KEY NOTE

The Netherlands Antilles after 25 years as an Associate Member of UNESCO:
To build peace in the minds of people

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Introduction
It is an honour to be the Key Note Speaker today on this special occasion. On 26 October 1983, 25 years ago, the Netherlands Antilles became the first Associate Member of UNESCO, leading the way for another five Associate Members.

On our islands UNESCO is best known for the fact that Willemstad was placed on the World Heritage List over ten years ago, on 7 December 1997. And many people are aware of studies by UNESCO to promote education in the native language, Papiamentu, in our case.

The inter-governmental organization (IGO) UNESCO was founded in 1945 and became operational on 4 November 1946. The mission of UNESCO is to promote peace: to build peace in minds of people.

In fulfilling its mission, UNESCO carries out five established functions for the international community:
i) it is a laboratory of ideas, including foresight;
ii) it is a standard-setter;
iii) it is a clearing house;
iv) it is a capacity-builder in Member States in UNESCO's fields of competence; and
v) it is a catalyst for international cooperation.

UNESCO gives priority to Africa and to gender equality. Moreover, specific targeted action is envisaged for youth, the least developed countries (LDCs), and small island developing states (SIDS). UNESCO will also respond to the needs of disadvantaged and excluded groups, as well as the most vulnerable segments of society, including indigenous populations.

I want to highlight the concept of SIDS, because too little attention is given to this concept and the Netherlands Antilles is a SIDS. And I want to make a plea for a greater focus on this reality of the Netherlands Antilles. Unfortunately, because of time constraints, I will not be able to elaborate on this issue.

The Medium-Term Strategy of UNESCO is structured around five, programme-driven, overarching objectives for the entire organization. These objectives define areas where UNESCO has a unique profile and comparative advantage in the multilateral field:
- Attaining quality Education for All;
- Mobilizing scientific knowledge and science policy for sustainable development;
- Addressing emerging ethical challenges;
- Promoting cultural diversity and intercultural dialogue;
- Building inclusive knowledge societies through information and communication.

Fourteen strategic programme objectives then translate these overarching objectives into methods for pursuing themes, through sectoral and/or intersectoral action.

Today UNESCO has 191 Members and 6 Associate Members. Today we commemorate the fact that 25 years ago the Netherlands Antilles became the first Associate Member of UNESCO, leading the way for Aruba, British Virgin Islands, Cayman Islands, Macao and China. This illustrates the foresight of the Netherlands Antilles and the fact that the Netherlands Antilles is a trendsetter.

UNESCO has an important role to play in the achievement of the UN Millennium Development Goals (MDGs), to be achieved by 2015, that respond to the world's main development challenges.
1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop a Global Partnership for Development

In 2005 the University of the Netherlands Antilles dedicated its attention to these goals across a wide range of fields, and produced the publication *"Een aanzet tot integrale ontwikkeling; Bezien vanuit het Caribische deel van het Koninkrijk"*. This was part of the celebration of the 25th year of the reign of Her Majesty Queen Beatrix of the Kingdom of the Netherlands. But it still has to be said that there has been insufficient visible effort to improve in the areas of MDG.

The structure of my speech
In my speech I will focus on:
- The results or activities of UNESCO in the Netherlands Antilles in past years.
- The importance of IGOs like UNESCO.

And although the Netherlands Antilles has focused on the two UNESCO objectives, Education and Culture, I will focus on the two other objectives of UNESCO that are also very close to the heart of Minister of Education of the Netherlands Antilles Leeflang:
- The importance of science and higher education.
- Communication and media in our community.

What are the results of the UNESCO membership of the Netherlands Antilles?
Over the years the Netherlands Antilles have submitted 60 projects, of which 41 were approved. We placed Willemstad on the World Heritage List. This is a good record. Currently we are in the process of getting Saint Eustatius, Bonaire and Saba on the World Heritage List, too.

From the start the Netherlands Antilles has focused on the areas of education and culture. Current programmes are *Youth Forum*, for the last three years, and *Youth Path*, started last year. With the *Youth Forum*, UNESCO empowers young people, reaching out to them, responding to their expectations and ideas, fostering useful and long-lasting skills.

Youth Path uses heritage tourism to empower young people to achieve advancement and self-esteem. This is a programme especially for SIDS. Other projects that should be mentioned are *Breaking the Silence*, dealing with the consequences of slavery, and the Tsunami project. I return to this last one later.

This is a good record of performance on the part of UNESCO in the Netherlands Antilles. But have we arrived?

The importance of IGOs like UNESCO
To understand the importance of the IGO UNESCO for the Netherlands Antilles one must understand trends in governance. To govern means to steer. United Nations agencies define governance as "the process of decision-making and the process by which decisions are implemented (or not implemented)".

