

# UNESCO today

2|2005

MAGAZINE OF THE GERMAN COMMISSION FOR UNESCO

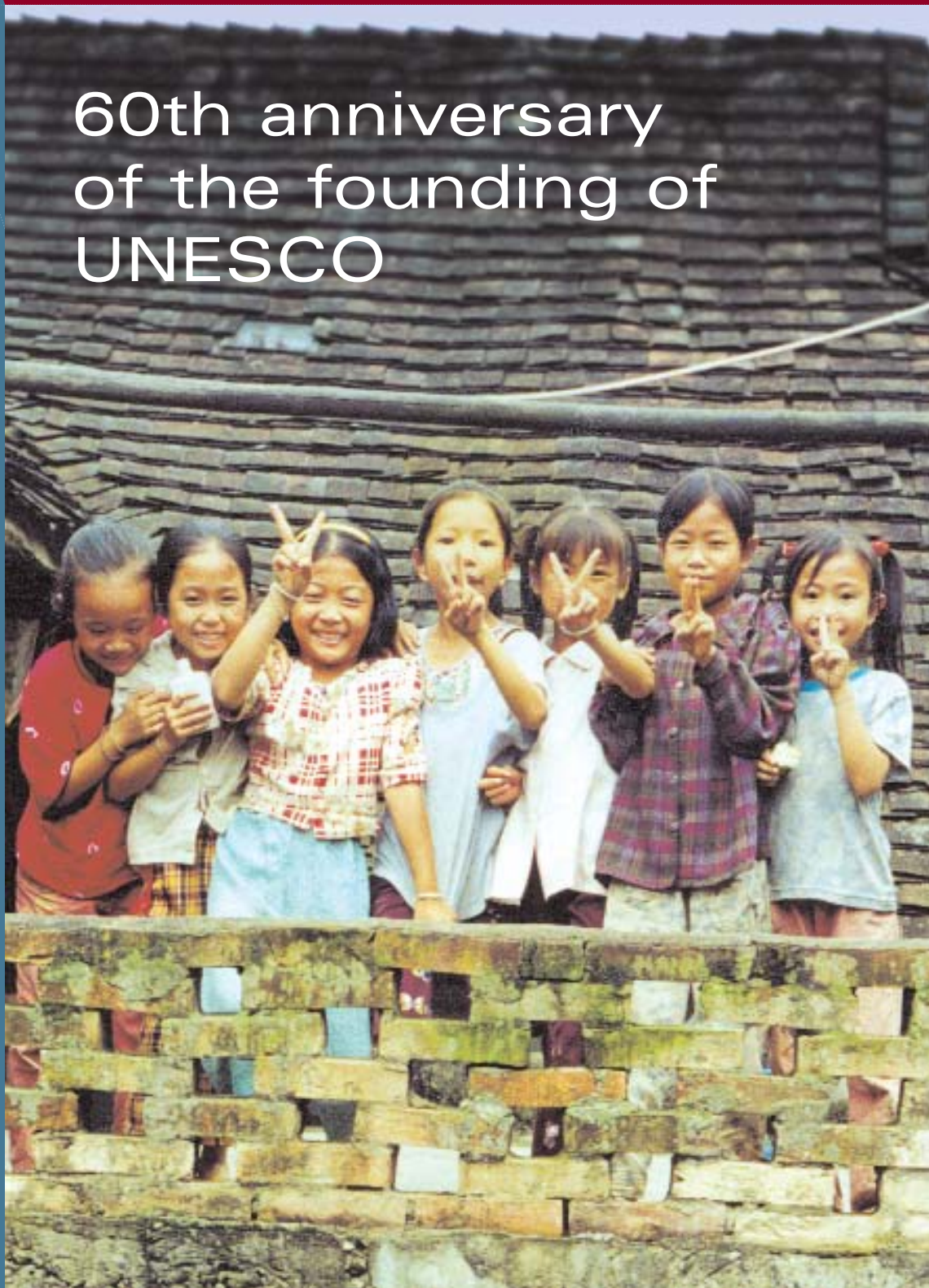
## 60th anniversary of the founding of UNESCO

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- Peter Sloterdijk:  
À propos de cinq lieux  
communs du débat  
sur la globalisation
- Learning  
Sustainability



- World Heritage  
in Germany





# Message of Greeting

by Horst Köhler, President of the Federal Republic of Germany, on the occasion of the 60th anniversary of the founding of UNESCO



For 60 years now, UNESCO has been helping the international community recognize, preserve and expand the cultural wealth of our world. Over and above day-to-day politics and current international crises, UNESCO is working around the world on important issues such as education and science, freedom of the press, access to communication, scientific ethics, the preservation of culture and intercultural dialogue. UNESCO is thus playing its part in strengthening the co-existence of states and nations rooted in peace and solidarity.

The most recent reforms – which shall remain associated with the name of Director-General Matsuura – have underpinned UNESCO's work, winning back its universal membership.

On behalf of my fellow citizens, I would like to congratulate UNESCO

on its achievements. Germany will continue to play an active role in UNESCO's work.

Our daily lives are ever more bearing the hallmark of globalization to which we need to lend political shape. Freedom can only work on the basis of solidarity. Much is in a state of flux and it is precisely at such times that intellectual forums are important for taking stock and setting common objectives. UNESCO is a key space to this end within the United Nations system. It is also a major player in the drafting of international norms, as has been proven once again by the draft UNESCO Convention on Cultural Diversity.

UNESCO is right to build its work on the vitality of civil societies. This is no different in Germany. Here, interest in UNESCO's work is not confined to specialist circles, but extends to the public sphere as a

whole. The German Commission for UNESCO, set up as early as 1950, plays a central role here. It coordinates the contributions of German civil society players and forms an important link between German civil society, German state bodies and UNESCO. This anniversary is thus for me also an opportunity to express thanks and recognition to the German Commission for UNESCO for its successful work.

UNESCO is devoted to the elements that make up the true value of our co-existence: culture, education, science, peace in freedom and the common striving for a better world. The objectives of UNESCO are more important than ever. Its work shall thus continue to command our special attention.

*Horst Köhler*

## Editorial

## Dear Reader,

This illustrated magazine from the German Commission for UNESCO is a gift offered to UNESCO on its 60th birthday, and to all delegates from the 191 member states around the world attending UNESCO's 33rd General Conference.

It is the first edition of the magazine to be published in English and French since its first issue in 1955. "UNESCO heute" means "UNESCO today". Therefore, most articles of this edition deal with current events and challenges, including the Convention on the Protection and Promotion of the Diversity of Cultural Expressions, the Tsunami Early Warning System for the Indian Ocean, and the Decade of Education for Sustainable Development.

But today's event – the 60th birthday of UNESCO – also provides the opportunity for a short look back into the past. Germany was not among the 37 founding states of the organization in 1945. Only in 1951 – together with Japan – it became a member and could thus rejoin the world's intellectual community. As you read through this edition you will find a number of events from 1945 to 2005 which are the corner stones of Germany's membership in UNESCO.

Today, Germany is UNESCO's third largest contributor, behind Japan and the United States of America. Its voice is recognized among the world community as constructive and open to the challenges of economic and cultural globalization, as well as being sensitive to endangered cultures and to those who remain poor and underprivileged on our planet.

German President Horst Köhler, in his message to this edition, emphasises UNESCO's role by strengthening the peaceful and supportive coexistence of states and nations, as a vital link between civil societies and state bod-

ies, and as an integral and important part of the UN system. Germany will continue to support UNESCO's programmes, its objectives and its important impact in humanising globalisation.

Walter Hirche, President of the German Commission for UNESCO, underlines in his article the crucial role that civil society and the National Commissions play in UNESCO's mission. In an interview, Ambassador Hans-Heinrich Wrede, Germany's Permanent Delegate to UNESCO, gives an overview over the two years he has spent as Chairman of UNESCO's Executive Board.

Roland Bernecker, Secretary-General of the German Commission for UNESCO, writes about the planned Convention for the Protection and Promotion of the Diversity of Cultural Expressions, one of the most intriguing challenges of our societies today: the balance between economic development and cultural, social and educational goals in a world which is at once divided and enriched by different nations, languages and cultures. A world which is experiencing global imbalances and the renaissance of local and regional "narcissisms", and at the same time the fading importance of national politics and borders.

Peter Sloterdijk, one of Germany's most famous and hotly debated philosophers, contributes in his inimitable way to this edition a handful of commonplaces from the globalization debate: "Cinq lieux communs du débat sur la globalisation". His article is written in French, in homage to UNESCO's and Sloterdijk's – at least temporary – host country.

This publication cannot cover all the activities of the German Commission for UNESCO. Therefore, it contains only a selection of articles about other important issues: the UN Decade



for Education for Sustainable Development, the 6th International Project Day of UNESCO's Associated Schools and the first World Heritage Day in Germany.

All 31 German World Heritage Sites are profiled, as well as two new German inscriptions in the Memory of the World Register. At the end of this magazine a statistical overview of the reflection of UNESCO in Germany's press shows the organization's growing visibility in the last ten years, as well as the continuing predominance of the World Heritage in shaping UNESCO's image in Germany.

All these items show that it is ever more difficult for one country alone to resolve the problems that affect it, and that the famous "global village" is not a cheap slogan, but a reality which is challenging, intimidating and fascinating all at once.

I would be delighted if this issue of "UNESCO heute" captures the attention of the worldwide readership now attending UNESCO's General Conference, this "parliament" of cultures, traditions, ideas, opinions and – last but not least – political interests which as a whole build our UNESCO family.

Yours,

Dieter Offenhäusser

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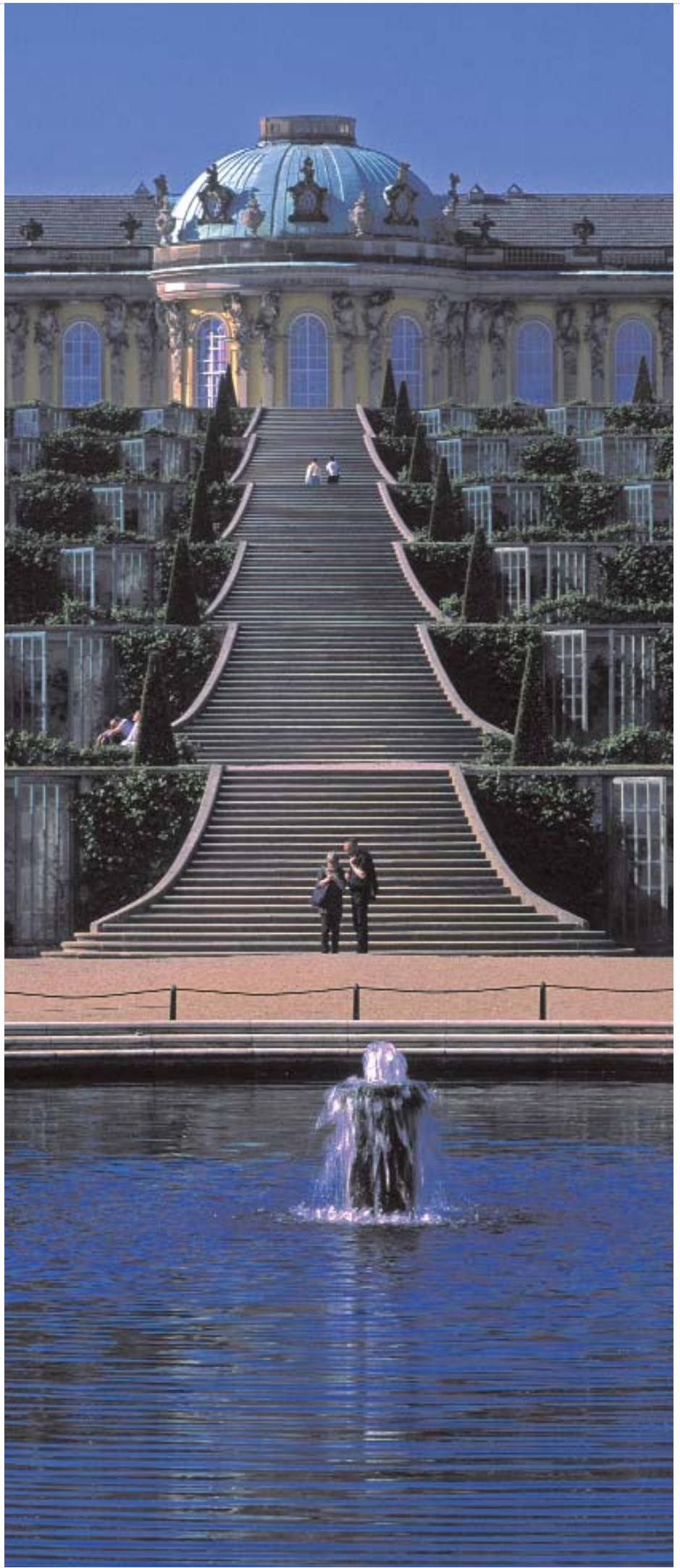
# UNESCO today

No 2/2005 (2nd half-year)



Cover Photo: Dieter Offenhäuser

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The Sanssouci Palace  
Photo: Hans-J. Aubert

Walter Hirche

# The United Nations and the Role of National Commissions



In June 2004, UN Secretary-General Kofi Annan presented the report 'We The Peoples: Civil Society, the United Nations and Global Governance', put together by a high-level group of experts under the leadership of the former Brazilian President Fernando Henrique Cardoso. The key statement made by the 80-page report can be summarised as follows: In order to increase its political weight and to deal more plausibly and effectively with global demands, the United Nations must involve a range of non-governmental players, particularly from civil society and the private sector, but also local political institutions and parliamentarians. The Cardoso group concludes that this is the only way to resist a 'further erosion of multilateralism'. They suggest that the traditional understanding of multilateralism, according to which governments first agree on a course of action and then implement it, has become obsolete. Rather, 'world public opinion' has nowadays assumed a significant role. Following it attentively, interpreting its signals and influencing it in favour of the United Nations shall henceforth be a decisive factor in achieving political effectiveness.

The strategic cooperation sought after by the United Nations with decision-makers from the fields of science, politics, the economy and the

media, is exactly what the National Commissions mandated by UNESCO do. They are a unique and successful model of the systematic and structured inclusion of civil society in defining the objectives and the work of the United Nations. This cooperation must also follow basic democratic principles, and must not be left to the chance of irregular interventions or lobbying of questionable intent. I am convinced that it is worth strategically extending the mediating function of the National Commissions in the UN-system, thereby strengthening the role played and the responsibility held by civil society throughout the world in the United Nations system.

The work of UNESCO has gained weight in recent years thanks to the determined series of reforms undertaken by Director-General Koïchiro Matsuura. We owe him our gratitude and recognition for this. It is my personal conviction that UNESCO shall continue to gain in importance, as the issues and tasks with which it deals are among the key issues for the future. We cannot concentrate exclusively on the major political events and the crises of the day. We must increase investment in education, science, culture and communication, even if their effects are only felt in the long term. This is a prerequisite

for sustainable politics. And for these substantial effects to make themselves felt, UNESCO must remain a political and intellectual forum. It must have the courage to continue to set a political course which is centred on the long-term wellbeing and dignity of human beings.

A strong multilateral system is necessary in order to promote democracy, human rights and sustainable management of resources as indicators of successful policy throughout the world. It is to be hoped that the United Nations shall implement the conclusions of the Cardoso Report appropriately in the course of the upcoming reforms. In this context, the network of UNESCO National Commissions should not only be used and built on as a tried-and-tested instrument, but could serve as a model for the effective inclusion of civil society in the work of the United Nations. The German Commission for UNESCO has had extremely positive experiences with this model.

*Walter Hirche is President of the German Commission for UNESCO and Minister in the Lower Saxony state government.*

# The German Commission for UNESCO

*UNESCO is the only UN Organization having National Commissions in its 191 Member States. They involve the educational, scientific and cultural communities as well as the communication media of their countries in the planning, implementation and evaluation of the multi-faceted UNESCO programmes.*



In 1951, UNESCO was among the first United Nations Specialized Agencies the Federal Republic of Germany was admitted to as a Member State, thus ending Germany's intellectual isolation provoked by the Nazi Regime 1933 to 1945. By joining UNESCO in 1972, the German Democratic Republic (GDR) also became a Member State of an UN Organization for the first time. With the German unification on October 3, 1990, "Germany" is used as official name. After the United States of America and Japan, Germany makes the third largest financial contribution to UNESCO.

Like most other Member States, Germany has a Permanent Delegation to UNESCO in Paris. It ensures constant working contact with UNESCO and is in charge of Germany's political relations with UNESCO. Ambassador Hans-Heinrich Wrede is Germany's Permanent Delegate to UNESCO in Paris.



The German Commission for UNESCO was founded on May 12, 1950, preceding Germany's official admission to UNESCO on June 11, 1951. As a result of German unification, it integrated the functions of the dissolved GDR National Commission into its structure.

The German Commission for UNESCO has a liaison function for German Multilateral Foreign Cultural Policy. Its regular budget is financed by the Ministry of Foreign Affairs. It is a registered organization with up to 100 members comprising representatives of the German Federal Government and the governments of the Laender, representatives of institutions working at an international or federal level within UNESCO's fields of competence as well as experts for UNESCO's major programmes. Since 2002, Walter Hirche has been the President of the German Commission. Secretary-General is Dr. Roland Bernecker (since December 2004). The Secretariat of the German Commission for UNESCO, with about 20 staff members, has its headquarters in Bonn. The Bureau and the Executive Committee of the Commission are appointed by the General Assembly meeting once a year.

Activities of the German Commission for UNESCO cover each of UNESCO's major programme areas: Education, Natural and Social Sciences, Culture, Communication and Information.

### Purposes and Functions

The German Commission for UNESCO is the national advisory, liaison, information and executive body for all fields of UNESCO's programme. It co-ordinates German contributions, sends experts to UNESCO, organizes expert meetings and exhibitions and ensures public information about UNESCO in German language.

The Commission's main functions are:

- to advise the German Federal Government, the Laender Ministries for Education, Science and Culture, as well as other competent institutions on all matters concerning UNESCO,
- to organize and implement UNESCO's programmes in the Federal Republic of Germany,
- to promote international collaboration in Germany, and to establish cooperation between UNESCO and German organizations and institutions,

## 1945

**Foundation of UNESCO.** On the 16th November, UNESCO's Constitution is signed in London by 37 countries.



The Upper Middle Rhine Valley  
Photo: Hans-J. Aubert



## The German Commission

# 1946

Brazil is the first state to establish a **National Commission for UNESCO**, on the 13th June. By April 1947, a further five states follow suit: France, Great Britain, Norway, Poland and the USA.



- to promote UNESCO's programme in public opinion, education and legislation,
- to collect extrabudgetary funds in support of programmes and projects of UNESCO.

The "Charter of National Commissions for UNESCO" (1978) invites each National Commission and its members to work independently and make "arrangements as suit its particular conditions". The German Commission ensures not only UNESCO's permanent presence in Germany, but also the legal protection of its name and logo in the Federal Republic of Germany.

### Publications and Internet

The German Commission for UNESCO has issued over 400 publications on UNESCO and its activities. The publications list is updated regularly. 5.500 copies of 'UNESCO heute', the German Commission's magazine are issued twice the year. According to need, press releases are given out to the media. An annual report on activities reflects the work done by the German Commission for UNESCO.

The programme of UNESCO is covered in a series of UNESCO memo fact sheets and the German version of UNESCO's Medium-Term Strategy (published in cooperation with the Austrian and Swiss National Commissions).

Detailed information about the German Commission for UNESCO and its activities in the fields of education, sciences, culture and communication is provided on the internet ([www.unesco.de](http://www.unesco.de)). 'unesco heute online' is a monthly electronic newsletter ([www.unesco-heute.de](http://www.unesco-heute.de)).

