Delegation from the People’s Republic of China

Represented by: Eve Cavanagh

School: Branksome Hall

**Position Paper for United Nations Educational, Scientific, and Cultural Organization**

*Topic 1: Governance and its Effects on Education*

While education is fundamental in order to succeed in any society, over 124 million children and adolescents are currently out of school.[[1]](#footnote-1) Access to education is essential in order to create a self-sufficient generation, and in order to stop the cycle of poverty. In regards to governance and education, there are two main issues which prevent access to education: corruption and political instability. Corruption is significant, as it interferes with the allocation of government funds, which might have otherwise gone to education. The existing measures in place rely on national and international cooperation to be effective, and therefore, the benefits require full commitment to obtain. Further, there is not sufficient follow-up in the current review process of the United Nations Convention against Corruption (UNCAC), which is the largest mechanism in place to target corruption.[[2]](#footnote-2) Political instability creates incredibly vulnerable nations, in which they are preoccupied, and are therefore unable to focus on improving governance. This inability to focus on education only exacerbates the issue. Campaigns have been launched in order to provide education within politically unstable nations, however they require more UN and national aid, and further does not sufficiently target the systemic issues regarding resource allocation in politically unstable countries. Therefore, the delegation of China suggests that existing measures are strengthened by creating stronger enforcement mechanisms, and emphasizes the importance of international cooperation to produce national results in regaining illicit funds and preventing corruption. In addition, it is crucial to evaluate the effectiveness of foreign aid going to politically unstable countries to ensure that the benefits are maximized.[[3]](#footnote-3)

The intersection of governance and education has been evaluated, and improvement has been sought through the UNCAC, and No Lost Generation, by UNICEF. UNCAC is the main international mechanism that has been used to target corruption, and does so by highlighting prevention, criminalization, international cooperation, and asset recovery.[[4]](#footnote-4) It has been the most significant factor in the progress against corruption. The UNCAC’s success is due to its focus on international cooperation, with 168 countries involved, and is the most comprehensive anti-corruption convention. Additionally, it covers a wide range of causes. That being said, its monitoring process is not effective enough, and there must be further transparency within the process, as to not contradict its role.[[5]](#footnote-5) It is essential to have platforms for international collaboration, however mechanisms to do so must be reformed to require follow ups after country reviews. No Lost Generation, a program by UNICEF, targets education in politically unstable areas, by providing education in refugee camps.[[6]](#footnote-6) The program has had significant positive outcomes, however is still in need of more support in order to both maintain and improve its success. No Lost Generation has succeeded in providing a platform for collaboration between nations and NGOs, and addresses both short and long term impacts of the Syria crisis on children. In order to achieve full effects, it requires more support, since currently, it is costly, and schools are inaccessible because of distance, language, and lack of facilities. The program addressed the need to have strong programs to provide education in politically unstable areas, however cannot be upheld without additional support. In addition, it is important to address how countries can support education during conflict by working with governments to provide aid on resource allocation.[[7]](#footnote-7)

China has been, and will remain committed to ending corruption, and by doing so, will increase access to education.[[8]](#footnote-8) China’s Anti-Corruption Campaign, launched in 2012, has led to the arrest of over 120 officials, and over 100,000 people have been indicted for corruption.[[9]](#footnote-9) Due to increased government spending, the number of annual graduates in China has increased by six times between 2001 and 2009.[[10]](#footnote-10) China has had significant involvement in UNCAC, further demonstrating its commitment to ending corruption, and therefore allowing for more funds to go to education, which China is equally as committed to. Not only has China attempted to improve accessibility of education in rural areas, but has announced that refugee children in five provinces will be able to attend public schools at the primary level under the same conditions as local children.[[11]](#footnote-11) China recognizes the hindrances that corruption creates, and the significance of investing in education to allow for economic growth. China has achieved great success in its Anti-Corruption Campaign, and suggests that other countries adopt similar approaches to receive similar benefits by placing a focus on enforcement and the recovery of illicit funds. As China’s economy has developed into one that is market-oriented, education has become decentralized, thus creating a system for education that develops with the economy.[[12]](#footnote-12) For governance to play a more effective role in education, national governments should consider the decentralization of government to ensure that all citizens are looked after, especially as developing countries begin to develop. [[13]](#footnote-13)

