

Topic 1-- Governance and its Effect on Education

The ongoing issue of global illiteracy needs to be addressed. With illiterate adults and children nearing a billion worldwide, the amount of adults and children that cannot read or write could fill an entire country.¹ Education is imperative for the development of a country and its continuous growth, as preparing youth for their futures ensures fast growth and development for the country. The education provided in a country is determined by the government and their dedication to invest in the future.²

Corruption and political instability are one of the leading reasons for high illiteracy rates. The Principality of Monaco, with a high political stability rate of 43 out of 190, sees education as a necessity and finds importance in reserving a part of government expenditure for education purposes.³ Specifically in the year of 2014, the percentage of government spending towards education was 5.01% and reached a high of 8.88% in 2012, which is a high rate for a country with such a small population.⁴

Many countries are severely impacted by unstable discriminatory regimes, as well as war and corruption. These are the leading reasons for the lack of educational development in a country. Without a focused government that holds the citizens and the country's best interest at heart, a country can soon fall apart as the essentials such as education, shelter, food and the economy are not addressed. Africa contains the most countries with literacy rates below fifty percent⁵. These countries all share the following aspects; corruption, war and discriminatory regimes. Guinea exemplifies how corruption has affected them as a country. The low literacy percentage of 25.3% proves that their government is ineffective, and that a non-corrupt government would not would accept this.⁶ As illiteracy rates continue to increase, so does the corruption rate. Since 2006 it has raised from 19 to 25 on a 100 point scale(0 being very corrupt)⁷ The clear correlation cannot be dismissed as many allegation,cases of bribery and

¹ "INTERNATIONAL LITERACY DATA 2013 ." INTERNATIONAL LITERACY DATA 2013. Accessed November 09, 2016. <http://www.uis.unesco.org/literacy/pages/data-release-map-2013.aspx>.

²Government Princier -- Principauté de Monaco. "A privileged Education System." Accessed November 9, 2016.

<http://en.gouv.mc/Policy-Practice/Youth/A-privileged-educational-system>.

³the Global Economy. "Political Stability - Country Rankings." Accessed November 9, 2016.

http://www.theglobaleconomy.com/rankings/wb_political_stability/.

⁴ "Monaco: Education Spending, Percent of Government Spending." The Global Economy. Accessed November 8, 2016.

http://www.theglobaleconomy.com/Monaco/Education_spending_percent_of_government_spending/.

⁵ "INTERNATIONAL LITERACY DATA 2013 ." INTERNATIONAL LITERACY DATA 2013. Accessed November 09, 2016. <http://www.uis.unesco.org/literacy/pages/data-release-map-2013.aspx>.

⁶ "INTERNATIONAL LITERACY DATA 2013 ." INTERNATIONAL LITERACY DATA 2013. Accessed November 09, 2016. <http://www.uis.unesco.org/literacy/pages/data-release-map-2013.aspx>.

⁷Trading Economics. "Guinea Corruption Index 2006-2016." Accessed November 9, 2016.

<http://www.tradingeconomics.com/guinea/corruption-index>.

offshore bank accounts have been recognized and the FBI has investigated steadily for many years.

Internal corruption is often associated with developing countries. It is ultimately the misplacement or mismanagement of funds that results in no dedication to improving education in the country. The Principality of Monaco recognizes that countries with seemingly corrupt governments should be the main focus for the United Nations in the journey for a literate world. While internal affairs may have longevity in the discussion of denying education, wars force countries to completely dismiss the need for education during and after conflicts. In war torn countries, resources of any kind are focused on weapons and other needs for the war. In civil wars, the effect is the worst; a country's resources are depleted from within and education can be left behind for years as the war drags on. During the Iraq war in the early 2000's, revolutions against educational leadership led to the near collapse of the educational system. The aftermath left Iraqi universities destroyed by looters and rioters. The UN and the World Bank requested 2 billion dollars towards the rebuilding of Iraqi universities, and ultimately through long deliberations only 8 million dollars was approved by the US congress.⁸ Through the many coalitions, treaties and organizations, small victories are made for the right to an education in countries that lack such. War zone crises and the states of education come to light in refugee camps where security and health are the main concerns. In times of war, millions of children go without educations for long periods of time. In Jordan, UNICEF provides "drop in centers" to children staying in refugee camps so that they have a place to learn, as education is often halted to support their families and stay out of danger. The Principality of Monaco believes that to ensure education is provided to all, treaties need to take place that imply in more depth the means of helping when the right to education is not present.

Topic 2-- Preservation of World Heritage Sites

World Heritage Sites are symbols from our past, the world we live in today and the balance between centuries.⁹ Preserving these sites is a role the world takes on to pass through generations. However, in this day and age, we face challenges to preserve these locations. Obstacles such as climate change and war zones threaten the security and preservation of these historical places. The Principality of Monaco, which does not currently have any World Heritage Sites, plays a part in the conservation of such sites as a state party¹⁰ In accordance with the World Heritage Convention, the Principality of Monaco recognizes and upholds the values of the organization.

⁸Gusterson, Hugh. "Costs of War-Education." Watson Institute International and Public Affairs Brown University. Accessed November 9, 2016. <https://www.theguardian.com/global-development/2013/jul/12/war-denying-children-education>.

⁹ UNESCO. "About World Heritage." Accessed November 10, 2016. <http://whc.unesco.org/en/about/>.

¹⁰World Heritage. "States Parties Ratification Status." Accessed November 10, 2016. <http://whc.unesco.org/en/statesparties/>.

