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# UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION BACKGROUND GUIDE 2015

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# NATIONAL MODEL UNITED NATIONS





# THE 2015 NATIONAL MODEL UNITED NATIONS

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Dear Delegates,

We are pleased to welcome you to the 2015 National Model United Nations New York Conference (NMUN•NY)! Staff for this year's United Nations Educational, Scientific and Cultural Organization (UNESCO) includes: Directors Samantha Winn (Conference A) and Carolina Contreras (Conference B), and Assistant Directors Sean Brown (Conference A) and Tobias Dietrich (Conference B). Samantha received her M.S. in Library and Information Science from Drexel University and serves as the archivist for the minority experience and the International Archive of Women in Architecture at Virginia Tech. She returns for her third year on staff. Sean is a doctoral candidate at the University of California, Riverside, completing a degree in comparative politics. He returns for his second year on staff. Carolina graduated with a B.A. in International Relations from the Universidad San Francisco de Quito, and she received an M.A. in Environmental Studies from the Facultad Latinoamericana de Ciencias Sociales. Carolina has served on NMUN staff for four years, and currently works for the Ecuadorian government on issues related to education and environment. Tobias is in his third semester studying for an M.Sc. in Nanoscience at the University of Regensburg, Germany. This will be his first year on staff.

The topics under discussion for UNESCO are:

- I. Empowering Youth through Access to Information and Communication Technology and Media
- II. Improving Water Security through Natural Resource Management
- III. Safeguarding Intangible Cultural Heritage

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.

At NMUN•NY 2015, we are simulating the Executive Board of UNESCO in terms of composition and size; however, delegates are not limited to the strict mandate of the Executive Board, as a budgetary and administrative body, during the conference. On the contrary, for the purposes of NMUN•NY 2015, and in line with the educational mission of the conference, the committee has the ability to make programmatic and policy decisions on issues within the mandate of UNESCO in line with the overall function of the organization.

This background guide is not meant to replace further research and we highly encourage you to consider the background guide, Bibliography, and Annotated Bibliography as starting points as you explore in-depth your countries' policies regarding these topics. In preparation for the conference, each delegation will be submitting a [position paper](#). Please 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.

If you have any questions concerning your preparation for the committee or the Conference itself, feel free to contact the Under-Secretaries-General for Human Rights and Humanitarian Affairs, Andrea Wong (Conference A) and Rubai Aurora (Conference B). You can reach either USG at: [usg\\_hr\\_ha@nmun.org](mailto:usg_hr_ha@nmun.org). We wish you all the best with your preparation and look forward to seeing you at the Conference!

Sincerely,

**Conference A**

Samantha Winn, *Director*  
Sean Brown, *Assistant Director*

**Conference B**

Carolina Contreras, *Director*  
Tobias Dietrich, *Assistant Director*



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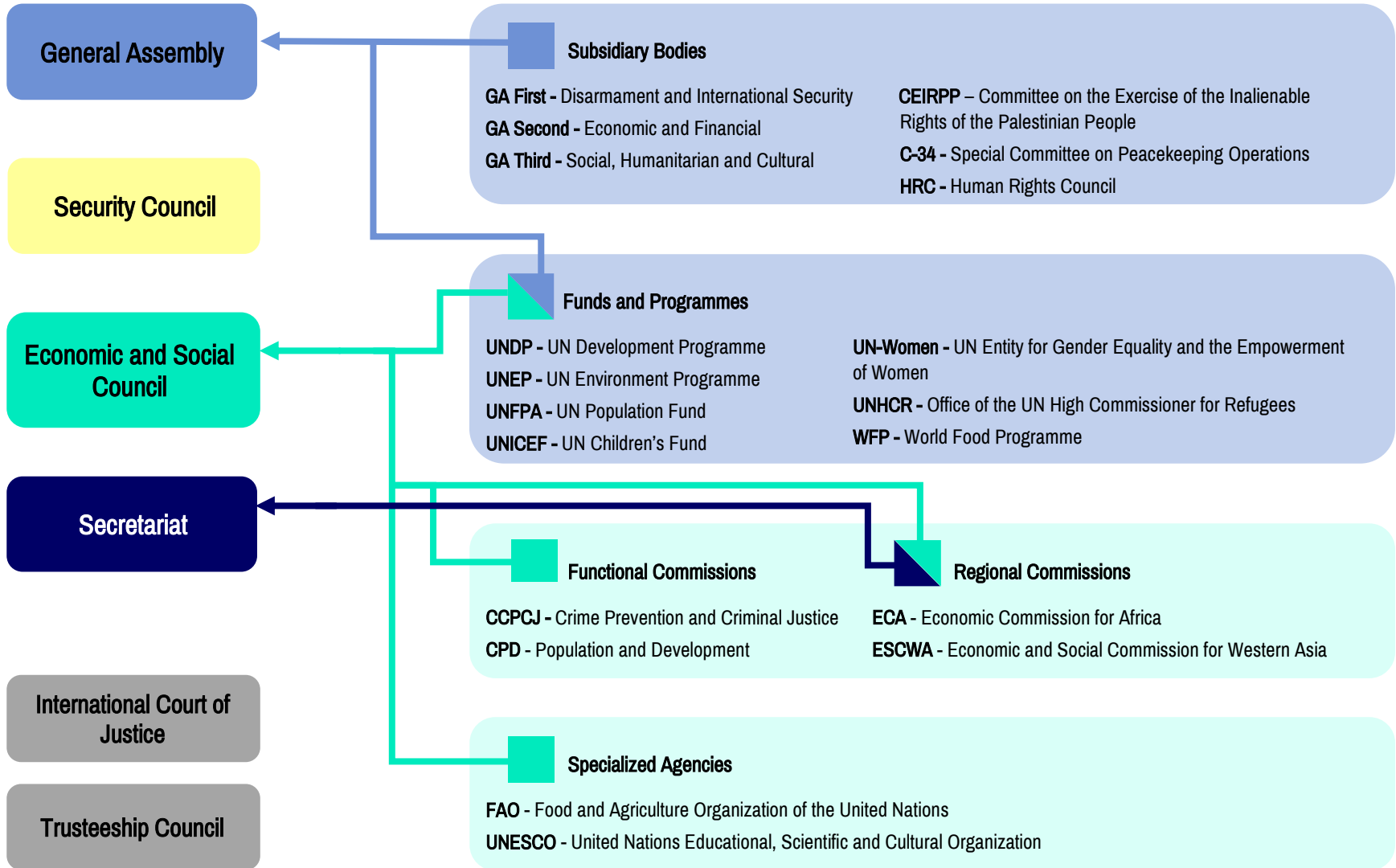


## Abbreviations

<b>APEC</b>	Asia-Pacific Economic Cooperation
<b>CAME</b>	Conference of Allied Ministers of Education
<b>CICI</b>	International Committee of Intellectual Co-operation
<b>CIGEPS</b>	Intergovernmental Committee for Physical Education and Sport
<b>CSD</b>	Commission of Sustainable Development
<b>ECOSOC</b>	Economic and Social Council
<b>ESD</b>	Education for Sustainable Development
<b>GA</b>	General Assembly
<b>HLCM</b>	High-Level Committee for Management
<b>HLCP</b>	High-Level Committee for Programmes
<b>HRC</b>	Human Rights Council
<b>IBE</b>	International Bureau of Education
<b>ICH</b>	Intangible cultural heritage
<b>ICT</b>	Information and communication technology
<b>IDRA</b>	Intercultural Development Research Association
<b>IGBC</b>	Intergovernmental Bioethics Committee
<b>IGO</b>	Intergovernmental organizations
<b>IHP</b>	International Hydrological Programme
<b>ITU</b>	International Telecommunication Union
<b>IWRM</b>	Integrated Water Resources Management
<b>JMP</b>	Joint Monitoring Programme
<b>MAB</b>	Man and the Biosphere
<b>MDG</b>	Millennium Development Goals
<b>NAC</b>	Non-Aligned Countries
<b>NGO</b>	Non-governmental organizations
<b>OER</b>	Open Educational Resources
<b>OLPC</b>	One Laptop per Child
<b>PoA</b>	Plan of Action
<b>PPP</b>	Public-private partnerships
<b>SDG</b>	Sustainable Development Goals
<b>SIDA</b>	Swedish International Development Cooperation Agency
<b>UN</b>	United Nations
<b>UNDG</b>	United Nations Development Group
<b>UNDP</b>	United Nations Development Programme
<b>UNEP</b>	United Nations Environmental Programme
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNGIS</b>	United Nations Group on the Information Society
<b>UNWTO</b>	United Nations World Tourism Organization
<b>WIPO</b>	World Intellectual Property Organization
<b>WSIS</b>	World Summit on the Information Society
<b>YPP</b>	Youth and Participatory Politics
<b>GEF</b>	Global Environment Facility
<b>IHE</b>	UNESCO Institute for Water Education
<b>UNSCEB</b>	United Nations System Chief Executives Board for Coordination
<b>WPAY</b>	World Programme of Action for Youth

## United Nations System at NMUN·NY

This diagram illustrates the UN System simulated at NMUN·NY. It shows where each committee “sits” within the system, to help understand the reportage and relationships between the entities. Examine the diagram alongside the Committee Overview to gain a clear picture of the committee's position, purpose and powers within the UN System.





## Committee Overview

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

### 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.<sup>2</sup> 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*.”<sup>3</sup>

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.<sup>4</sup> Although it is financially and structurally independent from the primary organs of the UN, UNESCO works with the UN to pursue common interests.<sup>5</sup> 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.<sup>6</sup> 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).<sup>7</sup>

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.

At NMUN·NY 2015, we are simulating the **Executive Board of UNESCO** in terms of composition and size; however, delegates are not limited to the strict mandate of the Executive Board, as a budgetary and administrative body, during the conference. On the contrary, for the purposes of NMUN·NY 2015, and in line with the educational mission of the conference, the committee has the ability to make programmatic and policy decisions on issues within the mandate of UNESCO in line with the overall function of the organization.

### 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.<sup>8</sup> In November 1945, CAME organized a conference in London to establish an Educational and Cultural Organization (ECO/CONF).<sup>9</sup> 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.<sup>10</sup>

<sup>1</sup> UNESCO, *Constitution*, 1945, preamble.

<sup>2</sup> UNESCO, *The Organization’s History*, 2014.

<sup>3</sup> UNESCO, *Constitution*, 1945, art. I, para. 1.

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

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

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

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

<sup>8</sup> UNESCO, *The Organization’s History*, 2014.

<sup>9</sup> *Ibid.*

<sup>10</sup> *Ibid.*

Since 1946, UNESCO has coordinated and produced several international standards for the promotion of education, science, and culture.<sup>11</sup> Chief among these are *the Universal Copyright Convention* (1952), *the Convention Concerning the Protection of the World Cultural and Natural Heritage* (1972), *the Declaration on Race and Racial Prejudice* (1978), *the Memory of the World Programme* (1992), *the Universal Declaration on the Human Genome and Human Rights* (1998), *the Universal Declaration on Cultural Diversity* (2001), and *the Convention for the Safeguarding of Intangible Cultural Heritage* (2003). Additionally, UNESCO organized the first intergovernmental conference on sustainable development, resulting in the creation of its Man and the Biosphere program.<sup>12</sup> In recent years, UNESCO has significantly contributed to UN reform initiatives and the post-2015 development agenda.<sup>13</sup>

### ***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).<sup>14</sup> 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.<sup>15</sup> 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.”<sup>16</sup> 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.<sup>17</sup> Finally, UNESCO plays a major role in coordinating international conventions and setting standards on topics of education, culture, and science.<sup>18</sup>

### ***Governance, Structure and Membership***

The UNESCO headquarters are located in Paris.<sup>19</sup> UNESCO comprises three Constitutional organs, including a General Conference, an Executive Board, and a Secretariat.<sup>20</sup> UNESCO currently has 195 Member States and nine Associate Members.<sup>21</sup> 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.<sup>22</sup> Members suspended or expelled from the UN may be suspended or expelled from UNESCO, and members may voluntarily withdraw from the organization.<sup>23</sup> UNESCO operates on a two-year budget that is supported by voluntary contributions from Member States and extra-budgetary funding from partner organizations.<sup>24</sup>

### ***General Conference***

The General Conference, which consists of all UNESCO Member States, meets every two years.<sup>25</sup> Every four years, the General Conference appoints a Director-General who is responsible for coordinating the work of the Secretariat.<sup>26</sup> 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.<sup>27</sup> The General Conference is primarily responsible for electing members of the Executive Board, deliberating upon and approving recommendations from the Executive Board,

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<sup>11</sup> UNESCO, *Milestones*, 2014.

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

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

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

<sup>15</sup> UNESCO, *Constitution*, 1945, art I, para 1.

<sup>16</sup> 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.

<sup>17</sup> UNESCO, *Constitution*, 1945, arts. X-XI.

<sup>18</sup> UNESCO, *General introduction to the standard-setting instruments of UNESCO*.

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

<sup>20</sup> UNESCO, *Constitution*, 1945, arts. III-VI.

<sup>21</sup> UNESCO, *Members*, 2014.

<sup>22</sup> UNESCO, *Constitution*, 1945, art. II.

<sup>23</sup> *Ibid.*

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

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

<sup>26</sup> UNESCO, *Constitution*, 1945, arts. III-VI.

<sup>27</sup> *Ibid.*, art. IV, para. 8.

summoning international conferences, considering reports from Member States, and advising the UN organization on matters of education, science, and culture.<sup>28</sup>

The General Conference may establish special and technical committees, create subsidiary organs, and invite observers on the recommendation of the Executive Board.<sup>29</sup> 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).<sup>30</sup> These sub-organs provide expert research and policy recommendations to the General Conference.<sup>31</sup>

#### *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.<sup>32</sup> 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.<sup>33</sup> 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.<sup>34</sup>

#### **Functions and Powers**

As highlighted above, UNESCO's main function is to promote collaboration and cooperation in the fields of education, science and culture.<sup>35</sup> 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.<sup>36</sup> 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.<sup>37</sup> 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.<sup>38</sup>

#### *Relations with the United Nations*

UNESCO maintains memorandums of understanding with sixteen UN system partners.<sup>39</sup> 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).<sup>40</sup> UNESCO's relationship with the UN is governed by an agreement ratified by the General Assembly (GA) on 14 December 1946.<sup>41</sup> UNESCO and the UN maintain terms of reciprocal representation without voting rights, meaning that representatives of the UN are invited to attend meetings of UNESCO's General Conference and Executive Board as well as special meetings convened by UNESCO; similarly, UNESCO is entitled to send representatives to the meetings of ECOSOC and the GA when agenda matters relate to educational, scientific, or cultural matters.<sup>42</sup>

<sup>28</sup> UNESCO, *Constitution*, 1945, arts. IV and VIII.

<sup>29</sup> *Ibid.*, art. IV, paras. 11-14.

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

<sup>31</sup> UNESCO, *Constitution*, 1945, art. IV, paras. 11-14.

<sup>32</sup> *Ibid.*, art. V.

<sup>33</sup> UNESCO Executive Board, *Mandate and Functions*, 2014; UNESCO, *Constitution*, 1945, art. V.

<sup>34</sup> UNESCO, *Constitution*, 1945, art. V.

<sup>35</sup> 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.

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

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

<sup>38</sup> UNESCO Institute for Statistics, *UNESCO Institute for Statistics*, 2014.

<sup>39</sup> UNESCO Bureau of Strategic Planning, *Partnering with UN Agencies*, 2014.

<sup>40</sup> UNESCO, *Operational Cooperation with the United Nations System*, 2007.

<sup>41</sup> UNESCO, *Agreement between the UN and UNESCO*, 1946.

<sup>42</sup> *Ibid.*, art. II.



