

Committee: United Nations Educational, Scientific, and Cultural Organization
Topic: Governance and its Effect on Education
Country: United States

Established, good, governance plays a direct role in the development of a successful education system that is training both future leaders of that country and citizens who will stimulate the country's economy in the future. Government's investment in education is one of the most important issues that plagues the international community due to one of the key millennium development goals being goal number 2, which sets the goal of achieving "universal primary education". [1] Millennium development goals were created at the millennium development summit that took place in the year of 2000 and set a timeline for the goals to be achieved by 2015. With failure to meet this agenda the United Nations Development Programme, in January of 2016, created similar sustainable development goals that would have a target timeline of 15 years. Quality education is on the SDGs list as number 4 in which it strives for quality education.[2] The key aspect of the new goal is "quality" and the United States believes this can be fixed through quality teacher training and evaluation. With these goals in mind the United States believes we must tackle the major impediment of education, corruption. Today, over six billion people in the world, the majority of the global population, live in a country that has a critical corruption problem.[3] Corruption can be seen in a legal form with so called "free trade agreements" that favors one social class or ethnic group. Majority ruling over minority even in what many member states believe is democracy is in some cases unequal representation and ethnic exclusion.[4] One nation's corruption can be seen abroad by paying a lesser developed country or LDCs and foreign public officials money for land that houses reach economic resources. For this reason, the Organization for Economic Co-operation and Development (OECD) adopted the anti-bribery convention in 1997 and was entered into United State's legislation in 1998.[5][6] One of the main clauses under Article 8 addressed money laundering and encourages nations to tighten the monitoring of records and "financial statement disclosures". We must use this legislation to stop large oil corporations like Petrobras in Brazil from taking the thousands of jobs it has because of money laundering and bribery. Repercussions for false books or inadequately documented transactions to hide bribery includes "criminal penalties".[7] . Though, an assessment taken in 2015 shows that only the United States, UK, Germany, and Switzerland have enforced the propositions made in the convention. The lack of enforcement power of the United Nations Convention Against Corruption (UNCAC) and the OECD's convention as caused governments to be free to take money that should go to the sustainable development interests, such as education, and prevent the endless cycle of poverty that is inflicted on billions of people worldwide.

The United States in the past has ratified resolution 58/4 in 2006 which created the UNCAC for the purpose of prevention, criminalization, and asset recovery.[8] Also, as early as 1977, the United states passed the foreign corrupt practices act which provided legislation prohibiting the bribing of foreign officials to expand business ventures. We have also taken the lead in the Development Assistance Committee (DAC), a sector of the OECD which assess transparency. We must insure transparency to establish trust with citizens and insure that money is being spent on federal works, such as, education and as stated by Obama "[corruption] is one of the greatest struggles of our time". The United States has been working since 2000 on Global forum on transparency and exchange of information for tax purposes, in order to, prevent tax

havens that allow for corruption.[9] We encourage all member countries to adopt the UNCAC and put the anti-bribery convention policies into practice. Not only does corruption directly affect education but, when corruption leads to poor governance war is sure to follow. Transparency international has proven that 10 of the most corrupt countries in the world are also in the top 10 least peaceful countries in world.[10] Countries that rank among these include: Angola, South Sudan, Sudan, Afghanistan, North Korea, and Somalia. These endless conflict zones have attributed to the total of 21.3 million refugees in the world today.[11] With most adolescents in refugee camps going un-educated, primarily in Syria where 1.2 million children are fleeing its borders, UNHCR and UNICEF created the 'No Lost generation' in order to prevent future violence in Syria and establish future sustainable development in 2013.[12]

