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Position of Pakistan Regarding Education 2030, its Relation to Governance and Preservation of World Heritage Sites

**Background on topics:**

As of 2013, 124 million children/adolescents are unable to attend school, not to mention that 115 million children/adolescents cannot even read or write. We, the nation of Pakistan, find this appalling as it is not only a violation of the right to equal education, but it also has major impacts on the global community as a whole. Furthermore, Education by the year 2030 has been set as an international goal, with specific UN law stating “[we must] ensure exclusive and equitable quality education and promote lifelong learning opportunities for all.” Lack of education has resulted in increasing mortality rates, lower standard of living and radicalization of current issues. Along with this, Governance and a lack or loss of funding has resulted in loss of possible schools, dramatically difficult access to education, child labour, malnutrition, and economic burden worldwide. It goes without saying that as a global community, it is our duty to drastically reduce the prevalence of corruption and poor educational systems; however, Pakistan is willing to lead a new structured curriculum based initiative which will assist in equitable education, global standards and region based information in both developed and non-developed countries based on the suggestions of Education SDG, the No Generation Lost initiative and the Incheon Declaration of Education 2030. Akin to the majority of other developing nations, Pakistan’s percent population with access to education is increasing rapidly which shows devotion and care to the topic of education. A leader of the OIC, Pakistan has been an example of creating education infrastructure, while both demonstrating collaboration between NGO’s and the governments of other nations. Through the use of similar UN funded NGO’s and a curriculum up to global standards with Pakistan as an initiative leader, it is possible to dramatically reduce the number of children without access to education and take much of the responsibility out of the hands of governments; however, it will take the combined effort of a multitude of nations in order to implement NGO’s, systems and incentives that will guarantee the success of our efforts insuring this new initiative.

Though the topic of education and its relevancy to the year 2030 and governance is of upmost importance, seemingly less discussed issues must be brought up; such as the preservation of the worlds 1,052 world heritage sites We, the nation of Pakistan, may only have direct access to 6 world heritage sites, yet we understand their vital role in history and cultural upkeep. Lack of government protection and times of crises has resulted in an alarming 55 sites in danger of harm or destruction according to UNESCO. Along with this, due to no consistent global solution to climate change, another 31 sites have been damaged to a point where major restoration is required. This issue is clearly pressing as destruction of these sites leads to loss of culture, groups acting violently to protest, disconnection of the international community. It goes without saying that as an interdependent species, it is our duty to work together to drastically reduce the amount of world heritage sites in danger; however, in order to do so the affecting factors must be identified. Without question, many of the issues related to upkeep of sites is caused by conflict in the Middle East. Though law states that world heritage sites are protected during times of war, many of these sites have been damaged by looting, conflict in the nearby area and civilian’s lack of care when in danger. Furthermore, over 30% of all sites currently in danger are national parks threatened by climate change. Increased water level or inappropriate heat constantly kill plants and green spaces which puts national parks in danger of greatly reduced border, lower wildlife density and total dissipation. That being said, these issues are solvable should the nations of the UN assist in Pakistan’s initiative, which will focus on stricter laws, suggested government actions and tactics to limit climate change. Through full investment in these systems it is possible to stabilize many of the world heritage sites currently in danger while also creating situations in which long term issues/damages can be resolved; furthermore, should the laws and systems created be put into action by all nations of the UN, it will allow for the safe creation of new world heritage sites, the ability reconfigure current sites and focus on safer, more informative uses of all world heritage sites.

