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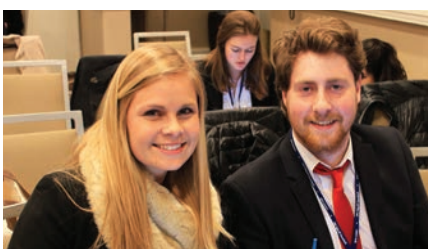
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UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION BACKGROUND GUIDE 2017

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NATIONAL MODEL UNITED NATIONS



THE 2017 NATIONAL MODEL UNITED NATIONS

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Dear Delegates,

Welcome to the 2017 National Model United Nations New York Conference (NMUN•NY)! We are pleased to introduce you to our committee, the United Nations Educational, Scientific and Cultural Organization (UNESCO). This year's staff is: Directors Ariane Larouche (Conference A) and Jeffrey Thorpe (Conference B), and Assistant Directors Tomas Ocampo (Conference A) and Sara Belligoni (Conference B). Ariane is currently working as a Research Assistant at the Senate of Canada. This will be her fourth year on staff. Jeffrey currently works as a Research and Statistical Analyst for the Judicial Council of Georgia's Administrative Office of the Courts and is looking forward his fourth year on NMUN•NY staff. Tomas is in his final year of his Master in Public Policy program at the UC Riverside School of Public Policy. This is his first year on staff. Sara received her Master's in International Relations with honors from Università Roma Tre in Italy and a Certificate in Global Affairs from New York University. Involved in the nonprofit sector, she works as an Analyst for the women-driven Doc International. This is her first year on staff.

The topics under discussion for UNESCO are:

- I. Empowering Vulnerable Groups through Access to Information and Communications Technology
- II. Sport for Peace and Development
- III. Safeguarding World Heritage

UNESCO plays a fundamental role by promoting lasting peace through humanity's moral and intellectual solidarity and benefits from its broad network of partners including Member States, civil society organizations, and the private sector. We are simulating the Executive Board of UNESCO in terms of composition and size; however, delegates are not limited to the strict mandate of the Executive Board during the Conference. For the purposes of NMUN•NY 2017, and corresponding with the educational mission of the Conference, the committee has the ability to make programmatic and policy decisions on issues within the mandate of UNESCO in line with the overall function of the organization.

This Background Guide serves as an introduction to the topics for this committee. However, it is not intended to replace individual research. We encourage you to explore your Member State's policies in depth and use the Annotated Bibliography and Bibliography to further your knowledge on these topics. In preparation for the Conference, each delegation will submit a Position Paper by 11:59 p.m. (Eastern) on 1 March 2017 in accordance with the guidelines in the [Position Paper Guide](#) and the [NMUN•NY Position Papers](#) website.

Two essential resources for your preparation are the [Delegate Preparation Guide](#) and the [NMUN Rules of Procedure](#) available to download from the NMUN website. The [Delegate Preparation Guide](#) explains each step in the delegate process, from pre-Conference research to the committee debate and resolution drafting processes. The [NMUN Rules of Procedure](#) include the long and short form of the rules, as well as an explanatory narrative and example script of the flow of procedure. In tandem, these documents thus serve as essential instruments in preparing for the Conference and as a reference during committee sessions.

Please take note of information in the [Delegate Preparation Guide](#) on plagiarism and the prohibition of pre-written working papers and resolutions. Additionally, please review the [NMUN Policies and Codes of Conduct](#) on the NMUN website regarding the Conference dress code; awards philosophy and evaluation method; and codes of conduct for delegates, faculty, and guests regarding diplomacy and professionalism. Importantly, any instances of sexual harassment or discrimination based on race, gender, sexual orientation, national origin, religion, age, or disability will not be tolerated. Adherence to these policies is mandatory.

If you have any questions concerning your preparation for the committee or the Conference itself, please contact the Under-Secretaries-General for the Development Department, Alexander Rudolph (Conference A) and Samantha Winn (Conference B), at usg.development@nmun.org.

We wish you all the best in your preparations and look forward to seeing you at the Conference!

Sincerely,

Conference A

Ariane Larouche, *Director*
Tomas Ocampo, *Assistant Director*

Conference B

Jeffrey Thorpe, *Director*
Sara Belligoni, *Assistant Director*



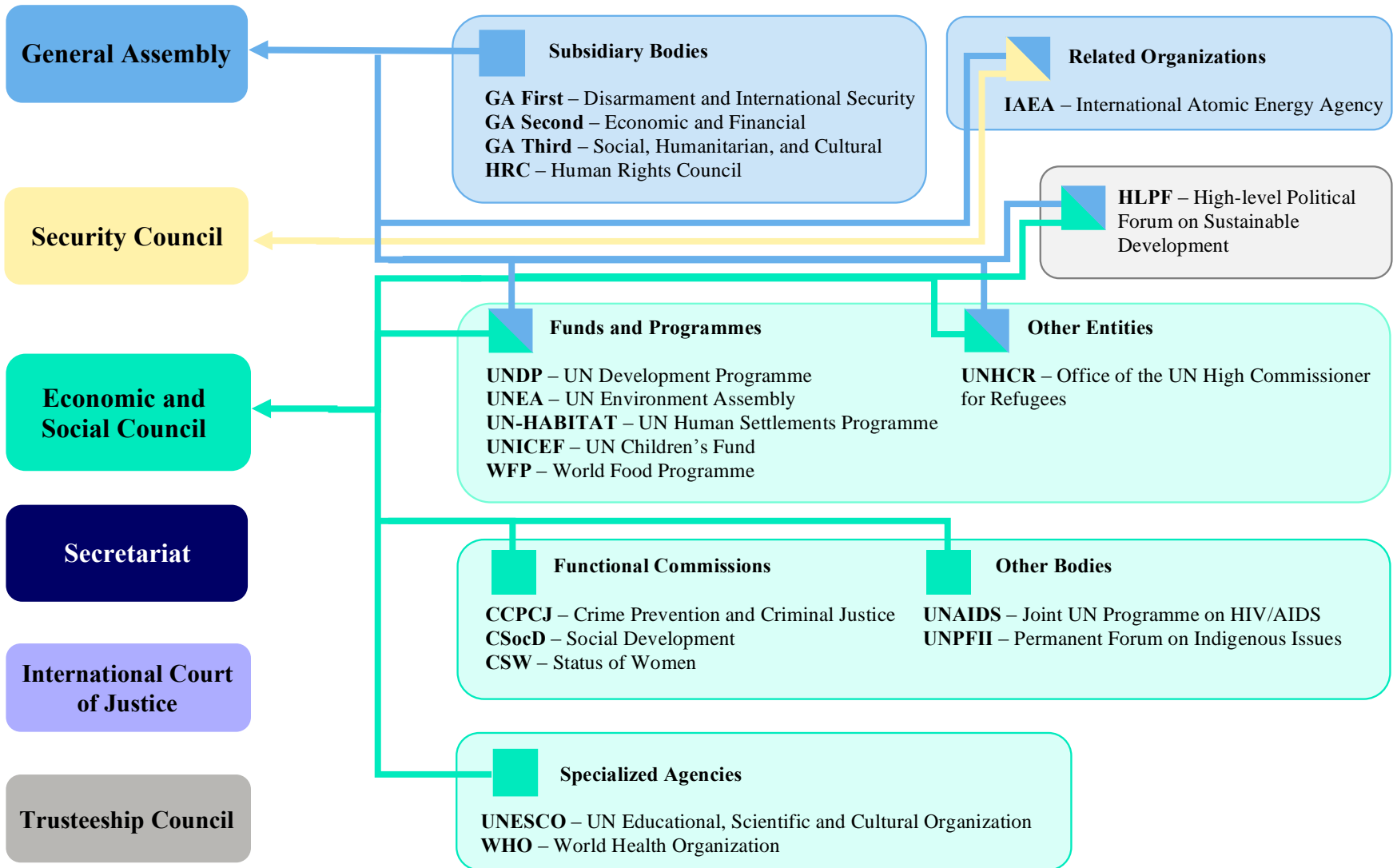
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United Nations System at NMUN•NY

This diagram illustrates the UN system simulated at NMUN•NY and demonstrates the reportage and relationships between entities. Examine the diagram alongside the Committee Overview to gain a clear picture of the committee's position, purpose, and powers within the UN system.





Abbreviations

APC	Association for Progressive Communications
CAME	Conference of Allied Ministers of Education
CARICOM	Caribbean Community
CICI	International Committee on Intellectual Cooperation
CIGEPS	Intergovernmental Committee for Physical Education and Sport
CSO	Civil society organization
ECOSOC	Economic and Social Council
FAO	Food and Agriculture Organization of the United Nations
FIFA	Fédération Internationale de Football Association
FOSS	Free and Open Source Software
GEM	Gender Equality & Mainstreaming
GIAHS	Globally Important Agricultural Heritage System
GIS	Geographic Information System
HLCM	High-Level Committee for Management
HLCP	High-Level Committee for Programmes
IBE	International Bureau of Education
ICCROM	International Centre for the Study of the Preservation and Restoration of Cultural Property
ICESCR	<i>International Covenant on Economic, Social and Cultural Rights</i>
ICJ	International Court of Justice
ICOMOS	International Council on Monuments and Sites
ICT	Information and Communications Technology
IGBC	Intergovernmental Bioethics Committee
IGO	Intergovernmental organization
IOC	International Olympic Committee
ITU	International Telecommunication Union
IUCN	International Union for Conservation of Nature
LGBT	Lesbian, Gay, Bisexual, and Transgender
MAB	Man and the Biosphere
NGO	Non-governmental organization
OCHA	Office for the Coordination of Humanitarian Affairs
OIC	Organisation of Islamic Cooperation
PACT	World Heritage Partnerships for Conservation Initiative
PCC	Permanent Consultative Council
PES	Physical Education and Sport
QPE	Quality Physical Education
SDG	Sustainable Development Goal
UIL	UNESCO Institute of Learning
UN	United Nations
UN-Women	United Nations Entity for Gender Equality and the Empowerment of Women
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNDG	United Nations Development Group
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	Office of the United Nations High Commissioner for Refugees
UNODC	United Nations Office on Drugs and Crime
UNOSDP	United Nations Office of Sport for Development Peace
UNSCEB	United Nations System Chief Executives Board for Coordination



WADA	World Anti-Doping Agency
WCAG	Web Content Accessibility Guidelines
WHC	World Heritage Committee
WITBN	World Indigenous Television Broadcasters Network
WSIS	World Summit on the Information Society



Committee Overview

“Since war began in the minds of men, it is in the minds of men that defenses of peace must be constructed.”¹

Introduction

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is a specialized agency of the United Nations (UN) system.² Although it is financially and structurally independent from the primary organs of the UN, UNESCO works with the UN to pursue common interests.³ UNESCO originated in the 1942 Conference of Allied Ministers of Education (CAME), a group of government representatives seeking to restore education systems in the wake of Second World War; CAME was preceded by the International Committee on Intellectual Cooperation (CICI) and the International Bureau of Education (IBE), which has been part of the UNESCO Secretariat since 1969.⁴ In November 1945, CAME organized a conference in London to establish an Educational and Cultural Organization (ECO/CONF).⁵ Representatives from 37 countries agreed to found UNESCO; a formal constitution was signed on 16 November 1945 and came into force on 4 November 1946.⁶

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is a specialized agency that coordinates with the United Nations through the Economic and Social Council.

Since 1946, UNESCO has coordinated and produced several international standards for the promotion of peace through collaboration in the fields of education, science, and culture.⁷ Chief among these are *the Universal Copyright Convention* (1952), *the Convention Concerning the Protection of the World Cultural and Natural Heritage* (1972), *the Declaration on Race and Racial Prejudice* (1978), *the Memory of the World Programme* (1992), *the Universal Declaration on the Human Genome and Human Rights* (1998), *the Universal Declaration on Cultural Diversity* (2001), and *the Convention for the Safeguarding of Intangible Cultural Heritage* (2003). Additionally, UNESCO organized the first intergovernmental conference on sustainable development, resulting in the creation of its Man and the Biosphere program.⁸ In recent years, UNESCO has significantly contributed to UN reform initiatives and to the adoption of the Sustainable Development Goals (SDGs).⁹ UNESCO is contributing to the fulfillment of the SDGs through its mission to achieve universal education, promoting the contribution of science and technology in sustainable development, and by promoting cultural diversity in the development policies.¹⁰

At NMUN•NY 2017, we are simulating the Executive Board of UNESCO in terms of composition and size; however, delegates are not limited to the strict mandate of the Executive Board, as a budgetary and administrative body, during the conference. For the purposes of NMUN•NY 2017, and corresponding with the educational mission of the conference, the committee has the ability to make programmatic and policy decisions on issues within the mandate of UNESCO in line with the overall function of the organization.

Governance, Structure, and Membership

The UNESCO headquarters are located in Paris.¹¹ UNESCO comprises three Constitutional organs, including a General Conference, an Executive Board, and a Secretariat.¹² There are currently 195 Member States and 10 Associate Members of UNESCO.¹³ Associate Members are territories that do not constitute an independent Member

¹ UNESCO, *Basic Texts: 2016 Edition*, 1945, preamble.

² New Zealand, *United Nations Handbook 2016-17*, 2016, p. 306.

³ UNESCO, *Relations with the organizations of the UN System*, 2012; *Charter of the United Nations*, 1945, Art. 63.

⁴ UNESCO, *The Organization's History*, 2014.

⁵ Ibid.

⁶ Ibid.

⁷ UNESCO, *Basic Texts: 2016 Edition* 2016.

⁸ UNESCO, *UNESCO at a glance (ERI/2010/WS/2)*, 2010, p. 32.

⁹ UNESCO, *UNESCO and the UN Reform*, 2008; UNESCO, *UNESCO and the Sustainable Development Goals*, 2016.

¹⁰ Ibid.

¹¹ New Zealand, *United Nations Handbook 2016-17*, 2016, p. 306.

¹² UNESCO, *Basic Texts: 2016 Edition*, 1945, Constitution, arts. III-VI.

¹³ UNESCO, *Member States*, 2016.

State and therefore are not fully “responsible for the conduct of their international relations.”¹⁴ The most recent territories that have joined UNESCO as Associate Members include Anguilla in 2013, and Montserrat in 2015.¹⁵ The Constitution affords membership to all UN Member States; non-Member States may be admitted upon the recommendation of the Executive Board with the approval of two-thirds of the General Conference.¹⁶ Associate Members can be admitted to UNESCO upon recommendation of the General Conference, and are recognized some rights and obligations.¹⁷ Members suspended or expelled from the UN may be suspended or expelled from UNESCO, and members may voluntarily withdraw from the organization.¹⁸ UNESCO operates on a two-year budget that is supported by voluntary contributions from Member States and extra-budgetary funding from partner organizations.¹⁹

General Conference

The General Conference, which consists of all UNESCO Member States, meets every two years.²⁰ Every four years, the General Conference appoints a Director-General who is responsible for coordinating the work of the Secretariat.²¹ The current Director-General, Irina Bokova, was appointed for a first term from 2009 to 2013, and was reappointed for a second four-year term at the 37th General Conference in November 2013.²² The General Conference may hold additional meetings as summoned by the Executive Board or upon request by at least one-third of its Member States.²³ The General Conference is primarily responsible for electing members of the Executive Board, deliberating upon and approving recommendations from the Executive Board, summoning international conferences, considering reports from Member States, and advising UN organization on matters of education, science, and culture.²⁴

The General Conference may establish special and technical committees, create subsidiary organs, and invite observers on the recommendation of the Executive Board.²⁵ For instance, during its 38th session, which took place on 3-18 November 2015, the General Conference had recommended to create a special committee in order to prepare a preliminary draft for the global convention on the recognition of higher education qualifications.²⁶ Another recent example of technical committee established by the General Conference includes the Technical Advisory Group on the post-2015 education indicators, which aimed to provide feedback on the drafting of the post-2015 development agenda and to measure the progress of educational and development frameworks.²⁷ UNESCO currently directs the work of several intergovernmental bodies, including the Intergovernmental Bioethics Committee (IGBC), the Intergovernmental Committee for Physical Education and Sport (CIGEPS), and the International Coordinating Council of the Programme on Man and the Biosphere (MAB).²⁸ These sub-organs provide expert research and policy recommendations to the General Conference.²⁹

Executive Board

The Executive Board consists of 58 UNESCO Member States serving four-year terms.³⁰ During the 38th General Conference, 32 Member States were newly elected to the Executive Board, with regard to cultural and geographic diversity of the six Electoral Groups.³¹ The Executive Board prepares the biennial agenda for the General

¹⁴ UNESCO, *Member States*, 2016.

¹⁵ *Ibid.*

¹⁶ UNESCO, *Basic Texts: 2016 Edition*, 1945, Constitution, art. II.

¹⁷ UNESCO, *Member States*, 2016.

¹⁸ UNESCO, *Basic Texts: 2016 Edition*, 1945, Constitution, art. II.

¹⁹ UNESCO, *UNESCO at a glance (ERI/2010/WS/2)*, 2010, p. 36.

²⁰ New Zealand, *United Nations Handbook 2016-17*, 2016, p. 306.

²¹ UNESCO, *Basic Texts: 2016 Edition*, 1945, Constitution arts. III-VI.

²² UNESCO, *Director-General Irina Bokova*, 2016.

²³ UNESCO, *Basic Texts: 2016 Edition*, 1945, Constitution art. IV, para. 8.

²⁴ *Ibid.*, Constitution arts. IV, VIII.

