

United Nations Educational, Scientific and Cultural Organization (UNESCO)
Background paper

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Table of Content

1	Section One – Introduction to UNESCO	p.3
2	Section Two – UNESCO and the Cultural Sector	p.17
3	Section Three – Specific UNESCO Initiatives in Culture	p.29
4	Section Four – UNESCO 2005 Convention on the Protection and Promotion for the Diversity of Cultural Expression	p.39
5	Section Five – Summary and Significance	p.54
6	Reference List	p.60
7	Appendix 1 – Timeline of legal instruments development	p.64
8	Appendix 2 -- Relevant initiative about cultural diversity	p.69
9	Appendix 3 – Mexico City Declaration on Cultural Policies	PDF attachment
10	Appendix 4 – Action Plan on cultural policies for development	PDF attachment
11	Appendix 5 – UNESCO Universal Declaration on Cultural Diversity	PDF attachment
12	Appendix 6 – Development of an Integrated Strategy to Combat Racism, Discrimination, Xenophobia and Related Intolerance	PDF attachment
13	Appendix 7 – United Nations Declaration on the Rights of Indigenous People	PDF attachment
14	Appendix 8 – Tourism, Culture and Sustainable Development	PDF attachment
15	Appendix 9 – 2005 Convention on the Protection and Promotion for the Diversity of Cultural Expression	PDF attachment
16	Appendix 10 – University of Oregon’s Center for Intercultural Dialogue	PDF attachment
17	Appendix 11 – List of UNESCO Chairs	PDF attachment

Section One: Introduction to UNESCO

History of UNESCO

The Founding

During World War II, several European countries, allied against Nazi Germany, met to explore the reconstruction of their education systems upon the restoration of peace. The meeting was known as the Conference for Allied Ministers of Education (CAME). Interest in the project grew beyond European borders and other governments, including the United States (U.S.), joined the effort. This led to the interest of the United Nations, which held a Conference for the establishment of an educational and cultural organization (ECO/CONF) in November of 1945. Forty-four countries convened and thirty-seven of these countries founded the United Nations Educational, Scientific and Cultural Organization (UNESCO). The intent of this new organization was to establish universal solidarity to promote international peace.

The Constitution of UNESCO, the resulting document of the 1945 conference, was signed and ratified by twenty countries in 1946. The preamble states, “since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed” (UNESCO, 1945).

In Article I of the Constitution of UNESCO, the functions and purposes of the organization are outlined:

1. The purpose of the Organization is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.

Timeline of Significant Events (UNESCO, 2007)

November 16, 1945: representatives of 37 countries from around the world convene to draft and sign UNESCO's Constitution.

November 4, 1946: UNESCO's Constitution is ratified by 20 countries: Australia, Brazil, Canada, China, Czechoslovakia, Denmark, Dominican Republic, Egypt, France, Greece, India, Lebanon, Mexico, New Zealand, Norway, Saudi Arabia, South Africa, Turkey, United Kingdom, United States.

1948: UNESCO makes recommendation that free primary education be made compulsory and universal by Member States.

1952: The Universal Copyright Convention is adopted by UNESCO during an intergovernmental conference to extend copyright protection to those states not then party to the Bern Convention for the Protection of Literary and Artistic Works.

1956: Citing UNESCO's interference with racial issues, the Republic of South Africa withdraws from UNESCO.

1958: UNESCO's permanent Headquarters are inaugurated in Paris.

1968: The first intergovernmental conference on environmentally sustainable development is organized by UNESCO.

1972: UNESCO adopts the Convention concerning the Protection of the World Cultural and Natural Heritage.

1974: H.H. Pope Paul VI awards the John XXIII Peace Prize to UNESCO.

1975: Under the auspices of the UN and UNESCO, the United Nations University is established in Tokyo.

1978: The pseudo-scientific foundations of racism begin to be discredited and dismissed as UNESCO adopts the Declaration on Race and Racial Prejudice.

1984: The U.S. withdraws from UNESCO citing disagreement over management, and concern about various diffuse programs.

1985: The United Kingdom and Singapore withdraw from UNESCO.

1990: A global movement is launched by the World Conference on Education for All to provide basic education for all children, youths and adults.

1992: The creation of a program, Memory of the World, focusing on the protection of irreplaceable library treasures and archive collections.

1994: Under the leadership of Nelson Mandela, the Republic of South Africa rejoins UNESCO.

1997: The United Kingdom returns to UNESCO.

1998: The Universal Declaration on the Human Genome and Human Rights is developed and adopted by UNESCO.

1999: Major reforms to restructure and decentralize UNESCO's staff and activities.

2000: By 2015, governments commit to achieve basic education for all at the World Education Forum.

2001: The Universal Declaration on Cultural Diversity is adopted by UNESCO's General Conference.

2003: The United States returns to UNESCO.

The United States and UNESCO

Amadou-Mahtar M'Bow (1974-1987), of Senegal, became the Director General of UNESCO in 1974. M'Bow's leadership drew much criticism from Western nations, and led to the eventual withdrawal of the U.S. and other member states. His emphasis for the organization focused less on scientific cooperation, literacy and cultural preservation, and more on disarmament and the interests of the Third World. In particular, two proposals drew concern from the U.S. and other Western nations. The first was the New World Information and Communications Order (NWIOCO). The resolution supported the access to media technology in underdeveloped countries, which was generally supported by member states. What drew controversy were the sections of the resolution that suggested the licensing of journalists, and the requirement that news media be subject to rebuttals of their publications should governments find certain material unfair or misleading (Encyclopedia of World Biography, 2005). Another proposal that caused great concern was the New International Economic Order (NIEO), which focused priority on Third-World development. Both of these initiatives triggered concern among

U.S. politicians about the potential for interference with free press and free market economics (Spaulding & Lin, 1997, p. 326-27)

Under the Reagan administration, the United States, after 38 years of membership, withdrew from UNESCO on December 31, 1984. The U.S. cited three primary reasons for withdrawal: 1) excessive political bias; 2) organizational mismanagement; 3) unrestrained budget growth. The U.S. financial contributions accounted for 25% of UNESCO's budget, which was lost to the organization upon the withdrawal. The U.S. was soon followed by the United Kingdom and other nations, citing similar complaints.

After the U.S. withdrawal, UNESCO Director General M'Bow invited the United States General Accounting Office (GAO) to review UNESCO management practices, in an attempt to demonstrate good will and to win back the favor of the U.S. and other nations. Eight years later, in 1992, the GAO revisited the management practices of UNESCO upon the invitation of Director General Frederico Mayor (1987-1999) to examine progress in reforms. Mayor presented the invitation in the interest of organizational improvement, and in particular to persuade the return of former member states (like the U.S.). This report was one of three such management reviews conducted by various organizations since the initial GAO study. The reports identified the following management weaknesses: 1) the oversight of the Secretariat by the governing bodies was ineffective; 2) too little authority was delegated by the Director General; 3) UNESCO's services were overly centralized; 4) UNESCO programs were diffuse; 5) lack of adequate planning and evaluation of program activities; 6) lack of credibility in staff appraisals; 7) excessive budget growth (Spaulding, 1997, p. 284)

In 2003, the U.S. General Accounting Office submitted a review commissioned by the Committee on International Relations, House of Representatives, to aid the U.S. in its careful

consideration of re-entry into UNESCO. The review looked into the reform efforts, budget trends and other related issues to the U.S. reentry to UNESCO. The review found that while UNESCO had implemented several efforts for reform related to problem areas identified in earlier reports during the 1990's, these reforms were in their early stages and would not succeed without sustained dedication from the member states and Director General. Though these efforts were not complete, the Director General made reform a top priority, giving confidence to member states, and those nations (like the U.S.) considering re-joining the organization.

Specific to the budget, the review found that, between 1996 and 2003, UNESCO's regular budget remained at \$544 million with zero growth. However, both of the 2004 budget proposals under consideration by the Director General were going to expand the zero growth budget of \$544 million to as high as \$610 million (Briefing to the Staff of the House International Relations Committee, 2003). Despite these budgetary concerns and other incomplete reforms, the U.S. re-joined UNESCO in October of 2003, with special conditions. Outlined in The Foreign Relations Authorization Act for Fiscal Year 2004 and 2005, (Committee on International Relations House of Representatives, 2003), passed by the Committee on International Relations, House of Representatives, were stipulations that UNESCO funds above the zero growth budget be spent on the adoption of management and administrative reforms, as well as an annual assessment of U.S. participation in UNESCO.

The U.S. re-entry to UNESCO marked a renewed international partnership in support of human rights, tolerance and education. Today, the U.S. is an active member of several UNESCO programs, including the World Heritage Committee, the Intergovernmental Oceanic Commission Tsunami Warning System, and the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (UNESCO 2007).

Unfortunately, the U.S. National Commission for UNESCO, housed in the U.S. Department of State, dismantled in 1984 after the U.S. withdrawal, and discarded all documentation of U.S. involvement with UNESCO since its founding in 1946.

Basic Goals of UNESCO

UNESCO uses the means of education, social and natural science, culture and communication to build peace in the minds of men and women worldwide. UNESCO promotes international co-operation among its Member States to foster dialogue and mutual respect and understanding (UNESCO, 2007).

UNESCO is actively pursuing the following Millennium Development Goals to:

- halve the proportion of people living in extreme poverty in developing countries by 2015
- achieve universal primary education in all countries by 2015
- eliminate gender disparity in primary and secondary education by 2005
- help countries implement a national strategy for sustainable development by 2005 to reverse current trends in the loss of environmental resources by 2015

Governing Bodies of UNESCO

The General Conference is made up of the representatives of the Member States of UNESCO.

Meeting every two years, the General Conference determines policies, sets programs and approves the budget for the organization. It also serves to elect the Members of the Executive Board, and every four years, appoints the Director General (UNESCO 2007).

The Executive Board has fifty-eight members, which are elected by the General Conference.

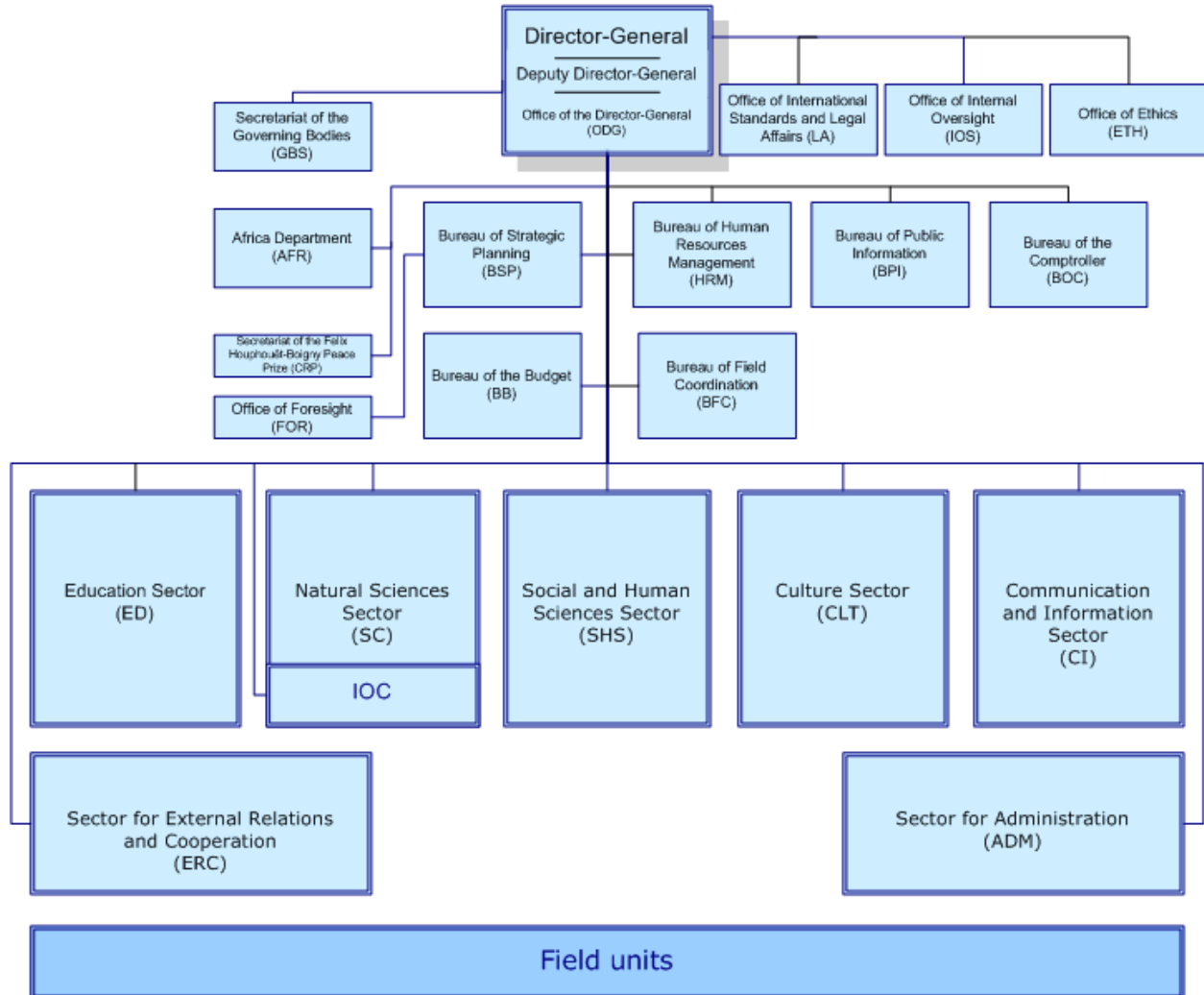
This group meets twice a year and oversees the overall management of UNESCO. The specific tasks and duties of the Board are set out by the General Conference every two years, as well as the oversight of goals and rules in the UNESCO Constitution. Other functions result from agreements between UNESCO and the United Nations, other agencies and intergovernmental organizations (UNESCO, 2007).

