

The background of the slide features a green world map with a grid of latitude and longitude lines. At the top, the UNESCO logo, which consists of two olive branches forming a wreath, is visible in a light green color. The main title is centered over the map in a dark green, serif font.

UNESCO: United Nations Educational, Scientific, and Cultural Organization

Middle School General Assembly

Background Guide

Virginia Invitational

V I M  N C

Model United Nations Conference

11th Session

March 1st-2nd, 2024

VIMUNC XI



Esteemed delegates and sponsors of VIMUNC XI,

Welcome to the eleventh annual Virginia Invitational Model United Nations Conference. As the MUN year winds down, we hope to provide the best experience yet, with paramount service and attention to detail that creates the greatest conference. From broad UN organizations to regional bodies, from corporations to criminal organizations, VIMUNC has committees that truly serve every interest. With experienced chairs, czars, and staff, we will ensure that every delegate truly has a positive experience, and we hope that you can enjoy your experience with us.

VIMUNC's 21 committees and over 850 delegates make this year's conference one of the largest editions ever, and we look forward to expanding our outreach across the DMV region to continue to provide a wonderful experience for all delegates. With a large MUN team that has years of experience, we hope that every single minute of the committee is filled with substantive debate that will create learning experiences that last for years to come.

So much hard work has been put into every single crisis update, background guide, and dossier, and we sincerely hope that the work and care placed in each aspect of this conference is displayed in its quality. If at any time you feel something about the conference is unsatisfactory, please don't hesitate to talk to your chairs, a staffer, or a member of the Secretariat.

Thank you so much for your commitment to VIMUNC XI, and best of luck in your committee, future conferences, and ambitions.

Sincerely,
Mei Torrey
Secretary-General, VIMUNC XI

MEI TORREY

SECRETARY-GENERAL

PEYTON WALCOTT

DIRECTOR-GENERAL

RYAN DADOO

CHIEF OF STAFF

SOPHIA BONGIOVI

*UNDERSECRETARY-
GENERAL OF GENERAL
ASSEMBLIES AND
SPECIALIZED AGENCIES*

MATT TAM

*UNDERSECRETARY-
GENERAL OF CRISIS*

UNESCO

Topic A: Preservation of UNESCO Cultural Heritage Sites

Topic B: Education in Developing Nations

Committee Overview

UNESCO (United Nations Educational, Scientific and Cultural Organization) is a specialized committee in the United Nations and was founded after World War II. The organization focuses on fulfilling its mission of contributing to the building of a culture of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information. The organization accomplishes this mission through effective and unique solutions that take into account the complex social dynamics of the global stage.

UNESCO takes part in providing education worldwide and ensuring the success of people across the globe. UNESCO addresses poverty, and education through programs that promote and propagate knowledge throughout the world. UNESCO also helps education by implementing successful education policies, sharing methods and best practices, and monitoring

the success of these policies with data driven frameworks and infrastructure. UNESCO also targets the science field. UNESCO strengthens the field of science by providing infrastructure to aid global coordination in the field. UNESCO's final focus is on protecting the cultural heritage of areas across the globe. They accomplish this by clearly defining areas marked as "World Heritage Sites" ; this status helps the host nation of these sites protect important cultural zones. Currently UNESCO has defined over 1000 areas as "World Heritage Sites" in over 150 host countries, all with different ethnic and religious backgrounds. UNESCO stands as a testament to the things global cooperation can bring in the fields of education, science, and culture. The understanding of cultural heritage between countries can preserve peace. With the focus on preserving peace UNESCO's actions to protect people of all backgrounds seems to align with their goals. UNESCO continues to address problems that plague all countries, celebrate the diversity of cultures, and connect different groups of people previously separated by language and culture.

Topic A: Preservation of UNESCO Cultural Heritage Sites

The United Nations Educational, Scientific and Cultural Organization (UNESCO) assumes a pivotal role in fostering global understanding and cooperation among nations. This is chiefly achieved through the diligent reinforcement of cultural history in diverse nations, a task undertaken notably through the establishment of "World Heritage Sites."

