

# **National Model United Nations**

## **Week A**

**March 17 – March 21, 2013**



**Economic and Social Council**

# Economic and Social Council

## Committee Staff

Director	Kristina Getty
Assistant Director	Hope Berndt
Chair	Miriam Schmidt
Rapporteur	A Young Chun

## Agenda

1. Addressing Family Poverty and Social Exclusion
2. Strengthening Coordination of Humanitarian Assistance and Relief
3. MDG 2 and Increasing Access to Education

## Resolutions adopted by the committee

Document Code	Topic	Vote (Y/ N/ Abstention/ Non-Voting)
ECOSCO/ 1/1	MDG 2 and Increasing Access to Education	43/2/2/0
ECOSOC/1/2	MDG 2 and Increasing Access to Education	44/3/0/0
ECOSOC/1/3	MDG 2 and Increasing Access to Education	39/3/5/0
ECOSOC/1/4	MDG 2 and Increasing Access to Education	32/4/11/0
ECOSOC/1/5	MDG 2 and Increasing Access to Education	Acclamation
ECOSOC/1/6	MDG 2 and Increasing Access to Education	40/4/3/0
ECOSOC/1/7	MDG 2 and Increasing Access to Education	41/2/4/0
ECOSOC/1/8	MDG 2 and Increasing Access to Education	Acclamation
ECOSOC/1/9	MDG 2 and Increasing Access to Education	41/3/3/0
ECOSOC/1/10	MDG 2 and Increasing Access to Education	38/2/7/0
ECOSOC/1/11	MDG 2 and Increasing Access to Education	40/2/5/0
ECOSOC/1/12	MDG 2 and Increasing Access to Education	32/8/7/0

## Economic and Social Council Summary Report

The *Economic and Social Council* held its annual session to consider the following agenda items: *I. Confronting Family Poverty and Social Exclusion, II. Strengthening Coordination of Humanitarian Assistance and Relief and III. MDG 2 and Increasing Access to Education*. The first session was attended by representatives of 47 Member States who participated fully in the remaining sessions.

The Council began by hearing speeches and discussing the setting of the agenda, which was adopted in the order of III, I, II. The Executive Bureau was also elected during this session. Each regional bloc reached a consensus to elect their respective Vice-Presidents, which were as follows: Egypt for the African bloc; Japan for the Asian bloc; Estonia for the Eastern European bloc; Ecuador for the Latin America and Caribbean bloc; and the United States of America for the Western European and Other States. During the second session formal debate resumed, and the importance of primary education and gender equality was discussed. By the end of the third session, four Working Groups submitted working papers to the dais.

In the fourth session, delegates described initiatives from individual states such as holistic educational approaches, and implementing them on an international scale. Some states highlighted the need for a post-2015 MDG goal on education. Discussion turned to focus on the reality of issues faced, such as the evident problem of funding and execution.

The fifth session began with a short announcement by the SG in regard to the schedule. In formal debate, delegates recognized the need to reinforce cooperation between Member States and non-governmental organizations, experts, and individual communities. Delegates widened their prospects from not only the education in developed countries but also Less Developed Countries; delegates of these countries introduced their education initiatives such as free transportation or financial aid for students for the promotion of education in their own respective countries. By the beginning of the sixth session, the dais received a total of 12 working papers, and worked to encourage mergers and grouping thematic recommendations. The session ended with an explanation of the Executive Bureau.

The seventh session began with the 12 working papers being debated on the floor. This debate continued throughout the entire session, at the end of which all papers were ready to be considered for Draft Resolution status. After the lunch break, within one hour into the eighth session, all 12 Working Papers were accepted as Draft Resolutions. In little remaining time, Delegates spent composing amendments to the 12 Draft Resolutions. Ultimately only one Amendment was accepted on Draft Resolution 1-2, which went on to pass. Demonstrating the Council's work ethic, the body moved to close debate and into voting bloc with ten minutes remaining of the session. In voting session, overall 12 Draft Resolutions passed, 2 by acclamation, and 2 failed attempts of Division of the Question on 2 Draft Resolutions. The Council ended proud of their work and reflecting the cooperative spirit of UN.

The Executive Bureau met after voting bloc. They heard reports from the various committees, and deliberated for 15 minutes on the agenda order for the final ECOSOC Plenary session. The agenda order is CSW, ESCWA, UNFPA, CCPCJ, UNICEF, ECA, UNDP, UNPFII.

Code: ECOSOC/1/1

Committee: Economic and Social Council

Subject: Millennium Development Goal 2 and Increasing Access to Education

1 *Taking into account* the major role that the Inter-Agency and Expert Group (IAEG) on  
2 Millennium Development Goals (MDGs) Indicators plays in collecting data for creating the  
3 MDGs indicators that allow Member States to monitor the progress towards the achievement of  
4 the MDGs,  
5

6 *Bearing in mind* the subsidiary body of the United Nations Secretariat (UNS) The Inter-Agency  
7 and Expert Group (IAEG) on MDGs Indicators is composed of several United Nations  
8 departments, government agencies, and specialized assessment staff,  
9

10 *Emphasizing* the importance of having complete and comprehensive data and factual information,  
11 in regards to successfully achieving MDG 2 and the Education For All initiative,  
12

13 *Recalling* that the three current indicators used by the Inter-Agency and Expert Group (IAEG) for  
14 monitoring the progress of MDG 2 are: increased net enrollment ratio in primary education,  
15 primary school completion rate, and the improved literacy rate of specific groups of society, such  
16 as 15-24 year-olds,  
17

18 *Fully aware* of the fact that the lack of gender equality has become an increasing concern in  
19 lesser developed countries (LDCs) and internationally, as its relation to gender-specific  
20 educational limitations is one of the utmost problems due to its negative impacts on political  
21 stability, social inclusion and societal livelihood,  
22

23 *Concerned* about the lack of a specific indicators reflecting gender parity regarding enrollment  
24 within educational systems in order to properly assess progress towards universal education,  
25

26 *Keeping in mind* that the gender ratio within schools is an important indicator of social inequality  
27 within the international scene, which according to the Under Secretary-General Sha Zukang, "will  
28 tear apart the moral fabric of our society and undermine prospects for social development,"  
29

30 *Emphasizing* that the Gender Parity Index is a form of measuring and analyzing the  
31 successfulness of relative enrollment rates for the education of both females and males,  
32

33 *The Economic and Social Council,*  
34

35 1. *Recommends* to the UNS the inclusion of a fourth indicator, "the gender parity enrollment  
36 indicator", for monitoring the progress of MDG 2 in the mandate of the Inter-Agency and  
37 Expert Group (IAEG) on MDGs Indicators;  
38

39 2. *Urges* all Member States to enhance their current joint operations with the Inter-Agency  
40 and Expert Group (IAEG) on MDGs indicators for collecting data regarding gender parity  
41 rates within educational systems;  
42

43 3. *Emphasizes* that all Member States should work in accordance to their own cultural  
44 settings, promoting the respect to sovereignty and self determination by improving the  
45 enrollment of females and males within their educational systems through national  
46 initiatives;

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4. *Suggests* that all Member States promote equal gender parity percentages in educational establishments through the creation of national policies, such as those promoted by United Nations Entity for Gender Equality and Empowerment of Women (UNWOMEN), by streamlining the already existing monitoring and evaluation mechanisms developed by the IAEG for working with social institutions to be based on the gender parity enrollment indicator;
  5. *Recommends* Member States to emulate already existing national and international action strategies that seek improvement in gender parity percentages, such as but not limited to:
    - a. Turkey’s National Action Plan for Gender Equality;
    - b. Viet Nam National Programme on Gender Equality;
    - c. UNESCO’s International Institute for Capacity Building in Africa’s Retaining Girls in Lower Secondary Schools and Increasing their Learning Outcomes in Ethiopia.

Code: ECOSOC/1/2

Committee: Economic and Social Council

Subject: Millennium Development Goal 2 and Increasing Access to Education

1 *Reaffirming* Article 73 of the United Nations (UN) Charter which says that Member States have  
2 the duty to ensure educational advancement,  
3

4 *Recognizing* that education is the key to successful development and long-term sustainable  
5 employment, because it enables peoples, UN Member States, and regions to overcome  
6 generational poverty, which often impedes the ability of successfully accessing education,  
7

8 *Emphasizing* Article 26 of the Universal Declaration of Human Rights, which states that  
9 “everyone has the right of education” and that this right must be upheld,  
10

11 *Taking into account* that education is not only a way to overcome individual barriers, but also to  
12 achieve progress for all UN Member States, because education provides the necessary tools to  
13 achieve development and overcome poverty,

14 *Recalling* its resolution 2012/2 on The Role of the United Nations System in Implementing the  
15 Internationally Agreed Goals and Commitments in Regard to Education,  
16

17 *Further recalling* its resolution 2010/7 on Strengthening the Institutional Arrangements for  
18 Support of Gender Equality and the Empowerment of Women, and its resolution 2011/5 on The  
19 Role of the United Nations System in Implementing the Internationally Agreed Goals and  
20 Commitments in Regard to Gender Equality and the Empowerment of Women,  
21

22 *Guided by* the upcoming 2015 deadline for the Millennium Development Goals (MDGs),  
23 specifically MDG 2, which is the most important component in promoting political stability,  
24 social inclusion, and sustainable development as well as the lead of ASAP Africa who works to  
25 create sustainable and innovative agricultural techniques,  
26

27 *Reminded of* the work that has been made in the context of the UN Educational, Scientific and  
28 Cultural Organization (UNESCO),  
29

30 *Noting further* that as primary education becomes more widespread the demand for secondary  
31 and vocational education will exceed current availability and therefore looking to the future there  
32 must be a focus on expanding post-primary education,  
33

34 *Further Reaffirming* Article 13 of the UN Charter, where it is established that Member States  
35 must promote international cooperation in the educational field without distinction of race, sex,  
36 language or religion,  
37

38 *Reminded of* the Education for All (EFA) initiative of 1990, where six goals were created to  
39 address: early childhood education, access to appropriate primary education for girls and ethnic  
40 minorities, education for adults, increase of adult literacy, gender equality, and enhancement of  
41 education universally,  
42

