



# THE 2016 NATIONAL MODEL UNITED NATIONS

SPONSORED BY THE NATIONAL COLLEGIATE CONFERENCE ASSOCIATION

20-24 March (Conf. A) & 27-31 March (Conf. B) • www.nmun.org

Kristina Getty & Beatrice Soler  
Secretaries-General

Ardis Smith & Cara Wagner  
Deputy Secretaries-General

Doug Arseneault & Sara Johnsson  
Chiefs of Staff

Nguyen Cao & Camille Ellison  
Assistant Chiefs of Staff

Sonia Patel & Felipe Ante  
Assistant Secretaries-General

Sabrina Grover & Patrick Parsons  
Under-Secretaries-General  
General Assembly

Dinah Douglas & Lauren Shaw  
Under-Secretaries-General  
Economic and Social Council

Michael Buechl & Andrea Wong  
Under-Secretaries-General  
Development

Moritz Müller & Claudia Sanchez  
Under-Secretaries-General  
Human Rights and  
Humanitarian Affairs

Allison Chandler & Clarissa Manning  
Under-Secretaries-General  
Peace and Security

Markus Petermann & Carl Dionne  
Under-Secretaries-General  
Conference Services

## NCCA BOARD of DIRECTORS

Prof. Eric Cox  
President

Prof. Kevin Grisham  
Vice-President

Prof. Chaldeans Mensah  
Treasurer

Prof. Pamela Chasek  
Secretary

Jennifer Contreras

Raymond J. Freda

Rachel Holmes

Amierah Ismail

Prof. Markéta Žídková

Members Ex-Officio

Michael Eaton  
Executive Director

Prof. Richard Murgo  
Past President

Prof. Richard Reitano  
President Emeritus

## Update for the United Nations Educational, Scientific and Cultural Organization

<b>Committee Overview .....</b>	<b>2</b>
Recent Developments .....	2
Annotated Bibliography.....	4
Bibliography .....	4
<b>I. Education for All: Strengthening Rural Education .....</b>	<b>6</b>
Recent Developments .....	6
Annotated Bibliography.....	8
Bibliography .....	9
<b>II. Promoting Women in Science.....</b>	<b>10</b>
Recent Developments .....	10
Annotated Bibliography.....	12
Bibliography .....	12
<b>III. Protecting World Heritage Sites against New and Emerging Threats .....</b>	<b>14</b>
Recent Developments .....	14
Annotated Bibliography.....	16
Bibliography .....	16

The NCCA/NMUN is a Non-Governmental Organization associated with the UN Department of Public Information, a UN Academic Impact Member, and a 501(c)(3) nonprofit organization of the United States.

## Committee Overview

### *Recent Developments*

In recent months, the United Nations (UN) Educational, Scientific and Cultural Organization (UNESCO) has continued to be active with a mandated General Conference, a meeting of the Executive Board, the conclusion of its 70<sup>th</sup> anniversary celebrations, and involvement in the 21<sup>st</sup> Conference of the Parties (COP21) to the *UN Framework Convention on Climate Change* (UNFCCC).<sup>1</sup>

Held from 3-18 November 2015, the 38<sup>th</sup> session of UNESCO's General Conference discussed important issues facing UNESCO; drafted resolutions regarding programming and budgeting; heard reports from the Director-General and UNESCO's commissions and committees concerning its five major programs; and elected new members of the Executive Board.<sup>2</sup> The 38<sup>th</sup> session of the General Conference also marked the end of the UNESCO's 70<sup>th</sup> anniversary celebration with a two-day Leaders' Forum, held from 16-17 November 2015 and attended by representatives from Member States and UNESCO.<sup>3</sup> The Leaders' Forum highlighted UNESCO's leadership role in education, science, and sustainable development.<sup>4</sup> It also emphasized UNESCO's commitment to mainstreaming the Sustainable Development Goals (SDGs) throughout its work.<sup>5</sup>

On 6 November 2015, UNESCO and the Permanent Mission of the United States organized "a high-level event on Preventing Violent Extremism through Education."<sup>6</sup> State representatives heard speakers and participated in discussions on the genesis of radicalization, methods for fostering critical thinking, and the importance of strengthening international cooperation to counter violent extremism.<sup>7</sup> The event drew attention to UNESCO's ability to encourage "learners to be creative and responsible global citizens" and to promote collaboration amongst civil society, Member States, and the UN on designing educational programs premised upon "respect, social justice, [and] diversity."<sup>8</sup> UNESCO's renewed emphasis on utilizing "education to counter violent extremism" was particularly timely in light of the terror attacks of 13 November 2015 in Paris, France.<sup>9</sup> In an address to the Leaders' Forum after the attacks, French President François Hollande praised UNESCO as "the moral conscience of humanity" and highlighted the organization's foundation in "a diversity which makes education a driver of universal emancipation."<sup>10</sup>

Following the 38<sup>th</sup> session of the General Conference, the 198<sup>th</sup> session of the Executive Board was held on 20 November 2015.<sup>11</sup> The Executive Board elected a new Chairperson, Mr. Michael Worbs of Germany.<sup>12</sup> Additional events included the election of Vice-Chairpersons, the "establishing of the permanent commissions and committees of the Executive Board," and the elections of the Chairpersons for each of these commissions and committees.<sup>13</sup> The Executive Board also established the administrative framework for its upcoming 199<sup>th</sup> session in April 2016.<sup>14</sup>

UNESCO worked in close partnership with the UNFCCC Secretariat, the UN system, and French authorities to prepare and provide support for COP21, which was held from 30 November-11 December 2015 and attended by

<sup>1</sup> UNESCO, *General Conference 38<sup>th</sup> session: 3-18 November 2015*, 2015; UNESCO, *70<sup>th</sup> Anniversary*, 2015; UNESCO, *UNESCO and Sustainable Development Goals*, 2015; UNESCO, *Changing Minds, not the Climate*, 2015.

<sup>2</sup> UNESCO, *General Conference 38<sup>th</sup> session: 3-18 November 2015*, 2015; UNESCO, *Leaders' Forum*, 2015; UNESCO, *Records of the General Conference (38<sup>th</sup> session), Volume 1: Resolutions*, 2016, pp. v-viii.

<sup>3</sup> UNESCO, *Leaders' Forum*, 2015.

<sup>4</sup> UNESCO, *Member States reaffirm importance of UNESCO at 70<sup>th</sup> anniversary session of General Conference*, 2015.

<sup>5</sup> *Ibid.*; UNESCO, *UNESCO and Sustainable Development Goals*, 2015.

<sup>6</sup> UNESCO, *UNESCO and United States promote education to prevent violent extremism*, 2015.

<sup>7</sup> *Ibid.*

<sup>8</sup> UNESCO, *UNESCO and United States promote education to prevent violent extremism*, 2015; UNESCO, *Decisions Adopted by the Executive Board at its 197<sup>th</sup> Session (197 EX/Decisions)*, 2015, pp. 75-76.

<sup>9</sup> UNESCO, *Member States reaffirm importance of UNESCO at 70<sup>th</sup> anniversary session of General Conference*, 2015; UNESCO, *UNESCO and United States promote education to prevent violent extremism*, 2015.

<sup>10</sup> UNESCO, *French President François Hollande invokes the unity of all cultures at UNESCO's Leaders' Forum*, 2015.

<sup>11</sup> UNESCO, *Decisions Adopted by the Executive Board at its 198<sup>th</sup> Session*, 2015.

<sup>12</sup> UNESCO, *198<sup>th</sup> session of the Executive Board: Election of the Chairperson*, 2015.

<sup>13</sup> UNESCO, *Decisions Adopted by the Executive Board at its 198<sup>th</sup> Session*, 2015, pp. 1-3.

