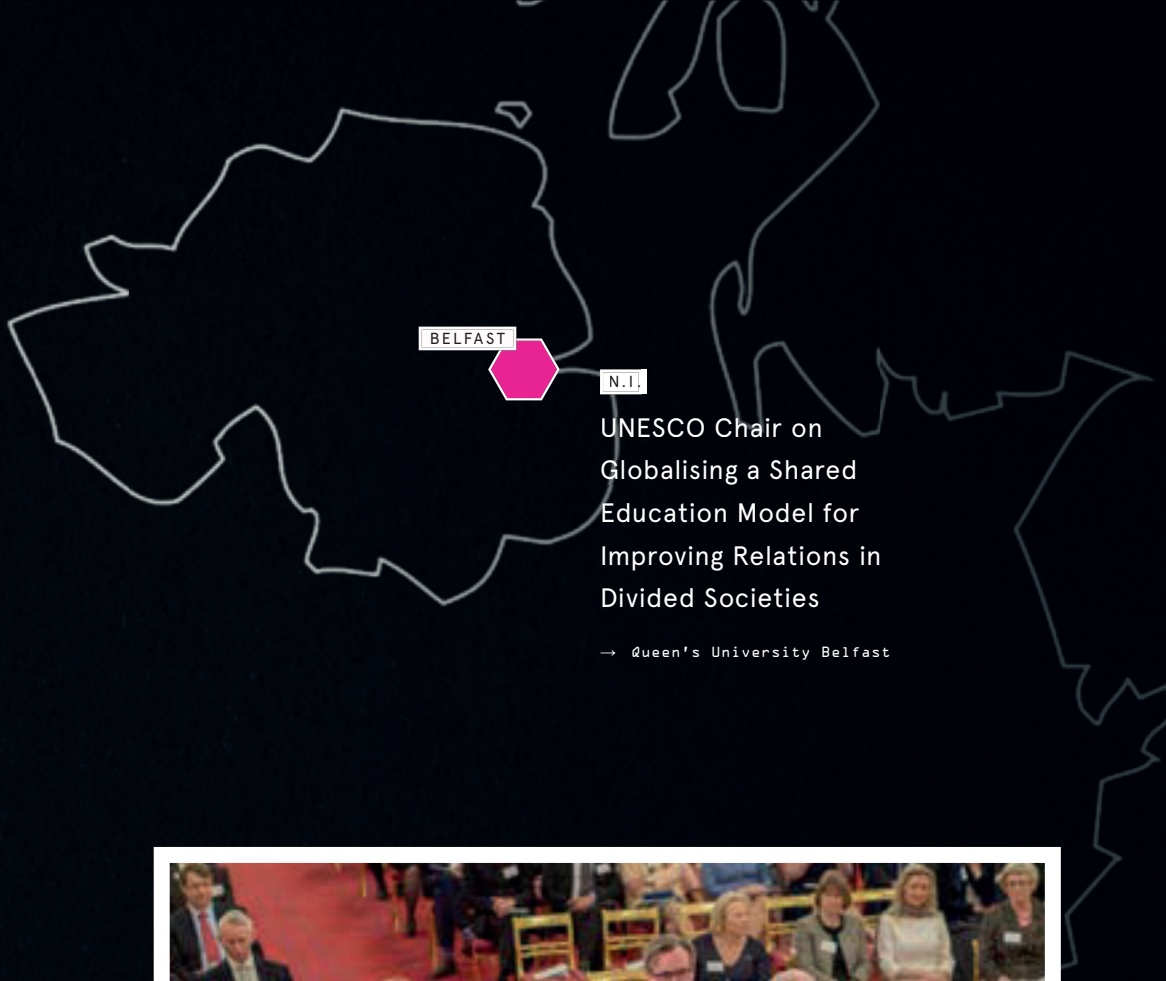
The Centre's research has informed the Shared Education Act (2016) in Northern Ireland, and shared education is now embedded as a model for promoting education between Macedonian, Ethnic Albanian and other minority groups in North Macedonia (previously the Former Yugoslav Republic of Macedonia).¹⁷¹

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\(124f8fb5-f17c-42bf-ac73-59c51b14fca0\)/projects.html](https://pure.qub.ac.uk/portal/en/persons/joanne-hughes(124f8fb5-f17c-42bf-ac73-59c51b14fca0)/projects.html)