The Secretariat is the executive branch of UNESCO, consisting of the Director General and appointed staff. In 2007, the Secretariat employed more than 2,100 civil servants from more than 170 countries worldwide.

The Director General is elected by the General Conference every four years and serves to implement policy and manages UNESCO's day-to-day operations.

Internal Oversight Service (IOS) provides oversight of the internal audit, evaluation, and investigation of the organization. The IOS serves to support and strengthen the functioning of programs, methods and procedures to ensure the quality of UNESCO operations.

Structure of the UNESCO Secretariat:



Director General

- Office of the Director General

Central Services:

- Secretariat of the General Conference
- Secretariat of the Executive Board
- Office of International Standards and Legal Affairs
- Internal Oversight Service
- Ethics Office
- Bureau of Strategic Planning

- Bureau of the Budget
- Bureau of Human Resources Management
- Bureau of Field Coordination
- Bureau of Public Information
- Bureau of the Comptroller
- Africa Department
- Secretariat of the Félix Houphouët-Boigny Peace Prize
- Office of Foresight

Support Sectors:

- External Relations and Cooperation
- Administration

Program Sectors:

- Education
- Natural Sciences
- Social and Human Sciences
- Culture
- Communication and Information

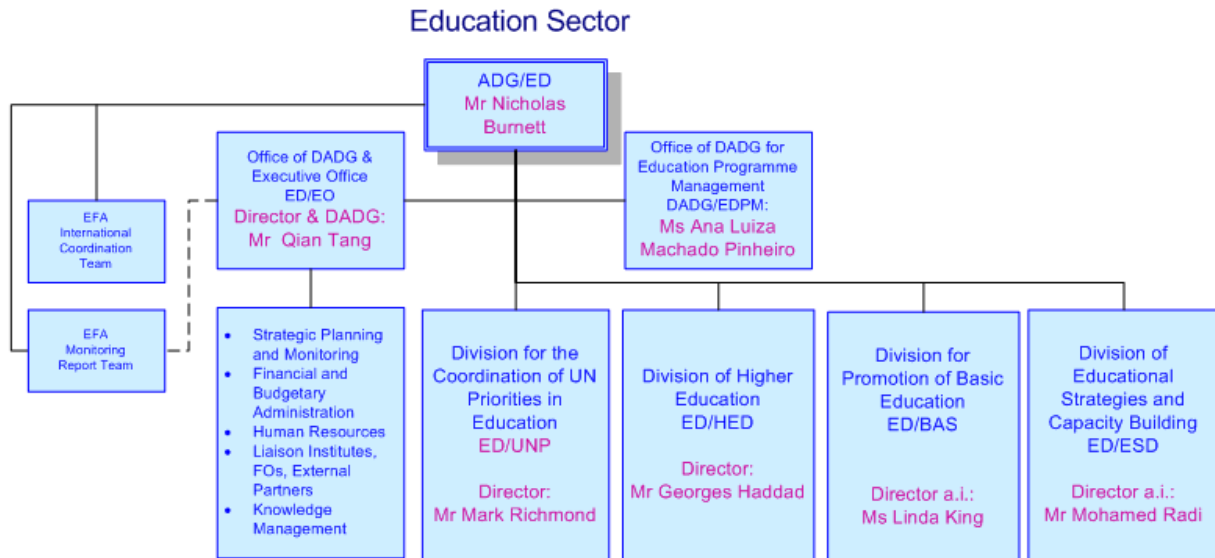
Field Offices

UNESCO Institutes and Centres are specialized departments that provide support to regional bureaus and national offices (UNESCO, 2008).

Overview of Current Activities

According to UNESCO's Approved Programme and Budget for 2008-2009 (UNESCO 2008), the following are the specific policy approaches for the five Program Sectors of UNESCO: Education, Natural Sciences, Social and Human Sciences, Culture, Communication and Information.

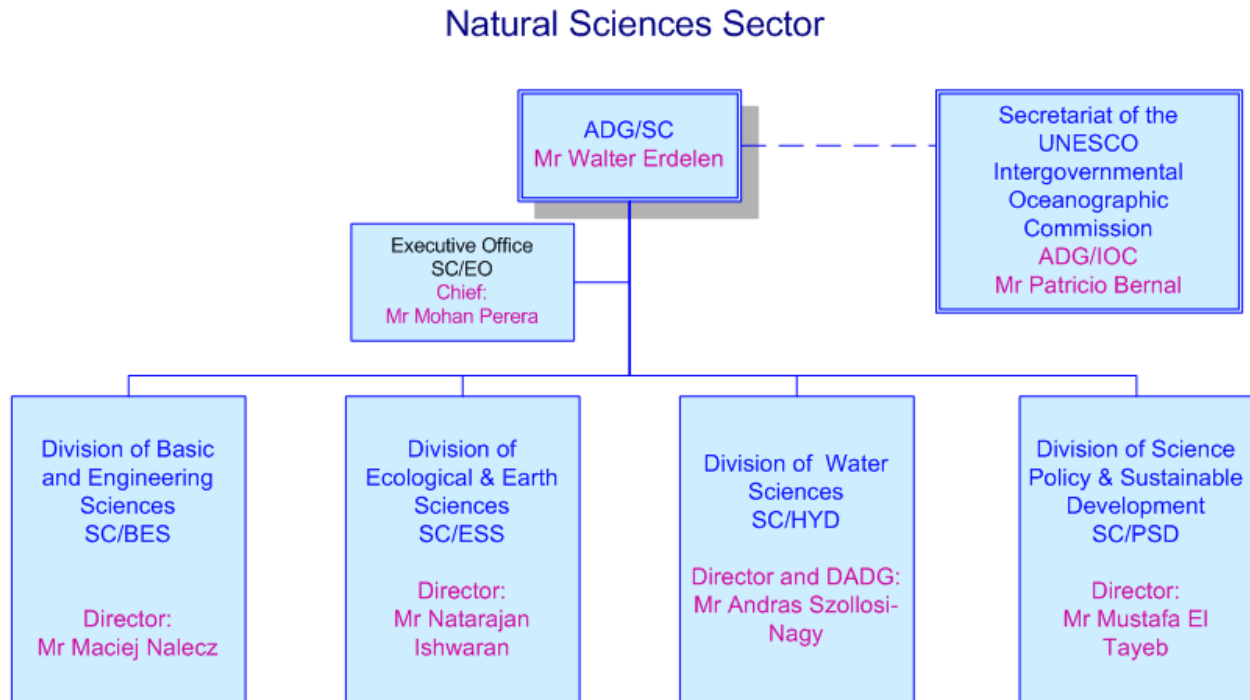
Education



Strategic areas of focus include:

- Global EFA leadership in coordination with United Nations priorities in education and development
- Development of a global network for educational system management, planning and capacity building
- Fostering literacy and quality education for all
- Promotion of dialogue on policy, research and standards
- Promotion of global gender equality and women's empowerment

Natural Sciences

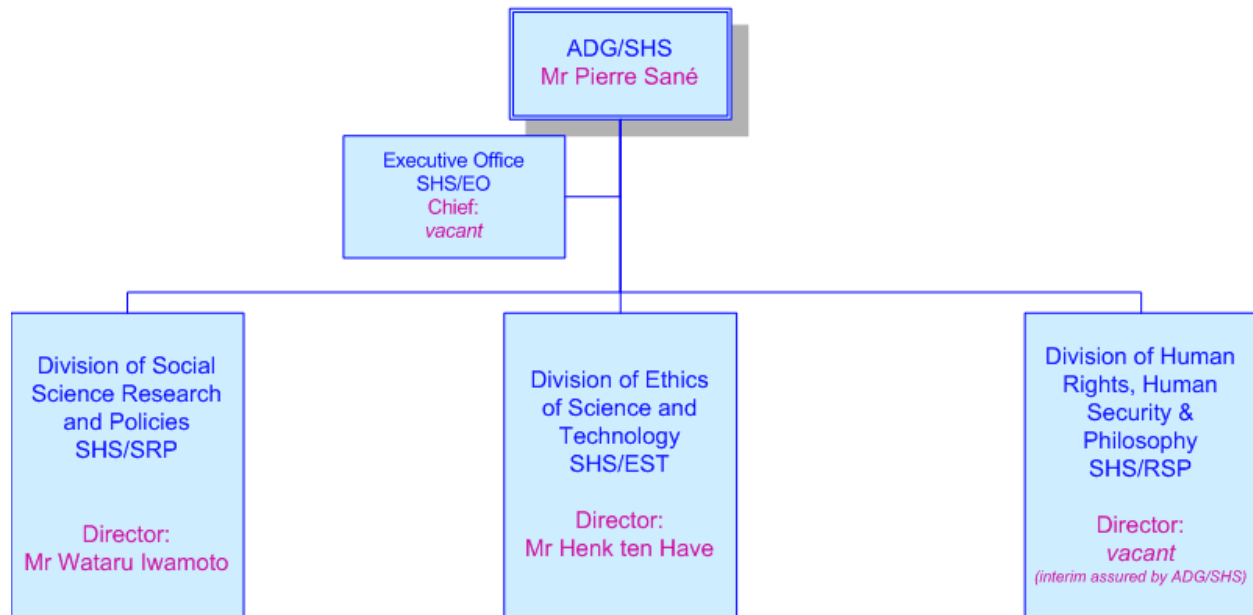


Strategic areas of focus include:

- Promotion of research and technical capacity building for the sound management of natural resources and for disaster preparation
- Fostering policies, research, networking, education and international cooperation in the areas of water, ecological and earth sciences for improving societal responses
- Improving governance and intergovernmental cooperation through ocean sciences
- Promoting science, knowledge and education for disaster preparation, and enhance coping capacities
- Strengthening research and innovation systems for sustainable development and poverty eradication