<sup>14</sup> *Ibid.*, pp. 5-7.

representatives of Member States, civil society organizations, private sector partners, and the media.<sup>15</sup> For COP21, UNESCO developed the theme “Changing Minds, not the Climate” to emphasize the holistic approaches and public awareness needed to combat climate change.<sup>16</sup> UNESCO and UNESCO’s Intergovernmental Oceanographic Commission organized events leading up to COP21 throughout 2015 and participated in COP21 itself.<sup>17</sup> Additionally, representatives from UNESCO’s International Hydrological Programme, the World Heritage Centre, the Man and the Biosphere Programme, and the ninth UNESCO Youth Forum also presented their recommendations during COP21.<sup>18</sup>

UNESCO ended 2015 with the adoption of resolutions at the 38<sup>th</sup> session of the General Conference, the decisions made by the Executive Board, hosting the Leaders’ Forum, and involvement at COP21.<sup>19</sup> As 2016 begins, notably with the launch of the SDGs, UNESCO will continue its important work in promoting peace and sustainable development through its unique focus on “the power of intelligence.”<sup>20</sup>

---

<sup>15</sup> UNESCO, *Changing Minds, not the Climate*, 2015.

<sup>16</sup> Ibid.

<sup>17</sup> Ibid.; UNESCO, *Director-General welcomes COP21 agreement and underlines the momentum in changing minds not the climate*, 2015.

<sup>18</sup> UNESCO, *Director-General welcomes COP21 agreement and underlines the momentum in changing minds not the climate*, 2015; UNESCO, *Recommended actions from the 9<sup>th</sup> UNESCO Youth Forum presented at COP21*, 2015.

<sup>19</sup> UNESCO, *Changing Minds, not the Climate*, 2015; UNESCO, *198<sup>th</sup> session of the Executive Board: Election of the Chairperson*, 2015; UNESCO, *Member States reaffirm importance of UNESCO at 70<sup>th</sup> anniversary session of General Conference*, 2015; UNESCO, *Records of the General Conference (38<sup>th</sup> session), Volume 1: Resolutions*, 2015.

<sup>20</sup> UNESCO, *Introducing UNESCO*.

## Annotated Bibliography

United Nations Educational, Scientific and Cultural Organization. (2015). *Changing Minds, not the Climate* [Website]. Retrieved 6 January 2016 from: <http://en.unesco.org/themes/changing-minds-not-climate>  
*UNESCO's involvement with COP21 is outlined on this webpage. The webpage provides information on how UNESCO and its subsidiary bodies are working to address climate change. It also explains why UNESCO is an important partner for COP21. The various links found here provide further connections between the major programs of UNESCO and the issues of climate change. Delegates doing research with regards to UNESCO, the SDGs, and climate change will find this site a useful resource.*

United Nations Educational, Scientific and Cultural Organization. (2015, November 19). *Member States reaffirm importance of UNESCO at 70<sup>th</sup> anniversary session of General Conference* [Press Release]. Retrieved 5 January 2016 from: <http://www.unesco.org/new/en/general-conference-38th/single-view/news/member-states-reaffirm-importance-of-unesco-at-70th-anniversary-session-of-general-conference>  
*This press release provides a summation of the remarks and events that took place throughout the 38<sup>th</sup> session of the General Conference. There is much emphasis on the reaction from the various speakers at Leaders' Forum with regards to the November 2015 terrorist attacks in Paris, France. This article also provides a brief synopsis of the impact that the 2030 Agenda for Sustainable Development has on UNESCO, as well as how preparation for COP21 has affected UNESCO, its bodies, and the 38<sup>th</sup> session of the General Conference. This press release will provide delegates with a starting point for research on UNESCO's recent activities.*

United Nations Educational, Scientific and Cultural Organization. (2016). *Records of the General Conference (38<sup>th</sup> session), Volume 1: Resolutions*. Retrieved 26 January 2016 from: <http://unesdoc.unesco.org/images/0024/002433/243325e.pdf>  
*This document collects the resolutions adopted during the 38<sup>th</sup> session of the General Conference. In addition, it provides a comprehensive listing of all the reports provided by the commissions working under the five major programs. Also given are the procedures and outcomes of the elections during the General Conference, as well as administrative and budgetary information. Delegates will find the details of this document useful when considering funding, the operations of UNESCO, the resolutions adopted, and the organization of UNESCO's work under the major programs.*

## Bibliography

United Nations Educational, Scientific and Cultural Organization. (n.d.). *Introducing UNESCO* [Website]. Retrieved 7 February 2016 from: <http://en.unesco.org/about-us/introducing-unesco>

United Nations Educational, Scientific and Cultural Organization. (2015). *70<sup>th</sup> Anniversary* [Website]. Retrieved 5 January 2016 from: <http://en.unesco.org/70years#>

United Nations Educational, Scientific and Cultural Organization. (2015, November 20). *198<sup>th</sup> session of the Executive Board: Election of the Chairperson* [Press Release]. Retrieved 28 January 2016 from: <http://www.unesco.org/new/en/executive-board/single-view/news/198th-session-of-the-executive-board-election-of-the-chairperson>

United Nations Educational, Scientific and Cultural Organization. (2015). *Changing Minds, not the Climate* [Website]. Retrieved 6 January 2016 from: <http://en.unesco.org/themes/changing-minds-not-climate>

United Nations Educational, Scientific and Cultural Organization. (2015). *Decisions Adopted by the Executive Board at its 197<sup>th</sup> Session (197 EX/Decisions)*. Retrieved 27 January 2016 from: <http://unesdoc.unesco.org/images/0023/002351/235180e.pdf>

United Nations Educational, Scientific and Cultural Organization. (2015). *Decisions Adopted by the Executive Board at its 198<sup>th</sup> Session (198 EX/Decisions)*. Retrieved 27 January 2016 from: <http://unesdoc.unesco.org/images/0024/002428/242859e.pdf>

United Nations Educational, Scientific and Cultural Organization. (2015, December 12). *Director-General welcomes COP21 agreement and underlines the momentum in changing minds not the climate* [Press Release]. Retrieved 6 January 2016 from: [http://www.unesco.org/new/en/media-services/single-view/news/director\\_general\\_welcomes\\_cop21\\_agreement\\_and\\_underlines\\_the\\_momentum\\_in\\_changing\\_minds\\_not\\_the\\_climate](http://www.unesco.org/new/en/media-services/single-view/news/director_general_welcomes_cop21_agreement_and_underlines_the_momentum_in_changing_minds_not_the_climate)

United Nations Educational, Scientific and Cultural Organization. (2015, November 17). *French President François Hollande invokes the unity of all cultures at UNESCO's Leaders' Forum* [Press Release]. Retrieved 7 February 2016 from: [http://www.unesco.org/new/en/media-services/single-view/news/french\\_president\\_francois\\_hollande\\_invokes\\_the\\_unity\\_of\\_all\\_cultures\\_at\\_unescos\\_leaders\\_forum](http://www.unesco.org/new/en/media-services/single-view/news/french_president_francois_hollande_invokes_the_unity_of_all_cultures_at_unescos_leaders_forum)

United Nations Educational, Scientific and Cultural Organization. (2015). *General Conference 38<sup>th</sup> session: 3-18 November 2015* [Website]. Retrieved 5 January 2016 from: <http://www.unesco.org/new/en/general-conference/>

United Nations Educational, Scientific and Cultural Organization. (2015). *Leaders' Forum* [Website]. Retrieved 5 January 2016 from: <http://en.unesco.org/events/leaders-forum-0>

