

**SSUNS Position Paper****Committee: United Nations, Education, Scientific, and Cultural Organization (UNESCO)****Country: Slovakia****Gaurav Dogra****Upper Canada College*****Topic One: Governance and its effects on Education***

Education is a right that is inaccessible to millions of children around the globe and provides us with knowledge about the world, enabling us to survive and succeed. In a UNICEF 2012 report, it is stated that all children must have access to primary education that is free, compulsory, and of good quality. However, there are 124 million children and adolescents that are currently out of school, and frighteningly, this number is rising. Staggeringly, around 800 million adults are illiterate and do not have the awareness necessary to improve both their living conditions and those of their children. Only some governments recognize the right to education, although, it is universally recognized as a right. According to the UNESCO, it is “a fundamental human right and essential for the exercise of all other human rights.” Poor governance (the establishment of policies, and continuous monitoring of their proper implementation, by the members of the governing body of an organization) is frequently the source of this problem. The most affected area due to lack of education is Sub-Saharan Africa in which over 32 million children of age for primary education are uneducated. Regions like Sub-Saharan Africa must be able to deal with this problem alone and generate solutions for the ongoing problems of educational poverty. In Sub-Saharan Africa, more than half of the children receive an education for less than 4 years. For the case of other nations/regions, such as Somalia and Burkina Faso, over 50% of children receive an education for a period of less than 2 years.

Corruption is often viewed as one of the main reasons governments cannot act efficiently and effectively. There is a well known constitutionally anti-corruption agreement called the United Nations Convention Against Corruption (UNCAC), which includes 71 articles. It was embraced by the UN General Assembly on October 31st, 2003. Holding 140 signatories and 180 parties, there are 18 member states that have yet to ratify the agreement.<sup>1</sup> These remaining member states may experience some difficulties when assuming the main provisions, as they would require constant observation and significant assistance in order for full and effective achievement of the UNCAC. But, the UN secretariat has set up teams and committees, such as CoSP to help with international prosecution of the act. A Conference of the State Parties (CoSP), was set in order to lengthen the extent of achievement of the provisions stated in UNCAC. At CoSP's 1st session, they established an expert group that would provide guidance to the Conference on the correct mechanism to use. This group created a “Pilot Review Programme”, which served the purpose to test possible techniques to review the execution of UNCAC. The goal was to adequately assess the effectiveness of techniques that were tested. The Implementation Review Mechanism (IRM) was created at the CoSP 3rd session, held in Doha in November 2009. The IRM was the final result of the Pilot

---

<sup>1</sup> UNODC, “United Nations Convention against Corruption”. Accessed October 18th, 2016.  
<<https://www.unodc.org/unodc/en/treaties/CAC/>>

Review Program. It's purpose is to increase the prospects of the UNCAC by supplying the proper methods for countries to assess their level of efficiency regarding the execution of UNCAC. The United Nations Office of Drugs and Crime serves as the administrative body to IRM. UNCAC covers five main areas: preventive measures, criminalization and law enforcement, international cooperation, asset recovery, and technical assistance and information exchange. Including mandatory and nonmandatory provisions, this act's objective is basically to to avert and eliminate corruption. Increasing the transparency in a government, lessens the chances of corruption happening. Enhanced transparency in the financing of election campaigns and political parties, and anti-corruption bodies are a few of the many preventive measures in UNAC.

Political instability is another frequently accused obstacle to achieving good governance. "Political instability can be caused by many factors, including conflict between rival parties, insufficient resources and the proximity to other nations in conflict. Political instability occurs when there is a sudden change. This sudden change can leave citizens in doubt about their nation's situation and may lead to revolt."<sup>2</sup> Furthermore, political instability can be triggered by slow economic growth and disrupts financial development. It has been proven that political instability leads to slower economic growth, reduces investment made by the private sector, and increases inflation levels and volatility.<sup>3</sup> Therefore, it is imperative that the levels of political instability be kept at a minimum. Not only did United Nations Humans Rights Council (UN, HRC) resolution 8/4 recognize the human right to education, it requested upon the UNESCO to collaborate with other UN agencies such as the UNCF and UNHCHR "to gather, request, receive and exchange information from all relevant sources, including governments, intergovernmental organizations, civil society, including non-governmental organizations, and other concerned stakeholders, on the realization of the right to education and on obstacles limiting effective access to education, and to make recommendations on appropriate measures to promote and protect the right to education."<sup>4</sup> This sub clause was then followed by many others, all part of a clause extending the mandate of the Special Rapporteur on the right to education.

