This document discusses the role of education in preventing illicit trafficking of cultural property, in accordance with Decision 4.SC 19 of the Subsidiary Committee adopted at its Fourth Session, and proposes new perspectives for strengthening the role of education and awareness-raising in the field.

**Draft Decision:** Paragraph 31
I. BACKGROUND

1. During the Fourth Session of the Subsidiary Committee of the Meeting of States Parties to the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (UNESCO Headquarters, September 2016), the Subsidiary Committee requested the Secretariat, by its Decision 4.SC 19, to produce, in coordination with the Education Sector, a document on the role of education in preventing illicit trafficking of cultural property to be submitted to its next session.

2. The importance of education in countering illicit trafficking is reflected in Articles 5, 10 and 17 of the 1970 Convention. Article 5(f) stipulates that State Parties shall take “educational measures to stimulate and develop respect for the cultural heritage of all States, and spreading knowledge of the provisions of this Convention”. According to Article 10(b), State Parties shall “endeavour by educational means to create and develop in the public mind a realization of the value of cultural property and the threat to the cultural heritage created by theft, clandestine excavations and illicit exports”. The assisting role of the Secretariat as regards “information and education” is echoed in Article 17.

3. The Operational Guidelines of the Convention dedicates a subchapter to Education with the aim of assisting States Parties in implementing the provisions of the Convention on this matter. In particular, paragraph 52 states that education and awareness-raising “should be used to help local communities and the public in general to appreciate the value of cultural heritage […] as well as its relation to the cultural identity and history of the local communities and mankind”. In relation to Article 5(f), the Operational Guidelines encourage States Parties “to strengthen educational measures within their countries (…). This includes adequate coordination with educational institutions at primary, secondary, tertiary level and lifelong learning programs to include teaching and research on cultural heritage issues in their own curricula; through awareness-raising, capacity building and training programmes (…) and through mass-media, museum, library, and other outreach programs”.

4. The Recommendations of the ‘Evaluation of UNESCO’s Standard-setting Work of the Culture Sector: Part II – 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property’ (hereafter: IOS evaluation), conducted by UNESCO’s Internal Oversight Service and published in July 2014, also tackles education and awareness-raising issues. While the IOS evaluation concludes that a vast majority of States Parties implement educational and awareness-raising activities, it also recommends following a more comprehensive approach to this issue. In this regard, with a view to elaborating a consistent awareness-raising strategy over the long-term, the Secretariat analysed the information provided in the States Parties national statutory reports and, in early July 2015, sent a questionnaire to UNESCO Field Offices to determine what areas need to be addressed in order of priority in terms of capacity-building and awareness-raising initiatives.

5. The importance of heritage education in promoting cultural pluralism is reflected in item 14 of the Action Plan for the implementation of the Strategy for the Reinforcement

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1 Please refer to the text of the 1970 Convention
2 See paragraphs 52 – 53 of the Operational Guidelines of the Convention
3 IOS/EVS/PI/133 REV.2
4 Recommendation 10, IOS/EVS/PI/133 REV.2
5 For more information on the outcomes of this questionnaire, please refer to document C70/15/3.SC/7
6 The Action Plan was adopted by UNESCO’s Executive Board at its 201st session
of UNESCO’s Actions for the Protection of Culture and the Promotion of Cultural Pluralism, adopted by the 38th General Conference of UNESCO. Furthermore, the role of education for the promotion of a culture of peace and appreciation of cultural diversity for promoting sustainable development is echoed in target 7 of the Sustainable Development Goal 4, which aims at ensuring inclusive and quality education and lifelong learning opportunities for all.

II. OVERVIEW OF INITIATIVES UNDERTAKEN

6. Data collected during the abovementioned IOS evaluation exercise and the analysis of national statutory reports on the implementation of the 1970 Convention shows that the majority of States Parties implement a variety of awareness-raising activities, targeting different audiences, including awareness-raising exhibitions for the general public and campaigns for children. Several States Parties, such as Estonia, France, Greece, the former Yugoslav Republic of Macedonia, Pakistan, Romania or Syria have included the topic in primary and/or secondary school curricula.

7. The Secretariat attaches great importance to the development of educational and awareness-raising activities. In this regard, several activities have been implemented in recent years. Until the creation of the new governing system of the 1970 Convention in 2012, the Intergovernmental Committee for Promoting the Return of Cultural Property to its Country of Origin or its Restitution in Case of Illicit Appropriation (ICPRCP) guided the Secretariat in the development of educational and awareness-raising tools.