²⁵ *Ibid.*, Constitution art. IV, paras. 11-14.

²⁶ UNESCO, *Records of the General Conference 38th session (38 C/Res. 15)*, 2015, p. 29.

²⁷ UNESCO, *2014 Global EFA Meeting (GEM): Monitoring the Post-2015 Education Targets: A Note on Indicators*, 2014, p. 2.

²⁸ New Zealand, *United Nations Handbook 2016-17*, 2016, p. 307.

²⁹ UNESCO, *Basic Texts: 2016 Edition*, 1945, Constitution art. IV, paras. 11-14.

³⁰ *Ibid.*, Constitution art. V.

³¹ UNESCO, *List of Members of the Executive Board*, 2016.

Conference, submits recommendations to the General Conference, implements decisions adopted by the Conference, recommends the admission of new Members, nominates the Director-General, and reviews the budget.³² Additionally, the Executive Board may advise primary organs of the UN on issues relevant to its mandate, consult representatives of intergovernmental organizations (IGOs) and independent experts, and request advisory opinions from the International Court of Justice (ICJ).³³

Mandate, Functions, and Powers

The mandate for UNESCO is formally defined in Article 1, paragraph 3 of the *Charter of the United Nations*, and Article 1 of the UNESCO Constitution (1945).³⁴ UNESCO is charged with promoting collaboration among Member States in the fields of education, science, and culture in order to develop and maintain peace, rule of law, and mutual respect.³⁵ Additionally, UNESCO is responsible for coordinating and supporting the development of knowledge and culture for “economic stability, political security, and general well-being of the peoples of the world.”³⁶ In accordance with this mandate, UNESCO works directly with Member States, UN organs, IGOs, and non-governmental organizations (NGOs) to support peace through the collaborative exchange of knowledge, culture, and sustainable development strategies.³⁷ Finally, UNESCO plays a major role in coordinating international conventions and setting standards on topics of education, culture, and science.³⁸

To fulfill its mandate, UNESCO summons international conferences to deliberate issues and set standards, provides expert research and consultation to the primary organs of the UN system through the Economic and Social Council (ECOSOC), and coordinates with other entities to implement programs in the field.³⁹ More practically, UNESCO has identified five specific functions at the national, regional, and international levels: fostering and generating innovation, supporting and monitoring global policy efforts, setting norms and standards, strengthening networks for cooperation and knowledge-sharing, and providing capacity-building expertise for institutions and personnel.⁴⁰ Additionally, UNESCO’s Institute for Statistics serves as the primary platform for collecting and distributing data on education, science, culture, and communication from over 200 countries, regions, and territories.⁴¹

Relations with the United Nations

ECOSOC is the primary mechanism for coordinating the operations and programs of specialized agencies; thus it serves as UNESCO’s first point of contact with the UN system.⁴² Additionally, UNESCO relies on the UN System Chief Executives Board for Coordination (UNSCEB) for guidance and strategic direction through its High-Level Committee for Programmes (HLCP), High-Level Committee for Management (HLCM), and the UN Development Group (UNDG).⁴³ UNESCO maintains memorandums of understanding with sixteen UN system partners.⁴⁴ UNESCO’s relationship with the UN is governed by an agreement ratified by the General Assembly on 14 December 1946.⁴⁵ Representatives of the UN are invited to attend meetings of UNESCO’s General Conference and Executive Board, as well as special meetings convened by UNESCO; similarly, UNESCO is entitled to send representatives to the meetings of ECOSOC and the GA when agenda matters relate to educational, scientific, or cultural matters.⁴⁶

³² UNESCO Executive Board, *Mandate and Functions*, 2014; UNESCO, *Basic Texts: 2014 Edition*, 1945, Constitution, art. V.

³³ UNESCO, *Basic Texts: 2016 Edition*, 1945, Constitution, art. V.

³⁴ New Zealand, *United Nations Handbook 2016-17*, 2016, p. 306.

³⁵ UNESCO, *Basic Texts: 2016 Edition*, 1945, Constitution, art I, para 1.

³⁶ Conference of Allied Ministers of Education, *Conference for the establishment of UNESCO (ECO/CONF./29)*, 1945, p. 1.

³⁷ UNESCO, *Basic Texts: 2016 Edition*, 1945, Constitution arts. X-XI.

³⁸ UNESCO, *General introduction to the standard-setting instruments of UNESCO*.

³⁹ UNESCO, *UNESCO at a glance (ERI/2010/WS/2)*, 2010, p. 32.

⁴⁰ UNESCO, *2014-2021: Medium-Term Strategy (37 C/4)*, 2014, p. 14.

⁴¹ UNESCO Institute for Statistics, *UNESCO Institute for Statistics*, 2014.

⁴² *Charter of the United Nations*, 1945, Art. 63 Agreement between the United Nations and UNESCO.

⁴³ UNSCEB, *What We Do*, 2014; UNSCEB, *United Nations Educational, Scientific and Cultural Organization*, 2014.

⁴⁴ UNESCO Bureau of Strategic Planning, *Partnering with UN Agencies*, 2014.

⁴⁵ UNESCO, *Agreement between the United Nations and UNESCO*, 1946.

⁴⁶ *Ibid.*, art. II.

The UN may propose agenda items for consideration by the General Conference or Executive Board.⁴⁷ UNESCO is empowered, in turn, to initiate studies and reports for consideration by ECOSOC.⁴⁸ UNESCO may also work with ECOSOC to provide assistance to the Security Council as requested “for the maintenance or restoration of international peace and security.”⁴⁹ Finally, UNESCO may furnish information to and request legal advisory opinions from the ICJ.⁵⁰

Civil Society, Intergovernmental Organizations, and the Private Sector

UNESCO primarily coordinates with civil society through its 199 National Commissions, agencies set up by the governments of UNESCO Member States and Associated Members.⁵¹ Additionally, the organization maintains direct partnerships with 373 international NGOs and 24 foundations or similar institutions.⁵² UNESCO maintains formal agreements with 87 IGOs and several institutions in the private sector.⁵³ Under the terms of UNESCO’s agreement with the UN, the organization must provide ECOSOC information about any formal agreements with UN specialized agencies, IGOs, or NGOs before the agreements are enacted.⁵⁴ UNESCO maintains separate strategic objectives for various categories of partnerships, outlined in its *Comprehensive Partnership Strategy (192 EX/5.INF)* of 6 September 2013.⁵⁵

These partnerships provide critical information and implementation support for UNESCO’s various programs and initiatives.⁵⁶ Partners help UNESCO form policies, make decisions, and produce research materials by providing resources, operational support, and technical expertise.⁵⁷ Partners also play a vital role in promoting and advancing UNESCO initiatives by distributing information and education programs to communities in the field.⁵⁸ Partners in the field, including bilateral government partners, NGOs, and private sector institutions, help mobilize resources from UNESCO for program implementation and meetings.⁵⁹ These resources comprise financial and in-kind contributions, such as staff time and knowledge resources.⁶⁰ Finally, these partners help to monitor the implementation of international instruments related to UNESCO’s mission.⁶¹

Recent Sessions and Current Priorities

During the 37th General Conference that took place from 5 to 20 November 2013, UNESCO adopted its Medium-Term Strategy for 2014-2021, which serves as a framework for its strategic vision and consistency of its work with other UN bodies.⁶² The two main objectives of its strategy include peace, and equitable and sustainable development.⁶³ In this regard, UNESCO has been active in shaping the *2030 Agenda for Sustainable Development* (2015), which includes the SDGs that were adopted by the General Assembly in September 2015.⁶⁴ The SDGs are relevant with UNESCO’s mandate and its five Major Programs (education, natural science, social and human sciences, culture, and communication) notably by focusing on civil populations in need, countries facing conflicts or post-conflicts situations, and policy assistance and capacity development in the least developed countries (LDCs).⁶⁵ UNESCO has been particularly active in creating the Education Agenda 2030, known as the *Incheon Declaration*,

⁴⁷ Ibid., art. III.

⁴⁸ Ibid., art. IV, paras. 1-3.

⁴⁹ Ibid., art. VII.

⁵⁰ Ibid., art. X.

⁵¹ UNESCO, *National Commissions*, 2014.

⁵² UNESCO, *Non-Governmental Organizations*, 2014; UNESCO, *Organizations maintaining official relations with UNESCO*, 2014.

⁵³ UNESCO, *Intergovernmental Organizations*, 2014; UNESCO, *Private Sector*, 2014.

⁵⁴ UNESCO, *Relations with the organizations of the UN System*, 2012; *Charter of the United Nations*, Art. 63.

⁵⁵ UNESCO, *Comprehensive Partnership Strategy (192 EX/5.INF)*, 2013.

⁵⁶ Ibid., p. 3.

⁵⁷ Ibid., pp. 3-4.

⁵⁸ Ibid., p. 4.

⁵⁹ Ibid., p. 8.

⁶⁰ Ibid.

⁶¹ Ibid., p. 4.

⁶² UNESCO, *2014-2021: Medium-Term Strategy (37 C/4)*, 2014, p. 12.

⁶³ Ibid., p. 13.

⁶⁴ UNESCO, *UNESCO 2015*, 2016, p. 8

⁶⁵ Ibid., p. 9.

linked with SDG 4, Quality Education.⁶⁶ Furthermore, while SDGs 10 (Reduced Inequalities), and 16 (Peace, Justice, and Strong Institutions) are most in line with the overall UNESCO Major Programs, other SDGs such as SDG 6 (Clean water and Sanitation), and 14 (Life below water) are connected with some specific initiatives and commissions such as The International Hydrological Programme, and the Intergovernmental Oceanographic Commission.⁶⁷

Furthermore, through the adoption of the SDGs, UNESCO has reaffirmed its commitment to the Global priorities (Africa and Gender Equality) enshrined in its Medium-Term Strategy.⁶⁸ During the 21st session of the Convention of the Parties (COP 21) to the *United Nations Framework for Climate Change Convention* (UNFCCC), UNESCO has been actively promoting sustainable development as a solution to climate change.⁶⁹ UNESCO notably underlined the importance of sustainable development in achieving positive social transformations, achieving social equality and justice, and protecting the environment and biosphere.⁷⁰

The 38th General Conference, which took place from 3 to 18 November 2015 in Paris, France, discussed how UNESCO could concretely contribute to achieve the objectives of the *2030 Agenda for Sustainable Development* and the objectives established during the COP 21 Paris Conference.⁷¹ The General Conference also addressed a variety of issues such as education and cultural institutions in occupied territories, protection of cultural heritage and cultural pluralism in armed conflict, and empowering people with disabilities through information and communications technology.⁷²

Following the General Conference, the Executive Board met for its 198th, 199th, and 200th sessions.⁷³ During these meetings, the Executive Board followed-up with the resolutions and decisions adopted during the 38th General Conference such as the UNESCO Strategy for Action on Climate Change, and Cultural and educational institutions in Iraq, human resources management strategy, election of new Chairmen for its committees, and the preliminary budget for 2018-2021.⁷⁴ Reform of UNESCO governance was also discussed during the 199th session of the Executive Board and adopted a financial framework for UNESCO to better adjust to the complex and challenging financial landscape.⁷⁵ The Executive Board discussed the implementation of the Paris Climate Change Agreement and the goals of the *2030 Agenda for Sustainable Development* by drafting a roadmap plan to strengthen the sustainability of the UNESCO field network and the collaboration between Member States.⁷⁶ The recent meetings of the Executive Board also addressed the issue of technical and vocational training for women and girls through Decision 199 EX/26.⁷⁷ The Decision encourages Member States and other relevant stakeholders to cooperate with UNESCO in order to provide equal educational opportunities for women and girls in science, technology, and engineering.⁷⁸ In Decision 199 EX/28, the Executive Board condemned the attacks on world heritage sites in the Palmyra region and Syria, and recommends assessing the extent of damages, evaluate the needs in terms of restoration and conservation, and invite Member States to contribute to a fund for the preservation of those heritage sites.⁷⁹

Discussions on world heritage were pursued throughout the previous months as UNESCO was preparing for its 40th session of the World Heritage Committee (WHC) in Istanbul, Turkey, which took place from 24-26 October 2016.⁸⁰

⁶⁶ UNESCO, *UNESCO and the Sustainable Development Goals*, 2016.

⁶⁷ Ibid.

⁶⁸ UNESCO, *UNESCO 2015*, 2016, pp. 11-12; UNESCO, *2014-2021: Medium-Term Strategy (37 C/4)*, 2014, p. 13.

⁶⁹ UNESCO, *UNESCO, Climate change and COP 21*, 2015, p. 1.

⁷⁰ Ibid.

⁷¹ UNESCO, *Revised Provisional Agenda of the 38th Session of the General Conference (38 C/1)*, 2015, p. 6.

⁷² UNESCO, *Records of the General Conference 38th session (38 C/Res, 15)*, 2015, pp. 3-4.

⁷³ UNESCO, *Executive Board Previous Sessions*, 2016.

⁷⁴ UNESCO, *Follow-Up to Decisions and Resolutions Adopted by the Executive Board and the General Conference at their Previous Sessions*, 2016.

⁷⁵ UNESCO, *Executive Board strengthens UNESCO to lead 2030 Agenda*, 2016.

⁷⁶ Ibid.

⁷⁷ Ibid.

⁷⁸ UNESCO, *Decisions Adopted by the Executive Board at its 199th Session*, 2016, p. 42.

⁷⁹ UNESCO, *Executive Board strengthens UNESCO to lead 2030 Agenda*, 2016.

⁸⁰ UNESCO, *40th Session of the Committee*, 2016.

WHC examined the potential links between the World Heritage Convention and Sustainable Development, and the protection of world heritage in armed conflicts and other danger zones.⁸¹ Furthermore, UNESCO has launched a social media campaign called “#Unite4Heritage” in order to promote and safeguard world heritage and cultural diversity around the world.⁸² The campaign was initiated in response to the attacks on world heritage sites in Timbuktu, Mali and the ongoing armed conflict in Syria, and to combat extremism and radicalism.⁸³ #Unite4Heritage is in line with UNESCO’s efforts to combat violent extremism and illicit trafficking of cultural property, by promoting cultural diversity and tolerance.⁸⁴ The campaign also recalls the work of UNESCO in promoting the variety of cultural expressions and world heritage.⁸⁵

Finally, in the recent months, UNESCO has actively promoted the end of bullying and discrimination against Lesbian, Gay, Bisexual, and Transgender (LGBT) people, particularly in schools in Asia. The campaign is organized in partnership with the organization School Rainbow, “School Rainbow: Stand Up, Speak Up, Stop Bullying!”⁸⁶ During the campaign, UNESCO has supported teams of volunteers from the organization School Rainbows, including teachers and students, who would draw chalk rainbows in schools across Bangkok, Thailand, and then engaged with students on conversation about LGBTs rights to a safe education.⁸⁷ Other initiatives of UNESCO include themes such as gender equality, youth empowerment, and culture of peace and non-violence.⁸⁸

Conclusion

As the foremost international agency for education, science, and culture, UNESCO plays a unique and vital role in promoting and maintaining peaceful collaboration among Member States. UNESCO often facilitates action on issues within its purview by gathering information from its partners on the ground, facilitating regional and international meetings, and developing international instruments and standards. Collaboration is a fundamental principle of UNESCO’s work; the organization relies upon its network of diverse partners to implement programs at the local, regional, national, and international levels. Although the organization is supported by voluntary contributions of financial and human capital, these partnerships represent UNESCO’s chief resource.

In the coming years, UNESCO will continue to pursue its strategic objectives by refining its role within the UN system, coordinating more closely with its implementation partners in the field, developing and strengthening new partnerships beyond the UN system, and pursuing a stronger operational focus. These objectives, supported by UNESCO’s Medium-Term Strategy for 2014-2021, will require the organization to balance aspirational ideals with attainable goals. UNESCO will also play a fundamental role in the implementation and achievements of SDGs by Member States.

Annotated Bibliography

United Nations Educational, Scientific and Cultural Organization. (2014). *2014-2021: Medium-Term Strategy (37 C/4)*. Retrieved 27 August 2016 from: <http://unesdoc.unesco.org/images/0022/002278/227860e.pdf>

This resource complements the approved program and budget document highlighted above. It provides a comprehensive overview of the Executive Board and Secretariat’s joint vision for UNESCO from 2014-2021, as approved by the 37th General Conference. This document provides unique insights into the changing international development landscape as well as the principles guiding UNESCO’s work for the near future. It highlights UNESCO’s overarching objectives and global priorities. Most significantly, the document defines UNESCO’s nine strategic objectives for 2014-2021. Delegates should look to this document to ensure that their proposals support these strategic objectives. Finally, the document provides guidance for partnerships and collaborative efforts within the UN system and beyond.

⁸¹ UNESCO, *Working Documents*, 2016.

⁸² UNESCO, *About the Campaign*, 2016.

⁸³ Ibid.

⁸⁴ Ibid.

⁸⁵ Ibid.

⁸⁶ School Rainbow, *School Rainbow: Stand Up, Speak Up, Stop Bullying!*, 2014.

⁸⁷ School Rainbow, *School Rainbow: Stand Up, Speak Up, Stop Bullying!*, 2014.

⁸⁸ UNESCO, *UNESCO*, 2016.



United Nations Educational, Scientific and Cultural Organization. (2014). *Partnerships* [Website]. Retrieved 28 August 2016 from: <https://en.unesco.org/partnerships>

This website provides an introduction to UNESCO's rich network of partners, including NGOs, IGOs, the private sector, the media, and other international networks. Delegates should review this resource to gain a deeper understanding of how UNESCO works with these groups to implement its programs and how these groups influence UNESCO's agenda. Additionally, this site includes regularly updated links to news articles of interest and special events. Delegates should pay special attention to the section on UNESCO's "Comprehensive Partnership Strategy."