Social and Human Sciences

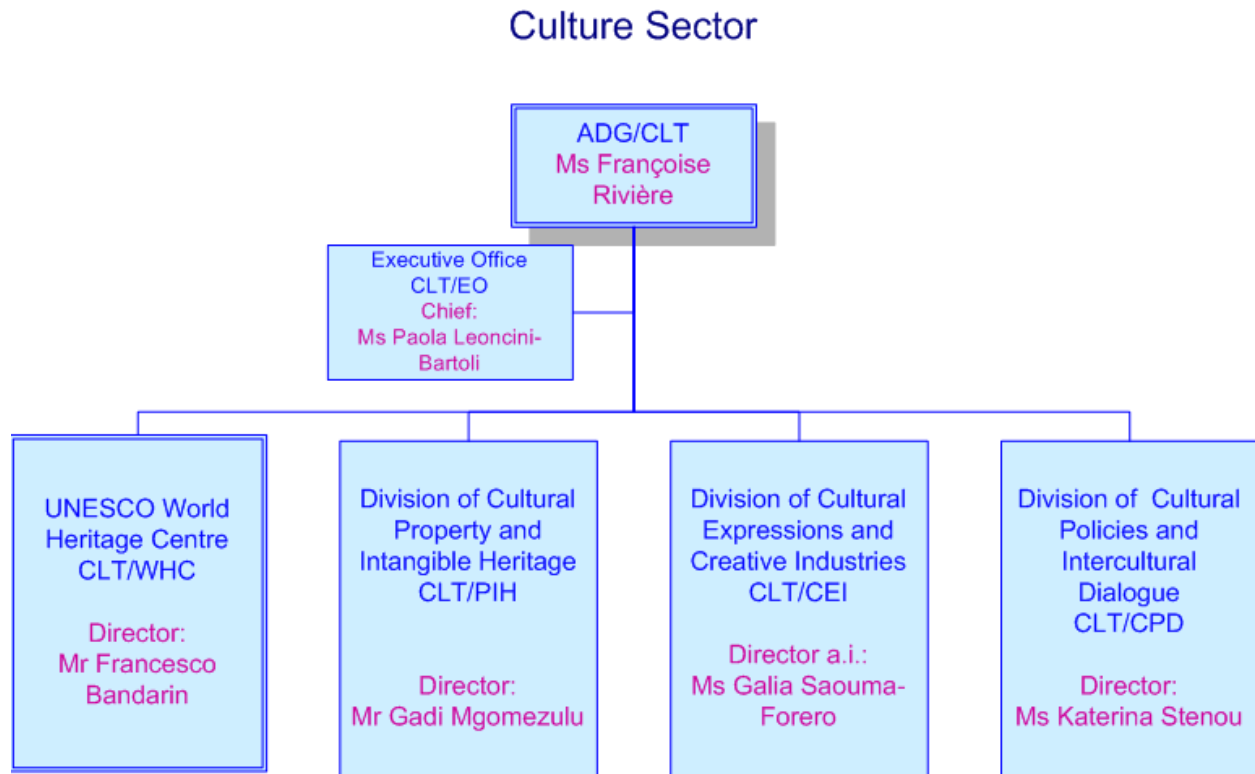
Social and Human Sciences Sector



Strategic areas of focus include:

- Promoting principles, practices and ethical norms for the development of science, technology and society
- Strengthening research systems to provide research oriented to policy on social and ethical issues
- Contributing to the dialogue of peace through philosophy, human science in the fight against discrimination and the promotion of human rights

Culture

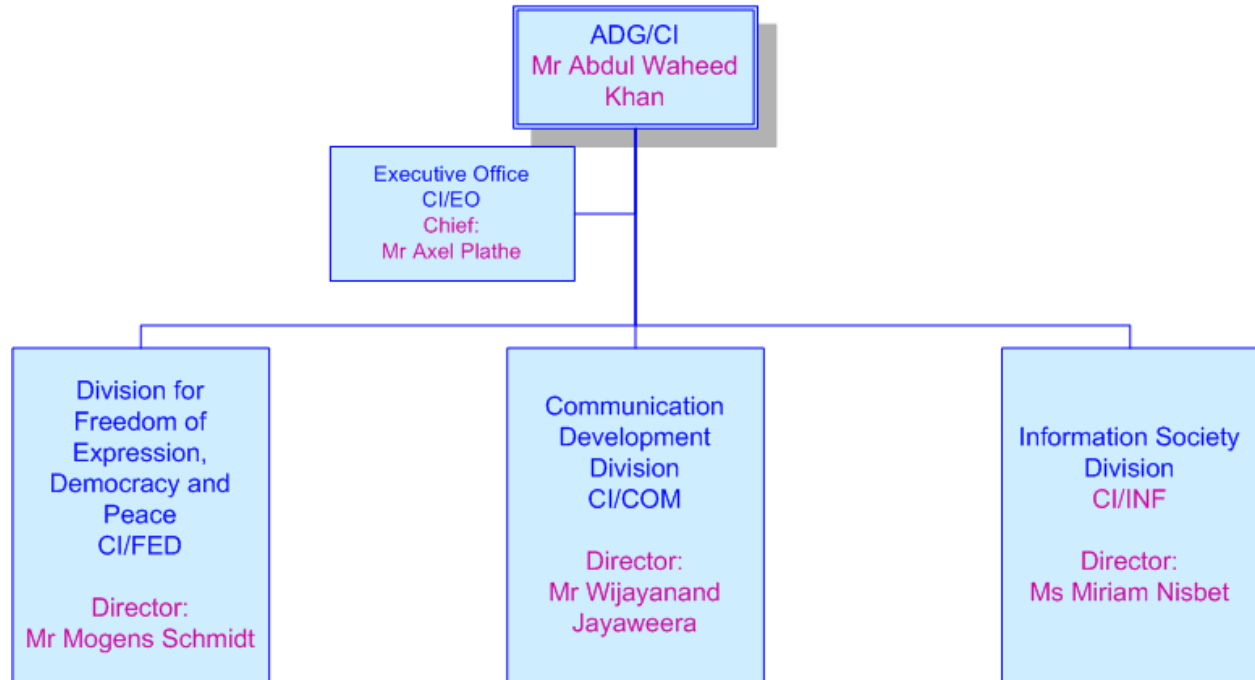


Strategic areas of focus include:

- Promoting cultural diversity through the protection of heritage and expression
- Promoting social cohesion by fostering intercultural dialogue
- Safeguarding of intangible social heritage
- Fostering the development of museums to protect cultural objects, especially in developing countries
- Fostering the development of cultural and creative industries to protect and promote cultural expression and diversity

Communication and Information

Communication and Information Sector



Strategic areas of focus include:

- Fostering free, independent communications and universal access to information
- Promoting freedom of expression and information
- Promoting sustainable development through free, independent, community media
- Strengthening communication as a means for understanding, peace and reconciliation

Section Two: UNESCO and the Culture Sector

History and legal basis for UNESCO involvement in culture

UNESCO involvement in culture

UNESCO is involved in the cultural sector through publications and research. By conducting surveys and publishing academic journals, publications and articles, UNESCO engages with the cultural sector and provides updated information and statistics about the current cultural climate. Meanwhile, another important role of UNESCO in the cultural sector is to develop the legislative framework among its member states.

UNESCO is the publisher of five journals including *World Heritage Review*, *The Intangible Heritage Messenger*, *Museum International*, *Copyright Bulletin* and *Oralidad*. These journals strengthen the promotion of cultural diversity and enhance cultural expressions, which is one of the priorities in its current programming.

World Heritage Review: published in three languages (English, French and Spanish). It contains news and feature articles about natural and cultural World Heritage sites, special reports on new heritage site listing

The Intangible Heritage Messenger: published in four or five languages (English, French, Spanish, Arabic and Russian that is not available for every periodical). This newsletter provides updated reports on current fieldwork, research, best practices and action plans about living human treasures, oral tradition and endangered language.

Museum International: published in five languages (English, French, Spanish, Arabic and Russian). It is a forum for the exchange of scientific and technical information concerning museums and cultural heritage. It

Copyright Bulletin:

addresses issues relevant to cultural policies, ethics and practices on national and international levels. Published in English. It contains feature articles about the legal development of the copyright issue, current activities to fight against piracy and current publications.

Oralidad:

Published in Spanish. It focuses on the promotion and safeguarding of the oral tradition in Latin America and Caribbean to promote the Intangible Cultural Heritage of the region.

UNESCO statistic about culture

The UNESCO Institute for Statistics (UIS) is the statistical branch of UNESCO, which is responsible for conducting policies-relevant statistics in the fields of education, science and technology, culture and communication. Since its establishment in 1999, there have been twenty-eight culture-related surveys conducted in the fields of broadcasting, cinema, journalism and library science. There are four ongoing surveys that are for international comparison about the trend of developments in newspapers, cinema and libraries.

Meanwhile, the UIS is revising the 1986 version UNESCO framework for cultural statistics in order to better reflect the conditions in developing countries and the impact of new technologies. In the original framework, it focused on the professional and formal cultural activities, and under-estimated the cultural activities in developing countries, where culture is often used to supplement earnings from agricultural work. In the revised framework, it includes people in “secondary cultural occupations” which involves a fluid boundary between the professional and amateur performer as well as the audience. Also, new statistical tools and techniques are employed to enable international comparison.

Legal basis

Since UNESCO was established in 1945, there have been nearly 50 legal instruments built between its member states through declarations, recommendations and conventions.

Declaration: a purely moral or political commitment, linking States on the basis of good faith.

Recommendation: Addressed to one or more States, a Recommendation is intended to encourage them to adopt a particular approach or to act in a given manner in a specific cultural sphere. In principle, a Recommendation does not create a legally binding obligation on Member States.

Convention: Synonymous with treaty, this term refers to any agreement concluded by two or more States. Such an accord implies the joint will of the parties upon whom the convention imposes binding legal commitments.

These instruments cover a wide range of issues regarding international cultural policy, cooperation and regulation. The first legal protocol was “the Agreement for Facilitating the International Circulation of Visual and Auditory Materials of an Educational, Scientific and Cultural Character”. This agreement was established three years after UNESCO was formed. It demonstrates how an international legal binding affects the regional or national law. As the article III (UNESCO, 1948) stated:

2. Nothing in this Agreement shall exempt material from those taxes, fees, charges or exactions which are imposed on the import of all articles without exception and without regard to their nature and origin, even though such articles are exempt from customs duties ; such taxes, fees and exactions shall include, but are not limited to, nominal statistical fees and stamp duties.

At the same time, the contracting member states are responsible to establish regulations for the purpose of executing the agreement. As the article III (UNESCO, 1948) stated:

- (1) Each of the contracting States shall accord, within six months from the coming into force of the present Agreement with respect to that State, exemption from all customs duties and quantitative restrictions and from the necessity of applying for an import license in respect of the importation, either permanent or temporary, of material originating in the territory of any of the other contracting States.

Meanwhile, the contracting member state can censor or prohibit the importation of the material according to their own laws for reasons of public security. Therefore, the legal binding developed within UNESCO is to protect and enhance the relationship between the member states but not interfere with the nation's sovereignty.

Within the first ten years of UNESCO's establishment, the legal basis for UNESCO involvement in culture focused on material sharing and related regulations on importation. Starting in the 1960's, there was more focus on cultural property, cultural heritage protection, and cultural cooperation. In the 1970's, apart from the ongoing discussion and convention about cultural property and the world cultural and natural heritage, there were several intergovernmental conferences about the cultural policies in Europe, Asia and Africa. Meanwhile, copyright issues had been brought to the attention of the international community. Compared to other decades, there were more than double the declarations, recommendations and conventions that resulted in the 1970's. Starting from late 1970's, more concern was raised around artists' rights and the preservation of moving image, irrespective of the method of recording (e.g. film, tape or disc), which are intended for communications or distribution to the public or are made for documentation purposes. Moving into the 1980's & 1990's, folklore and tribal people became topics of interest within the UNESCO involvement in the cultural sector. At the same time, cultural policy development was discussed in relationship to its role and the principles behind it. In 1982, the Mexico City Declaration on Cultural Policies was crafted to recognize cultural identity; the dimension of cultural development; its relationship with education, science and communication; and the planning, financing and international cooperation of cultural activities and ideas exchange. In 1998, an Action Plan was adopted at the Intergovernmental Conference on Cultural Policies for Development. This action plans affirms

and recognize the principles in developing cultural policies among the member states. In 2001, the Universal Declaration on Cultural Diversity was adopted in the 31st session of the UNESCO General Conference. This declaration recognized-for the first time-cultural diversity as a "common heritage of humanity", and considers its safeguarding to be a concrete and ethical imperative, inseparable from respect for human dignity. These three legal instruments (the 1982 Declaration, the 1998 Intergovernmental Conference, and the 2001 Declaration) are considered to have played a particularly strong role in cultural policy development. In the 21st century, cultural diversity became the pressing contemporary issue for UNESCO and nations around the world. In 2005, the Convention on the Protection and Promotion of the Diversity of Cultural Expression was signed. Later sections of this background paper will explore this convention in details. (A list of all conventions, conferences, agreements and declarations is attached in appendix 1.)

