

Background Guide

United Nations Educational, Scientific and Cultural Organization

Property of Lagos Model United Nations
Background Guide: United Nations Educational, Scientific and Cultural Organization.

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Letter from the USG

Dear Delegates,

It is my distinct pleasure to welcome you all to the Lagos Model United Nations Conference (LMUN) 2020, the Fifth session. This conference for the past four years has aimed to create a forum of opportunities for self-discovery, development of certain skills such as; teamwork, public speaking, negotiation and solving global issues. During LMUN, delegates are encouraged to put aside all forms of personal peculiarities with a view to improving the quality of the world through the outcome of the various issues that will be discussed in committees.

The staff for the United Nations Educational, Scientific and Cultural Organization are; **Rafiat Temitura Shittu** (Under-Secretary-General), **Fajolu Oluwatosin** (Chair), **Carpe Omatseye** (Vice-Chair), **Ifeoluwa Oguntuase** (Researcher) and **Peace Solomon** (Researcher).

Rafiat is currently a 500 level law student at the University of Lagos. She was a delegate in LMUN 2016 and 2017. She went on to serve as the Rapporteur and Researcher of the General Assembly and Commission on the Status of Women, respectively, in LMUN 2018 and as the Vice-Chair of UNICEF in LMUN 2019. She was also a delegate at the 2019 National Model United Nations New York, where she won a position paper award as a member of award-winning Outstanding Delegation from the University of Lagos. She was also a delegate at the 2017 National Model United Nations, Washington DC. **Tosin** is a 500 level law student at the University of Lagos. She has a love for language, literature and culture, as well as a growing interest in mental health advocacy. She participated in LMUN 2017 as a Delegate for Sweden in the UNDP Committee and received the Distinguished Delegate Award. She went on to serve as a Researcher in the AU ECOSOCC Committee at LMUN 2019. **Omatseye** is a 500 level law student at the University of Lagos. He is passionate about international relations, partnership and effective communication. He was a delegate at LMUN 2018, winning the award for Most Outstanding Delegate of his committee. He was also a delegate at the Abuja Model United Nations. He served as a Rapporteur at LMUN 2019. **Ifeoluwa** is a 400 level law student at the University of Lagos, who has developed a great interest in MUNS. She participated in LMUN 2018, and won the award for Distinguished Delegate, and was also part of the delegation that won the Outstanding Delegation award. **Peace** is a 300 level law student at the University of Lagos. She believes that if every individual can develop themselves then collectively we could make the world a better place. She consistently pushes for live impact. She was a delegate of the UN-Women at LMUN 2019 where she won the Outstanding Position Paper Award, Distinguished Delegate Award and the Outstanding Delegation Award.

The topics to be discussed by the committee at this year's conference are:

- I. Combating Illicit Trafficking of Cultural Property
- II. Promoting Women in Science

Delegates are reminded that this background guide is not to serve as a replacement of the research to be done by individual delegates, but instead is to serve as an introduction to the topic(s) to be discussed, that will guide their understanding of the various topics. Delegates are encouraged to conduct their research beyond the background guides and make use of the Annotated Bibliography and Bibliography which has been provided for further research.

In order to further prepare for the conference, each delegate or delegation is to submit a Position Paper on the date communicated upon registration, in accordance with the position paper guide.

Other essential documents that will aid preparation for the conference, has been provided for delegates on the LMUN website – www.lmun.ng.

If you have any questions or concerns regarding your preparation for the committee or the Conference itself, please contact me at - usgdevelopment@lmun.ng or the committee at - unesco@lmun.ng.

We look forward to seeing you at LMUN 2020 Conference, the Fifth Session.

Rafiat Shittu

USG Development Department, LMUN 2020

Abbreviations

AAUW	American Association of University Women
CAME	Conference of Allied Ministers of Education
CECA	International Committee for Education and Cultural Action
EU	European Union
GenderInSITE	Gender in Science, Innovation, Technology and Engineering
IBE	International Bureau of Education
ICESCR	International Covenant on Economic, Social and Cultural Rights
ICCPR	International Covenant on Civil and Political Rights
ICOM	International Council of Museums
ICOMOS	International Council on Monuments and Sites
ICTOP	International Committee for the Training of Personnel
ILO	International Labour Organization
INTERPOL	International Criminal Police Organization
MDGs	Millennium Development Goals
OSWD	Organization for Women in Science for the Developing World
SAGA	STEM and Gender Advancement
SDGs	Sustainable Development Goals
STEM	Science, Technology, Engineering and Mathematics
STI	Science, Technology and Innovation
UIS	UNESCO Institute of Statistics
UN	United Nations
UNCTAD	United Nations Conference on Trade and Development
UCAP	UNIDROIT Academic Project
UNIDROIT	International Institute for the Unification of Private Law
UNODC	United Nations Office on Drugs and Crime
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNTOC	UN Convention against Transnational Organized Crime
WCO	World Customs Organization

Committee Overview

“UNESCO’s role and mandate is as important today as it was 70 years ago. Education, science, culture, communication and information are all essential in a world where people are increasingly interconnected and dependent on each other.” – **Crown Prince Haakon of Norway**¹

Introduction

The United Nations (UN) Educational, Scientific and Cultural Organization (UNESCO), established in 1946, is recognized as a specialized agency of the UN and a member of the UN Development Group. The organization is a successor of the Intellectual Committee on Intellectual Cooperation (ICIC) which was created in 1922 as an advisory organization for the League of Nations to promote international cooperation between scientists, researchers, teachers, artists and intellectuals. The origin of UNESCO dates back to 1942 where after the signing of the Atlantic Charter and the Declaration of the UN, the Conference of Allied Ministers of Education (CAME) held meetings in London up to 1945 to propose the establishment of an educational and cultural organization. Then in 1945, the UNESCO Constitution was introduced, signed by 37 countries’ representatives on 16 November 1945 and then came into force on 4 November 1946.² UNESCO is based in Paris, France and presently consists of 193 Members and 11 Associate Members. UNESCO is governed by the General Conference and the Executive Board.

Following its mandate, UNESCO’s active areas of involvement include education, natural sciences, social and human sciences, culture and communication and information. With the enactment of several international instruments, such as *Convention Concerning the Protection of the World Cultural and Natural Heritage* (1972), the *Declaration on Race and Racial Prejudice* (1978), the *Memory of the World Programme* (1992), and the *Convention for the Safeguarding of Intangible Cultural Heritage* (2003).³ Since 2015, UNESCO has shown commitment and significantly contributed to the achievement of the *Sustainable Development Goals* (SDGs). UNESCO has key inputs to several SDGs, particularly Goal 4 (quality education) through its educational programmes that seek to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. UNESCO also contributes Goals 1 (poverty eradication), 5 (gender equality), 9 (industry, innovation and infrastructure) and 10 (reduced inequalities). In summary, UNESCO contributes to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.⁴

Over the years, UNESCO has worked towards the promotion of peace and security in the world through promoting the collaboration among nations through education, science,

¹ UNESCO, “The Crown Prince of Norway pays visit to UNESCO stressing the importance of the Organization on its 70th anniversary”.

² UNESCO, “History of UNESCO”.

³ UNESCO, “UNESCO at a Glance”.

⁴ UNESCO, “UNESCO moving forward the 2030 Agenda for Sustainable Development”.

culture and communication for the furtherance of universal respect for justice, the upholding of the rule of law, the protection and guarantee of human rights and fundamental freedoms which are affirmed for the peoples of the world, without discrimination by race, sex, language or religion, by the Charter of the UN.⁵ Some prominent achievements made by UNESCO include carrying out measures to make for free basic education internationally, the relocation of ancient monuments and temples in Egypt to prevent destruction by the Nile River and the relocation of other valuables around the world to safeguard their preservation. UNESCO also established the World Heritage Committee to ensure the legal protection of historic sites throughout the world.⁶

Governance, Structure and Membership

UNESCO is an independent organization affiliated with the UN; it is a specialized agency that was established in the Constitution in 1945⁷ and came into force in 1946. The organization has as its mandate the advancement of Education, Science and Culture through international collaborations. As at 2019, UNESCO has 193 Member States and 11 Associate Members.⁸ *Articles II and XV of the UNESCO Constitution*, and *Rules 98 to 101 of the Rules of Procedure of the General Conference* makes provision for UNESCO membership. Every member of the UN has the right to become a UNESCO member. Additionally, upon a recommendation by the organization's Executive Board and a two-thirds majority approval of its General Conference, a state that is not a UN member cannot be admitted into UNESCO membership. UNESCO has its headquarters in Paris, France.

UNESCO is comprised of three principal organs which are vital for the efficiency of the organization. For the purpose of this guide, each structure will be briefly looked into, highlighting its functions and role in the running of the organization. They are:⁹

- The General Conference
- The Executive board
- The Secretariat

The General Conference comprises all members of UNESCO, each Member State with a maximum of five delegates in the delegation and one vote to each Member State. Membership of UNESCO automatically guarantees the right to be represented in the conference, and delegates are to be approved by the Member States' national educational, scientific and cultural bodies before the government approves. This conference is saddled with the responsibility of formulation and adoption of policies and major undertakings by the organization. The conference meets once in two years to carry out this function. Decisions taken during this conference must have attained a simple majority vote to pass,

⁵ UN, *Charter of the United Nations*, 24 October 1945, 1 UNTS XVI, article 1.3.

⁶ UNESCO, "World Heritage Committee".

⁷ UNESCO, *Constitution of the United Nations Educational, Scientific and Cultural Organization*, 16 November 1945, article I.1.

⁸ UNESCO, "Countries".

⁹ UNESCO, "Governance".

conventions adopted by the conference do not automatically bind Member States, and Member States are however required to submit such conventions to their government for ratification within a year.

The Executive Board consist of 58 Member States which are elected by the General Conference and serve for four years. This Board bears the duty of supervising the implementation of UNESCO's programmes, having a minimum of two meetings a year before the general conference. This organ is mostly a supervisory unit and reports on the ongoing activities which the organization is implementing to the General Conference.

The Secretariat is the labour unit of the organization, tasked with the duty of implementing UNESCO's programmes. This unit comprises staff appointed by the Director-General who heads the secretariat. The Director-General plays an important role in the governance of UNESCO, as he or she is seen as the executive head of the organization, who must see to it that the decisions of the General Conference are carried out. The Director-General is nominated by the executive board and elected by the General Conference. The current Director-General of UNESCO, Mrs Audrey Azoulay,¹⁰ was elected at the 39th Session of the General Conference. As provided for in its constitution, UNESCO requires Member States to each create a national commission to collaborate with UNESCO and increase the government's interest in educational, scientific and cultural matters. This provision has been widely accepted and implemented, and as of 2002, 188 Member States had already established national commissions. This commission is to collaborate with UNESCO in implementing and achieving its policies and programmes. These commissions are not organs of the UNESCO; they are rather organs that link UNESCO to each Member State and the public at large.