43 *Applauding* the efforts worldwide that have been made in order to accomplish MDG 2: Achieve  
44 Universal Primary Education, and specifically the main target:“ to ensure that, by 2015, children  
45 everywhere, boys and girls alike, will be able to complete a full course of primary schooling”,  
46 created in 2000 by General Assembly (GA) resolution 55/2,  
47

48 *Recognizing* the importance of nutrition and the role that it can serve in educational systems,  
49

50 *Applauding* the efforts of the World Food Program to ensure that primary school students are  
51 ensured nutritional health,  
52

53 *Reaffirming* GA resolution 47/196 adopted on 22 December 1992, which declares 17 October as  
54 the International Day of Poverty and makes efforts towards addressing the concerns outlined in  
55 MDG 2,  
56

57 *Recognizing* the progress that has been made by UNESCO, especially the initiative Education For  
58 All (EFA) and its goals pertaining to early childhood education, primary education, access to  
59 appropriate primary education for girls and ethnic minorities, education for adults, increase of  
60 adult literacy, gender equality, and enhancement of education universally,  
61

62 *Observing* the UN Development Goals Report 2012 in Sub-Saharan Africa, Southern Asia, and  
63 Latin America access to primary school has increased from 58% in 1999 to 76% in 2010, from  
64 77% in 1999 to 93% in 2010 and from 94% in 1999 to 96% in 2010 respectively, which is a great  
65 accomplishment, but also recognizing that progress has slowed in recent years,  
66

67 *The Economic and Social Council,*

68  
69 1. *Reaffirms* its commitment to Member States where more assistance is necessary in order to  
70 overcome absolute poverty and increase access to education;  
71

72 2. *Affirms* that a new approach to achieving universal education must be put into practice, by  
73 ensuring that:  
74

75 a) Teachers are well trained with emphasis on preserving cultural integrity by respecting  
76 local traditions and providing full and equal opportunities for Education For All as  
77 defined by UNESCO;  
78

79 b) Gender equity is actively pursued in a gender-neutral manner;  
80

81 c) Quality education is readily available;  
82

83 d) Vocational education is taught, since it allows people to apply knowledge;  
84

85 3. *Urges* the international community to increase utilization of programs such as the Agricultural  
86 Revitalization Project as a means to create education reform and establish increased access routes  
87 to educational institutions;  
88

89 4. *Calls* for the implementation of community based learning centers that will provide vocational  
90 education and training with the intention of teaching abilities and skills in order to gain stable  
91 employment and improve quality of life through the following means:  
92

- 93 a) The collaboration of both public and private sector partnerships such as the ones  
94 established through the World Bank Education Strategy 2020 which will allocate  
95 technical and financial resources efficiently and looking to the Member State of  
96 Germany who has created Disaster Response Teams in conjunction with DHL as well  
97 as the Youth Employment Project introduced by Switzerland that links the local and  
98 global economy with the public education system;  
99
- 100 b) By the preference given to local industries to make them highly demanded in the labor  
101 market;  
102
- 103 c) By prioritizing location, type, and scope of community based learning centers to give  
104 disenfranchised groups such as women, minority groups, and especially the  
105 impoverished the resources to join the labor market by consulting local industries to  
106 meet demand;  
107
- 108 d) Promoting vocational education will help the achievement of MDG, focused on the  
109 eradicate of extreme poverty and hunger, MDG 7 which is to ensure environmental  
110 sustainability, and MDG 8 calling for developing a global partnership for development;  
111

112 5. *Recommends* the further implementation of the measures taken by the World Food Program  
113 regarding School Feeding Programs, to ensure students, especially those enrolled in primary  
114 schools, are guaranteed the right to nutritional health by encouraging non-governmental  
115 organizations to work with schools in developing sustainable gardens assisting in provisions of  
116 basic nutritional needs for students, as demonstrated by the agricultural assistance of A Self-Help  
117 Assistance Program in Africa;  
118

119 6. *Urges* Member States to bear in mind retention rates will increase by letting adolescents  
120 continue their education instead of being dependent on employment in order to sustain their  
121 family through:  
122

- 123 a) Endorsing secondary school programs that teach technical skills that appeals to a  
124 Member State's specific region;  
125
- 126 b) Getting rid of primary and secondary school fees which have increased enrollment rates  
127 that have doubled;  
128

129 7. *Reiterates* the importance of increasing access to universal education as stipulated by MDG 2.

Code: ECOSOC/1/3

Committee: Economic and Social Council

Subject: Millennium Development Goal 2 and Increasing Access to Education

1 *Taking into consideration* Article 28 of the United Nations Convention of the Rights of the Child  
2 (UNCRC), which recognizes that States must guarantee the right of the child to education, with a  
3 view to achieving the right progressively and on the basis of equal opportunity,  
4

5 *Recalling* Article 26 of the Universal Declaration of Human Rights (UDHR), which establishes  
6 that everyone has the right to education, and that it should be directed to the full development of  
7 the human personality and to the strengthening of respect for human rights and fundamental  
8 freedoms,  
9

10 *Bearing in mind* the Millennium Development Goal 2 (MDGs) which seeks to ensure that by  
11 2015 children everywhere, boys and girls alike, will be able to complete a full course of primary  
12 schooling in an effort to achieve economic and social development,  
13

14 *Noting with deep concern* that several countries have faced challenges in achieving MDG 2, and  
15 that in several regions of the world the progress in reducing the number of out-of-school children  
16 has been slow since 2004, according to the UN Millennium Development Goals Report of 2012,  
17

18 *Cognizant* of General Assembly Resolution 55/2 of 2000 on the MDGs, especially when  
19 referring to MDG 2, achieving universal primary education,  
20

21 *Acknowledging* the success of Conditional Cash Transfer programs implemented in regions of  
22 Latin America, such as Brazil's Bolsa de Familia, or Mexico's Oportunidades, which have  
23 increased enrollment rates at the primary and secondary levels for boys and especially girls for  
24 up to 20%,  
25

26 *Considering* the success that Health Incentives programs have had in several regions of the  
27 world, such as the ones supported by the World Health Organization (WHO) in Kenya's  
28 deworming initiative or India's iron supplementation initiative,  
29

30 *Noting* the effectiveness of Nutrition-based incentives in education, as school enrollment in  
31 Bangladesh increased in 20% after the application of its school-based food distribution,  
32

33 *Further reminds* the incentives that United Nations Children's Fund (UNICEF) has been giving  
34 in terms of education, specifically within its child-to-child approach program, and the positive  
35 effects they have had,  
36

37 *Recognizing* the success that gender sensitive incentives such as flexible school hours in  
38 Bangladesh, China, and India has had in increasing girls' school attendance, as mentioned by the  
39 Task Force Millennium Project,  
40

41 *Recognizing* that there is a gap between the supply of education and the demand of education a  
42 result of:  
43

- 44 a. The lack of short-term benefits that families often see when investing in education;  
45  
46 b. Families in poverty being unable to send their children to school because of the economic  
47 costs implied;  
48  
49 c. Impoverished Families prioritizing short-term needs like food and childcare over the  
50 long-term benefits of education;  
51

52 *The Economic and Social Council,*

53  
54 1) *Calls for* the creation of a Incentives For Education (IFE) group between Member States  
55 that will not likely meet MDG 2 in 2015, on achieving universal primary education by:

- 56  
57 a. Using the United Nations Development Programme MDG tracking system to  
58 determine what countries will not meet MDG 2;  
59  
60 b. Forming the IFE group between the previously mentioned countries during the Post-  
61 2015 development Agenda conference to share best solutions to school absentee and  
62 discuss best strategies to increase school enrollment;  
63  
64 c. Establishing the most appropriate programs to implement in every Member State  
65 according to their economic and cultural background and educational necessities;  
66

67 2) *Calls for* the creation of the Incentives for Educational Access (IEA) Handbook under the  
68 direction of the United Nations Educational, Scientific and Cultural Organization (UNESCO)  
69 that will:

- 70  
71 a. Partner with the MDG Gap Task Force to determine the most pressing obstacles to  
72 school attendance using the United Nations Development Program;  
73  
74 b. Determine which of the following incentive programs are the most appropriate  
75 depending on every nation's needs and cultural values;  
76  
77 i. Conditional Cash Transfer programs that provide cash payments to poor  
78 families conditional on their children's school attendance;  
79 ii. Health incentives that would allow children to attend school;  
80 iii. Nutrition-based incentives that would improve children's cognitive  
81 abilities;  
82 iv. Learning incentives that would allow children to receive quality  
83 education;  
84 v. Gender sensitive incentives that would make schools more accessible and  
85 secure for girls;  
86

87 3) *Calls for* Member States to consider implementing the incentives in the IEA handbook  
88 after the upcoming post-2015 MDG conference and to share their experiences in the *IEA*  
89 *Lessons learned Reports*, which will:

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- a. Be published under the supervision of UNESCO after appropriate qualitative and quantitative analysis of the results of the incentive programs in a 3-year time frame;
- b. Serve as a follow up mechanism to the IEA handbook for the international community to learn about the strengths and weaknesses of every incentive initiative;
- c. Give conclusions and recommendations to Member States on ways to improve existing incentive initiatives.

