# MUNL

# MUN DES LYCEENS

## Edition 2022



# UNESCO
# Guidelines

*Welcome to the 2021 Model United Nations Lycéens (MUNL) ! We are pleased to introduce you to our Committee, the United Nations Educational, Scientific and Cultural Organisation. The topics under discussion for the UNESCO Committee are:*

***I - Teaching of genocides of the 20th century in order to prevent extremism, ethnic cleansing and mass violence.***

***II - Preservation of cultural heritage in a crisis situation***

## INTRODUCTION OF THE COMMITTEE

UNESCO is a specialized agency within the United Nations working to promote world peace and security through international cooperation in education, the arts, sciences and culture. The committee's mission aims at contributing to building a culture of peace, poverty eradication, sustainable development and intercultural dialogue. Its primary targets are ensuring a quality education for all and encouraging cultural diversity in light of sustainable development. UNESCO specializes in improving the conditions for a stable dialogue among civilizations and cultures based on respect for values shared by all. Through this, the world can achieve global visions of environmental issues that integrate respect for human rights, mutual respect and poverty reduction.

The purpose of these guidelines is to introduce you to the topics of our committee and to help you navigate through your individual research. We hope this Guide will be of good assistance and we look forward to hearing you negotiate for your country's best interest.

## TOPIC 1:

## TEACHING OF GENOCIDES OF THE 20th IN ORDER TO PREVENT EXTREMISM, ETHNIC CLEANSING AND MASS VIOLENCE

## Introduction

According to the United Nations, the word genocide was first coined by a Polish lawyer Raphaël Lemkin in 1944 in response to Nazy policies of systematic murder of Jewish people during the Holocaust. Lemkin later led a campaign in order to have genocide recognised and codified as an international crime.

Genocide was soon recognised as such, in 1946 by the United Nations General Assembly and cofidief as an independent crime in the 1948 Convention on the Prevention and Punishment of the Crime of Genocide. The said Convention has been ratified by 149 States but described by the International Court of Justice as part of general customary international law. Therefore, whether or not a country has ratified the Convention, they are bound by the principle that genocide is a crime prohibited under international law, allowing no derogation.

As a consequence, the Genocide Convention defined genocide as such:

**Article II**

In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

a. Killing members of the group;
b. Causing serious bodily or mental harm to members of the group;
c. Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
d. Imposing measures intended to prevent births within the group;
e. Forcibly transferring children of the group to another group.

Since 1948, education has proven to play a key role in preventing genocide as it has provided younger generations with a pathway to avert past mistakes and habits of violence while developing the necessary knowledge, attitudes and values to carry out nonviolent behaviours.

Sadly, the introduction of the term and its' acknowledgment as an international crime did not prevent further genocides.
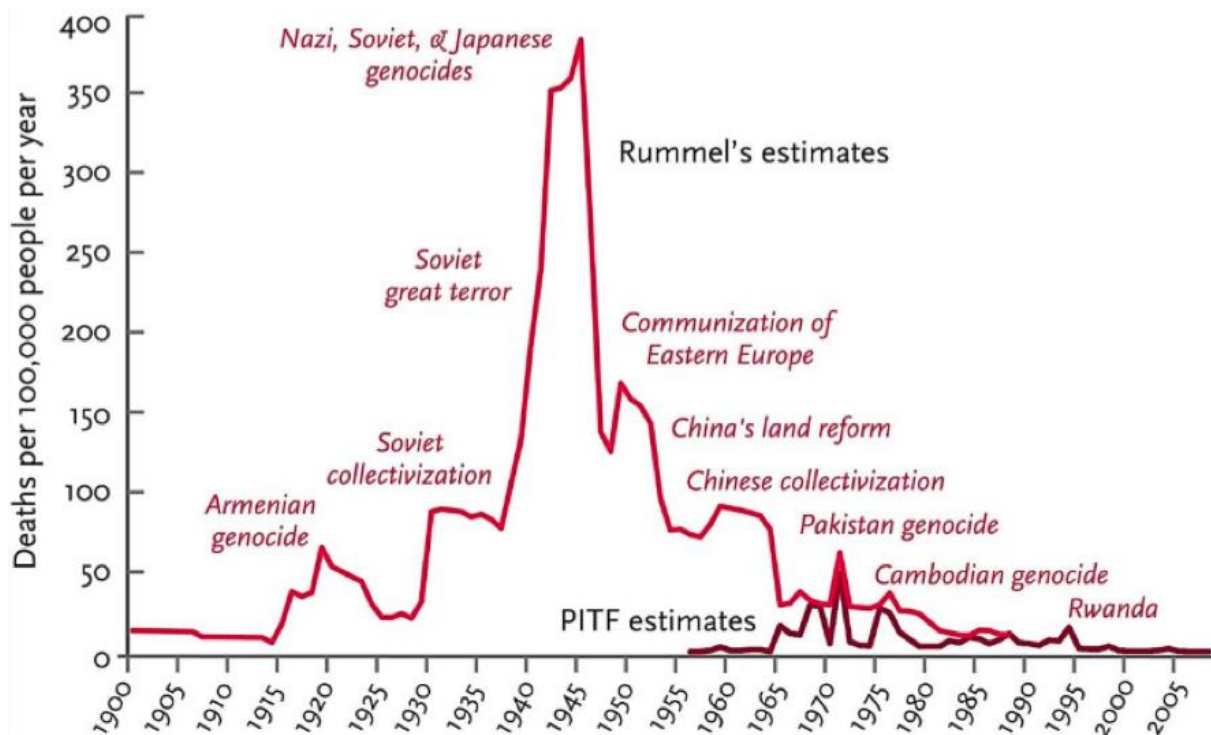


