

Reassessing UNESCO's Role in the 21st Century: Challenges and Opportunities

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Abstract—The 21st century has brought new challenges and opportunities for UNESCO. This paper reassesses the role of this international organization in the context of globalization and information society, climate change, and social inequality. It explores its historical role and current areas of operation, including education, culture and heritage, and science and technology, and analyzes new demands in these spheres. In addition, opportunities for UNESCO are considered, including digital learning and AI, global partnerships, sustainable development goals (SDGs), and cultural diplomacy. This paper concludes that UNESCO is a relevant agent in modern globalization and that its effectiveness and impact on society depend on its ability to adapt to emerging trends. Policy recommendations are made to promote inclusive digital transformation, responsible AI, partnerships, community engagement, and climate resilience through science and data-informed policies.

Index Terms—UNESCO; Globalization; Digital transformation; Sustainable development; Cultural diplomacy

I. INTRODUCTION

1.1 In Context of globalization and digital era
The 21st century is defined by profound interconnectedness and disruption. Globalization has accelerated the flow of ideas, goods, and people, while the digital era marked by rapid advancements in artificial intelligence, data analytics, and online platforms has transformed how knowledge is produced, cultural practices are exchanged, and education is delivered across borders (Global Development Learning Network (GDLN), n.d.). These shifts have enabled unprecedented collaboration and access to information, yet they have also deepened digital divides and exposed societies to new vulnerabilities, including

misinformation, surveillance, and unequal access to technological infrastructure.

At the same time, humanity faces existential threats such as climate change, rising inequalities, and escalating geopolitical tensions, all of which are testing the resilience of the post-World War II international order. Climate change in particular acts as a “threat multiplier,” exacerbating food insecurity, displacement, and conflict, while stark disparities in wealth and opportunity undermine social cohesion and trust in public institutions (Climate Action | UNESCO, n.d.). In this volatile and interdependent landscape, multilateral institutions like UNESCO must adapt their mandates, governance models, and operational tools to remain effective agents of peace, sustainable development, and inclusive knowledge societies. UNESCO's work in education for sustainable development, scientific cooperation, and cultural diplomacy underscores the need for reformed, evidence-based multilateralism that can respond to 21st-century risks while safeguarding human rights and the common heritage of humanity (Key Challenges | UNESCO, n.d.; Lafrenz Samuels & Platts, 2022).

1.2 Brief about UNESCO

Founded in 1945 in the aftermath of World War II, UNESCO was established on the firm conviction that political and economic arrangements are insufficient to build a lasting peace. Instead, the organization works to foster “intellectual and moral solidarity” among nations through international cooperation. By serving as a global laboratory of ideas, UNESCO promotes the free exchange of knowledge and sets international standards in education, the sciences, and culture to ensure that human rights and mutual respect remain the foundation of global development.

Over its history, UNESCO has launched landmark programs such as the World Heritage Convention, Biosphere Reserves, and the safeguarding of intangible cultural heritage. On its 75th-anniversary, UNESCO highlighted its role in shaping global ideas on peace, tolerance, and the use of science and culture for inclusive development. Today, it continues to guide member states in building resilient education systems, protecting cultural and natural heritage, and ensuring equitable access to information and knowledge. (75 Years of History in the Service of Peace | UNESCO, n.d.)

1.3 Research problem

Despite its long-standing contributions, UNESCO faces increasing challenges in maintaining its relevance and effectiveness in the rapidly changing global landscape. Issues such as political influence from member states, financial instability, bureaucratic inefficiencies, and uneven implementation of programs have raised concerns about its operational efficiency. Additionally, the rise of digital technologies and new global priorities has created a gap between UNESCO's traditional mandate and contemporary demands. This situation necessitates a critical reassessment of its role to determine whether it can effectively respond to emerging global challenges in the 21st century.

1.4 Objectives of the study

The present study seeks to critically reassess the role of UNESCO in the contemporary global order. The main objectives of the study are:

- i. To examine the evolving functions and mandates of UNESCO in the context of globalization and the digital era;
- ii. To identify the key challenges affecting its effectiveness and operational capacity;
- iii. To explore emerging opportunities that can enhance its role in promoting sustainable development, global education, and cultural preservation.

