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UN EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION BACKGROUND GUIDE 2015

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NATIONAL MODEL UNITED NATIONS





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Dear Delegates,

We are pleased to welcome you to the 2015 National Model United Nations Washington, D.C. Conference (NMUN·DC)! This year's United Nations Educational, Scientific and Cultural Organization (UNESCO) staff is: Director Camille Ellison and Assistant Director Chase Mitchell. Camille is currently pursuing her Master's degree in Public Policy and Public Administration at Northwestern University in Chicago, Illinois, and she divides her time working and volunteering with local HIV/AIDS nonprofit organizations and the Chicago Housing Authority. Chase will be graduating from the University of Wisconsin, Oshkosh in August with a degree in economics and global business. Chase has interned with the Borgen Project and interned abroad in China and Germany. Chase currently works as an administrative assistant for an insurance company. This is his first year on staff.

The topics under discussion for UNESCO are:

- I. World Heritage Sites: Balancing Tourism and Preservation
- II. Preserving Linguistic Diversity
- III. Education and Science for Agriculture in Africa

The United Nations Educational, Scientific and Cultural Organization is a specialized agency in the United Nations and its core role is contributing to issues of peace and security through education, science, and culture. As a specialized agency, UNESCO is provided with a level of autonomy within the United Nations system but regularly reports to the Economic and Social Council. UNESCO's mandate allows it to create framework agreements, memoranda of understanding, and agreements for cooperation to further partnerships, which fit its vision of collaborating and sharing resources with other United Nations bodies.

We hope you will find this Background Guide useful as it serves to introduce you to the topics for this committee; however, it is not meant to replace further research. We highly encourage you to explore your Member State's policies in full detail and use the Annotated Bibliography and Bibliography as part of your research to expand your knowledge on these topics and prepare to discuss solutions with fellow delegates. Prior to the conference, each delegation will submit a [position paper](#) based on their preparation (due 1 October). 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 for 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 this committee or the Conference itself, you are welcome to contact Under-Secretaries-General Lauren Shaw (usglauren.dc@nmun.org) and Katrena Porter (usgkat.dc@nmun.org).

We wish you all the best during your preparation and look forward to seeing you at the Conference!

Sincerely,

Camille Ellison, *Director*
Chase W. Mitchell, *Assistant Director*

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Committee Overview

Introduction

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is a specialized agency of the United Nations (UN) that embodies peace, progress, and a vision that stems from its de facto motto, “since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed.”¹ Headquartered in Paris, France, UNESCO has been one of the preeminent organizations in education, science, and culture since its inception and has grown from a small initial set of core focuses to one of the most diverse UN bodies.² UNESCO is currently undergoing a period of reform and change and is working diligently to adapt to an increasingly complex, rapidly changing global environment in order to maintain its role as a leader in international development.³

History

UNESCO’s main predecessors, the International Committee of Intellectual Cooperation and the International Bureau of Education, were narrowly focused intellectual organizations established in the 1920s.⁴ The devastation of World War II motivated the international community to create a stronger institution that had the capacity to help rebuild the schools, libraries, and museums that were destroyed during the conflict.⁵ To create the framework for such a body, representatives of European governments met for the Conference of Allied Ministers of Education in 1942 and drafted a proposal that would lead to the UN Conference for the Establishment of an Educational and Cultural Organization in 1945.⁶ Forty-four States attended the conference and agreed to create “an organization that would embody a genuine culture of peace.”⁷ The resulting agreement, the *Constitution of the United Nations Educational, Scientific and Cultural Organization* (UNESCO Constitution), entered into force in 1946 and established UNESCO.⁸

Since then, UNESCO has grown, adapted, and realized a number of successes, all in pursuit of its core purpose, “to contribute to peace and security by promoting collaboration among nations through education, science, and culture.”⁹ Education has always been the primary focus of the organization, and its efforts were a major part of the 26% improvement in global literacy between 1946 and 2006.¹⁰ UNESCO has historically provided support for the education of refugees and the promotion of natural and social sciences, but much of the organization’s work is in the international transfer of educational and cultural materials.¹¹ For instance, UNESCO launched the Basic Learning Materials Initiative in 1993, a program that incorporates multiple stakeholders, including the private sector, non-governmental organizations (NGOs), and donor states to help developing countries gain access to textbooks and other critical teaching tools.¹²

UNESCO’s most visible work has been in the promotion and protection of natural and cultural heritage, especially since the adoption of the 1972 *World Heritage Convention*, an agreement that standardized the protection of certain sites and created the widely-recognized World Heritage List.¹³ Much of the critical work of UNESCO is defined by similar standards-setting agreements; UNESCO has long been tasked with their creation and promotion, often in conjunction with other UN entities.¹⁴ UNESCO is responsible for facilitating the creation of such agreements as the 1952 *Universal Copyright Convention*, the 1960 *Convention against Discrimination in Education*, the 1989

¹ Singh, *A 21st-Century UNESCO: Ideals And Politics In An Era Of (Interrupted) US Re-Engagement*, 2014, pp. 1-2.

² Mingst, *United Nations Educational, Scientific and Cultural Organization*, 2013.

³ UNESCO, *Medium-Term Strategy 2014-2021*, 2014, pp. 8-12.

⁴ UNESCO, *History of the IBE*.

⁵ National Geographic, *UNESCO*.

⁶ UNESCO, *History of the education sector*.

⁷ UNESCO, *The Organization’s history*, 2010.

⁸ *Ibid.*

⁹ Americans for UNESCO, *Selected Achievements: UNESCO 1946-2006*, 2006, p. 1.

¹⁰ Americans for UNESCO, *Selected Achievements: UNESCO 1946-2006*, 2006, p. 5.

¹¹ Americans for UNESCO, *Selected Achievements: UNESCO 1946-2006*, 2006, p. 6.

¹² UNESCO, *Basic Learning Materials Initiative: Introduction*.

¹³ Americans for UNESCO, *Selected Achievements: UNESCO 1946-2006*, 2006, p. 14.

¹⁴ UNESCO, *Conventions*.



Convention on Technical and Vocational Education, the 1997 *Universal Declaration on the Human Genome and Human Rights*, and the 2005 *Convention on the Protection and Promotion of the Diversity of Cultural Expressions*, in addition to several regional arrangements.¹⁵

Mandate

As a specialized agency in the UN, UNESCO is an autonomous body that coordinates its work through the Economic and Social Council (ECOSOC).¹⁶ UNESCO's interactions within the UN system are defined by an agreement between the two organizations that ensures UN representation at UNESCO meetings, allows UNESCO to send representatives to relevant meetings of the UN General Assembly and ECOSOC, and requires UNESCO to implement UN recommendations.¹⁷ The agreement also compels UNESCO to report to ECOSOC with information regarding its activities and prior to entering into any new inter-agency agreements.¹⁸ The responsibilities and purposes of UNESCO are defined by the *UNESCO Constitution* and include collaboration with Member States and other organizations to increase the flow of ideas and promote international agreements, the advancement and spread of education and culture, and the maintenance and diffusion of knowledge.¹⁹ As an institution, UNESCO aligns its priorities with Internationally Agreed Development Goals, but focuses on Africa and gender equality and also has several specific overarching objectives based on its mandate.²⁰ All of UNESCO's actions are based on its mission, which is "to contribute to the building of a culture of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication, and information."²¹

Governance, Structure, and Membership

Membership in UNESCO is automatically granted to all UN Member States, and non-members may be admitted if approval is granted by two of UNESCO's principal organs, except in the case of territories whose international relations are handled by another state, which may only be admitted as Associate Members.²² The *UNESCO Constitution* defines UNESCO's organs, which include the General Conference, an Executive Board, and a Secretariat.²³ The General Conference includes all 195 Member States and 9 Associate Members and acts as the main decision-making body for the agency.²⁴ The General Conference meets every two years to establish a budget and program of work and generally operates based on simple majority voting, although a two-thirds majority is required for the approval of conventions.²⁵ From the General Conference, 58 states are elected in a geographically equitable manner to serve four-year terms on the Executive Board, which sets the organization's agendas and provides leadership.²⁶ The Secretariat provides all necessary administrative support for UNESCO and is headed by a Director-General who is nominated by the Executive Board and approved by the General Conference.²⁷

Article VII of the *UNESCO Constitution* calls on its members to work to establish national commissions.²⁸ These country-level bodies are an important part of the organization's structure as they help to carry out its program of work and allow for coordination with national governments, the civil society, and other actors.²⁹ Often, these entities are engaged both nationally and regionally and are responsible for hosting numerous programs.³⁰ Prominent among

¹⁵ UNESCO, *Conventions*.

¹⁶ United Nations, *UN System Organizational Chart*, 2013.

¹⁷ UNESCO, *Agreement between the UN and the United Nations Educational, Scientific and Cultural Organization*, 1946.

¹⁸ *Ibid.*

¹⁹ UNESCO, *UNESCO Constitution*, 1946.

