

**United Nations Education, Scientific, Cultural Organization**

**Norway: Position Paper**

**Hayle Noh**

**University of Toronto Schools**

This year, in the United Nations for Economic, Scientific and Cultural Organization committee, three major current world affair issues will be discussed and deliberated upon over the course of the conference. The first includes Governance and its link towards education, and how many of its problems stem from the country’s respective government. The second topic debates the policies of World Heritage Sites, and coming to a consensus on how to resolve this issue. Finally, the last topic that will be discussed is the future Education Agenda 2030, and discussing future steps in order to implement it, and for it to run as efficiently as possible.

**Topic 001: Governance and Education**

Education plays a large role on a global scale, especially in Norway, where approximately 82% of the adult population have at least obtained their secondary school education. In numerous countries around the world, however, not as much importance is being placed on the education and the intellectual standards as Norway does. Education is an extremely crucial requirement that should be enforced within all countries, as it enables us to be able to create a better and more functional society. However, there are many obstacles that continue to get into the way of establishing a good and an universal educational system on a global scale. There are many statistics and studies that have been conducted, suggesting a correlation between the state of the respective government and their education system. Some factors, that were included in the background guide include corruption and  political instability within each respective government.

It is recognized that with other factors that distract a government from serving its people and their needs, which include education, governments are forced to deal with uprisings and upsets within their unit, before moving out and expanding towards other issues. In addition, with political instability on the rise, governments are occupied with dealing with the nation’s inner conflicts, and thus not capable to manage all public resources fairly, or to conduct public affairs.

In Norway, the education system is wonderful, where a vast majority of citizens receive a full education, thus correlating with the fact that employment rates are at an all time high of 83%, which places it in first among the Organization for Economic Cooperation and Development nations. A continual rise in education and employment must ensue in order to further develop and cultivate our world.The funds and resources which would have been devoted to the countries are now being selfishly used in order to combat unrests within the government unit, and thus should be put to an end. Where many countries are lacking resources already, there has been a large gap because there are so many in-governmental issues that must be dealt with.

In this discussion, Norway would like to encourage other countries to focus on the important issues that are plaguing citizens in their country, and to place more importance and priority on education, as it will be a long term benefit for millions of people around the world. We are also willing to possibly financially support other countries who may not have as many abundant resources as us so that all the countries as a whole will be able to have a proper, universal education system and that we may be able to grow together as nations and as one.

**Topic 002: Preservation of World Heritage Sites**

The second topic to be discussed can be split up into different components that fall under the umbrella of World Heritage Site Protection. The first component includes the policy reformations that will be required in order to preserve more Heritage Sites and the criteria that should be considered in order for a National Site to be officially considered. The second component that will be discussed is the fact that due to climate change, multiple Heritage Sites have been placed in danger of being fully eradicated, which calls for the investigation on how to prevent climate change and being able to save the Sites which are endangered.

The first component touches on the idea of reforming the selection process that is used in order to officially choose Heritage Sites. Norway believes that the combined cultural and natural lists should be split up, and governments who apply for their Site to be officially considered should choose to submit their sites in either category, thus making distinctions clear about the categories of each site. However, once chosen, the Sites have a right to be protected against all threats such as war, or climate change. Unfortunately, there has not been much action taken in order to protect such sites from being harmed, thus discussing this topic with other nations is critical so that we can ensure full protection and plans if situations such as war do arise.

Norway has multiple Heritage Sites, including Bryggen, Rjukan-Notodden Industrial Heritage Site, Rock Art of Alta, Røros Mining Town and the Circumference, Struve Geodetic Arc, Urnes Stave Church, The Vega Archipelago and the West Norwegian Fjords – Geirangerfjord and Nærøyfjord, which is the only Natural Site in Norway. Unfortunately, many of these sites have been or are going to be prone to multiple problems, that will most likely include climate change.

Climate change not only affects our World Heritage Sites, but it reaches our entire ecological niche and can spread throughout the globe. It is a pressing issue that all the nations have yet to come up with a solution for, and thus debate is crucial to ensure that solutions and plans are made in order to combat Climate Change. Some of the solutions have included pushing countries to use more renewable and cleaner energy sources, and there has been progress in that section. However, as long as countries are still producing mass smoke and pollution, Climate Change is occurring. Another solution that has been presenting is by using different modes of transportation so that overall gasoline or other non-renewable energy sources will be conserved and not let out to the environment where it will only accelerate the rate of which climate change occurs.