Code: ECOSOC/1/4

Committee: Economic and Social Council

Subject: Millennium Development Goal 2 and Increasing Access to Education

1 *Reaffirming* the sentiments of Article 26 of the Universal Declaration of Human Rights which  
2 calls for the universal right for free compulsory education in the elementary and fundamental  
3 stages,  
4  
5 *Realizing* the imminence of achieving universal primary education by 2015, pursuant to the  
6 objective of the Millennium Development Goal (MDGs) 2,  
7  
8 *Recognizing* the successful efforts by many African Union Member States in achieving a net gain  
9 of more than twenty percent in the enrolment of primary education between 1999 and 2009,  
10  
11 *Aware* of the fact that poor infrastructure conditions in schools hinder the delivery of quality  
12 education,  
13  
14 *Taking into account* the success of Italy's Capacity Building for Our Local Sudanese Partners in  
15 improving school facilities and in importance of bilateral partnerships,  
16  
17 *Highlighting* the importance of relevant technologies in the classroom and their benefits to  
18 education which facilitates teacher-student communication and material preparation,  
19  
20 *Recognizing* the accomplishments made by the Arab Republic of Egypt's Master Plan for  
21 Education which establishes ties between private enterprise and secondary and tertiary  
22 institutions to prepare students with realistic job training and further noting the importance of  
23 vocational training to provide specific skills needed for employment,  
24  
25 *Calling to mind* the significance of teachers' preparedness to reach higher levels of student  
26 achievement,  
27  
28 *Acknowledging* the fragility of the lives of children at tender ages across the world and that good  
29 health conditions are vital for long term student well being and increased quality of education,  
30  
31 *Commending* multilingual education as one of the best opportunities for preparing children to get  
32 educated faster and build better societies in a globalized and intercultural world,  
33  
34 *Noting with regret* a lack of educational funding in various regions of the world,  
35  
36 *Underlining* the importance of ending corruption and embezzlement of public funds that hinder  
37 the smooth running within the education sector and the importance of Member States  
38 coordinating with non-governmental organizations such as Transparency International to oversee  
39 allocation of funds in Ministries of Education,  
40  
41 *The Economic and Social Council Plenary,*  
42

- 43 1) *Recommends* Member States to adopt national policies for free and compulsory primary  
44 education with a strong enforcement capability and to ensure full accessibility to educational  
45 institutions;  
46
- 47 2) *Encourages* Member States to increase access to education by ensuring sustainable road and  
48 bridge infrastructure to provide children with safer transportation to school and subsidizing public  
49 transportation fees;  
50
- 51 3) *Recommends* Member States to create bilateral partnerships creating safe learning  
52 environments for students by providing sustainable construction models and repair method for  
53 school facilities with a special emphasis on clean water and sanitation to supplement the potential  
54 lack thereof in student households;  
55
- 56 4) *Encourages* Member States and relevant organizations, in accordance with post-2015  
57 Development Agenda of United Nations (UN) Task Team by:  
58
- 59 a) Making primary education more accessible by utilizing information and  
60 communication technologies (ICT) and digital media through detailed assessment on the  
61 performance and effectiveness of these measures;  
62
- 63 b) Actively promoting technology transfers between regions and countries;  
64
- 65 5) *Requests* Member States to partner with the United Nations Children’s Fund, the World Health  
66 Organization, Red Cross, and Red Crescent in providing vaccination programs annually which  
67 would cater to preventive rather than curative measures of ensuring student well-being  
68 contributing to education and healthy future generations;  
69
- 70 6) *Recommends* Member States develop realistic qualification standards in the form of tests and  
71 apply them for evaluation of teachers’ performance and further provision of incentives for  
72 teachers having the best results by:  
73
- 74 a. Utilizing intergovernmental agencies such as Common Wealth of Learning (COL)  
75 which have shown great success in Member States such as Ghana, Zambia, and South  
76 Africa to better educate teachers;  
77
- 78 b. Using distance education for teachers as a tool in raising literacy rates for all educators;  
79  
80
- 81 7) *Encourages* Member States to promote multilingual education as a new life standard and to  
82 ensure that instruction is given in both official and local languages, as set in motion and defined  
83 by United Nations Educational, Scientific and Cultural Organization (UNESCO), by following  
84 measures:  
85
- 86 a. Suggesting that Member States contribute to the creation of multilingual education  
87 programs to help train teachers in local, national and international languages;  
88

- 89           b. Encouraging schools and kindergartens to provide optimum bilingual and multilingual  
90           development;  
91  
92           c. Elaborating special guidelines for bi-national and multinational families in cooperation  
93           with the UNESCO, which will provide linguistic instruction for parents to educate their  
94           children within the home;  
95  
96           d. Focusing on establishing and strengthening multilingual education to produce active  
97           members of the local economy and job market;  
98  
99   8) *Encourages* Member States ensure greater accountability and transparency in decision-making  
100 related to education to enable efficient allocation of government funds and resources by  
101 collaborating with relevant non-governmental organizations to be directed effectively.  
102

Code: ECOSOC/1/5

Committee: Economic and Social Council

Subject: Millennium Development Goal 2 and Increasing Access to Education

1 *Recognizing* that literacy is a very important educational goal, an essential step in basic  
2 education, and an indispensable means for effective participation in society in a changing,  
3 modern world,  
4  
5 *Considering* illiteracy a main obstacle for achieving universal primary education which is the  
6 basis of the inter-generational educative processes,  
7  
8 *Taking into account* that according to the United Nations (UN) “literacy is a fundamental human  
9 right and the foundation for lifelong learning,”  
10  
11 *Realizing* that nearly two thirds of the world’s adult illiterates are women, according to the  
12 United Nations Development Group Thematic Paper on Millennium Development Goal (MDGs)  
13 2 of 2011,  
14  
15 *Convinced* that literacy must be assured for the youth and adult population worldwide to allow  
16 them to develop essential life skills that enable them to address the challenges they can face in  
17 life, as mentioned in the Universal Declaration of Human Rights, the International Covenant on  
18 Economic, Social and Cultural Rights, and the Convention on the Rights of Child,  
19  
20 *Recalling* the General Assembly (GA) resolution 42/104, which proclaimed 1990 as International  
21 Literacy Year,  
22  
23 *Noting* that the 25<sup>th</sup> anniversary of the International Literacy Year will be celebrated in 2015,  
24  
25 *Observing* the GA resolution 61/16, which decides that the Economic and Social Council  
26 (ECOSOC) should continue to promote global dialogue through strengthening existing  
27 arrangements through an annual high-level dialogue,  
28  
29 *Keeping in mind* that in the 2005 World Summit, Heads of State and Government mandated the  
30 Economic and Social Council to hold Annual Ministerial Reviews (AMR),  
31  
32 *Noting* that the AMRs consist of an annual thematic review and national voluntary presentations  
33 in relation with the progress made within the MDGs,  
34  
35 *Keeping in mind* that the objective of the Annual Ministerial Reviews (AMR) is to assess  
36 progress in achieving the internationally agreed development goals and that the funding for these  
37 conference(s) will be regionally operated similar to the framework of the European Social Fund,  
38  
39 *Further noting* all efforts done by Member States and civil society around the globe focused on  
40 tackling adult illiteracy,  
41  
42 *The Economic and Social Council,*  
43

- 44 1) *Recommends* the United Nations Secretariat designate Adult Illiteracy as the topic for the  
45 Annual Ministerial Review (AMR) of the (ECOSOC) of 2015, for creating a dialogue  
46 arena for sharing experiences and policies in seek of dealing with the post-2015 MDG  
47 era;  
48
- 49 2) *Designates* that the aforementioned event will be called Annual Ministerial Review for  
50 Tackling Adult Illiteracy (AMRTAI), and will be held at the designated time of the 2015  
51 ECOSOC Annual High-Level Segment;  
52
- 53 3) *Proclaims* that several activities will take place at the national, regional, and global levels  
54 in preparation for the 2015 AMRTAI, as made with all previous Ministerial Reviews,  
55 such as a:  
56
- 57 a. Regional Preparatory Meeting on Adult Illiteracy in the Sub-Sahara;
  - 58 b. Regional Preparatory Meeting on Adult Illiteracy in Central and South America;
  - 59 c. Regional Preparatory Meeting on Adult Illiteracy in Southeast Asia;
  - 60
  - 61
  - 62
  - 63 d. Global Preparatory Meeting on the Importance of Literacy as a way of  
64 empowering development;  
65
- 66 4) *Recommends* Member States develop National Workshops for Preparation before  
67 attending to the AMRTAI with the purpose of:  
68
- 69 a. Inviting appropriate NGOs to participate in expert panels for the purpose of  
70 involving them in the processes of deliberation;  
71
  - 72 b. Facilitating dialogue between both developed and lesser developed Member  
73 States through internationally maintained best practice forums;  
74
- 75 5) *Suggests* increased coordination with the General Assembly regarding the decision for  
76 the creation of a periodically occurring international conference, to be planned every time  
77 subsequently by the AMR, known as the Conference on the Evaluation of Adult Illiteracy  
78 in the World (CEAIW);  
79
- 80 6) *Recommends* that Member States meet periodically at the CEAIW on a voluntary basis  
81 for evaluating the progress made regarding policies in relation to illiteracy;  
82
- 83 7) *Suggests* that the periodicity of the conference will be decided during the Annual  
84 Ministerial Review in accordance with the convenience of the assistant Member States;  
85
- 86 8) *Encourages* the AMRTAI to decide an agenda for the upcoming CEAIWs and to  
87 designate the logistical organization and direction of the CEAIW to specialized  
88 functionaries of:  
89

- 90 a. The United Nations Children’s Fund (UNICEF);  
91  
92 b. The United Nations Educational, Scientific, and Cultural Organization  
93 (UNESCO);  
94
- 95 9) *Recommends* the CEAIW submit to the ECOSOC a report after each meeting, which  
96 includes recommendations and mechanisms to improve national and international  
97 policies in relation with adult illiteracy post-2015;  
98
- 99 10) *Suggests* that the conference will be funded by voluntary donations from Member States  
100 and from the United Nations Educational, Scientific, and Cultural Organization  
101 (UNESCO) as well as similar regional financial instruments such as the European Social  
102 Fund;  
103
- 104 11) *Invites* all Member States to actively contribute and participate in the proposed initiative  
105 consisting in a periodical conference on adult illiteracy.