Mandate, Functions and Powers

Established in 1945, at the Conference for the Establishment of the International Agency¹¹ which took place in London, from 1-16 November 1945, UNESCO was formed with the aim of promoting peace through the instruments of culture, education, free flow of information, and advancement in science and research. The mandate for UNESCO is formally defined in *Article 1, paragraph 3* of the *Charter of the UN* (1945), and *Article 1* of the *UNESCO Constitution* (1945). UNESCO is charged with promoting collaboration among Member States in the fields of education, science, and culture to develop and maintain peace, rule of law, and mutual respect.

UNESCO believes that peace must be founded upon mutual understanding and dialogue.¹² Pursuant to this, the organization seeks to foster cooperation towards the advancement of mutual knowledge and understanding between peoples, by enhancing the free flow of

¹⁰ UNESCO, "Director-General, Audrey Azoulay".

¹¹ UNESCO, "History of UNESCO".

¹² UNESCO, "UNESCO in Brief – Mission and Mandate".

ideas and mass communication. UNESCO further seeks to promote equal access to education by collaborating with Member States in the development of educational activities. Also at the heart of UNESCO's activities is the preservation of cultural heritage and diversity. This is done by cooperating with nations to protect works of art, historical monuments, and objects of artistic and scientific interest, as well as recommending necessary international conventions.

The UNESCO 37 C/4 2014-2021 Medium-Term Strategy is a document which refocuses UNESCO's mandate, objectives as well as outlines the functions and strategies of the organization for the 2014-2021 period.¹³ Its functions include advice for policy creation, implementation and analysis within its competence. UNESCO also encourages international and regional cooperation in fields of education, natural sciences, social and human sciences, culture, communication and information.¹⁴

In executing its functions, UNESCO liaises with various bodies and groups at the global, national and regional levels. These bodies include the UN Development System, Non-governmental organizations, Intergovernmental organizations, Youth groups, Regional Organisations and UNESCO Family Partners.¹⁵ Based on the understanding that global issues cannot be tackled by a sole body, UNESCO's Comprehensive Partnership Strategy¹⁶ provides a framework for strengthening and optimizing partnership towards achieving the *2030 Agenda for Sustainable Development*, increasing youth participation, and creating an enabling environment for stronger partnerships at UNESCO.

Recent sessions and Current Priorities

Presently, UNESCO has two global priorities – Africa and Gender Equality. UNESCO's work in Africa includes cooperation with the African Union and African communities to increase access to quality education, protect cultural heritage, promotion of science and technology as well as climate action.¹⁷ Concerning gender equality, UNESCO works to promote women empowerment and integrate gender equality considerations in fields of science, culture, information and communication.¹⁸

At the 40th session of the UNESCO General Conference which took place from 12-27 of November 2019, Member States agreed to a 3% budget increment, affirming their support and confidence in UNESCO's direction and strategic transformation.¹⁹ The session marked a key development in the educational theme by the adoption of the *Global Convention on the Recognition of Higher Education Qualifications*, which is to enter into force after ratification

¹³ UNESCO, Constitution of the United Nations Educational, Scientific and Cultural Organization, 37 C/4 Medium-Term Strategy, 2014-2021.

¹⁴ UNESCO, "Themes".

¹⁵ UNESCO, "Partnerships".

¹⁶ UNESCO, *Executive Board*, 207th Session 207 EX/11 – Comprehensive Partnership Strategy.

¹⁷ UNESCO, "UNESCO at a Glance".

¹⁸ *Ibid*, p. 6.

¹⁹ UNESCO, "UNESCO's 40th General Conference confirms the Organization's historic turnaround and its repositioning on contemporary issues".

by twenty countries.²⁰ The Convention seeks to facilitate academic mobility and enhance the recognition of diplomas through the implementation of universal principles for the recognition of qualifications.

In the field of science, Member States embarked on a multi-stakeholder consultative process to develop a new global normative instrument on Open Science. The process is expected to last for two years and end with the adoption of The UNESCO Recommendation on Open Science in 2021.²¹ The recommendation seeks to define the concept of Open Science, create solid measures on Open Data and Open Access, and make proposals on how science can be made accessible for society. Furthermore, a mandate was given for the first normative instrument on the ethics of artificial intelligence.

The General Conference also introduced eight new world days. They include International Day of Art (15 April), Islamic art (18 November), African and afro-descendant culture (24 January), engineering for sustainable development (4 March), logic (14 January), mathematics (14 March), olive trees (26 November) and Portuguese language (5 May). The first Thursday in November was declared to be the International Day against Violence and Bullying at School, including Cyberbullying. Furthermore, it was decided that 2022 would be celebrated as the International Year of Basic Sciences for Development.²²

The 40th session also involved a deliberation by youth and government leaders on the topic “(Re) Generation: Rethinking Multilateralism with Young Change-Makers”. Discussions were centred on discovering ways in which UNESCO can adequately respond to issues surrounding youth and climate action. Governments were called upon to increase work on climate action, increase investment in education and ensure proper use of technology.

Annotated Bibliography

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This document explains the mandate, functions and powers of UNESCO. It is greatly relevant to delegates as it forms the foundation for UNESCO's operations. Delegates are advised to read through this document for a better understanding of UNESCO's functions and mandate.

United Nations Educational, Scientific and Cultural Organization, *Constitution of the United Nations Educational, Scientific and Cultural Organization*, 37 C/4 Medium-Term Strategy,

²⁰ UNESCO, “UNESCO concludes its 40th General Conference with the adoption of a Convention facilitating universities exchanges”.

²¹ UNESCO, “UNESCO Takes the Lead in Developing a New Global Standard-setting Instrument on Open Science”.

²² *Ibid.*

2014-2021. Retrieved 30 November 2019 from:
<https://unesdoc.unesco.org/ark:/48223/pf0000227860>

This document speaks to UNESCO's activities from 2014-2021. It is important for delegates to gain insight into UNESCO's current activities and priorities. Delegates are advised to examine the document for a proper understanding of UNESCO's vision and strategies for the 7-year period.

United Nations Educational, Scientific and Cultural Organization, *History of UNESCO*. Retrieved 28 November 2019 from:
<https://unesdoc.unesco.org/ark:/48223/pf0000101722>

This document shows the process which led to the creation of UNESCO. It further explains the reasons that necessitated the creation of UNESCO. This document is relevant to delegates as it will aid their understanding of UNESCO's mission and mandate.

United Nations Educational, Scientific and Cultural Organization, *UNESCO at a Glance*. Retrieved 3 December 2019 from: <https://unesdoc.unesco.org/ark:/48223/pf0000188700>

This document explores the current priorities and the themes of UNESCO. Delegates will find this document relevant to gain insight into UNESCO's present focal points which form the bane of UNESCO's current activities.

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United Nations Educational Scientific and Cultural Organization, *UNESCO moving forward the 2030 Agenda for Sustainable Development*. Retrieved from: <https://unesdoc.unesco.org/images/0024/002477/247785e.pdf>

United Nations Educational Scientific and Cultural Organization, *UNESCO's 40th General Conference confirms the Organization's historic turnaround and its repositioning on contemporary issues*. Retrieved 3 December 2019 from: <https://en.unesco.org/generalconference/40/results>

United Nations Educational Scientific and Cultural Organization, *UNESCO Takes the Lead in Developing a New Global Standard-setting Instrument on Open Science*. Retrieved 4 December 2019 from: <https://en.unesco.org/news/unesco-takes-lead-developing-new-global-standard-setting-instrument-open-science>

I. Combatting Illicit Trafficking of Cultural Property

“Protecting our cultural heritage requires us to make every effort to implement this international, regional and normative framework by strengthening international cooperation” – **Vladmir Voronkov, the Under-Secretary-General of the UN Counter-Terrorism Office**²³

Introduction

Cultural property represents the life, history and identity of the people. Cultural property includes property relating to history, artistic and historical monuments, rare collections of flowers, minerals and anatomy, ancient furniture and musical instruments, pictures, paintings and drawings, amongst others.²⁴ They are essential to the rebuilding of communities and the establishment of communal identities. Cultural property represents a link between the present and future and contributes greatly to the cultural heritage of mankind. Cultural property is also relevant to the achievement of sustainable development. *The Hangzhou Declaration* explains that culture, through heritage and creativity, is integral to creating sustainable cities and ensuring social, economic and environmental sustainability.²⁵ The protection of cultural property is, therefore very important to the history of mankind, as well as, the development of future communities.

The safeguarding of cultural property is greatly threatened by the illicit trafficking of cultural property. Illicit trafficking of cultural property involves the illicit import, export and transfer of ownership of cultural property. Trafficking of cultural property may take the form of theft from cultural heritage institutions or private collections, looting of archaeological sites or displacement of artefacts due to conflict.²⁶ Trafficking of cultural property threatens the identity of peoples and the valuable resources for their sustainable development.²⁷ It also stands as an obstacle to the understanding between nations, and as such, poses a serious threat to UNESCO’s mandate. As part of UNESCO’s mission, it seeks to ensure the preservation of cultural heritage and diversity. Therefore, UNESCO champions the fight against the illicit trafficking of cultural property.

International and Regional Framework

The *Hague Convention (II) with Respect to the Laws and Customs of War on Land* (1899) represents one of the earliest documents on the protection of cultural property.²⁸ Article

²³ Vladmir Voronkov, the Under-Secretary-General of the UN Counter-Terrorism Office at the Security Council meeting on “Maintenance of international peace and security: Destruction and trafficking of cultural heritage by terrorist groups and in situations of armed conflict”.

²⁴ UNESCO, *Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property*, adopted by the General Conference at its 17th session, 14 November 1970, article 1.

²⁵ UNESCO, *Hangzhou Declaration: Placing Culture at the Heart of Sustainable Development Policies*, adopted in Hangzhou, People’s Republic of China, 17 May 2013.

²⁶ European Commission, “Fight against Trafficking of Cultural Goods”.

²⁷ UNODC, “Practical Assistance Tool to assist in the implementation of the International Guidelines for Crime Prevention and Criminal Justice Responses with Respect to Trafficking in Cultural Property and Other Related Offences” (Vienna: 2016).

²⁸ *Convention with Respect to the Laws and Customs of War on Land and its annex: Regulations concerning the Laws and Customs of War on Land* (The Hague, II) 29 July 1899.

56 prohibits the destruction or intentional damage of historical monuments of arts and sciences, as well as property of religious and educational institutions.