### Adresses

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The Cologne Cathedral  
Photo: Hans-J. Aubert



## Interview with Ambassador Hans-Heinrich Wrede



### “UNESCO is not a paper mill anymore”

*Ambassador Wrede, Germany's Permanent Representative to UNESCO, has also been – as the first German ever – the Chairman of the Executive Board since October 2003. Upon concluding his two-year mandate, he takes stock and looks ahead, talking to Dieter Offenhäusser. This interview was conducted in September 7, ten days before the opening of the 172nd session of the Executive Board.*

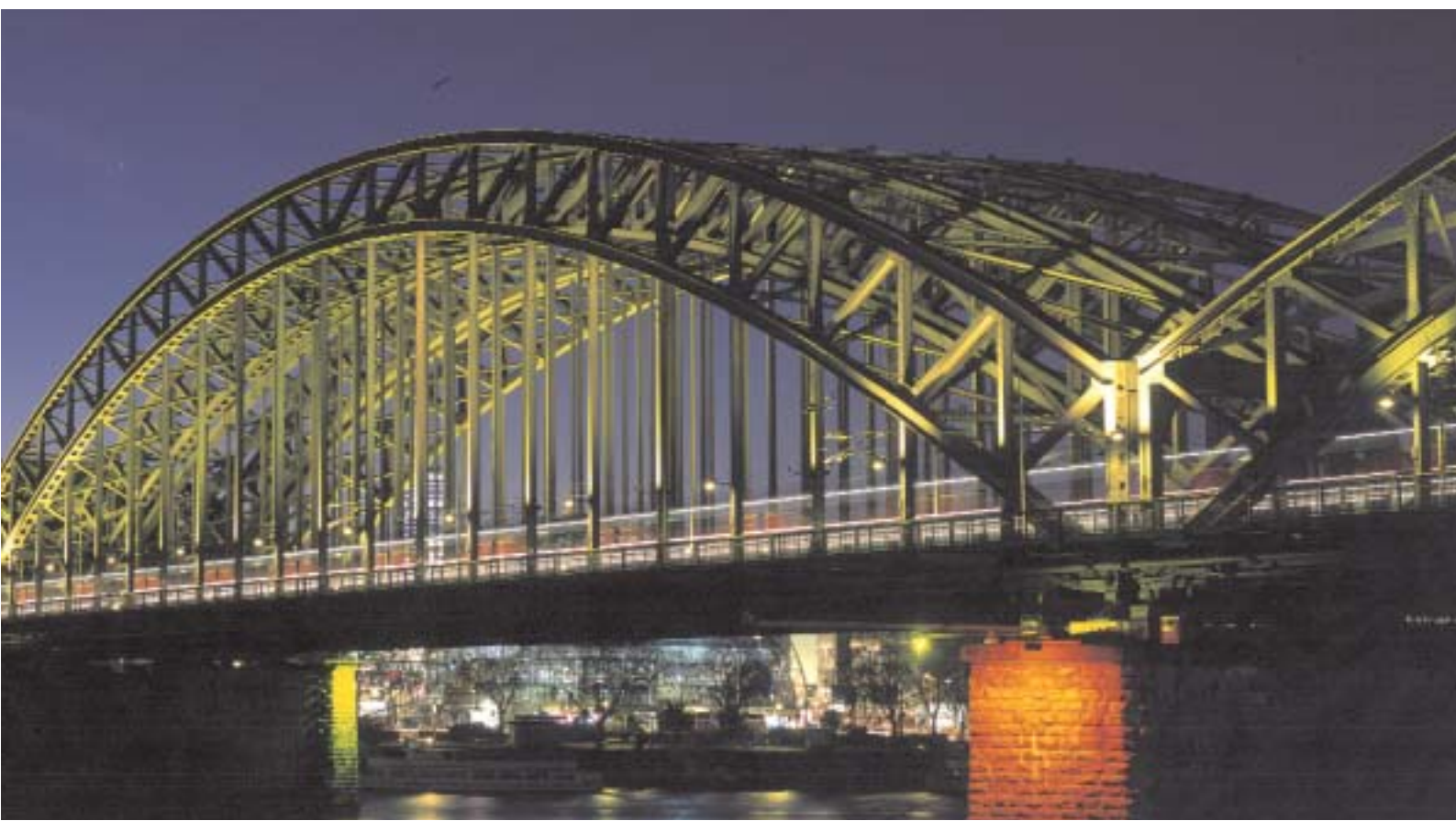
*UNESCO today: In just a few weeks on October 21, with the end of the forthcoming General Conference, you have completed your time in office. What could be accomplished in a period of just two years?*

*Ambassador Wrede: Of course, it is rather a challenging task to make a real difference in the Executive Board*

*within such a short time. The governing body comprises 58 member states from all regions of the world, rich and poor countries, from the North and the South, small states and big powers. Obviously one is faced with an abundance of diverging, often even very contradictory interests. As chairman, it is my foremost duty to work for the consensus of all. This must be done in a focused way, both with prudence and perseverance, in order to reach good and tangible results.*

*UNESCO today: What ideas could you put into practice?*

*Ambassador Wrede: I was able to help improve our procedures to allow a genuine interactive dialogue between the Director-General and the Board members. I believe the Board's role in determining the Organization's priorities and in shaping the budget has been strengthened. Con-*



## Interview

1946

The Preparatory Commission moves from London to Paris, Hotel Majestic, Avenue Kléber, on 16th September.

**4th November 1946:**  
**Official establishment of UNESCO.** The 20th ratification document – from Greece – brings the UNESCO Constitution into force. From 19th November to 10th December, Delegations and observers from 28 states attend the first General Conference in Paris. The opening ceremony is held in the Sorbonne, chaired by Léon Blum. The Conference elects the first Executive Board, made up of 18 independent personalities. Julian Huxley (Great Britain) is elected the first Director-General of UNESCO.



fronted with extremely limited financial resources, I am particularly pleased that the Board sessions could be organized less costly and more efficiently. However, to be quite frank about it, UNESCO's overall regular budget of 610 million US-Dollar – for two years! – is ridiculously low, considering the daunting challenges we've got to deal with in the fields of culture and education, science and communication world-wide.

*UNESCO today: Do you experience controversial exchanges, e.g., with regard to the setting of priorities?*

*Ambassador Wrede:* Of course! – But, fortunately, as a rule, our debates and negotiations are conducted in a fair and result-oriented manner. For example, the Executive Board did succeed, without any polemics at all, in agreeing on decisions acceptable to all parties concerned on the most sensitive issues concerning the educational/cultural institutions in Palestine and the cultural heritage of the Old City of Jerusalem.

*UNESCO today: What is your assessment of the past two years as Chairman of the Board?*

*Ambassador Wrede:* In preparing the General Conference which starts on October 3, 2005, we've done – with due modesty – a pretty good job. Apart from laying a solid groundwork for the next budget, the Board – along with very effective intergovernmental experts' meetings – made substantial contributions towards the drafting of a most timely Convention on Cultural Diversity, of an equally important Convention against Doping in Sports, and of an extremely significant "Universal Declaration on Bioethics and Human Rights." Indeed, many observers are pleasantly surprised that these draft texts are now already up for adoption by the General Conference.

*UNESCO today: Does the draft text of the declaration on bioethics take*

*into account the especially high ethical standards which have to be strictly observed in Germany?*

*Ambassador Wrede:* First and foremost – and that is my very personal firm conviction – any standards agreed on a global level must be fully in accord with the internationally recognized human rights and fundamental freedoms. This is certainly the honest intention of the experts who drafted the declaration now submitted to the General Conference. However, I understand there are still various legitimate questions to be answered with respect to some highly sensitive provisions. If that is so, I would plead: In case of doubt, let us do everything possible, guided by the "priority of priorities", that is, the unequivocal observance of all human rights, to clarify any misunderstandings remaining.

*UNESCO today: The draft Convention on Cultural Diversity does not yet meet with universal support. Isn't it actually very difficult to strike the right balance between "state-promoted culture" on the one hand and free market forces on the other hand?*

*Ambassador Wrede:* The draft Convention is already enjoying broad support from all regions and, by the way, from numerous countries of different cultures and religions. However, I think it is an absolutely reasonable request to make clear what is indispensable for promoting one's own cultural identity and what is exclusively in the realm of global business and trade. I am confident: With intellectual honesty and in a spirit of compromise, any problem possibly left can be amicably resolved. Just aiming at the two-third majority, required by UNESCO's rules, would not make anyone happy. An international instrument of this scope should be accepted by all major countries to become really effective in practice.

*UNESCO today: For the first time a German was elected Chairman of the Executive Board. How do*

*you see the role of Germany in UNESCO?*

**Ambassador Wrede:** I certainly was not elected, because I am perhaps a nice guy and fought quite a tough campaign against a formidable opponent. It is because Germany enjoys a high reputation in the Organization since it joined it in 1951. When in 1984 the USA left UNESCO for 19 years, Germany made – after Japan – the second largest budget contribution. The other member states, I would submit, do appreciate our full and constant commitment to the realization of UNESCO's objectives. Regardless of political "up's and down's" we are working for practical solidarity with the countries of the South, for social justice world-wide and for the advancement of all human rights.

*UNESCO today: What can actually be the role of UNESCO in addressing global issues, including terrorism?*

**Ambassador Wrede:** This Organization plays an indispensable part in resolving world problems by non-military means. It is - the international lead agency in global education and the major forum for the vitally important dialogue among civilizations and cultures. Cultural, social and ethical issues are, however, not conducive to easy, quick solutions. This holds true as well for the necessarily long-term fight against terrorism and its causes.

*UNESCO today: To the general public, UNESCO looks nice, but does not appear to be very dynamic.*

**Ambassador Wrede:** Our organization is not spectacular; headlines or "CNN" sound bites cannot convey our patient, long-term efforts in the "field" – for example, working for literacy in a far-away African village. The sustainable implementation of our projects just needs much time and careful attention to detail.

*UNESCO today: Sorry to insist: Most people associate with UNESCO end-*

*less meetings and long documents, but without any relevance to the real world.*

**Ambassador Wrede:** I see your point which describes well past experiences with the annoying "blabla" in so many international conferences. Today, our organization is not anymore a paper mill, but it is far more active in concrete programmes, benefiting many people in countries of the South. Still – it is not always fast enough in delivery. Why? – We need to involve other "global players": the member states themselves, international financial institutions, the private sector and the civil society all over the world. Co-ordination between them takes time; in this truly global co-operation, UNESCO is no doubt a competent and well respected partner.

*UNESCO today: How do you see the future of the Organization?*

**Ambassador Wrede:** Immediately ahead of us, is the 33rd General Conference, well prepared by the Board. We are going to elect the Director-General for a four-year-term of office. I am not telling you a secret by predicting that the present DG can expect re-election by a resounding vote of confidence. At the General Conference and in the years to come, UNESCO has to be realistic about its possibilities, limited by severe budgetary constraints, and, as a consequence, to be courageous in making some painful decisions about its priorities. Unless we say no to a number of otherwise surely useful projects, we won't be able to accomplish our present central priority "Education for All", especially so in Africa. I believe, as Danton declared: "Next to bread, education is man's first need!"

*UNESCO today: And, finally, how did you personally experience your position as Chairman of the Board?*

**Ambassador Wrede:** Certainly, it was and is a great privilege to work to-

# 1947

**First UNESCO Clubs.** The first associations set up to support UNESCO's objectives are founded in Japan and the USA.

Nowadays, there are well over 5000 UNESCO Clubs in over 120 countries. There are 12 UNESCO Clubs in Germany.



gether with so many colleagues from all 191 UNESCO member states. Equally important – and rewarding – were the close contacts with the many able professionals in the big bureaucracy of the Organization. With Director-General Koichiro Matsuura, I enjoyed a continuous, particularly result-oriented consultation process. The work was far more time consuming than I expected, but it did offer me the wonderful opportunity to meet impressive personalities from all corners of our globe. Moreover, in a less serious vein, culture includes a culinary dimension which led to several extra-pounds in my weight. As to a good meal, I have become a - voluntary - victim of Oscar Wilde's dictum: "I can resist everything except temptation."

Roland Bernecker

# The Genesis of a Convention under International Law

"Derrière six il y a plus que sept"  
African proverb

*When, on the 2nd April 1998 in Stockholm, the delegates of the UNESCO World Conference on Culture adopted the Stockholm Action Plan, it was not clear to all concerned that the central focus of the Conference had already shifted considerably. Indeed, this third World Conference on culture, which brought together 2000 participants from 140 countries, had been entitled 'Cultural Policies for Development', still with a clear focus on the field of development. It was a belated tribute to the impact caused by the Report of the World Commission on Environment and Development, the so-called Brundtland Report, 'Our Common Future', on its publication in 1987. However, in the meantime, cultural policy had moved on.*

## A New Concept

An attentive reading of the 1995 report published by the World Commission on Culture and Development – set up in the same spirit as the Brundtland Commission – shows that the focus on development had been relegated by a new concept: diversity. The title of the report – 'Our Creative Diversity' – is a clear reflection of this shift. It is still well worth reading attentively today. The participation of the anthropologist Claude

Lévi-Strauss in the Commission's work may have made a significant contribution in placing the reality of an unimaginably rich

worldwide diversity of cultural expression in centre stage, alongside the problems arising from this reality: the often lacking political will to permit and encourage internal cultural pluralism; the need for worldwide ethical norms allowing for a right to reject culturally defined pressures on people; and, finally, the tension between the existence of different cultural value systems and the need for

constructive and trusting dialogue between the various cultures.

We shall encounter these topics again later on. None has been forgotten in the further development of the debate.

The Commission, which under the leadership of the former UN Secretary-General Javier Pérez de Cuéllar carried out a worldwide survey, merits high praise for the fact that when faced with contradiction between individual self-definition and social cohesion, it was individual freedom that took clear priority. In a key statement, the report summarises the elements with which we continue to deal today, with a view to the new UNESCO Convention:

"Finally, freedom is central to culture, and in particular the freedom to decide what we have reason to value, and what lives we have reason to seek. One of the most basic needs is to be left free to define our own basic needs. This need is being threatened by a combination of global pressures and global neglect."

## OECD and WTO Negotiations

Given the often hidden structure of the international agenda, it is perhaps no coincidence that the Pérez de Cuéllar Report appeared in the same year that the GATS came into force, an agreement which extended the international trend of deregulation and liberalisation to the service sector, thereby making public investment in promoting and enlivening the national cultural landscape a matter for negotiation at the WTO. It is certainly no

**"Our most basic need is to be left free to define our own basic needs"**

coincidence that from 1995 onwards discrete negotiations were held by the OECD, resulting in what is often referred to by its French acronym, AMI (Accord multilatéral sur l'investissement) – soon unmasked as a 'false friend' when public debate on the proposed regulations became possible. With hindsight, it is hard to fully deny the conspiratorial nature of these negotiations.

What had happened? The OECD's AMI project – or MAI (Multilateral Agreement on Investment) in English – proposed to give international investors equal rights across all of its Member States. This would prevent 'discrimination' by national governments in the form of preferential treatment - with no differentiation between sectors, and without the right enshrined in the GATS allowing states the discretion to propose or not such options (cf. Serge Regourd: *L'exception culturelle*, Paris 2002).

This urgently raises the question of transparency and the need for democratic debate of such wide-ranging decisions; an issue that has recently attracted renewed attention in the wake of the referenda on the draft EU Constitution. When the OECD negotiations became known, the reaction of professional organisations in France was so intense that the Jospin government sounded a retreat in October 1998, leading to the end of the OECD project in December 1998. (Since then the OECD has managed, thanks to its comparative evaluation of education systems, to regain the kind of goodwill that is intuitively accorded to any good educational reform, however questionable the methodological approach behind it may be).

It is at this point, at the very latest, that we come up against a problem that has proved to be fundamental: the problem of political coherence.

Paragraph 151.4 of the European Community Treaty does, in fact, contain a 'Cultural Compatibility' clause, which is a general commitment on the part of the EC to take account of cultural issues in all of its activities. However, it has become commonplace to cast doubt on the effectiveness of this commitment. It may be justified that trade and security considerations tend to take priority; nevertheless, it seems less than justifiable that, at the WTO, decisions of fundamental importance are taken as to which instruments of cultural policy are to be deemed 'superfluous' in the context of continuing deregulation. Political action is determined by the need to foresee its consequences as accurately and as completely as is possible; therefore, the participation of the competent cultural politicians in both parliament and government is to be called on whenever cultural policy is at stake.



Intangible Cultural Heritage: Sanskrit theatre from the province of Kerala, the Kutiyattam. The oldest living theatrical tradition in India  
Photo: UNESCO

## The Genesis of a Convention

# 1948

**UNESCO activities in Germany.** In a communiqué issued on the 23rd January, the Allied Control Council refuses to allow UNESCO to initiate activities in Germany. After further negotiations, the authorities in the western occupied zones give their general consent. On the 4th April, the Executive Board decides on the following areas of UNESCO activity for Germany: distribution of UNESCO publications; book exchange with other countries; exchange programmes; research into German school books; and the participation of German observers at UNESCO specialist conferences. Additionally, UNESCO liaison offices are opened in the three western occupied zones (Stuttgart, Mainz, Düsseldorf). These are soon merged into a single UNESCO office in Wiesbaden, which exists until 1951.



### A Central Element of Globalisation

Thus it was that in the Action Plan agreed at the Stockholm UNESCO World Culture Conference in 1998, an apparently minor section came in for particularly heavy debate - namely, Clause 12 of Objective 3:

The Conference recommends that the states "promote the idea that cultural goods and services should be fully recognised and treated as being not like other forms of merchandise."

For those not directly involved, it is hard to grasp the tremendous tension that went into this compromise wording. It was here, and not in the debate on development, that the genuine problem of the Stockholm conference really lay. The debate centred on a key element of globalisation: the retreat of nation states in order to cede ground to the markets; in the context of globalisation, not only specific national regulations, quality standards and market entry requirements, but also directed public funding for selected providers, are considered to be competition-distorting interventions in the increasingly

complete international self-regulation of the markets.

Cultural policy, therefore, tackles the problem from the following angle: cultural goods and services are not just like any other product, like coffee, shoes, or blank video cassettes. They may additionally possess such qualities, occasionally or in part - but they are simultaneously the carriers of moral concepts, and are constitutive parts of the identities of both individuals and whole societies. Therefore, they are the object of attention and responsibility on the part of the public, society and the state. This does not mean to say that liberalisation and deregulation are bad, but rather: their limits lie where public interests - common interests - begin to be compromised.

That however, was merely the most abstract description of the problem. In more concrete terms, the problem was a reaction to the danger of a "unilateral command of the thought of the world" - the danger of the homogenisation of worldwide cultural production, imposed by the financial might of the US entertainment industry at the expense of innumerable



players at the local, regional and national levels.

### Conclusions drawn from the Stockholm debate

Sheila Copps, who at the time of the Stockholm Conference was the Canadian culture minister, came away from the Stockholm discussions with the conclusion that debate should be raised to a higher level, achievable only through an international network of culture ministers, who in most cases were comparatively powerless at the national level. She represented a country that attributed a particular importance to the right to promote national initiatives, given its direct geographical and cultural proximity with a world power – she knew what she was talking about. She set up the informal network of culture ministers, INCP (International Network on Cultural Policy), which rapidly was to develop into the engine of an international lobby in favour of a UNESCO convention on cultural diversity.

As the issue began to raise emotions and public interest, frantic action took place behind the scenes. In 2000, the Council of Europe adopted

a lukewarm text on cultural diversity, in order to beat UNESCO off the mark. This text vanished from view as quickly as it had appeared. UNESCO, in turn, unveiled a 'Universal Declaration on Cultural Diversity' at its 2001 General Conference, making clear that the organisation was well equipped for the debate: the text of the Declaration was of a quality that immediately made it a recognised reference document – which it remains to this day.

