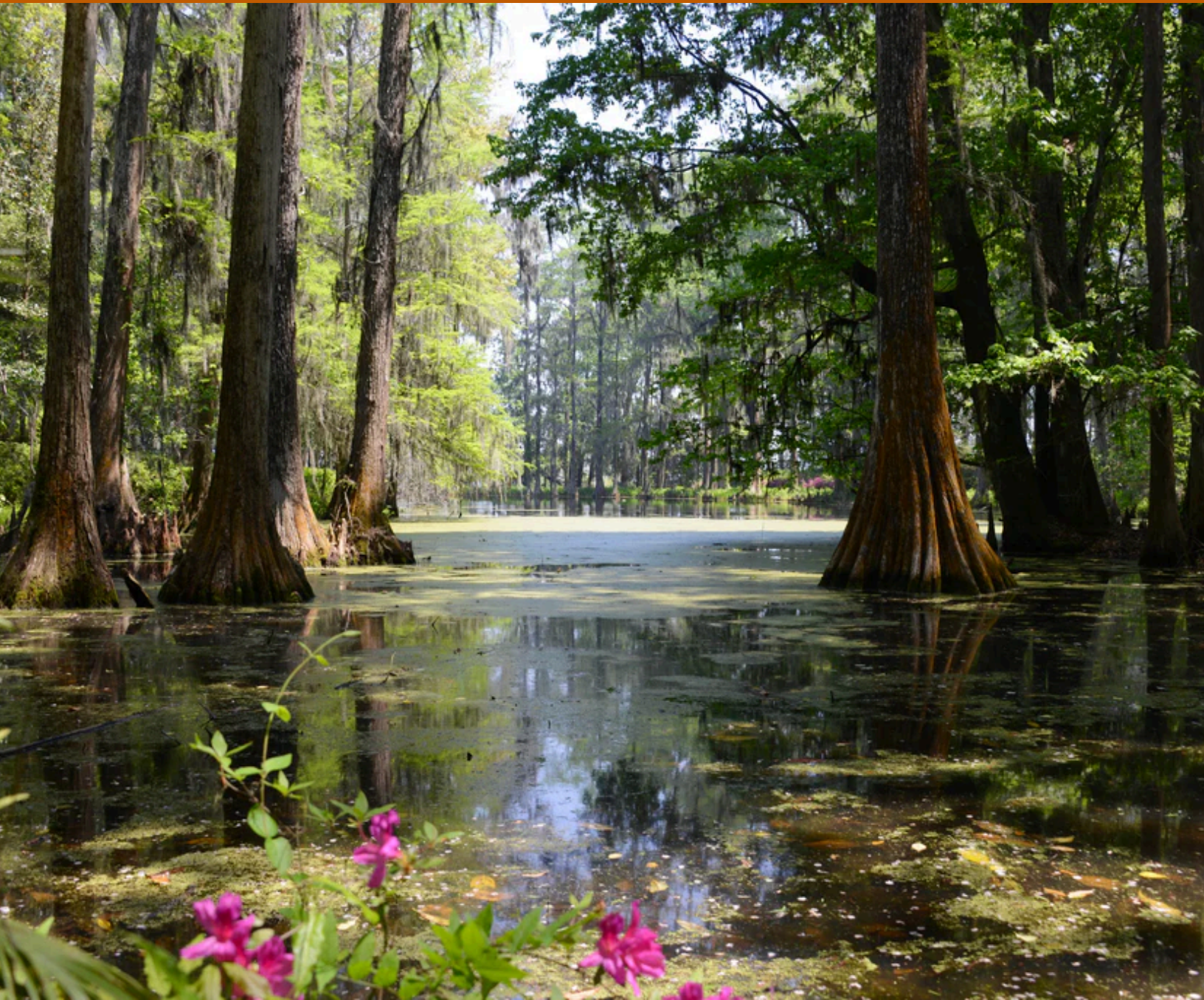




# SWAMPMUN



**United Nations Education, Scientific,  
and Cultural Organization**

Distinguished Delegates,

My name is Rylee Gill (she/her), and I am your director for the United Nations Education, Scientific, and Cultural Organization (UNESCO) for SwampMUN I. I am a sophomore at the University of Florida, majoring in Business Management with plans to minor in Economics and Sustainability Studies. I am currently the Director of Public Relations for our university-level conference, SunMUN, and last year I was a part of the Member Development Team, served as a co-chair for GatorMUN, and acted as a Crisis Coordinator at SunMUN III. I also competed in high school and attended two conferences last year.

