

UNITED NATIONS
UNESCO 2023 Commission
(*Framing letter*)
Ensuring quality education for all.

To whom it may concern,
You have chosen to join the UNESCO Commission for this edition of the
NUSAB 2023.

It is a great adventure which is about to begin.
And our team is delighted to work with you on this project.

This letter is a brief, yet precise introduction to the theme « Ensuring quality education for all », under the overall theme of the NUSAB 2023 : "Accelerating the 2030 SDGs (Sustainable Development Goals) agenda at the halfway point." But first and foremost, one will explain to you the subject, its issues and its limits, and how UNESCO, since its creation, has enabled the development of a society through the establishment of education for all. One will structure this letter in three distinct parts:

- I. What does it mean to provide education for all, in the context of accelerating the SDGs agenda?
- II. UNESCO's history and action within this theme.
- III. How to act in favor of universal education in order to improve global development?

I. ***What does it mean to provide education for all, in the context of accelerating the SDGs agenda ?***

Education is a fundamental human right and a global public good. It allows spiritual elevation, the awareness of a presence on earth and its consequences. Education is the set of processes and procedures that allow every human child to progressively access culture; access to culture being what distinguishes men from animals. Education can be taught within public or private schools, but can also be delivered outside schools. Education can be the transmission of knowledge, values and skills by parents, by external organizations, through the arts, through sport. This is called non-formal education, where the construction of a child is determined by his or her environment and activities. It is therefore important to provide the child with a complete education, which would allow him or her to open up to the outside world. Education is therefore **essential** in order to maintain a certain order, societal progress. Sustainable development reconciles three areas of human activity: society, the economy and the environment, by proposing a concept of development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs. It therefore seems essential to instill

responsible and sustainable values in current and future generations through education. Education is, etymologically, **the action of "guiding out of"**, which means to develop. Nowadays, it commonly means the learning and development of intellectual, moral and physical faculties. For that reason, education is a powerful means for changing society. It improves health and livelihoods, contributes to social stability and stimulates long-term economic growth.

It is also essential to achieving each of **the 17 Sustainable Development Goals**. However, it is necessary to provide everyone with a fair education, which would not be the carrier of a minor ideology, which on the contrary could shut down the critical spirit of pupils. It is therefore important to provide an objective education for progress, for freedom and equality. Education is a weapon, aiming to fight dogmatism, inequality, and closure.

Quality education promotes creativity and knowledge, and ensures the acquisition of basic literacy and numeracy skills, as well as analytical and problem-solving skills, and other cognitive, interpersonal and life skills. It also develops the skills, values and attitudes that enable citizens to lead healthy and productive lives. It also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilling lives, to make informed decisions and to meet local and global challenges, through education for sustainable development (ESD).

Ensuring an education can come with constraints such as the lack of transport, of infrastructure, and access to culture may therefore become difficult. Consequently, one has the obligation to set some limits in the aim to guarantee a lifelong education. Moreover, one should also help families support their children in their education, both at school and outside school. Ensuring education requires strengthening resources, processes and evaluation of outcomes, as well as putting in place mechanisms to measure progress. We will ensure that teachers and educators are empowered, adequately recruited, professionally trained and qualified, and motivated and supported within effectively and efficiently managed and resourced systems, according to the Icheon Declaration.

II. [UNESCO's history and action within this theme.](#)

A. UNESCO'S STORY

Before getting down to basics, one can remind you of some key dates and information about UNESCO (from the acronym: United Nations Educational, Scientific and Cultural Organization).

Its constitution was adopted in London in 1945 and came into force in 1946. After two world wars in less than thirty years, UNESCO was born with a strong conviction which was to build a lasting peace, economic and political agreements between different states and countries. Therefore, it was necessary to unite peoples through cultural dialogue and mutual understanding.

In the course of its history, UNESCO has launched pioneering programs to cultivate these connections.

UNESCO has mobilized philosophers, artists and thinkers from all nations to denounce racist theories and develop avant-garde projects that have changed the world.

- The Universal Copyright Convention (1952)
- The Man and the Biosphere Programme (1971)
- The World Heritage Convention (1972)
- The Convention for the Safeguarding of the Intangible Cultural Heritage (2003)

B. IT'S ACTION WITHIN THIS THEME

UNESCO is committed to promoting learning that is the source of personal transformation, resilience, peace. It contributes to a sustainable planet. This unique mandate, to promote lifelong learning for all, was born in the aftermath of the Second World War. In addition it is now challenged by the backlash of a digital age and a planet which is more and more threatened by climate change, conflicts and other crises.

UNESCO's Education Sector provides global and regional leadership to ensure that every child and citizen has access to quality education and learning, from kinder-garden to higher education, throughout a child's life.

UNESCO is also coordinating and monitoring the 2030 Global Education Agenda through Sustainable Development **Goal 4**, with **the Education 2030 Framework for Action** as its roadmap. Around 258 million children and young people worldwide are deprived of education for reasons related to social, economic and cultural factors. An estimated 617 million children and adolescents cannot read a simple sentence or do simple math. Three quarters of the children of primary school age who will never attend school are girls.

During the lockdown, the closure of schools and the use of distance learning favored the appearance of a new type of educational inequality and therefore, it raises a lot of concerns about progress across the development agenda.

UNESCO's task is to re-imagine and reinvent education for a sustainable future, while providing trustworthy guidance on how to strengthen and improve education systems around the world :

- ⇒ By helping countries to develop their education systems which provide quality lifelong learning opportunities for all
- ⇒ By empowering learners to be creative and responsible global citizens.
 - ⇒ By leading and coordinating the Education 2030 Agenda through partnerships, monitoring and research.

Many conventions and declarations were made in order to establish constraints for countries, "to ensure equitable, inclusive and quality education and learning

opportunities throughout life” according to the Icheon’s Declaration. Here are some UNESCO conventions and declarations that fit the topic perfectly and will help you find the limits to impose on countries :

=> <https://www.unesco.org/fr/education/right-education/convention-against-discrimination>

=> https://unesdoc.unesco.org/ark:/48223/pf0000233137_fre

III. *How to act in favor of universal education in order to improve global development ?*

In order to help you to guide your research and to find solutions about the issue mentioned earlier on, we offer you a few suggestions that could help you to develop your arguments, according to your objectives and needs :

- Which fundamental principles should education be based on in order to respect a certain equality and equity ?

=> <https://www.ei-ie.org/en/item/25231:effective-and-equitable-educational-recovery-10-principles>

- What could be the different means to end the education inequalities (minorities, refugees, poverty, disabled children, gender,...) ?

=> <https://www.un.org/youthenvoy/2013/08/unesco-united-nations-educational-scientific-and-cultural-organization/>

- What are the possible challenges of a global education ? How can they be overcome ?

=> <https://en.unesco.org/themes/gced>

- How would you establish links between different education systems, across the world ?

=> <https://fr.unesco.org/gem-report/node/1279>

Principal links :

- On this page you will find more information about the history of UNESCO and their past actions :
<https://www.unesco.org/fr/education/acti>
- On this page you will find several testimonies, which will help you to better understand the subject, and will allow you to find possible solutions :
<https://www.unesco.org/fr/education/stories>

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