

**Forum:** United Nations Educational, Scientific and Cultural Organization

**Question of:** Promoting Equal Access to Quality Education

**Submitted by:** Finland



**Co-submitted by:** Argentina, Australia, Belgium, Bolivia, Brazil, Bulgaria, Colombia, Czech Republic, Denmark, Ecuador, France, Germany, Guyana, Japan, Lithuania, Moldova, Netherlands, Paraguay, Poland, Spain, Sweden, Switzerland, Ukraine, United Kingdom, United States of America, Uruguay

- 
- 1 *The United Nations Educational, Scientific and Cultural Organization,*  
2  
3 *Recognizing* that Basic Education is not yet ensured for all Humans in the World,  
4  
5 *Acknowledging* the issues caused by the Covid-19 pandemic on this front,  
6  
7 *Alarmed* that 1.6 billion learners were affected by the Covid-19 pandemic,  
8  
9 *Fully Aware* that the World bank has estimated a loss of 17 billion in lifetime earnings due to  
10 the interruption of learning,  
11  
12 *Further noting* that Education is an empowering right in itself and one of the most powerful  
13 tools by which economically and socially marginalized children and adults can lift themselves  
14 out of poverty and participate fully in society,  
15  
16 *Hoping* to help those that need it most,  
17  
18 *Keeping in mind* that 244 million children and youth are still out of school for social, economic  
19 and cultural reasons,  
20  
21 *Having heard* that the percentage of people under 10 who can read has fallen,  
22  
23 *Taking into account* that education is a stepping stone to other Human rights,  
24  
25 *Realizing* that an investment in education is an investment in our future,  
26  
27 *Emphasizing* our obligation to respect, protect and fulfil education,  
28  
29 *Believing* in expanding quality of education,  
30  
31 *Listening* to how local communities want to change their education,  
32

33 *Hoping* to guarantee a freedom of choice between different schools and the beliefs, which are  
34 taught to the student,

35

36 *Recognising* that the global literacy rate for male children is over 2.5% higher than females,

37

38 *Alarmed* by natural disasters armed conflicts and health crises such as the COVID 19 pandemic  
39 disrupting education systems worldwide,

40

41 *Guided* by our principles and the treaties we signed,

42

43 **1. Establishes** a baseline level of education which includes:

44 a. a global curriculum subject to change by the countries which implements:

45 i. basic reading skills,

46 ii. basic mathematics,

47 iii. social studies,

48 iv. language arts,

49 v. science,

50 b. teacher training and professional development programs, which promotes  
51 inclusive and equitable education, and equips teachers with the necessary skills  
52 and tools to cater to diverse learning needs and a safe and supportive learning  
53 environment;

54

55 **2. Seeks** the implementation of infrastructure that properly provides member nations with:

56 a. transportation for children, to schools in a safe and dependable way, through:

57 i. transportation vehicles provided and operated by United Nations peace  
58 workers and volunteers,

59 ii. dependable security for the transportation listed in subclause 2a from  
60 United Nations peacekeepers with the sole purpose of transportation of  
61 children, especially in more hostile environments and in those where  
62 students might be in danger because of their education,

63 b. technology and school supplies in order to foster better learning for students,  
64 such as:

65 i. basic school supplies such as pencils, pens, book bags, and textbooks, so  
66 that students in need can receive the education they deserve,

67 ii. tablets, laptop computers, and other necessary electronics so that those  
68 in need can receive quality education on par with the modern standard,  
69 once a global basic level of educational infrastructure has been  
70 established and succeeded,

71 c. a specialized refugee education team when needed which helps refugee  
72 education self-sufficiency by:

73 i. recruiting and training refugees with the potential to become teachers,

74 ii. providing short-term classrooms and other materials needed to sustain  
75 basic education in refugee camps;