United Nations Educational, Scientific and Cultural Organization. (2016). *Approved Programme and Budget 2016-2017: Second biennium of the 2014-2017 quadrennium (38 C/5)*. Retrieved 28 August 2016 from: <http://unesdoc.unesco.org/images/0024/002443/244305e.pdf>

This document is one of two guiding documents for UNESCO's work in the coming years. It provides a review of the budget drafted for the years 2014-2017, more specifically for the upcoming financial year of 2016-2017. This official document includes technical details about the funding and direction of UNESCO's Major Programs and program-related services. Delegates should review this document to ensure that any proposals are necessary and consistent with UNESCO's current work. Delegates may also use this resource for information about special funds and budget restrictions.

United Nations Educational, Scientific and Cultural Organization. (2016). *Basic Texts: 2016 Edition*. Retrieved 26 September 2016 from: <http://unesdoc.unesco.org/images/0024/002439/243996e.pdf>

This document, which is updated annually, contains the text of fundamental instruments and documents that guide the work of UNESCO. Chief among these is the UNESCO Constitution, which came into force in November 1946 and defines UNESCO's mandate, governance, and structure. Additional documents include a list of Member States and Associate Members, various regulations and procedures, and agreements between UNESCO and its partners in the international community. Delegates should use this resource to make themselves familiar with the boundaries of UNESCO's purview, particularly with respect to peace and security. Additionally, this document will give delegates a more concrete understanding of the relationship between the Executive Board, the General Conference, and the Secretariat. Finally, this document clearly delineates the intended relationship between UNESCO and the UN system as well as other specialized organizations and agencies.

United Nations Educational, Scientific and Cultural Organization. (2016). *UNESCO Report 2015*. Retrieved 27 August 2016 from: <http://unesdoc.unesco.org/images/0024/002448/244834e.pdf>

The 2015 Annual Report of UNESCO provides an overview of the organization. The report paints a clear picture of the various activities of UNESCO in its seven thematic areas of actions. Furthermore, the annual report describes the outcomes of UNESCO's participation in global events such as COP 21. It constitutes a good starting point for understanding the recent initiatives taken by UNESCO and key areas for future action.

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I. Empowering Vulnerable Groups through Access to Information and Communications Technology

“In today’s world, with the ubiquitous impact of ICTs across all sectors of activities in all countries, no one should be excluded from using mobile phones, the Internet, televisions, computers, electronic kiosks and their myriad of applications and services including in education.”⁸⁹

Introduction

The International Telecommunication Union (ITU) estimates that in 2016 more than two-thirds of the global population lived within areas that have coverage from mobile broadband networks, and nearly 95% of the global population was in areas with mobile-cellular coverage.⁹⁰ Despite the overwhelming proliferation of information and communications technologies (ICT) across the world, over half of the world’s population is not connected to the Internet, which includes nearly 75% of people in Africa, 58% in Asia and the Pacific and Middle East, and more than a third of people in Latin America.⁹¹ For the United Nations Educational, Scientific and Cultural Organization (UNESCO), ICT presents a solution to providing a quality education for all persons that empowers them to become agents of change, especially the most vulnerable groups.⁹² Though there is no official United Nations (UN) definition for vulnerable groups or peoples, the UN references the *Universal Declaration of Human Rights* (1948), and other international conventions it has adopted, in outlining the rights of historically marginalized groups such as women, children, refugees, and other socially vulnerable peoples.⁹³ These groups possess vulnerabilities that prevent them from being able to cope or adapt to changes, ranging from natural disasters to financial shocks, and more.⁹⁴ These vulnerabilities include socio-economic status, gender, and disability, which are rooted in the historical marginalization of such groups and prevent them from obtaining safe environments, adequate employment, access to education, access to housing and services, and inclusion in society.⁹⁵

UNESCO works to address the needs of vulnerable populations through its Institute of Lifelong Learning, in addition to its other programs, in order to meet international goals such as the recently implemented Sustainable Development Goals (SDGs) and *Education 2030 Incheon Declaration and Framework for Action* (2015).⁹⁶ A quality education that furthers lifelong learning is part of UNESCO’s Medium-Term Strategy for the next 15 years, which includes: ensuring adult women are enabled to overcome illiteracy; youth and persons with disabilities can access basic services and learning; and that indigenous peoples and refugees benefit from integrating into society.⁹⁷ Education can serve as a means to empower women and girls, young people, persons with disabilities, and indigenous peoples, to not only access social and economic opportunities, but also challenge persistent and deeply rooted inequalities by elevating their voices through radio and Internet, and allow them to build learning communities.⁹⁸ The Governance and Social Development Research Centre, a partnership that brings together research institutes and other organizations to assist international institutions, describes economic empowerment as access to assets and skills (property rights and computer training for example), and social empowerment as the process of developing autonomy and self-confidence to change social relationships and institutions, both of which ICT can facilitate.⁹⁹ Therefore, ICT is a tool that can improve the efforts of UNESCO and Member States in achieving the targets of the SDGs, in particular Goal 4, “Education 2030,” and promoting lifelong learning that tackles marginalization and inequality through inclusive and sustainable actions that empower the most vulnerable in society.¹⁰⁰

⁸⁹ ITU, *The ICT Opportunity for a Disability-Inclusive Development Framework*, 2013, p. vi.

⁹⁰ ITU, *ICT Fact and Figures 2016*, 2016, p. 1.

⁹¹ *Ibid.*, p. 2.

⁹² UNESCO, *ICT in Education*, 2016.

⁹³ Massachusetts Institute of Technology, *Understanding Issues: Who Suffers? Identifying the Vulnerable Groups*, 2000.

⁹⁴ *Ibid.*

⁹⁵ *Ibid.*

⁹⁶ UNESCO, *Vulnerable Groups*, 2016.

⁹⁷ *Ibid.*; UNESCO, *Developing Open Learning Communities for Gender Equity with the Support of Information and Communication Technologies (ICTs)*, 2002.

⁹⁸ *Ibid.*

⁹⁹ Governance and Social Development Research Centre, *Social and Economic Empowerment*, 2016.

¹⁰⁰ WSIS, *Tunis Agenda for the Information Society*, 2005.

International and Regional Framework

UNESCO's role in promoting the rights of vulnerable groups is based on three key UN documents. These documents provide the most relevant basis for what constitutes a vulnerable person, and set the foundation for the UN and all Member States to address the rights of vulnerable groups: the *Universal Declaration of Human Rights* (1948), the *International Covenant on Economic, Social and Cultural Rights* (ICESCR) (1966), and the *Vienna Declaration and Programme of Action* (1993).¹⁰¹ ICESCR in particular addresses the need for special protection and assistance for children and young persons, and for inclusive, equitable education for all.¹⁰² The *Vienna Declaration* goes further to not only reaffirm the same rights for women, children, indigenous peoples, disabled persons, and refugees, but also migrant workers through its clause on vulnerable groups (article 24).¹⁰³ Together, these documents provide a framework for the rights of vulnerable groups, which includes: women; children and youth; elderly persons; disabled persons; indigenous peoples; refugees; migrants; and racial/ethnic minorities.¹⁰⁴ Though each UN agency or organ may refer to vulnerable groups according to their own definition, UNESCO uses the term when addressing women with little to no literacy skills, youth that are not in school or with low literacy, indigenous peoples, prisoners, and refugees.¹⁰⁵

In 1947, the ITU became a specialized agency of the UN that manages all aspects related to ICT, and supports the efforts of the UN and Member States to increase access to ICT, but it was not until the World Summit on the Information Society (WSIS) that the ITU began to take a leading role in the promotion and development of ICT.¹⁰⁶ WSIS adopted the *Geneva Declaration of Principles and Plan of Action* (2003), a global dedication and plan to extend the benefits of ICT to all Member States.¹⁰⁷ This was followed by the *Tunis Commitment* and *Tunis Agenda for the Information Society* (2005), which specifically states that the international community will address the unique needs of marginalized and vulnerable groups, including migrants, refugees, minorities, persons with disabilities, and indigenous peoples, among others.¹⁰⁸ The *Tunis Agenda* also states how financial resources can be mobilized to ensure ICT for development, including: improving ICT infrastructure; regional cooperation; financing facilities for promoting ICT development; and through the Digital Solidarity Fund.¹⁰⁹ These global guidelines complement the ITU's digital inclusion efforts aimed at empowering women, disabled persons, young people, and indigenous persons through ICT, including through the preservation of indigenous culture and heritage and affordable assistive technologies for disabled people.¹¹⁰

The *Geneva Declaration of Principles*, *Tunis Commitment*, and *Tunis Agenda* set the basis for the actions of Member States to improve access to ICT and were further reinforced by succeeding UN resolutions, such as the Economic and Social Council (ECOSOC) resolution 2011/16 of 25 July 2011.¹¹¹ The resolution acknowledges the efforts of the *Geneva Declaration of Principles*, *Tunis Commitment*, and *Tunis Agenda*, and recognizes that much work is still needed to close the digital divide, improve accessibility of ICT for the world's poor and protect vulnerable groups.¹¹² Further, General Assembly resolution 70/125 (2015) of 1 February 2016 acknowledges that there is a significant gender disparity within the digital divide, and that greater effort is needed to improve women's access to ICT.¹¹³ In addition, General Assembly resolution 70/184 of 4 February 2015 on "Information and communications technologies for development" stresses similar points from preceding resolutions including the important role of the private sector and civil society, and assisting developing countries in bridging the digital

¹⁰¹ UN General Assembly, *International Covenant on Economic, Social and Cultural Rights* (1966); UN World Conference on Human Rights, *Vienna Declaration and Programme of Action*, 1993.

¹⁰² UN General Assembly, *International Covenant on Economic, Social and Cultural Rights*, 1966.

¹⁰³ UN World Conference on Human Rights, *Vienna Declaration and Programme of Action*, 1993.

¹⁰⁴ Icelandic Human Rights Centre, *The Human Rights Protection of Vulnerable Groups*, 2015.

¹⁰⁵ UNESCO, *Vulnerable Groups*, 2016.

¹⁰⁶ ITU, *Overview of ITU's History* (3), 2016.

¹⁰⁷ WSIS, *Geneva Declaration of Principles – Building the Information Society: a global challenge in the new Millennium*, 2003.

¹⁰⁸ WSIS, *Tunis Commitment*, 2005.

¹⁰⁹ WSIS, *Tunis Agenda for the Information Society*, 2005.

¹¹⁰ ITU, *Digital Inclusion*, 2016.

¹¹¹ UN ECOSOC, *Assessment of the progress made in the implementation of and follow-up to the outcomes of the World Summit on the Information Society* (2011/16), 2011.

¹¹² *Ibid.*, pp. 1-4.

¹¹³ UN General Assembly, *Outcome document of the high-level meeting of the General Assembly on the overall review of the implementation of the outcomes of the World Summit on the Information Society* (A/RES/70/125), 2015, p. 3.

divide.¹¹⁴ These are reinforced by General Assembly resolution 70/126 of 8 February 2015, which calls for greater efforts to ensure equitable, quality education and the promotion of lifelong learning, especially for vulnerable or marginalized groups.¹¹⁵ Following the conclusion of the World Education Forum held in Incheon, Republic of Korea in 2015, Member States adopted the *Incheon Declaration – Education 2030: Towards inclusive and equitable quality education and lifelong learning for all*, which set the foundation for UNESCO’s role in promoting SDG 4, “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”¹¹⁶ SDG 4 sets specific targets to eliminate gender disparities in education (Targets 4.1, 4.2, and 4.3), increase access to affordable, quality education (4.3), ensure learning environments are inclusive and are accessible by vulnerable persons (4.5), and increase the number of qualified teachers (4.c).¹¹⁷ The new education agenda is committed to achieving an inclusive, quality education through 2030, in tandem with the SDGs, which UNESCO will lead and coordinate through advocacy, monitoring progress, and facilitating dialogue and knowledge and information sharing.¹¹⁸

Role of the International System

UNESCO, through its *Medium-Term Strategy for 2014-2021*, plans to achieve three objectives: developing education systems that promote lifelong learning; empowering learners; and advancing future education goals.¹¹⁹ Uniquely mandated to address these objectives, UNESCO Institute of Learning (UIL) promotes lifelong learning with a special emphasis on disadvantaged groups, or persons who may face barriers in accessing their rights (not to be confused with vulnerable groups), and countries most affected by conflict or poverty.¹²⁰ Its three objectives include strengthening the capacities of Member States to improve quality lifelong learning, supporting Member States in key priority areas such as gender-sensitive literacy, and promoting lifelong learning to achieve inclusive and sustainable learning societies.¹²¹ To meet its objectives, UIL launched the Lifelong Learning Policies and Strategies Programme, which will help Member States via capacity-building, technical assistance, and policy research to create frameworks that support lifelong learning.¹²² As well, the Adult Learning and Education Programme provides assistance to Member States in addressing gender inclusion, and reaching older adults with low-literacy skills, ensuring they can take advantage of ICT for economic and social empowerment.¹²³ Its implementation has taken a variety of forms through national adult education policies like Kenya’s Adult and Continuing Education Policy, or Lithuania’s Law on Non-Formal Adult Education and Continuing Learning.¹²⁴

The UN Entity for Gender Equality and the Empowerment of Women (UN-Women) has made available online training for women civil society leaders and groups through its Training Centre eLearning Campus, and also provided many resources for women to empower themselves as advocates of gender equality.¹²⁵ UN-Women adopted a Strategic Plan in 2013 that detailed several goals UN-Women would accomplish, such as increasing the number of women participating in decision-making and economic empowerment, which incorporated the empowerment of women through ICT.¹²⁶ The Office of the United Nations High Commissioner for Refugees (UNHCR), in its *Education Strategy 2012-2016*, outlined how ICT could improve access to quality education for many of the vulnerable persons under their care, in particular children.¹²⁷ Access to computers, open and distance learning, voice-over Internet protocol technology, and e-books can be effective solutions to providing quality

¹¹⁴ UN General Assembly, *Information and communications technologies for development (A/RES/70/184)*, 2015.

¹¹⁵ UN General Assembly, *Promoting social integration through social inclusion (A/RES/70/126)*, 2015.

¹¹⁶ UNESCO, World Education Forum, *Incheon Declaration – Education 2030: Towards inclusive and equitable quality education and lifelong learning for all*, 2015, p. 1.

¹¹⁷ UN General Assembly, *Transforming Our World: The 2030 Agenda for Sustainable Development (A/RES/70/1)*, 2015.

¹¹⁸ UNESCO, World Education Forum, *Incheon Declaration – Education 2030: Towards inclusive and equitable quality education and lifelong learning for all*, 2015, p. 4.

¹¹⁹ UNESCO, *Medium-Term Strategy 2014-2021: Laying Foundations for Equitable Lifelong Learning for All*, 2014, p. 9.

¹²⁰ *Ibid.*, p. 11.

¹²¹ *Ibid.*, p. 12.

¹²² *Ibid.*, p. 15.

¹²³ *Ibid.*, pp. 17.

¹²⁴ UNESCO, *Third Global Report on Adult Learning and Education: The Impact of Adult Learning and Education on Health and Well-Being; Employment and the Labour Market; and Social, Civic and Community Life*, 2016, p. 32.

¹²⁵ UN-Women, *UN-Women Training Centre*, 2016.

¹²⁶ UN-Women, *UN-Women strategic plan, 2014-2017* “Making this the century for women and gender equality,” 2013.

¹²⁷ UNHCR, *2012-2016 Education Strategy*, 2012, p. 38.

education to groups that may not otherwise receive it.¹²⁸ As well, in partnership with the Vodafone Foundation, UNHCR launched thirteen training centers in Somalia which are known as “Instant Network Schools” that provide students with access to tablets and Internet connectivity in order to facilitate their education.¹²⁹

Initiatives at a regional level have taken advantage of ICT to connect citizens to the information society, such as the Connect Africa Initiative launched in 2007 by the African Development Bank.¹³⁰ The initiative mobilized financial resources to build ICT infrastructure across the continent, and will complement regional projects like the Central African Backbone and the West Africa Network, which aim to improve connectivity and broadband coverage.¹³¹ Despite growing access across the continent, the UNESCO Institute of Statistics has noted that access to electricity in some areas and better equipment are necessary to assist schools in taking advantage of ICT and the benefits they confer to education.¹³² In the Asia-Pacific region, with the assistance of UNESCO, Member States have participated in capacity-building workshops that teach a “systematic approach to integrating ICT” into educational plans.¹³³ These workshops were held as part of the UNESCO “ICT in Education Policy Makers’ Toolkit,” which contains mapping, planning, and assessment information for policy makers of the Asia-Pacific region to utilize for improving ICT access for women, youth and others.¹³⁴

At the civil society level, Africa ICT Right is dedicated to ensuring schools and communities have access to computer labs, teachers trained to use ICT, and that the gender gap between men and women in technology is bridged.¹³⁵ Two of their programs, iTeach ICT and Computer4Change, build teachers’ capacities to use and teach ICT and ensure that the most vulnerable schools, which many women and girls attend, have access to low-cost computers and software.¹³⁶ Another non-governmental organization, the Association for Progressive Communications, works across the globe to promote their module “Internet Rights are Human Rights” training curriculum in order to help civil society organizations understand the connection between economic, social and cultural rights on the Internet and social inclusion.¹³⁷

Social Inclusion and ICT

The largest vulnerable group is persons with disabilities, who face physical challenges in accessing services that can be exacerbated by poverty, language barriers, and access to assistance technologies.¹³⁸ For many persons with disabilities, the lack of access to assistance technologies and ICT can result in diminished access to education, services, and participation in their societies.¹³⁹ This can include not being able to access a school or campus location, housing or medical care in an inaccessible part of their community, or even social interaction in public places.¹⁴⁰ Gaining access to ICT removes many of the obstacles disabled persons encounter, and can ensure their access to basic services, employment skills and training, education, and participation in their societies and communities, ranging from voting in elections to engaging in dialogue with others online.¹⁴¹ Access to web services and mobile phones are two critical ICT that provide disabled persons access to social and economic activities, such as accessing health information online, educational opportunities and online learning, and receiving information from integrated broadcast-broadband systems.¹⁴² ICT can allow disabled persons to access the societies in which they live, increasing their autonomy, self-reliance, and ability to advocate for their needs and connect with others meaningfully.¹⁴³ The following technologies enable them to do: telework and virtual collaboration; video relay

¹²⁸ Ibid.