Within this committee, you will collaborate with your fellow delegates to propose solutions addressing the topics of protecting UNESCO World Heritage Sites and providing education for global sustainability. UNESCO's work is vital in preserving cultural landmarks and their history, while working towards solutions to achieve the UN's Sustainable Development Goals (SDGs). When creating resolutions to these topics, delegates should focus on innovative problem-solving and consider the cultural differences between nations.

To ensure that every delegate has prepared and can properly represent their country's foreign policy, a position paper must be submitted by Friday, October 31, 2025. The position paper should be at least one page long and should be a maximum of two pages long; it should also include a works cited page, which will not count towards your page limit. Within the paper, you should address both topics in full, as I hope to discuss both within the committee time. For more information regarding the position paper and its contents, please visit the SwampMUN website. If you have any questions, you can contact me at [ufswampmun@gmail.com](mailto:ufswampmun@gmail.com).

Best Regards,

Rylee Gill

Director



# Rules of Procedure

## Quorum

A majority of voting members answering to the roll at each session shall constitute a quorum for that session. This means that half plus one of all voting members are present. Quorum will be assumed consistent unless questioned through a Point of Order. Delegates may request to be noted as “Present” or “Present and Voting.”

## Motion to Open Debate

This opens the floor for debate, allowing other points or motions.

## Motion to Set the Agenda

This motion determines the order in which the topics of a committee will be debated. Permission to speak will be accorded to one speaker for and one speaker against, and a two-thirds majority is required for the motion to pass.

## Motion to Open the Speaker's List

Opening the Speaker's List requires a simple majority to pass. A delegate may only be present on the Speaker's List once, but may re-enter after he/she has spoken. If the Speaker's List expires, debate then closes.

## Motion to Set Speaking Time

Speaking Time must be indicated by this motion from the floor before any members of the body may speak on the Speaker's List. This motion must also accompany any motion for a Moderated Caucus. In a Motion to Set Speaking Time for the formal Speaker's List, a delegate may also specify a number of questions or comments to automatically affix to the Speaking Time. These designated questions or comments may also have Speaking Time or Response Time (in the case of a question) limits, but these are not required. The Director may rule any Motion to Set Speaking Time dilatory. This motion requires a simple majority. Any delegate may make this motion between formal speakers in an effort to change the Speaking Time.

## Motion to Close the Speaker's List

The Speaker's List may be closed upon a motion from the floor. Permission to speak will be accorded to one speaker for and one speaker against, and a two-thirds majority is required for the motion to pass. Motion to Suspend the Rules for the Purpose of a Moderated Caucus

This motion must include three specifications:

- a. Length of the Caucus
- b. Speaking time, and
- c. Reason for the Caucus.

During a moderated caucus, delegates will be called on to speak by the Committee Director. Delegates will raise their placards to be recognized. Delegates must maintain the same degree of decorum throughout a Moderated Caucus as in formal debate. This motion requires a simple majority to pass.

## Motion to Suspend the Rules for the Purpose of an Unmoderated Caucus

This motion must include the length of the Caucus. During an unmoderated caucus, delegates may get up from their seats and talk amongst themselves. This motion requires a simple majority to pass. The length of an unmoderated caucus should never exceed twenty minutes.

## Motion to Suspend the Meeting

This motion is in order if there is a scheduled break in debate to be observed. (ie. Lunch!) This motion requires a simple majority vote. The Committee Director may refuse to entertain this motion at their discretion.

## Motion to Adjourn the Meeting

This motion is in order at the end of the last committee session. It signifies the closing of the committee until next year's conference.

## Motion to Table the Topic

If a delegate believes that the flow of debate has become stagnant, he/she may make this motion. To Table the Topic is to halt debate on the present Topic, save the speakers' list and all draft resolutions, and move on to the next Topic on the Agenda. The delegate making this motion may also choose to specify a previously tabled Topic. This motion requires a two-thirds vote to pass. The Topic may be returned to at any time by tabling the present Topic and adding the phrase "for the purpose of returning to Tabled Topic \_\_\_\_\_," to this motion. If no Topics have been previously tabled, debate must follow the established Agenda. This motion is to be used sparingly.

## Points of Order

Points of Order will only be recognized for the following items:

- a) To recognize errors in voting, tabulation, or procedure,
- b) To question relevance of debate to the current Topic or
- c) To question a quorum.

A Point of Order may interrupt a speaker if necessary and it is to be used sparingly.

## Points of Inquiry

When there is no discussion on the floor, a delegate may direct a question to the Committee Director. Any question directed to another delegate may only be asked immediately after the delegate has finished speaking on a substantive matter. A delegate that declines to respond to a question after a formal speech forfeits any further questioning time. The question must conform to the following format:

Delegate from Country A raises placard to be recognized by the Committee Director.