Structure of Culture Initiatives

Culture, in its vast diversity, is a common source of wealth. Heritage and creation represent shared assets. (UNESCO, 2008)

Within the cultural sector of UNESCO, there are nine main areas which are categorized into heritage, creation and production, and cultural and social inclusion.

UNESCO has put a lot of effort in preserving cultural and natural heritage globally. There are four different areas of heritage preservation in UNESCO. Apart from the world heritage preservation that protects World Heritage sites and monuments to reflect the natural and cultural wealth that belongs to all of humanity, UNESCO also preserves intangible heritage, which represents living expressions and traditions that are inherited by descendants from their

ancestry. UNESCO also preserves underwater heritage. "Underwater cultural heritage" encompasses all traces of human existence that lie or were lying under water and have a cultural or historical character (UNESCO, n.d.). At the same time, UNESCO preserves the movable heritage and museums representing a place for publics and local communities to rediscover and/or explore their roots and culture.

Starting in the 1970's, artists' rights and copyright issues began to draw the attention of the international community, and the concept of creative industry emerged. UNESCO played an important role in establishing the balance of the creative industries between different nations such as to enhance the freedom of expression, cultural diversity and economic development. One of the cultural initiatives in UNESCO is named Creativity. Programs and activities in this initiative are about copyright issues and social status of the artists. In 1980, UNESCO made a recommendation to recognize the esteem necessary for providing the socio-economic safeguards to which artists are entitled as people actively engaged in cultural work. Meanwhile, training and research have been conducted in the field of copyright law, especially in developing new initiatives to fight against piracy.

Cultural and social inclusion includes cultural diversity, dialogue, normative action and emergency situations. These four initiatives emphasize the interrelationship between different cultures, the dialogue crossing other cultures and the respect for cultural diversity. These initiatives enhance the value of life, mutual understanding, reconciliation and social stability. Meanwhile, through different legal instruments built with other nations, normative action and emergency action encourage the nation(s) to adopt a particular approach or a political commitment.

The Culture Programs and Activities

The UNESCO culture programs and activities contribute three related strategic objectives: “strengthening the contribution of culture to sustainable development”, “demonstrating the importance of exchanges and dialogue among cultures for social cohesion, reconciliation and the establishment of a culture of peace”, and “protecting and enhancing cultural heritage in a sustainable manner”. (UNESCO, 2007)

In the 2008-2009 draft resolution, two main priorities are addressed: (1) promoting cultural diversity through the safeguarding of heritage in its various dimensions and the enhancement of cultural expressions, and (2) promoting social cohesion, by fostering pluralism, dialogue of cultures and the establishment of a culture of peace. (UNESCO, 2007)

Priority 1: promoting cultural diversity through the safeguarding of heritage in its various dimensions and the enhancement of cultural expressions

Main lines of action:

- Protecting and conserving immovable and natural properties, in particular through the effective implementation of the World Heritage Convention
- Safeguarding living heritage, particularly through the promotion and implementation of the intangible cultural heritage Convention
- Enhancing the protection of cultural objects, the fight against illicit trafficking in them, and the development of museums as places for access to knowledge
- Protecting and promoting the diversity of cultural expressions through the implementation of the 2005 Convention and the development of cultural and creative industries

To promote cultural diversity and safeguard the heritage, UNESCO pursues multiple strategies. It

- develops a credible and balanced World Heritage List which increases the public awareness, involvement and support for World Heritage activities;
- upgrades the UNESCO World Heritage Center website to facilitate easy access to information;
- builds a close cooperation and capacity of the African World Heritage Fund;
- develops technical and managerial skills at the national level to safeguard and enhance cultural and natural sites;
- pays extra attention about the World Heritage on the danger list and sites in post-conflict countries;
- ensures the protocol implementation made in the 1954 Hague Convention;
- promotes sustainable tourism at World Heritage sites;
- builds the capacity and keeps inventory of intangible cultural heritage;
- strengthens the ability to create and recreate heritage;
- cooperates with member states in the area of safeguarding endangered languages and the continuation of the Living Human treasures Program;
- enhances the protection of cultural property;
- fights against illicit trafficking;
- enhances the protection of the right of artists and creators, develops museum policy;
- produces educational tools that strengthen professional network and partnerships;
- promotes international cooperation with a view to the return and/or restitution of cultural objects to their country of origin; and

- supports national initiatives to review policies encouraging arts education in schools.

Priority 2: promoting social cohesion, by fostering pluralism, dialogue of cultures and the establishment of a culture of peace

Main lines of action:

- Promoting the understanding and development of intercultural dialogue and peace
- Mainstreaming within national policies, the links between cultural diversity, intercultural dialogue and sustainable development

To promote social cohesion, UNESCO develops a conceptual and operational framework fostering intercultural dialogue including an interfaith dimension; guides intersectoral cooperation that enhances reciprocal knowledge of cultural, ethnic, linguistic and religious diversity; pursues the implementation of concrete activities, taking into account the recommendation of the World Report on Cultural Diversity (2008) and report of Alliance of Civilization (2006); and cooperates with other United Nations agencies and national stakeholders to integrate the principles of cultural diversity more fully into sustainable development. These strategies assist in developing skills that strengthen social cohesion and a culture of peace, and cooperation is enhanced by drawing agreements with governmental and non-governmental organizations. This also serves to assist Member States in the formulation, revision and updating of their cultural policies and reinforces legislative capacities of policy makers and cultural professionals.

UNESCO and Global Networks in Culture

As an international organization, UNESCO has extensive networks with the public and private sector. Several global funds have been established under the UNESCO conventions in culture to facilitate the implementation of these legal instruments. The funds receive income and donations in accordance with the guidelines approved by the Conference of Parties of the relevant convention. Meanwhile, the UNESCO culture sector works together with the United Nations. Numerous projects are being implemented with the funding from multi-donor trust funds administered by the United Nations Development Group. Six development banks and regional intergovernmental bodies are in partnership with UNESCO for joint advocacy, development cooperation, staff exchange, conferences and seminars.

In order to build university networks and encourage inter-university cooperation, the University Twinning and Networking scheme (UNITWIN) was set up in 1992. The UNITWIN/ UNESCO Chairs program was created to advance research, training and program development in higher education for the transfer of knowledge across borders. As of March 2009, more than 750 university institutions in 125 countries are involved in the program, with 631 UNESCO Chairs and 60 UNITWIN Networks, covering 70 disciplines (UNESCO, 2005). Themes range from arts to cultural policy, intangible heritage to intercultural dialogue. The first UNESCO Chair in the U.S. is the Chair for Transcultural Studies, Interreligious Dialogue and Peace that is affiliated with the University of Oregon.

The UNESCO culture sector has twelve partnerships with the private sector all over the world. Some examples of these partners are Mercedes-Benz, Felissimo, Shell Group and Ford Foundation. These partnerships help promote World Heritage, cultural tourism, national cultural policies in Africa and cultural diversity. Apart from project based activities, there

are few cultural alliances and networks that assist arts and cultural administrators in connecting with their counterparts around the globe to promote the development of cultural policies and the promotion of cultural diversity.

The Global Alliance for Cultural Diversity (GACD, www.unesco.org/culture/alliance) is the most important alliance within the cultural sector of UNESCO. It explores ways to turn creativity into sustainable cultural industries in developing countries. Through its programs and activities, it promotes cultural diversity, supports economic development and encourages job creation. Some of its activities include anti-piracy workshops, World Book and Copyright Day, Intellectual Property Rights seminars, and workshops about copyright as a tool for music industry development.

In the framework of GACD, there is the Canadian Forum on Cultural Enterprise (CFCE) and the Clearing House for Literary Translation (CHLT). CFCE is organized by the Department of Canadian Heritage and centers around cultural enterprises from Canada, French speaking Europe and Africa. It creates links, establishes contacts and partnerships, and encourages exchanges. CHLT is created to meet the gap in gaining access to resources and services for cultural entrepreneurs to capture opportunities in alleviating poverty, sustaining cultural value and promoting diversity in the global marketplace.

Apart from the alliance created within the framework of UNESCO, there are several networks that connect arts administrators and cultural policy makers in a global market.

The International Network on Cultural Policy (www.incp-ripc.org) is an international forum where national ministers responsible for culture can explore and exchange views on cultural policy issues and develop strategies to promote cultural diversity. There are extensive

information about the ministries, agencies and institutions that are responsible for culture in different nations.

Culture link (www.culturelink.net) is a network for research and cooperation in cultural development established by UNESCO and the Council of Europe. It provides extensive policy profiles, information, links and research about international and regional cultural development.

Compendium is about cultural policies and trends in Europe. It includes 41 European Countries profiles with a comparison table. Also, it is a platform to address issues of the Council of Europe (e.g. cultural diversity, intercultural dialogue and social cohesion).

The International Federation of Arts Councils and Culture Agencies is a global network of arts councils and ministries of culture. It organizes conferences and events related to cultural policy. It also assists its members in arts and cultural policy research by linking with government arts agency publications, online bibliographies and cultural policy databases; and provides cultural profiles of different countries.

Section Three: Specific UNESCO Initiatives in Culture

Cultural Diversity

The concept of cultural diversity, as it relates to UNESCO initiatives and activities, is expressed as a valuable catalyst for development, not only in respect to economics, but intellectual, moral, emotional and spiritual fulfillment. Cultural diversity is also recognized as a means for social cohesion and peace, especially in relationship to the reduction of poverty and sustainable development. UNESCO has a number of current initiatives that address challenges including those of language, education systems, news and entertainment media, and business.

Universal Declaration on Cultural Diversity

The 31st Session of the General Conference in November 2001 adopted the UNESCO Universal Declaration on Cultural Diversity. In the wake of the events of September 11, Member States unanimously affirmed that the protection and promotion of cultural expressions, with emphasis on the importance of intercultural dialogue, would provide for international peace, understanding and sustainable development. The Declaration aims to prevent segregation and fundamentalism in order to celebrate and preserve cultural diversity for the humanizing of globalization and the development of a more accepting, creative and democratic world (UNESCO, 2002, p. 11).

This Declaration is complementary to other legal instruments created, supported and implemented by UNESCO including International Covenants from the 1960s having to do with civil and political rights, as well as the Universal Declaration of Human Rights. The Universal Declaration on Cultural Diversity includes 12 articles:

Article 1 – Cultural diversity: the common heritage of humanity

Article 2 – From cultural diversity to cultural pluralism

- Article 3 – Cultural diversity as a factor of development
- Article 4 – Human rights as guarantees of cultural diversity
- Article 5 – Cultural rights as an enabling environment for cultural diversity
- Article 6 – Towards access for all to cultural diversity
- Article 7 – Cultural heritage as the wellspring of creativity
- Article 8 – Cultural goods and services: commodities of a unique kind
- Article 9 – Cultural policies as a catalyst of creativity
- Article 10 – Strengthening capacities for creation and dissemination worldwide
- Article 11 – Building partnerships between the public sector, private sector and civil society
- Article 12 – The role of UNESCO
(Universal Declaration on Cultural Diversity, p. 13-14)

The responsibilities of UNESCO, as outlined in Article 12 of the Declaration, are to:

- a. Promote the incorporation of the principles set out in the present Declaration into the development strategies drawn up within the various intergovernmental bodies;
- b. Serve as a reference point and a forum where States, international governmental and non-governmental organizations, civil society and the private sector may join together in elaborating concepts, objectives and policies in favour of cultural diversity;
- c. Pursue its activities in standard-setting, awareness-raising and capacity-building in the areas related to the present Declaration within its fields of competence;
- d. Facilitate the implementation of the Action Plan, the main lines of which are appended to the present Declaration.