The UN may propose agenda items for consideration by the General Conference or Executive Board.<sup>43</sup> UNESCO is empowered, in turn, to initiate studies and reports for consideration by ECOSOC.<sup>44</sup> 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.”<sup>45</sup> Finally, UNESCO may furnish information to and request legal advisory opinions from the International Court of Justice.<sup>46</sup>

#### *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.<sup>47</sup> Additionally, the organization maintains direct partnerships with 373 international NGOs and 24 foundations or similar institutions.<sup>48</sup> UNESCO maintains formal agreements with 87 IGOs and several institutions in the private sector.<sup>49</sup> 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.<sup>50</sup> UNESCO maintains separate strategic objectives for various categories of partnerships, outlined in its *Comprehensive Partnership Strategy (192 EX/5.INF)* of 6 September 2013.<sup>51</sup>

These partnerships provide critical information and implementation support for UNESCO’s various programs and initiatives.<sup>52</sup> Partners help UNESCO form policies, make decisions, and produce research materials by providing resources, operational support, and technical expertise.<sup>53</sup> Partners also play a vital role in promoting and advancing UNESCO initiatives by distributing information and education programs to communities in the field.<sup>54</sup> 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.<sup>55</sup> Finally, these partners help to monitor the implementation of international instruments related to UNESCO’s mission.<sup>56</sup>

#### **Current Priorities**

UNESCO maintains five Major Programs of work on education, natural sciences, social and human sciences, culture, and communication.<sup>57</sup> The operational work of UNESCO is governed by its Medium-Term Strategy, approved most recently for 2014-2021.<sup>58</sup> Within this framework, UNESCO pursues several overarching and strategic objectives, including its Global Priorities of Africa and Gender Equality.<sup>59</sup> Overarching objectives for UNESCO are to create and maintain a culture of peace and to contribute to sustainable development.<sup>60</sup> 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.<sup>61</sup> Additional strategic areas include re-thinking the development agenda; developing a strategic response to HIV/AIDS; and supporting Least Developed Countries, Small Island Developing States, and Youth.<sup>62</sup> UNESCO’s flagship

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<sup>43</sup> UNESCO, *Agreement between the UN and UNESCO*, 1946, art. III.

<sup>44</sup> *Ibid.*, art. IV, paras. 1-3.

<sup>45</sup> *Ibid.*, art. VII.

<sup>46</sup> *Ibid.*, art. X.

<sup>47</sup> UNESCO, *National Commissions*, 2014.

<sup>48</sup> UNESCO, *Non-Governmental Organizations*, 2014; UNESCO, *Organizations maintaining official relations with UNESCO*, 2014.

<sup>49</sup> UNESCO, *Intergovernmental Organizations*, 2014; UNESCO, *Private Sector*, 2014.

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

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

<sup>52</sup> *Ibid.*, p. 3.

<sup>53</sup> *Ibid.*, pp. 3-4.

<sup>54</sup> *Ibid.*, 2013, p. 4.

<sup>55</sup> *Ibid.*, 2013, p. 8.

<sup>56</sup> *Ibid.*, 2013, p. 4.

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

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

<sup>59</sup> *Ibid.*, p. 15.

<sup>60</sup> *Ibid.*, p. 16.

<sup>61</sup> UNESCO, *Annual Report 2013*, 2014.

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

publication is an annual global monitoring report on Education for All, published most recently in 2014.<sup>63</sup> 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.<sup>64</sup> 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.<sup>65</sup>

### ***Recent Sessions***

The most recent meeting of the UNESCO General Conference took place in Paris, France from 5-20 November 2013.<sup>66</sup> During this session, the General Conference appointed incumbent Director-General Irina Bokova of Bulgaria for her second term in office.<sup>67</sup> 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.<sup>68</sup> Resolutions produced by the 37<sup>th</sup> 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.<sup>69</sup> The General Assembly of States Parties to the World Heritage Convention took place during the meeting of the General Conference.<sup>70</sup>

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 Geoparks Initiative, and the implementation of previous Executive Board decisions on preserving cultural heritage sites in Jerusalem, al-Khalil/Hebron, and Bethlehem.<sup>71</sup> 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.<sup>72</sup>

### ***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.

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

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

<sup>65</sup> Ibid.

<sup>66</sup> UNESCO General Conference, *37<sup>th</sup> Session*, 2014.

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

<sup>68</sup> UNESCO, *Annual Report 2013*, 2014, preface.

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

<sup>70</sup> General Assembly of States Parties to the World Heritage Convention, *19<sup>th</sup> Session of the General Assembly*, 2014.

<sup>71</sup> UNESCO Executive Board, *Decisions adopted by the Executive Board at its 194<sup>th</sup> Session (194/ex decisions)*, 2014.

<sup>72</sup> UNESCO, *World Youth Forum on Sport, Culture and Peace*, 2014.



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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 37<sup>th</sup> 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 37<sup>th</sup> 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. Empowering Youth through Access to Information and Communication Technology and Media

### *Introduction*

The connection between information and communication technology (ICT) and youth has been part of the United Nations Educational, Scientific and Cultural Organization's (UNESCO) agenda for many years, and is a core component of its efforts to increase access to education for youth in developing countries.<sup>73</sup> The development of ICT has facilitated the ease of the youth to acquire information and develop self-actualization.<sup>74</sup> The focus by UNESCO is in part due to the technological gap between developing countries, where 31% of the population has access, and developed countries, where 77% of the population has access.<sup>75</sup> Furthermore, research on youth's access to ICT shows that there is a discrepancy between developed and developing countries, and access to ICT between boys and girls in developing countries.<sup>76</sup>

The presence and availability of technology to provide information are fundamental aspects of promoting the Information Society.<sup>77</sup> The Information Society includes tools for accessing information for socioeconomic development and the growth of the information technology industry.<sup>78</sup> While definitions of ICT may vary, UNESCO considers "the combination of informatics technology and applications to access them, with other related technologies, specifically communication technology" as ICT.<sup>79</sup> Additionally, ICT includes developing new applications such as instant messaging, social networks or video-conferencing.<sup>80</sup> Further, with a large part of the world's population between the ages of 15 to 24, increasing access to ICT for youth is also a key element of the *World Programme of Action for Youth* (1995).<sup>81</sup> The presence of ICT in society opens many different areas where it can be used to empower youth.<sup>82</sup> Stakeholder participation and coordination for increasing ability of and access to these technologies is also essential.<sup>83</sup> Therefore, UNESCO has been and will further play an important role in advancing the partnership of ICTs and youth empowerment.<sup>84</sup>

### *International and Regional Framework*

In 1996 the United Nations General Assembly (GA) adopted resolution 50/81 entitled "World Programme of Action for Youth to the Year 2000 and Beyond (WPAY)," highlighting the importance of rights and development programs focused on youth.<sup>85</sup> The Secretary-General submitted a report to the General Assembly and the Economic and Social Council on the implementation of the WPAY; in this report, the Secretary-General reiterated the potential for ICT to further development efforts that directly contribute to the socioeconomic well-being of the youth, especially in the context of expanding access to pedagogic material and business development.<sup>86</sup>

Due to the growing demand for innovation in the development and human rights discussions, the General Assembly expanded the WPAY to 15 key areas in 2008, including a chapter on ICT.<sup>87</sup> While it does not provide

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<sup>73</sup> UNESCO, *Operational Strategy on Youth 2014-2021*, 2014.

<sup>74</sup> UN Department of Economic and Social Affairs, *World Youth Report 2005*, 2005.

<sup>75</sup> ITU, *ICT Facts and Figures*, 2013.

<sup>76</sup> ITU, *Use of information and communication technology by the world's children and youth*, 2008.

<sup>77</sup> UNESCO, *World information report 1997/98*, 1997, ch. 20.

<sup>78</sup> ITU, *ICT Facts and Figures*, 2013.

<sup>79</sup> UNESCO, *Information and communication technology in education: A Curriculum for Schools and Programme of Teacher Development*, 2002, p. 13.

<sup>80</sup> UNESCO, *UNESCO ICT Competency Framework for Teachers*, 2011, p. 59-60.

<sup>81</sup> UN General Assembly, *World Programme of Action for Youth to the Year 2000 and Beyond (A/RES/50/81)*, 1996, p. 7.

<sup>82</sup> ITU, *World Summit on the Information Society: Outcome Documents*, 2005.

<sup>83</sup> ITU, *WSIS+10 Outcome Documents*, 2014.

<sup>84</sup> UNESCO, *Operational Strategy on Youth 2014-2021*, 2014.

<sup>85</sup> UN General Assembly, *World Programme of Action for Youth to the Year 2000 and Beyond (A/RES/50/81)*, 1996.

<sup>86</sup> UN General Assembly & UN Economic and Social Council, *Follow-up to the World Programme of Action for Youth to the Year 2000 and Beyond: Report of the Secretary-General (A-62/61-E/2007/7)*, 2006.

<sup>87</sup> UN General Assembly, *Policies and programmes involving youth: youth in the global economy – promoting youth participation in social and economic development (A/RES/62/126)*, 2008.

implementation directions, the proposals of action highlights the availability of ICT and its role in implementing successful education programs.<sup>88</sup>

In 2003, the General Assembly focused on the benefits of using ICT as a tool to achieve the Millennium Development Goals (MDGs) and entrusted the United Nations International Telecommunication Union (ITU) with the coordination of the World Summit on the Information Society (WSIS).<sup>89</sup> This summit was split into two phases, Geneva in 2003 and Tunis in 2005, and involved Member States as well as relevant UN bodies, intergovernmental organizations (IGOs), and non-governmental organizations (NGOs).<sup>90</sup> In the Declaration of Principles of the Geneva phase, Member States recognized that the youth has a tremendous impact on ICT and vice versa; as the youth tend to be creators and early adopters, they must be empowered by the availability of ICT to develop as contributors to society and entrepreneurs.<sup>91</sup> The 2003 *Geneva Plan of Action (PoA)* includes many aspects focusing on education for all, especially youth.<sup>92</sup> It includes two chapters on media and capacity-building, officially identifying the many uses of ICT for education for the first time.<sup>93</sup> It also includes a chapter on how ICT can provide benefits in several aspects of development including public administration, business, education, health, employment, agriculture and science.<sup>94</sup>

The focus on youth can also be found in the *WSIS Outcome Documents (2005)* of the Tunis WSIS.<sup>95</sup> It includes the commitment to “actively engage youth in innovative ICT-based development programs,” highlighting the importance of youth in society and the necessity to pay attention to their needs when advancing the role of ICT in development.<sup>96</sup> WSIS also included the need to “build ICT capacity for all” in the agenda as one aspect towards reaching the goals set by the international community.<sup>97</sup> Further, ITU facilitated a ten-year review of the outcome as part of WSIS+10 High-Level Event in 2014 in order to review the process and develop new strategies for reaching the goals set by the WSIS.<sup>98</sup> UNESCO hosted the first of these review events, with a focus on knowledge societies, peace and sustainable development.<sup>99</sup> The documents adopted during the review process include a *Statement on the Implementation of WSIS*, reaffirming the “vital role of youth.”<sup>100</sup> The statement recognizes progress made in implementing the action lines released in 2005, for example increasing access to the Internet and emphasizes challenges to a further realization and the importance of continued efforts in this topic.<sup>101</sup> ITU also was involved in promoting the “International Year of Youth” in 2011, which emphasized the ICT advantages for youth as education and access to information.<sup>102</sup> In addition, it highlights access to ICT in the developing world as a main priority in order for youth to fully benefit.<sup>103</sup>

A commitment to continuing efforts on this topic is also reflected in the *WSIS+10 Vision for WSIS Beyond 2015 Outcome Documents (2014)*.<sup>104</sup> This document gives additional aspects for the action points in the Geneva PoA and includes changes due to development in the last 10 years.<sup>105</sup> Further, the documents also emphasize the importance of collaborations between stakeholders to achieve these commitments as an important factor.<sup>106</sup> Multi-stakeholder partnerships, as already stressed in the Tunis Agenda, between policy authorities, private sector, civil society, NGOs and IGOs, with each one of them playing different roles, is necessary to make progress on advancing access to

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<sup>88</sup> UN Department of Economic and Social Affairs, *World Programme of Action for Youth*, 2009, ch. L.

<sup>89</sup> UN General Assembly, *World Summit on the Information Society (A/RES/56/183)*, 2002.

<sup>90</sup> Ibid.

<sup>91</sup> ITU, *Geneva Declaration of Principles (WSIS-03/GENEVA/DOC/4)*, 2003.

<sup>92</sup> ITU, *Geneva Plan of Action (WSIS-03/GENEVA/DOC/5)*, 2003.

<sup>93</sup> Ibid.

<sup>94</sup> Ibid.

<sup>95</sup> ITU, *World Summit on the Information Society: Outcome Documents*, 2005, p. 62.

<sup>96</sup> Ibid.

<sup>97</sup> ITU, *World Summit on the Information Society: Tunis Agenda for the Information Society*, 2005, p. 14.

<sup>98</sup> ITU, *WSIS+10 Outcome Documents*, 2014.

<sup>99</sup> UNESCO, *WSIS+10 Review Event*.

<sup>100</sup> ITU, *WSIS+10 Outcome Documents*, 2014.

<sup>101</sup> Ibid.

<sup>102</sup> ITU & UN Programme on Youth, *Fact Sheet: Information and Communication Technology*.

<sup>103</sup> Ibid., p. 2.

<sup>104</sup> ITU, *WSIS+10 Outcome Documents*, 2014.

<sup>105</sup> Ibid.

<sup>106</sup> Ibid.



ICT.<sup>107</sup> These partnerships often involve sharing of knowledge, experiences or resources.<sup>108</sup> An example for a successful multi-stakeholder network is the Kenya ICT Action Network (KICTANet), established to increase the quality of ICT services in Kenya, allowing inclusivity and equity in ICT policy making.<sup>109</sup> The broader view, which gained by bringing multiple parties together, also allows a more comprehensive analysis of the issues at hand, leading to sustainable solutions.<sup>110</sup>

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

As directed in the *Tunis Agenda for the Information Society* (2005), the UN System Chief Executives Board for Coordination (UNSCEB) created the United Nations Group on the Information Society (UNGIS), in April 2006.<sup>111</sup> UNGIS includes 30 member organizations, with ITU acting as the chair.<sup>112</sup> UNESCO is also a member and contributes to different aspects of the Information Society.<sup>113</sup> The institution was established in order to track and monitor the implementation of the commitments of WSIS and provide support and coordination to the complex process.<sup>114</sup> Therefore, UNGIS coordinates the implementation of WSIS decisions, works towards the WSIS goals, and coordinates regional efforts towards the implementation of these goals specified in the *Outcome Documents*, such as the improvement of infrastructure, capacity-building, easier access to information and knowledge, and use of ICT in all aspects of development.<sup>115</sup>

The *UNESCO Operational Strategy on Youth 2014-2021*, adopted in early 2014, includes ICT in all three aspects of the strategy.<sup>116</sup> The strategy includes policy formulation and review with the participation of youth; capacity development for the transition to adulthood; and civic engagement, democratic participation and social innovation.<sup>117</sup> The main components of the strategy involve ICT skills, using ICT to involve youth in society and democratic processes, and the use of ICT and media as means to increase communication.<sup>118</sup> UNESCO considers technology an important factor in order to improve youth's transition to adulthood and therefore promotes scientific concepts in the development of formal and social education programs.<sup>119</sup>

To encourage policy makers to collaborate and partner for increasing the accessibility of ICT, UNESCO often hosts forums to discuss different approaches.<sup>120</sup> These forums bring together politicians, industries and educational facilities willing to incorporate ICT into their curricula and programs.<sup>121</sup> A current example is the Asia-Pacific Ministerial Forum on ICT in Education, which has been held as an annual meeting for the past four years and gives policy makers a platform for knowledge exchange and information about new ICT in education implementation models.<sup>122</sup> UNESCO has also developed guidelines on how ICT can be used in education, which have been incorporated into many regional action plans.<sup>123</sup> An example of such a guideline is the connection with ICT and the "Open Educational Resources" (OER).<sup>124</sup> While OER does not demand ICT, it is seen as a supportive tool.<sup>125</sup> ICT allows for much easier transfer of the educational resources provided by OER like curriculum maps, textbooks or multimedia applications and is also able to overcome difficulties such as geographical distance.<sup>126</sup>

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<sup>107</sup> ITU, *World Summit on the Information Society: Tunis Agenda for the Information Society*, 2005, p. 6-7.