II. HISTORICAL BACKGROUND AND EVOLUTION OF UNESCO

2.1 Formation after World War II

The establishment of UNESCO in 1945 must be understood within the broader historical context of

the devastation caused by the Second World War. The unprecedented destruction of human life, cultural heritage, and intellectual infrastructure highlighted the urgent need for an international mechanism to promote peace beyond political and military arrangements. In response, representatives from 37 countries convened in London in November 1945 and adopted the Constitution of UNESCO, which came into force on 4 November 1946 (Constitution | UNESCO, n.d.; Our History | UNESCO, n.d.).

The foundational philosophy of UNESCO was grounded in the belief that “since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed” (Constitution | UNESCO, n.d.). This marked a significant shift in international cooperation, emphasizing the role of education, science, and culture in fostering mutual understanding and preventing conflict. Thus, UNESCO emerged not merely as an administrative body, but as a normative institution aimed at shaping intellectual and moral solidarity among nations (Turner, 2026).

2.2 Original objectives

At its inception, UNESCO was entrusted with a broad yet clearly articulated mandate: to contribute to peace and security by promoting collaboration among nations through education, science, culture, and communication. The Constitution outlined key objectives such as advancing universal access to education, promoting the free exchange of ideas and knowledge, preserving cultural heritage, and encouraging scientific cooperation across borders (Constitution | UNESCO, n.d.).

In its early years, UNESCO focused heavily on post-war reconstruction, particularly in rebuilding educational systems and cultural institutions in war-affected countries. Initiatives such as literacy campaigns, teacher training programs, and the dissemination of scientific knowledge were central to its mission. Furthermore, UNESCO played a pioneering role in advocating for the free flow of information and freedom of expression, recognizing these as essential components of democratic societies (Redefining the Role of UNESCO in the 21st Century, 1994; Turner, 2026).

These original objectives reflected a holistic understanding of peace, not merely as the absence of war, but as a condition sustained through knowledge-

sharing, cultural dialogue, and intellectual cooperation.

2.3 Expansion of roles over time

Over the decades, UNESCO's mandate has expanded significantly in response to changing global dynamics and emerging challenges. During the latter half of the 20th century, the organization broadened its focus to include large-scale international programs such as the Education for All (EFA) initiative, the Man and the Biosphere Programme (MAB), and the establishment of the World Heritage Convention in 1972, which institutionalized efforts to protect cultural and natural heritage of "outstanding universal value" (Key Challenges | UNESCO, n.d.; Our History | UNESCO, n.d.).

In the 21st century, UNESCO has further adapted its role to address contemporary issues such as sustainable development, digital transformation, climate change, and the knowledge economy. It has aligned its strategies with global frameworks like the Sustainable Development Goals (SDGs), particularly SDG 4, which focuses on inclusive and equitable quality education (Key Challenges | UNESCO, n.d.; UNESCO in the 21st Century, n.d.). Additionally, the organization has increasingly engaged with challenges related to the digital divide, artificial intelligence, and open knowledge systems, thereby redefining its relevance in a rapidly evolving technological landscape.

Despite these expansions, UNESCO continues to face structural and operational challenges, including political pressures and financial constraints, which affect its capacity to fully realize its objectives. Nevertheless, its evolution over time demonstrates a consistent effort to remain responsive to global needs while maintaining its foundational commitment to peace through intellectual and cultural cooperation (Turner, 2026).

III. CORE FUNCTIONS OF UNESCO

UNESCO was created in 1945 with the objective of promoting peace and understanding among nations through intellectual and moral cooperation in matters such as education, pure science and culture. According to UNESCO's Constitution, it is education, science and culture that can help prevent war by fostering mutual understanding among peoples of all

nations and races (Constitution | UNESCO, n.d.; Turner, 2026). UNESCO's regular work is organized around five key functions aimed at supporting sustainable development, ensuring equal access to high quality education, addressing inequality, fostering inclusion, and addressing climate change across education, culture and heritage, and science and technology (UNESCO, 2026).

3.1 Education

Education remains UNESCO's core activity and the heart of what we do: Education is a fundamental right and the key to peace, to reducing inequalities, to sustainable development and to addressing a range of other challenges that humanity is currently facing. UNESCO develops norms, guidelines and standards in education, and supports their translation and operationalization. UNESCO also coordinates international cooperation to achieve the Sustainable Development Goals (SDGs) for Quality Education (SDG 4). UNESCO's Education for All (EFA) programme and the Global Education 2030 Agenda are UNESCO's flagship initiatives towards achieving the goal of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all (Key Challenges | UNESCO, n.d.; Our History | UNESCO, n.d.).