Code: ECOSOC/1/6

Committee: Economic and Social Council

Subject: Millennium Development Goal 2 and Increasing Access to Education

1 *Recalling* Article 13 of the *International Covenant on Economic, Social and Cultural Rights* and  
2 Article 28 of the *Convention on the Rights of the Child* which recognize access to education as a  
3 fundamental right of every child, as well as the Millennium Development Goal (MDG) 2 to  
4 achieve universal access to education, and the need for state governments to take the lead in  
5 implementing international programs and recommendations within their Member States,

6  
7 *Recognizing* that all Member States are at various stages of progress regarding the  
8 implementation of MDG 2,

9  
10 *Further recognizing* that all Member States should continue improving their education system  
11 even after they have achieved this goal or after the deadline of the MDGs has passed, and that  
12 there should therefore be a greater differentiation between the goals of those Member States that  
13 have already granted universal access to primary education, and those that are not yet able to do  
14 so,

15  
16 *Noting with satisfaction* the efforts of the High-level Panel on Post-2015 Development Agenda,

17  
18 *Noting with regret* the limited scope of the High-level Panel, considering that many students who  
19 wish to pursue secondary or tertiary education remain marginalized, as most of the programs  
20 implemented in order to increase access to education have focused on the primary level,

21  
22 *Applauding* the efforts of Non Governmental Organizations (NGOs) working to increase access  
23 to primary education,

24  
25 *Concerned* that without any central coordination between the implementation of NGO programs,  
26 they often duplicate each other's work and thereby are rendered less efficient,

27  
28 *Recalling* General Assembly resolution 66/137 of 2012 which states that everyone has the right to  
29 education since it enables all individuals to effectively participate in the economy and society,

30  
31 *Further recalling* that all children have the right to access education, as stated in the Convention  
32 on the Rights of the Child (CRC),

33  
34 *Regretting* that many children from marginalized groups or from hard-to-access regions continue  
35 to lack access to primary education despite the best efforts of all Member States to meet MDG 2,

36  
37 *Applauding* the success of the Qatari Educate a Child (EAC) initiative across Africa, Asia and the  
38 Middle East in providing access to primary education to children, particularly those living in  
39 poverty or in rural areas,

40  
41 *Regretting* the limited implementation of the EAC initiative in only 17 countries,

42  
43 *Viewing with appreciation* the involvement of financial institutions such as the Global

44 Partnership for Education Fund, the Multilateral Investment Guarantee Agency (MIGA) and the  
45 International Finance Corporation of the World Bank in UN programs and initiatives concerning  
46 access to education,  
47

48 *Reminding* the international community that programs developed under the MDG 2 do not always  
49 address the need to continue increasing access to education beyond the level of primary  
50 education,  
51

52 *Noting with regret* that certain Member States lack the resources to provide higher education to  
53 their populations and are unable to design sustainable institutions of higher education, and that  
54 therefore many students choose to leave these countries permanently in order to find this  
55 education,  
56

57 *Fully aware* that various successful initiatives are already in existence that help to provide greater  
58 access to secondary and tertiary education to all groups,  
59

60 *The Economic and Social Council,*  
61

62 1) *Urges* the international community to increase the number of initiatives and programs to  
63 facilitate the access to education for marginalized groups, such as women, impoverished  
64 groups, disabled people, ethnic, religious or other minorities while still respecting the  
65 sovereignty, territorial integrity, and national unity of all Member States;  
66

67 2) *Encourages* all United Nations (UN) bodies, which work towards helping Member States  
68 provide greater access to education – especially the High-level Panel on the Post-2015  
69 Development Agenda – to consider the provision of education in a two-tiered approach  
70 separating the needs of countries that still need to achieve the MDG 2 and those that have  
71 already done so or who are close to achieving this goal and are therefore aiming to grant  
72 greater access to secondary or tertiary education;  
73

74 3) *Recommends* that, in order to improve and extend the mandate of the High-level Panel on  
75 the Post-2015 Development Agenda:  
76

77 a) The United Nations Educational, Scientific and Cultural Organization (UNESCO)  
78 cooperate with this Panel in order to provide specialized knowledge and data tracking  
79 the progress of the MDGs;  
80

81 b) The High-level Panel, in addition to its annual report transmitted to the Secretary-  
82 General, transmit annual recommendations to each Member State, starting in 2015,  
83 considering:  
84

85 i) The specific challenges within each State that prevent different groups from  
86 accessing all levels of education, such as poverty, natural disasters and social  
87 conflict, discrimination or cultural norms, as assessed by relevant content currently  
88 transmitted by Member States to UNESCO and other UN agencies;  
89

90 ii) The progress of each Member State towards the implementation of MDG2, as  
assessed by the three MDG Indicators relating to primary education, net

- 91 enrollment ratio in primary education, proportion of pupils starting grade one who  
92 reach the last grade of primary education, and literacy rate of women and men  
93 between the ages of 15 and 24;
- 94 iii) The progress of each Member State towards achieving universal access to  
95 secondary and tertiary education;
- 96 iv) Successful initiatives implemented by governments and NGOs which have proven  
97 to be effective in other regions faced with similar challenges;
- 98
- 99 c) The Panel create a set of international goals on the topic of providing greater access to  
100 secondary and tertiary education that go beyond those proposed under the MDG2 and  
101 that would encourage more Member States to implement programs to increase access  
102 to education past the primary level;
- 103
- 104 d) The Secretary-General publish an annual report on these recommendations, to be  
105 submitted to the General Assembly that would be based, in order to assess the  
106 progress of all Member States towards primary as well as secondary and tertiary  
107 education;
- 108
- 109 4) *Strongly encourages* Member States to provide various forms of support in order to  
110 increase cooperation between NGOs working within their borders and that specifically  
111 focus on increasing access to education for marginalized youths so that they can focus  
112 their programs and work more efficiently;
- 113
- 114 5) *Recommends* that, in order to increase access to primary education, Member States still  
115 working to achieve the MDG 2 consider:
- 116
- 117 a) Including in the mandatory curricula for government sponsored schools courses that  
118 would, based on the standards laid out in the CRC promote the eradication of gender  
119 stereotypes relating to boys as well as girls and by encouraging the mutual respect of  
120 both genders, recognizing the need for increasing parity, especially in regards to  
121 literacy rates, between genders in both schools and the workplace, and informing both  
122 genders of the economic, political and social opportunities available to them in their  
123 local communities;
- 124
- 125 b) Creating incentives for teachers to work in schools located in rural or dangerous  
126 regions by increasing the salaries of teachers in these regions and by offering financial  
127 aid to future generations of teachers who agree to work in these regions;
- 128
- 129 c) Taking into consideration issues of security related to school attendance and ensuring  
130 safe means of transportation for children and teachers and especially girls, with  
131 particular regard to schools located in dangerous areas;
- 132
- 133 d) Cooperating with UNESCO to elaborate the process to professionally trained teachers  
134 in order to make them more aware of the issue of gender discrimination and  
135 elimination of gender bias, disability-based discrimination, social and economic  
136 marginalization, and all other forms of discrimination, and less likely to discriminate  
137 against their students themselves;

- 138  
139 6) *Invites* UNESCO to integrate the EAC initiative in the UN System by:  
140  
141 a) Establishing a Bureau as a subsidiary body of the UNESCO, to be located at the  
142 UNESCO headquarters in Paris, thus ensuring an efficient use of existing UN System  
143 resources, notably funds, personnel, and existing partnerships with Member States and  
144 International Organizations as well as NGOs;  
145  
146 b) Mandating the Bureau to:  
147  
148 i) Expand the education and training of members of the community through  
149 education committees, mothers' associations, and functional literacy programs for  
150 adults;  
151 ii) Implement the ideals of the UNESCO to primary education institutions and  
152 communities;  
153 iii) Implementing the EAC program in close cooperation with regional actors and  
154 taking into consideration the specific socioeconomic circumstances of each region,  
155 notably by allowing student to continue working while attending classes in order  
156 to prevent economic barriers to the pursuit of education;  
157  
158 c) Inviting all current partner-organizations of EAC to continue their cooperation with  
159 strategic and implementing partners, some of which include the Bangladesh Rural  
160 Advancement Committee (BRAC), the United Nations Children's Fund (UNICEF),  
161 Educate Girls, and the Norwegian Refugee Council;  
162  
163 d) Recommending to the Secretary General to establish a regionally representative  
164 executive board for EAC coordinating the implementation of EAC across all regions,  
165 members of which shall be appointed by strategic and implementing partners, and  
166 which shall:  
167  
168 i) Decide upon the exact application mechanism for the initiative, taking into  
169 account the regional distribution of the projects implementing the EAC program,  
170 as well as the urgency of implementing this program in certain areas;  
171 ii) Elaborate optimal ways of including local communities in the process of fostering  
172 education, notably through teaching provided by traditional leaders, non-profit  
173 associations or religious communities, as well as creative and cultural events such  
174 as artistic or musical contests, public lectures, or concerts;  
175 iii) Oversee the financing of the EAC initiative;  
176  
177 e) Recommending to the Secretary General to expand the sources of financing of the  
178 EAC beyond the Qatar Foundation to include sources such as:  
179  
180 i) Crowdfunding made possible through a Web site allowing both public and private  
181 organizations to choose the purpose towards which their donations will be used;  
182 ii) A global fundraising campaign, which shall be designed and implemented under  
183 the leadership and oversight of the UN Special envoy for Basic and Higher

- 184 education and Include engagement of public figures and popularly recognized  
185 figures;  
186 iii) Financial assistance by the Global Partnership for Education Fund, the MIGA and  
187 the International Finance Corporation of the World Bank, which supports foreign  
188 direct investment to reduce poverty and encourage economic growth;  
189
- 190 7) *Invites* Member States to consider ways to expand programs created under the MDG 2 in  
191 order to also increase access to secondary and tertiary education by implementing national  
192 programs such as:  
193
- 194 a) Quota programs, which set a minimal number of students from historically  
195 marginalized groups that must be accepted into educational institutions, ensuring that  
196 all members of a Member State’s population, regardless of their ethnicity, religion, or  
197 gender, are represented in institutions of higher education;  
198
- 199 b) Increased financial aid – in the form of scholarships, grants or loans – or working with  
200 NGOs, private entities and international institutions to make this financial aid more  
201 widely accessible to students from low-income families or other marginalized groups;  
202
- 203 8) *Urges* Member States with strong university systems to facilitate the visa acquisition  
204 process for students from Member States with weak higher education institutions,  
205 especially if these students wish to learn the skills, such as how to train teachers and  
206 educators, which would enable them to build stronger educational institutions back in  
207 their home countries.

