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Prof. Andrzej Rottermund
President of the Polish National
Commission for UNESCO

Our activities in the priority areas of UNESCO

Last year for the first time I had the pleasure of leading the Polish National Commission for UNESCO, continuing the work of my distinguished predecessor, Professor Jerzy Kłoczowski. We have tried, as we have done every year, to carry out our statutory obligations, taking action in the fields of culture, education and science, as well as information and communication.

In the light of recent political events, our activities in the area of the Euro-Arab dialogue, in which our Commission has been actively involved for several years, have proved particularly relevant. We have also continued the process begun in recent years of implementing UNESCO conventions in Poland and other international documents, primarily those relating to the protection of cultural and natural heritage. Namely:

- the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property;
- the 1972 Convention concerning the Protection of the World Cultural and Natural Heritage;
- the 2001 Universal Declaration on Cultural Diversity;
- the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage;
- the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions;

and also the most recent, and especially inspiring document:

- the 2011 Recommendation on the Historic Urban Landscape, adopted by UNESCO in 2011.

A careful analysis of these documents, and of the current implementation process, based on already existing legal provisions, have led the National Commission to prepare "Recommendations concerning the implementation of UNESCO legislation into the Polish law", which we hope will be helpful in the further improvement of existing legislation governing the protection of our tangible and intangible heritage.

The practical and innovative nature of the solutions proposed by UNESCO makes them a perfect tool that not only improves the general quality of heritage protection, but contributes to the enrichment of our cultural environment, and the quality of our lives.

Memory of the World is a UNESCO programme of great significance.

In recognition of the Polish contribution to its development, our country was entrusted with organizing the Fourth International Conference on the Memory of the World Programme, inaugurated at Warsaw's Royal Castle in May 2011. During last year's autumn session of UNESCO's Executive Board in Paris, a decision supported by the vast majority of Member States was made, opening the way for work to begin on UNESCO's recommendation on the preservation and access to documentary heritage (both traditional, analogue, and digital). The decision was the consequence of a follow-up meeting held in Warsaw, after the above mentioned conference, of experts from around the world in May of last year.

The promotion of ideas and programmes and their dissemination among young people is crucial to UNESCO's mission, because it is their attitudes and involvement in global issues that will determine the state of the Planet in coming decades. "Education First" was the pledge made at the last session of the General Assembly of the United Nations in September 2012. As a result, and for the first time in its history, the United Nations put education at the top of its list of priorities. For the past sixty years an international network of UNESCO Associated Schools, bringing together more than 9,000 educational institutions in 180 countries, has been UNESCO's contribution to this idea. The Polish National Commission for UNESCO coordinates the work of 101 such schools throughout the country, and thereby contributes to education in a spirit of openness, tolerance and acceptance of cultural diversity; essential preconditions of active participation in a civil society.

I would like to draw attention to several other initiatives undertaken by our Commission, such as the fellowship programmes for young scientists from developing countries and those in transition, which constitute an important part of our work (the UNESCO / Poland Co-sponsored Fellowships and the Polish National Commission for UNESCO fellowships). We continue to work with a network of UNESCO Chairs at twelve Polish higher education establishments.

These play an important role in raising scientific research standards, in the worldwide dissemination of knowledge and experience, and in promoting Polish scientific achievement throughout the world.

Our activities in the scientific field are guided by two overriding aims:

- to increase the Polish scientific community's input in developing countries; in fields that are of particular importance to those countries, including engineering science and the various disciplines of the natural sciences that deal with the study of climate change and ecosystems.
- to reinforce Poland's contribution in scientific areas prioritised by UNESCO; including ethics in science, issues associated with the development of the information society and the Man and the Biosphere Programme (MAB). MAB creates huge opportunities for international co-operation through a network of Biosphere Reserves. Poland has ten Biosphere Reserves, including two Transboundary Reserves which extend across three national boundaries, along the Eastern Carpathians (Poland-Slovakia-Ukraine) and West Polesie (Poland-Ukraine-Belarus).

The UNESCO Certificate establishing the West Polesie Tripartite

Transboundary Biosphere Reserve was officially presented last September by UNESCO Director-General Irina Bokova. This, her first official visit to Poland, provided an opportunity to discuss the many great challenges of the modern world that the Director-General has often raised in her messages. These include the safety of journalists, who risk their lives in defence of freedom of expression, or threats to World Heritage sites from the many armed conflicts around the world; most recently in Syria and Mali. All of these issues are evidence of the ever important mission that the UN biggest agency continues to perform in its efforts to create the necessary conditions for peace in the modern world in accordance with the first words of UNESCO's own Constitution: by remaining committed to building peace in people's minds. A remit that originates from the principles contained in the Universal Declaration of Human Rights. Through activities that ensure access to education for all, a constant upgrading of teachers skills, free access to information, freedom of expression, scientific research based on ethical principles, the maintenance of free access to heritage, cultural diversity, dialogue and sustainable development. ●

Prof. Andrzej Rottermund

President of the Polish National Commission for UNESCO

UNESCO Director-General Visits Poland

On September 4 2012, Irina Bokova, UNESCO Director-General arrived in Poland on a two-day visit at the invitation of Polish Foreign Affairs Minister Radosław Sikorski. One of the reasons for such a distinguished guest coming to our country was the XXII Economic Forum in Krynica, devoted to finding ways of overcoming the present European and world economic crisis.

Irina Bokova took part in the Forum's opening discussions, also attended by Polish and Croatian Presidents, Bronisław Komorowski and Ivo Josipović. She subsequently joined in the panel discussion, moderated by Juliusz Braun, Chairman of the Board of Polish Television and a member of the Polish National Commission for UNESCO. Janusz Lewandowski, High Commissioner of the European Union, was also present. The UNESCO Director-General emphasized the role of a high quality education system, and intellectual capital, in overcoming the current crisis. She also placed special emphasis on the role of culture in development. From a global economic perspective, in which access to knowledge plays such a decisive role, improvements in the quality of public education is key to the quality of life in societies, as well as to the development of mechanisms preventing social exclusion. As UNESCO's Director-General pointed out in her address: "If we look at the history of the current state of Europe's economic development, we cannot be unaware that the main development factors are no longer coal and steel – as they were for past generations – but social and intellectual capital".

Irina Bokova also held talks with President Bronisław Komorowski.

Topic covered, during a brief meeting, included closer co-operation between Poland and UNESCO and the role of the Polish National



(Left to right): Permanent Delegate of the Republic of Poland to UNESCO, Ambassador Krzysztof Kocel; UNESCO Director-General, Irina Bokova and the President of the Republic of Poland, Bronisław Komorowski at the Economic Forum in Krynica (Poland), September 2012.
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Commission for UNESCO. In the evening, the Director-General was guest of the President of Cracow whose historic city was one of the first twelve sites inscribed on The World Heritage List in 1978. After a tour of Cracow's Old Town and a visit to the International Cultural Centre, the Director-General was guest of honour at a formal dinner given by the President of Cracow. Also present were the rectors of Cracow's Jagiellonian University, University of Science and Technology (AGH), and University of Economics. All three institutions have active UNESCO Chairs and fellows who benefit from the research facilities and international fellowship programme of UNESCO and the Polish National Commission for UNESCO. The discussions focused on Cracow's contribution to the development of European science and culture, with special regard to literature.

On September 5, during a meeting in the premises of the Polish Academy of Sciences in Warsaw, Irina Bokova presented the official certificate constituting the West Polesie Transboundary Biosphere Reserve, established after the signing of an international agreement in Kiev by the Ministers of the Environment of Poland, Belarus and Ukraine on October 28, 2011. West Polesie is the second Tripartite Transboundary Biosphere Reserve (WNBR) in Europe and the third in the world. The official presentation of the document, setting up the UNESCO Biosphere Reserve, inaugurated a two-day seminar on the subject of research programmes and the development of a trilateral partnership within the framework of a new site. Under-Secretaries of State, experts and local government representatives from areas incorporated into the Biosphere Reserve, took part in the seminar.

The Director-General also visited Warsaw's Old Town, after which she attended an official lunch at Warsaw's Royal Castle hosted by President, Professor Andrzej Rottermund and the members of the Polish National Commission for UNESCO: Deputy-Ministers of Foreign Affairs, Culture and National Heritage, Science and Higher Education, National Education, the Environment, Sport and Tourism, as well as the President of the Polish Academy of Sciences and eminent representatives of the world of culture and science. The conversation centred on steps taken by both the National Commission and government in ensuring the implementation of UNESCO Conventions and programmes in Poland, as well as on the possibilities of developing an ever closer partnership with the UNESCO Secretariat in Paris. Irina Bokova continued these discussions in the afternoon, during meetings at the Ministry of Foreign Affairs with Deputy-Minister Maciej Szpunar, at the Ministry of Science and Higher Education with Deputy-Minister Marek Ratajczak and at the Ministry of the Environment with Minister Marcin Korolec. In the evening, the Minister of Culture and National Heritage, Bogdan Zdrojewski hosted a formal dinner at which Irina Bokova was guest of honour. The occasion was yet another opportunity to exchange views on heritage protection and cultural policy.



What we dealt with in 2012

As every year, we put into your hands the Bulletin of the Polish National Commission for UNESCO. It contains information on the most important events and issues that we dealt with last year. Among them was undoubtedly UNESCO Director-General Irina Bokova's first official visit to Poland, to present the official certificate constituting the Tripartite Transboundary Biosphere Reserve "West-Polesie" and participate in the XXII Economic Forum in Krynica.

The Director-General's stay also provided a unique opportunity to meet with the Polish National Commission for UNESCO (changed in the past year due to new nominations). Members of the National Commission led by Professor Andrzej Rottermund received the Director-General in the state rooms of the Royal Castle in Warsaw, which undoubtedly added splendour to the event. You can read more about Irina Bokova's first visit to Poland on page 8.

In 2012, UNESCO was a forum for discussing fundamental issues concerning the Organization's future and its place within the United Nations family. These were addressed during consultations the Director-General had with the Member States and National Commissions around the world. One of the topics of particular importance to the Polish National Commission concerned

UNESCO's exceptional role in building peace in the world, serving as an institutional platform for intercultural dialogue that facilitates understanding between nations. We devote the first part of this publication to this issue.

In the article "UNESCO, Promoter of Dialogue" (p.17), I draw attention to the message conveyed by culture related UNESCO conventions, aimed at creating conditions that lead to the establishment of sustainable dialogue frameworks. Achieved by promoting diversity and equality in the treatment of the cultural expressions of different nations and local communities. Prof. Edmund Wnuk-Lipiński, in the article published on page 22, discusses the challenge of cultural diversity in terms of human rights, a point of reference for all UN activities. In his article professor Wnuk-Lipiński poses the question – ever more frequently discussed on the UNESCO forum – of the actual universality, in today's multicultural world, of the Western axiology, the basis for most international regulations.

We are trying to implement the idea of seeking a consensus through dialogue, among others, by the activities of the Task Force of National Commissions for UNESCO's Euro-Arab Dialogue Initiative, of which the Polish National Commission is coordinator for the European countries. A progress report can be found on Page 25. For the last eight years we have been developing a multicultural education project addressed to Polish schools. For the past three years this has taken the form of workshops for teachers throughout Poland; preparing them to work in the increasingly multicultural school reality and encouraging them to conduct lessons connected with these themes. More information about this project, aimed at developing openness and tolerance and thus limit culture-based conflicts, can be found on page 29.

Another example of this kind of work, aiming to encourage dialogue, is the Polish-German Textbook Commission which has now been active for forty years. After a long period of fruitful co-operation, historians and other scientists from the two countries have undertaken the extremely difficult task of attempting to produce a common European history book. The aim: to produce a manual that integrates the differences in approach to the history of our continent. The key summary of the Textbook Commission's work can be found on page 31.

In 2012, we focused on issues relating to heritage. Thanks to the World Heritage Convention, adopted by UNESCO in 1972, and ratified by our country in 1976, there has for over forty years now, been wide acceptance in Poland for the need to protect the world cultural and natural heritage. The recently adopted UNESCO Recommendation on Historic Urban Landscape (2011) introduces a new, more holistic approach to heritage conservation, including the conservation of the Historic Urban Landscape (HUL). Professor Jacek Purchla discusses the issue in an article on page 42, whilst pointing to the need for a comprehensive view of the cultural space in urban areas.

In the opinion of the Polish National Commission, a whole new area, involving intangible heritage, in accordance with the 2003 Convention

for the Safeguarding of the Intangible Cultural Heritage, should be taken into consideration extensively in Polish legislation dedicated to the protection of cultural heritage. The 2003 Convention is based on different assumptions than those contained in the 1972 version. The 2003 Convention is the result of an evolution, which has taken place during the thirty years separating the signing of the former document, and reflects a fundamental change in the approach to the evaluation and safeguarding of cultural heritage. The 2003 Convention is much more focused on the local community, highlighting the equality and equivalency of the diversity of individual expressions of intangible cultural phenomena. I expand on this crucial notion to the Convention's implementation on page 33.

Intangible values are also one of the criteria (criterion vi), which determine inscriptions on the World Heritage List, created under the 1972 Convention premises. It was on the basis of this criterion that the Warsaw Old Town was inscribed on the World Heritage List in 1980. In connection with, among other things, the emerging inconsistencies in its application, the World Heritage Committee decided to bring together UNESCO's most eminent experts, in order to precisely define the aforementioned criterion. The meeting was organized in 2012 in Warsaw, by the National Heritage Institute under the patronage of the Polish National Commission for UNESCO. Further details can be found on page 48.

The National Commission is an active participant in the work undertaken to promote the Memory of the World Programme, especially as it relates to the preservation of the documentary heritage. This is one of our priority areas, particularly in view of the importance of history, and the methodology applied to creating conditions for dialogue, based on historical sources. An important meeting of experts held in Warsaw in May 2012, organized in co-operation with our National Commission by the Head Office of State Archives, financed by the Ministry of Culture and National Heritage, confirmed the need to further develop the programme. We write about this at greater length on page 51.

Very often within UNESCO, seemingly unrelated subjects, lead to seemingly unrelated sections of the Organization working together. For example, bioethics link the natural sciences and the human sciences, when ethical issues related to the biomedical sciences have to be dealt with. In the article on page 56, Professor Ewa Bartnik writes about the new challenges in this field from the perspective of an expert of the UNESCO International Bioethics Committee.

An important task of the Polish National Commission for UNESCO, carried out continuously for over twenty years, is the coordination of fellowship programmes for young scientists from developing countries. The group of several dozen beneficiaries of fellowship programmes hosted each year by leading Polish universities and research centres, number many future research leaders and prominent academic figures and research centre managers in their

home countries. Contributing to scientific exchange and capacity building is, in our opinion, the best way to help, as well as to build bonds of friendship and co-operation. You can read more about how this form of co-operation is developing, through fellowships programmes, coordinated by the National Commission, on page 59.

Open access to educational resources is an important determinant of the development of education and science and contributes to an improvement in the quality of life. Read more about the World Congress devoted to this issue, held in Paris in May 2012, in which the Polish delegation took an active part, on page 58. The Polish Commission for the Information for All Programme (IFAP), for whom the issues discussed during the Congress are among the most important topics in the area of communication and information, were closely involved in briefing the Polish delegation prior to this important meeting.

The topics raised in our Bulletin such as: working for peace, human rights, intercultural dialogue, sustainable development, protection of the cultural and natural heritage, and the new challenges of our civilisation, are all taken up by the students and teachers of the UNESCO Associated Schools Project Network. A group of more than 9,000 institutions in 180 countries, will be celebrating its sixtieth anniversary in 2013. The Polish network numbers over a hundred educational institutions, representing the full education range, from preschool to upper secondary school. We believe that the specific types of work related to the implementation of UNESCO's ideas and programmes within its educational agenda, contribute to the development of civic attitudes so necessary in a modern democratic society. The activities of the Polish ASP are further described on page 60.

We trust that our dedication to disseminating and implementing UNESCO's mission and programmes in Poland is adequately reflected in the current issue of the Bulletin. Much more importantly however, we hope that this will contribute to an ever growing interest in these issues among our readers, and that UNESCO ideals will thereby gain new friends whilst our National Commission – many active supporters. ●

Prof. Sławomir Ratajski

Secretary-General

Polish National Commission for UNESCO

Delegations from Europe and North America Consult on UNESCO's Future

September 9-12 saw the Regional Director-General's Consultation with Member States and National Commissions for UNESCO of the Europe and North America Region. Delegations from other regions also met this year to debate UNESCO's future. Discussions centred on Medium-Term Strategy for 2014-2021, and the Organization's Programme and Budget for 2014-2017.

The Meeting and debate programme in Bratislava was expertly organised by the Austrian, Slovakian and Hungarian National Commissions for UNESCO. Slovakia's capital proved an excellent host to the numerous National Commission delegations, also from Poland, represented by Krzysztof Kocel, Permanent Delegate and Ambassador of the Republic of Poland to UNESCO in Paris, and Sławomir Ratajski, Secretary-General of the Polish National Commission for UNESCO.

The plenary session was opened by Professor William John Morgan, the consultation's previous

host and Chairperson of the United Kingdom National Commission for UNESCO. Katalin Bogayay from Hungary, President of the General Conference of UNESCO, delivered a message to those present, whilst Hans d'Orville, Assistant Director-General for Strategic Planning, conveyed greetings from the Director-General Irina Bokova, and presented her preliminary proposal concerning UNESCO's Medium-Term Strategy and Programme and Budget. These included far reaching changes in the Organization's structure, amongst others, aimed at reducing



Polish delegates to the Director-General's Consultation with Member States and National Commissions for UNESCO of the Europe and North America Region held in Bratislava, September 2012, (from the left): Secretary-General of the Polish National Commission for UNESCO, Sławomir Ratajski and Permanent Delegate of the Republic of Poland to UNESCO, Ambassador Krzysztof Kocel.

the number of Major Programmes from the existing five (Education, Natural Sciences, Social and Human Sciences, Culture, Communication and Information) to three (Education, Science, Culture). Great emphasis was placed on efficiency improvements, and cost reduction measures. In plenary discussions, the Polish delegation, as well as most other speakers, supported the need for a greater concentration of UNESCO resources. However we expressed concern at a proposal aimed at breaking up the current Communication and Information Programme and merging it with other programmes. Especially in relation to such key activity areas as freedom of expression and the safety of journalists, and the Memory of the World Programme. Doubts were also raised about merging the Social and Human Sciences Programme into the Natural Sciences Programme. The Polish National Commission stressed that this could blur such important issues as ethics in science or philosophy.