In October 2003, the USA returned to UNESCO after an absence of nearly 20 years. With the weight bestowed by their status as the biggest contributor, they hoped to wield influence on the plans for a new convention under international law, the decision on which was to be taken at the 32nd UNESCO General Conference in October 2003. Although as recently as 2001 countries had distanced themselves from a binding text on the issue of diversity, opting for a variant in 'soft law', the international lobbying work of the INCP had had its effect. Protest actions by anti-globalisation activists in Seattle against

**“The limits to liberalisation and deregulation lie where they begin to conflict with public interests”**

World Heritage “Classical Weimar”  
Photo: Hans-J. Aubert



## The Genesis of a Convention

### 1950

#### German Commission for UNESCO.

The constitutive assembly of the German Committee for UNESCO

Work takes place in the Senate Hall of Frankfurt University on the 12th May, chaired by Walter Hallstein. The first session of the Committee on 7th November designates Cologne as its seat. After Germany's admission to UNESCO, the Committee is renamed the 'German Commission for UNESCO' on the 3rd November 1951.

### 1951

**Admission of Germany and Japan.** On the 11th July 1951, the 6th General Conference in Paris (18th June to 11th July) resolves to admit Germany as its 64th member state. Japan, which had also been classified as a former enemy state under the UN Charter, had already been admitted on 2nd July.



the WTO and in Genoa against the G-8 summit, alongside a worldwide awareness-raising campaign on the consequences of globalisation, also brought the discussion onto the agenda of civil society in many countries.

When, at the 32nd UNESCO General Conference in October 2003, debate was opened as to whether or not UNESCO should draft a binding convention under international law in protection of cultural diversity, the room where the cultural commission held its deliberations was packed full. More than 80 delegations made contributions, many of which did so through culture ministers – unusual in a programme commission. The debate was marked by an almost tangible sense of grit and determination: also a factor seldom encountered at UNESCO, where discourse is customarily bound by the norms of diplomatic courtesy. The USA, as a newcomer, was simultaneously concerned both to raise goodwill and to explain its rejection of the whole process – its contributions centring on the need for a division between state and culture. National borders are not cultural borders, it argued, and the state should have no active role in culture; when the state intervenes in culture, tragedies are often the consequence. Paradoxically, this line of argument draws heavily on our experiences in Germany, when the State is understood in its narrowest sense; however, the position is inverted when 'the State' is replaced by 'the public sector'. In post-war Germany, we have become used to state intervention being diluted and filtered through a form of mediation, which is allegorically described as the *öffentliche Hand* – 'the public hand'. The public service broadcaster is far from being a state broadcaster, and that is the way it should be. This distinction is not always easily conveyed to the delegations of other countries. It does, however, entitle us to expressly promote a model in which governments do take on an active role in systematically supporting and promoting cultural production

and participation – a model which, naturally, requires democratically legitimated governments.

#### The German Position

As early as spring 2003, Germany had already taken a strongly favourable stance towards the Convention, and, under the balanced leadership of Ambassador Hans-Heinrich Wrede at the 32nd UNESCO General Conference, took on a role as a mediator between the delegations calling for the protection of cultural diversity, on the one hand, and those in favour of a fundamental opening of the market, on the other. The resolution which was finally adopted is entirely a reflection of our position: the US delegation's demands were incorporated in the original resolution text, without altering the fact that the drafting of a new convention under international law was to begin after all; simultaneously, any form of protectionism motivated by reasons of state was rejected.

It was now time for the experts who – called on directly by the UNESCO Director-General – were to put together a first draft. Germany was represented in the group by the international law expert, Prof. Sabine von Schorlemer, who played an advisory role in the negotiations and went on to strengthen considerably the work of the official German negotiating delegation. German participation in the planned instrument went well from the outset. By September 2004, an outcome had been reached which received an unexpectedly positive response from the majority of government delegations at the first intergovernmental negotiating round, which was devoted exclusively to the exchange of information. During this phase of consultation with experts, each of which was personally nominated by the UNESCO Director-General and worked without instructions, critical impatience grew rapidly among the government delegations, as is customary. They were desperate to intervene in the action. In this case, it was worth the wait.



A traditional dancer at the Moussem of Tan Tan, a festival of nomad tribes. Photo: UNESCO

The next miracle took place on the 15th November 2004, a Monday, when unexpected consensus was achieved at a Paris EU meeting: the national responses to the experts' draft, which until this date were to be delivered by each one of the 25 EU member states, were now to be brought together in a single European statement. Thus, the way was opened to a common European negotiating position, which would not only give the EU a stronger voice, but would also prove decisive for the success achieved by the EU in the final phase of negotiations.

It was a cause for pleasure that the EU's 25 UNESCO negotiating delegations grew ever closer, achieving the peak of their effectiveness – with the support of the knowledgeable and talented representatives of the Commission – in the extremely complex UNESCO negotiations, at the very moment that the French referendum on the draft EU constitution threatened to take the shine from this joint success. The concerted EU approach was a novelty within UNESCO and was initially received with incomprehension and resistance. It proved itself at the negotiations on cultural diversity to an extent that exceeded all expectations. We were given the opportunity to develop a 25-member EU on the small scale – first under a good Dutch presidency, and then under an encouraging and

competent Luxembourg presidency – as we worked over many weeks of negotiations at UNESCO, on a difficult issue which had come in for much controversy within the EU: in a lively, crisis-resistant atmosphere in which a great deal of trust was built up, and which led to an excellent outcome for the Community.

### A UNESCO Initiative for International Cultural Policy

The outcome achieved on the 3rd June 2005 meets the objectives that we in Germany had set ourselves to an unexpected degree. We have still not reached our goal, as there remains a great deal of political opposition to the whole idea of this new instrument under international law. How are we to evaluate the outcome achieved? This is not the place to go into the details of the current draft, nor the convoluted and tense process by which each of the compromises were arrived at, giving the text a complexity and balance that are hard to notice on a first reading. It seems to me to be more important to close with some final observations on the aims and significance of this undertaking under international law.

Freedom is not merely freedom for suppliers, but also and especially the freedom of all those who seek answers to their questions in culture, or who seek the original questions to the answers that are served up to them unasked for. Those who are not fully convinced that public success is the only indicator of the value of a cultural product.

Kierkegaard dealt with the problem of cultural levelling in a remarkable essay. It is not necessary to share the Danish philosopher's radicalism when he describes the public as "an abstract desert and emptiness, which is everyone and no-one"; but all who are involved in culture should understand what is meant by the following excerpt:

"The contemporaneity given by a real moment, in a real situation with real people, each of which means something, is the source of support for most beings. (...) It can take a year and a day for a Public to come together, and when it does so, it is still not really there. This abstraction, which individuals mistakenly construct, makes individuals repulsive to themselves, rather than helping them" (The Public and its Dog).

It is as much the task of cultural policy to counteract the 'mainstream' as it is to facilitate it. The fact that policy alone does not produce culture must not be allowed to become an argument in favour of leaving social relations and individuals to their own devices.

Napoleon is said to have remarked to Goethe: "La politique - c'est le destin" - politics is fate. The perceived paralysis of cultural policy in the face of often absurd current affairs should not discourage us to the point that we raise this paralysis to a political banner. UNESCO, with the Convention on the Protection of Cultural Diversity, is set to open up an opportunity to strengthen political responsibility for culture, as well as the regulatory instruments to act on this responsibility. We should take advantage of this opportunity.



Dr. Roland Bernecker is the Secretary-General of the German Commission for UNESCO.

# Resolution

## **Adoption of the ‘UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions’ and work of the Federal Coalition for Cultural Diversity, set up by the German Commission for UNESCO. Resolution of the 65th General meeting of the German Commission for UNESCO, Bonn, 7th July 2005**

The German Commission for UNESCO

*welcomes* the successful conclusion of the third session of the intergovernmental meeting of experts, in Paris, on the 3rd June 2005, by which the text of the preliminary draft for a Convention on the Protection and Promotion of the Diversity of Cultural Expressions, binding under international law, was finalised ready for adoption at the 33rd session of the UNESCO General Conference (3rd-21st October 2005, in Paris);

*welcomes* the successful negotiations carried out by the Federal Government in the drafting of the Convention, both within UNESCO and, since November 2004, as part of the EU voting process;

*welcomes* the concerted action of the 25 EU member states during the negotiations, and the consensus achieved in recognising the specific nature of cultural goods and services, as well as in not allowing decisions relevant to cultural policy to be left up to bodies responsible for trade issues;

*considers* the maintenance and express recognition of Member States’ room for manoeuvre in matters of cultural policy to be a significant ‘cultural pillar’ in international governance, given the continuing pressures of liberalisation and increasing calls for deregulation in the context of globalisation;

*considers* public investment in culture to be indispensable to a pluralistic, participatory democracy;

*considers* the outcome achieved at the UNESCO negotiations to be an important reference in the continued discussion of a draft for an EU Services Directive, and *calls for* a critical examination to be made of the possible consequences for the cultural and educational sectors during the drafting of this Directive;

*welcomes* the engagement of the German Parliament and its Committees with the key issues of the UNESCO Convention, as well as the resulting Plenary Resolution of the German Parliament on the 23rd September 2004;

*welcomes* the successful work of the Federal Coalition for Cultural Diversity, which has accompanied the process of drafting the Convention on the Protection and Promotion of the Diversity of Cultural Expressions with a specialist debate, which can be considered exemplary for cooperation between civil society, parliament, government experts and responsible bodies;

*thanks* all of the experts, institutions and associations which, since 2004, have taken an active part in the work of the Federal Coalition for Cultural Diversity, and *recognises* their willingness to continue the work of the Federal Coalition for Cultural Diversity after the adoption and implementation of the UNESCO Convention;

*calls on* the Federal Government:

1. as far as possible, to secure the consensus of the UNESCO Member States for the current draft of the Convention at the 33rd session of the General Conference in October 2005,
2. to initiate the ratification procedure for the Convention on the Protection and Promotion of the Diversity of Cultural Expressions ready for its official adoption, and to bring this procedure to a swift outcome,
3. to develop cornerstones for the implementation of the Convention in Germany and
4. to continue to respect the current level of involvement of civil society – for example in the context of the Federal Coalition for Cultural Diversity;
5. to make use of the experience gained in the UNESCO negotiations on cultural diversity whenever matters regarding culture and education are affected by international trade negotiations; in particular, such matters are to be taken under consideration in the continuing negotiations towards a revised EU Services Directive, and the possible consequences of the Directive on the cultural and education sectors are to be subjected to intense scrutiny.

Peter Sloterdijk

## À propos de cinq lieux communs du débat sur la globalisation

*Sous l'intitulé "Diversité plutôt qu'uniformité – Faut-il protéger la culture contre la globalisation?", le 4ème Forum "Globale Fragen 'kompakt'" s'est tenu le 16 février 2005 dans la Salle de l'Europe de l'Auswärtiges Amt (Ministère allemand des Affaires étrangères). Le philosophe Peter Sloterdijk a tenu la conférence d'introduction de ce forum.*

»Madame la Ministre, Mesdames, Messieurs,

C'est pour moi un honneur et un plaisir de pouvoir échanger quelques réflexions sur la problématique qui a été placée ici au centre des débats. Je veux cependant dire avant toute chose que le cadre dans lequel je le fais m'a inspiré quelques réflexions, car les termes "Forum des questions globales" déclenchent forcément certaines vibrations chez ceux qu'affectent, ce qui est mon cas, la déformation professionnelle de la philosophie. On s' imagine qu'il s'agit sûrement d'une faculté de philosophie qui, devenue sauvage, a décidé de déménager. C'est un fait aujourd'hui: un très grand nombre de processus de réflexion ont quitté leur lieu d'origine. La philosophie est en quelque sorte devenue une procédure multicéphale. Elle ne se laisse pas attacher à la faculté où elle a été mise au monde. Et nous avons dans notre société un très grand nombre de foyers de réflexion. Il faut saluer avec force le fait que l'on puisse aussi exprimer en ce lieu des choses de ce genre.

Je vais présenter ici deux argumentations différentes. L'une consistera à tenter de montrer que notre sujet est un hybride, c'est-à-dire un croisement de deux problèmes différents qui se sont rencontrés à un coin de rue de l'air du temps et s'unissent ici dans une sorte de corps à corps. Ce sujet pose d'une part une sorte de problème de protection des espèces, lui-même associé au problème de la diversité, et nous avons – comment dois-je l'appeler? – un problème de protection du niveau qui a quelque chose à voir avec la défense du niveau d'expression atteint par la civilisation. Quand on associe trop étroitement ces deux éléments, on se retrouve dans un faux débat. Ce n'est cependant pas ce point que je veux développer ici, mais quelque chose qui relève de ce qui se passera tout à l'heure sur l'estrade.

Je voudrais interpréter le rôle qui m'est ici dévolu en présentant brièvement cinq *topoi*, comme on dit, c'est-à-dire cinq lieux communs puisés dans le débat sur la globalisation et en y rattachant quelques brefs commentaires. Le premier de ces

lieux communs est la globalisation elle-même, et je vais tenter d'en faire ressortir trois significations différentes. Le deuxième lieu commun a pour nom pluralité, le troisième mélange, le quatrième identité, le cinquième exclusivité.

Si la globalisation est un concept qui représente quelque chose à nos yeux, c'est parce que nous avons tous appris à vivre à l'ombre de ses effets. Au fil du dernier quart de siècle, on nous a inculqué une sensibilité qui repose pour l'essentiel sur la sensation de participer à une grande expérience visant à dissiper ou à annuler l'espace. Nous vivons à une période où l'humanité découvre – ou du moins: où sa fraction occidentale découvre – que l'espace devient une dimension de plus en plus irréalisable. Au bout du compte, l'espace est le néant situé entre deux postes de travail électroniques. Cette expérience s'installe de plus en plus dans notre sensibilité existentielle, notamment dans celle des jeunes générations, et déclenche donc une réaction qui nous plonge dans toutes les espèces possibles de débat sur le



## À propos de cinq lieux communs du débat sur la globalisation

1953

**UNESCO's Associated Schools Project.** Representatives of 33 schools from 15 states, including the Federal Republic of Germany, meet at a conference in Paris (22nd to 27th November) to set up the UNESCO Associated Schools Project. Today, there are around 7500 Associated Schools worldwide, in almost all of the 191 member states. In Germany, there is a network of around 160 UNESCO Associated Schools.

"retour" – quelle qu'en soit la nature – parce que le retour est toujours en quelque sorte la figure qui subsiste lorsque certaines formes d'hyperboles ont mis à trop rude épreuve notre possibilité de réfléchir. La destruction de l'espace, quant à elle, est une dérivation des conquêtes de la physique moderne, qui a étudié la conductivité de matière subtile jusqu'à découvrir la radio moderne comme un média technologique, de telle sorte que la destruction de l'espace a pu s'implanter dans la vie de tous et de chacun comme une technique quotidienne. Au fond nous sommes tous des physiciens pirates qui utilisons dans notre pratique quotidienne cette conductivité mystérieuse de la matière subtile, nous procurant ainsi une actualité sur des lieux où nous ne nous trouvons pas.

Mais de mon point de vue il ne faut pas chercher l'étymologie du lieu commun "globalisation" dans l'adjectif anglais "*global*" qui, en faisant le détour par le verbe hybride "*globalize*", a ensuite été rehaussé dans le cadre nominal de la "*globalization*". Nous devons plutôt penser cette notion à partir du globe, c'est-à-dire à partir de ce mass media géographique entré en usage avant tout

dans les Temps Modernes et que les gens utilisent depuis le XVe siècle pour se figurer leur place dans le cosmos. Le globe terrestre, en particulier, est devenu depuis le voyage de Christophe Colomb le principal instrument d'orientation des entrepreneurs et des princes européens forcés de se faire une impression de la place qu'ils occupaient dans l'État, dans le Tout. Il existe quatre positions possibles face à ce monde considéré comme un produit géométrique, stéréométrique, ou comme un média à l'aide duquel nous représentons la globalité du monde ou la globalité de la Terre. Nous pouvons avoir, comme le héros antique ou le Titan Atlas, le cosmos, la sphère cosmique sur l'épaule. Nous pouvons l'avoir sous le pied, comme les César – c'est une image qui nous vient d'Auguste et qui s'est transmise jusque dans les Temps modernes: le vieillard lève le pied et le pose sur le globe. Nous avons le type d'image du globe impérial, où le globe terrestre se trouve dans la main d'un souverain. Et nous avons le type d'image apparu depuis le XVIe siècle, où un monarque pose la main sur le globe terrestre. Mais toutes ces figures montrent que les hommes – et c'est une constante de la culture euro-

1954

**Admission of the Soviet Union.** USSR becomes the 70th member state (24th April). Russian is adopted as a working language.

**The Hague Convention.** A conference of states in the Hague, called by UNESCO, passes the Convention for the Preservation of Cultural Property in the Event of an Armed Conflict on 14th May. It comes into force on 7th August 1956.



péenne – sont conçus comme des créatures qui doivent se placer à l'égard du Tout dans une relation qui n'est plus seulement immersive, participative, mystique, désespérée, mais à laquelle s'attache un trait de pragmatisme. Sous le pied, sur l'épaule, dans la main, en dessous de la main. Je pense que cette théorie des figures s'impose à nous jusqu'à nos jours, et nous restons condamnés à choisir l'une de ces figures, ou leur totalité.

J'en viens au lieu commun de la "pluralité". Pour commenter cette figure, je citerai le mythe biblique de la Tour de Babel. Nous avons en Europe une tradition mythologique qui nous incite à penser dans un premier temps la diversité comme quelque chose de problématique. Si l'on regarde de plus près le mythe de la Tour de Babel, son interprétation théologique soulève quantité de problèmes, parce que nous ne savons pas précisément pour quel motif Dieu a décidé la dispersion des peuples après la construction de cet édifice arrogant. La plupart des lecteurs ont interprété comme une sorte de punition l'éparpillement des peuples aux quatre points cardinaux après l'échec de ce projet de construction et

ont considéré le multilinguisme des hommes comme une trace du péché. Ils auraient dû, dès lors, vivre dans cette condition post-adamite et post-babylonienne dans laquelle la pluralité est en réalité la trace du fait que les hommes, après avoir été expulsés du paradis, ont perdu la connaissance de ce monolinguisme adamite originel. Mais on pourrait aussi, et je crois que c'est une interprétation plus moderne et plus adéquate, interpréter la dispersion de l'humanité dans la multitude comme un rétablissement du *statu quo* pré-babylonien. On pourrait dire que la construction de la Tour était le véritable projet illégitime, dans la mesure où l'on entreprenait, comme par une sorte de proto-globalisation, de rassembler tous les peuples du Proche Orient dans un projet unique. Il s'agissait d'une entreprise blasphématoire – car si Dieu avait voulu que les hommes œuvrent dans des coopérations de ce type, il ne les aurait pas créés avec autant de langues que celles dont ils disposent mais leur aurait d'emblée laissé la possibilité de vivre dans le monolinguisme. Au fond, nous sommes aujourd'hui condamnés à nous faire une opinion sur le mythe babylonien et j'ai l'impression que les avis continuent à di-

# 1954

The General Conference approves the **temple as the official logo of UNESCO** (10th December). Based on the triangular roof of the Parthenon, the design had already been created in 1947 and used in UNESCO publications.

**Germany joins the Executive Board.** Maria Schlüter-Hemkes represents the Federal Republic of Germany for the first time in this governing body, which is made up of 24 members (until 1960.)



The Pilgrimage Church of Wies  
Photo: Hans-J. Aubert



## À propos de cinq lieux communs du débat sur la globalisation

verger: d'un côté, ceux qui interprètent la multiplicité comme une fuite, qui veulent au fond revenir à une espèce d'unité ou avancer vers une sorte d'unité, et ceux qui, dans une sorte d'amour postmoderne de la multiplicité, interprètent la dispersion post-babylonienne comme le rétablissement d'une situation bonne face à un projet d'unification malveillant et qui a connu l'échec. Je crois que nous faisons bien de penser à ce mythe, car ce que dont nous débattons aujourd'hui sous l'intitulé de globalisation n'est à maints points de vue que la répétition de la construction de la Tour de Babel par des moyens électroniques.