United Nations Educational, Scientific and Cultural Organization. (2015, November 19). *Member States reaffirm importance of UNESCO at 70<sup>th</sup> anniversary session of General Conference* [Press Release]. Retrieved 5 January 2016 from: [http://www.unesco.org/new/en/media-services/single-view/news/member\\_states\\_reaffirm\\_importance\\_of\\_unesco\\_at\\_70th\\_anniversary\\_session\\_of\\_general\\_conference](http://www.unesco.org/new/en/media-services/single-view/news/member_states_reaffirm_importance_of_unesco_at_70th_anniversary_session_of_general_conference)

United Nations Educational, Scientific and Cultural Organization. (2015, December 14). *Recommended actions from the 9<sup>th</sup> UNESCO Youth Forum presented at COP21* [Press Release]. Retrieved 6 January 2016 from: [http://www.unesco.org/new/en/media-services/single-view/news/recommended\\_actions\\_from\\_the\\_9th\\_unesco\\_youth\\_forum\\_presented\\_at\\_cop21](http://www.unesco.org/new/en/media-services/single-view/news/recommended_actions_from_the_9th_unesco_youth_forum_presented_at_cop21)

United Nations Educational, Scientific and Cultural Organization. (2015). *UNESCO and Sustainable Development Goals* [Website]. Retrieved 6 January 2016 from: <http://en.unesco.org/sdgs>

United Nations Educational, Scientific and Cultural Organization. (2016). *Records of the General Conference (38<sup>th</sup> session), Volume 1: Resolutions*. Retrieved 26 January 2016 from: <http://unesdoc.unesco.org/images/0024/002433/243325e.pdf>

## I. Education for All: Strengthening Rural Education

### *Recent Developments*

In recent months, the international community has continued to discuss Education for All (EFA) and international educational goals, and to a lesser extent strengthening rural education. The continued discussion has highlighted several areas that the international community will need to address to meet the new international educational goals in the *Education 2030 Framework for Action*, adopted in November 2015.<sup>21</sup> Other notable developments include the United Nations (UN) Children’s Fund (UNICEF) report on armed conflict in education and the UN Educational, Scientific and Cultural Organization’s (UNESCO) EFA Global Monitoring Report on gender and education.<sup>22</sup> Additionally, Member States have collaborated to expand access to and improve the quality of education.

In September 2015, UNICEF released a report “Education Under Fire,” which stated that approximately 13 million children in rural and urban areas are not attending school due to armed conflict.<sup>23</sup> The report noted that some countries deal with unique challenges; for example, due to the lack of investment in education in Sudan, there has been a significant shortage of trained teachers, which leads to a lack of quality education.<sup>24</sup> Many teachers are unwilling to serve in remote areas, which may contribute to the significant number of out-of-school children.<sup>25</sup>

In the latter part of 2015, UNESCO released its 2015 EFA Global Monitoring Report, “Gender and EFA 2000-2015: Achievements and Challenges,” which evaluates the progress made on EFA goals adopted in 2000 and set for achievement in 2015.<sup>26</sup> Gender parity was the most successful goal and significantly improved in primary education, with slower progress in secondary education.<sup>27</sup> The Gender Report highlights the differences in the educational gender gap in rural communities.<sup>28</sup> According to a survey featured in the Gender Report, in rural Pakistan, girls had lower literacy performance relative to all children assessed ages 10-12, especially girls residing in poorer, lesser developed territories.<sup>29</sup> The report further highlights some successful education programs that aim for closing the gender gap in rural areas, particularly providing scholarships or abolishing school fees for girls in rural areas.<sup>30</sup>

The Education 2030 Framework for Action was adopted in November 2015 at a high level meeting alongside the 38th UNESCO General Conference, and it gives Member States the necessary guidance in order to achieve the education commitments outlined in the new Sustainable Development Goals (SDGs).<sup>31</sup> Education 2030 will be an important resource for Member States to achieve SDG 4.<sup>32</sup> It remarks that particular attention must be paid to the remote and rural poor, especially concerning gender parity.<sup>33</sup> However, Education 2030 does not provide specific political action plans for rural areas; rather, it provides general policies Member States can utilize to improve on all areas of education for all.<sup>34</sup> These include teacher training, proper reallocation of resources, and gender-inclusion policies, with emphasis on periodic evaluations to inform Member States of evidenced-based policies.<sup>35</sup>

---

<sup>21</sup> UNESCO, *Education 2030: Incheon Declaration and Framework for Action: Towards inclusive and equitable quality education and lifelong learning for all*, 2015.

<sup>22</sup> UNESCO, *Gender and EFA 2000-2015: Achievements and Challenges*, 2015; UNICEF, *Education Under Fire: How Conflict in the Middle East is Depriving Children of Their Schooling*, 2015.

<sup>23</sup> UNICEF, *Education Under Fire: How Conflict in the Middle East is Depriving Children of Their Schooling*, 2015.

<sup>24</sup> Ibid.

<sup>25</sup> Ibid.

<sup>26</sup> ReliefWeb, *Gender and EFA 2000-2015: Achievements and Challenges: Less than half of countries have achieved gender parity in education*, 2015.

<sup>27</sup> UNESCO, *Gender and EFA 2000-2015: Achievements and Challenges*, 2015.

<sup>28</sup> Ibid.

<sup>29</sup> Ibid.

<sup>30</sup> Ibid.

<sup>31</sup> Antoninis and Benavot, *Education 2030 Framework for Action: let’s get started*, 2015; UNESCO, *Position Paper on Education Post-2015 (ED-14/EFA/POST-2015/1)*, 2015.

<sup>32</sup> UNESCO, *Education 2030: Incheon Declaration and Framework for Action: Towards inclusive and equitable quality education and lifelong learning for all*, 2015.

<sup>33</sup> Ibid.

<sup>34</sup> Ibid.

<sup>35</sup> Ibid.

In December 2015, the UN General Assembly hosted a High-Level Meeting on the overall review of the implementation of the outcomes of the World Summit on the Information Society (WSIS+10), in collaboration with other international organizations and UN bodies such as UNESCO.<sup>36</sup> A major topic was using information and communications technology (ICT) as a driver for access to education and as means for sustainable development.<sup>37</sup> The outcome reiterated the commitment of Member States to fostering ICT access through ensuring “commitment to bridging digital and knowledge divides.”<sup>38</sup> Many view ICTs as a mean to ensure equitable access to education.<sup>39</sup>

There have also been several notable recent collaborations and efforts in ensuring equitable access to education. For example, in November 2015, the African Institute for Mathematical Sciences (AIMS) and the Association for the Development of Education in Africa (ADEA), along with representatives from UNESCO and other organizations, have committed to expanding access to Science, Technology, Engineering, and Mathematics (STEM) education.<sup>40</sup> In particular, the organizations are committed to bridging the education gender gap through engaging more women and girls in STEM education.<sup>41</sup> Additionally, in December 2015, UNESCO and Asia Society have partnered together to expand Global Citizenship Education at all levels through training teachers and administrators about Global Citizenship Education and providing curriculum materials.<sup>42</sup> Also in December 2015, the World Bank approved a \$50 million grant to Chad to support the country’s development efforts over the next five years.<sup>43</sup> The agreement will focus on improving inequality and increasing human capital in the country by better allocating resources to assist the rural poor.<sup>44</sup> In January 2016, UNESCO published the policy paper “Every Child Should Have a Textbook,” detailing several options on how to improve access to quality education.<sup>45</sup> Some of these include lowering the cost of textbooks and ensuring that the textbooks are translated into different languages.<sup>46</sup>

With the implementation of the SDGs and UNESCO’s “Education 2030 Framework for All,” access to education will likely remain a central feature in meeting ambitious international targets. Continued discussions need to focus on improving educational quality, closing the education gender gap, and expanding rural populations’ access to education. Many recent developments have taken a broader look at ensuring education for all, but developing programs specifically targeted to rural communities will be vital in ensuring access to quality education.

---

<sup>36</sup> UN DPI, *With high-level forum, UN Assembly aims to narrow digital divide, harness power of information technology*, 2015.

