



SIEGMUN 2016

**UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION**

United Nations
Educational, Scientific and
Cultural Organization

Welcome to SiegMUN

Dear delegates, welcome to the world of Model United Nations with 2016's SiegMUN conference. This simulation at the University of Siegen aims to encourage diplomatic conversation about world political themes and to ensure that all of you have as great a time as possible. All of the chairs here at UNESCO are both excited to meet all of you and eager to see the novel solutions you may come up with to the topics we have chosen for discussion. The topics at this year's SiegMUN for the UNESCO committee are as follows:

1. Education for the 21st Century: Gender Equality and Inclusion
2. Preservation of Culture in Post Conflict Societies

This background guide aims to provide enough information for a good basis to start your own research into the following areas of, the background of the committee and what the committee is capable of doing, the topics to be discussed, the background of these topics and how and why all of this is relevant in the world we currently live in. Also provided will be useful documents and or links to ensure an easy transition into your own research to allow you to be a well prepared delegate.

The most important aspect of taking part in SiegMUN is the preparation of individual delegates. This background guide will teach you about the background and history of the committee and the background of the individual topics, it will however not elaborate on the intricacies of these topics or individual state views. It is then the role of the delegate to research more into the background of the topics, their role within UNESCO in previous years and the states individual policies and opinions on the topics at hand. Each country will have its own individual policies on the topics to be discussed and as such must be thoroughly researched as it cannot be simply replaced with the policies of another country. Although challenging to create a complicated and comprehensive view of what your allocated country would want to achieve from such a conference it also allows you to have the best time possible. Being well prepared enables thoughtful and interesting debate and discussion around the topics prepared.

For further information about the chairs and the conference visit the SiegMUN website:

<http://www.mun-siegen.de/>

All of your UNESCO chairs look forward to meeting you all on the first day of the conference!

Joe, Rhys, Tau and Tim

ABBREVIATIONS

UNESCO	United Nations Educational, Scientific and Cultural Organization
INTERPOL	International Criminal Police Organization
WCO	World Customs Organization
ICCROM	International Centre for the Study of Preservation and Restoration of Cultural Property
ICOM	International Council of Museums

Background of UNESCO

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) is a sub organ of the United Nations dealing with the support and upholding of educational, scientific and cultural exchange and cooperation throughout the world¹. UNESCO is the follow up to the League of Nations International Committee on Intellectual Cooperation (ICIC) that was established in January of 1922 under the mantra of "no association of nations can hope to exist without a spiritual and intellectual understanding among all members". Plans began for the formation of UNESCO in 1942 during the Second World War when the Conference of Allied Ministers of Education (CAME) met to discuss changing the form of education worldwide after the end of the war to ensure that such a catastrophe as World War 2 would never happen again. During a conference from November 1st – 16th 1945 in London, UNESCO was created and later ratified on the 4th November 1946². Since creation and ratification UNESCO has expanded with its headquarters based in Paris but more than 50 offices worldwide and 195 members participating within its structures³. UNESCO currently works between three different constitutional organs. Firstly the governing bodies including the general conference. The general conference is a conference held once every two years to discuss and analyse everything that has happened since the last conference and to decide in which direction to further their work, set policies and outline what UNESCO hopes to achieve⁴. This is headed by the current director general of UNESCO who is Irina Bokova of Bulgaria, the first woman to lead the organization (UNESCO director general biography)⁵. The executive board of 58 elected UNESCO Member states serving four year terms⁶, is responsible for implementing said policies and meets twice a year to ensure that this is being achieved⁷. They also examine all of the work that is currently being done by UNESCO and create the agenda for the general meetings to further what has already been done with recommendations added to it. The final branch of UNESCO is the secretariat which implements UNESCOs policies at a local level through the work of civil servants based either at the headquarters in Paris or throughout the world in the plethora of field offices.

Mandate

The mandate of UNESCO is to contribute to peace and security by promoting collaboration among nations through education, science and culture in order to further universal respect for justice, law and human rights and fundamental freedoms proclaimed in the Charter of the United Nations, for all without distinction of race, sex, language or religion⁸. To achieve

¹ UNESCO, The Organisation's History, 2014.

² Ibid.

³ UNESCO, Members, 2014.

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

⁵ <http://www.unesco.org/new/en/unesco/about-us/who-we-are/director-general/biography/>.

⁶ UNESCO, Constitution, 1945, art. V.

⁷ UNESCO Executive Board, Mandate and Functions, 2014; UNESCO, Constitution, 1945, art V.