²⁰ UNESCO, *UNESCO at a glance*, 2010, p. 4.

²¹ UNESCO, *UNESCO at a glance*, 2010, p. 2.

²² Mingst, *UNESCO*, 2013.

²³ UNESCO, *UNESCO Constitution*, 1946.

²⁴ UNESCO, *Member States*.

²⁵ Mingst, *UNESCO*, 2013; UNESCO, *Member States*.

²⁶ UNESCO, *Executive Board: Membership*; Mingst, *UNESCO*, 2013.

²⁷ UNESCO, *UNESCO Constitution*, 1946.

²⁸ UNESCO, *Annual Report of National Commissions for UNESCO*, 2014, p. 5.

²⁹ *Ibid.*

³⁰ UNESCO, *Review of the Cooperation of UNESCO's Secretariat with the National Commissions for UNESCO*, pp. 24-25.

these commissions are the Korean National Commission, which has hosted the annual Asian Youth Forum since 2007, and the German National Commission, which heads the International Volunteer Program.³¹

Functions and Powers

As an organization, UNESCO has an incredibly wide reach, in part due to its national commissions, and it has over 2,000 employees in its 65 field offices and institutes.³² Its size and relatively large budget have allowed UNESCO to conduct activities related to its mission in nearly every Member State.³³ While most states recognize the positive global influence of UNESCO, an Independent External Evaluation conducted in 2010 identified numerous opportunities and recommended that UNESCO work to narrow its focus and improve efficiency.³⁴ This is particularly true of its field offices, which are meant to develop and execute strategies and partnerships closer to the local level, but were highlighted in the report as being “over-extended, often under-resourced, and poorly staffed.”³⁵

UNESCO’s main programming documents, the Medium-Term Strategy for 2014-2021 and the Approved Programme and Budget for 2014-2017 define the scope of the organization’s activities for the foreseeable future.³⁶ Any actions taken by UNESCO must align with the nine strategic objectives outlined in the Medium-Term Strategy, which were determined through analysis of the organization’s most recent quadrennial review and include methods by which UNESCO can “address today’s multifaceted challenges.”³⁷ Several of UNESCO’s near-term actions have already been authorized in the Approved Programme and Budget, which aligns with the organization’s strategic objectives and establishes main lines of action (MLAs) for its entire program of work.³⁸ Any new initiatives would need to align with these MLAs, as they would otherwise require special budgetary consideration, and current programs already operate within them.³⁹ For example, UNESCO’s Teacher Training Initiative for sub-Saharan Africa operates within the first education MLA, which calls for UNESCO to support Member States in developing “education systems to foster high-quality and inclusive lifelong learning for all.”⁴⁰ Similarly, the International Programme for the Development of Communication helps promote media in developing countries through capacity development and technology transfer under the first communication and information MLA.⁴¹

Recent Sessions

The most recent meeting of the General Conference took place in 2013 and resulted in the adoption of the Medium Term Strategy, re-established Africa and gender equality as top-priorities for UNESCO, and allowed for the release of two new reports, the Creative Economy Report and the World Social Science Report.⁴² The post-2015 development agenda was a major topic of discussion, as were the continuing reform efforts being led by Director-General Irina Bokova, who was elected to her second term.⁴³ While the next General Conference will not take place until November 2015, UNESCO will host several meetings related to many aspects of its mission in the interim.⁴⁴

Conclusion

The destruction of World War II inspired the international community to establish the UN but also highlighted the importance of education and international collaboration. As the principle educational agency of the UN, UNESCO’s activities are essential in the protection and promotion of science and culture and within the global development

³¹ UNESCO, *Review of the Cooperation of UNESCO’s Secretariat with the National Commissions for UNESCO*, pp. 24-25.

³² Blanchfield & Browne, *The United Nations Educational, Scientific, and Cultural Organization (UNESCO)*, 2013, p. 2.

³³ Blanchfield & Browne, *The United Nations Educational, Scientific, and Cultural Organization (UNESCO)*, 2013, p. 1.

³⁴ Blanchfield & Browne, *The United Nations Educational, Scientific, and Cultural Organization (UNESCO)*, 2013, p. 8.

³⁵ *Ibid.*

³⁶ UNESCO, *Programme and Budget 2014-2017*, 2014, p. i.

³⁷ UNESCO, *Medium-Term Strategy 2014-2021*, 2014, p. 12.

³⁸ UNESCO, *Programme and Budget 2014-2017*, 2014, p. iii.

³⁹ *Ibid.*

⁴⁰ UNESCO, *Programme and Budget 2014-2017*, 2014, p. 22; UNESCO, *Evaluation of the Teacher Training Initiative for Sub-Saharan Africa (TTISSA)*, 2009, p. 4.

⁴¹ UNESCO, *Programme and Budget 2014-2017*, 2014, p. 183; UNESCO, *About IPDC*.

⁴² UNESCO, *37th session of General Conference sets the compass for UNESCO from 2014 to 2021*, 2013.

⁴³ *Ibid.*

⁴⁴ UNESCO, *General Conference-38th Session*; UNESCO, *UNESCO Calendar of Events*, 2014.



agenda. Given the nature of UNESCO's focus areas, it is important for the body to have a much longer-term outlook than many other international organizations and it is equally important for representatives to work collaboratively. Consensus-based agreements in UNESCO help to increase the effectiveness of their global initiatives and the subject matter with which UNESCO deals inherently lends itself to widespread international agreement.

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The Constitution of UNESCO is its founding document and defines the purposes, functions, membership, and operations of the organization. Understanding this constitution will give delegates a thorough understanding of the capacity of UNESCO to act and the premise upon which it was founded. It also established the organs of UNESCO, dictates their capabilities, and defines UNESCO's relations with the United Nations, Member States, and other organizations and specialized agencies.

United Nations Educational, Scientific and Cultural Organization. (2014). *Medium-Term Strategy 2014-2021*. Retrieved 25 May 2015 from: <http://unesdoc.unesco.org/images/0022/002278/227860e.pdf>

The Medium-Term Strategy is a comprehensive overview of the principles, mission, functions, priorities, and objectives of UNESCO and constitutes one of the main programming documents of the organization. Included are notes on the changes in the external environment that have focused UNESCO's efforts and the principles upon which the strategy is based. This document, while relatively short, is incredibly information dense and will give delegates a clear understanding of the mandate and undertakings of UNESCO.

United Nations Educational, Scientific and Cultural Organization. (2014). *Programme and Budget 2014-2017*. Retrieved 8 June 2015 from: <http://unesdoc.unesco.org/images/0022/002266/226695e.pdf>

This detailed and technical report outlines UNESCO's direction for the next several years and includes shifts in direction and budgeting based on seven specific objectives and the 2010 Independent External Evaluation of UNESCO. Not only is the entire UNESCO budget detailed herein, but there are also descriptions of the scope of major programs and program-related services. While delegates should not read the report in its entirety, it is useful to consult to ensure that actions being taken are in line with UNESCO's program of work and fiscal constraints.

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I. World Heritage Sites: Balancing Tourism and Preservation

“A concerted effort to preserve our heritage is a vital link to our cultural, educational, aesthetic, inspirational, and economic legacies – all of the things that quite literally make us who we are.”⁴⁵

- How can Member States promote economic development and growth in the tourism industry while ensuring that their cultural and natural heritage is preserved?
- What gaps in international frameworks and partnerships exist that, if filled, would strengthen the international world heritage regime?
- Is it possible for Member States or UNESCO to leverage the private sector or the civil society to maximize the benefits from tourism and preserve World Heritage Sites?

Introduction

Among the purposes and functions of UNESCO established by the *UNESCO Constitution* are maintaining and diffusing of knowledge and giving “fresh impulse to popular education and to the spread of culture.”⁴⁶ The preservation of global cultural and natural heritage sites for future generations directly aligns with those purposes.⁴⁷ Unfortunately, many states struggle to preserve sites while meeting their economic needs and developmental goals, sometimes due to lack of capacity or expertise.⁴⁸ While UNESCO and the greater international community have implemented a number of initiatives to promote responsible tourism, including as part of the proposed post-2015 development agenda, many challenges remain in balancing economic growth and preservation.⁴⁹

International and Regional Frameworks

Sustainable Development and Tourism

The United Nations World Tourism Organization (UNWTO) has long been engaged in the crafting of international frameworks on tourism, although most of its early work, including the *Manila Declaration on World Tourism*, focuses on the right to leisure, the protection of tourists, and the economic benefits of the tourism industry.⁵⁰ The modern context for sustainability and preservation began to form in 1987 when a UN commission published *Our Common Future* and defined sustainable development as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”⁵¹ Two years later, the *Hague Declaration on World Tourism* was adopted and not only recognized that tourists should be educated on how to preserve natural and cultural heritage, but that measures should be taken to develop alternative forms of tourism that protect heritage.⁵² The international outlook on sustainability and related topics continued to rapidly develop in the lead-up to the 1992 UN Conference on Environment and Development, which allowed for the drafting of several new frameworks on sustainability.⁵³ Among these documents was *Agenda 21*, a voluntary framework that includes guidelines for incorporating preservation into public and private decision-making.⁵⁴ The UNWTO used *Agenda 21* as the basis for a 1996 action plan on sustainable tourism and travel and went on to establish the *Global Code of Ethics for Tourism*, a set of ten principles which states, in part, that tourism resources are the common heritage of mankind and that tourism policies should promote increased access to sites and ensure their upkeep.⁵⁵

⁴⁵ Berry, *Why Preserving History Matters*, 2012.