<sup>108</sup> Adam L. et al., *Frequently Asked Questions about Multi-Stakeholder Partnerships in ICTs for Development*, 2007.

<sup>109</sup> *Ibid.*

<sup>110</sup> *Ibid.*, ch. 5.

<sup>111</sup> UN Group on the Information Society, *About UNGIS*.

<sup>112</sup> *Ibid.*

<sup>113</sup> *Ibid.*

<sup>114</sup> *Ibid.*

<sup>115</sup> *Ibid.*

<sup>116</sup> UNESCO, *Operational Strategy on Youth 2014-2021*, 2014.

<sup>117</sup> *Ibid.*

<sup>118</sup> *Ibid.*

<sup>119</sup> *Ibid.*, p. 11-12.

<sup>120</sup> UNESCO Bangkok, *Projects: ICT in Education – Policy*.

<sup>121</sup> ITU & UN Programme on Youth, *Fact Sheet: Information and Communication Technology*.

<sup>122</sup> UNESCO Bangkok, *Asia Pacific Ministerial Forum on ICT in Education 2013: Outcome Document*, 2013.

<sup>123</sup> Commonwealth of Learning, *Guidelines for Open Educational Resources (OER) in Higher Education*, 2011.

<sup>124</sup> Commonwealth of Learning, *A Basic Guide to Open Educational Resources (OER)*, 2011, p. 29-34.

<sup>125</sup> *Ibid.*

<sup>126</sup> *Ibid.*, p. 30-32.

Regional initiatives such as the “Model Schools” program under the Asia-Pacific Economic Cooperation (APEC) also incorporate ICT to improve education initiatives.<sup>127</sup> Through this program, APEC promotes sustainable use of ICT in education and provides a platform for shared learning and best practices.<sup>128</sup> UNESCO is also cooperating with several other organizations to advance ICT for youth in rural areas.<sup>129</sup> In Southern and Eastern Africa, the “Empowering local radios with ICTs” project which has been established together with the Swedish International Development Cooperation Agency (SIDA) works to improve the quality of radio broadcasts in seven countries including Kenya, Namibia and South Africa.<sup>130</sup>

Civil society and NGOs also contribute significantly to the advancement of ICT and youth empowerment, especially through innovative technologies and programs. A good example is the “Talking Book” program by Literacy Bridge, an NGO from Seattle, United States.<sup>131</sup> The Talking Book, targeted at underprivileged and rural populations who are also illiterate, is a low-cost audio computer containing sustainable farming methods and critical health practices to allow ease of access and use; the result of this program is that farming yields improved and health and nutrition improved.<sup>132</sup> Similarly, the UNESCO funded a “One Laptop per Child” (OLPC) program focused on education as well as increasing the availability of ICT.<sup>133</sup> Mainly operating in Latin America and Africa, OLPC provides children with low-cost laptops through coordination with government initiatives and private companies supporting schools.<sup>134</sup> Another example of partnerships for ICT advancement for social impact is the NGO ASHOKA and private corporation Intel.<sup>135</sup> This program supports social entrepreneurs working to develop technology and training programs on ICT use for youth and young adults.<sup>136</sup> With the existing barriers like centralized infrastructure or the rapidly changing job market, ASHOKA and its social entrepreneurs has developed a wide range of possible solutions to many of these challenges.<sup>137</sup> UNESCO also works closely with local companies like Kenyan mobile service operator Zain to teach mobile application use and development to young people, promoting advancement in literacy and employment opportunities.<sup>138</sup>

### ***Increasing Availability of ICT for Rights and Development***

The right to freedom of expression, which is guaranteed by Article 19 of the *Universal Declaration of Human Rights* (1948), can be supported by ICT in different ways.<sup>139</sup> Therefore, it is important to promote ICT as one of the many ways to exercise this right.<sup>140</sup> It is necessary to also use media to allow youth to “understand basic universal principles of freedom of expression” to help them acknowledge their rights and allow them to demand them.<sup>141</sup> In support of this concept, the United Nations Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression, Frank La Rue, issued a report on freedom of expression in 2011 (A/HRC/17/27), emphasizing the importance of Internet access in exercising this right.<sup>142</sup> Access to Internet and various forms of social media have increased opportunities for expression and realization of that right more prominent than in any other time in history.<sup>143</sup>

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<sup>127</sup> APEC, *Progress Report (Self-Funded): APEC Future Education Consortium: Focusing on APEC Network of ICT Model Schools for Future Education*, 2009.

<sup>128</sup> *Ibid.*

<sup>129</sup> UNESCO, *Empowering Local Radios with ICTs*, 2014.

<sup>130</sup> *Ibid.*

<sup>131</sup> UNESCO, *Low-cost audio computer helps NGO in its development work*, 2012.

<sup>132</sup> Literacy Bridge, *Our Work*.

<sup>133</sup> One Laptop per Child Foundation, *About the project*.

<sup>134</sup> *Ibid.*

<sup>135</sup> ASHOKA, *Social Innovation Mapping: Social Entrepreneurs Changing Lives Through ICT*, 2014.

<sup>136</sup> *Ibid.*, ch. 3.

<sup>137</sup> *Ibid.*, ch. 4.

<sup>138</sup> UNESCO, *Zain train youth in ICT, United Nations Mission in South Sudan*, 2014.

<sup>139</sup> UN General Assembly, *Universal Declaration of Human Rights (A/810 217A (III))*, 1948.

<sup>140</sup> UN Human Rights Council, *Report of the Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression, Frank La Rue (A/HRC/17/27)*, 2011.

<sup>141</sup> UNESCO, *Operational Strategy on Youth 2014-2021*, 2014.

<sup>142</sup> UN Human Rights Council, *Report of the Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression, Frank La Rue (A/HRC/17/27)*, 2011.

<sup>143</sup> *Ibid.*

With access in rural areas as a major problem, the World Bank published a guide focusing on ICT in agriculture, emphasizing access to ICT in rural areas in developing countries.<sup>144</sup> An important distinction to make is between universal access and universal service.<sup>145</sup> In the case of developing countries, the first goal responds to universal access, meaning that people are able to use ICT when they need it, but not necessarily in their own house or at any time.<sup>146</sup> Additionally, increasing access to ICTs is a multilayered problem that requires partnerships between different organizations in order to be successful.<sup>147</sup> Further, ICT plays an important role in achieving the MDGs.<sup>148</sup> While access to ICT is not a defined part of the MDGs, it is a useful tool towards their achievement.<sup>149</sup> While individual goals can obviously benefit from ICT, such as Goal 2 in achieving universal primary education, there are also aspects that might not be as straight forward.<sup>150</sup> For example, the creation of jobs in the ICT sector can in turn lead to the achievement of Goal 1, to eradicate extreme poverty and hunger.<sup>151</sup> Additionally, because ICT innovations provide providing multiple channels to distribute information including mobile phones and radio, progress towards goal three, gender equality and empowering women is also supported.<sup>152</sup> Information flow and real-time updates are also necessary for goals four, five and six, on public health concerns.<sup>153</sup> For instance, ICT has proven to be successful in tracking and monitoring disease outbreaks or on good health practices to prevent the spread diseases like HIV/AIDS.<sup>154</sup>

#### *Education and Youth Focused Learning Tools*

When focusing on ICT and education, it is fundamental to address both ways in which to improve ICT literacy and teaching, as well as how to use ICT to improve access and quality of education.<sup>155</sup> Both areas face challenges and infrastructure requirements.<sup>156</sup> For example, improving ICT literacy requires educational institutions, qualified instructors, and maintenance of hardware.<sup>157</sup> The acquisition of hardware is often restricted due to budget constraints; however, possible solutions can include cost reduction by centralized acquisitions of a large number of devices or the refurbishment of used computers.<sup>158</sup> Increased access to ICT for teachers allows easier transfer of new ideas as well as easier access to knowledge databases and scholarly research for more accurate curricula.<sup>159</sup> Further, using youth focused learning tools does not only bring diversification to education but also provides innovative methods to engage youth in learning.<sup>160</sup> UNESCO has been involved in the development of similar strategies to promote ICT access to as guidance for implementation of programs on local levels.<sup>161</sup>

#### *Importance of ICT Access for Girls*

Education is also one of the most important aspects where ICT can be used to empower girls.<sup>162</sup> While the access needs to be improved, the increased prevalence of mobile phones and televisions in rural and underprivileged populations has provided a sound foundation on which to build.<sup>163</sup> Fostering interest in ICT education among girls and giving girls opportunity to receive this education allows them to benefit in various ways.<sup>164</sup> Not only does it give them better job opportunities, but their social and economic advancement also benefits their families and communities.<sup>165</sup> With projects like “Connect to Learn,” UNESCO has provided access to education, using ICT, to

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<sup>144</sup> World Bank, *e-Sourcebook: ICT in Agriculture, 2011*, Module 2.

<sup>145</sup> *Ibid.*, p. 16.

<sup>146</sup> *Ibid.*, p. 16-17.

<sup>147</sup> *Ibid.*, p. 20.

<sup>148</sup> UN General Assembly, *United Nations Millennium Declaration (A/RES/55/2)*, 2000.

<sup>149</sup> Dzidonu, *An analysis of the role of ICTs to achieving the MDGs*, 2010, p. 10.

<sup>150</sup> *Ibid.*, p. 21.

<sup>151</sup> *Ibid.*, p. 17-20.

<sup>152</sup> infoDev, *ICT for Development: Contributing to the Millennium Development Goals*, 2003, p. 74.

<sup>153</sup> *Ibid.*, p. 75.

<sup>154</sup> *Ibid.*

<sup>155</sup> ITU, *Geneva Plan of Action (WSIS-03/GENEVA/DOC/0005)*, 2003.

<sup>156</sup> Hepp et al., *Technology in Schools: Education, ICT and the Knowledge Society*, 2004.

<sup>157</sup> *Ibid.*

<sup>158</sup> *Ibid.*, p. 30-31.

<sup>159</sup> Commonwealth of Learning, *A Basic Guide to Open Educational Resources (OER)*, 2011, pp. 29-34.

<sup>160</sup> UNESCO, *Operational Strategy on Youth 2014-2021*, 2014

<sup>161</sup> UNESCO Bangkok, *Strategy Framework for Promoting ICT Literacy in the Asia-Pacific Region*, 2008.

<sup>162</sup> ITU, *A Bright Future in ICTs, Opportunities for a new Generation of Women*, 2012, p. iii.

<sup>163</sup> *Ibid.*

<sup>164</sup> *Ibid.*, p. 10-12.

<sup>165</sup> Beyond Access, *Empowering Women and Girls Through ICT at Libraries*, 2012, p. 1.

girls that are restricted from attending secondary schools due to distance and safety.<sup>166</sup> UNESCO has also been applying their “Empowering Local Radios with ICTs” project to address gender discrimination through dialogue and awareness campaigns over radio broadcasts.<sup>167</sup> UNESCO also leads the promotion of “Girls in ICT Day” annual campaign to increase awareness on the importance of women in ICT and to increase the involvement of young girls in ICT development.<sup>168</sup>

#### *Involvement of Youth in Society and Politics*

UNESCO emphasizes the need for civic engagement and democratic participation and promotes the use of ICT to engage youth in democratic processes.<sup>169</sup> How much Internet and ICT are able to achieve can be seen at the Research Network on Youth and Participatory Politics (YPP).<sup>170</sup> A report published on the issue on Participatory Politics shows the power youth can exercise if they are able to contribute on an accessible platform.<sup>171</sup> This initiative exemplified young people’s interest in politics and the need to create avenues for them to do so, especially in developing countries.<sup>172</sup> Recently, UNESCO held an expert group meeting to work on ways to increase youth civic engagement and promoted increased access to ICT as a major tool to do so.<sup>173</sup> For example, access to ICTs played a significant role in youth participation in the events of during the Arab Spring political protests.<sup>174</sup> Mostly free from censorship and government control in principle, the Internet and social media platforms were used to raise awareness on human rights violations, voice opinions, and coordinate demonstrations.<sup>175</sup> Social networks also allowed for different opinions to reach the media, and therefore different framings of the topic become accessible.<sup>176</sup>

#### *Increasing Access to Public Services and Health Care*

A major limitation in public health, especially in developing countries, is insufficient access to education concerning healthcare.<sup>177</sup> As the outbreak of Ebola in March of 2014 showed, it is very difficult to inform local citizens about the risks and also to isolate infected people because the lack of information among the general society.<sup>178</sup> Previously, UNESCO has used media as a way to communicate important facts about health concerns to youth during the cholera outbreak in Haiti in 2011.<sup>179</sup> Animated films informing about the risks and way to protect oneself against cholera were used to raise awareness about the disease.<sup>180</sup> A similar project is the “YouthKnows” virtual classroom started by UNESCO in Beijing, which is a knowledge-sharing platform to improve HIV prevention and sexual education.<sup>181</sup> Further, initiatives like Afghanistan’s “Telemedicine Project,” allow international specialists to reach remote audiences and provide general health and medical advice.<sup>182</sup> Different areas where progress can be made are public and social services.<sup>183</sup> The quality of these services can be increased by a larger available knowledge base.<sup>184</sup>

#### ***Youth Priorities in the WSIS+10: WSIS and Post-2015***

In order to show the vital connection between ICT and youth, it is useful to take another look at the *WSIS+10 Vision for WSIS beyond 2015*.<sup>185</sup> The first clause reaffirms the “vital role of youth” and reiterates the need to focus on

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<sup>166</sup> *Connect to Learn is Scaling up Girls Education around the World*, Ericsson, 2014.

<sup>167</sup> UNESCO, *Empowering Local Radios with ICTs*, 2014.

<sup>168</sup> UNESCO Bangkok, *ITU celebrates global ‘Girls in ICT Day’*, 2013.

<sup>169</sup> UNESCO, *Operational Strategy on Youth 2014-2021*, 2014.

<sup>170</sup> Research Network on Youth and Participatory Politics, *Youth & Participatory Politics*, 2014.

<sup>171</sup> Cohen & Kahne, *Participatory Politics: New Media and Youth Political Action*, 2012.

<sup>172</sup> *Ibid.*

<sup>173</sup> UNESCO, *Expert Group Meeting: Youth Civic Engagement: Enabling Youth Participation in Political, Social and Economic Life*, 2014.

<sup>174</sup> Erikson et al., *Social media and ICT during the Arab Spring*, 2013.

<sup>175</sup> *Ibid.*, ch. 2.

<sup>176</sup> *Ibid.*

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<sup>178</sup> *Ebola: What you need to know*, CBS Interactive Inc., 2014.

<sup>179</sup> UNESCO, *Cholera in Haiti: UNESCO produces animated films to raise young people’s awareness*, 2011.

<sup>180</sup> *Ibid.*

<sup>181</sup> UNESCO Bangkok, *UNESCO launched “youthKnows” virtual classroom to promote HIV and sexuality education in China*, 2014.

<sup>182</sup> Imagination For People, *Afghanistan’s Telemedicine Project*.

<sup>183</sup> Asian Development Bank, *Public Service Delivery: Role of Information and Communication Technology in Improving Governance and Development Impact*, 2014.