Je viens au troisième lieu commun, le "mélange". Il est tout à fait manifeste que la conscience pluriethnique des êtres humains remonte jusque dans l'Antiquité – le mythe babylonien est un mythe pluriethnique et la théorie de la dispersion des peuples faisait partie du noyau de la conscience des hommes dans le monde antique ; au total, ils étaient d'ailleurs soixante-douze produits de scission issu de cette chute, de ce projet d'unité. Arno Borst a écrit un livre grandiose dans lequel vous trouverez dé-

crite en cinq volumes la situation après Babel. Si vous en avez le temps, vous ne trouverez sans doute rien de meilleur que ce livre sur les lointaines origines de la problématique moderne. La conscience pluriethnique signifie que les peuples savent qu'ils doivent choisir entre la démarcation et le mélange. La plupart des peuples de la tradition ont choisi tout à fait ouvertement des stratégies de mélange. Ils se sont préservés lorsqu'ils le pouvaient; mais ils se sont exposés à l'influence des étrangers dans la mesure où ils espéraient que ce contact leur apporterait des avantages.

Voici l'occasion de rappeler que les peuples ne communiquent pas les uns avec les autres mais vivent sous la loi de la contamination mimétique. Les modèles culturels issus de contextes différents ne sont pas transmis par communication à d'autres peuples ou d'autres personnes, mais injectés sur le mode d'une mimésis infectieuse dans l'autre espace culturel, puis incarnés par une vague infectieuse d'actes d'imitation. Et dans ces séries d'actes d'imitation infectieux, on aboutit souvent, justement, à une hybridation, expression

Luther Memorials in Wittenberg  
Photo: Hans-J. Aubert



de la biologie moderne qui signifie tout simplement que des croisements ont lieu dans la mesure où différents systèmes symboliques fusionnent les uns avec les autres. L'une des formes de ce phénomène est la créolisation, qui a laissé ses traces dans le monde entier au début de la globalisation terrestre, au XVI<sup>e</sup> siècle. La créolisation signifie que les émigrants européens forment avec les cultures résiduelles locales, en un lieu étranger, des mélanges déterminés, aussi bien biologiquement que symboliquement, produisant ainsi une culture coloniale euroïde en un autre lieu. Une autre forme est le *métissage* (*En français dans le texte, N.d.T.*), un processus dont on se félicite beaucoup aujourd'hui, sous des auspices post-modernes, et qui se fonde sur une sorte de romantisme du mélange. L'idée est que le mélange implique toujours aussi une synergie, un enrichissement. Nous venons d'entendre que dans l'échange culturel, mais aussi dans le cas des exportations culturelles impérialistes, on ne se retrouve jamais face à un simple asservissement: l'utilisateur s'approprie toujours en le transformant le bien d'importation culturel, il en modifie le

fonctionnement, le travestit et constitue ainsi sa propre synthèse. Et pour finir nous avons la forme de la pure colonisation, telle qu'elle a été menée, par exemple, dans le contexte des missions. Dans ce cas, on modifie fondamentalement, par une sorte de kidnapping culturel, les formes spirituelles des autres cultures. C'est la voie qu'ont ouverte les missionnaires chrétiens et c'est ce que fait dans une certaine mesure aujourd'hui, dans le domaine profane, la culture de masse américaine. On commettrait une erreur en la considérant exclusivement comme un phénomène culturel. C'est un phénomène religieux. Il a le caractère d'une mission interne et externe. Elle a le caractère d'un kidnapping culturel dans la mesure où l'on occupe, pour ainsi dire, depuis leur enfance l'âme de gens étrangers, où l'on utilise des méthodes quasi-missionnaires pour les dresser à entendre la voix du nouveau maître.

Le lieu commun de "l'identité" m'amène dire que face aux tendances à l'homogénéisation et à l'hybridation, il existe quelque chose comme une réaction immunitaire culturelle ou symbolique. Les cultures, elles aussi,

## 1955

### Regular consultations with the German Commission for UNESCO.

The first such working consultations with federal departments and regional representatives takes place, allowing the exchange of information on all political and personal issues (2nd May). By October 2005, 332 consultations are held.

**East Germany founds a National UNESCO Commission.** In the GDR, a Commission for UNESCO Work is set up (August). Attempts to establish contact with the UNESCO Secretariat in Paris are unsuccessful.



## À propos de cinq lieux communs du débat sur la globalisation

# 1958

The 51st session of the **Executive Board** is held in Cologne, on the invitation of the Federal Government (15th to 19th September).



constituent une sorte de système immunitaire symbolique. Il s'est d'abord agi d'une expression des sciences humaines, une expression juridique, avant que les médecins ne se l'approprient dans l'intention de ne pas le restituer. Il est grand temps de le leur reprendre et de le ramener dans les sciences de la culture.

Toutes les cultures sont d'une certaine manière des systèmes immunitaires parce que les systèmes immunitaires ne sont que des attentes de blessure institutionnalisées pour lesquelles on dispose de réponses somatiques ou symboliques déjà préparées ou préfabriquées. Et la rencontre avec l'étranger est à notre époque une attente de blessure – si vous voulez – tellement ancrée, ou du moins une attente d'irritation, pour choisir une expression un peu plus prudente, qu'il va de soi que nous apprenons aujourd'hui, y compris dans le domaine de notre training culturel, à piloter sur un front aussi large que possible la fréquentation de cet étranger de telle sorte que nous ne nous sentions pas condam-

nés à une sorte de dérégulation psychique. Nous découvrons dans ces processus le caractère inévitable de l'asymétrie. C'est la raison pour laquelle des expressions comme "local" et "global", ou cette expression hybride qu'est "globalisation", induisent au fond toutes en erreur, parce qu'elles supposent toujours l'existence d'une symétrie là où il ne peut y en avoir. Nous ne pouvons pas simplement échanger "ici" et "là-bas". Vous ne pouvez pas abandonner la place que vous occupez dans votre propre peau. Et toutes ces rhétoriques qui supposent l'existence de fausses symétries là où il ne peut pas y en avoir sèment la confusion dans la culture et débouchent au bout du compte sur des réactions xénophobes désagréables et outrancières.

Le concept d'identité prend surtout de nos jours la forme d'exigences de respect. Fait intéressant, le "respect" était il y a vingt, trente ou quarante ans, un terme que l'on utilisait exclusivement pour décrire des relations entre des positions hiérar-

Historic Centre of Wismar  
Photo: Hans-J. Aubert



chiques, entre cadets et aînés, entre ceux qui exerçaient une fonction et ceux qui n'en avaient pas, et d'autres rapports analogues. Aujourd'hui, le concept de respect a connu une étrange mutation en direction de l'égalitarisme, et l'une des revendications les plus typiques des cultures actuelles de la jeunesse est le fait que les jeunes demandent le respect pour l'altérité qui s'attache au fait de n'être pas encore adulte, le respect pour l'altérité de l'inculture, le respect pour l'altérité d'une certaine absence de chances. Ce sont des figures tout à fait étranges qui montrent qu'une grande partie des populations modernes ne veulent pas aujourd'hui se laisser aussi prolétarianiser intérieurement par leurs handicaps psychiques. Le concept de respect incarne précisément ce phénomène. C'est un refus de la prolétarianisation au niveau psychique, il s'inscrit donc dans le large spectre de cette réaction identitaire à laquelle il faut prêter une très grande attention.

Le dernier *topos* est celui de "l'exclusivité". Il faut dire à ce propos

que l'on ne doit pas comprendre la globalisation comme un indice du fait que l'ensemble de l'humanité veuille et puisse être intégrée dans un vaste contexte de circulation et de consommation ; la globalisation est au contraire un indice du fait qu'au sein de ce collectif de six à sept milliards de personnes parmi lesquelles nous nous comptons, un groupe d'environ un milliard ou un milliard et demi de personnes s'est pour ainsi dire démarqué au sein d'un espace de confort disposant d'un haut degré de connexions passant par les couloirs de la consommation et qui a installé une gigantesque serre de la gâterie qui recouvre le monde entier – non pas cependant sous la forme d'une structure architecturale universelle, mais comme un système de halls et de corridors, d'espaces urbains et d'îles du confort dans lesquels ces *happy few* de la globalisation se meuvent tout en faisant naître un gigantesque extérieur. On peut dire que si l'abolition de la séparation des races a mis un terme, dans le cas particulier, au fait de l'apartheid en Afrique du Sud, celui-ci s'est globali-

sé à l'échelle mondiale pour devenir en quelque sorte planétaire. Il est devenu un fait universel, mais en tant que tel d'une certaine manière inattaquable, parce qu'il est le résultat de discriminations non volontaires. Bref, je dirais que la globalisation, si nous la comprenons sous l'angle philosophique, repose sur le fait que cette terre sphérique prend aujourd'hui la place centrale du monde et de l'image du monde, oscillant ainsi pour ainsi dire entre la dissipation et la destruction sur un point fixe, grâce à de nouvelles techniques d'éloignement à l'égard du monde, des distances, de la réalité, que nous utilisons sous la forme de la technologie informatique, et le retour du réel sous la forme de la terre, qui représente notre exil cosmique. »

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Alexander Leicht

# Learning Sustainability – the UN Decade of Education for Sustainable Development (2005-2014) in Germany

An International Education Initiative



We all know that the industrial model of society is no longer viable in its current form. We are using up our natural resources so thoughtlessly that we are seriously endangering the survival of future generations. Furthermore, access to a humanely acceptable standard of living is unequally and unjustly distributed in today's world. We have all known this since the 1992 World Conference on Environment and Development in Rio de Janeiro – at the very latest. But we are still not applying this knowledge meaningfully in our actions. What we need, then, is a com-

plete change of attitude – through education. This is the understanding that lies behind the World Decade of Education for Sustainable Development, which began this year and is set to continue until 2014. The United Nations Member States committed themselves to the World Decade in a resolution passed in December 2002, also requesting that UNESCO assume the task of international coordination.

The UN Decade of Education for Sustainable Development was put forward by the World Summit on



Wartburg Castle  
Photo: Hans-J. Aubert

Sustainable Development in Johannesburg. Bringing together representatives of government and civil society in 2002, ten years after the Rio conference, consensus was achieved on a key point: if we want to progress towards a durable and fair world society, *education* for sustainability must play a more important role than ever before.

### Education for Sustainable Development

The UN Decade aims to encourage governments, educational establishments, NGOs, private enterprise and individuals to build the concept of sustainable development into all areas of the education system. The meaning of sustainable development has been best defined by the Brundtland Commission: "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs." For this to be achieved, the three key development factors of economy, society and environment must be brought into harmony. The economic development of a society must not be raised to an exclusive

aim – such an objective could only be achieved at the expense of natural resources or social justice.

So: what is *Education for Sustainable Development* all about? If people are to be educated with a view to sustainability, they must learn skills to enable them to shape the future actively and responsibly. In educational theory this is known as the acquisition of 'participatory skills' (*"Gestaltungskompetenz"*). These include: anticipatory, future-orientated thinking; living, complex, interdisciplinary knowledge; independent action; and participation in social decision-making processes. Education for sustainable development is thus not simply about raising environmental awareness, as is often supposed. It is, in fact, more concerned with empowering people in general to take action, orientated towards the goal of viable, long-term development.

This educational concept is to be brought into kindergartens, schools, vocational training, universities, research bodies, continuing education centres and informal, independent learning. With the help of the UN Decade, education for sustainable

## 1958

**New building completed.** On the 3rd November, the UNESCO Building on Place de Fontenoy is inaugurated, containing works by Picasso, Miró, Moore and Calder. The architects are Marcel Breuer (USA), Pier-Luigi Nervi (Italy) and Bernard Zehrpfuss (France).



## Learning Sustainability

# 1960

### Admission of African states.

17 newly-independent African states acquire membership.

A further six are admitted in 1962 and three in 1964.

### Launch of the Nubia Campaign.

The Director-General launches the first major campaign in defence of cultural monuments: the saving of 22 Nubian monuments (Abu Simbel and Philae) in the Nile valley, threatened by flooding due to the construction of the new Aswan Dam (8th March). The campaign lasts for 20 years.

### Intergovernmental Oceanographic Commission (IOC) founded.

UNESCO henceforth coordinates oceanographic research by means of the IOC.

Forty research ships from fourteen states begin the first comprehensive survey of the Indian Ocean (to 1965).



development should also become an *integrative educational concept*, with which all those working towards sustainability can identify, even if they have previously followed separate paths. This has certainly been the case for people working in environmental education, development education and consumer education – if these areas were more closely linked, the political weight of education for sustainable development would be greatly increased. In this context, the UN Decade could serve to involve people and issues in education for sustainable development which have until now, unfortunately, played only a secondary role. For example, it is becoming ever clearer that the areas of disaster prevention and risk management are essential to sustainable development. The same goes for the protection of cultural diversity, which is currently one of the key priorities for UNESCO.

### How is the UN Decade being implemented? Germany as a possible model

There is already a lively tradition of education for sustainable development in Germany. Furthermore, we

are in the happy position of enjoying a great deal of political support for the UN Decade of Education for Sustainable Development. On the 1st July 2004, all parties represented in the German Federal Parliament unanimously called on the Government to support the UN Decade and to put together an Action Plan for the Decade. Under the terms of the parliamentary decision, the German Commission for UNESCO is to assume a coordinating role for implementation in Germany.

Education for sustainable development cannot be decreed from 'on high'. As is made clear in the well-known slogan, 'Think Global – Act Local', decentralisation is in fact one of the most fundamental principles of sustainability. Only with the participation of the greatest number of different stakeholders can the UN Decade be meaningfully implemented. The German Commission for UNESCO has therefore set up an organisational structure, with the support of the Federal Ministry of Education and Research, which is to efficiently bring together the largest possible number of participants, consolidate as much specialist knowl-



edge as possible and produce the maximum public impact. The central steering body for the UN Decade in Germany is the National Committee set up by the German Commission for UNESCO. It brings together thirty experts and institutions, and is intended to represent the full spectrum of sustainability: members include Federal Ministries, such as the Education, Development and Environment ministries, alongside representatives from Parliament, the States or *Länder*, and NGOs, as well as from the media and from private enterprise. This broad composition ensures that planning and organisational decisions on the implementation of the Decade are made on the basis of the widest possible consensus. The Chairman of this body is the renowned German expert on education for sustainable development, the educational scientist Gerhard de Haan from the Freie Universität in Berlin. In order to further expand the number of stakeholders involved, the National Committee has invited 100 further initiatives to take part in a UN Decade Round Table.

What do we hope to achieve over the course of the UN Decade? This

question is answered by the *National Action Plan for Germany for the UN Decade of Education for Sustainable Development*, which was drafted by the National Committee and the Round Table, and was presented to the general public in January 2005. The Action Plan sets four objectives which are to orientate the Decade activities in Germany:

1. *Further develop the concept of education for sustainable development and broadly spread good practices;*
2. *Networking of stakeholders in education for sustainable development;*
3. *Improvement of public awareness of education for sustainable development;*
4. *Strengthening of international co-operation.*

(The Action Plan is also available in English at [www.dekade.org](http://www.dekade.org)).

In order to encourage the participating stakeholders to take more concrete measures, the political document of the Action Plan is supplemented with a so-called 'Catalogue of Measures'. The Catalogue of Measures lists in detail the contribution which each stakeholder intends to

# 1961

**President Lübke at UNESCO.** German President Heinrich Lübke pays an official visit to the Secretariat of UNESCO in Paris, and is received by acting Director-General, René Maheu (22nd June).



Garden Kingdom of Dessau-Wörlitz  
Photo: Hans-J. Aubert



## Learning Sustainability

# UN Decade of Education for Sustainable Development

**Resolution of the 65th General Meeting of the German Commission for UNESCO,  
Bonn, 7th July 2005**

Sustainable development is one of the great challenges of our time. It is our task to ensure that the natural conditions of existence for all living beings be preserved, and that opportunities for people throughout the world are fairly and justly distributed. Simultaneously, sustainable development requires that we work to make sure future generations enjoy the same chances to live a full life as we do. The road towards a greater degree of sustainability leads through education. Education must therefore be seen as an important instrument in overcoming environmental problems on a global scale. By encouraging the idea of ecologically, economically and socio-culturally enduring development to take root in all areas of the education system, the World Decade of Education for Sustainable Development, called by the United Nations for the years 2005-2014, is intended to take significant steps towards greater sustainability. Education for sustainable development must allow the transmission of the necessary skills for people to take an active part in shaping a present and future for world society with respect for human dignity.

Alongside countless players from politics and civil society, the German Commission for UNESCO co-ordinates the practical implementation of the UN Decade in Germany. For this purpose, it has set up a German National Committee as the central steering and decision-making body.

## I

- The German Commission for UNESCO *welcomes* the Action Plan put forward by the National Committee as the starting point for the UN Decade of Education for Sustainable Development, containing four strategic objectives:
  1. To further develop and bring together activities, whilst spreading best practice extensively;
  2. Networking of players in the area of education for sustainable development;
  3. Raising of public awareness of education for sustainable development;
  4. Strengthening of international co-operation.
- The German Commission for UNESCO *supports* in particular the integrative concept of education for sustainable development upon which the action plan is based, in which environmental, economic and socio-cultural dimensions must be brought together. This fully corresponds to the current stage in international debate, allowing new alliances to be created, and giving the initiative of education for sustainable development the necessary political weight.
- The transformation of society towards sustainability may only be achieved in a decentralised manner and with the participation of all players in civil society. The German Commission for UNESCO *welcomes*, therefore, the broad spectrum of participants that has got the Decade off to such a successful start in Germany. The unanimous vote in the German Parliament, alongside the work of the Federal Government and the Federal States, has allowed Germany to play an international leading role in the implementation of the Decade.
- The German Commission for UNESCO *calls on* the Federal Parliament and Federal Government, as well as the Federal States and all other participant bodies, such as educational institutions, non-governmental organisations and private enterprise, to further intensify their engagement for the implementation of the UN Decade in Germany. All players are called on to continue developing the activities which have started the Decade off in this country, throughout the duration of the Decade.

## II

- There are few political objectives for which international co-operation is as decisive a factor as it is in the case of sustainable development. The UN Decade of Education for Sustainable Development shall only be successful if it is implemented as a global undertaking. The German Commission for UNESCO therefore *expressly calls* on UNESCO to fulfil its role in the international co-ordination of the Decade in a more active and visible manner.
- The key to the success of the UN Decade is intercultural dialogue. This involves taking account of similarities and difference in creating the frameworks and concepts of education for sustainable development. Thus, UNESCO must draft detailed proposals for international decision-making and co-ordination, whilst precisely defining and making public its own role in implementation. It must use its worldwide network and its skills in the area of education and sustainability to make the UN Decade a strong worldwide project of co-operation.

Sustainable development is an all-inclusive development concept which applies to all countries, to the countries of the global South as much as to those of the North. It is central to all efforts toward the humane shaping of globalisation. The success of the UN Decade of Education for Sustainable Development will also depend on the extent to which it is possible to develop an internationally applicable concept of sustainability. UNESCO must also give substantial impetus in this area.

make to the four objectives, within a fixed time-frame. It sets indicators and thus allows for progress to be evaluated meaningfully. The Catalogue is to be expanded as the Decade progresses, and currently contains over 60 clearly defined, concrete measures aimed at steering the education system in the direction of sustainability. For example: the Ministry of Education plans to set up a central internet portal for education for sustainable development within the next year. The Federal Agency for Political Education is to make sustainability a theme cutting across all of its work. The Transfer 21 Programme intends to provide specially developed teaching materials on education for sustainable development and corresponding training initiatives to teachers at 10% of German schools. The Standing Conference of Ministers of Education and Cultural Affairs and the Federal Ministry for Development Cooperation are working on a model curriculum for development education at schools.