Norway has been committed since 2015 to reducing global emissions of the greenhouse gases that we use by around 30 percent, compared to in 1990. Since Norway and the European Union have similar goals in mind of the climate targets they hope to achieve, we have been working closely together and enter agreements about making a joint target, based on their framework of climate. A large portion of the European Union legislation on climate change is binding to Norway, thus we have agreed to collaborate and work together in order to combat climate change. We would like to extend the framework that we use to other nations so that we may all approach this pressing issue as United Nations, hence the name of this committee. In order for this to ensue after our committee, debates and resolutions must be brought to the table over the duration of the conference, and we would be glad to share and reform our framework with other nations in order to establish a secure and firm plan of climate change combat.

**Topic 003: Supporting and Accomplishing Education 2030**

There are many uncertainties within this topic, which is why there is lack of action being taken to execute Education 2030 well. The first topic that is necessary to address is the universal definition of education. If that is decided upon, it will be so much easier for countries to decide how to plan a course that will ensure all students have a basic level of knowledge before they go on to different branches of learning. Secondly, there needs to be a review of the Sustainable Development Goals for Education, so that all nations will be considered. Thirdly, collaborations and financial transactions need to be made in order to ensure that all nations will be on a similar playing ground before we implement a huge reformation in the education system.

The definition of education stands as follows: the process of receiving or giving systematic instruction, especially at a school or university. In order to ensure that “systematic instruction” is being equally given to all students around the globe, a universal definition must be in place, which accommodates and recognizes all religious and cultural beliefs that certain countries may already have in place. The definition that Norway has for education is very specific to our own country, thus we would extremely appreciate a debate about this in order to understand other countries’ points of view and be able to move forward with a wholesome understanding and establish a universal system which works and educates many different students around the world.

In terms of the Sustainable Development Goals, Norway believes that this act is a transformative global roadmap that will eradicate extreme poverty and also protect boundaries that will allow for a flourishing and just society. Since Norway has been so active in this act, they have raised great political and public awareness of the SDGs in Norway. The government is on top of everything, with identifying challenges that have been coming up, and recognizing them at the national level so that they may be addressed and solved as soon as possible. Some national challenges will include making sure to promote mental health, eliminating forms of violence against women and girls, ensuring sustainable infrastructure, and sustaining the income growth of the bottom 40% of the population so that it will be higher than the national average.

Since Norway is extremely well-versed in the act of developing and protecting vulnerable countries, we understand the precautions and the sacrifices that will need to be made in order to allow for a flourishing and educated society. We have allocated at least 0.7% of our Gross National Income to the official development assistance, but now we have moved up to around 1%, because we have recognized the importance of having a fully developed nation. We, as a nation, extremely believe in the importance of education and sustainable frameworks that will continue to implement these acts long after the government changes, and thus we are willing to also help out other nations so that they may reach a state like ours, where we help other countries to promote sustainability and education.

It would be wonderful to have an in-depth debate about the Education 2030 framework along with other countries so we can find out where everyone is at so that we can move forward together. We also look forward to making amendments to our frameworks in order to ensure full inclusion of different cultural and religious points of views.

Norway looks forward to this conference, with full and rich discussions that extend upon the governance and their education, and how to combat situations within the government so that resources and skills can be allocated towards the improving of the education system. We also look forward to discussing our framework, along with the European Union of helping to prevent Climate Change, and thus preserving more World Heritage Sites from combat and ecological issues that may arise in the near future. In addition, we are also extremely prepared to discuss and elaborate upon our plans to reform the Education 2030 framework that we have in place to extend towards other countries and work together to establish a full and rich education system. Norway is very excited for this discussion, and to listen to their fellow countries speak, and to be able to work together as United Nations.

**Bibliography**

"Unesco World Heritage Sites Norway - Three Norwegian Treasures." *Fjord Norway*. N.p., n.d. Web. 08 Nov. 2016.

Landed, S.L. Just. "Schools in Norway." *Just Landed*. N.p., 2014. Web. 08 Nov. 2016.

"SDG4 Education 2030 | Education | United Nations Educational, Scientific and Cultural Organization." *SDG4 Education 2030 | Education | United Nations Educational, Scientific and Cultural Organization*. N.p., n.d. Web. 08 Nov. 2016.

Centre, UNESCO World Heritage. "The Criteria for Selection." *UNESCO World Heritage Centre -*. N.p., n.d. Web. 08 Nov. 2016.

"Education Level and Health in Norway - Fact Sheet." *Norwegian Institute of Public Health*. N.p., n.d. Web. 08 Nov. 2016.

Malbrand, Anais. "Education 2030 Framework for Action Has Been Adopted." *Education 2030 Framework for Action Has Been Adopted*. N.p., n.d. Web. 08 Nov. 2016.

"Norway .:. Sustainable Development Knowledge Platform." *UN News Center*. UN, n.d. Web. 08 Nov. 2016.