

Commission: UNESCO

Question : Ensuring quality education for all

Submitted by : PEROU

The General Assembly,

*Lamenting* that inequality is probably the most serious problem in education worldwide. Inequalities have multiple causes and include disparities in access to education, schooling and, most importantly, learning. These disparities reflect the level of development of various countries and regions of the world. In these states, access to education is, among other things, related to the well-being of students, their social background, their cultural background, the language spoken in their family, whether they work outside the family, and, in some countries, their gender. Although the absolute and relative number of children in school has increased, the differences between the richest and poorest countries, and between rural and urban areas, have not diminished,

*According* to the United Nation 2030 SDG agenda, along with the SDG 4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, education is a fundamental human right, a key to spreading knowledge, values, and surroundings awareness, securing a state’s sustainability and durability,

*Knowing* that quality education for all is essential for social and economic development, as well as for the archiving of full employment and the eradication of poverty. Therefore, it would be favorable to ensure equality throughout the state, among its inhabitants, including minorities,

*Recognizing* that for centuries, the Peruvian governments had accepted the geographical, ethnic and linguistic divisions of the nation as if they were in the natural order of things, as if they were phenomena that could not be changed even if such change were desirable,

*emphasizing* that not only did education have a crucial role to play in the life of the nation as a whole, The revolutionary government was particularly revolutionary saying that the resulting reform of the education system could only be effective if it was harmonized with all the reforms that were needed in other sectors.

1. *Demands* changes for universal primary education for all children, especially girls and disadvantaged children, to establish gender equality and eliminate gender disparities in primary and secondary education. Ensure that every child has the same level of education;
2. *Calls* for establishing for low-value education in the countries concerned the development, implementation, evaluation, and institutionalization of teacher professional development standards; Creating professional development opportunities that foster collaboration among teachers; and Providing ongoing support for teachers; Investing in quality teacher training to enable more people to become teachers and to increase the number of teachers available to provide access to education in rural and urban areas;
3. *Recommends* that states build schools in rural areas as well as urban areas. This will help educate the entire country, as developing countries have very large geographic inequalities in education;
4. *Encourage* states to raise awareness among families and communities about the importance of education in the world and the opportunities it offers. To show the role of education in the development of the country, to make them aware of the world around us and to encourage families to send their children to school;
5. *Proposes* to adapt or build special schools for children, people with disabilities, and women, in order to provide an effective, safe, violence-free and accessible learning environment for all;
6. *Suggests* that states ensure that all girls and boys have access to quality early childhood care and development services and preschool education that prepares them for elementary school;
7. *Supports* all developing countries to invest in information and communication technologies to enable access to content, professional development and communities; adapt to today's world.