⁴⁶ UNESCO, *UNESCO Constitution*, 1946.

⁴⁷ Zacharias, *The UNESCO Regime for the Protection of World Heritage as Prototype of an Autonomy-Gaining International Institution*, 2008, p. 1833.

⁴⁸ Ceballos-Lascuráin, *Tourism, ecotourism, and protected areas*, 1996.

⁴⁹ Bhattacharya & Ali, *The SDGs - What are the means of implementation?*, 2014.

⁵⁰ UNWTO, *Manila Declaration on World Tourism*, 1980.

⁵¹ World Commission on Environment and Development, *Our Common Future*, 1987, p. 41.

⁵² UNWTO, *Hague Declaration on World Tourism*, 1989.

⁵³ United Nations, *UN Conference on Environment and Development (1992)*, 1997.

⁵⁴ United Nations, *Agenda 21*, 1992, pp. 64-75.

⁵⁵ UNWTO, *Actions in Assisting Developing Countries to Implement Agenda 21 Undertaken by the World Tourism Organization Since 1992*, 2002.

The World Heritage Framework

The *Convention concerning the Protection of the World Cultural and Natural Heritage* (1972), also known as the *World Heritage Convention*, defines the entirety of the modern world heritage regime and is unique in its focus on the need to preserve natural and cultural sites.⁵⁶ The *World Heritage Convention* requires States Parties to protect World Heritage Sites in their territory and established the basic principles by which a site can be considered cultural or natural heritage.⁵⁷ Cultural heritage sites can include monuments, groups of buildings, and other sites that include “works of man or the combined works of nature and man,” whereas natural heritage sites are identified by geological, physiographical, biological, or other features that cause them to be of outstanding aesthetic or scientific value.⁵⁸ There are 779 cultural sites, including such sites as Machu Picchu in Peru and the Great Wall in China, 197 natural sites, including the Great Barrier Reef in Australia and Victoria Falls on the border between Zambia and Zimbabwe, and an additional 31 mixed sites that constitute both cultural and natural heritage.⁵⁹ The framework established by the *World Heritage Convention* has been updated with various operational guidelines, but the adoption of the 2002 *Budapest Declaration on World Heritage* focused heritage preservation efforts on the ‘four Cs’: strengthening the Credibility of the World Heritage List, ensuring Conservation of World Heritage sites, and increasing Capacity-building and Communication.⁶⁰ A ‘fifth C’ was added in 2007 to incorporate the role of Communities in protecting heritage sites.⁶¹ While UNESCO often partners with the UNWTO and tourism industry stakeholders, little has been accomplished in terms of establishing a formalized framework between those actors and the World Heritage Center outside of a UNESCO-led proposal drafted in 2001.⁶² The most significant step in jointly addressing the related issues of world heritage and tourism occurred in February of 2015 when UNESCO and the UNWTO hosted the first ever World Conference on Tourism and Culture in Siem Reap, Cambodia.⁶³

In addition to its own operations, UNESCO oversees a number of ‘Category 2’ institutions that are funded and operated by Member States and provides research, training, capacity building, or other support for World Heritage Sites.⁶⁴ Most of these centers, including the Nordic World Heritage Foundation and the World Heritage Institute for Training and Research in Asia and the Pacific, provide support for countries that host World Heritage Sites in their region.⁶⁵ Some regions, such as the European Union, have implemented entire heritage labeling systems that are meant to complement the UNESCO World Heritage List and improve their capacity to identify and preserve important sites.⁶⁶ Additionally, the international community is positioning itself to more effectively address threats to the environment and World Heritage, as evidenced by the Sustainable Development Goals (SDGs) proposed in the *Report of the Open Working Group of the General Assembly on Sustainable Development Goals (A/68/970)*.⁶⁷ The goals, which are likely to be incorporated in some form into the post-2015 development agenda in September 2015, include targets to “strengthen efforts to protect and safeguard the world’s cultural and natural heritage” and “develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products.”⁶⁸ The proposed SDGs have already come under criticism, however, as no holistic agreement has been reached on financial, technical, and logistical means of implementation, including for the targets related to the preservation of heritage.⁶⁹ With 17 proposed goals and numerous targets, developing effective means of implementation will be critical for the SDGs to be successful.⁷⁰

⁵⁶ UNESCO, *The World Heritage Convention*.

⁵⁷ UNESCO, *Basic Texts of the 1972 World Heritage Convention*, 2005, pp. 10-11.

⁵⁸ UNESCO, *Basic Texts of the 1972 World Heritage Convention*, 2005, p. 10.

⁵⁹ UNESCO, *World Heritage List*.

⁶⁰ UNESCO, *Basic Texts of the 1972 World Heritage Convention*, 2005, pp. 5-6.

⁶¹ UNESCO, *The “fifth C” for “Communities”* (31 COM 13B), 2007.

⁶² UNESCO, *A Proposed Framework for the Development of Joint Cooperation On Nature Conservation and Sustainable Tourism At World Heritage Natural sites*, 2001.

⁶³ UNWTO, *UNWTO/UNESCO World Conference on Tourism and Culture gathers Ministers of Tourism and Culture for the first time*, 2015.

⁶⁴ UNESCO, *Category 2 Centres under the auspices of UNESCO related to World Heritage*.

⁶⁵ *Ibid.*

⁶⁶ European Union, *Decision No 1194/2011/EU of the European Parliament and of the Council of 16 November 2011 establishing a European Union action for the European Heritage Label*, 2015.

⁶⁷ UNGA, *Report of the Open Working Group of the General Assembly on Sustainable Development Goals (A/68/970)*, 2014.

⁶⁸ *Ibid.*

⁶⁹ Bhattacharya & Ali, *The SDGs - What are the means of implementation?*, 2014.

⁷⁰ *Ibid.*

Role of the International System

The World Heritage Committee, a subsidiary of UNESCO, is the main international body tasked with protection of World Heritage Sites, a task complicated by the *World Heritage Convention* identifying their protection as strictly a domestic matter.⁷¹ Nevertheless, UNESCO has developed several concrete tools to help with their preservation, including the World Heritage Fund, a financing mechanism that provides training and support for host-countries and also offers emergency assistance.⁷² UNESCO's work is not limited to financing, however, and they have established several capacity-building programs that are directly involved in the protection of specific sites.⁷³ The World Heritage and Sustainable Tourism Programme, which works with tourist destinations in implementing management techniques and plans to safeguard important sites is a key tool in helping UNESCO achieve its protective mission.⁷⁴ UNESCO also has direct partnerships with some Member States – its agreement with France calls for cooperation in the protection of “monumental, urban and natural heritage,” and has allowed for over 100 joint projects to be carried out globally.⁷⁵ There are also arrangements that allow regional bodies to assist in the preservation of sites and promotion of tourism, with the African World Heritage Fund (AWHF) of the African Union (AU) being a notable example.⁷⁶ Not only does the AWHF work with UNESCO and AU members to identify and prepare sites for inscription on the World Heritage List, but it also provides sustainable tourism training for site managers.⁷⁷ UNESCO also benefits from cooperation with a number of non-governmental organizations (NGOs), including the International Union for the Conservation of Nature and the International Council on Monuments and Sites, both of which are advisory bodies that can be called on for research, reporting, and other technical support.⁷⁸

Independently of UNESCO, the UNWTO offers policy support and guidance at the request of Member States and also launched the Sustainable Tourism Programme in November of 2014 under the auspices of the Ten-Year Framework of Programmes on Sustainable Consumption and Production Patterns.⁷⁹ The UNWTO is also working within the International Task Force on Sustainable Tourism Development with the United Nations Environment Programme (UNEP) and the UN Department of Economic and Social Affairs to develop innovative sustainable tourism projects.⁸⁰ UNEP, the lead program on environmental issues in the UN system, also has a team dedicated to tourism and partners with tourists and the tourism industry to promote preservation of the natural environment.⁸¹

Tourism and Site Management

Increasing levels of tourism at World Heritage Sites can strain local resources and facilities and the resulting rapid economic development can quickly damage sites.⁸² In China, increasing tourism and economic activity has caused concern that some of its most famous sites may degrade over time, and although the government has raised entrance fees on many attractions, it seems to have had little effect.⁸³ Germany's Dresden Elbe Valley cultural site was stricken from the World Heritage List in 2009 after a four-lane bridge was built through the site.⁸⁴ However, more tourism does not necessarily have a negative impact, and can actually help with site preservation and maintenance if proper management mechanisms are in place at the national and local level.⁸⁵ Tourism revenues can be used for

⁷¹ Zacharias, *The UNESCO Regime for the Protection of World Heritage as Prototype of an Autonomy-Gaining International Institution*, 2008, pp. 1837, 1843.