<sup>37</sup> Ibid.

<sup>38</sup> UNESCO, *United Nations General Assembly WSIS+10 High-Level Meeting adopts a milestone outcome document*, 2015.

<sup>39</sup> UN DPI, *With high-level forum, UN Assembly aims to narrow digital divide, harness power of information technology*, 2015.

<sup>40</sup> Africa: AIMS and ADEA Partner to Strengthen Inclusive Steam Higher Education in Africa, All Africa, 2015.

<sup>41</sup> Ibid.

<sup>42</sup> UNESCO, *Asia Society Sign New Partnership to Advance Global Citizenship Education*, Asia Society, 2015.

<sup>43</sup> The World Bank, *World Bank Group Approves a US\$50 Million Grant to Chad within a New Partnership Framework*, 2015.

<sup>44</sup> Ibid.

<sup>45</sup> UNESCO, *Every Child Should Have a Textbook*, 2016.

<sup>46</sup> Ibid.

## Annotated Bibliography

United Nations Children's Fund. (2015). *Education Under Fire: How Conflict in the Middle East is Depriving Children of Their Schooling* [Report]. Retrieved 7 January 2016 from: <http://www.unicef.org/mena/Education-Under-Fire-English.pdf>

*Over the past few years, armed conflict has disrupted all aspects of life in many regions of the world. This report brings to light the unique ways in which armed conflict hinders access to education. Armed conflict has become one of the most pressing barriers to education for rural and urban students alike. The report provides analysis on education programs that have been implemented in conflict-areas and is of use to understand the resources and options for other conflict-areas. Understanding the extent to which armed conflict has affected people's access to education will better inform Member States to future problems associated with a lack of education and potential policies to mitigate these issues.*

United Nations Educational, Scientific and Cultural Organization. (2015). *Education 2030: Framework for Action*. Retrieved 7 January 2016 from: <http://unesdoc.unesco.org/images/0024/002432/243278e.pdf>

*The Education 2030 Framework for Action is designed to provide Member States the guidance needed to achieve SDG 4 and to address international educational goals for the next 15 years. It provides possible strategies for implementation of SDG 4 and the funding needed to achieve these goals and areas of international coordination. It also stresses the need for evidenced-based policies to achieve these goals and highlights issue areas that will need to be addressed in order to meet international commitments.*

United Nations Educational, Scientific and Cultural Organization. (2015). *Gender and EFA 2000-2015: Achievements and Challenges* [Report]. Retrieved 6 January 2016 from: <http://en.unesco.org/gem-report/2015-efa-gender-report>

*This report evaluates the progress that was made on the EFA goals that were adopted in 2000 and completed at the end of 2015. It systematically evaluates each goal that was agreed upon in 2000 and breaks down the success that was achieved. Additionally, the report describes the gender gap in education and the challenges that the gender gap imposes on achieving Education for All. The report differentiates between rural and urban students and some of the specific problems that rural students face. It is a useful resource to evaluate the programs in which the international community was able to achieve success, and it can inform future implementation of educational programs, such as the Education 2030 Framework for Action, in achieving international commitments.*

United Nations Educational, Scientific and Cultural Organization. (2015). *Position Paper on Education Post-2015 (ED-14/EFA/POST-2015/1)*. Retrieved 6 January 2016 from: <http://en.unesco.org/post2015/sites/post2015/files/UNESCO%20Position%20Paper%20ED%202015.pdf>

*This position paper highlights UNESCO's objectives in ensuring better educational outcomes moving forward. It describes the emerging trends that will affect education policies. This resource also notes that future education policies will need to change to address emerging trends, in order to promote sustainable development and ensure an inclusive economy, as well as increased access to quality education.*

United Nations Educational, Scientific and Cultural Organization. (2016). *Every Child Should Have a Textbook* [Policy Paper]. Retrieved 12 February 2016 from: <http://unesdoc.unesco.org/images/0024/002433/243321E.pdf>

*This policy paper details a particular barrier to education that many children around the world face: access to textbooks. The paper highlights the benefits of the increased circulation of textbooks on educational outcomes. Additionally, it provides several actionable policy options that Member States have to increase textbook access to children such as lowered costs and appropriate language translations in textbooks. The policy paper also shows ways in which to finance the increased circulation of textbooks. Understanding mechanisms by which quality education for all can be achieved will provide Member States the foundations to develop workable international commitments.*



## Bibliography

- Africa: AIMS and ADEA Partner to Strengthen Inclusive Steam Higher Education in Africa. (2015, November 2). All Africa. Retrieved 4 January 2016 from: <http://allafrica.com/stories/201511022810.html>
- Antoninis, M. & A. Benavot. (2015, November 4). Education 2030 Framework for Action: let's get started. *World Education Blog*. Retrieved 28 January 2016 from: <https://efareport.wordpress.com/2015/11/04/education-2030-framework-for-action-lets-get-started/>
- ReliefWeb. (2015). *Gender and EFA 2000-2015: Achievements and Challenges: Less than half of countries have achieved gender parity in education*. Retrieved 5 January 2016 from: <http://reliefweb.int/report/world/gender-and-efa-2000-2015-achievements-and-challenges>
- United Nations Children's Fund. (2015). *Education Under Fire: How Conflict in the Middle East is Depriving Children of Their Schooling* [Report]. Retrieved 7 January 2016 from: <http://www.unicef.org/mena/Education-Under-Fire-English.pdf>
- United Nations, Department of Public Information. (2015, December 14). *With high-level forum, UN Assembly aims to narrow digital divide, harness power of information technology* [News Article]. Retrieved 7 January 2016 from: <http://www.un.org/apps/news/story.asp?NewsID=52814&Kw1=UNESCO&Kw2=Education&Kw3=#.VpAlIpOAOko>
- United Nations Educational, Scientific and Cultural Organization. (2015). *Education 2030: Incheon Declaration and Framework for Action: Towards inclusive and equitable quality education and lifelong learning for all* [Report]. Retrieved 9 February 2016 from: [http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ED\\_new/pdf/FFA-ENG-27Oct15.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ED_new/pdf/FFA-ENG-27Oct15.pdf)
- United Nations Educational, Scientific and Cultural Organization. (2015). *Gender and EFA 2000-2015: Achievements and Challenges* [Report]. Retrieved 6 January 2016 from: <http://en.unesco.org/gem-report/2015-efa-gender-report>
- United Nations Educational, Scientific and Cultural Organization. (2015). *Position Paper on Education Post-2015 (ED-14/EFA/POST-2015/1)*. Retrieved 6 January 2016 from: <http://en.unesco.org/post2015/sites/post2015/files/UNESCO%20Position%20Paper%20ED%202015.pdf>
- United Nations Educational, Scientific and Cultural Organization. (2015, December 18). *United Nations General Assembly WSIS+10 High-Level Meeting adopts a milestone outcome document* [Press Release]. Retrieved 4 January 2016 from: [http://www.unesco.org/new/en/communication-and-information/resources/news-and-in-focus-articles/all-news/news/united\\_nations\\_general\\_assembly\\_wsisis\\_10\\_high\\_level\\_meeting\\_adopts\\_a\\_milestone\\_outcome\\_document/#.Vr1A0xjUv6Y](http://www.unesco.org/new/en/communication-and-information/resources/news-and-in-focus-articles/all-news/news/united_nations_general_assembly_wsisis_10_high_level_meeting_adopts_a_milestone_outcome_document/#.Vr1A0xjUv6Y)
- United Nations Educational, Scientific and Cultural Organization. (2016). *Every Child Should Have a Textbook* [Policy Paper]. Retrieved 12 February 2016 from: <http://unesdoc.unesco.org/images/0024/002433/243321E.pdf>
- UNESCO, Asia Society Sign New Partnership to Advance Global Citizenship Education. (2015, December 11). Asia Society. Retrieved 5 January 2016 from: <http://asiasociety.org/media/our-news/unesco-signs-new-partnership-asia-society-advance-global-citizenship-education>
- The World Bank. (2015, December 10). *World Bank Group Approves a US\$50 Million Grant to Chad within a New Partnership Framework*. Retrieved 6 January 2016 from: <http://www.worldbank.org/en/news/press-release/2015/12/10/world-bank-group-approves-a-us50-million-grant-to-chad-within-a-new-partnership-framework>

## II. Promoting Women in Science

### *Recent Developments*

In recent months, the international community has continued to discuss, research, and develop programs related to promoting women in science. This has included a wide variety of themes and platforms, including the Sustainable Development Goals (SDGs).<sup>47</sup> Even though the United Nations (UN) Educational, Scientific and Cultural Organization (UNESCO) Executive Board met in November 2015, no concrete plans were made in terms of promoting women in science by this body.<sup>48</sup> However, UN agencies, non-governmental organizations (NGOs), and Member States have actively worked on the issue.