Code: ECOSOC/1/7

Committee: Economic and Social Council

Subject: Millennium Development Goal 2 and Increasing Access to Education

- 1 *Reaffirming* the Article 26 of the Universal Declaration of Human Rights and the guiding  
2 principles of ensuring of the rights of free education, at least the elementary education to  
3 everyone,  
4
- 5 *Recognizing* the importance of education as a means to broadly enhance the socio-economic  
6 well-being of Member States by addressing various fields such as gender equity; prevention of  
7 diseases; knowledge on birth, health and reproduction; and ensuring environmental  
8 sustainability,  
9
- 10 *Reaffirming* commitment to improve quality of education and to achieve the goals agreed on  
11 within Education for All (EFA) framework and the Secretary-General's Education-First  
12 Initiative,  
13
- 14 *Acknowledging* the Suggestions of the Report of the Secretary-General in ECOSOC resolution  
15 83 of 2011, on the Annual Ministerial Review (AMR) 2011, on the implementation of the  
16 internationally agreed goals and commitments in regard to education,  
17
- 18 *Remembering* the imminence of the target date of 2015 for the fulfillment of the Millennium  
19 Development Goal (MDG) Goal 2 of achieving universal primary education for all with  
20 equitable benefits of education without discrimination to men and women alike; marginalized  
21 and disadvantaged groups of society, such as disabled and displaced people; refugees and  
22 immigrants,  
23
- 24 *Bearing in mind* the request of the Secretary-General in the Outcome Document in General  
25 Assembly (GA) resolution 65/1 of 2010, "Keeping the Promise" of the 2010 High-Level Plenary  
26 Meeting of the GA on the MDGs to "initiate thinking on a post-2015 development agenda,"  
27
- 28 *Recognizing* the aim of United Nations System Task Team is providing system-wide support to  
29 the post-2015 consultation process, including analytical input, expertise and outreach,  
30
- 31 *Reminding* that setting of the post-2015 MDGs should be fully discussed to ensure sustainable  
32 development,  
33
- 34 *Deeply conscious* of the close linkage to the outcome document of GA resolution 66/288 2011,  
35 "The Future We Want" of the Rio+20 Conference on Sustainable Development,  
36
- 37 *Recalling* the agreement taken by Department of Economic and Social Affairs (DESA) during  
38 the Commission's ninth session in 2001 that international co-operation is required in order to  
39 ensure transport systems support sustainable development,  
40

41 *Noting* the target of World Summit on the Information Society in 2005 which emphasizes young  
42 people should benefit fully from the opportunities provided by new Information and  
43 Communication Technologies (ICT),

44  
45 *Emphasizing* the importance of a culturally and religiously sensitive approach in primary  
46 education for further incorporation into social and economic development,

47  
48 *Noting* the importance of intra-regional dialogue and cooperation in the field of education in  
49 regional organizations, such as the African Union, the Arab League and the European Union,

50  
51 *Noting with appreciation* that cooperative regional partnerships, such as African Network  
52 Campaign on Education for All (ANCEFA) and Asia South Pacific Association for Basic and  
53 Adult Education (ASPBAE) contributed to activities coordinated by United Nations Girls'  
54 Education Initiative (UNGEI) to identify and meet region-specific goals,

55  
56 *The Economic and Social Council,*

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- 58 1) *Recommends* United Nations Educational, Scientific and Cultural Organization  
59 (UNESCO) develop and implement region-specific education programs to the Member  
60 States' education curricula to better promote the value of education in each region, and to  
61 meet the needs of the people living in the area;
  - 62  
63 2) *Recommends* UNESCO launch the five-year long campaign: "*Learn What You Need*",  
64 which aims to increase access to primary education, especially in rural and poor areas,  
65 with special regards to cultural and religious particularities and gender equality, and  
66 targets national and local policy makers and schools by:
    - 67  
68 a. *Emphasizing* the value of primary education as a mean to increase families'  
69 economic situation by gaining practical competences in fields relevant to their  
70 respective living conditions, such as agriculture and handcrafting, through issue-  
71 related school lessons and projects;
    - 72  
73 b. *Fostering* poverty eradication, sustainable development, and the realization of  
74 equality through the self-empowerment of people with these teaching methods in  
75 primary schools;
    - 76  
77 c. *Including* girls and boys alike and currently marginalized groups into the  
78 educational system;
    - 79  
80 d. *Encouraging* national and local education policy makers and schools to tailor  
81 curriculums for pupils between the ages of five and ten years to meet special  
82 needs in the living conditions of pupils and cultural particularities under the  
83 demands of globalization;
  - 84  
85 3) *Further recommends* that the goals of the above-mentioned campaign shall be met in the  
86 following logistical framework:

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- a. Containing country-specific, culturally and religiously sensitive programs designed and implemented by the regional and field offices of UNESCO in coordination with the respective national education policy makers; Non-Governmental Organizations (NGOs); local civil initiatives and experts; and relevant United Nations (UN) bodies, such as United Nations Development Programme (UNDP), United Nations Population Fund (UNFPA), and United Nations Children’s Fund (UNICEF);
  - b. Using communication media, especially internet, radio and satellite TV, and UNESCO volunteers in the field to promote the campaign’s objectives;
  - c. Launching a campaign with an initial budget of 50 million USD which will be provided by the Qatari government;
  - d. Utilizing funding from UNESCO and voluntary donations of regional development funds, such as the European Social Fund, private-public-partnership and private sector actors;
- 4) *Encourages* Member States and relevant organizations, in accordance with post-2015 development agenda of UN Task Team, to make primary education more accessible by utilizing ICT and digital media by:
- a. Making a detailed assessment on the performance and effectiveness of these measures annually to Executive Board of UNESCO;
  - b. Actively promoting technology transfers between developed and developing countries under the guidance of International Telecommunication Unit’s (ITU) project of providing experts to compile the data of telecommunications infrastructure development and set up a database of required technology transfers and potential donors of ICT;
- 5) *Further encourages* Member States to improve internal transportation systems under the guidance of expert panels of Commission on Sustainable Development concerning the transportation problem, which will help children in rural and mountain areas have access to school, by using measures such as:
- a. Cooperating with the internal transportation departments to develop roads and make funding available for improving transportation devices;
  - b. Increasing access to public transportation infrastructure, including bus stops;
  - c. Working with state transportation departments to provide school bus service;

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- 6) *Urges* strengthening the UNGEI to coordinate efforts put towards reducing the gender gap in the completion of primary education, meeting the Millennium Development Goals 2 and 3, and also fulfilling the Education for All (EFA) goals by:
    - a. Requesting Member States to review the initiative and reconsider joining UNGEI;
    - b. Expanding current partnerships to be more inclusive of regional-based educational organizations to better suit the educational demands of each region;
    - c. Examining and specifying the roles of the current partnerships to efficiently allocate efforts that are being put into practice;
    - d. Identifying the specific gender-equal educational needs of regional blocks to better allocate and concentrate efforts to be made by the partners by enhancing communication between the relevant ministries and the partners;
  - 7) *Recognizes* World Bank, UNESCO, and UNICEF as relevant international bodies in funding educational programs;
  - 8) *Encourages* ECOSOC to review and promote budgetary coordination of these bodies in regard to funding programs in educational sector to reach greater accountability and transparency;
  - 9) *Urges* Member States to enhance national efforts towards improving education and to foster cooperation with the private sector to ensure success with regard to MDG Goal 2 by concentrating on providing quality primary education, in particular to marginalized and disadvantaged people such as refugees and displaced people, especially in the aftermath of humanitarian crises, the disabled, and immigrants, in order to provide elementary education to everyone in line with the EFA framework and the Education First initiative;
  - 10) *Further urges* Member States, and NGOs to coordinate current efforts in preparation for post-2015 with UN System Task Team.

Code: ECOSOC/1/8

Committee: Economic and Social Council

Subject: Millennium Development Goal 2 and Increasing Access to Education

1 *Highlighting* Article 26 of the Universal Declaration of Human Rights and the right of all  
2 children to education and Principle 23, stating the right of internally displaced persons (IDPs) to  
3 a free and compulsory education,  
4

5 *Bearing in mind* Article 2 of the Convention on the Rights of the Child and the fact that Member  
6 States are responsible for providing education to children within their borders,  
7

8 *Reaffirming* Security Council Resolution 1460 of 2003 on the intolerable use of child soldiers in  
9 armed conflict and recognizing the rights of said children,  
10

11 *Acknowledging* General Assembly resolution 64/290 that one of the greatest barriers to  
12 children's education is situations of armed conflict and post-conflict,  
13

14 *Highlighting* the importance of providing education to refugees, in addition to humanitarian aid,  
15 food, water and housing to encourage individuals to move towards becoming independent and  
16 self-sustainable,  
17

18 *Emphasizing* the necessity for the entire global community to take initiative in providing a stable  
19 educational system in conflict, natural disaster, civil unrest and post-conflict situations, such as  
20 in the instances of Norway's contributions to the Inter-Agency Network in Emergencies, Italy's  
21 work with the United Nations High Commission on Refugees (UNHCR) and Borderless Higher  
22 Education for Refugees (BHER) in Kenya and Myanmar, sponsored by York University and  
23 Australian Catholic University, respectively,  
24

25 *Noting* the success of the Norwegian Refugee Council in working with the United Nations  
26 Children's Fund (UNICEF) in providing education to internally displaced persons (IDPs) in  
27 Sierra Leone,  
28

29 *The Economic and Social Council,*  
30

- 31 1) *Recommends* Member States coordinate with the United Nations Office on the  
32 Coordination of Humanitarian Affairs (UNOCHA) and the United Nations Educational,  
33 Scientific and Cultural Organization in implementing initiatives that support education  
34 efforts in areas affected by conflict through means such as:  
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- 36 a. Calling upon Member States to contribute funds to international organizations  
37 working in conflict regions, which can lead to long-term, mutually beneficial  
38 partnerships, including trade relations;  
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- b. Coordinating with UN actors such as the International Network for Education in Emergencies to establish a working group, such as the Working Group on Education and Fragility, focusing on a creation of conflict sensitive education in regions that are affected by not only armed conflict, but also natural disasters, environmental hazards and civil unrest;
  - c. Participating in multilateral partnerships similar to Italy's work with the UNHCR and the Palestinian Ministry of Education in implementing remedial education centers;
  - d. Offering logistical and personnel support to education programs in conflict regions;
- 2) *Encourages* Member States to support Non-Governmental Organizations (NGOs) such as the International Volunteer Service on Development, which can reintegrate and rehabilitate former child soldiers into education systems as well as assisting in UNICEF initiatives focused on the same goals;
- 3) *Urges* providers of education to IDPs, refugees, and others affected by conflict, disaster or civil unrest to further incorporate psychological rehabilitation in their programs to ensure the mental health and stability necessary for students to achieve success in school;
- 4) *Strongly suggests* the General Assembly and Security Council consider the inclusion of an educational division within the United Nations' Demobilization, Disarmament and Reintegration Peacekeeping programs that will work with other UN organizations, Member States, and NGOs in providing technical assistance and advice to establish educational systems in conflict regions;
- 5) *Strongly advocates* Member States work towards the advancement of higher education programs in refugee camps by supporting programs which will provide:
- a. Partnerships between refugee camps and universities;
  - b. Opportunities for universities to invest in the creation of partner schools or other educational institutions in refugee camps through funding and student and faculty volunteers;
- 6) *Calls for* increased support of, and improved coordination with the UNOCHA and its Cluster Approach by designating all work providing education to IDPs to be organized by the UNICEF while all work in providing education to refugees is organized by the UNHCR;
- 7) *Requests* the United Nations and its agencies continue to work to support Member States in developing programs and legislation ensuring education for IDPs and refugees.

