

FORUM : UNESCO

QUESTION : Ensuring quality education for all

SUBMITTED BY : Mozambique

*The general assembly,*

*Recalling* the UNESCO Convention against Discrimination in Education, recognized as a pillar of the 2030 Agenda : Sustainable Development Goal 4 (SDG4) and representing a powerful tool towards the achievement of inclusive and equitable quality education for everyone,

*Reaffirming* also the human right of everyone to education, which is enshrined in the UNESCO Convention against Discrimination in Education, as well as the Global Convention on the Recognition of Qualifications concerning Higher Education,

*Recalling* the Incheon Declaration, Education 2030 : Towards inclusive and equitable quality education and lifelong learning for all, adopted at the World Education Forum in 2015, held in Incheon, Republic of Korea,

*Also recalling* article 26 of the Universal Declaration of Human Rights, according to which: “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.”

*Recognizing* the negative impact of the COVID-19 pandemic on the full realization of the SDG4, causing the closure of schools for an estimated 1.6 billion students worldwide, marking strong inequalities and delaying the learning

*Deeply concerned that*, according to the United Nations, 258 million, or 17% of children, adolescents and young people are out of school worldwide, also noting the much higher proportion in developing countries : 31% in sub-Saharan Africa and 21% in Central Asia, compared to 3% in Europe and North America,

*Alarmed* by the impact of wars and violence on the education of children, especially girls, in conflict zones and States affected by the terrorist threat.

*Recognizing* that factors such as the digital divide, disparities in access to the Internet and other information and communication technologies, infrastructure constraints, marginalization and exclusion, amplify inequalities concerning the access to inclusive and equitable quality education for all,

*Welcoming* the adoption by the General Assembly of the 2030 Agenda for Sustainable Development, which includes the goal of ensuring inclusive and equitable quality education, and promoting lifelong learning opportunities for all,

*Reiterating* the commitment to strengthen the means of implementation to ensure the full achievement of the Sustainable Development Goals, with the objective of mobilizing all countries and partners to achieve SDG4 on education,

*Welcoming* the UNICEF for strengthening its actions in 145 countries in order to help governments develop rapid response plans, including alternative learning programs and mental health support, during the health crisis caused by COVID-19,

1. *Takes note with concern* of the positive but too slow progress of the measures taken in favor of education, delaying the achievement of SDG4, notably due to the major crises of recent years ;

2. *Encourages* developed countries to increase, or pursue their commitment to the financing of official development assistance (ODA), thus enabling the recipients of this ODA to devote the necessary means to education in their country ;

3. *Welcomes with satisfaction* the many agreements, conferences and summits organized in favor of education for all in recent years, such as the Muscat Agreement, the UNESCO World Conference on Education for Sustainable Development in Aichi -Nagoya, the Oslo Summit on Development Education, and others, which enabled the adoption of specific reforms, looking forward to achieving SDG4 ;

4. *Reaffirms* that at least 4 to 6% of gross domestic product and/or at least 15 to 20% of total public expenses should be devoted to education, and calls on countries to do so, having as goals :

(a). The construction of educational infrastructures in remote areas, allowing access to all children at school, bearing in mind that some of the students do

not have access to transport from all kinds, and are therefore obliged to walk to school, hence the need to increase the number of schools there,  
(b). Ensure the availability of reliable and efficient means of transport for all children, allowing access to education without physical constraint ;

5. *Calls* for the improvement of digital educational infrastructures, in order to guarantee the education of children even in the event of various crises, which would include:

- (a) The creation of quality online educational platforms, including complete school programs, and the possibility of easily interacting with trained teachers,
- (b) Legal, safe and easy access to local, national and international media ;

6. *Expects* greater attention to be paid to sub-Saharan Africa, whose dropout rates are alarming, with the following targets:

- (a) The financing of one full meal per day per student, when he or she is in school, given that under-nutrition and malnutrition are among the main factors of school drop-out, hence the importance of ensuring access to school meals for all,
- (b) The availability of quality textbooks for each student, either by a significant reduction in the price of textbooks, or preferably by the assumption of the cost of the latter by the State,
- (c) The establishment of several hours of teaching in the native language of the pupil, mostly concerning elementary and fundamental education in order to ensure its understanding,
- (d) The enhancement of teachers' pedagogical training and support, so that they use class time effectively ;

7. *Calls* for the implementation of effective measures, allowing all girls to have access to quality education,

- (a) *Requests* States to ensure the safety of girls in schools and on the way, so that they are not at risk of intimidation or aggression,
- (b) *Encourage* raising the teachers awareness on the problem of stereotypes, by training them to fight against them, in particular through the employment of female teachers therefore becoming example for girls,
- (c) *Calls* for the provision of more hygienic protection, thus preventing menstruation from forbidding girls to go to school ;

8. *Decides* to remain actively seized of the matter.

General correction : Your resolution letter is very well written and clear. But concerning your resolutions, be careful to summarize your resolution in a few sentences. There are no real sub-parts in a resolution; these sub-parts should be removed from your letter or at least summarized, but keep them to be able to argue at the NUSAB meeting. Great job ! 😊