



Washington, D.C., USA  
10–12 November 2023

[nmun.org/conferences/washington-dc.html](http://nmun.org/conferences/washington-dc.html)



## General Assembly Third Committee Background Guide 2023

Written by Ashlee A. Rolheiser and Ashley L. Rutenbeck



# NATIONAL MODEL UNITED NATIONS

© 2023 NMUN, Inc.



Dear Delegates,

Welcome to the 2023 National Model United Nations Conference in Washington, DC (NMUN•DC)! We are pleased to introduce you to our committee, the General Assembly Third Committee. This year's staff is: Director Ashlee Ann Rolheiser (she/her) and Assistant Director Ashley Rutenbeck (she/her). Ashlee Rolheiser holds a Bachelor of Commerce and a Master of Arts in International Affairs and Diplomacy, administered by the United Nations Institute for Training and Research. Ashlee's background is in community engagement, and currently works for one of Canada's largest and oldest nonprofits. Ashley Rutenbeck is pursuing a Master of Public Policy and Administration, with a background in management, marketing, and public policy. Ashley's passion for solving societal challenges enables her to advocate for equitable solutions and implementing sustainable programs.

The topics under discussion for the General Assembly Third Committee are:

1. Addressing the Impacts of Bullying and Discrimination on Youths
2. The Preservation of Culture and Intangible Cultural Heritage

The General Assembly Third Committee discusses topics of human rights, humanitarian, and social affairs, often referred to as the Social, Humanitarian and Cultural Committee. With its focus on these issues, the Third Committee often sets its agenda to address topics of women and girls, children and youth, indigenous rights, racism, and discrimination, among others. The Third Committee will often make recommendations to Member States and Observers, specifically to reporting United Nations (UN) bodies, funds, and agencies. The Third Committee directly receives reports, statements, and suggestions from a multitude of UN bodies and organs. The Third Committee typically focuses on giving high-level policy recommendations.

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 conduct additional research, explore your Member State's policies in-depth, and examine the policies of other Member States to improve your ability to negotiate and reach consensus. In preparation for the conference, each delegation will use their research to draft and submit a [position paper](#). Guidelines are available in the [NMUN Position Paper Guide](#).

The [NMUN website](#) has many additional resources, including two that are essential both in preparation for the conference and as a resource during the conference. They are:

1. The [NMUN Delegate Preparation Guide](#), which explains each step in the delegate process, from pre-Conference research to the committee debate and resolution drafting processes. Please take note of the information on plagiarism, and the prohibition on pre-written working papers and resolutions. Delegates should not discuss the topics or agenda with other members of their committee until the first committee session.
2. The [NMUN Rules of Procedure](#), which includes the long and short form of the rules as well as an explanatory narrative and example script of the flow of procedure.

In addition, please review the mandatory [NMUN Conduct Expectations](#) on the NMUN website. They include the conference dress code and other expectations of all attendees. We want to emphasize that any instances of sexual harassment or discrimination based on race, gender, sexual orientation, national origin, religion, age, or disability will not be tolerated. If you have any questions concerning your preparation for the committee or the conference itself, please contact the Under-Secretary-General Alliyah Edwards at [usgalliyah.dc@nmun.org](mailto:usgalliyah.dc@nmun.org) or Secretary-General Ana Williamson at [secgen.dc@nmun.org](mailto:secgen.dc@nmun.org).

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

Sincerely,  
Ashlee Ann Rolheiser, Director  
Ashley Rutenbeck, Assistant Director



## TABLE OF CONTENTS

<b>Committee Overview.....</b>	<b>1</b>
Introduction.....	1
Mandate, Function, and Power .....	1
Governance, Structure, and Membership .....	2
Annotated Bibliography .....	6
Bibliography .....	8
<b>1. Addressing the Impacts of Bullying and Discrimination on Youths .....</b>	<b>14</b>
Introduction.....	14
International and Regional Framework .....	14
Role of the International System .....	16
Bullying, Discrimination, Violence, and Hate Crimes Fostered by Interpersonal and Intercultural Differences .....	17
Evolving Technology Perpetuating Threats of Cyber Bullying on Young Adults .....	18
Conclusion.....	19
Further Research .....	19
Annotated Bibliography .....	19
Bibliography .....	20
<b>2. The Preservation of Culture and Intangible Cultural Heritage .....</b>	<b>23</b>
Introduction.....	23
International and Regional Framework .....	24
Role of the International System .....	25
Human Rights Violations.....	27
Historic and Contemporary Influences and the Jemaa el-Fna.....	28
Conclusion.....	28
Further Research .....	29
Annotated Bibliography .....	29
Bibliography .....	30

## Committee Overview

### **Introduction**

The General Assembly is the main deliberative and policy-making body in the UN system.<sup>1</sup> With its universal membership, the General Assembly makes policy recommendations to actors at all levels, including governments, regional bodies, and other UN bodies.<sup>2</sup> Its work is spread across its six Main Committees, each of which discusses topics within its thematic area, adopting resolutions that are then considered by the broader General Assembly Plenary.<sup>3</sup>

The General Assembly Third Committee is mandated with discussing all matters related to social, humanitarian, and cultural affairs, including human rights issues.<sup>4</sup> This involves a wide variety of agenda items, including: the advancement of women; the protection of children; the treatment of refugees through the elimination of racism and discrimination; the promotion of fundamental freedoms and the right to self-determination; indigenous issues; and a range of social matters such as issues related to youth, family, ageing, persons with disabilities, crime prevention, criminal justice, and international drug control.<sup>5</sup>

### **Mandate, Function and Powers**

The first article of the *Charter of the United Nations* established that one of the purposes of the UN is the achievement of international cooperation in the promotion of human rights.<sup>6</sup> Its fourth chapter established the composition and capabilities of the General Assembly.<sup>7</sup> The Third Committee's work is also heavily influenced by the *International Bill of Human Rights*, an overarching framework consisting of three fundamental human rights documents, namely the 1948 *Universal Declaration of Human Rights*, the 1966 *International Covenant on Civil and Political Rights* (ICCPR), and the 1966 *International Covenant on Economic, Social and Cultural Rights* (ICESCR).<sup>8</sup>

The Third Committee adopts resolutions, the majority of which are adopted by consensus, meaning no vote is taken and that no Member States have objections to the content.<sup>9</sup> In line with the *Charter of the United Nations*, the mandate of the Third Committee can be summarized as:

- The General Assembly **will generally**: make recommendations to Member States, the Security Council, other UN bodies and organs, UN specialized agencies, and other international actors; initiate studies and advance efforts to promote international cooperation; and consider or request reports from other UN bodies and specialized agencies.<sup>10</sup>
- The General Assembly **will not generally**: dictate the specific actions required for the implementation of policies it recommends, allowing Member States and other bodies to determine and implement operational details; create new bodies, except in those rare instances where ubiquitous international demand requires the consolidation of existing bodies and/or a concept and mandate have been fully developed, typically through

<sup>1</sup> United Nations, Department of Public Communications. *Main Bodies*. n.d.

<sup>2</sup> Permanent Mission of Switzerland to the United Nations. *The GA Handbook: A Practical Guide to the United Nations General Assembly*. 2017. pp. 1, 52.

<sup>3</sup> United Nations, Dag Hammarskjöld Library. *UN General Assembly Documentation*. n.d.

<sup>4</sup> United Nations General Assembly. *Third Committee*. n.d.

<sup>5</sup> Permanent Mission of Switzerland to the United Nations. *The GA Handbook: A Practical Guide to the United Nations General Assembly*. 2017. p. 73.

<sup>6</sup> Ibid.

<sup>7</sup> Ibid.; United Nations Conference on International Organization. *Charter of the United Nations*. 1945.

<sup>8</sup> Office of the United Nations High Commissioner for Human Rights. *Fact Sheet No. 2 (Rev.1), The International Bill of Human Rights*. 1966; United Nations, General Assembly. *International Covenant on Civil and Political Rights (A/RES/2200 (XXI))*. 1966; United Nations General Assembly. *International Covenant on Economic, Social and Cultural Rights (A/RES/2200 (XXI))*. 1966.

<sup>9</sup> Permanent Mission of Switzerland to the United Nations. *The GA Handbook: A Practical Guide to the United Nations General Assembly*. 2017. pp. 37, 52.

<sup>10</sup> Ibid., p. 36.



years of negotiations; or make recommendations on situations under consideration by the Security Council.<sup>11</sup>

The General Assembly may also directly establish UN observance days, create expert groups or commissions, formulate mechanisms for treaty negotiation, or refer an issue to the International Court of Justice.<sup>12</sup>

The Third Committee tends to focus on high-level policy recommendations, calling for meetings or conferences on specific issues, and the initiation of studies, often relying on the bodies with specific expertise.<sup>13</sup> Additionally, the Third Committee examines the reports of the Special Procedures of the Human Rights Council, which are independent human rights experts mandated to report and advise from a thematic or country-specific perspective.<sup>14</sup>

### **Governance, Funding, and Structure**

The General Assembly is comprised of all 193 Member States, with observer status being granted to intergovernmental organizations and states without full membership.<sup>15</sup> Each Member State receives a single, equal vote; observers may not vote on substantive items.<sup>16</sup> The Third Committee adopts resolutions by simple majority, with approximately two thirds of its resolutions adopted by consensus and without a recorded vote.<sup>17</sup> Its resolutions are passed on to the General Assembly Plenary in an annual report.<sup>18</sup> The Third Committee's procedures are managed by a secretariat and elected bureau.<sup>19</sup> The UN Secretariat also assists General Assembly committees by delivering substantive and logistical support.<sup>20</sup> All General Assembly meetings and events are funded through the United Nations regular budget.<sup>21</sup>

---

<sup>11</sup> United Nations, Dag Hammarskjöld Library. *Are UN resolutions binding?* n.d.; United Nations, Office of the Secretary-General's Envoy on Youth. *UN Women: The United Nations Entity for Gender Equality and the Empowerment of Women.* n.d.; United Nations, Human Rights Council. *Welcome to the Human Rights Council.* n.d.; United Nations Conference on International Organization. *Charter of the United Nations.* 1945.

<sup>12</sup> UNFOLD ZERO. *UN Bodies.* n.d.

<sup>13</sup> United Nations, General Assembly. *Functions and Powers of the General Assembly.* n.d.

<sup>14</sup> Office of the United Nations High Commissioner for Human Rights. *Special Procedures of the Human Rights Council.* 2022.

<sup>15</sup> International Service for Human Rights. *Third Committee of the United Nations General Assembly: A Practical Guide for NGOs.* 2017. p. 7.

<sup>16</sup> Permanent Mission of Switzerland to the United Nations. *The GA Handbook: A Practical Guide to the United Nations General Assembly.* 2017. p. 13.

<sup>17</sup> Ibid.; International Service for Human Rights. *Third Committee of the General Assembly: A Practical Guide for NGOs.* 2017. p. 30.

<sup>18</sup> Permanent Mission of Switzerland to the United Nations. *The GA Handbook: A Practical Guide to the United Nations General Assembly.* 2017. pp. 37-38, 62, 68.

<sup>19</sup> International Service for Human Rights. *Third Committee of the General Assembly: A Practical Guide for NGOs.* 2017. p. 12.

<sup>20</sup> Permanent Mission of Switzerland to the United Nations. *The GA Handbook: A Practical Guide to the United Nations General Assembly.* 2017.