Code: ECOSOC/1/9

Committee: Economic and Social Council

Subject: Millennium Development Goal 2 and Increasing Access to Education

1 *Recalling* the United Nations Millennium Declaration, particularly Millennium Development  
2 Goals (MDGs) Goal 2 “Achieving Universal Primary Education,”  
3  
4 *Cognizant* of the correlation between education and all other MDGs, particularly the role  
5 education plays in eradicating poverty and increasing social inclusion,  
6  
7 *Approving* the conclusions made in the Report of the Secretary-General on Keeping the Promise:  
8 a Forward-looking Review to Promote an Agreed Action Agenda to Achieve the MDGs by 2015,  
9  
10 *Reaffirming* the Universal Declaration of Human Rights and the basic rights to education  
11 highlighted in General Assembly resolution 217 A (III),  
12  
13 *Appreciating* the Argentine Republic’s contribution in raising awareness by hosting the 2012  
14 Race for Education through United Nations Children’s Fund (UNICEF),  
15  
16 *Noting with deep concern* that there are individuals living in rural areas that still have not  
17 received equal opportunities in accessing education due to a lack of infrastructure,  
18  
19 *Recognizing* the progress of increased enrollment rates made towards providing universal  
20 education including progress made by the public sector to increase access to education through  
21 incentives and community based programs,  
22  
23 *Noting with satisfaction* the success of Conditional Cash Transfer programmes (CCT) in  
24 Ecuador, Argentina, Guatemala, Mexico, Peru, Morocco, Venezuela, Chile and other Member  
25 States,  
26  
27 *Congratulating* Member States on the progress made through the National Rural Access  
28 Program, a joint effort between the Italian Ministry of Foreign Affairs and the Afghani central  
29 government that specifically restores the transportation and agricultural infrastructure allowing  
30 increased physical accessibility to existing educational systems in Afghanistan,  
31  
32 *Expressing with satisfaction* the establishment of the Rutas Solidarias program implemented in  
33 Peru to provide free bicycles to students in rural areas,  
34  
35 *Commending* Mexico on the establishment of the Bilingual Literacy for Life program,  
36  
37 *Applauding* Venezuela on their Mission Robinson volunteer program that has been successful in  
38 using volunteers to teach adults,  
39  
40 *Guided by* the mandate of the Committee on NGOs (CNGOs),  
41  
42 *Aware* of the functions of the Open Date Foundation,  
43

44 *Recognizing* the importance of international education in impoverished regions and rural areas  
45 that create development opportunities,

46  
47 *Desiring* closer relations between the private sector, public sector and Non-Governmental  
48 Organizations (NGOs) in order to combine efforts regarding education,

49  
50 *Reaffirming* its previous resolution 31 of 1996, “Consultative Relationship between the United  
51 Nations (UN) and non-governmental organizations,” and the role of NGOs in promoting MDG  
52 Goal 2,

53  
54 *The Economic and Social Council,*

- 55
- 56 1) *Suggests* Member States use innovative approaches to education such as community  
57 schools, mobile schooling, distance learning, and multi-grade teaching by:
    - 58 a) Working to create community schools to serve as a local community center,  
59 healthcare center, and school to benefit the entire community in rural areas that will  
60 work by:
      - 61 i) Being financed by NGOs and Member States’ budgets that are supplemented by  
62 microloans taken out by the community and a tax increase on luxury items to fund  
63 the creation of these schools;
      - 64 ii) Providing extra-curricular activities for the students as well as continuing  
65 education and literacy opportunities for adult populations;
      - 66 iii) Creating self-sustaining schooling programs within communities by:
        - 67 (1) Working with already educated locals and outside individuals if needed to  
68 educate the initial community and encouraging community members to gain  
69 increased education and teaching degrees and returning to their community to  
70 pass on their education to future generations particularly focusing on  
71 fundamental education;
        - 72 (2) Supplementing the community schools with increased infrastructure and  
73 learning resources in order to facilitate access to further educational  
74 opportunities through infrastructure building initiatives such as the National  
75 Rural Access Program;
    - 76 b) Continuing to work with UNICEF and UNESCO in developing and implementing  
77 their already existing distance and mobile learning programs in rural areas;
  - 78  
79 2) Highly recommends that Member States educate people in rural areas and give  
80 opportunities to learn new ideas and skills abroad by implementing an International  
81 Exchange Program (IEP) that will:
    - 82 a) Link students to public and private education institutions worldwide;
    - 83 b) Benefit participating IEP individuals and communities by giving exposure to different  
84 cultures, ideas, and realities;
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- c) Rely on UNESCO’s International Center for Technical and Vocational Education and Training (UNEVOC) program to choose the participants as well as give Member States the choice of monitoring and permitting where to send their students;
  - d) Seek funding for the UNESCO-UNEVOC program, including but not limited to IGOs, as well as public and private sectors;
  - e) Result in the cultural exchange between students that return back and implement the knowledge they have gained by requiring them to do an internship at a vocational school to promote social and economic development in their native country;
- 3) *Stresses* the importance of the development of technology and infrastructure in rural areas to increase access to education through:
- a) Improving relationships between the private sector and NGOs in order to facilitate the funding of infrastructure building and access to technology in rural and marginalized areas by:
    - i) Using the private sector working group, such as the one created by the British Overseas NGOs for Development (BOND) organization, to create mutually beneficial programs and developments for individuals, communities, and private organizations to be under the coordination of the United Nations Development Account;
    - ii) Increasing infrastructure in order to lead to increased educational, job, and experiential learning opportunities;
  - b) Using the National Rural Access Program as an example of a successful capacity and infrastructure building program for Member States to work together to implement and adapt to varying regional and national circumstances;
- 4) *Suggests* the establishment of Conditional Cash Transfers (CCT) programs in Member States targeted towards marginalized populations with the aim of decreasing high school dropout rates;
- 5) *Encourages* the international community to promote the fundamental right to free primary education by providing subsidies for educational and transportation costs to enable children in marginalized households to attend school through programs such as the Rutas Solidarias program;
- 6) *Calls for* the revision of the mandate of the CNGOs which will redirect the focus of NGOs that previously had a general perspective, to collaborate through the use of the Open Data Foundation towards specifically combatting barriers to education in developing regions;

- 135 7) *Reminds* Member States of the importance of multi-lingual and learner-relevant  
136 languages of instruction particularly within indigenous communities in order to solve  
137 language parity issues regarding social exclusion using the Bilingual Literacy for Life  
138 Program as an example that has been successfully implemented in Mexico;  
139
- 140 8) *Supports* the development and expansion of adult literacy programs to provide the right  
141 to fundamental education within and outside of community schools and through available  
142 technology, which enables online and distance learning programs such as the Mission  
143 Robinson volunteer program that has been successful in the Bolivarian Republic of  
144 Venezuela as an example of using volunteers to teach adults;  
145
- 146 9) *Suggests* that Member States and NGOs work together to provide learning resources that  
147 are comprehensive and easily accessible to all students, particularly those in rural areas;  
148
- 149 10) *Encourages* all Member States to work towards achieving MDG2 by making primary  
150 education mandatory for their own populations in an effort to educate the citizens  
151 regardless of their gender or ethnicity, as called for in the Universal Declaration of  
152 Human Rights.

Code: ECOSOC/1/10

Committee: Economic and Social Council

Subject: Millennium Development Goal 2 and Increasing Access to Education

Subject: Accessibility to primary education: School Fee Abolition Initiative

1 *Recalling* Millennium Development Goal (MDG) 2 in which Member States committed  
2 efforts to increase the enrolment of primary Education For All, a measure which was  
3 designed to increase educational access to all populations with an emphasis on women  
4 and girls,  
5

6 *Reaffirms* that education is a priority to achieve socio-economic development as the  
7 current economic situation has negatively affected nearly every Member State in the  
8 world, especially the Highly Indebted Poor Countries (HIPC) where lack of access to  
9 basic human rights, such as medical care, clean water, and public transportation  
10 exacerbates educational deprivation,  
11

12 *Fully aware* that both family poverty and social exclusion are intrinsically tied to an  
13 inadequate access to education and HIV/ AIDS further hinders access to education in  
14 regards to the adverse impacts on poverty since the United Nations Children's Fund  
15 UNICEF reports that children from the lowest twentieth percentile are 40% more likely  
16 to have limited access to educational facilities,  
17

18 *Emphasizing* the GA resolution S-27/2, A World Fit for Children, which outline that all  
19 Member States are to contribute to the betterment of children's futures as well as the  
20 essential components delineated in goal two of the Millennium Development Goals:  
21 availability, accessibility, acceptability and adaptability,  
22

23 *Affirming* that goals one, two, three and six of the Millennium Development Goals must  
24 be implemented in order to proceed with efforts on a global scale,  
25

26 *Regretting* that inequitable progress has been made in respects to the disparity between  
27 the enrollments of girls to boys as girls continue to attend school at a rate substantially  
28 lower than boys and welcomes the perspectives of all Member States dedicated to  
29 improving the lives of boys and girls and thus the future of their state's prosperity,  
30

31 *Reaffirming* that the existence of school fees in public primary schools hinders progress  
32 of MDG2 for Member States as an economic obstacle for the impoverished,  
33