In 1954, UNESCO adopted the *Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict*.²⁹ This Convention exclusively addressed the protection of cultural property in the event of armed conflict and introduced protection procedures for cultural properties threatened by armed conflicts. It is supplemented by two Protocols which expressly provides for the prohibition of any form of destruction or damage to cultural property. *Article 1 of the 1954 Hague Convention* provides a comprehensive definition of cultural property under three classes: (i) movable or immovable property of great importance to the cultural heritage; (ii) buildings whose main and effective purpose is to preserve or exhibit movable cultural property; and (iii) centres containing monuments.

At the 16th session of the General Conference of UNESCO in 1970, the *Convention on the Means of Prohibiting the Illicit Import, Export and Transfer of Ownership of Cultural Property* was adopted.³⁰ *Article 5 of the Convention* seeks to protect against the illicit import, export and transfer of cultural property and recommends that Member States establish national services for the protection of cultural property in these states. Furthermore, under the convention, Member States undertake to adopt the necessary measures including the enactment of legislation, regulation of exportation, and supervision of museum operations, to curb illicit trafficking of cultural property.

In 1977, the Permanent Technical Committee of the World Customs Organization (WCO) enacted the *International Convention on Mutual Administrative Assistance for the Prevention, Investigation and Repression of Customs Offences* (Nairobi Convention).³¹ One of the issues addressed is smuggling of works of art antiques and other cultural property. It provides for the exchange of information relating to suspected engagements in the smuggling of works of art and cultural property, as well as suspected persons involved, amongst the customs organizations of contracting parties to the convention.³² It also provides that the Secretary-General of the Council is to keep a database of information received from contracting parties. Such information will form the basis for studies into recent trends in the smuggling of cultural objects. This information received by the Secretary-General of the Council, as well as reports of studies conducted, shall be furnished to UNESCO and International Criminal Police Organization (INTERPOL).

In a bid to create a uniform body of private law rules on international trade of art, and at the request of UNESCO, the *UNIDROIT Convention on Stolen or Illegally Exported Cultural*

²⁹ UNESCO, *Convention for the Protection of Cultural Property in the Event of Armed Conflict*, 14 May 1954.

³⁰ UNESCO, *Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property*, 1970, 823 UNTS 231.

³¹ World Customs Organization, *International Convention on Mutual Administrative Assistance for the Prevention, Investigation and Repression of Customs Offences*, 9 June 1977, Nairobi, Kenya.

³² *Ibid.*, paragraph 3 of Annex XI.

Objects was entered into force by the Diplomatic Conference in Rome on 24 June 1995.³³ This Convention complements the 1970 Convention, providing rules on the return and restitution of cultural property.³⁴ *Article 3(1) of the Convention* requires the possessor of stolen cultural objects to return them. *Article 4* further requires the person making such return to fair and reasonable compensation, upon restitution, provided that they were unaware that the object was stolen and applied due diligence in obtaining it. Furthermore, *Article 5* provides that a Member State may, by order of court or any other competent authority, demand the return of illegally exported cultural object.

There has also be frameworks established by the General Assembly. In 2000, the General Assembly adopted the *United Nations Convention against Transnational Organized Crime* (UNTOC).³⁵ The Convention represents the commitment of Member States to adopt measures to curb organised crime and the preamble states that the convention will serve as an effective tool and legal framework for international cooperation in combating offences against cultural heritage and other criminal activities. The implementation of this convention has been supported and reaffirmed by a plethora of General Assembly Resolutions, such as *Resolution 66/180*,³⁶ *Resolution 68/186* (2013),³⁷ *Resolution 69/196* (2014)³⁸ and *Resolution 70/76* (2015).³⁹ *Resolution 69/196* particularly adopts the *International Guidelines for Crime Prevention and Criminal Justice Responses with Respect to Trafficking in Cultural Property and Other Related Offences* in recognition of the importance of criminal justice response to combatting illicit trafficking of cultural property. It encourages Member States to apply this guidelines and advises them to review legislations and mechanisms, in line with the guidelines, to ensure that they are adequate in combatting illicit trafficking of cultural property and other similar offences. In 2016, the Security Council adopted *Resolution 2399*, urging Member States to liaise with UNODC, INTERPOL and UNESCO to develop law enforcement and judicial cooperation, for the purpose of curbing illicit trafficking of cultural property. It further urges Member States to adopt the necessary measures and legislations to combat illicit trafficking of cultural objects.⁴⁰

The 2030 Agenda for Sustainable Development (2015) also places importance on the need to protect cultural heritage.⁴¹ Target 11.4 seeks to strengthen efforts to protect and

³³ UNIDROIT, *Convention on Stolen or Illegally Exported Cultural Objects*, 24 June 1995, 34 ILM 1322.

³⁴ UNIDROIT, "The 1995 UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects - An overview".

³⁵ *United Nations Convention against Transnational Organized Crime* (15 November 2000).

³⁶ General Assembly, Resolution adopted by the General Assembly at its sixty-sixth session 19 December 2011, A/RES/66/180.

³⁷ General Assembly, Resolution adopted by the General Assembly at its sixty-eighth session 18 December 2013, A/RES/68/186.

³⁸ General Assembly, Resolution adopted by the General Assembly at its seventy-third plenary meeting, 18 December 2014, A/RES/69/196.

³⁹ General Assembly, Resolution adopted by the General Assembly at its seventieth plenary meeting, 17 December 2015, A/RES/70/76.

⁴⁰ Security Council, Resolution adopted by the Security Council at its 7831st meeting on 12 December 2016, S/RES/2322 (2016).

⁴¹ General Assembly, *Transforming our world: The 2030 Agenda for Sustainable Development*, 21 October 2015, A/RES/70/1. Pg. 28.

safeguard the world's cultural and natural heritage. Target 16.4 seeks to significantly reduce illicit financial and arms flows, and strengthen the recovery and return of stolen assets and combat all forms of organized crime.

There also exists regional frameworks, such as the *Washington Pact* (1935) also known as the *Roerich Pact* or the *Pan-American Treaty on the Protection of Artistic and Scientific Institutions and Historic Monuments*.⁴² The Pact was concluded between the Americas and was designed to protect nationally and privately owned property which serve as cultural treasures, and ensure the respect of such monuments in times of war and peace. The Council of Europe *Convention on Offences Relating to Cultural Property* (2017), which calls upon states to criminalise the import, export and acquisition of cultural property, done without due authorisation.⁴³

Role of International and Regional System

In light of its mandate to preserve the global cultural heritage, UNESCO has been directly involved with other international organizations, governments, and private sector to combat illicit trafficking of cultural properties. The UNESCO *Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transport of Ownership of Cultural Property* (1970), represents one of UNESCO's greatest contributions to the fight against illicit trafficking of cultural property. It comprehensively defines key terms, such as "cultural property" and "illicit". It emphasises the need to adopt frameworks and mechanisms to combat illicit trafficking of cultural property, and urges Member States to establish national services and enact relevant legislation for the protection of cultural property. It also urges Member States to regulate the export of cultural property and enjoined them to prohibit the import of stolen cultural property. Furthermore, the Convention speaks to the return and restitution of cultural property, as states undertake to take appropriate steps to ensure the return and restitution of cultural objects. In a bid to monitor the efforts of Member States in combatting the illicit trafficking of cultural property, UNESCO requires Member States to submit reports on the legislative and administrative provisions adopted by them. The reports, which are to be made every four years and reviewed by the Subsidiary Committee, help to monitor the implementation of the 1970 Convention. The year 2020 marks 50 years of the adoption of the 1970 Convention, presenting an opportunity to create awareness about the illicit trafficking of cultural property and identify current challenges posed to the fight against it.⁴⁴

In 1978, the UNESCO Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation (ICPRCP) was established by *Resolution 20 C4 / 7.6 / 5*.⁴⁵ The ICPRCP was created to discover ways to

⁴² *Treaty on the Protection of Artistic and Scientific Institutions and Historic Monuments* (Roerich Pact), Washington, 15 April 1935.

⁴³ Council of Europe, *Convention on Offences relating to Cultural Property*.

⁴⁴ UNESCO, "Celebrate 50 years of fight against illicit trafficking".

⁴⁵ UNESCO, "Return & Restitution Intergovernmental Committee".

facilitate bilateral agreements for the purpose of return and restitution of cultural property. The functions of the Committee include the promotion of bilateral and multilateral cooperation for the return and restitution of cultural property. The committee is also responsible for developing plans for the implementation of UNESCO's activities for the return and restitution of cultural property.

In 2003, the UNESCO Database of National Cultural Heritage Laws was created. The database which has 2685 laws of 187 Member States, provides stakeholders (such as governments, customs authorities, art dealers, organizations, lawyers, and buyers) with cultural heritage laws, rules and regulations of several countries. The database is relevant in answering questions as to the origin of a piece of cultural property and the status of such property.⁴⁶ In 2018, UNESCO in collaboration with the European Union (EU), published a toolkit as a reference document for stakeholders in the fight against illicit trafficking of cultural property, providing information on legal instruments and practical tools relevant in combatting illicit trafficking of cultural property.⁴⁷

UNODC also plays a major role in the combating illicit trafficking of cultural property. In 2015, it developed *International Guidelines for Crime Prevention and Criminal Justice Responses with Respect to Trafficking in Cultural Property and Other Related Offences*. The guidelines serve as a framework for national authorities, law enforcement authorities, practitioners and policymakers working in the field of cultural property, to help them develop competent strategies and policies for the protection of cultural heritage. The guidelines include crime prevention strategies, such as information collection, sanctions, education and awareness. It also includes guidelines on criminal justice such as criminal sanctions and corporate liability, amongst other guidelines geared towards curbing the offence of illicit trafficking of cultural property.⁴⁸ In 2016, a practical assistance tool was prepared, to aid in the implementation of the guidelines. The practical assistance tool was created in collaboration with Italy, as part of its commitment to prevent organized crime and protect cultural property.⁴⁹

INTERPOL through its Works of Art Unit is very involved in the fight against the illicit trafficking. The INTERPOL Stolen Works of Art Database provides a global database on stolen works of art and aids international investigations into the culprits of the destruction of cultural heritage. The Database contains up to 50,000 records from INTERPOL's National Central Bureaus all over the world.⁵⁰

⁴⁶ UNESCO, "UNESCO Database of National Cultural Heritage Laws Celebrates its 10th anniversary".

⁴⁷ UNESCO, "Fighting the Illicit Trafficking of Cultural Property: A Toolkit for European Judiciary and Law Enforcement." (UNESCO, 2018).

⁴⁸ *Ibid.*

⁴⁹ UNODC, "Practical assistance tool to assist in the implementation of the International Guidelines for Crime Prevention and Criminal Justice Responses with Respect to Trafficking in Cultural Property and Other Related Offences (Vienna, 2016)".