<sup>21</sup> New Zealand Ministry of Foreign Affairs and Trade. *United Nations Handbook 2022-23.* 2022. p. 408.

## Annotated Bibliography

New Zealand Ministry of Foreign Affairs and Trade. *United Nations Handbook 2022-23*. 2022. Retrieved 29 April 2023 from: <https://www.mfat.govt.nz/assets/Peace-Rights-and-Security/Our-work-with-the-UN/UN-Handbook-2022-23.pdf>

*The New Zealand Ministry of Foreign Affairs and Trade have been updating a valuable handbook of information regarding the structure, governance, financing, and other details of the different entities of the United Nations for several decades. The guide provides a comprehensive overview of the UN's principal organs, its budget, and subsidiary bodies. Because the United Nations General Assembly provides policy recommendations for a wide array of UN organizations, delegates will benefit from reading this handbook to gain a better understanding of the role of each.*

Permanent Mission of Switzerland to the United Nations. *The GA Handbook: A Practical Guide to the United Nations General Assembly*. 2017. Retrieved 29 April 2023 from:

[https://www.eda.admin.ch/dam/mission-new-york/en/documents/UN\\_GA\\_Final.pdf](https://www.eda.admin.ch/dam/mission-new-york/en/documents/UN_GA_Final.pdf)

*The Permanent Mission to the United Nations of Switzerland regularly publishes this handbook as introductory guidance material for the General Assembly. The handbook is an ideal starting point to understand the General Assembly, gain an overview of its processes, and organizational structure. It gives succinct summaries and provides context to better understand the functioning of the General Assembly and its committees. Furthermore, delegates should consult this source to not only better understand the General Assembly in its entirety but also to gain more information on the existing rules of procedure, structure of resolutions, and workflow to help in familiarizing themselves with the formal structures of the body's work.*

United Nations Conference on International Organization. *Charter of the United Nations*. 1945. Retrieved 29 April 2023 from: <https://www.un.org/en/about-us/un-charter/full-text>

*The Charter of the United Nations is the document that created the organization and laid the framework for its main organs, including the General Assembly. It is foundational in outlining the structures and objectives of the United Nations. Delegates may want to read the entire document to gain a general understanding of the foundational mechanics of the United Nations, but should certainly read the preamble, which established the justification for the organization's creation, and Chapter IV, which established the mandate of the General Assembly.*

## Bibliography

International Service for Human Rights. *Third Committee of the United Nations General Assembly: A Practical Guide for NGOs*. 2017. Retrieved 29 April 2023 from: [https://ishr.ch/wp-content/uploads/2021/07/ishr\\_3rd\\_com\\_handbook\\_eng\\_web.pdf](https://ishr.ch/wp-content/uploads/2021/07/ishr_3rd_com_handbook_eng_web.pdf)

New Zealand Ministry of Foreign Affairs and Trade. *United Nations Handbook 2022-23*. 2022. Retrieved 29 April 2023 from: <https://www.mfat.govt.nz/assets/Peace-Rights-and-Security/Our-work-with-the-UN/UN-Handbook-2022-23.pdf>

Office of the United Nations High Commissioner for Human Rights. *Fact Sheet No. 2 (Rev. 1), The International Bill of Human Rights*. 1996. Retrieved 29 April 2023 from:

<http://www.ohchr.org/Documents/Publications/FactSheet2Rev.1en.pdf>

Office of the United Nations High Commissioner for Human Rights. *Special Procedures of the Human Rights Council*. 2022. Retrieved 29 April 2023 from:

<https://www.ohchr.org/EN/HRBodies/SP/Pages/Introduction.aspx>

Permanent Mission of Switzerland to the United Nations. *The GA Handbook: A Practical Guide to the United Nations General Assembly*. 2017. Retrieved 29 April 2023 from:

[https://www.eda.admin.ch/dam/mission-new-york/en/documents/UN\\_GA\\_Final.pdf](https://www.eda.admin.ch/dam/mission-new-york/en/documents/UN_GA_Final.pdf)

UNFOLD ZERO. *UN Bodies*. n.d. Retrieved 29 April 2023 from: <https://www.unfoldzero.org/un-bodies/>



United Nations Conference on International Organization. *Charter of the United Nations*. 1945. Retrieved 29 April 2023 from: <https://www.un.org/en/about-us/un-charter/full-text>

United Nations, Dag Hammarskjöld Library. *Are UN resolutions binding?* n.d. Retrieved 29 April 2023 from: <https://ask.un.org/faq/15010>

United Nations, Dag Hammarskjöld Library. *UN General Assembly Documentation*. n.d. Retrieved 29 April 2023 from: <https://research.un.org/en/docs/ga/committees>

United Nations, Department of Public Communications. *Main Bodies*. n.d. Retrieved 29 April 2023 from: <https://www.un.org/en/about-us/main-bodies>

United Nations, General Assembly. *Functions and Powers of the General Assembly*. n.d. Retrieved 29 April 2023 from: <http://www.un.org/en/ga/about/background.shtml>

United Nations, General Assembly. *Third Committee*. n.d. Retrieved 29 April 2023 from: <https://www.un.org/en/ga/third/>

United Nations, General Assembly. *Universal Declaration of Human Rights (A/RES/217 A (III))*. 1948. Retrieved 29 April 2023 from: <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

United Nations, General Assembly. *International Covenant on Civil and Political Rights (A/RES/2200 (XXI))*. 1966. Retrieved 29 April 2023 from: [http://undocs.org/en/A/RES/2200\(XXI\)](http://undocs.org/en/A/RES/2200(XXI))

United Nations, General Assembly. *International Covenant on Economic, Social and Cultural Rights (A/RES/2200 (XXI))*. 1966. Retrieved 29 April 2023 from: [http://undocs.org/en/A/RES/2200\(XXI\)](http://undocs.org/en/A/RES/2200(XXI))

United Nations, Human Rights Council. *Welcome to the Human Rights Council*. n.d. Retrieved 29 April 2023 from: <https://www.ohchr.org/en/hr-bodies/hrc/about-council>

United Nations, Office of the Secretary-General's Envoy on Youth. *UN Women: The United Nations Entity for Gender Equality and the Empowerment of Women*. n.d. Retrieved 29 April 2023 from: <https://www.un.org/youthenvoy/2013/07/un-women-the-united-nations-entity-for-gender-equality-and-the-empowerment-of-women/>

# 1. Addressing the Impact of Bullying and Discrimination on Youths

## Introduction

According to the United Nations International Children’s Emergency Fund (UNICEF), one in three young adults have experienced bullying in some form, which amounts to over 130 million youth impacted by bullying and discrimination worldwide.<sup>22</sup> The impacts of bullying on youth can be severe, with consequences to their health, overall wellbeing, and academic, personal, and professional success in life.<sup>23</sup> Statistically, youth or young persons are defined as persons between the ages of 15 and 24 years old, and children are considered to be under the age of 14, endorsed by the General Assembly in resolution 36/28 “International Youth Year: Participation, Development, Peace” in 1981.<sup>24</sup> Despite the efforts of existing criminal, civil, and constitutional provisions, including significant anti bullying and discrimination laws adopted by individual Member States, the issue is lacking action and enforcement.<sup>25</sup> As childhood is a critical period of development, youth are exceptionally vulnerable during this time to exposure of discrimination and racism.<sup>26</sup> Fear and violence inclusive of physical fighting, bullying, threats, maltreatment, physical, sexual, emotional abuse and neglect can disrupt youth development.<sup>27</sup> Fear and violence can further impair their capacity to cope with stress, inducing anxiety and psychological disorders, increasing the likelihood of displaying aggressive behavior, depression, and perpetrating domestic violence.<sup>28</sup>

UNICEF notes that the prevalence of bullying among youth is highest in online environments, specifically on social media platforms frequently utilized by youth around the globe.<sup>29</sup> As society and tools for technology advance, so do mechanisms for bullying, where cyberbullying can impact youth, globally.<sup>30</sup> Research done by the National Institute of Health has demonstrated that focusing on both the offline environment in school, and students’ online personal time can lead to an improvement in their overall educational experiences.<sup>31</sup> Although 27.8% of youth report being a target of cyberbullying yearly, some youth are afraid to ask for help.<sup>32</sup> These issues can be combated by creating supportive and nurturing environments that can prevent youth from these dangers.<sup>33</sup> Schools that prioritize inclusivity and empathy, youth centers and after-school programs that celebrate diversity, mentorship programs, supportive families that engage with their children providing open communication, and support groups all contribute to a nurturing environment where youth can feel valued and supported.<sup>34</sup> As addressed by the General Assembly in resolution 69/158 (2014) “Protecting Children from Bullying”, it is imperative to the international community to continue implementation measures ensuring protection of youth and the damaging effects of bullying and discrimination.<sup>35</sup>

The General Assembly Third Committee has incredible responsibility to protect human rights, with an emphasis on the protection of children and youth, therefore mandated to address impacts of bullying and discrimination on youth.<sup>36</sup> Responsibility of bullying and discrimination on youth must be shared in partnership; if not addressed, it has the power to continue into adulthood, which could be costly to the

<sup>22</sup> United Nations International Children’s Emergency Fund. *Bullying: Protection for Children*. 2018.

<sup>23</sup> United Nations International Children’s Emergency Fund. *Bullying: Protection for Children*. 2018.

<sup>24</sup> United Nations, General Assembly. *Youth*. 2013.

<sup>25</sup> United Nations, General Assembly. *Protecting Children from Bullying (A/73/265)*. 2018.

<sup>26</sup> United Nations, General Assembly. *Protecting Children from Bullying (A/73/265)*. 2018.

<sup>27</sup> United Nations, General Assembly. *Protecting Children from Bullying (A/73/265)*. 2018.

<sup>28</sup> United Nations, General Assembly. *Protecting Children from Bullying (A/73/265)*. 2018.

<sup>29</sup> United Nations Children’s Fund. *Bullying: Protection for Children is a ‘fundamental human right’ says top UN advocate*. 2018.

<sup>30</sup> Ibid.

<sup>31</sup> Takizawa et al. *The American Journal of Psychiatry. Adult Outcomes of Childhood Bullying Victimization: Evidence from a Five-Decade Longitudinal British Birth Cohort*. 2014.

<sup>32</sup> Ibid.

<sup>33</sup> Ibid.

<sup>34</sup> Ibid.

<sup>35</sup> Ibid.