## Role of mass education

### Disparities in providing education

The subject of mass education and its importance in preventing violent patterns of behaviour is rooted in UNESCO's mission as well as several other organisations and public institutions.

Indeed, numerous parts of the world are suffering from a lack of education and, most importantly, lack of educational instruments and therefore, are unable to teach about the dangers of extremism and intolerance.

However, according to UNESCO's latest reports, the school enrolment rate has been stagnating for the past decade. Therefore, the committee

considered the figures sufficient to encourage national governments in order to achieve a larger rate of enrolment.

The estimations state that around 225 million children aged 6 to 17 will not have received the adequate learnings by 2030, representing 14% of said population.

**Pupils and students:
school enrolment rate by age, 2019/20**
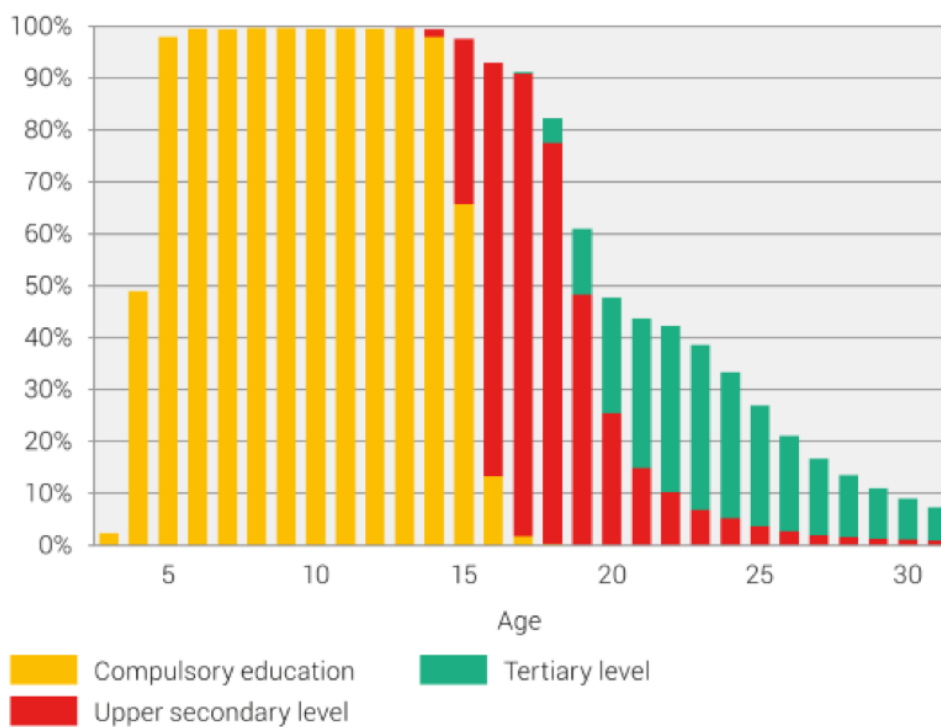


Sources: FSO – Statistics on pupils and students (SDL), Students and degrees        © FSO 2021
of higher education institutions (SHIS-studex), Population
and Households Statistics (STATPOP)
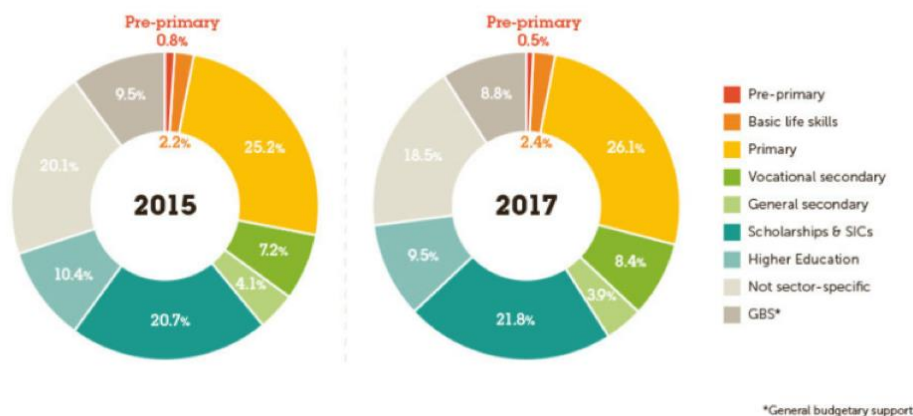
### The role of international institutions

In this case, the slump in international aids was also part of the problem as countries were faced with the issue of having to prioritise certain fields of their economy. Moreover, despite the issue of lacking international financial support, the issue also originates from the lack of aid provided to basic educational levels.

As a consequence, one could argue that the evident absence of education at a pre-primary level is likely to result in a deep gap in core values within the younger generations.



**PRE-PRIMARY EDUCATION IS JUST 0.5% OF TOTAL AID TO EDUCATION**

Share of education aid by sub-sector, 2015 and 2017

Nowadays, international institutions, and in particular international justice, have repeatedly regulated the fate of discriminated populations and victims of genocide.

