**UNESCO**

**Position: International Committee of the Blue Shield**

**Delegate: Jennifer Pfeil, Sir Winston Churchill High School**

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

Education is entitled to every human being by the Universal Declaration of Human Rights. Moreover, the public is not only entitled to education but with the help of education, the public can become empowered. With an educated public, not only can nations begin to prosper in wealth but also raise the national standard of living. Education is crucial to all aspects of life, enabling people to be better informed of their own health and occupation. Nevertheless, concerns are rising about the quality and accessibility of education to the international community. Issues such as, miss use of national funds, financial instability, and political instability, can hinder the government’s ability to ensure proper education for the general public. This committee needs to come up with a sustainable yet practical solution.

Different countries around the world experience different hindrances to their education through political, financial and social issues. It is in the national community’s interest to educate the global community because it can potentially prevent the effects of national or regional political, financial and social issues can effects the entire globe. Unfortunately all governments find it paramount to resolve the more imminent issues like war and political revolts than properly educating their public. The potential hazard of not educating and addressing the imminent issues properly because of the lack of education is the ability for the issues to extent around the globe. Once a country’s public is educated it has adequate ability and can better resolve political, financial and social issues.

The committee needs to see to that countries that are suffering from political unrest are able to receive guidance of possible and practical solutions. Each countries has unique challenges which need to be addressed on cases to case manner, there is no universal situation to the issues. Countries like Germany which are known for exceptional education systems do not include kindergarten in there state-supported school system unlike the United States of America and Canada. On the other hand, some countries have much larger issues pertaining to education provide by the government such as chad which cannot support their education system because of low financial income and weak public-revenue- generating capacity. The solutions which can work effectively for every country will depend on the dynamic of current situation. The committee needs to implement a multi-step solution involving Guidance, assessment, implementation and normalization. The use of personnel who can dedicate themselves to the well fare and guidance of a nation to help them manage and balance their financial and educational interests. Such personnel can be volunteers from United Nations Volunteers (UNV) or the Department for Economic and Social Affairs (DESA) who are educated in the dynamic of the country’s situation. Once a personnel has been assigns, they can begin to assess the country’s situation from an internal view and begin to propose practical solutions and steps of action. Actions can include encouraging economic cooperation and international transactions which are provided by the International monetary fund (IMF). The IMF has proven to be a useful tool in aiding countries in financial turmoil like Peru who have seemed help from the IMF and now have strongest growth performance as of 2013. Implementation of a solution suggested can be completed which will be completely voluntary. The implementation can take multiple courses and directions depending on the dynamic of the country. Finally there needs to proper adjustment and normalization to their newly created balanced financial and educational system. It can be required that there be regular checks and surveys done to assess the success of their chosen solution.

Education can be hindered by political factors around the world in all types of countries, not just simple developing countries or countries suffering from political unrest. Nevertheless, education is guaranteed to every human being: females, children, people in need of work, and people in poverty. The necessity of a multistep solution is inevitable, but we need a simple one including Guidance, assessment, implementation and normalization. The success of the plan cannot fully be ensured without the combination of all aspects in relation the individual country’s dynamics.

Bibliography

Hillman, A. (2004). Economic Issues No. 33 - Educating Children in Poor Countries. Retrieved October 29, 2016, from http://www.imf.org/external/pubs/ft/issues/issues33/

Santos, A. (2015). Peru: Staying the Course of Economic Success. Retrieved October 29, 2016, from http://www.imf.org/external/np/seminars/eng/2015/perubook/

About the IMF. (2016). Retrieved October 29, 2016, from https://www.imf.org/external/about.htm

Clift, J. (2012). Promoting Multilateral Solutions for a Globalized World. Retrieved October 29, 2016, from https://blog-imfdirect.imf.org/2012/08/30/promoting-multilateral-solutions-for-a-globalized-world/

UNESCO. (2012). World atlas of gender equality in education; 2012. Retrieved October 29, 2016, from http://www.uis.unesco.org/Education/Documents/unesco-world-atlas-gender-education-2012.pdf

**UNESCO**

**Position: International Committee of the Blue Shield**

**Delegate: Jennifer Pfeil, Sir Winston Churchill High School**

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

World heritage sites are key to our understanding of the past and thing that have happened. We must ensure that all heritage sites remain well preserved as that serve as a window to the past and better or understanding of things that happened in the past. It is key that we understand our past so we can learn about our heritage and learn the significance of our past. However, our valuable past is being destroyed through immediate and long term impacts. There are a greater number of negative impacts arising all round the world that threaten the existence of world heritage sites. The international community needs to come together to solve all the impacts that are arise though a solution which can tackle all different aspects of any problem that may arise.