We govern three domains: the public domain, NGOs or civil society and private markets. The first domain consists of governmental organizations, and these can be further subdivided into core government and semi-government organizations. The IGOs, organizations comprised by sovereign states, are becoming increasingly important, as it is recognised that many issues have global aspects.

Public Domain	Civil Society	Private Market
Intergovernmental Organizations (IGO)	International Non Governmental Organizations (INGO)	Multi National Corporations (MNC) or Global Organizations
Core Government	Associations	International Organizations
Semi Government	Foundations	Captive Market

Figure 1: Classification of organizations (Goede, 2008)

Globalization implies that organizations are under pressure to migrate from all other domains to the profit sector domain, or the corporate governance domain. But there is also a drive towards the category of IGOs and INGOs. From a critical perspective, today's globalization can be viewed as the import or adoption of the Anglo-American paradigm of corporate governance by developing countries, based on the principle-agent theory (Ardalan, 2007; Goede, 2008).

UNESCO and the United Nations University (UNU) have a long history of working together on issues related to globalization, starting in 2003 with the International Conference that was held in Tokyo, entitled *Globalization with a Human Face - Benefiting All*. And recently, in August 2007, the International Conference called *Pathways Towards a Shared Future: Changing Roles of Higher Education in a Globalized World* was organized, again in Tokyo.

In a world where no country is entirely homogenous, demands for recognition of different ethnicities, religions, languages and values are increasingly. There is an urgency to develop a sense of respect for the Other that will provide a basis for mutual understanding, friendship and learning. Cultural diversity and heritage are vectors of identity and tools for reconciliation.

Globalization and the emergence of new contemporary challenges and threats to humankind make the need for dialogue among peoples ever more topical.
A principal objective of dialogue is to bridge the gap in knowledge about other civilizations, cultures and societies, to lay the foundations for dialogue based on universally shared values and to undertake concrete activities, inspired and driven by dialogue, especially in the areas of education, cultural diversity and heritage, the sciences and communication and media. The Netherlands Antilles must participate actively in this dialogue. We are a model for the world and we should be careful with this heritage.

More and more decision-making power is moving from democratically elected governments to IGOs. One of the issues related with the IGOs is the so called 'democratic deficit'. A democratic deficit occurs when apparently democratic organizations or institutions in fact fall short of fulfilling what are believed to be the principles of democracy. Many authors have argued that the United Nations, and thus UNESCO, suffers from a democratic deficit, because it lacks a body of directly-elected representatives. In the case of the Netherlands Antilles the deficit is to our advantage, because we have access to UNESCO without being a full member, as we are not an independent nation. We should appreciate this and take full advantage of the situation. And we should seek more of international memberships, like that of UNESCO, in order to participate actively in global governance.

Science
In a world where every aspect of life is increasingly dependent upon science and technology (S&T) and its applications, promoting capacity-building and education in science and technology is indispensable for all nations. This is true not only for achieving sustainable development but also for creating a scientifically and technologically literate citizenry in the interests of ensuring true democracy. In the coming years, an increasing number of political decisions - whether related to the economy, the environment, socio-cultural issues, or other spheres of activity - will be based on S&T. Consequently, the increase in distancing of children and youth from science and technology worldwide is a cause of major concern, as the children of today will be the citizens and decision makers of tomorrow.

UNESCO's programme in science and technology education focuses upon the means and methods to address these issues in both formal and non-formal education, notably by supporting Member States in:
- Cooperation at the International, Regional, and Sub-regional levels
- Training and capacity building of relevant personnel
- Production and dissemination of innovative and context-specific teaching/learning materials
- Establishment and management of networks of specialists and specialized institutions
- Promotion of exchange of information and popularization of science and technology education.

The University of the Netherlands Antilles (UNA) is the centre of scientific research in the Netherlands Antilles. Traditionally the university has focused on education (Gomes Casseres, 2008). But one should also mention Carmabi and the Metrological Agency of the Netherlands Antilles, which participate in a research project on Tsunamis, sponsored by UNESCO. Only in the last few years UNA has put increasing emphasis on scientific research. The UNA is a young institution in a young country that is seeking its identity. In the 1950s the government of Curaçao started a scholarship programme to send students to the Netherlands. Today, about four hundred students leave the island annually to study abroad, mainly at universities in the Netherlands. Of these students only thirty percent return to the island after they graduate. This means a huge loss of the creative class, the so called brain drain. The University of the Netherlands Antilles was created to reduce this drain (Heilegers, 2004). Since 2002 the number of students has increased significantly.

Year	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08
Students	701	670	767	1041	1339	1658	1953	2032

Table 1: Number of students of the University of the Netherlands Antilles (Source: University of the Netherlands Antilles).