⁷² Zacharias, *The UNESCO Regime for the Protection of World Heritage as Prototype of an Autonomy-Gaining International Institution*, 2008, p. 1839.

⁷³ UNESCO, *Activities*.

⁷⁴ UNESCO, *UNESCO World Heritage and Sustainable Tourism Programme: Action Plan 2013 – 2015*, 2012.

⁷⁵ UNESCO, *10 years of the France-UNESCO for heritage agreement*, 2009.

⁷⁶ UNESCO, *African World Heritage Fund*.

⁷⁷ *Ibid.*

⁷⁸ Zacharias, *The UNESCO Regime for the Protection of World Heritage as Prototype of an Autonomy-Gaining International Institution*, 2008, p. 1845.

⁷⁹ UNEP, *Harnessing the Power of One Billion Tourists for a Sustainable Future*, 2014.

⁸⁰ UNEP, *International Task Force On Sustainable Tourism Development*.

⁸¹ UNEP, *Tourism*.

⁸² Borges et al, *Sustainable tourism and natural World Heritage: Priorities for action*, 2011, pp. 8-9; McVeigh, *Tourist hordes told to stay away from world heritage sites by the locals*, 2009.

⁸³ Huffington Post, *China's World Heritage Sites Threatened By Tourism*, 2012.

⁸⁴ UNESCO, *Dresden is deleted from UNESCO's World Heritage List*, 2009.

⁸⁵ Borges et al, *Sustainable tourism and natural World Heritage: Priorities for action*, 2011, p. 7.

preservation, which is often needed in developing countries that may otherwise lack necessary financial resources, and such efforts often align with national development goals as they provide employment and training.⁸⁶ Some of the most effective site management techniques begin with national policy and extend to engagement with the private sector, civil society, and communities near sites.⁸⁷

The Private Sector

In its 2011 report on *Tourism: Investing in energy and resource efficiency*, UNEP indicated that the private sector, especially small and medium-sized enterprises (SMEs), are at the core of long-term preservation.⁸⁸ The report went on to outline how governments can create a setting that enables firms to help with preservation by providing project planning assistance and ensuring that impact assessments are not overly costly or complex.⁸⁹ This is especially true when engaging with the SMEs that are prevalent in tourism, as many lack the capacity to establish corporate social responsibility (CSR) policies or conduct ‘triple bottom line’ reporting, an accounting technique that incorporates environmental impacts alongside traditional metrics.⁹⁰ Some World Heritage Site management authorities, such as Parks Australia, have developed joint initiatives with businesses to plan infrastructure and operations in protected areas, allowing both sides to benefit from shared expertise and resources.⁹¹ Although it has no authority to dictate the actions of the private sector, the UN has also worked to promote CSR in multinational corporations by establishing the Global Compact, a voluntary CSR mechanism meant to protect human rights and the environment.⁹² There are early indications that balancing tourism and preservation will become easier as global demand for traditional tourism is leveling out and the responsible and sustainable tourism industries are growing rapidly.⁹³

The Local Community and Civil Society

The *World Heritage Convention* identified the importance of local communities in the preservation of sites and even indicated that activities in traditional societies may “be consistent with the outstanding universal value of the area where they are ecologically sustainable.”⁹⁴ It can be difficult to ensure the lifestyles of local populations are not negatively affected, and even more difficult to actively engage them in the management and preservation of sites.⁹⁵ During a development project in Nepal, a ‘participatory management’ technique that organized youth into action groups and built connections between those groups and members of the private sector and government was used to great effect.⁹⁶ This type of ground-up approach is promising, but many efforts have failed to effectively balance the local and developmental needs.⁹⁷ UNESCO is increasingly looking to engage with existing NGOs and civil society organizations, which are often responsible for carrying out local preservation and protection initiatives, in order to strengthen their role in the implementation of the *World Heritage Convention*.⁹⁸ A network, dubbed the “World Heritage Watch,” has been proposed and UNESCO is beginning to increase levels of engagement starting with an “NGO Forum on World Heritage” during the 2015 meeting of the World Heritage Committee.⁹⁹

Conclusion

Balancing tourism and preservation at World Heritage Sites in many ways requires the balancing of conflicting interests; governments promote development, the private sector seeks profit, and local populations want to protect their livelihoods, lifestyles, and heritage. The allure of short-term economic benefit from the exploitation of natural and cultural heritage is omnipresent but can quickly threaten the preservation of sites for future generations. While UNESCO cannot impose rules on Member States, it has an important role to play in supporting and encouraging them to take the steps necessary to both benefit from and be good stewards of the common heritage of mankind.

⁸⁶ Borges et al, *Sustainable tourism and natural World Heritage: Priorities for action*, 2011, p. 10.

⁸⁷ Pedersen, *Managing Tourism at World Heritage Sites: a Practical Manual for World Heritage Site Managers*, 2002, pp. 32-33.

⁸⁸ UNEP, *Tourism: Investing in energy and resource efficiency*, 2011, p. 415.

⁸⁹ UNEP, *Tourism: Investing in energy and resource efficiency*, 2011, pp. 431-432.

⁹⁰ UNEP, *Tourism: Investing in energy and resource efficiency*, 2011, pp. 432-433.

⁹¹ Borges et al, *Sustainable tourism and natural World Heritage: Priorities for action*, 2011, pp. 14-15.

⁹² UN Global Compact, *Corporate Sustainability in the World Economy*, 2014.

⁹³ UNEP, *Tourism: Investing in energy and resource efficiency*, 2011, p. 438.

⁹⁴ UNESCO, *Basic Texts of the 1972 World Heritage Convention*, 2005, p. 55.

⁹⁵ Pedersen, *Managing Tourism at World Heritage Sites: a Practical Manual for World Heritage Site Managers*, 2002, p. 39.

⁹⁶ *Ibid.*

⁹⁷ Pedersen, *Managing Tourism at World Heritage Sites: a Practical Manual for World Heritage Site Managers*, 2002, pp. 32-33.

⁹⁸ World Heritage Watch, *International Conference "UNESCO World Heritage and The Role of Civil Society"*.

⁹⁹ *Ibid.*

Annotated Bibliography

Borges, M. A., G. Carbone, R. Bushell, & T. Jaeger. (2011). *Sustainable tourism and natural World Heritage: Priorities for action*. Retrieved 9 June 2015 from:

https://cmsdata.iucn.org/downloads/sustainable_tourism_and_natural_world_heritage_report.pdf

Published by the International Union for Conservation of Nature in collaboration with a multitude of experts, this publication is principally a study of the tourism impact on select World Heritage Sites and describes both the positive and negative impacts of tourism on those sites. The fourth and fifth sections of this report could prove very valuable in helping delegates to understand the actions that can be taken to attain sustainable tourism and protect World Heritage Sites. The final two appendices provide both the Proposed Principles for Sustainable Tourism at World Heritage Properties as developed by the World Heritage Sustainable Tourism Programme and a list of useful guiding questions.

United Nations Educational, Scientific and Cultural Organization. (2005). *Basic Texts of the 1972 World Heritage Convention*. Retrieved 9 June 2015 from: <http://whc.unesco.org/document/101839>

This is a collection of the most important international agreements regarding World Heritage and the rules governing their protection by relevant international organizations and Member States. It is critical that delegates have an understanding of the definitions and responsibilities established by the Convention concerning the Protection of the World Cultural and Natural Heritage, also known as the World Heritage Convention, as it is the basis for the UNESCO World Heritage Site regime. The Operational Guidelines for the Implementation of the World Heritage Convention are also useful for gaining an in-depth understanding of what governments must do to fully implement the convention and several recommendations related to site management and preservation.

United Nations Educational, Scientific and Cultural Organization. (2012). *UNESCO World Heritage and Sustainable Tourism Programme: Action Plan 2013 – 2015*. Retrieved 24 May 2015 from:

<http://whc.unesco.org/uploads/activities/documents/activity-669-6.pdf>

UNESCO's World Heritage and Sustainable Tourism Programme is its primary initiative for addressing the needs of Member States in the balancing tourism and preservation at World Heritage Sites. This action plan outlines everything that the program seeks to accomplish, with some level of detail, and has specific performance indicators for each category. Delegates can use this document to gain a better understanding of some of the concrete work being done by UNESCO on this topic, but may also be able to identify areas of opportunity.