34 *Recognizes* that without additional effort, MDG2 may not be achieved in the least  
35 developed Member States, especially those with large impoverished populations and lack  
36 of affordable educational facilities,  
37

38 *Acknowledging* existing educational practices are of the utmost importance and is of the  
39 utmost importance and is the right and responsibility of sovereign Member States to work  
40 collaboratively alongside developed nations to improve education systems such as Taught

41 Education, an educational tactic which is meant to bridge the gap between cultural and  
42 tradition priorities and quality education,

43  
44 *Understanding* that access to education does not equate to the achievement of  
45 MDG number two alone but also we must raise attendance as it is an essential component  
46 to increased utilization,

47  
48 *Taking into consideration* the importance of the preservation of family values in all  
49 countries, both developed and developing, and the noteworthiness of religious based  
50 education in school curriculum, as pillars to infrastructure and tradition of Member  
51 States,

52  
53 *Acknowledges* the perspectives of all Member States dedicated to improving the lives of  
54 boys and girls and thus the future of their state's prosperity,

55  
56 *Commending* the states of Ethiopia, Ghana, Kenya, Malawi, Mozambique, Egypt, and  
57 Tanzania for systematically abolishing school fees for all public primary schools,

58  
59 *Confident* that all Member States with a commitment to providing Education for All will  
60 administer support where possible, whether politically, financially or strategically in  
61 respect to real time data and social indicators,

62  
63 *The Economic and Social Council,*

- 64
- 65 1. *Considers* that the abolition of school fees in public primary schooling to be of the  
66 utmost priority for Member States in order to achieve greater prosperity for all;  
67
  - 68 2. *Calls upon* all Member States which are dedicated to providing equitable  
69 education for boys and girls to seek means, along with developed states, to  
70 provide affordable Education For All;  
71
  - 72 3. *Reaffirms* that the existence of school fees in public primary schools hinders  
73 achieving substantive progress toward Goal 2 of the MDGs for all states and  
74 populations, especially girls and the disabled;  
75
  - 76 4. *Implores* all countries to take mirroring steps to those of who are currently  
77 undergoing referendums and political discussions in their efforts to eliminate  
78 compulsory public primary school fees;  
79
  - 80 5. *Encourages* Member States to follow the enrollment and literacy rate advances  
81 made in education by the African Union, the Association of Southeast Asian  
82 Nations, the Arab League, and the European Union for their commitment to  
83 establishing Education For All;  
84
  - 85 6. *Emphasizing* the commitment of the World Bank and the Catalytic Fund for  
86 providing financial commitment to the School Fee Abolition Initiative which was

- 87 established by UNICEF in 2005 in relation to Learning for All as emphasized in  
88 respect to the “Strategy to Challenge the Statement of 2020”;  
89
- 90 7. *Suggests* Member States collaboratively approach the issue of educational  
91 inequity and gender consciousness, using the Architecture San Frontieres  
92 International organization as a framework for promoting a gender neutral  
93 perspective within educational schools;  
94
- 95 8. *Considers* the discrimination and gender-based bias girls face negatively affect  
96 their accessibility to quality education;  
97
- 98 9. *Highlights* the importance of free and accessible global education for all, as  
99 outlined in the Universal Declaration of Human Rights, is within all Member  
100 States responsibility to provide;  
101
- 102 10. *Emphasizes* on the efforts made by UNICEF in relation their subsidiary body, the  
103 UN Girls Education Initiative (UNGEI), which focuses on improving access to  
104 education for girls and the disabled;  
105
- 106 11. *Acknowledges* the efforts made by The Malala Fund For Girls Education,  
107 launched by United Nations Educational, Scientific and Cultural Organization in  
108 2012, which aims to supports girls education around the world through grants and  
109 partner collaborations;  
110
- 111 12. *Strongly advocates* the expansion of the School Fee Abolition Initiative (SFAI),  
112 the primary program to which the abolition of compulsory public primary school  
113 fees are concerned, which lies under the jurisdiction of UNICEF where the  
114 objectives include:  
115
- 116 a. Providing technical support to countries, using the Food and Agriculture  
117 Organization’s Priority Framework as an appropriate model to distribute  
118 technical and logistical support;  
119
- 120 b. Enhancing global and national policy dialogues between Member States  
121 similar to the joint efforts between all Member States and their  
122 contributions to Project LINK;  
123
- 124 13. *Calls upon* Member State that have access to adequate financial and social  
125 resources to support the effective transition from fee-based compulsory primary  
126 school to free public primary education;  
127
- 128 14. *Urges* the creation of a sub-committee within the MDG Gap Task Force to  
129 support the efforts of SFAI in coordination with UNICEF with the goals of:  
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- 131 a. Increasing the scope of abolition programs to more developing countries  
132 whereas the current status of UNICEF is to maintain its current programs;

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- b. Advocate support whether financially or politically from developed and recent states for which have abolished fees;
  - c. Coordinate with political bodies and Non-governmental organizations to maintain both culturally and socially relevant curriculum as a measure to maintain sensitivity in educational curriculum as outlined prior;
  - d. Establish short and long term strategies for maintaining affordable schooling considering the conditions of each individual Member State; Look to advocating alternative means to aid the fee-based transition such as diversifying financial sources and institutionalization of cost recovery as suggested by The Centre for the Study of African Economies;
  - e. Meeting semiannually in the nation in which the next project will be launched to discuss logistics of the upcoming projects;
  - f. To be chaired and maintained by the Office of the Secretariat of the United Nations;
  - g. To be funded by increased utilization of internationally donor-supported funds similar to the Education For All Fund;
15. *Encourages* Member States that have succeeded in abolishing school fees for primary education to strengthen efforts to abolish school fees for secondary education;
16. *Considers* measures to abolish fees outside of compulsory schooling such as in the case of The Republic of Korea who established the “free of charge” program which covers school fees, textbooks and supporting costs, such as busing;
17. *Recommends* the responsibility of financial allocation methods fall to the fifth General Assembly regarding the monetary incentive program that is to be established and funded by voluntary contributions of Member States for the purpose of rewarding States who prioritize Education For All;
18. *Invites* all Member States to support the efforts of both the School Fee Abolition Initiative and the proposed ECOSOC expert level panel to expand the program to more countries and therefore provide an array of domestic, regional, and international support for feeless compulsory Education For All and move closer to achieving MDG2.

Code: ECOSOC/1/11

Committee: Economic and Social Council

Subject: Millennium Development Goal 2 and Increasing Access to Education

1 *Realizing* the necessity for international coordination to address the United Nations (UN) Charter  
2 Article 55, calling for action on educational cooperation and the General Assembly (GA)  
3 resolution 66/137 of 2011, declaring free and accessible education as a human right,  
4

5 *Noting* the importance of the Millennium Development Goals (MDGs) in organizing and  
6 coordinating efforts of Member States and Non Governmental Organizations (NGOs) to address  
7 the most fundamental concerns to global progress and social development and stability, especially  
8 in increasing accessibility to education on all levels,  
9

10 *Noting with regret* that the MDGs progress has been uneven, and MDG 2 may not be achieved  
11 without a concerted effort of all Member States in exchanging current information and  
12 developing successful strategies,  
13

14 *Affirming* the international community's need to increase coordination toward global strategies  
15 focusing on the elimination of many obstacles in achieving the objectives set forth in Project  
16 LINK, an international non-governmental organization committed to researching and analyzing  
17 the econometric goals related to Goal 2 of the MDGs,  
18

19 *The Economic and Social Council,*  
20

- 21 1. *Establishes* the Education Coordination Summit, which will be hosted by the State of  
22 Qatar in Doha between Fall 2013 and Fall 2014, which invites all Member States, on the  
23 topic of educational advancement, concerning immediate and long-term strategies for the  
24 implementation of Millennium Development Goal 2 and beyond, which encourages  
25 annual and five year assessments such as resurveying and conducting Member State  
26 censuses similar to the United States Census Bureau which conducts a national survey  
27 every ten years to reevaluate the needs of the citizens including collection of information  
28 on children;  
29
- 30 2. *Recommends* the establishment of an executive committee for the design and  
31 implementation of the Education Coordination Summit that will mirror the agenda of the  
32 UN Post-2015 Conference in addressing MDG 2 and convene a board of experts  
33 representing educational and cultural experts using the capacity of the administration and  
34 organization of the UN Secretariat, according to the following guidelines:  
35
  - 36 a. Will be comprised of representatives of the UN, expert advisors, and global  
37 leaders and policymakers, such as representatives from the Khan Foundation,  
38 which uses social media such as Youtube.com to create free and global  
39 classrooms, members of the Human Rights Council, the International Labor  
40 Organization (ILO), the United Nations Educational, Scientific and Cultural  
41 Organization (UNESCO), the United Nations Children's Fund (UNICEF) and the  
42 UN Committee of Experts on Public Administration;  
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- b. Encourage participation from all these actors to ensure that all Member States have access to information on the best solutions to enable the most cultural specific programs and to address ways to change the cultural obstacles against threats to universal education;
  - c. Will use regional leaders, policy makers, and social experts in fields such as education, labor, and infrastructure to moderate discussions, panels and create an exchange of information regardless of political consciousness or affiliation;
  - d. Consider interaction with these organizations in order to undertake such programs as designing strategies with ILO and Member States to remove children from hazardous work environments with the implementation of work-study programs, business transition programs, or government bans on the hiring of minors to eliminate;
  - e. Will include voting on a director, assistant director, the organization of regional committees, and committee and forum heads and setting the agenda of the conference as well as the objectives, with regard to current and future concerns of Member States, with the secretariat organizing the election;
  - f. Use social and cultural experts to work with Member States in creating progressive strategies to address MDG obstacles and sharing of already successful initiatives which are still addressing MDG 2, such as workshops on micro-financing, discussions on implementing national infrastructure and policy making, or public transportation and accessibility;
  - g. Work with NGOs and governmental organizations to facilitate accessible educational services, through the elimination of fees or subsidization of educational resources, for example the UNESCO's Education for All initiative (EFA), which aims on providing quality education for all by coordinating NGOs and governmental involvement;
3. *Endorses* Member States in the creation of regional sub-conferences held annually pertaining to the Education Coordination Summit to create an atmosphere of information exchange and dialogue concerning an increase in access to education in concurrence with the MDGs through and past 2015, addressing the global necessity for organization and coordination;
4. *Encourages* the international community to further develop dialogues domestically, regionally, and internationally by providing the primary steps to increase educational quality and coordination between successful educational establishments, such as the LINK Global Economic Outlook joint meeting, and to coordinate further with Member States regarding internationally administrative strategies relating to education and assimilation, similar to the following examples:
- a. The Micro-simulation model in South Africa and Latin America, building on the European Union model of EUROMOD by Institute for Social & Economic

- 91 Research (ISER), where a specific region took a global initiative and adapted to  
92 suit the demands of the region resulting in the Latin Model, LATIN MOD and the  
93 South African Model, SAMOD;  
94
- 95 b. The Italian Development Cooperation joint operation with LINK 2007, a dialogue  
96 focused on prioritizing international coordination and collaboration regarding  
97 socioeconomic factors including the advancement of educational programs within  
98 lesser-developed countries on a progressive economic scale.

