Committee: UNESCO

Topic: Governance and Its Effects on Education

Country: Senegal

In 2009, UNESCO stated that in order for governments to become more involved with their country’s education system, it would be necessary to reform finance, school management, the recruitment and qualifications of teachers, and planning for education. In the past, governments have had no set plan for education, with regional and local areas creating their own, leading to a disconnect between the government and their country’s education system. Low income Countries, and those that are poverty stricken are often put on the back burner of education, not getting as much funding or planning, and their students are suffering as a result. These low income countries have attempted to implement the same solution as developed nations, but it never works, because they don’t have the funding to either make it work in the first place, or continue it once it has been set up. [[1]](#endnote-1) Education is a human right, and Senegal firmly believes that all children should have access to quality education, no matter what state their country’s government is in.[[2]](#endnote-2)

Within our country, the Senegalese government recognizes the importance of education, and have been able to meet many accomplishments in bettering our education system, including increasing our primary school enrollment from 69.8% all the way up to 92.5% in a matter of just 9 years.[[3]](#endnote-3) We believe that all governments should make an effort to improve education within their country and would like to enforce that a government’s increased involvement in their country’s education system will not only benefit the children of that country, but it can actually help to reduce the amount of poverty in the country and can improve the entire country economically. With the help of Global Partnership for Education, Senegal has increased our government’s involvement in education and have created a plan to meet goals that we have not yet accomplished.[[4]](#endnote-4)

That being said, Senegal would like to implement the LOT, or Leaders of Tomorrow Initiative on a global scale. Leaders of Tomorrow is an NGO that is partnered with UNESCO and it will serve to help get governments more interested and aware of their education system in order to get them more involved. This organization will work with UNESCO to impact both developed and underdeveloped countries. Through the organization, countries in need will apply for a grant. LOT will determine, based on the country’s economic and educational state as well as their annual GDP, whether they are a developing or developed country. Then, they will be able to receive their grant, which can be used in different ways. In developing countries, it will be provided in the form of an economic incentive. Once a country has completed a certain educational goal, such as establishing a certain number of public schools or a curriculum, they will be given the grant which can be used to better the connection between the government and the schools, or it can also be used to better education facilities in their country. Since these countries are developing, they will receive support from programs such as Teachers Without Borders, Global Partnership for Education, UNICEF, or UNESCO. In developed countries, the grant can be used in one of two ways. It can be implemented as a big brother little brother system where the developed country can use the grant to assist the developing country of their choice. Alternatively, the sam grant can be used to improve areas of that country’s education system that are outdated or underfunded, such as hiring new teachers, replacing textbooks, or funding for new programs within schools. Our next solution is to implement presentations worldwide which will help to educate students, staff, and district personnel about how to improve their school as well as less fortunate schools in their area. A section of these presentations will be specific to staff and district members to inform them on how they can contact their government to help reach certain educational goals as an entire nation. We also would like to work with the Human Rights Council to get education to be recognized as a human right worldwide. With these solutions, and collaborative efforts, Senegal believes that governments can and will become more connected with their country’s education system.

Committee: UNESCO

Topic: Preservation of World Heritage Sites

Country: Senegal

There are a total of 1,052 World Heritage Sites worldwide, 55 of which are in danger. Sites are classified as Natural or Cultural. There are 7 sites located in Senegal[[5]](#endnote-5) Being that our country has several sites, we are very interested in ensuring that sites are preserved. We have ratified the World Heritage Convention, which was passed by UNESCO in 1972.[[6]](#endnote-6)[[7]](#endnote-7) The Convention states that it is necessary to have a balance between preserving the cultural aspects of the sites, while still allowing people to interact with nature. On the front of preservation, the ultimate goal is to preserve potential sites because of the length of time it takes to become a site. The higher amount of countries that ratify the Convention, the better off the sites will be.[[8]](#endnote-8) Tourism has a very negative impact on sites. The infrastructure is destroyed by developmental impacts, and these forms of destruction are often very devastating and widely felt throughout the entire area of the site.[[9]](#endnote-9)

Senegal is very concerned with the preservation of these sites, considering the number that we have in our country. We have a total of seven, as previously mentioned, and the entire continent of Africa is underrepresented on the list.[[10]](#endnote-10) MAny sites in Western and Northern Africa are in danger due to the amount of oil and gas exploration, mining, poaching and armed conflict that takes place in these areas. One in ten sites worldwide is in danger, and Niokolo-Koba National Park in Senegal is one of those 55 sites in danger.[[11]](#endnote-11) Within the world heritage site on the island of St. Louis, Senegal, tourism is common. Initially, this was helpful economically for our country, but rising sea levels, and an overall economic decline in the country has hurt the site, drawing tourism away. Luckily, it is placed on the list of World Heritage Sites. This alone has helped to preserve the site.[[12]](#endnote-12) Additionally, demolition of buildings on the island have been halted as of January 2016. This has led to a real estate reduction, which, along with halting the demolition, has helped to preserve the site.[[13]](#endnote-13)