<sup>36</sup> Charter of the United Nations. 1945.



future, and to the wellbeing of all.<sup>37</sup> Bullying and discrimination against youth is a significant concern on a global scale, with many being affected by these issues, requiring the attention and action of the international community.<sup>38</sup>

### ***International and Regional Framework***

The General Assembly Third Committee is heavily influenced by the *International Covenant on Economic, Social, and Cultural Rights* (ICESCR) (1966), the *International Covenant on Civil and Political Rights* (ICCPR) (1966), and the *Universal Declaration of Human Rights* (UDHR) (1948).<sup>39</sup> Together, the ICESCR, ICCPR, and UDHR are referred to as the *International Bill of Rights*, which supports principles of equality within the foundation set forth by the *Declaration of the High-Level Meeting on the Rule of Law* (2012).<sup>40</sup> Within this declaration, all Member States validate the importance and relevance of the UDHR to combat discrimination.<sup>41</sup> The UDHR affirms that safeguarding the welfare of young people is an essential human entitlement, as it guarantees every individual the right to fair protection against all forms of prejudice and aggression.<sup>42</sup> Bullying and discrimination against an individual or group of individuals is a violation of fundamental freedoms and human rights set forth by the UDHR and the ICCPR.<sup>43</sup> The ICCPR further reinforces the protection of civil and political rights that warrants the right to life, liberty, security, and freedom of thought.<sup>44</sup> Discrimination and bullying violate these fundamental rights and civil and political freedoms by creating an environment of dismay, intimidation, and inequality.<sup>45</sup> The UDHR and the ICCPR emphasize the responsibility of Member States to protect individuals, including youth, from any form of discrimination or violence, including bullying.<sup>46</sup>

Achieving the mission of the *2030 Agenda for Sustainable Development*, targets discrimination on youth in Sustainable Development Goal (SDG) 4 (Quality education), which is a fundamental component of ensuring that all individuals have equal opportunities to achieve their full potential and participate fully in society, regardless of their background or circumstances.<sup>47</sup> SDG 4.A focuses on providing safe, non-violent, inclusive learning environments for all youth.<sup>48</sup> SDG 10 (Reduced inequalities) is built on the principle of inclusion, seeking to create a world that is fair, just, and equitable for everyone.<sup>49</sup> The pursuit of ending discrimination, reducing inequalities, and promoting inclusivity in alignment with the 2030 Agenda is rooted in the principles of the *Charter of the United Nations* (1945) and the UDHR.<sup>50</sup> According to these standards, Member States are urged to recognize the importance of data collection to pinpoint disparities and determine the underlying reasons for prejudice.<sup>51</sup> This fosters transparency and facilitates the efficient resolution of discriminatory issues within the framework of international law.<sup>52</sup> By employing robust data collection and analysis, Member States can effectively identify marginalized groups, assess the impact of discriminatory practices, and implement tailored strategies to address systemic inequalities and promote inclusive development.<sup>53</sup>

---

<sup>37</sup> Takizawa et al. *The American Journal of Psychiatry. Adult Outcomes of Childhood Bullying Victimization: Evidence from a Five-Decade Longitudinal British Birth Cohort*. 2014.

<sup>38</sup> United Nations Children's Fund. *Bullying: Protection for Children is a 'fundamental human right' says top UN advocate*. 2018.

<sup>39</sup> United Nations, Office of the High Commissioner for Human Rights. *International Bill of Rights*. 2023.

<sup>40</sup> *Charter of the United Nations*. 1945.

<sup>41</sup> United Nations, General Assembly. *International Bill of Human Rights (A/RES/217 A (III))*. 1948.

<sup>42</sup> *Ibid.*

<sup>43</sup> *Ibid.*

<sup>44</sup> United Nations, General Assembly. *International Covenant on Civil and Political Rights (A/RES/2200 (XXI))*. 1966.

<sup>45</sup> *Ibid.*

<sup>46</sup> *Ibid.*

<sup>47</sup> United Nations, Department of Economic and Social Affairs. *The 17 Goals*. 2015.

<sup>48</sup> *Ibid.*

<sup>49</sup> *Ibid.*

<sup>50</sup> *Charter of the United Nations*. 1945.

<sup>51</sup> *Charter of the United Nations*. 1945.

<sup>52</sup> United Nations, General Assembly. *Promotion and Protection of the Rights of Children (A/RES/75/474)*. 2020.

<sup>53</sup> *Ibid.*

General Assembly resolution 50/81 (1995), “World Programme of Action for Youth to the Year 2000 and beyond,” draws attention to the crucial role that young people play in global society and underscores their potential contributions to development efforts.<sup>54</sup> *The World Programme of Action for Youth* (1995) includes the means for implementation at national, regional, and international levels.<sup>55</sup> In its original form, the *World Programme of Action for Youth* outlined 10 priority areas, and at the ten-year review, Member States agreed to five additional priority areas; one of the priority areas highlighted is the prevention of violence.<sup>56</sup> The *World Programme of Action for Youth* urges governments and youth organizations to collaborate in the development of programs that promote tolerance and foster a better understanding of discrimination and violence, with a particular focus on youth.<sup>57</sup> The aim is to work towards the eradication of contemporary forms of racism, racial discrimination, and related forms of intolerance.<sup>58</sup> *The World Programme of Action for Youth* emphasizes the involvement of young people directly in the decision-making processes, empowering them to actively participate in shaping initiatives that address racism, racial discrimination, and intolerance.<sup>59</sup> Involvement from youth enables them to become advocates for tolerance and inclusion within their communities.<sup>60</sup>

### **Role of the International System**

The *Convention on the Rights of the Child*, resolution 44/25, adopted by the General Assembly in 1989, was a significant achievement for human rights, setting standards to protect the rights of children in all capacities.<sup>61</sup> UNICEF often addresses the harmful impacts of bullying and discrimination on youth, working in partnership with national and local governments, civil society organizations, and the private sector.<sup>62</sup> UNICEF supports the development of policies and laws that protect children's rights, advocating for safe, inclusive school and community environments, so that youth can develop without experiencing violence, discrimination, and fear.<sup>63</sup> The United Nations Educational, Scientific, and Cultural Organization (UNESCO) also recognizes that bullying and discrimination in schools is a significant problem that can have lasting negative effects on children's physical and emotional well-being, academic performance, and social development.<sup>64</sup> The work of the General Assembly Third Committee to address the impacts of bullying and discrimination, is included in General Assembly resolution 45/112 (1990), “United Nations Guidelines for the Prevention of Juvenile Delinquency”.<sup>65</sup> This resolution focuses on rights of the child, developing respect for the child's own cultural identity and patterns, measures to offer children dealing with these difficulties while transitioning into adulthood, children at social risk, and advocating to ensure no child is left behind.<sup>66</sup>

UNESCO created the *Global Status Report on School Violence and Bullying* (2017), which provides a comprehensive overview of the prevalence and impact of school violence and bullying worldwide.<sup>67</sup> The report draws on data from over 100 countries and territories, highlighting the need for urgent action to address bullying and discrimination on youth.<sup>68</sup> Through the report, UNESCO aims to raise awareness of school violence and bullying, providing policymakers, educators, and other stakeholders with evidence-

---

<sup>54</sup> United Nations, Department of Economic and Social Affairs. *World Programme of Action for Youth*. 1995.

<sup>55</sup> Ibid.

<sup>56</sup> Ibid.

<sup>57</sup> Ibid.

<sup>58</sup> Ibid.

<sup>59</sup> Ibid.

<sup>60</sup> Ibid.

<sup>61</sup> United Nations, General Assembly. *Convention on the Rights of the Child (A/RES/44/25)*. 1989.

<sup>62</sup> United Nations Children's Fund. *Violence Against Children*. 2020.

<sup>63</sup> Ibid.

<sup>64</sup> United Nations Conference on Human Settlements. *Report of the United Nations Conference on Human Settlements (HABITAT II)\**. 1996.

<sup>65</sup> United Nations, General Assembly. *United Nations Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Guidelines) (A/RES/45/112)*. 1990.

<sup>66</sup> Ibid.

<sup>67</sup> United Nations, Department of Economic and Social Affairs. *School Violence and Bullying: Global Status Report*. 2017.

<sup>68</sup> Ibid.

based information and recommendations for action.<sup>69</sup> The report includes a range of strategies and interventions that have proven effective in preventing and addressing bullying and discrimination in schools.<sup>70</sup> The report includes strategies for building a positive school culture and climate which promote inclusion and diversity, securing the support of parents and the community, strengthened counselling systems, developing reporting mechanisms for youth affected by school discrimination and violence, and working with youth as equal partners in implementing national programs to reduce bullying through the establishment of structures that facilitate involvement.<sup>71</sup> Further, the report provides strategic direction for social-emotional learning programs that teach students skills, such as empathy, communication, and problem-solving.<sup>72</sup>

UNESCO analyzes global and regional prevalence, notes successful national responses, and partners to support international campaigns engaging stakeholders in accelerated progress to combat bullying and discrimination on youth.<sup>73</sup> UNESCO has made it a top priority to improve and ensure inclusive and equitable education for youth around the world.<sup>74</sup> Ensuring equitable education means that UNESCO strives to eliminate disparities in access to education, including gender, socio-economic status, geography, and ethnicity.<sup>75</sup> UNESCO recognizes that education is a powerful tool for promoting peace, social cohesion, and sustainable development, and that all youth have the right to receive an education that equips them with the knowledge, skills, and values they need to become responsible and active members of society.<sup>76</sup> Additionally, UNESCO works to provide training for educators to ensure equal opportunity, and education for youth.<sup>77</sup> Examples of UNESCO training include bullying prevention training, and workshops to define discrimination.<sup>78</sup> With these trainings, educators can teach with the knowledge that discrimination comes in many different forms, including discrimination based on race, color, language, sex, economic condition, or even national or social origin.<sup>79</sup>

The World Health Organization (WHO) shares great concern in addressing the impacts of bullying and discrimination, addressing that violence against children is a multifaceted problem.<sup>80</sup> Key facets of bullying and discrimination on youth are physical violence, cyberbullying, verbal and emotional abuse, exclusion, and psychological impact; WHO recognizes these and emphasizes the need for a comprehensive approach leading to the formation of Implementation and enforcement of laws, Norms and values change, Safe environments, Parental and caregiver support, Income and economic strengthening, Response services provision, and Education skills (INSPIRE).<sup>81</sup> In 2016, ten international agencies, under the leadership of WHO, including the Global Partnership to End Violence Against Children, UNICEF, the United Nations Office on Drugs and Crime, the United States Agency for International Development, and others developed and endorsed INSPIRE, including seven strategies for ending violence against children.<sup>82</sup> INSPIRE provides a wide range of assistance to Member States in their efforts to achieve SDG 16 (Peace, justice and strong institutions), namely 16.2, ending violence against children such as offering technical expertise, workshops, training programs, and providing recommendations on legislation and regulations for youth protection frameworks.<sup>83</sup> The International

---

<sup>69</sup> United Nations, Department of Economic and Social Affairs. *School Violence and Bullying: Global Status Report*. 2017.

<sup>70</sup> Ibid.

<sup>71</sup> Ibid.

<sup>72</sup> Ibid.

<sup>73</sup> United Nations Conference on Human Settlements. *Report of the United Nations Conference on Human Settlements (HABITAT II)\**. 1996.

<sup>74</sup> Ibid.

<sup>75</sup> Ibid.

<sup>76</sup> United Nations Educational, Scientific and Cultural Organization. *Convention against Discrimination in Education*. 1960.

<sup>77</sup> Ibid.

<sup>78</sup> Ibid.

<sup>79</sup> Ibid.

<sup>80</sup> World Health Organization. *Violence Against Children*. 2022.

<sup>81</sup> Ibid.

<sup>82</sup> Ibid.

<sup>83</sup> Ibid.