Only 2 % of international humanitarian aid goes to funding education and is an inadequate amount to even aid just syrian refugee adolescents that today combine for a total of 3 million. Before civil war almost all children in syria were enrolled in school. The only way we can stop both corruption and achieve millennium development goal 2 and sustainable development goal 4 is through C-TEACH. First, we must combat corruption in order to give opportunity for education. Anti-corruption measures can come through BBTP or Big brother transparency partnerships in which the bottom 84 countries on the transparency international corruption perceptions index taken within 2016 is paired with a country within the top 84 countries that was labeled as being systematically less corrupt in TI's evaluation. Countries, such as denmark, finland, and New Zealand can be supreme models of anti-corruption measures and help achieve successful global coalition against corruption set forth in UNCAC and implement federal laws within nations that coincide with OECD's anti-bribery convention policies. Furthermore We would like update the way Transparency International (TI) evaluates their index by allowing citizens to directly report acts of corruption to TI offices within one country. Also, we encourage an extension of Transparency International's evaluation to overseas companies that provide economic profit for government within in trade agreements and resource exploitation. This will prevent bribery with foreign officials, as well as, insure that one country is utilizing its own natural resources to benefit its citizens and prevent the removal of indigenous people from their location of origin by big business. Next, the United states would like to expand the Teachers without Borders program that was created in 2000 in order to provide education in refugee camps and expand the work being done by both UNHCR and Relief international.[13] These teachers will be trained by countries that agree to pay for teaching credential education in which men and women from refugee camps and politically unstable countries that are interested in teaching can be educated then return to their home country to provide education for adolescents and promote the NO Lost generation. Programs such as teachers college under columbia university can provide this training. Though, recently because many refugees have not returned to their home countries in similar educational programs we would like to create a legally binding agreement known as Return for peace agreement, under Teachers without Borders. We would also like to increase funding for UNHCR's School-in-a-Box program and extend its materials to include more books for reading circles that should be promoted in both refugee camps and youth centre's allowing for adolescents to gain an interests in literacy, which helps sparks imagination. Reading discussion within the program will greatly increase intellectual communication, reading comprehension, and listening skills. The refugee-led reading circles will also increase mental health by resolving war and adolescent trauma because of human rights abuses. With these solutions we can achieve international effective governance.

- [1] <http://www.unmillenniumproject.org/goals/>
- [2] <http://www.undp.org/content/undp/en/home/sustainable-development-goals.html>
- [3] <https://www.transparency.org/cpi2015/>
- [4] <http://www.globalissues.org/article/590/corruption>
- [5] http://www.transparency.org/news/feature/how_some_oecd_governments_do_nothing_to_stop_grand_corruption
- [6] <https://www.oecd.org/daf/anti-bribery/WGBRatificationStatus.pdf>
- [7] http://www.oecd.org/daf/anti-bribery/ConvCombatBribery_ENG.pdf
- [8] <https://www.unodc.org/unodc/en/treaties/CAC/>
- [9] <https://usoecd.usmission.gov/mission/combating-corruption.html>
- [10] <https://www.transparency.org/cpi2015/>
- [11] <http://www.unhcr.org/en-us/news/latest/2016/6/5763b65a4/global-forced-displacement-hits-record-high.html>
- [12] http://www.unicef.org/appeals/files/No_Lost_Generation_Strategic_Overview__January_2014.pdf
- [13] <http://teacherswithoutborders.org>

Committee: United Nations Educational, Scientific, and Cultural Organization
Topic: Preservation of World Heritage Sites
Country: United States

There are over 1,052 World Heritage Sites in the world today ranging from United States to the Republic of Korea. [1] The United States created global interest in the protection and conservation efforts for cultural preservation alongside nature preservation during a conference in the White house with a proposal of a “world heritage trust” in 1965. The main goal of this trust, stated by the United States, was to preserve historically significant and scenically outstanding sites for the global population to see and visit.[2] Similar to the U.S proposal, was a an idea by International Union for the Conservation of Nature presented to the Human Environment United Nations Conference in 1972. A year after the United States proposal, the United Nations Educational, Scientific and Cultural Organization (UNESCO), which was created in 1945, submitted Res 3.342 which guided the director of the organization to create legal protective criteria of monuments and historically important sites. In order to create a better international coalition for the protection of these sites UNESCO urged the director, in Res 3.412, to create an international convention that will create a committee to examine and decide on sites and final drafts of proposals for new heritage sites that would fall under UNESCO’s protection. This need for organization led to the creation of “Convention for the Protection of the Cultural and Natural World Heritage” in 1972. [3] The convention was immediately put into the 1972 General Conference and was thereby approved by all party members. The convention has a total of 38 articles that cover all aspects from funding to educational programs. The United States was the first to ratify the new international treaty in 1973 proving our dedication and investment in heritage sites. There are a total of 192 parties that have ratified the convention. [4] The Convention is commissioned by the World Heritage Centre controlled by the World Heritage Committee all under UNESCO. The World Heritage Committee is made up of individual representatives from 21 countries that make up the party members. These representatives meet once a year all over the world after one member provides an invitation to the other members. There are also 3 observatory bodies that help guide the committee in its decision. These organizations include: International Union for Conservation of Nature and Natural Resources, International Centre for the Study of the Preservation and Restoration of Cultural Property, and International Council on Monuments and Sites.[5] All of the World Heritage Sites sites have gone through and have to go through a rigorous “criteria for selection” process and must meet one out of ten of the selection criteria requirements within the “Operational Guidelines for the Implementation of the World Heritage Convention” as well as be of “Outstanding universal value”.[6] Before 2004, world heritage sites were selected based on criteria requirements that were both cultural and natural. A nomination file with detailed information and maps is submitted to the advisories by the World Heritage Centre. Recommendations by the observatory and advisory organizations are submitted then to the Committee and can be deferred, referred, or inscribed. The committee then has a final decision if the site has made it to the World Heritage List.