Code: ECOSOC/1/12

Committee: Economic and Social Council

Subject: Millennium Development Goal 2 and Increasing Access to Education

1 *Recognizing* the need for comprehensive and specialized social workers, especially  
2 educators, translators, and cultural experts, in implementation of regionally effective  
3 education programs, such as the training regimen pioneered by California's Long Beach  
4 Unified School District in the United States, in addressing the diverse approaches,  
5 beliefs, and goals of individual Member States, similarly used by the office of United  
6 Nations Commission on Human Rights (OHCHR),  
7

8 *Reaffirming* the importance that social workers have acting as primary proponents toward  
9 the practical applications of human rights, such as the right to education, between  
10 Member States,  
11

12 *Acknowledging* the importance of vocational training in post-primary education, as it is a  
13 vital tool in creating productive work forces in the industrial and agricultural sectors,  
14 which in turn contributes positively to the economic development of Member States,  
15

16 *Aware* of the needs of proper skills of educators in order to provide the highest level of  
17 education, such as vocational training, both secondary and tertiary, similar to the West  
18 African Vocational Schools Organization, which has proven successful in Member States  
19 such as Guinea-Bissau,  
20

21 *Deeply concerned* that economic and political conflict and disasters limit funding and  
22 resources globally to education initiatives, especially in developing Member States where  
23 cultural and social concerns are exacerbated by conflict or natural disasters, such as the  
24 December 2004 tsunami tragedy which destroyed significant amounts of infrastructure,  
25 similarly declared in ECOSOC resolution 36 of 2008,  
26

27 *Keeping in mind* the importance of economic prosperity, which cannot be reached  
28 without monetary support from regional financial instruments like the European Social  
29 Fund and other financial participants involved with United Nations Educational,  
30 Scientific and Cultural Organization (UNESCO), such as the Asia Pacific Center of  
31 Education Innovation for Development,  
32

33 *Recognizing* the direct and immediate correlation between quality of education and job  
34 placement as a key tool in increasing employment rates in Member States and ultimately  
35 raising the real output of a Member State (such as GDP),  
36

37 *Fully aware* that, according to United Nations International Children's Fund (UNICEF)  
38 estimates from 2007, there were at least 101 million children not regularly attending  
39 school and the majority of them belonged to minority groups, which suffer exclusion  
40 from social consideration and therefore exempt from education opportunities due to lack  
41 of accessible infrastructural support,  
42

43 *Recognizing* the guiding principles of its resolution 66 of 2012, which stresses the  
44 importance of supporting local education systems through micro-financing programs like  
45 those designed by Cooperazione Internazionale and Euro Microfinance Programme  
46 (EMP),

47  
48 *Observing* the lack of attention to awarding monetary aid to educational programs that  
49 achieve significant improvements supporting a universally moral and inclusive  
50 perspective, such as the lack of focus on gender equality and environmental  
51 sustainability,

52  
53 *Commends* efficient funding mechanisms and institutions such as Education for All Fund  
54 (EAF) in creating feasible and culturally specific strategies to solving key issues  
55 including education,

56  
57 *The Economic and Social Council*,

- 58  
59 1) *Calls upon* UNESCO to expand its Teacher Training Initiative to include  
60 concerns such as gender inequality and the improvement of world literacy by:  
61  
62 a. Encouraging UNESCO to partner with non-governmental organizations  
63 (NGOs) specializing in education to recruit professionals in every Member  
64 State that can provide an initial training for at least one percent of each  
65 Member States' teachers;  
66  
67 b. The training will be organized and administered at the regional and local  
68 levels by the Initiative's Field Offices such as those already functioning in  
69 Sub-Saharan Africa, and which would be expanded in accordance with this  
70 training program;  
71  
72 c. Teachers that receive this initial training will then be responsible for training  
73 at least three other teachers on the same curriculum;  
74  
75 d. All teachers that receive the training will be responsible for implementing  
76 principles of gender equality and literacy in their curricula;  
77  
78 e. Once the training regimen has been completed, the Field Offices will evaluate  
79 their respective schools using basic assessment tests for students that will  
80 measure literacy rates and the parity of gender achievement;  
81  
82 f. Based on these assessments, local Field Offices will make recommendations  
83 to improve future trainings and forward them to UNESCO's Regional Offices  
84 for Education, which should also be expanded in accordance with this training  
85 program;  
86  
87 g. Additional training regimens that incorporate these recommendations will  
88 occur every five years over the next 20 years, with every five year period

89 enabling UNESCO will provide a comprehensive report to ECOSOC of the  
90 program's success;  
91

92 2) *Emphasizes* vocational training's ability to promote long-term economic  
93 development regionally and the within individual Member States, as proven  
94 successful in Bangladesh with microloans provided by the Grameen Bank;  
95

96 3) *Recommends* that Member States select educators based on experience or degree  
97 certification as outlined in detail in *International Seminar on Comparative*  
98 *Education and New Approaches in Teacher Training*, hosted by UNESCO, in  
99 order to raise the standard of education internationally;  
100

101 4) *Encourages* secondary educational and vocational programs to base training on  
102 industry-academic collaboration, cooperation with relevant ministries, and  
103 support from the private sector aiming to develop professionals with practical  
104 trade expertise;  
105

106 5) *Calls upon* Member States to further develop macroeconomic policies, similar to  
107 the Credit and Market Access for Agricultural Products in the Quiché Region,  
108 focusing on providing credit opportunities as well as technical training and  
109 educational assistance to impoverished rural areas as a means to increase  
110 production diversity, growth of the economic sector, and also the financial  
111 capacity of educational institutions;  
112

113 6) *Urges* Member States to utilize micro-financing programs, such as the production  
114 or entrepreneurship initiatives implemented by Cooperazione Internazionale as a  
115 means to fund and increase the capacity and effectiveness of the development of  
116 primary and secondary educational institutions, in accordance with the principles  
117 outlined in the Dakar Framework for Action;  
118

119 7) *Requests* that the MDG Gap Task Force create domestic and regionally specific  
120 strategies to be submitted to ECOSOC in a report, that increase education  
121 accessibility to handicapped or socially excluded minorities by working in concert  
122 with existent NGOs and inter-governmental organizations (IGOs), such as Project  
123 AIM;  
124

125 8) *Encourages* the creation and further development of new and existing funding  
126 mechanisms for the aforementioned programs, including:  
127

128 a. Locally- or regionally-based lottery systems similar to those described by  
129 the Results for Development Institute and national lotteries already  
130 existing in Member States to provide funding for educational programs—  
131 including those specified in this document—and distributed as follows:  
132

133 i. Fifteen percent to a global education fund similar to the G8's  
134 Education for All Fund or the Global Fund for Education, and

- 135 administered by the World Bank’s International Finance  
136 Corporation, in order to fund the programs specified in this  
137 document;
- 138 ii. Eighty-five percent to domestic education systems within each  
139 Member State;
- 140 iii. With initial overhead funding provided through normal budgetary  
141 means, to be paid back within five years by the global lottery fund  
142 described above;
- 143
- 144 b. The expansion of UNESCO’s crowdsourcing initiatives for education,  
145 such as its Education for All Crowdsourcing Challenge, to be operated as  
146 follows:
- 147 i. A crowdsourcing Web site and social media operation that enables  
148 individuals to make personal donations to educational systems in  
149 all Member States;
- 150 ii. Displays the infrastructural needs of specific schools such as  
151 textbooks, desks, and computers, as defined by UNESCO’s  
152 education Field Offices, and toward which donations may be  
153 made;
- 154
- 155 c. Diaspora bond programs as described by the Results for Development  
156 Institute, and initiated by individual Member States, characterized by:
- 157
- 158 i. The availability of development bonds sold to immigrants by their  
159 native Member States, allowing for direct investment in States’  
160 educational programs;
- 161 ii. Limited logistical assistance from the World Bank’s International  
162 Development Association for Member States in need of  
163 organizational help;
- 164
- 165 d. A group of committed education donors, including: France, Germany,  
166 Hungary, Japan, and the Republic of Korea, each of whom agree to donate  
167 a percentage of needed funds based on a future analysis of the total cost of  
168 the educational programs specified in this resolution, committing funds  
169 toward financial distribution and logistical mechanisms similar to the  
170 Education for All Fund;
- 171
- 172 9) *Designates* the creation of an Educational Funding System—similar to that  
173 proposed by the Center for Global Development—that prioritizes the allocation of  
174 funds obtained by the methods outlined above by monetarily awarding primary  
175 and secondary schools that implement and design programs which embody the  
176 spirit of the UN Charter that design programs including:
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- 178 a. Gender equality and tolerance of other cultures as exemplified by the United  
179 Nation’s High Commission on Refugees and also the Cariplo Foundation;
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- b. The Social and Economic Indicators and the United Nation’s MDG Indicators, as utilized by UNICEF, WHO, UNESCO, and other NGOs including Educate a Child Initiative;
  - c. Economic responsibility and global environmental sustainability, as defined by the Climate Alliance and exercised by the United Nations Development Programme;
- 10) *Recommends* that Member States further develop the capability of existing educational systems through capacity building mechanisms similar to the Education Sector Development program, a joint program between Italy and Ethiopia.