There are over 1000 world heritage sites and 55 are in danger which could result in the loss of extremely valuable cultural pieces and potential education material lost to war and the changing environment. The situation in the Syria and the Middle Eastern region is continuously becoming more tenuous as more World heritage sites are being destroyed. Many World heritage sites such as the ancient city of Palmyra and [Iraq's Mosul Museum](http://news.nationalgeographic.com/news/2015/02/150227-islamic-militants-destroy-statues-mosul-iraq-video-archaeology/) which have been affected by military and Islamic State of Iraq and Syria (ISIS) interaction, resulting in a loss of cultural and educational value. It is paramount that the international community find a solution and practical plan which can not only protect the world heritage sites in Iraq and Iran but all countries around the world which might have the same situation. Additionally the solution needs to be able to adapt to other situations and effectively solve them all.

There is no simple way the approach the problem because it requires more than just that specified in the Hague convention. Many different approaches need to be taken to ensure the preservation of the world heritage sites in any situation that may arise, pertaining to human impacts. A solution which includes protection, rescuing of sites which suffer potential hazards, obedience and accordance to existing law, preservation, education of their existence, restoration (PROPER) will prove to be most effective, universal and all encompassing. Protect of world heritage sites in conflict zones as well as from environmental changes that pose a threat to the state of the world heritage site. This can be done by the designation of zones around historical sites to prevent unnecessary groups coming into proximity of the heritage sites and potentially destroying them. Rescue operations like the efforts made by the Russian and Syrian military to reclaim the city of Palms. In the future, we can encourage counter terrorism committees within the UN system to aid by reducing conflict and preventing the possible destruction of world heritage sites. The efforts were able to discourage and partly diminish terrorist efforts and prevent any further harm coming t the heritage site. As well as, from an environmental perspective, it is necessary to rescue heritage sites from environmental hazards. Seeing that there are already pre-existing laws and treaties, like The Hague Convection which serve to protect world heritage sites in the situation of armed conflict which compromise the existence of World Heritage Sites. There needs to be obedience and accordance to these laws. The international community must work together to promote the preservation of world heritage sites through new technological advances provided by The Association for Preservation Technology International which have technologies and plans to preserve world heritage sites around the world. Education of these heritage sites is key, because it allows for further protection of the sites as well as educating the public about it cultural value and possibly teaching us about our heritage and ancestors. Education needs to be provided to ensure that the value of world heritage sites are universally understood. Additionally, education will incentivise cooperation with the preservation of World heritage sites which will allow the salvage their cultural and educational value and prevent potential intentional damage.

A solution which implements all aspects of protection, rescuing of sites which suffer potential hazards, obedience and accordance to existing law, preservation, education of their existence, restoration (PROPER) will be able to tackle all problem that are arising and may come in the future. With the all the multiple steps and aspects of this solution it can handle all the dynamics of any situation. Different issues with completely different causes and effects can still be solved with the implementation of one solution, which is the PROPER solution. Possible problems like armed conflict, rising sea levels, floods and fires can all pose a threat to the existence of World heritage sites. With increased destruction of world heritage sites, we loss more and more cultural and ancestral value which can never be regained, which is why we need to implement and effective solution immediately.