This rigorous process insures only the most distinguished sites are considered World Heritage Sites. There are currently 22 Sites that are recognized by UNESCO that reside within the United States. Some cultural sites include: the statue of liberty, Mesa verde National Park, Taos Pueblo, and Independence Hall.[7] The United States believes that funding for the

protection of these sites as well as maintenance will allow these magnificent sites to be enjoyed by generations to come. One of the greatest threats to the World Heritage Sites is the ever present effect of global warming. The effects of sea level rise, drought, and global temperature rise are all affecting sites that have been around for thousands of years. The UNEP and the Union of Concerned Scientists released a document supported by UNESCO detailing global warming's effect on sites such as the Statue of Liberty and many others. Today 31 world heritage sites across 29 different countries are endangered.[8] The United States has been the country that has cut down on carbon pollutions the most since 2005.[9] Our president has stated that he has refused to accept that world is beyond fixing and wants to change to save future generations. One third of our greenhouse gas emissions come from power plants, in order to, cut this down our Environmental protection agency (EPA) has developed new carbon pollution standards for new power plants in 2013 and we are pushing for companies to incite eco friendly electricity resources. In 2014 the U.S EPA created the Clean Power Plan which officials sets the carbon pollution standards for all power plants which will cut 30% of carbon pollutions by 2030.

The United States would like to implement Change for Culture as a two sided approach to protect sites from both war and global warming. The international community must take more aggressive actions to decrease Greenhouse Gases or GHGs in order to save sites that are corroding because of climate changes affect. The new paris agreement created at the COP21 meeting last year and signed by 200 members successfully updated Kyoto protocol's mandate in a new way to help monitor country's carbon emissions. The United States strongly supports national environmental protection agencies like U.S's Environmental Protection Agency to create national carbon pollution standards and take more authority of saving our planet. These agencies we encourage to create private- public partnerships for the purpose of advancing eco friendly technology. The United States has had great success in these partnerships and plans on by 2020 permitting 10 megawatts of renewable capacity projects in public domains. Also we hope to double wind and solar electricity output by 2025. These eco friendly changes may be able to save the heritage sites that are in some areas the basis of their culture and life. Closing these national heritage sites would be a last resort due to some nations vital economic dependability on the tourism industry. The heritage sites that are threatened by war must be protected by a newly created World Conservation Union force controlled under the World Heritage Committee and funded with money and personnel by the advisory committees that assist the World Heritage Committee. This protection is approved in article 53 of geneva convention for protection of cultural objects and is why the United States believes we must at times use force to protect these sites from terrorists that have in the Bamiyan Buddha's case bombed and used misses on theses sites. This force is better suited to abide by international sovereignty laws so that one country is not furthering strife in an already politically unstable country. Also, past failures by the UN Peacekeepers protection on Jerusalem from the warring sides of Hamas and Fatah that are involved in the Israeli- palestine conflict. Other cities that are similar include, Aleppo, Syria that is being severely damaged by the civil war. The United States believes we must take aggressive action if needed to protect these World Heritage Sites and believes we must change our rising carbon emission rates now to prevent further effect on the culturally sacred areas.

