**Delegate**: Aiden Stone

**School**: Hanover High School

**Country**: Democratic Republic of Congo

**Committee**: Educational, Scientific, and Cultural Organization (UNESCO)

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

And over the past decade children’s access to education has deterred due to corruption and political instability in many countries. Without basic education children are not getting baseline skills needed to survive in the adult world. In a rapidly and constantly changing world, it is vital that children have access to a basic education. The Democratic Republic of Congo (DRC) has recently emerged from a long period of violence and instability and struggles with a legacy of fortified corruption at all levels of society. As a result, access to education in the DRC, despite its many efforts to improve, remains poor. The DRC wants to fix corruption and create sustainable ways to support education in all countries throughout the world.

The DRC constantly struggles with repeated political crises, weak governance, mismanagement of natural resources and entrenched corruption. In the DRC conflict and resulting disease have killed more than five million people since 1998. Data from 2013 ranked the DRC 154th of the 177 countries assessed by Transparency International’s Corruption Perceptions Index (CPI), and scored a 22 on a scale of 0 (highly corrupt) to 100 (highly clean). These findings are consistent with the World Bank’s 2012 Worldwide Governance Indicators where the DRC performs extremely poorly on all the six dimensions of governance assessed, scoring below 7 (on a 0 to 100 scale) in all categories.[[1]](#footnote-0) The DRC has enacted specific anti-corruption and anti-money laundering laws aimed at preventing, detecting and punishing corruption, none of which have been sustained. National Anti-Corruption Strategy (NACS), which was finalised before the transition period recommended that a specific anti-corruption law be enacted. President Kabila on numerous occasions has declared commitment to fighting corruption within the DRC, but there is neither indication of firm political will, nor evidence of progress beyond the establishment of a strong legal framework, which is rarely enforced in practice.

Over the past decade other countries have have commanded our attention: Rwanda, Somalia, the civil war in the Sudan, and the conflict in Darfur. However, corruption in all countries is equally as important. The DRC has collaborated with the African Union (AU) and adopted and widened usable definitions of confiscation of the proceeds of corruption (referred to in the law as ‘assets’), borrowed from the AU Convention (Article 147)[[2]](#footnote-1). Although the DRC fails to have big roles internationally as a country that needs significant help, it has received numerous donations from other countries. The DRC has received $410 million provided by the United states in assessed contributions to the UN peacekeeping mission in the D.R.C. – MONUSCO – and has been provided with more than 3 billion for MONUSCO since 2000. The DRC has also received nearly $115 million during their last fiscal year for humanitarian efforts[[3]](#footnote-2). The DRCs goal is to create sustainable plans for countries like the DRC who are in drastic need of reformation.

In the DRC quality of education is low at every level. The content and standards of secondary and higher education have not been reformed for over two decades. The DRC would like to see world-wide standard put in place to reform each level of education. The first step to accomplishing this, is stabilization of government. The DRC realizes that a favorable economic climate, political stability and commitment are prerequisites for ensuring that policies for the development of a country can be implemented. The DRC believes International corruption standards with a usable definition of what makes a country corrupt need to be administered in order to help nations suffering from drastic levels of corruption recover more quickly. The DRC would like to see governments urgently develop a global strategy for the implementation of the various governance reforms in order to stabilize their governments.Methods to help regulate internals affairs of a country need to be set in place in order to make sure governments are stable. After stabilization policies regarding education should be reexamined and universal laws should be made to make sure education is available everywhere. The DRC believes that the World Bank and UNICEF should be involved in helping to create general standards and provide funds to help corrupt governments supply education to all. Finally, indicators need to be set forth in order to see if countries have achieved stable and effective governance. The DRC believes that without the base of a well functioning government nothing else can advance; it is a domino effect, once governance goes so does proper education.

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**Topic**: Preservation of World Heritage Sites

World Heritage Sites host a great range of biodiversity all around the world. Unfortunately due to domestic difficulties, successive wars, climate change, and criminal behavior these sites have been damaged to immense extent. The Democratic Republic of Congo (DRC) has a total of eight World Heritage Sites, five of which are on the List of World Heritage in Danger due to illegal activity and armed conflict. Despite many steps the DRC has taken to fixing these problems, there is still a long way to go. The DRC recognizes that each country's circumstances are different, but in order to preserve these priceless sites finding productive ways of slowing climate change, moving war zones, and abolishing illegal behavior are essential.

Lack of cartography creates a great obstacle for conservation of World Heritage Sites in the DRC. Due to lack of cartography, lack of data impeded planning and implementation efforts it became extremely difficult for park rangers and the Congolese Nature Conservation Institute (ICCN) to manage these expansive areas. With support from Belgian universities, capacity-building activities were initiated to familiarize park rangers with the use of a “simple integrated cartographic management system.” With such circumstances, the use of satellite imagery proved to be another ideal way to monitor the sites and provide accurate cartography. With these resources UNESCO was able to create the first and only set of accurate cartography of all eight sites in the DRC including ones on the danger list.

The DRC has also partnered with UNESCO to implement laws to conserve these invaulable sites. Since 2000 UNESCO has been taking action in the Congo Basin trying to implement new laws to improve conservation and management. In order to address these issues two programs have been implemented since 2000 - *Biodiversity Conservation in Regions of Armed Conflict: Protecting World Heritage in the Democratic Republic of the Congo* and *Central Africa World Heritage Forest Initiative* (CAWHFI)[[4]](#footnote-3). Emphasis is put on the World Heritage Convention to reinforce and promote the protected areas in the region through the sustainable management of the whole ecological landscape. The Director-General of UNESCO and the Prime Minister signed a document stating that Brigades will be deployed in the five World Heritage sites of the DRC[[5]](#footnote-4). The DRC would like to see UNESCO take actions to apply similar programs to other World Heritage sites.