¹²⁹ Ostermann, *Innovation: Instant Network Schools open up a new world for Somali refugees*, 2015.

¹³⁰ African Development Bank Group, *ICT Initiatives: Connect Africa Initiative*, 2016.

¹³¹ Ibid.

¹³² UNESCO, Institute for Statistics, *Information and Communications Technology (ICT) in Education in Africa*, 2016.

¹³³ UNESCO, Bangkok Office, *ICT in Education: UNESCO ICT in Education Policy Maker’s Toolkit*, 2016.

¹³⁴ Ibid.

¹³⁵ Africa ICT Right, *About*, 2016.

¹³⁶ Africa ICT Right, *Education*, 2016.

¹³⁷ APC, *Connecting your rights: Economic, social and cultural rights (ESCRs) and the internet*, 2014.

¹³⁸ ITU, *The ICT Opportunity for a Disability-Inclusive Development Framework*, 2013, p. 19.

¹³⁹ Ibid., p. 10.

¹⁴⁰ Ibid.

¹⁴¹ Ibid., p. 3.

¹⁴² Ibid., pp. 7, 15.

¹⁴³ Ibid., p. 17.

service; captions on videos; e-books and e-documents; smartphones and tablets; subtitles and clear audio; hearing aids; smart homes; and speech to text/text to speech software.¹⁴⁴ In the Caribbean Community (CARICOM), UNESCO and CARICOM partnered together to assist young disabled persons with ways to combat “social exclusion, discrimination and poverty through the application of innovative ICT.”¹⁴⁵ The program involved cooperation with relevant Youth Ministries, as well as the Latin American Network of Non-Governmental Organizations of Persons with Disabilities and their Families, and improved the capacities of Member States governments in using ICT to develop socially inclusive policies and empower youth through a series of ICT workshops.¹⁴⁶ Moreover, persons with disabilities have been better able to use ICT due to the Web Content Accessibility Guidelines (WCAG), which are recognized as an International Standards Organization guideline (ISO/IEC 40500:2012).¹⁴⁷ WCAG is a set of best practices created by the World Wide Web Consortium for web developers and organizations to mainstream accessibility of web content and allow for the effective delivery of media to disabled persons.¹⁴⁸

At the second phase of WSIS, indigenous leaders noted the importance of overcoming the digital divide, which refers to the disparity in access to ICT, as it diminishes their access to economic and social opportunities.¹⁴⁹ Enhancing, promoting and preserving cultural, ecological, and intergenerational knowledge are the primary ways indigenous peoples can contribute to and engage in their societies.¹⁵⁰ Through ICT, indigenous peoples can share and promote their heritage and knowledge, generate income, and reinforce their autonomy, all of which can promote empowerment and inclusion.¹⁵¹ UNESCO’s ICTs for Intercultural Dialogue: Developing Communication Capacities of Indigenous Peoples launched five pilot projects to encourage the production of indigenous cultural content in digital and audiovisual media to stem isolation, marginalization, deprivation from basic services, and barriers to ICT.¹⁵² As well, through the International Programme for the Development of Communication, UNESCO helps to connect over 50 indigenous communities through radio technology, and in Cambodia more than 100 solar battery-powered radios were distributed to indigenous communities, allowing them to tune into broadcasts in their native Kreung, Tompon, Jarai, and Brao languages.¹⁵³ Notably, the World Indigenous Television Broadcasters Network (WITBN) has assisted indigenous television broadcasters in knowledge-sharing to promote indigenous languages and cultures.¹⁵⁴ Among challenges to broadcasting is the lack sufficient financing, which the WITBN has been working with Member State governments and subnational governments to receive support.¹⁵⁵ Among indigenous peoples of the Arctic, IsumaTV’s Digital Indigenous Democracy web portal streams and collects video testimonies of elders and youth to promote intergenerational knowledge and social cohesion.¹⁵⁶ These efforts move beyond simply providing indigenous programming or broadcasts, and fulfill the calls by indigenous peoples at the WSIS for the promotion and use of ICT that respects their human rights and cultural integrity.¹⁵⁷

Gender and ICT

Women and girls account for about two-thirds of the world’s illiterate population, and comprise the majority of people in vulnerable employment, or employment that may lack formal arrangements and/or decent working conditions.¹⁵⁸ Within the digital divide there is also a gender divide, with women and girls generally having less access to ICTs especially in developing Member States.¹⁵⁹ Women constitute fewer users of the Internet than men across the world, which can be attributed to gendered perspectives of ICT and technology as generally suitable for

¹⁴⁴ Ibid.

¹⁴⁵ UNESCO, *Improving accessibility for Youth with disabilities through ICT and open solutions in the Caribbean*, 2014, p. 3.

¹⁴⁶ Ibid., p. 4.

¹⁴⁷ ISO, *Information technology – W3C Web Content Accessibility Guidelines (WCAG) 2.0*, 2016.

¹⁴⁸ ITU, *The ICT Opportunity for a Disability-Inclusive Development Framework*, 2013, p. 14.

¹⁴⁹ Borrero, *Indigenous Peoples and the Information Society: Emerging uses of ICTs*, 2016, p. 5.

¹⁵⁰ UNESCO, *Indigenous Peoples: Cultural and Linguistic Diversity*, 2016.

¹⁵¹ UNESCO, *Indigenous Peoples: Knowledge Societies and ICTs*, 2016.

¹⁵² UNESCO, *ICT4ID*, 2016.

¹⁵³ Borrero, *Indigenous Peoples and the Information Society: Emerging uses of ICTs*, 2016, p. 13.

¹⁵⁴ Ibid., pp. 11-12.

¹⁵⁵ Ibid.

¹⁵⁶ Ibi.

¹⁵⁷ Ibid., p. 5.

¹⁵⁸ UNESCO, *Developing Open Learning Communities for Gender Equity with the Support of ICTs*, 2002.

¹⁵⁹ Gurumurthy, *Gender and ICTs: Overview Report*, 2005, p. 17.

men and boys.¹⁶⁰ Cultural attitudes, ownership of ICT, poverty, lack of resources for ICT, and traditional gender roles all can contribute to women and girls being less likely to access, and subsequently benefit from, ICT.¹⁶¹ Structural constraints, such as limited access to financial resources, lower education, and lower incomes mean that the most disadvantaged women are pushed into the informal sector, which reduces their chances of benefiting from ICT, education, and empowerment initiatives.¹⁶²

ICT has the potential to deliver many services and benefits to women and girls, including access to numeracy and literacy, education, tools to support their education, educational content, services, and economic empowerment.¹⁶³ Ensuring public access to ICT, such as through “telecenters” or community ICT centers, can be one way for women in rural communities or from low socioeconomic status to access ICT.¹⁶⁴ This requires not only the physical components and location, but also the content and software that would engage and empower women to fully utilize ICT.¹⁶⁵ One such program that builds up the capacities of women and girls to access and learn to use ICT includes the WIRES Project, which assists women with obtaining market information for women-owned businesses through ICT.¹⁶⁶ Another, a joint UN Development Programme and Afghanistan Women’s Affairs Ministry program, has provided computer training for women in accounting and software, which improves economic opportunities.¹⁶⁷ In southern India, the Deccan Development Society has used radio and video technologies to help disadvantaged women not only provide their knowledge and expertise on farming practices to other women, but also reach policymakers and improve their communities.¹⁶⁸ In another program, the Change Initiatives, working with UNESCO, the National Informatics Centre, and researchers from foreign universities increased solidarity among women by providing a web-based information system that empowered them to use ICT and realize the concrete benefit of ICT in their own lives.¹⁶⁹ As such, empowerment means that ICT provides a means for women to share “local knowledge, culture and languages with others” to build supportive and inclusive communities.¹⁷⁰ As new technologies make it possible for people to communicate, collaborate, and disseminate information on a large scale, the potential for women and girls to take advantage of ICT is increasingly important to achieve gender equality, empower women, and ensure their access to quality education and social inclusion.¹⁷¹

In some cases, even when women and girls are able to access ICT and become engaged in the variety of social media platforms, they face threats to their safety in the form of death threats, threats of sexual violence, stalking, and harassment.¹⁷² The Association for Progressive Communications (APC) found that cyber stalking and sexting can severely damage women’s rights online, and that in Cambodia, men use tracking, GPS, and spyware devices to infringe on their female partner’s privacy.¹⁷³ In a report by the UN Broadband Commission for Digital Development, the Commission explains that these threats to women and girls could have serious economic and social implications, and drive women and girls away from spaces that have improved their knowledge, connection to others in a community and facilitated their access to the exercise of free speech.¹⁷⁴ Unfortunately, though ICT can be valuable tools for women and girls, the gender inequality that exists offline can be manifested online as well.¹⁷⁵ It is precisely because of this that the APC supports women using ICT to draw attention to issues of violence against women.¹⁷⁶ Increasing the visibility of issues such as rape or abductions, and can empower women and men to challenge

¹⁶⁰ Ibid., p. 22.

¹⁶¹ Ibid., p. 24.

¹⁶² APC & HICDC, *Global Information Society Watch 2013: Women’s rights, gender and ICTs*, 2013, p. 19.

¹⁶³ Gurumurthy, *Gender and ICTs: Overview Report*, 2005, p. 31.

¹⁶⁴ Gurumurthy, *Gender and ICTs: Overview Report*, 2005, p. 33.

¹⁶⁵ Ibid.

¹⁶⁶ Ibid., p. 36.

¹⁶⁷ Ibid.

¹⁶⁸ Ibid., p. 38.

¹⁶⁹ UNDP, *Gender and ICT: Asia-Pacific Development Information Programme: E-Primers for the Information Economy, Society and Polity*, 2007, p. 18-20.

¹⁷⁰ UNESCO, *Developing Open Learning Communities for Gender Equity with the Support of Information and Communication Technologies (ICTs)*, 2002.

¹⁷¹ ITU, *Digital Inclusion*, 2016.

¹⁷² UN Broadband Commission for Digital Development, *Cyber Violence Against Women and Girls*, 2015, p. 2.

¹⁷³ APC & HICDC, *Global Information Society Watch 2013: Women’s rights, gender and ICTs*, 2013, p. 7.

¹⁷⁴ UN Broadband Commission for Digital Development, *Cyber Violence Against Women and Girls*, 2015, p. 2.

¹⁷⁵ APC & HICDC, *Global Information Society Watch 2013: Women’s rights, gender and ICTs*, 2013, p. 8.

¹⁷⁶ Ibid., p. 15.

gendered norms and stereotypes, and take efforts to protect women and girls.¹⁷⁷ Though most ICT education programs seek to strengthen women’s economic empowerment to improve their chances in gaining property rights and formal employment, women’s social empowerment is critical to develop community leadership and strengthen women’s ability to enact social change.¹⁷⁸

Conclusion

According to the United Nations Broadband Commission for Digital Development, “in 1995, less than 1% of the world population was connected to the Internet.”¹⁷⁹ Over the last two decades, that percentage has grown to 40% of the global population, with more than three billion people accessing the Internet.¹⁸⁰ Understanding that ICT has the potential to facilitate a myriad of goals including the SDGs and the Incheon Declaration, UNESCO is working to ensure that vulnerable groups can access the benefits of the information society.¹⁸¹ Vulnerable persons, among them disabled persons, women and girls, indigenous peoples, and out of school youth, face steep barriers to accessing education, lifelong learning, and the opportunities of a connected world that are compounded by exclusion, poverty and illiteracy.¹⁸² Through ICT, these groups can be empowered to tackle these barriers, challenge social norms, stereotypes, and exclusion, broadcast their voices and concerns, and realize the social and economic benefits of their societies.¹⁸³ UNESCO is attempting to build a people-centered, inclusive and sustainable future through lifelong learning, strengthened capacities, and the profusion of ICT, and it can ensure it meets the goals of the SDGs by including, assisting, and empowering the most vulnerable among us.¹⁸⁴

Further Research

In preparing for this topic, delegates should consider how UNESCO can address the challenges of empowering vulnerable persons through access to ICT, and what steps it can take to improve the capacities of Member States to assist their most vulnerable populations. Delegates should consider: what challenges do vulnerable populations encounters that limit their access to lifelong learning and education in their own Member State? What policy recommendations can UNESCO propose that assist vulnerable persons in developing Member States and least developed countries? How can actions and initiatives meant to assist vulnerable persons align with the SDGs? What role can civil society, NGOs and the private sector play in empowering vulnerable persons through ICT, and in meeting international goals like the Incheon Declaration? What can Member States do to reduce barriers to ICT, and promote empowerment and social inclusion? How else can UNESCO further empower vulnerable groups to enact social change and challenge social norms through ICT? What role can interagency cooperation play, and how can the ITU work with UNESCO to promote both the SDGs and the Incheon Declaration?

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Released by the APC annually, this report highlights critical information for delegates to understand regarding gender and ICT. ICT infrastructure, participation and political advocacy, and gender based violence online are discussed thoroughly and provide delegates with important background information regarding the disparities among men and women in ICT. Delegates will also find it useful to reference the country reports beginning on page 64 since they provide specific projects Member States undertook to address the access and empowerment components of ICT. Each country report tackles topics like online forums to spread awareness of child marriage,

¹⁷⁷ Ibid.

¹⁷⁸ ITU, *Literacy and Education for Sustainable Development and Women’s Empowerment*, 2012.

¹⁷⁹ UN Broadband Commission for Digital Development, *Cyber Violence Against Women and Girls*, 2015, p. 2.

¹⁸⁰ UN Broadband Commission for Digital Development, *Cyber Violence Against Women and Girls*, 2015, p. 2.

¹⁸¹ UNESCO, *ICT in Education*, 2016; ITU, *Digital Inclusion*, 2016.

¹⁸² Ibid.

¹⁸³ Ibid.

¹⁸⁴ UN General Assembly, *Outcome document of the high-level meeting of the General Assembly on the overall review of the implementation of the outcomes of the World Summit on the Information Society (70/125)*, 2015, p. 2.

online means to make information about reproductive health for women accessible, and online advocacy and organizing that empowered women to become involved in their communities.

Gurumurthy, A. (2005). *Gender and ICTs: Overview Report*. Retrieved 28 August 2016 from: <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SHS/pdf/Gender-ICTs.pdf>

This report, prepared by the BRIDGE service within the Institute of Development Studies, discusses how gender is situated in ICT, and the implications of gender inequality when it comes to ICT. It thoroughly addresses inequities in ICT, the key social and economic implications of gender inequality in ICT, and what women are doing to overcome some of the barriers they encounter. Of particular importance to delegates is the report's discourse on how women are utilizing ICT to challenge inequality and empower themselves and other women in a variety of ways and receive the benefits of ICT.

International Telecommunication Union. (2008). *Use of Information and Communication Technology by the World's Children and Youth* [Report]. Retrieved 27 August 2016 from: http://www.itu.int/ITU-D/ict/material/Youth_2008.pdf

This report provides key statistical information regarding children and youth's use of ICT, and in the varied ways they access and use ICT. Among many of its findings, the importance of improving ICT education, so that current and future young persons can benefit from being connected to the global information society, and therefore fuel economic growth in ever-growing information economies, is consistent with the role of the United Nations. Moreover, the report calls on Member States and others to improve data collection in order to fully evaluate the situation with ICT and how young people use it, since the ITU, UNESCO and other bodies depend on data and information in order to provide assistance to Member States. As well, delegates will be most interested in the recommendations included for Member States beginning on page 41.

International Telecommunication Union et al. (2013). *The ICT Opportunity for a Disability-Inclusive Development Framework* [Report]. Retrieved 20 July 2016 from: https://www.itu.int/en/action/accessibility/Documents/The%20ICT%20Opportunity%20for%20a%20Disability_Inclusive%20Development%20Framework.pdf

This framework was the result of collaboration among the Broadband Commission for Digital Development, the Global Initiative for Inclusive Information and Communication Technologies, the International Disability Alliance, the International Telecommunications Union, Microsoft, the Telecentre.org Foundation, and the United Nations Educational, Scientific, and Cultural Organization. The document highlights how each specific group of ICT can remove barriers that persons with disabilities encounter, which delegates can use in developing their ideas about how to best address the needs of disabled persons. It also identifies potential challenges that could hinder the development and utilization of ICT, such as access, cost and availability of ICT, which delegates will need to address in committee.