In addition to advocacy UNESCO supports and collaborates with member states to build educational capacity, prepare teachers, design curricula and promote learning for a lifetime. UNESCO also advocates for the development and use of open educational resources, digital literacy, and access to the Internet for all. UNESCO continues to face the challenges of learning inequalities and the gap between the potential of learning to acquire opportunities and the real opportunities that are available – especially in developing countries (Turner, 2026; UNESCO in the 21st Century, n.d.).

3.2 Culture and Heritage

UNESCO makes a valuable contribution to the conservation of cultural and natural heritage, both material and living. Culture is a precious dimension of the identities and contributions of many societies and UNESCO recognizes the major contribution which culture makes to durable development and to peace among nations. UNESCO established the

World Heritage Convention in 1972, which brings together nations to identify, protect and conserve cultural and natural sites of universal value to humanity (Our History | UNESCO, n.d.).

UNESCO's work on the protection of heritage buildings, monuments and landscapes is now complemented by an increasingly important activity: the recognition, documentation and preservation of intangible aspects of the cultures of peoples around the world including traditions, languages, beliefs, values and customs which manifest themselves in the arts music, dance and performance and in ways of living including agriculture, hunting, gathering, fishing and hunting. UNESCO fulfils these objectives through its conventions, its field offices worldwide and its international programmes to promote intercultural dialogue and cultural diversity in the face of globalizing homogeny. This is particularly welcome to scholars of indigenous knowledge systems as many local traditions around the world are under threat (Redefining the Role of UNESCO in the 21st Century, 1994; Singh, 2023).

Although Sweden manages to protect cultural treasures, it is struggling to safeguard natural heritage threatened by urban expansion and also fend off political pressure in its choice of new sites to be granted heritage protection.

3.3 Science and Technology

UNESCO is also involved in the field of science and technology with activities and programmes promoting international co-operation in science to address common problems of mankind such as climate change, loss of biodiversity and the rational use of the oceans' resources. The Man and the Biosphere Programme (MAB) and the Intergovernmental Oceanographic Commission (IOC) are examples of UNESCO's global work in this field (Key Challenges | UNESCO, n.d.).

UNESCO has been broadening its work into new areas such as artificial intelligence, open science and science-based innovation. In those areas UNESCO developed Recommendations on the Ethical Use of AI (AI for Humanity) and campaign OpenupScience to promote Open Science. UNESCO's new emphasis is "science for society" meaning that future science

and technology must be used for the common good and have practical benefits for society as a whole (Turner, 2026; UNESCO in the 21st Century, n.d.).

There is still much to be done in addressing the remaining limitations to implementing effective prevention programs, including the uneven scientific capacity in different countries and lack of resources.

IV. UNESCO IN THE 21ST CENTURY: CHANGING GLOBAL CONTEXT

UNESCO was built for a mid-20th century world. Its founding mandate peace through education, science, and culture now runs into four forces that didn't exist in that form in 1945: globalization, digital transformation, climate change, and inequality. Each one tests whether UNESCO's tools (declarations, frameworks, technical assistance) can keep up with problems that move faster than intergovernmental consensus.

4.1 Globalization

Globalization forces UNESCO to hold two things together that pull in opposite directions: a shared global agenda and respect for local and cultural difference. UNESCO's own 1996 Delors Report named this directly, identifying "global vs. local" as one of the core tensions education must navigate in an interconnected world people need to become world citizens without losing their cultural roots (Learning: The Treasure within; Report to UNESCO of the International Commission on Education for the Twenty-First Century (Highlights) - UNESCO Digital Library, n.d.). This tension shapes UNESCO's flagship education agenda today. As the lead UN agency for Sustainable Development Goal 4, UNESCO coordinates the Education 2030 agenda through the Incheon Declaration, which frames education as a tool for managing globalization's side effects labour mobility, cultural homogenization, and competing national interests while still pushing a single global standard for "inclusive and equitable quality education" (Education 2030: UNESCO Digital Library, n.d.). The weakness here is structural, not rhetorical: UNESCO can set global norms, but it has no enforcement power over the 193 member states that must implement them, so the globalization agenda is only as strong as national political will allows.