The Action Plan for the Declaration on Cultural Diversity outlines 20 objectives. It is through the commitment of UNESCO, Member States and the Director-General to take appropriate steps in the dissemination of the Declaration and the encouragement of international implementation and cooperation in favor of cultural diversity and peace (UNESCO, 2002, p.15-16).

Reflections on UNESCO Cultural Diversity Initiatives

For more than 20 years, UNESCO has been a leader in facilitating the debate and exploration of the challenges of cultural diversity. These initiatives include conferences, round tables, colloquia, seminars, meetings, world reports, publications, and studies. For a detailed list of select, relevant initiatives in chronological order, see Appendix 2.

UNESCO Action for the Promotion of Cultural Diversity

To ensure the peaceful coexistence of a culturally diverse world, UNESCO has five main areas of action (UNESCO 2007):

- The respect and advancement of human rights
- The promotion of intercultural dialogue
- The fight against racism
- The protection of indigenous peoples
- A cultural approach to HIV-AIDS

The Respect and Advancement of Human Rights

With regard to human rights, UNESCO has a special mandate to concentrate resources in key areas that include strengthening awareness through research and knowledge sharing and the promotion of human rights education; providing leadership in anti-discrimination action for the protection of human rights; as well as providing Member States with advisory and technical assistance to encourage cooperation (UNESCO, 2009).

The Promotion of Intercultural Dialogue

Intercultural dialogue, the second area of action, relates to the reconciliation and peaceful coexistence of cultures in the international community. This social cohesion is realized through the mutual respect and understanding among nations. This action is a complement to the Alliance of Civilizations, a United Nations global framework that aims to “improve understanding and cooperative relations among nations and peoples across cultures and religions, and to help counter the forces that fuel polarization and extremism” (United Nations Alliance of Civilizations, 2009).

The Fight Against Racism

UNESCO was an active participant in the World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance in 2001. The conference convened the international community in Durban, South Africa, in response to new forms of discrimination and the outbreak of violent, inter-ethnic conflicts around the world. As a result, UNESCO adopted the new Integrated Strategy to Combat Racism, Discrimination, Xenophobia and Intolerance in 2003. The document introduction outlines:

The purpose of the strategy is to relaunch UNESCO's efforts to combat these scourges. The document reviews UNESCO's past efforts, defines the priority fields and themes selected and sets forth the new partnerships to be established and the conditions for implementation of the integrated strategy (Integrated Strategy to Combat Racism, Discrimination, Xenophobia and Intolerance, 2003).

The priority areas identified by the strategic study are as follows (UNESCO, 2009):

- Development of scientific research and reflection on the phenomena of racism, discrimination and xenophobia;
- Revision and/or revitalization of UNESCO's instruments dealing with racism and discrimination;
- Development of new educational approaches, elaboration of teaching materials and establishment of indicators;
- Mobilization of opinion leaders and political decision-makers against racism and discrimination;
- Preservation of diversity in multi-ethnic and multicultural societies;
- Combating racist propaganda in media especially in cyberspace.

The Protection of Indigenous Peoples

UNESCO's activities related to the protection and support of indigenous peoples are framed by the missions in the areas of cultural diversity and dialogue. In 2004, UNESCO

adopted the implementation of the Second International Decade of the World's Indigenous People (2005-2014). This effort is building on the momentum of the First Decade (1995-2004), intended to “strengthen international cooperation for the solution of problems faced by indigenous peoples in such areas as human rights, the environment, development, education and health” (UNESCO, 2007). This mobilization of increased international awareness and collaboration has paved the way for other significant advances, such as the UN Declaration on the Right of Indigenous Peoples, adopted by the UN General Assembly in 2007. The U.S. was among four countries that voted against the declaration; the other countries were Australia, Canada and New Zealand. (United Nations, 2006).

Despite these significant advances, the impacts of climate change and globalization are causing increasing difficulty for indigenous peoples. The main areas of concern include displacement, dispossession of lands, lack of access to social services, and the loss of tangible and intangible heritage from one generation to the next.

A Cultural Approach to HIV-AIDS

UNESCO approaches health as an essential component to sustainable development and recognizes the value of a comprehensive consideration of the multiple conceptions of health, disease and medicinal practices of different cultures. As such, UNESCO encourages a socio-cultural approach to effect long-term behavioral change in relationship to the fight against the HIV-AIDS epidemic. An approach of this kind can serve to better meet the different needs of communities in the prevention, treatment, support and care strategies and programs. UNESCO advocates for responses to HIV-AIDS that are “culturally appropriate, gender and age responsive, grounded in human rights and involve people living with HIV at all stages” (UNESCO, 2008). It is necessary to understand what motivates behavior and how to adequately

address these motivations when developing programs. UNESCO engages in research, training, capacity building and the development of resources to support these approaches.

UNESCO's culture sector initiatives specifically strive to promote the arts and creativity in the development and implementation of responses that can be used to ensure cultural relativism and appropriateness. It is widely recognized that the arts and creative expression are effective, informal education tools and can serve to greatly impact individuals and communities.

Intercultural Dialogue

UNESCO recognizes that mutual respect and understanding between cultures is necessary for the equitable exchange and dialogue among civilizations in the construction of social cohesion, reconciliation and peace. Each culture draws from its own history and practices, but must not exist in isolation. UNESCO encourages, rather, that these cultures flourish in the free exchange and expression with other cultures. In the context of globalization and the tenuous political climate among many nations, intercultural dialogue is becoming more vital in the promotion of world unity and peace.

University Twinning (UNITWIN)

In 1992, at the 26th session of the General Conference, the University Twinning program or UNITWIN, was established. The program serves to promote the transfer of knowledge across borders through inter-university cooperation. In the field of culture, there are 88 UNESCO Chairs and 7 UNITWIN Networks (UNESCO, 2005). In 2006, UNESCO signed an agreement to launch the UNESCO Chairs for Interreligious Dialogue for mutual understanding.

Interreligious Dialogue

In a world where political conflict and civil unrest are increasingly associated with religion and spirituality, UNESCO's Interreligious Dialogue Program is an essential part of intercultural dialogue. Part of the UNITWIN Network, this program connects professors, researchers and specialists from academic institutions across the globe who are experts in the field of religion and have a commitment to interreligious dialogue.

In 2007, the U.S. joined the UNITWIN Network for the Interreligious and Intercultural Dialogue program with the establishment of the UNESCO Chair for Transcultural Studies, Interreligious Dialogue, and Peace. The Chair is hosted at the University of Oregon. The objectives of the Chair are to:

- Promote an integrated system in the field of transcultural studies, interreligious dialogue and peace, of research, training, information and documentation.
- Facilitate collaboration between specialists at the University of Oregon and other institutions in the U.S. and around the world.
- Integrate, long-term, the U.S. within the world community in the context of transcultural studies, interreligious dialogue, and peace.
- Develop new and strengthen existing international partnerships.

(UNESCO, 2008)

Culture and Sustainable Development

UNESCO holds that the principles of cultural diversity must be taken into account by all Member States in the development of policy for successful globalization. The term development has many meanings depending on its context. As it relates to globalization, UNESCO defines development as “a means to achieve a more satisfactory intellectual, emotional, moral and spiritual existence” (UNESCO, 2007). In connection with the World Decade for Cultural Development (1988-1998), UNESCO promoted the goal of strengthening the contribution of culture to sustainable development. International gains have been made as the result of the establishment of standard-setting tools such as the mapping of cultural resources, cultural inventories and cultural statistics.

One of the primary challenges for UNESCO is the multi-lateral approach to integrating the principles of cultural diversity and pluralism into all public policy. Policy and decision-makers must be convinced at all levels of the fundamental importance of the consideration and integration of cultural diversity in the mechanisms and practices of policy. This strategy aims to offer social benefits for all sectors including education, science, communication, health, environment, tourism and creative industries.

This task, however, is too great for one organization. UNESCO is working to develop and strengthen partnerships and cooperative networks that include governments, UN agencies and programs, non-governmental agencies, multinational companies, and foundations.

Cultural Tourism

Tourism is the leading economic industry in the world and heritage tourism is the sector with the largest growth. UNESCO recognizes the opportunities and potential threats of heritage tourism, and the need to take special care in developing tourism policy to consider and assess impacts and global repercussions. UNESCO encourages all Member States to consider cultural diversity in the preparation and development of tourism related policy. Through this action, UNESCO and Member States intend to combat poverty, promote environmentalism, cultural dialogue and intercultural appreciation and understanding.

The World Heritage Tourism Program is one of the pilot project efforts of UNESCO for the promotion of sustainable development. The program's main mission is to encourage sustainable tourism practices and policies at World Heritage sites. These practices and policies include the preservation of sites and artifacts, sustainable development and intercultural dialogue to maximize tourism benefits and minimize impacts. The framework of this strategic program includes the following seven components (UNESCO, 2009):

1. Building capacity of World Heritage site management to deal with tourism.
2. Training local community members in environment and culture preservation and tourism related activities to receive tourism's benefits.
3. Aiding communities around the sites to market their products and use the World Heritage site as a lever for local economic social and cultural development.
4. Raising public awareness of World Heritage Outstanding Universal Values and building pride and intercultural dialogue with local communities and visitors through conversation education.
5. Using tourism generated funds to supplement site conservation and projection costs.
6. Spreading the lessons learned to other sites and protected areas.
7. Building increased awareness of the objectives of the 1972 World Heritage Convention and other UNESCO conventions to the Tourism Programmes activities

and policies for local and national public tourism authorities, tourism industry officials and tourists.

In 2006, the UNESCO Division of Cultural Policies and Intercultural Dialogue, Culture and Development Section published the document: *Tourism, Culture and Sustainable Development*. The document serves to open the debate and address the complex issues surrounding “the relations between culture and tourism, tourism and development, tourism and dialogue among cultures” (UNESCO, 2008). UNESCO identifies these as primary areas of concern for any decision-maker to consider before engaging in tourism projects.

Section Four: UNESCO 2005 Convention on the Protection and Promotion for the Diversity of Cultural Expression

History of the Convention

Evolution and the need for “Cultural diversity”

The term “cultural diversity” emerged at the end of 1990s. Before that, various terms were used more often in representing the diversified cultural expression and development. In 1945, the UNESCO constitution first adopted the term “diversity of cultures”. Article 1(3) of the Constitution declares the purposes and functions of UNESCO:

With a view to preserving the independence, integrity and **[fruitful diversity of the cultures]** and educational systems of the States Members of the Organization, the Organization is prohibited from intervening in matters which are essentially within their domestic jurisdiction. (UNESCO, 1945)

Graber (2006) suggests that “diversity of cultures” is used in a way to limit the scope and competence of UNESCO. It is employed as a “structuring concept to guide the development of cultures”. However, in the 1960s, “diversity of cultures” was frequently used as a political argument during the time of decolonization, especially in Africa. According to Exploring Africa (n.d.), fourteen African countries gained their independence in 1960. By 1966, only seven out of forty-six African countries were not independent nation-states. Smiers (as cited in CultureLink, 2006) indicates that these newly independent countries - the former colonies - discovered that their independence was limited, especially regarding means of communication and culture. Postcolonial states are still economically dependent on the Western countries, and their communication channels are also subordinate to wealthier nations of the world. This leads to a demand for discussion about (1) greater variety in sources of information, (2) less monopolization of the forms of cultural expression, and (3) protection of some national cultural space from the pervasive commercialization that took place in the 1970s.

Cultural diversity is also related to the economic globalization. In the twentieth century, technology offered new models of communication. The internet and telecommunications reduce the cost of transportation, and have contributed to economic globalization. As Graber (2006) describes, national economics are integrated into one borderless global economy. This creates social and cultural effects as well as political tension between developed and developing countries. During the 1990s, a rapid increase in the number of migrant workers in some industrialized societies raised the question of how to maintain cohesion in multicultural societies. “Cultural pluralism” was discussed as a concept to integrate minority cultures as represented by immigrant workers. There was great concern about how a modern society could develop a system that binds together people from different cultures within a single state. This led to the consideration of developing public policy that would promote cultural diversity and social cohesion within multi-ethnic societies.