76

- 77 3. **Urges** to get more information about the development of education around the world  
78 by:
- 79 a. developing the UNESCO world education study,
  - 80 b. making regular regional and worldwide expeditions with the help of education  
81 experts and scientists, and the hired staff of UNESCO;
- 82
- 83 4. **Calls** upon member nations to instruct teachers for the productive instruction of students  
84 belonging to marginalized groups disadvantaged by factors including, but not limited  
85 to, religious backgrounds, ethnicities, social status, and culture, in order to:
- 86 a. promote effective classroom management,
  - 87 b. strengthen teaching practices,
  - 88 c. optimize the efficiency of lessons;
- 89
- 90 5. **Calls** upon all member states to legally entrench the right to quality education for all  
91 citizens in their national education systems, including, but not limited to:
- 92 a. prohibition of any kind of segregation that is not requested by the students or  
93 their legal guardians in public schools,
  - 94 b. introduction of a right to culturally specific education for any ethnic, religious  
95 or cultural group that does not make up less than 10% of a country's population,  
96 which must contain:
    - 97 i. providing adequate religious education,
    - 98 ii. providing classes in which languages important for these groups are  
99 taught,
  - 100 c. allows for female students to receive the same quality education as male students  
101 and address problems that prevent this in practice by:
    - 102 i. eliminating gender-based stereotypes and discriminatory practices in  
103 education, promoting equal opportunities and gender-sensitive learning  
104 environments,
    - 105 ii. promoting the participation and empowerment of women and girls in all  
106 levels of education,
    - 107 iii. opposing early female marriage and laws that limit access to education,
  - 108 d. enabling all students with special needs to receive an appropriate and dignified  
109 education in accordance with the UDHR;
- 110
- 111 6. **Seeks** to invest in the formation of workplaces to make use of well-educated workers,  
112 in order to diminish labour migration;
- 113
- 114 7. **Calls** for the creation of a fund, managed by the ADM Commission whose task is to  
115 promote equal access to quality education; all strategic decisions regarding the  
116 expenditures of this fund shall be made by the PRX Commission; the financial  
117 contribution of each member state is determined according to the following rules:
- 118 a. each UNESCO member state with a GDP per capita greater than or equal to  
119 \$5500 shall spend at least 0.8 % of its GDP on education (or a maximum of \$150  
120 million) and spend it as follows:

- 121 i. 40 % (0.32% of the country's GDP) is to be spent on the domestic  
122 education system,  
123 ii. 60 % (0.48% of the country's GDP) should be used as a contribution to  
124 the fund mentioned above,  
125 b. each UNESCO member state with a GDP lower than \$5500 shall spend at least  
126 0.8 % of its GDP on its domestic education system,  
127 c. any member state that does not fulfil these requirements will not receive any  
128 grants from this fund;  
129
- 130 **8. Urges** to create a program under the supervision of the World Bank that provides funds,  
131 earmarked for education credits, to national banks at reduced interest rates, for:  
132 a. individuals that or their children are currently attending a first, second or third-  
133 level education course or will do so within one year,  
134 b. the amount of the credit should cover:  
135 i. the total cost of the education program itself as well as the costs of all  
136 mandatory materials,  
137 ii. possible opportunity costs that would have occurred if the individual/the  
138 children had not attended the education program,  
139 iii. the total costs of all financial resources necessary for the individual/the  
140 children to live a life in dignity in accordance with the UDHR;  
141
- 142 **9. Proposes** that the information collected from the UNESCO study enacted by clause 3  
143 be used to determine the educational status of member nations, and the extent to which  
144 they should receive the funding provided in clauses 7 and 8;  
145
- 146 **10. Affirming** that all countries agree with the values of this agreement;  
147
- 148 **11. Proposes** to rebuild or build schools where it is needed the most;  
149
- 150 **12. Recommends** to found International Resistant Organisation Negotiating Inclusion in  
151 Education (IRONIE) that works to extend inclusion at learning facilities as far as  
152 possible in the specific situation:  
153 a. open schools for people with all kind of disabilities,  
154 b. qualifying supervisors for people in need of assistance,  
155 c. ensuring access to all parts of the building for example given wheelchairs,  
156 d. minimising the size of learning groups,  
157 e. supplying schools with special equipment;  
158
- 159 **13. Suggests** the monitoring of processes with aims to detect difficulties that occur  
160 throughout the implementation of these processes by an annual report covering  
161 including, but not limited to:  
162 a. the implementations status,  
163 b. any problems found,  
164 c. newly arisen needs to adapt or expand measures,  
165 d. the current status of cooperation;

166

167       **14. Decides** to remain actively seized on the matter.

168

169

170   **Voting Results**

171   In favour: 31

172   Against: 24

173   Abstentions: 3