

Forum: United Nations Educational, Scientific and Cultural Organization



Question of: Promoting Equal Access to Quality Education

Submitted by: Chad

Co-submitted by: Bangladesh, Burkina Faso, Cambodia, Central African Republic, China, Congo, DR Congo, Egypt, Ethiopia, Ghana, Honduras, India, Indonesia, Iran, Kenya, Madagascar, Malaysia, Namibia, Niger, Nigeria, Portugal, Ruanda, Sierra Leone, Somalia, South Sudan, Syria, Türkiye, United Arab Emirates, Yemen

1 *The United Nations Scientific, Educational and Cultural Organization,*

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3 *Emphasizing* that, according to Article 28 of the UNCRC, every child has the right to education,
4 regardless of race, gender or disability, including times of armed conflict and crisis,

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6 *Deeply disturbed* by the fact that around 70% of children in low- and middle-income countries
7 are unable to read and understand a written text at a minimally adequate level,

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9 *Recalling* that during the COVID-19 pandemic, in-person schools were closed for 141 days
10 (world bank) on average, which increased the number of learning losses among children,
11 especially in middle- and low-income nations,

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13 *Reaffirming* that around 10 million students will not be able to continue their education process
14 following the school closures, which leads to the increase of children rights violations, such as
15 child marriages, child work, abuse and violence,

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17 *Recognizing* that education is not only limited to the knowledge learned in school buildings,

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19 *Concerned* that 13% of the world's population above the age of 15, are not capable of proper
20 reading and writing,

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22 **1. Urges** all member states to establish equality in schools and therefore improve the
23 learning environment for:

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a. disabled children by building disability-accessible schools, such as, but not
25 limited to wheelchair accessibility,

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b. both girls and boys by enhancing the support and encouragement of all genders
27 concerning their education, as well as their following job opportunities,

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c. children of low-income families by:

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i. providing free basic learning materials, such as, but not limited to pencils
30 and paper,

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ii. establishing free primary school education,

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iii. providing affordable further education;

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2. **Asks** all member states to address learning gaps that formed due to the COVID-19 school closures by:
 - a. supporting students that are in greater need of support,
 - b. creating flexible curricula, that can be used for personalized learning interventions,
 - c. trying to keep the number of children in one course as small as possible;
3. **Requests** the use of national organizations, that constantly analyse the educational system of all member nations;
4. **Recommends** to support education outside of schools by:
 - a. providing additional tutoring,
 - b. creating free entry libraries,
 - c. providing access to educational services for adults and people who were unable to finish their school education,
 - d. supporting free educational resources and organizations that focus on these aspects, such as OER (Open Educational Resources);
5. **Calls upon** all member states to provide basic human needs at schools, such as, but not limited to:
 - a. toilets,
 - b. one meal per day,
 - c. sanitary drinking water,
 - d. medical supplies;
6. **Further urges** all member states to create emergency education systems that secure safe education during a crisis by:
 - a. protecting schools from violence and abuse,
 - b. building schools that can function as “safe havens” during emergencies, such as, withstand natural disasters,
 - c. equipping schools with first aid kits and educating students and teachers on providing first aid,
 - d. repairing school buildings as fast as possible if they get damaged,
 - e. creating funds in order to get the educational system to resume working as fast as possible,
 - f. prioritizing the need for education and social contact of children,
 - g. improving home-schooling and networks, that ensure that, in the event that a school closure is inevitable, children are still able to learn,
 - h. examining authorities at schools on abusing their power in the form of all types of abuse;
7. **Creates** a subcommittee that would oversee, but not regulate, the education systems of countries while they are making changes and improvements that seem fit:

- 77 a. this committee would not have the power to create laws but may give
78 suggestions to developing countries,
- 79 b. this committee would also regulate the distribution of funds received from
80 various sources,
- 81 c. this committee would be made up of representatives chosen by the countries
82 taking part in UNESCO;
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- 84 **8. Supports** the forming of a committee that sends higher educated teachers that speak the
85 students' native language to crisis areas and are therefore able to train and educate local
86 teachers, as well as students;
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- 88 **9. Requests** that all teachers should fulfil requirements, such as, but not limited to:
- 89 a. training in technology,
- 90 b. training in pedagogy,
- 91 c. speaking the states most common languages,
- 92 d. having a higher degree than secondary graduation, based on their country;
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- 94 **10. Encourages** the building of schools in rural areas, as well as improved home-schooling,
95 in order to provide children outside of urbanized areas and those who live further away
96 from other educational institutions with higher education;
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- 98 **11. Encouraging** the integration of information and communication technologies (ICT) in
99 education, ensuring digital literacy for students and teacher and preventing the digital
100 divide by providing access to reliable internet connections and technology devices in
101 schools including remote areas;
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- 103 **12. Calls upon** all member states to enhance the full realization of children's rights by:
- 104 a. tracking violations against children's rights, as well as establishing greater
105 punishments for those who violate these rights,
- 106 b. supporting already existing and founding new organizations, national and
107 international, that work on establishing children rights,
- 108 c. updating laws in favour of children's rights concerning tracking and further
109 punishing child work,
- 110 d. improving international coordination and communication;
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- 112 **13. Urges** the top 30 member states concerning their GDP to allocate sufficient financial
113 resources and international cooperation to support initiatives aimed at promoting equal
114 access to education, particularly in developing countries, by:
- 115 a. mobilizing domestic resources and allocating a significant proportion of national
116 budgets to education,
- 117 b. encouraging international financial institutions and donor countries to increase
118 funding for education programs in developing countries,
- 119 c. strengthening partnerships between governments, civil society organizations,
120 and private sector entities to leverage resources and expertise;
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122 **14. Calls** for the establishment of various sources of funding that would help support the
123 countries attempting to remodel their education system including:

- 124 a. the International Monetary Fund (IMF) will provide loans and money to either
125 the less developed nations, in order to stabilize the economies of the nations,
126 i. further, provide loans to the developed nations, in order to lessen the
127 financial burden of helping the less developed nations,
128 b. the World Bank will provide monetary assistance to the less developed nations,
129 but specifically to target lacking infrastructure that may inhibit one's ability to
130 physically get to school;

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132 **15. Strongly urges** all member states to introduce compulsory education for at least nine
133 years, since these are the most important;

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135 **16. Decides** to remain seized on the matter.

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138 **Voting Results**
139 In favour: 38
140 Against: 24
141 Abstentions: 6