At the beginning of 1990s, the concept of “cultural exception” emerged. Canada and the European Community fought against the inclusion of audiovisual media into the regime of the new WTO and even had written “exception culturelle” on their flags. According to Graber (2006), proponents interpreted that “cultural exception” is an argument that culture must not be subject to the laws of free trade; while opponents argued that “cultural exception” is simply protectionism in disguise. Because of the unclear meaning and the negative connotation of “cultural exception”, the term “cultural diversity” emerged to define legitimate cultural values in the regime of international economic law.

Legal instrument development

As the previous paragraph mentioned, the limited independence of the African countries and rapid developments in technology led to the desire to change cultural and communication relations throughout the world. In the late 1970s and the early 1980s, such desire resulted in a movement called New World Information and Communication Order (NWICO). NWICO promoted the free flow of information. It represented a series of debates concerning media coverage in the developing world and the unbalanced flow of mass media and its influence from developing countries (especially the television and film industry in the U.S.) on undeveloped countries. Although the developing nations and European Union - the major forces behind the convention - are not interested in NWICO or in couching cultural diversity issues in terms of a right to communication, NWICO was an initiative that was meant to ameliorate the North-South imbalance of information flows and ownership of media (Srinivas, 2006).

While UNESCO set up a commission to investigate and report on the NWICO, the commission president published a book, titled *Many Voice, One World Towards*. He recommended that effective legal instruments should be designed to limit the process of concentration and monopolization, and improve the model that ensures greater independence and autonomy of the media (Culturelink, 2006). This book was published in 1980, and the author's recommendations reflected the need for national legislation and development policies concerning culture and information.

The General Agreement on Tariffs and Trade, drafted by the United Nations (UN) Conference on Trade and Employment and the World Trade Organization (WTO), indicates that "cultural diversity" should be a concept of public international law (Graber, 2006). Regardless of whether cultural goods should be included or excluded from the law of the WTO, there is a need for a public international law to protect and promote cultural diversity. This led to the 2001

UNESCO's Universal Declaration on Cultural Diversity and the 2005 UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expression.

One of the roles performed by UNESCO is to strengthen the relationship between culture and development. In 1991, the UNESCO General Conference called for the foundation of an independent world commission for culture and development. A few weeks later, the UN General Assembly authorized the establishment of the World Commission on Culture and Development. The Commission published the key report, *Our Creative Diversity*, in 1997 that introduced the concept of 'cultural diversity' as a global good of utmost importance and considered a precondition for the proper functioning of democratic societies. The report also highlighted the threat of a homogenization of traditional cultures under the pressure of globalizing media markets. Triggered by *Our Cultural Diversity*, UNESCO subsequently commissioned *World Culture Reports*, published in 2000, which analyzed the consequence of globalization for the worldwide diversity of cultural content. These reports showed that there had been an increase in individual choice in terms of cultural consumption. However, there was a threat that the worldwide markets for media products would be totally controlled by a handful of horizontally and vertically integrated transnational media groups. These reports triggered the 2001 UNESCO Universal Declaration on Cultural Diversity (Graber, 2006).

The declaration is an international non-binding legal instrument. It formed the base for UNESCO to mandate its Director-General to elaborate a draft for a legally binding instrument on the protection of cultural diversity. The result was the Convention on the Protection and Promotion of the Diversity of Cultural Expressions in 2005.

Goals of the Convention

Goals

The Convention was adopted at the UNESCO General Conference on October 20, 2005.

The Convention seeks to strengthen the five inseparable links of the same chain: creation, production, distribution/dissemination, access and enjoyment of cultural expressions, as conveyed by cultural activities, goods and services. In particular, the Convention aims to (1) reaffirm the sovereign right of States to draw up cultural policies, (2) recognize the specific nature of cultural goods and services as vehicles of identity, values and meaning, and (3) strengthen international cooperation and solidarity so as to favor the cultural expressions of all countries (UNESCO 2008).

The preamble of the convention is:

Affirming that cultural diversity is a defining characteristic of humanity,
Conscious that cultural diversity forms a common heritage of humanity and should be cherished and preserved for the benefit of all,

Being aware that cultural diversity creates a rich and varied world, which increases the range of choices and nurtures human capacities and values, and therefore is a mainspring for sustainable development for communities, peoples and nations,

Recalling that cultural diversity, flourishing within a framework of democracy, tolerance, social justice and mutual respect between peoples and cultures, is indispensable for peace and security at the local, national and international levels,

Celebrating the importance of cultural diversity for the full realization of human rights and fundamental freedoms proclaimed in the Universal Declaration of Human Rights and other universally recognized instruments,

Emphasizing the need to incorporate culture as a strategic element in national and international development policies, as well as in international development cooperation, taking into account also the United Nations Millennium Declaration (2000) with its special emphasis on poverty eradication,

Taking into account that culture takes diverse forms across time and space and that this diversity is embodied in the uniqueness and plurality of the identities and cultural expressions of the peoples and societies making up humanity,

Recognizing the importance of traditional knowledge as a source of intangible and material wealth, and in particular the knowledge systems of indigenous peoples, and its positive contribution to sustainable development, as well as the need for its adequate protection and promotion,

Recognizing the need to take measures to protect the diversity of cultural expressions, including their contents, especially in situations where cultural expressions may be threatened by the possibility of extinction or serious impairment,

Emphasizing the importance of culture for social cohesion in general, and in particular its potential for the enhancement of the status and role of women in society,

Being aware that cultural diversity is strengthened by the free flow of ideas, and that it is nurtured by constant exchanges and interaction between cultures,

Reaffirming that freedom of thought, expression and information, as well as diversity of the media, enable cultural expressions to flourish within societies,

Recognizing that the diversity of cultural expressions, including traditional cultural expressions, is an important factor that allows individuals and peoples to express and to share with others their ideas and values,

Recalling that linguistic diversity is a fundamental element of cultural diversity, and *reaffirming* the fundamental role that education plays in the protection and promotion of cultural expressions,

Taking into account the importance of the vitality of cultures, including for persons belonging to minorities and indigenous peoples, as manifested in their freedom to create, disseminate and distribute their traditional cultural expressions and to have access thereto, so as to benefit them for their own development,

Emphasizing the vital role of cultural interaction and creativity, which nurture and renew cultural expressions and enhance the role played by those involved in the development of culture for the progress of society at large,

Recognizing the importance of intellectual property rights in sustaining those involved in cultural creativity,

Being convinced that cultural activities, goods and services have both an economic and a cultural nature, because they convey identities, values and meanings, and must therefore not be treated as solely having commercial value,

Noting that while the processes of globalization, which have been facilitated by the rapid development of information and communication technologies, afford unprecedented conditions for enhanced interaction between cultures, they also represent a challenge for cultural diversity, namely in view of risks of imbalances between rich and poor countries,

Being aware of UNESCO's specific mandate to ensure respect for the diversity of cultures and to recommend such international agreements as may be necessary to promote the free flow of ideas by word and image,

Referring to the provisions of the international instruments adopted by UNESCO relating to cultural diversity and the exercise of cultural rights, and in particular the Universal Declaration on Cultural Diversity of 2001

Adopted this Convention on 20 October, 2005

Guiding principles and objectives

154 member states signed the convention. In order to have a common understanding of the objectives of the convention, eight guiding principles were articulated to facilitate the conversation. These guiding principles are:

- (1) Principle of respect for human rights and fundamental freedoms
- (2) Principle of sovereignty
- (3) Principle of equal right of and respect of all cultures
- (4) Principle of international solidarity and cooperation
- (5) Principle of the complementarity of economic and cultural aspects of development
- (6) Principle of sustainable development
- (7) Principle of equitable access
- (8) Principle of openness and balance

The major objectives of the Convention are the recognition of the dual nature of cultural expression as objects of trade and artefacts of cultural value, and the reorganization of the sovereign right of governments to formulate and implement cultural policies and measures for the protection and promotion of cultural diversity (Graber, 2006, p.553).

Analysis of the Convention

According to Article 4 of the Convention (2005), “cultural diversity” refers to the manifold ways in which the cultures of groups and societies find expression. These expressions are passed on within and among groups and societies. This definition avoids the UNESCO’s very broad standard definition of “culture” and analyzes culture in relation to the markets where it is represented.

Responses to International and National Law

The Convention filled the gap in public international law regarding cultural values and responded to the urgent need expressed by the international community for a cultural counterbalance to the WTO. On the international level, the convention requires cooperation among member states for the collection and dissemination of information (Graber, 2006). According to Article 23 of the convention, a Conference of Parties should be established to be the supreme body of a convention and elect the members of the Intergovernmental Committee. The Intergovernmental Committee should be established to promote the objectives of the convention and monitor its implementation. However, the Convention does not impose enforceable obligations on the parties at the national level. As Article 5 of the Convention states:

The Parties, in conformity with the Charter of the United Nations, the principles of international law and universally recognized human rights instruments, reaffirm their sovereign right to formulate and implement their cultural policies and to adopt measures to protect and promote the diversity of cultural expressions and to strengthen international cooperation to achieve the purposes of this Convention.

According to the Graber (2006, p.563), this final version of Article 5 differs from the provision of the first draft, where the Parties reaffirmed their sovereign rights and were supposed to recognize their **obligation to protect and promote cultural diversity – both within their**

territories and on the global level. However, this obligation failed to gain the consent of the contracting States and was deleted from the later draft. This demonstrates that the convention has little normative effect on the signatory parties and that the majority of nations were not ready to accept more far-reaching commitments with regard to national cultural policies or international solidarity and cooperation. The convention also gives unlimited right to the parties to decide autonomously which cultural policy measures they deem appropriate for the protection and promotion of the diversity of cultural expression (Graber, 2006, p.559).

The U.S. votes against the Convention

Starting from the NWICO in the late 1970s, the U.S. has consistently expressed an opposite opinion to that of the UNESCO concept of “free flow of information”. While “free flow of information” promotes the freedom of expression, the U.S. is concerned that it is a principle that confuses economic and cultural freedom. Economic freedom would result in a dominant market position for a few cultural conglomerates that push aside the production, distribution, promotion and reception opportunities of many other cultural initiatives, and that was what the newly independent countries suffered the most from this “free flow of information” principle and practice. Ultimately, the U.S. left the UNESCO in order to express its strong desire to eliminate protectionist measures and consider cultural expression as commercial products only. (Culturelink, 2006)

The U.S. raised similar concern in the Convention of on the Protection and Promotion of the Diversity of Cultural Expressions. While 148 countries approved the convention and four countries (Australia, Nicaragua, Honduras and Liberia) abstained from voting, only the U.S. and Israel voted against it. According to Louise Oliver, U.S. ambassador to UNESCO, the

convention contains ambiguities and contradictions that could be misused or misinterpreted by governments to undermine – rather than promote- cultural diversity (Embassy of the United States of America, 2005). In a statement prepared by Louise Oliver, the U.S. State Department argues that

this Convention could be used by states to justify policies that could be used or abused to control the cultural lives of their citizens -- policies that a state might use to control what its citizens can see; what they can read; what they can listen to; and what they can do. We believe -- in keeping with existing conventions -- that the world must affirm the right of all people to make these decisions for themselves (Embassy of the United States of America, 2005).

This brings out the issue of whether cultural policies will be used to discriminate or serve as an excuse for protectionism. A nation can impose film quotas, give preference to local publishers over foreign publishers, and extend tax breaks for film and TV production. Such measures can be understood as anti-monopoly policies so that cultural sector is not dominated by few players. From another angle, it can also be interpreted as a protectionist measure.

As illustrated by Srinivas (2006), in the debate over the convention, the focus has been more on globalization versus the national cultural sector, specifically Hollywood versus local cinema in France, Canada and South Korea. The convention can be interpreted as a way to help nations in framing cultural policies to counter the threats of globalization. It can also be interpreted as a protectionist measure for commercial purposes within nations, depending on how the government interprets the importance of both measures. Also, the U.S. concerns if this convention truly promotes the cultural diversity by allowing people to make their own choices on culture activities. All these related to the power of the Convention over other international legal instruments.

