United Nations Educational, Scientific and Cultural Organization

Chair:
Dan Ton-That

Vice Chairs:
Catherine Sun
Leo Lamanuzzi
Yash Nanda

Dear Delegates,

I hope you are doing well and getting excited for what will be another amazing SSUNS! My name is Dan Ton-That, I'm a third year law student at McGill University, and I'll be your chair for the UNESCO committee this year. On behalf of your SSUNS 2016 UNESCO Dais, welcome! We can't wait to host you in our wonderful city for an intense and exciting weekend.

Our team has been working extremely hard to put together a very unique committee, one that will be international in scope, tackle issues with past, present and future implications, and cover a wide array of fields. To begin with, we hope to challenge delegates to create effective resolutions that will inevitably shape our future generation. With the first topic of governance and its effects on education, you will be pushed to overcome the specific political obstacles that currently impede millions from access to proper education such as corruption, political instability, as well as military conflict. On the other hand, we hope this committee can also craft future plans to support and sustain this world's rich history and past. The second topic of conservation of World Heritage Sites will focus on the many factors that place these heritage sites at risk such as private interests, climate change and warfare. Finally, in conjunction with the first topic, we hope to stress the importance that education has on our society, enabling the local, national and international collaboration we see at SSUNS. At the World Education Forum 2015, the Incheon Declaration for Education 2030 was adopted setting goals and providing a framework to increase the access to education globally. As delegates, you will be pushed to develop concrete strategies to carry such a goal out and overcome the various social, political and financial hurdles involved.

Ultimately, while this committee hosts many nations with many different interests, perspectives and cultures, we hope that all delegates understand the importance of this committee on not only the current political, social and economic landscape but also on our future generations. Thus, we would also like to highlight that cooperation is key in a committee such as UNESCO and while certainly a challenging process; we hope that you will all rise to the occasion to display empathy, understanding and collaboration.

This committee would not be possible without the hard work of all the staff and in particular our three amazing Vice-Chairs. I am incredibly lucky to be working with such passionate individuals who have had the chance to visit many UNESCO world heritage sites around the world:

First, we have Leo Lamanuzzi, a third-year student majoring in Electrical Engineering. He has been involved in Model UN for four years and this will be his second year staffing SSUNS. Fun fact: SSUNS was actually his first ever Model UN conference as a delegate! Eager to be a part of any challenging debate, Leo can't wait to watch delegates dispute and pick apart the intricacies of UNESCO.

Next, there is Yash Nanda, a second year student majoring in Economics with minors in Math and History. He has been involved in Model UN for the past 8 years and this will

be his second year staffing for SSUNS. Having grown up all over the Middle East, particularly Dubai, and now residing in Canada, Yash has had the opportunity to live and experience many new cultures.

Finally, there is Catherine Sun. Catherine is a third year student majoring in Kinesiology. She has been involved in Model UN for three years and this will be the second year she is staffing at SSUNS. Hoping to travel around the world one day and visit all the World Heritage sites, she is looking forward to working on the UNESCO committee. Catherine has visited a few of the World Heritage sites around the world including the Great Wall of China and hopes to see more of them in the near future.

All in all, we hope that you have an awesome and unforgettable weekend at SSUNS. Please do not hesitate to contact any of us prior to the conference if you have any questions whatsoever about the committee, conference or Montreal in general. We really want to ensure that you have the best experience possible and we can't wait to meet all of you soon! Until then, best of luck with school or any other endeavour – see you at SSUNS!

Dan Ton-That

Topic 1: Governance and its Effects on Education

Section 1: Background on the Topic

The Relationship between Education and Governance

Education has always played a vital and expansive role throughout the history of civilization; it provides us with knowledge about the world enabling us to not only survive, but more importantly, thrive. With an evermore-globalized world, education becomes increasingly more critical in achieving sustainable development and thus, its importance must be put at the forefront of the international communities' agenda.

However, the grim reality of this world is that not everyone has the privilege of receiving formal education. According to a study conducted by UNESCO in 2013, there are approximately 124 million children and adolescents that are currently out of school and alarmingly this number is constantly rising.[1] In fact, there are about 115 million children and adolescents who still cannot read or write a simple sentence.[2] This issue has far reaching consequences. Without education, it becomes increasingly difficult for an individual to acquire a well-paying job and subsequently escape the cycle of poverty. Poverty (caused by unemployment) has shown to lead to a significantly decreased standard of living and significantly affects mortality rates.

At the root of this issue, is often governance. Governance is the establishment and the implementation of policies conducted by members of a governing body. These policies work towards "the creation, reinforcement, or reproduction of social norms and institutions".[3] Good governance is used to describe how governing bodies conduct their affairs and manage available public resources. In this case, we will be considering and discussing the effects of governance on education and how education can be drastically improved if there is good governance in a nation.

A continuous poor level of governance hinders the quality of education in a nation. If a governing body misuses its resources, it is unable to spend its government funding on various public goods and subsequently, fails to serve its people with full capacity. Therefore, we need to understand how a country misuses its resources and what causes a poor level of governance. There are several factors that contribute to poor governance and lower levels of education in a state, including corruption, political instability, financial crises, and many more that will be addressed in this background guide.

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[1] "Out of School Children Data Release 2015." Accessed May 31, 2016.
http://www.uis.unesco.org/Education/Pages/oosc-data-release-2015.aspx.
[2] " International Literacy Day 2015 ." International Literacy Day 2015. Accessed May 31, 2016.
http://www.uis.unesco.org/literacy/Pages/literacy-day-2015.aspx.
[3] Hufty, Marc (2011). "Investigating Policy Processes: The Governance Analytical Framework (GAF). In: Wiesmann, U., Hurni, H., et al. editors. Research for Sustainable Development: Foundations, Experiences, and Perspectives.". Bern: Geographica Bernensia.

Corruption

One of the core reasons that many developing nations are unable to achieve effective governance is corruption. Corruption, in this case, is the unethical and fraudulent conduct of government officials for private gain.[4] Many countries suffer from corruption, as it involves the abuse of power by political officials who wish to maintain their status. A classic example is that of government officials accepting bribes to alter certain policies to the benefit of corporations.