Keeping the aforementioned in mind, Slovakia suggests the implementation of 2 3-point plans. With regards to corruption, Slovakia has created the *Ratification, Implementation, and Security Measures* plan (RIM). First off, Ratification; seeing as how there are 18 member states who have yet to sign the UNCAC, Slovakia sees that UNAC needs the ratification of more member states in order for the chance of success of the UNCAC to increase and requests these 18 members states to complete the full ratification of the UNCAC by signing off on the convention. Secondly, Implementation; Slovakia recommends the implementation of a reconstructed version of the UNCAC, focusing on an increase in transparency in government bodies. This convention should entail many measures that will ensure transparency in bodies of governments. Finally, Security Measures; Slovakia proposes the creation of an

---

<sup>2</sup> Reference\*, "Common Causes of Political Instability". Accessed October 19th, 2016.

<https://www.reference.com/world-view/common-causes-political-instability-5e52a8cb5c25d8de#>

<sup>3</sup> Bernal-Verdugo, Lorenzo E / Furceri, David / Guillaume, Dominique, "IMF Working Paper, The Dynamic Effect of Social and Political Instability on Output: The Role of Reforms. Accessed October 23rd, 2016.

<https://www.imf.org/external/pubs/ft/wp/2013/wp1391.pdf>

<sup>4</sup> UN, HRC. "Resolution 8/4 The Right to Education (HRC)." Human Rights Council. April 15, 2005. Accessed October 21st, 2016. <[http://ap.ohchr.org/Documents/E/HRC/resolutions/A\\_HRC\\_RES\\_8\\_4.pdf](http://ap.ohchr.org/Documents/E/HRC/resolutions/A_HRC_RES_8_4.pdf)>

act regarding security measures around corruption. This act would entail several rules and guidelines in order to prevent corruption from occurring. Slovakia believes that together, all of these aspects of the 3-point plan are guaranteed to provide success. Touching upon the topic of political instability, Slovakia suggests the use of the *Investment, Predicting, and Addressing* 3-point plan. Slovakia sees that an investment, by countries who can afford to, into researching would be a great investment. The researching that would be done would be researching into cases of political instability, to find out why and how the occurred. Also, research can provide insight on what is to come next based on previous cases of political instability after an event occurs (ex: there is a pandemic and political instability occurs (these types of linkages can be made)). This ties into the next point of the plan, Prediction; with research (a part of the plan already), trends in political instability levels can and will be discovered. And with these trends, predictions on what is to come next can be created. If political instability levels are able to be accurately predicted based on previous results, nations worldwide will have an easier time of incorporating this data into their current and future plans, benefiting the nation as a whole. Finally, Addressing; Slovakia believes that it is imperative for issues of political instability to be properly addressed and this is why it is part of the 3-point plan to solving this issue. Without proper addressing of political instability, many people in the affected nations will not know what is actually going on and to what extent. That is why it is necessary that cases of political instability are properly addressed. Slovakia looks to work with other nations to create new solutions to solve the problems at hand.