Committee Director: "To what point do you rise?"

Country A: "Point of Inquiry."

Committee Director: "State your Point."

Country A: "Will the delegate from Country B (who must have just spoke) yield to a question?"

Committee Director: "Will the Delegate Yield?"

Country B: “I will” or “I will not” (if not, return to the next business item)

Country A asks their question (it must not be a rhetorical question.)

Country B may choose to respond or to decline.

If the Delegate from Country B does not yield to or chooses not to answer a question from Country A, then he/she yields all remaining questioning time to the Committee Director.

## Points of Personal Privilege

Points of personal privilege are used to request information or clarification and conduct all other business of the body except Motions or Points specifically mentioned in the Rules of Procedure. Please note: The Director may refuse to recognize Points of Order, Points of Inquiry or Points of Personal Privilege if the Committee Director believes the decorum and restraint inherent in the exercise has been violated, or if the point is deemed dilatory in nature.

## Rights of Reply

At the Committee Director’s discretion, any member nation or observer may be granted a Right of Reply to answer serious insults directed at the dignity of the delegate present. The Director has the **ABSOLUTE AUTHORITY** to accept or reject Rights of Reply, and the decision **IS NOT SUBJECT TO APPEAL**. Delegates who feel they are being treated unfairly may take their complaint to any member of the Secretariat.

## Working Papers and Draft Resolutions

Once a Working Paper has been submitted, approved, distributed, and formally introduced to the body, it can and will be referred to as a “Draft Resolution.” In order for a Working Paper to be submitted to the Committee Director, it must be in correct format and bear the names of a combination of a number of Sponsors and Signatories necessary to introduce, as determined by the Committee Director. Sponsors are the writers of the Working Paper, and agree with it in its entirety. They should be able to vote ‘yes’ for the paper during voting procedure. Signatories are those delegates interested in bringing the Working Paper to the floor for debate, but do not necessarily agree with its contents. A delegate can motion to discuss the working paper during a moderated caucus or unmoderated caucus. A delegate can also motion for an author’s panel, which is essentially a moderated caucus moderated by the authors. It is the chair’s discretion on the maximum amount of authors allowed on the author’s panel.

## Friendly Amendments

Friendly Amendments are any changes to a formally introduced Directive that all Sponsors agree to in writing. The Committee Director must approve the Friendly Amendment and confirm each Sponsor’s agreement both verbally and in writing.

## Unfriendly Amendments

Unfriendly Amendments are any substantive changes to a formally introduced Directive that are not agreed to by all of the Sponsors of the Directive. In order to introduce an Unfriendly Amendment, the Unfriendly Amendment must have the number equivalent to 1/3 of Quorum confirmed signatories.

The Committee Director has the authority to discern between substantive and nonsubstantive Unfriendly amendment proposals. Plagiarism SwampMUN maintains a zero-tolerance policy in regards to plagiarism. Delegates found to have used the ideas of others without properly citing those individuals, organizations, or documents will have their credentials revoked for the duration of the SwampMUN conference. This is a very serious offense.

## Motion to Close Debate and Voting Procedures

A motion to close debate may only pass with a two-thirds majority. Once this motion passes, and the committee enters Voting Procedure, no occupants of the committee room may exit the Committee Room, and no individual may enter the Committee Room from the outside. A member of the Dias will secure all doors.

Once moving into voting procedures chair can only accept these motions:

- A point of order to correct an error in procedure
- An appeal of the decision of the chair
- A motion for division
- A motion for roll call vote
- A motion for adoption by acclamation

No talking, passing notes, or communicating of any kind will be tolerated during voting procedures. Each Draft Resolution will be read to the body and voted upon in the order which they were introduced. Any Proposed Unfriendly Amendments to each Draft Resolution will be read to the body and voted upon before the main body of the Draft Resolution as a whole is put to a vote. The Committee will adopt Directives and Unfriendly Amendments to Directives if these documents pass with a simple majority. Specialized committees should refer to their background guides or Committee Directors for information concerning specific voting procedures. Unless otherwise specified by the Secretariat, each Committee may pass as many resolutions as it agrees are necessary to efficiently address the Topic. Delegates who requested to be noted as “Present and Voting” are unable to abstain during voting procedure. Abstentions will not be counted in the tallying of a majority. For example, 5 yes votes, 4 no votes, and 7 abstentions means that the Directive passes.

