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UN EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

BACKGROUND GUIDE 2015

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NATIONAL MODEL UNITED NATIONS

NATIONAL COLLEGIATE CONFERENCE association™





Dear Delegates,

Welcome to the 2015 National Model United Nations Conference in Olomouc, Czech Republic (NMUN•Europe)! We would like to especially welcome you to the United Nations Educational, Scientific and Cultural Organization (UNESCO). We hope that this conference will be an enriching and educational experience.

The UNESCO Director is Jordan Drevdahl, and the Assistant Director is Šárka Ševčíková. Jordan is a secondary school teacher from Southern California. She holds a Master's Degree in Education and has been working with NMUN for the last five years. Šárka is currently studying Political Science, with a focus in Latin American politics. She has studied in both Lima, Peru and Madrid, Spain. Šárka has traveled to Ghana to work with Stop Child Labor and has volunteered in India.

The topics under discussion for the UNESCO are:

- I. Protection of UNESCO Sites in Conflict Areas
- II. The Importance of Education and the Contributions of the Sciences, Culture, and Communication and Information in the Post-2015 Development Agenda

UNESCO plays a unique role as a specialized agency tasked with promoting peace through collaboration in the fields of education, science, and culture. In addressing these issues, UNESCO may initiate studies, summon international conferences, coordinate international conventions, make recommendations to Member States, and provide expert research and consultation to the UN system through ECOSOC. With a broad network of partners from Member States, UN organs, intergovernmental organizations, non-governmental organizations, and the private sector, UNESCO plays a vital role in implementing the most ambitious goals of the international system.

This Background Guide is a helpful resource to utilize as you begin your research on the topics for UNESCO. It will introduce you to important issues related to these topics through the individual sections, Annotated Bibliography, and Bibliography, and we encourage you to use these resources as a starting point. However, please note that this Background Guide should only be one part of your research; we encourage you to think deeply about and research the different issues related to these topics and on your Member State's policies and about innovative solutions that can help address these topics throughout the world. Prior to the conference, each delegation will submit a [position paper](#) based on their preparation (due 1 November). Please also take note of the NMUN [policies](#) on the website and in the [Delegate Preparation Guide](#) regarding plagiarism, codes of conduct/dress code/sexual harassment, awards philosophy/evaluation method, etc. Adherence to these guidelines is mandatory.

The [NMUN Rules of Procedure](#) are available to download from the NMUN website. This document includes the long and short form of the rules, as well as an explanatory narrative and example script of the flow of procedure. It is thus an essential instrument in preparing for the conference, and a reference during committee

Please let us know if we can assist with any questions as you prepare for participation in UNESCO this fall. Our Deputy-Secretary-General, Thera Watson, is also an available resource on substantive staff; she can be reached at thera@nmun.org

Thank you in advance for your preparation for the upcoming conference, and we look forward to seeing you at NMUN•Europe 2015!

Sincerely,

Jordan Drevdahl, *Director*
Šárka Ševčíková, *Assistant Director*

Committee Overview

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

Introduction

The United Nations Educational, Scientific and Cultural Organization (UNESCO) was established in 1946 to promote peace through collaboration in the fields of education, science and culture.² UNESCO’s Constitution declares its purpose “to contribute to peace and security by promoting collaboration among nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the *Charter of the United Nations*.”³

The **United Nations Educational, Scientific and Cultural Organization** (UNESCO) is a Specialized Agency, which coordinates with the United Nations through the Economic and Social Council

UNESCO is a specialized agency of the United Nations (UN) system.⁴ Although it is financially and structurally independent from the primary organs of the UN, UNESCO works with the UN to pursue common interests.⁵ The Economic and Social Council (ECOSOC) is the primary mechanism for coordinating the operations and programs of specialized agencies; ECOSOC serves as UNESCO’s first point of contact with the UN system.⁶ Additionally, UNESCO relies on the UN System Chief Executives Board for Coordination (UNSCEB) for guidance and strategic direction through its High-Level Committee for Programmes (HLCP), High-Level Committee for Management (HLCM), and the United Nations Development Group (UNDG).⁷

This committee overview will provide a comprehensive introduction to UNESCO with emphasis on its recent activities, systems of governance, and its historic and current role within the UN system. This section will present a systemic framework for addressing the topics before the committee. Additionally, this committee overview will highlight what kinds of issues UNESCO is charged to address, how UNESCO has traditionally taken action, and with whom UNESCO has worked to implement its programs.

History

UNESCO originated in the 1942 Conference of Allied Ministers of Education (CAME), a group of government representatives seeking to restore education systems in the wake of Second World War; CAME was preceded by the International Committee of Intellectual Co-operation (CICI) and the International Bureau of Education (IBE), which has been part of the UNESCO Secretariat since 1969.⁸ In November 1945, CAME organized a conference in London to establish an Educational and Cultural Organization (ECO/CONF).⁹ Representatives from 37 countries agreed to found UNESCO; a formal constitution was signed on 16 November 1945 and came into force on 4 November 1946.¹⁰

Since 1946, UNESCO has coordinated and produced several international standards for the promotion of education, science, and culture.¹¹ Chief among these are *the Universal Copyright Convention* (1952), *the Convention Concerning the Protection of the World Cultural and Natural Heritage* (1972), *the Declaration on Race and Racial Prejudice* (1978), *the Memory of the World Programme* (1992), *the Universal Declaration on the Human Genome*

¹ UNESCO, *Constitution*, 1945, preamble.

² UNESCO, *The Organization’s History*, 2014.

³ UNESCO, *Constitution*, 1945, art. I, Para. 1.

⁴ New Zealand, Ministry of Foreign Affairs and Trade, *United Nations Handbook 2013-14*, 2013, p. 306

⁵ UNESCO, *Relations with the organizations of the UN System*, 2012; *Charter of the United Nations*, 1945, Art. 63

⁶ *Charter of the United Nations*, 1945, Art. 63; UNESCO, *Agreement between the UN and UNESCO*, 1946.

⁷ UNSCEB, *What We Do*, 2014; UNSCEB, *United Nations Educational, Scientific and Cultural Organization*, 2014.

⁸ UNESCO, *The Organization’s History*, 2014.

⁹ UNESCO, *The Organization’s History*, 2014.

¹⁰ UNESCO, *The Organization’s History*, 2014.

¹¹ UNESCO, *Milestones*, 2014.

and Human Rights (1998), the *Universal Declaration on Cultural Diversity* (2001), and the *Convention for the Safeguarding of Intangible Cultural Heritage* (2003). Additionally, UNESCO organized the first intergovernmental conference on sustainable development, resulting in the creation of its Man and the Biosphere program.¹² In recent years, UNESCO has significantly contributed to UN reform initiatives and the post-2015 development agenda.¹³

Mandate

The mandate for UNESCO is formally defined in Article 1, paragraph 3 of the *Charter of the United Nations*, and Article 1 of the UNESCO Constitution (1945).¹⁴ UNESCO is charged with promoting collaboration among Member States in the fields of education, science, and culture in order to develop and maintain peace, rule of law, and mutual respect among the states.¹⁵ Additionally, UNESCO is responsible for coordinating and supporting the development of knowledge and culture for “economic stability, political security, and general well-being of the peoples of the world.”¹⁶ In accordance with this mandate, UNESCO works directly with Member States, UN organs, intergovernmental organizations (IGOs), and non-governmental organizations (NGOs) to support peace through the collaborative exchange of knowledge, culture, and sustainable development strategies.¹⁷ Finally, UNESCO plays a major role in coordinating international conventions and setting standards on topics of education, culture, and science.¹⁸

Governance, Structure and Membership

The UNESCO headquarters are located in Paris.¹⁹ UNESCO comprises three Constitutional organs, including a General Conference, an Executive Board, and a Secretariat.²⁰ UNESCO currently has 195 Member States and nine Associate Members.²¹ The Constitution affords membership to all UN Member States; non-Member States may be admitted upon the recommendation of the Executive Board with the approval of two-thirds of the General Conference.²² Members suspended or expelled from the UN may be suspended or expelled from UNESCO, and members may voluntarily withdraw from the organization.²³ UNESCO operates on a two-year budget that is supported by voluntary contributions from Member States and extra-budgetary funding from partner organizations.²⁴

General Conference

The General Conference, which consists of all UNESCO Member States, meets every two years.²⁵ Every four years, the General Conference appoints a Director-General who is responsible for coordinating the work of the Secretariat.²⁶ The General Conference may hold additional meetings as summoned by the Executive Board or upon request by at least one third of its Member States.²⁷ The General Conference is primarily responsible for electing members of the Executive Board, deliberating upon and approving recommendations from the Executive Board, summoning international conferences, considering reports from Member States, and advising the UN organization on matters of education, science, and culture.²⁸

¹² UNESCO, *UNESCO at a glance (ERI/2010/WS/2)*, 2010, p. 32.

¹³ UNESCO, *UNESCO and the UN Reform*, 2008; UNESCO, *UNESCO's Contribution to post-2015*, 2014.

¹⁴ New Zealand, Ministry of Foreign Affairs and Trade, *United Nations Handbook 2013-14*, 2013, p. 306.

¹⁵ UNESCO, *Constitution*, 1945, Art I, Para 1.

¹⁶ Conference of Allied Ministers of Education, *Conference for the establishment of the United Nations Educational, Scientific and Cultural Organization (ECO/CONF./29)*, 1945, p. 1.

¹⁷ UNESCO, *Constitution*, 1945, Arts. X-XI.

¹⁸ UNESCO, *General introduction to the standard-setting instruments of UNESCO*.

¹⁹ New Zealand, Ministry of Foreign Affairs and Trade, *United Nations Handbook 2013-14*, 2013, p. 306.

²⁰ UNESCO, *Constitution*, 1945, Arts. III-VI.

²¹ UNESCO, *Members*, 2014.

²² UNESCO, *Constitution*, 1945, Art. II.

²³ UNESCO, *Constitution*, 1945, Art. II.

²⁴ UNESCO, *UNESCO at a glance (ERI/2010/WS/2)*, 2010, p. 36.