Counterbalance the WTO?

Another concern raised by the U.S. is the relationship between the convention and other international agreements. The principle role of the Convention is to act as a counterpart to the WTO whenever conflicts between trade and culture arise. Article 20 of the Convention state the relationship to other instruments:

1. Parties recognize that they shall perform in good faith their obligations under this Convention and all other treaties to which they are parties. Accordingly, without subordinating this Convention to any other treaty,
 - (a) they shall foster mutual supportiveness between this Convention and the other treaties to which they are parties; and
 - (b) when interpreting and applying the other treaties to which they are parties or when entering into other international obligations, Parties shall take into account the relevant provisions of this Convention.
2. Nothing in this Convention shall be interpreted as modifying rights and obligations of the Parties under any other treaties to which they are parties.

This Article provides some basic principles about how this Convention is to be interpreted when the signatory parties are complying with any other international treaties. It first confirms that existing obligation of other treaties must be respected. This convention is not subordinate to other treaties and this convention does not to be interpreted as rights or obligations of the Parties under any other international treaties. Secondly, it provides that the Convention and other international treaties shall foster a mutual supportiveness (Graber, 2006). Article 20 does not modify any concurrent international obligations. This leaves room for interpretation about what exactly mutual supportiveness might entail. When there is a potential conflict between trade and culture in the WTO framework, according to the Article III(3) and IV(3) of the WTO agreement:

Article III – Functions of the WTO

(3) The WTO shall administer the Understanding on Rules and Procedures Governing the Settlement of Disputes (hereinafter referred to as the "Dispute Settlement Understanding" or "DSU") in Annex 2 to this Agreement.

Article IV – Structure of the WTO

(3) The General Council shall convene as appropriate to discharge the responsibilities of the Dispute Settlement Body provided for in the Dispute Settlement Understanding. The Dispute Settlement Body may have its own chairman and shall establish such rules of procedure as it deems necessary for the fulfilment of those responsibilities.

Such dispute must be resolved by the Dispute Settlement Body. According to Articles 25 of the Convention:

- 1 In the event of dispute between Parties to this Convention concerning the interpretation or the application of the Convention, the Parties shall seek a solution by negotiation.

Without a clear instruction of the negotiation, it suggests that there is no definite governing body to administer the dispute according to the Articles of the Convention. Speaking of an obligation of the Parties, the Parties will follow the basic logic of the WTO dispute settlement system. As a result, any potential dispute between trade and culture will be to find an “exception” or “safeguard clause” for cultural issues within the law of the WTO (Graber, 2006, p.567)

As argued by Loisen (as cited in Culturelink, 2006), the relationship between Article XX of the WTO agreement, Schedule of Specific Commitment, and audiovisual policy remains ambiguous. In Article XVI of the WTO agreement, Market Access, it is stated that “each Member shall accord services and service suppliers of any other Member treatment no less favourable than that provided for under the terms, limitations and conditions agreed and specified in its Schedule.” However, Loisen (as cited in Culturelink, 2006) also concludes that:

On the one hand, flexibilities do exist but their robustness is questionable. No clear and straightforward reference to the specificity of the audiovisual sector can be found in WTO agreements. Moreover, the implicit exceptions towards the audiovisual sector are

always subject to further (re)negotiation. On the other hand, although in the WTO exceptions are, as a rule, interpreted restrictively, these flexibilities do indicate recognition of the relationship between cultural object and national identity (p.276)

This affirms the status of the Convention as a political instrument to counterbalance the agreement of WTO. As suggested by Garbar (2006, p.574), there is an opportunity for the Convention to be used as a point of reference when the definition of boundaries between trade and culture is discussed in WTO trade negotiations or dispute settlement procedures in future. This potential is, however, not a given but needs to be developed and strengthened.

Preferential treatment to developing countries

In analyzing the content of the Convention, there is a tendency to protect and promote cultural diversity in the developing countries. As stated in Article 16 -- Preferential treatment for developing countries,

Developed countries shall facilitate cultural exchange with developing countries by granting, through the appropriate institutional and legal framework, preferential treatment to artists and other cultural professional and practitioners, as well as cultural goods and services from developing countries.

Meanwhile, the Constitution established the International Fund for Cultural Diversity as a fund-in-trust placed at the disposal of parties, particularly developing countries, to help them implement and apply the Convention. Use of the fund's resource is decided by the intergovernmental Committee in accordance with the guidelines provided by the Conference of Parties. (UNESCO, n.d.)

Ratification and Implementation of the Convention

Ratification

“Ratification” designates the international act whereby a State or regional economic integration organization affirms its consent to be bound by a treaty.

According to Article 29 of the Convention, the convention will be enforceable three months after the date of ratification, acceptance, approval or accession from thirtieth nations, but only with respect to those States or regional economic integration organization that have deposited their respective instrument of ratification, acceptance, approval or accession on or before that date. A model of the instrument of ratification is set out below:

<p>INSTRUMENT OF RATIFICATION</p> <p>Whereas the ... (title of the Convention)...is open to ratification by ... (name of the country)... under the terms of its Article... (number of applicable article) ..., Now therefore, the Government of ... (name of the country) ... having considered the aforesaid Convention hereby ratify the said Convention and undertake faithfully to carry out the stipulation therein contained .</p> <p>IN WITNESS THEREFORE, I have signed and sealed this instrument.</p> <p>Done at ... (place) ..., this day of ... (date)...</p> <p>(signature)</p> <p>Head of State or prime Minister or Minister of Foreign Affairs (seal)</p>

At present, 95 states and 1 international organization – The European Union- have expressed their consent to be bound by the treaty.

In order to be able to counterbalance the WTO, Graber (2006) suggested that the convention should acquire universal or quasi-universal status. The number of ratifications should at least equate to the number of WTO Members, which is 153 (World Trade Organization, n.d.)

Current implementation

As the Convention entered into force in 2007, after ratification by 30 states, it was argued that new approaches to cultural expressions in their diverse forms – books, television programmes, music, live performances and many more – should be developed. UNESCO is currently redesigning its operational guidelines to elaborate on projects and programs that achieve the aims of the Convention. The first extraordinary session was held July 24-27, 2008 in Paris at the UNESCO headquarters. The intergovernmental commission adopted operational guidelines that provide detailed principles and elaborations about the following Articles of the Convention:

- Article 7 – Measures to promote cultural expressions
- Article 8 – Measures to protect cultural expressions
- Article 11 – Participation of civil society
- Article 15 – Collaborative arrangements
- Article 17 – International cooperation in situations of serious threat to cultural expressions

The second extraordinary session was held March 23-29, 2009 in Paris at the UNESCO headquarters. In this meeting, the intergovernmental commission intended to adopt the guidelines developed in the second ordinary session that was held on December 8-12, 2008 for drafting guidelines about the following Articles of the Convention:

- Article 12 – promotion of international cooperation
- Article 13 – Integration of culture in sustainable development
- Article 14 – Cooperation for development
- Article 18 – Use of resource of the International Fund for Cultural Diversity
- Article 17 – International cooperation in situations of serious threat to cultural expressions

In addition, experts' reports on preferential treatment for developing countries concerning Article 16 of the Convention were to be examined in the second extraordinary session.

Section 5: Summary and Significance

This background paper summarizes the UNESCO founding history, programming and organizational structure, current cultural initiatives, and the actions developed by UNESCO that have promoted cultural diversity in recent decades. A focus has been placed on the relationship between the U.S. and UNESCO, several important cultural initiatives in the cultural sector, and the 2005 Convention on the Protection and Promotion for Diversity and Cultural Expression. Based on available materials, this paper provides readers a basic understanding of how UNESCO works as an international organization and what kind of cultural policies have been developed to promote world peace.

Main findings

Through reviewing the founding history and the voting decisions on several legal instruments, a unique relationship is identified between the U.S. and UNESCO. As one of the founders of UNESCO, the U.S. originally provided a financial contribution that accounted for about 25% of the UNESCO budget. However, due to the dissatisfaction of the management and related political issues concerning UNESCO, the U.S. withdrew its membership in 1984. There are three primary known reasons for U.S. withdrawal from UNESCO: (1) political bias and excessive focus on Third World interests; (2) organizational mismanagement and questionable centralized practices; (3) and unrestrained budget growth. After the U.S. withdrawal in 1984, UNESCO continued to invite the United States General Accounting Office to review the management practices and the financial budget of UNESCO. Despite reports that UNESCO demonstrated no significant effort in reform in the aforementioned areas, the U.S. decided to rejoin UNESCO in 2003. Since renewing its membership, the U.S. has expressed opposition to several declarations and conventions. For example, the U.S. voted against on the UN Declaration

on the Rights of Indigenous Peoples in 2007, and the Convention on the Protection and Promotion for the Diversity and Cultural Expression in 2005. Extensive research has not illuminated and clearly defined reasons that the U.S. voted against these declarations. Unlike a convention, which is a legally binding agreement, a declaration is a soft policy instrument that is not legally binding for member states. Rather, it is an unofficial declaration of good will. The 2007 Declaration and 2005 Convention are just two examples from a series of incidents that have reflected U.S. disagreement with UNESCO initiatives, incidents where the U.S. stood against the majority of member states. As one of the leading countries in the world, the U.S. has formed an unpredictable relationship with UNESCO.

By exploring different international perspectives and interpretations regarding the 2005 Convention on the Protection and Promotion for the Diversity and Cultural Expressions, this paper reveals how and why countries treat the same convention differently. The intent of the convention is to strengthen international cooperation that promotes cultural diversity and fosters cultural exchange through intercultural dialogue. The U.S. has concerns about the ambiguities and contradictive nature of the agreement, asserting the possibility of misuse by governments to undermine cultural diversity and control the cultural lives of citizens. The convention can be considered a protocol to act against the threats of globalization. However, it can also be considered as a protectionist instrument for commercial gain through the exportation of cultural products to other countries, dominating the international market. Different perspectives are reflected from the voting actions and arguments among UNESCO member states.

This paper also highlights significant findings concerning the recognition of cultural legal instruments on the global platform. There is a lot of discussion and analysis concerning the relationship between the 2005 Convention on the Protection and Promotion for the Diversity and

Cultural Expression and other international legal documents. The convention agreement does not clearly state how a dispute will be settled if the convention comes into conflict with another international agreement. The existing articles only affirm that the convention is not subordinate to other treaties. The convention and other international treaties are expected to foster “mutual supportiveness.” An example is given in this paper about the negotiation power of the convention whenever conflicts between trade and culture arise. The WTO agreement and the convention agreement are compared to investigate what kind of mechanisms and governing body could be formed. There is no clear instruction for negotiation or development. Some scholars suggested that if the number of states that ratify of the convention is equal to the number of states that are WTO members, the negotiation power between the convention and WTO would be more balanced. However, such an argument would require further investigation and elaboration.

Further Inquiry

The findings of this paper provide a foundation of background information and serve to provide readers with details on selected events of significance. Several areas are identified for further research.

The U.S. has a unique relationship with UNESCO. As outlined in this paper, the U.S. withdrew from UNESCO in 1984. However, there is no prominent evidence showing why U.S. decided to rejoin UNESCO in 2003, especially as several review reports prepared by the United States General Accounting Office contended that UNESCO had made no significant efforts reform related to the problems that had previously been identified. In a formal announcement about the U.S.’s intention to rejoin UNESCO, President Bush stated, “As a symbol of our commitment to human dignity, the U.S. will return to UNESCO. This organization has been reformed and America will participate fully in its mission to advance human rights and tolerance

and learning" (The U.S. Department of State, n.d.). But how do the review reports support President Bush's announcement? What is the impact of the U.S. rejoining UNESCO? How does the U.S.'s participation help to achieve UNESCO's mission regarding the promotion of the rights of indigenous people and cultural diversity? These issues require further research for in-depth exploration.