Countries such as Somalia and Cambodia experience this type of corruption, as taking bribes and embezzling government aid is common. Both petty and grand forms of corruption are prevalent in Somalia. An audit report (out of the Somalian Prime Minister's office) claims that corruption in Somalia is quite normal with gross public financial mismanagement, large scale misappropriation of public and donor funds, unethical and professional negligence, and concealment of actual resource flows.[5]

Secretary-General of the United Nations, Ban Ki-moon, stated at an event for International Anti-Corruption Day that the result of corruption is "fewer resources to fund the building of infrastructure such as schools, hospitals and roads".[6] Efforts to reduce corruption need to drastically increase as corruption affects education, undermines institutions, slows down sustainable development, and contributes to governmental instability.

Political Instability

Conflict and political instability are also huge barriers to education and effective governance. Nations in conflict are forced to deal with various situations that lead to a diminished ability to improve their system of government. This instability leads to a vulnerable nation with little guidance or capacity to conduct public affairs and manage public resources.

For example, recent UNESCO Institute of Statistics (UIS) data has shown the drastic impact of the civil war in Syria on stability. The continuous riots have led to schools being closed, forcing children out of their education. In fact, before the civil war, nearly every child in Syria was enrolled in primary school. However, by 2013, approximately 1.8 million children and adolescents were out of school.[1] It took only 2 years of civil war to erase all the progress in education that Syria had made since 2000. If the situation in
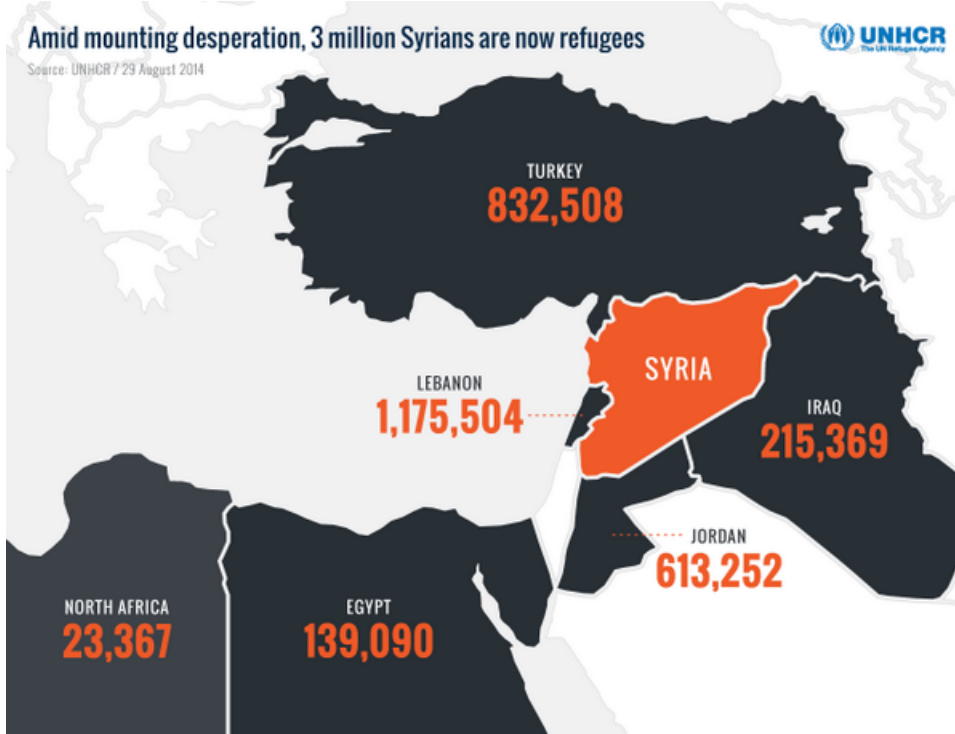
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[4] Brunelle-Quraishi, Ophelie. "Assessing the relevancy and efficacy of the united nations convention against corruption: a comparative analysis." 2011. Accessed May 31, 2016. http://www3.nd.edu/~ndjicl/V2I1/Brunelle-Quraishi.pdf.

[5] "GOVERNANCE AND CORRUPTION IN SOMALIA." INTERNATIONAL GOVERNANCE INSTITUTE-SOMALIA. Accessed May 31, 2016. http://www.igi-integrity.com/Documents/Somalia-130900.pdf.

[6] "United Nations Office on Drugs and Crime." UNODC and Corruption. Accessed May 31, 2016. https://www.unodc.org/unodc/en/corruption/.

Syria continues to persist, the nation risks an uneducated generation that will only exacerbate the problem. In addition, ongoing public work projects have been shutdown due to the fact that most government funds are being devoted to the military to control its civil unrest.[1]

Education in Refugee Camps (Sub Topic)

Amid mounting desperation, 3 million Syrians are now refugees
Source: UNHCR / 29 August 2014

UNHCR
The UN Refugee Agency

TURKEY 832,508

LEBANON 1,175,504

SYRIA

IRAQ 215,369

JORDAN 613,252

NORTH AFRICA 23,367

EGYPT 139,090

Source - http://www.amdispatch.com/map-day-syrias-ignominious-milestone/

When considering the Syrian Civil War, we must address the level of education in refugee camps. In refugee camps, governing bodies exist and conduct affairs and set camp policies. These governing bodies need to be able to distribute the aid they are provided appropriately to all areas of the camp, including medicine, food, clothing, education and more. The United Nations High Commissioner for Refugees (UNHCR) currently operates the camps for refugees of the Syrian Civil War, along with the government of the nation where the camp is located. In some refugee camps, education is being provided by organizations such as Relief International in Jordan. However, camps in Lebanon are still operating with about 80% of school-aged Syrians lacking education.[7]

Education gives people the ability to work and survive in the world. Given that poor quality of education results partially from poor governance, it is imperative that countries institute new policies that aim to achieve effective governance.

Section 2: Past Actions

The United Nations has established many programs, resolutions, and treaties that aspire to improve governance through fighting corruption, providing aid, and other methods. The United Nations understands the strong relationship between effective governance and educational systems.