United Nations Educational, Scientific and Cultural Organization. (2012). *Mobile Learning for Teachers: Global Themes* [Report]. Retrieved 25 August 2016 from: <http://unesdoc.unesco.org/images/0021/002163/216358E.pdf>

This Working Paper Series conducted by UNESCO details various ICT initiatives to improve teachers' abilities to provide a quality education to students and communities facing a variety of challenges across the globe. In conjunction with five other Working Papers, each providing further information into each of the five regions covered, this document provides the framework for how UNESCO and Member States can utilize ICT strategies to provide mobile learning and open and distance learning. The ideas presented in the Working Paper Series will be helpful for delegates in brainstorming solutions to improving teachers' abilities to provide a quality education using ICT for isolated and underprivileged learners. Specific recommendations in the other papers in the series (on Latin America and the Caribbean region, the Middle East and North Africa, and etc.) are also important for delegates to reference in developing their Member State's solutions to ICT education and access challenges in their respective regions.

United Nations Educational, Scientific and Cultural Organization, Institute for Lifelong Learning. (2014). *Literacy and Education for Sustainable Development and Women's Empowerment* [Report]. Retrieved 18 July 2016 from: <http://unesdoc.unesco.org/images/0023/002301/230162e.pdf>

This report provides a comprehensive outlook on women's education as a means for sustainable development. In particular, it highlights the importance of understanding women's lived experiences, intergenerational learning practices, barriers and challenges to accessing education opportunities, and incorporating both soft and hard skills in education. It also takes a look at how women's education can provide opportunities for engagement in environmental, economic and social projects that would benefit from their involvement and knowledge, and provides examples of several programs that have been successful in taking such approaches. Delegates will find this report useful in understanding how literacy and education initiatives lead to social and economic empowerment, not just better opportunities for women.

United Nations Educational, Scientific and Cultural Organization, Institute for Lifelong Learning. (2014). *Medium-Term Strategy 2014-2021: Laying Foundations for Equitable Lifelong Learning for All*. Retrieved 20 July 2016 from: <http://unesdoc.unesco.org/images/0022/002292/229289E.pdf>

The Medium-Term Plan of UNESCO outlines the agency's goals over the next seven years and the means to accomplish the set goals. Delegates will find the document useful for examining UNESCO's priorities and targets, and how it plans to achieve its strategic objectives of increasing lifelong learning opportunities, empowering learners, and formulating future educational goals. Central to the topic is UNESCO's plan to assist Member States in creating quality, inclusive and innovative education systems which should strive to meet the needs of the most vulnerable and meet the SDGs. In regards to the SDGs, the document details how the agency's objectives directly realize the aims of the SDGs and the Incheon Declaration.

United Nations Educational, Scientific and Cultural Organization, Institute for Lifelong Learning. (2016). *Harnessing the Potential of ICTs: Literacy and Numeracy Programmes using Radio, TV, Mobile Phones, Tablets and Computers* [Report]. Retrieved 18 July 2016 from: <http://unesdoc.unesco.org/images/0024/002439/243981E.pdf>

This report by the Institute for Lifelong Learning provides concrete examples of how ICT have been utilized to enhance educational opportunities. It compiles various ICT initiatives from many Member States across the regions, which delegates in particular will find useful for examining how their Member State can best utilize ICT to address the varying concerns of vulnerable groups. The initiatives range from distance learning and literacy efforts in sub-Saharan Africa and Asia, to virtual learning programs in Latin America, North America and Europe.

United Nations Educational, Scientific and Cultural Organization, Institute for Statistics. (2009). *Measuring Information and Communication Technology (ICT) in Education* [Report]. Retrieved 20 August 2016 from: <http://unesdoc.unesco.org/images/0018/001865/186547e.pdf>

This guide by the UNESCO Institute for Statistics presents the case that much more collecting of data and information is necessary to measure ICT in education initiatives, and understand how ICT can improve education and empower peoples. Though it is largely a document describing statistical methods for measuring ICT in education, the report details quite well the development of the ICT strategy by the United Nations and UNESCO, and the role of the United Nations system. What delegates will find most helpful is the report's discussion on how ICT can be integrated into national education policy and systems, indicating that such measures require clear goals, incentives for private and public organizations, and teacher training programmes.

United Nations Educational, Scientific and Cultural Organization, World Education Forum. (2015). *Incheon Declaration – Education 2030: Towards inclusive and equitable quality education and lifelong learning for all*. Retrieved 20 July 2016 from:

http://www.uis.unesco.org/Education/Documents/education_2030_incheon_declaration_en.pdf

The Incheon Declaration provides a roadmap to achieve inclusive and equitable education for all persons. Of particular importance for delegates to understand is how the Declaration has outlined a new vision for education that moves beyond basic schooling to ensure adequate lifelong learning opportunities. The Declaration should assist delegates in understanding how their respective Member States can best ensure the most equitable use and application of ICT, to provide those lifelong learning opportunities to vulnerable peoples regardless of age, skill level, or disability.



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II. Sport for Peace and Development

*“Sport has become a world language, a common denominator that breaks down all the walls, all the barriers. It is a worldwide industry whose practices can have widespread impact. Most of all, it is a powerful tool for progress and for development.”*¹⁸⁵

Introduction

Historically, sport has played an important role in all societies and offers benefits to people of all ages, genders, and abilities.¹⁸⁶ In 2003, the United Nations (UN) Inter-Agency Task Force on Sport for Development and Peace defined sport as “all forms of physical activity that contribute to physical fitness, mental well-being, and social interaction, such as play, recreation, organized or competitive sport, and indigenous sports and games.”¹⁸⁷ UN agencies including the General Assembly and the United Nations Educational, Scientific and Cultural Organization (UNESCO) have partnered with international organizations on sport-based initiatives that combat issues of conflict, HIV/AIDS, and social inequality.¹⁸⁸ For humanitarian groups such as non-governmental organizations (NGOs) and civil society organizations (CSOs), sport provides a means of peacebuilding and development that is both low-cost and high-impact.¹⁸⁹ Sport also serves as an effective tool for sustainable development and the promotion of peace.¹⁹⁰ However, the presence of corruption and doping, defined as the use of prohibited drugs to improve training and performance outcomes, threatens to undermine the benefits of sport as an international tool for peace and development.¹⁹¹ Despite these pitfalls, sport still serves as a positive outlet for the social and economic development of adults and youth around the world.¹⁹²

International and Regional Framework

UNESCO is the leading UN agency for Physical Education and Sport (PES).¹⁹³ UNESCO has adopted international frameworks used to strengthen and support sport as a tool for change.¹⁹⁴ One of the frameworks adopted by UNESCO is the 1978 *International Charter of Physical Education, Physical Activity, and Sport*.¹⁹⁵ The charter was the first international document to recognize sport as a fundamental right for all.¹⁹⁶ UNESCO revised the International Charter in 2015 to move beyond a list of best practices towards active implementation of its principles.¹⁹⁷ The charter states that sport should be free of corruption, include persons with disabilities, promote a healthy lifestyle, and protect participants of all ages from harmful practices like excessive training and sexual exploitation.¹⁹⁸ In addition to the protections of persons, the charter also states that sport and physical activities should be economically, socially, and environmentally sustainable.¹⁹⁹ The charter is supported by other international documents such as the *Convention on the Rights of the Child* (1989), which states that all children have the right “to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.”²⁰⁰

¹⁸⁵ UNOSDP, *International Day of Sport for Development and Peace*, 2016.

¹⁸⁶ UNOSDP, *Why Sport?*, 2016.

¹⁸⁷ *Ibid.*

¹⁸⁸ UNESCO, *Sport for Peace and Development*, 2016.

¹⁸⁹ UNOSDP, *Why Sport?*, 2016.

¹⁹⁰ IOC, *Social Development Through Sport*, 2016.

¹⁹¹ UNESCO, *What is Doping?*, 2016; UNODC, *ICSS and UNODC announce new partnership to strengthen investigations and prosecutions into match-fixing and the manipulation of sports competitions*, 2015.

¹⁹² UNOSDP, *Why Sport?*, 2016.

¹⁹³ UNESCO, *Physical Education and Sport*, 2016.

¹⁹⁴ *Ibid.*

¹⁹⁵ *International Charter of Physical Education, Physical Activity, and Sport*, 1978; UNESCO, *International Charter of Physical Education revised to ensure more inclusive access to physical activity*, 2015.

¹⁹⁶ *Ibid.*

¹⁹⁷ UNESCO, *International Charter of Physical Education revised to ensure more inclusive access to physical activity*, 2015.

¹⁹⁸ UNESCO, *Revised International Charter of Physical Education, Physical Activity, and Sport*, 2015.

¹⁹⁹ *Ibid.*

²⁰⁰ UN General Assembly, *Convention on the Rights of the Child (A/RES/44/25)*, 1989.

Another foundational document is the *Convention of the Rights of Persons with Disabilities* (2006), adopted under General Assembly resolution 61/106 of 13 December 2006.²⁰¹ The Convention affirmed that persons with disabilities should be afforded the same rights and privileges of everyone else.²⁰² In terms of sport, article 30 of the Convention states that individual with disabilities should be empowered “to participate on an equal basis with others.”²⁰³ In addition to participating equitably in sport, the Convention states that persons with disabilities should be empowered to organize, develop, and partake in sporting and recreational activities that accommodate their needs.²⁰⁴ Lastly, the Convention notes that events and programs should be made accessible for persons with disabilities.²⁰⁵ Alongside the General Assembly’s support of sport as a human right, the Human Rights Council adopted resolution 24/1 of 8 October 2013 on “Promoting human rights through sport and the Olympic ideal.”²⁰⁶

A major milestone in UNESCO efforts to combat doping in sports was the adoption of the *International Convention against Doping* (2005), in which Member States first agreed to address doping through international law.²⁰⁷ The Convention provides a legal framework to ensure the effectiveness of existing legislation on illegal performance enhancing drugs, such as the World Anti-Doping Code.²⁰⁸ The Convention promotes training for athletes to prevent doping and understand the associated consequences.²⁰⁹ Lastly, the Convention explains information-sharing strategies and research surrounding doping prevention.²¹⁰

Alongside UNESCO, the General Assembly has adopted resolutions acknowledging and protecting the relationship sport has with the promotion of peace and development.²¹¹ On 23 August 2013, the General Assembly adopted resolution 67/296 on the “International Day of Sport for Development and Peace” which declares 6 April as an international day of commemoration.²¹² Since 2003, the General Assembly has adopted multiple resolutions entitled on “Sport as a means to promote education, health, development, and peace.”²¹³ Resolutions 67/17 of 28 November 2012 and 69/6 of 31 October 2014 on this topic further showcase the General Assembly’s support of international sport and the belief that all Member States should participate in initiatives that create positive sport opportunities for their citizens.²¹⁴ Both resolutions encourage partnerships among Member States, specifically developing states, to assist in capacity-building for sport activities and events.²¹⁵

The UN system is determined to ensure that every person is able to fulfill their potential.²¹⁶ The UN’s plan of action to achieve that environment of dignity and equality for all people is the *2030 Agenda for Sustainable Development* (2015).²¹⁷ Sport provides a unique avenue for the local, regional, and international stakeholders to address each of the 17 Sustainable Development Goals (SDGs) posed in the 2030 Agenda.²¹⁸ Within the 2030 Agenda, sport is explicitly mentioned as an important enabler of sustainable development.²¹⁹ The 2030 Agenda also recognizes the contribution of sport to development and peace as well as its positive externalities to the empowerment of women and children, community health, and education.²²⁰ Through sport, women and children are taught valuable and

²⁰¹ UN DSPDD, *Conference of States Parties to the Convention on the Rights of Persons with Disabilities – Homepage*, 2006.

²⁰² *Convention of the Rights of Persons with Disabilities*, 2006.

²⁰³ *Ibid.*

²⁰⁴ *Ibid.*

²⁰⁵ *Ibid.*

²⁰⁶ UN HRC, *Promoting human rights through sport and the Olympic ideal (A/HRC/RES/24/1)*, 2013, p. 1.

²⁰⁷ *International Convention against Doping in Sport*, 2005.

²⁰⁸ UNESCO, *International Convention against Doping in Sport*, 2016.

²⁰⁹ *International Convention against Doping in Sport*, 2005.

²¹⁰ *Ibid.*

²¹¹ UNOSDP, *International Day of Sport for Development and Peace*, 2016.

²¹² UN General Assembly, *International Day of Sport for Development and Peace (A/RES/67/296)*, 2013, p. 1.

²¹³ UN General Assembly, *Sport as a means to promote education, health, development, and peace (A/RES/67/17)*, 2012, p. 1; UN General Assembly, *Sport as a means to promote education, health, development, and peace (A/RES/69/6)*, 2014, p. 1.

²¹⁴ *Ibid.*

²¹⁵ *Ibid.*

²¹⁶ UN General Assembly, *Transforming our world: the 2030 Agenda for Sustainable Development (A/RES/70/1)*, 2015.

²¹⁷ *Ibid.*

²¹⁸ UNOSDP, *Sustainable Development Goals*, 2016.

²¹⁹ UN General Assembly, *Transforming our world: the 2030 Agenda for Sustainable Development (A/RES/70/1)*, 2015.

²²⁰ *Ibid.*

transferable skills to progress within society as desired by Goals 5 and 8.²²¹ Likewise, sport is a driver for healthy living and provides an educational platform for awareness in a variety of fields such as sexual and reproductive health as seen in Goal 3.²²² In the Secretary-General's synthesis report, "The road to dignity by 2030: ending poverty, transforming all lives and protecting the planet," sport is referred to as an essential, relevant skill that young people need to be successful.²²³ Prior to the SDGs, sport was recognized by the international community as an effective and holistic means to address the Millennium Development Goals (MDGs).²²⁴

Role of the International System

The General Assembly promotes sport as a tool for peace and sustainable development while empowering women, youth, and persons with disabilities.²²⁵ The General Assembly has supported sport and its potential for peacebuilding since the 1990s.²²⁶ One of the first actions of the General Assembly on this topic was to adopt resolution 48/10 of 2 November 1993 on "International Year of Sport and the Olympic Ideal."²²⁷ In this resolution, the General Assembly proclaimed that 1994 would be the International Year of Sport and the Olympic Ideal.²²⁸ This resolution also endorsed and commended the International Olympic Committee for its efforts to build a peaceful and better world through sport and culture for the youth.²²⁹ The support by the General Assembly of international sport and the Olympics was further demonstrated by the adoption of resolutions 48/11 of 2 November 1993 on "Observance of the Olympic Truce", 49/29 of 19 December 1994 on "The Olympic Ideal", 64/3 of 22 October 2009 on "Observer status for the International Olympic Committee in the General Assembly, and the establishment of an International Day of Sport for Development and Peace in August 2013."²³⁰

In order to continue its policy efforts, the General Assembly adopted resolution 63/135 of 3 March 2009 on "Sport as a means to promote education, health, development, and peace."²³¹ This resolution created the United Nations Office of Sport for Development Peace (UNOSDP) upon the recommendation of the Secretary-General.²³² The UNOSDP was created with the role of promoting greater awareness and action to foster peace.²³³ Additionally, the UNOSDP is in charge of assisting with the achievement of the SDGs through the usage of sport-based initiatives and the integration of sport for development and peace.²³⁴ Since its creation, the UNOSDP has served to coordinate sport-based peace initiatives around the world.²³⁵ One of the major projects of UNOSDP is its Youth Leadership Camps.²³⁶ Many youth have a desire to give back to their communities in a positive way, regardless of their economic and social circumstances.²³⁷ An initiative started by the Special Advisor to the Secretary-General on Sport for Development and Peace, the camps provide youth with support and leadership tools to make a difference in their communities through sport-based development projects.²³⁸

²²¹ UNOSDP, *Sustainable Development Goals*, 2016.

²²² *Ibid.*

²²³ UN General Assembly, *The road to dignity by 2030: ending poverty, transforming all lives and protecting the planet: Synthesis report of the Secretary-General on the post-2015 sustainable development agenda (A/69/700)*, 2014, p. 17.

²²⁴ UNOSDP, *Sport and the Millennium Development Goals*, 2015.

²²⁵ UN General Assembly, *Sport for peace and development; Building a peaceful and better world through sport and the Olympic ideal: joint debate*, 2007.

²²⁶ UNOSDP, *UN General Assembly Resolutions*, 2016.

²²⁷ UN General Assembly, *International Year of Sport and the Olympic Ideal (A/RES/48/10)*, 1993, p. 1; UNOSDP, *UN General Assembly Resolutions*, 2016.

²²⁸ UN General Assembly, *International Year of Sport and the Olympic Ideal (A/RES/48/10)*, 1993, p. 2.

²²⁹ *Ibid.*

²³⁰ UNOSDP, *UN General Assembly Resolutions*, 2016.

²³¹ UN General Assembly, *Sport as a means to promote education, health, development and peace (A/RES/63/135)*, 2009, p. 2.

²³² *Ibid.*

²³³ *Ibid.*

²³⁴ *Ibid.*

²³⁵ UNOSDP, *Annual Report 2014*, 2014, p. 14.

²³⁶ UNOSDP, *Projects*, 2014.