United Nations Environment Programme. (2011). *Tourism: Investing in energy and resource efficiency* [Report]. Retrieved 25 May 2015 from:

http://unep.org/resourceefficiency/Portals/24147/scp/business/tourism/greeneconomy_tourism.pdf

UNEP and the UNWTO examine the process of investing in sustainable tourism, its economic viability, challenges, and opportunities. The report, which is part of the 'Towards a green economy' series, challenges traditional viewpoints on development via tourism and makes a strong case for why 'business as usual' is not the best option for Member States. Delegates should pay particular attention to the section on overcoming barriers, as this is likely where the bulk of the work in promoting sustainable tourism would need to take place.

Zacharias, D. (2008). *The UNESCO Regime for the Protection of World Heritage as Prototype of an Autonomy-Gaining International Institution*. Retrieved 25 May 2015 from:

https://www.germanlawjournal.com/pdfs/Vol09No11/PDF_Vol_09_No_11_1833-1864_Articles_Zacharias.pdf

In this special issue of the German Law Journal on Public Authority and International Institutions, Diana Zacharias examines the legal status of the UNESCO World Heritage regime and the challenges it faces in terms of legitimacy and implementation. In carefully reading this document, delegates can not only gain an excellent understanding of the structure of UNESCO, but also the means by which UNESCO interacts with Member States and the rest of the international community. A number of opportunities are pointed out throughout the document, which delegates may find useful for finding innovative but realistic ideas.



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II. Pursuing Linguistic Diversity

- How can UNESCO create a clearer definition of linguistic diversity?
- Is there a way to better integrate language, especially minority languages, and economics? How can UNESCO better identify the benefits of language diversity and economic sustainability?
- How can projects such as the Atlas of the Worlds Languages in Danger be used to create more social programs to expand on the knowledge and preservation of languages beyond native speakers?

Introduction

In recent years, UNESCO has shifted toward promoting “the ‘intangible cultural heritage; mean[ing] the practices, representations, expressions, knowledge, skills – as well as the instruments, objects, artefacts and cultural spaces associated therewith – that communities, groups and, in some cases, individuals recognize as part of their cultural heritage.”¹⁰⁰ This intangible cultural heritage includes oral traditional and expressions including language.¹⁰¹ While there is no universal definition for linguistic diversity, the broad definition used most often highlights linguistic diversity as, “the study of human speech including the units, nature, structure, and modification of language.”¹⁰² Additionally, there are two methods for quantifying the number of languages spoken within a country.¹⁰³ The first is simply counting the number of languages in the country, and the second is counting the number of indigenous languages spoken within that country.¹⁰⁴ This disparity can complicate linguistic diversity efforts targeting speakers of non-indigenous languages.¹⁰⁵ Language is a vital means in the preservation of cultural diversity and in the promotion of education and sustainable development.¹⁰⁶

International and Regional Framework

The importance of language is not a new theme of importance to UNESCO. However, creating a specific framework to integrate the multi-tiered discussion of language and its importance is a relatively new field.¹⁰⁷ Article 27 in the *Universal Declaration of Human Rights* (1948) details the importance of cultural diversity.¹⁰⁸ Texts such as the *International Covenant on Cultural and Civil Rights* (1966) began to expand on the definitions of cultural diversity and how language plays a crucial role.¹⁰⁹ Article 27, paragraph 1 of the *Covenant* establishes the importance of

¹⁰⁰ United Nations, *Convention for the Safeguarding of the Intangible Cultural Heritage*, 2003, p. 3.

¹⁰¹ *Ibid.*

¹⁰² Mirriam-Webster. *Dictionary: Linguistics*, 2015.

¹⁰³ Skunabb-Kangas, *Why Should Linguistic Diversity be Maintained and Supported in Europe*, 2002.

¹⁰⁴ *Ibid.*

¹⁰⁵ *Ibid.*

¹⁰⁶ UNESCO, *Universal Declaration on Cultural Diversity*, 2002.

¹⁰⁷ Mosley, *World Oral Literature Project*, 2012, p. 1.

¹⁰⁸ United Nations, *Universal Declaration of Human Rights*, 1948.

¹⁰⁹ United Nations, *International Covenant on Civil and Political Rights*, 1966.

cultural freedoms without persecution and the rights to use one's own language in order to do so.¹¹⁰ In the same year, the UN established the *International Covenant on Economic, Social and Cultural Rights* (1966) which details the right to pursue economic, social and cultural development.¹¹¹ In recent years there has been greater detail in determining how language and intangible cultural heritage are interlinked in the promotion of linguistic diversity. In 2002, UNESCO's *Universal Declaration on Cultural Diversity* linked the importance of cultural diversity to issues such as development and commerce, while the *Convention on the Protection and Promotion of the Diversity of Cultural Expressions* (2005) clarifies how cultural diversity, including expression and language, is imperative to social and economic development, even if it is not necessarily written or recorded.¹¹² In 2003 UNESCO adopted the *Convention for the Safeguarding of the Intangible Cultural Heritage* (2003), presenting a more detailed definition of intangible cultural heritage, identifying "oral traditions and expressions, including language as a vehicle of the intangible."¹¹³

Role of the International System

While UNESCO is consistently the body within the UN that deals with issues of language, other entities have taken a strong role in language preservation.¹¹⁴ In 2006 UNESCO created the Task Force on Languages and Multilingualism.¹¹⁵ This task force was developed to review and improve any current or new programs within UNESCO that deal directly with language.¹¹⁶ In 2008, the UN General Assembly declared the International Year of Languages, and invited UNESCO to be the lead agency.¹¹⁷ The focus of the Year of Languages was on language and multilingual issues, including science and technology, and inclusiveness of language, especially minority languages, in education and communication.¹¹⁸ Outside of UNESCO, much of the work being done in linguistics preservation is done on a regional level. The European Union has several programs dedicated to language, including The Civil Society Platform on Multilingualism and the European Language Label.¹¹⁹ The Platform was created in 2009, "with the aim to promote a permanent dialogue between the Commission and civil society on the different aspects of the multilingualism policy."¹²⁰ This platform is meant as a means to gather the best policies and to inform the greater public on language and its importance.¹²¹ Following the creation of the Civil Society on Multilingualism, the report Civil Society Platform on Multilingualism: Policy Recommendations for the Promotion of Multilingualism in the European Union, began to create a structure for policy pertaining to language preservation, including how to deal with 'Euro-centric' language concerns, and how to better create integration with those who speak minority languages into economic and social aspects of society.¹²² The African Union created a similar platform to that of the European Union with African Academy of Languages (ACALAN).¹²³ ACALAN serves to foster "Africa's integration and development through the development and promotion of the use of African languages in all domains of life in Africa."¹²⁴

Linguistics in Social and Economic Development

As the field of language preservation grows, there is increasing focus on how language influences many social and economic factors.¹²⁵ When it comes to education, language is being increasingly seen as vital to social and economic

¹¹⁰ *Ibid.*

¹¹¹ United Nations, *International Covenant on Economic, Social and Cultural Rights*, 1966, p.1.

¹¹² UNESCO, *Convention on the Protection and Promotion of the Diversity of Cultural Expressions*, 2005.

¹¹³ UNESCO, *Convention for the Safeguarding of the Intangible Cultural Heritage*, 2003, p. 2.

¹¹⁴ UNESCO, *Convention for the Safeguarding of the Intangible Cultural Heritage*, 2003.

¹¹⁵ UNESCO, *Task Force on Languages and Multilingualism*, 2006.

¹¹⁶ *Ibid.*

¹¹⁷ *Ibid.*

¹¹⁸ United Nations, *International Year of Languages*, 2008.

¹¹⁹ European Commission, *The Civil Society Platform on Multilingualism*, 2009.

¹²⁰ *Ibid.*

¹²¹ *Ibid.*

¹²² European Union, *Civil Society Platform on Multilingualism: Policy Recommendations for the Promotion of Multilingualism in the European Union*, 2011.

¹²³ African Union, *African Academy of Languages (ACALAN)*.

