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**Governance and Its Effects on Education**

Since the beginning of civilization, education has been at the core of technological and societal growth. With a recent study performed by UNESCO in 2015, the organization reports that one in eleven children in the world are out of school, totaling 59 million children in 2013. This is an increase of 2.4 million children since 2010. According to the study, the three main obstacles concerning education equality for all children are gender inequality, conflict, and governmental incompetence with many countries having more than 4 times the number of out of school girls to boys. Another barrier is conflict. A good example of how conflict affects education would be the war in Syria. According to the same study conducted by UNESCO, before the conflict, nearly every child in the country was enrolled in some kind of school, but in 2013, nearly 1.8 million adolescents and children were not enrolled in a primary school[[1]](#footnote-1). At the root of the issues that hinder education is often governance and governmental corruption. However, the Republic of Nicaragua would like to remind the delegation that while corruption in governments is a large component of lack of education, funding and improving the actual quality of education is crucial and therefore more important to help more children throughout the world gain better educations.

Nicaragua has adopted some education policies that it believes would be beneficial to the rest of the developing world. In Nicaragua, the school year begins in February and ends in November and Elementary Education is free and compulsory[[2]](#footnote-2). According to a report by the Foundation for Sustainable Development, since the Sandinista government lost power in 1990, Violeta Chamorro’s “New Coalition party” had two main goals. The first was to reform the education curriculum and its respective textbooks. And the second was to decentralize the educational system to make schools “autonomous”. Education underwent a rapid shift as new policies were implemented to combat the former Sandinista ideologies that had previously been plaguing the country[[3]](#footnote-3). As a result of these new policies, the government of Nicaragua has entered in an agreement with the IMF called the IMF Loan Agreement. With this new contract, the government is required to further implement the school autonomy program that reduced national funding for public schools in Nicaragua[[4]](#footnote-4).

The Republic of Nicaragua would like to suggest that other governments in developing nations seek similar agreements to “jump start” their educational growth. With agreements like this, governments will have to focus less on acquiring funding to improve education, and instead can focus on things like improving, political, economic, and social stability of those nations.

**Preservation of World Heritage Sites**

Since the United Nations Education, Scientific, and Cultural Organization launched its World Heritage initiative, protection of these cultural and natural sites has increased on an international level. However, some factors in recent years have made it difficult to protect these designated “Heritage Sites” due to a myriad of different factors. One such factor is instability of countries that possess different Heritage Sites. A perfect example is Syria and its ongoing Civil War against militants from the Islamic State. According to an article by the Washington Post, there are ten world Heritage Sites in the nations of Iraq and Syria (Where most of the military instability is taking place) and nine of those Sites are in danger[[5]](#footnote-5). Another factor that has made it difficult to protect World Heritage Sites is the growing concern of Climate Change. According to a report that was created with help from UNESCO, UNEP, and UCS, 31 natural and cultural World Heritage Sites in 29 countries have been subject to prominent damage due to rising sea levels which is a direct result of climate change[[6]](#footnote-6). UNESCO has identified two different Heritage Sites in Nicaragua. The Leon Cathedral and the Ruins of Leon Viejo. The Republic of Nicaragua would like to stress the importance of the preservation of these Sites, but believes that infrastructure and the further development of a nation is a more pressing matter as opposed to Heritage Sites.

In collaboration with China, Nicaragua is constructing a new canal, similar to that of Panama, to improve international trade and allow for larger ships that would not be able to pass through Panama’s canal, to pass through. According to an article by Fortune, the project “aims to build a $50 Billion, 172.7 mile canal across Nicaragua—almost four times larger than Panama’s. The passage is intended to compete for inter-ocean traffic by servicing ships too big to pass through even Panama’s expanded canal, and it would be one of the largest infrastructure projects in human history.”[[7]](#footnote-7) The Canal project will improve Nicaragua’s economy as it will add more Nicaraguan jobs during and after construction. It will also improve Nicaragua’s economy by having foreign entities flooding money into the economy causing an economic boom.

In the construction of the canal, the Nicaraguan government has taken into account these Heritage Sites and the environment and how the canal would affect the Sites and the environment overall. The Republic of Nicaragua would like to propose a mandate that would require governments and companies aiming to embark on projects of larger proportions (such as the canal project) to submit environmental and Heritage Site reports that would outline how these projects would affect the designated World Heritage Sites and ultimately the environment itself.

**Supporting and Accomplishing Education 2030**

According to the United Nations Educational, Scientific, and Cultural Organization’s official website it describes the Sustainable Development Goals (SDG’s) as representing “a universal, ambitious, sustainable development agenda, an agenda “of the people, by the people and for the people,” crafted with UNESCO’s active involvement.”[[8]](#footnote-8) Essentially, the SDG’s are a global initiative to improve all aspects of life for people in developing nations. Among these goals is an initiative called Education 2030, formally titled The Global Education Agenda, Education 2030’s main goal is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”[[9]](#footnote-9). Basically, for all of the other Sustainable Development Goals to work, Education 2030 also has to work. The Republic of Nicaragua would like to emphasize its continued support for the Education 2030 as beneficial to every developing nation on the planet, including Nicaragua.

To improve the overall success of The Global Education Agenda, three things must be done. First, and we cannot stress this enough, putting Education 2030 and The Sustainable Development Goals into effect in all nations must be the top priority. This initiative should not be overshadowed by policies that are irrelevant to development. Next, countries that are less developed and considered “poorer” than others should be placed higher on the list of prioritized countries than already developed or “first world” nations when distribution of resources is considered. This means that nations with higher poverty rates, unemployment rates, and lower GDP should be prioritized to give a “boost” to. Finally, countries that are dealing with issues of instability should be stabilized before the implementation of new Sustainable Development Policies such as The Global Education Agenda. While education is crucial to the development of any nation, political stability should be considered a larger priority. This matter is especially pressing in countries that are suffering with great instability such as Iraq and Syria with the recent rise of the Islamic State.

In order for this initiative to work, all governments should be willing to cooperate with their international counterparts to create opportunities for all nations to develop. In order for all of the SDG’s to work, Education 2030 must also work.

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