²⁵ New Zealand, Ministry of Foreign Affairs and Trade, *United Nations Handbook 2013-14*, 2013, p. 306.

²⁶ UNESCO, *Constitution*, 1945, Arts. III-VI.

²⁷ UNESCO, *Constitution*, 1945, Arts. III-VI, Art. IV, Para. 8.

²⁸ UNESCO, *Constitution*, 1945, Arts. IV and VIII.

The General Conference may establish special and technical committees, create subsidiary organs, and invite observers on the recommendation of the Executive Board.²⁹ UNESCO currently directs the work of several intergovernmental bodies, including the Intergovernmental Bioethics Committee (IGBC), the Intergovernmental Committee for Physical Education and Sport (CIGEPS), and the International Coordinating Council of the Programme on Man and the Biosphere (MAB).³⁰ These sub-organs provide expert research and policy recommendations to the General Conference.³¹

Executive Board

The Executive Board, elected by General Conference with regard to cultural and geographic diversity, consists of 58 UNESCO Member States serving four-year terms.³² The Executive Board prepares the biennial agenda for the General Conference, submits recommendations to the General Conference, implements decisions adopted by the Conference, recommends the admission of new Members, nominates the Director-General, and reviews the budget.³³ Additionally, the Executive Board may advise primary organs of the UN on issues relevant to its mandate, consult representatives of IGOs and independent experts, and request advisory opinions from the International Court of Justice.³⁴

Functions and Powers

As highlighted above, UNESCO's main function is to promote collaboration and cooperation in the fields of education, science and culture.³⁵ UNESCO carries out this function by summoning international conferences to deliberate issues and set standards, providing expert research and consultation to the primary organs of the UN system through ECOSOC, and coordinating with other entities to implement programs in the field.³⁶ More practically, UNESCO has identified five specific functions at the national, regional, and international levels: fostering and generating innovation, supporting and monitoring global policy efforts, setting norms and standards, strengthening networks for cooperation and knowledge-sharing, and providing capacity-building expertise for institutions and personnel.³⁷ Additionally, UNESCO's Institute for Statistics serves as the primary platform for collecting and distributing data on education, science, culture, and communication from over 200 countries, regions, and territories.³⁸

Relations with the United Nations

UNESCO maintains memorandums of understanding with sixteen UN system partners.³⁹ In accordance with the UN reform process, UNESCO prioritizes operational cooperation on initiatives relating to its five major programs (education, natural sciences, social and human sciences, culture, and communication and information).⁴⁰ UNESCO's relationship with the UN is governed by an agreement ratified by the General Assembly (GA) on 14 December 1946.⁴¹ UNESCO and the UN maintain terms of reciprocal representation without voting rights, meaning that representatives of the UN are invited to attended meetings of UNESCO's General Conference and Executive Board as well as special meetings convened by UNESCO; similarly, UNESCO is entitled to send representatives to the meetings of ECOSOC and the GA when agenda matters relate to educational, scientific, or cultural matters.⁴²

The UN may propose agenda items for consideration by the General Conference or Executive Board.⁴³ UNESCO is

²⁹ UNESCO, *Constitution*, 1945, Art. IV, Paras. 11-14.

³⁰ New Zealand, Ministry of Foreign Affairs and Trade, *United Nations Handbook 2013-14*, 2013, p. 307.

³¹ UNESCO, *Constitution*, 1945, Art. IV, Paras. 11-14.

³² UNESCO, *Constitution*, 1945, Art. IV, Paras. 11-14, Art. V.

³³ UNESCO Executive Board, *Mandate and Functions*, 2014; UNESCO, *Constitution*, 1945, Art. V.

³⁴ UNESCO, *Constitution*, 1945, Art. V.

³⁵ Conference of Allied Ministers of Education, *Conference for the establishment of the United Nations Educational, Scientific and Cultural Organization (ECO/CONF./29)*, 1945, p. 1.

³⁶ UNESCO, *UNESCO at a glance (ERI/2010/WS/2)*, 2010, p. 32.

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

³⁸ UNESCO Institute for Statistics, *UNESCO Institute for Statistics*, 2014.

³⁹ UNESCO Bureau of Strategic Planning, *Partnering with UN Agencies*, 2014.

⁴⁰ UNESCO, *Operational Cooperation with the United Nations System*, 2007.

⁴¹ UNESCO, *Agreement between the UN and UNESCO*, 1946.

⁴² UNESCO, *Agreement between the UN and UNESCO*, 1946, Art. II.

⁴³ UNESCO, *Agreement between the UN and UNESCO*, 1946, Art. III.

empowered, in turn, to initiate studies and reports for consideration by ECOSOC.⁴⁴ UNESCO may also work with

ECOSOC to provide assistance to the Security Council as requested “for the maintenance or restoration of international peace and security.”⁴⁵ Finally, UNESCO may furnish information to and request legal advisory opinions from the International Court of Justice.⁴⁶

Civil Society, Intergovernmental Organizations, and the Private Sector

UNESCO primarily coordinates with civil society through its 199 National Commissions, agencies set up by the governments of UNESCO Member States and Associated Members.⁴⁷ Additionally, the organization maintains direct partnerships with 373 international NGOs and 24 foundations or similar institutions.⁴⁸ UNESCO maintains formal agreements with 87 IGOs and several institutions in the private sector.⁴⁹ Under the terms of UNESCO’s agreement with the UN, the organization must provide ECOSOC information about any formal agreements with UN Specialized Agencies, IGOs, or NGOs before the agreements are enacted.⁵⁰ UNESCO maintains separate strategic objectives for various categories of partnerships, outlined in its *Comprehensive Partnership Strategy (192 EX/5.INF)* of 6 September 2013.⁵¹

These partnerships provide critical information and implementation support for UNESCO’s various programs and initiatives.⁵² Partners help UNESCO form policies, make decisions, and produce research materials by providing resources, operational support, and technical expertise.⁵³ Partners also play a vital role in promoting and advancing UNESCO initiatives by distributing information and education programs to communities in the field.⁵⁴ Partners in the field, including bilateral government partners, NGOs, and private sector institutions, help mobilize resources from UNESCO for program implementation and meetings; these resources comprise financial and in-kind contributions, such as staff time and knowledge resources.⁵⁵ Finally, these partners help to monitor the implementation of international instruments related to UNESCO’s mission.⁵⁶

Current Priorities

UNESCO maintains five Major Programs of work on education, natural sciences, social and human sciences, culture, and communication.⁵⁷ The operational work of UNESCO is governed by its Medium-Term Strategy, approved most recently for 2014-2021.⁵⁸ Within this framework, UNESCO pursues several overarching and strategic objectives, including its Global Priorities of Africa and Gender Equality.⁵⁹ Overarching objectives for UNESCO are to create and maintain a culture of peace and to contribute to sustainable development.⁶⁰ Major agenda initiatives currently supported by UNESCO include building knowledge societies, fostering freedom of expression, protecting world heritage, supporting oceans and water security, and promoting education for all.⁶¹ Additional strategic areas include re-thinking the development agenda; developing a strategic response to

⁴⁴ UNESCO, *Agreement between the UN and UNESCO*, 1946, Art. IV, Paras. 1-3.

⁴⁵ UNESCO, *Agreement between the UN and UNESCO*, 1946, Art. VII.

⁴⁶ UNESCO, *Agreement between the UN and UNESCO*, 1946, Art. X.

⁴⁷ UNESCO, *National Commissions*, 2014.

⁴⁸ UNESCO, *Non-Governmental Organizations*, 2014; UNESCO, *Organizations maintaining official relations with UNESCO*, 2014.

⁴⁹ UNESCO, *Intergovernmental Organizations*, 2014; UNESCO, *Private Sector*, 2014.

⁵⁰ UNESCO, *Relations with the organizations of the UN System*, 2012; *Charter of the United Nations*, Art. 63.

⁵¹ UNESCO, *Comprehensive Partnership Strategy (192 EX/5.INF)*, 2013.

⁵² UNESCO, *Comprehensive Partnership Strategy (192 EX/5.INF)*, 2013, p. 3.

⁵³ UNESCO, *Comprehensive Partnership Strategy (192 EX/5.INF)*, 2013, pp. 3-4.

⁵⁴ UNESCO, *Comprehensive Partnership Strategy (192 EX/5.INF)*, 2013, p. 4.

⁵⁵ UNESCO, *Comprehensive Partnership Strategy (192 EX/5.INF)*, 2013, p. 8.

⁵⁶ UNESCO, *Comprehensive Partnership Strategy (192 EX/5.INF)*, 2013, p. 4.

⁵⁷ UNESCO, *2014-2017: Approved Programme and Budget (37 C/5)*, 2014, pp. 15-177.

⁵⁸ UNESCO, *2014-2021: Medium-Term Strategy (37 C/4)*, 2014.

⁵⁹ UNESCO, *2014-2021: Medium-Term Strategy (37 C/4)*, 2014, p. 15.

⁶⁰ UNESCO, *2014-2021: Medium-Term Strategy (37 C/4)*, 2014, p. 16.

⁶¹ UNESCO, *Annual Report 2013*, 2014.