Bibliography

Curry, A. (2015, September 1). Here Are the Ancient Sites ISIS Has Damaged and Destroyed. Retrieved November 02, 2016, from http://news.nationalgeographic.com/2015/09/150901-isis-destruction-looting-ancient-sites-iraq-syria-archaeology/

UNESCO. (2016). World Heritage List. Retrieved October 29, 2016, from http://whc.unesco.org/en/list

UNESCO. (2005). Convention Concerning the Protection of the World Cultural and Natural Heritage. Retrieved October 29, 2016, from http://whc.unesco.org/en/conventiontext/

UNESCO. (1999). The 1954 Hague Convention for the Protection of Cultural ... Retrieved October 29, 2016, from http://unesdoc.unesco.org/images/0018/001875/187580e.pdf

UNESCO. (2015). Resolutions Regarding Heritage Destruction in Iraq | United Nations Educational, Scientific and Cultural Organization. Retrieved October 29, 2016, from http://www.unesco.org/new/en/iraq-office/culture/resolutions-regarding-heritage-destruction-in-iraq/

UNESCO. (2015). World Heritage. Retrieved October 29, 2016, from http://whc.unesco.org/en/about/

**UNESCO**

**Position: International Committee of the Blue Shield**

**Delegate: Jennifer Pfeil, Sir Winston Churchill High School**

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

As stated in article 26 of the Universal Declaration of Human Rights, “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.” We must uphold the terms of the Universal declaration of human rights and implement primary education globally. It has become a concern that not all children around the world can get access to education that is provided by their government. Many governments like the federal government of Chad are providing more than sufficient education to the public but many children can simple not attend due to financial negative impacts. Many children need to support their family through work instead of attending school. This necessity of working for the family instead of working needs to be detoured by the cooperation of the international community.

Many government to not have the financial capability to provide its children with education. The international community needs to ensure the implementation of a simple and universal education to the general public. Simple yet sufficient education which can be easily received in all nations. Whereas other countries’ governments are capable of providing education but its public is impoverished and cannot afford taking time from work to get educated. There needs to be a balance between situation of the government’s and the public’s inability to become educated.

Education can take away from an individual’s ability to work, and preventing them from having a sufficient living standard. Incentives need to be provided to individuals, so they may individually choose to become educated. Often the long term incentives are ignored or inferior to the potential immediate benefits of their current situation. It needs to be seen that an immediate incentive can and should be provided to people who receive education because not only will they encourage education of the general public but also prove to yield more prosperous and successful in the future. This can be accomplished through funding from the United Nations Emergency Children’s Fund, which can provide some monetary incentive for parents to send their children to school. Furthermore, it is often seen that when females are educated, they are more likely to spread their education to the rest of the family. It should be implemented that in countries without religious objection that, females do not become disfavored. Females are still less likely to get a steading income than males, in some countries. (stat) The education of females is often disregarded because they are seen less capable to effectively use their education for the accusation of an occupation. This needs to change in their favour, enabling them to receive the same education. This objective can be achieved by education the public and families about the value in educating females, not only will it raise their chances of education but also their status and self-confidence, when people understand their value within society. Public education in the form of billboards, brochures, and advertisements can be implement in areas which require it and are accepting to it. There can be simple yet practical solution implemented in areas which are surveyed to do not have sufficient school attendance rates.

Education is an extremely useful tool to achieve a better standard of living but can easily be hindered by other methods of achieving a better standard of living. Education can be accessible and provided by the government or non-existent to the public. Education can be provided to only a certain group of people because of religious values or the lacked acknowledgement of its value. Many different situations can arise with each their own combination of hindrances, but all can be averted by working as an international community and help countries which require extra help to achieve acceptable primary school attendance rates.

Bibliography

Flippo, H. (n.d.). Education. Retrieved October 29, 2016, from http://www.german-way.com/history-and-culture/education/

United Nations (2009). Universal declaration of human rights. Retrieved October 29, 2016, from <http://www.un.org/en/universal-declaration-human-rights/>

UNESCO. (2012). World atlas of gender equality in education; 2012. Retrieved October 29, 2016, from http://www.uis.unesco.org/Education/Documents/unesco-world-atlas-gender-education-2012.pdf

Greening, H. (2015). 2010 to 2015 government policy: Education in developing countries. Retrieved October 29, 2016, from https://www.gov.uk/government/publications/2010-to-2015-government-policy-education-in-developing-countries