Maya Hart representing New Zealand

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Position Paper

1. Governance and Its Effects On Education

The correlation between government and education is increasing in awareness globally. This connection dates back to the mid 1800’s when education in a teaching stance was invented by Horace Mann and governmental policies were being introduced and uprising ("Education In New Zealand"). The evolution of education has been directly followed by government where factors such as corruption, or lack thereof, political instability and military conflict or negation have played a role in the accessibility of it. Specifically, in developing nations, such as Cambodia, education is scarce and limits a wide population. Illiteracy and the inability to understand are two strong elements that are rapidly increase due to the connection between the government and education. To combat this problem, the UN has taken many steps such as programs in refugee camps and fights against political instability and freedom. New Zealand however does not require crucial help from such organizations has their education system is balanced. This means that the correlation between government and education has a positive effect on New Zealand’s society ("Educational System | Education In New Zealand"). In fact, going to school in New Zealand is not option. The Education Act of 1989 states that any persons between the ages of 6 – 16 years old must be enrolled in either a public, local or certified homeschooling system ("Education Act 1989 No 80 (As At 01 July 2016), Public Act – New Zealand Legislation"). It is important to note that New Zealand being declared a developed country may contribute to their education policies versus an un development country where education may be inaccessible or optional. Furthermore, the education system in New Zealand is heavily influenced by their government who creates laws and regulations to ensure their mass population is able to receive an education. To prove this, New Zealand’s government even offers free education at the high school and tertiary level through the local system and provides scholarships to those who are in a position of acquiring it. Moreover, as New Zealand’s government's establishes a positive effect on its education system, no solutions are necessary.

1. Preservation of Word Heritage Sites

World heritage sites are an important part of every country. Heritage sites are a remembrance important historical and cultural aspects of a country and are picked by the United Nations Educational, Scientific, and Cultural Organization (UNESCO). However, they are very easily susceptible to threats given their extensive existence. As of 2016 there are 1052 world heritage sites and 55 in total that are in danger ("World Heritage Sites"). When a heritage site in ‘in danger’ it means that it is risk of deterioration from factors such as climate change, time existence, human actions, natural disasters (fires) and so on. The main goal of the UN in regards to the world heritage sites is to preserve and maintain them. This is easier to accomplish is developed nations rather than developed nations, though. For example, in Syria their world heritage sites are labelled as ‘in danger’ due to the current war and the UN is struggling to find ways to end this (Centre, UNESCO). Along with UNESCO, there is another organization attempting to preserve world heritage sites; ICOMOS. ICOMOS “works for the conservation and protection of cultural heritage places” (“Introducing ICOMOS”). Both international bodies are calling out to people to help assist them in possible solutions, specifically in underdeveloped nations. New Zealand is home to three world heritage sites: Te Wahipounamu, Tongariro National Park and Subantarctic Islands. The Te Wahipounamu came into existence in 1990 and consists of “dramatic landscape shaped by successive glaciations into fjords, rocky coasts, towering cliffs, lakes and waterfalls” ("World Heritage Sites"). The Tangariro National Park was noticed in1993 and is actually “the first property to be inscribed on the World Heritage List under the revised cultural criteria describing cultural landscapes” ("World Heritage Sites"). Lastly is the Subantarctic Islands which consists of Auckland, Snares, Campbell, Bounty and Antipodes. These islands are home to various wildlife animals such as birds, snakes and monkeys, some of which cannot be found anywhere else in the world ("World Heritage Sites"). Of these three sites, none of them are labelled at risk for deterioration. However, this does not mean there is no need for solutions to upkeep their standard. One solution that could help continue the existence of the heritage sites of New Zealand could be to organize paroles or peacekeepers to monitor the heritage sites overnight to ensure no humane attacks occur. In undeveloped nations a possible solution could be to send troops to nation where war in prominent in order to protect heritage sites from destruction.

III Supporting & Accomplishing Education

The need for education throughout all areas are the world are crucial for the becoming of individuals. UNESCO has been striving to ensure this since the beginning of time and has been putting goals into place annually to suit. In many part of the world, education is inaccessible due to the contributing factors of society, politics, governance, religion and financial status. These barriers are negatively impacting society. Unesco was developed in 1945, and around 1900 secondary schools were generally for the wealthy who were intent on pursuing a professional career. An attempt to address the education and workforce was made by introducing technical high schools in the early 20th century. Education in 1918 in New Zealand was supported and accomplished by “whare wananga” (house of learning). Later, provincial governments began funding some schools in 1852, and from 1977 there was free education for children five to fifteen. In the years 1920-2000’s New Zealand education system was reformed. UNESCO’s educational objectives are to provide a global and regional leadership in education, and to strengthen educational system’s worldwide is the foundation of support. In the past to assist and improve education it is noted that New Zealand is a founding member of the United Nations. Since its formation, New Zealand has been actively engaged in the organization. New Zealand sees the UN as a means of collective security, mainly in the South Pacific region as they are a small region. New Zealand supported aid programmes through UNESCO and UNICEF. In 1947 New Zealand joined ECAFE(Economic Commission for Asia and the Far East) a UNO regional commission from Iraq to Japan which tries to promote Economic development. New Zealand has focused on building a world leading education system, that provides all new Zealanders with knowledge, skills and values to be successful citizens in the 21st century. A strategy plan was established for government’s long term direction to tertiary education As a member of UNESCO they are committed to Education for All. The New Zealand Government endorsed the 2000 Dakar Framework for Action which proposed 12 major strategies and set six major goals to achieve quality education for all by 2015(Baral, Patrick). New Zealand’s education system is intended to provide equal opportunities for all regardless of gender, ethnicity, or social and economic background, and to reflect its unique and diverse society. In 2014 the Government released its 2014-2019 Tertiary Education Strategy. The new strategy has six priorities:

1. Delivering skills for industry

2. Getting at-risk young people into a career

3. Boosting achievement for Māori and Pasifika

4. Improving adult literacy and numeracy

5. Strengthening research-based institutions

6. Growing international linkages. (Baral, Patrick)

They are constantly scanning the work of other systems to see what might work there, in their particular social and cultural context. Their goal is to ensure that they deliver improved education outcomes for all New Zealanders, produce leaders and citizens equipped for the 21st century, and help create stronger economic growth for their country.

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