All participants agreed on the importance of freedom of expression, the media, and the safety of journalists; regarding them as one of UNESCO's core missions that could almost be recognised as a separate programme, with its own strategy and methodology. It was noted, that the Organization with such a leading role in implementing a UN Plan of Action on the Safety of Journalists and the Issue of Impunity should initiate an annual expert report on the subject of media law and impunity.

The importance of UNESCO's role in preserving information and in that context the Memory of the World Programme, were also remarked upon.

Delegates unanimously agreed that Education should remain at the top of the agenda after 2015, together with the Millennium Development Goals. As co-ordinator of the Education for All Programme (EFA), UNESCO continues to play an important role in work aimed at providing access to education for all, and raising standards. In the closing Programme Recommendations, Education for Sustainable Development was named a key element of basic education, as well as a contributor to raising standards and inclusive education. Some delegates also noticed the need for UNESCO to reinforce its commitment to the quality of teachers training in its plans, as well as to Technical and Vocational Education and Training (TVET).

Themes most relevant to UNESCO's work were singled out from among natural sciences as well as social and human sciences. These include basic science, technology and innovation policies, oceans and coastal zones and freshwater systems, social impact of global environmental change, and the role of youth as actors for societal change and human rights. The importance of a balanced approach to education and development, are key assignments in this area. A stronger position for ethics in science, science education and open access to scientific information was also underlined.



UNESCO Assistant Director-General for Strategic Planning, Hans d'Orville presented Director General's Preliminary Proposal concerning the Medium-Term Strategy for 2014-2021 and the Programme and Budget for 2014-2017.



Participants of the 16th Director-General's Consultation with Member States and National Commissions for UNESCO of the Europe and North America Region in Bratislava, 9-12 September 2012.

The most important task in the field of culture

was acknowledged to be the implementation of the cultural conventions, relating to the protection of cultural and natural heritage, the safeguarding of intangible cultural heritage, as well as the protection and promotion of the diversity of cultural expressions. The need to review operational directives of the respective conventions was also noted. Challenges in managing World Heritage Sites were pointed out. These were seen as mostly due to a lack of quality monitoring and incompetent management of World Heritage Sites. Furthermore, doubts about the nomination process, were seen as potentially further undermining the credibility of the selection criteria applied in choosing World Heritage Sites. There is clearly a need for dialogue between all the stakeholders. Culture and development should be included in the framework of all the above mentioned conventions, and especially in the 2005 Convention. The development and gathering of statistics, the formulation of a variety of indicators, the sharing of best practices should be continued and improved – as formulated in the meeting's closing Programme Recommendations documents. UNESCO should work together with other UN agencies to include culture in the United Nations Development Assistance Framework and other UN instruments.

Participants were particularly adamant about the

active inclusion and participation of young people in UNESCO's work. Youth related issues should be strongly reflected in all the Organization's activities and programmes.

The significance of Category II Institutes was also

stressed, with a particular mention of their link to UNESCO's mission. Poland has one such Institute in the town of Łódź: The European Regional Centre for Ecohydrology.

Towards the end of the consultation meeting

the need and importance to re-double efforts to reinforce the network of over 195 National Commissions for UNESCO was emphatically stressed. UNESCO's presence in all Member States should be exploited to its full potential, with due regard to the National Commissions' role in individual countries of connecting UNESCO to civil society, and thereby convincing a wider public to act in support of UNESCO aims.

Opinions and recommendations from the regional

consultation were submitted to UNESCO's Executive Board, which met in Paris in October of last year. Whilst accepting the majority of the consultation recommendations, the Executive Board chose to reject the Director-General's preliminary proposal limiting the number of Major Programmes, thereby deciding to retain the present structure. The decisions of UNESCO's executive body are crucial for the Organization's future. These will be discussed and finally determined by the UNESCO General Conference, which next gathers in autumn 2013.

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UNESCO Promoter of Dialogue

Like its parent organization the United Nations, UNESCO – the United Nations Educational, Scientific and Cultural Organization – is a child of conflict. Born out of fear left in the minds of people by the destruction caused by World War II, it was established on the ruins of faith in humanity, but in the hope that it would again be possible to instil into the minds of men, thoughts of peace which would manifest themselves in human action.

“...the *de facto* failure of dominant Western values, as a consequence of the Second World War, opened up a breach in history, a “breathing space”, that allowed an appeal to thinking, to make itself heard, and to deposit a moment of truth in this breach” – wrote Hannah Arendt.¹ This thought was reflected in UNESCO’s Constitution, where the first sentence asserts that the Organization’s mission, is to build peace in the minds of men, “Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed”².

During a visit to UNESCO headquarters in Paris on 2 June 1980, Pope John Paul II made reference to the spiritual dimension of human existence, a notion underlying the Organization’s mission, unique among UN agencies. He then warned “not to succumb again to the monstrous alienation of collective evil, which is always ready to use

¹ Hannah Arendt, *The Life of the Mind*.

² *Basic Texts*, UNESCO, Paris 2010, p. 5

material powers in the exterminating struggle of men against men, of nations against nations.”³

Do these words still not apply, 67 years after the adoption of UNESCO’s Constitution, and 66 since the founding of the Organization itself? Does today’s world not continue to fear political objectives born of simplistic ideologies, caricatured philosophies, dreams of supremacy, or a simple lust for power or desire for domination of others? After all, the International Committee on Intellectual Co-operation – later known as the International Institute of Intellectual Co-operation – established in Paris within the framework of the League of Nations in 1922, failed to prevent the outbreak of the Second World War. Its twelve members – eminent individuals from around the world, headed by Henri Bergson – included Maria Skłodowska-Curie, Gilbert Murray, Albert Einstein, Gabriela Mistral, Aldous Huxley, Thomas Mann, Rabindranath Tagore and Paul Valéry. The latter described the mission of intellectuals: “If we could make the intellect a more effective and viable force in the affairs of this world, the world would have a better chance of healing and rapid improvement”.

In 1945, intellectuals also contributed to the creation and definition of UNESCO’s programme. Among them it is worth recalling philosophers Jacques Maritain, Sarvepalli Radhakrishnan, and Joseph Needham (author, among others, of *The Grand Titration*) and director of the science department. UNESCO’s first Director-General was Julian Huxley – the English scientist and philosopher, one of the creators of the idea of the Organization. Antoni Słonimski headed the literature section from 1946 to 1948.

Is the voice of intellectuals, once dominant within UNESCO, still to be heard in a world dominated by politicians? Unfortunately, conflicts are an everyday reality, aggression a permanent part of our condition, both as a virtual reality, created by the media, as well as in the real world, determined by relationships between people and by social and political factors. Although, the West has seemingly learned a grim lesson, and dismisses the spectre of total war, armed conflicts prevail in many parts of the world. Suffice to mention Afghanistan, Iraq, Libya, Syria, Mali, where many thousands of people have been killed and unique places, linked to their culture, and recognized by many nations as part of the world heritage, destroyed. This shows how urgent and vital is the need for the UN’s largest agency to continue its mission of actively striving to develop a culture of peace, that in concrete terms contributes to the creation of a more secure and peaceful world. The achievement of this aim requires a commitment from all the – presently 195 – Member States, and co-operation of the various non-governmental, social and business organizations, but above all it requires the involvement of people. People free from prejudices, free of a desire for revenge, and driven not by fear, but by solidarity.

The principles contained in the Universal Declaration of Human Rights are the platform from which UNESCO strives to achieve its

³ Pope John Paul II, *Address to UNESCO*, June 2, 1980. Man’s Entire Humanity is Expressed in Culture http://www.disf.org/en/documentation/12-800602_unesco.asp

objectives; through activities in the fields of education, science and culture, as well as through communication and information. Activities intended to ensure access to education for all, the constant upgrading of teachers skills, open access to knowledge, the encouragement of freedom of expression, the development of science – based on the principles of ethical behaviour and the preservation of, and access to, cultural heritage – as well as on the promotion of cultural diversity. If sustainable development, within an intercultural dialogue, can be seen as the basic method of operation, based on the principle that peace is a choice rooted in respect for diversity that cannot be achieved without dialogue, then UNESCO has by default become a promoter of dialogue between peoples and civilizations.

In her message, on the occasion of World Philosophy Day, Irina Bokova, UNESCO Director-General, invokes a philosophical reflection: Socratic humility enables a reasoned dialogue, essential “to build together solutions to challenges that are beyond our control. This is the best way to educate enlightened citizens, equipped to fight stupidity and prejudice”.⁴

Such a dialogue can be said to be conditional on a recognition of diversity, that contributes to help “build inclusive and tolerant global citizenship. Against the rising tide of ignorance and intolerance [...] to change ourselves – by giving weight to our indignation before injustice, lucidity to ask the right questions, and conviction to defend human dignity.”⁵

Dialogue is also conditional on a recognition of the equality of others, a sense of justice and responsibility for the other. Citing Emmanuel Levinas, “The search for another, still distant human being, all at once evokes a relationship, proper and just – a unique contact with a fellow human being, that becomes closeness”.⁶

In the words of John Paul II, expressed in a speech already quoted herein, where the Pontiff refers to the concept of people’s personal, integrated identity, that opens up the prospect of recognition and acceptance of the identity of another, he argues that “In the unity of culture as the specific way of human existence, there is rooted at the same time the plurality of cultures, in the midst of which man lives. In this plurality, man develops without losing, however, the essential contact with the unity of [his own – S.R.] culture as the fundamental and essential dimension of his existence and being (...) in the name of the primacy of the cultural realities of man, human communities, peoples and nations”.⁷

Equality, diversity, equivalence, sustainable development, recognition of the role of the individual contributor, but also that of the local community are the principles upon which UNESCO Conventions are built.⁸

⁴ Message from Ms Irina Bokova, Director-General of UNESCO on the occasion of World Philosophy Day, 15 November 2012 <http://unesdoc.unesco.org/images/0021/002183/218380e.pdf>

⁵ Loc. cit. p.1

⁶ Emmanuel Levinas, *O Bogu, który nawiedza myśl* [Of God Who Comes to Mind], Cracow. Znak 1994, p. 55

⁷ Pope John Paul II, Address to UNESCO, June 2, 1980. Man’s Entire Humanity is Expressed in Culture http://www.disf.org/en/documentation/12-800602_unesco.asp

⁸ Convention concerning the Protection of the World Cultural and Natural Heritage of 1972, Convention for the Safeguarding of the Intangible Cultural Heritage of 2003

These are the defining legislative conditions for the preservation and dissemination of humanity's cultural heritage. The Conventions authors recognize the vital importance of shaping development conditions, based on cultural awareness, a sense of identity, formed in the process of the gradual identification of one's own tangible and intangible heritage. The Conventions reflect UNESCO's plan of enabling and encouraging a dialogue for peace. The Conventions aim to achieve this, by ensuring that these acknowledge the diversity and equivalence of different forms of cultural expressions, represented by the full panoply of world communities and nations. This is the primary factor shaping the attitude of tolerance and acceptance of others and their otherness. The achievement of such an approach is only possible, following a recognition and appreciation of one's own cultural identity. An appreciation that, among others, comes from respecting the tangible and intangible heritage of the past, which at the same time co-constructs historical awareness, and shows the way to an understanding of contemporary culture.

Understanding the pre-conditions for dialogue, based on an acceptance of cultural equality, was however not always apparent at UNESCO. The 1972 Convention concerning the Protection of the World Cultural and Natural Heritage, and the resulting World Heritage List, are one of its key achievements, and arguably the most recognizable symbol of UNESCO's presence in the world. In 1978, it launched the process of documenting examples of sites of cultural and natural heritage of outstanding universal value. The process relatively quickly turned into a quasi competition between countries and all regions of the world as to who was quickest to recognize the value of their own culture. The entry criteria, derived from the axiological traditions of Western civilization, quickly led to the List being dominated by European sites.

The hierarchical concept behind the World Heritage List idea meant that it was to be based on the principle of representation and recognition of exceptional values. Unfortunately, in practice, it turned out to favour the concept of dividing the world into centres and peripheries. This was an important experience, of value to those working on two subsequent Conventions: for the Safeguarding of the Intangible Cultural Heritage, in 2003, and on the Protection and Promotion of the Diversity of Cultural Expressions, in 2005.

The Representative List of the Intangible Cultural Heritage of Humanity, established pursuant to the 2003 Convention, is guided by the principle of recording and promoting the dissemination of such cultural manifestations that are particularly valued by a given local community, are evidence of their identity, and form a living testimony of that which will be passed on to future generations. Only here, thanks to the criteria adopted, are the principles of equality and equivalence – relating to all cultures, nations and communities, retaining their own living culture, transmitted from

and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions of 2005, but also the UNESCO Memory of the World Programme, concerning the preservation of the documentary heritage (together with digital records) which arose in 1992. These conventions and programmes embrace the diversity of the cultural heritage of humanity and supplement each other.

generation to generation – fully realized. The Convention seeks to create a “living map” of cultural diversity in the world. Similar principles underlie the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions, which additionally imposes on governments of Member States the duty of promoting and encouraging the dissemination of a diversity of cultural expressions and cultural products. Importantly, the Convention recommends the introduction of a cultural policy as an integral part of the national development policy, recognising it as having a significant impact on improving the quality of human life.

It is precisely out of regard for this quality, largely dependent on man’s relationship with the environment, that in 2004 UNESCO adopted the role of international coordinator of activities planned for 2005 to 2014 within the framework of the Decade of Education for Sustainable Development, proclaimed by the United Nations. The idea of sustainable development, based on the principle of equality, and harmonious development of three areas of human activity: environmental, socio-cultural and economic, has henceforth been a reference point for all the Organization’s operations and extends to all areas of its activities.

In my opinion, the anthropocentric approach to sustainable development defines the environment as a sustainable, integrated composition of the natural and cultural environment, incorporating human, tangible and intangible culture. Awareness of the integrated environment affects the definition of personal identity. It is a kind of process of building identity within a dialogue with the environment, the identity of individuals, groups and nations, where one can specify these relationships, by adapting the Polish philosopher Józef Tischner’s concept of Questioned-Questioner.

From UNESCO’s very beginnings, delegations of the Member States have sought to arrive at unanimous decisions, seeking consensus above all, sometimes through lengthy discussion, but always respectful for the principle of dialogue. A dialogue that invokes the principle of agreement I endeavoured to briefly outline above. Conditions that can be fulfilled, if these are preceded by a will to take action oriented towards reaching an agreement, that Jürgen Habermas describes as a situation “in which active players are mutually prepared to adapt their plans of action internally, and to pursue their goals uniquely on the condition of arriving at a consensus, whether existing or negotiated, as to the situation and the expected outcome”.⁹

I hope that despite the pressures of the full array of political interests, from which no multilateral organization can be totally free, the philosophers deliberations on developing the dialogue concept will for UNESCO become a route marker for all its essential endeavours. ●

Prof. Sławomir Ratajski

Part of a presentation on the occasion of World Philosophy Day, at the Cardinal Stefan Wyszyński University. Warsaw, 15 November 2012.

⁹ Jürgen Habermas, *Theorie des kommunikativen Handelns: Zur Kritik der funktionalistischen Vernunft*.

Cultural Diversity and Human Rights

In today's globalised world, to a greater extent than ever before in history, citizens are aware of the existence of many cultures, each of which has its own distinct tradition and embedded *raison d'être*. For centuries, foreign culture has been regarded as a curiosity, an oddity, or even perceived as a social aberration. Today, in an era of global communication, real time connections between far flung corners of the world, different cultures, and the foreign customs and social norms that accompany them, have won a place in the collective imagination.

In addition, mass migrations of populations, mainly on economic grounds, bring representatives of other cultures into our own social environment. Exoticism settles down in the neighbourhood and becomes a regular part of everyday life, and thus ceases to be exotic. **If we examine countries that have long been open to the world** and achieved economic success, we will observe that the problem of migration to these centres, from the peripheries of the world, imposes a rethinking of the issue of human rights in the context of the phenomenon of cultural diversity. The metropolises of the world, especially those encompassing European culture (regarded as particularly open), are now multi-cultural communities. Members of

The principle of Respect for Human Rights and Fundamental Freedoms:

Cultural diversity can be protected and promoted only if human rights and fundamental freedoms, such as freedom of expression, information and communication, as well as the opportunity of individuals to choose the form of cultural expression that suits them, are guaranteed. No one may invoke the provisions of this Convention in order to infringe human rights and fundamental freedoms as enshrined in the Universal Declaration of Human Rights or guaranteed by international law, or to limit the scope thereof.

(2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions, art. 2. „Guiding principles“, p. 1)

In accordance with UNESCO's Constitution, one of the Organization's aims is to strive to build international understanding, among others, through the dissemination of knowledge about the cultures of other countries. That aim remains no less relevant today. However as the international stage has changed, and new technical possibilities have become available, so the tools and forms of activity have changed, as well as the Organization's areas of special interest. Consequently the scope of co-operation with other organizations within the UN system, has recently widened, with an accompanying increase in opportunities for the direct involvement of individuals and institutions in the intercultural dialogue.

UNESCO participates in the activities of the United Nations **Alliance of Civilizations**, whose motto is "Many cultures – One Humanity". As a result of 2010 **International Year of Rapprochement of Cultures**, more than 600 projects in different countries were reported as a contribution to achieving the objectives of the Year. The activities coordinated by UNESCO, may be viewed as the culmination of the International Decade for a Culture of Peace and Non-violence for the Children of the World, and as offering a new impetus to establishing peace and understanding through culture. In accordance with the resolution of UNESCO General Conference, the United Nations General Assembly has proclaimed 2013-2022 as the **International Decade of Rapprochement of Cultures**.