UNESCO has designated over 1000 locations as "World Heritage Sites" in more than 150 host countries, ranging from the Great Wall of China to the Pyramids of Giza. This designation confers a distinctive status upon these sites, affording them added protection within their respective host countries. The consequential significance of UNESCO's commitment to preserving and protecting heritage sites extends beyond mere historical documentation. These sites serve as tangible testaments to preceding human experiences and cultivate a profound sense of intergenerational connection.

Moreover, UNESCO recognizes the economic importance of these cultural heritage sites for host countries. Acknowledging their role as significant tourist attractions, UNESCO endeavors to maintain a delicate equilibrium between economic opportunities derived from these sites and the imperative to preserve the enduring cultural fabric of the regions in question.

The imperative for preservation is accentuated by the myriad challenges confronting UNESCO cultural heritage sites annually. Recognizing natural threats such as floods, earthquakes, tornadoes, and human-induced perils like urbanization, pollution, and cultural conflicts, UNESCO is resolute in its commitment to mitigating risks.

As the international community reflects on past endeavors, it is imperative to pose critical questions for future considerations. How can member states enhance collaboration to ensure the efficacy of preservation efforts? The securing of funding and resources emerges as a pivotal

concern, prompting an exploration into innovative financing mechanisms. Technological advancements, too, assume a crucial role, providing indispensable tools for the monitoring and safeguarding of cultural heritage sites in an ever-evolving global landscape.

Funding and acquiring resources to protect these sites is a crucial concern. To support initiatives that are effective on a global scale delegates must consider the multitude of innovative financial mechanisms currently available and choose one that provides member states with responsibility but not a burden long term. Funding mechanisms like public private partnerships must be used tastefully and with careful consideration of the currently standing culture in these sites.

Whilst delegates debate on the preservation of UNESCO cultural heritage sites, there are a few key points to keep in mind. First, how can member states strengthen collaborative efforts to ensure the safety of all cultural sites? Second, how can member states spread their knowledge and expertise? Third, how will UNESCO as an organization ensure that the new methods being implemented are efficient and cost effective? And finally, how will these initiatives be implemented and integrated within cultural heritage sites?

The issue of funding and resources emerges as a central concern. Delegates should ponder on innovative financing mechanisms to secure the financial support required for comprehensive preservation projects. Considering the economic impact of well-preserved

cultural heritage sites, a strategic approach to funding could involve public-private partnerships and creative funding models to sustain long-term conservation efforts.

Technology should be at the forefront of plans, with constantly evolving technology, so should our plans. Policies to set up initiatives regarding monitoring and safeguarding cultural heritage. Tools such as AI, satellite imaging, and 3D scanning have been used in the past to protect these important designations.

The success of many plans hinges on the successful integration of policies within communities. Keeping local communities engaged in preserving cultural heritage sites makes many local feel a deeper connection with their previous generations and the incorporation of indigenous knowledge could help the sustainability and effectiveness of preservation efforts.

Topic B:

Education is a fundamental human right recognized by the United Nations, and plays a pivotal role in sustainable development throughout the world. However in developing nations many face challenges in accessing quality education. One of the largest challenges that people face in developing countries is the limited accessibility to education. This limited access is caused by poverty, gender barriers, and geographical remoteness. With no education millions of children across the globe are put into a horrible cycle, filled with a flurry of issues such as poverty and malnutrition.

Developing nations not only fail to provide their citizens with access to education, they also can only provide education with a reduced quality. With their infrastructure being inadequate, teachers not being trained well enough, and gaps in the curriculum all contribute to a growing disparity in educational standards. This harms both the immediate learning experience for the student but also the system's ability to foster critical skills and knowledge required for opportunities in the future.