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

<sup>185</sup> ITU, *WSIS+10 Outcome Documents*, 2014.

youth.<sup>186</sup> The possibility of e-learning as a means towards access to quality education for all needs to be further promoted and expanded.<sup>187</sup> Harnessing the potential of ICT is an important of UNESCO's key point in the post-2015 development agenda.<sup>188</sup> The involvement of youth in the WSIS process is inevitable, and their role needs to be strengthened on all levels.<sup>189</sup> This also includes access to information, which is also part of the post-2015 agenda and of the WSIS outcome documents.<sup>190</sup> A last major point that WSIS and post-2015 agenda share is the further roll-out of ICT infrastructure to reach more people, especially in developing countries, because it serves as the basis for advancing other priorities including education healthcare.<sup>191</sup>

### ***Conclusion***

With a myriad of international policy adopted on ICTs and youth, and efforts by international organizations to mainstream youth, it is important to continue this momentum in this direction. The focus of youth and ICT in WSIS+10 and in UNESCO's Operational Strategy underlines the importance of this.<sup>192</sup> The diverse areas in which ICT can be useful for youth and the ways to make progress on this issue are countless.<sup>193</sup> While education and providing information may be the most obvious uses of ICT, there are many more areas where ICT use is advantageous.<sup>194</sup> Not only can ICT be used to improve health care, but also support political participation of young people all over the world.<sup>195</sup> The difference in access between developed and less developed countries is also a major concern.<sup>196</sup> Information and communication technology holds numerous possibilities for youth empowerment; UNESCO should further work with national governments and civil society in developing countries to implement projects and programs for youth, especially for girls and the rural poor.<sup>197</sup>

### ***Further Questions***

For further research and understanding of this topic, it is important to examine a few other areas including: what are the geographical areas where the implementation of ICT is underdeveloped? How can public-private partnerships to increase access to ICT be created or promoted? How can ICT be further integrated within the education system? How can ICT tackle youth unemployment? Which applications of ICT are useful, where? What are some solutions for making ICT cheaper and more accessible? How can Member States work with UNESCO to support innovation and advancement of ICT for youth empowerment?

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<sup>186</sup> ITU, *WSIS+10 Outcome Documents*, 2014, p. 26.

<sup>187</sup> *Ibid.*, p. 41.

<sup>188</sup> UNESCO, *Position Paper on Education Post-2015*, 2014.

<sup>189</sup> ITU, *WSIS+10 Outcome Documents*, 2014, p. 16.

<sup>190</sup> UNESCO, *Paris Declaration*, 2014.

<sup>191</sup> UNESCO, *UNESCO's Participation in the preparations for a post-2015 development agenda*, 2014.

<sup>192</sup> ITU, *WSIS+10 Outcome Documents*, 2014; UNESCO, *Operational Strategy on Youth 2014-2021*, 2014.

<sup>193</sup> UN Department of Economic and Social Affairs, *World Programme of Action for Youth*, 2009, ch. L.

<sup>194</sup> ITU, *WSIS+10 Outcome Documents*, 2014.

<sup>195</sup> ITU, *Use of information and communication technology by the world's children and youth*, 2008.

<sup>196</sup> UN Partnership on Measuring ICT for Development, *Core ICT Indicators*, 2005.

<sup>197</sup> Adam L. et al., *Frequently Asked Questions about Multi-Stakeholder Partnerships in ICTs for Development*, 2007.

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*This report provides great examples of how ICT can help youth be more involved in politics. It shows that young people can easily get involved and contribute their opinions and concerns online and reports that those who are involved in participatory politics are also more likely to get involved with politics in different ways. This is an example for delegates to understand what aspects and tools are important when trying to reach young people and to motivate them to participate in politics.*

Commonwealth of Learning. (2011). *A Basic Guide to Open Educational Resources (OER)*. Retrieved 7 August 2014 from: <http://www.col.org/PublicationDocuments/Basic-Guide-To-OER.pdf>

*Open Educational Resources (OER) is a concept promoted by the Commonwealth of Learning is an example where ICT can be advantageous in education. The idea of OER is to make educational resources free and available to the public. While OER can be distributed as printed copies it is much easier and faster to have the resources available via ICT. While there are different concepts for education with ICT, those concepts have basic ideas, strategies and points of focus in common, which are exemplified in OER. This guide is a real example for delegates on a type of ICT tool used for educational purposes.*

United Nations, Department of Economic and Social Affairs. (2005). *World Youth Report 2005*. Retrieved 10 July 2014 from: <http://www.un.org/esa/socdev/unyin/documents/wyr05book.pdf>

*This report gives a comprehensive overview of many aspects concerning youth and ICT. Especially part II considers different aspects of ICT and media. The report shows the opportunities ICT may bring but also touches on some of its limitations. With the report containing a whole chapter dedicated to youth and media, it provides information on the different types of media and how they affect young people. The report also shows how media and socialization have changed in recent years ranging from technology for social to economic purposes. This report gives delegates an understanding of how youth typically use ICT and media, and how ICT and media have been used to influence youth.*

United Nations, Department of Economic and Social Affairs. (2010). *World Programme of Action for Youth*. Retrieved 10 July 2014 from: <http://www.un.org/esa/socdev/unyin/documents/wpay2010.pdf>

*The World Programme of Action for Youth, which was adopted by the General Assembly in 1995, was extended in 2007. While the original ten issues included education and employment, topics that are related with ICT, the new issues include globalization and highlights information and communication technology as its own topic. With this step the UN showed the importance of these aspects for today's youth. The document lays out five proposals for action on ICT and youth empowerment. As a major guideline for the international community on youth, WPAY is an important foundation document for delegates when dealing with this issue.*

United Nations Educational, Scientific and Cultural Organization. (2014). *Operational Strategy on Youth 2014-2021*. Retrieved 11 July 2014 from: <http://unesdoc.unesco.org/images/0022/002271/227150e.pdf>

*As one of the most recent publications on youth by UNESCO, this document focuses on UNESCO's current strategy to address youth issues. Thus, it includes various ways to use ICT and media and focuses on their advantages for youth empowerment. The strategy covers a wide range of areas, from how youth should be involved in today's society to specific action, which can be taken to support youth. As a strategy paper concerning UNESCO's work for the next seven years this is a good source for understanding current ideas on participation of youth, capacity-building and civic engagement.*

United Nations, General Assembly and Economic Social Council. (2006). *Follow-up to the World Programme of Action for Youth: Report of the Secretary-General (A/62/61-E/2007/7)*. Retrieved 10 July 2014 from: <http://undocs.org/A/62/61>

*The report of the Secretary-General, requested to review the WPAY, focuses on youth in the global economy. With globalization increasing youth's access to ICT the report elaborates opportunities and risks associated with this progress. The report also gives an overview on what progress has already been made towards reaching the goals in the WPAY and measures the levels of youth development. This report can give delegates a deeper understanding of these aspects of the WPAY and also show what measure have already and can further be taken.*

United Nations, International Telecommunication Union. (2003). *Geneva Declaration of Principles (WSIS-03/GENEVA/DOC/0004)*. Retrieved 9 July 2014 from:

[http://www.itu.int/wsis/documents/doc\\_multi.asp?lang=en&id=1161](http://www.itu.int/wsis/documents/doc_multi.asp?lang=en&id=1161)

*The Geneva Declaration of Principles was the first major outcome document of the WSIS in Geneva in 2003. The participants felt the need to pass a document not focusing on specific goals but expressing the key principles on which all further goals should be based on. These principles, ranging from the role of governments, over capacity-building, to international cooperation, are the foundation for the Geneva Plan of Action (PoA). After understanding the principles it becomes clear why the WSIS included these aspects also in the PoA. These principles serve as the basis for UN action on this topic. Similarly, delegates can use these principles as a starting point for proposed action.*

United Nations, International Telecommunication Union. (2003). *Geneva Plan of Action (WSIS-03/GENEVA/DOC/0005)*. Retrieved 9 July 2014 from:

[http://www.itu.int/wsis/documents/doc\\_multi.asp?lang=en&id=1160](http://www.itu.int/wsis/documents/doc_multi.asp?lang=en&id=1160)

*The PoA was the second major final document passed at the WSIS. It sets goals to be reached by 2015 and establishes clear action plans. Even though this PoA is not specifically focused on youth it contains a lot of aspects that are important for youth. The chapter specifically on "benefits in all aspects of life" highlights the importance of access to ICT for communities in developing countries. As the WSIS was the first big conference on ICT this outcome has been a guide for the UN's work concerning ICT in the past years.*

United Nations, International Telecommunication Union. (2008). *Use of information and communication technology by the world's children and youth* [Report]. Retrieved 9 July 2014 from: [http://www.itu.int/ITU-D/ict/material/Youth\\_2008.pdf](http://www.itu.int/ITU-D/ict/material/Youth_2008.pdf)

*This compilation of statistics created by the ITU covers several aspects of youth and ICT. Starting with information on distribution of the world's population it offers a wide set of statistics on ICT use by young people. Further, the statistical analysis highlights disparities in access due to geographic, demographic and gender. Despite the difficulties in acquiring data, which are also mentioned in the document, the statistics are able to show different problems and various discrepancies between developed and developing countries. This document is especially important for delegates to understand large issues that affect access to ICT for youth in developing countries.*

United Nations, International Telecommunication Union. (2014). *WSIS+10 Outcome Documents*. Retrieved 9 July 2014 from: <http://www.itu.int/wsis/implementation/2014/forum/inc/doc/outcome/362828V2E.pdf>

*As the follow-up to the WSIS in Geneva and Tunis the WSIS+10 High-Level Event was held to review the WSIS and to develop new action lines. While many of the points reiterate those adopted in 2003, this document shows a significant emphasis on promoting access for youth. As one of the most recent comprehensive publications on ICT this should be a good starting point for delegates to get a deeper understanding on the current international route ICT advancement. The document also includes the WSIS+10 Vision for WSIS beyond 2015, which includes different action lines that can be starting points for writing working papers. The action lines include a variety of possible actions to be taken to enhance the progress towards these aspects defined in the Geneva PoA. Additionally, comparing the document with the PoA from 2003 shows how the influence of ICT has changed within 10 years.*



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## II. Improving Water Security Through Natural Resource Management

### *Introduction*

Water is understood as one of the main natural resources for human life, a key component of socioeconomic development, and the maintenance of the provision of ecosystem services.<sup>198</sup> Ecosystems are defined as “a complex of living organisms and the non-living surroundings.”<sup>199</sup> In the same line, ecosystem services are those that people depend on for livelihood and survival.<sup>200</sup> These include provisioning services such as food and water and regulating services such as flood and disease control.<sup>201</sup> In light of increasing needs on water as a resource, comprehensive public policy solutions responding to environmental problems as a result of the increased consumption through natural resources management are essential.<sup>202</sup> Natural resource management focuses on a combination of four dimensions: management for resources sustainability; management and re-investment of the revenues; management for resource efficiency; and management of equitable development.<sup>203</sup> The term “water security” refers to the action of assuring and further implementing management strategies of water risks.<sup>204</sup> In consequence, the term, water security poses a complex and holistic understanding of the concept of security, incorporating other dimensions such sustainability and development.<sup>205</sup> The sustainable use of water resources is essential in the post-2015, as it affects other priority areas including conflict prevention and economic development.<sup>206</sup>

Water security also looks towards ensuring protection against pollution and water-related disasters, and for preserving ecosystems in a climate of peace and political stability.<sup>207</sup> The United Nations Educational, Scientific and Cultural Organization (UNESCO) is responsible for developing capacities in communities that are directly affected by water excess, scarcity or pollution. In this regard, UNESCO promotes research as well as training through international initiatives like Integrated Water Resources Management (IWRM) with the aim of installing resource management. UNESCO focuses on capacity development in order to empower communities to take action and build upon existing strengths and resources.<sup>208</sup> UNESCO highlights this approach as effective because it responds to the desired results of the community itself and empowers them to take ownership of the solution.<sup>209</sup> Natural resources management for water security requires ownership of solutions and therefore capacity-building of communities. The political efforts of the international community have helped to establish the definition and gradual enforcement of the right to water, necessary for the promotion of water security.

### *International and Regional Framework*

The United Nations system has addressed water issues through a number of key resolutions and decisions. For example, General Assembly resolution 54/175 on “The Right to Development” (1999) was adopted with the major objective to affirm the right to healthy food and clean water as a fundamental human right.<sup>210</sup> Additionally, the 1992 Rio Summit *Agenda 21*, drawing from the principles developed out of the *Mar del Plata Water Conference* (1977) prioritized the right of people to access safe drinking water sources.<sup>211</sup> The General Assembly has also adopted resolutions to raise awareness and increase international discussion on the issue: resolution 55/196 proclaimed 2003 as the *International Year of Freshwater*; resolution 58/217 announced the *International Decade for Action, “Water for Life”*, 2005–2015; and resolution 61/192 designated 2008 as the *International Year of Sanitation*.<sup>212</sup>

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<sup>198</sup> UN DESA, *Integrated Water Resources Management*, 2014.

<sup>199</sup> Alcamo, *Ecosystems and human well-being: a framework for assessment Millennium Ecosystem Assessment*, 2009, p. 8.

<sup>200</sup> Ibid.

<sup>201</sup> Alcamo, *Ecosystems and human well-being: a framework for assessment Millennium Ecosystem Assessment*, 2009, p. 49.

<sup>202</sup> UN DESA, *Integrated Water Resources Management*, 2014.

<sup>203</sup> Cepal, *Natural Resource Management: the economic perspective*, 2014.

<sup>204</sup> The Organization for Economic Co-operation and Development, *Water Security for Better Lives*, 2013.

<sup>205</sup> UN-Water, *Water Security*, 2014.

<sup>206</sup> Ibid.

<sup>207</sup> Ibid.

<sup>208</sup> UNDP, *Supporting Capacity Development: The UNDP Approach*, 2009, p. 2.

<sup>209</sup> Ibid.

<sup>210</sup> UN Water Decade Programme on Advocacy and Communication, *The Human Right to Water and Sanitation Milestones*, 2011, p. 2.

<sup>211</sup> Ibid., p. 1.

<sup>212</sup> Ibid., p. 2.

In November 2013, during the 68<sup>th</sup> session, the General Assembly Third Committee approved the text on Human Right to Safe Drinking Water and Sanitation, in addition to ten other draft resolutions.<sup>213</sup> During the 49<sup>th</sup> meeting, the Third Committee approved the aforementioned text without a vote.<sup>214</sup> However, the text on Human Right to Safe Drinking Water and Sanitation did not include a definition of topic at hand, and a human rights perspective on the water issues was debated, as water and sanitation is a broad issue that cannot be addressed from a singular approach.<sup>215</sup> In addition, representative of Member States acknowledge the state as responsible for guaranteeing the dignity and well-being of their citizens, in terms of access to water and sanitation.<sup>216</sup>

Water security is also a pivotal and crosscutting theme in the achievement of the Millennium Development Goals (MDGs).<sup>217</sup> The *United Nations Millennium Declaration* has set two major goals: first, to “reduce the percentage of people who are unable to access to a safe drinking water”; and second, to “halve the percentage of people that live under poverty conditions and that are unable to have basic sanitation.”<sup>218</sup> Aforementioned goals have also been reaffirmed in the Plan of Implementation of the World Summit on Sustainable Development (Johannesburg Plan of Implementation).<sup>219</sup> In addition, the high-level plenary meeting of the General Assembly on the Millennium Developments Goals responded to an agreement to pursue a joint action towards the achievement of the MDGs, as well as reaffirming the need to guarantee fundamental human rights such as access to safe water sources to the international community as a whole.<sup>220</sup>

In response to the 884 million people who are deprived from access to safe drinking water, among which millions do not have access to basic sanitation services, the General Assembly adopted resolution 64/292 on “The Human Right to Water and Sanitation”, through this resolution, the General Assembly “[r]ecognizes the right to safe and clean drinking water and sanitation as a human right that is essential for the full enjoyment of life and all human rights.”<sup>221</sup> Other points in this document included affirming the responsibility of States as well as international organizations towards the advancement of water rights in developing countries.<sup>222</sup> In the same spirit, the international community has called upon the UN to include water security as one of the Sustainable Development Goals (SDGs).<sup>223</sup> In this regard, in September 2010 the Human Rights Council (HRC) adopted resolution 15/9, which not only enhances the content of General Assembly resolution 64/292 but it also reaffirms that the right to safe and fresh drinking water is directly linked to an adequate and decent living standard.<sup>224</sup> In addition, in 2013, the Secretary-General’s report on “A life of dignity for all” also recognized the human right to safe drinking water and sanitation as “one of the foundations for a decent life”.<sup>225</sup> The aforementioned documents have progressively codified the legal international structure for understanding water as a fundamental human right, in the sense that human beings living conditions are directly and intimately dependent on the assurance of the provision of quality freshwater.