¹²⁴ *Ibid.*

¹²⁵ UNESCO, *Task Force on Languages and Multilingualism*, 2006.

growth.¹²⁶ UNESCO held an expert meeting entitled on *Enhancing learning: from access to success* in 2007 as a means to fill in gaps when it comes to education.¹²⁷ These gaps included the importance of language, especially mother language and indigenous language in education and teaching.¹²⁸ The experts described how the use of multilingual teaching, especially in languages that are not the dominant language of that region or country, is necessary in the promotion of fair and progressive education for all.¹²⁹ Increasing multilingualism in education is still a slow process.¹³⁰ UNESCO put together a report detailing programs in Asia and the Pacific region that specifically deal with bilingual and multilingual education, along with suggestions for next steps.¹³¹ This *Advocacy Kit for Promoting Multilingual Education: Including the Excluded* highlights non-formal education programs aimed at having ethnic and linguistic minority students become literate in their own language, and eventually that of the dominant language of their country.¹³² This report shows that on the local level, students' receipt of instruction in their native language increases the success of the student overall, especially among minority groups, yet these programs have been severely lacking in any implementation and support on the national level by many countries in Asia and the Pacific.¹³³

Education and economics collide when students enter the workforce. Even if students are taught in their native language, if this language is not a dominant language within the country, they still may face a lack of economic mobility.¹³⁴ This means that teaching in a student's native language is an indicator of performing better in school, but it is not a direct indicator of that student doing better economically as an adult.¹³⁵ The student would still need to learn the dominant language in order to be successful economically.¹³⁶ This requires more programs aimed at inclusive economic growth, which focuses on minority languages in business and higher education.¹³⁷

Language Endangerment

Atlas of the Worlds Languages in Danger

UNESCO, in its commitment to strengthening the importance of language in social and economic development, documents the world's languages.¹³⁸ This commitment is summarized in the creation of the Atlas of the Worlds Languages in Danger.¹³⁹ This atlas was created in 1996 as a way to physically map the over 6000 languages spoken in the world.¹⁴⁰ This atlas is a communal effort, in which UNESCO allows for NGOs, intergovernmental organizations, and civil society to participate by submitting information to the atlas, including geographical locations of a language, numbers of people who speak a particular language or dialect in a region, or updating incorrect or out-of-date information.¹⁴¹ In past incarnations of the Atlas, this information was provided in book form with accompanied maps.¹⁴² The Atlas has expanded to be available in print and online form where it is interactive, allowing anyone to investigate and learn about a language in a variety of places.¹⁴³

The World Oral Literature Project

Stemming from the creation of the Atlas of the Worlds Languages in Danger, the World Oral Literature Project, a collaboration between UNESCO and Cambridge University, is an urgent global initiative to document and

¹²⁶ UNESCO, *Task Force on Languages and Multilingualism*, 2006.

¹²⁷ UNESCO, *Enhancing Learning: from access to success, Report of the First experts meeting: defining areas of action*, 2007.

¹²⁸ *Ibid.*

¹²⁹ *Ibid.*

¹³⁰ *Ibid.*

¹³¹ UNESCO, *Advocacy Kit for Promoting Multilingual Education: Including the Excluded*, 2007.

¹³² UNESCO, *Advocacy Kit for Promoting Multilingual Education: Including the Excluded*, 2007, p. 1.

¹³³ *Ibid.*

¹³⁴ Grin, *Using Language Economics and Education Economics in Language Education Policy*, 2002.

¹³⁵ *Ibid.*

¹³⁶ *Ibid.*

¹³⁷ *Ibid.*

¹³⁸ UNESCO, *Atlas of the Worlds Language's in Danger*, 2015.

¹³⁹ *Ibid.*

¹⁴⁰ UNESCO, *Endangered Languages*, 2015.

¹⁴¹ UNESCO, *Atlas of the Worlds Language's in Danger*, 2015.

¹⁴² Mosley, *World Oral Literature Project*, 2012.

¹⁴³ UNESCO, *Atlas of the Worlds Language's in Danger*, 2015.

disseminate endangered oral literatures before they disappear without record.¹⁴⁴ The World Oral Literature Project highlights the growing field of linguistic geography in the attempt to preserve the world's languages.¹⁴⁵ This project expands on the Atlas by defining the criteria used for determining the various stages of endangered languages.¹⁴⁶ UNESCO applies a degree of endangerment to languages, including rankings such as safe, vulnerable and severely endangered, by cataloging how criteria effect the use, promotion and expansion of a language or dialect; the criteria include absolute number of speakers, intergenerational language transmission, proportion of speakers within the total population, community members' attitudes toward their own language, availability of materials for language education and literacy, shifts in domains of language use, response to new domains and media and type and quality of documentation.¹⁴⁷ The Project considers the criteria of what constitutes a dead language, the controversy surrounding the definitions in determining whether a dialect is a language, and how those participating in the project via online may be at a disadvantage when it comes to complete information on a language or region.¹⁴⁸

When looking at the World Oral Literature Project and the Atlas of Worlds Languages in Danger, a main criticism of linguistic preservation is how this codifying of languages translates into preservation.¹⁴⁹ UNESCO and its various projects have done extensive work in identifying languages and the regions in which they are spoken, yet there have been few mechanisms created that are effectively preserving these languages beyond the next generations.¹⁵⁰ Many of the effective preservations of language have come in the field of education where teachers are conducting courses and using materials in multiple languages.¹⁵¹ Many challenges come from the lack of understanding regarding how language diversity works in application outside of education.¹⁵² For example, immigrants may speak a dominant language from their country of origin that is not an indigenous language in their new country of residence.¹⁵³ This creates complications in supporting the use of the immigrants' native language, especially when business and education is produced in a dominant language they do not speak.¹⁵⁴

Conclusion

UNESCO has been a leader in the promotion of cultural diversity. Language is vital in that preservation. The framework specific to linguistic diversity and "intangible heritage" is relatively new, and therefore there are still strides to be made in the field. The progress made in this field including the creation of the World Oral Literature Project and regional programs such as the European Language Label. These programs allow for many minority languages to have a fixed spotlight on their importance and needed preservation. These programs at times fall short of expanding past the simply preservation of an endangered language. The necessity for these languages to be thrust into the larger social and economic zeitgeist is the biggest hurdle in improving the education and economic perseverance of many citizens. However, without clearer definitions of language diversity and how to transfer the energy of language preservation into the larger social, economic and educational issues the lack of language diversity can present, there is still much needed framework direction.

Annotated Bibliography

Mosley, C. (2012). *World Oral Literature Project* [Report]. Retrieved 2 May 2015 from:
http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/pdf/WOLP_OP_05_highres.pdf

The World Oral Literature Project is an expansion on the physical mapping of the Atlas of Worlds Languages in Danger. The Literature Project provides a detailed account of how the Atlas of Worlds Languages in Danger is produced; it gives a detailed history of the creation of both projects and defines in depth the criteria for being considered an endangered language. It gives

¹⁴⁴ Mosley, *World Oral Literature Project*, 2012.

¹⁴⁵ Mosley, *World Oral Literature Project*, 2012, p. 1.

¹⁴⁶ Mosley, *World Oral Literature Project*, 2012.

¹⁴⁷ Mosley, *World Oral Literature Project*, 2012, pp. 6-7.

¹⁴⁸ *Ibid.*

¹⁴⁹ *Ibid.*

¹⁵⁰ Skunabb-Kangas, *Why Should Linguistic Diversity be Maintained and Supported in Europe*, 2002.

¹⁵¹ *Ibid.*

¹⁵² *Ibid.*

¹⁵³ *Ibid.*

¹⁵⁴ *Ibid.*



details on whom is able to participate in the project and any issues over the years this project has encountered. This document provides a thorough look into all of the levels how a language is identified, categorized, and what steps UNESCO and its partners, may take in addressing an endangered language.

United Nations. (2003). *Convention for the Safeguarding of the Intangible Cultural Heritage*. Retrieved 22 May 2015 from: <http://unesdoc.unesco.org/images/0013/001325/132540e.pdf>

This convention outlines the importance of cultural heritage as it pertains to customs and expressions that cannot be easily quantified or calculated. Many languages fall into the intangible category due to various circumstances including the small number of persons who speak the language or it is not a written language. Many languages are taught using oral traditions. This document serves to show student the importance of preserving spoken traditions and its importance to the preservation and promotion of cultural diversity.

United Nations Educational, Scientific and Cultural Organization. (2002). *Universal Declaration on Cultural Diversity*. Retrieved 4 May 2015 from: <http://unesdoc.unesco.org/images/0012/001271/127160m.pdf>

After the Millennium Development Goals (MDGs) were published and after 11 September 2001, this declaration served as the beginning of a dedication to the importance of cultural diversity. It discusses in greater detail than previous documentation the importance of language with relation to technology and the media. This can guide the delegates in understanding the importance of diverse language when it comes to education, technology, and inclusion.

United Nations Educational, Scientific and Cultural Organization. (2005). *Convention on the Protection and Promotion of the Diversity of Cultural Expressions*. Retrieved 4 May 2015 from:

<http://unesdoc.unesco.org/images/0014/001429/142919e.pdf>

This convention is extensive in discussing the various aspects of what “cultural expression” means. This includes sections discussing cultural diversity and language as a civil right. This convention examines the role UNESCO does and can have in the expansion of cultural diversity. This resource is important for delegates because it serves as a “dictionary” of the multitude of topic encompassed within cultural expression. It defines each subtopic and details how this connects to the cultural, civic, and economic health of a country.

United Nations Educational, Scientific and Cultural Organization. (2007). *Advocacy Kit for Promoting Multilingual Education: Including the Excluded* [Report]. Retrieved 24 May 2015 from:

<http://unesdoc.unesco.org/images/0015/001521/152198e.pdf>

This report give a detailed look at how education using a multi-linguistic approach is beneficial to the success of students, especially those who come from ethnic/linguistic minorities. This shows how some programs in the Asia and Pacific region are increasing the success of its students and how this leads to higher literacy rates, graduation rates, and economic stability for the student’s future. Delegates can gain an understanding between the importance of preserving language and how that preservation can be used to enhance the social and economic futures of students.