Alongside these efforts at the level of education policy, the UN Decade is active on another front in Germany. Individual projects, carrying out innovative work on education for sustainable development in the field, have the chance to be recognised by the National Committee as *Official German Projects for the UN Decade*. Such projects may use the German Decade logo and present themselves as examples of good practice in public for a period of two years. This contributes to the broad visibility of the Decade in Germany. Thus far, around 100 projects have been awarded recognition. For instance: as part of the 'World Chat' school project, youngsters in Germany exchange ideas with other youngsters from developing countries on environmental and development topics. The 'Transfair Action Week' at Karstadt department stores promotes fair-trade products. In the Federal State of Baden-Württemberg, 'School Mentors for Nature Conservation and Environmental Protection' are being

trained to raise awareness of sustainable energy use among their peers. The 'Re-Art One' exhibition shows art made from recycled materials. As well as these more long-term projects, many one-off events such as conferences on the UN Decade have already taken place this year.

### **International Education for Sustainable Development**

Hardly any other political objective is as dependent on successful international cooperation for its achievement as sustainability. The basic conditions for education for sustainable development, however, differ considerably around the world. The same goes for educational approaches. Sustainability in a so-called developing country may mean something different than it would in an industrialised country – or the political priorities, at the very least, would differ. In such countries, the immediate focus is on securing basic living conditions, whereas in industrial countries issues of sustainable consumption with regard to energy-inefficient luxury goods may come to the fore. It is also important to consider the challenge posed by so-called 'emerging economies' to the sustainable development of world society. This raises many questions that go to the heart of the globalisation debate. What structures of global governance do we need to secure a viable future for the world? How do we allow developing countries to industrialise without endangering the world climate? To what extent are ever scarcer resources and peacekeeping related? The UN Decade should also be a chance to raise these questions more often, making contact with stakeholders in other countries and learning from each other in an environment of intercultural dialogue.

Ensuring durable access to development for present and future generations calls for courage, creativity and persistence. The United Nations General Secretary, Kofi Annan, has described this as 'our biggest chal-

lenge in this new century' – 'to take an idea that seems abstract – sustainable development – and turn it into a daily reality for all the world's people.' The implementation of this seemingly abstract idea of a multi-generational development concept, a change of attitude on the part of every single individual towards greater sustainability – this is the task that everyone, as part of the UN Decade of Education for Sustainable Development, should make their own.

**Website:** <http://www.dekade.org>



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Walter Erdelen / Howard Moore

## Science, yes – but what kind?

In these early years of the Twenty-first Century, it is clear that science remains at something of a cross-roads. There is almost universal acceptance that science and technology are major drivers of economic development, and have provided our society with a vastly improved way of life, yet no-one can deny that there has been a steady fall-off in public opinion, which has seemed to be increasingly skeptical and almost fearful of science. Equally, governmental investment in science is often not adequate to build or maintain a healthy, productive research community capable of contributing to national progress. There is no simple, universal solution to the problem as to how a nation can best balance its scientific activities: each must plot its own course towards sustainable national development. There is, however, a need for society and decision-makers

to give science their full recognition and commitment. There are positive signs in Europe. Governments of the Union have collectively recognized the importance of developing a common European Research Area that will provide a competitive economy, and have committed themselves to increase the amount of Gross Domestic Product that will be devoted to science and technology in the coming years. Time will tell as to whether the ambitious targets they have set will prove attainable or not.

### What science?

But what are the features - the kind of science - that we should be encouraging in our world of the Third Millennium? It is clear that we need a science that would, first and foremost, meet basic human needs throughout the world, such as pri-

mary health care, sanitation, and the provision of food, clean water and energy, and generally improve the quality of life for all. It would allow greater understanding of the major global environmental processes, a more sustainable use of natural resources and the mitigation of natural disasters. It would be more equitable in terms of access to information and knowledge, and provide fairer opportunities for entering and pursuing scientific careers. And it would provide a balance between the freedom to pursue research without hindrance of a political or economic nature, and the ethical responsibilities that are incumbent upon the individual researcher.

Science certainly needs to play a much greater role than hitherto in addressing some of the most pressing global challenges such as poverty,

Maulbronn Monastery Complex  
Photo: Hans-J. Aubert



environment, health, availability of water and food security. This underlines the need for increased international cooperation on global and long-term projects. And if the science of the Twenty-first Century is to confront complex problems of a truly global scale it will need to be interdisciplinary in approach, drawing on not just the natural sciences but also the social sciences and the humanities. We can see today how the major successes in molecular genetics and biotechnology owe so much to the advances made in physics, chemistry and biology. Environmental problems – we now understand – can only be thoroughly investigated through the concerted efforts of geologists, chemists, biologists, engineers, economists, and so on.

### The need for an interdisciplinary approach

Big problems demand big solutions, and the power of interdisciplinarity coupled with innovative methods will be needed to help the resolution of the complex issues that span wide temporal and spatial scales. There must also be effective bridges be-

tween policy, management and science, as well as closer links between the public and private sectors.

This should not be misunderstood as a call to abandon the basic sciences. On the contrary, there needs to be investment in fundamental research as never before, in supplying the new knowledge to meet many of the coming environmental and social challenges. UNESCO has recognized this, and has launched a new programme in the basic sciences, the International Basic Sciences Programme (IBSP), oriented towards building national capacities for basic research and promoting science education. This means determined action on the transfer and sharing of scientific information, promotion of excellence in national science, fostering awareness of science by society at large, and providing needful international scientific expertise for Member States. Within IBSP emphasis will be placed on region approaches and collaboration, and on the central role to be played by existing centres of excellence or benchmark institutions in the basic sciences and science education. By re-

## 1967

**Literacy projects.** Four pilot projects in Algeria, Ecuador, Iran and Mali are initiated in conjunction with the UNDP. Later, four further pilot projects are started in Ethiopia, Guinea, Madagascar and Tanzania (1968). Three more follow – in Venezuela (1968), Sudan (1969) and Zambia (1971). On the 8th September 1967, the first **World Literacy Day** is declared. Since then, UNESCO has awarded literacy prizes annually on this day.

## 1968

The German Foreign Minister, **Willy Brandt**, holds a well-received speech as delegation chairman at the 15th General Conference (Paris, 15th October to 20th November).

**Nubian temple saved.** On the 22nd September, the two Abu Simbel temples – re-erected 64 metres above their original site on the banks of the Nile – are ceremonially opened to the public.



## Science yes – but what kind?

### The German contribution

Successive German Governments have recognized the importance of fostering international cooperation in science, and have been most supportive of capacity building and collaborative research activities in the sciences in recent decades. They, and the German scientific community, have contributed substantially to UNESCO's science programme, and in particular its intergovernmental scientific programmes. All four scientific programmes are accompanied at the national level by active and committed national committees. In 2004, German researchers participated in 22 of the 42 projects of the International Geoscience Programme (IGCP), leading or co-leading 7 projects. From the beginning of the International Hydrological Programme (IHP) until today, German freshwater researchers have made important contributions, e.g. by staging four international conferences and training courses in 2005. As a founding member of the Intergovernmental Oceanographic Commission (IOC) of UNESCO, Germany not only contributes strongly to its scientific and political work. In addition it has, since 2005 in collaboration with the Republic of Indonesia, been implementing an important building block for a tsunami early warning system for the Indian Ocean, under the umbrella of the IOC (see the separate article in this issue). In 2004, German researchers submitted the majority of proposals for the new International Basic Science Programme (IBSP) from the region Western Europe.

Similarly rich has been the contribution of German researchers in the social and human sciences, a prominent example being the Management of Societal Transformations programme (MOST) project "Sustainability and the Social Sciences".

The programme on Man and the Biosphere (MAB) deserves particular mention. German scientists provided great momentum for this programme in the lead up to the initiating conference at UNESCO in 1968. Fourteen biosphere reserves have been established in Germany and most of them have recently been reviewed, with in-situ review visits of the MAB National Committee. The German UNESCO biosphere reserves are fully committed to implementing the Seville strategy and to defining themselves as model regions for sustainable development. The German contribution to MAB and the world network of UNESCO biosphere reserves is described in an excellent way in the 2004 book "Full of Life".

There have been many strategies that UNESCO has adopted over the years in the area of development of science and technology across the world. One mechanism for building capacity in science internationally is the creation of networks of scientists, either by region or by common interests. A recent exemplary project of scientific cooperation for the Middle East has been rendered possible by German authorities. They donated the synchrotron source BESSY I formerly located at Berlin which, once upgraded, will be the main instrument of the SESAME (Synchrotron-light for Experimental Science and Applications in the Middle East) laboratory being built in Jordan. SESAME is an independent laboratory with - at the time of writing - members Bahrain, Egypt, Iran, Israel, Jordan, Pakistan, Palestine, Turkey and the United Arab Emirates. The President of the SESAME Council is the noted German physicist Prof. Herwig Schopper.

lying on the services of many existing centres, IBSP will foster excellence in national, regional and international institutions and involve them in a worldwide network. The programme is expected to be fully operational in 2006.

### Sustainable development

Within the framework of UNESCO's own mission and the theme of its new medium-term strategy – to contribute to peace and human development in an era of globalization – the quest for sustainable development will remain a central guiding principle of its activities in both the natural and the social and human sciences. This is of particular importance in the follow-up to the various world conferences and summits held over the last decade, and most recently the World Summit on Sustainable Development held in Johannesburg in September 2002. In this regard, in line with one of the main messages of UNESCO, which was to emphasize the science of sustainability but also educating in sustainability, one major follow-up thrust is the Organization's lead role in preparing, designing and implementing the UN Decade on Education for Sustainable Development (2005-2014).

### The ethics of science

Science is increasingly required to have a human and ethical face. The UNESCO-sponsored World Conference on Science (Budapest, 1999), in addressing the relationship between science and society – the 'social contract' as it has been called by many – highlighted the need for the setting of ethical norms and standards to guide scientific and technological development. Science and scientists can no longer live in their 'ivory towers', claiming immunity from the problems and issues that their research can throw up. UNESCO has reinforced its role as an intellectual forum for ethical reflection on science and technology; here, it has built on activities of its World Com-

mission on the Ethics of Scientific Knowledge and Technology (COMEST) and the International Bioethics Committee. It is further promoting the dissemination and implementation of the Universal Declaration on the Human Genome and Human Rights elaborated by UNESCO, as well as other principles and guidelines developed in such areas as water, energy, the information society and outer space.

### Creating the next generation of scientists

We hear almost universal concern expressed today over the state of science education, ranging from pre-occupations over the poor degree to which elementary scientific concepts are introduced at the primary level, through inadequate secondary curricula, to the shortfalls in quality and quantity of university science. Human capacity building in science at the national level is clearly high on the needs lists of most countries, yet often not on their political agenda. We are, alas, still a long way from being able to boast of a strong

scientific community in every country of the world. Arriving at a critical mass of human resources in science and technology will be one of the greatest challenges of this new century. To achieve this goal, every child should be given the opportunity from the earliest educational level onwards to study science and ultimately to choose and pursue a scientific career, without discrimination based on race, sex or religion.

Political will and socio-economic transformation will be crucial in redressing the present imbalance in human resources and the terrible waste in lost creativity. We in the North must remember that it is not only in the interests of the developing countries for the latter to multiply the numbers of skilled S&T personnel: it is also in the interest of the industrialized countries. Research around the world is currently conducted by scientists drawn from a reservoir of one billion human beings. Just imagine what pressing social and environmental problems could be solved if science were not deprived of the creativity of a further

## 1970

**UNESCO Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property.** The first global legal instrument for the protection of cultural heritage from theft and pillaging.



The Schaalsee Biosphere Reserve  
Photo: BR Schaalsee





The Schaalsee Biosphere Reserve  
Photo: BR Schaalsee

# 1971

## Man and the Biosphere Programme (MAB).

The Coordinating Council of the programme, aiming for the conservation and rational use of natural resources, sits for the first time. More than 10,000 researchers from 110 states take part in the programme.

5 billion people. Running through UNESCO's science programmes is the idea that developed countries should help in spreading knowledge to the developing countries, so as to boost creativity in the interests of both hemispheres.

## Science and the public

The initiatives we have touched upon in this article will not have much sense if we are not able to attain, in the framework of a new social contract for science, one further objective: the widespread popularization of science and the building of a scientific culture. Anyone living in a society oriented towards science and technology has an interest in understanding and better appreciating their role. The more citizens are informed, the more able they are to operate in the ever-more complex world in which they live. And in any democratic society citizens have the right to decide upon matters that affect their everyday lives – and that includes science. Nor should we forget that an enlightened public is an empowered public – and one that is likely to be supportive of science and the public funding that it ultimately needs. Society cannot be 'for science' unless science is 'for society'; but equally, science cannot serve society unless society is prepared to give its full support to the scientific endeavour. It is only through constructive and continuing dialogue between science and society that a partnership of this kind can be sus-

tained. In this rapidly globalizing world of ours we need to put renewed effort into the dialogue between science and society if we are to have any chance of creating a future in which one can properly serve the interests of the other.



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# 1972

## German-Polish schoolbook talks.

The first schoolbook conference in Warsaw (22nd to 26th February) marks the beginning of over thirty years of cooperation.



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Lutz Möller

# Installation of a Tsunami Early Warning System in the Indian Ocean

A Joint Effort by Germany and Indonesia

*The tragic loss of human life caused by the December 2004 tsunami has proven mankind's high degree of vulnerability in the face of natural disasters. Aware of the fact that such disasters cannot be prevented entirely, Germany has committed itself to making a contribution to mitigating the effects of future tsunamis in the Indian Ocean. In collaboration with Indonesia, and as a contribution to the regional tsunami early warning system under the umbrella of UNESCO's Intergovernmental Oceanographic Commission (IOC), Germany will implement an early warning system for Indonesia. Thus, it will demonstrate that cutting-edge technology plays a key role in effective disaster mitigation, and can diminish the tragedy of disasters such as the December 2004 tsunami.*

When the sea floor abruptly rises or falls, or in case of coastal or under-sea landslides, large amounts of sea water are displaced. The consequence of such an event is the spread of the disturbance across the ocean – not on the surface, but within the entire volume of the ocean. This disturbance is called a tsunami.

The physics of a tsunami is rather simple, but the phenomenon is highly counter-intuitive. The Japanese word "Tsunami" means "harbour

wave", a wave which suddenly seems to appear out of nowhere, close to a coastline. Tsunamis are gravity-triggered waves of energy instead of water: the individual water molecules are in fact displaced only by tiny distances. Tsunamis in the open sea have a comparatively small height – less than a meter – and an enormous speed – more than 500 km per hour. Close to the coast, the water piles up and forms a slow but very steep wave, which looks rather like a fast and infinitely onrushing tide. The actual damage is caused by the enormous mass of water behind the wave front, as the sea keeps flooding powerfully into the coastal area.

Most people were entirely unprepared for this apparently unusual phenomenon in December 2004 – on a day which now stands for the most tragic loss of human life caused by a natural disaster in the global collective memory. On December 26th 2004 the sea floor 150 km west off Sumatra slipped vertically by more than 15 meters on the border of two tectonic plates. This incredibly strong earthquake, with a magnitude of 9.3, which was followed over ten minutes by an immense rupture process over a length of about 1,200 km, was the second strongest in recorded history. However, it was the consequences which made this earthquake truly notorious – the Indian Ocean tsunami, a disaster resulting in a death toll of more than 250,000.

Tsunamis are not predictable and they cannot be prevented. However, modern technology allows for tsunamis to be detected very quick-

## 1972

**World Heritage Convention.** The 17th General Conference (17th October to 21st November) passes the Convention Concerning the Protection of the World Cultural and Natural Heritage, which comes into force in 1975. Today, 180 states have ratified the Convention.

**Admission of East Germany.** On the 21st November the General Conference, extended for an extra day, accepts the third application for admission submitted by the German Democratic Republic as the 130th member state. UNESCO is the first UN agency to which the GDR is admitted.



## Tsunami Early Warning System

# 1973

**East German UNESCO Commission.** The Presidium of the Council of Ministers in the GDR decrees the creation of the National Commission for UNESCO of the GDR (31st January).



ly, thereby giving a chance to all potentially threatened people by early warning. Decades ago, the Intergovernmental Oceanographic Commission (IOC) of UNESCO realised the potential of modern tsunami detection technology, and as early as 1968 started to introduce an early warning system in the world's most severely affected region, the Pacific Ocean. The December 2004 disaster has proven the lack of a warning system in the Indian Ocean; even more, all of the world's most tsunami-prone oceans should be equipped with an early warning system and protection measures.

### An early warning system for the Indian Ocean

Only 11 minutes after the beginning of the Sumatra earthquake that caused last December's tsunami, seismic waves reached the seismometer stations in Europe. Within another two minutes, data had been analysed, fully automatically; the earthquake had been localised in detail and an earthquake bulletin issued immediately – before the tsunami

struck the closest coastline at Sumatra. However, it was impossible to predict the damaging consequences of a tsunami; there was no structure in place to forward a warning to the Indian Ocean area.

The compassionate response to the tsunami disaster on the part of the German people and German administrative structures at all levels, from individuals, schools, and communities up to the federal government, led to thousands of aid initiatives and hundreds of millions of euros donated. But authorities felt that given the established technological expertise in Germany there was more which could be done to limit the effect of similar disasters in the future.

Ensuing considerations focused on the existence of the well established seismological research network GEOFON, which had been set up in the early nineties by the Geo-ForschungsZentrum (GFZ) Potsdam. GEOFON is today an international standard, working in real time and interconnecting more than a hundred monitoring sites. Thus, the German Federal Ministry for Education and Research commissioned the "Helmholtz Association of National Research Centres", of which GFZ is a research centre, to develop a concept for a tsunami early warning system (TEWS) for the Indian Ocean which later could also be implemented in the Mediterranean and in the Atlantic Ocean.

The TEWS brings together an intricate mix of cutting-edge technologies, consisting of seismometers, GPS equipment, marine buoys, tide gauges and satellite observation. Very early in 2005, the Republic of Indonesia declared its interest in co-operating closely with Germany in the development of the TEWS. Since Indonesia is located near an area of highest seismic activity, it is the most seriously endangered country in the Indian Ocean. The German and Indonesian Ministries of Research signed a Joint Declaration on March 14th 2005 to



Dr Kusmayanto Kadiman, State Minister for Research and Technology of the Republic of Indonesia, and Edelgard Bulmahn, Federal Minister of Education and Research of Germany, shipping the first GPS-equipped buoys to Indonesia, Hamburg August 25th, 2005  
Source: BMBF

implement the TEWS and to build the necessary capabilities within Indonesian institutions.

The German-Indonesian early warning system is an open system. It is to be integrated into the early warning system for the Indian Ocean (IOTWS) as a whole, which will be co-ordinated by the IOC. The German-Indonesian TEWS is of the highest quality standards:

- Very fast and detailed issue of tsunami warnings, including expected damage;
- Reliability of the warnings and robustness of the system;
- Open access to all data and well-defined interfaces.