In the past the United Nations in collaboration with UNESCO has taken significant steps to address the obstacles faced by millions of students in developing nations. One of the key steps the United Nations has taken was with the usage of Millennium Development Goals (MDGs), and the subsequent Sustainable Development Goals (SDGs). These goals outline the problems that need to be solved by the United Nations, for example, MDG 2 aims at achieving universal primary education, and SDG 4 focuses on ensuring inclusive and equitable quality education for all.

Time and time again UNESCO has acted as the spearhead in the realm of education, producing various programs, many of which are directed at developing nations. Capacity building, teacher training, and curriculum development were all initiatives that UNESCO has taken to build up the education in countries across the globe, with many of these initiatives being tailored specifically for developing nations. UNESCO also tracks many of these initiatives to gauge their effectiveness to find potential paths for improvement.

Historically education in developing countries has faced both setbacks and progress, with the dynamic interaction of social, economic and political factors determining these. Social inequities, cultural setbacks, colonial legacies, and economic disparities are a few of the challenges they have faced so far.

The colonial era repressed educational systems in developing countries due to the colonizers of these countries generally acting to ensure that the colonized developing countries acted to serve the interests of the colonizers. This led to limited access to education being granted to the elite social groups in the area. A cycle quickly formed creating a disparity in knowledge between groups.

Independence movements led to many previously colonized citizens calling for an improvement in the education system. This happened due to many countries recognizing the importance of education in nation building. These countries aimed to expand access to education, focusing on inclusivity. Education quickly became a focal point for many nations, who sought to give their citizens foundational education. However, due to the state of these nations after gaining independence, limited resources, inadequate infrastructure, and gender barriers halted their efforts.

UNESCO and the United Nations recognized the dangers of allowing generations of millions of children in developing countries to not have education and decided to take action in the latter part of the 20th century after the centrality of education became abundantly clear.

Movements and initiatives such as Education for All (EFA) focused on addressing disparities between groups of people to enhance the quality of education for those who haven't been given opportunities. MDG 2 further emphasized the global commitment to advance education in developing nations. The move into the 21st century brought a focus into achieving SDG 4, ensuring inclusive and equitable quality.

Developing countries have a deep history, reflecting the challenges they have grappled with throughout their history. From colonialism to climate change these challenges have put a halt on education in developing countries. With education playing a crucial role in sustainable development, ensuring that all people, no matter where they live, have equitable access to education should be a focus.

Questions to Consider:

- How can we ensure that everyone has geographical access to education?
- How should we address the generations of inadequate education?
- How will you address gender barriers that have been culturally put up in many developing nations?
- How will you track the success of your plans?

Bibliography

"About World Heritage." UNESCO World Heritage Centre, United Nations Educational, Scientific and Cultural Organization,

<https://whc.unesco.org/en/about/#:~:text=The%20United%20Nations%20Educational%2C%20Scientific,of%20outstanding%20value%20to%20humanity.>

"Education in Developing Countries." Government of Canada, Global Affairs Canada,

[https://www.international.gc.ca/world-monde/issues_development-enjeux_developpementen/human_rights-droits_homme/education.aspx?lang=eng.](https://www.international.gc.ca/world-monde/issues_development-enjeux_developpementen/human_rights-droits_homme/education.aspx?lang=eng)

"Education in the Developing World." Human Journey,

[https://humanjourney.us/health/education-for-a-changing-world/education-in-the-modern-world-solving-for-the-future/education-in-the-developing-world/.](https://humanjourney.us/health/education-for-a-changing-world/education-in-the-modern-world-solving-for-the-future/education-in-the-developing-world/)

"Issues in Depth: Educating Children in Poor Countries" International Monetary Fund, 2004

[https://www.imf.org/external/pubs/ft/issues/issues33/.](https://www.imf.org/external/pubs/ft/issues/issues33/)

"What Is UNESCO World Heritage?" National Geographic, National Geographic Society,

<https://www.nationalgeographic.com/travel/world-heritage/article/about-1.>