Even though it was formally implemented in 1988-1997, the **Silk Roads** project remains one of UNESCO's best known. The co-operation of many countries has resulted in numerous conferences, scientific expeditions, research projects, exhibitions, films and books. Despite the project's formal termination, a number of its initiatives have continued thanks to the support of interested countries, institutions and individuals. The rich legacy of scientific achievements and extensive photographic and audiovisual documentation gathered during the project will thus continue to serve in further widening co-operation, thanks to the General Conference's decision (2011) to create an online platform on the UNESCO website. The success of the project stems from the fact that trade between the countries and regions was in the past closely linked to the richness of cultural exchange. The variety of these effects can be observed to this day, and have presently become an area of research and interest to people of different backgrounds – academics, journalists, artists and young people.

what were originally territorially distant cultures organise themselves into communities; diverse ways of life often exist side-by-side, even on the same street. New York, London, Paris or Rome today are "small worlds" in which – as in a lens – the complexities of a global cultural mosaic, and the problems of intercultural neighbourhoods, are focussed.

Poland is at the beginning of this road, because our openness to the world is relatively recent. For over half a century, a communist system isolated us from the world. At that time, the problems that absorbed Western democracies, were for us no less exotic than those of the distant cultures of Asia, Africa, and Latin America. The situation has changed dramatically over the last twenty years, and since then we have seen a noticeable increase in the number of different ethnic and cultural communities coming to live among us, from all over the world. This tendency will intensify in the future, as our country's standard of living grows. The issues of cultural diversity have now become our problems. Future events will only exacerbate them.

The modern concept of human rights was born – as is well-known – during the French Revolution, and at that time, in principle, it pertained to peoples with European cultural roots. The assumption was, however, to create a universal concept, and therefore one that involves all people, regardless of their cultural, religious context or national origin, hallmarks of their social identity. In today's globalised world, cultural diversity challenges the notions of the universality of human and civil rights. If we accept that there are universal laws, then there is no real argument for the superiority of one set of cultural norms, created in one culture, over another. Nor any criteria to classify, for example, the customs of different peoples as "barbaric" or "civilized". No external point of reference for the evaluation of some social practices – sanctioned by local cultural tradition – as permissible, and others as unacceptable, for any such assessment would in fact be saturated with the axiology of the assessor's culture; essentially an instrument of evaluation of another way of life, leading to usurper domination of the norms of one culture over another. However, the absence of such criteria removes arguments for the protection of human rights in parts of the world where the local culture (and norms) put the rights of the collective higher than the rights of individuals, or for example sanction inequality between men and women, a real vicious circle in need of an exit, if our aim is intercultural dialogue rather than conflict.

"Political correctness" provides one of the 'exits': an informal standard that regulates potential intercultural conflicts that might emerge at the crossroads of incompatible axiologies thrown up by the world's various cultures. However, it is a rather coarse instrument which does not take into account the nuances of local cultures, and secondly, and perhaps more convincingly, it is tainted by the same original sin as the earlier tendency of differentiating cultures as more or less "civilized", or more or less "barbaric". Political correctness is,

after all, a product of Western culture (perceived as such by other cultures), which nonetheless lays claim to having established a set of universal norms.

Is there a more subtle solution to this increasingly acute dilemma?

There is probably no simple recipe, and a search for one, or attempt to construct one, would be fruitless. A more natural and promising resolution would seem to be intercultural dialogue, conducted with a view to finding a common axiological denominator for all important civilisation groups. Such a common denominator could become the foundation for a cosmopolitan set of standards, within which truly universal human and civil rights would be rooted. Although the task of developing such a common denominator has become more and more urgent, the route to its creation is long and winding, requiring determination and tireless effort from representatives of all cultures. Nonetheless, as the Chinese say, even the longest march starts with the first step. It is time to take that first step. ●

Prof. Edmund Wnuk-Lipiński

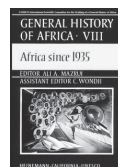
The Slave Route project begun in 1994, aims to foster a better understanding of the phenomenon of slavery and its consequences on all continents. This commemoration of the slave trade and slavery, and a new look from the perspective of those oppressed in colonial times, has broken the silence that had surrounded the subject as well as given rise to numerous research papers, publications, seminars, etc. An important trend of these activities is an attempt to understand how the history of slavery has influenced the shape of today's societies.



The axis of the new **Rabindranath Tagore, Pablo Neruda and Aimé Césaire** for a

Reconciled Universal Programme

rests on the universal message carried by different cultures; built around three outstanding figures of world literature, from three different geo-cultural spheres, that were involved in the political and social life of their time. The program was adopted by UNESCO's General Conference in 2011, and is intended to stimulate reflection and encourage the study and dissemination of foreign literature, as well as to inspire new forms of activities and co-operation. UNESCO has created a website that is designed to encourage exchange of information. People can submit their own projects via the site, and after meeting required conditions, obtain permission from UNESCO's Paris Secretariat to use the programme logo.



A multiplicity of points of view and opinions on the subject of the socio-economic history of the world are contained in unique sets of volumes about the History of

Humanity and Regional Histories that have appeared under the auspices of UNESCO over the past few decades. The eight volume set of the **General History of Africa**, written by historians from different countries and regions, most of them Africans, and published since 1964, is a collective work which has so far been translated into 13 languages. UNESCO is currently examining how this work might be used in Africa for pedagogical purposes. Other works include: **History of Civilisations of Central Asia** (6 volumes), **General History of Latin America** (9 volumes), **General History of the Caribbean** (6 volumes), **The Different Aspects of Islamic Culture** (6 volumes). There is also a work on universal history with a special emphasis on scientific and cultural developments: **History of Humanity – Scientific and Cultural Development** (7 volumes). A selection of these publications is available on line. ●

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International Conference of National Commissions for UNESCO «Euro-Arab Dialogue: Contribution to a New Humanism»

The conference organised jointly by UNESCO and the Al Jaber Foundation was held in Vienna from May 31 to June 1 2012. It was the first meeting within the UNESCO Euro-Arab Dialogue initiative of such size, attended by 79 representatives from 51 countries; 37 from Europe and 14 from the Arab world. Participants included H. E. Sheikh Mohamed Bin Issa Al Jaber, Founder and Chairman of MBI Al Jaber Foundation, H. E. Dr Mustapha Abou Chagour, First Deputy Prime Minister of Libya, Mr Sebastian Kurz, State Secretary of the Federal Ministry of Interior of the Republic of Austria, as well as representatives of international organizations including ABEGS, ALECSO, ISESCO and the Council of Europe, the Anna Lindh Foundation, the European Wergeland Centre from Oslo, and 19 special guests.

UNESCO was represented by its most senior officials, including Director-General, Irina Bokova,

Assistant Director-General for External Relations and Public Information, Eric Falt and Director of the International Bureau of Education in Geneva, Clementina Acedo Machado. Three Polish participants took part in the debate: the Secretary-General of the Polish National Commission for UNESCO, prof. Sławomir Ratajski, in his capacity as coordinator for the European countries of the Task Force of National Commissions for UNESCO's Euro-Arab Dialogue initiative, coordinator of the E-A Dialogue project in the Polish National Commission for UNESCO, Ilona Morżoł, and special Conference guest, Halina Grzymała-Moszczyńska, professor of psychology, culture and religion at Cracow's Jagiellonian University who took part in a panel discussion devoted to the promotion of intercultural exchange and scientific co-operation.

The meeting aimed to summarize ten years of achievements of the National Commissions for



The opening speech of UNESCO Director-General, Irina Bokova at the International Conference of National Commissions for UNESCO "Euro-Arab Dialogue: Contribution to a New Humanism" held in Vienna 31 May – 1 June 2012.

Next to Director-General: H. E. Sheikh Mohamed Bin Issa Al Jaber, Founder and Chairman of MBI Al Jaber Foundation and H. E. Dr Mustapha Abou Chagour, First Deputy Prime Minister of Libya. © 2012 UNESCO

UNESCO's Euro-Arab Dialogue initiative, since its inception at the International Conference on Education in Geneva in 2001.

Much emphasis was attached to the need to strengthen and further develop the Euro-Arab Dialogue as a foundation for constructing peace, and promoting a "living together" culture. This is particularly important in the light of recent transformations within the Arab world, and Europe's economic crisis. The conference in Vienna presented an opportunity to help outline the direction the Euro-Arab dialogue will take in the coming years, as well as gave the initiative a new impetus through the involvement of civil society, young people and the private sector.

The proceedings were divided into five thematic sessions devoted to: multicultural education within the school and beyond; the role of the media in building mutual understanding and solidarity; promoting intercultural exchanges and scientific co-operation; institutional, civil society partners, and young people working together, and a presentation of projects undertaken by the National Commissions for UNESCO. The latter included the intercultural educational "In the World of Islam" project, developed by the Polish National Commission for UNESCO since 2005.

The conference ended with the unanimous adoption of the Final Declaration, which after

much discussion and numerous amendments, the two coordinators of the Task Force of National Commissions for UNESCO's Euro-Arab Dialogue initiative, Sławomir Ratajski (Poland), on behalf of the European countries, and Mohammed Al Yaqoubi (Oman), on behalf of the Arab countries – presented to the conference participants. The Declaration contains an expression of will and determination, of the countries of the two regions, to continue to work together on the development of the Euro-Arab Dialogue, not only in education, but also in science, culture, communication and the exchange of information. The need for a greater involvement of young people in these activities was emphasized, which was also the idea behind the education kit initiative, devoted to the concept of identity, first promoted by the Task Force in 2010 and due to be completed end of 2013. The Declaration includes a commitment to search for new partners, among regional institutions, civil society, and the private sector, to join the Euro-Arab Dialogue initiative.

The full text of the Declaration is available on the webpage of the Polish National Commission for UNESCO: <http://www.unesco.pl/kultura/dialog-miedzykulturowy/dialog-euro-arabski/konferencja-dialogu-e-a-wieden-2012/>

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Participants of the 3rd Session of the Conference on *Promoting intercultural exchanges and scientific Co-operation*: (left to right) Prof. Halina Grzymala-Moszczynska, Professor of psychology of culture and religion, Jagiellonian University in Cracow, Dr Mustapha Cherif, Professor at the University of Algiers, Expert in Cultural and Religious Dialogue, Katérina Stenou, Coordinator of UNESCO's Intersectoral Platform for a Culture of Peace and Non-Violence, Dr Mostafa El Feki, Former Chairman of the Committee for Arab Affairs, External Relations and National Security of the Consultative Council of Egypt and Member of the Supreme Council for Culture. © 2012 UNESCO



Presentation of the draft Summary Report of the Conference by the Rapporteurs: (on the left) Zahida Darwiche Jabbour, Secretary-General of the Lebanese National Commission for Education, Science and Culture and Manuela Galhardo, Secretary-General of the Portuguese National Commission for UNESCO, and of the Final Declaration by the coordinators of the Task Force of National Commissions for UNESCO's Euro-Arab Dialogue initiative: (on the right) Mohammed Saleem Al Yaqoubi, Deputy Secretary-General of the Oman National Commission for Education, Culture and Science as coordinator for the Arab countries and Sławomir Ratajski, Secretary-General of the Polish National Commission for UNESCO as coordinator for the European countries. © 2012 UNESCO

Young Poles in the UNESCO Euro-Arab Dialogue

National Commissions for UNESCO play a particularly important role in developing the Euro-Arab Dialogue initiative, due to their position in Member States, and their wide network of contacts in both government and non-governmental organizations, among representatives of civil society, and experts. One good example of this role is the organization of an expedition of young people from nine European and nine Arab countries, to the desert and mountains of Oman, organized by the Ministry of Education of the Sultanate of Oman, together with the Omani National Commission for Education, Science and Culture and the British NGO, Connecting Cultures.

Thanks to our involvement since 2005 in the development of the multicultural, educational

workshop project “In the World of Islam” and our participation in the Task Force of National Commissions for UNESCO’s Euro-Arab Dialogue initiative, the Polish National Commission was invited to participate in this Connecting Cultures project. For the last three years we have endorsed several young Poles keen to participate in these multi-cultural expeditions. So far, eight have gone to Oman, among them students from Warsaw University and Cracow’s Jagiellonian University, as well as a UNESCO Associated School student from Bielsko Biała.

In December 2012, two students, one each from the Jagiellonian University in Cracow and the University of Wrocław, were the first Polish representatives, together with delegates from

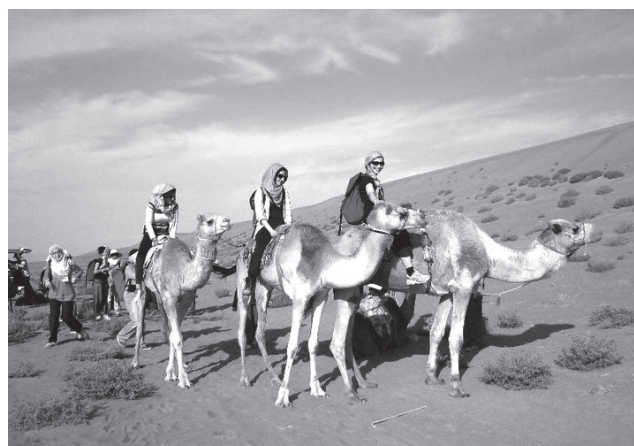


Participants of the Connecting Cultures expeditions: female to the Sharkijja Sands in December 2011 and male to the Jebel Akhdar mountains in April 2011. Photos come from participants’ private collections and are published by their permission.

other European and Arab countries, to take part in a Youth Summit organized in Muscat. The participants were selected by the Polish National Commission for UNESCO and the Polish Ministry of National Education, in consultation with the Polish Council of Youth Organizations.

More information, accounts of the journeys and photos, can be found on the webpage of the Polish National Commission for UNESCO: <http://www.unesco.pl/kultura/dialog-miedzykulturowy/dialog-euro-arabski/connecting-cultures/> ●

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Participants of the Connecting Cultures expeditions in the years 2010–2013. Photos come from participants' private collections and are published by their permission.

Intercultural Education Workshops “In the World of Islam”

For the past three years, the Polish National Commission for UNESCO, together with the Ministry of National Education and Warsaw University's Department of Arabic and Oriental Studies, have organized intercultural educational workshops for teachers from successive Polish regions. Some 400 teachers have so far taken part in workshop activities held in the following provinces (voivodships): Podlaskie, in November 2010 (for 78 participants), Lubuskie, in April 2011 (for 55 teachers), Śląskie, in October 2011 (for 90 participants), Podkarpackie, in March 2012 (for 80 teachers), and Zachodniopomorskie, in November 2012 (for more than 90 people). The project will be continued in successive regions in the next few years.

These teachers' workshops constitute the next stage of the intercultural educational “In the World of Islam” project, begun by the Polish National Commission for UNESCO in 2005. The project aims to promote tolerance and openness towards cultural diversity, and thereby also support the Polish educational system – both teachers and students. The project seeks to achieve this aim by supplying knowledge, information, and teaching materials, keys to functioning in this increasingly multicultural XXI century world in which we all live and work. The project also attempts, to some degree at least, to fill a gap that has, over the past few decades, opened up in the Polish education system: the practical absence of any multicultural and intercultural education.



Regional workshops of intercultural education ‘In the World of Islam’ organized by the Polish National Commission for UNESCO for teachers of all levels of Polish schools in the Subcarpathian province in March 2012. Photo: Ilona Morżoł

The two-day programme consists of lectures (on culture, history and current developments in Arab countries, but also on the problems that may arise in multicultural classes and how these may be overcome). Lectures are supplemented by two blocks of interactive workshop sessions, devoted to the culture of Arab and Islamic countries, and strategies on how to support students, in real life classroom situations, from other cultural traditions, or Polish children returning home with their parents, after a long period abroad.

Workshop participants receive a set of educational materials to use in history, geography, social and cultural studies, art and even maths lessons. Thanks to the involvement of the Ministry of National Education, participants also receive an information pack on the legal assistance available to multicultural classes and schools in Poland.

We have long benefited from the help of academics from both Warsaw University's Department of Arab and Oriental Studies, and Cracow's Jagiellonian University Institutes of Psychology and of Religious Studies, who have worked with us on this project from its inception.

In previous years the "In the World of Islam" project has encompassed:

- 27 seven-hour interactive workshops, for more than 900 secondary school students attending UNESCO Associated Schools, in various Polish towns, including Bielsko Biala, Brzeg, Bydgoszcz, Głogów, Jelenia Góra, Łódź, Katowice, Pabianice, Ropczyce, Rzeszów, Starachowice, Tomaszów, Toruń, Zabrze, Zakopane and Żagan;

- A two-day conference and workshops for teachers of UNESCO Associated Schools held in April 2008 in Warsaw;
- International "In the World of Islam" workshops, in April 2009, for teachers from the Baltic countries including Denmark, Estonia, Finland, The Russian Federation, Lithuania, Latvia, Poland, and also Belarus and Ukraine.
- Two sets of teaching materials:
 1. "W kręgu kultury islamu. Materiały dydaktyczne dla nauczycieli szkół ponadpodstawowych" [In the World of Islam, didactic materials for teachers of secondary schools] by Dr Katarzyna Górak-Sosnowska and Dr Magdalena Kubarek. This Polish publication contains 20 class modules, useful in teaching a variety of subjects (2007).
 2. An English language edition of the above book, "In the World of Islam", used in international workshops, supplemented and augmented with additional modules to meet the needs of foreign users (2009).