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[7] "The Future of Syria | Refugee Children in Crisis." The Future of Syria. Accessed May 31, 2016. http://unhcr.org/FutureOfSyria/the-challenge-of-education.html.
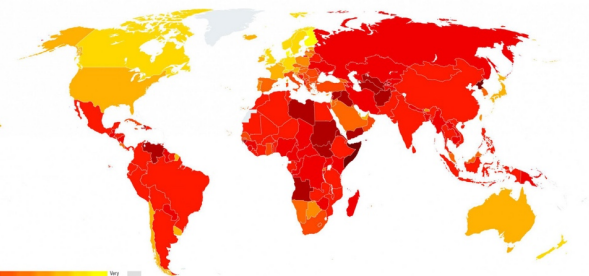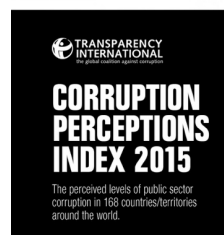
The Fight Against Corruption and Political Instability

As stated above, both corruption and political instability prevent governments from properly distributing funds to various aspects of the economy, which inevitably deters progress in education. Corruption has been given a fair amount of attention in the past, as it is typically one of the main reasons governments cannot act effectively and efficiently.

The United Nations Office on Drugs and Crime (UNODC) has worked with nations to promote and implement several anti-corruption measures. However, there is one particularly well-known legally binding anti-corruption measure called the United Nations Convention Against Corruption (UNCAC). This document, which includes seventy-one articles, aims to eradicate and prevent corruption.[8] The convention covers six areas: prevention, criminalization, law enforcement measures, international cooperation, asset recovery, and technical assistance and information exchange. It was adopted by the United Nations General Assembly on October 31st, 2003 under Resolution 58/4. It holds 140 signatories and 178 parties. There are 17 Member states that have not ratified the Convention as of December 2015.[9]

Even though ratification of the UNCAC is crucial to solving the problem of corruption, it is only the first step. Member states face several challenges while implementing the convention's main provisions. Countries require constant monitoring, guidance, and technical assistance for full and effective implementation of the UNCAC. For this reason, organizations such as the Conference of State Parties and the UN Secretariat have set up teams and committees to help with the international implementation of the convention. However, even with supervision from UN agencies, NGOs such as Transparency International have criticized the convention, as global corruption levels are on the rise.

Transparency International (TI) is a non-governmental organization that aims to "bring people together in a powerful worldwide coalition to end the

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[8] "Convention against Corruption (CAC)" United Nations Office on Drugs and Crime. Accessed May 31, 2016. https://www.unodc.org/unodc/en/treaties/CAC/.

[9] "Signatories to the United Nations Convention against Corruption." United Nations Office on Drugs and Crime. Accessed May 31, 2016. https://www.unodc.org/unodc/en/treaties/CAC/signatories.html.

devastating impact of corruption on men, women and children around the world".[10] For the last 20 years, TI has published: an annual Corruption Perception Index (CPI), a Global Corruption Report, a Global Corruption Barometer, and a Bribe Payers Index. Being an international civil organization, TI provides these reports to all nations with a brief overview of their country's data. However, this is heavily criticized by other agencies. They argue that corruption cannot be accurately measured and that TI's information is unreliable as is based on public survey data, which is affected by perception. By diminishing the level of corruption in a government, we establish better governance, which enlarges the potential for effective use of funding to various sectors of society, notably education[10].

Improving Education in Refugee Camps

The right to equal and non-discriminatory education for migrants and refugees was recognized in the United Nations Human Rights Council Resolution 8/4. Clause 7, sub-clause (b) of the resolution urges member states to take all necessary and "appropriate measures to eliminate obstacles limiting effective access to education [for] girls…refugee children, internally displaced children".[11] The resolution also includes a sub-clause that requests United Nations agencies such as the United Nations Children's Fund (UNCF), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Office of the United Nations High Commissioner for Human Rights (UNHCHR), the Office of the United Nations High Commissioner for Refugees (UNHCR), and other entities/organizations to collaborate and create appropriate measures that promote and protect the right to education.

Follow-up discussions to this resolution in subsequent Human Rights Council Sessions has led to successful collaborations between the aforementioned agencies. To use an earlier example, in order to tackle the issue of education in Syrian refugee camps, UNICEF has been working in conjunction with UNHCR to establish a professional, certified, and well-maintained education program known as 'No Lost Generation'.[12] It aims to improve children's access to quality education inside Syria and neighboring countries that hold these refugee camps. Even though the implementation has been largely successful, there are several problems, including the costs of the program, overcrowding, transportation and distance, difference in curriculums and languages, lack of facilities for children with disabilities, and more. This issue needs more United Nations Agency support and nations need to come together to provide appropriate aid to these refugee camps and schools in order to ensure the next generation a quality education.

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[10] "Transparency International - The Global Anti-Corruption Coalition." Accessed May 31, 2016. https://www.transparency.org/about/.

[11] UN, HRC. "Resolution 8/4 The Right to Education (HRC)." Human Rights Council. April 15, 2005. Accessed May 31, 2016. http://ap.ohchr.org/Documents/E/HRC/resolutions/A_HRC_RES_8_4.pdf.

[12] "About #NoLostGeneration." No Lost Generation. Accessed May 31, 2016. http://nolostgeneration.org/about.

Image Source - http://www.brookings.edu/blogs/education-plus-development/posts/2014/01/17-turkey-syria-refugees-education-ackerman

Section 3: UNESCO's Involvement and Possible Solutions

Corruption remains one of the major hindrances to good governance. It affects social benefits, education, and humanitarian aid. Nations and agencies need to come together and cooperate in order to confront it. The UNCAC was drafted with this intention, however; the United Nations cannot take forceful action. As a result of this and other weak points of the convention, the UNCAC has not been effective enough to slow corruption levels worldwide. Therefore, a renewed global framework that targets developing nations and focuses on specific and relevant factors is encouraged.

For example, a possible solution is an increase in the wages of civil servants. If civil servants are not well compensated for their work, they may be more likely to turn to bribes. According to a study in 2001, it was found that "there is an inverse relationship between the level of public sector wages and the incidence of corruption".[13] If public workers are paid well, there will be less incentive to abuse their power.