### ***Topic Two: Preservation of World Heritage Sites***

World Heritage sites are a representation of a certain nations history or great achievement. As time goes on, more and more sites gain a spot on the World Heritage Sites list and in turn, more get placed on the endangered part of the list. The UNESCO is one of the largest protectors of these sites around the world. As stated on the UNESCO webpage, “the UNESCO seeks to encourage the identification, protection, and preservation of cultural and natural heritage around the world considered to be of great value to humanity. This is embodied in an international treaty call the Convention, concerning the protection of the World Cultural and Natural heritage, adopted by the UNESCO in 1972.”<sup>5</sup> Slovakia alone has 7 sites inscribed on the World Heritage List - 5 being cultural and 2 natural.<sup>6</sup> Unfortunately, there are many threats towards these sites, including climate change and conflict/unrest. Currently, 55 of the 1052 World Heritage Sites are endangered. This is very significant as it reflects many forms of unrest and/or conflict in the nations with said endangered sites. It also reflects the negative impacts climate change is having on our world today, especially in certain nations. An example of present-day threats to World Heritage can be seen when looking at the coastal city of Sabratha, Libya, a World Heritage Site listed as cultural. This site is at risk because of the presence of armed groups due to the Libyan Civil War. Also, the Wieliczka salt mine was on the list of endangered World Heritage sites from 1989-1999 due to a drastic increase in humidity, putting the site at risk.

Bearing in mind both past and current examples of endangerment of World Heritage Sites, there still remain several different threats. As discussed, conflict/unrest threats are very much a real danger, despite

---

<sup>5</sup> UNESCO, “World Heritage”, Accessed October 25th, 2016. <<http://whc.unesco.org/en/about/>>

<sup>6</sup> Slovak-Republic.org, “UNESCO Sights”, Accessed October 25th, 2016.  
<<http://www.slovak-republic.org/unesco/>>

the advancements made in preventative measures. Conflict within a country can be very unexpected, and it is important that predated procedures are in place and are constantly being improved to insure that the international community is always ahead of these threats. It is important for countries to anticipate events that may put World Heritage sites at risk, and take action before said events occur.

Finally, a third concern is the threat of natural disaster, such as earthquakes, tsunamis and hurricanes. The increase in frequency and intensity of natural disasters today has caused governments to place a major emphasis on the protection of human life and, increasingly, cultural property.<sup>7</sup> Many World Heritage sites are being put at risk due to natural disasters and there is not much that can be done. An example of this is the city of Arequipa, located in south Peru, in the heart of the Colca Valley. The beautiful city has suffered a chain on earthquakes since its construction in 1556. The earthquakes, occurring in 1583, 1604, 1666, 1668, 1687, 1784, 1868, and most recently, 2001, have caused severe damages to the city, but the city manages to be brought back to life through the efforts of many.

Slovakia believes that the endangered sites should be brought to safety, and suggests further assisting (in addition to the current efforts by the UNESCO) with the protection of these sites. This can be achieved by providing aid, whether it be financial or not, to the countries who have rules regarding their sites but don't have the means of enforcement and funding to actually enforce these rules. This funding will provide countries with the potential opportunity to increase the chances of said sites being preserved and kept objective from conflict. Slovakia anticipates collaborating with other nations of the UNESCO, who have new ideas to bring forth, and solving this problem. With regards to the threat of conflict and instability, Slovakia recommends the creation of a security measure, or multiple security measures, that look to prevent World Heritage sites from being at risk when conflict occurs around these sites. Additionally, Slovakia encourages working with other organizations to strengthen the measures created in the Convention, which was adopted by the UNESCO in 1972. Both of these proposed plans would also play a role in combating many other threats to World Heritage sites, such as private interest. Touching upon the threat of natural disasters, Slovakia suggests, again, anticipation, of the natural disasters that are to come. Slovakia believes that certain patterns can be discovered and if so, it would be a huge step further towards the safety of the population. Slovakia would like to offer support to other nations who have been more affected by natural disasters than us, as Slovakia has *only* been affected by the 2010 and 2013 Central European floods, and the 2014 Southeast Europe floods whereas other nations like China have suffered 40 natural disasters in the year 2014 alone.