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Regional workshops of intercultural education 'In the World of Islam' organized by the Polish National Commission for UNESCO for teachers of all levels of Polish schools in the Silesian (October 2011) and Westpomeranian (November 2012) provinces. Photo: Ilona Morżoł

40 Years of the Polish-German Textbook Commission

The Joint Polish-German Textbook Commission numbers among the oldest initiatives in the Polish-German dialogue that goes back to well before the fall of the Iron Curtain. Having played an important role in shaping Polish-German relations already at that time, it enabled the establishment of direct contacts between many academics and scholars, especially historians and geographers, and contributed to a better understanding and appreciation of different perceptions, the breaking down of stereotypes, and, finally, to the initiation of a process of change in the manner in which the two countries, societies and their mutual relationships were presented in school history and geography textbooks. An important milestone in this process was the adoption, and subsequent publication of the Commission's recommendations in 1976, which prompted a debate in both Poland and Germany.¹

The Commission was established following an agreement between the Polish and (West) German

Commissions for UNESCO, enacted on 17 October 1972 in Braunschweig, and submitted to the governments of both countries in order to ensure continued support and assistance in its implementation. The agreement between the national commissions for UNESCO was obviously part of a wider process of a warming in Polish-German relations, which began with an agreement 'on the normalization of relations between the Polish People's Republic and the Federal Republic of Germany' enacted on 7 December 1970.

The Commission's activities were aimed at encouraging closer co-operation between scientists from countries belonging to opposite blocs and political systems. What is more, the subject of this joint initiative was extremely difficult and of a most delicate nature, because of its close association with still fresh and painful memories. The fact that the national commissions for UNESCO were considered as the appropriate forum for establishing the Textbook Commission, well illustrates the part that UNESCO and its values play in promoting international dialogue. Despite the obvious limitations of a political nature, the Commission quickly became a place of open and honest discussion. It also contributed to the formation of bonds of friendship between its members.²

¹ The Polish version of the recommendations was published in 1986: *Zalecenia Komisji UNESCO Polskiej Rzeczypospolitej Ludowej i Republiki Federalnej Niemiec do spraw podręczników szkolnych w zakresie historii i geografii*. [Recommendations of the UNESCO Commission of the Polish People's Republic and the Federal Republic of Germany for History and Geography School Textbooks] with a foreword by Władysław Markiewicz, edited by Antoni Czubiński and Zbigniew Kulak. Poznań, Instytut Zachodni, 1986 (*Materiały Konferencji Wspólnej Komisji Podręcznikowej PRL-RFN*; 1 [Conference Materials of the Joint Polish-German Textbook Commission, 1).

² A lot of interesting information on the history of the Polish-German Textbook Commission can be found by viewing the internet exhibition *Podręczniki Szkolne na Celowniku Nauki i Polityki*, [Science and Politics Target School Textbooks], accessible on the Commission's website

The historical events of 1989 changed the nature of Polish-German co-operation, and added new meaning and impetus to the Commission's work. Both countries free and completely independent, shortly to be bound by a common membership of the European Union and NATO, inevitably led to a new momentum in Polish-German relations – both internationally as well as on a social level. The Polish-German Commission generated wider interest, also as an example of co-operation, and an inspiration to countries and historians in many regions of the world. The translation of a Polish book *Polska i Niemcy w XX wieku. Wskazówki i materiały do nauczania historii* (Poland and Germany in the XX century. Guidelines and resources for teaching history, ed. Ursula AJ Becher, Włodzimierz Borodziej, Krzysztof Ruchniewicz; Polish edition: Poznań 2002) into Korean appeared in 2003, a case in point.

The Commission is currently actively involved in developing a joint Polish-German history textbook initiated in 2008 by both countries' Foreign Ministers. The Commission's Polish and German co-chairs, Professors Robert Traba and Michael G. Müller, direct a bilateral Council of Experts, which has custody over the editing process.³

Celebrations on the 40th anniversary of the founding of the Joint Polish-German Textbook Commission took place under the honorary patronage of the Presidents of Poland and Germany. The Polish and German Commissions for UNESCO were partners in the organization of these events. The main ceremony in Germany was held on 24 May 2012, and organised by the Georg Eckert Institute for International School Textbook Research in Braunschweig. This is one of the largest centres of its kind in the world, and is named after the co-founder and first German co-chairman of the Polish-German joint commission. The ceremony was accompanied by the Commission's regular meeting, by then already the 34th Polish-German Textbook Conference, held from May 24 to 26, 2012 and entitled "Research Into Religious and

Denominational Spaces in Polish-German Relations and Ways of their Presentation in the Teaching of History". On April 16, 2012 Poland hosted an official symposium and associated panel discussion "Dialogue over the Iron Curtain", in the Senate Hall of Warsaw University. During the ceremony, Professor Władysław Markiewicz, co-founder – along with prof. G. Eckert – and the Commission's first Polish co-chairman, was presented the Maria Wawrykowa Award. Polish and German members of the Commission's executive committee, Professors Klaus Zernack, Jerzy Holzer, Michael G. Müller and Włodzimierz Borodziej, were awarded the National Education Commission Medals.

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The 40th anniversary of the Polish-German Textbook Commission in Braunschweig. (Left to right): Verena Metze-Mangold, Vice-President of the German Commission for UNESCO; Sławomir Ratajski, Secretary-General of the Polish National Commission for UNESCO; Michael G. Müller, German Co-Chair of the Polish-German Textbook Commission; Simone Lässig, Director of the Georg Eckert Institute; Małgorzata Ławrowska, Director of the Foundation for the Polish-German Co-operation; Robert Traba, Polish Co-Chair of the Polish-German Textbook Commission; Cornelia Rohse-Paul, Deputy Mayor of the City of Braunschweig; Heiner Hoffmeister from the Ministry of Culture of Lower Saxony; Marek Prawda, Ambassador of the Republic of Poland in Berlin; Udo Michallik, Secretary General of the Standing Conference of the Ministers of Education and Culture of the German States (Länder); Cornelia Pieper, Coordinator for the Polish-German Co-operation in the German Ministry of Foreign Affairs; Adam Michnik, Chief Editor of the biggest Polish newspaper „Gazeta Wyborcza”. Photo: Florian Koch

at: <http://deutsch-polnische.schulbuchkommission.de/pl/wystawa.html> (access date: 02.01.2013).

³ Information about this textbook can be found on the Commission's website at: <http://deutsch-polnische.schulbuchkommission.de/pl/polsko-niemiecki-podrecznik-do-nauczania-historii.html> (access date: 2.01.2013).



The Concept of Safeguarding Intangible Heritage in the UNESCO Convention

In order to understand the ideas and concepts behind the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage^I, it is necessary to view it in the context of other UNESCO documents about culture and heritage. Examining them together – primarily the international Conventions – permits one to assess the whole vision of culture, that has evolved over more than thirty years.

Poland's ratification of the 2003 Convention in May 2011 – enforced three months later – completes the cultural legislative programme with regard to heritage protection, as defined by two previous UNESCO Conventions: the 1972 Convention concerning the Protection of the World Cultural and Natural Heritage^{II} and the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions^{III}. UNESCO's Memory of the World programme, initiated in 1992, was also important to preserving the world's documentary and digital heritage.

Most prominent are the basic principles underlying these documents, namely: equality, diversity, equivalence, participation in sustainable development, respect for the role of the individual creator of culture, but also the role of the local community. The Conventions' authors recognized the vital importance of shaping conditions of development based on cultural awareness, and a sense of identity, emerging through individuals, gradually recognising their tangible and intangible heritage. They underline the significant contribution of culture to development. These Conventions reflect UNESCO's idea of creating

a context for peace through dialogue, based upon recognition of diversity, and the equality of various forms of cultural expression of communities and nations of different regions of the world. This is the primary factor promoting an attitude of tolerance and acceptance of the Other and his or her otherness. Such an attitude is only possible after a recognition and appreciation of one's own cultural identity, including respect for the tangible and intangible heritage of the past, which contributes to the formation of a historical consciousness, but also shows the way to understanding contemporary culture. Awareness of one's place in an intergenerational context also influences the shaping of attitudes of responsibility and social belonging. In the same way that respect for family memorabilia, stimulates reflection about one's own responsibility to the generation of one's fathers, and all at once about one's responsibility for shaping the living conditions of future generations.

As I mentioned in my article "UNESCO, promoter of dialogue" – also published in this issue – the essential difference that should necessarily be noted is the dissimilar manner of evaluating and listing objects based on the 1972 Convention as compared to that of 2003. In the first instance, the dominant principle of selection is to identify the most outstanding works in a given field, based on a methodology and criteria born of a European historical and aesthetic tradition. Whereas the 2003 Convention, drawing on the experience of thirty years of implementation of the Convention concerning the Protection of the World Cultural and Natural Heritage, demonstrates a change of attitude, a clear evolution of UNESCO's approach. An approach prepared to recognise the values of cultural phenomena, rooted in a local context; above all as illustrations of diversity and authenticity, of something that is important, culture-forming in a community, and a manifestation of that community's identity. The acceptance of the unique creativity of both individuals and diverse social groups, was expressed even more fully in the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions. Clearly giving, a fundamental role to local communities



On the left: „Klapa multipart singing of Dalmatia, southern Croatia" (Croatia). © 2011 by Ministry of Culture, by permission of UNESCO



On the right: „Fiesta of the patios in Cordova" (Spain). © 2008 by Claveles y Gitanillas Association, by permission of UNESCO

Both elements inscribed on the Representative List of the Intangible Cultural Heritage of Humanity in 2012.

and individuals, in helping create a more Representative List of the Intangible Cultural Heritage of Humanity, a heritage of which, in many cases, they are the only carriers, guardians of a given cultural phenomenon. The main objective of safeguarding is however to ensure the survival of these phenomena for future generations.

Though individual countries decide nominations, these are subject to the full implementation – according to predetermined criteria – of the principle of equality and equivalence, that relate to all cultures, nations and communities that strive to preserve their own vibrant culture. One of the Convention's important objectives is to protect heritage currently threatened by various social, economic and climatic factors. In her speeches, UNESCO Director-General Irina Bokova, often stresses the role of the Convention in building social cohesion and creating conditions for peace in the world, by passing on a living intangible heritage – from generation to generation – and thereby interacting with the history of the community and the natural environment. The Convention has thus become a tool for achieving the Millennium Development Goals. The Director-General also points to the imperative need, to view this heritage in a context that includes respect for human rights, the promotion of mutual respect among the different communities, with due regard to their socio-economic development.

The difference between the ideas underlying the Conventions, in relation to tangible and intangible heritage, is also expressed in regulations defining the preconditions that need to be met before an element is deemed worthy of listing. Inclusion on the World Heritage List requires the preparation of a declaration of the site's outstanding universal value, and a recommendation from an expert body, such as ICOMOS or IUCN. These play a key role in evaluating applications, based on entry criteria, and in due course monitor the World Heritage site's conservation state and management quality. Expert bodies are responsible for ensuring Convention provisions are implemented. In the case of the Representative List of the Intangible Cultural Heritage of Humanity, the assistant body responsible for preparing recommendations for individual entries is a six member team, elected from among delegates of States Parties, members of the Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage, not all of which have to be experts. Thanks to the Committee members diligence, however, the most recent sessions in Istanbul, in 2008, and Nairobi in 2010, appointed team members who are largely experts. Let us recall that the Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage comprises 24 States, appointed during General Assembly sessions for a four-year term.

The difference in approach between the 1972 and 2003 Conventions, and the resulting misunderstandings, were the subject of lively discussions during recent Committee sessions held in Abu Dhabi in 2009, Nairobi in 2010 and Bali in 2011. The main concerns regarded the interpretation of the Conventions wording, but what also emerged, was an acknowledgement of certain omissions with regard to some

of the definitions, as well as doubts about the legality of some of the formulations used. Attention was drawn to the fact that implementing the Convention continues to require a great effort of time and thought in order to grasp the Convention's nature and implications. The understanding of such terms as *element* and *phenomenon*, in accordance with the definitions contained in Art. 2,^{IV} is not possible due to a lack of definition rigorousness. As a consequence of this lack of clarity, every Committee session enriches the interpretation debate. Committee members and international experts favour an open interpretation of the definition, and even of making it more flexible, in order that every local group or society feel included. The main limitations on this flexibility are of course the principles contained in the 1948 Universal Declaration of Human Rights, which underpin all UNESCO documents. Whilst taking this into account, it does not however seem unreasonable to retain some flexibility and openness, with regard to the application of definitions, as they relate to intangible heritage in individual countries, and thereby also to the preparation of registers.

In accordance with the principles accepted when the Convention was adopted, the involvement of independent international experts in assessing applications for nomination to the Representative List is very limited. However in the case of the Convention concerning the Protection of the World Cultural and Natural Heritage, experts – from previously mentioned international advisory bodies – play an important role, whilst local communities have an important stake in the management of World Heritage sites. However, the selection of items of intangible cultural heritage of humanity, included on the Representative List, mainly reflect the wishes of individual communities. The role of experts and States is therefore reduced – as the Operational Directives to the 2003 Convention imply – to the role of providing information, in accordance with Convention requirements, bearing the consequences of listing, assisting with the methodological description of a given cultural phenomenon, and engaging in activities that support site protection, as well as those that educate and promote the site.

The idea that inspired the authors of the 2003 Convention, differs fundamentally from the assumptions behind the 1972 Convention. Attempts, therefore, to interpret the rules of the 2003 Convention, according to formulas established for implementing a Convention written 40 years earlier, can lead to many misunderstandings in the implementation of the 2003 Convention, and give rise to mistakes during the creation of a national registry or a provisional list established for educational and promotional purpose. Such a Register (for legal reasons, temporarily referred to in Poland as a List) is essential, taking into account the criteria for inclusion on UNESCO Representative List, but above all to implement Convention principles and thereby protect and promote a country's intangible heritage. The need for such a clear differentiation has been repeatedly pointed out by Committee members and experts alike.

The essential conditions necessary for the proper implementation of the Convention, were set out in the directives adopted in Abu Dhabi in 2009. Attention was drawn to the desirability of taking action by States Parties, to raise awareness of the importance of intangible heritage transmitted, from generation to generation, by various communities, groups and individuals, at both the local and national, as well as international levels.

With regard to the individual *elements (phenomena)* of intangible heritage, several basic principles can be picked out, beginning with a given *phenomenon (element)* meeting the Convention's conditions set out in Article. 2.1. Emphasis is placed on local community participation, or on people whom the given phenomenon concerns, in an effort to promote it, and highlight the benefits which flow from that. Reference is made to the need to respect local customs, especially those with a certain aspect of intimacy and sacredness. The document also highlights the need for activities undertaken to prevent the phenomenon's de-contextualization, to ensure that it is not deprived of its natural expression, and forced out of the context of its normal functioning. It also warns against any discrimination (political, social, ethnic, religious, linguistic, or gender), and abuse of local traditions. Other warnings relate to the phenomenon's excessive commercialisation and unsustainable tourism. Directives about action to be taken at the local and national levels, to draw attention to the ethical issues that affect Convention implementation, in individual cases, and on a given territory, include the need to comply with various laws, among others, those related to intellectual property or privacy rights. The document encourages States Parties to support all projects that promote intangible heritage and its safeguarding, together with the creation and implementation policies in this field at the local level.

States Parties should take appropriate measures to support the promotion and dissemination of programmes and other projects chosen by the Committee in accordance with Article 18 of the Convention^V. An important part of the directives are the references to education, both formal and informal, in accordance with Article 14 (a)^{VI}. These emphasize the role of intangible heritage, as an instrument of integration and support for intercultural dialogue, as well as promote multilingualism, including local languages. Attention is drawn to the goal orientated use of all possible means of communication and technology to educate about intangible heritage, and to include it in university curricula, as an aid to developing new research methods and encourage scientific, technical and artistic interdisciplinary studies. The directives stress the need to train local communities about business ventures related to intangible heritage. The role of local communities is particularly important in the development and use of all facilities and heritage related projects. The directives also provide guidelines for the commercial exploiting of intangible heritage, paying attention to their sustainability and indicating the possible harmful effects of tourism on the local community, and consequently the risks to the authenticity of the phenomena the community seek to protect.

Highlighting the fragility of a social fabric, exposed to the dangers of an increasingly impoverishing uniformity and the potent consequences of the resulting intellectual degradation, is one of the Convention's key messages and proof of the Convention's profoundly pro-social character. All at once revealing the interest the authors of this normative document had in strengthening community cohesion, particularly as regards small vulnerable agglomerations, in danger of being engulfed by the wave of modern civilization.

This idea is particularly clearly reflected in the criteria for submissions to enter on the Representative List of the Intangible Cultural Heritage of Humanity. It is worth quoting them here:

- I. The element constitutes intangible cultural heritage as defined in Article 2 of the Convention.^{VII}
- II. Inscription of the element will contribute to ensuring visibility and awareness of the significance of the intangible cultural heritage and to encouraging dialogue, thus reflecting cultural diversity worldwide and testifying to human creativity.
- III. Safeguarding measures are elaborated that may protect and promote the element.
- IV. The element has been nominated following the widest possible participation of the community, group or, if applicable, individuals concerned and with their free, prior and informed consent.
- V. The element is included in an inventory of the intangible cultural heritage present in the territory(ies) of the submitting State(s) Party(ies), as defined in Articles 11^{VIII} and 12^{IX} of the Convention.

Comparing the above criteria, as applied to intangible heritage, with that applied to the World Heritage List^X, where the first six concern cultural heritage, and the remaining four natural heritage, one can clearly see the differences in the principles adopted. Only criterion (vi) of the latter Convention talks about a site's relationship with living traditions and ideas, while the others above all, emphasize how well the remaining value criteria – as defined by experts – are met. The Convention clearly favours works of human genius that bear witness to a civilization, whether living or dead. What is important, as I mentioned earlier, is the object's uniqueness, preserved in its authentic and integral state.