The UN Declaration on the Right of Indigenous Peoples in 2007 and the Convention on the Protection and Promotion for the Diversity and Cultural Expression in 2005 were two in a series of incidents that demonstrated U.S. disagreement with UNESCO initiatives. As one of the leading countries in the world, the U.S. voting in a very small minority against instruments intended to support the rights of indigenous peoples and promote cultural diversity raises questions and concerns. As outlined in the paper, there are presumed reasons for the U.S. reluctance to sign the convention -a legally binding international agreement- given concerns of sovereignty violation. However, the decision to withhold support for a declaration, a soft law instrument intended to demonstrate support and good will for a particular issue, in this case the rights of indigenous peoples, remains a mystery. Given the limited scale and resources for this paper, further research should be conducted regarding the U.S. rationale for rejecting the declaration.

In addition to the U.S. reluctance to support and participate in UNESCO initiatives, general concerns for international diplomacy and organizational effectiveness arise. In the aforementioned example concerning the WTO, questions are raised about how member states, through UNESCO, can work effectively as an international governing body when faced with conflicting legislation from other international organizations and related treaties. There is little research and scholarship on the dynamics and concerns of such relationships. What is the

position and negotiation power of UNESCO to establish and implement international cultural policy? How can it develop clear instructions for settling international disputes? Given rapid developments in an age of globalization, the necessity for further inquiry and critical analysis of such areas becomes evident.

With the increasing concern of cultural diversity internationally, the 2005 Convention on the Protection and Promotion for the Diversity and Cultural Expression formed a legal foundation to develop cultural diversity in the world. This convention only covers some aspects of cultural diversity as defined by the 2001 declaration. Some other aspects –such as cultural property, copyright, and intangible cultural heritage- are covered by other international conventions and initiatives. This background paper focuses on the development and implementation of the 2005 convention. Further research and study are recommended to examine the relationship between the 2005 convention and the previously ratified conventions. How might cultural diversity be applied in other areas, such as education, social science and communication, to promote world peace? What is the current status of such initiatives?

There is growing interest in the UNITWIN/UNESCO Chairs Program. UNITWIN was established in 1992 to advance research, training and program development in higher education. Although 631 UNESCO Chairs and 60 UNITWIN Networks have been established within the program, there is little information available regarding the structure and influence of the UNESCO Chairs or Networks. What is the driving force and mechanism to identify a chair or network? Who gives the authority to appoint a person as a UNESCO Chair? What is its significance of this initiative within UNESCO and what is its role and influence in international policy? Is there any publication channel for the knowledge or outcomes generated through the meetings of the Chairs? UNITWIN appears to be one of the most important programs in linking

higher education with UNESCO. Further inquiry and examination would help scholars become aware of the UNITWIN system and the opportunities available within the program.

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Appendix 1 – Timeline of legal instruments development

Agreement for facilitating the International Circulation of Visual and Auditory Materials of an Educational, Scientific and Cultural Character

Beirut, 10 December 1948

Florence Agreement on the Importation of Educational, Scientific and Cultural Materials

Florence, 17 June 1950

Convention for the Protection of Cultural Property in the Event of Armed Conflict - 1954

adopted at The Hague, 14 May 1954

Protocol for the Protection of Cultural Property in the Event of Armed Conflict

adopted at The Hague, 14 May 1954

Recommendation Concerning International Competitions in Architecture and Town Planning

New Delhi, 5 December 1956

Recommendation on International Principles Applicable to Archaeological Excavation

New Delhi, 5 December 1956

The International Convention for the Protection of Performers, Producers of Phonograms and Broadcasting Organizations

Rome, 26 October 1961

Recommendation concerning the Safeguarding of the Beauty and Character of Landscapes and Sites

Paris, 12 December 1962

Recommendation on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property

Paris, 19 November 1964

Declaration of the Principles of International Cultural Co-operation

Adopted on 4 November 1966 by the General Conference of UNESCO at its fourteenth session held in Paris.

Recommendation concerning the Preservation of Cultural Property Endangered by Public or Private Works

Paris, 20 November 1968

Recommendation concerning the Protection, at National Level, of the Cultural and Natural Heritage

Paris, 16 November 1968

Key ideas from the resolutions adopted by the Intergovernmental Conference on Institutional, Administrative and Financial Aspects of Cultural Policies

Venice, 24 August-2 September 1970

Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Cultural Property - 1970

Signed in Paris, 14 November 1970

The Convention for the Protection of Producers of Phonograms against Unauthorized Duplication of their Phonograms

Geneva, 29 October 1971

Universal Copyright Convention

Adopted at Geneva, 6 September 1952 and revised at Paris, 24 July 1971

General Recommendation of the Intergovernmental Conference on Cultural Policies in Europe

Helsinki, 19-28 June 1972

Convention concerning the Protection of the World Cultural and Natural Heritage - 1972

Signed in Paris, 16 November 1972

Declaration of the Intergovernmental Conference on Cultural Policies in Asia

Yogyakarta, Indonesia, 19 December 1973

The Convention relating to the Distribution of Programme-carrying Signals Transmitted by Satellite (Satellite Convention)

Brussels, 1 January 1974

Declaration of the Intergovernmental Conference on Cultural Policies in Africa

Accra, Ghana, 6 November 1975

Protocol to the Agreement on the Importation of Educational, Scientific and Cultural Materials

Nairobi, 1976

Recommendation on the Legal Protection of Translators and Translations and the Practical Means to Improve the Status of Translators

Nairobi, 30 November 1976

Recommendation concerning the Safeguarding and Contemporary Role of Historic Areas

Nairobi, 26 November 1976

Recommendation for the Protection of Movable Cultural Property

Paris, 28 November 1978

The Bogotá Declaration

Intergovernmental Conference on Cultural Policies in Latin America and the Caribbean, Bogotá, 20 January 1978

Berne Convention for the Protection of Literary and Artistic Works

Berne, 28 September 1979

The Multilateral Convention for the Avoidance of Double Taxation of Copyright Royalties

Madrid, 13 December 1979

Recommendation concerning the Status of the Artist

Belgrade, 27 October 1980

Recommendation for the Safeguarding and Preservation of Moving Images

Belgrade, 27 October 1980

Mexico City Declaration on Cultural Policies

World Conference on Cultural Policies, Mexico City, 6 August 1982

Convention on Indigenous and Tribal People

Geneva, 27 June 1989

Recommendation on the Safeguarding of Traditional Culture and Folklore

Adopted by the General Conference at its 25th session, Paris, 15 November 1989

Charter of Courmayeur

Courmayeur, Italy, 25 - 27 June 1992

Action Plan on Cultural Policies for Development

Adopted at the Intergovernmental Conference on Cultural Policies for Development, Stockholm, 2 April 1998

Recommendations of the Intergovernmental Conference on Cultural Policies for Development

Stockholm, 2 April 1998

Second Protocol to the Hague Convention

adopted at The Hague, 26 March 1999

International Code of Ethics for Dealers in Cultural Property

January 1999

Proposed Action Plan of the Meeting of the Experts Committee on the Strengthening of UNESCO's role in promoting Cultural Diversity in the context of Globalization

Paris, 22 September 2000

UNESCO Universal Declaration on Cultural Diversity - 2001

Adopted by the 31st session of the UNESCO General Conference, Paris, 2 November 2001.

Convention on the Protection of the Underwater Cultural Heritage - 2001

Paris, 2 November 2001

Istanbul Declaration on Cultural Diversity

Adopted at the Third Round Table of Ministers of Culture, Istanbul, September 2002

Draft International Convention for the Safeguarding of the Intangible Cultural Heritage

Adopted in Paris, October 17th 2003

Convention for the Safeguarding of the Intangible Cultural Heritage - 2003

Signed in Paris, 17 October 2003

New Delhi Declaration on the Dialogue among Civilizations - 2003

Adopted at the International Ministerial Conference - Quest for New Perspectives

UNESCO Declaration concerning the Intentional Destruction of Cultural Heritage - 2003

Adopted by the thirty-second session of the UNESCO General Conference, Paris, 17 October 2003

Convention on the Protection and Promotion of the Diversity of Cultural Expressions (text)

20 October, 2005

Appendix 2 – Relevant initiative about cultural diversity**Conferences and Round Tables**

- 2005 - International Conference: "Favoriser la diversité culturelle", 14 November, Paris (only in French)
- 2002 - Round Table of Ministers of Culture: Intangible Cultural Heritage – a Mirror of Cultural Diversity, 16-17 September, Istanbul
- 2000 - Round Table of Ministers of Culture 2000-2010 : Cultural Diversity: Challenges of the Marketplace, 11-12 December, UNESCO, Paris
- 1999 - Round Table of Ministers of Culture: "Culture and Creativity in a Globalized World", 2 November, on the occasion of the 30th session of the General Conference, UNESCO, Paris
- 1998 – Intergovernmental Conference on Cultural Policies for Development, 30 March – 2 April, Stockholm, Sweden
- 1982 - World Conference on Cultural Policies (MONDIACULT) and Mexico City Declaration, Mexico City, Mexico

Colloquiums, seminars and meetings

- 2006 – National Workshop on Sensitization of Policy Makers on Cultural Diversity and Development, 15-16 March, Kampala, Uganda
- 2006 - Sub-regional meeting on Intercultural Dialogue, Cultural Tourism and Cultural industries / Consultation on UNESCO Universal Declaration on Cultural Diversity, 10-12 January, Teheran, Iran
- 2004 - « World Day for Cultural Diversity in Central America », 21 may, Managua, Nicaragua
- 2004 - Symposium: Cultural Diversity and Globalization : The Arab-Japanese Experience of Interregional Dialogue, UNESCO, 6-7 may, Paris
- 2002 - Expert Meeting: Audiovisual Services - Improving Participation of Developing Countries, UNESCO and UNCTAD, 13-15 November, Geneva, Switzerland
- 2000 Meeting of the Experts Committee: Strengthening of UNESCO's role in promoting Cultural Diversity in the Context of Globalization, 21-22 September, UNESCO, Paris
- 2000 - Regional consultative meeting: Future of Cultural Industries in Africa, 5-8 September, Cotonou, Benin
- 2000 - Symposium of experts : Future of Cultural Industries in Central and Eastern Europe, 30 June – 1 July, Warsaw
- 1999 - Symposium of experts: Culture, a form of merchandise like no other? 14-15 June, UNESCO, Paris
- 1999 - Colloquium: Towards a constructive pluralism, 28-30 January, UNESCO, Paris
- 1998 - Seminar: Economic Integration and Cultural Industries in Latin America, convened by SELA (Latin American Economic System), UNESCO, the Andrés Bello Agreement and the National Fund for the Arts, July, Buenos Aires, Argentina

World Reports

- 2005 - World Report: Towards Knowledge Societies, UNESCO
- 2000 - World Culture Report: Cultural Diversity, Conflict and Pluralism, UNESCO
- 1998 - World Culture Report: Culture, Creativity and Markets, UNESCO
- 1996 - Report of the World Commission on Culture and Development: Our Creative Diversity, UNESCO

Publications, reports and studies

- 2005 – *International Flows of Selected Cultural Goods and Services, 1994-2003*, Institute for Statistics/Sector for Culture, UNESCO, Montreal/Paris
- 2005 - *Measuring Linguistic Diversity on the Internet*, UNESCO, Paris
- 2004 - *All Different, All Unique: Young people and UNESCO Universal Declaration on Cultural Diversity*, UNESCO, Paris
- 2004 - UNESCO and the Issue of Cultural Diversity: Review and Strategy, 1946-2007
- 2003 - *Déclaration universelle de l'UNESCO sur la diversité culturelle : commentaires et propositions*, Série Diversité culturelle n°2, UNESCO, Paris
- 2002 – *Universal Declaration on Cultural Diversity: a vision, a conceptual platform, a pool of ideas for implementation, a new paradigm*, Cultural Diversity Series n°1, UNESCO, Paris
- 2003 - *Cultural and Linguistic Diversity in the Information Society*, UNESCO, Paris
- 2000 - *International Flows of Selected Cultural Goods, 1980-98*, Institute for Statistics, UNESCO, Paris
- 2000 - *Culture, Trade and Globalization, Questions and Answers*, UNESCO, Paris
- 2000 - *Intergovernmental Conference on Cultural Policies for Development*, Final Report, UNESCO, Stockholm