⁵⁰ INTERPOL, "Protecting Cultural Heritage".

WCO has also taken steps to combat illicit trafficking of cultural property. In July 2016, The WCO Council adopted *the Resolution of the Customs Cooperation Council on the Role of Customs in Preventing Illicit Trafficking of Cultural Objects*.⁵¹ The Resolution highlights the important role that customs authorities in the fight against the illicit trafficking of cultural objects. Another contribution of the WCO to the fight against illicit trafficking of cultural property is the ARCHEO. ARCHEO is a Customs Enforcement Network Communication Platform (CENcomm)-based platform which seeks to enhance the exchange of information and best practices as well as cooperation among national authorities, customs authorities, inter-governmental organisations and other stakeholders in the fight against illicit trafficking of cultural property.⁵²

In 2018, the Commission on Crime Prevention and Criminal Justice (CCPCJ) adopted *Resolution 27/5* on 18 May 2018.⁵³ The Resolution focuses on international cooperation for combatting illicit trafficking of cultural property. The Resolution encourages Member States to request and provide assistance in combatting the illicit removal of cultural property.⁵⁴ It urges Member States to adopt the necessary measures and develop the required frameworks for combatting illicit trafficking, including the prosecution of persons involved in such crimes.⁵⁵

UNIDROIT has also been working relentlessly in the fight against illicit trafficking of cultural property. At the 16th session of the UNESCO Intergovernmental Committee which held in Paris in September 2010, a recommendation was adopted, which encouraged the establishment of a group of independent experts chosen by UNESCO and UNIDROIT.⁵⁶ The recommendation also encouraged the adoption of model provisions which would serve as guidelines to states in drafting their national laws. This led to the creation of the Model Provisions on State Ownership of Undiscovered Cultural Objects. The provisions are to serve as an aid for States which seek to adopt national legislation on the establishment and recognition of the State's ownership of undiscovered cultural objects and prohibit unlawful removal of such property. The model provisions also help to facilitate the implementation of the *1970 UNESCO Convention* as well as the *1995 UNIDROIT Convention*.⁵⁷ Furthermore, in recognition of the importance of education to the fight against illicit trafficking of cultural property, [the UNIDROIT Academic Project \(UCAP\)](#) was created in a bid to create awareness about [the 1995 UNIDROIT Convention](#). UCAP is an online platform, providing materials on the 1995 UNIDROIT Convention, the [UNESCO-UNIDROIT Model Provisions](#) and other relevant international tools. UCAP is also a useful tool for lawyers, judges, other government officials, art collectors, dealers, auction houses and museums, providing easy

⁵¹ World Customs Organization, *Resolution of the Customs Cooperation Council on the Role of Customs in Preventing Illicit Trafficking of Cultural Objects* (Brussels, July 2016).

⁵² WCO "ARCHEO".

⁵³ Commission on Crime Prevention and Criminal Justice, *Resolution 27/5*.

⁵⁴ *Ibid*, para 5.

⁵⁵ *Ibid*, para 6.

⁵⁶ UNESCO Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation at its seventeenth session, Paris, UNESCO Headquarters, 30 June-1 July 2011.

⁵⁷ UNIDROIT, "UNIDROIT Work and Instruments in the Area of Cultural Property".

access to information on the legal framework protecting cultural property. UCAP is also relevant in assessing the functionality of the UNIDROIT Convention and other international instruments.⁵⁸

The International Council of Museums (ICOM) also contributes to the fight against illicit trade in cultural goods and considers it to be a major part of its programme of action. In 1971, ICOM began publishing the Ethics of Museum Acquisitions, in collaboration with UNESCO. Subsequently, in 1986, the ICOM Code of Professional Ethics was adopted at the 15th ICOM General Assembly.⁵⁹ The code of ethics was adopted in recognition of the important role that museum personnel play in the protection of cultural property. The Code outlines principles and guidelines for museum personnel, to ensure professionalism in museum practice. The Code was revised and approved at the 21st General Assembly of ICOM in Seoul, the Republic of Korea.

Furthermore, in a bid to encourage professionalism amongst museum practitioners, ICOM, through its International Committee for the Training of Personnel (ICTOP) seeks to ensure the proper training of staff involved in the protection of cultural property. Furthermore, ICOM's International Documentation Committee (CIDOC) helps museums in developing inventories to ensure the security of cultural property. It also works to determine international standards on the preservation of cultural property. Additionally, ICOM's International Committee for Education and Cultural Action (CECA), works to raise awareness concerning the importance of cultural heritage and its value to cultural identity, by explaining the value of artworks to the public.

The European Union (EU) also has a major regional role to play in the fight against cultural property trafficking. In 2008, the Council of the EU adopted *Regulation 116/2009 on the export of cultural goods*.⁶⁰ Under the regulations, Member States agree to make the export of cultural property subject to the presentation of an export licence. The directives also urge Member States to have rules prescribing penalties for non-compliance with the provisions of the regulations. Member States are also required to make reports on the measures adopted by them to the council.

In May 2014, the "Directive 2014/60/EU on the return of cultural objects unlawfully removed from the territory of a Member State" was adopted.⁶¹ The Directives speak to the return of stolen cultural property, providing that cultural property that has been unlawfully removed shall be returned. It also empowers a Member State to institute proceedings against the possessor of an unlawfully obtained cultural object, to secure its return.⁶² It,

⁵⁸ UNIDROIT, "The Academic Project".

⁵⁹ UNIDROIT, "ICOM Measures concerning the Fight against the Illicit Traffic of Cultural Property".

⁶⁰ Council of Europe, *Council (EC) Regulations No 116/2009 of 18 December 2008 on the export of cultural goods*.

⁶¹ Directive 2014/60/EU of the European Parliament and of the Council of 15 May 2014 on the return of cultural objects unlawfully removed from the territory of a Member State and amending Regulation (EU) No 1024/2012.

⁶² *Ibid*, Art. 6.

however, provides that where the possessor was careful in acquiring the object, fair compensation shall be paid to such person.⁶³

Impact of illicit trafficking of cultural property

Stealing and exportation of cultural property has a negative impact on the international community and atmosphere. Cultural property represents the culture and heritage of a tribe, community, state or country. They serve as keepers of the cultural history of a nation, holding high sentimental and national value. Trafficking of cultural property inevitably leads to the destruction of irreplaceable cultural monuments. The looting of excavation sites, the theft of artefacts from museums, libraries and other cultural institutions, money laundering, organized crime and terrorist activities are examples of crimes which lead to the destruction of cultural property.⁶⁴ When artefacts are smuggled to other countries and sold off in secret auction, to museums or private persons, they are often lost and rendered irretrievable.

One of the major impacts of trafficking of cultural property is the devaluation of the victim countries along with the threat of it being a source of finance for terrorist and extremist activities.⁶⁵ This usually occurs where the profits gotten from the sale of illegally acquired cultural heritage objects are used to purchase items like arms and ammunition employed in extremist activities which in turn have a negative impact the country and the international community at large.⁶⁶ Trafficking of cultural property reduces the scientific basis for studying a country's culture and national heritage. It also lessens the chances of the continuation of the passing down of traditions, customs and beliefs. When stolen, the need to learn about these cultural objects and their significance becomes less vivid by the generation until the custom and belief are totally wiped out. These customs and beliefs are the basis of any society, they are its identification, history and order of things. Taking these cultural objects away from the societies leaves them barren and without a foundation and a common belief or custom which in time can lead to anarchy. The Security Council for the above reasons adopted a resolution in 2017 which is aimed at fostering collective effort and international security corporation in tracking and tackling the illicit trafficking of cultural property.

Legislative framework regulating the importation, exportation of cultural property.

In combatting the illicit trafficking of cultural property, the need to adopt legislative frameworks for the protection of cultural property cannot be overemphasised. Several

⁶³ *Ibid*, Art. 10.

⁶⁴ Nordic Council of Ministers, "Illicit trade in cultural artefacts", p. 18.

⁶⁵ Security Council *Resolution 2199* (2015), adopted by the Security Council at its 7379th meeting, on 12 February 2015.S/RES/2199 (2015), para. 16.

⁶⁶ Security Council *Resolution 2347* (2017), adopted by the Security Council at its 7907th meeting, on 24 March 2017.

international instruments urge State parties to adopt national legislation for the purpose of protecting cultural property within their territories.

The event of war or conflict always gives way to the business of looting and trafficking of cultural goods. This necessitated the first *Hague Convention* (1899) which prohibited the unnecessary destruction of edifices devoted to religion, art, science and education. It provided for the prohibition of the intentional damage, seizure and destruction of Historical Monuments. The *Washington Pact* (1935) was designed to protect some forms of cultural property both during war and peacetime. It, however, does not cover all forms of cultural artefacts, thereby, inevitably excluding some cultural properties from protection.

The *UNESCO Convention on the Means of Prohibiting and Preventing Illicit Import, Export and Transfer of Ownership of Cultural Property* (1970), in Article 1 comprehensively defines cultural property broadly enough to cover all forms of cultural property. Article 2 urges Member States to cooperate to put a stop to the international crime of illicit transfer of these cultural properties. Article 3 declares illicit any import, export or transfer of ownership of cultural property. In addition, the *UNESCO Convention concerning the Protection of the World Cultural and Natural Heritage* (1972)⁶⁷ focuses on the preservation of cultural sites, the conservation of nature and the balance between them.

Various regions have also established frameworks to regulate importation and exportation of cultural property. An example is the Organisation of American States' *Convention on the Protection of the Archaeological, Historical and Artistic Heritage* (1976) (San Salvador Convention).⁶⁸ The Council of Europe has also put in place conventions providing regulations on the protection of movable property. A notable example is the *European Convention on the Protection of the Archaeological Heritage*, now known as the *Valletta Treaty* or the *Malta Convention*.⁶⁹ Another is the *European Convention on Offences Relating to Cultural Property* (2017), which aims to ensure the prevention and combatting of the deliberate destruction of, damage to, and trafficking in cultural property by strengthening criminal justice responses to all offences relating to cultural property while making sure that cooperation is facilitated on an international level.

In order to ensure that Member States adopt the necessary legislative measures on the illicit trade of cultural objects, Member States are required to submit reports every four years on the legislative and administrative provisions that have been adopted by them. Furthermore, through its National Cultural Heritage Laws database, UNESCO can monitor the development of national legislation on the illicit trafficking of cultural property. It is also

⁶⁷ *Convention concerning the Protection of the World Cultural and Natural Heritage*, adopted by the General Conference of UNESCO, at its seventeenth session, in Paris from 17 October to 21 November 1972.