To judge from the increasing interest of countries, of which 144 have already acceded to the Convention, the Representative List of the Intangible Heritage of Humanity has the potential of becoming UNESCO's flagship project, though it continues to be overshadowed by the World Heritage List. Together with the previous 90 entries from the List of Masterpieces (up to 2008), 76 listings added at the session in Abu Dhabi in 2009, 46 more at the session in Nairobi, 19 in Bali and 24 at the latest session in Paris, the Representative List already numbers 257 entries of intangible cultural heritage. The number of new inscriptions is currently decreasing dramatically every year. This fact, as well as more demanding criteria applied to nominations, must be taken into account when we think about the possibility of submitting Polish entries. The List comprises a rich palate of different local community traditions that

include: Croatian customs associated with baking gingerbread; Czech rural practices related to the end of the carnival; French lace making and feasting customs; Japanese and Indian traditional theatre; the Azerbaijani and Iranian art of carpet weaving; the Spanish flamenco and Argentine-Uruguayan tango; Portuguese Fado – associated with urban culture; the production of traditional instruments in Indonesia and Iran, and the Afro-American marimba in Colombia; various kinds of processions, carnivals, fiestas, such as those in Luxembourg, Belgium, Mexico; traditional sports in Mongolia; the building of human towers in Catalonia; techniques of building wooden structures in China and Korea; and finally in this cursory list, customs aimed at maintaining community links in Turkey and Colombia. The broadening of the current understanding of the definition of an *element* – mistakenly and narrowly perceived as relating only to folk culture, traditionally associated with rural areas – is evidenced by the inclusion on the List, of an equestrian tradition attributed to the French aristocracy.

After the Representative List of the Intangible Cultural Heritage of Humanity, come the equally important List of Intangible Cultural Heritage in Need of Urgent Safeguarding, and list of best practices: Programmes, projects and activities for the safeguarding of intangible cultural heritage considered to best reflect the Convention's principles and objectives, which for example includes "Táncház" – the Hungarian model for the transmission of intangible cultural heritage. These testify to the Convention's core mission, which is first and foremost, to protect intangible heritage in the individual States Parties around the globe. This mission is achieved by the development of standards and practices through, among others, wide international co-operation. The creation of a List must not become the Convention's main objective, despite the List's value as a popularising tool, and undoubted attractiveness, though one that on occasion leads to harmful forms of competition. Lists should serve to help create action blueprints that help adequately and effectively protect intangible heritage, regardless of whether an item is on the List or not. There is a special need to pay attention to those elements that are most at risk, and have no chance, in competition with those better "publicised" by communities larger and richer.

In discussions during Committee sessions, the point was made that guidelines aimed at helping individual bodies of experts, called upon to provide expert opinions, should be precisely defined and applied. On the other hand, the Committee – which makes the final decisions – in effect fulfils the function of a supervisory body, in relation to the aforementioned groups of experts; assessing the quality of the nomination materials, in terms of language, clarity, documentation and other technical aspects, and striving to reach a decision making consensus. The implications of inclusion on the various lists were often stressed during Committee meetings, and of how these become reference standards regulating heritage protection activities. This is why expert mediators play such an important role, why their opinion should be respected, without depreciating the will of local communities.

As I have already mentioned, recent nominations demonstrate a tendency towards the dynamic extension of the definition of intangible heritage, as defined in Article 2 of the Convention. The term is increasingly coming to be used to refer to living traditions and social practices (ceremonies, forms of celebration, processions, festivals and so on), and to encompass an increasingly wider variety of social groups (the nobility and other elites, the inhabitants of a particular town or district, professional groups etc.), and not only the customary understood folk art tradition. The List contains side-by-side entries that would not normally be linked to a common tradition. Typical folk customs allied to typically urban ones: traditional Asian printing techniques and the construction of wooden bridges; carnivals and ceremonies of a religious nature, forms of communal behaviour associated with the exercise of power or feasting.

The process of implementing the 2003 Convention will be a long one, and the work carried out by the international community is still in progress. What is however already noticeable is that a fuller understanding of the value of intangible heritage – in the spirit envisaged by the Convention's authors – is proving to be a dynamic process that continually brings new findings. All these factors should be taken into account in the preparation of a national list, a necessary precondition for the implementation of the Convention. The procedure for listing in the National Register must meet all Convention criteria, especially the principle of conscious local community involvement.

Before getting down to preparing a national register or provisional national list, Poland needs to train a team of experts to manage the Convention's implementation. Such training seems indispensable to avoid the mistake of misunderstanding the differences between the two Conventions' approaches to heritage preservation. Crucially, the training should also prepare the team of experts for the role of mediators, necessary in the process of preparing the nominations, in collaboration with individual communities. Yet another important task remains the training of professionals in the skills needed to monitor and prepare periodic reports.

The Convention implementation process presents a great opportunity. The need to prepare a national list of intangible heritage, and a methodology in line with Convention principles, can but help to identify, disseminate and preserve the great richness of Poland's intangible culture. ●

Prof. Sławomir Ratajski

A paper presented at the conference on intangible heritage, held on 25 October 2012 at the Maria Curie-Skłodowska University in Lublin.

- ⁱ Convention for the Safeguarding of Intangible Cultural Heritage, <http://www.unesco.org/culture/ich/index.php?lg=en&pg=00022>
- ⁱⁱ Convention Concerning the Protection of the World Cultural and Natural Heritage, <http://www.unesco.org/culture/ich/index.php?lg=en&pg=00022>
- ⁱⁱⁱ Convention on the Protection and Promotion of the Diversity of Cultural Expressions 2005, http://portal.unesco.org/en/ev.php-URL_ID=31038&URL_DO=DO_TOPIC&URL_SECTION=201.html
- ^{iv} Article 2.1. The "intangible cultural heritage" means the practices, representations, expressions, knowledge, skills – as well as the instruments, objects, artefacts and cultural spaces associated therewith – that communities, groups and, in some cases, individuals recognize as part of their cultural heritage. This intangible cultural heritage, transmitted from generation to generation, is constantly recreated by communities and groups in response to their environment, their interaction with nature and their history, and provides them with a sense of identity and continuity, thus promoting respect for cultural diversity and human creativity. For the purposes of this Convention, consideration will be given solely to such intangible cultural heritage as is compatible with existing international human rights instruments, as well as with the requirements of mutual respect among communities, groups and individuals, and of sustainable development.
- 2.2. The "intangible cultural heritage", as defined in paragraph 1 above, is manifested inter alia in the following domains:
- (a) oral traditions and expressions, including language as a vehicle of the intangible cultural heritage;
- (b) performing arts;
- (c) social practices, rituals and festive events;
- (d) knowledge and practices concerning nature and the universe;
- (e) traditional craftsmanship.
- 2.3. "Safeguarding" means measures aimed at ensuring the viability of the intangible cultural heritage, including the identification, documentation, research, preservation, protection, promotion, enhancement, transmission, particularly through formal and non-formal education, as well as the revitalization of the various aspects of such heritage.
- 2.4. "States Parties" means States which are bound by this Convention and among which this Convention is in force.
- 2.5. This Convention applies *mutatis mutandis* to the territories referred to in Article 33 which become Parties to this Convention in accordance with the conditions set out in that Article. To that extent the expression "States Parties" also refers to such territories.
- ^v Article 18 – Programmes, projects and activities for the safeguarding of the intangible cultural heritage.
1. On the basis of proposals submitted by States Parties, and in accordance with criteria to be defined by the Committee and approved by the General Assembly, the Committee shall periodically select and promote national, subregional and regional programmes, projects and activities for the safeguarding of the heritage which it considers best reflect the principles and objectives of this Convention, taking into account the special needs of developing countries.
2. To this end, it shall receive, examine and approve requests for international assistance from States Parties for the preparation of such proposals.
3. The Committee shall accompany the implementation of such projects, programmes and activities by disseminating best practices using means to be determined by it.
- ^{vi} Article 14 – Education, awareness-raising and capacity-building.
- Each State Party shall endeavour, by all appropriate means, to:
- (a) ensure recognition of, respect for, and enhancement of the intangible cultural heritage in society, in particular through:
- educational, awareness-raising and information programmes, aimed at the general public, in particular young people;
 - specific educational and training programmes within the communities and groups concerned;
 - capacity-building activities for the safeguarding of the intangible cultural heritage, in particular management and scientific research; and
- iv. non-formal means of transmitting knowledge;
- (b) keep the public informed of the dangers threatening such heritage, and of the activities carried out in pursuance of this Convention;
- (c) promote education for the protection of natural spaces and places of memory whose existence is necessary for expressing the intangible cultural heritage.
- ^{vii} Article 2.3. "Safeguarding" means measures aimed at ensuring the viability of the intangible cultural heritage, including the identification, documentation, research, preservation, protection, promotion, enhancement, transmission, particularly through formal and non-formal education, as well as the revitalization of the various aspects of such heritage.
- ^{viii} Article 11 – Role of States Parties
- Each State Party shall:
- (a) take the necessary measures to ensure the safeguarding of the intangible cultural heritage present in its territory;
- (b) among the safeguarding measures referred to in Article 2, paragraph 3, identify and define the various elements of the intangible cultural heritage present in its territory, with the participation of communities, groups and relevant non-governmental organizations.
- ^{ix} Article 12 – Inventories
1. To ensure identification with a view to safeguarding, each State Party shall draw up, in a manner geared to its own situation, one or more inventories of the intangible cultural heritage present in its territory. These inventories shall be regularly updated.
2. When each State Party periodically submits its report to the Committee, in accordance with Article 29, it shall provide relevant information on such inventories.
- ^x The properties inscribed on the List have to be of the outstanding universal value. The World Heritage represents the cultural and natural diversity and reachness of all the regions of the world. The property is considered as having outstanding universal value if it meets one or more of the following criteria. Nominated properties shall therefore:
- represent a masterpiece of human creative genius;
 - exhibit an important interchange of human values, over a span of time or within a cultural area of the world, on developments in architecture or technology, monumental arts, town-planning or landscape design;
 - bear a unique or at least exceptional testimony to a cultural tradition or to a civilization which is living or which has disappeared;
 - be an outstanding example of a type of building, architectural or technological ensemble or landscape which illustrates (a) significant stage(s) in human history;
 - be an outstanding example of a traditional human settlement, land-use, or sea-use which is representative of a culture (or cultures), or human interaction with the environment especially when it has become vulnerable under the impact of irreversible change;
 - be directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works of outstanding universal significance. (The Committee considers that this criterion should preferably be used in conjunction with other criteria);
 - contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance;
 - be outstanding examples representing major stages of earth's history, including the record of life, significant on-going geological processes in the development of landforms, or significant geomorphic or physiographic features;
 - be outstanding examples representing significant ongoing ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems and communities of plants and animals;
 - contain the most important and significant natural habitats for in-situ conservation of biological diversity, including those containing threatened species of outstanding universal value from the point of view of science or conservation.

Historic Urban Landscape: a New Approach to Protecting Cultural Heritage?

The city is the result of processes of long duration, the resultant interplay of many different phenomena. The city's form, its shape, is a summary of the development of civilization, so much so that the development of urbanization is often used as a symbol of cultural achievement.

The city is a mirror of civilization, a fruit of many centuries of accretion, resulting from the intermingling of cultures, ideas and values. Historic towns make up a special category of our heritage, where the past determines present-day development. It is no coincidence that almost half of the cultural places on the UNESCO World Heritage List are urban sites. The city is not only an idea and form, but also a function and process.

The city is primarily a living organism. A measure of urban development is the speed and complexity of the changes that affect it. Today's urbanization is characterized by an unprecedented dynamism and scale of growth. According to World Bank forecasts, there will be 2 billion new city dwellers by 2030. Today, as much as 80 percent of city dwellers have come into the city from outside, which makes them place rather than people integrated. This poses a particular challenge to the city's cumulative heritage, and raises questions about its protection.

The rapid transformation of our cities cultural landscape often leads to its degradation: the consequences of a the market liberalization and decentralization, rapidly progressing since the seventies of the

twentieth century. The transition from a passive, static thinking about heritage, understood as a pious approach to relics of the past, to a new urban conservation approach, required to protect heritage in the current realities – inescapable processes of privatisation and the commercialisation of public spaces – requires fundamental changes in the management of heritage potential, especially as it applies to the cultural landscape conservation of historic towns.

The scale and complexity of the city has long necessitated the need for a comprehensive view of its cultural space. Half a century ago, Kevin Lynch published a pioneering work “Image of the City” (1960), presenting the presently well known classic concept of Urban Landscape. A year later, in his book “The Concise Townscape” (1961), Gordon Cullen was already applying the concept of Townscape, and heading a movement of defenders of the urban landscape (Townscape movement). Passing from dreams about an ideal city, to reflections on the city as a cultural landscape, has allowed urban space to be seen not only as something functional, but also in artistic terms, as a work of art.

The international UNESCO community has long recognized the need to develop a strategy for the effective protection of the most valuable historical urban sites. Worth citing, among others, are the:

- 1972 – Convention concerning the Protection of the World Cultural and Natural Heritage;
- 1975 – Amsterdam Declaration on the European Architectural Heritage;
- 1976 – Recommendation concerning Safeguarding and Contemporary Role of Historic Areas;
- 1981 – Florence Charter on Historic Gardens (ICOMOS);
- 1987 – Charter for the Conservation of Historic Towns and Urban Areas – the Washington Charter (ICOMOS);
- 1994 – The Nara Document on Authenticity;
- 1999 – Charter on Built Vernacular Heritage (ICOMOS)
- 2005 – Declaration on the Conservation of the Setting of Heritage Structures, Sites and Areas, the Xi’an Declaration (ICOMOS);
- 2005 – Convention on the Protection and Promotion of the Diversity of Cultural Expressions.

Analysing these documents, throws light on the distinct change in the geography of the debate on protecting historical cities, more especially on the activity of Asian countries in this area, as evidenced by, among others, the Nara Document and Xi’an Declaration. What characterised the authors of most of the existing documents (“charters”) was that they wrote them as if they were to be cast in bronze, for ever, without foreseeing either the dynamics of heritage concept development, or the speed of change of its setting. This applies particularly to the issue of protecting historic cities, in which like in a lens, are focused the effects of globalisation.

The essence of a new philosophy of protecting historical cities should be the harmonious deployment of heritage as a development

potential. There is today no doubt, not only that the essence of culture is development, but also that culture is a driver of development.

Cultural heritage is an important part of the urban environment, and should play an important role in the sustainable development of our cities. Every time we consider heritage issues in the urban context, we must identify their particular values and define the rules of sustainable development, in which the needs of the specific historic resources should be taken into account.

Contemporary discourse on the conservation of historic cities is based on the concept of the Historic Urban Landscape (HUL). This is not a new category of protection, but a tool for managing the urban historic resources, in a time of rapid civilizational change. The 2005 Vienna Memorandum was the catalyst of international dialogue on HUL protection; 2005 also marked the beginning of UNESCO's official interest in the issue. In October 2005, the 15. session of the General Assembly of States Parties to the World Heritage Convention adopted the text of the Declaration on the Conservation of Historic Urban Landscape. In the autumn of 2009, the General Assembly of States Parties requested the World Heritage Centre to prepare a draft document on the HUL concept – which had been open to international discussion by the Vienna Memorandum – for the session of the UNESCO General Conference. In November 2011, the UNESCO General Conference in Paris adopted the text of the Recommendation on the Historic Urban Landscape.

The idea of Historic Urban Landscape does not only imply a revision of the so-called Washington Charter of 1987, but provokes reflection on the complex issue of the conservation of historic cities, in times of rapid civilisational change. The management of heritage potential in historic towns today, requires an interdisciplinary approach, not only from decision-makers, but also from town inhabitants.

Such an approach is particularly challenging for the countries of Central Europe, where recent transformations have placed heritage at the forefront of new challenges and threats. The latter are especially easy to see in the centres of the region's large cities. This is the result of a systemic transformation, the triumph of the untamed market forces as they come across the existing obsolete protection instruments: the greater the successes of economic transformation, the greater the conflict between capital and heritage.

Looking at the city as a process, resource, potential and function, it is necessary not only to talk today about the rapid change of the model and the mechanisms of growth, but also about the harnessing by towns like Budapest, Prague, Cracow, Košice, and other Central European cities, the historic post-1989 transformation opportunity for significant pro-growth changes the success of which cannot be denied. This success is the result of a whole range of circumstances that have created a completely new reality in Central Europe. We are simultaneously dealing with an increasingly spontaneous urbanization processes and rapid changes, not only in the sense of the city as an idea, but also in the rules

of the game of the city. There is no doubt that the existing monitoring tools – designed to “support” a static and centrally controlled system – have proved to be unreliable. Their failure is not only enhanced by the systemic weakness of local government, but also by the world crisis of values, the rise of a “soft State”, and the primacy of private and group interests over the public interest. The consequences are clear for all to see in the changing appearance of cities in the region, but also in the breakdown of a hitherto respected code. It is also important to note that changes in the urban landscape are inevitable, but they do not always have to be a function of urban transformation. Instead, they are always a mirror, and a barometer of social change, as well as of the condition of the State, in which they are played out.

A fundamental issue, at once a controversial one in city management, is the conflict between form and function. Cracow has in recent years become a telling example that well illustrates the consequences of such a conflict; even though its historic centre was inscribed on UNESCO World Heritage List in 1978. The economic prosperity of recent years, backed by Poland’s accession to the European Union, have brought the pressures of capitalism to bear upon Cracow’s social fabric and city spaces, on an unprecedented scale. Cracow has in recent years become an exceptional success story, in the manner in which it has overcome the burden of communism. But at the same time it has become a distressing symbol of an acute town planning crisis, one that threatens the city’s cultural landscape. The dictates of commercialisation, road transport, growing suburbs, and an impoverishing uniformity, have all intensified the conflict between form and function of the city’s historic centre. The rapid commodification of heritage is clearly visible today, both on the Main Square and in the Kazimierz district; recently subjected to a spontaneous process of pretentious ‘McDonaldisation’ and ‘Disneylandisation’, poorly supervised by the city authorities. The threat is today, not so much a lack of financial resources, but the pressure of capital not counterbalanced by public authority. Limited public respect for the law, weak city planning and supervision of development projects, the lack of law enforcement, and consequent lawlessness, unresolved property ownership issues, as well as the elite’s ‘easygoing’ approach to public spaces, have in recent years led to a degradation of the historic city centre. Is the concept presented in UNESCO’s Recommendation on Historic Urban Landscape an effective remedy to this “new” threat to our city’s cultural landscape? ●

Prof. Jacek Purchla



World Heritage Committee Session in St. Petersburg

The 40th anniversary of the Convention concerning the Protection of the World Cultural and Natural Heritage

Every year, sessions of the UNESCO World Heritage Committee (WHC) are held in another country. The 36th meeting of the WHC, which lasted from 24 June to 6 July 2012, took place in St Petersburg. The proceedings could, for the first time, be followed live on the website of the World Heritage Centre. More than a thousand delegates, from the 186 countries which have ratified the Convention, were received with great hospitality. Their host spared no effort to seeing to the delegates comforts, as well as to showing them St Petersburg, a UNESCO World Heritage site since 1990, and a historic city of outstanding architectural and artistic value. The attending Polish delegation included Krzysztof Kocel, Ambassador of the Republic of Poland to UNESCO in Paris, Sławomir Ratajski, Secretary-General of the Polish National Commission for UNESCO, Paulina Florianowicz, Director of the National Heritage Board of Poland (NID), Prof. Bogusław Szmygin, President of the Polish National Committee of the International Council on Monuments and Sites (ICOMOS), Małgorzata Trelka, Head of Heritage Management

Strategy at NID and Katarzyna Piotrowska, Head of World Heritage Section at NID.