The role of the Convention on the Prevention and Punishment of the Crime of Genocide, which entered into force on 12 January 1951, should be recalled here.

Nevertheless, even today, many acts of ethnic cleansing remain in a legal limbo, not allowing them to be addressed by international justice institutions.

For example, many populations remain under the yoke of perpetrators without the protection of an international treaty. On World Anti-Trafficking Day, the UN makes an annual call to end this inhumane behaviour. In 2018, the UN called for an international treaty to govern the exodus of Rohingya refugees.

Thus, despite years of violence and patterns of genocide, it is clear that there is a need for a more modern convention, given the changes in the way mass violence is committed against contemporary populations.

Therefore, one of the objectives of this Committee, and more specifically of this session, will be to provide input to improve the

process of establishing a treaty, facilitating the exodus of persecuted peoples.

### Recollection of world conflicts

Xenophobia, racism and violent extremism can also depend on how educational programmes depict historical events and their magnitude.

Consequently, it is paramount that educational institutions manage to find the right balance between commemorating victims and confronting perpetrators and their misconceptions without perpetuating a cycle of violence or creating a climate overwhelmed by vengeance.

Historically and on a worldwide level, school curriculums were reluctant to the idea of including the portrayal of genocides. To this day, many programmes do not include the History of the Holocaust or for instance the Rwanda genocide.

### The danger of historical negationism

Another threat that could come from the lack of education, apart from the risk of ignoring tragic historical events that made the world what it is today, is falling into a stage of denial also known as negationism or in this specific case, Holocaust denial.

