VI Baku International Humanitarian Forum

25-26 October 2018

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Shaping a New World and a New Humanity: Creativity and Human Development

The VI Baku International Humanitarian Forum will focus on identifying and seeking to release creative ideas and energies that can both shape tomorrow's world as well as respond to it. The drive to encourage and enable a greater correspondence between the world *as a place* and the world as a *community* of people will build new relationships, innovative and timely discussions and positive encouragement for change in traditional approaches to human development.

The Forum will highlight our need to take responsibility for an humanitarianism that is founded on a confidence in people and their competences to meet the critical challenges of our time; a humanity that saves lives, alleviates suffering and maintains human dignity at times of rapid change and strains, during and after human-made crises and disasters caused by natural hazards, as well as a humanity that prevents and strengthens preparedness for when such situations occur. The Forum places such action within the key principles of humanity, impartiality, neutrality and independence, which are important across our world. Central to the Forum's concept is the call of the UN Secretary General for partnerships and collaborations, for a joined up world of civil society, national and international governments and organizations, and for a commitment to proactivity –so that we work together to prevent the negatives and anticipate the positives.

Human adaptability and creativity have been central to our success as individuals and in communities. Every period in history has included new challenges which have required us to think, behave and cooperate in new and creative ways. Today's world is no different.

In September 2015, 193 world leaders set out what our world needs to do to bring about sustainable development by 2030, including eliminating extreme poverty and hunger, tackling climate change, reducing inequality, and putting sustainable water supplies, energy sources and industry in place. The Sustainable Development Goals (SDGs) are ambitious and aspirational, with the potential of creating half-a-billion jobs with opportunities worth an estimated US$12 trillion in areas including affordable housing and energy efficiency to circular economy models and advances in healthcare. We know that business can be a powerful agent of change in an interconnected world where the private sector, Governments and society have differentiated responsibilities but a shared interest in stability, prosperity, peace and development. The SDG 16—to "promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels"— provides a crucial opportunity for all, working together to align community and organization strategies with a new universal goal on peace, and to strengthen responsibilities and commitments to these efforts.

No Forum in 2018 would be complete without addressing the disinformation and misinformation that have become such pervasive features in our relations. This takes us back

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to human development and the pressing need to train our young people with the critical thinking skills necessary to evaluate sources of information; developing more discerning people, more resilient when dealing with the swathes of information each of us face every day, flows that are simultaneously a blessing and a curse.

Theme 1: Education and Science in the Context of Human Capital Development

As a period of rapid change in which technologies, and the systems through which technologies are used, are evolving faster than ever before, the way in which education prepares individuals to reach their full potential is also evolving. Big questions are raised about how education can and should be designed for a very different age, for different needs, and indeed for yet unknown jobs and occupations. Most jobs that today's young people will have in the future do not yet exist. There is also the challenge of difference, of the advantaged and the less advantaged, and of how education can address the issues of social mobility. Creativity is central to this process. Our schools and universities must teach creative and critical thinking skills, so that learners enter the job market with the ability to adapt to the changing world of work in which they will find themselves. This understanding transforms the role of education: knowledge alone is not enough. Instead, education must foster the ability to find new ways of using existing knowledge; of thinking in creative, innovate and entrepreneurial ways. If we are to move towards an educational philosophy that is fit for the 21st Century, we need to think creatively and expansively about the educational process.

- Even our best education systems were designed for different times; how can we accelerate the changes in pedagogy needed for our new age?

- How can we anticipate future of work in ways that can help with preparing for employment?

- How can education be mobilised for peace?

- Why independent learning and life-long learning still minority activities?

Theme 2: Innovation as New Sources for Creative Economy

Innovation is the key to both a creative (and therefore resilient) economy, and to the creative industries, which are themselves pivotal to the health of a society. A creative economy is versatile and multifaceted; flexible and adaptable. Over the last century, the focus of technological innovation has transformed. A shift has occurred towards networks and systems: innovation now concerns connectivity, transfer and movement. Innovation in the 20th Century was of large, universal developments in transport, energy, medicine and

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VI Baku International Humanitarian Forum leading discussions with development and technical experts, government ministers, civil society leaders, international organization officials and influencers from private sectors on the new global policies needed to ensure a sustainable future for people today and for generations to come.

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communications. In the 21st century change is likely to focus on the distribution and use of these 20th Century developments, and focus more on how the benefits are shared.

In one sense, this shift in innovative thinking is semantic. 21st Century innovation is disruptive: it aims to transform the way we do things. This is in part driven by the pursuit of prosperity: there is a need to justify innovation in economic terms; to make returns and attract investment. Just as we cannot be sure what the future holds for future employment markets, innovation is also not predictable, it shifts and transform. To best harness the power of innovation for human development, we must analyse and reflect on these patterns and shifts.

- Should we fear innovation and change that disrupts?

- How can we plan and prepare for innovation if at its best it is more often accidental?

- In our social partnerships between the state and communities how can we harness and incentivise innovations that bring social benefits and discourage those that do not?

- How can innovation in the creative industries help with the SGDs?

Theme 3: Sustainable Development Goals 2030: Global Challenges and Opportunities

Striving for the Sustainable Development Goals (SDGs) and meeting the agreed targets will require completely new ways of working and of connecting between places, sectors and global interests. The SDGs are themselves a major global innovation. They direct us towards the challenges, and therefore responsibilities, which are shared across the globe. No longer are development goals localised, and only of relevance to specific places; they are universal. The contemporary world is characterised and qualified by connectivity. People, technologies and information travel at greater speed than ever before. The impact of the SGDs will challenge the separation of East and West, the Global South and North and the notion of old and new worlds. The challenges which effect someone in one location will impact on friends, relatives, trade partners or business associates on other continents and in different sectors and places. Building resilient societies requires networked solutions that address the strengths and vulnerabilities of global connections as well as local contexts.

- The SDG that many will find the biggest challenge is the 17th SDG, "Partnerships for the Goals" – which requires partnerships between governments, the private sector and civil society. None of the challenges can be met without working together.

- How do we ensure that business and the private sector become full partners for the SDGs?

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- How do private enterprises ensure and show that the SDGs are an integral part of their sustainability plans?

- What makes working with government difficult for the private sector?

- Thinking creatively about the SDGs requires us to think differently about global relationships. Should we end the North-South divide?

Theme 4: Disinformation Policy – a Threat to Stability in the Modern World

One of the negative by-products of increased interconnectivity is the rapid dissemination of misinformation. Accountability in such an interconnected world is difficult to address. While incorrect information is not new, the world is experiencing a dramatic increase in free-form and unregulated information (that which is not filtered by publishers, editors or other gatekeepers). As a result more people are exposed to misinformation and at a higher rate than ever. Two pressing questions arise. First, who is, or should be, held accountable for such information? Second, what mechanisms can be created which regulate the spread of information without jeopardising freedom of speech? A key differentiation between misinformation and disinformation can be made, and can further expand the above dilemmas. While the former is inaccurate information which has not necessarily been intentionally spread, the second is information produced with the intent to disinform. This differentiation further problematizes the issue of accountability.

Disinformation and propaganda used primarily to influence an audience and further an agenda, often presents facts selectively to encourage a particular synthesis or perception, or uses carefully constructed language to produce an emotional rather than a rational response. This is no longer simply associated with governments, but increasingly commonplace with activist groups, the corporate and media sectors.

How do we protect against false information and protect the rights of people?

What is the role of International Organizations in an information age?

Does misinformation and disinformation matter in a digital age?

Can education help protect us from 'fake news'?