The meeting was chaired by Eleonora Mitrofanova, Ambassador and Permanent Delegate of the Russian Federation to UNESCO, Chairperson of the World Heritage Committee. The Vice-Chairs were representatives of South Africa, France, Malaysia, Mexico and the United Arab Emirates.

In her inaugural address, the UNESCO Director-General, Irina Bokova commended the authorities of the Russian Federation for hosting the 36th session of the World Heritage Committee. Russia has been a party to the Convention concerning the Protection of the World Cultural and Natural Heritage for more than 20 years, and boasts 24 sites on the World Heritage List. The Director-General stressed the importance of the fortieth anniversary of the signing of the Convention celebrated in 2012: "For 40 years, World Heritage has sketched out a new map of the world – a map for peace, a network for cultural exchange, that takes in close to 1000 sites across the world. Over 40 years, 189 States have ratified the World Heritage Convention – including recently Singapore – making it one of the most universally ratified legal instruments. For over 40 years, countries have come together around a simple but revolutionary idea – the idea that there are places of outstanding universal value that we must protect together". Unfortunately, today the largest number of sites in history is at risk for various reasons. It is enough to mention the earthquake in Ferrara, armed violence in Syria, and events in Mali, where Timbuktu and the Tomb of Askia are threatened by armed groups. The fundamental



36th Session of the World Heritage Committee, 24 June – 6 July 2012 in St. Petersburg. Photo: Katarzyna Piotrowska.

challenges for the Convention are its credibility and future. Irina Bokova expressed concern about the changes in the procedure of selecting sites, that have undermined core Convention principles of scientific excellence and fairness. She stressed that “the credibility of the process of inscribing sites must be unassailable at all stages of the process – from the work of the advisory body, to the final decision taken by the Member States, where the main responsibility lies”. The Director-General emphasised the need for the involvement of States, local authorities and communities in long-term preservation and protection, in accordance with the Convention’s transparent criteria. A further challenge for UNESCO is protecting buildings and sites against natural disasters and the threats of mass tourism, as well as from the harmful effects of climate change. Many sites on the List are neglected or looted, become victims of poor planning or badly organized infrastructure. UNESCO is often alerted by civil society members of ongoing threats to World Heritage sites. Irina Bokova stressed that it was unacceptable that construction projects were begun, or permission was granted for research or exploration work, in the immediate vicinity of a World Heritage Site, in a manner constituting a flagrant breach of the 1972 Convention, or without proper consultation with the World Heritage Centre. In conclusion, the Director-General pointed to UNESCO’s important role in preserving heritage, while stressing that the main responsibility rested with national governments.

The Committee decided to add 26 new sites to the World Heritage List; 5 natural sites: Lakes of Ounianga (Chad), Sangha Trinational (Cameroon, Central African Republic, Congo), Chengjiang Fossil Site (China), Western Ghats (India), Lena Pillars Nature Park (Russian Federation); 1 mixed natural and cultural site: the Rock Islands Southern Lagoon (Palau); 20 cultural sites: Pearling, Testimony of an Island Economy (Bahrain); Major Mining Sites of Wallonia (Belgium); Rio de Janeiro, Carioca Landscapes between the Mountain and the Sea, (Brazil); The Landscape of Grand-Pré (Canada); Site of Xanadu; (China); Historic Town Grand-Bassam (Côte d’Ivoire); Nord-Pas de Calais Mining Basin (France); Margravial Opera House, Bayreuth (Germany); Cultural Landscape of Bali Province:

the *Subak* System as a Manifestation of the *Tri Hita Karana* Philosophy (Indonesia); Masjed-e Jāmē of Isfahan (Islamic Republic of Iran); Gonbad-e Qābus (Islamic Republic of Iran); Sites of Human Evolution at Mount Carmel: The Nahal Me’arot/Wadi el-Mughara Caves (Israel), Archaeological Heritage of the Lenggong Valley (Malaysia); Rabat, Modern Capital and Historic City: a Shared Heritage (Morocco); Birthplace of Jesus: Church of the Nativity and the Pilgrimage Route, Bethlehem (Palestine); Garrison Border Town of Elvas and its Fortifications (Portugal); Basari Country, Basari, Fula and Bedik Cultural Landscape (Senegal); Heritage of Mercury Almadén and Idrija (Slovenia/Spain); Decorated Farmhouses of Hälsingland (Sweden); Neolithic Site, of Çatalhöyük (Turkey).

The World Heritage List currently numbers 962 sites – 745 cultural heritage sites, 188 natural ones and 29 of a mixed character – in 157 countries, State-Parties to the Convention. In total, 189 countries have ratified the World Heritage Convention.

The Church of the Nativity and the Pilgrimage Route in Bethlehem, Palestine were also added to the List of World Heritage in Danger, as well as the fortifications of the Caribbean Panama coast: Portobelo and San Lorenzo (Panama), and the commercial seaport of Liverpool (United Kingdom). The World Heritage Committee paid particular attention to the dramatic situation in Mali, where acts of intentional destruction of historic mausoleums are under way. Timbuktu and the Tomb of Askia were thus added to the List of World Heritage in Danger. Delegates gathered at the 36th session of the World Heritage Committee, were moved by the news of the deliberate destruction of priceless artefacts by a group of Malian rebels, expressed their solidarity with the Government of Mali, and called for the creation of a special fund for the protection of Mali’s cultural heritage.

There are currently 38 sites on the List of World Heritage in Danger.

More information on World Heritage Sites can be found on the websites of World Heritage Centre: <http://whc.unesco.org> and of the Polish National Commission for UNESCO: <http://www.unesco.pl/kultura/dziedzictwo-kulturowe/swiatowe-dziedzictwo/>

Intangible and Associative Values as a Criterion for inscription on the World Heritage List

World Heritage Experts meet in Warsaw

In March (28–30 2012) Warsaw hosted a meeting of international experts to formulate recommendations on using the criterion of cultural associative values, known as criterion (vi) in the selection of cultural and natural sites for entry on the World Heritage List. This criterion should in principle be applied only in conjunction with other criteria. Exceptions include cultural heritage sites that recall tragic events in human history. One of the first to be inscribed on the World Heritage List were: the Island of Gorée (1978), Auschwitz Birkenau, German Nazi Concentration and Extermination Camp (1940–1945), under its former name “Auschwitz Camp” (1979), Hiroshima Peace Memorial (1996), and Mostar Old Town and Bridge (2005). The supplementary role of criterion (vi) led to 194 cultural sites and nine natural sites being inscribed on the World Heritage List till 2011; two of them in Poland: the Historic Centre of Warsaw (1980), and the Churches of Peace in Jawor and Świdnica (2001). Exceptional sites added to the List on the basis of this criterion fall into three groups: remembrance, sacred, science and technology.

Experts acknowledged that the definition of criterion (vi), published in the Operational Guidelines for the Implementation of the World Heritage Convention, is still valid, as a decision making tool for the World Heritage Committee. The experts carried out a detailed analysis of the use of this criterion in specific cases, both past and present, recommending its application in only exceptional circumstances, when intangible associations are part of the property’s Outstanding Universal Value (OUV). A proper understanding of criterion (vi) by those responsible for World Heritage sites, was regarded as especially important to their protection and management. The experts also prepared a

Criterion (vi):

“[the property should] ...be directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works of outstanding universal significance (the Committee considers that this criterion should justify inclusion in the List only in exceptional circumstances and in conjunction with other criteria, cultural or natural)”.

(Operational guidelines for the implementation of the World Heritage Convention, 2012)

series of recommendations to be published in Resource Manuals. A report of the International World Heritage Expert Meeting on Criterion (vi) and associative values, and other documents, can be found on UNESCO web page at: <http://whc.unesco.org/en/events/827>.

Among those taking part in the meeting, at the invitation of the Minister of Culture and National



Experts at work. Photo: Dąbrówka Lipska

Heritage of the Republic of Poland, were Mechtild Rössler and Alessandro Balsamo, representatives of UNESCO World Heritage Centre and UNESCO's advisory bodies – ICOMOS, ICCROM, IUCN-WCPA – as well as regional representatives and observers from Belgium, Canada, Colombia, Czech Republic, Germany, Hungary, Lithuania, Norway, Palau, Senegal, South Africa, South Korea, Sweden and the United Kingdom. The meeting was organized by the National Heritage Board of Poland (NID), on behalf of the Minister of Culture and National Heritage, in collaboration with English Heritage (United Kingdom) and the UNESCO World Heritage Centre. Co-organizers were the Ministry of Foreign Affairs and the Warsaw Municipal Office for Heritage Protection. The Polish National Commission for UNESCO was the meeting's honorary patron. ●

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Meeting of the States Parties to the 1970 UNESCO Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property

The meeting was convened in Paris (June 20–21 2012) due to the insistence of some countries to increase UNESCO's role in the fight against the illicit traffic in works of art and artefacts from illegal archaeological excavations. It was the second meeting of the States Parties, since the adoption of the Convention 42 years earlier. To date, 122 countries (including Poland) have acceded to the Convention. The meeting aimed, on the one hand, to sum up the achievements of the States Parties to the 1970 Convention, and of UNESCO's Secretariat in implementing its provisions, and on the other hand – to initiate a discussion on the Convention's implementation effectiveness, with particular regard to new trends in the trade of cultural property.

The basis of this exchange of information and discussion were reports of States Parties on the implementation of the 1970 Convention

submitted to UNESCO Director-General. The reports summarised the measures taken to prevent the looting of archaeological sites and the illicit import and export of cultural property. Delegates emphasized that the best guarantee of achieving the tasks set by the 1970 Convention is international co-operation between the cultural heritage protection agencies of Member States and intergovernmental organizations such as INTERPOL, UNIDROIT (International Institute for the Unification of Private Law), WCO (World Customs Organization) UNODC (United Nations Office on Drugs and Crime), ICOM (International Council of Museums), as well as with institutions representing the art market.

Participants agreed on the necessity of intensifying work on the effective implementation of the Convention, by creating new instruments of international co-operation. The database of National Cultural

Heritage Laws, created by UNESCO, in co-operation with Member States, is one of the ways of achieving this aim. The database currently contains more than 2,350 legal documents, used in 180 countries, and is available to all on the UNESCO website at: <http://www.unesco.org/culture/natlaws>.

An interesting event organized alongside the Meeting of States Parties was an exhibition prepared by a special police unit (Italian Carabinieri Department for the Protection of Cultural Heritage) at UNESCO headquarters, who presented 31 recently recovered illegally traded works of art. (<http://www.unesco.org/new/en/culture/themes/movable-heritage-and-museums/restitution-of-cultural-property/>)

The Meeting of the States Parties to the 1970 Convention was accompanied by two other events:

- A meeting to review the practical operation of the 1995 UNIDROIT Convention, on Stolen or Illegally Exported Cultural Objects (19 June 2012): <http://www.unidroit.org/english/conventions/1995culturalproperty/1meet-120619/pres-e.pdf> and
- The 18th meeting of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin, or its Restitution in case of Illicit Appropriation (22 June 2012).

More about the Meeting of States Parties to the 1970 Convention on the UNESCO website at: <http://www.unesco.org/new/en/culture/themes/movable-heritage-and-museums/illicit-traffic-of-cultural-property/meetings/>

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National Report on Cultural Diversity

Implementation of the 2005 UNESCO Convention in Poland

According to article 9 of the UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions, States Parties are obliged to submit a progress report on the implementation of the Convention every four years; 2012 marked the start of the reporting period, which covered 92 countries, including Poland. A report for the period 2008-2011 has been submitted to UNESCO Director-General by the Polish Minister of Culture and National Heritage.

The report on measures taken for the protection and promotion of cultural diversity include, among others, information about national cultural policy and international co-operation, especially with developing countries.

All the reports have already been published on the UNESCO website. They serve as a source of

The basic principles of the Convention include: the principle of respect for human rights and fundamental freedoms, the principle of equal dignity and respect for all cultures, the principle of solidarity and international co-operation, and the principle of complementarity of economic and cultural aspects of development.

information and inspiration for the exchange of experiences and illustration of best practices. Poland will submit another report on the implementation of the UNESCO Convention in 2016.

The Convention on the Protection and Promotion of the Diversity of Cultural Expressions was adopted at the 33rd session of UNESCO General Conference, 20 October 2005. Poland acceded to the Convention on 17th August 2007.

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Experts' Meeting on the UNESCO Memory of the World Programme

Documentary heritage includes a whole variety of forms of recording, as diverse as manuscripts, inscriptions, and audiovisual recordings – analogue and digital. Most are fragile and thus vulnerable to destruction, to the passage of time and the deterioration that inevitably follows. And yet the importance of such records to a greater understanding of the past, of culture, history, individual and collective memory and identity, to social continuity and the transmission of collective experience, cannot be overrated. The study of documents about the achievements and experiences of different cultures and societies, favours the development of a fuller awareness of mankind's common heritage.

These considerations are reasons why, within the scope of its remit, UNESCO is so actively involved in preserving and providing access to documentary heritage. These tasks are carried out primarily through the Memory of the World Programme, consistently supported by Poland since its inception in 1992.

In May (8-10 2012), experts met in Warsaw, at the headquarters of Poland's State Archives, to strengthen the Memory of the World Programme in its impact on the protection of, and access to, documentary heritage. The need for such a

discussion had grown equally from ever greater expectations associated with the programme's potential – the result of a growing awareness of the problems, yet importance of preserving documentary heritage for future generations – as from the success of the programme's International Memory of the World Register, listing documentary heritage of special global significance. Convened by UNESCO Director-General – by virtue of a resolution of the 36th session of the UNESCO General Conference – the Warsaw meeting was attended by 50 experts, from all regions of the world. The resolution was proposed by Poland and 55 other Member States, following the Fourth International Conference of the Memory of the World Programme held in Warsaw in May 2011.¹

A call for the development and adoption by UNESCO, of an international recommendation regarding documentary heritage, counts among the most important conclusions of the Warsaw meeting of experts. The incorporation of protection and access

¹ More information about the Fourth International Conference of the UNESCO Memory of the World Programme – about the programme itself and Poland's involvement – as well as about the Memory of the World international Register of documentary heritage, can all be found in the Polish National Commission for *UNESCO: 2011 Bulletin*, pp.38-40 [please note that this supporting text is presently only available in Polish].

to documentary heritage in a UNESCO normative document, should not only help raise the issue's profile in international fora and national policies, but also increase the effectiveness of efforts to protect and improve access to documentary heritage in many countries.

The conclusions of the meeting of experts were debated by UNESCO Executive Board at its 190th session. Following the recommendations of the Warsaw meeting, the Executive Board requested that, at its 191st session (spring 2013), the Director-General presents a preliminary study on the technical, financial and legal aspects on the

desirability of a standard-setting instrument on preservation and access to documentary heritage. Such a study opens the way to a possible resolution being adopted by UNESCO's highest decision-making body, the General Conference.

The Polish National Commission for UNESCO, worked closely with UNESCO Communication and Information Sector, the Head Office of Polish State Archives, and Poland's Permanent Delegation to UNESCO on the organization of this meeting of experts, though especially on the programme preparations and the meeting's final recommendations.

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Experts' Meeting on the UNESCO Memory of the World Programme. (Left to right): Roslyn Russell, Chairperson of the International Advisory Committee of the UNESCO Memory of the World Programme; Joie Springer, UNESCO Communication and Information Sector; Prof. Władysław Stępiak, General Director of Polish State Archives; Prof. Małgorzata Omilanowska, Under-Secretary of State in the Polish Ministry of Culture and National Heritage; Prof. Sławomir Ratajski, Secretary-General of the Polish National Commission for UNESCO.

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Experts' Meeting on the UNESCO Memory of the World Programme, May 8-10 2012 in Warsaw.

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Ecohydrology

– integrating knowledge about environmental processes to achieve sustainable development

The key assumption of Ecohydrology (EH) is that the main regulatory mechanisms of the hydrological and nutrient cycles (carbon, phosphorus, nitrogen) in the biogeosphere are ecosystems. This is particularly important in the XXI century, when over 70 percent of ecosystems have been modified in various ways by intensive human activity (e.g. deforestation, urbanization, construction of transportation routes). Thus, the degradation of ecosystem structures together with the intense emission of pollutants into the atmosphere, waterways and coastal waters has led to modification of key ecological processes. The main driving force behind this process has become man, as the most important factor in the biogeochemical evolution of the Earth. Hence, the era in which we live is called the Anthropocene. The aforementioned human activities can generate dramatic consequences for water resources, biodiversity, food production and global stability. Consequently, the decline of water resources and ecosystem services may result in fierce conflicts threatening humanity's survival on Earth. Therefore, the Rio +20 UN documents identify the urgent need to reverse this trend in the direction of sustainable development.