⁸ UNESCO, Constitution, 1945, art I, para1.

this mandate UNESCO works in five different programme areas. The first of these programmes is to do with education. This programme encourages and endorses research into education, has an international network of schools, publishes the “Education for All Global Monitoring Report” and issues public statements to raise awareness of certain issues. The second programme is designating projects and places of cultural and scientific significance for example world heritage sites, the programme on man and the biosphere and endangered languages projects. The third programme is all about promoting freedom of expression, press and universal access to information and communication technologies. Promoting events such as world press freedom day, international literacy day and international year for the culture of peace is the role of the fourth programme. The last programme funds different projects related to the mandate of UNESCO for example the free software directory, international council of science, UNESCO goodwill ambassadors and the migration museums initiative⁹.

Functions and powers

Collaboration and cooperation within education, science and culture is the main function of UNESCO and as such is promoted heavily by the organisation. UNESCO creates the opportunity for all nations to discuss these topics by arranging international conferences where expert research can be brought forward, new standards can be set and consultants to the primary UN organs can be addressed to ensure coordination and implementation of new programmes within the field¹⁰. (UNESCO at a glance) As discussed in the previous section the five programme areas help to coordinate all the work they do at national, regional and international levels.

Recent sessions

The last meeting of the general conference of UNESCO took place on the 3rd to 18th of November in 2015¹¹. In this conference there was a voting procedure for the new members of the executive board, a special history conference “Making a Difference: Seventy Years of UNESCO Actions” celebrating the 70th anniversary of UNESCO and a high level meeting organised alongside the 38th session of the general conference created by the six agencies of Education for All to formally adopt the Education 2030 Framework for Action (FFA)¹². (38 C/2 Prov. Rev) Other topics discussed at this meeting included Unesco’s role in the implementation of the Education 2030 agenda¹³ and Reinforcement of UNESCO’s action for

⁹ UNESCO, General introduction to the standard-setting instruments of UNESCO

¹⁰ UNESCO, UNESCO at a glance (ERI/2010/WS/2), 2010, p. 32.

¹¹ UNESCO, 38 C/2 Prov. Rev.

¹² Ibid

¹³ Education 2030 Incheon Declaration and Framework for Action

the protection of cultural heritage and the promotion of cultural pluralism in the event of armed conflict¹⁴.

Conclusions

With UNESCO being the leading authority on the sharing and cooperation within education, culture and sciences it is an important organ of the UN to ensure longstanding peace and understanding between different nations and cultures. UNESCO often gathers information from partners and encourages and endorses regional and international meetings and creates new standards and international organisations to ensure the work of UNESCO is being carried out. The organisation is entirely supported by voluntary financial and human capital to help carry out the organisations work and this represents UNESCO's main resource and goal of creating international cooperation and collaboration¹⁵.

¹⁴ http://en.unesco.org/system/files/unesco_clt_strategy_en.pdf

¹⁵ UNESCO, The Organization's History, 2014.

Topic 1

1. Education for the 21st Century: Gender Equality and Inclusion

INTRODUCTION

The World Commission on Culture and Development describes culture as “the whole complex of distinctive spiritual, material, intellectual and emotional features that characterize a society or a group. It includes creative expressions, built forms, materials and community practises.”. Throughout history armed conflict has proven to be the greatest threat to cultural heritage. Ethnic violence, civil war, and the World Wars have resulted in the destruction of heritage sites, and looting of cultural artefacts. During recent events in Syria, Mali, Libya and Iraq, cultural heritage has suffered through deliberate acts of vandalism, destruction as collateral damage of armed conflict and opportunistic traders and collectors. Much of the loot may be lost to the highly profitable antiquities black market with little hope of being recovered.¹⁶

A notable example is the looting of the Iraqi State Museum amidst the confusion of war in 2003. Thousands of artefacts were stolen, leaving the museum with only eight out of twenty-three exhibits when it reopened in 2009.¹⁷

There is also suppression of intangible manifestations of culture such as language, dress and ritual.¹⁸ The Chulym speakers in Serbia were dropped from the census statistics in 1959 and were not identified again as a distinct group until 1999.¹⁹

Reconstruction of cultural heritage is often overlooked in the post-conflict recovery process. One reason is that the international community and states tend to be more preoccupied with other aspects of reconstruction, such as economic and political aspects.²⁰ Another reason is that cultural reconstruction is impeded because all cultural groups push their own agenda even in the post-conflict period.