Convention Against All Forms of Discrimination and Racism collaborates with the General Assembly, working to ensure the effective implementation of the *International Convention on the Elimination of All Forms of Racial Discrimination* (ICERD) adopted by General Assembly resolution 2106 (1965), which comprehensively addresses racism and racial discrimination.<sup>84</sup>

***Bullying, Discrimination, Violence, and Hate Crimes fostered by Interpersonal and Intercultural Differences***

The Human Rights Office of the High Commissioner published a report presenting the outcomes of the 13th Forum on Minority Issues to the 26 January 2021 session of the Human Rights Council.<sup>85</sup> The report emphasized the increase of online hate crimes targeting minorities, coinciding with the rise of new communication technologies.<sup>86</sup> The rise of discrimination and racism online is a form of cyberbullying that is often followed by hate crimes and violence.<sup>87</sup> Children and youth who experience bullying are likely to experience interpersonal difficulties, while racial and ethnic minorities are disproportionately affected by risk factors affiliated with bullying.<sup>88</sup> Promoting positive attitudes towards diversity and providing opportunities for intercultural interaction can help reduce prejudice, bullying, and discrimination.<sup>89</sup> By amplifying the voices of those who have been marginalized or bullied, creates a culture of empathy and understanding that values and protects the dignity of all youth.<sup>90</sup> The impacts of discrimination and bullying are far-reaching and can affect numerous areas of focus across the United Nations system.<sup>91</sup> Bullying and discrimination can lead to violations of human rights, particularly, rights to dignity, non-discrimination, and equal protection.<sup>92</sup> Perpetuating cycles of violence contribute to instability and insecurity, making it increasingly difficult to establish long-term peace and stability within communities and societies.<sup>93</sup>

The National Child Development Study completed on Adult Health Outcomes of Childhood Bullying Victimization showed that over 28% of youth have experienced occasional bullying, and 15% were exposed to frequent bullying.<sup>94</sup> These findings are still relevant, as they highlight the ongoing need for continued efforts to prevent and address bullying, ensuring that youth are able to learn and grow in safe and inclusive environments on a global scale.<sup>95</sup> This study examined bullying victimizations using logistic regression analysis to test associations between childhood bullying and adult outcomes.<sup>96</sup> Results demonstrate that the impacts of interpersonal and intercultural differences have varying effects.<sup>97</sup> Children who experienced bullying had lower educational levels, have an increased risk of living without a partner by age 50, and lower perceived quality of life.<sup>98</sup> Results further showed that bullying was marginally associated with unemployment and lower earnings levels than their peers, and higher levels of psychological distress by age 23 continuing on to age 50, thus proving that bullying and discrimination have severe long term impacts into adulthood.<sup>99</sup> Findings of this study make clear the biological, behavioral, and social pathways from childhood bullying victimization.<sup>100</sup> Reducing bullying behaviors in the developmental years by intervention efforts would minimize poor health outcomes in young victims,

<sup>84</sup> United Nations, General Assembly. *The International Convention on the Elimination of All Forms of Racial Discrimination*. 1965.

<sup>85</sup> The Office of the High Commissioner for Human Rights. *United Nations Human Rights Report*. 2021.

<sup>86</sup> Ibid.

<sup>87</sup> Ibid.

<sup>88</sup> Ibid.

<sup>89</sup> Ibid.

<sup>90</sup> Ibid.

<sup>91</sup> Ibid.

<sup>92</sup> Ibid.

<sup>93</sup> Ibid.

<sup>94</sup> Takizawa et al. *The American Journal of Psychiatry. Adult Outcomes of Childhood Bullying Victimization: Evidence from a Five-Decade Longitudinal British Birth Cohort*. 2014.

<sup>95</sup> Ibid.

<sup>96</sup> Ibid.

<sup>97</sup> Ibid.

<sup>98</sup> Ibid.

<sup>99</sup> Ibid.

<sup>100</sup> Ibid.

which has the potential to stop certain areas of child suffering, and prevent problems persisting from adolescence to adult life.<sup>101</sup> Understanding coercer mechanisms is consequential to underlying interpersonal difficulties causing the persistence and pervasiveness of bullying and discrimination.<sup>102</sup> The WHO Global School-Based Student Health Survey (GSHS) collects data on a range of health behaviors among school-aged youth, including bullying.<sup>103</sup> The GSHS provides valuable information on the prevalence and nature of bullying in different contexts, as well as on the factors that contribute to, or protect against bullying behaviors.<sup>104</sup> Further aiding to address suitable targets for intervention programs hoping to reverse effects incurred, creating better long-term trajectories for these oppressors and victims.<sup>105</sup>

### ***Evolving Technology Perpetuating Threats of Cyber Bullying on Young Adults***

As technology continues to evolve, tackling racism and discrimination effectively requires the introduction of new legislation, including criminalization of the use of information and communication technologies (ICTs) to threaten youth.<sup>106</sup> ICTs can threaten youth in several ways including hate speech, cyberbullying, sexual exploitation, security risks, and exposure to harmful content.<sup>107</sup> Some Member States within the international community have introduced provisions in criminal legislation to tackle cyberbullying, racism, and harassment, which all serve as important examples to consider when furthering current international policy.<sup>108</sup> Existing national legislation contains provisions related to cyberbullying, which mandates internet service providers to remove harmful content, criminalize the use of ICTs to threaten the emotional, psychological, or physical wellbeing of children, criminalizes racism and other forms of discrimination perpetrated through ICTs, and includes specific laws addressing school violence.<sup>109</sup>

Professionals working with children must prioritize capacity building, which involves providing adequate support and training to enhance their comprehension of bullying, its intricate nature, and effective strategies for tackling it.<sup>110</sup> Capacity building measures already exist, such as teacher trainings for awareness and early detection of bullying, self-assessment tools, and programs equipping educators to increase their student's resilience, while providing an alternative way to respond to adversities.<sup>111</sup> Research indicates that numerous anti-bullying programs have exhibited significant success rates, some as high as 90%, and are now being replicated in various regions worldwide.<sup>112</sup> For instance, the KiVa anti-bullying program, which originated in Finland in 2009, has achieved success in numerous countries such as the United Kingdom of Great Britain and Northern Ireland, Italy, and the Netherlands.<sup>113</sup> The Olweus Bullying Prevention Program, which was developed in Norway in 1983, has also been implemented in many Member States, including the United States of America, Canada, and Iceland.<sup>114</sup> Additionally, the Steps to Respect program, which was created in the United States of America in 2001, has also shown success in several Member States globally.<sup>115</sup>

---

<sup>101</sup> Ibid.

<sup>102</sup> Ibid.

<sup>103</sup> World Health Organization. *Global School-Based Student Health Survey*. 2018.

<sup>104</sup> Ibid.

<sup>105</sup> Takizawa et al. *The American Journal of Psychiatry. Adult Outcomes of Childhood Bullying Victimization: Evidence from a Five-Decade Longitudinal British Birth Cohort*. 2014.

<sup>106</sup> United Nations, General Assembly. *Protecting children from bullying. Report of the Secretary-General (A/73/265)*. 2018.

<sup>107</sup> Ibid.

<sup>108</sup> Ibid.

<sup>109</sup> Ibid.

<sup>110</sup> Ibid.

<sup>111</sup> Ibid.

<sup>112</sup> Ibid.

<sup>113</sup> Ibid.

<sup>114</sup> Ibid.

<sup>115</sup> Ibid.

## Conclusion

Every individual has the right to live in a society where they are treated with dignity and respect, free from any form of bullying and discrimination.<sup>116</sup> Concern of global relevance, and attention of the global community is a priority.<sup>117</sup> Promoting an ethical approach to preventing bullying is a priority as the effects can still be visible after nearly four decades of exposure.<sup>118</sup> The key element to protecting youth from bullying and discrimination is legislation, which conveys a clear message to society by creating a foundation for the rights of youth.<sup>119</sup> Although there is existing criminal, constitutional, and civil legal provisions addressing bullying and discrimination on youth, some Member States may opt to adopt specific anti-bullying laws.<sup>120</sup> For these ventures to be effective, the laws must not only be enforced, but translated to action.<sup>121</sup> Youth insight is important in all efforts to prevent bullying and discrimination in youth, as it provides clear understanding of this issue, its hidden aspects, and shows that when youth are involved in the planning and implementation efforts of intervention programs, effectiveness is increased.<sup>122</sup>

## Further Research

Moving forward delegates should consider the following questions: How can Member States aid in increasing awareness of bullying and discrimination against youth? How can the international community track the effectiveness of existing capacity building measures better? What can the international community do to promote the participation and engagement of young people in efforts to address bullying and discrimination? What other innovative approaches and technologies are implemented to address bullying and discrimination against youth, and how effective are they? How can Member States work together to share best practices and lessons learned in addressing bullying and discrimination against youth, promoting a culture of respect and inclusion for all?

## Annotated Bibliography

United Nations, General Assembly. *International Covenant on Civil and Political Rights (A/RES/2200 (XXI))*. 1966. Retrieved 26 May 2023 from: [http://undocs.org/en/A/RES/2200\(XXI\)](http://undocs.org/en/A/RES/2200(XXI))

*This document is a crucial tool for helping delegates understand the need to address the impact of bullying and discrimination on youth. By studying the ICCPR, delegates can learn about the importance of respecting and protecting the rights of every individual, regardless of their background or characteristics. The covenant emphasizes the right to education, while creating a safe and inclusive environment that promotes respect and equality. By familiarizing themselves with the ICCPR, delegates can develop a deeper understanding of the legal and moral obligations to address and prevent bullying and discrimination.*

United Nations Children's Fund. (2020). *Violence against children*. Retrieved 10 February 2023 from: <https://www.unicef.org/protection/violence-against-children>

*This document provides background knowledge for main agenda items UNICEF focuses on that relates to the topic at hand. Delegates will find this document useful to understand how UNICEF collaborates with the General Assembly Third Committee noting activities and research related to long-term behavioral impacts of children due to bullying and discrimination. Delegates can also find information on perpetrators and how for some children like ones living with disabilities or living in extreme poverty are at greater risk for this growing issue.*

<sup>116</sup> United Nations Children's Fund. *Bullying: Protection for Children*. 2018.

<sup>117</sup> Ibid.

<sup>118</sup> Takizawa et al, *The American Journal of Psychiatry. Adult Outcomes of Childhood Bullying Victimization: Evidence from a Five-Decade Longitudinal British Birth Cohort*. 2014.

<sup>119</sup> Ibid.

<sup>120</sup> Ibid.

<sup>121</sup> Ibid.

<sup>122</sup> Ibid.