In October 2015, UNESCO collaborated with the Abdus Salam International Centre for Theoretical Physics and organized a four-day career development workshop for women in physics in Rome, Italy.<sup>49</sup> The workshop's focus was on the overall enhancement of scientific discourse among participants from all over the world, especially from developing countries; teaching "non-academic" skills; and the building up of a professional network among the participants.<sup>50</sup> Smaller workshops during the four-days were scheduled on "how to write a CV, how to give oral presentations, how to write scientific articles for publication in peer-reviewed journals, the art of negotiation in an academic environment, and how to try to achieve a balance between the demands of career and family."<sup>51</sup>

In November 2015, the UN Institute for Training and Research (UNITAR) partnered with the International Telecommunication Union (ITU) for a one-day "Women's Leadership Workshop: Empowering Women in Radiocommunications Negotiations."<sup>52</sup> The workshop was held just before ITU's 15<sup>th</sup> World Radiocommunication Conference (WRC-15), which took place from 2-27 November 2015.<sup>53</sup> The aim of the workshop was to train female delegates, who usually attend ITU meetings and conferences, in "leadership and negotiation skills."<sup>54</sup> Even though the participation rate of female delegates in WRC meetings has increased over time, ITU states that women do not have full gender parity in their conferences.<sup>55</sup> As part of the workshop, Dr. Elena Manaenkova, Assistant Secretary-General of the World Meteorological Organization (WMO), talked to attendees about WMO's gender equality efforts and her leadership experiences in a scientific field.<sup>56</sup>

In December 2015, the UN Entity for Gender Equality and the Empowerment of Women's (UN-Women) Fund for Gender Equality awarded \$7.3 million for 24 innovative programs that aim for the achievement of the SDGs, particularly SDG 5, "achieve gender equality and empower all women and girls."<sup>57</sup> The funding is a kick-off for upcoming work on the achievement of the SDGs in 28 countries.<sup>58</sup> The programs, which were awarded the money in January 2016, implement measures to increase the amount of women in key decision-making positions, close the gender pay gap, and ensure equal employment opportunities.<sup>59</sup> Additionally, the rewarded programs will also get technical support from UN-Women.<sup>60</sup> As stated by UN-Women Executive Director Phumzile Mlambo-Ngcuka, UN-Women "reaffirms its commitment to strengthening women's organizations as highly accountable, fundamental players in realizing women's empowerment and achieving full human development."<sup>61</sup>

<sup>47</sup> UN General Assembly, *Transforming Our World: The 2030 Agenda for Sustainable Development (A/RES/70/1)*, 2015.

<sup>48</sup> UNESCO, *198th session of the Executive Board: Election of the Chairperson*, 2015; UNESCO, *Decisions Adopted by the Executive Board at its 198th session*, 2015; UNESCO, *Tentative list of matters to be considered by the Executive Board in 2016-2017*, 2015.

<sup>49</sup> The Abdus Salam International Centre for Theoretical Physics, *Career Development Workshop for Women in Physics*, 2015.

<sup>50</sup> Ibid.

<sup>51</sup> Ibid.

<sup>52</sup> UN ITU, *Developing women's leadership skills at WRC-15 – ITU and UNITAR pioneer all-day workshop for female delegates*, 2015.

<sup>53</sup> Ibid.

<sup>54</sup> Ibid.

<sup>55</sup> Ibid.

<sup>56</sup> UN WMO, *Leading by Example: WMO shares experience with ITU*, 2015.

<sup>57</sup> UN General Assembly, *Transforming Our World: The 2030 Agenda for Sustainable Development (A/RES/70/1)*, 2015.

<sup>58</sup> Ibid.

<sup>59</sup> UN-Women, *Press release: UN Women's Fund for Gender Equality awards USD 7.3 million for implementation of the Sustainable Development Goals*, 2015.

<sup>60</sup> UN General Assembly, *Transforming Our World: The 2030 Agenda for Sustainable Development (A/RES/70/1)*, 2015.

<sup>61</sup> Ibid.

In its work, UNESCO usually cooperates with numerous NGOs to promote women in science. One of them is the African Women in Mathematics Association (AWMA).<sup>62</sup> AWMA currently works on a funding program for activities and initiatives that aim at network-building for female mathematicians.<sup>63</sup> Another cooperation partner of UNESCO is the Organization for Women in Science for the Developing World (OWSD).<sup>64</sup> In December 2015, four fellows of OWSD attended the gender, science and water workshop in Trieste, Italy, hosted by the World Academy of Sciences and focused on Sustainable Water Management and Science Diplomacy.<sup>65</sup> One of the goals of this workshop was to discuss SGD 6, “Ensure availability and sustainable management of water and sanitation for all.”<sup>66</sup> UNESCO also continues its efforts in working with the L’Oréal-UNESCO For Women in Science International Awards programme, which recognizes the achievements of female scientists all over the world.<sup>67</sup> In 2016, female researchers in life science will be considered.<sup>68</sup> Also, the Elsevier Foundation Awards for Early-Career Women Scientists in the Developing World gives recognition to prominent women in science; the award goes to a different research field every year, and the upcoming awards cycle will look at the biological sciences (agriculture, biology and medicine).<sup>69</sup> In cooperation with UNESCO, the Foundation selects winners each year from Latin America and the Caribbean; Central and South Asia; East and South-East Asia and the Pacific; Arab region; and Sub-Saharan Africa.<sup>70</sup> Women in science can especially face obstacles in these regions, as they meet cultural stereotypes in an often male-dominated career.<sup>71</sup>

In conclusion, in 2015 and moving into the year 2016, UNESCO serves as a key platform for the advancement of a holistic and inclusive educational and cultural system to promote women in science. To achieve gender equality, particularly in science, UNESCO, in cooperation with the international community, will continue to acknowledge the importance of providing quality education and opportunities that promote women in science.

---

<sup>62</sup> African Women in Mathematics Association, *Imu-Committee for Women in Mathematics Funding Call*, 2015.

<sup>63</sup> *Ibid.*

<sup>64</sup> Organization for Women in Science for the Developing World, *OWSD Fellows Attend Gender, Science and Water Workshop in Trieste*, 2015.

<sup>65</sup> *Ibid.*

<sup>66</sup> *Ibid.*

<sup>67</sup> The L’Oréal -UNESCO for Women in Science Programme, *About Us*, 2016.

<sup>68</sup> The L’Oréal -UNESCO for Women in Science Programme, *L’Oréal-UNESCO For Women in Science International Awards: 2016 edition, Life Sciences*, 2016.

<sup>69</sup> The Elsevier Foundation, *About the Awards*, 2016.

