



**United Nations Educational,
Scientific and Cultural
Organization (UNESCO)**

Table of Contents

Letter from the Chair.....	3
Sensitivity Statement.....	4
Position Papers.....	5
Disclaimer.....	6
Breakdown of the committee.....	7
Agenda 1.....	11
Agenda 2.....	15
References.....	19

Letter from the Chair

Hello everyone! My name is Parisha Narang, and I'm so excited to be your Chair for ENMUNC VI's UNESCO committee.

I am from Dubai, United Arab Emirates, and I've done MUN for most of my High School years. I always felt a bit out of place during MUNs, where my fellow delegates were extremely confident and well-versed in their topics. I now know that it is definitely difficult to know literally everything about your country, its position, and also have the skills to come up with new and unique solutions. It's tough, it takes practice, and I am definitely still perfecting my MUN skills. I aimed for this Background Guide to be beginner-friendly, so that you don't feel completely lost and unable to contribute. I hope to gain new perspectives from you and be enlightened by your views about these issues that I deem relevant to today's society.

UNESCO, as a committee, provides a platform for more than just the big five nations, where every member state is valued due to its unique culture and perspective. I hope that we can treat this committee as what UNESCO is known as, which is a 'laboratory of ideas'. I want you to cooperate with your fellow delegates and understand that you are all on the same team, fighting for world peace and sustainability. However, as you will come to find out, not all countries have the same interests in mind. Understanding these differences will help you know what makes your country profile and your position in the committee unique. If you find yourself disagreeing with your country's position, don't worry, we've all been there; it's just the beauty of MUN to push your mental boundaries and make you a better Global Citizen. I, personally, think MUN is a great way of learning more about the world, about your own views, and making new connections. Basically, I want you to have as much fun as possible and feel fulfilled.

If you have any questions about this background guide, researching, or about MUN procedure, feel free to email me at parisha.narang@emory.edu. I would be happy to clarify any doubts before the conference. During committee, please come to me with any questions, concerns, or suggestions. I am looking forward to meeting and working with all of you.

Let's make some meaningful change.

Sensitivity Statement

Dear Delegates,

You are expected to retain decorum throughout the committee and treat these issues with the seriousness they call for. Any appeal to or use of discrimination and harassment will not be tolerated. Undiplomatic behavior towards fellow delegates, including bullying, personal insults, and harassment, will also not be tolerated.

ENMUNC seeks to maintain a fair and balanced environment that allows delegates to shine and showcase their talents. As such, using pre-writing or similarly deceptive tactics, such as using AI in writing working papers in our committee, will not be tolerated by the dais or ENMUNC as an organization. Plagiarism of any kind is unacceptable at ENMUNC.

If issues arise with the conduct of a delegation or individual, feel free to reach out to Nayan Mallubhotla at nayan.mallubhotla@emory.edu or to our Under-Secretary-General, Hugo Rosen, at hugo.rosen@emory.edu.

Technology Policy

Generative AI is strictly prohibited from being used to generate documents such as resolutions. These documents must be your work. Technology of any form is only allowed during unmoderated forms of debate or as otherwise specified. As this is a double del committee, outroom delegates only may use technology during a moderated caucus during a room split.

Position Papers

Each delegate must submit a position paper before the conference begins. This paper is basically your country's position on the topic, along with previous actions to combat the issue, and what you would like to suggest to the committee. Each agenda requires one position paper.

Papers should be written in third person, using Times New Roman, 12-point font, single-spaced, and approximately one page in length. To be considered for the Best Position Paper award, a position paper must be submitted. You can find some sample position papers here:

<https://www.bmun.org/position-papers/samples>

Disclaimer

As it stands today, President Donald Trump of the United States of America has withdrawn from UNESCO. This means that the U.S. is not a member state of UNESCO. However, it is important for debate and the progression of the committee to have the United States as a member.

Therefore, this committee will have the United States as a member state. The position of the nation remains the same, but if this affects your research in any way please let me know.