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III. Education and Science for Agriculture in Africa

- How can UNESCO strengthen its framework in order to be more effective in its role in agriculture?
- What should educational programs be teaching when it comes to agriculture in Africa? When should this education start and what specific issues should be highlighted?
- How can African states work with UNESCO and other entities to increase access to technology? What infrastructure problems need to be addressed in order for agriculture in Africa to be profitable and sustainable?

Introduction

The promotion of education and science in Africa is a key part of UNESCO's current priorities and programming, including the ability of educational and scientific programming to improve agricultural output on the continent.¹⁵⁵ UNESCO approaches the topic of agriculture under the "Three Terms and One Goal" umbrella.¹⁵⁶ These terms include the definition of sustainable development, "development that meets the needs of the present without compromising the ability of future generations to meet their own needs."¹⁵⁷ Education for sustainable development integrates key elements of sustainable development into teaching and learning.¹⁵⁸ The third term, the UN Decade of Education for Sustainable Development, is a means to highlight and implement strategies in sustainable development and education.¹⁵⁹ These terms integrate the importance of sustainability and sustainable consumption, education and technology in the pursuit of protection of the environment.¹⁶⁰ The growing populations of African states and the difficulties imposed on farmers by climate change increase the importance of UNESCO's work on this issue.

International and Regional Framework

There are various frameworks that create the bedrock for the work of UNESCO on this issue. A major framework is the *United Nations Framework Convention on Climate Change* (UNFCCC), established at the Earth Summit in Rio de Janeiro in 1992.¹⁶¹ Article 6 in the UNFCCC discusses "education, training and public awareness" of the effects of climate change.¹⁶² The UNFCCC details the importance of technology transfers, and the necessity of clean and accessible technology sharing, especially in developing countries.¹⁶³ The *Convention on Biological Diversity* (1992) takes into account the importance of agricultural diversity in combating climate change, and in sustainable practices.¹⁶⁴ Article 1 of the Convention states "the objectives of this Convention, to be pursued in accordance with its relevant provisions, are the conservation of biological diversity. The sustainable use of its components and the fair and equitable sharing of the benefits arising out of the utilization of genetic resources, including by appropriate access to genetic resources and by appropriate transfer of relevant technologies."¹⁶⁵

More recent collaborations have focused more on sustainable practices, education, and technology. UNESCO is in the early stages of adapting new policies in addressing agriculture issues.¹⁶⁶ This need is made more present with the development of the post-2015 development agenda, and UNESCO is using the most recent proposed language for the SDGs to be a guide in creating a framework for integrating sustainable agriculture practices into its own programs.¹⁶⁷ *A Framework for Action on Agriculture* was produced at the World Summit on Sustainable

¹⁵⁵ UNESCO, *UNESCO at a glance*, 2010, p. 4.

¹⁵⁶ UNESCO, *Three Terms and One Goal*, 2015.

¹⁵⁷ *Ibid.*

¹⁵⁸ *Ibid.*

¹⁵⁹ *Ibid.*

¹⁶⁰ *Ibid.*

¹⁶¹ United Nations, *United Nations Framework Convention on Climate Change*, 1992.

¹⁶² *Ibid.*

¹⁶³ *Ibid.*

¹⁶⁴ United Nations, *Convention on Biological Diversity*, 1992.

¹⁶⁵ United Nations, *Convention on Biological Diversity*, 1992, p. 3.

¹⁶⁶ United Nations, *Zero draft of the outcome document for the UN Summit to adopt the Post-2015 Development Agenda*, 2015.

¹⁶⁷ *Ibid.*

Development in Johannesburg in 2002.¹⁶⁸ This framework details key issues in agricultural production and how it affects issues such as water quality, poverty, and energy.¹⁶⁹ Currently, issues such as poverty and land degradation lead to a patchwork of agricultural practices in many states.¹⁷⁰ Reducing issues such as poverty and land degradation requires a more centralized approach to agriculture, including more national involvement in standardizing practices such as the approval of earth-friendly pesticides and water use limits.¹⁷¹ Two important documents when it comes to agricultural practices, especially when discussing ethnic and religious minorities, are the *Convention for the Safeguarding of the Intangible Cultural Heritage* (2003) and *Declaration on the Rights of Indigenous Peoples* (2008).¹⁷² Both documents mean to discern the specific importance culture and heritage can play in sustainable agriculture.¹⁷³ The *Convention for Safeguarding of the Intangible Cultural Heritage* specifies the “knowledge and practices concerning nature and the universe,” while Article 25 of the *Declaration Rights of Indigenous Peoples* specifies the importance of the connection between the indigenous population and the land in which they live and work.¹⁷⁴

Role of the International System

UNESCO’s work on this issue is extensive, including partnering with UNEP to create the UNEP/UNESCO YouthXchange Initiative. Established in 2001, this program creates literature and activities designed in captivating youth into involvement in issues such as sustainable development and consumption.¹⁷⁵ The Food and Agriculture Organization of the United Nations (FAO) also plays a role in agricultural issues in Africa, including its report *The Framework Programme on Climate Change and Adaptation* (2011), which discusses the effects of climate change on agriculture and how adverse farming practices can extrapolate these effects.¹⁷⁶

The UN declared 2014 as the International Year of Agriculture and the International Year of Family Farming, and the FAO released a report entitled *Towards Stronger Family Farms*.¹⁷⁷ This report dissects the regional issues family farmers around the world encounter, including how sub-Saharan Africa contains some of the most vulnerable family farmers in the world.¹⁷⁸ African states are inconsistent in developing policies that secure resource rights and implementation of sustainable practices.¹⁷⁹ A 2014 report of the UN Climate Summit outlines its goals in addressing agriculture: “The Alliance will help governments, farmers, scientists, businesses, and civil society, as well as regional unions and international organizations, to adjust agricultural, forestry and fisheries practices, food systems and social policies so that they better take account of the efficient use of natural resources.”¹⁸⁰ The 10th meeting of the Comprehensive Africa Agriculture Development Programme focused on the need for stronger implementation practices and the importance of science, technology and innovation (STI) stating “the agricultural STI in Africa must be underpinned by a strong education and entrepreneurial skills development programme especially supporting youth and women for expanded employment opportunities in the agri-food sector because the improvement of learning and technical knowledge is a key factor for agricultural contribution to economic development.”¹⁸¹

Education, Business and Sustainable Development

As African states continue to develop, there is a shift in priorities related to agriculture production. A delegation from the New Partnership for African Development (NEPAD) recently traveled to China with the intention of

¹⁶⁸ World Summit on Sustainable Development, *A Framework for Action on Agriculture*, 2002.

¹⁶⁹ World Summit on Sustainable Development, *A Framework for Action on Agriculture*, 2002, pp. 9-12.

¹⁷⁰ *Ibid.*

¹⁷¹ World Summit on Sustainable Development, *A Framework for Action on Agriculture*, 2002, p. 12.

¹⁷² United Nations, *Convention for the Safeguarding of the Intangible Cultural Heritage*, 2003; UNESCO, *Convention for the Safeguarding of the Intangible Cultural Heritage*, 2003.

¹⁷³ *Ibid.*

¹⁷⁴ *Ibid.*

¹⁷⁵ UNEP & UNESCO, *YouthXchange Initiative*, 2001.

¹⁷⁶ FAO, *Framework on Climate Change Adaption*, 2011.

¹⁷⁷ FAO, *Towards Stronger Family Farms*, 2014.

¹⁷⁸ FAO, *Towards Stronger Family Farms*, 2014, p. 2.

¹⁷⁹ *Ibid.*

¹⁸⁰ United Nations Climate Summit, *Global Alliance for Climate-Smart Agriculture Action Plan*, 2014.

