

Delegation from

Romania

Represented

by Villa Maria College, Hajar Yammi

Position paper for United Nations Educational, Scientific and Cultural Organization

The topics that need to be emphasized for UNESCO are the following: Governance and its Effects on Education; Preservation of World Heritage Sites; and Supporting and Accomplishing Education 2030. The three subjects are equally important but since the first and the third topic are related, Romania believes that we should end the discussion with Preservation of World Heritage Sites. Romania is not as affected by the lack of literacy and education of its population than other countries (*only 1,2% of the population over 15 years old doesn't know how to read*) but it still believes that it is important because of all the impacts that education have on our society, our government and our economy. The agreement on the point of view of these subjects by the majority of the nations is important to be able to find logical and suitable solutions for every nation.

I. Governance and its Effects on Education

Romania recognizes that education must be one of the subjects in main focus at UNESCO. Romania does believe that education is affected by governance, political instability and corruption. We believe that poor governance can be reflected on education in many ways. For example: it will be reflected on the service provision that will be ineffective or inexistent in some cases. The fact that "a good governance discourages corruption in education" explains that a country with a good governance has less corruption (in the educational sector) and thereby more efficient educational services that leads to a higher rate of knowledge and productivity among the students. In other countries and nations, giving access to a better education to the citizens is a little bit more tricky, since they are in a war, in a political conflict or others. Romania is a strong believer in integrating the refugees in the population; to make them find jobs and live in town, they should be educated and they should learn the country's language because we don't want to create a new social case and they must integrate society. We haven't changed our mind since "The refugee crisis in the second

half of 2015". In our opinion we can improve the quality of education in refugee camps by raising funds because it will keep refugee schools from closing and help them improve their level of education. Teachers should also be having a special training and special courses to be able to adapt their program to the children's level.

II. Preservation of World Heritage Sites.

Romania being a country that contains a lot of green spaces with an important historical background for example: the central Transylvanian Basin, the Moldavian Plateau, the Eastern Carpathian Mountains, the Walachian Plain and the Transylvanian Alps with little urbanization (only 54,6% of the total population is an urban population and there is only 0,01% annual rate of urbanization change) makes it more simple to preserve some of the most beautiful World Heritage and cultural Sites. From Romania's point of view, the Preservation of World Heritage Sites is a very important topic that should have a particular place in the UNESCO's discussion. Romania has 7 World Heritage Sites, 6 cultural (Churches of Moldavia, Dacian Fortresses of the Orastie Mountains, Historic Centre of Sighișoara, Monastery of Horezu, Villages with Fortified Churches in Transylvania, Wooden Churches of Maramureș) and one natural (Danube Delta). Romania also submitted about 16 Cultural Sites to the Tentative List of UNESCO but those were rejected. Romania is full of outstanding cultural and historical sites and fully supports the UNESCO and other international organizations that prone the protection of the world's historical and cultural Sites like the ones in Africa. Romania thinks that the UNESCO's Criteria's List could be a little less strict because some of the most beautiful Sites in the world do not fully respect all the criteria's but they should be able to enjoy the advantages of the protection offered by the UNESCO.

III. Supporting and Accomplishing Education 2030

Romania gives its full support to Education 2030 because it considers education to be a factor that has a lot of impact in our society. Even if the majority of Roma children are educated some, that come from socio-economically disadvantaged areas and some specific schools, still suffer from a lack of literacy and education. The students from rural secondary education do not have the same advantages as the ones from urban secondary schools, they have more risks to dropout and do not have a full access to secondary education. "On average, a student spends 8.4 years in urban pri-

mary and secondary education and a student from rural only 7.3 years (in relation to the theoretical duration of 9 years of primary and secondary education). Dropout risk is higher in rural areas. 94.7% of pupils aged 14 urban secondary school graduates, compared with only 71.4% in rural areas. One-fifth of young people in rural areas do not have access to secondary education, especially because of the underdevelopment of the upper secondary school network in rural areas (Badescu & Petre, 2012)." Romania believes that Education 2030 will be able to reach their goals if the more developed nations accept to offer a percentage of their annual income to the under-developed nations and countries that suffer from a lack of educational access. The funds will help build up the free educational service for all and will increase the amount of children that are able to be educated in the world. In consequence, the improving of the education system will be reflect on their living conditions. Romania does believe that education is one of the keys that will make poverty in the world end.

Bibliography

UNESDOC

<http://unesdoc.unesco.org/images/0023/002303/230309e.pdf>

UNESCO

<http://whc.unesco.org/en/statesparties/ro>

IED

<https://www.iedonline.eu/download/2016/IED-Mihai-Sebe-Working-Paper-2016-update.pdf>

WORLD BANK

<http://siteresources.worldbank.org/EXTHDOFFICE/Resources/5485726-1271361195921/Governance-in-education-master-22Dec09-GP.doc>

<http://www1.worldbank.org/publicsector/anticorrupt/corruptn/cor08.htm>

UNICEF

<https://www.unicef.org/romania/Cost.Noninvest.web.pdf>

THE WORLD FACTBOOK

<https://www.cia.gov/library/publications/resources/the-world-factbook/fields/2205.html#ro>

UNICEF

<http://learningforpeace.unicef.org/2016/>

UNITED NATIONS

<http://www.un.org/press/en/2015/sc11793.doc.htm>

TRANSPARENCY INTERNATIONAL

<http://www.transparency.org/research/cpi/overview>

UNODC

<http://www.unodc.org/unodc/en/treaties/CAC/index.html>

UIS

<http://www.uis.unesco.org/DataCentre/Pages/country-profile.aspx?code=ROU>

MINISTRY OF FOREIGN AFFAIRS OF ROMANIA

<https://www.mae.ro/en/node/2059>