4.2 Digital transformation

Digital transformation is the area where UNESCO has moved fastest, and it is a useful case study in what a normative UN body can and cannot do. In November 2021, UNESCO adopted the Recommendation on the Ethics of Artificial Intelligence, the first global standard-setting instrument on AI ethics, agreed by all 193 member states after a two-year negotiation (Recommendation on the Ethics of Artificial Intelligence | UNESCO, n.d.). It sets out principles like proportionality, human oversight, and data governance, and UNESCO backs it with a Readiness Assessment Methodology that, as of late 2025, over 75 countries had used to check their AI policy gaps (Artificial Intelligence and Emerging Technologies | UNESCO, 2026). This is real influence over how AI governance gets framed globally. But the instrument is a recommendation, not a treaty it carries no binding force, and enforcement depends entirely on national legislation that member states choose to write. UNESCO's role is agenda-setting and technical assistance, not regulation. That distinction matters for any assessment of UNESCO's actual power in this space, as opposed to its visibility.

4.3 Climate change

On climate, UNESCO's main lever is education rather than direct environmental policy which is consistent with its mandate but limits its scope. Its Education for Sustainable Development (ESD for 2030) programme, launched in 2020 and reinforced by the 2021 Berlin Declaration, works through five priority areas: policy, learning environments, teacher training, youth mobilization, and local action (Education for Sustainable Development | UNESCO, 2026; UNESCO, 2020). Through this framework UNESCO also runs the Greening Education Partnership, aimed at building climate literacy and "greening" school curricula and institutions (Education for Sustainable Development | UNESCO, 2026). The gap between ambition and reality is documented by UNESCO's own data: half of national curricula worldwide still do not explicitly mention climate change, and in some countries only around half of 15-year-olds have basic environmental knowledge (2026 GEM Report | Global Education Monitoring Report, n.d.). So the honest assessment is that UNESCO has built a coherent framework, but

adoption at the country level remains shallow, and the organization has no mechanism to compel governments to actually teach what the framework recommends.

4.4 Inequality

Inequality runs through all three of the above and is UNESCO's most persistent, least solved problem. UNESCO's own Global Education Monitoring (GEM) Report its flagship accountability tool for SDG 4 has repeatedly flagged the digital divide as a driver of educational inequality rather than a solution to it: unequal access to devices and connectivity widens gaps rather than closing them, and only about half of countries have standards for building teachers' digital skills (Global Education Monitoring Report 2025, 2025). The 2026 GEM Report goes further, introducing an "Access to Education Financing Equity" index to measure whether national education spending actually reaches disadvantaged learners an admission that good intentions and financing volume are not the same as equity outcomes (2026 GEM Report | Global Education Monitoring Report, n.d.). This is arguably UNESCO's most useful function in the 21st century: not fixing inequality directly, which it cannot do, but producing the evidence base that makes it harder for governments to ignore.

Taken together, these four forces show a consistent pattern: UNESCO is strong at setting norms, weak at enforcing them, and its real leverage comes from data, technical frameworks, and reputational pressure rather than binding authority. Any assessment of UNESCO's 21st-century relevance has to start from that constraint, not from its stated mandate.

V. KEY CHALLENGES FACED BY UNESCO

5.1 Political Challenges

UNESCO's mandate to build peace through cultural, scientific, and educational cooperation makes it structurally vulnerable to great-power politics. The clearest example is the recurring US-UNESCO relationship: Washington withdrew in 1984 over concerns about mismanagement and perceived Soviet influence, rejoined in 2003, left again in 2017 over alleged anti-Israel bias, returned in 2023, and withdrew a third time in 2025 under the Trump administration, again citing anti-Israel sentiment and a "globalist and ideological development agenda"

(Kahraman, 2025; Petrequin et al., 2025). This pattern shows that UNESCO's legitimacy and stability are hostage to the domestic politics of powerful member states rather than to its own performance. A second political fault line is the Israel-Palestine dispute: UNESCO's 2011 decision to admit Palestine as a member state triggered an immediate funding cut-off from the US and Israel, illustrating how the organization's inclusive membership model can directly collide with the interests of major donors (UNESCO Moves to Readmit United States after Its 2017 Withdrawal | United Nations News | Al Jazeera, n.d.). Analysts also point to a resulting geopolitical vacuum US absence has repeatedly been cited as an opening for China to shape UNESCO's agenda on issues like AI and technology standards, raising concerns about whose values dominate the organization's normative work.