In addition, creating better conditions for transparency and openness in government spending may also decrease the level of corruption in a nation. Governments collect taxes and receive aid, and these resources need to be adequately allocated to satisfy multiple needs. The more open and transparent the process, the less opportunities there are for corrupt behavior. For example, New Zealand created transparent funding processes in their 1994 Fiscal Responsibility Act and serve well in public interest. Today, it is one of the top countries in the Corruption Perceptions Index with one of the lowest levels of corruptions in the world.[13]

Questions to Consider:

1. Which nations are suffering from drastic levels of corruption and how can we identify them? What can nations do to help such 'corrupted' governments?
2. What are the best methods to regulate the internal affairs of a governing body from the United Nation's perspective? And is there a better way to measure the level of corruption?
3. How can other United Nations agencies such as the World Bank and UNICEF be more involved and help developing nations minimize their level of corruption?
4. How can refugee camps improve their quality of education? What type of training can be offered to the teachers? How can education be more accessible in times of political instability and war?
5. Besides low levels of corruption, what other indicators can countries use to identify whether they have achieved effective/good governance?

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[13] "Six Strategies to Fight Corruption." Future Development. May 14, 2014. Accessed May 31, 2016. http://blogs.worldbank.org/futuredevelopment/six-strategies-fight-corruption.

Further Research

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Topic 2: Conservation of World Heritage Sites

Topic 2: Preservation of World Heritage Sites

Section 1: Background Information

World Heritage sites represent the pinnacle of both natural and human-made creations around the world. In its mission, UNESCO promotes the identification, preservation and protection of cultural and natural heritage around the world considered to hold significant value to humanity. This is embodied in an international treaty called the Convention concerning the Protection of the World Cultural and Natural Heritage, adopted by UNESCO in 1972[14] Ever since, member nations of UNESCO have unified to play an active role in the defence of these precious sites on behalf of various cultures and governments.
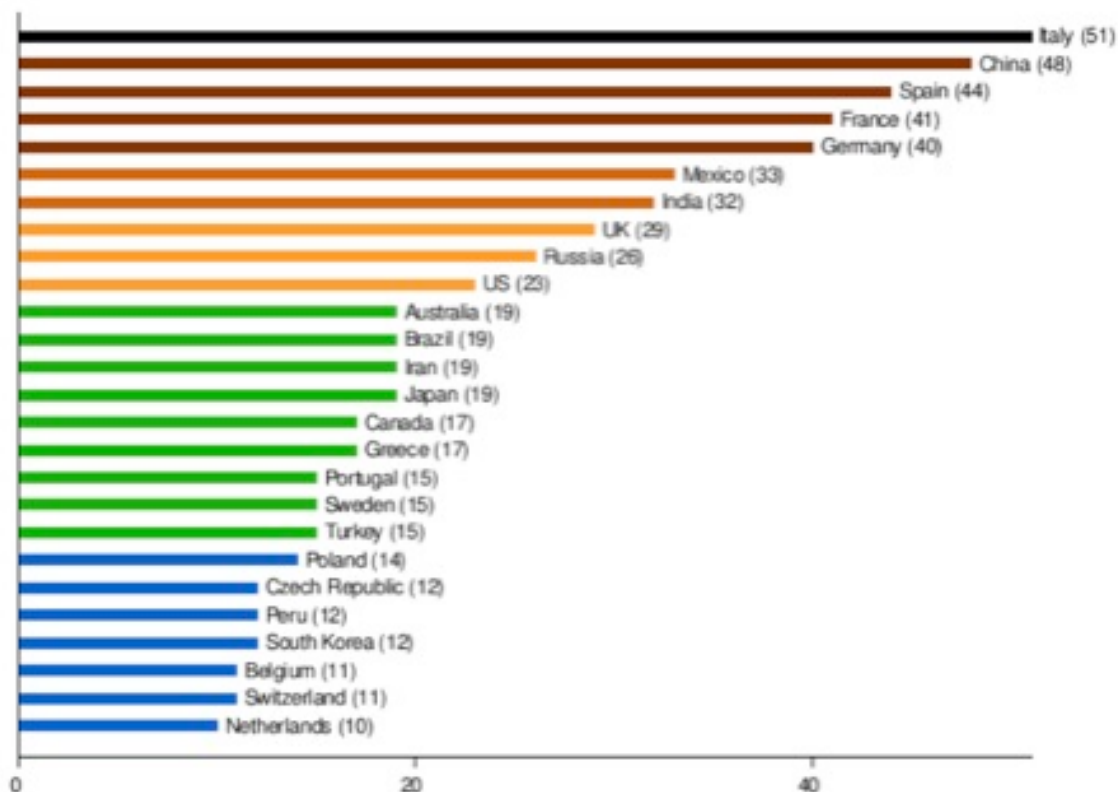
Figure 1: Individual countries with the most World Heritage Sites[15]

Every year, member states are permitted to apply for certain cultural sites to receive the designation of a World Heritage Site. Once the application is made, suggested sites are placed in a Tentative List before being placed in the Nomination File. Once in the Nomination File, the International Council on Monuments and Sites (ICMOS) and the

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[14] "World Heritage." *UNESCO Centre* -. N.p., n.d. Web. 04 Aug. 2016.
[15] *Territorial Division by Number of Heritage Sites*. Digital image. N.p., n.d. Web.

World Conservation Union (WCU) considers all tentative sites. These organizations provide recommendations and guidance to The World Heritage Committee. Voting takes place once a year.

Carefully chosen criteria are considered in the promotion of cultural sites to Heritage status. Potential World Heritage Sites must meet at least one of the aforementioned criteria. Previously, there had been two separate lists with a total of six criteria. In 2005, four criteria were added to the committee's pool while cultural and natural criteria were combined to form one final list. Currently, the list is composed of five cultural and five natural criteria[16].

The legal status of World Heritage sites is made clear. Once cultural sites have been promoted to World Heritage status, they are subjected to *prima facie* evidence that they are legally protected under the threat of war, under the Geneva Convention, its articles, protocols and customs, combined with other treaties including the Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict and international law. Further, the Geneva Convention stipulates in Article 53, Protection of Cultural Objects and of Places of Worship: "Without prejudice to the provisions of the Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict of 14 May 1954,' and of other relevant international instruments, it is prohibited:

> (a) To commit any acts of hostility directed against the historic monuments, works of art or places of worship, which constitute the cultural or spiritual heritage of peoples;
> (b) To use such objects in support of the military effort;
> (c) To make such objects the object of reprisals."[17]
> Still, despite the protection offered by various international treaties, UNESCO and

The World Heritage Committee continues to face dangerous and inescapable obstacles. The two major dangers are climate change and war. Both pose unique threats that impact World Heritage sites across the globe irrespective of culture. However, given the lack of proper action taken against climate change, member nations need to reconsider the feasibility of their goals and the limitations of their past efforts. Further discourse and debate is crucial to successfully protecting humanity's most valuable cultural and natural assets.