Today the UNA is a small university of about 2000 students catering mainly for Curaçao and to a lesser extent the other islands of the Netherlands Antilles. Currently thirty nationalities study at the UNA. There are six departments: The Business School; The Law School; The Technology Department; The General Department; The School of

Medicine; and The Department of Community Work and Behavioural. The UNA wants to become, and must become, a regional university, irrespective of the constitutional reforms of the Netherlands Antilles that be put into effect after 2010. Part of the strategy to become a regional university involves securing European accreditation and developing as a regional education and research centre. The UNA must become a brain gain attraction. How can the UNESCO assist us to reach this objective?

Communication in the Netherlands Antilles
UNESCO promotes freedom of expression and freedom of the press and fosters media independence and pluralism by providing advisory services on media legislation and by making governments, parliamentarians and other decision-makers aware of the need to guarantee free expression.

UNESCO promotes freedom of expression and freedom of the press as a basic human right, through lobbying and monitoring activities. It highlights media independence and pluralism as fundamental to the process of democracy by providing advisory services on media legislation and by making governments, parliamentarians and other decision-makers aware of the need to guarantee free expression.

In the Netherlands Antilles there is totally different situation. Curaçao alone has twenty-eight radio stations, nine newspapers and three local television stations. This is a very high ratio per capita. The radio and television has a *sui generis* structure of governance. It is a mixture of public and private governance. There is no relationship between the profit the media corporation makes and the fees associated with the government license. There is no government approved media policy. There is a Media Code, but it focuses mainly on violence, pornography and vulnerable groups in society. There is an association of media workers, but there still no Code of Conduct. There is no body to present a case against a media provider for misconduct. Any such cases have to be taken to court (Goede, 2006).

The press in Curaçao, as everywhere else in the world, is greatly dependent upon income generated by advertising. The press in Curaçao is mainly a business; others functions are less relevant. This is not unique:

> "Most newspapers, radio- and TV stations get most or all of their income from advertisements and sponsoring. The media will therefore seek to optimally satisfy the interests of their advertisers, which are not necessarily coincident with the interests of the readers, listeners and viewers (Baker 1994; McManus 1994)." (Fog, 2004)

But the position of the press in Curaçao cannot be compared to the Netherlands, for example. In Curaçao the press is not financially independent. Income is limited and as a consequence the staffing is quantitatively and qualitatively poor. In other words the media cannot pay for quality.

There is a paradox of the democracy of the media. It looks easy to start a media company, and the media are very accessible. This results in a big offering of media. This does not make the media more democratic and more independent, but results in a more dependent press that even applies self-censorship. The society of Curaçao has become a reality show. Via the media, all events have become live events. And via call-in programmes and letters to newspapers and radio stations, citizens vote who wins and who loses.

Our mediacracy has a specific dimension. Because of the small scale of society, friends and family ties influence the work of the journalist. It has been stated that the media and individual journalists can be bribed. Corporate Governance, especially from the SOEs and subsidized foundations, is affected. Via the media, stakeholders exert their influence, by-passing the formal and official channels and procedures. Take the case of the UNA as example. Media influence weakens the supervisory board and in some cases the director of the executive board has resigned. In some cases organizations have become totally ungovernable (Goede, 2006, Amigoe, 1 September 2006; Abbad, 2006).

> "...the only efficient way to improve media quality is to reduce the economic competition. In fact, the goal of democratic performance cannot be achieved when unrestrained market forces control the media. (Fog, 2004)

The media in the Netherlands Antilles do not stick to the role of presenting the news but in many cases makes the news, and in some cases the media has become the news. The question is: Who watches over the watchdog? The media are not the watchdog but are a part of the whole system of checks and balances in the fragile democracy of the small island society of Curaçao. The question is whether citizens will use the news media as a part of the system checks and balances to control the media themselves. The proposed policy of the Minister of Education is in line with international developments. Can the involvement of UNESCO improve the governance of the media in the Netherlands Antilles?

Conclusions
There are results of our efforts over the last 25 years: Willemstad is on the World Heritage List and the position of Papiamentu is totally transformed from what it was 25 years ago. But although the Netherlands Antilles has been an Associate Member of UNESCO for the past 25 years, public awareness of this fact, and of the benefits, is low. The Netherlands Antilles should be much more conscious of its Associate Membership. We should also take advantage of our connection with UNESCO to promote science and improve the governance of the media in the Netherlands Antilles. In other words we should broaden the scope of our interests beyond education and culture.

Statements to be discussed by the panel
1. The Netherlands Antilles should embrace the reality of being an SIDS.
2. The Netherlands Antilles can increase its benefit from Associate Membership of UNESCO.
3. UNESCO could help the university to start a programme on globalization of small island states.

4. UNESCO could assist with the improvement of the governance of the media in the Netherlands Antilles.

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