The denial of genocides is considered a major societal issue in a great part of the world and has sometimes been made illegal by national legislators, especially in European nations and Israel. Therefore, failing to teach younger generations about historical records of mass violence could be equivalent to failing to prevent the darkest hours of History from repeating themselves.
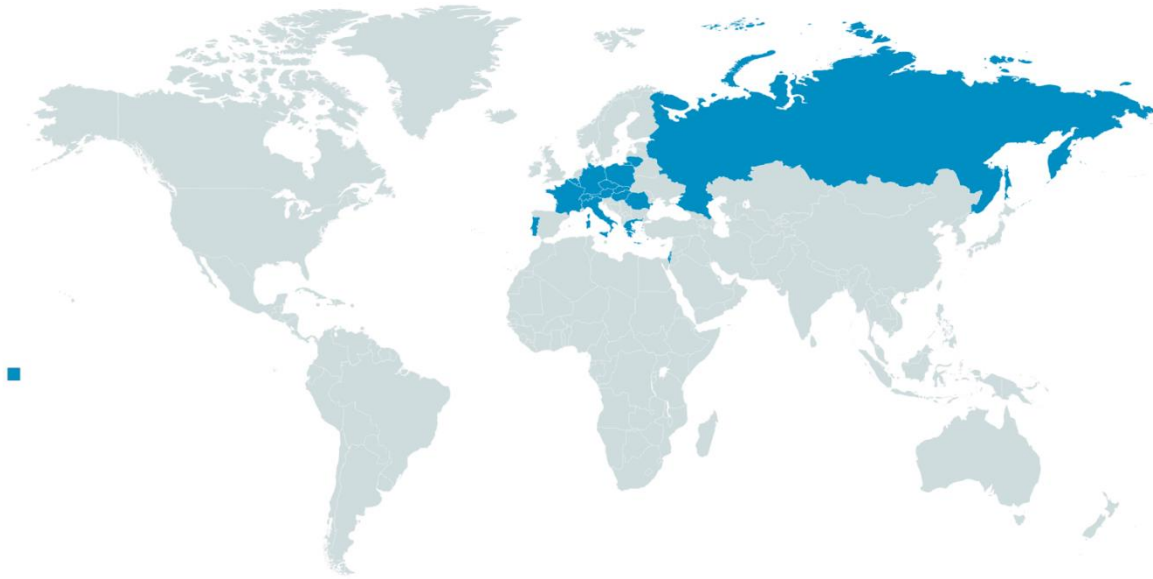
*Countries where Holocaust denial is illegal*

## The Stakes of Incorporating Minorities and Youth in the Decision-Making Process

### An enlightened generation

Whilst, as previously seen, an undeniable percent of younger generations is still suffering from an inadequate education, the past decades have also allowed it's majority to benefit from a more informative education.

As a consequence, the generations of tomorrow whether it be children, teenagers or young adults, have a better understanding of the high stakes that are at play nowadays.
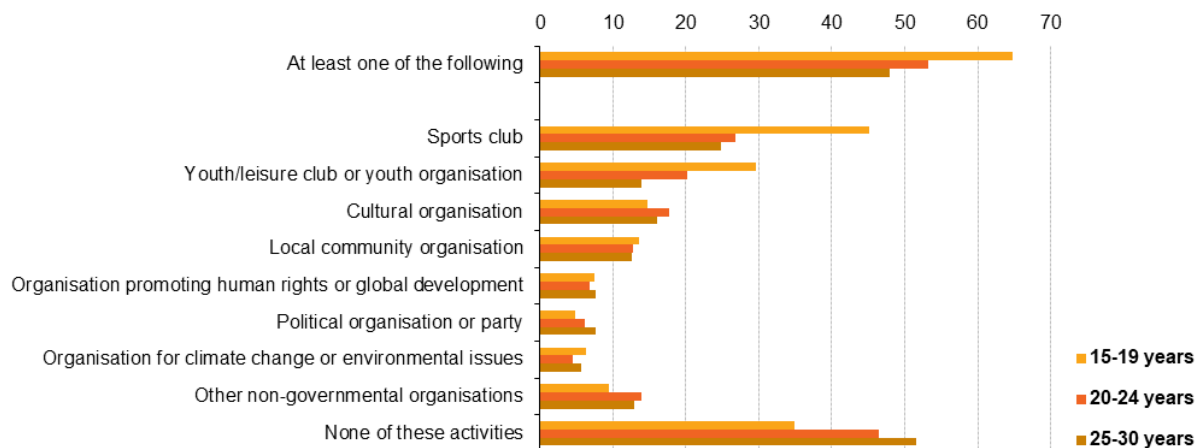
### Youth participation

An aftermath of the shift in educational programmes, is the growth in youth participation in fields such as sports, politics or social organisations that could overall help build an enhanced community.

Young people are now eager to be a part of the decision-making process, all impact levels combined, suggesting a wish to break with History's cycle of violence.