This being said, Senegal would like to enact the following solutions in an effort to preserve as many World Heritage Sites as possible. We feel it imperative to provide international support for unstable sites located in war torn areas. In order to do this, we plan to set up a program where people being held hostage by the groups causing the region to be unstable will be able to work on the restoration of the site, along with UNESCO volunteers. That way, they will be able to get away from violence, while helping the international community. After the restoration of the site has been completed, these former hostages will be able to work for the site if it is a site in need of employees, such as a national park. If there is no need for employees at that particular site, these people will be able to stay at safe houses until it is either safe enough for them to return to their families, or if that is not an option, they can make a living for themselves. Our next solution is to amend the World Heritage Convention. We would like to add an operative stating that sites are to be checked biannually by their government, who will them report the status of the site back to UNESCO headquarters. Depending on the status of the site, tourism, mining, and oil and gas exploration may be temporarily or permanently halted in order to restore or preserve the site. We also would like to make an amendment to shorten the amount of time it takes to become a site. We plan to do this by omitting certain requirements necessary to become an official site on the list. The requirements omitted will differ based on whether the site is cultural or natural, as well as what the specific site that is being considered is. As a last resort option, we plan on possibly converting the sites that are overrun with armed conflict into a demilitarized zone. We believe that converting sites into DMZ’s will help to drastically reduce the amount of harm that is occurring in and around these sites. With these solutions and collaborative efforts, Senegal believes that World Heritage Sites can and will be preserved.

Committee: UNESCO

Topic: Supporting and Accomplishing Education 2030

Country: Senegal

Education 2030 has been implemented to ensure that the Education For All(EFA) goals that were set sixteen years ago will finally be met. The focus of this set of goals is to allow for an equal education opportunity for all people regionally, nationally, and globally. Access should be provided to all regardless of race, disability, or status, and we as an international community must ensure that once children are in school and that they have good quality education. Education is a human right and therefore should be available to all children worldwide no matter what their circumstances are.[[14]](#endnote-14) We as an internationally community need to make sure that all this will be able to be completed by accomplishing all the goals of Education 2030 in it’s set 15 year period.

Senegal, and all African countries, have increased our enrollment in primary schools by 33%, been able to narrow the gender gap and make sure that more and more children are moving on to secondary school.[[15]](#endnote-15) Senegal also has made multiple efforts to allow children to learn in areas that are not war torn, so that they can have a safe and effective learning environment.[[16]](#endnote-16) Throughout all of Africa, International Education Planning has been implemented to help allow goals to be met both in the continent as a whole, and individual regions throughout our countries.[[17]](#endnote-17)

That being said, Senegal would like to implement the following solutions on a global level. Our first solution is the implementation of the PIE, or Peace and International Education Initiative, which is an NGO supported by other partnering programs such as Teachers Without Borders, No Child Left Behind, UNESCO and UNICEF. This program will relocate kids learning in war torn areas to safer learning environments to provide peace for their education. It will also Implement International Education Planning on a worldwide level. This will make it easier for individual countries goals to be completed at the same time as the international goals set by Education 2030. Our next solution is to help ensure that educational goals continue to be met for the entire 15 year period. We propose a Monitoring System based loosely off of the Astronomical Clock located in Prague. The system will be a giant clock that will have a live count of the number of goals each regional bloc has completed. This clock will be given to the leading country in the leading regional block for a two year period. After that period is up, that country will host a UN Summit where all regional blocs will meet to discuss their progress and offer ways to help each other complete goals as well as further solutions to better education internationally. The clock will be solar powered, so that it is energy efficient, and it will be small enough that it can be moved. Each regional bloc will have a smaller less detailed version. Regional blocs will host their own summits yearly to ensure that all countries are on track with the regional bloc as a whole, and that the regional bloc is on track with the international community. Additionally, this information will be broadcasted in the form of media outlets to each country in regional bloc quarterly so that individual countries know where they are doing well and what areas they need to improve in. With these solutions, and collaborative efforts, Senegal believes that education 2030 can and will be accomplished.

1. <http://www.unesco.org/education/gmr2009/press/efagmr2009_Chapter3.pdf> [↑](#endnote-ref-1)
2. <http://unesdoc.unesco.org/images/0012/001211/121117e.pdf> [↑](#endnote-ref-2)
3. <https://www.usaid.gov/senegal/education> [↑](#endnote-ref-3)
4. <http://www.globalpartnership.org/country/senegal> [↑](#endnote-ref-4)
5. <http://whc.unesco.org/en/list> [↑](#endnote-ref-5)
6. <http://whc.unesco.org/en/statesparties/sn> [↑](#endnote-ref-6)
7. <http://whc.unesco.org/en/convention/> [↑](#endnote-ref-7)
8. <http://whc.unesco.org/en/convention/> [↑](#endnote-ref-8)
9. <http://whc.unesco.org/uploads/activities/documents/activity-113-2.pdf> [↑](#endnote-ref-9)
10. <http://whc.unesco.org/en/activities/28/> [↑](#endnote-ref-10)
11. <https://www.iucn.org/content/one-ten-natural-world-heritage-sites-danger-0> [↑](#endnote-ref-11)
12. <https://www.newworldencyclopedia.org/entry/Saint-Louis,_Senegal> [↑](#endnote-ref-12)
13. <http://whc.unesco.org/en/news/1424/> [↑](#endnote-ref-13)
14. <http://www.uis.unesco.org/Education/Documents/wef-framework-for-action.pdf> [↑](#endnote-ref-14)
15. <http://www.unesco.org/new/en/dakar/education/> [↑](#endnote-ref-15)
16. <http://www.unesco.org/new/en/member-states/single-view/news/laying_the_foundations_to_achieve_education_for_all/#.WBfhZd-rRBw> [↑](#endnote-ref-16)
17. <https://www.iipe-poledakar.org/sites/default/files/ckeditor_files/pol-_polemag_23en.pdf> [↑](#endnote-ref-17)