

FORUM: UNESCO

QUESTION: Ensuring quality education for all

SUBMITTED BY: Ukraine

*The General Assembly,*

*Reminding* that UNESCO is an organization whose task is to reimagine and reinvent education for a sustainable future, while providing trustworthy guidance on how to strengthen and improve education systems around the world,

*Believing* that education is a fundamental human right and a global public good allowing spiritual elevation, the awareness of a presence on earth and its consequences,

*Alarmed by* the 774 million people around the world who are illiterate, two thirds of whom are women,

*Alarmed by* the 57 million children in Africa that still do not have access to schooling, half of children who are not enrolled in school live in sub-Saharan Africa, the estimated 50% of primary school-aged children who are out of school live in conflict-affected areas and 617 million young people worldwide lack basic math and literacy skills,

*Reminding* the amplification of inequalities in education caused by the COVID-19 pandemic; (as children from lower-educated and poorer families have less access to (additional) resources at home such as digital learning devices and digital learning gaps),

*Reminding* the result of poor quality education in schools due to teachers not being adequately trained,

*Demanding* that all gender-based disparities in access to education must be eliminated and everyone, including people with disabilities, must be given equal access to all levels of education and the opportunity for lifelong learning,

*Having in mind* the students who already experienced the inequalities in education resulting from poverty, lack of social capital, and structural disadvantages are at the highest risk for falling further behind in their educational attainment and performance outcomes,

*Also reminding* the educational performance gaps between genders and racial-ethnic groups face risks of widening as a result of many factors of which include mental health stressors, lack of social capital, and the allocation of resources within communities that predominantly serve these demographics,

*Convinced* that mental health is a key concern for many teachers and students all of which can have adverse effects on motivation and education retention,

*Welcoming* the adoption of the 2030 Agenda for Sustainable Development, including Goal 4, all its target, the Education 2030 Framework for Action, and affirming the interlinkages and integrated nature of all Sustainable Development Goals and targets,

*Thanking* the HRC for having adopted a resolution on the right to education for girls, led by the United Arab Emirates and supported by 18 states,

*Thanking* UNESCO for its prior action within this theme by helping countries to develop their education systems which provides quality lifelong learning opportunities for all by empowering learners to be creative and responsible global citizens,

*Recalling* the prior action taken by the convention of UNESCO against discrimination in education by advancing towards the Education 2030 Agenda,

*Acknowledging* UNESCOs quick support to ensure the continuity of learning around the world during the COVID-19 pandemic by establishing the Global Education Coalition in March 2020, bringing together 175 institutional partners from the UN family, civil society, academia, and the private sector working around three central flagships: connectivity, teachers and gender equality,

1. Ensure teachers are well-trained and equipped with the knowledge necessary to provide quality education in their classrooms:

- a. *Combine* online and onsite training of teachers by providing internationally-recognised and certified on-the-job training through teacher training modules, classroom training and in-class mentoring using information and communication technology (ICT), these online learning modules can help

improve access to high quality in- and pre-service teacher education and training programs;

- b. *Collaboration* to exchange knowledge through partnerships, between government and civil society organizations, communities, local governments, education authorities and stakeholders to improve teacher quality and effectiveness;
- c. *Equipment* of teachers with modern teaching aids, tools, and methodologies such as smart classrooms and digital course content;
- d. *Increase* the number of teachers available allowing all children around the world access to quality education regardless of where they live or how much money their families make;
  - i. Low student-to-teacher ratio; more individual attention and support for students as they progress through school;
  - ii. allows teachers to use different teaching methods than those traditionally used, this gives teachers more freedom and flexibility in educating their students;
- e. *Increase* teacher pay to motivate the engagement of teachers,

2. *Implementation* of resilient infrastructure, improving student outcomes, and influencing student learning so that it can run optimally:

- a. *Ensurance* of a financial input investing in education infrastructure, by applying a transparent, data-driven, and holistic set of criteria to follow with the construction of educational buildings, such as the interrelated factors: naturalness (e.g. light, air quality), stimulation (e.g. complexity, color), and individualization (e.g. flexibility of the learning space);
- b. *Request* the focus on the development of climate change friendly and disaster-prepared resilient school establishments in countries affected by natural hazards, any damage by climate related issues such as electricity network, internet connection, and any harmed school buildings need to be reconstructed to not restrict any access to education;
- c. *Advocate* upgrading dormitories to enhance the school experience and encourage poorer families and families in remote areas to send their children to school;
- d. Have an obligatory minimum school budget across all countries,

3. *Promote* the access to technology for online learning and provide schools with adequate resources such as books and computers so they can meet the needs of their students; the COVID-19 crisis has shown the importance of educational technology as it helps teachers effectively deliver the curriculum, monitor learning levels of students, and give students the necessary support:

- a. *Implementation* of assessment and evaluation tools to be able to evaluate the learning level of the child;
- b. *Provide* a catch-up education, basic numeracy and literacy, e-learning initiatives for out-of-school children in areas of conflict and enhanced support for education professionals;
- c. *Arrange* a budget to equip students with the necessary technology for e-learning (for at home or/and in school use),

4. *Demand* gender-equitable education systems empower girls and boys, to promote the development of life skills and close the skill gaps between genders:

- a. *Support* governments to ensure that budgets are gender responsive and that national education plans and policies prioritize gender equality;
- b. *Help* schools and governments use assessment data to eliminate gender gaps in learning;
- c. *Tackle* discriminatory gender norms and harmful practices, such as child marriage, that deny girls access to school and quality learning;
- d. *Remove* gender stereotypes from learning materials and focus teacher training and professional development on gender responsive pedagogies,

5. *Propose* the creation of an organization allowing all children in Africa (and any other children that are in the situation of not being enrolled into school) to have an access to free and of quality education that:

- a. *Evaluates* the learning level of the child and their progress;
- b. *Provides* the necessary equipments and resources, such as school supplies for students;
- c. *Provides* transport for students in rural areas;
- d. *Encourages* parents/guardians/adults to get involved with what happens inside schools and motivate them to spend time volunteering or hosting events like parent/teacher conferences, classroom time, or tutoring;
- e. *Provides* books for children who don't have access to books at home;
- f. *Sponsors* children,

5. *Obligation* for all countries to allocate at least 6% of their GDP to education, and equalize education spending throughout the country

- a. *Focus* on early childhood development through public pre-primary education;
- b. *Apply* compulsory comprehensive school from age 7 to 16 in all countries,

6. *Introduce* more scholarships in condition of returning to the country,

7. *Provide* a school psychologist allowing students to talk to about any issues in school or at home,

8. *Resolve* to remain seized of the matter.