8. Following the establishment of the Subsidiary Committee and the regular Meeting of States Parties every two years, the development of education and awareness-raising tools has considerably intensified. For local communities and youth, several initiatives have been launched, such as media and awareness-raising campaigns to combat trafficking in cultural property in South America, Central America, and the Maghreb region respectively, including communication materials, poster competitions, radio messages, videos, videogames, comic strips, and social media campaigns such as #Unite4heritage. Exhibitions on the need to safeguard cultural heritage in emergency situations or displaying stolen and recovered cultural objects have also proved to be successful for raising the awareness of the general public.

9. With a view to promoting the integration of the topic into formal and non-formal education, the Secretariat has produced toolkits for students and teachers – such as

7 http://unesdoc.unesco.org/images/0023/002351/235186e.pdf
8 For further information, please refer to the national reports on the implementation of the 1970 Convention
9 For more information, please refer to document CLT-2011/CONF.208/COM.17/2REV of the Seventeenth session of the ICPRCP (June 2011)
10 Please refer to document C7014/2.SC/3 of the Second session of the Subsidiary Committee to the Meeting of States Parties (July 2014)
11 Please refer to document C70/16/4.SC/6 of the Fourth session of the Subsidiary Committee to the Meeting of States Parties (September 2016)
12 Please refer to document C70/15/3.SC/4 of the Third session of the Subsidiary Committee to the Meeting of States Parties (September 2015)
15 http://www.unite4heritage.org/
the ‘Cultural Heritage in a Box’ toolkit in Mongolia. This toolbox included cultural objects specimens, images, games and multimedia materials to educate children on cultural heritage in an interactive, educational and entertaining way, as well as guidelines for teachers, which included historical and cultural information on selected themes. Through consultation with teachers and relevant authorities, proposed activities were linked to the school curriculum.

10. Furthermore, seminars targeting students from different faculties were organized in universities in Central America for which tools and activities on the protection of cultural property were designed. In Peru, the topic was included in the History and Cultural Management Degree Program offered by the University of Piura.

11. Partnerships with museums and private entities have also been promoted in order to reach a wider audience in art market countries. Furthermore, several publications were produced and disseminated and, with a particular focus on tourists, the Secretariat has produced several awareness-raising clips and developed partnerships with travel guides such as “Lonely Planet France”.

12. Finally, specialized stakeholders involved in the fight against the illicit trafficking of cultural property (police, customs, governmental officials, curators, etc.) are regularly trained and sensitized through technical meetings and conferences. This working document, however, does not focus on capacity-building activities for this specialized target audience.

III. NEEDS AND PROPOSALS

13. Education and public awareness activities have significantly increased in the past years, partly in response to the unprecedented attacks on cultural heritage and diversity in Iraq, Libya, Mali, Syria, or Yemen. The destruction and the looting of the cultural heritage in these countries were repeatedly covered by international media. However, raising the awareness of different segments of the population still remains a challenge for many States Parties.

14. While the Secretariat will continue to deploy its efforts to implement the activities described in paragraphs 6 to 11 above, it is planned to privilege a series of strategic partnerships and initiatives with a view to changing the behaviour of the larger public; to promoting research and education on the fight against the illicit trafficking in cultural property; to increasing the engagement of local communities and volunteerism among young people; and to increasing the vigilance of collectors regarding the provenance of the objects for sale. The proposed activities, which are divided by target group, are in line with the priorities established by the results of the abovementioned

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america-the-caribbean/sub-regional-training-workshop-on-the-fight-against-illicit-trafficking-of-cultural-property-
in-the-andean-regioncentral-america/
21. Please refer to document C70/15/3.SC/4 of the Third session of the Subsidiary Committee to the Meeting of States Parties (September 2015)
22. Please refer to document C70/16/4.SC/6 of the Fourth session of the Subsidiary Committee to the Meeting of States Parties (September 2016)
24. For more information on sensitization of specialized stakeholders, please refer to documents C7014/2.SC/3.
questionnaire sent to UNESCO Field Offices as a follow-up of the IOS evaluation recommendations addressing education and awareness-raising:

a) Youth

15. Youth and children play an instrumental role in sustaining heritage in the present and the years to come, and therefore it is critical to engage them in the fight against the illicit trafficking in cultural property. Activities targeting youth will follow an integrated approach, favouring synergies with the Education Sector and other UNESCO Culture Convention Secretariats, as well as the #Unite4Heritage campaign, and building upon already established networks and programmes – notably the UNESCO World Heritage Education Programme. They will also be in line with UN Security Council Resolution 2347 (2017), UNESCO’s Integrated Framework of Action Empowering Youth to Build Peace (2015) as well as with the Organization’s Operational Strategy on Youth 2014-2021. Furthermore, the UNESCO Associated Schools Project Network will be instrumental for disseminating packaged materials on this topic. All proposals under this sub-chapter are subject to the availability of extra-budgetary funding.