## Roll Call Voting

A counted placard vote will be considered sufficient unless any delegate to the committee motions for a Roll Call Vote. If a Roll Call Vote is requested, the committee must comply. All delegates must vote: “For,” “Against,” “Abstain,” or “Pass.” During a Roll Call vote, any delegate who answers, “Pass,” reserves his/her vote until the Committee Director has exhausted the Roll. However, once the Committee Director returns to “Passing” Delegates, they must vote: “For” or “Against.”

## Voting with Rights

During a Roll Call vote delegates may vote “For with Rights” or “Against with Rights.” Delegates will be granted 30 seconds to explain their reasons for voting for or against a draft resolution. This time will come after the tabulation of votes. Delegates should use this option sparingly. It is meant for delegates who feel that their vote may seem off policy, despite it being correct. The acceptance of rights is up to the director’s discretion. If a speaker goes off topic during their allotted time the director will rule their speech dilatory and move to the next motion in order.

## Accepting by Acclamation

This motion may be stated when the Committee Director asks for points or motions. If a Roll Call Vote is requested, the motion to Accept by Acclamation is voided. If a delegate believes a Directive will pass without opposition, he or she may move to accept the Directive by acclamation. The motion passes unless a single delegate shows opposition. An abstention is not considered opposition. Should the motion fail, the committee will move directly into a Roll Call Vote.

# Committee Description and Background

The United Nations Education, Scientific and Cultural Organization (UNESCO) was founded in 1946. The aim of this organization is to “contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.” Made up of 195 members states and nine associate members, UNESCO also has field offices, which “develop strategies, programs and activities in consultation with national authorities and other partners.”<sup>1</sup> “UNESCO is responsible for coordinating international cooperation in education, science, culture and communication.”<sup>2</sup> As an organization, it strengthens the ties between nations and societies, and assists the public so that each child and citizen has access to quality education, a basic human right and essential for sustainable development; may grow and live in a cultural environment rich in diversity and dialogue, where heritage bridges generations and peoples; can fully benefit from scientific advances made around the world; and can enjoy full freedom of expression, the basis of democracy, development and human dignity. UNESCO operates under standard parliamentary procedure with a meeting of the whole body every two years and each Member State and Associate Members having one vote, regardless of monetary contribution or population.

UNESCO, a specialized agency of the United Nations, was created in 1946 to replace the Conference of Allied Ministers of Education and the International Bureau of Education, which was created before World War II. With the first meetings occurring in November 1946, UNESCO has since done groundbreaking work with education and against racism, working to create a Declaration on Race and Racism in 1978. UNESCO has also worked to increase the amount of information shared between states, concentrating efforts to increase mass communication since World War II. UNESCO mainly works to support initiatives in education, natural sciences, social and human sciences, culture, and communication and information. In addition, UNESCO keeps up relations with over three hundred non-governmental organizations to help support its missions.

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<sup>1</sup> <http://en.unesco.org/countries/field-offices>

<sup>2</sup> <http://en.unesco.org/about-us/introducing-unesco>



# Topic I: Protection of UNESCO World Heritage Sites

World Heritage Sites are defined as a “landmark or area which has been officially recognized by the United Nations, specifically by the United Nations Educational, Scientific and Cultural Organization (UNESCO). Sites are selected on the basis of having cultural, historical, scientific or some other form of significance, and they are legally protected by international treaties. UNESCO regards these sites as being important to the collective interests of humanity.”<sup>3</sup> As of May 2017, there are 1052 sites listed in 165 states: 814 are cultural, 203 are natural, and 35 are mixed properties. The number of sites ranked by country are as follows: Italy is home to the greatest number of World Heritage Sites with 51 sites, followed by China with 50, Spain with 45, France with 42, Germany with 41, India with 35, Mexico with 34 and United Kingdom and British Overseas Territories with 30. Although many of these sites are protected with stable governments and reduced threats from violence or natural disasters, there still are sites that are in danger and need assistance to ensure their continued cultural and historical significance.

In 1972, the World Heritage Convention created a single document to help the process of creating Heritage Sites and ensuring their conservation. “The convention recognizes the way in which people interact with nature, and the fundamental need to preserve the balance between the two.”<sup>4</sup> This convention defined what kind of natural or cultural sites can be considered to be a part of the main list. By signing the Convention, each country pledges to conserve not only the World Heritage sites situated in its territory, but also to protect its national heritage. This convention also stipulates the uses of the World Heritage Fund as well as the conditions where international financial assistance may be provided.