²³⁷ *Ibid.*

²³⁸ *Ibid.*

The promotion of sport is a joint effort by many UN entities.²³⁹ UN Peacekeepers work to promote sport for peace and development in various locations affected by conflict.²⁴⁰ In October 2011, the Korean military contingent of the United Nations Stabilization Mission in Haiti (MINUSTAH) taught *taekwondo*, a traditional Korean martial art, to teenagers in Haiti.²⁴¹ The original mission took place after the major earthquake that destroyed Haiti in 2010.²⁴² In addition to teaching Taekwondo, members of the Korean contingent also taught teens computer science skills and how to handle heavy machinery.²⁴³

As the leader of PES initiatives in the UN system, UNESCO has been involved with physical education since the early 1950s.²⁴⁴ UNESCO provides guidance, assistance, and advisory services to Member States and NGOs in the promotion and development of sport and games through its sport program.²⁴⁵ The sport program of UNESCO focuses on several themes, including peace and development, women and sport, and anti-doping strategies.²⁴⁶ In addition to its advisory role, UNESCO serves as the secretariat of the Intern-governmental Committee for Physical Education and Sport (CIGEPS).²⁴⁷ CIGEPS was created to promote the inclusion of sport and PES in public policy.²⁴⁸ Through CIGEPS, UNESCO promotes the implementation of effective, sustainable policies at the national level.²⁴⁹ Because of its intergovernmental structure, CIGEPS facilitates collaboration among Member States.²⁵⁰ In a CIGEPS report produced in February 2016, the representative for the Director-General of UNESCO reported plans to move forward with the Quality Physical Education (QPE) programs in Fiji, Mexico, South Africa, and Zambia.²⁵¹ The QPE program is a peer-led, skill-based learning initiative that operates under the belief that sustainable development needs healthy and well-educated children.²⁵² These programs teach students physical, social, and emotional skills to become socially responsible citizens.²⁵³

The United Nations Development Programme (UNDP) focuses mainly on partnership building and for development and peace.²⁵⁴ In promotion of their mission, they have utilized sport to achieve their goals in combating poverty.²⁵⁵ Every year since 2003, the UNDP has partnered with international athletes to combat poverty in their annual Matches Against Poverty event.²⁵⁶ With the help of various international teams, the events have raised \$2 million USD support UNDP projects and provide humanitarian aid for victims of natural disasters.²⁵⁷ Like UNESCO, the United Nations Office on Drugs and Crime (UNODC) has used sport to combat drug use, organized crime, and corruption.²⁵⁸ With the help of the International Centre for Sport Security (ICSS), UNODC has worked since 2015 to protect international sport from corruption.²⁵⁹ One of the issues surrounding sport is match-fixing and the manipulation of sport competitions.²⁶⁰ UNODC, ICSS, UNESCO, and the Council of Europe are

²³⁹ UNOSDP, *UN System Organizations Using Sport*, 2016.

²⁴⁰ UNOSDP, *United Nations Peacekeeping*, 2016.

²⁴¹ UNOSDP, *A Korean legacy in Léogâne: Taekwondo*, 2012.

²⁴² *Ibid.*

²⁴³ *Ibid.*

²⁴⁴ UNESCO, *CIGEPS: Background*, 2016.

²⁴⁵ UNESCO, *About the Sport Programme*, 2016.

²⁴⁶ *Ibid.*

²⁴⁷ *Ibid.*

²⁴⁸ UNESCO, *Intergovernmental Committee for Physical Education and Sport (CIGEPS)*, 2016.

²⁴⁹ *Ibid.*

²⁵⁰ *Ibid.*

²⁵¹ CIGEPS, *Ordinary Session and Joint Meeting with the Permanent Consultative Council (PCC): Final Report*, 2016, p. 4; UNESCO, *Promoting Quality Physical Education Policy*, 2016.

²⁵² *Ibid.*

²⁵³ CIGEPS, *Ordinary Session and Joint Meeting with the Permanent Consultative Council (PCC): Final Report*, 2016, p. 4; UNESCO, *Promoting Quality Physical Education Policy*, 2016.

²⁵⁴ UNOSDP, *UNDP*, 2016.

²⁵⁵ *Ibid.*

²⁵⁶ UNDP, *Match Against Poverty*, 2016.

²⁵⁷ *Ibid.*

²⁵⁸ UNOSDP, *UNODC*, 2016; UNODC, *ICSS and UNODC announce new partnership to strengthen investigations and prosecutions into match-fixing and the manipulation of sports competitions*, 2015.

²⁵⁹ *Ibid.*

²⁶⁰ *Ibid.*

developing a handbook that explores the relationship between organized crime and corruption in sport, primarily through match-fixing.²⁶¹

The Joint United Nations Programme on HIV/AIDS (UNAIDS) has promoted the use of sports to raise awareness about HIV/AIDS.²⁶² Through the use of sport programs, UNAIDS and other agencies work to increase social and economic integration of people living with HIV/AIDS and educate the population to reduce behaviors that contribute to the spread of HIV/AIDS.²⁶³ In 2012, an Italian football league partnered with UNAIDS to raise awareness of World AIDS day.²⁶⁴ Teams held up banners, took photos, and were interviewed to express their support for HIV/AIDS prevention and awareness.²⁶⁵ The collaboration demonstrates how sport can be used to educate people on HIV prevention while combating negative stigma associated with HIV/AIDS.²⁶⁶

Civil society also promotes the use of sport for peace and development. One particular organization is called L'Organisation pour la Paix par le Sport, or "Peace and Sport."²⁶⁷ The organization promotes sustainable peace and social stability through structured sporting events and educational initiatives to share sporting values with youth.²⁶⁸ Internationally, Peace and Sport provides aid to vulnerable areas affected by extreme poverty, conflict, or lack of social stability.²⁶⁹ Currently, the organization is involved with many initiatives in Africa, Latin America, and the Caribbean.²⁷⁰ The organization provides direct aid, peacebuilding, and peace promotion through the use of sport programs, events, and networking.²⁷¹ Another global partner in the promotion of sport for peace and development is Sport Forward, established in 1992.²⁷² The organization views sport as an instrument of progress that empowers, educates, and promotes ideals promote lasting peace.²⁷³ Currently, the organization participates with global projects that teach fitness and hygiene; Sport Forward also promotes social stability and peace in conflict areas.²⁷⁴ The organization has hosted sport events in Iraq, Israel, Palestine, and Pakistan for youth to promote friendly competition.²⁷⁵

International Collaboration

The Olympic Movement promotes peacebuilding by educating youth through sport to promote values of friendship, solidarity, and fair play.²⁷⁶ The Olympics have received praise from the UN over the last 20 years for their positive influence in promoting global peace.²⁷⁷ General Assembly resolution 48/11 of 2 November 1993 on "Observance of the Olympic Truce" is a manifestation of that practice.²⁷⁸ The "Olympic Truce" is derived from an ancient Greek tradition of *ekecheria*, or "holding of hands," which called for a cessation of conflict between state participants until after the games.²⁷⁹ General Assembly resolution 48/11 requests that Member States observe a truce in support of the Olympic Games for seven days before and after the opening and closing ceremonies.²⁸⁰

²⁶¹ Ibid.

²⁶² UNOSDP, *UNAIDS*, 2016.

²⁶³ UNOSDP, *Sport and the Millennium Development Goals*, 2015.

²⁶⁴ UNOSDP, *UNAIDS and Italian football team up against AIDS*, 2012.

²⁶⁵ Ibid.

²⁶⁶ Ibid.

²⁶⁷ Peace and Sport, *Objectives*, 2016.

²⁶⁸ Ibid.

²⁶⁹ Ibid.

²⁷⁰ Peace and Sport, *Presentation of our International Relations and Operations*, 2016.

²⁷¹ Ibid.

²⁷² Sport Forward, *Sport Forward*, 2016.

²⁷³ Ibid.

²⁷⁴ Sport Forward, *Sport Forward*, 2016.

²⁷⁵ Ibid.

²⁷⁶ IOC, *The Organisation*, 2016.

²⁷⁷ UNOSDP, *UN General Assembly Resolutions*, 2016.

²⁷⁸ Ibid.

²⁷⁹ UN General Assembly, *Observance of the Olympic Truce (A/RES/48/11)*, 1993, p. 1; Perseus, *The Olympic Truce*.

²⁸⁰ UN General Assembly, *Observance of the Olympic Truce (A/RES/48/11)*, 1993, p. 2.

In addition to peace, the Olympic Games have been used as a platform to promote awareness, not only against doping, but for crimes against humanity like terrorism and human trafficking.²⁸¹ Secretary-General Ban Ki-moon stated in a speech at the 126th session of the International Olympic Committee (IOC) that “mega sport events such as the Olympics are hugely powerful in inspiring and uniting people across the globe, their influence can extend far beyond sports and provide a platform to promote the values and objectives of the United Nations (UN), including peace and human rights.”²⁸² He further stated that international sporting events such as the Olympics and Paralympics have a responsibility to develop sustainable facilities.²⁸³

Bearing in mind the principles outlined by the *Convention of the Rights of Persons with Disabilities*, the Paralympics uphold the idea that persons with disabilities have the right to participate in sport.²⁸⁴ The Paralympics was created so that athletes with disabilities would have an international venue to compete and achieve excellence.²⁸⁵ Like the Olympics, the Paralympics serves to promote peace internationally.²⁸⁶ As stressed by Secretary-General Ban Ki-moon, the Olympic Truce is extended throughout the Paralympics in the same way as the general Olympic Games.²⁸⁷

In another example of international sporting events as a venue for peace and development, UNOSDP partnered with the Fédération Internationale de Football Association (FIFA) to support Ebola response efforts in West Africa. FIFA contributed over \$300,000 to repair stadium facilities where treatment units resided.²⁸⁸ FIFA also agreed to donate \$50,000 each to Guinea, Liberia, and Sierra Leone as the three West African states most affected by the Ebola outbreak.²⁸⁹

Barriers to Equitable Participation

UNESCO is entrenched within the operations, promotions, and integrity of sport internationally. Along with its push to utilize sport for peace and development, UNESCO has made sport a platform to promote anti-doping.²⁹⁰ Sport is highly competitive and demanding, making illicit doping an increasingly attractive option for athletes.²⁹¹ In response to the growth of doping, UNESCO adopted the *International Convention against Doping in Sport*.²⁹² On 7 June 2006, UNESCO signed a Memorandum of Understanding with the World Anti-Doping Agency (WADA).²⁹³ This document clarifies and outlines the partnership of the two organizations in their efforts to monitor, educate, and build capacity to combat doping.²⁹⁴ WADA also works with the International Olympic Committee, International Paralympic Committee, and other international sport confederations to ensure compliance with the World Anti-Doping Code.²⁹⁵

Doping is not the only barrier to fair and equitable participation in sport. Another issue that faces sport is match-fixing.²⁹⁶ Match-fixing is the manipulation of a sporting event outcome in a manner to reduce or eliminate unpredictable outcomes to gain some sort of favor.²⁹⁷ Match-fixing is a financial crime that robs viewers and participants of a fair game.²⁹⁸ Football provides an opportune environment for match-fixing because it is a high

²⁸¹ UNOSDP, *Campaign against human trafficking held against Olympic backdrop*, 2012.

²⁸² International Paralympic Committee, *UN Secretary-General praises Paralympics*, 2016.

²⁸³ *Ibid.*

²⁸⁴ International Paralympic Committee, *About Us*.

²⁸⁵ *Ibid.*

²⁸⁶ International Paralympic Committee, *UN Secretary-General praises Paralympics*, 2016.

²⁸⁷ *Ibid.*

²⁸⁸ UNOSDP, *Annual Report 2014*, 2014, p. 14.

²⁸⁹ *Ibid.*

²⁹⁰ UNESCO, *Anti-Doping*, 2016.

²⁹¹ *Ibid.*

²⁹² UNESCO, *UNESCO and WADA*, 2016.

²⁹³ UNESCO, *Reinforced cooperation between UNESCO and WADA*, 2006.

²⁹⁴ *Ibid.*

²⁹⁵ UNESCO, *UNESCO and WADA*, 2016.

²⁹⁶ Transparency International, *Staying on Side: Education and Prevention of Match-Fixing*, 2016.

²⁹⁷ UNODC and International Centre for Sport Security, *Resource Guide on Good Practices in the Investigation of Match-Fixing*, 2016, p. 3.

²⁹⁸ *Ibid.*, p. 15.

profile international sport that generates \$700 billion in revenue.²⁹⁹ Organizations like Transparency International partner with the Association of European Professional Football Leagues, the German Football League, and other groups to raise awareness of match-fixing and its negative repercussions.³⁰⁰ One initiative is “Together Against Match-Fixing, which promotes fact-finding and intelligence sharing to prevent match-fixing.”³⁰¹

Conclusion

Sport and play are human rights that the international community has pledged to respect and enforce.³⁰² As seen through the actions of UN agencies and CSOs, sport is an instrument for social change, sustainable development, peace, and justice.³⁰³ This sentiment is shared by many UN organizations, governments, NGOs, and CSO globally. UNESCO has contributed a number of foundational documents over the years to promote international sport’s ability to foster peace and development.³⁰⁴ One of the most influential of these documents has been the convention on anti-doping.³⁰⁵ In addition to the convention, UNESCO has created QPE programs to teach and promote sport to youth internationally.³⁰⁶ Sport has been used by many organizations of the UN to promote individual projects, such as the prevention and education of HIV/AIDS by UNAIDS and corruption prevention by UNODC.³⁰⁷ Despite the efforts of many agencies, sport is vulnerable to doping and illegal practices that may undermine its potential for good.³⁰⁸ However, sport remains an effective, low-cost tool to promote peace internationally.³⁰⁹

Further Research

When researching this topic, delegates should think about how the UN system can better support international sporting events. Delegates should also consider how UNESCO and its partners can more effectively safeguard sports from practices like doping and match-fixing. How can UNESCO combat other social injustices like human trafficking through the use of sport? Lastly, what can UNESCO do to help achieve the SDGs through sport?

Annotated Bibliography

Peace and Sport. (2016). *Presentation of our International Relations and Operations* [Website]. Retrieved 25 August 2016 from: <http://www.peace-sport.org/en/locally-based-projects.html>

Peace and Sport is a civil society organization that promotes the value of sport internationally. This source gives firsthand accounts of operations taking place around the world. Also, this source provides good information on how to implement operations in poverty-stricken areas. Delegates should use this source to gather ideas on how to implement effective programs. Lastly, using this source will help delegates further understand the role of NGOs and CSOs in promoting peace and development through sport.

United Nations Educational, Scientific and Cultural Organization. (2016). *Intergovernmental Committee for Physical Education and Sport (CIGEPS)* [Website]. Retrieved 25 August 2016 from: <http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/cigeps>

The Intergovernmental Committee for Physical Education and Sport (CIGEPS) is a major policy making arm created by UNESCO. CIGEPS provides a unique opportunity for UNESCO because it allows for the organization to more directly advocate for policies with Member States. Also, CIGEPS provides a unique platform for UNESCO to promote individual initiatives more directly to Member States and other stakeholders. Delegates should use this source to gather more

²⁹⁹ Transparency International, *Staying on Side: Education and Prevention of Match-Fixing*, 2016.

³⁰⁰ Ibid.

³⁰¹ Ibid.

³⁰² UNOSDP, *Why Sport?*, 2016.

³⁰³ UNESCO, *Sport for Peace and Development*, 2016.

³⁰⁴ UNESCO, *Conventions*, n.d..

³⁰⁵ UNESCO, *International Convention against Doping in Sport*, 2016.

³⁰⁶ UNESCO, *Promoting Quality Physical Education Policy*, 2016.

³⁰⁷ UNOSDP, *UNAIDS*, 2016; UNOSDP, *UNAIDS*, 2016; UNODC, *ICSS and UNODC announce new partnership to strengthen investigations and prosecutions into match-fixing and the manipulation of sports competitions*, 2015.

³⁰⁸ Transparency International, *Staying on Side: Education and Prevention of Match-Fixing*, 2016.

³⁰⁹ UNOSDP, *Why Sport?*, 2016.

information about CIGEPS current policy and operations. More so, delegates could utilize this source to avoid duplication of existing efforts.

United Nations Educational, Scientific and Cultural Organization. (2015). *Revised International Charter of Physical Education, Physical Activity, and Sport*. Retrieved 17 July 2016 from: http://portal.unesco.org/en/ev.php-URL_ID=13150&URL_DO=DO_TOPIC&URL_SECTION=201.html

The International Charter of Physical Education, Physical Activity, and Sport is a foundational document to this topic. This is a very important document because it was the first international document to recognize sport as a means of promoting peace and development. Lastly, the charter provides provisions of education, training, and management to properly implement PES within Member States.

United Nations Educational, Scientific and Cultural Organization. (2005). *International Convention against Doping in Sport*. Retrieved 18 July 2016 from: http://portal.unesco.org/en/ev.php-URL_ID=31037&URL_DO=DO_TOPIC&URL_SECTION=201.html

Doping in sports has been a growing issue internationally. The creation of the convention was UNESCO's response to international concerns about the growing issue. Delegates may find this convention useful because the document contains legally binding provisions for all parties participating in international sport. This is particularly relevant because delegates have an opportunity to shape development and combat drugs through the promotion of sports. Lastly, the document also provides resources to help test for and educate about drugs in the field.

United Nations Educational, Scientific and Cultural Organization. (2016). *Promoting Quality Physical Education Policy* [Website]. Retrieved 25 August 2016 from: <http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/quality-physical-education/>

Sustainable development starts with a very informed citizenry and it begins with today's youth. Currently, UNESCO is leading this pilot operation in four different Member States. In addition, this source provides information on potential partnerships between government and the private sector that could assist in the implementation of sport for peace.