⁶⁸ *Convention on the Protection of the Archaeological, Historical and Artistic Heritage of the American Nations*, approved on June 16, 1976, through Resolution AG/RES. 210 (VI-O/76) adopted at the sixth regular session of the General Assembly, Santiago, Chile.

⁶⁹ *European Convention on the Protection of the Archaeological Heritage* (Revised) 16 January 1992, entered into force 25 May 1995 (1996 UNTS 305, ETS 143).

able to provide information on such laws to stakeholders.⁷⁰ Examples of such national legislations include the *Cultural Heritage Act* in Norway, *The Protection and Preservation of Antique Objects Law* in Myanmar, *the Law on the Return of Unlawfully Removed Objects of Cultural Heritage* in Slovenia, amongst others.⁷¹

Sensitization of Law Enforcement Agents on the act of Illicit Trafficking of Cultural Property.

Law enforcement agencies play a key role in the fight against illicit trafficking of cultural property. At the international level, the INTERPOL, WCO, and UNODC are the major players in the area of law enforcement to curb illicit trafficking of cultural property.

INTERPOL, through its Works of Art Unit, is very involved in the fight against the illicit trafficking of cultural artefacts. This unit has helped in providing tools for the exchange of information between police forces globally on crimes involving artworks. It also provides an analysis for the identification of the increasing trends in art thefts. Thus, the general initiative of the INTERPOL's Works of Art Unit is to counter the illicit trafficking of cultural property.⁷² And concerning the INTERPOL Posters, they are published globally twice every year to display the works of art wanted by the INTERPOL.

Another major unit in the enforcement of trafficking of cultural properties is the WCO. The customs service of any nation is responsible for the goods that are imported and exported in the nation. They play a vital role in the fight against the illicit trafficking of cultural property, as the trafficked goods pass through their borders. The WCO published a manual known as the "Training Handbook on the Prevention of Illicit Trafficking of Cultural Heritage" (PITCH), which aims at improving the knowledge of custom officers deployed in this particular field. This is usually accompanied by a training programme.⁷³ Furthermore, WCO established a network a platform named ARCHEO. ARCHEO is a communication tool used for exchanging information, and also encouraging cooperation between custom services, relevant national authorities and enforcement agencies.⁷⁴ This platform aims at exchanging information on seizures, best practices, trainings and assistance. Information sent through it is usually encrypted and secured.

In 2018, UNESCO, in conjunction with the European Union (EU), published a toolkit as an aid to the judiciary and law enforcement agencies. It provides a comprehensive outline of relevant laws and practical tools on illicit trafficking of cultural property.⁷⁵ There is also the ICOM's International Observatory on Illicit Traffic in Cultural Goods. The Observatory is an

⁷⁰ UNESCO, "UNESCO Database of National Cultural Heritage Laws".

⁷¹ UNESCO, "List of National Cultural Heritage Laws".

⁷² INTERPOL, "Protecting Cultural Heritage through Interagency Cooperation".

⁷³ World Customs Organization News Magazine.

⁷⁴ *Ibid.*

⁷⁵ UNESCO, "Fighting the Illicit Trafficking of Cultural Property: A Toolkit for European Judiciary and Law Enforcement."(UNESCO, 2018).

important resource for law enforcement agencies and international organisations, as it provides information on illicit traffic in cultural goods and the ways to fight against it.⁷⁶

Identifying the importance of training law enforcement agencies in the fight against illicit trafficking of cultural property, UNESCO in conjunction with the EU, organised a three-day seminar to train the European judiciary and law enforcement agencies. The Workshop was attended by 58 judicial, police and customs representatives from 31 European countries. At the workshop, international experts spoke on the economic and security impact of illicit trafficking of cultural property. It outlined the international and European legal framework in this regard.⁷⁷

Collaborations in the combatting of illicit trafficking of cultural property.

Co-operation and collaboration in the fight against illicit trafficking of cultural property are of great importance. The UN Convention against Transnational Organized Crime in its preamble mentions the need for international cooperation, highlighting that the convention will serve as an aid for enhancing international collaboration.⁷⁸ Additionally, the General Assembly *Resolution 68/186, Resolution 70/76*, as well as the CCPCJ *Resolution 27/5*, emphasise the need for a collaboration of international organisations for the purpose of protection, return and restitution of cultural property.⁷⁹

In the fight against the illicit trafficking of cultural property, UNESCO collaborates with the EU, intergovernmental organisations such as the INTERPOL, UNIDROIT, UNODC, WCO and the Carabinieri Department for the Protection of Cultural Heritage in Italy, non-governmental organisations such as ICOM as well as Member States through their national services.⁸⁰

In March 2014, the EU, launched the “Emergency Safeguarding of the Syrian Heritage Project”. The project, which was to last for three years, was created to ensure sustainable development through the protection of cultural property. The project sought to monitor the destruction of cultural property, raise awareness on the need to safeguard cultural property and work to mitigate the loss and destruction of such property.⁸¹

Furthermore, the EU and UNESCO collaboration has also resulted in a project titled “Engaging the European art market in the fight against the illicit trafficking of cultural property”. The project seeks to raise awareness about laws bordering on the illicit trafficking of cultural property. It also seeks to aid the implementation of due diligence

⁷⁶ ICOM, “International Observatory on Illicit Traffic in Cultural Goods”.

⁷⁷ UNESCO, “Training the European judiciary and law enforcement officials on the fight against the illicit trafficking in cultural property”.

⁷⁸ *Ibid.*

⁷⁹ *Ibid.*

⁸⁰ UNESCO, “Partnerships”.

⁸¹ UNESCO, *UNESCO-EU: Launch of the Emergency Safeguarding of the Syrian Heritage project.*

principles such as verification of documents to prevent forgery and enhance cooperation among stakeholders in the fight against illicit trafficking of cultural property.⁸²

Additionally, the Secretary-General of ICOM signed a memorandum of understanding with the WCO, on Tuesday, 25th January 2000, in Brussels, to collaborate in the fight against the illicit trafficking of cultural property.⁸³ On 11th April 2000, ICOM signed an official agreement for cooperation with INTERPOL.⁸⁴ These agreements will help enhance and facilitate the activities of international organizations and aid the fight against illicit trafficking of cultural property.

Also, the UN World Tourism Organization (UNWTO), in collaboration with UNODC and UNESCO, launched a campaign titled “Your actions count: Be a responsible traveller”. The campaign seeks to raise awareness amongst travellers on their role in the fight against illicit trafficking of cultural property.⁸⁵

Conclusion

Trafficking of cultural property poses a great threat to the cultural heritage of man, hindering people’s ability to identify with their past. Understanding that cultural heritage is integral, not only to the identity of people but also to the sustainable development of people, international and regional bodies have joined the fight against the illicit trafficking of cultural property. UNESCO having in its mandate the preservation of culture and cultural heritage is at the forefront of tackling this issue with the introduction of a global convention and collaborations with different organizations. It liaises with other organisations such as UNIDROIT, WCO, UNODC, INTERPOL as well as national services to ensure that the illicit trafficking of cultural property is stopped. The product of the cooperation of these organisations has led to the adoption of important documents on the topic, such as the 1995 UNIDROIT Convention and the UNODC Practical guidelines, and the implementation of several programs geared towards curbing the illicit trafficking of cultural property.

Further research

Notwithstanding the notable works been done by the international organizations, trafficking is still on a high in the modern day as a result of the 21st-century technology modernization, how can the illicit trafficking of cultural property be tackled using technology? The internet is now arts biggest market and also its biggest crime space, how can this be positively used against the illegal trafficking and trading of illegally acquire cultural property? Several states still show nonchalance towards cultural heritage

⁸² UNESCO, “Engaging the European art market in the fight against the illicit trafficking of cultural property”.

⁸³ Memorandum of Understanding between the World Customs Organization (WCO) and the International Council of Museums (ICOM) on Combating the Illicit Traffic in Cultural Property.

⁸⁴ Memorandum of Understanding between the International Criminal Police Organization (INTERPOL) and the International Council of Museums (ICOM) on Countering the Theft of and Trafficking in Cultural Property.

⁸⁵ “Your actions count: Be a responsible traveller.”

trafficking, how can states be enlightened on the dangers of trafficking cultural good? What can be done on an international scale to boost implementation and enforcement of national laws and policies on the trafficking of cultural property?

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This document is one of the main international instruments on the illicit trafficking of cultural property. Delegates are advised to examine the document for insight into the 1970 UNESCO Convention, one of UNESCO's major contributions to the fight against illicit trafficking of cultural objects.

UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects, 24 June 1995, 34 ILM 1322. Retrieved 6 April 2020 from: <https://www.unidroit.org/english/conventions/1995culturalproperty/1995culturalproperty-e.pdf>

This document is another major international legal instrument on the illicit trade of cultural objects, providing private law rules for international art trade. The document is greatly relevant and contains key provisions regarding the return and restitution of cultural objects.

United Nations Educational, Scientific and Cultural Organization, "Fighting the Illicit Trafficking of Cultural Property: A Toolkit for European Judiciary and Law Enforcement" (UNESCO, 2018). Retrieved 7 April 2020 from: <https://unesdoc.unesco.org/ark:/48223/pf0000266098/PDF/266098eng.pdf.multi>

This document is an important tool for stakeholders in the fight against illicit trafficking of cultural property. The document outlines the essential legal frameworks on illicit trafficking of cultural objects. Delegates will find the document useful as an easy access tool which will help them identify the basic international instruments on illicit trafficking of cultural property.

United Nations Office on Drugs and Crime, *Practical Assistance Tool to assist in the implementation of the International Guidelines for Crime Prevention and Criminal Justice Responses with Respect to Trafficking in Cultural Property and Other Related Offences* (Vienna, 2016). Retrieved 4 April 2020 from: https://www.unodc.org/documents/organized-crime/trafficking_in_cultural/16-01842_ebook.pdf

This document was prepared by UNODC to serve as a guideline to Member States and other stakeholders seeking to adopt policies and strategies to curb the illicit trafficking of cultural property. Delegates will find the document useful in understanding key areas where strategies are necessary to effectively combat illicit trafficking of cultural property.

World Customs Organization, *Resolution of the Customs Cooperation Council on the Role of Customs in Preventing Illicit Trafficking of Cultural Objects* (Brussels, July 2016). Retrieved 7 April 2020 from: http://www.wcoomd.org/-/media/wco/public/global/pdf/about-us/legal-instruments/resolutions/resolution_cultural-objects.pdf?la=en

This document, adopted by the WCO, highlights the importance of cooperation between customs officials and law enforcement agencies in the fight against illicit trafficking of cultural property. This document is relevant as it will aid the delegates understanding of the role that customs authorities play in the fight against illicit trafficking of cultural property.