HIV/AIDS; and supporting Least Developed Countries, Small Island Developing States, and Youth.⁶² UNESCO's flagship publication is an annual global monitoring report on Education for All, published most recently in 2014.⁶³ In response to internal and external evaluations over the past five years, UNESCO has identified a series of strategic objectives in its approved program and budget for 2014-2017.⁶⁴ These objectives are to increase UNESCO's operational focus, position the organization closer to its implementation partners in the field, strengthen UNESCO's participation within the UN system, and develop and strengthen partnerships beyond the UN system.⁶⁵

Recent Sessions

The most recent meeting of the UNESCO General Conference took place in Paris, France from 5-20 November 2013.⁶⁶ During this session, the General Conference appointed incumbent Director-General Irina Bokova of Bulgaria for her second term in office.⁶⁷ The 2013 Annual Report was released in conjunction with this conference, highlighting UNESCO's efforts to strengthen mechanisms for preserving cultural heritage, establish greater recognition of culture and sustainable development in the post-2015 development agenda, facilitate water cooperation, and foster greater freedom of information through open-access publishing and the protection of journalists.⁶⁸ Resolutions produced by the 37th General Conference strengthened UNESCO's relationships with organizations at the national and regional levels, highlighted the need for new and strengthened international instruments across UNESCO's major programs, and evaluated the progress of implementation for initiatives relating to trafficking in persons, the World Summit on the Information Society outcomes, the United Nations Literacy Decade, and protection of cultural heritage in occupied Arab territories.⁶⁹ The General Assembly of States Parties to the World Heritage Convention took place during the meeting of the General Conference.⁷⁰

The Executive Board met on 15 May 2014 to discuss issues related to the upcoming International Decade for the Rapprochement of Cultures (2013-2012), education beyond 2015, the UNESCO Global Geosparks Initiative, and the implementation of previous Executive Board decisions on preserving cultural heritage sites in Jerusalem, al-Khalil/Hebron, and Bethlehem.⁷¹ The World Youth Forum on Sport, Culture and Peace, jointly hosted by UNESCO as part of its strategic focus on Youth, took place on 26 August 2014 in Nanjing, China.⁷²

Conclusion

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

In the coming years, UNESCO will continue to pursue its strategic objectives by refining its role within the UN system, coordinating more closely with its implementation partners in the field, developing and strengthening new partnerships beyond the UN system, and pursuing a stronger operational focus. These objectives, supported by UNESCO's Medium-Term Strategy for 2014-2021, will require the organization to balance aspirational ideals with attainable goals. Delegates should consider how new and existing programs reflect this strategic framework.

Annotated Bibliography

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

⁶³ UNESCO, *2013/14 Education for All Global Monitoring Report: Teaching and Learning: Achieving quality for all*, 2014.

⁶⁴ UNESCO, *2014-2017: Approved Programme and Budget (37 C/5)*, 2014, p. i.

⁶⁵ UNESCO, *2014-2017: Approved Programme and Budget (37 C/5)*, 2014, p. i.

⁶⁶ UNESCO General Conference, *37th Session*, 2014.

⁶⁷ UNESCO Media Services, *Irina Bokova's second term as Director-General of UNESCO: A pledge for new humanism*, 2013.

⁶⁸ UNESCO, *Annual Report 2013*, 2014, preface.

⁶⁹ UNESCO General Conference, *37th Session, Records of the General Conference (Volume I)*, 2014.

⁷⁰ UNESCO Executive Board, *Decisions adopted by the Executive Board at its 194th Session (194/ex decisions)*, 2014.

⁷¹ UNESCO, *World Youth Forum on Sport, Culture and Peace*, 2014.

United Nations Educational, Scientific and Cultural Organization. (2014). *Basic Texts: 2014 Edition*. Retrieved 12 September 2014 from: <http://unesdoc.unesco.org/images/0022/002269/226924e.pdf>

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

United Nations Educational, Scientific and Cultural Organization. (2014). *2014-2017: Approved Programme and Budget (37 C/5)*. Retrieved 12 July 2014 from: <http://unesdoc.unesco.org/images/0022/002266/226695e.pdf>

This document is one of two guiding documents for UNESCO's work in the coming years. It provides a comprehensive overview of UNESCO's programs and initiatives for 2014-2017. This official document includes technical details about the funding and direction of UNESCO's major programs and program-related services. Delegates should review this document to ensure that any proposals are necessary and consistent with UNESCO's current work. Delegates may also use this resource for information about special funds and budget restrictions.

United Nations Educational, Scientific and Cultural Organization. (2014). *2014-2021: Medium-Term Strategy (37 C/4)*. Retrieved 12 July 2014 from: <http://unesdoc.unesco.org/images/0022/002278/227860e.pdf>

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

United Nations Educational, Scientific and Cultural Organization. (2014). *Partnerships* [Website]. Retrieved 12 July 2014 from: <https://en.unesco.org/partnerships>

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

United Nations Educational, Scientific and Cultural Organization. (2014). *Annual Report 2013*. Retrieved 19 August 2014 from: <http://unesdoc.unesco.org/images/0022/002271/227146e.pdf>

This document, the most recently published edition of UNESCO's Annual Report, represents a comprehensive review of the organization's recent work. The publication highlights significant milestones achieved during the 37th Session of the General Conference, including campaigns to safeguard cultural heritage that was threatened by armed conflict and efforts to promote the recognition of culture for sustainable development. The document highlights UNESCO's role in leading the new UN Plan of Action on the Safety of Journalists and the Issue of Impunity, as well as its work implementing programs for the International Year of Water Cooperation. Delegates should review this document to gain a deeper understanding of UNESCO's current

priorities, initiatives, and challenges. The annexes of the report also include detailed information about recent accessions and ratifications to international instruments under UNESCO, partnerships signed in 2013, and a representative list of intangible cultural heritage formally recognized by the organization.

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I. Protection of UNESCO Sites in Conflict Areas

Introduction

A UNESCO World Heritage Site is a monument, group of buildings, or any other work of man, nature, or a combination of both that have outstanding universal value from a “historical, aesthetic, ethnological, or anthropological point of view.”⁷² In order for a site to become a World Heritage Site, it must first meet at least one out of ten official criteria.⁷³ The criteria for consideration are: a representation of human genius; an exhibit of important human interchange, such as an example of development in architectural technique or technology; something that bears a unique testimony to a human culture that exists or no longer exists; an outstanding example of a specific type of architecture, landscaping, or technology that shows a specific time in human history; an outstanding example of a traditional human settlement; something directly or tangibly associated with a cultural or religious tradition of a human

⁷² UNESCO, *Convention Concerning the Protection of the World Cultural and Natural Heritage*, 1972, Article 1.

⁷³ UNESCO, *The Criteria for Selection*.

cultural that exists or no longer exists; an area of exceptional natural beauty; an outstanding example of a stage in Earth's history, such as a geological or paleontological site; an outstanding example of an ongoing ecological or biological process; and/or an important or significant natural habitat or a site displaying important biological diversity.⁷⁴ If it is determined that a site meets at least one of these criteria, then a Member State can submit a proposal to the World Heritage Committee.⁷⁵ If the Committee determines that the site meets one or more of the official criteria, it becomes an official World Heritage Site.⁷⁶ Currently, the World Heritage Committee adds 25-30 new sites to the list of World Heritage Sites per year (as of this writing there are 1007 sites currently on the list, located in 161 countries).⁷⁷

According to Article 4 of the *Convention Concerning the Protection of the World Cultural and Natural Heritage* (1972), all Member States have a duty to seek out, identify, protect, and maintain World Heritage Sites, especially those that are located within a Member State's territory.⁷⁸ The responsibilities to protect and maintain the Sites are especially important because Heritage Sites face both natural and human threats.⁷⁹ Armed conflict, wars, natural disasters, pollution, poaching, urbanization, and unregulated tourism all pose serious threats to World Heritage.⁸⁰

The World Heritage Sites in conflict zones are particularly vulnerable to damage and complete destruction; movable pieces of heritage are also under a more significant threat of being stolen than items in peaceful areas.⁸¹ For example, in 2007 15,000 objects were looted from the Iraq National Museum and illegally sold, while not all of these items were considered by the United Nations, it is clear that they represented a significant part of the cultural heritage of the region.⁸² In recent years, the terrorist organization ISIS has been destroying all UNESCO World Heritage Sites they deem to be "blasphemous" throughout Iraq and Syria.⁸³ While some measures to protect World Heritage have been put into place, there is still much to be done to ensure these sites remain a part of the World's Heritage.

In the UN System

Conventions

On 14 May 1954, UNESCO adopted the *Convention for the Protection of Cultural Property in the Event of Armed Conflict*.⁸⁴ The Convention was adopted as a direct result of the vast destruction of cultural heritage during the Second World War, and was the first international treaty that specifically addresses the protection of cultural heritage in conflict zones.⁸⁵ The Convention aims to protect cultural heritage during armed conflict by ensuring that Member States have protective safeguards in place and plans of action to protect the sites (removal plans, designated authorities to protect the site, etc.) in case a conflict arises.⁸⁶ It also encourages Member States to follow certain protocol involving Heritage Sites if they are engaged in a conflict, such as avoiding sites if military activities will cause them damage and using large Heritage structures as refugee centers to curtail military endeavors in or near them.⁸⁷

In the end of the 1980s and beginning of the 1990s there were a variety of armed conflicts across the globe that forced UNESCO to realize that the 1954 Convention was not enough to fully protect World Heritage. In response to this, *The Second Protocol to the Hague Convention* was adopted in 1999.⁸⁸ The Second Protocol does not replace the original Convention; it adds to it and attempts to fill some of the gaps that led to the destruction of World Heritage in previous decades.⁸⁹ The Second Protocol creates levels of World Heritage importance so Member States can prioritize which sites need to be critically protected, and creates a twelve member intergovernmental panel to oversee the creation of

⁷⁴ UNESCO, *The Criteria for Selection*.

⁷⁵ UNESCO, *The Nomination of Sites*.

⁷⁶ UNESCO, *The Nomination of Sites*.

⁷⁷ UNESCO, *The Nomination of Sites*.

⁷⁸ UNESCO, *Convention Concerning the Protection of the World Cultural and Natural Heritage*, 1972, Article 4.

⁷⁹ UNESCO, *Convention Concerning the Protection of the World Cultural and Natural Heritage*, 1972.

⁸⁰ UNESCO, *List of World Heritage in Danger*, 2015.

⁸¹ Otter & Wegener, *Cultural Property at War: Protecting Heritage During Armed Conflict*.

⁸² Otter & Wegener, *Cultural Property at War: Protecting Heritage During Armed Conflict*.

⁸³ Shaheen, Kareem, *ISIS Video Confirms Destruction at UNESCO World Heritage Sites*, 2015.

⁸⁴ UNESCO, *Convention for the Protection of Cultural Property in the Event of Armed Conflict*, 1954.

⁸⁵ UNESCO, *The Hague Convention*.