Breakdown of the committee - United Nations Educational, Scientific and Cultural Organization (UNESCO)

“UNESCO was created to decide what kind of society we wanted to build together after the destruction of two World Wars.” - UNESCO, Our History (2025)

Purpose and Goals

UNESCO is a specialized agency dedicated to promoting education, science, culture, and communication. They create solutions to some of the greatest challenges of our time by setting standards, producing useful tools, and developing knowledge to foster greater equality and peace in the world. They collaborate with governments to establish international standards and legal frameworks that hold each nation accountable for its actions. They aim to foster cooperation between nations and implement programmes that can have a tangible impact. The committee was created in 1945 and there are 195 current member states

It is known as the ‘Laboratory of Ideas’, as it is a forum of experts, creators, and thought leaders who share ideas and create important discussions worldwide. Your goal as a delegate of this committee will be to come up with creative and impactful solutions to problems that affect individuals and societies.

Main Goals

Note: If you’re interested in learning more about any specific goal, then I have attached hyperlinks to the UNESCO website, where they explain their goals and how they aim to achieve them in more detail.

[Protecting biodiversity:](#) UNESCO is extremely concerned with the sheer number of organisms that are going extinct or becoming endangered. The loss of biodiversity poses problems to the health and well-being of ecosystems, in which humans are equally affected. A few ways that UNESCO has been trying to combat this problem are by the designation and management of areas protected under local or national governments. Additionally, understanding specific biomes and their environmental needs is integral to developing tools for their conservation.

[Responding to Artificial Intelligence:](#) While the rise of AI has created many job opportunities and created new fields of research and development, there is an importance to abide by universal

ethics. The first step to this is recognizing concerns and laying the foundations for AI systems that work for the good of humanity, societies, and the environment.

[Advancing quality education](#): UNESCO aims to strengthen education systems worldwide and respond to global challenges regarding education, such as class, gender or race. This includes encouraging digital literacy through the increased use of digital learning platforms and empowering teachers worldwide. This ties into a concern regarding the use of Generative AI in the classroom; UNESCO prioritizes and appreciates the hard work of teachers, and wants to ensure that they are kept at the heart of education systems.

[Safeguarding heritage](#): UNESCO is largely known for its “World Heritage Sites”, this includes places that are significant to the culture of a nation. Common examples include the Taj Mahal in India, Babylon in Iraq, the Silk Roads that encompass many countries, and the Statue of Liberty in the United States of America. UNESCO also works with communities to protect our “living heritage”, which is our rituals, practices, traditions, and art forms.

[Ensuring access to reliable information](#): UNESCO mandates public access to information. This is important because it ensures that governments are trustworthy, reliable, and accountable. Additionally, it creates inclusivity in knowledge, giving any individual the ability to gain knowledge and, therefore, the capability to be involved in important conversations and understand their own rights. This occurs by implementing laws that make government information public and available. For example, all United Nations resolutions and discussions are documents available to the public.

Resources and Funding

A large part of committee time goes into discussing what the problem is, with a smaller part going into finding solutions. When writing resolutions by the end of the committee, it is important to understand the resources available for your respective countries and what you can ask from UNESCO itself. If you are unsure about the format or how to write a resolution paper, please look here: <https://bestdelegate.com/model-un-made-easy-how-to-write-a-resolution/>

Here are some ways that UNESCO tackles implementing solutions:

1. Legislatures: It is possible to call for the United Nations or specific nations to adapt current laws and policies, or even create new ones. This requires an understanding of

what the constitution and laws are for your assigned country. Be prepared for other delegates' unwillingness to accept major changes in their legislatures.