At a regional level, water security from a human rights approach is outlined in a number of key documents, including the *Abuja Declaration* adopted at the first Africa-South America Summit in 2006.<sup>226</sup> During the summit, 45 African states and 12 South American states gathered to discuss topics in common between both regions.<sup>227</sup> In this regard, one of the most important topics discussed was the need to promote the right to and access to safe and fresh water sources and increase South-South cooperation for solutions.<sup>228</sup> Further, the *Sharm el-Sheikh Final Document*, adopted at the 15<sup>th</sup> Summit Conference of Heads of State and Government of the Movement of Non-Aligned Countries (NACs) in 2009, addressed water resource scarcity as an issue of importance to international

<sup>213</sup> UN DPI, *Third Committee approves text on human right to safe drinking water and sanitation, 10 other draft resolutions*, 2013.

<sup>214</sup> *Ibid.*

<sup>215</sup> *Ibid.*

<sup>216</sup> *Ibid.*

<sup>217</sup> UN Human Rights Council, *The human right to safe drinking water and sanitation* (A/HRC/24/L.31), 2013.

<sup>218</sup> *Ibid.*

<sup>219</sup> *Ibid.*

<sup>220</sup> *Ibid.*

<sup>221</sup> UN General Assembly, *The human right to water and sanitation* (A/RES/64/292), 2010.

<sup>222</sup> *Ibid.*

<sup>223</sup> UNESCO, *The Right to Water*, 2011.

<sup>224</sup> *Ibid.*

<sup>225</sup> UN Human Rights Council, *The human right to safe drinking water and sanitation* (A/HRC/24/L.31), 2013.

<sup>226</sup> Africa – South America Summit, *ASA Summit*, 2006.

<sup>227</sup> *Ibid.*

<sup>228</sup> *Ibid.*

peace and security.<sup>229</sup> In this vein, the NACs stressed the need to give assistance to developing countries on water resource management as well as sanitation.<sup>230</sup> In addition, states present at this conference highlighted the pressing need to implement and develop new strategies to prevent water pollution, in order to protect the environment and public health.<sup>231</sup> As a third point, the *Sharm el-Sheikh Final Document* reiterated the recognition of water as a finite resource.<sup>232</sup>

The *Colombo Declaration* adopted at the fourth South Asian Conference on Sanitation in 2011, where South Asian states agreed to create and further establish a national body in each country for the coordination and management of sanitation and hygiene systems, stressing the community and stakeholders involvement.<sup>233</sup> Issues like open defecation, practiced widely in the region, are also addressed as areas of concern for protecting water resources.<sup>234</sup> Further, the *Chiang Mai Declaration*, adopted at the second Asia-Pacific Water Summit in 2013, reaffirms the commitment of Asian-Pacific heads of state towards guaranteeing water as “an essential part of human life, human security, environment and economy.”<sup>235</sup> Thus, heads of state committed their efforts to further address and enhance water management and the disaster risk reduction, incorporating new strategies and planning.<sup>236</sup> Finally, the *Panama Declaration*, adopted at the third Latin American and Caribbean Conference on Sanitation in 2013, reaffirmed the commitment of the region to promote a universal recognition to the right to water and sanitation services, and promoting educational programmes and capacity development within the local communities.<sup>237</sup> All together, these conferences and documents build up the normative background that will guide future actions to be taken in order to assure the right to water and water security at a global level.

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

UN agencies play an important role on promoting the right to water and sanitation at an international level, with UNESCO is one of the leading agencies on research focused on water security and water resources management strategies.<sup>238</sup> Within the structure of UNESCO, the International Hydrological Programme (IHP), an intergovernmental body in charge of the promotion of cooperation at the scientific level, focuses on water resource management, education and capacity-building and further capacities installment.<sup>239</sup> UNESCO efforts on this issue also include the UNESCO Institute for Water Education (IHE), the World Water Assessment Programme (WWAP), UNESCO’s Water-related Chairs, and UNESCO’s Regional and Cluster Offices, which assist the implementation of programs and strategies.<sup>240</sup>

Other agencies, such as the United Nations Environmental Programme (UNEP) and the United Nations Development Programme (UNDP), also address water security and resource management. Both of these agencies have a technical role in providing clear strategies to implement in projects at the country level in coordination with national governments.<sup>241</sup> Thus, UNEP and UNDP have some joint projects such as GEF Water Programme in collaboration with the World Bank to develop and fund water projects in developing countries.<sup>242</sup> UN-Water, created in 2003, serves as the inter-agency coordination mechanism for freshwater related issues including sanitation, and provides a space for dialogue and specialized research of this issue.<sup>243</sup> To facilitate the advancement of this issue in the development the SDGs, UN-Water led a consultation process, which gathered 31 Member States of the UN system and 36 international partners, to elaborate on the role of water in the post-2015 development agenda.<sup>244</sup> In addition, it is important to take into consideration that UN-Water expert consultation process concluded the

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<sup>229</sup> James Martin Center for Nonproliferation Studies, *Sharm el-Sheikh Final Document*, 2009, p. 87- 88.

<sup>230</sup> Ibid.

<sup>231</sup> Ibid.

<sup>232</sup> Ibid.

<sup>233</sup> Sanitation Updates, *SACOSAN IV: Colombo declaration tackles “biggest sanitation challenge in the world,”* 2011.

<sup>234</sup> Ibid.

<sup>235</sup> Global Water Partnership, *Chiang Mai Declaration*, 2013.

<sup>236</sup> Ibid.

<sup>237</sup> Right to Water and Sanitation, *International Conferences*, 2013.

<sup>238</sup> UNESCO, *International Hydrological Programme*, 2014.

<sup>239</sup> UNESCO, *Guidelines and Recommendations for Reorienting Teacher Education to Address Sustainability*, 2014.

<sup>240</sup> UN-Water, *Water Security and the Global Water Agenda*, 2013.

<sup>241</sup> Gardiner, *Freshwater: A Global Crisis of Water Security and Basic Water Provision*, 2002.

<sup>242</sup> Ibid.

<sup>243</sup> UN-Water, *UN-Water's Recommendations for a Global Goal on Water*, 2014.

<sup>244</sup> UN-Water, *Recommendations for a Global Goal on Water*, 2014.

important role of water and the need to prioritize it in the post-2015 development agenda, the main goal is to work on a global goal that comprises the importance of water for human life as well as for the environment.<sup>245</sup> In this regard, once the goal is constructed it could be applied in accordance to each country's context and specific needs.<sup>246</sup>

Civil society also plays an important role towards assuring the right to water and water security at a global level. In this regard, civil society has proven to be highly efficient in the raise of awareness of the complex context around water security.<sup>247</sup> Non-governmental organizations (NGOs) contribute to local financing projects, promote capacity-building and development, and implement awareness programs that reach the local community.<sup>248</sup> NGOs are also important when raising awareness through joint educational campaigns in collaboration with UNESCO.<sup>249</sup> In most developing countries, NGOs fill the gap created by economic and institutional under-capacity and work to develop human capacity to manage resources.<sup>250</sup> Additionally, NGO expertise and financing are important for innovative local initiatives and community empowerment. UNESCO works closely with different NGOs, including the Water-Culture Institute, to work towards promoting community adoption of conservation and sustainable practices in water use and management.<sup>251</sup> Further, in collaboration with other organizations such as Académie de l'Eau, UNESCO, the Water-Culture Institute works closely with stakeholders in order to build capacity and develop consensus towards promoting ethical and sustainable water use and management.<sup>252</sup>

### ***Education for Water Security***

Water security is a complex problem that demands the application and further development of a comprehensive and holistic approach.<sup>253</sup> One of the methods proposed by UNESCO is "Education for Sustainable Development" (ESD), which introduces the opportunity to learn local water conservation techniques based on specific needs and resources of an area.<sup>254</sup> In this program, people directly affected by water scarcity receive training and water-related education on safe sanitation and hygiene practices.<sup>255</sup> ESD provides specific skills to participants in order promote their participation in activities that address water security as well as water governance.<sup>256</sup> In consequence, ESD promotes change from within social norms and structure and focuses on the building of capacities on the actors directly involved and affected by the water excess or scarcity.<sup>257</sup>

### ***Water Resource and Waste Management***

Water as a natural resource is both protected and highly exploited around the world.<sup>258</sup> In this sense, water is an imperative and mainstream issue that affects directly the functioning of society in general.<sup>259</sup> Thus, water being a precious and limited natural resource, has as its usual manager governments or private sectors representatives.<sup>260</sup> The role of "water administrators" is to distribute less water among more people, a situation that is even more stressed by the continuous appearance of more complex and rather frequent climatic changes, or radical changes on demographic percentages.<sup>261</sup> States should aim for at least 50 to 100 liters per person per day.<sup>262</sup>

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<sup>245</sup> UN-Water, *UN-Water's Recommendations for a Global Goal on Water*, 2014.

<sup>246</sup> *Ibid.*

<sup>247</sup> Gardiner, *Freshwater: A Global Crisis of Water Security and Basic Water Provision*, 2002.

<sup>248</sup> *Ibid.*

<sup>249</sup> UNESCO, *Review of the UNESCO-IHE Institute for Water Education*, 2014.

<sup>250</sup> World Water Assessment Programme, *Stakeholder Briefing Notes: Donors and Development NGOs*, 2006.

<sup>251</sup> Water and Culture Institute, *Water Ethics Charter*, 2014.

<sup>252</sup> *Ibid.*

<sup>253</sup> UNESCO, *Water and ESD at UNESCO*, 2014.

<sup>254</sup> *Ibid.*

<sup>255</sup> *Ibid.*

<sup>256</sup> *Ibid.*

<sup>257</sup> *Ibid.*

<sup>258</sup> UN Department of Economic and Social Affairs, *Integrated Water Resources Management*, 2014.

<sup>259</sup> *Ibid.*

<sup>260</sup> *Ibid.*

<sup>261</sup> *Ibid.*

<sup>262</sup> UN Office of the High Commissioner for Human Rights, *Frequently Asked Questions: Special rapporteur on the human right to safe drinking water and sanitation*, p. 2.



UNESCO, along with UN-Water, supports the implementation of an Integrated Water Resources Management (IWRM).<sup>263</sup> IWRM “is a process which promotes the coordinated [*sic*] development and management of water, land and related resources, in order to maximize the resultant economic and social welfare in an equitable manner without compromising the sustainability of vital ecosystems.”<sup>264</sup> This approach focuses supporting on national action plans and government programs to design water resource management plans around their specific geographical situations and requirements.<sup>265</sup> UN agencies work with national governments to develop plans for implementation of programs and conducts objective monitoring and evaluation studies to track the progress and impact of these programs.<sup>266</sup>

Taking into consideration the minimum amount of water per capita per day, it is important to underline that water that is destined to agricultural means and food production represent one of the most important conditions that affect freshwater resources.<sup>267</sup> Therefore, agricultural activities represent 70% of global freshwater usage, a percentage that in fast-growing economies could reach up to 90%.<sup>268</sup> In consequence, the *World Water Development Report (2012)* stipulated that water is the primary source of impact in human life and environment.<sup>269</sup> At a regional level, the UNESCO states, “148 countries include territory within one or more transboundary river basins.”<sup>270</sup> However, out of the 276 international river basins that exist in the world, 60% lack any strategy towards the achievement of cooperative management.<sup>271</sup> In this regard, UNESCO reports that between the period of 1820 and 2007, approximately 450 agreements on international transboundary waters were signed.<sup>272</sup> In fact, 90 of these agreements have proven successful in the management of shared water basins on the African continent.<sup>273</sup>

In 2011, 1 billion people practiced open defecation, which represented a decline by 244 million since 1990.<sup>274</sup> Open defecation is a problem not only of public health but also it has environmental dimensions, as this practice contaminates freshwater sources, especially in regions where the lands are unstable or in places where rain is rather high.<sup>275</sup> Regarding sanitation, in accordance to the research conducted by the Joint Monitoring Programme (JMP), in 2011, “870 million people, from the developing world except India and China, gained access to improved sanitation since 1990, but there was a 12% increase of population using unimproved facilities in this region for the same 21-year period.”<sup>276</sup> UNESCO works on a regional level to enhance sanitation and waste management practices. For example, UNESCO works with small island states and civil society to bring communities into program development.<sup>277</sup> These programs include water supply and conservation and water management and sanitation for public health concerns in natural disaster.<sup>278</sup>

### ***Gender Equality and Access to Clean Water***

Among the different areas of interest related to water to be tackled in the post-2015 development agenda, water security and gender equality is an essential in improving effective natural resource management and sustainable development.<sup>279</sup> Furthermore, it is essential to take into consideration the link that water has with food security and the assurance of adequate living standards.<sup>280</sup> Women in developing countries are especially vulnerable and in need of programs for securing access; UN-Women reports that “people living within 60 miles of a shoreline... a full third of the world's population... will be hit especially hard, as they are most susceptible to increased salinity of coastal

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<sup>263</sup> UN DESA, *Integrated Water Resources Management*, 2014.

<sup>264</sup> *Ibid.*

<sup>265</sup> *Ibid.*

<sup>266</sup> *Ibid.*

<sup>267</sup> UN-Water, *Thematic factsheets: 70 percent of global freshwater withdrawals are used for irrigation*, 2014.

<sup>268</sup> *Ibid.*

<sup>269</sup> UN-Water, *Thematic factsheets: People will feel the impact of change most strongly through water*, 2014.

<sup>270</sup> UN-Water, *148 countries share at least a river basin with neighbors*, 2014.

<sup>271</sup> *Ibid.*

<sup>272</sup> UN-Water, *Thematic factsheets: About 450 agreements on international waters were signed between 1820 and 2007*, 2014.

<sup>273</sup> *Ibid.*

<sup>274</sup> UN-Water, *1 billion people practice open defecation as of 2011*, 2013.

<sup>275</sup> *Ibid.*

<sup>276</sup> UN-Water, *870 million people have gained access to improved sanitation between 1990 and 2011*, 2013.

<sup>277</sup> UNESCO, *Mobilizing Civil Society Concern for Waste-Management Issues*, 2014.

<sup>278</sup> *Ibid.*

<sup>279</sup> UN-Water, *Water and Gender*, 2014.

<sup>280</sup> *Ibid.*

potable water sources.<sup>281</sup> In this regard, experts have highlighted that in the event of water scarcity, other aspects of life such as economic and political activities will receive less attention as well as less funding, leaving disadvantaged populations, such as women, in worse circumstances.<sup>282</sup> Further, according to UN-Water's *Water and Gender Factsheet 2013*, in Africa women are responsible for 90% of the manual labor involving water and lumber.<sup>283</sup> This portrays a clear view of the distribution of labor and responsibilities, with a heavy burden on women and girls in retrieving water for household use.<sup>284</sup> Simple changes in access to water sources for women and girls has proven to increase their access to and ability to go school, thereby increase human security.<sup>285</sup> Within this context, research shows that if increased access to agricultural resources such as water were improved for women, crop yields in many rural areas could increase by 20 to 30% and subsequently raising 150 million people out of hunger.<sup>286</sup> These insights not only highlights the importance of gender equality and the access to natural resources, it also illustrates the key role that women have in their own families and their impact as community stakeholders.<sup>287</sup> In terms of the collection of water, global warming will imply water shortages as natural water sources become less available.<sup>288</sup>

### ***Conclusion***

Water security is an issue for economic development, conflict prevention, and environmental conservation. Water resources are over used around the world and the effects of climate change have exacerbated existing scarcity. Additionally, water pollution, sanitation and conservation practices in communities are also key areas of concern. Thus, it is very important for UNESCO to not only raise awareness but to promote scientific research that will further guide the development of public policy. Through strategies focused on education, increased access for women, and collaboration with civil society, UNESCO, with the support of the international community should move forward to build capacity for natural resource management and water security.

### ***Further Questions***

What is the role of education on the capacity-building process? What is the scope of action of the different branches within the UNESCO water community? How can UNESCO work with national governments to promote the global commitment to recognize water as a fundamental human right? How can UNESCO work with civil society to prioritize programs for increasing sanitation and hygiene practices in urban and rural areas and promote increased access for women?

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<sup>281</sup> UN-Water, *Global warming will make collecting water increasingly burdensome*, 2014.