INTERNATIONAL AND REGIONAL FRAMEWORK

In 1947, UNESCO established the Committee for Cultural Reconstruction, a basic guideline for reconstruction efforts that focused on human rights, education and the achievement of better cultural understanding. It also adopted The Hague Convention for the Protection Of Cultural Property in the Event of Armed Conflict in 1954, which recommended preventative measures to protect culture during conflicts, including emergency transportation. The 1999

¹⁶ Bower, Bruce. „Networks of Plunder.“ Science News. 28 March 2009.20 print

¹⁷ Myers, Steven Lee. “Iraq Museum Reopens Six Years After Looting.” The New York Times.2009

¹⁸ Silverman, H and Ruggles, DF. Cultural Heritage and Human Rights. NewYork.Springer .2007

¹⁹ Anderson, GDS.Auxilliary Verb Constructions in Altai-Sayan Turkic. Harrassowitz Verlag.Wiesbaden

²⁰ Kreimer, Alcira. The World Bank’s Experience with Post Conflict Reconstruction. Washington DC: The World Bank,1998.Print.

Second Protocol updated the convention. The Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property in 1970 and The World Heritage Convention of 1972 also aid in providing a basis of protection of cultural heritage.

Preserving cultural is an ambitious agenda and therefore requires collaboration between UN agencies. The ICC having defined the intentional destruction of historical buildings as a war crime, provides a basis for accountability related to such attacks. This cooperation extends to INTERPOL, WCO, ICCROM and ICOM.

The Director-General of UNESCO Irina Borkova affirms that heritage preservation during conflict must go hand in hand with humanitarian assistance and efforts to restore stability. Although preventative measures are necessary, the real work of reconstruction can only begin once conflict has ended.

The General Assembly has recently adopted a resolution on the Protection and the Return of cultural Property, as part of the Preservation and Further Development of Cultural Values.²¹

CONCLUSION

UNESCO Director-General Irina Borkova once said, „safeguarding cultural heritage and diversity is more than a cultural issue – it is a peace imperative“.²² This statement reflects UNESCO’s commitment to preserving culture, particularly in post-conflict societies. In addition to its operational action, UNESCO acts as an international platform for continuous reflection on the protection of cultural heritage at risk.

In order for the work of preserving cultural heritage to be effective it must adapt to the unique and fluid factors of each society emerging from conflict. There is no single strategy, resolution or convention that can achieve the aims of UNESCO that on its own.

UNESCO sees the following areas as building blocks towards safeguarding cultural heritage:

1. How member states can increase their capacity to ability of member states to prevent, mitigate and recover loss of cultural heritage in instances of conflict
2. Best practice sharing among member states and incorporate protection of culture into humanitarian action, security strategies and peace-building processes by engaging relevant stakeholders outside culture domain
3. Selection and deployment of UNESCO experts to post-conflict areas
4. How to tackle accountability in terms of acts of that suppress or destroy cultural heritage

²¹ Res A/67/L.34

²² Casser, B and Noshadi, S. Keeping History Alive: Safeguarding Cultural Heritage in Post-Conflict Afghanistan. Paris: UNESCO, 2015. Open Access

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Topic 2

II. Education for the 21st Century: Gender Equality and Inclusion

Introduction

One topic to be discussed by this year’s UNESCO committee is “Education for the 21st Century: Gender Equality and Inclusion.” Achieving gender equality and providing quality education are two of the main priorities for UNESCO. The intersectionality of this topic speaks volumes to its importance. As stated on UNESCO’s homepage for *Gender Equality in Education*, “Gender inequality in education takes many forms depending on the context. Though gender inequality affects girls and boys, women and men alike, girls and women are still more often disadvantaged.”²³ While there has been work done in the past towards advancing these goals, revisions and re-evaluations are constantly necessary to ensure success.

Subtopics

Considering the broad complexity of this topic, several subtopics can be specifically identified as critical. These subtopics include socioeconomic poverty, geographical/communal isolation, violence, and cultural oppression through forced/early

²³ <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/gender-and-education/>

marriage. First, poverty is a major hindrance to quality education. This can be in the form of not being able to provide school supplies, fund teachers, or supply students with the nutrition to improve learning. Poverty also exacerbates exclusionary behavior.²⁴ For example, sons are often prioritized higher than daughters in terms of educational spots and familial investment. In the poorest families, 48% of out-of-school girls are likely to never enroll in school, compared to 37% of boys.²⁵ Second, geographical/communal isolation is also a major cause of the widening gender gap. This is especially true for indigenous populations, in which the gender disparities are rather pronounced.²⁶ Finally, girls with little or no education are far more likely to be married as a child, as well as to suffer domestic violence. According to the World Bank, 65 percent of women with only primary education or less are married as children, lack control over household resources, and condone domestic violence, compared to only 5 percent of women who graduated from high school.²⁷ In the cases of poverty and violence, both of these causes could also be considered effects as well. Education, followed by a living wage, helps to break women from the financial dependency of men and to provide a sense of authority when significantly contributing to the family's funds. Pauline Rose of Reuters has also written that educating girls is a necessary investment for a poverty-free world, by providing social confidence, financial empowerment, and better health.²⁸ In all, solutions which work across topical lines and bond these interconnected issues consequently address both issues at once.

