***Delegation from*  *Represented by***

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***Position paper for the United Nations Educational, Scientific and Cultural Organization***

1. **Governance and its Effect on Education**

Throughout history, education has always been the pillar of today’s modern society; without it, escaping the cycle of poverty proves to be a difficult task without a well-paying job. Unfortunately, multiple factors in relation with the efficiency of governance in certain nations can hinder the quality of education their citizens receive. Governance refers to the establishment of policies conducted by a governing body[[1]](#footnote-1); a misuse of resources on their part can lead to a failure of development in a nations economic spectrum. For example, corruption being the misappropriation of funds at a large scale results in fewer funds invested in education[[2]](#footnote-2). Moreover, political instability diminishes the ability of the governing bodies to improve their system; one of the influences of war and conflict on education is the diversion of public funds from education to military spending[[3]](#footnote-3). An already underfunded system is losing more money, preventing children from attending school. Furthermore, refugee camps sometimes lack proper governance leading to poor education given to its refugees[[4]](#footnote-4).

The establishment of good governance in a nation can drastically improve the education; however, the delegation of Algeria recognizes that without proper initiatives for improvement, the situation will simply deteriorate. On its fight against corruption, which is significant in a country like Algeria, this nation signed the United Nations Conventions Against Corruption[[5]](#footnote-5). However, Transparency International’s 2009 index that measures the perceived level of public-sector corruption ranked Algeria at the 111th position out of 180 countries[[6]](#footnote-6) showing that the level of corruption in Algeria is sky-rocketing and is indeed affecting the education of its people (illegal collection of fees, embezzlement of school fund, power abuse)[[7]](#footnote-7). Nevertheless, a law and a commission were proposed in 2006 by Bouteflika, which was officially implemented in 2010[[8]](#footnote-8). Moreover, conflicts in Algeria come in collision with education; indeed, 28 million children[[9]](#footnote-9) are out of school in conflict-affected countries. They have the largest gender inequality rate and the lowest literacy level in the world.

It is clear that a countries’ level of corruption will significantly reduce if we promote the transparency of governing bodies; the responsiveness of thereof will increase with access to information that will have a positive effect on the level of public participation. Furthermore, we must take action; the world’s poorest developing countries continue to invest more in the military budget rather then in education. Simply redirecting 10% into education can put a little over 10 million additional children in classrooms[[10]](#footnote-10).

1. **Preservation of World Heritage Sites**

Cultural and natural heritage are what defines us as a country and their preservation should be our first priority. Ultimately, it’s the foremost reason why UNESCO adopted an international treaty called the Convention concerning the Protection of the World Cultural and Natural Heritage in 1972[[11]](#footnote-11). Several criteria are taken into consideration when promoting cultural sites to the Heritage status. Advantages to being chosen for World Heritage status are, in fact, being legally protected under the threat of war, which includes multiple conventions[[12]](#footnote-12). In spite of that, these heritage sites face inescapable threats like war and climate change; these threats can diminish the value of protected sites, make them unsuitable for a world heritage designation and eventually cause some sites to lose their status[[13]](#footnote-13). Algeria believes that there are direct and indirect impacts on the sites that would present a threat to their integrity and authenticity.

Our nation has never first-hand experienced direct threats to its World Heritage sites[[14]](#footnote-14). Ergo, all of our heritage sites aren’t on the list of World Heritage in Danger, which includes 31 natural and cultural sites that are at risk due to environmental factors aggravated by climate change[[15]](#footnote-15). Likewise, Algeria doesn’t believe to have any heritage sites in direct link with unstable regions. Furthermore, tourism, a growing economic sector, will be greatly affected by the dramatic changes that will be foreseen at these sites[[16]](#footnote-16); if these culturally significant sites aren’t well preserved, a loss of intangible cultural heritage will have tremendous repercussions on a countries economical situation.

Towards this growing problem, Algeria suggests establishing policies for managing or reducing risks associated with disasters, whether it’s a conflict or severe climate change. Actions must be taken to be able to develop a strategy at reducing them at World Heritage Properties. All of every single country should focus on the recovery, rehabilitation and reconstruction to protect the cultural or natural aspects of the World Heritage sites. In order to promote such a plan, we believe that strengthening disaster preparedness at World Heritage properties for an effective response would be a step towards the right direction.

1. **Supporting and Accomplishing Education 2030**

Providing education for any and all has long been a central issue on the world stage; it is in fact said that since the establishment of UNESCO, many missions have been developed in order to address the issue and increase emphasis on its importance. These missions include the Millennium Development Goals and Sustainable Development Goals[[17]](#footnote-17). At the World Education Forum, the Incheon Declaration for Education 2030 was «adopted with the intention of improving education for all individuals without exclusions»[[18]](#footnote-18). It basically suggests that every country should increase spending to 4-6% of its Gross Domestic Product[[19]](#footnote-19). Despite that, an utmost issue is that it fails to take account the situation different nations are in. Countries interpret their own idea of a suitable education programs and in some, it proves difficult to ensure access to education for woman and girls to the same level of education that boys receive since gender equality has not yet been instituted[[20]](#footnote-20).

Algeria faces minor challenges in insuring education for all in its country but actions have been taken to guarantee a future with equal learning opportunities for all[[21]](#footnote-21). The Millennium Development Goals had for goal to achieve universal primary education, which was not a success[[22]](#footnote-22), but there has been substantial progress: the enrolment and literacy rate increased whereas the gender gap shrunk. Unfortunately, millions of children still lack access that is why, to combat this issue, solutions should be made while taking into account the elimination of poverty[[23]](#footnote-23). Algeria is a participant in many international organizations like UNESCO, UNICEF, ILO, UNHCR and NGOs that support and monitor progress made in the field[[24]](#footnote-24). They all work together to improve the education given to the children regardless of gender, ethnicity and socioeconomic status[[25]](#footnote-25). The roles of these organizations are to give the children the right to have an education, advocates for the empowerment of girls, improve the access of education to refugees, combat child labor and makes sure of the investment in the teaching profession[[26]](#footnote-26).

In order to find solutions to inaccessibility of education around the world, it is imperative that governing bodies make effort to analyze the impact that the progress in international organizations have on the nations, create collaboration with them and find adequate financing. Indeed, financial support is the biggest issue that we face in ensuring the success of Education 2030. Solving poverty in our modern world is just one of the aspects that Education 2030 is trying to accomplish. We also have to find solutions to gender inequality to allow everyone, regardless of sex, to attend school. Gender inequality often finds its roots in gender-related biases; therefore, countries should create educational programs that aim to change societies’ perception of women and eliminate existing prejudices. Educational programs must be set in place so the adult’s literacy rate goes up. Moreover, specific training should be instituted for teachers so that students get the proper education the UN aims them to receive so that a better future awaits.

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