United Nations, General Assembly. *Promotion and protection of the rights of children (A/RES/75/474)*. 2020. Retrieved 10 February 2023 from: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N20/335/39/PDF/N2033539.pdf?OpenElement>

*Agenda item 68 from the Seventy-Fifth session focuses on promotion and protection of the rights of children allocated to the Third Committee. This agenda also cites relevant summary records and consideration of proposals for the protection of children while addressing appropriate involvement. Delegates will find this document helpful to understand the importance of protecting children as well as what is currently being done and worked on.*

United Nations, General Assembly. *Protecting children from bullying. Report of the Secretary-General (A/73/265)*. 2018. Retrieved 10 February 2023 from: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N18/242/14/PDF/N1824214.pdf?OpenElement>

*This document addresses the prevalence of bullying and discrimination on children. It also highlights the effects of bullying, racism, and discrimination on youths. The document also summarizes laws adopted by individual Member States, as well as international policy adopted as a body within the General Assembly. Delegates might find this document useful as it contains suggestions for future implementation efforts and continued suggestions for preventing and diminishing bullying against youth.*

United Nations, General Assembly. *The International Convention on the Elimination of All Forms of Racial Discrimination*. 1965. Retrieved 10 February 2023 from: <https://www.ohchr.org/sites/default/files/cerdd.pdf>

*This document provides a comprehensive framework for combating racism and promoting equality. The ICERD emphasizes the importance of education in promoting understanding, tolerance, and friendship among different racial and ethnic groups. The convention underscores the fundamental principle of equality and stresses the right to a safe and inclusive learning environment free from racial prejudice. By studying the ICERD, delegates can develop a critical awareness of the detrimental effects of racial discrimination and bullying, and actively contribute to creating a more inclusive and harmonious society.*

## Bibliography

*Charter of the United Nations*. 1945. Retrieved 7 February 2023 from: <https://www.un.org/en/about-us/un-charter/full-text>

Takizawa et al. *The American Journal of Psychiatry. Adult Outcomes of Childhood Bullying Victimization: Evidence from a Five-Decade Longitudinal British Birth Cohort*. 2014. Retrieved 10 February 2023 from: <https://ajp.psychiatryonline.org/doi/pdf/10.1176/appi.ajp.2014.13101401>

United Nations Children's Fund. *Bullying: Protection for Children is a 'fundamental human right' says top UN advocate*. 2018. Retrieved 10 February 2023 from: <https://news.un.org/en/story/2018/10/1022562#:~:text=Around%20130%20million%2C%20or%20one-in-three%20children%20worldwide%2C%20experience.for%20their%20health%2C%20school%20performance%20and%20overall%20well-being>

United Nations, Department of Economic and Social Affairs. *World Programme of Action for Youth*. 1995. Retrieved 10 February 2023 from: <https://www.un.org/esa/socdev/unyin/documents/wpay2010.pdf>

United Nations, Department of Economic and Social Affairs. *The 17 Goals*. 2015. Retrieved 10 February 2023 from: <https://sdgs.un.org/goals>

United Nations, Department of Economic and Social Affairs. *School Violence and Bullying: Global Status Report*. 2017. Retrieved 10 February 2023 from: <https://www.ungei.org/sites/default/files/School-Violence-and-Bullying-Global-status-report-2017-eng.pdf>

United Nations, Department of Global Communications. *Hate Speech is Rising Around the World*. 2021. Retrieved 10 February 2023 from: <https://www.un.org/en/hate-speech>



United Nations Educational, Scientific and Cultural Organization. *Convention against Discrimination in Education*. 1960. Retrieved 10 February 2023 from: [http://www.unesco.org/education/pdf/DISCRI\\_E.PDF](http://www.unesco.org/education/pdf/DISCRI_E.PDF)

United Nations Educational, Scientific and Cultural Organization. *What UNESCO does on school violence and bullying*. 2023. Retrieved 10 February 2023 from: <https://www.unesco.org/en/articles/what-you-need-know-about-school-violence-and-bullying>

United Nations, General Assembly. *International Bill of Human Rights (A/RES/217 A (III))*. 1948. Retrieved 7 February 2023 from: [http://www.undocs.org/en/A/RES/217\(III\)](http://www.undocs.org/en/A/RES/217(III))

United Nations, General Assembly. *Convention on the Rights of the Child (A/RES/44/25)*. 1989. Retrieved 26 May 2023 from: <http://undocs.org/en/A/RES/44/25>

United Nations, General Assembly. *United Nations Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Guidelines) (A/RES/45/112)*. 1990. Retrieved 10 February 2023 from: <http://undocs.org/en/A/RES/45/112>

United Nations, General Assembly. *International Covenant on Civil and Political Rights (A/RES/2200 (XXI))*. 1966. Retrieved 26 May 2023 from: [http://undocs.org/en/A/RES/2200\(XXI\)](http://undocs.org/en/A/RES/2200(XXI))

United Nations, General Assembly. *Definition of Youth*. 2013. Retrieved 30 April 2023 from: <https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-definition.pdf>

United Nations, General Assembly. *Protecting children from bullying. Report of the Secretary-General (A/73/265)*. 2018. Retrieved 10 February 2023 from: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N18/242/14/PDF/N1824214.pdf?OpenElement>

United Nations, General Assembly. *The International Convention on the Elimination of All Forms of Racial Discrimination*. 1965. Retrieved 10 February 2023 from: <https://www.ohchr.org/sites/default/files/cerd.pdf>

United Nations Conference on Human Settlements. *The Habitat Agenda: Istanbul Declaration on Human Settlements*. 1996. Retrieved 10 February 2023 from: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/G96/025/00/PDF/G9602500.pdf?OpenElement>

United Nations Office of the High Commissioner for Human Rights. *United Nations Human Rights Report*. 2021. Retrieved 14 July 2023 from: [https://www.ohchr.org/sites/default/files/2022-06/OHCHR\\_Report\\_2021.pdf](https://www.ohchr.org/sites/default/files/2022-06/OHCHR_Report_2021.pdf)

United Nations, Office of the High Commissioner for Human Rights. *International Bill of Human Rights*. 2023. Retrieved 3 June 2023 from: <https://www.ohchr.org/en/what-are-human-rights/international-bill-human-rights#:~:text=In%201948%2C%20for%20the%20first,of%20international%20human%20rights%20law>

World Health Organization. *Global School-Based Student Health Survey*. 2018. Retrieved 29 April 2023 from: <https://apps.who.int/iris/bitstream/handle/10665/275390/GSHS.pdf?sequence=1>

World Health Organization. *Violence Against Children*. 2022. Retrieved 10 February 2023 from: <https://www.who.int/news-room/fact-sheets/detail/violence-against-children>



## 2. The Preservation of Culture and Intangible Cultural Heritage

*“A concerted effort to preserve our heritage is a vital link to our cultural, educational, aesthetic, inspirational and economic legacies – all of the things that quite literally make us who we are.”*<sup>123</sup>

### **Introduction**

In recent decades, the understanding of cultural heritage has expanded, and further segregated into two terms: cultural heritage and intangible cultural heritage (ICH).<sup>124</sup> While cultural heritage is the overarching definition, including both tangible and intangible domains, ICH is further separated, as it significantly extends beyond the understanding of monuments, collections, and objects.<sup>125</sup> ICH encompasses oral traditions, expressions such as performing arts, social events such as festivals and rituals, and practices involving nature and the universe, as well as skilled work to produce traditional crafts and tools.<sup>126</sup> Tangible heritage can include physical items of culture, exemplified by “artifacts, monuments, sites involving symbolic, historic, artistic, aesthetic, ethnological, anthropological, scientific, and social significance”.<sup>127</sup> Whereas, ICH includes the cultural significance embedded into artifacts, sites, and monuments.<sup>128</sup> ICH is simultaneously both traditional and contemporary, as it is not only represented by inherited traditions of the past, but also includes current and modified practices; modified practices are traditional practices that have been altered over time to reflect the needs of their users, and they occur often as a socio-economic response to environmental, technological, and cross-cultural influences, exemplified by recording traditional tales so that they are not lost or changed over time.<sup>129</sup> ICH honors and prioritizes community-based understanding and awareness, passing on customs and knowledge from generation to generation, ensuring exceptional representation over time.<sup>130</sup>

Inclusivity is a vital pillar to the understanding of ICH, as evolution drives adaptation; expressions of ICH may be shared or similar to the practices of others, allowing for a shared sense of identity and continuity.<sup>131</sup> While both cultural heritage and ICH are defined differently, both contribute to the awareness and understanding of traditions and inherited expressions of ancestry.<sup>132</sup> ICH serves as a vehicle of social development, inclusion, cohesion, and community, through its ability to connect generations and differing communities; it is the work of the entire international community to protect and promote it.<sup>133</sup> ICH is integral to the international understanding of culture; three quarters of the world’s major conflicts are due to cultural differences, therefore, preserving culture and ICH are both urgent and necessary for sustainable development, and peace and security.<sup>134</sup> Amongst many urgent challenges for protecting ICH, the disconnection of tangible and ICH, the impacts of tourism on ICH, and the transmission of ICH through generations are often regarded as the most pressing.<sup>135</sup>

---

<sup>123</sup> Barry, Steve Quoted About Historic Preservation. 2019.

<sup>124</sup> United Nations Educational, Scientific and Cultural Organization. *What is Intangible Cultural Heritage?*. 2023.

<sup>125</sup> Ibid.

<sup>126</sup> Ibid.

<sup>127</sup> United Nations Educational, Scientific and Cultural Organization. *2009 UNESCO Framework for Cultural Statistics*. 2009. p. 87.

<sup>128</sup> United Nations Educational, Scientific and Cultural Organization. *What is Intangible Cultural Heritage?*. 2023.

<sup>129</sup> LibreTexts. *3.3B: Mechanisms of Cultural Change*.

<sup>130</sup> United Nations Educational, Scientific and Cultural Organization. *What is Intangible Cultural Heritage?*. 2023.

<sup>131</sup> Ibid.

<sup>132</sup> Ibid.

<sup>133</sup> United Nations Educational, Scientific and Cultural Organization. *Basic Texts of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage*. 2018. p. v.

<sup>134</sup> United Nations, Department of Global Communications. *World Day for Cultural Diversity for Dialogue and Development, 21 May. Protecting the diversity of cultural expressions is more important than ever*. 2023.

<sup>135</sup> United Nations Educational, Scientific and Cultural Organization. *UNESCO-EIIHCAP Regional Meeting: Safeguarding Intangible Heritage and Sustainable Cultural Tourism: Opportunities and Challenges*. 2007.

The General Assembly Third Committee is committed to addressing the preservation of culture and ICH through its many subsidiary bodies and adopted resolutions, focusing on the intricacies between culture and the Sustainable Development Goals (SDGs).<sup>136</sup>

### ***International and Regional Framework***

The *Universal Declaration of Human Rights* (UDHR) (1945) expresses the right for every individual to freely participate in the cultural life of their communities.<sup>137</sup> Another foundational document is General Assembly resolution 2200A (1966), the *International Covenant on Economic, Social and Cultural Rights* (ICESR).<sup>138</sup> ICESR states that all people have the right to self-determination, including the freedom of culture and cultural development.<sup>139</sup> As one of the most vital cultural rights outlined in the ICESR, Article 15 states that everyone has the right “to take part in cultural life”.<sup>140</sup> Taking part in cultural life also encompasses protecting and promoting culture to recognize its benefits, such as development, economic growth, and deeper connection to the intellectual, emotional, and spiritual pillars of life.<sup>141</sup> Furthermore, the General Assembly adopted resolution 46/158 on the “World Commission on Culture and Development” (1991), which was responsible for creation of an independent group tasked with a report on Culture and Development.<sup>142</sup>

In 2003, the General Assembly met at the United Nations Educational, Scientific and Cultural Organization (UNESCO) Headquarters in Paris to establish the *Convention for the Safeguarding of the Intangible Cultural Heritage* (Convention for the Safeguarding of the ICH).<sup>143</sup> The Convention for the Safeguarding of the ICH was established to safeguard and respect elements of ICH for communities and individuals, while also raising awareness for ICH, leading to international cooperation and aid through sharing of best practices, partnerships, and joint initiatives.<sup>144</sup> Member States promote, encourage, and monitor the implementation of the Convention for the Safeguarding of the ICH by submitting operational direction for the General Assembly.<sup>145</sup> The Convention for the Safeguarding of the ICH also established the *Intangible Cultural Heritage Fund* (ICH Fund), acting in accordance with the UNESCO Secretariat and its financial regulations; comprised of contributions from the States Parties, funds are used to safeguard ICH through specific projects and programs.<sup>146</sup> The ICH Fund consists of funds-in-trust and of voluntary contributions by Member States, the United Nations Development Programme and its contributors, and public and private funders.<sup>147</sup> The usage of the funds is decided on by the Committee, in alignment with expenditure guidelines set forth by the General Assembly.<sup>148</sup> However, there are strict standards in place as to ensure that no political or economic compensation can be made to any group or individual that contributes to funding.<sup>149</sup> As one of the cornerstones of defining ICH as a separate entity from tangible cultural heritage, the Convention identified five domains of ICH: oral traditions and expressions; performing arts; social practices, rituals, and festive events; knowledge and practices concerning nature and the universe; and traditional craftsmanship.<sup>150</sup> On an international level, the convention is responsible

<sup>136</sup> United Nations General Assembly. *High-level Event on Culture on Sustainable Development*. 2019.