*Topic 2: Preservation of World Heritage Sites*

World Heritage Sites are important in order to protect and preserve culture globally, and foster international appreciation. Despite their significance in society, they are threatened by climate change, war, and private interests. These issues have yet to be solved because of lack of proper action against climate change, the inability to produce concrete solutions against conflict, and the influence that private industries carry in society. Therefore, it is essential that efforts go to advancing technology in order to combat climate change without damaging economic growth, that developed countries work with countries facing conflict in order to protect World Heritage Sites, and that there is incentive for companies to consider sustainability in regard the World Heritage.

The Convention Concerning the Protection of the World Cultural and Natural Heritage aims to provide and maintain interaction between nature, culture, people, and nations. This has yet to be accomplished, as it is an ongoing process, as long as threats to World Heritage persist. The plan continues to act as an international framework for protection, and fosters international collaboration. Regardless, it is often not prioritized by national governments, especially when they are dealing with conflict, and risk the loss of profit from private companies. Therefore, while working within this framework, there must be incentives for all actors involved in World Heritage to ensure that it remains on the agenda. Additionally, People Protecting Places is the first branch of World Heritage to focus on the consumer to promote sustainable tourism.[[14]](#footnote-14) This plan is still in need of further development, as it has not been popularized by governments, however has potential to significantly impact sustainable tourism. Both programs emphasize the importance of international collaboration. Since climate change is one of the biggest threats to World Heritage Sites, it is crucial that the Paris Agreement’s goal of limiting global temperature rise to a level well below 2 degrees Celsius is prioritized.[[15]](#footnote-15) This type of significant international action against climate change will have large impacts on the future of World Heritage Sites. While World Heritage Sites are protected by the Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict and the Geneva Convention, these mechanisms have limited power, and must be used in conjunction with other, more specific framework in order to produce concrete solutions.

China, having the second most World Heritage Sites of any other nation, has upheld a series of national laws protecting World Heritage Sites.[[16]](#footnote-16) It is essential that in addition to the international laws established, that countries establish national law to protect World Heritage Sites. China has accepted over 800,000 USD to preserve World Heritage Sites. It is crucial that funds are available in order to repair and preserve these sites. China has been actively involved with the World Heritage Conservation with UNESCO, and has ratified the Paris climate change agreement, demonstrating its commitment to the preservation of World Heritage Sites, and to limiting climate change. In addition to supporting the existing measures, there is a need for mechanisms that can be adapted towards different situations, while maintaining their strength. While many countries are unable to prioritize the preservation of World Heritage Sites, it is crucial that international agreements prioritize climate change, and that national governments commit to solving this issue.

*Topic 3: Supporting and Accomplishing Education 2030*

Education is a necessity in any society, being critical in ending the cycle of poverty, and is crucial for all aspects of sustainable development. Therefore, it is essential that the lack of access to education is addressed, specifically in developing countries. Access to education is largely impacted by poverty and political instability. Poverty, disproportionately affecting developing countries, is both a cause of lack of education, and an outcome. This makes it an incredibly difficult issue to solve, especially with insufficient financing, and ineffective foreign aid. Many children in situations of poverty are unable to attend school so they can work, may be unable to pay the fees necessary for schooling, and finally, many governments in which poverty is common are unable to spend as much of their GDP on education, making its accessibility limited. However, by ameliorating one issue, whether that is poverty or lack of access to education, the other is also positively affected. Therefore it is crucial that solving these issues is prioritized in order to support education for 2030. In order to provide access to education in 2030, poverty must be relentlessly targeted, and governments must be encouraged to implement framework without infringing on their sovereignty.