World Heritage finds importance in sustainable tourism as a way to further preserve and share the cultural and natural sites of the world.¹¹ Sustainable tourism enables the communities surrounding the sites to benefit from the attraction as well. Partnering with private industries can also benefit the nation in question. However, as tourism increases, policies are needed to ensure the safety of the sites, but also the regulations towards partnering with private industries. The thin line between exploitation and personal benefit can be crossed if not properly regulated and if strict policies are not in effect. World Heritage launched a project in 2013 to clearly set policy guidelines while introducing sustainable tourism to the Silk Road Corridors.¹² Connections with private industries can ensure that the World Heritage Sites thrive with tourism and preservation but can also mean that they are exploited for personal benefit. The guidelines and policies given by World Heritage ensure that the latter is avoided and that the local communities surrounding the sites continue to thrive.

Climate change and war zones are the main concerns regarding the preservation of World Heritage Sites. With increasing temperatures, many side effects of global warming put sites at risk for damage and deterioration. Recognizing the importance in addressing this issue, the Principality of Monaco hosted an experts' meeting on the issue of climate change regarding the Arctic while keeping in mind the World Heritage Sites affected.¹³ World Heritage believes that if the guidelines set in the Paris Agreement of limiting global temperature rise to a level below 2 degrees celsius, then the future of the sites are less uncertain. Many World Heritage Sites are located in unstable regions, specifically war zones. This makes them prone to destruction. The number of properties deemed at risk has been steadily rising and has reached 24.¹⁴ World Heritage knows the possibility of damage in the properties. In the case of the Syrian War in 2011, all 6 of the World Heritage Sites in Syria were damaged.¹⁵ To prevent further damage, World Health raised awareness about the sites, showed authorities to watch for stolen art and informed local heritage professionals, but ultimately, without any tangible solutions, the attacks continued.¹⁶

The Principality of Monaco believes that with the Paris Agreement in effect, the issue of climate change affecting the sites will be less urgent. However, the Principality of Monaco recommends that World Heritage continue its careful tactics to prevent damage to sites.

Topic 3-- Supporting and Accomplishing Education 2030

¹¹ World Heritage. "Sustainable Tourism." Accessed November 10, 2016. <http://whc.unesco.org/en/tourism/>.

¹² World Heritage. "Developing a Sustainable Tourism Strategy for the Silk Roads Heritage Corridors." Accessed November 10, 2016. <http://whc.unesco.org/en/activities/826/>.

¹³ World Heritage. "International Experts' Meeting on Sustainable Development of the Arctic in the Face of Global Climate Change." Accessed November 10, 2016. <http://whc.unesco.org/en/events/548/>.

¹⁴ World Heritage. "State of Conservation." Accessed November 10, 2016. http://whc.unesco.org/en/soc/?action=list&id_threats=123&.

¹⁵ RT. "6 out of 6: ALL of Syria's UNESCO Heritage Sites damaged or destroyed during civil war." Accessed November 10, 2016. <https://www.rt.com/news/335619-syria-unesco-heritage-damage/>.

¹⁶ World Heritage. ""Stop the destruction!" urges UNESCO Director-General." Accessed November 10, 2016. <http://whc.unesco.org/en/news/1067/>.

The goal for Accomplishing Education 2030, stated in the Sustainable Development Goals 4 is “*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*”.¹⁷ The Principality of Monaco believes that education is essential for all children and is a necessity for the future of their nations. Unfortunately, more than 72 million children around the world do not receive educations.¹⁸ Accomplishing Education 2030 focuses not only on the number of children receiving educations but the quality of education they receive. To insure that, the Incheon Declaration was written in mind the details that qualify the goal as complete.

The Accomplishing Education 2030 goal is one of 17 goals in the Sustainable Development Goals.¹⁹ The effects of completing this goal, however, surpass the expectations. It is stated in the Incheon Declaration that “we will ensure the provision of 12 years of free, publicly funded, equitable quality primary and secondary education, of which at least nine years are compulsory, leading to relevant learning outcomes.”²⁰ This is the ultimate goal for the declaration. The Principality of Monaco supports this goal as it itself offers free education from ages 6 to 16.²¹ If this goal is accomplished, the fight for equality for women’s rights will be one step closer. Instilling quality education and the equal way to live is the best initiative for the future adults of the world.

The Principality of Monaco is a firm believer of unions, and has first hand knowledge on the benefits of forming a team. With this view, the Principality of Monaco recommends that in order put this initiative into effect in a short amount of time, there needs to be a grouping amongst organizations. Many international organizations have certain skill sets and resources available. The leader of Accomplishing Education, UNESCO focuses on education, science and culture; however the International Labour Organization focuses on the principles of quality teaching by combatting child labour and developing skills and employability strategies.²² Together they can improve on a project fast and more efficiently than before.

¹⁷ UNESCO. "SDG4 Education 2030." Accessed November 10, 2016.

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/sdg4-education-2030/>.

¹⁸ Humanism. "Right to Education." Accessed November 10, 2016. <http://www.humanium.org/en/world/right-to-education/>.

¹⁹ UNESCO. "SDG4 Education 2030."

²⁰ UNESCO. "Inches Declaration." Accessed November 10, 2016.

<http://en.unesco.org/world-education-forum-2015/incheon-declaration>.

²¹ Classbase. "Monaco Education System." Accessed November 10, 2016.

<http://www.classbase.com/countries/Monaco/Education-System>.

²² ILO. "About the ILO." Accessed November 10, 2016. <http://www.ilo.org/global/about-the-ilo/lang--en/index.htm>.

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Erin Atacan

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United Nations Educational, Scientific and Cultural Organization

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