**Standings of Pakistan and past/current actions:**

In order to effectively implement changes for the education improvement incentive, it is necessary to consider past actions on a national, regional and global scale as it will highlight beneficial strategies, NGO’s and contributors. Within Pakistan it has been declared law that all citizens between the age of 5 and 16 have access to free and compulsory education as of 1994, with amendments in 2010 and 2014 in order to ensure increasingly beneficial education; the final law amendment now states “Every child shall have a right to free and compulsory education from class one to ten, non-formal education, vocational education or a combination of all or any of the two as notified by the Government considering needs,” Along with this law, multiple dwelling based laws such as physical access to education and textbooks have decreased illiteracy within Pakistan. Furthermore, Pakistan continues to utilize the Pakistan Education Foundation which financially assist poor students and creates workshops for teachers. Along with the programs and contribution directly related to the nation of Pakistan, we have also joined efforts in multiple regional alliances, the most prominent in relation to Global Partnership for Education (GPE) and Official Development Assistance. (ODA) Pakistan has developed plans for multiple provinces with GPE, the largest being in the province of Balochistan and Sindh; this NGO has shown its usefulness worldwide through 63 other nations. On the other hand, Pakistan has also worked tirelessly to assist other nations by funding ODA regularly so that other nations in crises or without sufficient GDP have the assistance they require. In addition to the numerous national and regional commitments Pakistan has made to insure education, Pakistan continues to work closely with the UN and their affiliates. Within the UN education has been at the forefront of Pakistan’s action as seen through support of the SDG’s, MDG’s and UN General assembly January 2002 resolution calling for the “Draft and proposal for a United Nations literacy decade.” **More recently, Pakistan has considered three NGO’s which will be of great assistance in the fight for global education: Official Development Assistance (ODA), Global Partnership for Education (GPE) along with United Nations International Children’s Fund. (UNICEF) These three NGO’s specialize in dealing with education related issues, however their skills sets are dramatically different. ODA specifically works to fund countries that do not have the funding necessary to deal with issues and uphold all amenities, which education regularly falls under. GPE works at the National level with the specific infrastructure or equipment problems of each nation as well as hosting workshops to improve education. They take stock of what is available, what is needed, and then give funding as necessary. Finally, UNICEF, specifically the “No Generation Lost” initiative, aims to assist streaming lining education through an education guideline meant to be used in refugee camps. That being said, the commitment and funding already supplied by UNICEF has the potential to flourish the No Generations Lost initiative into an international curriculum.**

In direct correlation to the previous statement, in order to ensure the proper implementation of ideas and systems it is required to overview past actions on a national, regional and global scale as it will highlight beneficial strategies, what can be built upon and what systems to avoid. Since Pakistan ratified the ‘Convention Concerning the Protection of World Cultural and Natural Heritage’ in 1976 the nation has been focused on preserving all 6 of their cultural world heritage sites. To do so, Pakistan has devoted time, money and space to reduce urbanization in the local area, control all vegetation and annual/frequent restoration efforts. Along with these efforts, all sites are currently being used as locations of tourism in order to generate revenue, encourage cultural exploration and teachings related to Pakistan’s extensive history. Furthermore, all Pakistani world heritage sites unofficially follow guidelines to ensure preservation; in almost all areas of every site, specific walkways are designated and direct contact in not allowed. Even with these precautions government workers are either on hand or are brought in who check the state of these sites multiple time a year and renovations are done constantly to insure preservation. Accompanying Pakistan’s continuous self-upkeep of sites, our nation has cooperated with China to provide the required workforce and funding to improve capitol cites and the surrounding area, which happened to increase funding of world heritage site restoration. Along with the programs and contribution Pakistan participates in at a national and local level, we have also assisted in UN actions since 1947. Within the UN suggested actions Pakistan has taken many strides to be a global example, the first being dotation to the World Heritage Fund. By doing so Pakistan has helped aid multiple heritage sites in danger, with most funding going to sites with Africa facing deterioration from climate. In conjunction with this, Pakistan voluntarily submits information to periodic reporting, which provides examples and guidelines for other nations to follow. Finally, Pakistan’s dedication to world heritage sites can be seen recently through support of the UNESCO July 2003 resolution stating that all nations “give the highest priority to the adoption of a general policy which aims to give the cultural and natural heritage a function in the life of the community and to integrate the protection of that heritage into comprehensive planning programmes.” Also**, the nation of Pakistan has strongly supported motions relating to preservation of heritage sites, specifically motions that emphasize the collaborative improvement of cultural world heritage sites as a safe means of tourism. More recently, Pakistan has considered the current legal action taken to stop damage to world heritage sites and relevant tactics to reduce climate change. From these investigations it has been found that laws used by most section of the world vary greatly and the same goes for reducing climate change. In terms of laws the region with the most similar laws is Central Africa, who base their laws off moral culture and ideas put in place by European colonists. They essentially dictate that the only groups allowed to alter, refocus or tamper with sites are those workers stationed with sufficient training and the government. As such, the laws afterwards are extremely general and up to interpretation of local governments, which correlates to the lack of significant authoritarian action in regards to damaging world heritage sites. The state of solving climate change is in a very similar situation as laws, with many different groups working all at once making deduction of what is working difficult. However, many academics, including Harvard sociologist Marshall Ganz, a strong focus for the future would be strategic capacity. This refers to levels of motivation, access to information and ability to learn/adapt when creating new systems. With this in mind, it is suggested that before any projects in the energy sector are commenced the highest strategic capacity is obtained in order to create increasingly efficient systems. With issues and actions relating to world heritage sites on the national, regional and global level taken into account, the most beneficial systems can be implemented into a resolution which will greatly increase the specificity at which preservation of world heritage sites is approached; therefore, decreasing the number of sites in danger.**