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



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

→ Queen's University Belfast



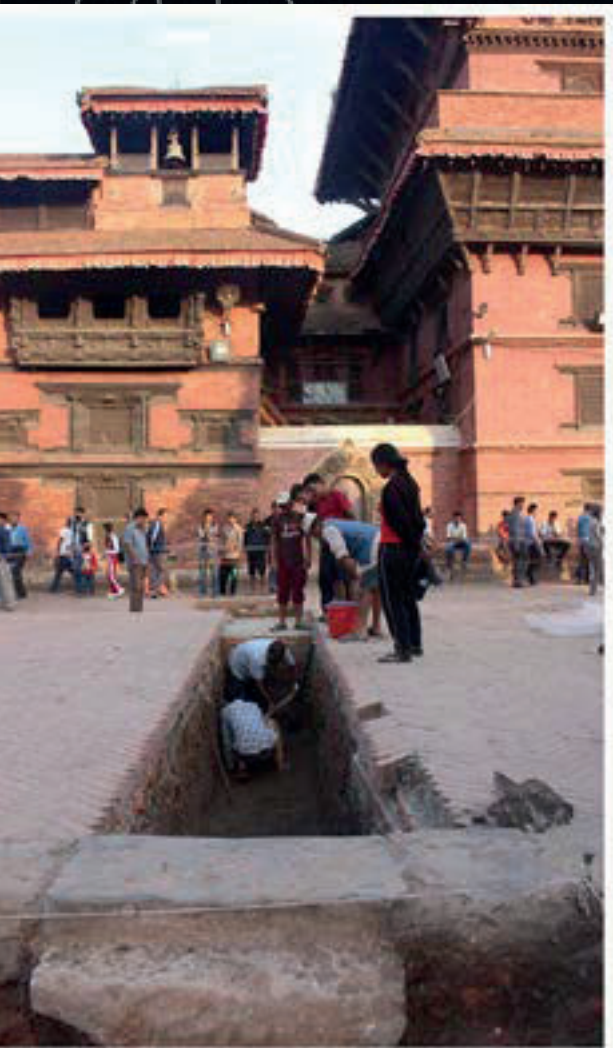
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© Allaksel



© Durham University

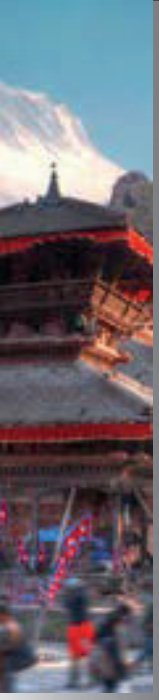
DURHAM

ENGLAND

UNESCO Chair on
Archaeological Ethics
and Practice in Cultural
Heritage.

→ Durham University





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/>.





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



Memory of the
World





→ Women's Suffrage Documents



→ George Orwell Archive



→ The Peterloo Massacre Relief Fund Account Book



→ The Gough Map



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

→ London WW2 Bomb Damage Maps

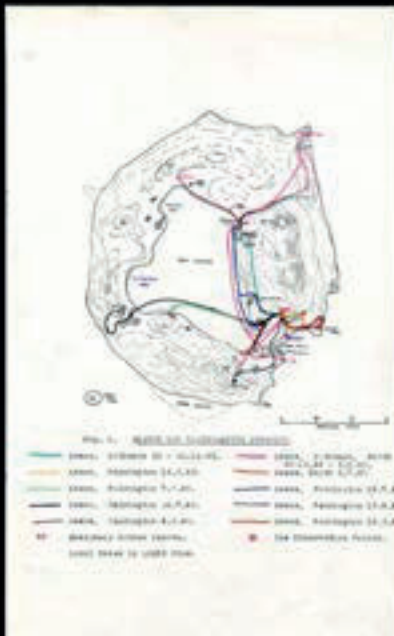


→ Over Eighty Entries

Discover some of the UK's entries in the Memory of the World Registry.



→ Hereford Mappa Mundi



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

→ Antarctic Survey



→ Canterbury Cathedral Archive

ENGAGEMENTS		
JUNE, 1940.		
Sat. 1	Sun. 2	Sun. 3
Sun. 4	Mon. 5	Mon. 6
Tue. 7	Tue. 8	Tue. 9
Wed. 10	Wed. 11	Wed. 12
Thur. 13	Thur. 14	Thur. 15
Fri. 16	Fri. 17	Fri. 18
Sat. 19	Sat. 20	Sat. 21
Sun. 22	Sun. 23	Sun. 24
Mon. 25	Mon. 26	Mon. 27
Tue. 28	Tue. 29	Tue. 30

→ Churchill Archives

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-archive/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/>





THE STREETS ARE COLOURED
ACCORDING TO THE GENERAL CONDITION
OF THE INHABITANTS, AS UNDER:-


- | | |
|--|--|
| | Lowest class. Vicious, semi-criminal. |
| | Very poor, casual. Chronic want. |
| | Poor. 10s. to 15s. a week for a moderate family. |
| | Mixed. Some comfortable, others poor. |
| | Fairly comfortable. Good ordinary earnings. |
| | Middle class. Well-to-do. |
| | Upper-middle and Upper classes. Wealthy. |
| | Upper-middle and Upper classes. Wealthy. |



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

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UNESCO Designations that contributed case studies/ critical feedback

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; 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.

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.

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 with 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>

Table

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)	Department for International Development	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	Department for Business, Energy and Industrial Strategy	N/A	No	No	No
for Theoretical Physics (ICTP)	?	?	?	?	?
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 UK National Commission for UNESCO	Yes	Yes	32 UNESCO World Heritage Sites	Yes
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