Historical Background

Girls and women have long been systematically objectified across the globe. Worth was historically tied to marriage; family background, wealth, and virginity were signified as major factors in determining a woman's value. There are still many areas of the world where marriage is the major event of a young woman's life. Even in societies where the gender rights are equally established, financial and cultural discrimination continues to plague the global status of women. Pay gaps, cultural preferences, and isolation are all major factors which have been taken from the efforts of equitable education.

Organizations such as UNESCO have considered gender equality as a major pillar in their mission, and recent attention to gender disparity has brought the issue front and center. According to UNESCO's *World Atlas of Gender Equality in Education*, the 1990 World Conference on Education for All in Jomtien, Thailand affirmed that providing education to both boys and girls is a matter of not only equality, but justice.²⁹ A similar dedication was declared in 2000 at the World Education Forum in Dakar, Senegal. Since then, there has been significant progress in the world of gender disparity. For example, at a global level, in 1999 there was a considerable disparity in primary education, with 92 girls enrolled for every 100 boys. 13 years later, that figure was 97 girls to every 100 boys.³⁰ While this disparity has been reduced, there must be further steps taken to eliminate it. Much research has been

²⁴ Education 2030: Incheon Declaration, 18.

²⁵ EFA 2015, 12

²⁶ <http://www.iwgia.org/culture-and-identity/indigenous-peoples-and-education>

²⁷ <http://www.worldbank.org/en/news/press-release/2014/05/14/education-key-role-women-girls-communities-report>

²⁸ <http://www.reuters.com/article/us-why-girls-education-idUSBRE98O13D20130925>

²⁹ *World Atlas of Gender Equality in Education*, 21

³⁰ EFA 2015, 9

conducted to provide statistical information on the gender gap across the globe. One such report was the 2015 Educational for All Global Monitoring Report, *Gender and EFA 2000-2015: Achievements and Challenges*. Three years earlier, the previously mentioned *World Atlas of Gender Equality* was produced. It is recommended that delegates consult both reports.

Current Plans

In terms of action, there are three plans to be especially highlighted. The first is the UNESCO *Priority Gender Equality Action Plan: 2014-2021*. As the first major program to move towards gender parity is focused on education. The expected result of their work is that education policies, processes and practices in Member States be developed, implemented, and evaluated through the lens of gender equality and empowerment.³¹ The second plan of action was *The Muscat Agreement*, stemming from the Global Education for All Meeting in Muscat, Oman in 2014. This plan emphasized both inclusive quality education and lifelong learning as the overarching goals for 2030. Furthermore, it re-affirmed that education is a human rights issue, and supported free and compulsory basic education for boys and girls.³² The third plan of action is *Education 2030: Incheon Declaration and Framework for Action*. This was developed in 2015 between UNESCO, UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR at the World Education Forum 2015 in Incheon, Republic of Korea. Building off the overarching goals of *The Muscat Agreement*, the overall promotion of the conference was that education is at the heart of achieving all sustainable development goals. The strategic approaches of the *Incheon Declaration* are achieving effective and inclusive partnerships, improving education policies and the way they work together, ensuring highly equitable, inclusive and quality education systems for all, mobilizing resources for adequate financing for education, and ensuring monitoring, follow-up, and review of all targets.³³ The plan emphasized the establishment of upgraded facilities (child, disability, and gender sensitive), increasing the number of scholarships (especially in small island and African counties), and increasing the supply of qualified teachers.³⁴ It is recommended that all three of these plans be considered in preparation.

Policy Suggestions and Questions

In considering potential solutions, keep in mind the intersectionality of issues: poverty, domestic violence, isolation. It would be wise to think about a multi-level governance approach, which would incorporate all levels of government as well as non-governmental entities when creating policy proposals. It's not enough to write policy if the question of how to implement such change goes unanswered. The cause especially needing to be addressed is that of geographic isolation. Please consider the following questions when writing your proposal:

1. How should UNESCO go about reaching those in the most rural areas of the world?

³¹ Priority Gender Equality Action Plan, 9

³² Muscat Agreement, 2-3

³³ Education 2030, 9

³⁴ Education 2030, 22-23.

2. How do we continue to curb the violence against women and girls in condoning communities?
3. How can the funds to invest in the education of girls and women be secured?
4. Where should UNESCO concentrate these funds (infrastructure, nutrition, the work force, etc.)?
5. Which level of education is most vulnerable to continued disparity?
6. Can there be a clear cause-and-effect relationship defined between poverty and education inequality?