**Solution to presented issues:**

Pakistan’s solution in regards to education and governance and universal primary education by the year 2030 will focus on infrastructure and curriculum building work in both developing and developed countries through the use of NGO’s, suggested templates and a special facility fund. Firstly, countries shall be tiered by their GDP; this way, all countries will be giving what they can. Then each country will give a percentage of their GDP, based on their tier, to the World Bank. More specifically, the money shall only be given accessible through joint agreement of the GPE, ODA and UNICEF. Therefore, the money can only be accessed when an issue arrives relating education. As you would imagine a dedicated staff full of specialist would have to work as the main body of the fund; to meet this requirement ODA will mainly function as staff in our initiative with GPE serving as a smaller portion. In return for GPE and ODA receiving year round funding from the special facility fund ODA shall run it day to day activities, manage money and GPE will take in applications and most importantly hire/train teachers. If a country has a major education concern related to workforce, infrastructure or funding an application can be submitted to the fund. However, support will not be given unless the country meets a list of pre-set requirement. Requirements include: cost must be 1% of the country’s annual GDP or more, the issue must be related to education quality, access, or lack of infrastructure, 80% of funding will go to NGOs involved, no more than $400 million per country, per year will be supplied, nations are suggested to give a small portion of their GDP to the separate ODA fund, schools are to contemplate adoption of the No Generation Lost curriculum, and consider employment of a GPE teacher. If the application meets requirements, access will be given along with the support of UNICEF and GPE. **The hallmark of this initiative is obviously the No Generation Lost curriculum which, if done properly, will enhance education in developing countries, rural areas, failing inner city schools and refugee camps. To make an extremely complex idea brief, the curriculum shall have classes of Language, Social, Math, Science and Health Services. As nearly all jobs world wide require basic literacy language will be the key to assisting rural and developing areas. Furthermore, social, math and science are all integral parts of a balanced economy, international cooperation and national stabilization, which are at the forefront of our increasingly connected world. Also, health services will be a core part of the curriculum as sections of nations in dire need of educational assistance, for example rural areas or refugee camps, will not have immediate access high level assistance and basic knowledge of treating wounds, what chemicals are helpful, and what to prescribe will ease situations until professional aid can be reached. To conclude the details of the No Lost Generation curriculum, there will also be two subject time slots open in order to provide flexibility in all nations. In relatively stable areas additional time can be given to core subjects, rural areas can focus on farming techniques, and areas of conflict can review proper access to amenities. Essentially, GPE is the NGO focused on curriculum along with gathering information, dealing with funding and hosting workshops for teachers who will implement the aforementioned curriculum. UNICEF shall focus on improving current schools and creating schools directly at a fundamental level. For example, Haiti could request funds as they currently lack the infrastructure and network to supply education to most children. So, the country will go to the GPE run fund and submit an application. GPE will check this application and if deemed acceptable begin action. If no previous research is available information gather will begin immediately in order to deduce what is required; afterwards, money will be delivered UNICEF will commence action in the nation. At the same time, GPE will continue to work with teachers to ensure that once UNICEF solves an issue they can start teaching without delay. For a natation similar to Haiti, UNICEF will step in and provide pathways, towards school, renovations to increase capacity and creating new schools with amenities helpful to the local community. However, it is evident that the $400 million possibly provided per country will not be enough to fully bear the responsibility of education, in fact lowest estimate show it could only support 167 schools per country per year. Thus, governments will still have control over education, more importantly the open slots of the suggested curriculum, and will still be expected to support education though corruption will be of lesser importance. With this in mind there is a possibility that should a nation enter crises additional support will be need. When this issue comes to rise and application can be submitted to the specific ODA fund, which by nature will cover the expenses of education for a one year period as well as assist financially in other areas of government so the nation in question can focus on recovery. These actions will insure the reduction of illiteracy and increase education availability to the point where it is universal by the year 2030; therefore, with the combined use of GDP, the GPE fund, multiple use NGOs and cooperation from other nations our initiative will successfully solve world wide education issues and, ultimately, largely reduce the 124 million children/adolescents currently not in school and ensure universal primary education.**