The first real work done by UNESCO to ensure the protection of World Heritage Sites was in Egypt concerning the creation of the Aswan High Dam which, once completed, would have flooded the valley containing the Abu Simbel temples. UNESCO worked to create an international safeguarding campaign that accelerated archaeological research and helped to reassemble the temples on dry ground. The protection efforts for this site are the first of many, followed by Venice and its Lagoon in Italy, the Archaeological Ruins at Mohenjo-Daro in Pakistan, and the restoration of the Borobudur Temple Compounds in Indonesia.

In 2015, the Strategy for the Reinforcement of UNESCO’s Action for the Protection of Culture and the Promotion of Cultural Pluralism in the Event of Armed Conflict was created. This document seeks to “Strengthen Member States’ ability to prevent, mitigate, and recover the loss of cultural heritage and diversity as a result of conflict; as well as incorporating the protection of culture into humanitarian action, security strategies and peacebuilding processes.”<sup>5</sup> With many heritage sites under threats from terrorism, natural disasters and human threats, UNESCO must work to find ways

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3 [https://en.wikipedia.org/wiki/World\\_Heritage\\_Site](https://en.wikipedia.org/wiki/World_Heritage_Site)

4 <http://whc.unesco.org/en/convention/>

5 <http://en.unesco.org/heritage-at-risk/strategy-culture-armed-conflict>

to protect our shared culture and history through the restoration, protection and maintenance of these sites.

## Issues Facing World Heritage Sites

In many cases, World Heritage Sites face hazards created from cultural or environmental issues. Armed conflict and war, earthquakes and other natural disasters, pollution, poaching, uncontrolled urbanization, and unchecked tourist development pose major problems to World Heritage sites. “Dangers can be ‘ascertained’, referring to specific and proven imminent threats, or ‘potential’, when a property is faced with threats which could have negative effects on its World Heritage values.”<sup>6</sup> Ascertained Danger for cultural sites entails the deterioration of materials, structure, the architectural or town-planning coherence; attacks on urban, rural and natural spaces; and loss of historical authenticity and cultural significance. These risks to various cultural sites can cause them to be put on the List of World Heritage in Danger. For natural sites, “a serious decline in the population of the endangered species or the other species of Outstanding Universal Value for which the property was legally established to protect, either by natural factors such as disease or by human-made factors such as poaching; Severe deterioration of the natural beauty or scientific value of the property, as by human settlement, construction of reservoirs which flood important parts of the property, industrial and agricultural development including use of pesticides and fertilizers, major public works, mining, pollution, logging, firewood collection, etc.; and Human encroachment on boundaries or in upstream areas which threaten the integrity of the property”<sup>7</sup> can all cause the deterioration and disappearance of natural sites. Once these sites have been designated on the List of World Heritage in Danger, the World Heritage Committee can allocate assistance from the World Heritage Fund to protect the site.

## Case Study: The National Parks of Garamba, Kahuzi-Biega, Salonga, Virunga, and the Okapi Wildlife Reserve in the Democratic Republic of the Congo

Since 1994, all five of these World Heritage Sites have been placed on the List of World Heritage in Danger because of war and civil conflict in the Great Lakes region. These sites serve as habitats to endangered species such as the mountain gorilla, the northern white rhinoceros, and the okapi. These areas are designated as World Heritage sites because of their diversity in flora and fauna and the differing biotopes throughout the regions. They house many endangered species making them important to the diversity of the animal species on the earth so that we preserve the biodiversity that is here and so that we can protect the endangered species.

Although these parks are protected by either National Park legal status or a Wildlife Reserve Statue, issues can still arise between the local communities and those tasked with protecting the parks. These communities can rely on the tourism brought in by the park and can benefit themselves by poaching or hunting the animals protected in these parks. Because the region is in financial need, residents are resorting to these measures including the hunting of wild game for bushmeat and the conversion of natural habitats to provide for themselves, despite the harm it does to the wildlife and habitat in the regions. In this instance, the community must be integrated into the management of the parks,

<sup>6</sup> <http://whc.unesco.org/en/158/>

<sup>7</sup> <http://whc.unesco.org/en/158/>

ensuring surveillance and guarding of the park, to see the benefits they provide and the importance of protecting them. “Political instability in the region, provoking the displacement of thousands of people, represents a very serious threat to the integrity of the property, resources and populations of large mammals in the Park have declined dramatically.

The promotion of a localized and controlled tourism could increase the income and contribute towards regular financing for the maintenance of the property.”<sup>8</sup> The political instability of the region as well as the funding for maintaining and protecting these parks must be dealt with to ensure their continuation as habitat and protected grounds for the diverse species of animals and plants.