<sup>137</sup> Yu. *Cultural Relics, Intellectual Property, and Intangible Heritage*. 2008.

<sup>138</sup> United Nations, General Assembly. *International Covenant on Economic, Social and Cultural Rights (A/RES/2200A(XXI))*. 1966.

<sup>139</sup> Ibid.

<sup>140</sup> Ibid.

<sup>141</sup> United Nations, Department of Global Communications. *World Day for Cultural Diversity for Dialogue and Development, 21 May. Protecting the diversity of cultural expressions is more important than ever*. 2023.

<sup>142</sup> United Nations, General Assembly. *Resolutions Adopted on the Reports of the Second Committee (A/RES/46/158)*. 1991.

<sup>143</sup> United Nations Educational, Scientific and Cultural Organization. *Basic Texts of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage*. 2022.

<sup>144</sup> Ibid.

<sup>145</sup> Ibid.

<sup>146</sup> Ibid.

<sup>147</sup> Ibid.

<sup>148</sup> Ibid.

<sup>149</sup> Ibid.

<sup>150</sup> United Nations Educational, Scientific and Cultural Organization. *Intangible Heritage domains in the 2003 Convention*. 2022.

for safeguarding ICH by overseeing the *Representative List of the Intangible Cultural Heritage of Humanity*, the *List of Intangible Cultural Heritage in Need of Urgent Safeguarding*, and related programs, projects, and activities, especially in developing countries.<sup>151</sup> An Intergovernmental Committee for the Safeguarding of ICH was established by UNESCO, comprising 18 Member States.<sup>152</sup> Most recently, the General Assembly met for the Ninth Convention for the Safeguarding of the Intangible Cultural Heritage in May 2022.<sup>153</sup> The topics discussed included: capacity of non-governmental organizations (NGOs), proposed revisions to the operational directives, the use of funds, and proposed festivities for the 20<sup>th</sup> anniversary of the Convention in 2023.<sup>154</sup> Additionally, the Member States addressed the distribution of seats per electoral group, added a Haitian procedure of ICH to the *Representative List of the Intangible Cultural Heritage of Humanity*, and discussed the resources of the ICH Fund.<sup>155</sup> Challenges before the Committee include the advisory of fund distribution, and proposed revisions to the Rules of Procedure for the Convention.<sup>156</sup>

The *Lists of Intangible Cultural Heritage* was developed by the Committee of Convention for the Safeguarding of the Intangible Cultural Heritage in 2003 to bring awareness and further protect ICH.<sup>157</sup> The list is comprised of oral and intangible culturally significant components, such as traditional stories and skill-making for tools and items, directly reflecting the diversity of cultures and ancestry.<sup>158</sup> The list was further divided into two lists in 2010, a full *Representative List of the Intangible Cultural Heritage of Humanity*, and a condensed *List of Intangible Cultural Heritage in Need of Urgent Safeguarding*.<sup>159</sup> The List of the ICH aids in demonstrating the diversity of culture, and further raises awareness about its relevance.<sup>160</sup> There is also a *Register of Good Safeguarding Practices*, allowing Member States to share best practices to safeguard the transmission of heritage on to future generations.<sup>161</sup> In 2022, 48 elements were added to the lists.<sup>162</sup> Member States may add to the list annually, when the Committee meets to evaluate nominations, and as of 2023, the two lists and Register total 677 elements of ICH, corresponding to 140 Member States.<sup>163</sup> A list known as the *Masterpieces of the Oral and Intangible Heritage of Humanity* identified the immeasurable value of certain customs, traditions, and cultural spaces.<sup>164</sup> 90 proclaimed “masterpieces” were added to the list as “elements” in 2022.<sup>165</sup> This list was later incorporated into the *Representative List of the Intangible Cultural Heritage of Humanity*; the list is significant as it ensures the visibility of the ICH and the irreplaceability of elements on the list.<sup>166</sup>

### **Role of the International System**

Sustainability is referred to in General Assembly resolution 70/1 (2015), as the *2030 Agenda for Sustainable Development* (2030 Agenda) which addresses priorities and needs of the present, without

---

<sup>151</sup> United Nations Educational, Scientific and Cultural Organization. *Basic Texts of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage*. 2022.

<sup>152</sup> Ibid.

<sup>153</sup> United Nations Educational, Scientific and Cultural Organization. *Resolution of the General Assembly: 9.GA 3*. 2022.

<sup>154</sup> Ibid.

<sup>155</sup> Ibid.

<sup>156</sup> Ibid.

<sup>157</sup> Ibid.

<sup>158</sup> United Nations Educational, Scientific and Cultural Organization. *Basic Texts of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage*. 2022.

<sup>159</sup> United Nations Educational, Scientific and Cultural Organization. *Browse the Lists of Intangible Cultural Heritage and the Register of good safeguarding practices*. 2022.

<sup>160</sup> Ibid.

<sup>161</sup> United Nations Educational, Scientific and Cultural Organization. *Good Safeguarding Practices*. 2022.

<sup>162</sup> United Nations Educational, Scientific and Cultural Organization. *Browse the Lists of Intangible Cultural Heritage and the Register of good safeguarding practices*. 2022.

<sup>163</sup> Ibid.

<sup>164</sup> Ibid.

<sup>165</sup> Ibid.

<sup>166</sup> Ibid.

diminishing the livelihoods and wellbeing of future generations.<sup>167</sup> The direct correlation between sustainability and living heritage, as outlined in the 2003 *Convention for the Safeguarding of the Intangible Cultural Heritage*, is that living heritage is transmitted generationally, identical to the outcomes of sustainability within a generation.<sup>168</sup> For example, ICH is passed on from generation to generation because it consistently gets recreated by the needs of the communities for that generation, therefore, the sustainability practice focuses on the present while trying to safeguard the future.<sup>169</sup> In 2017, the General Assembly adopted resolution 72/229 *Culture and sustainable development*, which highlights many of the SDGs, and how they can be met by implementing practices to preserve culture and ICH, as culture is an enabler of sustainable development.<sup>170</sup> SDG 4 (Quality education) is reflected in General Assembly resolution 72/229, acknowledging that culture enriches education, transmitting the importance of shared values, knowledge, and skills.<sup>171</sup> While SDG 4 discusses aspects of quality education, strong education is also incredibly relevant for the promotion and preservation of cultural heritage, specifically ICH, due to its direct value in history, social skills, and science.<sup>172</sup> SDG 9 (Industry, innovation, and infrastructure) directly contributes to the protection, management, and economy of culture and its preservation.<sup>173</sup> Different cultural heritages have developed industry and innovation differently and have shared their best practices with many other cultural groups, such as the Danish with the “hygge” lifestyle, meaning conviviality and comfortableness for wellbeing.<sup>174</sup> ICH is directly connected to SDG 16 (Peace, justice and strong institutions), as the celebration of cultural and ancestral diversity, continuing to the advancement of peace, justice, and strong education are vital to the 2030 Agenda.<sup>175</sup>

In 2006, the General Assembly Third Committee adopted a draft resolution, which would eventually become the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP).<sup>176</sup> The intention was to adopt UNDRIP by consensus before the end of the 61<sup>st</sup> session; however, it was not adopted until 2007.<sup>177</sup> General Assembly resolution 61/295 (2007), UNDRIP, was adopted in an effort to protect the cultural heritage and livelihoods of indigenous peoples worldwide.<sup>178</sup> It began as a Working Group on Indigenous Populations in 1982 and was overseen by the Sub-Commission on the Promotion and Protection of Human Rights.<sup>179</sup> In 2009, the Durban Review Conference welcomed UNDRIP in solidarity with indigenous peoples around the world, acknowledging that human rights were being violated, as cultural heritage was not being protected; the review also became known as the 2009 United Nations World Conference Against Racism.<sup>180</sup> The United Nations Special Rapporteur on the rights of Indigenous Peoples reviewed the treatment of the Sami people in Norway, Sweden, and Finland in 2016, and outlined in a report that none of the Member States are meeting their objectives of UNDRIP to their own

---

<sup>167</sup> United Nations, General Assembly. *Transforming our world: the 2030 Agenda for Sustainable Development (A/RES/70/1)*. 2015.

<sup>168</sup> United Nations Educational, Scientific and Cultural Organization. *Sustainable development and living heritage*. 2022.

<sup>169</sup> United Nations Educational, Scientific and Cultural Organization. *Basic Texts of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage*. 2022.

<sup>170</sup> United Nations, General Assembly. *Culture and sustainable development (A/RES/72/229)*. 2017.

<sup>171</sup> Culture 2030 Goal campaign. *Culture in the Localization of the 2030 Agenda: An Analysis of Voluntary Local Reviews*. 2021.

<sup>172</sup> Ibid.

<sup>173</sup> Ibid.

<sup>174</sup> Ibid.

<sup>175</sup> Ibid.

<sup>176</sup> United Nations, Department of Economic and Social Affairs. *United Nations Declaration on the Rights of Indigenous Peoples*. 2007.

<sup>177</sup> Ibid.

<sup>178</sup> Ibid.

<sup>179</sup> Ibid.

<sup>180</sup> Ibid.

indigenous people.<sup>181</sup> These concerns are due to the increase in natural resource investments in the Sápmi region, and that these investments do not adequately ensure the rights of the Sami people.<sup>182</sup>

In 2007, Member States and NGOs met at a regional meeting, hosted by UNESCO and the Establishment Initiative for the Intangible Heritage Centre for Asia-Pacific to discuss “Safeguarding Intangible Heritage and Sustainable Cultural Tourism”, along with its challenges and opportunities.<sup>183</sup> Some challenges include the concepts of community mastery in skill and storytelling, minimization of heritage interpretation, heritage and decontextualizing, the disengagement of tangible and ICH, tourism on ICH, human rights and ICH, and the transmission of ICH between generations.<sup>184</sup>

Although the General Assembly Third Committee is the Social, Humanitarian and Cultural Committee, UNESCO works to promote collaboration and partnership efforts between Member States to maintain peace, encourage development, and endorse the advancement of education, science, and culture.<sup>185</sup> UNESCO works alongside the Third Committee, as outlined in an agreement signed in 1946, in Articles X and IV, paragraph B, subparagraph 5 of the Constitution.<sup>186</sup> The agreement was ratified on 14 December 1946, recognizing that UNESCO is a specialized agency responsible for taking action within its mandate.<sup>187</sup> The World Heritage program was established by UNESCO in 1972 to preserve invaluable sites of culture, with the mission to encourage participation, locally and internationally, to preserve and conserve cultural and natural heritage.<sup>188</sup> As of March 2023, there are 1157 properties from 167 Member States on the World Heritage List.<sup>189</sup>

### **Human Rights Violations**

In consideration of global atrocities, like the Holocaust and Armenian genocides that have previously occurred, and are currently taking place, such as the Russian invasion of Ukraine, the intentional destruction of cultural heritage is an urgent priority of the international community, in respect to global development and human rights.<sup>190</sup> With these violations that have occurred, and are still occurring, ICH is threatened immensely, further endangering human rights and the basic principles laid out in the UDHR.<sup>191</sup> International human rights law protects the right of access to cultural heritage and its preservation, and further encompasses freedom of religion, thought, conscience and religion, and economic rights.<sup>192</sup>

In 2017, the Security Council unanimously adopted resolution 2347, condemning the unlawful destruction of cultural heritage, including elements of ICH.<sup>193</sup> The Security Council, along with many Member States, noted with concern the imminent and ongoing threats of extremist groups, such as the Islamic state in Iraq and the Levant, and Al-Qaida.<sup>194</sup> When threats or attacks target one aspect of either tangible and

---

<sup>181</sup> International Work Group for Indigenous Affairs. *Indigenous Peoples in Sápmi*. n.d.