<sup>70</sup> *Ibid.*

<sup>71</sup> *Ibid.*

## Annotated Bibliography

The Abdus Salam International Centre for Theoretical Physics. (2015). *Career Development Workshop for Women in Physics* [Website]. Retrieved 11 January 2016 from: <http://indico.ictp.it/event/a14298/>

*In January 2016, UNESCO, in cooperation with the Abdus Salam International Centre for Theoretical Physics, organized a workshop that looks to encourage a network among female physicists. According to the organizers, male scientists profit from established networks in which they are integrated immediately. In contrast, for women, it is much harder to be integrated in existing networks. Therefore, the workshop tries to bring female scientists together to form a new network especially for women, which can then encourage the scientific discourse. Furthermore, the workshop provides career training (non-academic) for the participants. The workshop is a good example of a non-prize related activity that strives for the promotion of women in science.*

African Women in Mathematics Association. (2015). *Imu-Committee for Women in Mathematics Funding Call* [Website]. Retrieved 11 January 2016 from: <http://africanwomeninmath.org/resources/news/imu-committee-women-in-mathematics-2016-funding-call>

*This website from the African Women in Mathematics Association is especially interesting, as it shows how even small funding programs can help in promoting women in science. It is a funding call for small activities or initiatives that aim for the career progression of female scientist,s with a special focus on mathematicians from Africa. For delegates, the source shows how small NGOs promote women in science.*

The L'Oréal-UNESCO for Women in Science Programme (2016). *About Us* [Website]. Retrieved 11 January 2016 from: <https://www.womeninscience.co.uk/about-the-awards>

*The well-established cooperation between L'Oréal and UNESCO is a pioneer example of a relationship between an international organization and a profit-oriented company. Encouraging researchers in the beginning of their academic career is of utmost importance for their intrinsic motivation, as well as for their accomplishment for their usually quite costly research projects. The award shows how female scientists can be promoted through international partnerships.*

United Nations Entity for Gender Equality and the Empowerment of Women. (2015, December 16). *Press release: UN Women's Fund for Gender Equality awards USD 7.3 million for implementation of the Sustainable Development Goals*. Retrieved 11 January 2016 from: <http://www.unwomen.org/en/news/stories/2015/12/fge-awards-for-implementation-of-the-sdgs>

*In December 2015, UN-Women's Fund for Gender Equality announced that it awarded \$7.3 million for the implementation of selected innovative programs that aim for the achievement of the Sustainable Development Goals, especially SDG 5. Different programs applied for funding and were chosen. The different programs with their individual goals and foci are an interesting starting point for delegates to get information on hands-on projects concerned with the topic.*

United Nations, International Telecommunication Union. (2015, November 4). *Developing women's leadership skills at WRC-15 – ITU and UNITAR pioneer all-day workshop for female delegates* [Press Release]. Retrieved 26 January 2016 from: [http://www.itu.int/net/pressoffice/press\\_releases/2015/CM16.aspx#.VqdyOzZK1Bz](http://www.itu.int/net/pressoffice/press_releases/2015/CM16.aspx#.VqdyOzZK1Bz)

*Around the WRC-15 conference, ITU and UNITAR cooperated to hold a workshop with the aim to promote women in science. Particularly, the participating women had the chance to talk to role models and enrich their skills and networks. The press release and the workshop show how easy it is to organize a workshop with the aim of promoting women in science, and that such efforts do not need to take much time. The idea to build a workshop around an existing conference is effective, inexpensive, and successful. Delegates can be inspired by this idea for their position papers and their work in committee.*

## Bibliography

The Abdus Salam International Centre for Theoretical Physics. (2015). *Career Development Workshop for Women in Physics* [Website]. Retrieved 11 January 2016 from: <http://indico.ictp.it/event/a14298/>

African Women in Mathematics Association. (2015, October 19). *Imu-Committee for Women in Mathematics Funding Call* [Press Release]. Retrieved 11 January 2016 from: <http://africanwomeninmath.org/resources/news/imu-committee-women-in-mathematics-2016-funding-call>

The Elsevier Foundation. (2016). *About the Awards* [Website]. Retrieved 11 January 2016 from: <http://www.elsevierfoundation.org/new-scholars/elsevier-foundation-awards-for-early-career-women-scientists-in-the-developing-world/>

The L'Oréal-UNESCO for Women in Science Programme. (2016). *About Us* [Website]. Retrieved 11 January 2016 from: <https://www.womeninscience.co.uk/about-the-awards>

The L'Oréal-UNESCO for Women in Science Programme. (2016). *L'Oréal-UNESCO For Women in Science International Awards: 2016 edition, Life Sciences* [Website]. Retrieved 11 January 2016 from: <http://www.fwis.fr/en/awards>

Organization for Women in Science for the Developing World. (2015, December 3). *OWSD Fellows Attend Gender, Science and Water Workshop in Trieste*. Retrieved 11 January 2016 from: <http://owsd.ictp.it/resources/news-events/owsd-fellows-attend-gender-science-and-water-workshop-trieste>

United Nations Educational, Scientific and Cultural Organization, Executive Board. (2015, November 20). *198th session of the Executive Board: Election of the Chairperson* [Press Release]. Retrieved 11 January 2016 from: <http://www.unesco.org/new/en/executive-board/single-view/news/198th-session-of-the-executive-board-election-of-the-chairperson/#.VpOtWzZK1Bw>

United Nations Educational, Scientific and Cultural Organization, Executive Board. (2015). *Decisions Adopted by the Executive Board at its 198<sup>th</sup> session*. Retrieved 11 January 2016 from: <http://unesdoc.unesco.org/images/0024/002428/242859e.pdf>

United Nations Educational, Scientific and Cultural Organization, Executive Board. (2015). *Tentative list of matters to be considered by the Executive Board in 2016-2017*. Retrieved 11 January 2016 from: <http://unesdoc.unesco.org/images/0023/002355/235582e.pdf>

United Nations Entity for Gender Equality and the Empowerment of Women. (2015, December 16). *Press release: UN Women's Fund for Gender Equality awards USD 7.3 million for implementation of the Sustainable Development Goals*. Retrieved 11 January 2016 from: <http://www.unwomen.org/en/news/stories/2015/12/fge-awards-for-implementation-of-the-sdgs>

United Nations, General Assembly, Seventieth session. (2015). *Transforming Our World: The 2030 Agenda for Sustainable Development (A/RES/70/1)*. Retrieved 13 February 2016 from: <http://undocs.org/A/RES/70/1>

United Nations, International Telecommunication Union. (2015, November 4). *Developing women's leadership skills at WRC-15 – ITU and UNITAR pioneer all-day workshop for female delegates* [Press Release]. Retrieved 26 January 2016 from: [http://www.itu.int/net/pressoffice/press\\_releases/2015/CM16.aspx#.VqdyOzZK1Bz](http://www.itu.int/net/pressoffice/press_releases/2015/CM16.aspx#.VqdyOzZK1Bz)

United Nations, World Meteorological Organization. (2015, November 1). *Leading by Example: WMO shares experience with ITU* [Press Release]. Retrieved 26 January 2016 from: <http://www.wmo.int/gender/content/leading-example-wmo-shares-experience-itu#overlay-context>

### III. Protecting World Heritage Sites against New and Emerging Threats

#### *Recent Developments*

In recent months, the international community has continued to discuss and debate World Heritage Sites (WHS) and the measures required to protect them against the variety of threats they face. Given the multitude of potential threats, including conflict situations such as those in Iraq and Syria, along with the longer-term threat of climate change, the protection of WHS is an issue that remains on the international agenda. The United Nations (UN) Educational, Scientific and Cultural Organization (UNESCO) has convened and participated in a number of assemblies and sessions, while continuing to develop information and media campaigns designed to provide greater public exposure to ongoing situations.