## Case Study: Syria and Its Ancient Cities of Aleppo, Bosra, Damascus and Palmyra

Syria was once ruled successively by the Hittites, Assyrians, Akkadians, Greeks, Romans, Umayyads, Mameluks, and Ottomans, all of whom left their mark on various cities and the cultural history of Syria. Many ancient cities are within its borders, where a civil war is being fought throughout these historical sites. Because of this, the historical buildings of mosques, cathedrals, citadels, walls, and gates are in varying states of disarray.

Aleppo, once located near major crossroads, is now better known for the bombings that have occurred in it and the fighting with the Islamic State. Since 2013, there has been much destruction and damage due to the armed conflict. State of conservation reports detail much of the severe damage to the “Great Umayyad Mosque, Mosque al-Utrush, Madrasa al-Adiliyya, Madrasa al-Sultania, the Citadel, the New Serail (Grand Serail), the Hotel Carlton, Matbakh al-Ajami, Khan al-Shouna, Khan al-Saboun and Khan al-Wazeer as well as additional severe damages to the Maronite Church. In addition, severe damage has been reported at Khan Slaimanyeh (Haj Musa), Suq al-Haddadin, Suq al-Zarb, Suq al-Sagha, part of Suq al-Suweiq and at Madrasa al-Shathbakhtiyia (al-Shaikh Maarouf Mosque) destroyed by underground explosions.”<sup>9</sup> The damage done to this city has been extensive, but once the fighting ceases, work must be done to restore this city to its previous grandeur with its many churches and mosques and historic buildings. There must be measures taken to provide relief to the people and still restore the buildings and the cultural history present in this city.

Damascus, one of the oldest cities in the Middle East, is also located in Syria and under threat from the civil war being fought in this state. The city has around 125 monuments from differing periods in history; a spectacular one is the 8th century Great Mosque created by the Umayyads, built on an Assyrian sanctuary. “The city exhibits outstanding evidence of the civilizations which created it - Hellenistic, Roman, Byzantine and Islamic. In particular, the Umayyad caliphate created Damascus as its capital, setting the scene for the city’s ongoing development as a living Muslim, Arab city, upon which each succeeding dynasty has left and continues to leave its mark.”<sup>10</sup> This city, vulnerable to erosion, is also pressured by commercial and semi-industrial activities threatening the stability of the

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8 <http://whc.unesco.org/en/list/137>

9 <http://whc.unesco.org/en/list/21/>

10 <http://whc.unesco.org/en/list/20>

historic buildings. There have been many fires in Old Damascus endangering the integrity of the buildings and the inhabitants of the city. A committee for the Protection and Development of Old Damascus has been established in order to coordinate the planning and building of the Old City. “With such focus in the area on modernization and development, little has been done to preserve or protect the old town core. A growing number of residents have moved in search of more modern dwellings, abandoning ancient buildings to deteriorate and be sought out by developers.”<sup>11</sup>

The Site of Palmyra is another important Heritage Site in Syria, one that has been looted since the start of the Syrian war. It contains the monumental ruins of a great city that was once a cultural center of the ancient world. Housing ruins that coupled Greek and Roman Architecture, Palmyra’s colonnaded streets are now being taken and sold on the black market because of the lack of site protection and restoration. This lack of conservation also leaves many tombs and funerary monuments vulnerable to theft and minor earthquakes. The nearby town is also encroaching on this historical site, similar to what occurs in other areas with historical sites near to growing cities. Syria must face many obstacles to repair the damages done to its historical cities, once the war within its boundaries has concluded. Work will be needed to keep the historical core of the city updated and maintained while continuing restoration of its historical sites. These projects will require large amounts of funding and activism within the country to bring the city back to a livable state.



## Success Stories in the Protection of World Heritage Sites

Although there are still many sites on the List of World Heritage in Danger, UNESCO has worked to protect and find solutions for sites across the globe. When there were plans to build an aluminum plant near the archaeological site of Delphi in Greece, UNESCO worked to help the Greek Government find another location for the plant to protect the nearby site. Other notable examples of UNESCO’s protection work are the Whale Sanctuary of El Vizcaino in Mexico, the Mount Kenya National Park/Forest in Kenya, as well as the restoration of the Old City of Dubrovnik in Croatia and the city of Angkor in Cambodia.. These success have come from working to research and understand the threats facing the site, and then collaborating with the corresponding government(s) to ensure the protection and restoration of the World Heritage Site. Sometimes success comes through monetary support, and other times UNESCO will create International Safeguarding Campaigns to provide information and assist the endangered area.