Considering the great complexity of the interactions between water dynamics in different landscapes and terrestrial and aquatic ecosystems exposed to various forms of human activity, the primary goal of Ecohydrology as a transdisciplinary and problem solving science, whose theoretical background has been formulated within the framework of the UNESCO International Hydrological Programme, is to exploit the understanding of the relationship between biogeochemical processes and the dynamics of the hydrological cycle in order to achieve sustainable exploitation of natural resources.



The European Regional Centre for Ecohydrology under the auspices of UNESCO (ERCE), International Institute of the Polish Academy of Sciences, was established in Łódź in 2006. It is headed by Professor Maciej Zalewski, who also represents Poland on the Intergovernmental Council of the UNESCO International Hydrological Programme, since 2011. The main task of the ERCE is to pursue integrative multidisciplinary ecohydrological research and to share the results in publications. Important goals include fostering international co-operation, helping develop a network of international

An important part of Ecohydrology theory is the assumption that

although water is the main driver of biogeochemical evolution on Earth, man substantially modifies its cycle. Under given climatic conditions water and biota are the major regulatory factors determining the dynamics of the hydrological cycle at all levels of biological organization, i.e. from molecular to catchment basin scale. Man's degradation and modification of the water cycles in different types of ecosystems result in degradation of the life supporting system. On the other hand, understanding of the relationship between water and the biotic environment can be used to control these processes under given conditions, and thereby increase the overall capacity of ecosystems, more widely understood as the improvement of water resources, biodiversity and the ability to respond flexibly to the pressure of population and ecosystem services.

Ecohydrology (EH) is a transdisciplinary science, exploiting methods

based on the integration of hydrology and ecology through the principle of 'dual regulation', according to which hydrological processes can be applied to regulate biological processes in terms of increasing their ecological potential and vice versa. From the point of view of the methodology of science, Ecohydrology is an integrative, transdisciplinary and problem-solving science based on the deductive concept formulated from the general theory of physics, hydrology and ecology (Zalewski, Naiman 1985, Zalewski et al. 1997, Zalewski 2000, Harper 2008) verified with empirical observations (inductive aspect of EH theory) (e.g. Zalewski, Chicharo, Janauer, Timchenko 1990). As a transdisciplinary science, aimed at achieving sustainability, EH not only integrates hydrology and ecology but also refers to geophysics, geology, molecular biology, genetics, etc. using the tools of geoinformation science, mathematical modeling, socio-economical (e.g. foresight) methods with due regard to legal aspects. However, from the point of view of research methodology, EH can be divided into Ecohydrology Terrestrial (EHT) and Ecohydrology Aquatic (EHA). The first area relates to the relationships developing in the in water – plant – soil system, where the main scientific question is: how vegetation in the habitat influences water balance dynamics, as well as the transport of pollutants and nutrients to aquatic ecosystems. This concerns also the restitution and regulation of the water circulation cycle, so as to increase soil productivity, food security and strengthen resilience to climate change. The second area concerns finding answers to the questions on how to improve the ability of ecosystems to respond flexibly to a growing human impact and climate change, as well as how hydrological interactions in the water environment may change the allocation of excess biogenic ingredients, which can cause toxic blooms and accumulation of pollutants such as heavy metals and dioxins.

The concept of Ecohydrology and its objectives were largely covered in the "World's EcoSummit 2012 Columbus Declaration" (www.ecosummit2012.org).

contacts and creating a platform for the exchange of scientific information concerning Ecohydrology and Integrated Watershed Management (IWM) between institutions within the framework of the UNESCO International Hydrological Programme (IHP). The Centre provides advisory services, technical information and training as a basis for developing and implementing new integrated methods of water restoration and management. Involvement in the UNESCO Programme activities gives ERCE staff the opportunity to work with the best international experts on complex problem solving sciences and their application to dealing with water related issues around the world. With active participation of the ERCE in Łódź, two other international centres have been established: the International Centre for Coastal Ecohydrology in Faro, Portugal, and the Asia Pacific Centre for Ecohydrology (APCE)–UNESCO in Jakarta, Indonesia. Continuous efforts have been undertaken to open a new Ecohydrology Centre in Ethiopia, in which ERCE has also been involved for a long time, as well as in the implementation of integrated programmes of water management and sustainable development.

One of the essential objectives set out in the Declaration, in the face of climate change, is the urgent need to slow down the transfer of water from catchment areas to the sea both to improve the capacity of ecosystems, as well as to provide essential ecosystem services to society, with a priority on reducing flooding and the effects of drought, to assure food security.

Subsequently, taking into account the dynamics of the global problems of demography, in order to improve water quality, biodiversity and biological production, it is necessary to reduce soil erosion, which causes loss of organic matter, and consequently limits food production. Ecohydrology and fitotechnology provide the necessary scientific basis to reverse this process.

(http://www.unep.or.jp/ietc/publications/freshwater/watershed_manual), (<http://www.unep.or.jp/Ietc/Publications/Freshwater/FMS5/index.asp>)

Given the increasing and cumulative human impact on biogeochemical cycles, due to the intensity and variety of technical (pollution) and socio-economic activities, there is an urgent need to improve the capacity of ecosystems and harmonize them with social needs, as part of an integrated water resources management programme (IWRM).

The starting point for achieving these goals should be an attempt to understand how the interplay between ecological and hydrological processes was shaped in the process of biological evolution, and the subsequent development and implementation of ecohydrological biotechnologies and systemic solutions based on the acquired knowledge (e. g. Zalewski at al 2012). The next step would be the implementation of this highly complex transdisciplinary knowledge, through education, into public awareness, to make societies aware of their decisive role in achieving the aims of sustainable development. This can be achieved by reinforcing the leading role of international organizations, such as UNESCO, which integrate scientific, educational and cultural aspects of human development. ●

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Bioethics on the UNESCO Agenda

Bioethics can be defined as a discipline dealing with the ethical implications of biological research and applications, especially in medical sciences. It is a rapidly developing field, continually facing new challenges and problems, of which there was no notion only a few years earlier.

UNESCO activities have touched on bioethics for a number of years. In 1993, the International Bioethics Committee (IBC) was established, with 36 independent experts from a variety of disciplines (philosophy, law, biology, medicine), personally appointed by UNESCO Director-General. Committee Members can serve a maximum of two three year terms. Addressing bioethics issues is IBC's main function. Topics are often suggested by the UNESCO Director-General, but also stem from discussions between IBC members. An expert body – the Intergovernmental Bioethics Committee (IGBC) made up of representatives of Member States (also 36) – was founded in 1998 to work together with the IBC. Elections to the IGBC, for four year terms, are held during sessions of UNESCO General Conference.

International Declarations are UNESCO's most powerful tool for influencing bioethics associated issues. In recent decades, three important such Declarations were introduced: the Universal Declaration on the Human Genome and Human Rights (1998), the International Declaration on Human Genetic Data (2003), and the Universal Declaration on Bioethics and Human Rights (2005). All three were greatly significant in terms of their normative influence on bioethics.

I was the author of the Polish language version of the Universal Declaration on the Human Genome and Human Rights, published by the Polish National Commission for UNESCO.¹ At the request of the Ministry of Science and Higher Education, I also participated in the preparation, together with the Polish National Commission for UNESCO, of the Polish version of the Universal Declaration on Bioethics and Human Rights, also published on UNESCO's website². There is currently no Polish version of the second, key International Declaration on Human Genetic Data. I took part in preparing the second and third Declarations, either as an expert or representative of Poland in IGBC.

The issues raised in the Declarations are often the subject of further analysis by the IBC, the results of which appear in UNESCO publications. In recent years, these have included reports on the issues of informed consent, cloning, and social responsibility. They are all available on UNESCO's website in English, generally also in French, and in other languages. Since 1994, some twenty publications have been issued, each offering an in depth analysis of the subject under consideration, though the report on informed consent stands out as especially noteworthy. A patient's, or participant's, decision to take part in clinical research, is in reality rarely a fully informed one. Explanations about procedures, and research, and about the documents that need to be signed – that must also comply with various complicated legal and formal requirements – are often difficult to understand, even for a specialist, let alone for the consenting individual. This is not how it should be.

The IBC is currently at various stages of analysing a number of issues. An interesting, though complex one, relates to traditional healing practices in the world. It is hard to write about them because of different sensibilities. Work on combating discrimination and stigmatisation is at an early stage.

UNESCO supports National Bioethics Committees (Poland has no such institution) by facilitating exchange of information, the publishing of brochures about the formation and operation of such committees, as well as through various other forms of assistance. This group of activities is known as ABC (Assisting Bioethics Committees).

UNESCO also supports the teaching of ethics (in fact, bioethics) within the EEP (Ethics Education Programme), which among others, includes the maintenance of a database of expert ethics teachers, providing updates on the full variety of educational programmes, and developing a core ethics teaching curriculum, based on the UNESCO 2005 Universal Declaration on Bioethics and Human Rights. Teachers training sessions in bioethics are regularly organized for teachers throughout the world. The Organization also supports the founding of UNESCO Chairs in bioethics of which there are currently five, in Barcelona, Brasilia, Buenos Aires, Egerton in Kenya, Lima and in Washington. ●

Prof. Ewa Bartnik

¹ *The Universal Declaration on the Human Genome and Human Rights*, Warsaw 1998.

² *The Universal Declaration on Bioethics and Human Rights*, at <http://www.unesco.org/new/en/social-and-human-sciences/themes/bioethics/bioethics-and-human-rights/>.

World Open Educational Resources Congress

According to the final declaration of the World Open Educational Resources Congress, held from 20 to 22 June 2012 at UNESCO Headquarters in Paris, the term “Open Educational Resources” (OER) refers to “teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions”. As noted in the declaration, the term was coined at UNESCO’s Forum on Open Courseware, that addressed the issue of OER’s impact on higher education in developing countries, held at UNESCO Headquarters in 2002. Movements propagating Open Educational Resources exist in many countries, both developing and developed ones, addressing all levels of education. The popularity

of the idea of OER in the XXI century, has been fostered by the development of the Internet, which has opened up previously unknown opportunities for distributing, sharing, and transforming content, as well as the possibility of commenting on content, finding information and seeing it in a wider context.

This year’s World Congress on Open Educational Resources was organized by UNESCO, in co-operation with Commonwealth of Learning (COL), an intergovernmental organization, and with the support of the Flora Hewlett Foundation. It brought together 400 participants from around the world, including representatives from governments, academia and educational establishments, as well as of non-governmental organizations. The above mentioned Final Declaration (Paris Open Educational Resources Declaration) numbers among the Congress’ most enduring achievements. It recommends specific actions to be taken by countries, to promote the development of OER, and facilitate access to educational materials for all social groups.

The Congress was also an opportunity to exchange experiences, and review the workings of open access to educational materials, in different countries and regions of the world. Polish achievements and projects in this area aroused considerable interest among the participants, especially the Digital School Program started in 2012. It was presented by the Polish delegation to the Congress, headed by Minister Igor Ostrowski, Under-Secretary of State at the Ministry of Administration and Digitization.

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Polish delegates to the World Open Educational Resources Congress (from left): Karolina Grodecka (AGH University of Science and Technology in Cracow); Bożena Bednarek-Michalska (University Library in Toruń), Aleksander Tarkowski (Director, Centrum Cyfrowe Projekt: Polska), Kamil Śliwowski (Creative Commons Polska).
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World Open Educational Resources Congress, UNESCO Headquarters in Paris, 20-22 June 2012
© 2012 CC-BY Mariana Bittencourt

Fellowship Programme

The Polish National Commission for UNESCO runs two fellowship programmes, funded by the Ministry of Science and Higher Education.

The UNESCO/POLAND Co-sponsored Fellowship Programme is run in partnership with the UNESCO Secretariat, and National Commissions for UNESCO. The programme is addressed to young researchers, from countries in sub-Saharan Africa, Asia, and South and Central America, and is co-sponsored by UNESCO and the Government of the Republic of Poland; the Polish side provides scientific guidance and a six-month stipend, whilst UNESCO covers the organizational costs (travel and insurance). Candidates are recruited by the UNESCO Secretariat in Paris in association with the National Commissions. The topics of the research fellowships equate with UNESCO's current Programmes. The majority relate to engineering (technical) and natural sciences. The programme enables scientists to conduct research in Polish scientific institutions, develop closer co-operation with these institutions and encourage exchanges.

Cracow's University of Science and Technology (AGH) has the biggest number of fellows within the UNESCO/POLAND fellowship scheme. In 2012, the AGH received 33 research fellows; from Kyrgyzstan, Tajikistan, and Myanmar (5), Chad (2), Nigeria, Cameroon, and Cuba (2), Bhutan, Sudan, Botswana, Burundi, Senegal, Malaysia, Madagascar and China, of which 12 were fellows continuing projects begun in 2011, from Pakistan (5), and from Ghana, the Philippines, Uzbekistan, Ethiopia, Tanzania, Indonesia and China. The European Regional Ecohydrology Centre of the Polish Academy of Sciences in Łódź, hosted a research fellow from Nigeria in 2012.

Polish National Commission for UNESCO Fellowship Programme is addressed to young scientists from Central and Eastern Europe, as well as developing countries, and includes study areas such as history, law, education, political science, international relations, Polish studies, architecture, archaeology, science and agriculture. Applicants must be graduates intending to conduct research, or participate in research projects in Polish scientific institutions, overseen by the Ministry of Science

and Higher Education. The 2012 Polish National Commission for UNESCO fellowship programme received a total of 46 students, from Nigeria (3), Ukraine (27), Republic of Moldova, China, Russian Federation (3), Belarus (3), Peru (3), Sudan (2), Madagascar (2) and Bulgaria.

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New UNESCO Chair in Institutional Research and Higher Education Policy

The new UNESCO Chair in Institutional Research and Higher Education Policy was established on 1 October 2012 at the Centre for Public Policy Studies of Adam Mickiewicz University in Poznań.. The Chairholder is Professor Marek Kwiek.

The objectives of this Chair are to conduct international, interdisciplinary comparative research on higher education; analyse significant external factors – social, economic and demographic – that in the next decade will determine the direction and rate of change in higher education around the world. The Chair conducts research in areas such as the funding and management of European universities, higher education reforms, European scientific and education policy, academic entrepreneurship, access to higher education and the changing role of universities in a knowledge-based economy. The UNESCO Chair conducts research on the basis of long-term research programmes, both international (European Science Foundation and the 7th EU Framework Programme) and Polish (NCN: Maestro 2012-2017), conducted in close co-operation with foreign partners from the best higher education research centres in Europe.

For more information see the Chair's website at www.unesco.amu.edu.pl

Of 762 UNESCO Chairs around the globe, 12 are in Poland.

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Polish UNESCO Associated Schools on the Eve of an Anniversary

The UNESCO Associated Schools Project Network (ASPnet), comprising more than 9000 educational establishments in 180 countries, will be celebrating its sixtieth anniversary in 2013. The network has been in Poland since 1956 and currently embraces 101 institutions; 99 schools and two preschools.

The main subject themes, covered by Polish UNESCO Associated Schools in most projects during the 2011-12 academic year, included:

- *World problems and the role of the UN in solving them*

Sixty five percent of schools concentrated on this issue. Several secondary schools (LO) stood out in this respect – LO V in Wrocław, LO I in Gorzów Wielkopolski, LO III in Gdynia – by organising international simulations of UN General Assembly sessions (Model United Nations –MUN).

- *Education for Sustainable Development (global education)*

In the light of the ongoing United Nations Decade of Education for Sustainable Development (2005-2014) Associated Schools took part in a discussion workshop "This is Also Your World", organised since 2005 by the UNESCO Initiatives Centre (a Wrocław based non-governmental organization) and financially assisted by Poland's Ministry of National Education (MEN). The project consists of

a multi-stage local initiative, aimed at involving young people in the life of the local community, and in solving their problems. Teachers from a Cracow secondary school (LO VI), took part in an Associated Schools Project Network (ASPnet) training assignment: "Teaching and Learning for a Sustainable Future". Part of the assignment included teachers presenting students with a video about the dangers stemming from mass food production.

During the past academic year, five Polish Associated Schools participated in the International Baltic Sea Project, aimed at making students more aware of scientific, social and cultural aspects and thereby of the interdependence of man and the environment.

The International Year of Chemistry and Global Education Week, encouraged students from secondary school (LO II) in Ciechanów to take part in a "Global Experiment". The students had to conduct an experiment, to measure the salinity and acidity of Baltic seawater, and build a solar distiller. Experiment results were forwarded for inclusion in UNESCO's data base.

Two preschools: the "Dorotka" Arts and Theatre preschool in Olsztyn and "Kidzcorner-Hundred Acre Wood" preschool in Warsaw, carried out projects linked to the International Year of Forests 2011, whilst a secondary school in Głogów (LO III) conducted a discussion workshop on Fair Trade.

Students and teachers of a lower-secondary school in Katowice (Gimnazjum 2) took part in an "International Media Lab on Diversity" Workshop organized by "The Global Experience", an NGO, which brought together students from affiliated



Presentations at the end of the conference „Education through art in the development of intercultural sensitivity” organized by the "Dorotka" Arts and Theatre preschool in Olsztyn © Dorota Pakuła-Tamou

schools in Germany, Oman and Namibia. The meeting led to the production of films, documentaries and interviews.

- *Education for Peace and Human Rights*

Most Polish Associated Schools act to provide education in the field of human rights, and thus improve young peoples' awareness of the importance of these issues in the modern world. Child rights generated great interest, especially as 2012 was "The Year of Janusz Korczak". In that context the "Dorotka" Arts and Theatre preschool prepared a project titled "Janusz Korczak – Children's Friend".

Students of a secondary school in Częstochowa (LO VI), organized a debate on International Human Rights Day, in which they involved the community and local authorities. Students of a secondary school in Głogów (LO III) led a workshop titled "Human Rights". Many schools were also involved in the UNICEF "All Colours of the World" project, thanks to which it was possible to help children in Sierra Leone. The Bronisław Kraszewski Junior School in Prószków – which has applied to join the Associated Schools Project Network – organized a

competition under the banner "We look different, but are connected by dreams".