2. Conferences and committees: Sometimes topics are bigger and more in-depth than what can be covered during the time you have, so many solutions can consist of organising a conference, where members of the committee will meet and focus on discussing a specific agenda. Similarly, forming another specialised committee to discuss a specific topic and find solutions to that. However, this isn't as valuable as a solution since there are so many specialised committees already, but if there is a broad topic that arises during debate that needs to be focused on and comes under the umbrella of UNESCO's values, then a sub-committee may be formed.
3. Programmes: To achieve a goal that requires long-term effort and accountability, programmes are established worldwide or nation-specific, where resources and funds can be directed to growing and strengthening them. A good thing about creating programmes is that you can see tangible results over time. An example is the Malala Fund for Girls' Right to Education. It should be specified where resources and funds would come from, such as asking member states to contribute labour or funds, and where it would primarily take place.
4. Technology: Understanding the concerns that AI systems have is important, but there are many good things that are possible when they are used as a tool. For example, it can be creating a framework to make communication easier between member states.

A large portion of funds for UNESCO comes from member states, with the United States having been the largest donor. That's why researching your country profiles in depth is important so that you aren't proposing solutions that don't align with what your country has been doing already.

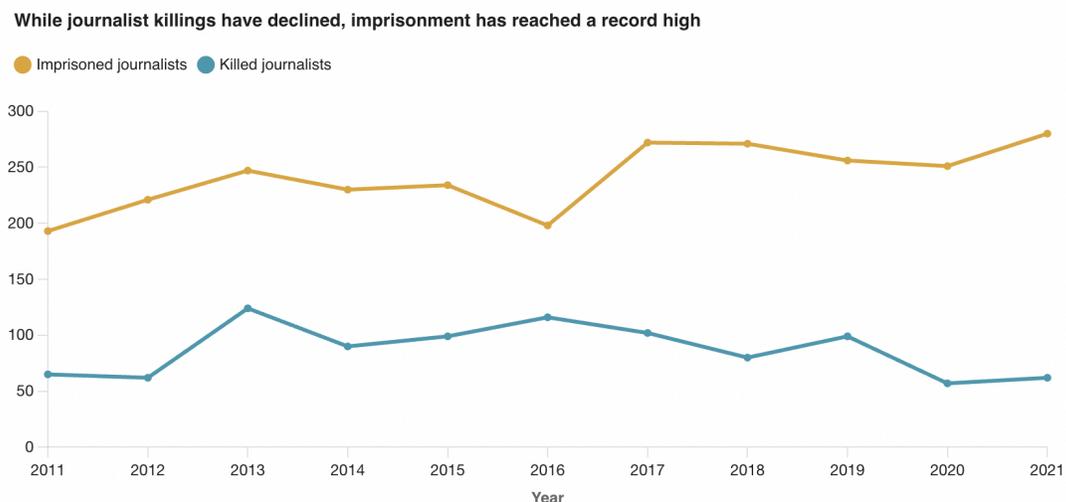
This is also why in most committees, the five permanent members of the UN—the United States, the United Kingdom, China, France, and Russia—are usually the most powerful in the committee. That doesn't mean that you cannot make a difference as a smaller country; it just means that you have to collaborate more and take support from countries with more resources available.

The World Bank or the International Monetary Fund is also an important donor, but their funds are also limited and not concentrated on UNESCO, so the resolution clauses should be more

reasonable than asking for one million dollars to start an education program in a third-world country.

Agenda 1: Addressing and Combatting Threats Against Freedom of Expression and Accessible Information

Over 1,800 journalists have been killed around the world from 2006 to 2025, with most cases remaining judicially unresolved. When one journalist is killed, all are targeted due to their uniform and what they choose to speak up about—making it a dangerous profession. If not murdered, then they are imprisoned or harassed online, which leads to an overall reduction in people wanting to become journalists, which reduces the flow of information to the public. This impunity for the culprits leads to a vicious cycle of worsening conflict and the breakdown of law and judicial systems because the foundation on which a ‘free’ society stand on crumbles. This damages whole societies by covering up serious human rights abuses, corruption, and crime, sowing the seeds for distrust of the government among citizens.



Violence against journalists stretches from the online to the offline world. This violence is largely targeted towards female journalists or those who represent a minority group.