⁸⁶ UNESCO, *Convention for the Protection of Cultural Property in the Event of Armed Conflict*, 1954.

⁸⁷ UNESCO, *Convention for the Protection of Cultural Property in the Event of Armed Conflict*, 1954.

⁸⁸ UNESCO, *The Second Protocol to the Hague Convention*, 1999.

⁸⁹ UNESCO, *The Second Protocol to the Hague Convention*, 1999.

national and regional plans to protect Heritage Sites.⁹⁰ The most drastic change the Second Protocol brings to the Convention is the outlining of procedures to impose sanctions on Member States violating the Convention and potential conditions for individual criminal responsibility for damaging or destroying World Heritage Sites.⁹¹

In 1972 the *Convention Concerning the Protection of the World Cultural and Natural Heritage* was adopted.⁹² This Convention defines what “Cultural Heritage” and “Natural Heritage” are and why and how they should be protected.⁹³ The Convention also gives the ten criteria for a site to be considered for nomination as World Heritage and outlines the responsibilities Member States have in concerns with protecting the sites.⁹⁴ Finally, the Conventions create the World Heritage Committee, which oversees all World Heritage nominations, creations, and concerns.⁹⁵

After UNESCO’s adoption of the *Convention Concerning the Protection of the World Cultural and Natural Heritage* in 1972, they began working on the document that would outline the specific ways in which Member States should go about protecting World Heritage. In 1977 the *Operational Guidelines for the implementation of the World Heritage Convention* were adopted.⁹⁶ The most notable recommendation for Heritage Site protection are the “buffer zones.”⁹⁷ A Heritage Site buffer zone is a “boundary for effective protection” of the Heritage Site, meaning a Member State should not allow any non-approved person within a designated area in or around a Heritage Site.⁹⁸ Buffer zones help to ensure the safety of the site because they prevent any damage to the integrity of the site or, in cases of a natural Heritage Site, protect the plants and animals living in the area.⁹⁹ However, since 1977 the buffer zones have been the most debated section of the Operational Guidelines. Since the adoption of the Operational Guidelines there have been modifications, amendments, and annexes to the section.¹⁰⁰ The definition of buffer zones has been changed and debates about who should monitor the buffer zones have happened numerous times.¹⁰¹ The buffer zones are still a part of the Operational Guidelines, but some Member States have refused to implement them because of the buffer zones’ inclusion.¹⁰²

Programs

Since the onset of the current armed conflict in Syria, the United Nations Institute for Training and Research (UNITAR) have been utilizing their satellite program, UNOSAT, to monitor and analyze the state of World Heritage Sites in Syria.¹⁰³ This satellite imagery has proven to be invaluable in monitoring the state of World Heritage in a conflict zone. Large areas of Syria can be seen quickly and images can be compared over time to help evaluate how quickly and/or extensively a site is being damaged.¹⁰⁴ UNITAR has been using these images to create “status reports” on various Heritage Sites that are then used to alert decision makers and the public to damage.¹⁰⁵ A website has been set up so stakeholders and those interested throughout the world can help to monitor the World Heritage situation in Syria.¹⁰⁶ UNESCO has welcomed the UNOSAT program and believes it will greatly help in their effort to preserve World Heritage; however, the situation in Syria has been deemed too dangerous for a UNESCO envoy to be deployed.¹⁰⁷

UNESCO also operates a World Heritage Education Programme, which aims to encourage young people to take an interest in World Heritage, voice their concerns, and participate in its protection.¹⁰⁸ When involved in the Education Programme, young people learn about the history of the World Heritage in their own country and around the world,

⁹⁰ UNESCO, *The Second Protocol to the Hague Convention*, 1999.

⁹¹ UNESCO, *The Second Protocol to the Hague Convention*, 1999.

⁹² UNESCO, *Convention Concerning the Protection of the World Cultural and Natural Heritage*, 1972.

⁹³ UNESCO, *Convention Concerning the Protection of the World Cultural and Natural Heritage*, 1972.

⁹⁴ UNESCO, *Convention Concerning the Protection of the World Cultural and Natural Heritage*, 1972.

⁹⁵ UNESCO, *Convention Concerning the Protection of the World Cultural and Natural Heritage*, 1972.

⁹⁶ UNESCO, *Operational Guidelines for the implementation of the World Heritage Convention*, 1977.

⁹⁷ UNESCO, *International Expert meeting on World Heritage and buffer zones*, 2008.

⁹⁸ UNESCO, *Operational Guidelines for the implementation of the World Heritage Convention*, 1977, op. 98.

⁹⁹ UNESCO, *International Expert meeting on World Heritage and buffer zones*, 2008.

¹⁰⁰ UNESCO, *The Operational Guidelines for the Implementation of the World Heritage Convention: Historical Development*.

¹⁰¹ UNESCO, *International Expert meeting on World Heritage and buffer zones*, 2008.

¹⁰² UNESCO, *International Expert meeting on World Heritage and buffer zones*, 2008.

¹⁰³ UNITAR, *Satellite-Based Damage Assessment to World Heritage in Syria*, 2014.

¹⁰⁴ UNITAR, *Satellite-Based Damage Assessment to World Heritage in Syria*, 2014.

¹⁰⁵ UNITAR, *UNOSAT Report on Damage to Cultural Heritage Sites in Syria calls for Scaled up Protection Efforts*, 2014.

¹⁰⁶ UNITAR, *UNOSAT Report on Damage to Cultural Heritage Sites in Syria calls for Scaled up Protection Efforts*, 2014.

¹⁰⁷ UNITAR, *UNOSAT Report on Damage to Cultural Heritage Sites in Syria calls for Scaled up Protection Efforts*, 2014.

¹⁰⁸ UNESCO, *World Heritage Education Programme*.

what threats they face, how the international community is working to save them, and, most importantly, what they can do to help protect these sites.¹⁰⁹ UNESCO's objective with this program is to increase public interest in World Heritage, because frequently the lack of public interest or concern leads to the damaging or destruction of sites around the world.¹¹⁰

Criticism

The UNESCO programs and operations to label and protect World Heritage Sites have not been without criticism. Critics claim that outside influences and bureaucracy have tarnished UNESCO's World Heritage program, and the "World Heritage Site" label has simply become "a grandiose marketing tool" aimed at increasing a Member State's tourism revenue.¹¹¹ Japan's Iwami Ginzan Silver Mine is the main example of this, because the site does not meet any of the ten criteria for inclusion in World Heritage and was only given the label after intense lobbying of UNESCO by the Japanese government.¹¹² Tourism and revenue to the area has since skyrocketed.¹¹³ Additionally, critics claim that an increase in tourism to valid sites can also be damaging to the integrity of the site, especially if tourism rates increase more quickly than a Member State can regulate the industry.¹¹⁴

Tourism, however, is not the only concern for World Heritage critics. Some believe that a World Heritage Site label can actually make a site a target during armed conflicts, especially if the conflict involves parties who are anti-Western and view the UNESCO label as unnecessary Western influence or control.¹¹⁵ Historically, UNESCO has refused to label a site as World Heritage because it was believed that the site did not need UNESCO's protection; UNESCO has also labeled sites as World Heritage in order to protect them, but, under the guise of state sovereignty, did not adequately protect the site.¹¹⁶ In either case, sites have been irreparably damaged or destroyed during an armed conflict or time of civil unrest.¹¹⁷ Using these examples, critics claim that the program is ineffective (and even damaging or pointless) because UNESCO has demonstrated an inability to protect World Heritage Sites.¹¹⁸

Case Study: Buddha's of Bamiyan

The Bamiyan Valley lies west of Kabul in the Hindu Kush Mountains in central Afghanistan. During the third century, the Bamiyan Valley became a very important and diverse socio-cultural center, as it was a major stop along the Silk Road.¹¹⁹ Because of its unique historical positioning, the Bamiyan Valley is home to eight separate World Heritage Sites, including the Kakrak Valley Caves, the city fortification walls and towers, and the ancient citadel itself.¹²⁰ But the largest and most famous of the Bamiyan Valley's Heritage Sites were the giant Buddhas. The Bactria people who inhabited the valley from the second to the fourteenth centuries were Buddhist and their devotion was represented on the north side of the Valley were two giant Buddhas (one 55m and the other 38m high, making the largest Buddhas in the world) were carved directly into the side of a mountain.¹²¹ Then in the eight century Islam came to the Valley and the number of Buddhist in the region dwindled and eventually disappeared.¹²² But even with the Buddhist were gone, the giant Buddhas continued to tower over the Valley.

In 2001, the Taliban, now the ruling force in central Afghanistan, started a campaign against what they called "false idols" that threatened their fundamentalist view of Islam.¹²³ They destroyed many ancient archeological artifacts throughout the region, and set their sights on the Buddhas in the Bamiyan Valley.¹²⁴ Before the Taliban was able to destroy the Buddhas, UNESCO deployed an envoy to protect the Heritage Site, and where able to successful convince

¹⁰⁹ UNESCO, *World Heritage Education Programme*.

¹¹⁰ UNESCO, *World Heritage Education Programme*.

¹¹¹ The Independent, *Is UNESCO Damaging the World's Treasures?*, 2009.

¹¹² Keough, Elizabeth Betsy, *Heritage in Peril: A Critic of UNESCO's World Heritage Program*, 2011, p. 20.

¹¹³ Keough, Elizabeth Betsy, *Heritage in Peril: A Critic of UNESCO's World Heritage Program*, 2011, p. 20.

¹¹⁴ The Independent, *Is UNESCO Damaging the World's Treasures?*, 2009.

¹¹⁵ Keough, Elizabeth Betsy, *Heritage in Peril: A Critic of UNESCO's World Heritage Program*, 2011.

¹¹⁶ Keough, Elizabeth Betsy, *Heritage in Peril: A Critic of UNESCO's World Heritage Program*, 2011, p. 16.

¹¹⁷ Keough, Elizabeth Betsy, *Heritage in Peril: A Critic of UNESCO's World Heritage Program*, 2011, p. 16.

¹¹⁸ Keough, Elizabeth Betsy, *Heritage in Peril: A Critic of UNESCO's World Heritage Program*, 2011, p. 16.