<sup>11</sup><http://globalheritagefund.org/images/uploads/docs/GHFVanishingGlobalHeritageSitesinPeril102010.pdf>



## Questions to Consider:

How can Heritage Sites in conflict zones have ensured protection with cooperation from Developed and Lesser Developed nations?

Should there be extra assistance provided to states with Heritage Sites in danger and if so, in what form should this assistance be?

Does your country have any Heritage Sites that have been protected in the past or are currently in danger? If so what has been done to protect them internationally and within the country?

## Helpful Links

<http://whc.unesco.org/en/disaster-risk-reduction/>

<http://whc.unesco.org/en/list>

<http://whc.unesco.org/document/101834>

# Topic II: Providing Education for Global Sustainability

Education has been at the heart of the goals of UNESCO since its creation. Working to guarantee universal and quality education, as well as assisting in teaching skills that will be beneficial in work and life, is at the heart of UNESCO's mission to build peace, eradicate poverty, and create sustainable development. "UNESCO provides global and regional leadership in education, strengthens education systems worldwide and responds to contemporary global challenges through education with gender equality an underlying principle."<sup>12</sup> UNESCO has worked to achieve the goals of global citizenship and sustainable development, human rights and gender equality, education on the needs of healthcare and HIV and AIDS, as well as the creation of educational programs for technical and vocational skills development. UNESCO believes that education is a human right for all throughout life and that "access must be matched by quality."<sup>13</sup> The Organization is the only United Nations agency with a mandate to cover all aspects of education, so this committee must do everything it can to ensure that primary, secondary and higher education become dispersed in areas where education is being provided with little to no development after classes are completed. It has been charged with leading the Global Education 2030 Agenda through Sustainable Development Goal Four. The roadmap to achieve this is the Education 2030 Framework for Action (FFA), within which UNESCO provides global and regional leadership in education, strengthens education systems worldwide, and responds to contemporary global challenges through education with gender equality as an underlying principle. Through the Millennium Development Goals and now Sustainable Development Goals, education and the obstacles that prevent it have come to the forefront as an issue that must be addressed for our growing, increasingly globalized world.

## Education in Relation to the Millennium and Sustainable Development Goals:

Education is specifically outlined as an immediate problem in the Millennium Development Goals (MDGs) as well as the Sustainable Development Goals (SDGs). Sustainable Development Goal Four deals directly with the need to ensure "inclusive and equitable quality education and promote lifelong learning opportunities for all".<sup>14</sup> UNESCO has been working to achieve universal primary education, outlined in MDG Two, because it will help fight poverty and prevent diseases including malaria and AIDS. Although the accessibility of education has increased in areas previously with relatively less access, the quality of the education can be improved in comparison to the quality provided in first world countries where education is public. The issue lies however with the funding for these programs. UNESCO works to fund quality education for girls and underprivileged children in countries where education would otherwise be inaccessible. Although funding has been somewhat provided by UNESCO and its beneficiaries, there is a low amount of teachers available to teach these children and therefore the quality of the education provided is not sufficient. One issue this committee must face is the way the teachers are recruited and trained, in order to provide the most effective education to the children in areas of need.

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<sup>12</sup> <http://en.unesco.org/themes/education-21st-century>

<sup>13</sup> <http://en.unesco.org/themes/education-21st-century>

<sup>14</sup> <https://sustainabledevelopment.un.org/sdg4>

Another issue facing this committee is the ability to provide education that will enable children and young adults in countries with lower education rates to complete primary, secondary, and higher education. The problem is that some children will obtain some form of schooling, but they don't complete their education. The goal is to eventually break the cycle of poverty by providing children born into the poverty with the assistance they need. Currently, there are 58 million children out of primary school age who have not received a primary school education. This can be rectified through technical and vocational schools as well as the provision of education needed to obtain jobs in other countries where they can flourish. This has been done in Saudi Arabia with the creation of a Technical and Vocational Training Corporation, providing students with quality education and creating jobs.<sup>15</sup> While progress has been made for education access, specifically at the primary school level, for both boys and girls, access does not always mean a higher quality of education or the completion of primary school. "Currently, 103 million youth worldwide still lack basic literacy skills, and more than 60 percent of them are women."<sup>16</sup> This committee must figure out how to provide a quality education to students as well as provide as much information available without compromising the culture and religion of the area of the education provision.<sup>17</sup>



The 2030 SDGs provide targets for achieving Goal Four, "Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all." While the seven outcome targets provide a framework for accomplishing the goal, the implementation needs assistance to ensure that the policies are being accomplished in the needed areas. The targets provided by UNESCO to assist in accomplishing this goal are achieving universal primary and secondary education, increasing early childhood development, and achieving universal pre-primary education. This will be done creating by equal access to technical, vocational and higher education, teaching relevant skills for decent work. Ensuring gender equality and inclusion, improving universal youth literacy rates, and providing education for sustainable development will assist individuals in being a global citizen.