i. Integrating the fight against the illicit trafficking of cultural property in higher education and promoting its research

16. Archaeologists and art historians may get unwittingly involved in the illicit trafficking of cultural property, sometimes due to the lack of awareness. This is why it is of utmost importance to promote research in this field and encourage the integration of heritage protection, including the fight against the illicit trafficking of cultural property, in the curricula of under- and post-graduate degrees in art history, archaeology and related fields, as well as to implement anti-looting awareness-raising campaigns.

17. Conscious of the need to reinforce research and education on the fight against the illicit trafficking in higher education, and following Decision 4.SC 19, the Secretariat has actively promoted the creation of the UNITWIN network on the “Protection of Cultural Property Against Illicit Trafficking in the MENA region (ProCult)”. ProCult is being designed to bring together interdisciplinary research and implementation expertise needed to analyze the illicit traffic in cultural objects and to develop adequate counter measures on various levels. This network will aim at strengthening research, teaching, and implementation capacities of the participating academic institutions.

18. The main objectives of the ProCult network will be to:

a. Create the required, complex knowledge base by linking pertinent research capacities and expert institutions;

b. Establish a network of experts and expert institutions in support of the implementation of the 1970 Convention;

c. Develop sustainable research-based capacity-building and awareness-raising tools for a substantial reduction of illicit trafficking in cultural objects at the international level;

d. Promote the development of school curricula and university programmes at undergraduate and postgraduate levels and/or teaching modules on illicit trafficking in cultural objects.

For more information on the outcomes of this questionnaire, please refer to document C70/15/3.SC/7

http://unesdoc.unesco.org/images/0023/002341/234140e.pdf

http://unesdoc.unesco.org/images/0022/002271/227150e.pdf

19. The network will serve as a think tank to build bridges between academia, civil society, local communities, researchers and policy-makers. Target beneficiaries of ProCult’s activities will be university students, researchers, teaching staff at institutions of higher education, as well as members of institutions focusing on cultural property protection, such as law enforcement or customs authorities.

20. ProCult will have a transdisciplinary nature, since it will bring together faculties of Education, Humanities (particularly Archaeology, Ancient Studies, Art History, History of Architecture), Heritage and Conservation, Law (international, penal, cultural property), Social Sciences, Information Science, Media and Communications or Education, inter alia. Even if it has a primary focus on the Middle East and North Africa region, the results of the network will impact other regions and will foster research and education on the issue worldwide.

21. It is foreseen that a “ProCult round table” will be organized at least once a year once the network is established and will serve as the central planning and moderation platform for all activities of ProCult. UNESCO’s Secretariat will be closely involved in these round tables, as well as in all activities of the network. The coordinator of ProCult may be invited to participate in the sessions of the Subsidiary Committee in order to report about its progress.

   ii. Development of a comprehensive programme for heritage education

22. With a view to facilitate the engagement of youth in the promotion, protection and transmission of heritage in all its forms – including the fight against its illicit trafficking –, the Secretariat proposes the development of a comprehensive programme for heritage education “Learning through heritage: enhancing youth engagement”, in line with target 7 of SDG 4. This programme – for which extra-budgetary resources are required - would contribute to improved learning outcomes through two steps: at the global level, UNESCO would develop a generic “teacher’s resource pack” on using all forms of heritage in education, including key concepts and methodological guidelines. At the local level, pilot countries would adapt these resources in collaboration with teacher-training institutions to fit their respective contexts. This initiative is also foreseen in the framework of the aforementioned Action Plan for the implementation of the Strategy for the Reinforcement of UNESCO’s Actions for the Protection of Culture and the Promotion of Cultural Pluralism.

   iii. Collaboration with the World Heritage Education Programme

23. The Patrimonito series29, which was created in 1995 to raise awareness about different elements of World Heritage preservation, provides an excellent framework to show the links between the 1970 and the 1972 Conventions. An episode on the risks and consequences of illicit trafficking in cultural property in a World Heritage Site could be envisaged should extra-budgetary funding be available.