United Nations Educational, Scientific and Cultural Organization. (2016). *Sport for Peace and Development* [Website]. Retrieved 16 July 2016 from: <http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/sport-for-peace-and-development/>

Sport for Peace and Development is one of the major themes for UNESCO. This source is the main page showcasing the initiatives of UNESCO. Although the guide is a main source of background information, this source will provide a supplement to the knowledge gained by the guide. Delegates should take the time to explore this source to understand the wide range of issues that this topic addresses such as HIV/AIDS and Sport, as well as UNESCO operations in various regions around the world.

United Nations Educational, Scientific and Cultural Organization. (2016). *UNESCO and WADA* [Website]. Retrieved 26 September 2016 from: <http://www.unesco.org/new/en/social-and-human-sciences/themes/anti-doping/unesco-and-wada/>

The partnership between UNESCO and WADA is a particularly significant development in the anti-doping plight. Both organizations have established their selves as major actors in the anti-doping efforts internationally. This source also provides other links that lead to long-term action plans such as the Memorandum of Understanding that both organizations signed.

United Nations, General Assembly, Sixty-ninth session. (2014). *Sport as a means to promote education, health, development and peace (A/RES/69/6)* [Resolution]. Adopted without reference to a Main Committee (A/69/L.5 and Add.1) Retrieved 18 July 2016 from: <http://undocs.org/A/RES/69/6>

This source is one of the most recent documents produced by the General Assembly addressing international sports and their ability to service the international community. One of the major components of this resource is the camaraderie it seeks to establish amongst international agencies, organizations, and Member States. It articulates various initiatives that the UN is seeking to implement or complete. Likewise, the source highlights Member States as necessary

contributors to international sporting efforts. Delegates should evaluate this source to understand potential needs and operations to further develop and implement on the global scale.

United Nations, General Assembly, Seventieth session. (2015). *Transforming Our World: The 2030 Agenda for Sustainable Development (A/RES/70/1)*. Retrieved 18 July 2016 from: <http://undocs.org/A/RES/70/1>

The utilization of sports to build change is encouraged in the Sustainable Development Goals (SDGs). Sport is a multi-faceted tool that can be used to address each of the SDGs in a universal manner. Because sport is a low-cost option, the utilization of sport to achieve success with the SDGs is both long-lasting and sustainably advantageous. Delegates should review the SDGs and be familiar with the objectives desired by the 2030 Agenda.

United Nations Office on Drug and Crime, International Centre for Sport Security. (2016). *Resource Guide on Good Practices in the Investigation of Match-Fixing*. United Nations. Retrieved 27 October 2016 from:

[https://www.unodc.org/documents/corruption/Publications/2016/V1602591-RESOURCE GUIDE ON GOOD PRACTICES IN THE INVESTIGATION OF MATCH-FIXING.pdf](https://www.unodc.org/documents/corruption/Publications/2016/V1602591-RESOURCE%20GUIDE%20ON%20GOOD%20PRACTICES%20IN%20THE%20INVESTIGATION%20OF%20MATCH-FIXING.pdf)

The Resource Guide on Good Practices is a useful tool for delegates when addressing corruption within sport. The guide provides a detailed prospective of the issues of match-fixing in sport internationally, while providing resources on combating the phenomenon. More importantly, it provides information on the negative consequences of match-fixing.

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III. Safeguarding World Heritage

Introduction

Safeguarding world heritage means protecting the tangible and intangible proof of a population's culture and history, allowing future generations to delight in the immense tradition that comes from it.³¹⁰ Tangible and intangible heritage contributes to cultural diversity, historical memory, and sense of identity.³¹¹ The international community has recognized tangible and intangible heritage as a driver of sustainable development.³¹² Tangible cultural and natural heritage includes monuments, landscapes, and historical or religious sites.³¹³ Intangible heritage refers to cultural traditions like storytelling, music, and culinary art.³¹⁴ Tangible heritage is vulnerable to threats from armed conflict, looting and deliberate destruction, pollution and resource extraction, urban development and construction, natural disasters and severe weather events, and improper management; intangible heritage can be lost through forced migration, external cultural pressures, and other events that cause changes to the way a population values or practices its traditions.³¹⁵

The international community has stressed the urgency of safeguarding world heritage in several conventions and guidelines.³¹⁶ Moreover, several entities have launched initiatives and activities to pursue that goal.³¹⁷ The United Nations Educational, Scientific and Cultural Organization (UNESCO) plays a key role in this work by producing reports, conducting periodical analysis of potential risks and threats, and organizing initiatives to promote world heritage.³¹⁸ Protecting world heritage from anthropogenic threats, such as terrorist attacks and human carelessness, represents a challenge; newly available technologies have made it possible to survey and monitor important sites.³¹⁹ Another important challenge comes from the different characteristics of tangible and intangible heritage.³²⁰ Because it does not exist in a physical state, intangible heritage is more difficult to monitor and protect.³²¹ Prevention is also recognized as an important part of safeguarding, both in terms of risk analysis and early warning systems.³²²

International and Regional Framework

Historically, destruction of heritage was used as a military strategy to annul the identity of a population.³²³ This made it necessary to protect the world's treasury from man-made threats.³²⁴ Considering the legacy of World War II, Member States adopted the *Convention for the Protection of Cultural Property in the Event of Armed Conflict* in 1954.³²⁵ Also known as the Hague Convention, the agreement built upon international humanitarian law on the conduct of parties in armed conflict.³²⁶ The 1954 Convention states that monuments and holy sites must be excluded from attacks in case of conflict.³²⁷ In 1972, UNESCO adopted the *Convention Concerning the Protection of the World Cultural and Natural Heritage*, one of the foundational international agreements concerning the safeguarding

³¹⁰ Germany Travel, *UNESCO World Heritage, the greatest legacies of mankind and Mother Nature*.

³¹¹ UNESCO, *Convention Concerning the Protection of the World Cultural Heritage*, 1972.

³¹² UNESCO, *Culture: a driver and an enabler of sustainable development*, 2012; UNESCO, *Safeguarding African World Heritage as a Driver for Sustainable Development*, 2016.

³¹³ UNESCO, *Convention Concerning the Protection of the World Cultural Heritage*, 1972.

³¹⁴ UNESCO, *What is intangible cultural heritage?*, 2011; Robinson, *Safeguarding a Culinary Heritage*, *The New York Times*, 2014.

³¹⁵ UNESCO, *List of factors affecting the properties*.

³¹⁶ UNESCO, *Convention Concerning the Protection of the World Cultural Heritage*, 1972; UNESCO, *Convention for the Safeguarding of the Intangible Cultural Heritage*, 2003.

³¹⁷ UNESCO, *Safeguarding African World Heritage as a Driver for Sustainable Development*, 2016; UNESCO, *Partnerships*.

³¹⁸ UNESCO, *Partnerships*.

³¹⁹ UNESCO, *Reducing Disaster Risks at World Heritage Sites*, 2016.

³²⁰ UNESCO, *Convention for the Safeguarding of the Intangible Cultural Heritage*, 2003.

³²¹ UNESCO, *UNESCO State of Conservation Information System (SOC)*.

³²² UNISDR, *Platform for the Promotion of Early Warning*, 2006.

³²³ UNESCO, *Convention Concerning the Protection of the World Cultural Heritage*, 1972.

³²⁴ *Convention for the Protection of Cultural Property in the Event of Armed Conflict*, 1954; ICRC, *Jus in bello – Jus ad bellum*; IFRC, *Complex/Manmade hazards: complex emergencies*.

³²⁵ *Convention for the Protection of Cultural Property in the Event of Armed Conflict*, 1954.

³²⁶ *Ibid.*; ICRC, *Jus in bello – Jus ad bellum*.

³²⁷ *Convention for the Protection of Cultural Property in the Event of Armed Conflict*, 1954.

of world heritage.³²⁸ Also known as the World Heritage Convention, this instrument is a comprehensive tool that defined cultural and natural heritage to be protected by the international community.³²⁹ The Convention also instituted the World Heritage Committee.³³⁰

The 1982 *United Nations Convention on the Law of the Sea* strongly promotes the responsibility of the international community in protecting the underwater cultural heritage, avoiding that vessels or people aware of potential threats do not report the related information to the competent authority.³³¹ In 2001, UNESCO adopted the *Convention on the Protection of Underwater Cultural Heritage*.³³² It addressed specific issues due to the increasing of commercial exploitation that could affect the underwater cultural heritage such as caves, wells, and submerged landscapes.³³³ The forms of commercial exploitation addressed are activities aimed at the sale, acquisition, or barter of the heritage itself.³³⁴ The Convention underlined that technology can be a useful tool to explore, discover, and access underwater cultural heritage.³³⁵

To expand the coverage of the *Convention Concerning the Protection of the World Cultural Heritage*, UNESCO adopted the *Convention for the Safeguarding of the Intangible Cultural Heritage* in 2003.³³⁶ Intangible heritage is part of culture's history and promotes identity as well as a significant place.³³⁷ The Convention emphasized that intangible cultural heritage is transmitted among generations and it helps communities in connecting with their environment.³³⁸ The Convention underlined the importance of culture for populations all over the world and stressed that, for some cultures, oral traditions are more important than material documents or historical sites.³³⁹

In 2015, the World Heritage Committee became concerned because of physical damages inflicted on prominent world heritage sites in areas affected by conflict and natural disasters.³⁴⁰ On the recommendation of the Organisation of Islamic Cooperation (OIC), the European Parliament, and Ministerial Conference of Middle East and Northern African States, the World Heritage Committee adopted the *Bonn Declaration on World Heritage* (2015). The Bonn Declaration aimed to expand the protection of world heritage sites affected by continuous acts of terrorism and armed conflict in Afghanistan, Iraq, Libya, Mali, Syria, and Yemen.³⁴¹ Recalling the *Convention Concerning the Protection of the World Cultural Heritage* and previous declarations of the UN, such as General Assembly resolution 69/281 of 28 May 2015 on "Saving the Cultural Heritage of Iraq", the Committee denounced the destruction of cultural objects as a tactic of war.³⁴² It also drew attention to the effects of natural disasters on cultural heritage sites in Nepal and Haiti.³⁴³

Role of the International System

The international community has created a strong network for the safeguarding of world heritage, including UN system agencies, governments, international organizations, private sector partners, and civil society.³⁴⁴ UNESCO has created several partnerships with non-governmental organizations (NGOs), civil society organizations (CSOs), and intergovernmental organizations (IGOs).³⁴⁵ Promoting initiatives for the safeguarding of both tangible and

³²⁸ UNESCO, *Convention Concerning the Protection of the World Cultural Heritage*, 1972.

³²⁹ *Ibid.*

³³⁰ *Ibid.*

³³¹ *United Nations Convention on the Law of the Sea*, 1982.

³³² UNESCO, *Convention on the Protection of Underwater Cultural Heritage*, 2001.

³³³ *Ibid.*

³³⁴ *Ibid.*

³³⁵ UNESCO, *Underwater Cultural Heritage*, 2016.

³³⁶ UNESCO, *Convention for the Safeguarding of the Intangible Cultural Heritage*, 2003.

³³⁷ *Ibid.*

³³⁸ *Ibid.*

³³⁹ *Ibid.*

³⁴⁰ World Heritage Committee, *Bonn Declaration on World Heritage*, 2015.

³⁴¹ *Ibid.*

³⁴² UN General Assembly, *Saving the Cultural Heritage of Iraq (A/RES/69/281)*, 2015, p. 2; World Heritage Committee, *Bonn Declaration*, 2015, art. 21; UNESCO, *Convention Concerning the Protection of the World Cultural Heritage*, 1972.

³⁴³ World Heritage Committee, *Bonn Declaration on World Heritage*, 2015.

³⁴⁴ UNESCO, *Advisory Bodies; UNESCO, Partnerships; IIED, Local organizations: introduction* 2010.

³⁴⁵ *Ibid.*

intangible world heritage means actively involving local communities, giving them the chance to cover important roles in the process and organize activities.³⁴⁶ The expertise of local organizations helps to promote efficient activities and targeted initiatives.³⁴⁷ Inclusive safeguarding strategies allow local stakeholders to feel more comfortable with the environment in which they live, without forgetting that it represents also their cultural identity.³⁴⁸ Among UNESCO's partners are the Google Cultural Institute, the Earth Watch Institute, and the Smithsonian Institute.³⁴⁹

The World Heritage Committee, established by the *Convention Concerning the Protection of the World Cultural and Natural Heritage*, is composed of States parties to the Convention; members are elected in accordance with article 8.³⁵⁰ The Committee is responsible for the application of the aforementioned convention and has the final say when a new site is proposed to be added to the World Heritage List.³⁵¹ The Committee also determines if a location gets added to the list of world heritage sites that are in danger.³⁵² Moreover, the presence of the Committee allows Member States to request international assistance in terms of consulting and financing.³⁵³

Due to the large amount of activities related with the promotion and safeguarding of world heritage, UNESCO instituted the World Heritage Centre in 1992.³⁵⁴ The Centre became the main coordinating agency for world heritage.³⁵⁵ The Centre works closely with regional and local authorities that protect world heritage and serves as forum for States parties to the World Heritage Convention.³⁵⁶ Together with the World Heritage Committee, the World Heritage Centre is responsible for the implementation of the World Heritage Convention.³⁵⁷ In 2002, UNESCO established the World Heritage Partnerships for Conservation Initiative (PACT) to raise funds for conservation activities and projects to increase awareness of world heritage.³⁵⁸ The World Heritage Centre also sponsors events to promote world heritage; in 2016, the UNESCO World Heritage Centre hosted a conference on Safeguarding African World Heritage as Driver for Sustainable Development.³⁵⁹ It was held in the Maasai's Ngorongoro Conservation Area in Arusha, Tanzania, from 31 May to 3 June 2016.³⁶⁰ The focus of the conference was to bring attention to the relationship between African heritage and sustainable development initiatives.³⁶¹ Bearing in mind the *2030 Agenda for Sustainable Development* (2015), the conference extolled African cultural and natural heritage as a tool to increase development, economic growth, and social security.³⁶²

The UN Security Council is responsible for maintaining international peace and security; when cultural heritage is threatened by conflict, the Security Council may respond by imposing sanctions and deploying peacekeeping troops.³⁶³ In 2003, the Council adopted resolution 1483 on the "Situation between Iraq and Kuwait."³⁶⁴ Within this resolution, the Security Council highlights the Second Gulf War between Iraq and Kuwait and heritage that was ruined such as Iraqi cities and monuments.³⁶⁵ The trading of resources is considered one of the main threats for the

³⁴⁶ UNESCO, *Safeguarding African World Heritage as a Driver for Sustainable Development*, 2016.

³⁴⁷ UNESCO, *Partnerships*; IIED, *Local organizations: introduction* 2010.

³⁴⁸ UNESCO, *Convention Concerning the Protection of the World Cultural Heritage*, 1972.

³⁴⁹ UNESCO, *Google*; Earth Watch Institute, *Education*; UNESCO, *Smithsonian Institution*.

³⁵⁰ UNESCO, *Convention Concerning the Protection of the World Cultural Heritage*, 1972.

³⁵¹ *Ibid.*; UNESCO, *World Heritage List*.

³⁵² UNESCO, *List of World Heritage in Danger*.

³⁵³ UNESCO, *Financial Regulations for the World Heritage Fund*, 201; UNESCO, *International Assistance*.

³⁵⁴ UNESCO, *UNESCO World Heritage Centre*.

³⁵⁵ *Ibid.*

³⁵⁶ *Ibid.*

³⁵⁷ *Ibid.*; *Convention Concerning the Protection of the World Cultural Heritage*, 1972.

³⁵⁸ UNESCO, *UNESCO World Heritage Centre*; UNESCO, *UNESCO World Heritage Centre Partnerships*..

³⁵⁹ UNESCO, *Safeguarding African World Heritage as a Driver for Sustainable Development*, 2016.

³⁶⁰ *Ibid.*

³⁶¹ UNESCO, *UNESCO World Heritage Centre*; UNESCO, *Safeguarding African World Heritage as a Driver for Sustainable Development*, 2016.

³⁶² UN DPI, *Sustainable Development Knowledge Platform: Sustainable Development Goal 12*, 2015.

³⁶³ UN Security Council, *What is the Security Council?*

³⁶⁴ UN Security Council, *Situation between Iraq and Kuwait (S/RES/1483 (2003))*, 2003.