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II. Promoting Women in Science

“We need to encourage and support girls and women achieve their full potential as scientific researchers and innovators. Women and girls need this, and the world needs this, if we are to achieve our ambitions for sustainable development on a healthy planet” – **António Guterres, Secretary-General of the United Nations**⁸⁶

Introduction

Science and research play an integral role in achieving sustainable development and positive change. Scientific knowledge is important in understanding today’s economic, social and environmental challenges⁸⁷ such as climate change, poverty and pollution.⁸⁸ To this end, the UNESCO Institute of Statistics (UIS) records that almost \$1.7 trillion has been invested in research and development globally. The *Sustainable Development Goals* (SDGs) highlights the importance of science to global growth and development, with Targets 9.5 and 14.5 emphasizing the importance of scientific knowledge and research to building infrastructure, environmental conservation and industrialization. The Global Sustainable Development Report 2019 also shows the role of scientists and researchers in measuring the progress of the SDGs.⁸⁹ The report, however, reveals that a gender disparity exists in fields of science and engineering, as women account for only 35% of students in Science Technology Engineering and Mathematics (STEM) programs.⁹⁰

According to the UNESCO Institute of Statistics (UIS), female researchers amount to only 29.3% of researchers.⁹¹ As opposed to 572 men, only 17 women have won the Nobel Prize in Physics, Chemistry, or Medicine since Marie Curie in 1903.⁹² This gender gap is attributed to several reasons ranging from reduced access to quality education for women and girls in areas of Science, Technology, Engineering and Mathematics (STEM) to the discrimination of women in STEM fields. According to UNESCO in 2017, female students account for only 35% of all students enrolled in STEM-related fields of study at the higher education level globally.⁹³ At higher levels of education, women make up 53% of graduates at the bachelor’s level and 55% at the master’s level.⁹⁴ However, at the doctoral level, women represent 44% of graduates. The gender gap widens at the work level, with women accounting for 29.3% of researchers. Furthermore, according to a study, scientists are

⁸⁶ United Nations Secretary-General António Guterres in his video message for the International Day of Women and Girls in Science.

⁸⁷ UNESCO, “Science for a Sustainable Future”.

⁸⁸ UNESCO, “How science can help to create a sustainable world.”

⁸⁹ Independent Group of Scientists appointed by the Secretary-General, Global Sustainable Development Report 2019: The Future is now – Science for Achieving Sustainable Development, (United Nations, New York, 2019).

⁹⁰ *Ibid.*, p. 48.

⁹¹ UNESCO Institute of Statistics, “Women in Science Fact Sheet No. 55 (9 June 2019FS/2019/SCI/5)”.

⁹² UNESCO, “Cracking the code: Girls’ and Women’s Education in Science, Technology, Engineering and Mathematics (STEM)”.

⁹³ *Ibid.*

⁹⁴ UNESCO, “Telling SAGA: Improving Measurement and Policies for Gender Equality in Science, Technology and Innovation” (2018) *SAGA Working Paper 5*.

more likely to choose a male candidate over a female candidate for a hypothetical job at a laboratory.⁹⁵

Gender inequality in science-related fields can also be attributed to social norms and stereotypes which become barriers to women. Stereotypical notions such as the belief that boys are better in science and mathematics and that scientists are supposed to be men have been reported to have a negative impact on the participation of women and girls in science-related fields.⁹⁶

The gender gap between female and male scientists poses a threat to the achievement of the *2030 Agenda for Sustainable Development* and the *Sustainable Development Goals* (SDGs).⁹⁷ Greater participation of women in science is not only a step towards achieving Goal 5 of the SDGs (gender equality) but will also ensure achievement of other SDGs as a greater number of scientists means more ideas and solutions towards attaining sustainable development.

International and Regional Framework.

The *Preamble of the Charter of the UN* (1945)⁹⁸ and the *Preamble to the Universal Declaration of Human Rights* (UDHR) (1948)⁹⁹ recognises that men and women are equal and enjoy the same rights. *Article 1 of the Charter of the UN* further states the importance of promoting respect for human rights and fundamental freedoms without discrimination on grounds as to race, sex, language, or religion; to international cooperation for resolving international problems. Further showing support for gender equality, *Article 8 of the Charter* provides that the UN shall place no restrictions on the eligibility of men and women to participate in any capacity, under conditions of equality in its principal and subsidiary organs. *Article 2 of the UDHR* provides that everyone shall be entitled to all the rights in the declaration without distinction based on race, colour, sex, language, religion, political or other opinion, property, birth or other status. *Article 3 of the International Covenant on Civil and Political Rights* (ICCPR) (1966)¹⁰⁰ and *Article 3 of the International Covenant on Economic, Social and Cultural Rights* (ICESCR) (1966)¹⁰¹ also speak to the equality of men and women, providing that State parties shall ensure the equal rights of men and women in the enjoyment of the rights enshrined in the covenants.

In 1951, the International Labour Organisation (ILO) adopted the *Equal Remuneration Convention*, 1951 (No. 100). It provides that Member States shall adopt the appropriate

⁹⁵ American Association of University Women, "Solving the Equation: The Variables for Women's Success in Engineering and Computing".

⁹⁶ American Association of University Women, "Why So Few? Women in Science, Technology, Engineering and Mathematics, February 2010."

⁹⁷ General Assembly, *Transforming our world: The 2030 Agenda for Sustainable Development*, 21 October 2015, A/RES/70/1.

⁹⁸ United Nations, *Charter of the United Nations*, 24 October 1945, 1 UNTS XVI. .

⁹⁹ General Assembly, *Universal Declaration of Human Rights*, 10 December 1948, 217 A (III).

¹⁰⁰ General Assembly, *International Covenant on Civil and Political Rights*, 16 December 1966, UNTS vol. 999, p. 171.

¹⁰¹ General Assembly, *International Covenant on Economic, Social and Cultural Rights*, 16 December 1966, UNTS vol. 993, p. 3.

measures to ensure the equal remuneration of men and women for work of equal value.¹⁰² In addition to this, in 1952, the ILO also adopted *Convention concerning the Revision of the Maternity Protection Convention* (Revised), 1952, seeks to protect the rights of employed women during childbirth. The Convention speaks to healthcare, maternity leave and monetary benefits for female workers during childbirth.¹⁰³ Furthermore, under the *Discrimination (Employment and Occupation) Convention*, 1958 (No. 111), Member States of the ILO undertake to create national policies to ensure equality of opportunity and treatment, as well as prevent discrimination in employment.¹⁰⁴

In 1979, the General Assembly, through *Resolution 34/180*, adopted the *Convention on the Elimination of All Forms of Discrimination against Women* (CEDAW).¹⁰⁵ This Convention is the first legally binding international document which focuses on gender discrimination. *Article 4 of CEDAW* provides that states shall adopt measures to ensure that women enjoy their human rights and fundamental freedoms based on their equality with men. *Article 10* further provides that states shall adopt measures to ensure that women enjoy equal rights with men in the field of education. *Article 11* provides that states shall take measure to ensure that women shall enjoy equal rights as men in the workplace.

At the International Conference on Population and Development (ICPD) 1994, convened by the then UN Department for Economic and Social Information and Policy Analysis (now the Department of Economic and Social Affairs (UN DESA)) and UN Population Fund (UNFPA), adopted the *ICPD Programme for Action 1994*. The programme for Action emphasises equality and the empowerment of women, with Principle 4 seeking to ensure the full participation of women in all aspects of human life.¹⁰⁶

In 1995, the *Beijing Declaration and Platform of Action*¹⁰⁷ was adopted at the Fourth World Conference on Women. *The Beijing Declaration* expresses the determination of Member States to provide equal access to science and technology as one of the means of empowering women.¹⁰⁸ *The Beijing Platform for Action* (1995) outlines strategic objectives aimed at providing equal rights for women. These strategic objectives include the education of women in science, increasing access to information and funding of science programmes.

On 18 September 2000, Member States of the UN committed to solving global challenges to ensure peace and security in the world at large.¹⁰⁹ Member States set 8 Millennium

¹⁰² International Labour Organization (ILO), *Equal Remuneration Convention*, C10, 29 June 1951.

¹⁰³ International Labour Organization (ILO), *Convention concerning the Revision of the Maternity Protection Convention* (Revised), C103, 1952.

¹⁰⁴ International Labour Organization (ILO), *Discrimination (Employment and Occupation) Convention*, C111, 25 June 1958.

¹⁰⁵ General Assembly, *Convention on the Elimination of All Forms of Discrimination Against Women*, 18 December 1979, UNTS vol. 1249, p. 13.

¹⁰⁶ Programme of Action of the International Conference on Population Development 1994.

¹⁰⁷ United Nations, *Beijing Declaration and Platform of Action, adopted at the Fourth World Conference on Women*, 27 October 1995.

¹⁰⁸ *Ibid.*, para. 35.

¹⁰⁹ General Assembly, *Resolution adopted by the General Assembly at its 8th plenary meeting 8 September 2000, A/RES/55/2*.

Development Goals (MDGs) which they sought to have achieved by 2015. MDG 3 sought to promote gender equality and empower women. In 2015, Member States reaffirmed their commitment to sustainable development and addressing global issues, by adopting the *2030 Agenda for Sustainable Development*.¹¹⁰ The *2030 Agenda for Sustainable Development* set out 17 Sustainable Development Goals (SDGs) to be achieved by 2030. SDG 5 focuses on achieving gender equality and empowering all women and girls. Target 5.1 seeks to end all discrimination against women. Target 5.5 focuses on ensuring that women enjoy full participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.¹¹¹

Role of the International and Regional Systems.

As one of its global priorities, UNESCO works to ensure the empowerment of women in science, education, culture, and information with a view to achieving gender equality.¹¹² The UNESCO Priority Gender Equality Action Plan 2014-2021 is a framework for UNESCO's activities in achieving gender equality. The Action Plan seeks to adopt a gender perspective to its policies and its major programmes – Education, Culture, Natural Sciences, Social and Human Sciences, Communication and Information. Under the theme of Science, UNESCO employs data collection and analysis for the selection of best policy options. To this end, the UNESCO Institute of Statistics (UIS) collects data on women in science, identifying factors that hinder women and girls from participating in science-related fields.¹¹³

In 2017, UNESCO identified factors which affect the participation of women in science ranging from individual and family factors to social and school-level factors.¹¹⁴ It sought to inform policy-making by identifying the reasons behind the gender disparity in science. Furthermore, UNESCO through The STEM and Gender Advancement (SAGA) project seeks to advise Member States on policy formulation by providing guidelines on how to apply a gender perspective to policy-making.¹¹⁵ The SAGA methodology entails five working papers which set a standard for government and policymakers to follow in formulating gender-responsive policies. The SAGA Methodology has had success in influencing policy-making of certain states. States such as Gambia, Argentina, and Uruguay are recorded to have incorporated gender equality into their STI Policies.¹¹⁶

UNESCO further promotes women in science through several initiatives. UNESCO in partnership with L'Oreal Corporate Foundation seeks to recognise female scientists of distinction through the L'Oréal-UNESCO for Women in Science Awards. The Awards aim to encourage women in science to continue to achieve great feats and make more discoveries in the field of science. Additionally, Gender in science, innovation, technology and

¹¹⁰*ibid.*

¹¹¹ Sustainable Development Goal 5, "Achieve gender equality and empower all women and girls".