<sup>182</sup> United Nations, Human Rights Council. *Report of the Special Rapporteur on the rights of indigenous peoples on the human rights situation of the Sami people in the Sápmi region of Norway, Sweden and Finland (A/HRC/33/42)*. 2016.

<sup>183</sup> United Nations Educational, Scientific and Cultural Organization. *UNESCO-EIIHCAP Regional Meeting: Safeguarding Intangible Heritage and Sustainable Cultural Tourism: Opportunities and Challenges*. 2007.

<sup>184</sup> *Ibid.*

<sup>185</sup> United Nations Educational, Scientific and Cultural Organization. *Constitution of the United Nations Educational, Scientific and Cultural Organization*. 1945.

<sup>186</sup> United Nations Educational, Scientific and Cultural Organization. *Agreement between the United Nations and the United Nations Educational, Scientific and Cultural Organization*. 2023.

<sup>187</sup> *Ibid.*

<sup>188</sup> United Nations Educational, Scientific and Cultural Organization. *World Heritage*. 2023.

<sup>189</sup> United Nations Educational, Scientific and Cultural Organization. *World Heritage List*. 2023.

<sup>190</sup> United Nations, Office of the High Commissioner for Human Rights. *Statement by Ms. Karima Bennouna, Special Rapporteur in the field of cultural rights, at the 71<sup>st</sup> session of the General Assembly*. 2016.

<sup>191</sup> *Ibid.*

<sup>192</sup> *Ibid.*

<sup>193</sup> United Nations, Department of Global Communications. *Security Council Condemns Destruction, Smuggling of Cultural Heritage by Terrorist Groups, Unanimously Adopting Resolution 2347 (2017)*. 2017.

<sup>194</sup> United Nations, Security Council. *Maintenance of international peace and security (S/RES/2347) (2017)*. 2017.

intangible cultural heritage, the other is almost always equally impacted.<sup>195</sup> As noted by Her Excellency, the High Commissioner for Human Rights, Ms. Karima Bennouna, the intentional destruction of cultural heritage is an urgent priority for the international community, as it hinders sustainable and social development, by disrupting the progress of vital SDGs and their targets.<sup>196</sup> Cultural engineering is the study of the human cultural mind, which leads to the management and persuasion of culture, and eventually to the destruction of cultural heritage, as extremists groups attempt to redesign culture based on monolithic beliefs and ideologies.<sup>197</sup> When individuals or groups attempt cultural engineering, they focus on purity and enmity towards the culture they are trying to eradicate, exemplified by genocide, assimilation, and ethnic cleansing.<sup>198</sup> Aside from the physical damage that can be attained, cultural engineering also directly impacts the core identity of people or populations, attempting to revoke and replace their worldview that has been passed on from generation to generation.<sup>199</sup> Humankind has frequently witnessed the devastation and atrocities of genocide, therefore, the General Assembly passed resolution 60/7 on “Holocaust remembrance”, to reaffirm many of the human rights protected in the UDHR and the ICCPR.<sup>200</sup>

Human Rights Council (HRC) resolution 33/20 (2016) on “Cultural rights and the protection of cultural heritage”, calls upon all Member States to respect, promote, and protect tangible and intangible dimensions of cultural life.<sup>201</sup> Clause 12 of HRC resolution 33/20 encourages the international community to consider the Special Rapporteur’s reports on cultural rights, as the reports recommend responses to intentional destruction of cultural heritage.<sup>202</sup> As outlined as a core purpose for UNDRIP, ensuring human rights protection is essential to every individual so that they can live a culturally enriched life, and pass those practices and traditions on for generations through cultural heritage.<sup>203</sup>

### ***Historic and Contemporary Influences in the Jemaa el-Fna***

At the core of ICH are culturally significant traditions, such as oral expression, artistic and religious presentations, micro and macro-level events, and showcases of different crafts and mastery.<sup>204</sup> The size and stature of events held at the Jemaa el-Fna have varied, from political rallies and events for thousands of individuals, to small celebrations, including only a crowd of two.<sup>205</sup> The Jemaa el-Fna is a plaza in Marrakesh, Morocco, and has served as a host of many traditions since the 11<sup>th</sup> century.<sup>206</sup> Serving as one of its many purposes over centuries, the Jemaa el-Fna translates to “Assembly of the Dead”, because it was the site of public execution around 1050 AD.<sup>207</sup> As one of the most foundational cultural spaces globally, the Jemaa el-Fna has provided cross-cultural impact for businesses, governments, educational institutions, and travelers across the world, and is listed on the *Representative List of the Intangible Cultural Heritage of Humanity* in 2008.<sup>208</sup> While the plaza is still used for a variety of purposes, it has inherently served as the cultural core of Morocco’s urban environment since its inception, due to its sheer size, historic importance, and ability to gather thousands of people.<sup>209</sup>

---

<sup>195</sup> United Nations, Office of the High Commissioner for Human Rights. *Statement by Ms. Karima Bennouna, Special Rapporteur in the field of cultural rights, at the 71<sup>st</sup> session of the General Assembly*. 2016.

<sup>196</sup> Ibid.

<sup>197</sup> Ibid.

<sup>198</sup> Ibid.

<sup>199</sup> Ibid.

<sup>200</sup> United Nations, General Assembly. *Holocaust remembrance (A/RES/60/7)*. 2005.

<sup>201</sup> United Nations, Human Rights Council. *Cultural rights and the protection of cultural heritage (HRC/RES/33/20\*)*. 2016. p. 2.

<sup>202</sup> Ibid.

<sup>203</sup> Ibid.

<sup>204</sup> United Nations Educational, Scientific and Cultural Organization. *Individual Case Study. The Cultural Space of Jemaa el-Fna in Morocco*. 2023.

<sup>205</sup> Ibid.

<sup>206</sup> Ibid.

<sup>207</sup> Danesie. Project for Public Spaces. *Jemaa El-Fna*. 2015.

<sup>208</sup> United Nations Educational, Scientific and Cultural Organization. *Dive into intangible cultural heritage!*. 2023.

<sup>209</sup> United Nations Educational, Scientific and Cultural Organization. *Individual Case Study. The Cultural Space of Jemaa el-Fna in Morocco*. 2023.

Modified practices and cultural change are inevitable, but pose a significant threat to ICH when methods of passing traditions on generationally are mostly reliant on observation.<sup>210</sup> Traditional transmission of generational teachings in Jemaa el-Fna were strongly based on the direct observation of specific performances, such as storytelling.<sup>211</sup> Due to the bustling nature of Jemaa el-Fna's restaurants, stands, carts, buildings, and different live entertainment, individuals and groups often award a moment of their time to storytellers before becoming mesmerized by something different, and moving on to explore the plaza further.<sup>212</sup> While numbers in tourism and local public engagement at Jemaa el-Fna are increasing, the number of storytellers are significantly decreasing.<sup>213</sup>

There have been known targeted attacks on the Jemaa el-Fna in an attempt to destroy the cultural and intangible cultural aspects of the space.<sup>214</sup> UNESCO has put additional attempts for protection on the Jemaa el-Fna, such as listing it in the *Masterpieces of the Oral and Intangible Heritage of Humanity* list.<sup>215</sup>

### **Conclusion**

Although cultures are limited to how much they transform over time, they are directly impacted by internal and external forces that simultaneously encourage and resist change.<sup>216</sup> The preservation of cultural heritage, including ICH, aligns with the mission of the UN, and the values enshrined in the UDHR and UN Declaration of Human Rights.<sup>217</sup> The international community often recognizes the immeasurable value of the enjoyment of cultural rights in response to past and current global threats, including the constant threat of violence and war.<sup>218</sup> With calls for the promotion and protection for the right of all people to access cultural heritage, the international community is encouraged to cooperate in conserving and safeguarding cultural heritage, tangibly and intangibly.<sup>219</sup>

### **Further Research**

As delegates continue their research, they should consider the following: In consideration of HRC resolution 33/20, *Cultural rights and the protection of cultural heritage* (2016), how can the General Assembly Third Committee further respond to the protection of cultural heritage and identity during times of war and unlawful invasion? How can contemporary practices of cultural transmission be safeguarded, while preserving the sentiment and value of traditional cultural practices? How is the international community working together to ensure that the cultural goals and targets outlined in the 2030 Agenda are met?

## **Annotated Bibliography**

United Nations Educational, Scientific and Cultural Organization. *Basic Texts from the 2003 Convention for the Safeguarding of Intangible Cultural Heritage*. 2022. Retrieved 9 February from: [https://ich.unesco.org/doc/src/2003\\_Convention\\_Basic\\_Texts-2022\\_version-EN.pdf](https://ich.unesco.org/doc/src/2003_Convention_Basic_Texts-2022_version-EN.pdf)

*The 2003 Convention for the Safeguarding of the Intangible Cultural Heritage was approved by the General Assembly of the States Parties to the Convention. This document provides the overall results-based framework for the Convention, which was*

---

<sup>210</sup> United Nations Educational, Scientific and Cultural Organization. *Individual Case Study. The Cultural Space of Jemaa el-Fna in Morocco*. 2023.

<sup>211</sup> Ibid.

<sup>212</sup> Ibid.

<sup>213</sup> Ibid.

<sup>214</sup> Ibid.

<sup>215</sup> Ibid.

<sup>216</sup> LibreTexts. *3.3B: Mechanisms of Cultural Change*.

<sup>217</sup> United Nations, General Assembly. *Declaration of Human Rights (A/RES/217A)*. 1948.

<sup>218</sup> United Nations, Human Rights Council. *Cultural rights and the protection of cultural heritage (HRC/RES/33/20\*)*. 2016.

<sup>219</sup> Ibid.