Section 2: Mitigating Private Interests amid Climate Change

A recent report released on May 26th 2016 and compiled in collaboration with UNESCO, the United Nations Environment Programme (UNEP), and the Union of Concerned Scientists (UCS) highlighted the extensive damage climate change has caused to several World Heritage sites across the globe. The report lists 31 natural and cultural World Heritage sites in 29 countries including Venice, Stonehenge and the Galapagos Islands.

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[16] "The Criteria for Selection." UNESCO World Heritage Centre http://whc.unesco.org/en/criteria/.
[17] "No. 17512 MULTILATERAL - United Nations Treaty Collection."
https://treaties.un.org/doc/Publication/UNTS/Volume 1125/volume-1125-I-17512-English.pdf.

These sites are said to be at risk due to environmental factors aggravated by climate change, including increasing temperatures, rising sea levels, and worsening droughts.

Scientists involved in the study agree that global warming mitigation is crucial for the future of World Heritage. Additionally, the need to restore eco-systems is emphasized. Mechtild Rossler, director of UNESCO's World Heritage Center stated that: "achieving the Paris Agreement's goal of limiting global temperature rise to a level well below 2 degrees Celsius is vitally important to protecting World Heritage for current and future generations".
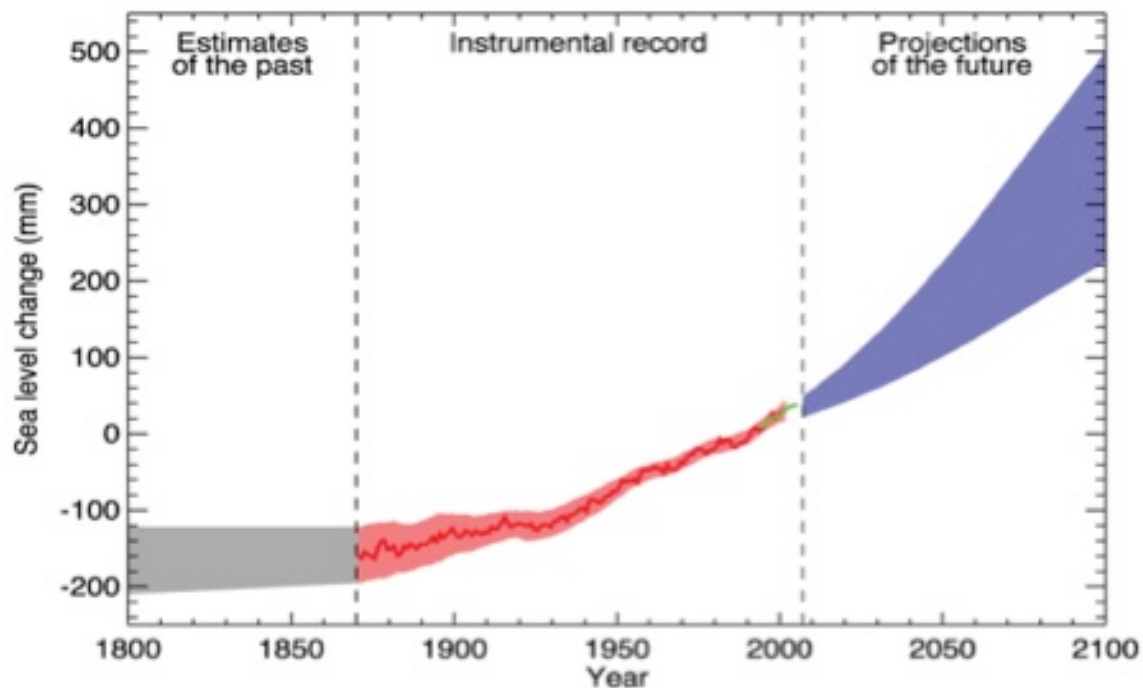
Table 1: Future sea level rise projections into to the 21st century[18]

Still, the report has run into some controversy. Originally, the Great Barrier Reef in Australia was set to be included in the report; but was ultimately omitted due to fears that it would have a negative impact on the country's tourism industry. Similarly, private interests in Africa and South America have had negative impacts on the local eco-systems as well as several cultural sites including natural reserves and tribal populations and grounds. Managing and caring for World Heritage sites amid private interests and tourist speculation remains a core issue for the international community.

However, some governments and municipalities have managed to combine the appeal of World Heritage sites with private industry and tourism. In particular, we look at the ingenious sustainable tourism in Vegaøyan, Norway, which applies economic evaluation tools to natural World Heritage sites and the WCC agenda – including a taste of the 1,500

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[18] "Future Sea Level Rise." Adapting to Global Warming. http://papers.risingsea.net/future-sea-level-rise.html.

events to be held over four days. Clearly, the combination of tourism and World Heritage can produce many benefits to private industry and the cultural sites themselves. Meanwhile, it is vital that the international community manages to strike a balance between entrepreneurship and economic growth with cultural protection.

The issue of climate change can no longer be avoided. Consensus on possible resolutions dealing with climate change must be reached or the international community risks losing several of its most precious World Heritage sites forever.

Section 3: Examining World Heritage sites in Unstable Regions

A persistent grey area in international affairs involves the management and jurisdiction of local governments over World Heritage sites in unstable regions. Once in danger, the international community has persistently condemned any attempt to damage these sites, but has failed to provide concrete, tangible solutions that would provide an "on the ground" response.