<sup>282</sup> Ibid.

<sup>283</sup> UN-Water, *Water and Gender Factsheet*, 2013.

<sup>284</sup> UN-Water, *Water and Gender*, 2014.

<sup>285</sup> UN-Water, *Water and Gender Factsheet*, 2013.

<sup>286</sup> Ibid.

<sup>287</sup> Ibid.

<sup>288</sup> UN-Water, *Thematic factsheets: People will feel the impact of change most strongly through water*, 2014.

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*In this collaborative document published by the World Resources Institute, contributors including UNEP and UNDP highlight the importance of water resources for ecosystem support. In addition, it portrays the different types of services that ecosystems provide to human beings, among which it is shown the variety of services that are mainstream within human life. Thus, an important section of the text addresses the sustainable use of ecosystem's services as well as resources. The document is important for delegates to have a clear idea of the terms and definitions contained in this background guide.*

Gardiner, R. (2002). *Freshwater: A Global Crisis of Water Security and Basic Water Provision*. Retrieved 5 October 2014 from: <http://www.earthsummit2002.org/es/issues/Freshwater/freshwater.pdf>

*This document is a report for the 2002 Earth Summit, containing several facts and figures about the problem of water scarcity and the importance of recognizing the right to water. In addition, the report provides specific and detailed information about the different concerns regarding water by region, which helps the reader have a clear view about the diverse needs and conditions that states face. Also, the document presents brief summaries on the role of the such as governments, local community, NGOs, international organizations, among others, which provides condensed information on the different units which have a fundamental and specific role towards assuring the right to water. Finally, the report sets some alternatives of the 'way forward' differentiated by the geographical region of interest.*

Organization for Economic Co-operation and Development. (2013). *Water Security for Better Lives*. Retrieved 11 July 2014 from: [http://www.oecd-ilibrary.org/environment/water-security\\_9789264202405-en](http://www.oecd-ilibrary.org/environment/water-security_9789264202405-en)

*The publication presents accurate and synthesized definitions on water security. Also, it contains a section entirely devoted to the types of risks that threaten water security. The whole text makes an emphasis on the analysis of the current context and the various threats to water access. In addition, the OECD poses an analysis called "The Water Outlook", which addresses the different situations that humanity may face in the near future concerning the access to and provision of water. This publication is important in order to frame the discussion on water security from an objective and comprehensively background on the topic at hand.*

United Nations, Educational, Scientific and Cultural Organization. (2013). *Review of the UNESCO-IHE Institute for Water Education*. Retrieved 11 July 2014 from: <http://unesdoc.unesco.org/images/0022/002242/224247e.pdf>

*This document provides a report of one of the core members of 'UNESCO Water Family', as the body that is in charge of the academic formation of professionals related with water resource management. It highlights IHE achievements on three main areas: education, research and capacity-building. The third area is pivotal in order to develop installed capacities among the different actors involved in the water sector, which provides a concentration of knowledge. This document allows the reader understand the structure and the bodies involved in the treatment and further development of water education.*

United Nations, Educational, Scientific and Cultural Organization. (2014). *Guidelines and Recommendations for Reorienting Teacher Education to Address Sustainability*. Retrieved 11 July 2014 from:

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*In response to the call of the Commission of Sustainable Development (CSD) in 1998, UNESCO has worked and developed a variety of techniques to promote sustainability through and within education. In this vein, transformation was carried on several areas such as: curricula, pedagogy, policy, practice, among others. Therefore, one of the main areas was the education of teachers, as they are the ones who generate and further transmit knowledge to students. Thus, education alone was deemed insufficient to lead to substantial changes. In consequence, this document provides information on how a more sustainable future could be attained through the improvement of the quality of basic education, the reorientation of education towards sustainability, and providing training to the different sectors of society that are not enrolled in a formal education institution.*

United Nations, Educational, Scientific and Cultural Organization. (2014). *UN Decade of Education for Sustainable Development 2005 - 2014*. Retrieved 11 July 2014 from: <http://unesdoc.unesco.org/images/0014/001416/141629e.pdf>

*This informative report addresses sustainable development related concepts at a glance, which will provide readers with concise information of topics as sustainable development and global warming. In addition, this report provides interesting and summarized data on the relation of sustainable development and peace, as well as its impact on reducing inequalities among the different sector of society. One of the core parts of this document is that it addresses the role of education towards achieving a sustainable development, by acknowledging the importance of four action lines, including the promotion of quality education. This document shows the relevance of education towards a sustainable management of resources.*

United Nations Environment Programme. (2009). *Water Security and Ecosystems Services*. Retrieved 2 August 2014 from: [http://www.unep.org/themes/freshwater/pdf/the\\_critical\\_connection.pdf](http://www.unep.org/themes/freshwater/pdf/the_critical_connection.pdf)

*The document explains the virtual connection between water and the constant reproduction of the vital cycle. In this regard, the authors addressed water as the “blood of the ecosystems,” by this inferring the legitimacy of water being acknowledged as a fundamental human right. In addition, this research documents presents various case studies which illustrate the importance of water in the understanding the broader concept of security. Finally, it talks about the strategies and actions to be taken in order to sustain water sources, which are mainly focused on applying a holistic approach and adaptive management.*

United Nations General Assembly, Sixty-fourth session. (2010, August 3). *The human right to water and sanitation (A/RES/64/92)*. Retrieved 9 November 2014 from: <http://undocs.org/A/RES/64/92>

*This General Assembly resolution is considered as a milestone on the recognition of the UN system of the right to safe and clean drinking water and sanitation as a fundamental human right. In addition, the resolution reaffirms the direct linkage between safe access to fresh water and the full enjoyment of human rights and adequate life standards. Thus, A/RES/64/292 is acknowledged as the most significant milestone document due to its valuable content, which states actions to be taken for assuring the fulfillment of this fundamental right. The document reaffirms the UN system call upon states to provide financial support and resources for the implementation of capacity-building and development, as well as technology transfer in order to assure safe access to fresh drinking water as well as sanitation services.*

United Nations, Human Rights Council, Twenty-fourth session. (2013, September 23). *The human right to safe drinking water and sanitation (A/HRC/24/L.31)* [Draft Resolution]. Retrieved 9 November 2014 from: <http://undocs.org/A/HRC/24/L.31>

*The draft resolution approved by the Human Rights Council focuses on acknowledging the recognition the right to safe drinking water and sanitation, which is intimately linked to the right to adequate living standards, which entails a comprehensive work to be carry out by the UN as well as by Member Countries. With this precedent, water security acquires a human right dimension, which allows for better and wider programs to be developed or enhanced, and at the same time this resolution has raised the awareness on the implications and repercussions water security has directly on human well-being as a whole.*

UN-Water. (2013). *Water Security and the Global Water Agenda*. Retrieved 11 July 2014 from: [http://i.unu.edu/media/unu.edu/publication/34287/UNWater\\_watersecurity\\_analyticalbrief.pdf](http://i.unu.edu/media/unu.edu/publication/34287/UNWater_watersecurity_analyticalbrief.pdf)

*This comprehensive report developed by UN-Water includes a wide ray of information on water security and its relation with the sustainable development. In addition, this document gathers all the recent events related with water security. The cited report establishes an interesting analysis on policy relevance and response of water security, by this acknowledging the role of governments as well as civil society in the development of sustainable strategies to achieve water security.*

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### III. Safeguarding Intangible Cultural Heritage

*“The value of cultural heritage is its profound meaning for all humanity, relating back to the memory of peoples and their multiple identities and to its potential for creativity, cultural diversity and dialogue.”<sup>289</sup>*

#### **Introduction**

The identity of a people or community is of utmost importance to their very existence, representing a record of their culture that transcends generations.<sup>290</sup> An issue of such global importance requires a diligent and consistent response from the international community, particularly in efforts to safeguard cultural identities for future generations through the transfer of knowledge, skills, and meaning.<sup>291</sup> Manifestations of community identities are collectively referred to as “cultural heritage,” which encompasses material expressions of community identity such as statues and monuments and intangible expressions like performances, rituals, and skills.<sup>292</sup> Since intangible cultural heritage (ICH) is expressed through living traditions and practices rather than physical objects, it cannot be preserved or captured through strategies developed for tangible expressions of cultural heritage.<sup>293</sup> According to the 2003 *Convention for the Safeguarding of Intangible Cultural Heritage*, ICH constitutes “practices, representations, expressions, knowledge, skills – as well as the instruments, objects, artifacts and cultural spaces associated therewith – that communities, groups and, in some cases, individuals recognize as part of their cultural heritage.”<sup>294</sup> The 2003 Convention also explicitly defines “safeguarding” in article 2.3 as, in part, “measures aimed at ensuring the viability of the intangible cultural heritage... through formal and non-formal education.”<sup>295</sup> These terms provide the foundation for international efforts to preserve and protect ICH.

This guide will examine fundamental international and regional frameworks governing the safeguarding of intangible cultural heritage, including treaty agreements, resolutions, bilateral and multilateral partnerships, and other activities undertaken by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the international community. The guide will then highlight strategies for the transmission and protection of ICH, including a discussion of best practices, education, and the impact of climate change. Next, the guide will explore the relationship between ICH and sustainable development with special emphasis on tourism, public-private partnerships, and the role of non-governmental organizations (NGOs). Finally, a brief conclusion will address ongoing challenges and topics for further consideration.

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

In 1950, Japan produced one of the first instruments safeguarding ICH.<sup>296</sup> The “Law for the Protection of Cultural Property” designated ICH as “Drama, music, applied art, and other intangible cultural products that are of a significant historical or artistic value to Japan.”<sup>297</sup> The international framework for safeguarding ICH subsequently grew out of decades of agreements that dealt broadly with cultural heritage preservation in the aftermath of armed conflict and natural disasters.<sup>298</sup> UNESCO adopted the *Convention for the Protection of Cultural Properties in the Event of Armed Conflict* in 1954, defining the international community’s responsibility to preserve and respect cultural property.<sup>299</sup> In 1966, UNESCO adopted the *Declaration of Principles of International Cultural Co-operation*, a landmark agreement that formally recognized the innate value and significance of each culture to the pursuit of international cooperation.<sup>300</sup> The 1972 *Convention Concerning the Protection of the World Cultural and Natural Heritage* designated specific categories of cultural and natural heritage for conservation, limiting

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<sup>289</sup> UNESCO, *Address by Mr. Koichiro Matsuura*, 2003, p. 1.

<sup>290</sup> UNESCO, *What is Intangible Cultural Heritage?*, 2011.

<sup>291</sup> *Ibid.*

<sup>292</sup> *Ibid.*

<sup>293</sup> *Ibid.*

<sup>294</sup> UNESCO, *Convention for the Safeguarding of the Intangible Cultural Heritage*, 2003, art. 2.1.

<sup>295</sup> *Ibid.*, art. 2.3.

<sup>296</sup> Japan, *Law for the Protection of Cultural Property*, 1950, art. 2.2.

<sup>297</sup> *Ibid.*

<sup>298</sup> UNESCO, *1946-1981: First Steps*, 2011.

<sup>299</sup> UNESCO, *Convention for the Protection of Cultural Property in the Event of Armed Conflict*, 1954.

<sup>300</sup> UNESCO, *Declaration of Principles of International Cultural Co-operation*, 1966.

international safeguarding efforts to tangible objects and natural features.<sup>301</sup> In 1982, the World Conference on Cultural Policies (MONDIACULT) in Mexico City refined the definition of cultural heritage to include both tangible and intangible forms.<sup>302</sup> Work towards a framework for ICH gained momentum in 1989 when UNESCO adopted the *Recommendation on the Safeguarding of Traditional Folklore*.<sup>303</sup> The 1989 Recommendation was unique in its emphasis on specific strategies for preserving ICH, calling upon national archives and museums to collect folklore for posterity and recommending the creation of school curricula to transmit and preserve folklore.<sup>304</sup>

In 1991, the General Conference called upon the UNESCO Director-General and the UN Secretary-General to establish an independent World Commission on Culture and Development to produce a comprehensive report on the state of culture and development.<sup>305</sup> In 1996, the World Commission released “Our Creative Diversity,” a report highlighting the extensive value and impact of both tangible and intangible heritage.<sup>306</sup> Recognizing that existing policies offered little protection for nonphysical expressions of culture, the World Commission discussed the key challenges for safeguarding ICH.<sup>307</sup> First, the World Commission emphasized the vulnerability of ICH to manipulation, distortion, or simplification for the sake of political and economic agendas; the World Commission also presented the economic and legal consequences of recognizing ICH as protected intellectual property.<sup>308</sup> In 1997, UNESCO initiated a study on developing a standard-setting instrument for the safeguarding of ICH; in the same year, UNESCO published its first *Proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity*, highlighting 90 distinct expressions of intangible heritage from around the world.<sup>309</sup>

On 17 October 2003, UNESCO adopted the *Convention for the Safeguarding of the Intangible Cultural Heritage*, the first international instrument to comprehensively address the unique challenges of safeguarding ICH.<sup>310</sup> The 2003 Convention identifies several domains of intangible heritage, including “oral traditions and expressions...; performing arts; social practices, rituals, and festive events; knowledge and practices concerning nature and the universe; [and] traditional craftsmanship.”<sup>311</sup> The 2003 Convention established an Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage, comprised of representatives of States Parties and tasked primarily with “promot[ing] the objectives of the Convention” and “provid[ing] guidance on best practices” for the safeguarding of ICH.<sup>312</sup> Additionally, the 2003 Convention calls upon each State Party to take specific measures to identify, preserve, protect, and promote awareness of ICH within its territory.<sup>313</sup> The 2003 Convention articulates four specific means to promote ICH: safeguarding ICH, ensuring respect for ICH, raising awareness for ICH, and ensuring mutual respect at the local, national, and international levels.<sup>314</sup> The 2003 Convention provides for international cooperation and assistance through the exchange of information between international actors, the execution of joint initiatives, the provision by the international community of experts and practitioners of ICH, as well as the provision of related equipment and knowledge.<sup>315</sup> The 2003 Convention also establishes three important components of the international framework for safeguarding ICH: safeguarding ICH at the domestic level, including the creation of inventories of ICH by States Parties and regular reports to UNESCO; safeguarding ICH at the international level, including continued work on a representative list of ICH; and “funding mechanisms, including the Intangible Cultural Heritage Fund.”<sup>316</sup>

While the 2003 Convention provides the centerpiece for work on ICH internationally, it is not without criticism. Civil society representatives have argued that language used in the 2003 Convention is vague or problematic,

<sup>301</sup> UNESCO, *Convention Concerning the Protection of the World Cultural and Natural Heritage*, 1972; Lixinski, *Intangible Cultural Heritage in International Law*, 2013, p. 34.

<sup>302</sup> UNESCO, *1982- 2000: From Mondiacult to Our Creative Diversity*, 2011.

<sup>303</sup> UNESCO, *Recommendation on the Safeguarding of Traditional Culture and Folklore*, 1989.

<sup>304</sup> *Ibid.*

<sup>305</sup> UNESCO, *1982-2000: From Mondiacult to Our Creative Diversity*, 2011.

<sup>306</sup> World Commission on Culture and Development, *Our Creative Diversity*, 1996.

<sup>307</sup> *Ibid.*

<sup>308</sup> UNESCO, *1982-2000: From Mondiacult to Our Creative Diversity*, 2011.

<sup>309</sup> UNESCO, *Masterpieces of the Oral and Intangible Heritage of Humanity*, 2001.

<sup>310</sup> UNESCO, *Convention for the Safeguarding of the Intangible Cultural Heritage*, 2003.

<sup>311</sup> *Ibid.*, art. 2.2.

<sup>312</sup> *Ibid.*, arts. 4-5, 7.

<sup>313</sup> *Ibid.*, arts. 4-5.

<sup>314</sup> UNESCO, *Convention for the Safeguarding of the Intangible Cultural Heritage*, 2003, art. 1.

<sup>315</sup> *Ibid.*, arts. 19-21.