**Young people having participated in any cultural or active participation activities, by age group, EU-27, August/September 2017 (%)**



Note: the survey participants were asked 'In the last 12 months, have you participated in any activities of the following organisations?'; multiple answers were permitted. Estimates for the EU-27 made for the purpose of this publication based on Eurobarometer data.
*Source*: Eurostat (online data codes: demo_pjan and demo_pjangroup) and Flash Eurobarometer 455 — European youth 2017

## The role of communication

The advent of newer generations has been synonymous with newer means of communications.

Indeed, the coming of social media also plays an irrefutable part in the propagation of information whether it be prohibiting violent patterns or fostering them. Therefore, the representation of crime within the media can sometimes cross the line of romanticising it.
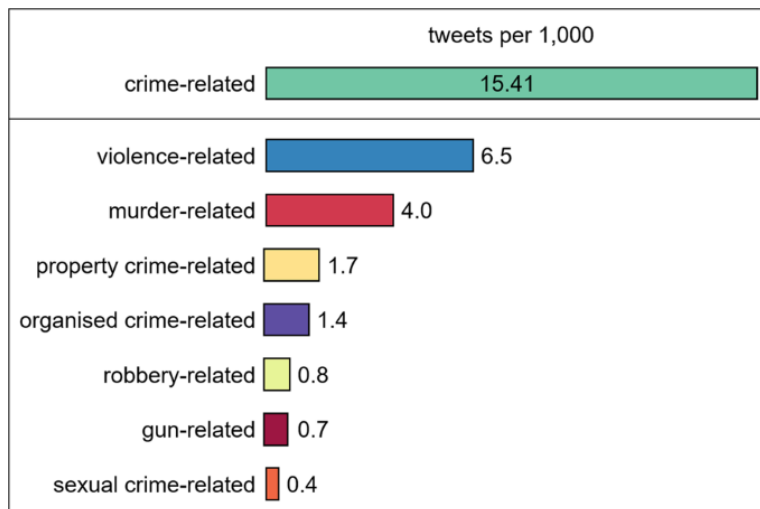
## Preventing the proliferation of violence through public policies

Many theories imply that authoritarian regimes are far more likely to resort to patterns of violence and, in extreme cases, genocides than democratic regimes.

However, even within a democracy, some factors can foster a hostile society in which violence and intolerance are inclined to develop.

### The marginalisation of a population

A certain group of theories argue that genocide can be predicted due to a society's tendency to marginalise a fraction of its population based on various factors (ethnicity, religion, gender, sexuality…). Therefore, these habits could lead to a phenomenon of dehumanisation of groups of people and encourage violence and hatred towards them.

### Preventing national crises

A public power's inability to prevent tragic events such as conflicts or economic depression are believed by historians to be triggers for genocides or other types of mass killings. In the event of a world conflict, a genocide could be encouraged if a particular group is identified as the cause of said conflict thus building a conspiracy against it.

**Government power**

Finally, the type of power exercised by public institutions is also one of the factors in the emergence of a social crisis reflected in mass violent behaviour. To quote a certain Pr Rudolph Rummel « the more power a government has, the mort it can act arbitrarily according to the whims and desires of the elite and the more it will make war on others and murder its foreign and domestic subjects ».

## Key qestions

In order to guide you in the framework of your position paper, you can use the following questions to guide your research.

- **Has your country participated in the perpetuation of a genocide or was it a victim of one? If yes, how is history taught to younger generations?**

- **How has your country chosen to depict historical subjects such as the Holocaust of world conflicts?**

- **To what extent is the lack of education an issue for your country?**

- **What type of public policies has your country implemented with - the aim of preventing violent behaviours?**

- **Does your country have a history of ethnic intolerance and or/ backgrounds of mass violence? If yes, how is the subject tackled in school programs**

- **How could your country participate in the achievement of an international treaty governing minorities?**

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# TOPIC 2:

# SAFEGUARDING CULTURAL HERITAGE IN TIMES OF CONFLICT

## Introduction

Cultural heritage has been defined by the 1972 World Heritage Convention as "monuments, groups of buildings, or sites that hold outstanding universal value ».

For every generation in human history, there have always been elements of society, such as a collection of objects, a monument, or a song, that were regarded as important to preserve for future generations. These elements are the cultural heritage that represents the way of life for its people. The preservation of cultural heritage is constantly evolving and plays a paramount role in peacebuilding; however, many cultural expressions and elements are at risk in times of conflict.