Additionally, this violence largely occurs in war-torn areas, with specialised operations to remove war journalists from a specific area.

Efforts have been made in the past with Resolution [A/RES/68/163](#), adopted by the United Nations General Assembly in 2013, proclaiming 2nd November as the ‘International Day to End Impunity for Crimes against Journalists’. The date was chosen to honor two French journalists

who were assassinated in Mali on 2nd November, 2013. Member States were urged to form tangible and effective solutions to counter the present culture of impunity.

2025's 'International Day to End Impunity for Crimes against Journalists' focused on raising awareness about AI-facilitated violence against female journalists. They are increasingly exposed to threats such as gendered disinformation, surveillance, deepfakes, and harassment, which are facilitated through AI technology. This is known as Technology-Facilitated Gender-Based Violence (TFGBV) and has become a significant point of concern with the rise of generative AI. These crimes not only exclude a large population of the world from being involved in this profession but also pose issues for the general population, who can have their personal data used as weapons against them online.

The weaponisation of knowledge (or the lack thereof) is an age-old tale used to spread propaganda, control and manipulate individuals, and push a narrative. After all, it is easy to accept one fact when you don't know and don't know how to know what else is out there. The violence against journalists is one form of this, but violence against universities, schools, temples, and libraries is another way to achieve the same. The destruction of World Heritage Sites during wars and conflicts not only chips away at whatever culture remains in a war-torn country but also is an act of ethnocide (the extermination of an ethnic identity).



The burning of books prevents future generations from understanding our present and past. The defunding or underfunding of educational programs and departments makes it so that the majority of the lower-class remains uneducated.

These problems are a significant concern to this committee. To aid your research, you can use these websites:

1. <https://www.unesco.org/en/articles/damaged-cultural-sites-ukraine-verified-unesco>
2. <https://www.unesco.org/en/articles/your-opinion-doesnt-matter-anyway?hub=66746>
3. <https://www.unesco.org/en/articles/international-day-end-impunity-crimes-against-journalists-2025?hub=66746>
4. <https://unesdoc.unesco.org/ark:/48223/pf0000395151>
5. <https://www.unesco.org/reports/world-media-trends/2021/en/safety-journalists>
6. <https://www.unesco.org/en/safety-journalists/observatory?page=1&hub=66746>
7. <https://www.unesco.org/sdg4education2030/en/education-financing>
8. <https://www.weforum.org/stories/2023/04/these-are-the-barriers-facing-global-education-targets-according-to-unesco/>
9. <https://www.unesco.org/en/legal-affairs/convention-protection-cultural-property-event-armed-conflict-regulations-execution-convention>

Questions to consider

1. How is education and knowledge used as a weapon in global conflicts?
 - a. How does your country prioritise education systems and the spread of knowledge?
2. How does violence against journalists serve a political agenda?
 - a. What trends do you notice with allowing impunity and covering up crimes against journalists?
 - b. How can UNESCO provide more safety and security to journalists?
3. What are the things that UNESCO must safeguard to ensure the free flow of information?
 - a. How can you convince other delegates to agree and help you?
4. Is there a correlation between those in charge and the spread of knowledge?
 - a. How can UNESCO have checks-and-balances for leaders with political agendas?

5. How can UNESCO find ways around the defunding of several important programmes that help reach the UN's Sustainable Development Goals by 2030?

Agenda 2: Understanding and Preventing the Impact of Global Conflicts on Science and the Environment

From the invention of the Atom Bomb in 1945 to the integration of Artificial Intelligence in military operations in 2025, science has always been used to advance military tactics. The violent effects of technology were mentioned previously on an individual basis, but we are seeing how weapons industries are pouring millions into research and development of newer technologies that are more efficient on the battlefield.



In Ukraine, scientists have been forced to abandon their research due to the bombings of cities, and the destruction of laboratories has made it difficult to continue their work. The war has also tanked state budgets allocated to scientific institutions. Opportunities for joint research and technical projects have been reduced by the migration of scientists.