### ***Topic Three: Education 2030***

As aforementioned, the lack of education is a very pressing problem in the world today and is only going to get worse. There are many contributing factors to lack of education and poor education in a nation such as poor economy and conflict within said nation. Debate occurs over what the definition of quality education should be. A standard definition needs to be agreed on before action can be taken. There are

---

<sup>7</sup> Jayaram, Divya, "Heritage at Risk:Natural disasters- Earthquakes", Accessed October 26th, 2016.  
<<http://www.cyark.org/news/heritage-at-risknatural-disasters-earthquakes>>

several barriers to establishing a definition that covers every nation such as the differences countries have (economy, culture, etc.) and the different standards, for education and in general, in each country. Another debated topic is the proper way of teaching. Because of the need for proper education, the creation of something to work towards was necessary. Thus, Education 2030 was created. Containing the significant role of education in a single goal, Education 2030 is part of the 17 UN SDGs (Sustainable Development Goals).<sup>8</sup> Essentially, Education 2030 works towards gender equality within education and “promote lifelong learning opportunities for all.” (According to UNESCO web page). The necessary framework for Education 2030 was set by the Incheon Declaration, adopted by the UNESCO in 2015. The Incheon Declaration “constitutes the commitment of the education community to Education 2030 and the 2030 Agenda for Sustainable Development, recognizing the important role of education as a main driver of development.”<sup>9</sup>

It was requested upon countries, in the Declaration, to increase the spending on education to 4-6% of the GDP as proper funding is needed for the success of the Declaration. However, many nations struggle to meet this request possibly because the country is still developing or in a conflict of sorts currently, etc. Because of this, it was requested upon developed countries to give 0.7% of their GDP to the Official Development Assistance. This is also written in the Declaration. Although there are many great ideas and points in the Declaration, there have not been any suggested strategies for the execution of this. So, a framework of sorts must be developed in order for the Incheon Declaration for Education 2030 to be successful.

In Slovakia’s opinion, another framework for education is necessary for the success of the SDGs as the already established frameworks are not aimed toward developing countries, which they should be. This framework should be mainly focused on developing countries and provide the support necessary. Also, it should entail specific guidelines as to what developed countries can do to help. Another problem with Education 2030 is that there is no current way of tracking its progress and success. So, nations around the world don't really have a way of knowing what to do in order to achieve Education 2030, as they don't know what is working and what isn't. Therefore, progress of Education 2030 and other SDGs must be monitored. So, Slovakia suggests the creation of a task force dedicated to monitoring the progress of Education 2030 and the SDGs. This will ensure that things are going smoothly and provide feedback on how well current strategies are working and possibly, what to change or do differently. We look to gain support and help from other nations and organizations.

## **Bibliography**

---

<sup>8</sup> UNESCO, “SDG 4 Education 2030”, UNESCO. Accessed October 28th, 2016  
<<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/sdg4-education-2030/>>

<sup>9</sup> UNESCO Office in Brasilia, “Education 2030: Incheon Declaration and Framework for Action in Portuguese”, UNESCO. Accessed October 28th, 2016  
<[http://www.unesco.org/new/en/brasil/ia/about-this-office/single-view/news/education\\_2030\\_incheon\\_declaration\\_and\\_framework\\_for\\_ac/#.WBQJLRAK9Y](http://www.unesco.org/new/en/brasil/ia/about-this-office/single-view/news/education_2030_incheon_declaration_and_framework_for_ac/#.WBQJLRAK9Y)>