¹¹⁹ UNESCO, *Cultural Landscape and Archaeological Remains of the Bamiyan Valley*.

¹²⁰ UNESCO, *Cultural Landscape and Archaeological Remains of the Bamiyan Valley*.

¹²¹ UNESCO, *Cultural Landscape and Archaeological Remains of the Bamiyan Valley*.

¹²² Hammer, Joshua, *Searching for Buddha in Afghanistan*, 2010.

¹²³ National Broadcasting Company, *The Destruction of Buddhas of Bamiyan*, 2001.

¹²⁴ National Broadcasting Company, *The Destruction of Buddhas of Bamiyan*, 2001.

Taliban representative that, since there are no longer any Buddhist in the Valley, the Buddhas were not false idols and were not blasphemous.¹²⁵ Many members of the Taliban were also opposed to the destruction; because they believed it would give the world reason to oppose Islam as a whole.¹²⁶ They agreed to leave the Buddhas alone.¹²⁷ However a few months later, the Taliban decided to go forward with their plan of destroying the giant Buddhas, as a show of active defiance of what they saw as Western influence which they called “decadent,” “blasphemous,” and “corrupting.”¹²⁸ The Buddhas were destroyed with high powered rockets, focusing the majority of the attack on the statues faces.¹²⁹

As time went by, the Taliban lost their power in the region and the government of Afghanistan reached out to the international community and UNESCO to restore the Bamiyan Valley’s Heritage.¹³⁰ UNESCO set aside US\$1.3 million to sort through the remains for the giant Buddhas in an attempt to salvage any part of them.¹³¹ There was debate in the Afghani government about whether to rebuild the statues or to leave the Buddhas damaged to remind the world of “crimes against cultural heritage.”¹³² Ultimately, it was decided to leave the Buddhas as they are, but to repair some of the surrounding World Heritage Sites that were also damaged.¹³³ The destroying of the Buddhas of Bamiyan is considered one of the greatest tragedies involving a World Heritage Site.

Case Study: Virunga National Park

The Virunga National Park is in the Democratic Republic of the Congo (DRC), near the borders of Uganda and Rwanda, the park covers 790,000 sq. acres and is one of the most biologically diverse areas of the world, it also contains the two most active volcanoes in Africa, which contribute to the areas diversity.¹³⁴ The National Park includes a wide variety of animals including lions, warthogs, hippopotamus, and a variety of monkeys.¹³⁵ The Park is also home to the world’s only mountain gorillas, a species that are considered to be critically endangered.¹³⁶

The Virunga National Park, however, is under serious threat because of the instability of the region.¹³⁷ Many guerilla armies and militias attempt to use the Park to hide from government military squads and UN Peace Keeping forces.¹³⁸ These militias also poach in the Park, as many of the animals (dead or alive) are worth significant amounts of money on the international black market.¹³⁹ Tasked with protecting the park and its animals are the Park Rangers, a paramilitary force.¹⁴⁰ The Virunga Park Rangers are the only park rangers in the world trained like a military, and are meant to protect the Park at any cost; for some Rangers this has meant their lives.¹⁴¹ It is estimated that two Rangers are killed nearly every week in the Park.¹⁴²

Another threat facing the Virunga National Park is corporate interests. The Congolese government gave oil exploration right to the British oil company Soco in 2007, but the National Park was off limits to the exploration, only the areas immediately surrounding the Park were open.¹⁴³ However, Soco was granted permission to conduct a seismic survey in the Park, the results of which may open Virunga, specifically the Lake Edward region of the Park, for oil exploration.¹⁴⁴ The Lake Edward region of the Park is home to most of the Park’s endangered species and oil

¹²⁵ National Broadcasting Company, *The Destruction of Buddhas of Bamiyan*, 2001.

¹²⁶ National Broadcasting Company, *The Destruction of Buddhas of Bamiyan*, 2001.

¹²⁷ National Broadcasting Company, *The Destruction of Buddhas of Bamiyan*, 2001.

¹²⁸ National Broadcasting Company, *The Destruction of Buddhas of Bamiyan*, 2001.

¹²⁹ Hammer, Joshua, *Searching for Buddha in Afghanistan*, 2010.

¹³⁰ National Broadcasting Company, *The Destruction of Buddhas of Bamiyan*, 2001.

¹³¹ National Broadcasting Company, *The Destruction of Buddhas of Bamiyan*, 2001.

¹³² National Broadcasting Company, *The Destruction of Buddhas of Bamiyan*, 2001.

¹³³ Hammer, Joshua, *Searching for Buddha in Afghanistan*, 2010.

¹³⁴ UNESCO, *Virunga National Park*.

¹³⁵ UNESCO, *Virunga National Park*.

¹³⁶ UNESCO, *Virunga National Park*.

¹³⁷ UNESCO, *Virunga National Park*.

¹³⁸ UNESCO, *Virunga National Park*.

¹³⁹ Neme, Laurel, *For Rangers on the Frontlines of Anti-Poaching*, *Daily Trauma*, 2014.

¹⁴⁰ Neme, Laurel, *For Rangers on the Frontlines of Anti-Poaching*, *Daily Trauma*, 2014.

¹⁴¹ Neme, Laurel, *For Rangers on the Frontlines of Anti-Poaching*, *Daily Trauma*, 2014.

¹⁴² Neme, Laurel, *For Rangers on the Frontlines of Anti-Poaching*, *Daily Trauma*, 2014.

¹⁴³ Gouby, Melanie, *Democratic Republic of Congo wants to open up Virunga national park to oil exploration*, 2015.

¹⁴⁴ Gouby, Melanie, *Democratic Republic of Congo wants to open up Virunga national park to oil exploration*, 2015.

exploration may be devastating to them.¹⁴⁵ Currently, there is a significant obstacle in opening the Park for oil exploration because, according to UNESCO's *Convention Concerning the Protection of the World Cultural and Natural Heritage* (1972), site classified as World Heritage cannot be open to for-profit ventures.¹⁴⁶ This means that the DRC would need to declassify Virunga National Park, or at least part of it, as a World Heritage Site in order for the oil exploration to proceed, meaning all the biological diversity in the park, including the endangered animals, would no longer be protected.¹⁴⁷ Due to international pressure Soco has removed their formal request to the Congolese government to reclassify the Site; however, UNESCO has not reserved any formal documentation of this.¹⁴⁸

Conclusion

In recent years, World Heritage protection has met new challenges and new solutions. The World Heritage Committee implemented a "Danger List" in order to recognize which sites are in danger of damage or destruction and to determine the best ways to counteract those threats and remove the site from the list.¹⁴⁹ This program has been successful for some Heritage Sites, quickly remedying problems and removing them from the Danger List (Old City of Dubrovnik in Croatia and Yellowstone National Park in the United States), but for other sites, it has only worked to highlight the complexities of the problems World Heritage can face, and in some cases sites have remained on the list for twenty or more years (Royal Palaces of Abomey in Benin and the Chan Chan Archeological Zone in Peru).¹⁵⁰ The amount of resources available for Member States to protect their World Heritage Sites have increased in recent years, but in many places there are still insufficient resources and a lack of public interest in protecting the sites.¹⁵¹ With various armed conflicts occurring throughout the world, it is extremely important for World Heritage to be protected, but many factors prevent the full protects of these sites.

Further Research

While researching this topic delegates should ask themselves the following questions: considering the current state of World Heritage, what can the UN do (or continue to do) to protect sites? Is UNESCO currently doing enough to protect World Heritage? Is it important for more sites to be identified and classified as World Heritage Sites? How can education play a role in protecting World Heritage? Are current programs effective or are they an exercise in futility?

Annotated Bibliography

Keough, Elizabeth Betsy. (2011). *Heritage in Peril: A Critique of UNESCO's World Heritage Program*. *Washington University Global Studies Law Review*, 10(3): 1-24.

Keough's Journal article explains the various ways in which UNESCO's World Heritage program is seen by critics. The article has categories of concern, including concerning surrounding tourism, pollutions, economics, corruption, and armed conflicts. The bibliography included with the journal article also includes man valuable sources that will help delegates understand the World Heritage situation completely. Reading this entire journal article will help delegates understand the short coming of UNESCO's programs and how these short comings can be countered.

Otter, Marjan & Corine Wegener. The Getty Conservation Institute. *Cultural Property at War: Protecting Heritage during Armed Conflict*. [Web Site]. Retrieved 14 July 2015 from:

http://www.getty.edu/conservation/publications_resources/newsletters/23_1/feature.html

The web site includes a comprehensive essay about the ways in which World Heritage is being protected during times of conflict. It includes both ways in which the UN is protecting World Heritage and ways in which State governments and non-governmental organizations are protecting sites. The essay also includes a history of World Heritage destruction during conflicts and how modern ideas about protection were developed. Delegates will find this source valuable in developing solutions to World Heritage protection.

¹⁴⁵ Gouby, Melanie, *Democratic Republic of Congo wants to open up Virunga national park to oil exploration*, 2015.

¹⁴⁶ Gouby, Melanie, *Democratic Republic of Congo wants to open up Virunga national park to oil exploration*, 2015.

¹⁴⁷ Gouby, Melanie, *Democratic Republic of Congo wants to open up Virunga national park to oil exploration*, 2015.

¹⁴⁸ Gouby, Melanie, *Democratic Republic of Congo wants to open up Virunga national park to oil exploration*, 2015.

¹⁴⁹ UNESCO, *World Heritage: Challenges for the New Millennium*, 2007.

¹⁵⁰ UNESCO, *World Heritage: Challenges for the New Millennium*, 2007, p. 21.

¹⁵¹ UNESCO, *World Heritage: Challenges for the New Millennium*, 2007

United Nations Educational, Social, and Cultural Organization. (16 November 1972). *Convention Concerning the Protection of the World Cultural and Natural Heritage*. Retrieved 15 July 2015 from:

<http://whc.unesco.org/archive/convention-en.pdf>

Delegates should familiarize themselves with this source, as it is the foundation document for the classification of World Heritage Sites. A definition of the various types of World Heritage Sites, the ten criteria for classification, and the requirements for site maintenance are all specified in this document. Delegates should use this as a starting place for their research, to ensure that they completely understand the topic.