These standards will allow compatible data to be integrated from other sources and instruments established in other contexts. Thus, the German-

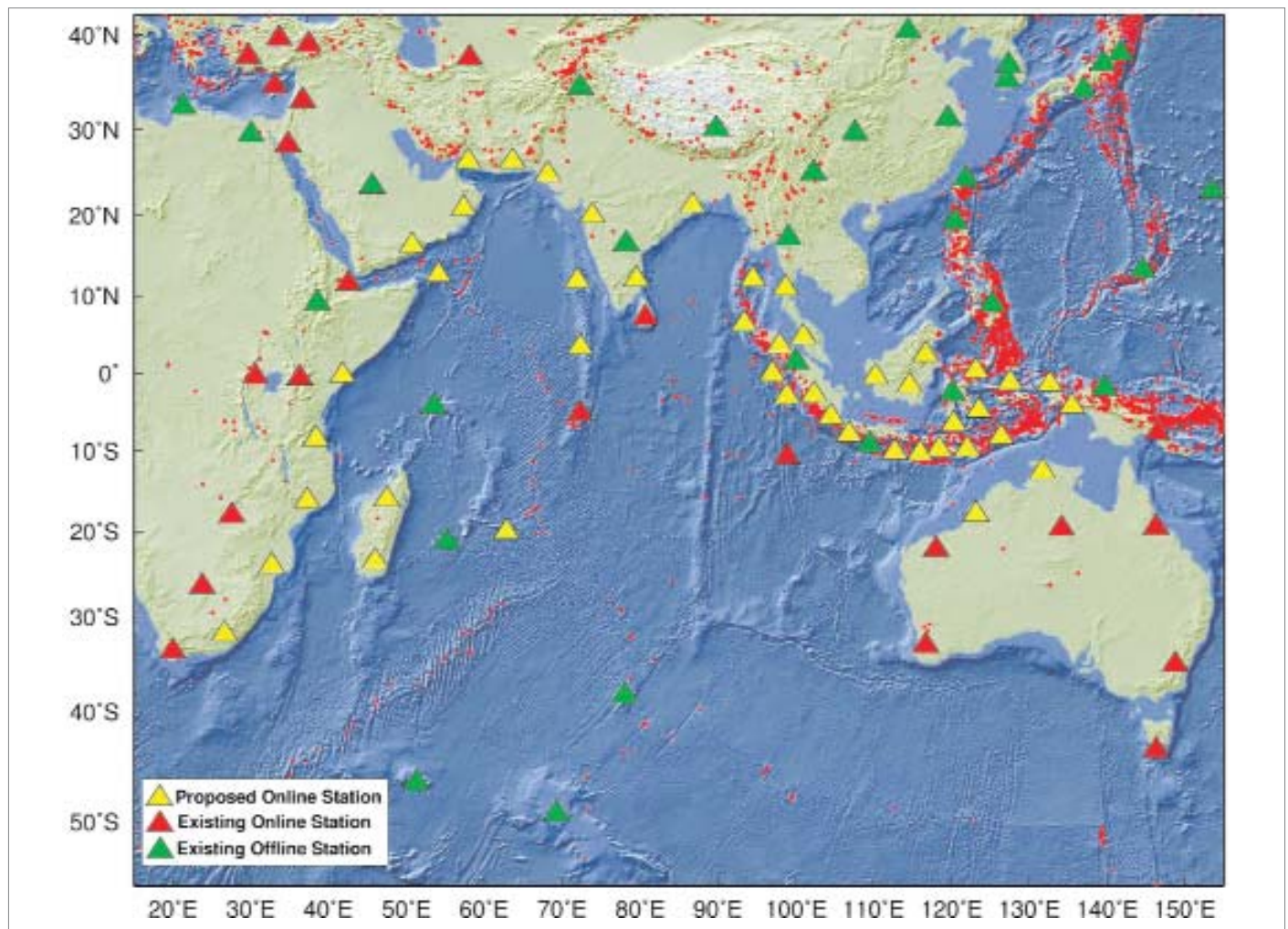
Indonesian TEWS can be fully integrated into regional observation and warning networks. Neighbouring countries will be able to utilise the data provided to issue tsunami warnings within their own territory. The TEWS addresses the hazards posed by tsunamis; it may later be incorporated though into a system addressing multiple hazards, a feature which will ensure the long-term sustainability of its operation.

### Detecting earthquakes

The individual components of the early warning system form an integrated system handling data and measurements, consisting of a chain of detection, evaluation and prediction.

As a first step, the GEOFON network will be expanded at an impres-

Map of the Indian Ocean indicating the currently operated network of seismometer sites and proposed additions  
Source: BMBF



## Tsunami Early Warning System

### 1975

**First woman in key position.** On the 15th July, Martha Hildebrandt (Peru) becomes the first woman to hold the post of Assistant Director-General of UNESCO.

**Hydrological Programme.** The governing body of the International Hydrological Programme (IHP) sits for the first time. Its key focus is on questions of methodology and training for the rational management of water resources.

### 1976

**First Biosphere Reserves.** As part of the Man and the Biosphere Programme (MAB), the first 57 Biosphere Reserves are accredited. Today, there are 425 Biosphere Reserves across 97 countries, 14 of which are in Germany.



sive rate. The German-Indonesian master plan foresees the implementation of 40 new seismometer sites, 20 of them in Indonesia, all of them working in real time and delivering open access data via broadband satellite communication. This addition to the GEOFON network will be complemented by an expanded network of GPS-stations (Global Positioning System) that monitor the state of deformation of the Earth's surface. Deformation monitoring will give precise information about upcoming tsunamis in case of detected earthquakes.

### Evaluating the data to verify actual tsunamis

Detecting an earthquake and measuring its fundamental properties is necessary, but insufficient for tsunami warnings. A central requirement is to avoid false alarms. Every false alarm will lower the responsiveness of the population concerned and therefore represent a serious danger. This danger is avoided by a collection of three additional detection mechanisms. Ocean bottom pressured sensors detect the pressure difference created by a passing tsunami. Buoys equipped with Global Positioning System antennae and satellite communication channels detect the tiny tilt and displacement caused by the wave. In the case of Indonesia, the installation of gauges on small islands close to the area with the highest seismic activity gives additional leverage for warnings. It has to be emphasised that the GPS-equipped buoys are a true technological challenge, taking into account the robustness required under tropical weather conditions. The first two buoys were presented to the public in late August by the German and the Indonesian Ministers of Research, and will be installed in Indonesia in November 2005. All in all, this delicate technological mix will allow it to be established with a high degree of reliability whether the recorded earthquake has indeed triggered a tsunami, and will allow statements to be made



Set-up of the GPS-equipped buoys to be installed in Indonesia in November 2005  
Source: BMBF

about its properties and its threat potential.

### Predicting the potential damage

Every tsunami will have different effects on a given coastline, depending on its coastal profile, its ocean topography, etc. In order to predict the consequences of a real tsunami with certain properties, the data have to be compared with simulations and models calculated beforehand. To this end, the sea floor of the deep sea, the continental shelf and the coastline will be mapped in much more detail than today. From these measurements, models will be extracted and used in a multitude of simulations under all conceivable conditions. The results of the simulation of these model tsunamis will be collected in data bases so that in the event of a real tsunami, its properties can be compared with the data base. This process allows precise predictions to be made about the potential damage caused by a tsunami.

### Issuing the warning

All data necessary for tsunami warnings will be collected in at least one national data centre established in Indonesia. This data centre will also host data analysis, evaluation and

simulation. Due to its central position in the process chain, this data centre will also be in charge of issuing the warning on a national scale. Yet the long series of necessary steps in the TEWS does not stop here: measures have to be taken to ensure that local communities are reached by these warnings in an effective way (via radio, mobile messaging, public announcements etc.). People, especially children, have to be trained how to behave properly in the case of an approaching tsunami. While most of the related problems have to be solved in a locally appropriate manner, the basic requirements have to be formulated centrally. This includes risk mitigation, preparedness, contingency plans and communication strategies, all of which will be developed during the project.

### Implementation

The new monitoring sites and the national data centre in Indonesia are to be implemented in the next three years. For another two years, Germany will support the running of the TEWS. Germany will support Indonesia by providing Capacity Building, involving training courses for scientists, engineers and decision makers, covering both the technical and the managerial aspects of the system. The experience gathered in implementing the TEWS will serve as a crucial factor in plans to use the proposed technological mix alongside additional new technologies within the framework of a future global tsunami early warning system.

On a regional and global scale, it has now been firmly established that the co-ordination of the implementation of a tsunami early warning system will be the responsibility of the Intergovernmental Oceanographic Commission of UNESCO. The decision was reached in a series of events: an ASEAN leader's meeting on 6th January 2005; the World Conference on Disaster Reduction in Kobe, Japan, 19th-22nd January 2005; the Ministerial meeting in Phuket, Thai-

land, 29th January 2005; the crucial "First International Coordination Meeting for the Development of a Tsunami Warning and Mitigation System for the Indian Ocean within a Global Framework" at UNESCO Headquarters in Paris; and its successor event in Grand-Baie, Mauritius from 14th to 16th April. Germany was among the countries to pledge considerable financial support at this last meeting. Finally, the 23rd session of UNESCO/IOC's General Assembly formally established the Intergovernmental Coordination Group for the Indian Ocean Tsunami Warning and Mitigation System (ICG/IOTWS).

Germany will continue to support this process at the IOC through its high level of commitment and its willingness to contribute financially. Moreover, Germany will continue to emphasise – during all phases of the design and implementation process – that the TEWS will be absolutely open, transparent and usable for all partners who want to join the effort of preventing another disaster like the December 2004 tsunami.

Further Information:

GFZ Potsdam  
<http://www.gfz-potsdam.de>

Federal Ministry for Education and Research  
<http://www.bmbf.de>



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## 1978

### World Heritage Committee and World Heritage List.

1972's Convention Concerning the Protection of the World Cultural and Natural Heritage having entered into force in 1975, the 15-member World Heritage Committee (later expanded to 21) meets for the first time in Paris on 27th June 1977. At its second session in Washington D.C., in 1978, the first twelve sites are inscribed on the World Heritage List.

### Charter of National Commissions for UNESCO.

In the Charter passed by the 20th General Conference, the tasks, rights and obligations of the National Commissions are defined in detail.



# 1980 World Heritage in Germany

The International Programme for the Development of Communication

(IPDC) is set up to reduce the gap of media infrastructure between North and South. The initiative came from the United States at the 20th General Conference (1978).



World Heritage "Palaces and Parks of Potsdam and Berlin"  
Photo: Hans-J. Aubert

## Aachen Cathedral (Date of Inscription: 1978)

Construction of this palatine chapel, with its octagonal basilica and cupola, began c. 790–800 under the Emperor Charlemagne. Originally inspired by the churches of the Eastern part of the Holy Roman Empire, it was splendidly enlarged in the Middle Ages.

## Speyer Cathedral (1981)

Speyer Cathedral, a basilica with four towers and two domes, was founded by Conrad II in 1030 and remodelled at the end of the 11th century. It is one of the most important Romanesque monuments from the time of the Holy Roman Empire. The cathedral was the burial place of the German emperors for almost 300 years.

## Würzburg Residence with the Court Gardens and Residence Square (1981)

This magnificent Baroque palace – one of the largest and most beautiful in Germany and surrounded by wonderful gardens – was created under the patronage of the prince-bishops Lothar Franz and Friedrich Carl von Schönborn. It was built and decorated in the 18th century by an international team of architects, painters (including Tiepolo), sculptors and stucco-workers, led by Balthasar Neumann.



### Pilgrimage Church of Wies

(1983)

Miraculously preserved in the beautiful setting of an Alpine valley, the Church of Wies (1745–54), the work of architect Dominikus Zimmermann, is a masterpiece of Bavarian Rococo – exuberant, colourful and joyful.

### Castles of Augustusburg and Falkenlust at Brühl

(1984)

Set in an idyllic garden landscape, Augustusburg Castle (the sumptuous residence of the prince-archbishops of Cologne) and the Falkenlust hunting lodge (a small rural folly) are among the earliest examples of Rococo architecture in 18th-century Germany.

### St Mary's Cathedral and St Michael's Church at Hildesheim

(1985)

St Michael's Church was built between 1010 and 1020 on a symmetrical plan with two apses that was characteristic of Ottonian Romanesque art in Old Saxony. Its interior, in particular the wooden ceiling and painted stucco-work, its famous bronze doors and the Bernward bronze column, are – together with the treasures of St Mary's Cathedral – of exceptional interest as examples of the Romanesque churches of the Holy Roman Empire.

### Roman Monuments, Cathedral of St Peter and Church of Our Lady in Trier

(1986)

Trier, which stands on the Moselle river, was a Roman colony from the 1st century A.D. and then a great trading centre beginning in the next century. It became one of the capitals of the Tetrarchy at the end of the 3rd century, when it was known as the 'second Rome'. The number and quality of the surviving monuments are an outstanding testimony to Roman civilization.

## 1982

**2nd World Conference on Cultural Policies.** The ministerial conference held in Mexico City welcomes 129 states between 26th July and 8th August. The Conference creates a new definition of culture and initiates a World Decade for Cultural Development.



## World Heritage in Germany

# 1984

**USA withdraws from UNESCO**  
(31st December). It cites grounds of politicisation, ideological one-sidedness and inefficient management at UNESCO. Great Britain also announces its withdrawal for the end of 1985. The Thatcher government cites inefficient budgeting and the threat to freedom of the press posed by a New World Information and Communication Order, among other criticisms.



The Old Town of Quedlinburg  
Photo: Hans-J. Aubert

### Hanseatic City of Lübeck (1987)

Lübeck – the former capital and Queen City of the Hanseatic League – was founded in the 12th century and prospered until the 16th century as the major trading centre for northern Europe. It has remained a centre for maritime commerce to this day, particularly with the Nordic countries. Despite the damage it suffered during the Second World War, the basic structure of the old city, consisting mainly of 15th- and 16th-century patrician residences, public monuments (the famous Holstentor brick gate), churches and salt storehouses, remains unaltered.

### Palaces and Parks of Potsdam and Berlin (1990)

With 500 ha of parks and 150 buildings constructed between 1730 and 1916, Potsdam's complex of palaces and parks forms an artistic whole, whose eclectic nature reinforces its sense of uniqueness. It extends into the district of Berlin-Zehlendorf, with the palaces and parks lining the banks of the River Havel and Lake Glienicke. Voltaire stayed at the Sans-Souci Palace, built under Frederick II between 1745 and 1747.

### Abbey and Altenmünster of Lorsch (1991)

The abbey, together with its monumental entrance, the famous 'Torhall', are rare architectural vestiges of the Carolingian era. The sculptures and paintings from this period are still in remarkably good condition.

### Mines of Rammelsberg and Historic Town of Goslar (1992)

Situated near the Rammelsberg mines, Goslar held an important place in the Hanseatic League because of the rich Rammelsberg metallic ore deposits. From the 10th to the 12th century it was one of the seats of the Holy Roman Empire of the German Nation. Its well-preserved medieval historic centre has some 1,500 half-timbered houses dating from the 15th to the 19th century.



## Maulbronn Monastery Complex

(1993)

Founded in 1147, the Cistercian Maulbronn Monastery is considered the most complete and best-preserved medieval monastic complex north of the Alps. Surrounded by fortified walls, the main buildings were constructed between the 12th and 16th centuries. The monastery's church, mainly in Transitional Gothic style, had a major influence in the spread of Gothic architecture over much of northern and central Europe. The water-management system at Maulbronn, with its elaborate network of drains, irrigation canals and reservoirs, is of exceptional interest.

## Town of Bamberg

(1993)

From the 10th century onwards, this town became an important link with the Slav peoples, especially those of Poland and Pomerania. During its period of greatest prosperity, from the 12th century onwards, the architecture of Bamberg strongly influenced northern Germany and Hungary. In the late 18th century it was the centre of the Enlightenment in southern Germany, with eminent philosophers and writers such as Hegel and Hoffmann living there.

## Collegiate Church, Castle, and Old Town of Quedlinburg

(1994)

Quedlinburg, in the Land of Saxony-Anhalt, was a capital of the East Franconian German Empire at the time of the Saxonian-Ottonian ruling dynasty. It has been a prosperous trading town since the Middle Ages. The number and high quality of the timber-framed buildings make Quedlinburg an exceptional example of a medieval European town. The Collegiate Church of St Servatius is one of the masterpieces of Romanesque architecture.

# 1985

**The British and Singaporean withdrawals take effect on 31st December.**

# 1990

**World Conference on Education for All.** The intergovernmental conference held in conjunction with the UNDP, UNICEF and the World Bank in Jomtien, Thailand (5th to 9th March) brings together 1500 participants from 155 countries, 20 governmental organisations and 150 NGOs, marking a turning point in UNESCO's history. In a World Declaration on Education for All, an expanded definition of primary education is formulated, alongside long-term objectives for world education policy. Partial objectives for the year 2000 include halving the number of illiterate people and guaranteeing primary education for at least 80% of children under 14.



## World Heritage in Germany

# 1991

**First World Education Report.** The World Education Report, which is brought out every two years, contains 196 pages of information on key trends in education policy and statistics from 160 countries.

### First UNESCO Teaching Chair.

As part of the UNITWIN programme to promote higher education partnerships (with priority for North-South partnerships), the first UNESCO Chair is inaugurated at the Kenyatta University in Nairobi in the field of Nutrition, Health and Child Development.



### Völklingen Ironworks

(1994)

The ironworks, which cover some 6 ha, dominate the city of Völklingen. Although they have recently gone out of production, they are the only intact example, in the whole of western Europe and North America, of an integrated ironworks that was built and equipped in the 19th and 20th centuries and has remained intact.

### Messel Pit Fossil Site

(1995)

Messel Pit is the richest site in the world for understanding the living environment of the Eocene, between 57 million and 36 million years ago. In particular, it provides unique information about the early stages of the evolution of mammals and includes exceptionally well-preserved mammal fossils, ranging from fully articulated skeletons to the contents of stomachs of animals of this period.

### Bauhaus and its Sites in Weimar and Dessau

(1996)

Between 1919 and 1933, the Bauhaus School, based first in Weimar and then in Dessau, revolutionized architectural and aesthetic concepts and practices. The buildings put up and decorated by the school's professors (Walter Gropius, Hannes Meyer, Laszlo Moholy-Nagy and Wassily Kandinsky) launched the Modern Movement, which shaped much of the architecture of the 20th century.

### Cologne Cathedral

(1996)

Begun in 1248, the construction of this Gothic masterpiece took place in several stages and was not completed until 1880. Over seven centuries, successive builders were inspired by the same faith and a spirit of absolute fidelity to the original plans. Apart from its exceptional intrinsic value and the artistic



masterpieces it contains, Cologne Cathedral testifies to the enduring strength of European Christianity. (Inscription on the List of World Heritage in Danger: 2004)

### Luther Memorials in Eisleben and Wittenberg (1996)

These places in Saxony-Anhalt are all associated with the lives of Martin Luther and his fellow-reformer Melanchthon. They include Melanchthon's house in Wittenberg, the houses in Eisleben where Luther was born in 1483 and died in 1546, his room in Wittenberg, the local church and the castle church where, on 31 October 1517, Luther posted his famous '95 Theses', which launched the Reformation and a new era in the religious and political history of the Western world.

### Classical Weimar (1998)

In the late 18th and early 19th centuries the small Thuringian town of Weimar witnessed a remarkable cultural flowering, attracting many writers and scholars, notably Goethe and Schiller. This development is reflected in the high quality of many of the buildings and of the parks in the surrounding area.

### Museumsinsel (Museum Island), Berlin (1999)

The museum as a social phenomenon owes its origins to the Age of Enlightenment in the 18th century. The five museums on the Museumsinsel in Berlin, built between 1824 and 1930, are the realization of a visionary project and show the evolution of approaches to museum design over the course of the 20th century. Each museum was designed so as to establish an organic connection with the art it houses. The importance of the museum's collections – which trace the development of civilizations throughout the ages – is enhanced by the urban and architectural quality of the buildings.

# 1991

**The Executive Board becomes an intergovernmental body.** The 26th General Conference in Paris (15th October to 7th November) passes a Japanese motion that the Executive Board should henceforth be made up of government representatives, rather than individuals acting in a personal capacity.



The Hanseatic City of Lübeck  
Photo: Hans-J. Aubert



## World Heritage in Germany

# 1992

### Memory of the World Programme.

The project carries out pioneering work to preserve valuable collections of books, manuscripts, or other perishable documents on paper or microfilm, as well as sound and film recordings.

### German Commission for UNESCO meets in Weimar.

The General Assembly of the German Commission for UNESCO is held for the first time in the territory of the former GDR. (1st to 2nd April).



### Wartburg Castle

(1999)

Wartburg Castle blends superbly into its forest surroundings and is in many ways 'the ideal castle'. Although it has retained some original sections from the feudal period, the form it acquired during the 19th-century reconstitution gives a good idea of what this fortress might have been at the height of its military and seigneurial power. It was during his exile at Wartburg Castle that Martin Luther translated the New Testament into German.