Since civil war erupted in Syria in 2011, the country's cultural heritage sites (as well as millions of lives) have been at risk. Several sites have been caught in the crossfire as war has escalated between the Islamic State and Middle Eastern armed forces.
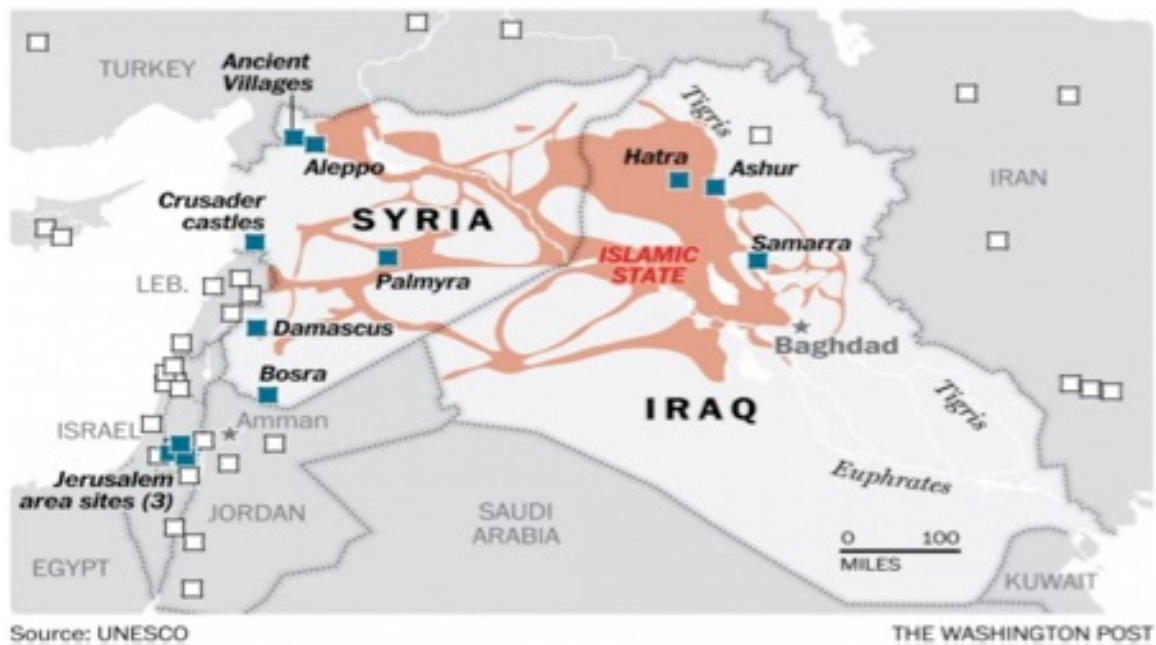
Figure 2: Islamic State's occupation in relation to Syrian and Iraqi Heritage Sites[19]

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[19] Taylor, Adam. "Map: There Are 10 World Heritage Sites in Iraq and Syria. Nine Are in Danger." Washington Post. September 1, 2015.
https://www.washingtonpost.com/news/worldviews/wp/2015/09/01/map-there-are-10-world-heritage-sites-in-iraq-and-syria-nine-are-in-danger/.

In 2013, nine of ten World Heritage Sites in Iraq and Syria, including the ancient cities of Damascus, Aleppo and the site of Palmyra, have been placed on the World Heritage Committee's list of sites in danger amidst the Islamic State's constant pillages and black market sales of prized artifacts. Notably, the ancient city of Palmyra in Syria has been exposed to significant destruction due to intense firefights and extensive military occupation. Looting and theft within the site remain a large-scale issue amidst international outrage.

Figure 3; The northern section of the Palmyra Archaeological Park has been disrupted by the construction of a new road traversing the site, and numerous earthen berms (pink arrows) which are being used to provide cover for military vehicles (yellow arrows)[20]

Since early 2016, Russian forces have aided the Syrian army in its mission to regain the ancient city and create a recent resolution that outlines its scheduled restoration. Moreover, Russian involvement in the region raises several important issues concerning foreign intervention in order to preserve culturally significant sites. The potential struggle between local governmental sovereignty and foreign intervention play pivotal roles in the defense of at-risk World Heritage sites.

Ultimately, it is up to the international community to agree on possible solutions to preserving culturally significant sites threatened by war.

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[20] "Ancient History, Modern Destruction: Assessing the Current Status of Syria's World Heritage Sites Using High-Resolution Satellite Imagery." AAAS. November 2014. http://www.aaas.org/page/ancient-history-modern-destruction-assessing-current-status-syria-s-world-heritage-sites-using.

Questions to Consider
1. How can the selection process for World Heritage sites be improved?
2. How can the international community entice private interests to cooperate with the preservation of World Heritage sites in an attempt to salvage their cultural value?
3. What solutions can international governments devise to preserve the cultural integrity of World Heritage sites in unstable regions?

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        https://www.washingtonpost.com/news/worldviews/wp/2015/09/01/map-there-
        are-10-world-heritage-sites-in-iraq-and-syria-nine-are-in-danger/.

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        2014. http://www.aaas.org/page/ancient-history-modern-destruction-assessing-
        current-status-syria-s-world-heritage-sites-using.

"UNESCO Unanimously Approves Russian Resolution on Palmyra Restoration." RT
        International. April 13, 2016. https://www.rt.com/news/339398-palmyra-
        resolution-unesco-russia/.

Topic 3: Supporting and Accomplishing Education 2030

Section 1: Background Information

Since the establishment of UNESCO in 1945, the organization has developed multiple missions, from peace promotion to poverty eradication to sustainable development. In order to address these issues, there have been goals made to facilitate the development of solutions. The Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) both place emphasis on the importance of education.

Education can have many meanings, but is most commonly used in reference to the provision of basic academic knowledge to young individuals, and can be further divided into primary, secondary and tertiary education. Education can also refer to the attainment of a certain set of skills. In order to develop a successful education program, it must be cohesive with the local communities it is being delivered to. The educational objectives of UNESCO - to provide global and regional leadership in education, strengthen education systems worldwide, and respond to contemporary global challenges through education[21] - supports the aim of the fourth Sustainable Development Goal. This SDG aims to: "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"[22]

At the World Education Forum 2015, the Incheon Declaration for Education 2030 was adopted with the intention of improving education for all individuals without exclusions.[23] It provides a framework to facilitate the execution of SDG 4 and promotes the collaboration at the international and national level to monitor the process. The declaration established broad goals for the development of education but lacked specification in many respects. Sufficient funding is imperative for the success of the initiative. The Incheon Declaration suggests that each country should increase spending on education to a benchmark of 4-6% of the Gross Domestic Product (GDP) or 15-20% of total public expenditure.[24] A major issue with this part is that it fails to take into account the different circumstances that each nation is in. UN Member States engaged in crisis situations or lacking an established government system will have greater difficulties accomplishing these goals. Encouragement for developed countries to provide 0.7% of their GDP to the ODA (Official Development Assistance) for developing countries is