United Nations Educational, Social, and Cultural Organization. (2015). *List of World Heritage in Danger*. [Web Site]. Retrieved 17 May 2015 from: <http://whc.unesco.org/en/danger/>

UNESCO's official list of which World Heritage Sites are in danger. It outlines how the site is in danger, how critical the site's damage (or potential damage) is, and how long the site has been listed on the "danger list." Delegates should use this source as a basis for understand how armed conflicts can negatively affect World Heritage Sites and how these threats can be both short and long term.

United Nations Educational, Social, and Cultural Organization. *The Nomination of Sites*. [Web Site]. Retrieved 15 June 20, 2015 from: <http://whc.unesco.org/en/faq/>

This web site gives the criteria for site nomination and inclusion as a World Heritage Site. It gives a step by step guide on how to nominate a site and how the World Heritage Committee finalizes a selection. Delegates will find this source useful because it will help them in developing an understanding of what World Heritage is and how they are considered for nomination. Utilizing this source will allow delegates to see why sites need UNESCO's protection.

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II. The Importance of Education and the Contributions of the Sciences, Culture and Communication and Information in Post-Development Agenda 2015

“UNESCO has all the qualifications to bring an intellectual and humanist response to globalization and to the economic crisis: we know that culture and art, the sciences, education, communication and knowledge are the real values that form the essence of humanity”¹⁵²

Introduction

One of the primary functions of the United Nations Educational, Scientific and Cultural Organization (UNESCO) is the building of a culture of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, sciences, culture, communication, and information.¹⁵³ Recognizing the importance of education for the promotion of peace and maintenance on achieving sustainable development, the international community has agreed that everyone has the right to free and compulsory elementary education.¹⁵⁴ Enshrined in Article 26 of the 1948 *Universal Declaration of Human Rights*; the United Nations (UN) request that Member States direct their educational programs to the “full development of human personality and to the strengthening of respect for human rights.”¹⁵⁵ Thus, UNESCO has developed several international programs to reinforce the capacities of developing countries in the sciences, specifically dealing with the effective management of natural resources.¹⁵⁶ This concept was first introduced in 1968 at the first intergovernmental conference aimed at reconciling the education for sustainable development.¹⁵⁷

Preserving culture diversity as well as safeguarding cultural heritage is another of UNESCO’s objective. The key factor in the negotiation process to combat racism, as well as promoting cultural diversity is the *Convention Concerning the Protection of the World Culture and Natural Heritage* adopted in 1972.¹⁵⁸ The Convention was drafted at the 1972 General Conference of the UNESCO meeting in Paris.¹⁵⁹ Article 8 of the Convention establishes an Intergovernmental Committee for the Protection of the Culture and Natural Heritage of Outstanding Universal Value, called “The World Heritage Committee.”¹⁶⁰ Communication and information is associated with the education and the culture because they are the driving forces of sustainable development. UNESCO appeals to the Member States to promote freedom of expression and information as well as to build capacities in order to ensure universal access to information and knowledge.¹⁶¹ According these declarations, the UNESCO launched the *International Program for the Development of Communication (IPDC)*.¹⁶²

International and Regional Framework

The focus on education, science, culture, communication, and information within the international community emerged in 1945, as a response to the Second World War.¹⁶³ The newly formed UN wanted to establish a program that would protect and promote diversity, education, and human achievement that, they hoped, would help in maintaining peace.¹⁶⁴ This resulted in the creation of UNESCO in November of 1945.¹⁶⁵ Since that time, UNESCO has been committed to their charter. This can be seen now through the *Millennium Development Goals (MDGs)* in 2000 as well as *Post-Development Agenda 2015*, demonstrating that these five concepts would remain important in the modern world, especially with the principals of sustainable development in mind.

Education

¹⁵² UNESCO, *Address by Ms. Irina Bokova, the Director-General of UNESCO, Oswego: World Book Day, 2010.*

¹⁵³ *UNESCO Constitution, 1945, Art. 1 (1).*

¹⁵⁴ *Universal Declaration of Human Rights, 1946, Art. 26.*

¹⁵⁵ *Universal Declaration of Human Rights, 1946, Art. 26.*

¹⁵⁶ UNESCO, *UNESCO: What is it? What does it do?, 2010.*

¹⁵⁷ UNESCO, *Development Policy, 2010.*

¹⁵⁸ *Convention Concerning the Protection of the World Culture and Natural Heritage, 1968, Art. 8.*

¹⁵⁹ *Convention Concerning the Protection of the World Culture and Natural Heritage, 1968, Art. 8.*

¹⁶⁰ *Convention Concerning the Protection of the World Culture and Natural Heritage, 1968, Art. 8.*

¹⁶¹ UNESCO, *UNESCO: What is it? What does it do?, 2010.*

¹⁶² UNESCO, *the International Program for the Development of Communication, 1980.*

¹⁶³ UNESCO, *The Organization’s history, 2015.*

¹⁶⁴ UNESCO, *The Organization’s history, 2015.*

¹⁶⁵ UNESCO, *The Organization’s history, 2015.*

72 million children of primary education age are not in school, 759 million adults are illiterate and due to this fact, they are not capable of improving their living conditions and guarantee better life for their children.¹⁶⁶ Two-thirds of illiterate populations are girls.¹⁶⁷ Lack of education has many causes, including: poverty, financial deficit of developing countries, as well as lack of infrastructure.¹⁶⁸ According to UNESCO, millions of children leave school without acquiring literacy and numeracy skills.¹⁶⁹ As a result, UNESCO focuses on promoting children's rights to education, including equal access to education for girls, minorities, people with disabilities and special needs, refugees, migrants, and those who are living with HIV.¹⁷⁰ As a result, UNESCO adopted *The World Declaration on Education for All* (EFA) in Jomtien, Thailand in 1990.¹⁷¹

The Declaration defines education as a fundamental right for all people and emphasizes that education has the ability to ensuring a safer, healthier, and more prosperous world.¹⁷² The Declaration places special attention on Africa, because of its unique development needs.¹⁷³ Consequently, Africa is one of the two fundamental priorities for UNESCO.¹⁷⁴

In response to EFA, the international community met at *the World Education Forum* in Dakar, Senegal in 2000.¹⁷⁵ The forum underlined the fact that many countries had not reached the goals established by EFA and, the Member States agreed on *The Dakar Framework for Action* that re-affirmed their commitment and established the six educational goals: expanding and improving comprehensive early childhood care and education; ensuring that by 2015 all children have access to and complete free and compulsory education of good quality; ensuring that the learning needs are met through equitable access to appropriate learning and life skills programs; achieving a 50% improvement in levels of adult literacy; eliminating gender disparities in primary and secondary education; achieving gender equality in education; and improving the quality of education.¹⁷⁶ In order to evaluate progress in achieving these goals, UNESCO has developed the Education for All Development Index (EDI).¹⁷⁷ According to the EDI index, forty-one of the fifty-two countries improved their position between 1990 and 2000.¹⁷⁸ The highest increase in the EDI was achieved in Mozambique, and significant increases can be seen in the twelve other sub-Saharan African countries.¹⁷⁹

The UN has also identified the eight development goals to improve the living conditions of all people around the world, including goals that promote education.¹⁸⁰ The MDGs, among other initiatives, urge Member States to achieve universal primary education and promote gender equality.¹⁸¹ According to the UN, education is the major catalyst for human development and the MDGs demonstrate how rapid advances in education could be achieved.¹⁸² By achieving these goals more people would grow and develop, learn and know, be equal and just, survive and live, be healthier, be able to combat illness, think about the future, and work together.¹⁸³

While the international community continuously encourages developing countries to promote equitable access to

¹⁶⁶ Humanium, *Right to education*, 2015.

¹⁶⁷ Humanium, *Right to education*, 2015.

¹⁶⁸ Foreign Policy Association, *Lack of education...The root of children's rights*, 2015.

¹⁶⁹ UNESCO, *UNESCO: What is it? What does it do?*, 2010.

¹⁷⁰ UNICEF, *Making education a priority in the post-2015*, 2015.

¹⁷¹ *World Declaration on Education for All*, 1990, Preamble.

¹⁷² *World Declaration on Education for All*, 1990, Art. 1, 2, and 3.

¹⁷³ UNESCO, *The Dakar Framework for Action*, 2000.

¹⁷⁴ UNESCO, *The Dakar Framework for Action*, 2000.

¹⁷⁵ UNESCO, *The Dakar Framework for Action*, 2000.

¹⁷⁶ UNESCO, *The Dakar Framework for Action*, 2000.

¹⁷⁷ UNESCO, *The Education for All Development Index*, 2012.

¹⁷⁸ UNESCO, *The Education for All Development Index*, 2012.

¹⁷⁹ UNESCO, *The Education for All Development Index*, 2012.

¹⁸⁰ UNESCO, *Education*, 2015.

¹⁸¹ UNESCO, *Education*, 2015.

¹⁸² UNESCO, *Education*, 2015.