*created with the intention of measuring and monitoring the impact of the Convention. Delegates will find these basic texts helpful in their understanding of ICH and the frameworks that uphold its importance.*

United Nations Educational, Scientific and Cultural Organization. *What is Intangible Cultural Heritage?* 2023. Retrieved 9 February 2023 from: <https://ich.unesco.org/en/what-is-intangible-heritage-00003>

*This UNESCO publication deciphers between cultural heritage and intangible cultural heritage, as the meaning of the terms have changed considerably over the past few decades. UNESCO outlines the four pillars of intangible cultural heritage, and further defines its relevance towards social and economic issues. This resource is especially useful for delegates in their research, as having a baseline awareness of the two different terms will allow for a more comprehensive understanding of the topic.*

United Nations Educational, Scientific and Cultural Organization. *Dive into intangible cultural heritage!* 2023. Retrieved 10 February 2023 from: <https://ich.unesco.org/en/dive&display=sdg#tabs>

*UNESCO created an interactive visualization of the connections between the SDGs and ICH. The graphic visualization interconnects over 500 cultural practices and relates them to a corresponding SDG. Delegates will find this particularly useful whilst formulating relationships between ICH teachings and the 2030 Agenda.*

United Nation, General Assembly. *Culture and sustainable development (A/RES/72/229)*. 2017. Retrieved 9 February 2023 from: <https://undocs.org/en/a/res/72/229>

*The General Assembly adopted resolution 72/229 in 2017, emphasizing the relevance of cultural heritage as an essential component of sustainable development. Delegates will find this resource useful as they identify connections between the SDGs and cultural heritage, specifically, ICH. General Assembly resolution 72/229 highlights opportunities for collaboration between Member States and other actors, and delegates may find this information helpful in discussions with fellow delegates in committee.*

United Nations, Human Rights Council. *Cultural rights and the protection of cultural heritage (HRC/RES/33/20\*)*. 2016. Retrieved 9 February 2023 from: <https://undocs.org/en/a/hrc/res/33/20>

*HRC identifies the fundamental nature of cultural heritage for humankind, as resolution 33/20 denotes that any damage to cultural heritage is damage to humanity as a whole. HRC urges the respect, promotion, and protection of cultural heritage, both tangible and intangible. Delegates will find this resolution useful in their research, as it highlights relevant examples of the protection of ICH within UN committees. Further, delegates will find an increased understanding in the connection between ICH and human rights.*

## Bibliography

Barry. *Steve Quoted About Historic Preservation*. 2019. Retrieved 15 March 2023 from: <https://steveberry.org/news/steve-quoted-about-historic-preservation/>

Culture 2030 Goal campaign. *Culture in the Localization of the 2030 Agenda: An Analysis of Voluntary Local Reviews*. 2021. Retrieved 18 March 2023 from: [https://cultureactioneurope.org/files/2022/01/af\\_culture2030goal\\_2021.pdf](https://cultureactioneurope.org/files/2022/01/af_culture2030goal_2021.pdf)

Danesie. Project for Public Places. *Jemaa el-Fna*. 2015. Retrieved 16 March 2023 from: <https://www.pps.org/places/jemaa-el-fna#:~:text=Around%201050%20AD%20the%20plaza,social%20life%2C%20and%20cultural%20expression>

International Work Group for Indigenous Affairs. *Indigenous Peoples in Sápmi*. n.d. Retrieved 23 April 2023 from: <https://www.iwgia.org/en/sapmi.html#:~:text=The%20Nordic%20S%3%A1mi%20Convention&text=The%20convention%20includes%20provisions%20related,%2C%20languages%2C%20education%20and%20culture>



LibreTexts. *3.3B Mechanisms of Cultural Change*. n.d. Retrieved 16 March 2023 from: [https://socialsci.libretexts.org/Bookshelves/Sociology/Introduction\\_to\\_Sociology/Book%3A\\_Sociology\\_\(Boundless\)/03%3A\\_Culture/3.03%3A\\_Culture\\_and\\_Adaptation/3.3B%3A\\_Mechanisms\\_of\\_Cultural\\_Change#:~:text=or%20sub%2Dculture,-.Cultural%20change%20can%20have%20many%20causes%2C%20including%20the%20environment%2C%20technological,and%20changes%20in%20cultural%20practices.](https://socialsci.libretexts.org/Bookshelves/Sociology/Introduction_to_Sociology/Book%3A_Sociology_(Boundless)/03%3A_Culture/3.03%3A_Culture_and_Adaptation/3.3B%3A_Mechanisms_of_Cultural_Change#:~:text=or%20sub%2Dculture,-.Cultural%20change%20can%20have%20many%20causes%2C%20including%20the%20environment%2C%20technological,and%20changes%20in%20cultural%20practices.)

United Nations, Department of Economic and Social Affairs. *United Nations Declaration on the Rights of Indigenous Peoples*. n.d. Retrieved 19 March 2023 from: <https://social.desa.un.org/issues/indigenous-peoples/united-nations-declaration-on-the-rights-of-indigenous-peoples#:~:text=It%20establishes%20a%20universal%20framework,specific%20situation%20of%20indigenous%20peoples>

United Nations, Department of Global Communications. *World Day for Cultural Diversity for Dialogue and Development, 21 May. Protecting the diversity of cultural expressions is more important than ever*. 2023. Retrieved 26 April 2023 from: <https://www.un.org/en/observances/cultural-diversity-day>

United Nations, Department of Global Communications. *Security Council Condemns Destruction, Smuggling of Cultural Heritage by Terrorist Groups, Unanimously Adopting Resolution 2347 (2017)*. 2017. Retrieved 19 March 2023 from: <https://press.un.org/en/2017/sc12764.doc.htm>

United Nations Educational, Scientific and Cultural Organization. *UNESCO-EIIHCAP Regional Meeting: Safeguarding Intangible Heritage and Sustainable Cultural Tourism: Opportunities and Challenges*. 2007. Retrieved 29 April 2023 from: <https://ich.unesco.org/doc/src/00349-EN.pdf>

United Nations Educational, Scientific and Cultural Organization. *Constitution of the United Nations Educational, Scientific and Cultural Organization*. 1945. Retrieved 17 March 2023 from: <https://www.unesco.org/en/legal-affairs/constitution>

United Nations Educational, Scientific and Cultural Organization. *Agreement between the United Nations and the United Nations Educational, Scientific and Cultural Organization*. 2023. Retrieved 15 March 2023 from: <https://www.unesco.org/en/legal-affairs/agreement-un-unesco>

United Nations Educational, Scientific and Cultural Organization. *Basic Texts from the 2003 Convention for the Safeguarding of Intangible Cultural Heritage*. 2022. Retrieved 9 February from: [https://ich.unesco.org/doc/src/2003\\_Convention\\_Basic\\_Texts-2022\\_version-EN.pdf](https://ich.unesco.org/doc/src/2003_Convention_Basic_Texts-2022_version-EN.pdf)

United Nations Educational, Scientific and Cultural Organization. *Browse the Lists of Intangible Cultural Heritage and the Register of good safeguarding practices*. 2022. Retrieved 18 March 2023 from: <https://ich.unesco.org/en/lists?multinational=3&display1=inscriptionID&display=stats#tabs>

United Nations Educational, Scientific and Cultural Organization. *Dive into intangible cultural heritage!*. 2023. Retrieved 10 February 2023 from: <https://ich.unesco.org/en/dive&display=sdg#tabs>

United Nations Educational, Scientific and Cultural Organization. *Good Safeguarding Practices*. 2023. Retrieved 18 March 2022 from: <https://ich.unesco.org/en/register>

United Nations Educational, Scientific and Cultural Organization. *Intangible Heritage domains in the 2003 Convention*. 2023. Retrieved 18 March 2023 from: <https://ich.unesco.org/en/intangible-heritage-domains-00052>

United Nations Educational, Scientific and Cultural Organization. *Resolution of the General Assembly: 9.GA.3*. 2022. Retrieved 9 February 2023 from: <https://ich.unesco.org/en/Resolutions/9.GA/3>

United Nations Educational, Scientific and Cultural Organization. *Sustainable development and living heritage*. 2023. Retrieved 17 March 2023 from: <https://ich.unesco.org/en/sustainable-development-and-living-heritage>

United Nations Educational, Scientific and Cultural Organization. *Individual Case Study. The Cultural Space of Jemaa el-Fna in Morocco*. 2023. Retrieved 14 March 2023 from: <https://ich.unesco.org/en/individual-case-study-00988&id=00014>

United Nations Educational, Scientific and Cultural Organization. *World Heritage*. 2023. Retrieved 17 March 2023 from: <https://whc.unesco.org/en/about/>

United Nations Educational, Scientific and Cultural Organization. *World Heritage Lost*. 2023. Retrieved 17 March 2023 from: <https://whc.unesco.org/en/list/>

United Nations Educational, Scientific and Cultural Organization. *2009 UNESCO Framework for Cultural Statistics*. 2009. Retrieved 9 February 2023 from: [http://uis.unesco.org/sites/default/files/documents/unesco-framework-for-cultural-statistics-2009-en\\_0.pdf](http://uis.unesco.org/sites/default/files/documents/unesco-framework-for-cultural-statistics-2009-en_0.pdf)

United Nations Educational, Scientific and Cultural Organization. *High-level Event on Culture on Sustainable Development*. 2019. Retrieved 25 May 2023 from: <https://en.unesco.org/events/high-level-event-culture-and-sustainable-development>

United Nations Educational, Scientific and Cultural Organization. *What is Intangible Cultural Heritage?* 2023. Retrieved 9 February 2023 from: <https://ich.unesco.org/en/what-is-intangible-heritage-00003>

*Charter of the United Nations*. 1945. Retrieved 9 February 2023 from: <https://www.un.org/en/about-us/un-charter/full-text>

United Nations, General Assembly. *Universal Declaration of Human Rights*. 1945. Retrieved 28 June 2023 from: [https://undocs.org/A/RES/217\(III\)](https://undocs.org/A/RES/217(III))

United Nations, General Assembly. *International Covenant on Economic, Social and Cultural Rights (A/RES/2200A(XXI))*. 1966. Retrieved 15 March 2023 from: [https://undocs.org/A/RES/2200\(XXI\)](https://undocs.org/A/RES/2200(XXI))

United Nations, General Assembly. *Resolutions Adopted on the Reports of the Second Committee (A/RES/46/158)*. 1991. Retrieved 25 May 2023 from: <https://undocs.org/en/a/res/46/158>

United Nations, General Assembly. *Culture and sustainable development (A/RES/72/229)*. 2017. Retrieved 9 February 2023 from: <https://undocs.org/en/a/res/72/229>

United Nations, General Assembly. *Transforming our world: the 2030 Agenda for Sustainable Development (A/RES/70/1)*. 2015. Retrieved 9 February 2023 from: <http://undocs.org/en/A/RES/70/1>

United Nations, General Assembly. *Holocaust remembrance (A/RES/60/7)*. 2005. Retrieved 24 April 2023 from: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N05/487/96/PDF/N0548796.pdf?OpenElement>

United Nations, Human Rights Council. *Cultural rights and the protection of cultural heritage (HRC/RES/33/20\*)*. 2016. Retrieved 9 February 2023 from: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/G16/227/55/PDF/G1622755.pdf?OpenElement>

United Nations, Human Rights Council. *Report of the Special Rapporteur on the rights of indigenous peoples on the human rights situation of the Sami people in the Sápmi region of Norway, Sweden and Finland (A/HRC/33/42)*. 2016. Retrieved 27 May 2023 from: <https://undocs.org/en/a/hrc/33/42/Add.3>

United Nations, Office of the High Commissioner for Human Rights. *Statement by Ms. Karima Bennouna, Special Rapporteur in the field of cultural rights, at the 71<sup>st</sup> session of the General Assembly*. 2016.



Retrieved 9 February 2023 from: <https://www.ohchr.org/en/statements/2016/11/statement-ms-karima-bennoune-special-rapporteur-field-cultural-rights-71st>

United Nations, Security Council. *Maintenance of international peace and security (S/RES/2347) (2017)*. 2017. Retrieved 28 April 2023 from: [https://undocs.org/en/s/res/2347\(2017\)](https://undocs.org/en/s/res/2347(2017))

Yu. *Cultural Relics, Intellectual Property, and Intangible Heritage*. 2008. Retrieved 25 May 2023 from: [https://www.templelawreview.org/article/81-2\\_yu/](https://www.templelawreview.org/article/81-2_yu/)