**Delegation from Represented by**

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

Education is the most powerful weapon which people can use to change the world. The citizens' level of education in the country is deeply related to the country’s politics and economy. Education leads to a better understanding of the world and everything around in daily life. It has been and still is vital for a better function of society that we live in.

Despite being in a transition state after the dissolution of the Soviet Union, Kazakhstan greatly values quality education and is aware that governance has a huge effect on education. With the purpose of creating a better environment for coming generations to thrive in, Kazakhstan has been working on improving its educational system and has been gradually putting more resources into the education system domestically. Nevertheless, the education system in Kazakhstan is far from perfect. Unfortunately, Kazakhstan is one of the countries currently suffering from corruption. From domestic experience and current events, Kazakhstan understands that corruption is a crucial factor holding back the development of education systems and that the process of eliminating corruption will be met by many hardships. To develop a better education system not only domestically, but also on a international level, Kazakhstan is willing to support bills that work towards eliminating embezzlement and bribery internationally and open to resolutions to decrease corruption, Kazakhstan believes going transparent in government spending is a viable resolution, which the UN can create an assembly to monitor. Kazakhstan also supports the UNCAC (United Nations Convention against Corruption) and urges the remaining countries to sign and ratify the Convention. Kazakhstan believes that more changes will be seen if countries were to come together and work towards a resolution。

Kazakhstan is also aware of the impact of political instability on the educational system. From the cases of the refugee camps, Kazakhstan realized that, in order to improve education for those politically unstable countries, international aid is essential. Kazakhstan is willing to participate in diplomatic solutions presented for the Syrian political instability. The right to education should be protected despite the countries’ political status. Along with other members of UNESCO, Kazakhstan is eager to provide any sort of required aid for the refugee camps to maintain a relatively high level of education for those in need. Not only so, Kazakhstan believes that the teachers in such areas should be trained to educate students about the local culture. Neutral school facilities should be established in safer areas or areas densely populated to ensure accessible education.

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

Kazakhstan boasts three cultural and natural heritages on the UNESCO World Heritage list: The Mausoleum of Khoja Ahmed Yassaui, Petroglyphs within the Archaeological Landscape of Tamgaly, and the Korgalzhyn and Nauryzumsky reserves, as well as sharing the Silk Roads and the Wester Tien-Shan with multiple other countries. These heritage sites are greatly valued by the country, as it is the pinnacle of both natural and human-made creations around the world. Kazakhstan understands how climate change severely damages World Heritages sites. The territory of Kazakhstan is located in climatic zones that are very sensitive to physical fluctuations, climate change is constant and causes problems that threaten livelihoods and lead to a deterioration in the overall quality of human life. According to the Convention Concerning the Protection of the World Cultural and Natural Heritage, each State Party to this Convention recognizes the duty of ensuring the identification, protection, conservation, presentation and transmission to future generations of the cultural and natural heritage. It's an obligation of the State Parties to participate and contribute in the protection of these World Heritages. Mitigating climate change is, without a doubt, one of the actions that should be prioritized.

Kazakhstan believes that the World Heritage sites should, under no condition, be run by private organizations or individuals. The site belongs to all citizens of the country and has significance in the county’s culture and religion. Though it is acceptable for the sites to be used as tourist attractions, they should be managed by the government under the main purpose of protection and preservation. Kazakhstan believes that countries should run campaigns to encourage individuals to donate to the heritage sites, as well as dividing a certain proportion of the income from tourism to the private organizations who contributed greatly to the preservation of heritage sites.

However, Kazakhstan considers the current method of choosing World Heritages rather awry, as cultural bias plays a large role in the selection of sites that are eligible to be a World Heritage site. Out of all the current heritage sites, 50% are in Europe and North America, compared to that of 9% in Africa, and 7% in Arab countries; it is clear to see that cultural bias plays a big role in the results, as the organizations who provide recommendations and guidance to The World Heritage Committee are not based in African or Arabic countries. Kazakhstan condemns the cultural bias in the selection process. Kazakhstan believes that the organizations, such as the International Council on Monuments and Sites (ICMOS) and the World Conservation Union (WCU), should have a more culturally diverse base as recommendation and guidance when selecting the sites.

As for the preservation of the cultural integrity of World Heritage sites in unstable regions, Kazakhstan believes that each country should do all they can to preserve the heritage sights. Nevertheless, Kazakhstan understands that some countries may not be capable of doing so during unstable times; as such, international support is needed to reach such goals. All members of UNESCO have a share of obligation to prevent irreversible damage done to the heritage sites. In order to preserve such sites, Kazakhstan believes that peacekeeping troops should be sent by UNESCO to emphasize that the grounds are safeguarded, and not allowed to be infringed.

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

Education is an important aspect of society, as it contributes to the development of the country greatly, yet education isn’t necessarily guaranteed to everyone in certain countries of the world due to a variety of reasons. Education is one of the primary ways to enable a country to grow, it is crucial for those developing countries to implement quality and accessible education. Unfortunately, also those countries who are having difficulties providing such. Kazakhstan, being a developing country in a transitional state, boasts a relatively high quality of education as well as mandatory state-funded secondary education. Nevertheless, Kazakhstan still has goals for developing higher education and to increase the quality overall. It has a goal of increasing the competitiveness of education and development of human capital through ensuring access to quality education for sustainable economic growth.

To developing education and meet the goals set for 2030, Kazakhstan believes that more funds and attention should be provided to the system. It should also be emphasized that the problems developing countries are facing cannot be solved by the countries themselves, as the developed countries also have a large role to play in helping to create a bigger impact on the achievement of Education 2030. Despite the effort put in, developing countries don’t have a solid economy base to develop education off of, which is where developed countries are capable of helping. This is beneficial to the developed countries as well, as it eventually opens a better market to trade with in the future. Kazakhstan thinks that it is rather futile to put the larger half of responsibility of contributing and creating an impact on the developing countries. The developed countries should have an as important role, if not larger.

Kazakhstan believes that the education systems should be established according to a certain extent of local knowledge/language/history. To prevent the local history and culture from vanishing, it should be mandatory for those teachers who are sent to teach at the place to learn about the local customs, history, and language prior to being able to teach at local facilities. Kazakhstan believes that there should be a basic standard of education internationally, yet it should be flexible and not limiting the content being taught at schools, including but not limited to the basic ability to understand math, science, and literacy after primary education.

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