### Garden Kingdom of Dessau-Wörlitz

(2000)

The Garden Kingdom of Dessau-Wörlitz is an exceptional example of landscape design and planning of the Age of the Enlightenment, the 18th century. Its diverse components - outstanding buildings, landscaped parks and gardens in the English style, and subtly modified expanses of agricultural land - serve aesthetic, educational, and economic purposes in an exemplary manner.

### Monastic Island of Reichenau

(2000)

The island of Reichenau on Lake Constance preserves the traces of the Benedictine monastery, founded in 724, which exercised remarkable spiritual, intellectual and artistic influence. The churches of St Mary and Marcus, St Peter and St Paul, and St George, mainly built between the 9th and 11th centuries, provide a panorama of early medieval monastic architecture in central Europe. Their wall paintings bear witness to impressive artistic activity.

### Zollverein Coal Mine Industrial Complex in Essen

(2001)

The Zollverein industrial complex in the Land of North Rhine-Westphalia consists of the complete infrastructure of a historical coal-mining site, with some 20th-century buildings of outstanding architectural merit. It constitutes remarkable material evidence of the evolution and decline of an essential industry over the past 150 years.

### Historic Centres of Stralsund and Wismar

(2002)

The medieval towns of Wismar and Stralsund, on the Baltic coast of northern Germany, were major trading centres of the Hanseatic League in the 14th and 15th centuries. In the 17th and 18th centuries they became Swedish administrative and defensive centres for the German territories. They contributed to the development of the characteristic building types and techniques of Brick Gothic in the Baltic region, as exemplified in several important brick cathedrals, the Town Hall of Stralsund, and the series of houses for residential, commercial and crafts use, representing its evolution over several centuries.

### Upper Middle Rhine Valley

(2002)

The 65km-stretch of the Middle Rhine Valley, with its castles, historic towns and vineyards, graphically illustrates the long history of human involvement with a dramatic and varied natural landscape. It is intimately associated with history and legend and for centuries has exercised a powerful influence on writers, artists and composers.

### Dresden Elbe Valley

(2004)

The 18th and 19th century cultural landscape of Dresden Elbe Valley extends some 18-km along the river from Übigau Palace and Ostragehege fields in the

northwest to the Pillnitz Palace and the Elbe River Island in the southeast. It features low meadows, and is crowned by the Pillnitz Palace and the centre of Dresden with its numerous monuments and parks from the 16th to the 20th centuries. The landscape also features 19th and 20th century suburban villas and gardens and valuable natural features. Some terraced slopes along the river are still used for viticulture and some old villages have retained their historic structure and elements from the industrial revolution: notably the 147-m Blue Wonder steel bridge (1891-1893), the single-rail suspension cable railway (1898-1901), and the funicular (1894-1895). The passenger steamships (the oldest from 1879) and shipyard (ca 1900) are still in use.

### **Muskauer Park / Park Muzakowski** (2004) transboundary property

A landscaped park of 559.90-ha astride the Neisse river and the border between Poland and Germany, it was created by Prince Hermann von Puckler-Muskau from 1815 to 1844. Blending seamlessly with the surrounding farmed landscape, the park pioneered new approaches to landscape design and influenced the development of landscape architecture in Europe and America. Designed as a 'painting with plants', it did not seek to evoke classical landscapes, paradise, or some lost perfection, instead it used local plants to enhance the inherent qualities of the existing landscape. This integrated landscape extends into the town of Muskau with green passages that formed urban parks framing areas for development. The town thus became a design component in a utopian landscape. The site also features a reconstructed castle, bridges and an arboretum.

### **Town Hall and Roland on the Marketplace of Bremen** (2004)

The Town Hall and the Statue of Roland on the marketplace of Bremen in northwest Germany are outstanding representations of the civic autonomy and sovereignty, as these developed in the Holy Roman Empire in Europe. The old town hall was built as in the Gothic style in the early 15th century, after Bremen joined the Hanseatic League. The building was renovated in the so-called Weser Renaissance style in the early 17th century. A new town hall was built next to the old one in the early 20th century as part of an ensemble that survived the bombarding during the Second World War. The statue is 5.5m tall and dates back to 1404.

### **Frontiers of the Roman Empire** (2005) transboundary property

The site consists of two sections of the border line of the Roman Empire at its greatest extent in the 2nd century A.D., part of what is known as the "Roman Limes". The two sections cover a length of 550 km from the northwest of Germany, to the Danube in the southeast and are inscribed as an extension of Hadrian's Wall (UK), which was listed in 1987. All together, the Limes stretched over 5,000kms from the Atlantic coast of northern Britain, through Europe to the Black Sea, and from there to the Red Sea and across North Africa to the Atlantic coast. They consist of remains of built walls, ditches, forts, fortresses, and watch towers. Certain elements of the line have been excavated, some reconstructed and a few destroyed. Some parts are only known from field surveys. Vestiges in this site include remains of the ramparts, walls and ditches, close to 900 watchtowers, 60 forts, and civilian settlements, which accommodated tradesmen, craftsmen and others who serviced the military.

# 1992

**World Press Freedom Day on 3rd May.** On the initiative of Director-General Mayor, 3rd May is declared World Press Freedom Day, to mark the anniversary of the 1991 Windhoek Declaration on freedom of the press in Africa.

Ute-Henriette Ohoven appointed by the Director-General as **UNESCO Special Ambassador for Children in Need.**



## First “World Heritage Day” in Germany



*On the initiative of the German Commission for UNESCO, the first World Heritage Day in Germany took place on the 5th June 2005. The aim of this event is not only to raise public awareness of the German World Heritage sites as places of especially careful preservation work, but also to strengthen their role in transmitting the ideas of UNESCO. Around half of the 31 World Heritage sites in Germany took part in this first World Heritage Day. The Abbey of Lorsch played host to the national opening ceremony.*

“Each World Heritage site is a link in a cultural network covering the whole world”, stated Dr. Roland Bernecker, Secretary-General of the German Commission for UNESCO. Contact and cultural dialogue are

therefore the themes for World Heritage Day, called for the first time this year by the German Commission for UNESCO and the Association of German World Heritage Sites.

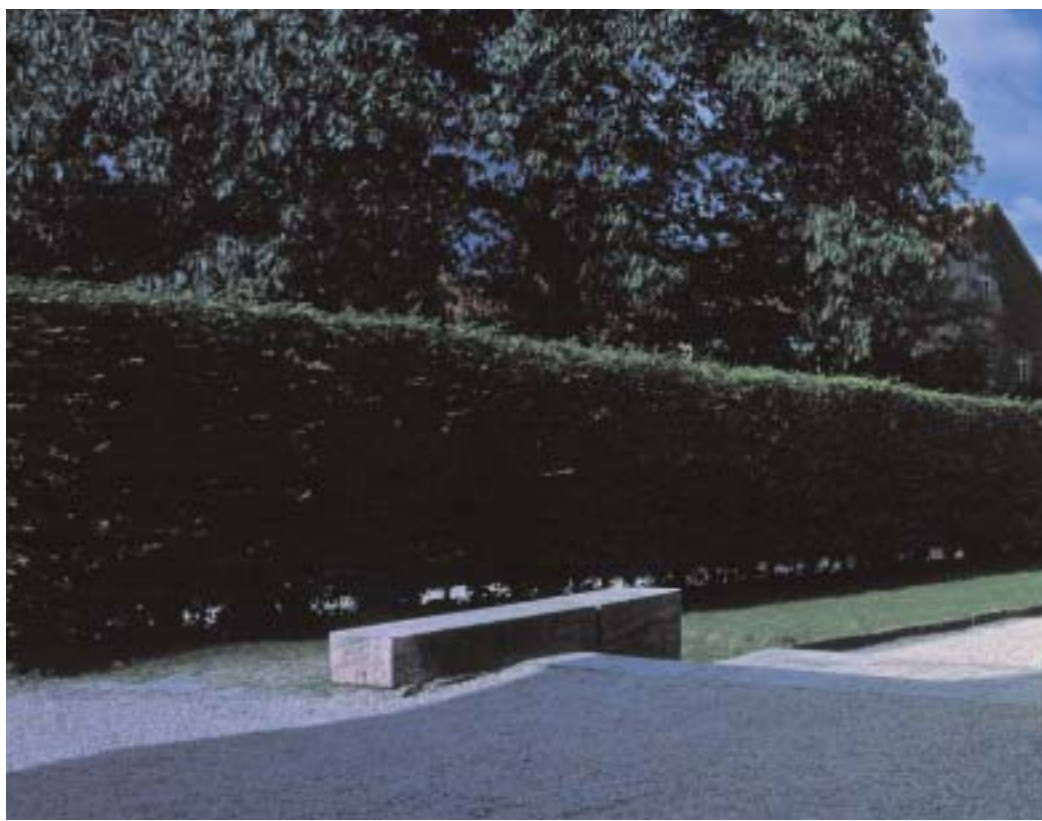
World Heritage Day should above all be a forum for communication with local people, for whom “their” World Heritage site is an important cultural and historical reference point. The aim is to “make World Heritage an experience” and to understand our own culture as part of the diverse heritage of humankind. Each site is a point on a fascinating roadmap of cultural difference, and a place of learning for intercultural understanding.

On World Heritage Day, the sites in Germany were presented as “Ambassadors for UNESCO”. Alongside the preservation of the monuments and their authenticity, communication is the most important task



The stand set up by the museum education officers at the Abbey of Lorsch enchanted young visitors with hand-painted world maps and globes.

Photo: German Commission for UNESCO/Claudia Brincks



facing sites. This takes the form of international partnerships and innovative tourism ideas, the strengthening of scientific cooperation and the development of "World Heritage education". In order to bring out the relationship between people and their heritage, the Abbey of Lorsch has run a museum education programme for more than ten years, which has become a model to others.

The Abbey of Lorsch in the Land of Hesse was inscribed on the UNESCO World Heritage List in 1991. It was the first World Heritage site to take the initiative in creating an intercultural network of abbeys on the World Heritage List, and set the tone for the day's theme. Its partner sites from Armenia and South Korea – the Abbeys of Geghard and Haeinsa – also took part in putting together the World Heritage Day in Lorsch on the 5th of June.

A broad range of cultural events were put together to celebrate World Heritage Day, including exhibitions, information stands, culinary delights, and a museum education programme for children and young people. A debate featuring renowned figures from politics and culture dis-

cussed the aims and tasks of the World Heritage sites. Visitors were able to talk to specialists in monument preservation and find out about the history, study and preservation of the sites, as well as concepts for sustainable tourism at monuments. UNESCO Associated Schools and UNESCO Clubs from the region also took part in World Heritage Day. Sponsors and associations had the opportunity to present themselves. Around 3000 visitors took the chance to find out about World Heritage and UNESCO.

### **Nationwide Activities from Aachen to Zollverein**

A large number of German World Heritage sites played their part in ensuring the success of the first World Heritage Day. Special tours, talks, concerts and exhibitions took place in Aachen, Bamberg, Bremen, Dessau, Dresden, Maulbronn, the Upper Middle Rhein Valley, Potsdam-Sanssouci, Speyer, Trier, the Völklingen Ironworks and the Zollverein Industrial Complex in Essen. One outstanding idea came from the bakeries of Bremen. They made 1200 copies of the town seal from 1336 out of marzipan, selling them exclu-

sively for World Heritage Day. The proceeds went to preservation work. The town of Hildesheim combined World Heritage Day with the 20th anniversary celebrations for the inscription of the Cathedral and St. Michael's Church in the World Heritage List, and put on a wide-ranging cultural programme.

The thoroughly positive response to the first World Heritage Day confirms the great success of the UNESCO World Heritage List in the German public sphere. In future, World Heritage Day is to take place every year on the first Sunday in June. Each year, a different German World Heritage site shall hold the national celebrations.

*The Abbey of Lorsch with its famous "Koenigshalle" from the Carolingian era  
Photo: Hans-J. Aubert*



Christine M. Merkel

## Memory of the World – a building block for international civil society

In 2005, two new German-nominated documentary collections were inscribed in the Memory of the World Register, namely the Grimm Brothers' *Children's and Household Tales* (Kinder- und Hausmärchen) and the so-called Waldseemüller Map of 1507 (Universalis Cosmographia secundum Ptholomei traditionem et Americi Vespucii aliorumque Lustrationes), the latter as a joint nomination with the United States of America.

When selecting the nominations, including the two recent ones, the German Nomination Committee strives to take the perspective of the other as much as possible:

- what is known internationally about the relevance, the repercussions, the impact of a given cultural innovation, a work of art, a turning point in history?

- how can the creation of a Memory of the World be traced and verified?
- what might be its role for an emerging international civil society?
- what is known about the lines of transmission and often also fragmentation, frequently influenced by power politics?

The German Nomination Committee was created in late 1999. As of today, it has reviewed some thirty potential nominations. Of the ten nominations presented to the MOW International Advisory Committee, eight have been successful. For the upcoming round of nominations, the German Nomination Committee is consulting on compilations from the history of science and philosophy, as well as on documentary heritage of the 20th Century.

Monastic Island of Reichenau  
Photo: Hans-J. Aubert





Photo: Museum of the Brothers Grimm

### The Waldseemüller World Map of 1507

A map is not the landscape. However, maps tell important stories about the worldviews of their compilers, about their ambitions, their blind spots and their achievements.

The *Universalis cosmographia secundum Ptholomaei traditionem et Americi Vespucii aliorumque Lustrationes* was prepared by a team of scholars in the Gymnasium Vosagense in St. Dié, France, under the direction of Martin Waldseemüller. This 1507 World map is uni-

versally recognized as the first map, printed or manuscript, to reflect a true depiction of a separate Western Hemisphere and the existence of the Pacific Ocean. This monumental cartographic achievement of the early 16th century bears additional importance as the first printed world wall map. It is the document which reflects Waldseemüller's decision to name the New World "America" in honor of Amerigo Vespucci. It is the first map on which the name America appears. With that designation on the map, the use of the name America was applied and gradually accepted to describe the Western Hemisphere.

The Library of Congress possesses the only known surviving copy of this map. The map also revolutionized world geography, and especially the European world view, which had previously focused on the existence of a three continent world, i.e., Europe, Asia, and Africa. Thus, Waldseemüller's team succeeded in coming to a completely new understanding of the composition of the earth. They assimilated the new geographic data arriving as a result of the European "discoveries" in the New World and Africa at the end of the fifteenth and

## 1993

**Delors Commission.** A 15-member commission entitled 'Education for the 21st Century' is set up, under the chairmanship of Jacques Delors, then President of the European Commission. Its report, *Learning: The Treasure Within* is published on 11th April 1996.

**The First UNESCO Chair in Germany** is inaugurated at the University of Trier's Centre for European Studies. As of October 2005, nine UNESCO Chairs are active at German universities.



## Memory of the World

the beginning of the sixteenth centuries: building on the Ptolemaic tradition, Waldseemüller integrated the recent discoveries by the Portuguese and the Spanish, merging medieval knowledge with the contemporary world view. As it also included the most up-to-date and detailed information about Africa, the map provided a relatively accurate understanding of the modern world.

The sole surviving copy of the 1507 world map by Waldseemüller, of which some 1000 copies were reportedly initially prepared, has a fascinating history in its own right. This map was kept in a portfolio by Johann Schöner, a German globe maker living in Nuremberg. Reportedly, late in the seventeenth century, the family of Prince Waldburg-Wolfegg of Baden-Württemberg acquired Schöner's portfolio. Scholars in the eighteenth and nineteenth centuries were unaware of the existence of any surviving copies of the world map.

In 1901 the sole surviving copy of Waldseemüller's monumental 1507 cartographic achievement was uncovered by Jesuit priest Joseph Fischer, who was conducting research in the Waldburg collection. Throughout the twentieth century, the Library of Congress repeatedly expressed its desire to acquire the 1507 world map, when and if ever it was made available for sale. The map was finally offered for sale to the Library of Congress in the late 1990s. Permission to sell the map to the Library of Congress was granted by both the state of Baden-Württemberg and the Federal Republic of Germany after intensive and controversial public debate.

### The Grimm Brothers' Children's and Household Tales

While most Germans know the Grimm fairy tales from their childhood days, told over and over again by grandparents and kindergarten teachers, the Memory of the World



Fairy tale illustration of the first coloured edition of the "Children's and Household Tales" (Stuttgart 1826)

Photo: Museum of the Brothers Grimm

nomination shed light on their worldwide echo and their international cultural sources.

The "*Kinder- und Hausmärchen*" (KHM), subtitled "Poetry of the People", deal with genuine, living, and original folk poetry, the remnants of orally transmitted ancient popular traditions reaching back to pre-literary times. The 1812/13 edition is the reference edition for the stories the brothers collected, which have since been translated into 160 languages. The Grimm fairy tales have proved to be an inexhaustible source of inspiration for artists working in music, art, theatre, film and the new digital media. The tales have many sources and were influenced by Perrault and by the Arabian Nights. They thus represent a global fairy tale tradition. They are at the same time the first systematic compilation and the first scientific documentation of the entire European and Oriental fairy tale tradition. The collection is housed in the Museum of the Brothers Grimm in Kassel.

Jacob (1785-1863) and Wilhelm (1786-1859) Grimm are among the

## 1994

With the end of apartheid, **South Africa rejoins UNESCO** after a 38-year absence (12th December).

## 1995

The World Heritage Committee meets in Germany for the first time (Berlin, 4th to 19th December).



great minds and personalities of the 19th century. Both their scientific efforts and their political activities were clearly marked by ethical principles. They participated in the protest of the "Göttingen Seven" in 1837, and Jacob Grimm was active in the first German Parliament at St. Paul's Church in Frankfurt, in 1848. They always stood up for the principle of liberty, founded upon law and history. Although the Brothers Grimm were born into and clearly marked by a time of awakening national consciousness and emerging national movements, they always cast their sights far beyond Germany's borders. Their research drew on numerous foreign cultures and traditions. The brothers led a life of unparalleled brotherly partnership in research and literary work.

Two aspects account for the overwhelming worldwide success of the Grimms' fairy tale collection, a success which continues to this day:

- 1) the special language and poetic quality of the fairy tale text, polished by Wilhelm Grimm from one edition to the next into a specifically romantic, highly stylized narrative tone; and
- 2) the artistic response, in the form of adaptation and transformation into various media of art and communication, which accompanied the reception of the fairy tales from the second edition of 1819 onward. Also important to the history of the work's impact are the early Danish, English, French and Russian translations, many of which are available as unique, very rare editions at the Museum of the Brothers Grimm in Kassel.

The Kassel Handexemplare (Annotated Reference Copies, of 1812/13) are unique, containing their handwritten notes, commentaries and supplements. They were in the possession of the Brothers Grimm themselves until 1859/1863; thereafter they were in the possession of Herman Grimm, eldest son of Wilhelm Grimm; and from 1897 onward – un-

interruptedly – in the possession of the Brüder Grimm-Gesellschaft e.V. (Association of the Brothers Grimm).

For human societies, the compilation and examination of oral and written tradition has always been a pivotal factor in the development of identity, with completely new cultural patterns of codification and reception. In this respect, German romanticism laid important philosophical foundations. The *Children's and Household Tales* of the Brothers Grimm are, next to the Luther Bible, the best known and most widely read book of German cultural history worldwide.

The "Memory of the World" program has become a major standard bearer among UNESCO's cultural heritage programs. In Germany, the program is highly appreciated for its scope, its originality, and its fresh approach to the ideas of documentary heritage. The Memory of the World Register can be considered a sounding board of the common memory of humanity. It certainly is a rich source of inspiration for the growing international civil society around the globe, working together through UNESCO.