¹⁸³ UNESCO, *Education*, 2015.

appropriate learning programs, as well as expanding and improving comprehensive early childhood care and education, developing regions are also working to achieve these goals.¹⁸⁴ Some examples of these are the commitments of regional organizations like the African Union (AU), the Association of South East Asian Nations (ASEAN), the European Union (EU), as well as governments of Latin American countries to reach the goal of education for all.¹⁸⁵ Accordingly, efforts to support educational programs in African countries are one of the main objectives of the AU.¹⁸⁶ In order to do this, the AU in cooperation with the Association for the Development of Education in Africa (ADEA) launched the report *The African Union Education Outlook 2014*, which focused on the progress made by African Member States in the areas of eight priority ideas dealing with the improvement of African educational systems.¹⁸⁷ Another example can be seen in the cooperation between Latin American countries and the European Union (EU). In response to the *ALFA III* program created under the EU and Latin American countries, this cooperation proposed promoting higher education as a means of social and economic development and struggle against social inequality.¹⁸⁸ Finally, ASEAN has recognized the pivotal role education can have on individuals and society since 1967.¹⁸⁹ With regard to this, ASEAN released the report dealing with four educational priorities, between them: to increase access to quality primary and secondary education, or to concern the internationalization of education.¹⁹⁰

Sciences, Culture, Communication and Information

UNESCO focuses on two issues in the agenda of sciences: the natural science and social and human sciences.¹⁹¹ In order to do this, the protection of the environment as well as management the Earth's resources are two important issues addressed in the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST).¹⁹² The issue of sciences is highly connected with the issue of education. Therefore, UNESCO helps reinforce the capacities of developing countries in the sciences, engineering, and technology. In the field of science and technology UNESCO develops ethical guidelines, standards and legal instruments, especially in the domain of bioethics.¹⁹³ While natural sciences have the priorities of environmental protection and the development of technology, the social and human sciences are focused on ethnics and human rights.¹⁹⁴ With regard to this, in October 2005, the General Conference of UNESCO adopted the *Universal Declaration on Bioethics and Human Rights*.¹⁹⁵ In according to the article 2, the fundamental aims of this declaration are to promote respect for human dignity and protect human rights as well as to recognize the importance of freedom of scientific research.¹⁹⁶

Protecting culture diversity as well as promoting freedom of expression and information are others fundamental objectives of UNESCO.¹⁹⁷ UNESCO believes that through the protection of culture diversity, pluralism, intercultural dialogue, a culture of peace, and the promotion of sustainable development will all be fostered.¹⁹⁸ As a result, UNESCO established a set of conventions to ensure the protection and safeguarding of humanity's shared heritage in both its tangible and intangible forms: *The Convention Concerning the Protection of the World Culture and Natural Heritage* (1972); *The Convention for the Safeguarding of the Intangible Cultural Heritage* (2003); *The Convention on the Protection and Promotion of the Diversity of Cultural Promotions* (2001); and *The 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions* (2005).¹⁹⁹

¹⁸⁴ UNESCO, *The Dakar Framework for Action*, 2000.

¹⁸⁵ International Cooperation and Development, *Latin America - ALFA II I- Building the Future on Education*, 2015.

¹⁸⁶ Union Africaine, *African Union Second Decade for Education in Africa*, 2014.

¹⁸⁷ Union Africaine, *African Union Second Decade for Education in Africa*, 2014.

¹⁸⁸ European Commission, *Latin America – ALFA III – Building the Future on Education*, 2015.

¹⁸⁹ European Commission, *Latin America – ALFA III – Building the Future on Education*, 2015.

¹⁹⁰ Association of South East Asian Nations, *ASEAN State of Education Report 2013*, 2013.

¹⁹¹ UNESCO, *UNESCO: What is it? What does it do?*, 2010.

¹⁹² UNESCO, *UNESCO: What is it? What does it do?*, 2010.

¹⁹³ UNESCO, *UNESCO: What is it? What does it do?*, 2010.

¹⁹⁴ UNESCO, *UNESCO: What is it? What does it do?*, 2010.

¹⁹⁵ *Universal Declaration on Bioethic and Human Rights*, 2006, Foreword.

¹⁹⁶ *Universal Declaration on Bioethic and Human Rights*, 2006, Art. 2.

¹⁹⁷ UNESCO, *UNESCO: What is it? What does it do?*, 2010.

¹⁹⁸ UNESCO, *UNESCO: What is it? What does it do?*, 2010.

¹⁹⁹ UNESCO, *UNESCO: What is it? What does it do?*, 2010.

Communication and information are also considered part of the cultural issues UNESCO addresses.²⁰⁰ UNESCO tries to build inclusive knowledge societies by focusing on the human dimensions of the digital divide: cultural and linguistic diversity of contents, access and empowerment of civil society.²⁰¹ Therefore, UNESCO has created *The International Program for the Development of Communication* which is the only multilateral forum in the UN system designed to mobilize the international community to discuss and promote media development in developing countries.²⁰²

Role of Education and the Contributions of the Science, Culture and Communication and Information in Implementation of the Post-Development Agenda 2015

Education

Education is one of the most important priorities in the implementation of the Post-Development Agenda 2015.²⁰³ In this perspective, UNESCO and UNICEF co-led the *Global Thematic Consultation on Education* with support from the Governments of Senegal, Canada and Germany.²⁰⁴ The international community acknowledged the considerable contribution of the MDGs as well as EFA which have made an unprecedented progress of sustainable development and emphasized the importance to comply with the Post-Development Agenda goals.²⁰⁵ For example, South and West Asia reduced out of school children by two thirds between 1999 and 2011.²⁰⁶ However, there are still 57 million children are out of school due to financial, social, or psychical challenges.²⁰⁷ In spite of the fact that the number of enrolled children through at least the fourth grade is increasing, 250 million children could still be unable to read or write.²⁰⁸ In addition, there is still a gap between the number of boys and girls who attend school.²⁰⁹ Although the gender gap has narrowed, in 2013 girls accounted for 49% of the 57 million children out of school.²¹⁰ Completion of primary school is a particular problem for girls in sub-Saharan Africa and Western Asia.²¹¹ Thus, almost two thirds of illiterate adults are women.²¹² The Post-Development Agenda proposes to increase the investment in education, erase the inequalities in all levels which should be achieved through Inequalities thematic consultations, include the participation of stakeholders (teachers, students, civil society), as well as include sexual education, education for global citizenship, and sustainable development.²¹³ The Agenda can create educated citizens who are able to exercise their democratic rights and have respect for each other.²¹⁴ This coincides with research that has shown that the expansion of education contributes to an expansion of political participation in all groups.²¹⁵ And this broad participation can erase culture prejudice.²¹⁶ Additionally, universal education contributes to halving poverty and hunger and creates an overall healthier society.²¹⁷

²⁰⁰ UNESCO, *UNESCO: What is it? What does it do?*, 2010.

²⁰¹ UNESCO, *UNESCO: What is it? What does it do?*, 2010.

²⁰² UNESCO, *International Program for the Development of the Communication: About IPDC*, [Web site], 2015.

²⁰³ Bates-Eamer, Carin, Lee, Lim, Kapila, *Post-2015 Development Agenda: Goals, Targets and Indicators. Special Report.*, 2012, p. 1.

²⁰⁴ UNICEF, *Making Education a Priority in the Post-2015 Development Agenda*, 2015.

²⁰⁵ Bates-Eamer, Carin, Lee, Lim, Kapila, *Post-2015 Development Agenda: Goals, Targets and Indicators. Special Report.*, 2012.

²⁰⁶ UNICEF, *Making Education a Priority in the Post-2015 Development Agenda*, 2015.

²⁰⁷ UNICEF, *Making Education a Priority in the Post-2015 Development Agenda*, 2015.

²⁰⁸ UNICEF, *Making Education a Priority in the Post-2015 Development Agenda*, 2015.

²⁰⁹ Bates-Eamer, Carin, Lee, Lim, Kapila, *Post-2015 Development Agenda: Goals, Targets and Indicators. Special Report.*, 2012, p. 12-15.

²¹⁰ UNICEF, *Making Education a Priority in the Post-2015 Development Agenda*, 2015.

²¹¹ UNICEF, *Making Education a Priority in the Post-2015 Development Agenda*, 2015.

²¹² Kelleher, *The literacy injustice: 493 million women still can't read*, 2014, p. 1.

²¹³ UNICEF, *Making Education a Priority in the Post-2015 Development Agenda*, 2015.

²¹⁴ UNICEF, *Making Education a Priority in the Post-2015 Development Agenda*, 2015.

²¹⁵ UNESCO, *Why Literacy Matters*, 2015.

²¹⁶ UNESCO, *Why Literacy Matters*, 2015.

²¹⁷ UNICEF, *Making Education a Priority in the Post-2015 Development Agenda*, 2015.

Sciences, Culture, Communication and Information

The UN System Task Team met in September 2011 to support system-wide preparations for the post-2015 development agenda.²¹⁸ This Task Team prepared the report, *Science, technology and innovation for sustainable development in the global partnership for development beyond 2015*.²¹⁹ According to this report, there are two essential science, technology and innovation (STI) issues that need to be tackled simultaneously in the post-2015 agenda. First, some developing countries have achieved significant economic growth through the creation and deployment of STI capacity, this has not been the case for all the countries, and this needs to be remedied.²²⁰ Second, it is important for STIs to be integrated into public policy goals, giving particular focus to the nexus between STIs, culture, and education.²²¹

The Post-Development Agenda emphasizes the promotion of sciences and technology as well as the representation of women in engineering, science, and technology.²²² The Agenda also focuses on the inequalities in tertiary education in general, as well as in relation to areas of study, with women being over-represented in the humanities and significantly under-represented in engineering, science, and technology.²²³ Thus, the UN adopted the *Post-2015 Sustainable Development Agenda* at the Sustainable Development Summit in September 2015.²²⁴ This Agenda consists of 17 goals established by the international community.²²⁵ The goals associated with the promotion of sciences are: ensure access to affordable, sustainable, and modern energy for all; build resilient infrastructure, promote inclusive and sustainable industrialization; take urgent action to combat climate change and its impacts; protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation; and promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable, and inclusive institutions at all levels.²²⁶

According to the Sustainable Development Agenda, culture acts as an enabler and a driver throughout the sustainable development agenda, contributes to building capacities, agency, and practically culture is a key to sustainable development.²²⁷ While culture was not included in the MDGs, the UN General Assembly adopted two Resolutions specifically recognizing the role that culture plays in development: *Resolution 65/166* in 2010 and *66/208* in 2011.²²⁸ These resolutions called for the mainstreaming of culture into development policies and strategies and underscored culture's intrinsic contribution on sustainable development.²²⁹ Another important Congress for the creation of the Agenda was the UNESCO International Congress *Culture: Key to Sustainable Development* held in China on May 2013.²³⁰ This Congress recommended focus on culture in the Post -2015 Sustainable Development Agenda because culture is based in heritage, diversity, creativity, and the transmission of knowledge.²³¹ The recommendations include clear targets that relate culture to all dimension of sustainable development.²³² Since then, 70% of United Nations Development Assistance Framework (UNDAF) documents have mentioned culture, twice as many as before 2008.²³³

²¹⁸ United Nations, *Science, technology and innovation for sustainable development in the global partnership for development beyond 2015*, 2015.