24. Developed in 1998, the World Heritage in Young Hands Educational Resource Kit30for secondary school teachers is one of the main tools of the World Heritage Education Programme. It aims to sensitize both school teachers and young people to the importance of preserving World Heritage. The kit, which is currently available in 37

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29 http://whc.unesco.org/en/patrimonito/
30 http://whc.unesco.org/en/educationkit/
languages, strives to incorporate World Heritage into the school curricula as a way of delivering core subjects in the classroom as well as through extra-curricular activities. The Kit includes six chapters – ranging from the World Heritage Convention itself to the links between World Heritage and tourism. A chapter on the fight against the illicit trafficking in cultural property could be developed with extrabudgetary funding.

25. The World Heritage Youth Forums\textsuperscript{31}, which are organized in conjunction with the sessions of the World Heritage Committee, would provide an ideal platform to raise awareness about illicit trafficking among the younger generations and teachers by integrating a segment into its programme. To this end, tailor-made methodological tools would be developed through extrabudgetary funding. These Forums would be an opportunity to debate and apply new educational approaches.

iv. Intersectoral approach to prevent violent extremism

26. Utilizing its extensive experience with youth and focusing on an intersectoral approach combining the Organization’s areas of competence in education, culture, social and human sciences and communication and information, UNESCO develops innovative programmes to empower young women and men with the necessary skills, values and knowledge to hold exchanges and cooperate across social and cultural boundaries to prevent violent extremism.

27. In this context, the Secretariat implements Educational Programmes on Heritage and Creativity to facilitate the engagement of youth in the protection, promotion and transmission of all forms of heritage and to promote their active participation in cultural life. These programmes aim at strengthening a shared sense of belonging and ownership with regard to or common cultural heritage, enhancing the knowledge of young men and women about their own and other cultures, fostering critical thinking and building their confidence and self-esteem, which is vital to forging more fair, inclusive and peaceful societies.

28. In order to help Member States deliver educational programmes that contribute effectively to the prevention of violent extremism, UNESCO developed two groundbreaking tools - the Teacher’s Guide on the Prevention of Violent Extremism and the Guide for Policy-Makers on the Prevention of Violent Extremism through Education. On the basis of the two Guides, UNESCO reinforces the capacities of policy makers and teachers by equipping them with the knowledge on how to confidently develop teaching and learning materials that contribute to the prevention of violent extremism, promote a culture of peace and educate about the rule of law.

b) General public

29. With the objective of increasing public understanding of the importance and respect for cultural heritage and cultural objects, the Secretariat will invest its efforts in strengthening the establishment of partnerships with museums (following the pilot project with the Prussian Cultural Heritage Foundations\textsuperscript{32}) consisting, inter alia, in the production of joint communication materials. Likewise, the Secretariat will also encourage the establishment of partnerships with print and audiovisual media (including specialized press), in order to develop public messaging on the issue. State Parties are encouraged to promote partnerships with museums and the media with a view to enhancing awareness raising among the general public, as well as art dealers

\textsuperscript{32} Please refer to document C70/15/3.SC/4 of the Third session of the Subsidiary Committee to the Meeting of States Parties (September 2015)
and collectors through the production and dissemination of information guides, brochures and emergency newsletters.

c) Tourists

30. In order to sensitize tourists traveling to ‘source’ countries, it is planned to favor partnerships with travel companies and airlines for the production of communication materials, as well as with publishing companies for the inclusion of features on the fight against the illicit trafficking in cultural property in travel guides. State Parties are encouraged to promote partnerships with publishing and travel companies and airlines.

31. The Subsidiary Committee may wish to adopt the following Decision:

**DRAFT DECISION 5.SC/5A Rev**

_The Subsidiary Committee_,

1. *Having examined* document C70/17/5.SC/5A Rev,

2. *Welcomes* the numerous educational and awareness-raising activities on the illicit trafficking of cultural property carried out by the Secretariat;

3. *Encourages* States Parties to share their good practices regarding the role of education and awareness-raising on the fight against illicit trafficking in cultural property and its integration in formal and non-formal education;

4. *Encourages* State Parties to promote partnerships with museums and the media with a view to enhance awareness raising among the general public, as well as art dealers and collectors;

5. *Welcomes* the creation of the UNITWIN network “Protection of Cultural Property Against Illicit Trafficking in the MENA region (ProCult)”;

6. *Invites* the Secretariat to strengthen collaboration with the World Heritage Youth Programme;

7. *Requests* the Secretariat to report on actions carried out on the role of education in preventing the illicit trafficking in cultural property to the Subsidiary Committee at its sixth session;

8. *Invites* the Secretariat to cooperate with ProCult as appropriate in the development of educational tools and programmes related to the fight against the illicit trafficking in cultural property.

9. *Encourages* State Parties to support the development of educational tools and programmes for the protection of cultural heritage, including the fight against the illicit trafficking of cultural property, through extrabudgetary funding.