- *Dialogue of Cultures and Religions*
(Intercultural education)

Schools also took part in the „History +” project, run by the UNESCO Initiatives Centre in Wrocław. The project aims to strengthen young people's awareness of their own identity and their feeling of belonging in a multicultural homeland.

Nearly sixty percent of Polish Associated Schools run exchanges with foreign schools, thanks to which students have the opportunity to become more aware of other cultures, and improve their language skills. A secondary school in Białystok (LO I) hosted students from Israel – Yarden Secondary School in Amir – whereas secondary schools in Biecz organized exchanges with schools in England, Germany and Hungary.

The "Dorotka" Arts and Theatre preschool organized a conference on "Education Through Art: Developing An Intercultural Sensitivity". Presentations shown at the end of the conference, summarised the preschool program, which included activities in the field of intercultural education and education through art.

From 9 to 12 November 2011 Krzyżowa hosted the regional conference of German UNESCO Associated Schools under the axiom "With The Past to The Future". Six Polish teachers were invited, among others from Wrocław's EKOLA Secondary Schools. Workshops for Polish and German young people titled "We Learn History Through Art" and "Learning History Through Theatre" were also held at the same time.

During the last academic year several Polish Associated Schools also took part in a project called "See and change" organized by the Centre for Citizenship Education, as well as in a letter writing marathon for Amnesty International. Students were involved in many voluntary activities and organized numerous celebrations of days and decades proclaimed by UNESCO and UN. •

MBB



The „Global Experiment” organized in the secondary school (LO II) in Ciechanów (Poland) in connection with the International Year of Chemistry (2011) and Global Action Week. Photo: II LO Ciechanów



Students of the Polish ASP Schools during the workshop activities „It is Also Your World” conducted since 2005 by the UNESCO Initiatives Centre in Wrocław. Photo: Centrum Inicjatyw UNESCO

UNESCO Anniversaries and Patronage

Polish anniversaries are ever present on UNESCO's international list of anniversaries. This prestigious roll call commemorates important historical events and eminent individuals, whose anniversaries are celebrated under UNESCO's patronage. It is an opportunity to promote the achievements of Polish culture and science, both in Poland and around the world, giving these events a unique rank and importance, as well as encouraging the development of international contacts.

The UNESCO list of anniversaries is drawn up every two years from applications submitted by the National Commissions of Member States. In 2012-2013, the following events were on the list of anniversaries celebrated under auspices of UNESCO: the 100th anniversary of the death of Boleslaw Prus, celebrated in 2012, and the 100th anniversary of the birth of Witold Lutoslawski,

celebrated in 2013. In the previous biennium (2010-2011), UNESCO included three Polish anniversaries under its patronage: the 200th anniversary of the birth of Frederic Chopin, the 150th anniversary of the birth of Ignacy Jan Paderewski and the 100th anniversary of the birth of Czeslaw Milosz.

The 100th anniversary of the birth of Bolesław Prus in 2012 was commemorated by several events. Among them was one organized by the Adam Mickiewicz Literary Society, the Polish Academy of Sciences, Institute of Literary Research, the National Centre for Culture, and the Boleslaw Prus Academic Bookstore in Warsaw. One of the projects, organized as part of the national and international commemorative programme of events, was a historical-literary contest for Polish, Lithuanian, Latvian, Ukrainian and Belarussian secondary school students. The prize award ceremony took place on May 19 2012, at the Polish Academy of Sciences in Warsaw.

Patronage is another form of UNESCO's support for international projects of special importance and significance. In 2012, three Polish cultural and artistic projects received UNESCO's honorary patronage: *The Brave Festival. Against Cultural Exile*, organized by the Song of the Goat Theatre Association; the Musical *Korczak*, directed by Roberto Skolimowski, director of the Podlasie Opera and Philharmonic – European Arts Centre; and the Folk Art Festival, organized by the *Poligrodzianie* Society.

The Brave Festival is an international arts project that combines presentations of endangered and marginalized cultures and traditions from around the world, with an educational project on behalf of the *Brave Kids* children, as well as a charity campaign. The eighth Wrocław edition of the Festival (2-7 June 2012), under the title "Initiation of Women" revealed the secrets of such vanishing cultures as those of Zanzibar, Zimbabwe, Tanzania, Georgia and Brazil. It spoke of women who overcome social barriers and oppose various stereotypes, associated with age, race and origin, through traditional art. In 2012, the *Brave Festival* received UNESCO's patronage for the fifth time: <http://www.bravefestival.pl>

The Polish premiere of the Musical *Korczak*, under UNESCO's patronage, was held as part of nationwide celebrations, following the Polish Parliament's announcement of 2012 as the Year of Janusz Korczak. A number of famous Polish

artists took part in the project, together with the Children's Choir of the Podlasie Opera and Philharmonic. The first public performance was on September 29 2012, at the Podlasie Opera and Philharmonic Concert Hall in Białystok, two days after the new building's opening ceremony: <http://www.korczakmusical.com>

A Folk Art Festival was organized by the *Poligrodzianie* Society, in co-operation with the Technical University of Poznań. The Festival included reconstructions of regional wedding ceremonies from different countries. The aim of the project is to promote both Polish regional and international folk culture and to support activities aimed at preserving traditions, including endangered professions. This year's edition of the festival was held under UNESCO's patronage, in August: <http://www.festiwal.poligrodzianie.pl> ●

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The eighth edition of the *Brave Festival, Against Cultural Exile*, held in Wrocław, June 2012. Photo: Sławek Przerwa



Folk Art Festival organized by the *Poligrodzianie* Society, under the patronage of UNESCO, in Poznań, September 2012. Photo: Towarzystwo Poligrodzianie



The Polish premiere, under the auspices of UNESCO, of the musical *Korczak* in the Podlasie Philharmonic and Opera House in Białystok, September 29 2012. Photo: Wojciech Oksztol



Folk Art Festival organized by the *Poligrodzianie* Society, under the patronage of UNESCO, in Poznań, September 2012. Photo: Towarzystwo Poligrodzianie

Projects under the Patronage of the Polish National Commission for UNESCO in 2012

In the Field of Education

- "Road to the Sea" Art Competition. Organized by the Ministry of Transport, Construction and Maritime Economy, as part of the Year of Janusz Korczak celebrations, (February-May 2012);
- Summer language camps. Organized in July 2012 in Sztum, Tczew, Toruń and Załęczce Wielkie;
- The 4th edition of the European Recycling Platform Contest, "The Second Life of Electronic Waste" (November 15 2011 – June 6 2012);
- National Educational Conference "Biodiversity + On the way to achieving the Goals of Aichi" together with an accompanying series of seminars, publications and an exhibition. Organized by Warsaw University's University Centre for Environmental Studies (scheduled for November 2013).

In the Field of Culture

- "AFF-Film Era", 27th Film Review. Organized by the Youth Centre (*Pałac Młodzieży*) in Bydgoszcz (February 11-14 2012);
- International Conference About Design in Education. "Od Ala ma kota do e-matury. Beautiful Design for Beautiful Minds". Organized in the National Library building Warsaw, by institutions affiliated to EUNIC, The European Commission Representation Office in Poland,

National Audiovisual Institute, and Research Library (April 18 2012);

- The 4th edition of the "Polish village – the Heritage and Future" competition. Organized by the Foundation for the Development of Polish Agriculture (Publication promotion and awards ceremony scheduled for the first quarter of 2013);
- An exhibition of works by Wojciech Siudmak. Organised as a "World Peace Project", by the National Museum in Kielce, in the Bishop's Palace (April 26 2012);
- Multimedia virtual museum project "The Lost Museum". Organized in Warsaw by the SAR Arts Foundation, together with the Ministry of Culture and National Heritage and the City of Warsaw Culture Department (May 19 2012);
- International Festival of Children's Art. Organized by the Arts Centre in Goleniów (April-June 2012);
- 12th International Juliusz Zarębski Music Competition, Łomianki-Izabelin (Warsaw, May 20-27 2012);
- "Culture-Social Integration-Development" conference, closing the 5th edition of the "Annual FSLD Award for Excellence in the Development of Local Democracy in Poland". Organized by the Foundation in Support of Local Democracy (Warsaw, June 19 2012);

- A series of short documentary films about Polish World Heritage sites (the Historical centre of Cracow; Auschwitz-Birkenau, German Nazi Concentration and Extermination Camp (1940-1945); Wieliczka Salt Mine; Kalwaria Zebrzydowska: the Mannerist Architectural and Park Landscape Complex and Pilgrimage Park), produced by Britain's History Television Channel, on the occasion of the 40th anniversary of the World Heritage Convention (July 2012);
- Premiere of "Faust" by Goethe, in Wojanów Palace, August 15 2012, and the Dell'Arte Festival, August 19-26 2012, in the Valley of Palaces and Gardens, organized in celebration of the addition of the palace and park complexes, known as the Valley of Palaces and Gardens of the Jelenia Góra Basin, to the List of Historical Monuments (August 2012);
- International conference "XXIst Century Metropolis' – The Development of Urban Space: Paris-Cracow", held in the Auditorium Maximum of Cracow's Jagiellonian University. Organized by the Jagiellonian University and French Institute (September 11 2012);
- An outdoor exhibition: "*Arbores Vitae* – The Last European Primeval Forest", with an accompanying educational program and film. Organized in Cracow, by the European Earth Centre Foundation (September 15-26 2012);
- Scientific Forum "*Prorevita* 2012 – Regional Policy and Urban Regeneration in Practice" (Łódź-Zgierz, October 19-20 2012);
- International scientific conference "Intangible Cultural Heritage: Sources-Values-Protection". Organized by the Maria Curie-Skłodowska University in Lublin, and the National Heritage Institute (Lublin, October 25-26) and workshops, for experts from non-governmental organizations and cultural institutions, on UNESCO's 2003 Convention, organized by the Polish Ethnological Society, the Association of Folk Artists, and the National Heritage Institute (Warsaw, June 18);
- 2nd Polish Mazurian Kara Dance Championships. Organised in the Integrative Sports and Recreation Centre in Józefów. The project promotes the preservation of folk dance heritage. (November 24-25 2012).

In the Field of Social and Human Sciences

- 9th Polish Philosophy Reunion, held in Wiśła. Organised by the Faculty of Organisation and Management, Department of Applied Social Sciences, Silesian University of Technology, in co-operation with the Institute of Philosophy of Silesia University (September 17-21 2012);
- "Philosophy In Intercultural Dialogue", scientific conference, organized in celebration of World Philosophy Day, by the Institute of Philosophy and Institute of Ecology and Bioethics at the Department of Christian Philosophy of the Cardinal Stefan Wyszyński University in Warsaw (November 15 2012);
- "The Global Context of Respect For Human Rights and Freedoms", 5th International Scientific Conference. Organized in Zabrze, by the Faculty of Organisation and Management, Department of Applied Social Sciences of the Silesian University of Technology (December 10 2012).

In the Field of Information and Communication

- Celebration of World Information Society Day. Organized by the Polish Information Processing Society, involved a number of conferences, competitions, etc. Included initiatives throughout the country, over a few months (May 17 2012);
- "*Polonica* Closer to Home", scientific conference held in Warsaw on the occasion of World Audiovisual Heritage Day. Organised by the Institute of National Remembrance (October 25 2012). •

Members of the Polish National Commission for UNESCO



Prof. Andrzej Rottermund; President of the Polish National Commission for UNESCO (since 2011), art historian, Director of the Royal Castle in Warsaw, Chairman of the Association of Art Historians (1987-1991), President of the Polish National Committee of ICOM (International Council of Museums) (1990-1996). Correspondent Member of the Polish Academy of Sciences. Author of more than a hundred books, articles and essays on the history of art, Polish architecture and the Royal Castle collection.



Prof. Jacek Purchla; Vice-President of the Polish National Commission for UNESCO (since 2011). Head of UNESCO Chair in Heritage and Urban Studies and Chair in Economic and Social History at Cracow University of Economics, Chair in European Heritage at Cracow's Jagiellonian University. Founder and Director of the International Cultural Centre in Cracow (since 1991).



Prof. Sławomir Ratajski; Secretary-General of the Polish National Commission for UNESCO. Lecturer at the Faculty of Media Art and Scenography of Warsaw's Academy of Fine Arts, Ambassador of the Republic of Poland to Argentina (2001-2005), Secretary of State at the Ministry of Culture (1997-1999).



Grażyna Maria Bernatowicz, Ph.D., Under-Secretary of State at the Ministry of Foreign Affairs (since 2007, also 2000-2002), Ambassador Plenipotentiary and Extraordinary to the Kingdom of Spain and the Principality of Andorra (2002-2007). Author of some 70 scholarly publications, books and articles devoted to Southern Europe, European integration and regional cooperation.



Prof. Jacek Guliński, Under-Secretary of State at the Ministry of Science and Higher Education, Professor of Chemistry at Adam Mickiewicz University (UAM) in Poznań, Vice-President of the Poznań Science and Technology Park – UAM Foundation, Director of the University Centre for Innovation and Technology Transfer (2004-2008).



Mirosław Sielatycki, Under-Secretary of State at the Ministry of National Education (2010-2012), Director of the National In-Service Teacher Training Centre in Warsaw (1999-2006). Member of Warsaw City Council of many years standing, Chairman of the Board of the Foundation for the Development of the Education System (since 2010).



Piotr Żuchowski, Secretary of State at the Ministry of Culture and National Heritage (since 2008) and Chief Monuments Conservator (since 2010). Previously an Iława County Councillor, member of the county management team, Deputy-chief executive of Iława County, Deputy-Governor of the Warmian-Mazurian Voivodship (2003-2008). A National Executive Committee Member of the Polish Peasant Party (PSL).

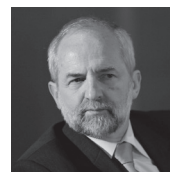


Janusz Zaleski, Under-Secretary of State at the Ministry of the Environment (since 2007) and Chief Nature Conservator (since 2009), Director General of State Forests National Forest Holding (2001-2006). Member of a special team of experts, established by the President of the Republic of Poland, to work on the statute regulating the status of Białowieża Forest's natural and cultural heritage (2004-2008).

Prof. Ewa Bartnik, biologist, researcher at the Institute of Genetics and Biotechnology of Warsaw University's Faculty of Biology, and at the Polish Academy of Sciences Institute of Biochemistry and Bioethics. Member of the UNESCO International Bioethics Committee (IBC). Represented Poland on the UNESCO Intergovernmental Bioethics Committee, IGBC (2005-2009).



Juliusz Braun, Ph.D., Chairman of the Board of Polish Television (since 2011), President of the National Broadcasting Council (1999-2003), Solidarity Citizen's Committee Member of Polish Parliament (1989-1999), Chairperson of the Culture and Media Committee (for two terms). Publicist, author of numerous publications on culture and the media. Head of the Information Commission at the Polish National Commission for UNESCO (since 1992).



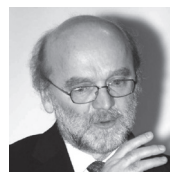
Prof. Mieczysław Choraży, head of the Tumour Biology Department at the Centre for Translational Research and Molecular Biology of Cancer, Maria Skłodowska-Curie Memorial Cancer Centre and Institute of Oncology, Gliwice Branch (1951-1995), Ordinary Member of the Polish Academy of Science, and Full Member of the Polish Academy of Arts and Sciences, former President of the Polish Society of Oncology and Vice-President of the European Association for Cancer Research. Holder of *honoris causa* degrees from two Medical Universities.



Małgorzata Dzieduszycka-Ziemilska, co-organiser of the Wrocław International Open Theatre Festival (1973-1981). Consul-General of the Republic of Poland in Montreal (1992-1996), Permanent Delegate of the Republic of Poland to UNESCO in Paris (2000-2003), Minister Plenipotentiary for Polish-Jewish Relations at the Ministry of Foreign Affairs. Chairperson of the Polish Council of the European Movement.



Prof. Leszek Kolankiewicz, Director, *Centre de civilisation polonaise* in Paris and professor of Slavonic Studies at the Paris-Sorbonne (Paris-IV) University, Director of the Warsaw University Institute of Polish Language and Culture (2005-2012), President of The Committee on Cultural Studies of the Polish Academy of Sciences (2007-2011). Headed team of experts on Intangible Cultural Heritage, established by the Minister of Culture and National Heritage (2010-2012).



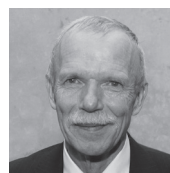
Prof. Michał Kleiber, President of the Polish Academy of Sciences (since 2007), Minister of Science and Information Technology (2001-2005), formerly director of the Institute of Fundamental Technological Research of the Polish Academy of Sciences, President of the State Committee for Scientific Research and Chairman of the Governmental Committee for Offset Contracts. *Pro bono* advisor to the President of the Republic of Poland on science and technology (2006-2010).



Prof. Andrzej Paszewski, geneticist, head of The Genetics Department at the Institute of Biochemistry and Biophysics of the Polish Academy of Sciences (1981-2008), Institute Director (1982-1984), President of the Polish Genetics Society (1995-1998), and Chairperson of the Warsaw Scientific Society (2001-2007), Member of the Bioethics Committee of the Polish Academy of Sciences.



Prof. Edmund Wnuk-Lipiński, sociologist. Rector (2006-2012), Honorary Rector (since 2012) of *Collegium Civitas* in Warsaw, co-founder and Chair of the Department of Sociology (since 2012). Founder, first head and currently President of the Scientific Council of the Polish Academy of Sciences Institute of Political Studies. Participated in the Round Table Talks of 1989, advisor to the Citizen's Parliamentary Caucus Party (OKP) (1989-1991).



Prof. Marek Ziolkowski, sociologist. Senator of the Republic of Poland (since 2005), Deputy Speaker of the Senate (2005-2011), Head of the Social and Human Sciences Commission in the Polish National Commission for UNESCO (since 1992), Chairperson of the Intergovernmental Council of the UNESCO Management of Social Transformations (MOST) Programme (1999-2003). Chairman of the Sociology and Political Science Section in the State Committee for Scientific Research (1991-2000).



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