While these targets assist in outlining the fourth sustainable goal, there are three means of implementation that will also assist in achieving this goal. One aspect is to provide effective learning environments by building and upgrading education facilities that are child disability accessible and gender sensitive. Additionally, facilities should provide safe, non-violent, inclusive and effective

15 <http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/ED/pdf/China-Final.pdf>

16 [https://en.wikipedia.org/wiki/Sustainable\\_Development\\_Goals#Goal\\_4:\\_Quality\\_Education](https://en.wikipedia.org/wiki/Sustainable_Development_Goals#Goal_4:_Quality_Education)

17 <https://data.unicef.org/topic/education/primary-education/>

learning environments. An issue that commonly arises in areas with lower education rates is that there is no safe place to learn. Children are not comfortable going to school because it can be unsafe to go. This is necessary, but this committee must also determine how to assist states in deciding which areas hosting the learning environments can be built or improved upon to provide the most assistance. In certain cases throughout Africa, there are schools and places of higher education that are prevalent but low quality, so the committee must decide how the quality of education provided and if there are other schools in the area affects where the right placement of schools.

Another means of implementation is the creation of scholarships for those who cannot or would not be able to attend and receive an education otherwise. The goal is “by 2020, to expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrollment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries.”<sup>18</sup> The scholarships, along with efforts to increase the supply and education of qualified teachers, including through international cooperation for teacher training between developing countries, least developed countries, and small island developing States, will assist in accomplishing the goal of increasing the rates of primary, secondary and higher education.

## Education for All and 2030 Education Framework for Action

“The Education for All (EFA) movement is a global commitment to provide quality basic education for all children, youth and adults.”<sup>19</sup> At the World Education Forum held in Dakar in 2000, 164 governments pledged to achieve EFA and identified six goals to be met by 2015. Governments, development agencies, civil society and the private sector are working together to reach the EFA goals. Working with partners from four other UN and International programs, UNDP, UNFPA, UNICEF and the World Bank, UNESCO has been focusing on the key areas of policy dialogue, monitoring, advocacy, mobilization of funding, and capacity development. In order to sustain the political commitment to EFA, UNESCO has established several coordination mechanisms managed by UNESCO’s EFA Global Partnerships team. Following a major review of EFA coordination in 2010-2011, UNESCO reformed the global EFA coordination architecture and is now working to implement this framework into the international community in areas of need.

## Possible Solutions

UNESCO supports States that will establish solid national legal and policy frameworks that create the foundation and conditions needed to provide and sustain quality education. In turn, these governments must be held accountable to fulfill their legal and political obligations to provide good quality education for all and to implement and monitor education policies and strategies more effectively. In addition to multi-stakeholder partnerships, the idea of a levy—for instance, of 0.005 per cent—on transactions between four major currencies could be explored. This could raise \$30 billion (USD) a year. Education bonds in local currency could also be considered in order to better

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<sup>18</sup> <https://en.unesco.org/node/265600>

<sup>19</sup> <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/>



guarantee the financing of education sector projects. Providing bonds to aid developing nations in their goals to sustain education could be a possible way to assist funding in various areas. There is also the possibility of creating a venture fund for investment in innovative education. The influence of “middle-income and developing countries as South-South Cooperation (SSC) partners and funders of development assistance has grown, along with that of the private sector, as a key factor in reducing poverty”<sup>20</sup> and therefore assisting in the development of quality education. While many strides have been made to spread education to countries where rates are alarmingly low, there still remains the question of how to implement these known programs into a culture. This committee must work to find ways to bring quality education to areas without any education centers and ensure that both the education being provided is meaningful, is helpful in the long run, and will allow each child to grow up and make our planet more sustainable with their knowledge.

## Questions to Consider

Are there issues with the cultural or religious beliefs interfering with the rates of education and type of education provided in your country?

What are ways that countries who have more advanced education systems contribute in assisting those who do not without forcing their culture and own ways of living onto another culture?

How can sites for schools be determined to ensure equal access and quality education in regions that could be difficult to reach?

## Helpful links

<https://ourworldindata.org/global-rise-of-education>

<https://sustainabledevelopment.un.org/sdg4>

<http://www.unesco.org/culture/pdf/edu/SDG4-Ed2030-relationship.pdf>

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