In September 2015, during its 70<sup>th</sup> session, the UN General Assembly adopted the Sustainable Development Goals (SDGs), as found in the 2030 Agenda for Sustainable Development, setting a framework for development until 2030.<sup>72</sup> Target 4 of Goal 11 formally established the objective of “strengthen[ing] efforts to protect and safeguard the world’s cultural and natural heritage,” recognizing the role that preserving heritage has in making “human settlements” inclusive, safe, resilient and sustainable.<sup>73</sup> This inclusion of heritage protection in the UN’s highest-level development framework, particularly in contrast to the lack of similar discussions in the Millennium Development Goals (MDGs), was applauded by partners of UNESCO, such as the International Council on Monuments and Sites (ICOMOS).<sup>74</sup> The aim of SDG 11 as a whole, namely the creation of sustainable cities and communities, will form a key underpinning of the UN Conference on Housing and Sustainable Urban Development (Habitat III), which will take place in October 2016.<sup>75</sup>

In November 2015, the 20<sup>th</sup> General Assembly of the States Parties to the *Convention concerning the Protection of the World Cultural and Natural Heritage* (1972) (*World Heritage Convention*) convened and adopted a *Policy Document for the Integration of a Sustainable Development Perspective into the processes of the World Heritage Convention*.<sup>76</sup> This policy document aims to build coherence between the ongoing work under the *World Heritage Convention* and the *2030 Agenda for Sustainable Development*.<sup>77</sup> It emphasizes the need for Member States to protect WHS in a manner that complements the overarching concepts of the SDGs, including a focus on long-term sustainability and respect for equality of access.<sup>78</sup> In Decision 20 GA 13, the General Assembly of the States Parties requested that the World Heritage Centre, in cooperation with relevant stakeholders and Member States, propose methods of “translat[ing] the principles of the policy document...into specific operational procedures” and report on its progress at the 21<sup>st</sup> General Assembly in 2017.<sup>79</sup> The Assembly also considered procedural matters, including the election of nine new members to the World Heritage Committee.<sup>80</sup>

Also in November, UNESCO held its 38<sup>th</sup> session of the General Conference, during which the Culture Commission discussed a number of issues, including continuing debates around WHS.<sup>81</sup> This included summaries on efforts towards the prevention of the illicit trafficking of cultural property and, through the adoption of 38 C/Resolution 48, a formalized action plan for the protection of culture in times of armed conflict.<sup>82</sup> The resolution recognized the value of incorporating the protection of culture throughout UN humanitarian work, particularly through creating “strategic partnerships” with other UN bodies and “scaling up” UNESCO’s operational activities in order to better allow Member States to protect their cultural and physical heritage.<sup>83</sup>

<sup>72</sup> UN General Assembly, *Transforming Our World: The 2030 Agenda for Sustainable Development (A/RES/70/1)*, 2015.

<sup>73</sup> Ibid.

<sup>74</sup> ICOMOS, *Statement by ICOMOS on the Adoption of the UN Sustainable Development Goals*, 2015.

<sup>75</sup> Habitat III, *The New Urban Agenda Roadmap*, 2016.

<sup>76</sup> UNESCO, *20<sup>th</sup> General Assembly of the World Heritage Convention adopts new policy on sustainable development*, 2015.

<sup>77</sup> UNESCO, *Policy Document for the Integration of a Sustainable Development Perspective into the Processes of the World Heritage Convention*, 2015.

<sup>78</sup> Ibid., p. 2.

<sup>79</sup> UNESCO, *World Heritage and Sustainable Development (20 GA 13)*, 2015.

<sup>80</sup> UNESCO, *Elections to the World Heritage Committee (20 GA 6)*, 2015.

<sup>81</sup> UNESCO, *Records of the General Conference: Resolutions*, 2015; UNESCO, *Report of the Culture Commission (38/C/94)*, 2015.

<sup>82</sup> UNESCO, *Records of the General Conference: Resolutions*, 2015, p. 129.

<sup>83</sup> UNESCO, *Reinforcement of UNESCO’s action for the protection of culture and the promotion of cultural pluralism in the event of armed conflict (38/C/49)*, 2015, p. 4.

There has been a continued threat of damage to WHS in areas of ongoing conflict, particularly in Syria and Iraq.<sup>84</sup> In November 2015, the UN Security Council adopted resolution 2249 (2015), clause 3 of which “[condemned]...the destruction and looting of cultural heritage” by the Islamic State of Iraq and the Levant (ISIL) and called upon Member States to intensify their efforts in preventing this.<sup>85</sup> Following the already extensive damage to the site of Palmyra throughout the year, the Syrian Heritage Site of Bosra was damaged during fighting in December 2015, an action that was condemned by UNESCO Director-General Irina Bokova.<sup>86</sup> Partially in response to the ongoing destruction of sites of heritage, UNESCO continues to oversee the #Unite4Heritage awareness campaign.<sup>87</sup> Designed primarily as a social media campaign targeted at a young audience, it aims to highlight “heritage champions” and has been accessed or referenced “millions of [times] per week.”<sup>88</sup>

In December 2015, the 21<sup>st</sup> session of the Conference of the Parties (COP21) to the *UN Framework Convention on Climate Change* adopted the *Paris Agreement*, outlining an ambitious plan to address climate change and setting goals for reduced greenhouse gas (GHG) emissions.<sup>89</sup> Through its recognition of and work towards alleviating oceanic rises and extreme weather events, the agreement indirectly addresses concerns around a multitude of at-risk WHS.<sup>90</sup> Both previous to and during COP21, UNESCO hosted a number of events based around the motto “Changing Minds, Not the Climate.”<sup>91</sup> These events and exhibitions, with topics ranging from oceanographic policy to the perspective of indigenous cultures, contributed to the wider debate before, during, and after COP21 on protecting WHS from the effects of climate change.<sup>92</sup>

The protection of cultural and natural heritage sites remains an important topic of discussion and action, particularly in the context of ongoing conflicts in the Middle East and the implementation of the SDGs. UNESCO, alongside Member States, inter-governmental organizations, and fellow UN bodies, continues to monitor threats to WHS. The numerous reports and discussions around this matter emphasize the continued importance of protecting WHS against new and emerging threats.

---

<sup>84</sup> UNESCO, *Joint Statement by the Chairpersons of the Committee of the UNESCO Culture Conventions*, 2015, p. 2.

<sup>85</sup> UN Security Council, *Threats to international peace and security caused by terrorist attacks (S/RES/2249 (2015))*, 2015.

<sup>86</sup> UNESCO, *Director-General condemns destruction of vestiges in the Ancient City of Bosra, a Syrian World Heritage site*, 2015.

<sup>87</sup> UNESCO, *#Unite4Heritage*, 2015.

<sup>88</sup> UNESCO, *Unite4Heritage Campaign*, 2015.

<sup>89</sup> UNFCCC, *Historic Paris Agreement on Climate Change*, 2015.

<sup>90</sup> *Ibid.*

<sup>91</sup> UNESCO, *Director-General welcomes COP21 agreement and underlines the momentum in changing minds not the climate*, 2015.

<sup>92</sup> *Ibid.*; UNESCO, *World Heritage Director Mechtild Rössler discusses impact of Climate Change on World Heritage sites*, 2015.

