

# **SSUNS United Nations Educational, Scientific and Cultural Organization Position Paper**

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**Committee:** UNESCO

**Character:** Sweden

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

It is well understood that poor governance results lasting impacts that carry burdens on a country and its citizens for decades. Often these impacts are due to a high degree of corruption within the government itself. In light of this, the country of Sweden advises stricter regulation upon national governments which have a reported history of these traits. Sweden moves to promote the implementation of smart technologies to track the flow of funding in national governments. The adaptation of an internet based system allows the tracking of taxes and federal funds. As a result, government officials are not capable of passing funds amongst themselves, nor are they able to accept them from private corporations. This increases government transparency to its citizens and offers tools to promote public industry, as in the case of Chile<sup>1</sup>. Though this is not a permanent solution, this is believed to be a simple step forward which sets a foundation for other initiatives to follow.

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

While the formation of UNESCO has seen the designation of over nine hundred heritage sites across the world, it is important to recognise that other influences pose a threat to the sustainability of these sites. In order to help reduce the impact which climate change has had on these sites, Sweden proposes the notion to introduce a committee that has members which share a similar geographical, socioeconomic, or political interests in a region. Such a committee in

regions such as Oceania will be knowledgeable of local resources, demographics and finances which will be valuable assets to attract corporate interests. These private companies will therefore have the opportunity to address region specific factors such as pollution and influx of visitors in order to sustain the interests of tourism, and specifically eco-tourism, within these regions. As each committee responds as a branch of UNESCO, it upholds the organization's standards of practice, while also preserving these heritage sites.

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

While there has been significant progress towards achieving Sustainable Development Goal 4, there still remain a large marginalization particularly between youth in Sub-Saharan Africa and those amongst many other G20 countries. Amongst other factors, the easiest to recognize is a lack of standardization of education for individuals across the region. With approximately one quarter of the adolescent population lacking basic literacy skills, though half of those students attend schools, it is evident that an increase in funding for educational infrastructure is crucial to reducing the amount of poverty across the continent<sup>2</sup>. Due to this, the nation of Sweden proposes an initiative to increase incentives to recruit and pay high skilled teachers to work in this region in order to recognize the importance qualified educators in a schooling system. This increase in a number of educators creates a lower student: teacher ratio to provide more specialized educational assistance to each student. As a result, the improvements in literacy and mathematical skills will provide a foundation upon which citizens can become more independent to work in various different fields to break the circle of poverty.

## Bibliography

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