²¹⁹ United Nations, *Science, technology and innovation for sustainable development in the global partnership for development beyond 2015*, 2015.

²²⁰ United Nations, *Science, technology and innovation for sustainable development in the global partnership for development beyond 2015*, 2015.

²²¹ United Nations, *Science, technology and innovation for sustainable development in the global partnership for development beyond 2015*, 2015.

²²² United Nations Development Program, *Post-2015 Sustainable Development Agenda*, 2015.

²²³ UNICEF, *Making Education a Priority in the Post-2015 Development Agenda*, 2015.

²²⁴ United Nations Development Program, *Post-2015 Sustainable Development Agenda*, 2015.

²²⁵ United Nations Development Program, *Post-2015 Sustainable Development Agenda*, 2015.

²²⁶ United Nations Development Program, *Post-2015 Sustainable Development Agenda*, 2015.

²²⁷ UNESCO, *Culture in the Post-2015 Sustainable Development Agenda*, 2015.

²²⁸ UNESCO, *Culture in the Post-2015 Sustainable Development Agenda*, 2015.

²²⁹ United Nations, *Education and Culture*, 2015.

²³⁰ United Nations, *Education and Culture*, 2015.

²³¹ United Nations, *Education and Culture*, 2015.

²³² United Nations, *Education and Culture*, 2015.

²³³ United Nations, *Education and Culture*, 2015.

One of the many goals of the Post-2015 Agenda is to close the gaps in the MGD framework, in order to improve on creation of programs to implement development.²³⁴ For example, one of the major gaps in the MDGs was the lack of situational consideration for developing projects.²³⁵ Hence, the Post-2015 Agenda should solve this issue by taking local and regional cultural context into consideration, creating more successful projects with greater local accountability.²³⁶ According to the report called *Culture as a Goal in the Post-2015 Development Agenda*, the incorporation of a goal focused on culture in the Post-2015 Agenda will be useful in the fight against poverty and promoting sustainable development.²³⁷ The document emphasizes three dimensions in which the culture contributes to the sustainable development of all counties.²³⁸ In other words, the culture boosts the economy, is linked to social dimension, and embraces the environmental dimension.²³⁹ However, culture is not directly mentioned in the Post-2015 Development Agenda.²⁴⁰

Communication and information plays an important role in the Post-2015 Agenda due to the rapid development of information and communication technologies (ICT) and their mainstreaming into the everyday life.²⁴¹ Hence, UNESCO, the United Nations Conference on Trade and Development (UNCTD), and the United Nations Development Programme (UNDP) organized the *WSIS+10 High-Level Event* in the United Nations specialized agency for information and communication technologies (ITU) Headquarters in Geneva from 10-13 June 2014.²⁴² Government ministers and representatives from business and civil society examined key strategic matters. Such as measuring and monitoring the information society, building trust in cyberspace, inclusive knowledge societies, securing cyberspace in a borderless world, how youth can shape ICT policies, and WSIS+10 and the Post-Development Agenda.²⁴³ Thus, it was recommended that the two WSIS+10 High-Level Event (held in 2013 and 2015) outcome documents be used as reference and background in the drafting of the Post-Sustainable Development Goals.²⁴⁴

Conclusion

The UN recognizes the significant role of education as well as of culture to achieve sustainable development and reduce poverty in the world. Despite the significant educational gains in the last decade, there are still many children out of school due to a variety of challenges. With regard to this, education became one of the most important priorities in the implementation of the Post-2015 Development Agenda. While culture was not included in the MDGs, the UN General Assembly adopted two Resolutions: *Resolution 65/166* in 2010 and *66/208* in 2011. These resolutions called for the mainstreaming of culture into development policies and strategies and underscored culture's intrinsic contribution on sustainable development. Thus, education is associated with the issue of sciences and for that reason the post-development agenda 2015 emphasizes the promotion of sciences and technology as well as the representation of women in engineering, science and technology. Finally, UNESCO, UNCTD, and UNDP organized the *WSIS+10 High-Level Event* to stress the importance of communication and information in the everyday life.

Further Research

Delegates should research further how education and the contributions of the sciences, culture and communication and information are important in the post-development agenda 2015. They should also research what their country's specific interests are in the implementation of education, sciences, culture and communication and information in the post-development agenda. What consequences could achieving of free and compulsory education in developed as well

²³⁴ UNESCO, *Culture in the Post-2015 Sustainable Development Agenda*, 2015.

²³⁵ UNESCO, *Culture in the Post-2015 Sustainable Development Agenda*, 2015.

²³⁶ UNESCO, *Culture in the Post-2015 Sustainable Development Agenda*, 2015.

²³⁷ Agenda 21 Culture, *Culture as a Goal in the Post-2015 Development Agenda*, 2015.

²³⁸ UNESCO, *Culture in the Post-2015 Sustainable Development Agenda*, 2015.

²³⁹ UNESCO, *Culture in the Post-2015 Sustainable Development Agenda*, 2015.

²⁴⁰ United Nations, *A New Global Partnership: Eradicate Poverty and Transform Economies through Sustainable Development*, 2015.

²⁴¹ ITU News, *The Importance of ICT in the Post-2015 Development Agenda*, 2014.

²⁴² ITU, *WSIS Forum 2015*, 2015.

²⁴³ ITU News, *The Importance of ICT in the Post-2015 Development Agenda*, 2014.

²⁴⁴ ITU News, *The Importance of ICT in the Post-2015 Development Agenda*, 2014.

as in developing countries have on the delegate's country itself? What actions must governments take to ensure to maintain cultural diversity, heritage and creativity? What are the remaining barriers to achieve free media? How to deal with the mainstreaming of information and communication technologies into the everyday life?

Annotated Bibliography

Bates-Eamer, Nicole, Barry Carin, Min Ha Lee, Wonhyuk Lim, & Mukesh Kapila. The Centre for International Governance Innovation and the Korea Development Institute. (2012). *Post-2015 Development Agenda: goals, targets and indicators*. Retrieved 29 June 2015 from: https://www.cigionline.org/sites/default/files/mdg_post_2015v3.pdf

This paper is a product of a consortium of organizations led by The Centre for International Governance Innovation and the Korean Development Institute. This report has been prepared for a presentation in November 2-12 to the United Nations officials responsible for post-2015 development goals proposals to succeed the Millennium Development Goals. This paper introduces to the background of the MDGs and each of these goals are described and explained there. This paper will help delegates to gain an understanding about the important role of the MDGs for the improvement of living standards in the world. It will also help delegates to gain better orientation in the MDGs.

United Nations International Children's Fund. (2015). *Making Education a Priority in the Post-2015 Development Agenda*. [Web Site]. Retrieved 29 June 2015 from:

http://www.unicef.org/education/files/Making_Education_a_Priority_in_the_Post-2015_Development_Agenda.pdf

This report was written by Yusuf Sayed, as independent consultant, with inputs from the Advisory Group of the Global Thematic Consultation on Education. This report offers knowledge of how progress in achieving education goals can be made, how is education important for the sustainable development of all countries in the world, and also includes the post-2015 education vision. This source is a useful tool in providing delegates with knowledge and background information on the global situation for education development.

United Nations Educational, Scientific, and Cultural Organization. (2000). *The Dakar Framework for Action*. [Web Site]. Retrieved 29 June 2015 from: http://www.unesco.at/bildung/basisdokumente/dakar_aktionsplan.pdf

The Dakar Framework for Action: Education for All was adopted by the World Education Forum in Dakar, Senegal in 2000. Its participants reaffirmed the vision of the World Declaration on Education for All adopted in 1990. This report is based on the most extensive evaluation of education until 2000. This could be used as the beginning guidance source of the education for all goals and delegates could find there the position of all regions on this issue.

United Nations Educational, Scientific, and Cultural Organization. (2012). *The Education for All Development Index*. [Web Site]. Retrieved 29 June 2015 from:

<http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/gmr2012-report-edi.pdf>

The EFA Development Index (EDI) is a composite index that provides a snapshot of overall progress of national education systems in individual Member States towards Education for All. The EDI measures just four of the six goals: universal primary education; adult literacy; gender parity and equality; and quality of education. The EDI index is an excellent source for delegates to find out information about their countries educational goal attainment. The index also helps to compare countries with others in the region or with other countries all over the world.

United Nations Educational, Scientific, and Cultural Organization. (2012). *Why literacy matters*. [Web Site]. Retrieved 29 June 2015 from: http://www.unesco.org/education/GMR2006/full/chapt5_eng.pdf

This Education for All Global Monitoring Report released in 2006 and includes a chapter 5 dealing with the literacy. This chapter explores the case for literacy, especially for youth and adults. It summarizes the foundations of the right to literacy through a review of international agreements, noting that literacy is both a right in itself and an instrument for achieving other rights. Delegates will find all the information on the broader benefits that result from literacy in human, economic, social and cultural terms.

United Nations. (2015). *Science, technology and innovation for sustainable development in the global partnership for development beyond 2015*. [Web Site]. Retrieved 29 June 2015 from:

http://www.un.org/en/development/desa/policy/untaskteam_undf/thinkpieces/28_thinkpiece_science.pdf

The United Nations Secretary-General established the UN System Task Team in September 2011 to support UN system-wide preparations for the post-2015 UN development agenda, in consultations with all stakeholders. The Task Team brings together senior experts from over 60 UN entities and international

organizations to provide system-wide support to the post-2015 consultation process, including analytical input, expertise and outreach. The Task Team prepared the report that provides a clear overview of the importance of science, technology and innovation for sustainable development especially in developing countries. Furthermore, this report shall help the delegates to understand the importance of STI issues in the Post-2015 Agenda as well as demonstrates the association between the STI issues and participatory of women, young people and indigenous communities in it.

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