5.2 Financial Constraints

UNESCO's budget is disproportionately exposed to a small number of large contributors, which makes it structurally fragile. Before its 2017 exit, the US alone accounted for 22% of UNESCO's funding (Petrequin et al., 2025). When the US left, it accumulated arrears of roughly \$619 million against an annual operating budget of about \$534 million a debt larger than a full year's budget (Al Jazeera, 2023). More broadly, US disengagement from international organizations has accelerated sharply in 2024-2025, with rescissions stripping hundreds of millions of dollars from UN-related accounts and forcing agencies to operate on a fraction of assessed dues (US Funding of International Organizations Has Collapsed, n.d.). UNESCO has responded by diversifying its donor base, reportedly cutting the US share of its budget to around 8% and roughly doubling voluntary contributions from other member states and private donors since 2018. This is a real adaptation, but it does not eliminate the underlying problem: chronic underfunding forces UNESCO to prioritize survival and diplomacy over long-term programmatic investment.

5.3 Institutional Limitations

UNESCO's decision-making structure consensus-based governance across 194 member states is well suited to broad legitimacy but poorly suited to speed

or decisive reform. Critics, including the US State Department in both 2017 and 2025, have explicitly cited UNESCO's "failure to reform itself" as a justification for withdrawal ("Withdrawing the United States from and Ending Funding to Certain United Nations Organizations and Reviewing United States Support to All International Organizations," 2025). Whether or not that framing is fair, it reflects a genuine structural issue: an organization built on near-universal consensus struggles to make rapid, controversial decisions, leaving it reactive rather than proactive when political disputes (such as the Palestine membership question) arise.

VI. OPPORTUNITIES AND FUTURE PROSPECTS

6.1 Digital Learning and AI

The rapid development of modern digital technologies has created new opportunities for education, research, and knowledge dissemination, offering considerable potential to enhance UNESCO's contribution to global education. Thanks to online learning, Open Educational Resources (OER), and Artificial Intelligence (AI), education can become more accessible to people from all parts of the world, including remote areas. Moreover, recognizing the potential of AI, UNESCO adopted the Recommendation on the Ethics of Artificial Intelligence, which promotes the responsible and transparent use of AI and contributes to achieving Sustainable Development Goals (SDGs). Additionally, the use of digital technologies such as AI can be applied to preserve cultural heritage, promote multilingualism in education, and support scientific research and innovation.

Future effectiveness: By leading the development and implementation of policies for responsible AI use, UNESCO can ensure its role as the global education watchdog and remain relevant in the digital age..

6.2 Strengthening Global Partnerships

Addressing challenges such as educational inequality, climate change, and cultural preservation require collaborative efforts of governments, international organizations, academic, civil society, and private sectors. This cooperation is critical to enable UNESCO to harness financial resources, technical assistance, and innovative ideas to scale up its

programs' implementation scope in member states. Partnerships foster peer-to-peer learning, mutual support, and the generation of evidence-based policies.

Future Effectiveness: Building partnerships will increase UNESCO's effectiveness in meeting future challenges, expanding its programs' implementation, and scaling up its impact.

6.3 Sustainable Development Goals (SDGs)

The 2030 Agenda for Sustainable Development offers UNESCO an opportunity to position education, science, culture, and communication as priorities in sustainable development planning. While being responsible for the SDG "Quality Education" (goal 4), UNESCO promotes sustainability in education, climate action, gender equality, reduced inequalities, and sustainable communities through its educational, scientific, cultural, and communicative activities. Additionally, the Organization promotes cultural development, recognizing the importance of culture as a driver of sustainable development, not only as a heritage to be preserved (Wiktor-Mach, 2019).

Future Effectiveness: Strengthened by the SDGs, UNESCO may formulate policies advancing the Organization's role in sustainable development, promote cross-sectoral partnerships, and improve its effectiveness in advocating for the global sustainable development agenda.

6.4 Cultural Diplomacy

In an era marked by geopolitical tensions, migration, and cultural polarization, cultural diplomacy has become an essential mechanism for promoting peace and mutual understanding. Through the protection of cultural heritage, promotion of cultural diversity, and encouragement of intercultural dialogue, UNESCO fosters cooperation among nations beyond political boundaries. These initiatives also contribute to social cohesion and sustainable cultural development.

