**UNESCO**

**International Federation of Journalists**

**SSUNS**

**Topic 1: Governance and its Effects on Education**

The International Federation of Journalist (IFJ) strongly encourages all other delegations to recognize that we, the global community have a duty to encourage affordable access to education throughout the world. Education is an incredibly important asset when trying to achieve sustainable development. To fulfill this duty, we need to look at the role of governance in education and implement measures that reflect the goals that we stride for.

Conflict and political instability have been heavily detrimental for attempts at establishing a national education program. According to members of the IFJ in South Sudan, it has been five decades of war and upheaval and this has had a tremendous impact on the education children and adolescents throughout the country. Over three-quarters of the adults in South Sudan are illiterate. The most recent statistics from 2009 indicate that South Sudan has a literacy rate of approximately 27%. This is atrocious and heavily indicative of the hindrance that conflict and political instability are to education.

Other barriers to education include corruption. Many countries suffer from corruption such as Somalia. Journalists have reported that Somalia’s corruption exists within both the public and private sector. It is owing to a reported lack of accountability due to the lack of influence that the government has. It ranked last in the Transparency International’s 2014 Corruption Perceptions Index which is a measure of the corruption in the public sector. In reference to a study conducted in 2013, Somalia is currently within the top 10 list of countries with the lowest Literacy rates currently sitting at a literacy rate of 37.8%.

Regardless of the barriers, the international community must work together to create viable and relevant goals that can be established to increase literacy rates in countries such as South Sudan, Somalia and Guinea if we hope to improve global literacy. The IFJ advises that countries seek the aid NGOs such as Tostan we can attempt to educate these countries with low literacy rates. Totsan utilizes a model where a facilitator enters a community and lives with them for several years. The facilitator runs two classes with 25-30 members, one for adults and adolescents. During this time the facilitator teaches human rights concepts along with mathematics and languages. It has succeeded in its mission so far and is in the top 100 NGOs. It is with these NGOs that we need to look to for help in helping to educate these afflicted areas.

**Topic 2: Preservation of World Heritage Sites**

World Heritage Sites are landmarks that have been recognized by UNESCO. They are selected based on an assessment of their cultural, historical, scientific or other significant measures. All World Heritage Sites are viewed by UNESCO as sites being important to the interests of all human beings and are classified as landmarks of the Earth. The IFJ acknowledges that UNESCO world heritage sites are being put at risk when they are in an unstable region such as Syria as of right now, but considering the complexity of conflict and political instability, we advise that we should focus on countering global warming, while not totally eclipsing any efforts to preserve World Heritage Sites in unstable regions.

Climate Change has had a tremendous impact upon the well-being and continued existence of many UNESCO World Heritage Sites. According to an article created by the National Geographic, the 2 degrees Celsius above average monthly highs. Algae cannot thrive very well at this temperature and it becomes toxic for coral to consume. Expelling the algae does not solve the problem either as that leads to the starvation of the coral. Global warming has not only affecting the well-being of coral, but has affected ocean acidification and rising ocean temperatures. This poses a threat to not only the Great Barrier Reef, but to all coral reefs.

Keeping Global Warming and the El Nino event in mind, we need to develop stricter regulations that hope to lower global Carbon Dioxide emissions. There are various ways to do so whether it be through the use of Carbon-Free and Reduced-Carbon energy sources, Carbon Capture and Sequestration, and Cap and Trade and Market-Bound Controls. Carbon-Free Energy sources or Reduced-Carbon energy sources utilize little to no carbon, which significantly lowers the output of carbon dioxide in energy production. Carbon Capture and Sequestration involves the capturing and storing of carbon that would be present in the atmosphere if the emissions were not caught. The carbon caught can be stored by plants (photosynthesis) or the Earth (adding nutrients to the Earth). It is known that the public respond to financial incentives and something similar to a carbon tax on certain industries can significantly reduce the amount of Greenhouse Gases (GHG) in the air. To make it worthwhile for a corporation to produce products below a certain carbon cap, if a corporation obeys these guidelines, then the government of the country that the corporation resides in will provide a subsidiary to the corporation(s).

**Topic 3: Supporting and Accomplishing Education 2030**

The IFJ believes that all members of the international community should strive towards achieving the previously promised Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) for 2030. The IFJ believes that the Incheon Declaration suggests that each country should increase spending based on a benchmark of 4-6% of the GDP or 15-20% of total public expenditure is not relevant to all countries. Some Less Economically Developed Countries (LEDCs) have significantly lower GDPs and are not able to pay for the costs. What the IFJ is proposing is that an assessment of a country’s GDP and then determine how much that country must increase their expenditure for education by a rational amount.

The MDGs and SDGs has significantly increased global literacy rates, the gender gap in terms of education has shrunk and the enrolment in primary education has increased from 83% to 91% by 2015.