## Annotated Bibliography

United Nations Educational, Scientific and Cultural Organization. (2015). #Unite4Heritage [Website]. Retrieved 4 January 2016 from: <http://www.unite4heritage.org/>

*This UNESCO campaign is designed to promote public awareness of the threats to cultural heritage and intangible culture, generally in areas of armed conflict. It is facilitated through a mixture of online social media content and also in-country workshops, exhibitions, and concerts. This can provide delegates with a useful example of a high-profile UNESCO public awareness campaign that utilizes new technologies.*

United Nations Educational, Scientific and Cultural Organization. (2015). *Policy Document for the Integration of a Sustainable Development Perspective into the Processes of the World Heritage Convention*. Retrieved 3 January 2016 from: <http://whc.unesco.org/document/139747>

*This policy document outlines the broad objectives for integrating the SDGs into existing work under the 1970 World Heritage Convention. Although this is largely a framework document, the World Heritage Centre will shortly begin operationalizing the agreements found here and proposing changes to the Operational Guidelines of the 1970 Convention. This document allows delegates to understand how UNESCO intends to contextualize the existing Convention within the wider framework of the SDGs and how policy is able to adapt within this context.*

United Nations Educational, Scientific and Cultural Organization. (2015). *Records of the General Conference: Resolutions*. Retrieved 24 January 2016 from: <http://unesdoc.unesco.org/images/0024/002433/243325e.pdf>

*This document outlines all debates and decisions undertaken at the 38<sup>th</sup> UNESCO General Conference from November 2015. Of particular relevance to this topic are pages 129-130 and Debate 5 of that section, which outline key documents that set out measures to implement the 1970 Convention. This document does not outline the specific substance of each decision, but allows delegates to understand the multitude of relevant resolutions and how they relate to one another as part of the debate.*

United Nations Educational, Scientific and Cultural Organization. (2015). *Report of the Culture Commission (38/C/94)*. Retrieved 3 January 2016 from: <http://unesdoc.unesco.org/images/0023/002355/235513e.pdf>

*This report provides greater depth and substance to 38 C/Resolution 48 as outlined in the Records of the General Conference. It discusses the contexts of decisions made previously in regards to protecting WHS against conflict zones and outlines firm measures to be undertaken to provide greater protection. This document will allow delegates to understand some of the specific measures being taken and also the style and tone of this format of report.*

United Nations Educational, Scientific and Cultural Organization. (2015, December 19). *World Heritage Director Mechtild Rössler discusses impact of Climate Change on World Heritage sites* [News Article]. Retrieved 4 January 2016 from: <http://whc.unesco.org/en/news/1404/>

*Published shortly after COP21, this article and video provides a concise background on how climate change affects natural WHS, particularly those located in Small Island Developing States or those close to areas at risk of sea level rises. Presented by the Director of the World Heritage Centre, Mechtild Rössler, this will provide delegates with an insight into the Heritage aspect of the Paris Agreement. Furthermore, it provides an example of the kind of events UNESCO was involved with and organized both in the build-up to and during COP21.*

## Bibliography

International Council on Monuments and Sites. (2015, October 8). *Statement by ICOMOS on the Adoption of the UN Sustainable Development Goals*. Retrieved 3 January 2016 from:

[http://www.icomos.org/images/DOCUMENTS/Secretariat/2015/post-2015SDG/ICOMOS\\_Statement\\_post-2015SDG\\_EN\\_20151008.pdf](http://www.icomos.org/images/DOCUMENTS/Secretariat/2015/post-2015SDG/ICOMOS_Statement_post-2015SDG_EN_20151008.pdf)

United Nations Conference on Housing and Sustainable Urban Development. (2016). *The New Urban Agenda Roadmap* [Infographic]. Retrieved 28 January 2016 from: <https://www.habitat3.org/the-new-urban-agenda/roadmap>



United Nations Educational, Scientific and Cultural Organization. (2015). *#Unite4Heritage* [Website]. Retrieved 4 January 2016 from: <http://www.unite4heritage.org/>

United Nations Educational, Scientific and Cultural Organization. (2015, November 23). *20th General Assembly of the World Heritage Convention adopts new policy on sustainable development* [News Article]. Retrieved 4 January 2016 from: <http://whc.unesco.org/en/news/1387>

United Nations Educational, Scientific and Cultural Organization. (2015, December 24). *Director-General condemns destruction of vestiges in the Ancient City of Bosra, a Syrian World Heritage site* [News Article]. Retrieved 3 January 2016 from: <http://whc.unesco.org/en/news/1416/>

United Nations Educational, Scientific and Cultural Organization. (2015, December 12). *Director-General welcomes COP21 agreement and underlines the momentum in changing minds not the climate* [Press Release]. Retrieved 29 January 2016 from: [http://www.unesco.org/new/en/media-services/single-view/news/director\\_general\\_welcomes\\_cop21\\_agreement\\_and\\_underlines\\_the\\_momentum\\_in\\_changing\\_minds\\_not\\_the\\_climate#.VqvIESqLShc](http://www.unesco.org/new/en/media-services/single-view/news/director_general_welcomes_cop21_agreement_and_underlines_the_momentum_in_changing_minds_not_the_climate#.VqvIESqLShc)

United Nations Educational, Scientific and Cultural Organization. (2015). *Elections to the World Heritage Committee (20 GA 6)* [Decision]. Retrieved 4 January 2016 from: <http://whc.unesco.org/en/decisions/6571/>

United Nations Educational, Scientific and Cultural Organization. (2015). *Joint Statement by the Chairpersons of the Committee of the UNESCO Culture Conventions*. Retrieved 29 January 2016 from: [http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/pdf/Statement\\_EN\\_FINAL\\_300615\\_01.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/pdf/Statement_EN_FINAL_300615_01.pdf)

United Nations Educational, Scientific and Cultural Organization. (2015). *Policy Document for the Integration of a Sustainable Development Perspective into the Processes of the World Heritage Convention*. Retrieved 3 January 2016 from: <http://whc.unesco.org/en/sessions/20GA/>

United Nations Educational, Scientific and Cultural Organization. (2015). *Records of the General Conference: Resolutions*. Retrieved 27 January 2016 from: <http://unesdoc.unesco.org/images/0024/002433/243325e.pdf>

United Nations Educational, Scientific and Cultural Organization. (2015). *Reinforcement of UNESCO's action for the protection of culture and the promotion of cultural pluralism in the event of armed conflict* [Report]. Retrieved 28 January 2016 from: <http://unesdoc.unesco.org/images/0023/002351/235186e.pdf>

United Nations Educational, Scientific and Cultural Organization. (2015). *Report of the Culture Commission (38/C/94)*. Retrieved 3 January 2016 from: <http://unesdoc.unesco.org/images/0023/002355/235513e.pdf>

United Nations Educational, Scientific and Cultural Organization. (2015). *Unite4Heritage Campaign* [Website]. Retrieved 29 January 2016 from: <http://en.unesco.org/events/unite4heritage-campaign>

United Nations Educational, Scientific and Cultural Organization. (2015). *World Heritage and Sustainable Development (20 GA 13)* [Decision]. Retrieved 29 January 2016 from: <http://whc.unesco.org/en/decisions/6578/>

United Nations Educational, Scientific and Cultural Organization. (2015, December 19). *World Heritage Director Mechtild Rössler discusses impact of Climate Change on World Heritage sites* [News Article]. Retrieved 4 January 2016 from: <http://whc.unesco.org/en/news/1404/>

United Nations Framework Convention on Climate Change. (2015, December 12). *Historic Paris Agreement on Climate Change* [News Article]. Retrieved 4 January 2016 from: <http://newsroom.unfccc.int/unfccc-newsroom/finale-cop21/>

United Nations, General Assembly, Seventieth session. (2015). *Transforming Our World: The 2030 Agenda for Sustainable Development (A/RES/70/1)*. Retrieved 3 January 2016 from: <http://undocs.org/A/RES/70/1>



United Nations, Security Council, 7565<sup>th</sup> Meeting. (2015). *Threats to international peace and security caused by terrorist attacks (S/RES/2249 (2015))* [Resolution]. Retrieved 3 January 2016 from: [http://undocs.org/S/RES/2249\(2015\)](http://undocs.org/S/RES/2249(2015))