

Draft Resolution

Committee: United Nations Educational, Scientific and Cultural Organization

Topic: Promoting Equal Educational Opportunity

Sponsors: Canada, Democratic Republic of Congo, France, Japan, India, Mexico, United States of America

Signatories: Algeria, Australia, Brazil, China, Democratic People's Republic of Korea, Ethiopia, Germany, Iran, Italy, Kenya, Korea, New Zealand, Nigeria, Russia Federation, South Africa, Thailand, United Kingdom

The United Nations Educational, Scientific and Cultural Organization,

Recalling the existing bodies of work such as the 1948 The Universal Declaration of Human Rights (General Assembly resolution 217 A), 1960 Convention against Discrimination in Education, 1990 Convention on the Rights of the Child (General Assembly resolution 44/25 of 20),

Deeply concerned about the existing inequality in primary education and the urgent problems that need to be solved,

Realizing the importance of preventing dropouts and ensuring that children and adolescents go to school,

Fully aware of the concerns of various countries and regions on fundraising, sources, distribution evaluation, and use,

Having received the need to promote the popularization of distance education and online education, and solve related technical problems reasonably and effectively, and promote the improvement of the content and quality of the courses,

Contemplating the urgent needs of teachers, infrastructure, technology, and equipment resources in African countries and other developing countries,

Having considered the importance of an effective supervision system to supervise the use of funds, evaluate teaching quality, promote the development of primary education and equal educational opportunities,

Recognizing to solve the problem of basic education under the epidemic requires more substantive measures and a reasonable evaluation system and distribution mechanism, and a lack of effective communication, inspection, and supervision,

Noting with deep concern the need to promote inclusive education, including the

elimination of gender discrimination, education for special groups and persons with disabilities, education for refugees, and education for extremely poor areas,

Emphasizing the importance of the emergency system to deal with the interference and destruction of education caused by sudden crises including epidemics, wars, earthquakes, tsunamis, and nuclear leaks, and need to conduct a quick assessment and response to the crisis,

1. *Further invites* strengthen cooperation and exchanges with the IMF and other international organizations, applicant countries that pass the evaluations will receive benefits that reduce loan interest;

2. *Suggests to* strengthen the functional arrangement of the UNEVOC and accept donations come from intergovernmental and non-governmental sources, and the latter includes donations from enterprises and philanthropists;

3. *Emphasizes* the continuation of UNEVOC's teacher exchange training program, improve efficiency, and participate in coordinated and designated epidemic response plans and future development plans;

4. *Emphasizes* that digital devices have the highest priority for devices assistance; *Encourages* countries capable of mass production of equipment like China to expand special equipment manufacturing and exchange engineering experience at the same time;

5. *Encourages* countries with per capital GDP to reach a certain standard to actively respond to UNESCO's donated projects. This part of resources is divided into construction aid resources and operation and maintenance resources. After the official public bidding, the best aid construction plan is determined;

6. *Facilitates* the efficiency of classification evaluations, means to first classify the major categories, then conduct the on-site evaluation. For evaluating the condition of countries in need, UNESCO will send observers to the countries to assess the condition, and the standards roughly include the following parts:

(a) Countries still have operative government and have the resources that can be applied to education should rely more on the domestic resources, and when countries that provide think it's necessary to assist, they will provide resources support;

(b) Countries that still have an operative government but don't have the capacity to deliver the resources to education parts, France suggests that member states may provide the support that adapts to the specific needs proposed by the government if it

is reasonable in amount and usage;

(c) Countries that have fallen into non-governmental status may should allow UNESCO to send officers to take over the educational function of the government and provide every aspect of support to ensure the normal operation of education;

7. *Urges* the standards observers should also pay attention to include but not limited at the illiteracy rate, the enrollment rate, the economic condition and the allocation of educational resources, also the infrastructure condition, after the assessment, observers would give feedback to UNESCO;

8. *Urges to* allocate the aid construction funds to the aid construction party, and after the deployment personnel are checked and accepted and the aided party is determined to be correct, sign a power and responsibility agreement, transfer the operation and maintenance funds to the aided party, and dispatch technical personnel for guidance and supervision;

9. *Encourages* the adoption of public-private partnerships, encourage governments of all countries to open up the domestic education market, and call on the cooperation of governments, non-governmental organizations, and multinational enterprises;

10. *Further recommends* various types of fund-raising methods, including donations, loans, foundations, and others;

11. *Considers* to integrate existing databases to analyze the source of past funds in detail and accurately, so as to proceed to the next step of fund-raising;

12. *Suggests to* distribute the resources according to the evaluation criteria of relevant resources;

13. *Considers* the use of funding not only on one-time expenditures, primarily related to infrastructure and resources but also on:

(a) Universal provisioning of quality early childhood care education;

(b) *Ensuring* fundamental literacy and numeracy;

(c) *Providing* adequate and appropriate resourcing of school complexes/clusters;

(d) *Providing* food and nutrition (breakfast and midday meals);

(e) *Investing* in teacher education and continuing professional development of teachers;

(f) *Revamping* colleges and universities to foster excellence;

(g) *Cultivating* research;

(h) Extensive use of technology and online education;

14. *Considers* the distribution of resources concerning school construction

including:

- (a) Schools and dormitory construction;
- (b) *Establishing* education experimental zone;
- (c) Multimedia teaching devices;
- (d) Introduction of high-level teachers;
- (e) Advanced technology introduction;