[1] <http://whc.unesco.org/en/list/>

[2] https://www.nps.gov/nr/travel/worldheritagesites/World_Heritage_Convention.htm

[3] <http://legal.un.org/avl/ha/ccpwnh/ccpwnh.html>

[4]<http://whc.unesco.org/en/statesparties/>

[5]https://www.nps.gov/nr/travel/worldheritagesites/World_Heritage_Convention.htm

[6] <http://whc.unesco.org/en/criteria/>

[7] <http://whc.unesco.org/en/statesparties/us>

[8]<http://hyperallergic.com/302105/unesco-report-details-how-climate-change-threatens-world-heritage-sites/>

[9] <https://www.whitehouse.gov/energy/climate-change>

Committee: United Nations Educational, Scientific, and Cultural Organization
Topic: Supporting and Accomplishing Education 2030
Country: United States

The Education for all initiative introduced in 1990 had set millennium development goal 2 to be achieved by 2015, but here in 2016 the international community still has 115 million children that cannot read or write a simple sentence. The failure to meet MDG 2 pushed the World Bank, UNESCO, UNDP, UNICEF, and UNFPA to hold an Education forum in 2015 in Incheon, Republic of Korea. [1] There was over 1,600 people from over a hundred different countries in order to create a new 15 year framework for education. Out of the 17 UNDP Sustainable Development Goals (SDGs) released in 2015 number 4 is “quality education”. The Framework for Action Plan (FFA) within the Incheon Declaration puts UNESCO as the leader to successfully achieve the goal that has been work for since the creation of the Millennium development goals. [2] Quality education is most important aspect of the Incheon Declaration to the United States. Programs that evaluate education standards, such as, Programme for International Student Assessment under the OECD or Organisation for Economic Co-operation and Development, as well as, Programme for the International Assessment of Adult competencies can be vital tools by UNESCO to monitor the progression in universal education.[3] The United States hopes by 2030 to integrated greater web based learning techniques, as well as, provide better teacher credential education. The U.S would like to insure that the new Incheon declaration is applicable for all countries allowing an assurance of its success.

In the Incheon declaration for education in 2030 problems arise within cultural diversity. Gender equality for equal access to education, as well as, funding for national education systems in lesser developed countries or LDCs is a large issue facing the 2030 education mandate. Because of global diversity we must create amendments to 2030 revolutionized education framework for action that will allow manipulation of the criteria for educational institutions to be best fitted for one country’s cultural ideologies. We also must have a section outlined in 2030 mandate that clarifies the incorporation of UNICEF officials in a country’s educational system after it is allowed a change of the original mandate’s criteria to insure equal access to education. In order to promote gender equality educational opportunities the United States supports all girls schools in nations that had previously denied education to women.

The United States would like to create Educate International, similar to Transparency International, to monitor the development of educational infrastructure to insure that opportunity of education is being provided for all and prevent social class discrimination, as well as, prevent gender discrimination. The framework for action plan needs funding for LDCs in order to be successful and we believe we must aliquot 4-6 % of nation’s GDP for official development assistance for these LDCs . The money can be monitored and insured to correctly go to educational development through the Educate International Monitoring Program (EIMP). Each year the EIMP will provide updates on educational development with the help of Programme for International Student Assessment in LDCs to the Education Forum. Through this we can insure the money is improving literacy successfully because in some countries even though some children have been in school for 4 years, ineffective education has caused 250 million to lack the most basic of skills. On to effective education, we must modernize certain aspects of the Framework For Action plan and incorporate information technologies such as, massive open

online courses (MOOCs) to global education systems and provide basic online course lesson plans for primary school education, allowing for internationalize primary and secondary school education. Through these necessary amendments to the Education 2030 Framework for Action Plan we can achieve the global education that the international community has been striving for since the creation of the Millennium Development goals.

[1]<https://ec.europa.eu/epale/en/resource-centre/content/education-2030-incheon-declaration-and-framework-action-towards-inclusive-0>

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

[3]http://oecdobserver.org/news/fullstory.php/aid/4994/Education,_learning_and_the_2030_Agenda_for_Sustainable_Development.html

[4]