

FORUM: General Assembly 3

QUESTION OF: Implementing measures working towards enhancing the accessibility of global education

SUBMITTED BY: Republic of Colombia

CO-SUBMITTED BY: Cuba, China, Belgium, Germany, Chile, Morocco, Congo, Dominican Republic, Nigeria, Greece, Japan, India

THE THIRD GENERAL ASSEMBLY,

Recognizing the fundamental role of education in fostering economic growth, social development, and global stability for all Member States,

Expressing deep concern that over 72 million children globally lack access to basic education, inhibiting their potential for future development,

Further expressing concern that more than 759 million adults worldwide are illiterate, representing a significant barrier to personal and collective progress,

Reaffirming the importance of ensuring access to education for both youth and adults, particularly for those who missed out on earlier opportunities,

Acknowledging the strong correlation between the level of education and the economic and social well-being of Member States,

Noting with alarm the global shortage of qualified teachers, which exacerbates educational inequality,

Recognizing the importance of promoting diversity in education,

1. Calls upon all Member States to allocate at least 5% of their Gross Domestic Product (GDP) to the education sector, which should include, but is not limited to:
 - a. supporting existing non-governmental organisations (NGOs) that contribute to educational initiatives,
 - b. strengthening and expanding public schooling systems
 - c. providing financial assistance to low-income families to reduce educational disparities;
2. Requests the establishment of a global initiative, to be named LEMUN (Learning for Education and Mobility United Nations), aimed at improving the quality and accessibility of education globally, through methods such as but not limited to:
 - a. facilitating exchange programs for highly qualified teachers and educators, to share expertise and best practices across Member States
 - b. developing free and accessible online educational platforms and resources, available to all Member States regardless of economic capacity

- c. enhancing teacher training programs to ensure teachers are well-equipped to deliver quality education
- 3. Recommends that Member States invest in improving and expanding internet infrastructure, to enhance digital access to educational resources and online learning platforms;
- 4. Encourages Member States to launch adult education programs aimed at reducing adult illiteracy by offering classes such as but not limited to:
 - a. literacy and numeracy programs
 - b. vocational and technical training aligned with local economic needs;
- 5. Urges Member States to reduce or eliminate the costs associated with schooling at primary and secondary levels, with the goal of making education more affordable and accessible to all, particularly disadvantaged and marginalised communities;
- 6. Advises that Member States increase the availability of educational resources by:
 - a. building and maintaining well-stocked public libraries that are accessible to all communities
 - b. providing free or low-cost access to digital resources, including e-books, online courses, and research materials
 - c. distributing textbooks and learning materials at no cost to students from low-income families;
- 7. Underlines the importance of promoting diversity in education, encouraging Member States to respect different forms of education, including those based on ideological, religious, or cultural beliefs, while ensuring that educational practices are inclusive, respect human rights, and uphold the principles of freedom of thought;
- 8. Encourages all Member States to implement nationwide programs for the reuse and redistribution of textbooks which are of acceptable quality:
 - a. Initiatives among the public can be taken to promote the exchange of textbooks, such as allowing people to sell used textbooks of a decent quality to the government for a cash sum;
- 9. Advises Member States to collaborate with existing organisations, such as, but not limited to:
 - a. GPE (Global Partnership for Education)
 - b. EAA (Education Above All)
 - c. UNESCO (United Nations Educational, Scientific and Cultural Organization);
- 10. Calls for governments to educate parents on the importance of school by but not limited to:
 - a. Creating workshops

- b. Adding information programs in the middle of ad breaks
- c. Adding information in newspapers

11. Calls upon all Member States to prioritise education in post-conflict and disaster-affected regions, by:

- a. gathering emergency funding and resources from member states to rebuild educational infrastructure, including schools and educational facilities, damaged by natural disasters or conflict
- b. establishing temporary learning centres to ensure uninterrupted education for displaced children and youth,
- c. providing psychosocial support and trauma-informed education to students affected by conflict or disasters,
- d. coordinating with local governments and international organisations to facilitate the safe return of students and educators to schools,
- e. Including life skills, conflict resolution and peace education in post-conflict and conflict zones;

12. Encourages that all sanctions implemented on Cuba be lifted, since these sanctions severely hamper their economy and education system;

13. Encourages all UN Member States with over 1000 people to have at least 1 library consisting of books, study textbooks as well as access to the internet in maps of a computer, To be overseen be the new UN Committee for the Oversight of Libraries (UNCFTOOL),

14. Urges member states to address inequalities in education by but not limited to:

- a. Providing targeted support for those with special educational needs.