In regards to the issue of preservation of world heritage sites, Pakistan’s solution will specifically focus on setting a global standard for law and future production so developing and developed nations may have a bases to assist site tailored preservation. Firstly, adoption of law giving all control only to the government at the head of the nation will be suggested. This will allow easy distinction between workers and any others violating law, as a worker can simply show government credentials to clear their name. Then each nation should prohibit direct contact of any kind with exception of workers and national parks, which will simply reduce the rate of deterioration world heritage sites face. Finally, any quantifiable damage (littering, theft, defacing etc.) is can be met with up to 10 years’ jail time. The adoption of such a radical punishment should provide enough incentive to greatly reduce damage in areas out of crises. However, in dangerous areas, like ISIS controlled territory, this will not be enough. As such, the monitoring of world heritage sights should be taken on by a team, with 24-hour surveillance. Furthermore, the availability of peacekeepers should be added to the World Heritage Fund, in order to protect sites in such dire situations that a workforce cannot stay in the area. To make this possible, the nation of Pakistan also suggests increasing the requests to fund the World Heritage Fund as $3 million annually cannot guarantee peacekeeper protection in multiple nations**. To also address the issue of danger to world heritage sites classified as national parks, a research/informative NGO shall be created to assist in strategic capacity. This group will request to work with governments as they implement additions or changes to their energy sectors, and will cover these notes in great detail. After amassing the required information the NGO will also be able to provide consultation to all nations regarding the funding, infrastructure and technology need to enhance the energy sector in ways that will not increase climate change to an extent where there is no correlation to the endangerment of world heritage sites. Of course, to allow this NGO to continue functioning the nations would have to pay a small amount for these services, which would be on par with the cost of regular construction advisors. Furthermore, a periodic reporting system would be established, so any nation can voluntarily submit information regarding improvement strategies, which will then be made accessible to all other nations. These laws and informative strategies will insure the reduction of major pollutants and ease at which to prove damage to a world heritage site; therefore, with the combined use of UN assistance, minor funding, laws, one informative NGO and cooperation from other nations the looming threat to world heritage sites world wide shall be greatly reduced, providing all individuals a safer and more complete look into the history of our species and any cultural outlooks.**

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