15. *Considers* the distribution of resources concerning network construction including:

- (a) Hardware including:
 - (i) network technology introduction;
 - (ii) signal base station construction;
- (b) Software including:
 - (i) Online courses;
 - (ii) Cultivation and introduction of teacher resources;

16. *Calls for* cooperation in the exchange plan of UNEVOC, in which teachers from underdeveloped countries are sent to developed countries for exchange while developed countries send teachers with rich teaching experience and advanced teaching methods to the underdeveloped countries, making educational resources are efficiently used, and nurture native teacher resources in these countries;

17. *Improves* the existing massive open online courses platforms like Udemy for a wider and deeper source of curriculum, serving training both for teachers and students by:

(a) *Adding* courses in more languages instead of only English to let more people from as many regions as possible make use of the courses;

(b) *Improving* the systematicness of those online that already exist and can play a role in promoting the online courses project and clearly classifying them with the standard of content;

(c) *Normalizing* the level of online course teachers delivering knowledge to countries that will receive assistance in this way, the standard should be allowing students attending the courses to have the fundamental skills in reading, communicating, and solving basic mathematical problems, in other words, satisfying the requirements proposed by the UNESCO;

18. *Provides* those countries in urgent need with the assistance of relevant equipment, which includes but not limited to servers that reserve course records in the

form of video or audio frequency that also can be used without network system, the network system, and other devices like digital screens, base stations and so on. The fund needed for operation and maintenance should also be provided;

19. *Improves* relevant rules to protect users' privacy and security against criminals of stealing and illegally making use of the private information of users who attend the courses, which can be a guarantee that allows more potential users to choose this form and get educated;

20. *Suggests* countries with strict audit policies in the field of education while having urgent need relaxing the audit process during the pandemic so that online courses from the international society can work more efficiently and quickly, which will greatly relieve the pressure in educational aspect;

21. *Suggests* countries that suffer not so badly from the epidemic applying for online courses the same as countries whose educational system can't function well since it can prevent the spread or the second outbreak of the pandemic. Also, it can be a chance to reform the form of primary education;

22. *Emphasizes* the quality of online education should be qualified and the content of the course should be healthy and beneficial for the growth of adolescents, especially under the condition of the pandemic, which requires the courses provided should not be political and hostile to other countries;

23. *Appeals* countries that are willing to receive assistance in the form of online courses give permission to the UNESCO and other member states that have provided support to send officers to assess the effect of the online education and so that they will be able to make improvements in some fields, meanwhile, these officers will also take the responsibilities of supervising the condition of carrying out of the project and give feedback to the UNESCO;

24. *Reminds* countries that have received assistance to fulfill the responsibilities of ensuring the domestic primary education can function as the UNESCO requires loyally, or UNESCO has the power to cut, even cancel the support towards the countries that don't fulfill their responsibilities;

25. *Urges to* negotiate with those families for girl's schooling;

26. *Designating* a department in schools responsible for direct communication with those families to change their old mind and negotiate for girl's schooling;

27. *Providing* targeted scholarships, free transport, and conditional cash transfers to support those in need;

28. *Encourages* to create more prizes like the existing “the UNESCO prize for girl’s and woman’s education” to inspire more people to participate;

29. *Supports* the development of gender-sensitive curricula and non-discriminatory textbooks with both fund as well as specialists;

30. *Approves* improving legislation to prevent girls from dropping out of school, aligned with other countries’ legal systems at the same time;

31. *Enrolls* the disabled into normal schools to cultivate their ability for full participation in society;

32. *Enhances* special education system for the disabled:

(a) *Urging* to construct more barrier-free infrastructure and provide housing and other living support in school;

(b) *Demanding* to train more specialized teachers specially teaching the disabled and improve their salary as well as the social status to encourage more people to participate;

(c) *Drawing* attention to an appropriate system of curriculum, tailored to the student’s own reality;

33. *Decides* to add relevant provisions explicitly prohibiting unfair treatment and imposing punitive measures on individuals and groups breaking the law;

34. *Encourages* early intervention program for disabled new-born (infants and toddlers);

35. *Calls* developed countries to take the responsibility of refugee’s education together;

36. *Confirms* the legal status of non-aboriginal students to guarantee their equal rights to education;

37. *Calls* Non-Governmental Organizations to provide resources involving funds and material assistance;

38. *Encourages* early intervention program for disabled new-born (infants and toddlers);

39. *Recommends* the establishment of a broadcast system instead of the network system to deal with a low educational rate in extremely poor areas in a relatively short period;

40. *Confirms* the definition of emergency as sudden incidents that influence normal educational order including wars, severe natural disasters, etc;

41. *Ensures* the life-saving skills are mastered by children and families;

42. *Provides* physical and mental safety for children, especially providing the aid of vaccine during the pandemic;

43. *Strengthens* the cooperation with “Global Education Coalition” established at the early stage of an outbreak of COVID-19, whose aim is an educational emergency reaction;

44. *Urges to* establish more temporary schools;

45. *Encourages* all member states to supervise the usage of funding without waste and corruption;

46. *Calls upon* setting assessments and examinations for students to check the quality of teaching and giving feedback to all member states in order to guarantee the quality education;

47. *Considers* establishing an open information-sharing platform that all member states are able to upload relative data including the enrollment, dropout, and graduation rates for other member states to check.