¹¹² UNESCO, "UNESCO at a Glance."

¹¹³ UNESCO Institute of Statistics, "Women in Science".

¹¹⁴ UNESCO, "Cracking the code: Girls' and women's education in science, technology, engineering and mathematics (STEM)".

¹¹⁵ UNESCO, "STEM and Gender Advancement (SAGA)".

¹¹⁶ *ibid.*

engineering (GenderInSITE), an international initiative and programme unit of UNESCO, works to demonstrate how to apply a gender perspective to science, innovation, technology and engineering.¹¹⁷

Apart from UNESCO, the ILO, in collaboration with the JPMorgan Chase Foundation, launched the Women in STEM Workforce Readiness and Development Programme in September 2017. The programme, which was launched in Thailand, the Philippines, and Indonesia was created to equip women in these states with the necessary skills to be employable in STEM-related fields.

On International Women's Day in March 2010, the UN Entity for Gender Equality and the Empowerment of Women (UN-Women) and the UN Global Compact launched the Women's Empowerment Principles. The seven principles, fashioned after the Calvert Women's Principles, seek to advance gender equality in business, by serving as a guide governments and other stakeholders on how to properly empower women in the workplace and marketplace.¹¹⁸

Recognizing the importance of ensuring that women enjoy equal participation in the field of science, The General Assembly at its 70th Session on the 22 December 2015,¹¹⁹ declared that the 11 February of each year shall be "The International Day for Women and Girls in Science". Member States were enjoined to commemorate the day and take measures to ensure that women and girls enjoy equal rights as their male counterparts in the field of science.

The UN Commission on the Status of Women (CSW) at its 45th session delivered a detailed report on the promotion of women in science.¹²⁰ The report highlighted the importance of gender-responsive policies, quality education of girls in science-related fields, and catering for the transition from education to employment to the promotion of women in science. The report made recommendations focused on these key elements and urged Member States to take action for the participation of women and girls in science-related fields.

At the regional level, Horizon 2020, the European Union (EU) Framework Programme for Research and Innovation¹²¹ employs gender considerations in its programmes. The strategy on gender equality in Horizon 2020 seeks to foster a gender balance in research and decision-making. Additionally, the 'Science with and for Society' Work Programme funds initiatives on gender equality with a view to eradicating discrimination in science careers.¹²² Also, the Committee of Ministers of the Council of Europe in its recommendation

¹¹⁷ GenderInSITE, "Who We Are".

¹¹⁸ UNESCO Asia and The Pacific, "Women's Empowerment Principles".

¹¹⁹ General Assembly, *Resolution adopted by the General Assembly at its 81st plenary meeting*, 22 December 2015, A/RES/70/212.

¹²⁰ UN Commission on the Status of Women, Report on the fifty-fifth session (12 March 2010, 22 February-4 March and 14 March 2011), 14 March 2011, E/2011/27; E/CN.6/2011/12.

¹²¹ European Commission, "What is Horizon 2020?"

¹²² European Commission, "Promoting Gender Equality in Research and Innovation".

on gender mainstreaming in education - *Recommendation Rec (2007)13*, enjoins Member States to take steps to ensure gender mainstreaming in education through policy-making, schools, media, and educational materials.

Role of Governmental Policies in the Integration of Women in Science

Policymaking lies at the heart of the promotion of women in science. It forms the bane for creation of initiatives, funding and implementation geared towards the empowerment of women in the field of science. The lack of gender-responsive policy frameworks such as policies on childcare and work re-entry frameworks for women after childbirth is one of the reasons for the gender gap in the field of science.¹²³ In order to ensure the participation of women in the fields of Science and Technology, a gender perspective must be applied in the formulation of science policies.¹²⁴

The UN Conference on Trade and Development (UNCTAD) in a report identified that while countries had Science, Technology and Innovation (STI) policies, few had gender-responsive policies catering to women in science and technology fields.¹²⁵ Hence, the report recommended that recommends that STI policies which support women empowerment should be formulated, focusing on three key areas: science and women (development of science for the support of women), women in science and encouraging and supporting the participation of women in innovation systems.¹²⁶ Furthermore, the report recommends that for a gender lens to be applied to STI policies, a gender perspective must be applied at all decision making stages - analysis and design, implementation, monitoring and follow-up.¹²⁷

In recognition of the importance of gender-responsive policies to the empowerment of women in science, the STEM and Gender Advancement (SAGA) project, a UNESCO project on gender equality by the Government of Sweden through the Swedish International Development Cooperation Agency (SIDA), launched a working paper titled: "Measuring Gender Equality in Science and Engineering: the SAGA Survey of Gender Equality STI Policies and Instruments".¹²⁸ The working paper provides guidelines for Member States on the incorporation of evidence-based gender considerations in STI Policies.

For promotion policies for women in science to be effective, women must play a major role in the decision-making process. The views and perspectives of female scientists must be taken into account, including those well versed in indigenous and traditional knowledge.¹²⁹ Pursuant to this, Gender in science, innovation, technology and engineering (GenderInSITE), a programme unit of UNESCO seeks to demonstrate how to apply a gender

¹²³ World Health Organization, "Africa's Women in Science."

¹²⁴ UNESCO, "Promoting women's participation in policy-making processes."

¹²⁵ UNCTAD, "Applying a Gender Lens to Science, Technology and Innovation", p. 29.

¹²⁶ *Ibid*, p. 4.

¹²⁷ *Ibid*, p. 33.

¹²⁸ UNESCO, *SAGA Survey of Gender Equality STI Policies and Instruments*, SAGA Working Paper 3, Paris, 2018.

¹²⁹ UNESCO Natural Sciences, "Promoting women's participation in policy-making processes".

lens to SITE-for-development policies, taking into consideration the views of both men and women.¹³⁰

Importance of Quality Education of Women and Young Girls

One of the major reasons for the gender gap in the field of science is the low representation of women and girls in science education. The UNESCO Report; “Cracking the code: Girls’ and women’s education in STEM” reveals that women account for only 30% of students enrolled in STEM-related fields of study at the higher education level.¹³¹ It is therefore crucial for the promotion of women in science, that focus is placed on the education of women and young girls.

At The UNESCO International Symposium and Policy Forum, which took place from 28th to 30th August 2017, the issue of quality STEM education for girls was a major topic for discussion. Participants identified the challenges to quality education of girls in STEM-related fields and outlined promising practices and recommendations.¹³² Participants also noted that resolving issues facing women and girls, such as domestic violence and child marriage must be resolved for the education of girls and women in STEM-related fields to be effective.

Pursuant to its commitment towards gender equality, UNESCO has created several initiatives intending to encourage proper education of women and young girls in STEM-related fields. The TeachHer Initiative was launched in 2016,¹³³ with the aim of training educators and equip teachers with the skills they need to be gender-responsive and innovative educators to girls in the STEM fields.¹³⁴ Furthermore, UNESCO, through the UNESCO Malala Fund for Girls’ Right to Education established in 2012, works to ensure that girls enjoy access to a gender-responsive learning environment, particularly for girls in countries fraught with conflict or disasters¹³⁵. Countries which benefit from the Malala Fund include Nigeria, Cambodia, Mozambique, Viet Nam, Egypt and Mauritania, amongst others.

Additionally UNESCO in conjunction with CJ Group, a Korean entertainment company, works to raise awareness on the importance of quality education of girls through social media campaigns such as the “CJ-UNESCO Girls’ Education x KCON” Online Campaign.¹³⁶ The UNESCO-CJ partnership has also created a “Science Education Camp for Girls”, a camp which seeks to spark the interest of girls in the field of science. The camp received positive responses with 96% of participants expressing satisfaction with their experience.¹³⁷

¹³⁰ GenderInSITE, “Who We Are.”

¹³¹ *Ibid*, p. 20.

¹³² UNESCO, “Cracking the code: Girls’ education in science, technology, engineering and mathematics (STEM) Report of the UNESCO International Symposium and Policy Forum”.

¹³³ UNESCO, “TeachHer Regional Teacher Workshop in Panama”.

¹³⁴ UNESCO, “Girls’ and women’s education in science, technology, engineering and mathematics (STEM)”.

¹³⁵ UNESCO, “UNESCO Malala Fund for Girls’ Right to Education”.

¹³⁶ UNESCO, “Brighter Future for girls through education”.

¹³⁷ UNESCO, “CJ-UNESCO Education Camp empowers girls in STEM education”.

In July 2019, UNESCO, with the financial support of the Government of Japan and in conjunction with the Rwandan Government, organized a regional training on providing access to quality, gender-responsive STEM education.¹³⁸ 9 countries were represented including Ethiopia, Ghana, Kenya, Nigeria, Seychelles, the United Republic of Tanzania, Uganda and Zambia, with teachers of various levels in attendance.

Partnerships towards Promoting Women in Science

In a bid to support women in science, the need for partnerships between government and non-governmental and intergovernmental agencies cannot be overlooked. UNESCO partnered with the L'Oréal Corporate Foundation to develop the L'Oréal-UNESCO Awards.¹³⁹ The Awards seek to encourage women in science to keep contributing to the field of science, breaking through stereotypes and barriers that have been placed before them. The partnership also supports women scientists under a Fellowship program, enabling them to carry on their research.

