**SSUNS 2016: Position Paper**

**Delegation:** Spain

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**Topic One: Governance and Its Effect of Education**

Having access to education allows people to become knowledgeable about the world and it betters their future when trying to obtain a job. However, this is not available to the millions of children all around the world who need it most, due to the lack of governance and resources.

Spain desires to provide their students with high quality education that allows them to strive to achieve their goals and become successful (MOE, 2011). Through the ‘Education Act’, the government allocated billions of Euros for the purpose of improving their school system (MOE, 2011). Strengthening their relationships with developing countries, Spain dedicates 20% of the ‘Official Aid to Development’ for education purposes, mainly focusing on Latin America (Roy, 2012). We are currently working on providing the humanitarian aid to the Middle East to match what other EU coutnries provide (Imbernon, 2015).

Corruption is a large problem for many countries all over the world, specifically the developing nations. Due to their cycle of poverty and poor quality of life, businesses and the government resort to corrupted tactics to obtain their wants and needs. Unlawful countries can be identified through having a low literacy rate, low GDP, a poor health care system and other indicators. These factors determine the overall standard of living, and if it is low then corruption will often occur. In order to combat corruption, nations must have a transparent government that allows the public to inspect the spending. This has previously worked well for other countries, so there is potential that others can also be successful with an open government. The improvement of technology may create a ripple effect to making the population’s quality of life more bearable. Technology enables certain jobs to become obsolete and produces new career opportunities that are higher paying. Recently Samsung unleashed a program in Africa to teach high school students about technology in hopes of creating more engineers and job opportunities (Samsung, 2016). This is a prime example of the impact of technology; the children that attend this program will be more skilled and it may be easier for them to find a job (Samsung, 2016). It is innovations like these that will better the lives of citizens in developing countries. With the population earning a steady income, they will not have to acquire goods through illegal means.

**Topic Two: Preservation of World Heritage Sites**

The recent events of increasing violence and natural disasters may cause the destruction of many World Heritage sites. Although the World Heritage Committee is constantly determining if a site has the potential to gain official status or not, factors such as climate change and war are a great burden to the overall heritage sites.

Spain is the country with the second largest number of World Heritage sites. In the past, we have formed an agreement with UNESCO, ‘Funds-in-Trust’, to further aid the countries, including Middle East nations, protecting the heritage worldwide and suggesting possible culture sites (UNESCO, 2016). Spain generously funds around 600,000 Euros for these projects (UNESCO, 2016). We have assisted Latin American and Middle Eastern countries with prepping their landmarks such as the Spanish Forts in Chile and a desert known as ‘Wadi Rum’ located in Jordan (UNESCO, 2016). Spain’s constant efforts of discovering and protecting World Heritage Sites exemplifies the importance of these landmarks and the need preserve them.

There are multiple countries, such as Japan and the Netherlands, that have an agreement with UNESCO known as ‘Funds-in-Trust’ (UNESCO, 2016). The purpose of this arrangement is to increase the amount of official status sites around the world. Select countries are responsible for finding other nations that may be a possible candidate in obtaining full status. In times of war, enemies may try and destroy official heritage sites in the hopes of demoralization. This is considered a war crime; therefore it should be taken more seriously (Velozo, 2015). UNESCO must assign some veterans to protect these precious artifacts. This way, the wartime country can prioritize on the war while still having their sites preserved. If possible; the historical monuments must be relocated to a safer area where it will not be in the line of fire. The relocation of landmarks has been previously done in Egypt during times of flooding, which is why this method can be executed. Although it may be a severe alternative, it is the more favourable option than having a World Heritage Site being destroyed or stolen.

**Topic Three: Supporting and Accomplishing Education 2030**

Education is very useful as it teaches the youth about different skills that can be applied to their everyday life. Due to the importance of education, the ‘Incheon Declaration for Education 2030’ was created in the hopes of ensuring quality education for everyone (UNESCO, 2016).

Spain believes that our citizens should have the privilege of being able to go to school and learn. We were involved with UNESCO’s past efforts to increase the number of literate individuals through the means of ‘Millennium Declaration Goals’ (Iraola, 2008). One of MDGs goal was to have developed and developing nations distribute 0.7% of their GDP to the ODA (Iraola, 2008). Spain has gone above and beyond by doubling its contributions to achieve the objective quicker (Iraola, 2008). Its previous aid with MDG exhibits Spain’s willingness to donate for an important cause. Spain’s desire better the education system around the world; will result in our nation making a greater contribution to the Education 2030 agenda.

As a result of there being a diversity of cultures all around the world, different education programs are required. Spain believes in equitable education for children of all ages and of both genders, but not if their safety is compromised (MOE, 2011). We have created a gender equality awareness campaign to allow this topic to be openly discussed amongst teachers and their students, so they can be more aware of the situation (EI, 2010). It is understandable that in some cultures, a female going out in public is shamed upon, which is why nations should explore home-schooling children. In this manner, students are able to rest in the comfort of their homes where they may possibly feel safer. The person responsible for teaching the school material be it a tutor or parent, will have to educate the student daily. Another issue that must be addressed is setting international standards regarding primary and secondary education. Spain believes that there should be regulations set for primary and secondary schools because this is where children are taught the basics of math, language, history and so on (MOE, 2011). This should be absolutely mandatory due to the fact that the young individuals will become literate and after finishing compulsory secondary education, they can choose their own educational path (MOE, 2011). The student may choose to continue with post-secondary and pursue a skilled career or to continue working for their family. Thus, with this proposal, children will become more knowledgeable and there will be an increase in literacy rates.

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