In recent years, cultural heritage has increasingly been the target of systematic and deliberate attacks by extremist groups. Due to the strong connection between culture and the identity of a population, the intentional destruction can cause significant obstacles in post-conflict peacebuilding and reconciliation.

According to the World Heritage List (WHL) established through the 1972 Convention, there are currently 845 cultural sites, 209 natural sites, and 38 mixed sites. The WHL marked 54 of those sites as being in danger from pollution, natural disasters, poaching, uncontrolled urbanization, and in some cases armed conflict and war.

Damages to tangible cultural heritage in conflict stem from shelling, gunfire, looting, illegal construction, and robbery. During conflict, intangible cultural heritage (ICH) faces increased risk of disappearance or deterioration.

Between 1979 and 2013, 22% of world heritage properties in Africa were affected by conflict.
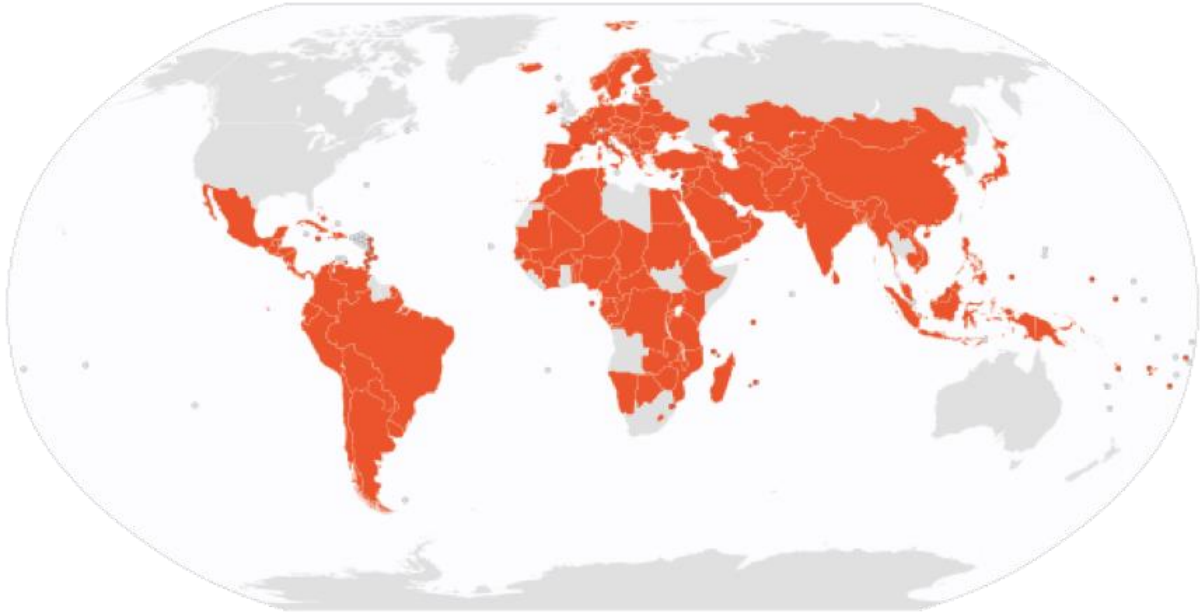
*States parties to the Safeguarding of the Intangible Cultural Heritage Convention*

# Roles of Conventions and international organisations in protecting cultural heritage
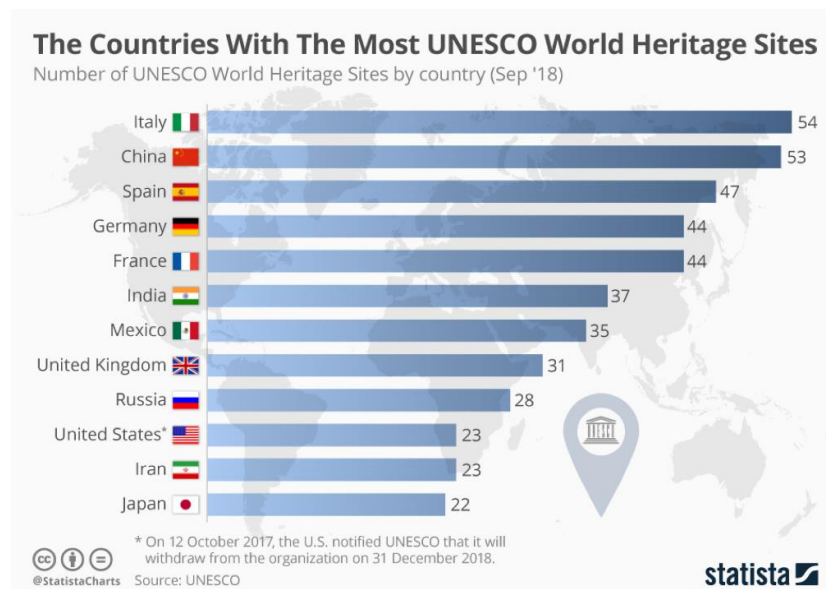
### The aftermath of WWII