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[21] "Education for the 21st Century." UNESCO. 2013. Accessed May 28, 2016. http://en.unesco.org/themes/education-21st-century.
[22] "SDG4 Education 2030 | Education | United Nations Educational, Scientific and Cultural Organization." SDG4 Education 2030 | Education | United Nations Educational, Scientific and Cultural Organization. Accessed May 28, 2016. http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/sdg4-education-2030/.
[23] "Education 2030 Incheon Declaration." 2015. Accessed May 28, 2016. http://unesdoc.unesco.org/images/0024002432/243278e.pdf
[24] "Education 2030 Incheon Declaration." 2015. Accessed May 28, 2016. http://unesdoc.unesco.org/images/0024002432/243278e.pdf

written in the declaration.[25] However, concrete strategies are not suggested in order to carry this out. Structured framework of funding collection and financing needs to be developed in order to allocate the appropriate amount of aid to nations in need.

Education 2030 places a focus on an educational approach that promotes increased and expanded access, inclusion, equity, quality, and learning at all levels, within a lifelong learning approach.[26] A major hindrance to this goal is that a large proportion of children are not able to receive education due to conflict or natural disasters. Violent conflicts and extreme weather events create conditions that usually devastate educational institutions. Without establishing proper mechanisms to maintain education system in areas of unrest, it is impossible to ensure equitable and inclusive education for all individuals. In certain regions of the world where gender equality has not been achieved, it is difficult to ensure access for women and girls to the same level of education that is provided to the men and boys. In order to ensure equality in education between the two genders, guidelines must be established to provide women and girls with equal opportunities to education.

Although the declaration aims to provide twelve years of free primary and secondary education across all its member states by the year 2030, concrete and consistent programs vary between nations. As the programs are not subject to international regulation, countries are able to interpret their own idea of an appropriate education program for the nation[27]. This makes it difficult to evaluate the equality and inclusiveness between worldwide education systems and to set an international definition for the term education. However, the question of sovereignty and cultural differences makes it difficult to set international standards for programs.

Further debate occurs over the most suitable method of teaching and the definition of a quality education. The variation in cultures around the world results in a wide range of teaching styles. Similarly, different cultural values can change the perception of what a quality education should be defined as. This is an obstacle to setting an international definition for quality education and universal pedagogy. These variations beg the question of whether it is possible to implement universal pedagogy. Will retaining cultural practices impede in the development of an international definition of quality education, or is it the other way around? Can the two work together?

Section 2: Past Actions

The Millennium Development Goals (MDGs):

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[25] Defined as the Official Development Assistance, is a term used by the Development Assistance Committee (DAC) of the Organisation for Economic Co-operation and Development (OECD) to measure the amount of international aid. Its main objective is for the promotion of economic development and welfare of developing countries with funding coming from various members of the DAC, some non-DAC members, government agencies and other institutions.

[26] "Education 2030 Incheon Declaration." 2015. Accessed May 28, 2016. http://unesdoc.unesco.org/images/0024/002432/243278e.pdf.

[27] "Education 2030 Incheon Declaration." 2015. Accessed May 28, 2016. http://unesdoc.unesco.org/images/0024/002432/243278e.pdf.

The Millennium Development Goals are a set of eight goals with eighteen targets that were adopted internationally in September 2000. Similar to SDG 4, the MDG 2 aimed to: "achieve universal primary education"[28] by the year 2015, when the MDGs were set to be completed. Although efforts were made to fulfill the objective, it was not a complete success. In comparison to 2000, there has been substantial progress - enrolment into primary education increased in developing regions from 83% to 91%[29]. The literacy rate of individuals between the ages of 15-24 also increased, and the gender gap shrunk. The Millennium Development Goals were successful in initiating necessary changes to global education, but millions of children still lack access[30]. The enrolment of children in schools is highly dependent on socio-economic status, and children in the poorest households of developing countries are four times more likely to be out of school than children of the richest households[31]. Therefore, to combat this issue, solutions should be made in conjunction with the elimination of poverty.

The Sustainable Development Goals (SDGs):

Education 2030 represents SDG 4 that was adopted in 2015 as the new global education initiative. It differs from the Millennium Development Goals in trying to achieve equal education and promote lifelong learning opportunities for everyone, not only children of primary school age. The Incheon Declaration provides a necessary framework to achieve Education 2030 and outlines more detailed and specific programs and mechanisms to combat financial, environmental and political factors that hinder education inclusivity.

Figure 1: Sustainable Development Goals 2030
Sustainable Development Goals. Digital image. UNESCO and Sustainable Development Goals. Accessed June 30, 2016. http://en.unesco.org/sdgs.

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[28] "UN Millennium Project | Goals, Targets & Indicators." UN Millennium Project | Goals, Targets & Indicators. Accessed May 28, 2016. http://www.unmillenniumproject.org/goals/gti.htm#goal2.
[29] "The Millennium Development Goals Report 2015." 2015. Accessed May 28, 2016. http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG 2015 rev (July 1).pdf.
[30] "The Millennium Development Goals Report 2015." 2015. Accessed May 28, 2016. http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG 2015 rev (July 1).pdf.
[31] "SDG 4: Quality Education." UNDP. Accessed May 28, 2016. http://www.undp.org/content/undp/en/home/sdgoverview/post-2015-development-agenda/goal-4.html.

International Organizations:

United Nations and UNESCO

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is an agency of the UN whose mandate is to build networks between nations by mobilizing education, building intercultural understanding, pursuing scientific cooperation, and protecting the freedom of expression[32]. UNESCO has been entrusted to lead Sustainable Development Goal 4 (SDG 4): "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" through the Incheon Declaration, also known as the Education 2030 Framework for Action (FFA)[33].

UNICEF

UNICEF is a body of the United Nations that works closely with UNESCO and focuses on ensuring that all children, regardless of gender, ethnicity, socioeconomic status, or circumstance, have the right to an education[34]. It is involved in multiple initiatives that tackle on specific issues surrounding education for children, especially those who are most marginalized and vulnerable[35]. In particular, UNICEF advocates for the empowerment of girls and women through education as well as the support of education for children in areas of conflict and poverty[36].