Future Effectiveness: Strengthening cultural diplomacy will enable UNESCO to reaffirm its founding mission of building peace through intellectual and cultural cooperation while enhancing its role as a trusted platform for international dialogue in an increasingly fragmented world.

VII. KEY FINDINGS

Based on the conducted analysis, the paper is able to present several concluding points:

7.1 UNESCO tends to be relevant but faces challenges in its functionality:

The initial purpose of the agency is still topical and valuable; however, it is now required to transcend traditional areas and address multiple new issues related to democratization, digitalization, and AI.

7.2 Education remains the key priority of UNESCO:

The analysis has shown that the area still plays the critical role in terms of inclusive development and international cooperation. Yet, the existing digital gap, disparities in access to knowledge, and inequalities in terms of technology use undermine the efficiency of the current policies.

7.3 The role of UNESCO in terms of cultural heritage has evolved:

The Organization has shifted its focus from primarily tangible to intangible and living cultural heritage and thus managed to bridge the gap between conservation, cultural diversity, community engagement, and sustainable development.

7.4 The impact of digitalization is dual:

While digital technologies and artificial intelligence offer unprecedented opportunities for education, research, and cultural preservation, addressing issues of inequality, misinformation, ethics, and biases requires enhanced global cooperation. In turn, UNESCO's emphasis on the ethical imperatives of AI highlights the Organization's role in this regard.

7.5 Climate change added a new dimension to the work of UNESCO:

As climate change impacts both the global environment and cultural assets, the Organization's scientific, educational, and cultural programs generate unprecedented opportunities to engage in a coordinated manner in confronting this planetary challenge.

7.6 International partnerships are becoming increasingly important:

Due to the complexity of contemporary challenges, UNESCO cannot rely solely on its programs in order to achieve its goals. Closer cooperation with governments, universities, research institutions, civil society, technology organizations and other international agencies may enhance resource mobilization, knowledge exchange and programme implementation.

7.7 UNESCO's future effectiveness depends on its adaptability:

The overall analysis suggests that its continued relevance will be determined less by the expansion of its mandate, but rather how well it can adapt its existing mandate to emerging global realities. Digital learning, ethical AI, sustainable development and cultural diplomacy can be important areas of adaptation.

VIII. POLICY SUGGESTIONS

On the basis of the analysis of UNESCO's historical development, main functions, current issues, and upcoming opportunities for development, several general policy recommendations can be made.

8.1 Development of digital and AI governance
UNESCO should focus on developing practical international recommendations for the responsible and inclusive use of artificial intelligence in such domains as education, science, culture, and communication. Particular attention should be paid to data privacy, algorithmic transparency, digital literacy, and reducing the digital divide.

8.2 Ensuring access to digital learning
UNESCO should provide support for developing affordable digital learning infrastructure in different countries and facilitate the dissemination of OER, while also considering the accessibility of digital resources and opportunities for building competencies.

8.3 Enhancing community participation in the field of heritage
Heritage-related policies should prioritize the implementation of community-centred approaches

and engage local communities in the process of storytelling, heritage preservation, and its interpretation. Such an approach would also help to ensure the relevance of UNESCO's mission in relation to local cultures and heritages.

8.4 Building climate-resilient cultures, economies, and societies

UNESCO's mandate and operations should prioritize climate resilience, which would entail a more comprehensive consideration of this threat in relation to different aspects of heritage, education, and science, and paying more attention to vulnerable regions and communities.

8.5 Promoting cultural diplomacy
UNESCO should continue prioritizing the role of culture as a facilitator of international understanding and peacebuilding by organizing various cultural exchange programs, promoting multilingualism, intangible cultural heritage, youth initiatives, and intercultural dialogue.

8.6 Better aligning UNESCO with the SDGs
UNESCO's educational, scientific, cultural, and communicative policies should be better aligned with the SDGs, and in particular, with goals linked with education, reducing inequalities, climate action, sustainable cities and communities, and global partnerships for sustainable development. This would enhance the Organization's capacity to promote and monitor sustainable development through its cultural, educational, and scientific programs and activities.

IX. CONCLUSION

UNESCO retains its relevance even in the twenty-first century. Thus, the organization's work and activities embrace not only education, science, culture, and peace but also address such issues as technology, artificial intelligence, climate change, inequality, and sustainable development. Consequently, the report indicates that the organization has a future if it can renew its mandate, promote international cooperation, develop new approaches, and make global objectives relevant to individuals and communities.

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