UNESCO's area of concern is how energies and funds toward scientific discovery are being redirected to these industries instead of toward creating greener societies or addressing food and water shortages in many underdeveloped countries. The power of science is being misused, and the world must decide its priorities. This largely occurs due to the exclusivity of science, which

UNESCO is trying to combat by emphasising the Right to Science, which is increasing the accessibility of scientific information and tools to conduct scientific research. The full potential of science will be unexplored and untapped unless there is a steadfast commitment to a human rights-based approach. Currently, this is being undermined by two worrying trends: persistent inequalities of access to scientific knowledge and the applications of scientific progress, and the vicious circle of erosion of trust in science and infringements on scientific freedom and the safety of scientists. The Right to Science is established in Article 15 of the International Covenant on Economic, Social and Cultural Rights (ICESCR), which mandates states to recognize the right of everyone to: enjoy the benefits of scientific progress and its applications, conserve, develop, and diffuse science, respect the freedom indispensable for scientific research, and recognize the benefits of international contacts and co-operation in the scientific field.

Armed conflict and war, earthquakes and other natural disasters, pollution, poaching, uncontrolled urbanization and unchecked tourist development pose major problems to World Heritage sites and citizens living in affected areas.

It is estimated that the first 60 days of the war in Gaza created 281,000 tons of carbon dioxide, and nations aren't required to report their military climate pollution under the Paris Agreement. These come from aircraft, tanks, artillery, and rockets. However, the long-term reconstruction efforts in those areas will lead to even more carbon emissions.



Militaries also need large areas of land and sea, whether for bases and facilities or for testing and training. This is believed to cover between 1-6% of the global land surface, and in many cases, these are ecologically important areas. Military training creates emissions, disruption to landscapes and terrestrial and marine habitats, and creates chemical and noise pollution from the use of weapons, aircraft and vehicles.

There are important scientific developments that could help combat climate change and conserve the environment; these two issues go hand-in-hand: the allocation of resources and the priority of governments. When approaching this agenda, think about the priority of your country's government and how that could align or disalign with UNESCO's goals.

To aid your research, you can use these websites:

1. <https://www.unesco.org/en/environmental-commitment-and-policy>
2. <https://ceobs.org/how-does-war-damage-the-environment/>
3. <https://whc.unesco.org/en/danger/>
4. <https://www.unesco.org/en/articles/analysis-war-damage-ukrainian-science-sector-and-its-consequences>
5. <https://www.unesco.org/en/articles/science-benefiting-society-role-right-science>
6. <https://www.unesco.org/en/recommendation-science>
7. <https://www.unesco.ch/wp-content/uploads/2022/09/Summary-UNESCO-HR-Dialogue-RtS-220901.pdf>
8. <https://warroom.armywarcollege.edu/articles/ais-growing-role/>
9. <https://unesdoc.unesco.org/ark:/48223/pf0000379949?posInSet=3&queryId=4e9e5e25-46d0-428c-86ae-4191da67426c>

Questions to consider

1. How is science being used in wars?
 - a. Do the benefits of making new weapons outweigh the cost of lives lost and the damage to the natural environment?
 - b. How can we reallocate resources to use science in a more “human rights-based approach”?

2. What are the problems when considering accessibility to science?
 - a. How can UNESCO help encourage the Right to Science?
 - b. Consider countries that don't have essential resources like food and water. How will they gain the autonomy to conduct scientific research?
3. What natural areas are being most affected by war?
 - a. Is this on purpose or just collateral damage?
 - b. Is there a way for countries to intervene without more military action?
 - c. Is there a way for the military to conduct itself in a more environmentally sustainable way?
4. What happens when whole cities are destroyed under the rubble, and even if they survive, the uninhabitable environment takes them out anyway?
 - a. What can UNESCO do to prevent this?
5. If not for military advancement, what can countries use science for?
6. How can UNESCO achieve its Sustainable Development Goals by 2030 and ensure a habitable and healthy environment for future generations?

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