Figure 2: Out of school children data
Out of school children data. Digital image. Out of School Chidlren Data Release 2015. Accessed June 30, 2016. http://www.uis.unesco.org/Education/Pages/oosc-data-release-2015.aspx.

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[32] "Introducing UNESCO." UNESCO. 2012. Accessed May 28, 2016. http://en.unesco.org/about-us/introducing-unesco.
[33] "Education 2030 Framework for Action | Education | United Nations Educational, Scientific and Cultural Organization." Education 2030 Framework for Action | Education | United Nations Educational, Scientific and Cultural Organization. Accessed May 28, 2016. http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/education-2030-framework-for-action/.
[34] "UNICEF." Welcome to EAC. Accessed May 28, 2016. http://educateachild.org/our-partners-projects/partner/unicef.
[35] "Out-of-School Children Initiative." UNICEF. Accessed May 28, 2016. http://www.unicef.org/education/bege_61659.html.
[36] "Girls' Education and Gender Equality." UNICEF. Accessed May 28, 2016. http://www.unicef.org/education/bege_70640.html.

United Nations Development Programme (UNDP)
UNDP is the development network of the UN that works to achieve the eradication of poverty and create equality around the globe. They assist in the development of policies and leadership skills. In relation to education, the UNDP has supported both the SDGs and MDGs by supporting countries in their attempts to achieve the new SDGs[37]. Strong emphasis is placed on gender equality and protection of human rights for the most poor and vulnerable.

International Labour Organization (ILO)
The International Labour Organization works closely with UNESCO to promote the principles of quality teaching by combatting child labour and developing skills and employability strategies[38]. ILO also provides support to teachers, who are the key to the delivery of education.

United Nations High Commissioner for Refugees (UNHCR)
The UNHCR, also known as the United Nations Refugee Agency, is an UN program for the support and protection of refugees when requested by the UN or other governments. UNHCR implemented an Education Strategy from 2012 to 2016 that focuses on increasing access of education to refugees of all ages and ensuring that education is still provided during emergency situations[39].

NGOs:

International Task Force on Teachers
The International Task Force on Teachers is a global alliance that supports the SDG 4 through the Teachers for Education 2030: Mexico Declaration[40]. In this declaration, recommendations for the implementation of SDG 4 are made, including the necessary investments and monitors to view the progress of the teaching profession[41].

Section 3: Country Policies and Possible Solutions

Education 2030 is the leading framework in the achievement of the Sustainable Development Goals. In order to achieve the SDGs, another framework for education should be discussed that provide inclusive and equitable education for all. In order to implement the SDGs, UNESCO recognizes that governments are the parties primarily

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[37] "Overview." UNDP. Accessed May 28, 2016.
http://www.undp.org/content/undp/en/home/operations/about_us.html.=
[38] "ILO." Education Sector. Accessed May 28, 2016. http://www.ilo.org/global/industries-and-sectors/education/lang--en/index.htm.
[39] "UNHCR Education Strategy 2012-2016." UNHCR News. Accessed May 28, 2016.
http://www.unhcr.org/protection/operations/5149ba349/unhcr-education-strategy-2012-2016.html.
[40] "Teachers for Education 2030: Mexico Declaration." March 2016. Accessed May 28, 2016.
http://unesdoc.unesco.org/images/0024/002442/244231e.pdf
[41] "Teachers Task Force for EFA." Financing Teaching and Teacher Development. Accessed May 28, 2016.
http://www.teachersforefa.unesco.org/v2/index.php/en/component/k2/item/540-financing-teaching-and-teacher-development-international-commission-on-financing-global-education-opportunity?Itemid=724.

responsible for implementation, analysis of the impact, creating collaborations with organizations, and finding adequate financing.

The Education Framework for Action (FFA) clearly shows the need for constant development of new initiatives. UNESCO and its member states need to consider the feasibility of the implementation of an international system of education, as it likely will result in controversy surrounding the protection of cultural practices. Sovereignty and cultural sensitivity must be considered in the creation of a possible international education system. A possible solution may be to develop a framework that emphasizes a few key features but allows for variations in the education systems between nations. This allows for the preservation of cultural practices and government independence.

Financial support is the biggest issue that UNESCO and its member states face in ensuring the success of Education 2030. Furthermore, it is difficult for nations to focus on education when there are more pressing issues, such as conflict and poverty that need to be addressed. Developing nations often do not have the ability to meet the financial initiative discussed in the FFA and require the aid of developed nations. The question of benefits for the developed countries as an incentive is a common and controversial topic, and could be addressed in committee.

The progress of the SDGs and Education 2030 needs to be monitored in order to make necessary adjustments and accomplish the goals. Evaluation methods are required to measure the improvement of each country individually. Finding feasible methods to monitor progress requires the collaboration and cooperation of member states to implement data collection protocol and ensure validity and accuracy. Initiatives to maintain the political commitment of the member states must also be developed to guarantee that efforts will be made.

Section 4: Further Research

Questions to Consider:
1) How can the developing nations contribute to and create a bigger impact on the achievement of Education 2030?
2) What education programs would be the most suitable in order to maintain national sovereignty and preserve culture while providing equitable education to all?
3) Should there be an international standard established for primary or secondary at all?

Helpful Resources:
http://en.unesco.org/themes/education-21st-century
http://www.unicef.org/education/bege_73537.html
http://unesdoc.unesco.org/images/0024/002432/243278e.pdf
http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/sdg4-education-2030/
http://www.unmillenniumproject.org/goals/gti.htm#goal2

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    http://www.undp.org/content/undp/en/home/sdgoverview/post-2015-development-
    agenda/goal-4.html.

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    2016. http://unesdoc.unesco.org/images/0024/002442/244231e.pdf.

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    Accessed May 28, 2016.
    http://www.teachersforefa.unesco.org/v2/index.php/en/component/k2/item/540-
    financing-teaching-and-teacher-development-international-commission-on-
    financing-global-education-opportunity?Itemid=724.

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    http://www.unhcr.org/protection/operations/5149ba349/unhcr-education-strategy-
    2012-2016.html.

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