*Christine M. Merkel is Head of the Division for Culture and Communication/MOW.*

*Note: This text draws on the nominations prepared in 2004 by Dr. James H. Billington, The Librarian of Congress, Washington, D.C. (Waldseemüller map) and by Dr. Bernhard Lauer, Kassel (Grimm Kinder- und Hausmärchen)*

## 1996

### **First World Book and Copyright**

**Day.** The day is celebrated for the first time on the 23rd March 1996. It is intended to promote books and reading, as well as raising respect for copyright as a defence of intellectual property. In Germany, UNESCO World Book Day has become one of the most well known international days, thanks to the efforts of the German Book Trade Association, the Stiftung Lesen association, and innumerable bookshops.

**German Commission for UNESCO homepage.** The German Commission for UNESCO sets up a homepage (<http://www.unesco.de>), which with over 500 000 online readers in 2005 has become the most-read Commission publication.



Karl-Heinz Köhler

# Sport - Fit, Fair and Peaceful for ONE WORLD

## The 6th International Project Day of the German UNESCO Associated Schools Project (ASPnet) 2006

The International Project Day, which takes place every two years, is one of the core elements of the UNESCO Associated Schools Project network in Germany. Like a lot of other ASPnet activities, it is aimed at enhancing Education for Sustainable Development. On April 26th 2006, the next Project Day, 'Sport – Fit, Fair and Peaceful for One World', will take place. In preparation for the Project Day, all German ASPnet schools are working on projects related with this issue in 2005, the International Year of Sports and Physical Education, and in the first months of 2006. They are cooperating with other ASPnet schools in Germany and in other countries. Many schools which are not members of this network will also participate. The results will be presented during regional meetings, in the German ASPnet magazine and on the homepages of the schools, as well as on the federal website which is linked to them.

Under the title "Sport – Fit, Fair and Peaceful for One World", sev-

eral sub-topics will be discussed and dealt with throughout the projects.

### Sport and Health

It is a long tradition of the network to deal with one topic about education for sustainable development during each project day. In the context of the next project day, this topic will be health. This reflects the importance of sport in maintaining health at a high level in a 'physically-inactive media society'. As nowadays more and more time is spent using modern communication devices and technology without actively moving the body, the network wants to draw the students' attention to this issue and its possible solutions. The heading of the project day incorporates this aspect with the word 'fit'.

### Sport and Violence Prevention

The two other adjectives in the heading – 'fair' and 'peaceful' – also

reflect an important aspect of sustainability, which is the prevention of violence. Without the latter, violent action often results in even more violent revenge. Sport is a useful instrument in disconnecting students from violence, or keeping students away from it in the first place, as has been shown repeatedly in scientific research. Young people, in particular those with a poor job outlook in the future, tend to be violent. Therefore, it seems necessary to offer opportunities for sport as a means of violence prevention. Scientists have found that sport activities

- can reduce aggression and trigger the need for physical movement
- can help to develop existing physical capabilities
- can help to overcome fears and to transfer self-confidence from sport activities to other domains of everyday life
- tend to improve the relationships of young people with each other, with teachers and the environment



Therefore, the German Associated Schools Project network promotes this aspect of sustainable development by organising sports activities which are integrated into larger, long-term projects. These projects are to be implemented by students from ASPnet schools as well as from outside the network.

### Sport, One World and Sustainable Development

Now that the resolution on the 'United Nations Decade Education for Sustainable Development' has been passed by the German parliament, the German part of the ASPnet will play an important role in transferring existing knowledge and experience about 'Education for Sustainable Development' into German schools. This transfer places special emphasis upon Global Learning, which is also a focus of the International Project Day 2006. The German part of the network will initiate research projects about sport products which are manufactured by child labour, for instance. As part of the organisation of the project day, there is a widespread call to use soccer balls in street-ball tournaments which are produced with a 'fair trade' label.

For additional information, please visit [www.ups-schulen.de](http://www.ups-schulen.de), the home-

page of the German part of ASPnet. It provides further ideas for subtopics and working material for the project day. The project day was already announced early in 2005, in order to show that the project day should not be seen as an isolated event, but rather as a platform for discussion which requires more long-term preparation and commitment. The event itself should stand out as the highlight of ASPnet's long-term project work.



*Dr. Karl-Heinz Köhler is the National Co-ordinator for the Associated Schools Project Network in Germany.*

Dresden Elbe Valley: the Pillnitz Palace  
Photo: Hans-J. Aubert

## 1997

**Great Britain rejoins.** After a near 12-year absence, Great Britain returns to UNESCO (1st July).

**5th World Conference on Adult Education (CONFIN-TEA) in Hamburg.** 1500 education specialists, 134 government representatives, 428 NGOs (which, for the first time in UNESCO history, are accorded full speaking rights in all forums) and 223 institutions meet in Hamburg for the Conference. The participants passed the Hamburg Declaration on Adult Learning and an Agenda for the Future of Adult Learning (Hamburg, 13th to 17th July).

**Universal Declaration on the Human Genome and Human Rights.** This first international legal instrument on the ethics of genetic research is passed consensually by the 29th General Conference after long and hard debate (11th November).



# UNESCO in the German Press

With 12,026 articles in the German print media, the press response to UNESCO and the German Commission for UNESCO once again easily broke through the 'magic' 10,000 barrier in 2004. Last year was typical in that the lion's share of public awareness went to World Heritage. Daily and weekly newspapers dedicated 4,893 articles to the World Heritage sites in Germany alone, and 2,438 to the international World Heritage. The reduction in the number of articles devoted to international World Heritage on last year (3,476) is easily explained: the threat posed to World Heritage by the Iraq war attracted a great deal of attention, with 1,176 mentions.

## Statistical Overview

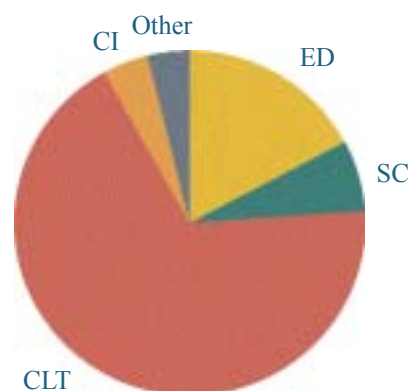
12,026 articles in the German press reported on UNESCO in 2004.

In comparison: 2003: 13,975 articles; five years ago (1999): 9,487; ten years ago (1994): 6,621. The basis for the evaluation were German newspapers and magazines. Internet, radio and television reports have not been included in the statistics.

<b>Total articles</b> .....	<b>12,026</b>
<b>Education</b> .....	<b>2,071</b>
including	
UNESCO Associated Schools .....	1,251
Initiative "Education of Children in Need" .....	588
International Literacy Day / Literacy .....	170
<b>Sciences</b> .....	<b>704</b>
including	
Biosphere Reserves in Germany .....	327
Biosphere Reserves internationally .....	81
<b>Culture</b> .....	<b>8,179</b>
including	
German World Heritage .....	4,893
including:	
Cologne Cathedral .....	732
Fire at the Anna Amalia Library .....	636
International World Heritage .....	2,438
World Book Day .....	369
World Poetry Day .....	45
UNESCO Music Prize .....	198
<b>Communication / Media</b> .....	<b>507</b>
including	
World Documentary Heritage, "Memory of the World" .....	409
Press Freedom Day .....	32
<b>Human Rights</b> .....	<b>100</b>
<b>Other</b> .....	<b>465</b>

By subject, Culture took a clear lead with 8,179 articles (2003: 9,259). Education followed with 2,071 articles, of which 1,251 dealt with the UNESCO Associated Schools and 588 with the UNESCO Education Programme of Children in Need. German print media reported on activities in the area of the Social and Natural Sciences 704 times, including 408 on the Biosphere Reserves; 507 times on the area of Communication/Information, including 409 on the Memory of the World; and 100 times on Human Rights. UNESCO thus continues to hold an image as the "World Culture Organization" in the German public sphere.

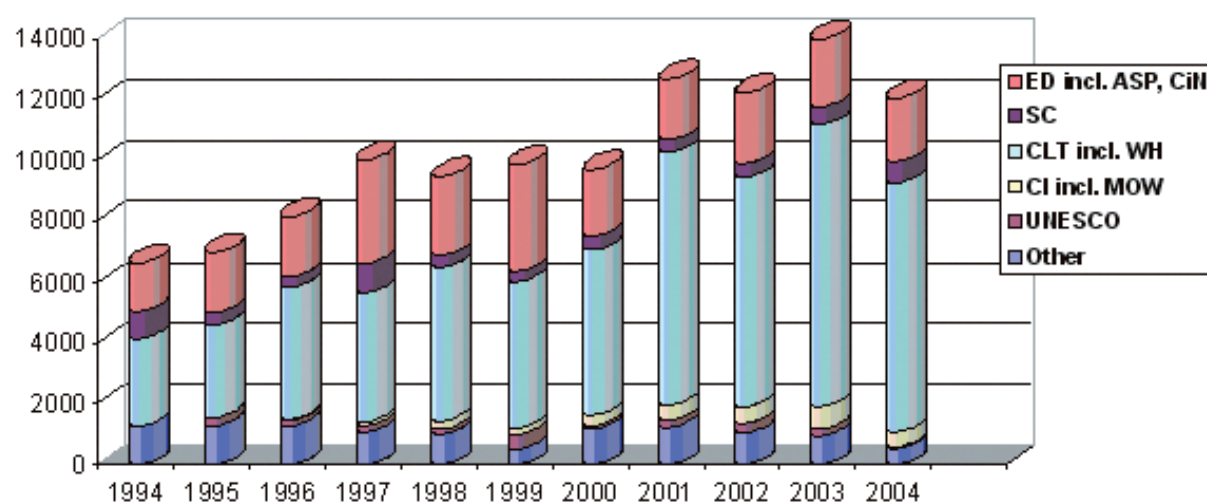
## The Image of UNESCO in Germany



- CI Communication / "Memory of the World"
- CLT Culture / World Heritage
- ED Education / UNESCO Associated Schools / Education of Children in Need
- SC Natural and Social Sciences / Human Rights

## Development of Press Response 1994 to 2004

Education (ED), UNESCO Associated Schools (ASP), UNESCO Education Programme of Children in Need (CiN), Sciences (SC), Culture (CLT), World Heritage (WH), Communication and Information (CI), Memory of the World Programme (MOW), UNESCO general, Other.



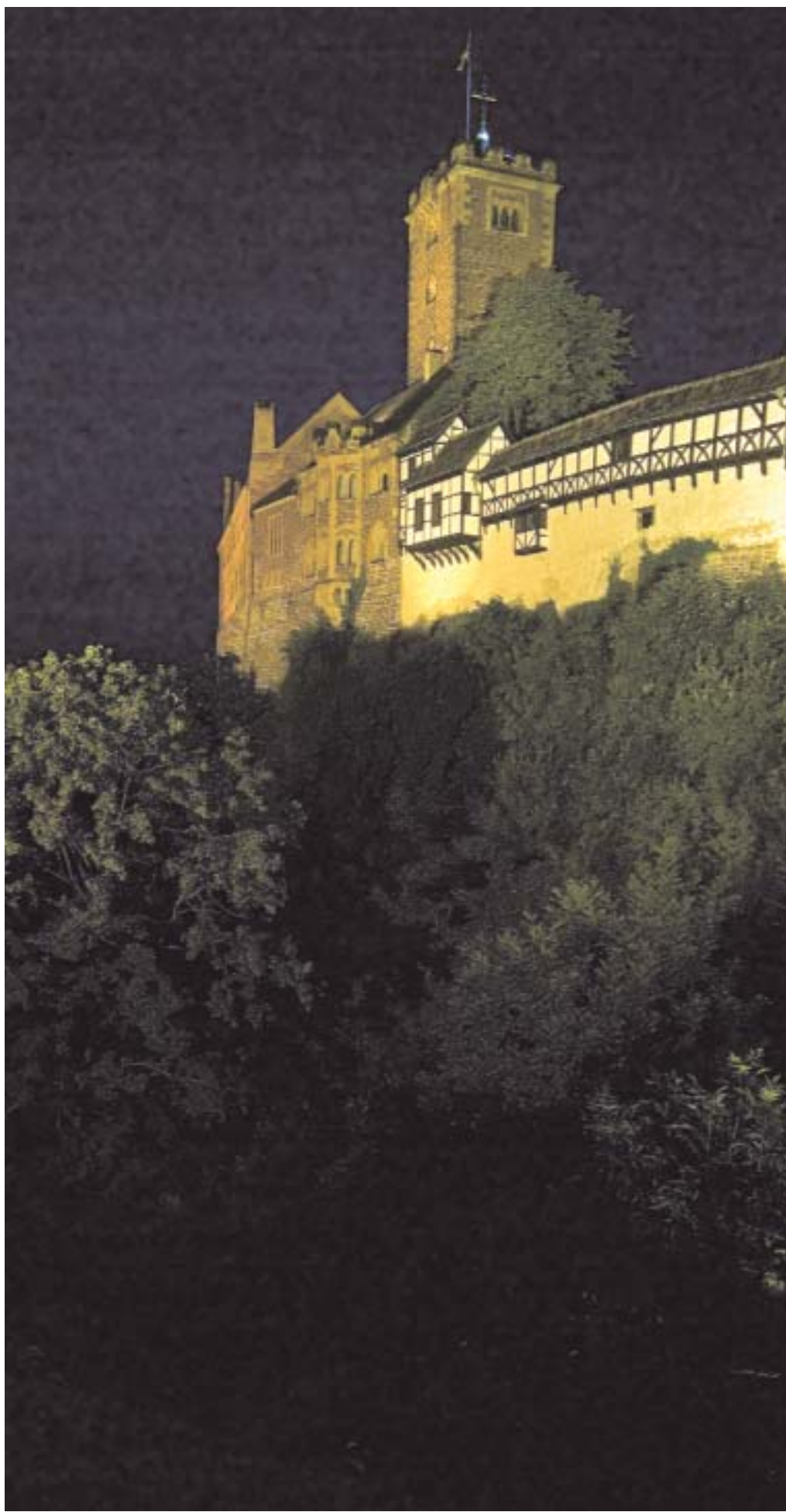
## Development of Press Response in absolute figures

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
ED	306	333	312	865	229	233	296	325	161	579	232
ASP	974	801	970	1288	1162	1156	1234	1100	1112	913	1251
CiN	310	852	702	1237	1196	2112	664	570	1039	743	588
SC	898	398	344	966	386	330	453	402	456	572	704
CLT	661	524	369	461	606	752	937	1171	745	456	848
WH	2202	2528	3957	3780	4450	4055	4494	7140	6793	8803	7331
CI	-	-	45	125	259	111	78	63	76	46	98
MOW	-	-	-	-	-	106	261	428	459	695	409
UNESCO	-	261	171	210	158	489	97	230	339	217	36
Other	1270	1279	1278	1078	1016	503	1183	1232	1020	951	529

1998

**UNESCO World Conference on Cultural Policies for Development.** Under the motto *The Power of Culture: Cultural Policies for Development*, 2000 politicians, entrepreneurs, artists and intellectuals gather in Stockholm. They debate the implementation of the recommendations contained in the 1995 report published by a World Commission, chaired by Pérez de Cuéllar – *Our Creative Diversity* – and agree on an Action Plan. (30th March to 2nd April).

**European National Commissions in Cologne.** The German Commission for UNESCO plays host to the Conference of National Commissions for UNESCO in the Europe Region (9th to 14th July). Around 100 representatives from 47 UNESCO National Commissions take part in the Cologne conference.



Wartburg Castle  
Photo: Hans-J. Aubert

1999

**New Director-General of UNESCO.** On taking office on 15th November, Koïchiro Matsuura announces a complete administrative and operational reform, aiming to adapt the organisation to the demands of the information age and globalisation.

**UNESCO and Africa: A Seminar for German Journalists in Paris.** 20 TV and radio journalists take part in a seminar on African issues, including UNESCO's media policy. It also covers environmental policy, focusing on the African Biosphere Reserves. UNESCO Director-General Matsuura opens the seminar (1st to 3rd December). By 2005, four more seminars are held for German TV and radio journalists at UNESCO Headquarters in Paris.

2000

**World Poetry Day.** World Poetry Day (21st March) is celebrated for the first time.

**Global Dialogue at EXPO 2000.** At EXPO 2000 in Hannover, a Global Dialogue is organised by the World Bank and UNESCO, in conjunction with the German Foundation for International Development, the German Commission for UNESCO, and business partners. The German Commission for UNESCO organises the first internet video conference link with Havana as part of the Euro-Caribbean schools project, 'Learning for the Future'.

2001

**International Year of Dialogue Among Civilisations.**

UNESCO assumes charge of the International Year of Dialogue Among Civilizations. A UNESCO seminar on the fringe of the Millennium Summit in New York (6th September 2000) brings together ten heads of state in the debate.

**Masterpieces of the Oral and Intangible Heritage of Humanity.** On the recommendation of an international jury, Director-General Matsuura names the first 19 Masterpieces (18th May).



## 2001

**21 new inscriptions in the Memory of the World Programme.** At the 5th meeting of the International Advisory Committee in Kyongju (Korea), resolutions include the inscription of Fritz Lang's *Metropolis*, Goethe's literary estate, and the manuscript of Beethoven's 9th Symphony. Together with the oldest documents of the invention of printing with moveable type in Asia (the Korean Jikji texts), the Gutenberg Bible preserved in Göttingen was inscribed as a document of 'the invention of printing by Johannes Gutenberg as an engine of mass literacy in Europe' (27th to 29th June).

**50 years of German participation in UNESCO.** The 11th July marks the 50th anniversary of Germany's acceptance as a UNESCO member state, the celebrations for which dominate the 61st General Assembly of the German Commission for UNESCO in Berlin (11th-12th July). President Johannes Rau holds a reception in Schloss Bellevue to mark the occasion.

## 2003

**United Nations World Literacy Decade (2003-2012).** UN General Secretary Kofi Annan officially opens the World Literacy Decade (13th February). UNESCO is put in charge.

With the **USA's return to UNESCO**, the organisation counts 190 member states (1st October). This is accompanied by an increase in the regular budget for 2004/5, from 544 to 610 million US dollars. Germany is the third biggest contributor to UNESCO after the USA and Japan.



## 2004

**German chairs the Executive Board.** Ambassador Hans-Heinrich Wrede, Germany's Permanent Delegate to UNESCO since the beginning of August 2002, is elected Chairman of the Executive Board (20th October).

**Convention for the Safeguarding of the Intangible Cultural Heritage** adopted by the General Conference

Germany and the **German Federal Coalition for Cultural Diversity** take an active part in the elaboration of UNESCO's Convention on the Protection and Promotion of the Diversity of Cultural Expressions.

Two new German-nominated documentary collections were inscribed in the **Memory of the World Register**: the Grimm Brothers' *Children's and Household Tales* and the so-called Waldseemüller Map of 1507, the latter as a joint nomination with the United States of America.

The **Cologne Cathedral** is put on the List of World Heritage in Danger (July).

## 2005

The German Commission for UNESCO and its National Committee coordinate the implementation of the **UN Decade of "Education for Sustainable Development"** (2005 to 2014) in Germany.



Palaces of Potsdam-Sanssouci  
Photo: Hans-J. Aubert





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# How to File Complaints on Human Rights Violations

A Manual for Individuals and NGOs

Klaus Hübner

Berlin 2005 (fourth, updated and enlarged edition)

Editors:

German Commission for UNESCO, Bonn  
German United Nations Association, Berlin

Prof. Dr. Klaus Hübner is member of the Executive Committee of the German Commission for UNESCO, member of the Presidium and coordinator of the Research Council of the German United Nations Association.

The fourth edition of this standard work appears exclusively in an electronic version. It updates and expands the information provided in previous editions, which have been translated into eleven languages, altogether in sixteen international editions.



Copies of this CD-ROM can be obtained  
for a price of 5 Euro including postage to most places of the world,  
from the German United Nations Association [info@dgvn.de](mailto:info@dgvn.de).

This manual is available on the Internet, at [www.unesco.de/c\\_humanrights/](http://www.unesco.de/c_humanrights/)

This CD-ROM has been designed and realized by Dr. Lutz Möller,  
Head of the Division for Science of the German Commission for UNESCO.

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