<sup>316</sup> *Ibid.*, pp. 9-10.

particularly the obligation imposed on states to take “necessary measures” to protect ICH.<sup>317</sup> Civil society representatives have expressed concern that such language will lead to rigid interpretation by states; rather than forcing communities to continue particular cultural practices, government agencies should work with indigenous groups to preserve traditional cultural expressions while providing opportunities for the community to adapt and evolve new practices.<sup>318</sup> Another criticism of the 2003 Convention is that inventorying ICH helps to provide recognition for practices and traditions, but does little to allow them to persist; further work is needed to create an environment and economic system that nurtures these traditions and supports indigenous culture bearers.<sup>319</sup>

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

UNESCO leads a wide and diverse network of intergovernmental organizations (IGOs) and NGOs in the promotion of ICH.<sup>320</sup> Since 2002, UNESCO has been involved in nearly 100 projects worldwide to protect specific cultural expressions; two examples include the project on Revitalization of Traditional Masquerade Performing Arts and Costume Making, and the project on Safeguarding Shashmaqom, the Classical Music of Central Asia.<sup>321</sup> As of August 2014, UNESCO supports 22 active and budgeted projects in sub-Saharan Africa, the Caribbean, and South-East Asia through the provision of logistical and intellectual expertise, training, and education to create inventories and implement safeguarding measures.<sup>322</sup> The budgets for current projects range from \$24,000 to upwards of over \$1 million.<sup>323</sup> One of UNESCO’s most wide-ranging and highly funded projects aims to strengthen local capacities for effective ICH protection in selected Portuguese-speaking African countries (or PALOP), including Angola, Guinea-Bissau, Mozambique, and Sao Tome and Principe.<sup>324</sup> Specifically, the project is designed to improve domestic capacity for working towards the goals of the 2003 Convention, addressing areas such as building experience and knowledge, preparing regional cooperation mechanisms, and the creation of a road map for many of these challenges.<sup>325</sup>

Many of UNESCO’s projects are working towards similar strategies to establish systems for investment and capacity-building in order to prepare states for the task of protecting ICH.<sup>326</sup> While UNESCO has created a wide and diverse network of NGOs to help indigenous communities establish strategies, future efforts might be bolstered by the creation of formalized strategies and mechanisms that can be implemented quickly and broadly. In addition, UNESCO’s strategies have largely focused on assisting the communities with the process of inventorying.<sup>327</sup> Further work could be done to improve actual preservation strategies while creating better social and economic environments to safeguard ICH.<sup>328</sup>

The World Intellectual Property Organization (WIPO) currently operates the Creative Heritage Project, a program that responds to the opportunity provided by the expanded availability of global communication networks.<sup>329</sup> The Creative Heritage Project focuses on the management of intellectual property for ICH, assisting communities with maintaining ICH through digitization and digital preservation.<sup>330</sup> The project currently has operations in Kenya, Mongolia, and Sudan.<sup>331</sup> Other UN agencies have taken an interest in promoting ICH as well. Significantly, the

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<sup>317</sup> Kurin, *Safeguarding Intangible Cultural Heritage in the 2003 UNESCO Convention: A Critical Appraisal*, 2004.

<sup>318</sup> *Ibid.*, p. 74.

<sup>319</sup> *Ibid.* p. 75.

<sup>320</sup> UNESCO, *Non-Governmental Organizations accredited to provide advisory services to the Committee*.

<sup>321</sup> UNESCO, *Projects for the safeguarding of intangible cultural heritage*; UNESCO, *Revitalisation of Traditional Masquerade Performing Arts and Costume Making*; UNESCO, *Safeguarding Shashmaqom, the Classical Music of Central Asia*.

<sup>322</sup> UNESCO, *UNESCO supports Burkina Faso for the safeguarding of its intangible heritage*, 2013; UNESCO, *Capacity-building efforts continue in Portuguese-speaking African countries*, 2013.

<sup>323</sup> UNESCO, *Safeguarding ICH through the Strengthening of National Capacities in Asia and the Pacific*.

<sup>324</sup> UNESCO, *Strengthening national capacities for effective ICH safeguarding in selected PALOP countries*.

<sup>325</sup> *Ibid.*

<sup>326</sup> UNESCO, *Strengthening the capacities of Suriname and Dutch Caribbean islands for implementing the Convention for the Safeguarding of the Intangible Cultural Heritage*; UNESCO, *Strengthening the capacities of Myanmar for implementing the Convention for the Safeguarding of the Intangible Cultural Heritage*; UNESCO, *Strengthening the capacities of Eritrea for implementing the Convention for the Safeguarding of the Intangible Cultural Heritage*.

<sup>327</sup> UNESCO, *Projects for the safeguarding of intangible cultural heritage*.

<sup>328</sup> Kurin, *Safeguarding Intangible Cultural Heritage in the 2003 UNESCO Convention: A Critical Appraisal*, 2004.

<sup>329</sup> UN WIPO, *Creative Heritage Project: IP Guidelines for Digitizing Intangible Cultural Heritage*.

<sup>330</sup> *Ibid.*

<sup>331</sup> *Ibid.*

United Nations World Tourism Organization (UNWTO) has worked on the intersection between tourism and ICH.<sup>332</sup> Several UNWTO conferences have presented research and case studies on best practices for the role of responsible and sustainable tourism in ICH-related issues.<sup>333</sup> In 2012, the International Conference on Universal Values and Cultural Diversity in the 21st Century in Yerevan, Armenia produced the *Yerevan Declaration*, which highlights the role of ethics in tourism as a means of development and safeguarding ICH.<sup>334</sup> In September 2014, UNWTO held an international congress to address the intersection between tourism and pilgrimage, using the latter as a means to promote development while protecting cultural heritage.<sup>335</sup>

UNESCO envisions an important role for culture in the post-2015 development agenda and sustainable development.<sup>336</sup> At a basic level, UNESCO envisions a deeper integration of culture into international definitions of sustainable development.<sup>337</sup> Other future roles that UNESCO sees for integration include using culture to promote peace and reconciliation by fostering respect for culture diversity among communities, as well as acknowledging the important role culture plays in environmental sustainability through greater access to environmental goods and services that are crucial to the associated communities.<sup>338</sup>

### *The Role of NGOs*

NGOs play a significant role in assisting governmental agencies by supporting and promoting the development of sustainable development projects associated with ICH.<sup>339</sup> NGOs help develop and participate in UNESCO workshops on safeguarding ICH.<sup>340</sup> NGOs provide a direct connection between international actors and indigenous culture bearers; additionally, NGOs advise local and international actors about methods for collecting inventories.<sup>341</sup> NGOs can offer logistical assistance in identifying and defining ICH, as well as planning and implementing inventory programs and activities.<sup>342</sup> UNESCO strengthens ICH development projects by facilitating networking among various NGOs through bilateral and multilateral partnerships, which promote broader information sharing among NGOs and implementing agencies, stronger monitoring systems on the ground, and increased access to shared resources.<sup>343</sup> In order to maximize the leverage that NGOs provide, it is necessary for international, regional, and domestic actors to strengthen NGOs at all levels.<sup>344</sup>

A number of UNESCO-accredited NGOs work towards integrating sustainable development practices into their work, including the Cultural Initiatives for Biodiversity Conservation, the Flemish Interface for Cultural Heritage, and the Inter-City Intangible Cultural Cooperation Network.<sup>345</sup> UNESCO has accredited 178 organizations or institutions to provide advisory services on issues related to preservation, inventorying, and safeguarding practices.<sup>346</sup> In addition, NGOs such as the European Traditional Sports and Games Association and the Intangible Memory Cultural Cooperative are actively promoting the issue of ICH in a wide variety of regions and locales.<sup>347</sup> The European Traditional Sports and Games association works to preserve culturally specific games and sports through inventorying various games, filming live games, and publishing games in various media such as books and scientific magazines.<sup>348</sup> The Intangible Memory Cultural Cooperative organizes workshops and publishes on architectural heritage, handcrafts, and traditional medicine.<sup>349</sup>

<sup>332</sup> UNWTO, *Intangible Cultural Heritage*.

<sup>333</sup> UNWTO, *International Conference on Universal Values and Cultural Diversity in the 21st Century: How can tourism make a difference?* (Yerevan, Armenia); UNWTO, *International Conference on Tourism, Religions and Dialogue of Cultures*.

<sup>334</sup> UNWTO, *International Conference on Tourism, Religions and Dialogue of Cultures*.

<sup>335</sup> UNESCO, *The First International Congress on Tourism and Pilgrimages*.

<sup>336</sup> UN DESA & UNDP TST, *TST Issues Brief: Education and Culture*.

<sup>337</sup> *Ibid.*, p. 7.

<sup>338</sup> *Ibid.*, p. 8.

<sup>339</sup> UNESCO Bangkok, *The 2014 Intangible Cultural Heritage Conference*, 2014.

<sup>340</sup> UNESCO, *Report of the Secretariat on the implementation of the global capacity-building strategy*, 2012.

<sup>341</sup> UNESCO, *Non-governmental organizations, experts, centres of expertise and research institutes*.

<sup>342</sup> *Ibid.*

<sup>343</sup> UNESCO Bangkok, *The 2014 Intangible Cultural Heritage Conference*.

<sup>344</sup> *Ibid.*

<sup>345</sup> UNESCO, *Non-Governmental Organizations accredited to provide advisory services to the Committee*.

<sup>346</sup> *Ibid.*

<sup>347</sup> European Traditional Sports and Games Association, *Aim and Policies*; Memória Imaterial Cooperativa Cultural, *Homepage*.

<sup>348</sup> European Traditional Sports and Games Association, *The Project Culture 2000*.

<sup>349</sup> Memória Imaterial Cooperativa Cultural, *Request by NGO to be Accredited to Provide Advisory Services to the Committee*, 2013.

### *The Role of the Private Sector*

Private sector actors, namely those providing foreign direct investment in communities seeking to preserve indigenous ICH through efforts such as tourism, play an important role in the preservation of ICH.<sup>350</sup> The private sector can provide the logistical expertise and capital needed for investment in tourism infrastructure and sustainable development projects.<sup>351</sup> UNESCO highlighted the importance of forming partnerships between the public and private sector at the 2014 Hangzhou International Congress, noting that work needs to be done towards developing legal, administrative, and political environments that facilitate opportunities for partnership.<sup>352</sup> Examples of private actors that can benefit from these types of partnerships include international banks, microcredit agencies, philanthropists, internet-based social enterprises, and domestic private residents.<sup>353</sup>

### ***Protection and Preservation of ICH***

Ensuring that traditions and culture persist throughout successive generations is a central policy concern to international and domestic organizations promoting ICH.<sup>354</sup> The inherently transient nature of intangible cultural heritage expressions, particularly performing arts, presents unique challenges to retention and preservation.<sup>355</sup> Since 2012, the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage has maintained a list of ICH in need of urgent safeguarding, consisting of heritage expressions that are in danger of being lost without immediate intervention; as of 2013, UNESCO has declared 35 forms of ICH in imminent danger.<sup>356</sup> Aside from the simple passage of time, major threats to ICH include globalization, armed conflict, and climate change.<sup>357</sup> Constructing strategies to ensure the transmission of ICH in the face of these challenges is vital to the international community's efforts to protect and safeguard ICH.<sup>358</sup> This section will address best practices and methods of transmission, the role of education in protecting and preserving ICH, and strategies for confronting specific challenges such as climate change.

### *Best Practices and Methods of Transmission*

Article 18 of the 2003 Convention specifically charges the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage to “periodically select and promote national, sub-regional, and regional programmes, projects and activities for the safeguarding of the heritage which it considers best reflect the principles and objectives of this Convention.”<sup>359</sup> This produced the Register of Good Safeguarding Practices, which comprises proposals submitted by States Parties and communities who are actively seeking to provide and share best practices for the safeguarding of ICH.<sup>360</sup> Unfortunately, many programs submitted to the register have proven inadequate or difficult to implement, particularly in developing countries.<sup>361</sup> Only 11 practices have been included in the register since 2008, predominantly from Spain and Brazil.<sup>362</sup> More work should be done to create geographically diverse methods, as well as increasing efforts to solicit preservation and transmission efforts from the underdeveloped world, where ICH is often most at risk.<sup>363</sup> While UNESCO has acknowledged and highlighted the need to prioritize

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<sup>350</sup> Monreal, *Public and Private Partnerships in the Culture Sector – Contribution of Mr. Luis Monreal*, 2014.

<sup>351</sup> *Ibid.*

<sup>352</sup> UNESCO, *Public Private Partnerships in the Culture Sector*.

<sup>353</sup> Monreal & Al Hassan, *Public Private Partnerships in the Culture Sector*, p. 2.

<sup>354</sup> UNESCO, *What is intangible cultural heritage?*, 2011, p. 8.

<sup>355</sup> *Ibid.*

<sup>356</sup> UNESCO, *Lists of intangible cultural heritage and Register of best safeguarding practices*.

<sup>357</sup> UNESCO, *Globalization and Climate Change*, 2004; International Centre for the Study of the Preservation and Restoration of Cultural Property, *Protecting Cultural Heritage in Times of Conflict*, 2003; UNESCO, *Traditional knowledge for adapting to climate change*, 2013.

<sup>358</sup> UNESCO, *What is intangible cultural heritage?*, 2011.

<sup>359</sup> UNESCO, *Convention for the Safeguarding of the Intangible Cultural Heritage*, 2003; UNESCO Internal Oversight Service, *Evaluation of UNESCO's Standard-setting Work of the Culture Sector: Part I – 2003 Convention for the Safeguarding of the Intangible Cultural Heritage*, 2013, p. 60.

<sup>360</sup> UNESCO, *Register of Best Safeguarding Practices*, 2009.

<sup>361</sup> UNESCO Internal Oversight Service, *Evaluation of UNESCO's Standard-setting Work of the Culture Sector: Part I – 2003 Convention for the Safeguarding of the Intangible Cultural Heritage*, 2013, p. 60.

<sup>362</sup> UNESCO, *Lists of intangible cultural heritage and Register of best safeguarding practices*.

<sup>363</sup> *Ibid.*

states that have not been able to enter the register, more substantive work is required to enhance and streamline the submission process.<sup>364</sup>

Safeguarding practices include improvements to the methodology for inventorying ICH, training, and the revitalization of traditional craftsmanship.<sup>365</sup> Hungary put forth one method known as the Táncház, or “dance-house,” method of transmitting folk dance and music-related ICH in 2011.<sup>366</sup> The Táncház method merges direct participation and observation with live dance and music, complementing it with singing instruction, handicraft activities, and ethnographic presentation.<sup>367</sup> Participants of any age are able to learn about ICH through a participatory role in the practice by learning songs and dances associated with the indigenous culture directly from the culture bearers.<sup>368</sup> Ultimately, the method seeks to make the process of transmission fun and entertaining, while maintaining educational and communicative rigor.<sup>369</sup> Spain has offered methodology for encouraging the participation of local populations in the inventorying of cultural heritage in biosphere reserves, sites established by countries that concentrate on sustainable development efforts at the community level.<sup>370</sup> Transmission methods like the Táncház method and the Spanish approach are tailored to the specific form of ICH being protected in each case; such methods of transmission are not necessarily competing, but act as complementary methods of confronting challenges posed by a wide variety of different forms of ICH.

#### *The Role of Education in Safeguarding Cultural Heritage*

The intersection between education and ICH was highlighted at the 2007 Asia-Pacific Cultural Center for UNESCO Expert Meeting on Transmission and Safeguarding of ICH through Formal and Non-formal Education.<sup>371</sup> The meeting emphasized the unique contributions of informal education, or instructional activities that occur outside of a traditional classroom setting, to the preservation of ICH.<sup>372</sup> Customary methods of education, such as traditional indigenous transmission practices, should complement rather than replace formal educational methods to share and promote ICH.<sup>373</sup> Inviting recognized culture bearers as experts in educational programs can help minimize overlap between formal education programs and customary transmission methods.<sup>374</sup> As one strategy, the Intercultural Development Research Association (IDRA) recommends the creation of a “culturally relevant curriculum” to combat stereotypes and myths about local groups, as well as honoring the school’s local context.<sup>375</sup> The UNESCO Bangkok office has proposed a project that is similarly designed to “raise awareness and capacity of teachers to incorporate ICH in forms of local knowledge and practices into teaching and learning in order to reinforce cultural diversity.”<sup>376</sup> The project hopes to establish guidelines, methodologies, and principles customized to individual communities, as well as to increase awareness among policymakers.<sup>377</sup>

#### *Climate Change and the Preservation of ICH*

Climate change presents serious challenges to preserving ICH in indigenous communities; communities affected by climate change can experience radical shifts in temperatures and humidity, rising sea levels, and natural disasters that are increasingly frequent and severe.<sup>378</sup> For instance, climate change can be particularly problematic and

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<sup>364</sup> UNESCO, *Operational Directives for the Implementation of the Convention for the Safeguarding of the Intangible Cultural Heritage*, p. 9.