- In 1954, UNESCO adopted its first international treaty on the maintenance of cultural heritage, the Convention for the Protection of Cultural Property in the Event of Armed Conflict. This Convention addressed the protection of tangible cultural heritage in response to armed conflict.

- In 1966, the General Conference of UNESCO adopted the Declaration on the Principles of the International Cultural Co-operation, which definitively proclaimed that ensuring international cooperation policy in the field of culture for all people was a primary directive of UNESCO.

Mandated by the Declaration of 1966, UNESCO adopted the Convention Concerning the Protection of the World Cultural and Natural Heritage in 1972 to strengthen the identification and recording of tangible cultural heritage by establishing the World Heritage Committee, World Heritage Fund, and World Heritage List.

- At the 1982 World Conference on Cultural Policies, UNESCO Member States approved the Mexico City Declaration on Cultural Policies in Mexico City, which finally gave significant attention to the preservation of ICH and redefined cultural heritage. This Conference was one of the first times that the term "intangible heritage" was officially used by the United Nations (UN).

- At the 1899 Hague Peace Conference, the Convention with Respect to the Laws and Customs of War on Land was adopted and became the first multilateral treaty to establish the principle of protecting cultural property, calling on the international community to prosecute acts of vandalism or theft against cultural property.

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The Countries With The Most UNESCO World Heritage Sites
Number of UNESCO World Heritage Sites by country (Sep '18)

| Country | Sites |
|---|---|
| Italy | 54 |
| China | 53 |
| Spain | 47 |
| Germany | 44 |
| France | 44 |
| India | 37 |
| Mexico | 35 |
| United Kingdom | 31 |
| Russia | 28 |
| United States* | 23 |
| Iran | 23 |
| Japan | 22 |

* On 12 October 2017, the U.S. notified UNESCO that it will withdraw from the organization on 31 December 2018.

@StatistaCharts   Source: UNESCO

statista

**The culmination of efforts since 2000**

- Prior UNESCO frameworks on safeguarding ICH resulted in the 2003 Convention for the Safeguarding of Intangible Cultural Heritage, which established an international framework to ensure that Member States took necessary measures to safeguard the intangible cultural heritage present in their territory.

- The 2003 Convention established identification and documentation through the creation of the Representative List of the Intangible Cultural Heritage of Humanity and the List of Intangible Cultural Heritage in Need of Urgent Safeguarding, both of which helped build ICH resilience pre-conflict. Additionally, the 2003 Convention established the Intangible Cultural Heritage Fund, which is UNESCO's primary method for funding projects to safeguard ICH.

- Since the ratification of the 2003 Convention, much of the work regarding the safeguarding of ICH in post-conflict areas done by regional and intergovernmental organisations has been coordinated, managed, and assisted through structures built by the Convention. One can quote for instance the Warsaw Recommendation on Recovery and Reconstruction of Cultural Heritage in 2018, result of an international conference that developed universal guidelines on safeguarding cultural properties and associated intangible practices in response to armed conflict.

- In 2015, the States parties to the World Heritage Convention adopted the Bonn Declaration on World Heritage addressing concerns about physical damages and illicit trafficking of cultural property in areas exposed to armed conflict.

- In 2017, the Council of Europe adopted the Convention on Offenses relating to Cultural Property dealing exclusively with the illicit trafficking of cultural property and establishing criminal offenses such as "theft, unlawful excavation or acquisition, and the intentional destruction of cultural property."

# Tools to preserve cultural heritage

### Preventing the illicit trafficking of cultural heritage

The intentional destruction and illicit trafficking of cultural heritage by terrorist groups during conflict is a growing challenge for the international community. The deliberate destruction of cultural heritage by terrorist groups is a means of discouraging post-conflict recovery and sustainable development and is part of a wider effort to erase particular groups and their histories.