UNESCO and the International Bureau of Education (IBE) in collaboration with Malaysia seek to strengthen gender-responsive STEM curricula in Cambodia, Kenya, Nigeria, and Vietnam. This project is geared towards encouraging women in science by prompting change in cultures and practices in society.¹⁴⁰ In July 2017, "A Resource Pack for Gender-Responsive STEM Education" was launched by the Malaysian Ministry of Education in association with the Southeast Asian Ministers of Education Organisation Regional Centre for Education in Science and Mathematics (SEAMEO RECSAM). The resource pack serves as a guide to participant countries to enable them implement gender-responsive education through policies, teacher education and curricula.¹⁴¹

Furthermore, the Organization for Women in Science for the Developing World (OWSD) collaborates with the Swedish government to provide scholarships for women in science. It also works with the Elsevier Foundation to present the OWSD-Elsevier Foundation Awards for Early-Career Women Scientists in the Developing World, which rewards women scientists' contributions to scientific knowledge.¹⁴²

In Australia, the Australian Academy of Science and the Australian Academy of Technology and Engineering, designed the Women in Science Decadal Plan, a guide for stakeholders to enable them develop and implement specific plans for ensuring gender equity in STEM.¹⁴³ Additionally, the Science in Australia Gender Equity (SAGE), an initiative of the Australian Academy of Science in conjunction with the Australian Academy of Technology and

¹³⁸ UNESCO, "Report of the regional training for Anglophone Africa; Cracking the code: Quality, gender-responsive STEM education."

¹³⁹ UNESCO, "For Women in Science".

¹⁴⁰ UNESCO IBE, "Strengthening STEM curricula for girls in Africa, Asia and the Pacific".

¹⁴¹ UNESCO IBE, "New: Training Tools for Curriculum Development: A Resource Pack for Gender-Responsive STEM Education".

¹⁴² The Elsevier Foundation, "Diversity in Stem".

¹⁴³ Australian Academy of Science, "Women in Science Decadal Plan".

Engineering, seeks to promote gender equality and diversity in STEM disciplines in the higher education and research sector.¹⁴⁴

In Africa, the African Institute of Mathematical Sciences (AIMS) launched the AIMS Women in STEM Initiative (AIMSWIS) aimed at empowering African women in STEM through collaboration, funding, and policymaking. Additionally, the African Union Commission in collaboration with the Economic Committee of West African States (ECOWAS) Commission organized the African Union Kwame N’Krumah Regional Award for Scientific Women which seeks to promote the participation of women in the fields of science, technology and innovation.¹⁴⁵

Gender Equality and the Empowerment of Women in Science

The international community recognises that gender equality is vital to sustainable development. Hence, SDG 5 focuses on achieving gender equality.¹⁴⁶ The promotion of women in science is key towards achieving gender equality. Greater participation of women in science means progress in achieving equal rights for women in the field of science. However, presently, only 29.3% of researchers are women. Participation of women in science-related fields is hindered by several reasons including the lack of proper sanitation facilities, gender-based violence, and gender stereotypes. Women also face challenges with re-entry into the workplace after childbirth.¹⁴⁷ The 2017 UN HLPF Thematic review of SDG 5 revealed that one in three women are physically or sexually assaulted by a partner.¹⁴⁸ Also, over one in four young women are married in childhood and about one-third of girls aged 15-19 have undergone the Female Genital Mutilation. For any policy on gender and science to be effective, these challenges must be solved.

UNESCO through different initiatives seeks to achieve gender equality in science, and through science. The UNESCO Institute of Statistics (UIS) seeks to provide up-to-date information and statistics to identify and understand the factors that affect the participation of women in science-related fields.¹⁴⁹ Furthermore, UNESCO with its global project - STEM and Gender Advancement (SAGA), developed five working papers which seek to guide Member States on how to adopt a gender-responsive approach to STI policies.¹⁵⁰ The working papers feature statistics relating to women in sciences and the challenges the face. It further features guidelines and templates for policy-makers and governments to enable them adopt gender-responsive STI Policies and bridge the gender gap in science-related fields.

¹⁴⁴ SAGE, “What SAGE does”.

¹⁴⁵ ECOWAS, “African Union regional awards for scientific women “Kwame N’krumah”.”

¹⁴⁶ *Ibid.*

¹⁴⁷ UN-Women, “Sticking Points in STEM”.

¹⁴⁸ High-level Political Forum on Sustainable Development (HLPF), “2017 HLPF Thematic review of SDG 5: Achieve Gender Equality and Empower all Women and Girls”.

¹⁴⁹ UNESCO Institute of Statistics, “Women in Science”.

¹⁵⁰ UNESCO, “STEM and Gender Advancement (SAGA)”.

Additionally, UNESCO partners with several organisations in a bid to improve the role of women in science. The UNESCO-L'Oréal for Women in Science (FWIS) partnership seeks to reward female scientists and researchers in a bid to encourage women in science to keep their commitment to science despite the various challenges facing women in science.

Case Study: Ghana

Article 17 of the Ghanaian Constitution guarantees that everyone is equal before the law, and protects against discrimination on grounds of sex.¹⁵¹ The Ghanaian government has shown support for women in science by adopting certain frameworks for the promotion of women in science. In 1987, the Ghana Education Service established the Science, Technology and Mathematics Education (STME) Clinic in a bid to encourage the education of girls in science and mathematics.

In 2015, the Ghanaian Ministry for Gender, Children and Social Protection adopted a National Gender Policy, themed “Mainstreaming Gender Equality and Women’s Empowerment into Ghana’s Development Efforts”.¹⁵² The Policy identifies the gender gap that exists in science-related fields in Ghana and commits to aiding the adoption of sector-specific gender policies to eliminate gender stereotypes and support the education of women and girls in science and technology fields.

Furthermore, Ghana’s Science, Technology and Innovation (STI) Policy highlights the need for the promotion of participation of women in science.¹⁵³ The STI Policy identifies the gender gap in the field of science and research and makes commitments towards creating initiative aimed at increasing the number of researchers in the field of STI.

The Government of Ghana liaises with inter-governmental organizations, non-governmental organisations and private organisations to develop gender-sensitive initiatives for improving participation of women in science-related fields. Hence, The Government of Ghana, in conjunction with UNESCO, works to ensure the education of girls in science-related fields. Under the UNESCO-HNA Partnership for Girls’ and Women’s Education, The UNESCO Accra Office uses STEM Clinics to build the interest of girls in STEM fields in gender-responsive learning environments.¹⁵⁴ In December 2016, UNESCO Accra in collaboration with the Girls’ Education Unit of the Ghana Education Service launched the first STEM clinic in the Jasikan District of the Volta Region, which had previously recorded low participation of girls in STEM.¹⁵⁵ Additionally, Ghana works with the International

¹⁵¹ *Constitution of the Republic of Ghana*, 7 January 1993, article 17.

¹⁵² Republic of Ghana Ministry for Gender, Children and Social Protection (2015).

¹⁵³ Republic of Ghana Ministry of Environment, Science, Technology and Innovation, “National Science, Technology and Innovation Policy” (2017-2020).

¹⁵⁴ UNESCO, “UNESCO-HNA Partnership for Girls’ and Women’s Education”.

¹⁵⁵ UNESCO, “Boost to girls’ participation in science education in Ghana”.

Atomic Energy Agency to support women scientists by providing materials for scientific research in nuclear fields.¹⁵⁶

Conclusion

The achievement of gender equality is an important step towards achieving sustainable development in the world. Improving support for women in science is an important tool for achieving gender equality. Unfortunately, only 29.3% of researchers are women. It is, therefore, important that a gender perspective is applied to STI Policies to cater for the various challenges faced by women in science. It is further important that partnerships be formed between governments and non-governmental and inter-governmental organisations be formed to increase the number of women in science initiatives in existence.

Further Research

In their deliberation on the topic, delegates should consider the following; what gender-responsive approaches can be applied to science policies to accommodate women in science? What further steps can be taken to ensure the quality education of girls and women in science-related fields? What initiatives can be created to pool the interest of girls in the field of science? What incentives can be put forward to encourage partnership between the government and non-governmental and inter-governmental organisations? What fresh approaches can be adopted towards tackling the challenges faced by women in science? How will the promotion of women in science further the achievement of the other Sustainable Development Goals apart from Goal 5 on gender equality?

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General Assembly, *International Day of Women and Girls in Science* (A/RES/70/212) Seventieth session (2015). Retrieved 13 November 2019 from: https://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/70/212

This document entails the resolution adopted by the General Assembly establishing the International Day of Women and Girls in Science. The resolution reaffirms states commitment to achieving gender equality in the field of science, in realization of the importance of science as well as the role of women and girls in achieving sustainable development. The document is important as it emphasizes the need to take more steps towards greater participation of women and girls in science.

General Assembly, *Transforming our world: The 2030 Agenda for Sustainable Development*, 21 October 2015, A/RES/70/1. Retrieved 11 December 2019 from:

¹⁵⁶ International Atomic Energy Agency, "Gender Mainstreaming: How Ghana is working with the IAEA to Increase the Participation of Women in the Nuclear Sector".

<https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>

This document outlines the Sustainable Development Goals adopted by Member States of the UN in 2015. Goal 5 on gender equality is noteworthy, as the promotion of women in science is crucial to the achievement of gender equality. Delegates will find this document useful in establishing the link between the promotion of women in science and sustainable development.

United Nations Conference on Trade and Development (UNCTAD), *Applying a Gender Lens to Science, Technology and Innovation*. Retrieved 14 November 2019 from: https://unctad.org/en/docs/dtlstict2011d5_en.pdf

This document focuses on the importance of a gender-based approach to policymaking in promoting women and girls in science. The document shows examples of certain countries which have gender-responsive policies in the area of STI. For science policies to be all-inclusive, a gender-responsive approach must be adopted. Delegates will therefore find this document useful in understanding the concept of gender-based STI policies.

UNESCO Institute of Statistics, *Women In Science Fact Sheet No. 55* (9 June 2019FS/2019/SCI/5). Retrieved from: <https://unesdoc.unesco.org/ark:/48223/pf0000370742/PDF/370742eng.pdf.multi>

This document will provide the delegates with information on global and regional statistics on the status of women in science. The document is useful for delegates to understand the gender gap in the field of science.

United Nations Educational Scientific and Cultural Organization, *Cracking the Code: Girls' and Women's Education in Science, Technology, Engineering and Mathematics (STEM)* (2017). Retrieved 10 November 2019 from: <https://unesdoc.unesco.org/ark:/48223/pf0000253479/PDF/253479eng.pdf.multi>

This document prepared by UNESCO explores the several factors that influence the participation of women and girls in STEM. This document is important as it gives the delegates insight to the challenges of women in science as identifying these challenges forms the foundation for proffering plausible solutions to improve the participation of women in science.

United Nations Educational Scientific and Cultural Organization, *The SAGA Survey of Gender Equality STI Policies and Instruments* (2018) SAGA Working Paper 3. Retrieved 14 November 2019 from: <https://unesdoc.unesco.org/ark:/48223/pf0000266145/PDF/266145eng.pdf.multi>

The third working paper in the SAGA series provides templates and guidelines for Member States on how to formulate STI policies which are gender-responsive. The document represents one of UNESCO's efforts in ensuring gender equality in the field of science. It is, therefore, an important document that delegates should take note of.

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