¹⁸¹ Comprehensive Africa Agriculture Development Programme. *The 10th Meeting of the CAADP Partnership Platform: All Africa Conference on Agriculture and Rural Development*, 2014.

strengthening ties, stating a desire “to move away from subsistence farming and move towards conducting farming as a business. This will require collaboration with various key actors such as the private sector and bi-lateral partners; on several fronts including knowledge exchange and sharing and capacity strengthening.”¹⁸² This new agenda in Africa, particularly in sub-Saharan Africa, signifies the need for wide spread education and sustainable development practices.¹⁸³ There is an acknowledged conflict with the pursuit of agricultural business in Africa and the need for sustainable practices in the region.¹⁸⁴ The International Institute for Sustainable Development (IISD) acknowledges for many businesses, the technical and at times ambiguous nature of sustainability frameworks leads to the decision to prioritize profits over integrating sustainable practices.¹⁸⁵ UNESCO partners very close with the African Union (AU) and NEPAD when it comes to attentiveness with agriculture.¹⁸⁶ UNESCO’s major work with the AU and NEPAD consist of giving these organizations access to UNESCO resources, including field workers and facilities to conduct studies and work.¹⁸⁷ One example of this partnership is the signing of the Memorandum of Understanding (MOU) between the African Union and the UNESCO International Institute.¹⁸⁸ The MOU is designated to help achieve the goals of the second decade of education designated by the AU and to strengthening cooperation in education on the Continent.¹⁸⁹ UNESCO is committed to allowing the country or region to be the facilitator of any policy that happens in the region.¹⁹⁰ UNESCO values itself as ‘as one’ with its partners.¹⁹¹ The African Union is focused on finding funding for the infrastructure including a recent meeting with the World Bank to strengthen their partnership with relation to agriculture.¹⁹²

Technology and Infrastructure

While there is a greater focus on technology as an aspect of development and agriculture, there is still a large divide when it comes to use of technology in Africa.¹⁹³ Many states in Africa suffer from inadequate infrastructure which impedes the implementation of technologies.¹⁹⁴ This impediment means the technology is unable to produce long-term results.¹⁹⁵ The International Livestock Research Institute details the attempts by governments to bring technology to rural agriculture areas, especially to women in these rural areas.¹⁹⁶ One system of bringing technology to rural areas is the agricultural and extension advisory service (EAS).¹⁹⁷ This system partners small-scale farmers with organizations and NGOs that best serve their particular needs.¹⁹⁸ However, the EAS is expensive, and operates in a top-down approach where the best means for delivering technology, including proper training and access to databases and learning materials, are high-cost.¹⁹⁹ Merging the lack of a strong technology structure with agriculture initiatives can prove to be difficult.²⁰⁰ UNESCO allows states to decide what is best for them nationally, regionally, and locally, and UNESCO serves as a partner to facilitate the program’s goals.²⁰¹ Many of UNESCO’s technology programs are flagship programs meant to help create a strong infrastructure for government and civil society to function at its highest capacity.²⁰² There have been strides in reducing this technology gap, especially in the ways

¹⁸² The New Partnership for African Development, *NEPAD Agency and China ministry of agriculture vow to strengthen technical cooperation on agriculture*, 2012.

¹⁸³ *Ibid.*

¹⁸⁴ IISD, *Business Strategy for Sustainable Development: Leadership and Accountability for the 90s*, 1992.

¹⁸⁵ *Ibid.*

¹⁸⁶ UNESCO, *the Regional Coordination Mechanism for Africa*, 2015.

¹⁸⁷ *Ibid.*

¹⁸⁸ AU, *The Commission of the African Union signs Memorandum of Understanding (MOU) with the UNESCO International Institute*, 2014.

¹⁸⁹ *Ibid.*

¹⁹⁰ UNESCO, *the Regional Coordination Mechanism for Africa*, 2015.

¹⁹¹ *Ibid.*

¹⁹² AU, *DREA Commissioner meets World Bank Director for Global Practice – Social, Urban, Rural, and Resilience*, 2015.

¹⁹³ Maya, *Capacity Building for Technology Transfer in the African Context: Priorities and Strategies*.

¹⁹⁴ eTransform Africa, *the Transformational Use of Information and Communication Technologies in Africa*, 2012.

¹⁹⁵ *Ibid.*

¹⁹⁶ International Livestock Research Institute, *Increasing access to agricultural extension and advisory services: How effective are new approaches in reaching women farmers in rural areas?*, 2014, pp. 2-5.

¹⁹⁷ *Ibid.*

¹⁹⁸ *Ibid.*

¹⁹⁹ *Ibid.*

²⁰⁰ eTransform Africa, *the Transformational Use of Information and Communication Technologies in Africa*, 2012.

²⁰¹ UNESCO, *Harnessing STI and knowledge for the sustainable socioeconomic development of Africa*.

²⁰² *Ibid.*

information and communication technologies can improve the life cycle of agricultural goods and services.²⁰³ A growing use of technology and agriculture in Africa is mobile technology.²⁰⁴ Cell phones are widely available on the continent and are being used increasingly to track weather patterns, and migration routes.²⁰⁵ Mobile technology has become a cheap and easy way for farmers to gather and store information vital to their business.²⁰⁶ The success of mobile phone in agriculture is due in part to the ability to gain access to the technology in most countries in Africa, providing a model for the spread of other technology on the continent.²⁰⁷

Conclusion

UNESCO is moving further into partnering with other UN bodies and civil society in promoting the necessity of education and science when it comes to the sustainable future of agriculture on the continent. UNESCO has only been recently focusing more on agriculture; this is due to an increased focus on the post-2015 development agenda and the proposed SDGs' connection to many of UNESCO's programs. This relatively new addressing of agriculture means UNESCO is relying heavily on its partners, including the African Union to create a framework for sustained progress on agriculture. The struggle many African nations are still resolving between their technology needs and the best way to implement these programs is seeing mixed results. There have been strides in creating greater education backgrounds for large and small-scale farming in relation to sustainable farming, proper techniques based on region and crop, and for rural farmers in sustaining their land. However, these developments are not being seen on large scale due to the heavy expense it put on governments or the lack of proper infrastructure to sustain these programs. UNESCO is taking the initial steps in creating a strong framework for agriculture in Africa through its partnerships and its continued dedication to education and technological advances.

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eTransform Africa. (2012). *The Transformational Use of Information and Communication Technologies in Africa* [Report]. Retrieved 20 May 2015 from:
http://www.afdb.org/fileadmin/uploads/afdb/Documents/Publications/The_Transformational_Use_of_Information_and_Communication_Technologies_in_Africa.pdf

This report spends significant time dealing various ways technology can help in the strengthening of infrastructure, business, and social prosperity in Africa. It breaks down, topic by topic, the largest problems within that topic area and how to begin to tackle these problems. One section deals specifically with agriculture, mobile phones, and education. This will be a good resource for delegates to have expansive breakdowns of what problems African is facing, what is functionally happening within these problems, and possible solutions.

The New Partnership for African Development. (2012). NEPAD Agency and China ministry of agriculture vow to strengthen technical cooperation on agriculture [Website]. Retrieved 25 May 2015 from:
<http://www.nepad.org/foodsecurity/news/3670/nepad-agency-and-china-ministry-agriculture-vow-strengthen-technical-cooperat>

This article is an example of the growing number of states in Africa looking to create a substantial agricultural business. Many states are moving away from promoting small scale farming for local sustainability for larger-scale farming that will draw in investors into the industry in Africa. This article give delegates an idea of how many governments in Africa see the agricultural sector and its potential globally.

United Nations. (1992). *Convention on Biological Diversity*. Retrieved 2 May 2015 from:
<http://www.cbd.int/doc/legal/cbd-en.pdf>

This outline of the importance of biological diversity covers the importance of biological diversity beyond preservation of natural habitats. When discussing agricultural erosion, a major issues is the non-diversification of crops and goods. This non-diversification included agricultural farming

²⁰³ eTransform Africa, *the Transformational Use of Information and Communication Technologies in Africa*, 2012.

²⁰⁴ eTransform Africa, *the Transformational Use of Information and Communication Technologies in Africa*, 2012.

²⁰⁵ *Ibid.*

²⁰⁶ *Ibid.*

²⁰⁷ Maya, *Capacity Building for Technology Transfer in the African Context: Priorities and Strategies*.

with non-native crops or crops that require a large amount of water or erode fertile top-soil. This loss of fertile topsoil is increasing desertification in Africa. Delegates can read this document and begin to understand how biological diversity is important to agriculture and preserving fertile land.

United Nations. (1992). *United Nations Framework Convention on Climate Change*. Retrieved 22 May 2015 from: http://unfccc.int/files/essential_background/background_publications_htmlpdf/application/pdf/conveng.pdf

This convention is the first major framework that addresses the adverse effects of climate change. While this particular convention is focused on climate change a major theme with education and scientific progress as it pertains to agriculture is sustainable development and reduction of climate change. This convention is also one of the first major pieces of work that address the importance of technology transfer and technology sharing. Delegates should use the UNFCCC as a basis for understanding agriculture recommendation as it pertains to maintaining biodiversity, social and economic prosperity.

World Summit on Sustainable Development. (2002). *A Framework for Action on Agriculture* [Report]. Retrieved 4 May 2015 from: http://www.un.org/jsummit/html/documents/summit_docs/wehab_papers/wehab_agriculture.pdf

This “framework” addresses the largest themes connected to agriculture including “agriculture and health, agriculture and water, and agriculture and the Millennium Development Goals.” This document gives in-depth analysis to how agriculture practices are adapting or not adapting to climate change. A major issue this document discusses is technology and civil matters. For delegates it will give them not only a look at the technical aspects of agriculture, but civil issues such as health endemics such as HIV/AIDS and conflict and its effect on agriculture production.

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