Armed conflict and criminal activity within the boundaries of World Heritage Sites threaten to destroy them. If these sites are to be protected, then governments must enact and enforce laws that strictly forbid these activities on World Heritage sites. The DRC has allied with many different programs enforcing law to prevent illegal activities. The DRC strongly recommends that UNESCO creates overarching laws prohibiting. By ensuring and enforcing laws associated with armed conflict and criminal activity in World Heritage sites, they will be preserved for generations to come. Climate change is already a pressing issue and is essential to the survival of World Heritage Sites. The DRC believes that UNESCO should ally with the UNEP to come up with a feasible plan to slow climate change in order for these sites to last longer. In addition, regulations for the selection process should be checked every few years in order for them to be kept up to date and necessary changes should be made. In conclusion, the DRC emplores UNESCO to become involved in the protection of all the World Heritage sites by increasing the infrastructure of cartography, creating overarching laws to preserve these sites and protect them from armed conflicts and illegal activities, and to partner with UNEP to tackle the all-important issue of climate change.

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**Topic**: Supporting and Accomplishing Education 2030

Throughout history education systems around the world have experienced massive complications with the ability to be sustained and to provide equal education for all. Children throughout the world are either don’t have access to education or are not receiving a proper one. Without skills acquired through a solid education, children do not acquire basic skills needed to help advance in society. The Democratic Republic of Congo (DRC) and many of its neighboring countries have experience with the issue of poor education due to the country's level of poverty. Up to 7 million children across the DRC are out of school, despite a 2010 decision to make primary education free.(WHY?) Since 2012 the DRC has joined forced with the Global Partnership for Education and seen massive changes to its educational system[[6]](#footnote-5). The plan covers the period 2016-2025 with hopes to help bring education to even more of the population of the DRC. Although each country’s own policies on education are important, the DRC recognizes that only by addressing this issue on a global level will we be able to improve the education system and the help children gain basic education skills.

Overall, around 83% of the population in the DRC has received either no or just primary school education[[7]](#footnote-6). A greater percentage of children in the DRC today are not in primary school compared to fifteen years ago; even amid the children who do receive an education the quality is meager, leaving many unable to read with comprehension or write simple sentences. Equality is not equal in the DRC: both gender and poverty create immense gaps when it comes to accessing education. A poll of children aged 15-24 in the DRC from 2008-2012 shows that 78.9% of men received an education where 53.3% of women did[[8]](#footnote-7). In 2005 poverty was at a high of 71% and went down to 64% by 2012[[9]](#footnote-8). These high poverty levels put a blockade on less wealthy people accessing an equal education. Along with improving access to education the DRC has been actively working on improving the quality of education with the National Ministry of Education (MNE)[[10]](#footnote-9). The MNE focuses on improving French and math learning skills and works to build the capacity of teachers, schools, and communities to increase student learning by improving teaching and the school environment.

In order to completely fix this issue the DRC believes that it is the responsibility of UNESCO to generate a sufficient plan to educate all of the world’s children. To confront this issue head on the DRC had partnered with UNESCO along with many groups such as the International Rescue Committee (IRC) and UNICEF to increase both the access and quality of education. Along with increasing the quality of learning, they have provided scholarships and trained community members, maintain the government’s initiatives to enhance learning in reading, numeracy and lifeskills.

The DRC believes that UNESCO has the ability and obligation to insure inclusive and equal education in order to improve lifelong learning opportunities for all. While discussing this topic, the issue of each country’s variable circumstances need to be taken into account. The DRC believes that the first step to achieving this goal is establishing a stable government system. Establishing education will not be successful, without stable governments. Furthermore, guidelines relating to gender and social class need to be implemented to ensure equal and fair education to all. Finally, an analytical foundation of funding collection and financing needs to be developed in order to assign the appropriate amount of aid to nations in need. Maintaining education is a huge priority. As a country just emerging from turmoil, the DRC believes that actions made to maintain education during times of unrest need to be implemented.

1. http://www.transparency.org/files/content/corruptionqas/Country\_Profile\_DRC\_2014.pdf [↑](#footnote-ref-0)
2. http://s3.amazonaws.com/academia.edu.documents/31099194/MONO148FULLBACK.pdf?AWSAccessKeyId=AKIAJ56TQJRTWSMTNPEA&Expires=1478617863&Signature=pd1RcyKIzk8CN81YR80OklIwiPc%3D&response-content-disposition=inline%3B%20filename%3DCorruption\_and\_Governance\_in\_the\_DRC\_Dur.pdf [↑](#footnote-ref-1)
3. http://www.state.gov/p/af/rls/rm/2013/204511.htm [↑](#footnote-ref-2)
4. http://whc.unesco.org/en/conservation-congo-basin/ [↑](#footnote-ref-3)
5. http://whc.unesco.org/en/news/1343/ [↑](#footnote-ref-4)
6. http://www.globalpartnership.org/country/democratic-republic-of-congo [↑](#footnote-ref-5)
7. http://www.african-volunteer.net/democratic\_republic\_of\_congo\_education.html [↑](#footnote-ref-6)
8. http://www.unicef.org/infobycountry/drcongo\_statistics.html [↑](#footnote-ref-7)
9. http://www.worldbank.org/en/country/drc/overview [↑](#footnote-ref-8)
10. http://idd.edc.org/resources/publications/drc-package-improving-education-quality-pieq [↑](#footnote-ref-9)