<sup>365</sup> UNESCO, *Lists of intangible cultural heritage and Register of best safeguarding practices*.

<sup>366</sup> UNESCO, *Táncház method: a Hungarian model for the transmission of intangible cultural heritage*.

<sup>367</sup> *Ibid.*

<sup>368</sup> *Ibid.*

<sup>369</sup> *Ibid.*

<sup>370</sup> UNESCO, *Methodology for inventorying intangible cultural heritage in biosphere reserves: the experience of Montseny*.

<sup>371</sup> Asia/Pacific Cultural Center for UNESCO & UNESCO, *UNESCO-ACCU Expert Meeting on Transmission and Safeguarding of Intangible Cultural Heritage through Formal and Non-formal Education*, 2007.

<sup>372</sup> *Ibid.*, p. 9.

<sup>373</sup> *Ibid.*, p. 10.

<sup>374</sup> *Ibid.*

<sup>375</sup> Rodriguez & Garcia, *Incorporating Intangible Cultural Heritage into Curriculum*, 2010.

<sup>376</sup> UNESCO, *Promoting Intangible Cultural Heritage for Educators to Reinforce Education for Sustainable Development in the Asia-Pacific Region*, 2013, p. 2.

<sup>377</sup> *Ibid.*, p. 3

<sup>378</sup> Ruddle, *Climate change and intangible cultural heritage: A community-museum research and education project based on Local Ecological Knowledge*, 2014.

threatening to communities that rely on fishing industries to sustain local social and economic systems.<sup>379</sup> Changes in fish populations or migration patterns can force indigenous populations to change traditional equipment, harvesting strategies, processing techniques, and distribution.<sup>380</sup> Despite the danger that climate change creates for fishing practices and other forms of ICH, little work has been done to incorporate the protection of traditional cultural expressions of folklore in international efforts to confront climate change.<sup>381</sup>

### ***Sustainable Development and ICH***

The promotion, protection, and preservation of all types of heritage are important components of international development programs worldwide.<sup>382</sup> While traditional skills and knowledge are innately valuable to the global community, safeguarding ICH also supports the implementation of sustainable development practices by promoting economic growth and autonomy within indigenous communities.<sup>383</sup> Cultural heritage strengthens communities through social cohesion and identity; creating tourism opportunities around ICH can be a strategy to combat poverty through strengthened job markets.<sup>384</sup> In addition to supporting the tourism sector, safeguarding ICH can support sustainable development by helping communities respond to food scarcity and environmental changes.<sup>385</sup>

#### *The Promotion of Tourism*

The safeguarding of ICH and the maintenance of sustainable development practices are mutually reinforcing.<sup>386</sup> Heritage can be utilized to provide employment opportunities and curb rural migration among youth, as well as strengthen awareness and provide incentives for preserving such traditions.<sup>387</sup> This necessarily involves commoditizing ICH by packaging these practices as products that can be marketed to tourists, such as themed attractions, tour routes, festivals, and cultural events.<sup>388</sup> Despite the commercialization of ICH, authenticity and educational validity must remain of paramount importance to ensure that the core values of the traditions are maintained and upheld; this can be accomplished through expert monitoring.<sup>389</sup> Over-commodification can threaten ICH when rich historical traditions are reduced to oversimplified or inauthentic attractions.<sup>390</sup> In addition, commercialization of ICH could remove traditions from their historical and cultural context.<sup>391</sup> Government and civil society actors should pursue strategies that integrate intangible culture into indigenous tourism industries, while maintaining and protecting the legitimacy and validity of the practices themselves; the creation of mechanisms that protect and ensure the authenticity of intangible cultural practices may support these efforts.<sup>392</sup> UNESCO can work towards this end by highlighting the role of indigenous culture bearers as important participants in preservation efforts.<sup>393</sup>

#### *Public-Private Partnerships*

In order to sustain projects related to ICH in the arena of sustainable development, it is necessary to cultivate support through public-private partnerships (PPPs).<sup>394</sup> A PPP is described as a “government service or private business venture which is funded and operated through a partnership of one or more government agencies and private sector companies.”<sup>395</sup> Such partnerships are crucial to successfully implementing plans and strategies related to development sectors as such as tourism, as they provide new management models, expertise, and financial inputs

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<sup>379</sup> Ruddle, *Climate change and intangible cultural heritage: A community-museum research and education project based on Local Ecological Knowledge*, 2014, pp. 117-118.

<sup>380</sup> *Ibid.*, p. 119.

<sup>381</sup> Kim, *Changing Climate, Changing Culture: Adding the Climate Change Dimension to the Protection of Intangible Cultural Heritage*, 2011, p. 268.

<sup>382</sup> United Nations General Assembly, *Culture and Sustainable Development (A/RES/68/223)*, 2013.

<sup>383</sup> UNESCO, *Intangible cultural heritage: A force for sustainable development*, 2013.

<sup>384</sup> United Nations General Assembly, *Culture and Sustainable Development (A/RES/68/223)*, 2013, p. 3.

<sup>385</sup> UNESCO, *Intangible cultural heritage: A force for sustainable development*, 2013.

<sup>386</sup> UNWTO, *Study on Tourism and Intangible Cultural Heritage*, 2012.

<sup>387</sup> *Ibid.*

<sup>388</sup> *Ibid.*

<sup>389</sup> *Ibid.*

<sup>390</sup> UNESCO, *Safeguarding Intangible Heritage and Sustainable Cultural Tourism: Opportunities and Challenges*, 2007.

<sup>391</sup> *Ibid.*

<sup>392</sup> Kurin, *Safeguarding Intangible Cultural Heritage in the 2003 UNESCO Convention: A Critical Appraisal*, 2004, p. 75.

<sup>393</sup> *Ibid.*

<sup>394</sup> Monreal, *Public and Private Partnerships in the Culture Sector – Contribution of Mr. Luis Monreal*, 2014.

<sup>395</sup> *Ibid.*

that may have previously been unavailable or inadequate.<sup>396</sup> PPPs have often been utilized in relation to the development and restoration of tangible cultural heritage, specifically work in restoring infrastructure and buildings, so future priorities of PPPs should focus on harnessing this cooperation for the development of sustainable development practices specifically related to ICH, such as tourism.<sup>397</sup> Participants should consider the potential for growth, risk, and sustainability when implementing PPPs for the safeguarding of intangible heritage.<sup>398</sup> Operations should be as transparent as possible, taking care to indicate how money is spent and allocated in relation to expenses.<sup>399</sup> PPPs should be aware of the business implications of their ventures associated with ICH; they should work closely with trusts and individuals in a co-equal manner, placing trust and confidence in those on the ground in order to promote responsibility and self-sufficiency.<sup>400</sup>

### ***Conclusion***

The international effort to promote the safeguarding of ICH is still in its infancy relative to other tangible heritage projects governed by UNESCO, as the 2003 Convention did not enter into force until 20 April 2006.<sup>401</sup> This leaves a significant amount of room for delegates to develop and improve the work that has been done over the past decade. Delegates should constantly be aware of opportunities to fill in gaps in existing international frameworks outlined by the 2003 Convention and other relevant legal instruments that may not sufficiently address many of the challenges discussed in this guide. The durability of ICH deeply depends on the ability of organizations such as UNESCO and its partners to build strong and lasting methods of transmission that ensure the continuation of these traditions for future generations. Tying this into issues such as best practices, education, and looming threats such as climate change should be a central concern for delegates in their research. In addition, a frontier that is still in dire need of development and exploration is the connection between sustainable development practices and ICH. Delegates should actively think of how international and domestic organizations can balance the need to preserve cultural heritage, while at the same time harnessing the power of ICH for development practices that can have long-lasting positive impacts on not only the economic state of the countries involved, but also the resilience of the heritage itself. Utilizing PPPs in concert with heavy networking among NGOs will be a fundamental piece of the puzzle, and creating frameworks to efficiently and successfully bring these actors into the fold is a critical challenge for delegates to analyze.

### ***Further Research***

Development remains one of the central intersectional issues with ICH. In addition to the development topics previously discussed in the guide, delegates may also want to further investigate methods of transmitting ICH. Questions that delegates should investigate include: what major gaps exist in currently existing transmission methods? Are there methods of transmission that can provide more universal application across cases? What might the advantages and disadvantages be of more formalized, universal transmission methods? What can international and domestic actors do to better integrate indigenous culture bearers into transmission and educational methods? Is enough being done to harness the knowledge and practices of domestic actors? In addition, delegates should also consider other challenges facing the transmission and safeguarding of heritage, particularly in the area of climate change. How might changes in weather patterns and the degradation of the environment affect not simply tangible forms of heritage, but also intangible forms of heritage? This topic can also intersect with two key areas: social ecosystems and development. How might climate change affect communities and the social ecosystems that currently are in place to protect ICH? In addition, how might the degradation of local economies as a result of climate change play a role in the maintenance of ICH? What steps and efforts can be taken to combat the effects of climate change?

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<sup>396</sup> UNWTO, *Study on Tourism and Intangible Cultural Heritage*, 2012; Monreal, *Public and Private Partnerships in the Culture Sector – Contribution of Mr. Luis Monreal*, 2014, p. 8.

<sup>397</sup> Cocks, *Give power to the people but they too should contribute money and effort*, 2014.

<sup>398</sup> *Ibid.*

<sup>399</sup> *Ibid.*

<sup>400</sup> *Ibid.*

<sup>401</sup> UNESCO, *Tenth anniversary 2003-2013: Share your activities*.



## Annotated Bibliography

Lixinski, L. (2013). *Intangible Cultural Heritage in International Law*. Oxford, United Kingdom: Oxford University Press.

*This book provides a thorough and clear exploration of the place of ICH in international law. It covers the legal history of the issue, including the 2003 Convention's legal forerunners. It also clearly and descriptively explains the content of the many legal documents associated with the topic. This book is the perfect base for understanding the international framework for safeguarding ICH.*

Ruddle, K. (2013). *Climate Change and Intangible Cultural Heritage: A Community-Museum Research and Education Project Based on Local Ecological Knowledge*. Retrieved 5 August 2014 from:

[http://www.academia.edu/4685749/Climate\\_change\\_and\\_intangible\\_cultural\\_heritage\\_A\\_community-museum\\_research\\_and\\_education\\_project\\_based\\_on\\_Local\\_Ecological\\_Knowledge](http://www.academia.edu/4685749/Climate_change_and_intangible_cultural_heritage_A_community-museum_research_and_education_project_based_on_Local_Ecological_Knowledge)

*Ruddle explores the relationship between climate change and ICH, providing analyses from a variety of angles on the topic. This document constitutes a great starting point for understanding the interrelationship between the two topics, and the citation contained therein will be useful for continued and future research on the subject. Delegates seeking a basic understanding of how climate change fits into this topic should start here.*

United Nations Educational, Scientific and Cultural Organization, Thirty-second session. (2003). *Convention for the Safeguarding of the Intangible Cultural Heritage*. Retrieved 14 July 2014 from:

<http://unesdoc.unesco.org/images/0013/001325/132540e.pdf>

*This document constitutes the central underpinning framework for the vast majority of international programs and efforts to safeguarding ICH. It provides the baseline definitions and mechanisms for carrying this out, and is mandatory to understand the nuance of the subject. Delegates should not hesitate to become expertly familiar with this convention.*

United Nations Educational, Scientific and Cultural Organization. (2004). *Globalization and Intangible Cultural Heritage* [Report]. Retrieved 5 August 2014 from: <http://unesdoc.unesco.org/images/0014/001400/140090e.pdf>

*This is an extremely dense and thorough report by UNESCO on the relationship between globalization and ICH. While this topic is not touched on in-depth in the background guide, it remains an important part of policy discussions surrounding ICH. This provides a valuable opportunity to take the topic in a unique direction and bring a creative perspective to the topic at the conference. Delegates who wish to expand beyond the content of the guide should look at this report in detail.*

United Nations Educational, Scientific and Cultural Organization. (2011). *What is intangible cultural heritage?* [Report]. Retrieved 5 July 2014 from: <http://www.unesco.org/culture/ich/doc/src/01851-EN.pdf>

*This is the basic primer for the subject of ICH. This document is a pamphlet that is part of UNESCO's "kit" for promoting awareness of ICH. As such, it gives an in-depth overview of everything from what ICH is to challenges related to the process of safeguarding and beyond. Delegates unfamiliar with the issue must start here to familiarize themselves more broadly with the topic before researching more complex issues.*

United Nations Educational, Scientific and Cultural Organization. (2012). *Culture: a driver and an enabler of sustainable development* [Report]. Retrieved 11 July 2014 from:

<https://en.unesco.org/post2015/sites/post2015/files/Think%20Piece%20Culture.pdf>

*This document, while short, provides a good introduction and overview of the intersection between ICH and development. It includes discussions on the relationship between ICH and the MDGs/post-2015 development agenda, frameworks for incorporating culture into development, and ways forward towards working on the issue. This document provides a strong starting point for understanding how development and ICH are related.*

United Nations Educational, Scientific and Cultural Organization. (2013). *Implementation of the 2003 Convention at the national level: periodic reporting* [Website]. Retrieved 11 July 2014 from: <http://www.unesco.org/culture/ich/index.php?lg=en&pg=00460>

*This website provides access to the required period reporting of individual Member States as set out by the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. It provides PDF documents of the individual reports for each country, as well as information on the process of how countries go about reporting. It also provides access to overview documents put together by the Committee from 2011 to 2013. This should provide one of the first stops for delegates attempting to determine a Member State's position on the topic of ICH.*

United Nations Educational, Scientific and Cultural Organization. (2013). *Traditional knowledge for adapting to climate change: safeguarding intangible cultural heritage in the Pacific* [Report]. Retrieved 5 August 2014 from: <http://unesdoc.unesco.org/images/0022/002253/225313e.pdf>

*As climate change is a central part of this topic, this brief report provides a good overview of several topics related to ICH. It is particularly readable and informative, as it is in pamphlet form and is meant to be consumed for the purpose of summary and overview; thus, it serves as a great complement to the Ruddle piece. It is highly recommended to use this as a reference when conducting research on this topic.*

United Nations Educational, Scientific and Cultural Organization. (n.d.). *Lists of intangible cultural heritage and Register of best safeguarding practices* [Website]. Retrieved 5 August 2014 from: <http://www.unesco.org/culture/ich/index.php?pg=00559>

*This database provides a thorough account of internationally registered ICH, as well as the best practices that have been officially adopted by the Committee. It has descriptions and information on all registered ICH, which will be very useful for delegates doing background research for ICH associated with their particular Member States. Since best practices are covered here, delegates would do well to look at what has been done before and to consider areas where there is room for improvement or development.*

United Nations World Tourism Organization. (2012). *Study on Tourism and Intangible Cultural Heritage* [Report]. Retrieved 5 August 2014 from: <http://dtxtq4w60xqpw.cloudfront.net/sites/all/files/docpdf/summaryview.pdf>

*The UNWTO's path-breaking report on tourism and ICH thoroughly delineates the relationship between these two issues. It offers a fair amount of background information, as well as relatively recent data on trends related to tourism and ICH. In addition, it offers analysis of several challenges facing tourism and ICH. As delegates move into the sustainable development phase of the topic, this document will provide a good starting point for understanding not just tourism, but also the relationship between ICH and the private sector as a whole.*

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