³⁶⁵ *Ibid.*

Middle Eastern heritage, particularly in Syria.³⁶⁶ In 2015, the Security Council unanimously adopted resolution 2199 on “Threats to international peace and security caused by terrorist acts” to underline its willingness to impose sanctions on entities who trade with ISIS.³⁶⁷ The Food and Agriculture Organization of the United Nations (FAO) has also launched several projects to safeguard world heritage and promote sustainable development.³⁶⁸ In 2002, FAO established the Globally Important Agricultural Heritage System (GIAHS) to monitor and protect biological diversity from destructive use and poor resource management.³⁶⁹ In 2011, the GIAHS published a report called *Agricultural Heritage: A Legacy for the Future* which promotes the important role of agricultural practices as cultural heritage.³⁷⁰

UNESCO also works closely with IGOs beyond the UN system. The International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM) works as an important forum to mitigate the negative impact of natural disasters, emergencies, carelessness, and weak management on world heritage.³⁷¹ It promotes safeguarding as well as prevention activities.³⁷² As part of its emphasis on prevention, ICCROM classifies different areas of the world with a priority rank for disaster risk management.³⁷³ Moreover, in case of damages or partial destruction, the Centre is able to restore monuments and heritage sites with information provided by UNESCO.³⁷⁴

The International Council on Monuments and Sites (ICOMOS) promotes the safeguarding of world heritage.³⁷⁵ With its annual report, ICOMOS stresses which monuments and sites deserve particular attention in terms of protection and, eventually, recovery.³⁷⁶ Additionally, the Council produces reports and articles in which denounces a weak management or a poor condition of sites throughout the year.³⁷⁷ For example, in late 2016, the Council produced an alert in regards of the Japanese Izumo Shrine’s administration, expressing its concern for a weak management of modern Japan buildings in the area of Shimane.³⁷⁸ It represents a clear example of the efforts that the international community is doing, not only to protect ancient heritages, but also modern ones, with the intent to allow future generations to enjoy them.³⁷⁹ ICOMOS also works closely with the UNESCO World Heritage Centre to protect world heritage in case of emergency.³⁸⁰ The “Heritage@Risk” program is designed to identify sites at risk.³⁸¹ Thanks to a large network of professionals, experts, and international scientific committees, ICOMOS receives several reports coming from these individuals and entities that outline risks and threats in their country each year.³⁸²

A similar initiative, focused mainly on nature and environment, is pursued by the International Union for Conservation of Nature (IUCN)³⁸³ This membership-based forum includes 161 countries and a network of over 1,000 NGOs that promote its message worldwide.³⁸⁴ The aim of IUCN is to preserve nature with respect to biodiversity of species and sustainable ecosystems.³⁸⁵ Under its 2017-2020 Programme, IUCN aims to prioritize

³⁶⁶ UN DPI, *Unanimously Adopting Resolution 2199 (2015), Security Council Condemns Trade with Al-Qaida Associated Groups, Threatens Further Targeted Sanctions (SC/11775)*, 2015.

³⁶⁷ *Ibid.*

³⁶⁸ FAO, *Globally Important Agricultural Heritage System*, 2016.

³⁶⁹ *Ibid.*

³⁷⁰ Koohafkan & Altieri, *Agricultural Heritage: A Legacy for the Future*, 2011; FAO, *Globally Important Agricultural Heritage System*, 2016.

³⁷¹ ICCROM, *Disaster and Risk Management*.

³⁷² *Ibid.*

³⁷³ *Ibid.*

³⁷⁴ UNESCO, *UNESCO State of Conservation Information System (SOC)*.

³⁷⁵ ICOMOS, *ICOMOS’ Mission*.

³⁷⁶ ICOMOS, *Heritage Alert: The Administration Building at the Izumo Shrine, Shimane, Japan*, 2016.

³⁷⁷ *Ibid.*

³⁷⁸ *Ibid.*

³⁷⁹ ICOMOS, *ICOMOS’ Mission*;

³⁸⁰ ICOMOS, *Heritage at Risk*, 2010; UNESCO World Heritage Centre, *World Heritage List – Site of Palmira*.

³⁸¹ ICOMOS, *Heritage at Risk*, 2010.

³⁸² ICOMOS, *ICOMOS’ Mission*.

³⁸³ IUCN, *Programme*.

³⁸⁴ IUCN, *Who are our Members*.

³⁸⁵ IUCN, *About*.

the conservation of natural biodiversity, equitable governance of natural resources around the world, and environmental elements of sustainable development.³⁸⁶

The Relation between Safeguarding and Prevention

Safeguarding world heritage requires strategies for assessing potential threats.³⁸⁷ Commonly, these threats fall into two categories: environmental and human caused.³⁸⁸ In order to protect tangible heritage, the use of technology is extremely helpful because it allows for the identification of structural problems and environmental risks in a specific area.³⁸⁹ Analysis of the geopolitical context can help also the international community predict arising threats.³⁹⁰

In the last few years, many heritage sites in the Middle East and North African region have been threatened by conflict, looting, and acts of terrorism; these not only threaten the world heritage sites, but also the historical memory coming from them.³⁹¹ Recently, the UNESCO World Heritage Centre and regional organizations such as the OIC have focused on how to protect sites threatened by terrorist attacks while respecting the access of populations to their historic sites.³⁹² The ancient city of Palmira is an example of a World Heritage Site under the patronage of UNESCO that was destroyed by terrorist groups.³⁹³ This case shows the consequences that failed prevention and identification of threats can have on world heritage.³⁹⁴

Early warning systems are one way to implement efficient safeguarding of world heritage through prevention.³⁹⁵ An early warning system allows the international community to analyze a target and identify a number of potential risks that may affect it.³⁹⁶ If one of the identified risks should arise, the international community can be alerted immediately through a series of technological tools that are linked with the national civil protection associations.³⁹⁷ Early warning systems can be activated by sensors that alert the local authorities about repeated telluric movements, which indicate earthquake or tsunami risk; warnings may also be logged by monitoring centers that evaluate local situations for risks that may affect both tangible and intangible heritage.³⁹⁸

The Use of Technology for Safeguarding World Heritage

Emerging information and communication technology (ICT) offers new tools to safeguard world heritage through mapping and monitoring.³⁹⁹ Geo-spatial technologies, such as Geographic Information Systems (GIS) and satellite imaging systems, are tools that UNESCO and its partners have started to employ.⁴⁰⁰ GIS software allows users to build maps from satellite measurements and overlapping data layers.⁴⁰¹ Many UN and international organizations use GIS to evaluate risks for events such as natural disasters.⁴⁰² The UNESCO World Heritage Centre also used GIS software to publish its World Heritage Interactive Map.⁴⁰³ This online map shows the general description of a

³⁸⁶ IUCN, *Programme*.

³⁸⁷ UNESCO, *List of factors affecting the properties*; UNESCO, *List of World Heritage Sites in Danger*, 2016.

³⁸⁸ IFRC, *Complex/Manmade hazards: complex emergencies*; UNESCO, *List of factors affecting the properties*.

³⁸⁹ IFRC, *Complex/Manmade hazards: complex emergencies*; UNESCO, *Early Warning Systems for Geohazard Risk Reduction*.

³⁹⁰ UNISDR, *Platform for the Promotion of Early Warning*, 2016; UNESCO, *Early Warning Systems for Geohazard Risk Reduction*.

³⁹¹ UNESCO, *World Heritage List – Site of Palmira*.

³⁹² World Heritage Committee, *Bonn Declaration on World Heritage*, 2015; OIC, *Directorate of Cultural, Social and Family Affairs*.

³⁹³ UNESCO, *World Heritage List – Site of Palmira*; Green, *ISIS: Everything you need to know*, CNN, 2016.

³⁹⁴ UNESCO, *World Heritage List – Site of Palmira*; Green, *ISIS: Everything you need to know*, CNN, 2016.

³⁹⁵ UNISDR, *Platform for the Promotion of Early Warning*, 2006; UNESCO, *Early Warning Systems for Geohazard Risk Reduction*; UNESCO, *List of World Heritage Sites in Danger*, 2016.

³⁹⁶ UNISDR, *Platform for the Promotion of Early Warning*, 2006; UNESCO, *Early Warning Systems for Geohazard Risk Reduction*; UNESCO, *List of World Heritage Sites in Danger*, 2016.

³⁹⁷ USGS, *Earthquake Early Warning Around the World*.

³⁹⁸ *Ibid.*; UNISDR, *Platform for the Promotion of Early Warning*, 2006.

³⁹⁹ UN DPI, *Two UN agencies team up to protect cultural heritage with geo-spatial technologies*, 2016.

⁴⁰⁰ UNITAR, *What We Do*; UNESCO, *GIS boundaries of natural and mixed World Heritage sites available*, 2012.

⁴⁰¹ ESRI, *What is GIS?*; UNESCO, *GIS boundaries of natural and mixed World Heritage sites available*, 2012.

⁴⁰² IFRC, *Complex/Manmade hazards: complex emergencies*; UNESCO, *GIS boundaries of natural and mixed World Heritage sites available*, 2012; UNITAR, *What We Do*.

⁴⁰³ UNESCO, *UNESCO World Heritage Centre*; UNESCO, *World Heritage Interactive Map*.

particular site, which kind of risk it faces, and information about its conservation status.⁴⁰⁴ The UNESCO State of Conservation Information System helps the UNESCO Secretariat and the Advisory Bodies to easily report or update information regarding the conservation status of a specific site and to restore damaged heritage to its original state.⁴⁰⁵ Satellite measurements and digital scans are essential tools to create and preserve virtual models of tangible world heritage sites.⁴⁰⁶

Likewise, online platforms help the international community and UN system to monitor humanitarian issues happening worldwide.⁴⁰⁷ ReliefWeb is run by the UN Office for the Coordination of Humanitarian Affairs (OCHA).⁴⁰⁸ ReliefWeb collects information from local humanitarian organizations about their on-site activities.⁴⁰⁹ For each area, the platform is able to combine information coming from local humanitarian operators and produce data dashboards with maps and fact sheets.⁴¹⁰ Country specific sites underline different aspects, from the condition of local population and shelters to potential threats that may affect the populations and the environment.⁴¹¹

Conclusion

A comprehensive overview of the international framework demonstrates the breadth of the international community's work to safeguard world heritage.⁴¹² Because of their expertise, local authorities and NGOs represent an essential source of information both for UN and UNESCO; it is essential to provide local communities with the opportunity to be actively involved in activities to evaluate risks and promote measures to protect heritage.⁴¹³ International forums are focusing their attention on the importance of cooperating at national and international levels to identify possible risks prevent them.⁴¹⁴ The international community has also recognized the importance of world heritage for sustainable development.⁴¹⁵ As world heritage is composed of both tangible and intangible heritage, the international community must find new strategies to protect both; intangible heritage is sometimes more difficult to protect and it is hard to identify concrete risks.⁴¹⁶ Additionally, the importance of safeguarding world heritage is highlighted by the international community's efforts in enhancing protection through emerging technologies.⁴¹⁷

Further Research

Delegates should ask whether the international community is able to protect world heritage from conflicts and disasters using current tools and frameworks. What can be done by UNESCO and its partners to strengthen existing legal protections for world heritage, especially intangible heritage? How can the international community more effectively prevent the destruction of world heritage by terrorist organizations? How can the innovations of technology better serve UNESCO and its partners to safeguard world heritage sites? Is it possible to increase resources from civil society and the private sector to better implement prevention measures?

⁴⁰⁴ UNESCO, *UNESCO State of Conservation Information System (SOC)*.

⁴⁰⁵ Ibid.; UNESCO, *Secretariat*; UNESCO, *Advisory Bodies*.

⁴⁰⁶ UNITAR, *What We Do*; UN DPI, *Two UN agencies team up to protect cultural heritage with geo-spatial technologies*, 2016; McCue, *Saving Syria: 3D Cultural and Natural Preservation Around the World*, *Forbes*, 2015.

⁴⁰⁷ ReliefWeb, *What is ReliefWeb? Informing Humanitarians Worldwide*.

⁴⁰⁸ Ibid.

⁴⁰⁹ Ibid.

⁴¹⁰ Ibid.

⁴¹¹ ReliefWeb, *Syrian Arab Republic*.

⁴¹² *Convention for the Protection of Cultural Property in the Event of Armed Conflict*, 1954; UN General Assembly, *Saving the Cultural Heritage of Iraq (A/RES/69/281)*, 2015, p.2; Koohafkan & Altieri, *Agricultural Heritage: A Legacy for the Future*, 2016.

⁴¹³ UNESCO, *Advisory Bodies*; UNESCO, *Partnerships*; IIED, *Local organizations: introduction* 2010.

⁴¹⁴ World Heritage Committee, *Bonn Declaration on World Heritage*, 2015; UN General Assembly, *Saving the Cultural Heritage of Iraq (A/RES/69/281)*, 2015, p.2; UNESCO, *Safeguarding African World Heritage as a Driver for Sustainable Development*, 2016.

⁴¹⁵ Ibid.; UNESCO, *Culture: a driver and an enabler of sustainable development*, 2012.

⁴¹⁶ UNESCO, *What is intangible heritage?*; UNESCO, *Convention for the Safeguarding of the Intangible Cultural Heritage*, 2003.

⁴¹⁷ Early Warning System, *Resource and Tools*.

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The Convention represents the main document regarding the world heritage protection pursued by UNESCO. The Convention instituted the Intergovernmental Committee for the Protection of World Cultural Heritage and a dedicated fund to pursue the same scope. This source provides delegates with basic knowledge in terms of international regulations. It is composed of commitments by the international community to address the protection of tangible cultural heritage.

United Nations Educational, Scientific and Cultural Organization. (2003). *Convention for the Safeguarding of the Intangible Cultural Heritage*. Retrieved 12 August 2016 from: <http://whc.unesco.org/archive/convention-en.pdf>

The Convention is an important document that followed the 1972 Convention Concerning the Protection of the World Cultural Heritage. It can be considered a step forward on the importance of intangible cultural heritage. This Convention deserves special attention for defining the particular nature of intangible world heritage. As the Convention stresses, it is not easy to protect because of its immaterial nature; therefore, safeguarding it requires constant.

German Commission for United Nations Educational, Scientific and Cultural Organization. (2010). *World Heritage and Cultural Diversity*. Germany: Deutsche Nationalbibliothek. Retrieved 14 August 2016 from:

https://www.unesco.de/fileadmin/medien/Dokumente/Bibliothek/world_heritage_and_cultural_diversity.pdf

The book published by the German Commission for UNESCO underlines the importance of world heritage as an expression of cultural diversity. The book can be very useful for understanding which aspects of cultural heritage impact cultural identity; it gives important suggestions on which aspects to address in terms of prevention. This document represents a clear example of the commitment that the international community has for the safeguarding of world heritage. Starting from the work that the German Commission for UNESCO has done, delegates might pursue further research about the contributions that other national commissions have made in recent years.

Food and Agriculture Organization of the United Nations. (2016). *Globally Important Agricultural Heritage System (GIAHS)* [Website]. Retrieved 3 November 2016 from: <http://www.fao.org/giahs/en/>

The Food and Agriculture Organization of the United Nations (FAO) created the GIAHS as a distinct forum to promote and protect agricultural heritage and biodiversity. The initiative promotes research and discussion on the intricate relationship between intangible heritage, environmental sustainability, and human communities' daily activities. The protection of agricultural heritage represents not only a part of world culture, but also an important tool for development and wellness in local communities.

Lenzerini, F. (2011). *Intangible Cultural Heritage: The Living Culture of Peoples*. *The European Journal of International Law*. Retrieved 12 August 2016 from: <http://ejil.oxfordjournals.org/content/22/1/101.full.pdf+html>

The Convention Concerning the Protection of the World Cultural Heritage was conceived for the protection of cultural dimension of the intangible world heritage. Because of increasing threats, several scholars advocated for a more comprehensive framework to promote the safeguarding of intangible world heritage. This article is a useful resource to acquire further information regarding intangible world heritage and its value.

United Nations Educational, Scientific and Cultural Organization, World Heritage Centre. (n.d.). *International Assistance* [Website]. Retrieved 12 August 2016 from: <http://whc.unesco.org/en/intassistance/>

The World Heritage Centre provides international assistance to States parties that consider their heritage at risk. The website carefully explains the process to follow in order to receive financing; each request must be addressed from the UNESCO National Commission or Permanent Delegation of the interested State Party. This source allows delegates to research assistance provided by the Centre, while proposing new ideas on how to facilitate this process.



United Nations Educational, Scientific and Cultural Organization, World Heritage Centre. (n.d.). *Italy* [Website]. Retrieved 12 August 2016 from: <http://whc.unesco.org/en/statesparties/it>

Italy has the largest number of world heritage sites worldwide. This resource can demonstrate the financial commitment and expertise required to maintain cultural heritage, including sites threatened by conflict and natural disasters. Italian cultural heritage receives particular attention from Italy's Minister of Cultural Heritage, allowing the country to raise funds for conservation and fund early warning centers that can react promptly in case of damages or emerging threats. Delegates might consider what kinds of assistance Italy receives from UNESCO in terms of financial aid and consultant help.

United Nations Educational, Scientific and Cultural Organization, World Heritage Centre. (2016). *Safeguarding African World Heritage as a Driver for Sustainable Development* [Website]. Retrieved 13 August 2016 from: <http://whc.unesco.org/en/events/1295/>

This conference, hosted by UNESCO, identifies safeguarding African heritage as a way to drive the development of African countries. This site emphasizes the importance of involving local communities in the protection of their own heritage. It also demonstrates the value of intangible heritage, such as African oral traditions. This resource will help delegates understand world heritage as a tool for sustainable development.

United Nations Educational, Scientific and Cultural Organization, World Heritage Centre. (n.d.). *UNESCO Interactive Map* [Website]. Retrieved 12 August 2016 from: <http://whc.unesco.org/en/interactive-map/>

The UNESCO World Heritage Centre produces an interactive map that is regularly updated. This tool includes all world heritage sites and allows individuals to interact with maps and learn important information. The interactive map enables users to click on each site and recognize its type by simply looking at the color: green for natural sites and yellow for cultural ones. The map is very useful because it shows which sites are under dangerous conditions. This helps in researching specific sites that are actually under threat, while being a tool for all stakeholders involved in the protection of world heritage.

United Nations Educational, Scientific and Cultural Organization, World Heritage Centre. (n.d.). *UNESCO World Heritage List* [Website]. Retrieved 12 August 2016 from: <http://whc.unesco.org/en/list/>

The website of UNESCO World Heritage Centre is the place to find the list of world heritage sites. The list is up to date and allows users to easily access information regarding each site. In addition to country-specific locations, the map includes references for sites that are transboundary. These sites deserve particular attention because their protection is provided by more than one country; this requires strong cooperation between all the actors involved in safeguarding the site. Moreover, the website includes links to online resources from authorities in charge of safeguarding the heritage.

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