1. A. Yusuf, Abdulqawi, "Convention concerning the Protection of the World Cultural and Natural Heritage" *Audio Visual Library of International Law*, 2016  
<<http://legal.un.org/avl/ha/ccpwcnh/ccpwcnh.html>>
2. United Nations, "Convention Concerning the Protection of the World Cultural and Natural UNESCO, 2016 <<http://whc.unesco.org/en/conventiontext/>>
3. Ton-That, Dan, "UNESCO Background Guide" *SECONDARY SCHOOLS' UNITED NATIONS SYMPOSIUM 2016 United Nations Educational, Scientific and Cultural Organization*, June 2016. <<http://www.ssuns.org/static/BG/UNESCOFinalDraft.pdf>>
4. Education Sector, "Sudan paves the road towards Education 2030" *UNESCO* 20 Oct. 2016.  
<[http://www.unesco.org/new/en/media-services/single-view/news/sudan\\_paves\\_the\\_road\\_towards\\_education\\_2030/#.WA2aEhArK9Y](http://www.unesco.org/new/en/media-services/single-view/news/sudan_paves_the_road_towards_education_2030/#.WA2aEhArK9Y)>
5. Stansbury, Katherine / Stansbury, Neil, "Examples of Corruption in Infrastructure" *Global Infrastructure Anti-Corruption Centre*, 5 January, 2008.  
<<http://www.giacentre.org/documents/GIACC.CORRUPTIONEXAMPLES.pdf>>
6. "Slovakia, The Guide to The Slovak Republic", *Slovakia.org*, (date unknown).  
<<http://www.slovakia.org/sk-info.htm>>
7. Anonymous, "Education in Slovakia", *European Commission*, 18 July, 2013.  
<[https://ec.europa.eu/europeaid/education-slovakia\\_en](https://ec.europa.eu/europeaid/education-slovakia_en)>
8. Bernal-Verdugo, Lorenzo E / Furceri, David / Guillaume, Dominique, "IMF Working Paper, The Dynamic Effect of Social and Political Instability on Output: The Role of Reforms.", *International Monetary Fund*, April 2013  
<<https://www.imf.org/external/pubs/ft/wp/2013/wp1391.pdf>>
9. "Education Facts", *Compassion*, 2016 , <<http://www.compassion.com/poverty/education.htm>>
10. UN, HRC. "Resolution 8/4 The Right to Education (HRC)." *Human Rights Council*, April 15, 2005 <[http://ap.ohchr.org/Documents/E/HRC/resolutions/A\\_HRC\\_RES\\_8\\_4.pdf](http://ap.ohchr.org/Documents/E/HRC/resolutions/A_HRC_RES_8_4.pdf)>
11. UNESCO Institute for Statistics, "Out of School Children Data Release 2015", *UNESCO Institute for Statistics*, 6 August, 2015.  
<<http://www.uis.unesco.org/Education/Pages/oosc-data-release-2015.aspx>>
12. Various Users, "United Nations Convention Against Corruption", *United Nations Office on Drugs and Crime*, 2016 <<https://www.unodc.org/unodc/en/treaties/CAC/>>

13. Various Users, “Common Causes of Political Instability”, *Reference\**, 2015  
<<https://www.reference.com/world-view/common-causes-political-instability-5e52a8cb5c25d8de#>>
14. Slovak-Republic.org, “UNESCO Sights”, *Slovak Republic.org*, May 2010.  
<<http://www.slovak-republic.org/unesco/>>
15. UNESCO World Heritage Centre, “World Heritage List”, *United Nations Educational, Scientific, and Cultural Organization , World Heritage Centre*, 2016. <<http://whc.unesco.org/en/list/>>
16. UNESCO World Heritage Centre, “World Heritage, Challenges for the Millennium”, *UNESCO World Heritage Centre*, January 2007.  
<[http://whc.unesco.org/documents/publi\\_millennium\\_en.pdf](http://whc.unesco.org/documents/publi_millennium_en.pdf)>
17. UNESCO Office in Brasilia, “Education 2030: Incheon Declaration and Framework for Action in Portuguese”, *UNESCO*, 2016  
<[http://www.unesco.org/new/en/brasil/ia/about-this-office/single-view/news/education\\_2030\\_incheon\\_declaration\\_and\\_and\\_framework\\_for\\_ac/#.WBQJLRAK9Y](http://www.unesco.org/new/en/brasil/ia/about-this-office/single-view/news/education_2030_incheon_declaration_and_and_framework_for_ac/#.WBQJLRAK9Y)>