The rise in this illegal trade is due to increased mobility of cultural property, a growing market for cultural objects, and the easy use and access of Internet transactions and auction houses. A 2015 survey conducted by INTERPOL in 56 Member States confirmed that the illicit trade of cultural property over the Internet is a growing issue. Furthermore, many terrorist groups engage in money laundering through the trafficking of cultural property, buying cultural objects with illegally obtained money and legally selling these items later at a high cost.

The criminalization of the illegal trade and trafficking of cultural property was established by UNESCO in 1970 through the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. However, the Convention has not yet been universally ratified in all countries.

The UN Security Council recognized the link between the illicit trafficking of cultural property and the financing of terrorism.

The European Commission identified the lack of legislation regarding the importing and exporting of cultural property among its Member States as a root cause of the illicit trafficking of cultural goods.

In 2014, UNODC developed the Guidelines for Crime Prevention and Criminal Justice Responses with Respect to Trafficking in Cultural Property and other Related Offences as a conclusive toolkit detailing the role those governmental institutions and members from civil society can perform in eliminating the trafficking of cultural property.

Member States need to build stronger institutional capacity, develop policy frameworks, and foster closer cooperation with all relevant stakeholders to address the illicit trafficking of cultural heritage.
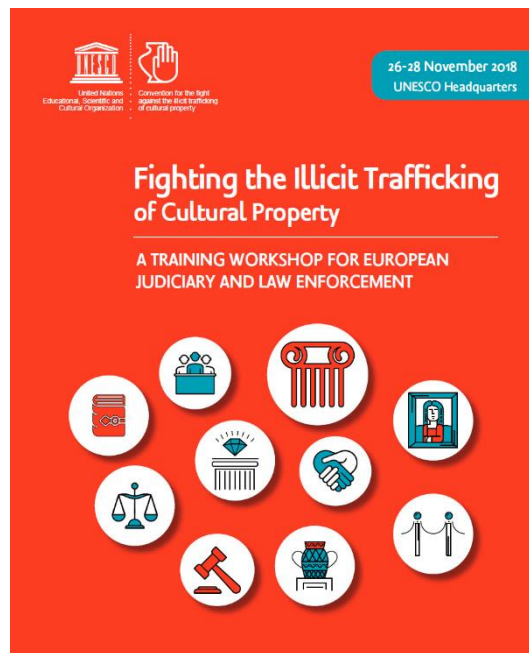


**Promoting Human rights and the role of women in post-conflict social rehabilitation**

In recent years, ICH has taken on new roles in post-conflict areas by serving as the basis for the construction of peace environments.

Rather than ICH being solely perceived as a resource to be protected, it is instead being used as an asset that will help integrate social rehabilitation into post-conflict areas. ICH education was promoted through civilian workshops that focused the community's roots on ICH as collective memories.

In such projects, UNESCO draws parallels between ICH safeguarding and taking a human rights-based approach.

Within the human rights-based approach, the role of women in intergenerational transmission of ICH has been deemed irreplicable,

particularly in the transmission of ICH and in making peacebuilding gender sensitized. However, women are at increased risk of exclusion, subordination and violence in post-conflict situations.

Gender in culture plays an important role towards inequality, poverty, illiteracy, reproductive health, physical safety, access to education, and opportunity to shape the future generation.

Given that, UNESCO highlights the importance of only safeguarding ICH elements that coincide with the guidelines for gender within the 1948 Universal Declaration of Human Rights and 1979 Convention on the Elimination of All Forms of Discrimination Against Women.

For example, the transmission of traditions such as female genital mutilation, early marriage, inheritance laws and other discriminatory practices are not promoted forms of ICH.

This is particularly important when rebuilding the cultural identity of post-conflict communities to promote peace and equality.

# Key Questions

- **Has your country implemented any limitation calling for the - protection of cultural heritage?**

- **What are policies that could be implemented to further this protection?**

- **How could your country take part in an international partnership to prevent cultural trafficking?**

- **How could Member States actors encourage the inclusion of women and/ or indigenous people in the preservation process**

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Chair - UNESCO

# Lou-Ann Fauquet

lou-ann.fauquet@edhec.com

www.edhecnationsunies.com
contact@edhecnationsunies.com

EDHEC Nations Unies
24 Avenue Gustave-Delory
CS 50411
59057 Roubaix Cedex 1
France