UNICEF and the United Nations Development Programme (UNDP) have been critical in improving access to education. UNICEF, having many programs to target education, specifically has a program called Education Post 2015, which aims to provide equal access to education for children in the upcoming years. Due to this program, significant progress has been made, however many children, specifically with low socioeconomic backgrounds, lack access to education. The program has a specific focus, and works with national governments, which its success may be credited to, however it needs more support, both politically and financially, and improved evaluation methods which are both analytical and constructive. The UNDP has supported countries in achieving Sustainable Development Goals and Millennium Development Goals, by advocating for vulnerable groups, specifically. It continues to assist countries in achieving these goals, however the process is ongoing. The Millennium Development Goals (MDGs) contain eight goals within, with the intent of improving access to primary education by 2015.[[17]](#footnote-17) Although the MDGs were not completed within the expected timeframe, considerable progress has been made. The Sustainable Development Goals (SDGs) are similar to MDGs, however target education of all types, as opposed to primary education only.

China has placed significant emphasis on reforming and improving education within the past decade, seeing it as essential to economic and sustainable development. In 2010, the Ministry of Education issued a medium to long-term reform and development plan for education to support sustainable development. This reform covered all aspects of education in China, from primary education to vocational training. China has also released a national plan for implementing the 2030 Agenda for Sustainable Development on October 12, 2016.[[18]](#footnote-18) This plan includes a target to lift the rural population of over 50 million people living under the poverty line, 12 years of free education for children with disabilities, and a pledge to provide 120,000 training opportunities and 150,000 scholarships for other developing countries by 2020, including students from the least economically developed countries.[[19]](#footnote-19) Additionally, China has been very involved in the development of the Incheon Framework for Education 2030. The delegation of China believes that in order for access to education to be upheld and improved, it must be supported both internally, and internationally. Education is crucial to economic growth, therefore by addressing this issue, poverty in turn will be combated, correcting cyclical misfortunes. However, in order for this to be achieved, solutions must be specific, with room for adaption of nations and room for sovereignty.

Works Cited

By Jo Bourne, Associate Director and Global Chief of Education, Programme Division, UNICEF. "Education." *World We Want 2030*. N.p., n.d. Web. 08 Nov. 2016.

"China Corruption Report." *China Corruption Report*. N.p., Nov. 2016. Web. 08 Nov. 2016.

"Full Text: Report on China's Central, Local Budgets." *Xinhuanet News*. N.p., 17 Mar. 2011. Web. 09 Nov. 2016.

" International Literacy Day 2015 ." *International Literacy Day 2015*. N.p., n.d. Web. 08 Nov. 2016.

Laird, Ciaran. "Providing for Stability Through Education - Your Opinion - Atlantic Community." *Providing for Stability Through Education - Your Opinion - Atlantic Community*. N.p., 14 Mar. 2014. Web. 08 Nov. 2016.

Miraftab, Faranak. "Public-Private Partnerships." *Public-Private Partnerships*. N.p., 01 Sept. 2004. Web. 08 Nov. 2016.

Ngok, Kinglun. "Chinese Education Policy in the Context of Decentralization and Marketization: Evolution and Implications." *Asia Pacific Education Review* 8.1 (2007): 142-57. Web.

Nicotera, Giovanni. "China's Commitment to the United Nations Convention against Corruption." *Freedom from Fear Magazine*. N.p., n.d. Web. 08 Nov. 2016.

"No Lost Generation – We Must Act Now." *UNICEF*. N.p., 6 Jan. 2014. Web. 09 Nov. 2016.

*Overcoming Inequality: Why Governance Matters*. Paris: Unesco Pub., 2008. Web.

Paul, Delia. "China Releases National Plan to Implement SDGs | SDG Knowledge Hub | IISD." *China Releases National Plan to Implement SDGs | SDG Knowledge Hub | IISD*. N.p., 17 Oct. 2016. Web. 08 Nov. 2016.

Tan, Vivian. "Chinese Schools Offer Primary Education for Urban Refugees." *UNHCR News*. The UN Refugee Agency, 22 Nov. 2013. Web. 09 Nov. 2016.

"UNAC Review Mechanism: Up and Running but Urgently Needing Improvement." *Transparency International*. Transparency International, 25 Nov. 2013. Web. 9 Nov. 2016.

"UNESCO | People Protecting Places." *UNESCO | People Protecting Places*. N.p., n.d. Web. 09 Nov. 2016.

"The United Nations Convention against Corruption." *The United Nations Convention against Corruption*. GAN, n.d. Web. 09 Nov. 2016.

United Nations Framework Convention on Climate Change. "Status of Ratification." *The Paris Agreement*. N.p., n.d. Web. 09 Nov. 2016.

Zhu, Guangya. "China's Architectural Heritage Conservation Movement." *China's Architectural Heritage Conservation Movement*. N.p., May-June 2012. Web. 08 Nov. 2016.

1. "International Literacy Day 2015." *International Literacy Day 2015*. N.p., n.d. Web. 08 Nov. 2016. [↑](#footnote-ref-1)
2. "UNAC Review Mechanism: Up and Running but Urgently Needing Improvement." *Transparency International*. Transparency International, 25 Nov. 2013. Web. 9 Nov. 2016. [↑](#footnote-ref-2)
3. Miraftab, Faranak. "Public-Private Partnerships." *Public-Private Partnerships*. N.p., 01 Sept. 2004. Web. 08 Nov. 2016. [↑](#footnote-ref-3)
4. "The United Nations Convention against Corruption." The United Nations Convention against Corruption. GAN, n.d. Web. 09 Nov. 2016. [↑](#footnote-ref-4)
5. "UNAC Review Mechanism: Up and Running but Urgently Needing Improvement." *Transparency International*. Transparency International, 25 Nov. 2013. Web. 9 Nov. 2016. [↑](#footnote-ref-5)
6. "No Lost Generation – We Must Act Now." UNICEF. N.p., 6 Jan. 2014. Web. 09 Nov. 2016. [↑](#footnote-ref-6)
7. Laird, Ciaran. "Providing for Stability Through Education - Your Opinion - Atlantic Community." *Providing for Stability Through Education - Your Opinion - Atlantic Community*. N.p., 14 Mar. 2014. Web. 08 Nov. 2016. [↑](#footnote-ref-7)
8. Nicotera, Giovanni. "China's Commitment to the United Nations Convention against Corruption." *Freedom from Fear Magazine*. N.p., n.d. Web. 08 Nov. 2016. [↑](#footnote-ref-8)
9. "China Corruption Report." *China Corruption Report*. N.p., Nov. 2016. Web. 08 Nov. 2016. [↑](#footnote-ref-9)
10. "Full Text: Report on China's Central, Local Budgets." Xinhuanet News. N.p., 17 Mar. 2011. Web. 09 Nov. 2016. [↑](#footnote-ref-10)
11. Tan, Vivian. "Chinese Schools Offer Primary Education for Urban Refugees." UNHCR News. The UN Refugee Agency, 22 Nov. 2013. Web. 09 Nov. 2016. [↑](#footnote-ref-11)
12. Ngok, Kinglun. "Chinese Education Policy in the Context of Decentralization and Marketization: Evolution and Implications." *Asia Pacific Education Review* 8.1 (2007): 142-57. Web. [↑](#footnote-ref-12)
13. *Overcoming Inequality: Why Governance Matters*. Paris: Unesco Pub., 2008. Web. [↑](#footnote-ref-13)
14. "UNESCO | People Protecting Places." UNESCO | People Protecting Places. N.p., n.d. Web. 09 Nov. 2016. [↑](#footnote-ref-14)
15. United Nations Framework Convention on Climate Change. "Status of Ratification." The Paris Agreement. N.p., n.d. Web. 09 Nov. 2016. [↑](#footnote-ref-15)
16. Zhu, Guangya. "China's Architectural Heritage Conservation Movement." *China's Architectural Heritage Conservation Movement*. N.p., May-June 2012. Web. 08 Nov. 2016. [↑](#footnote-ref-16)
17. By Jo Bourne, Associate Director and Global Chief of Education, Programme Division, UNICEF. "Education." *World We Want 2030*. N.p., n.d. Web. 08 Nov. 2016. [↑](#footnote-ref-17)
18. Paul, Delia. "China Releases National Plan to Implement SDGs | SDG Knowledge Hub | IISD." *China Releases National Plan to Implement SDGs | SDG Knowledge Hub | IISD*. N.p., 17 Oct. 2016. Web. 08 Nov. 2016. [↑](#footnote-ref-18)
19. Ibid. [↑](#footnote-ref-19)