National Model United Nations
Week A

March 17 – March 21, 2013

Economic and Social Council
Economic and Social Council

Committee Staff

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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

<table>
<thead>
<tr>
<th>Document Code</th>
<th>Topic</th>
<th>Vote (Y/ N/ Abstention/ Non-Voting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECOSCO/ 1/1</td>
<td>MDG 2 and Increasing Access to Education</td>
<td>43/2/2/0</td>
</tr>
<tr>
<td>ECOSOC/1/2</td>
<td>MDG 2 and Increasing Access to Education</td>
<td>44/3/0/0</td>
</tr>
<tr>
<td>ECOSOC/1/3</td>
<td>MDG 2 and Increasing Access to Education</td>
<td>39/3/5/0</td>
</tr>
<tr>
<td>ECOSOC/1/4</td>
<td>MDG 2 and Increasing Access to Education</td>
<td>32/4/11/0</td>
</tr>
<tr>
<td>ECOSOC/1/5</td>
<td>MDG 2 and Increasing Access to Education</td>
<td>Acclamation</td>
</tr>
<tr>
<td>ECOSOC/1/6</td>
<td>MDG 2 and Increasing Access to Education</td>
<td>40/4/3/0</td>
</tr>
<tr>
<td>ECOSOC/1/7</td>
<td>MDG 2 and Increasing Access to Education</td>
<td>41/2/4/0</td>
</tr>
<tr>
<td>ECOSOC/1/8</td>
<td>MDG 2 and Increasing Access to Education</td>
<td>Acclamation</td>
</tr>
<tr>
<td>ECOSOC/1/9</td>
<td>MDG 2 and Increasing Access to Education</td>
<td>41/3/3/0</td>
</tr>
<tr>
<td>ECOSOC/1/10</td>
<td>MDG 2 and Increasing Access to Education</td>
<td>38/2/7/0</td>
</tr>
<tr>
<td>ECOSOC/1/11</td>
<td>MDG 2 and Increasing Access to Education</td>
<td>40/2/5/0</td>
</tr>
<tr>
<td>ECOSOC/1/12</td>
<td>MDG 2 and Increasing Access to Education</td>
<td>32/8/7/0</td>
</tr>
</tbody>
</table>
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.
**Taking into account** the major role that the Inter-Agency and Expert Group (IAEG) on Millennium Development Goals (MDGs) Indicators plays in collecting data for creating the MDGs indicators that allow Member States to monitor the progress towards the achievement of the MDGs,

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

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

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

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

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

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

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

*The Economic and Social Council,*

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

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

3. **Emphasizes** that all Member States should work in accordance to their own cultural settings, promoting the respect to sovereignty and self determination by improving the enrollment of females and males within their educational systems through national initiatives;
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.
Reaffirming Article 73 of the United Nations (UN) Charter which says that Member States have the duty to ensure educational advancement,

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

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

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

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

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

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

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

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

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

Reminded of the Education for All (EFA) initiative of 1990, where six goals were created to address: early childhood education, access to appropriate primary education for girls and ethnic minorities, education for adults, increase of adult literacy, gender equality, and enhancement of education universally,
Applauding the efforts worldwide that have been made in order to accomplish MDG 2: Achieve Universal Primary Education, and specifically the main target: “to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling”, created in 2000 by General Assembly (GA) resolution 55/2,

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

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

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

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

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

The Economic and Social Council,

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

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

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

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

   c) Quality education is readily available;

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

3. Urges the international community to increase utilization of programs such as the Agricultural Revitalization Project as a means to create education reform and establish increased access routes to educational institutions;
4. **Calls** for the implementation of community based learning centers that will provide vocational education and training with the intention of teaching abilities and skills in order to gain stable employment and improve quality of life through the following means:

a) The collaboration of both public and private sector partnerships such as the ones established through the World Bank Education Strategy 2020 which will allocate technical and financial resources efficiently and looking to the Member State of Germany who has created Disaster Response Teams in conjunction with DHL as well as the Youth Employment Project introduced by Switzerland that links the local and global economy with the public education system;

b) By the preference given to local industries to make them highly demanded in the labor market;

c) By prioritizing location, type, and scope of community based learning centers to give disenfranchised groups such as women, minority groups, and especially the impoverished the resources to join the labor market by consulting local industries to meet demand;

d) Promoting vocational education will help the achievement of MDG, focused on the eradicate of extreme poverty and hunger, MDG 7 which is to ensure environmental sustainability, and MDG 8 calling for developing a global partnership for development;

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

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

a) Endorsing secondary school programs that teach technical skills that appeals to a Member State’s specific region;

b) Getting rid of primary and secondary school fees which have increased enrollment rates that have doubled;

7. **Reiterates** the importance of increasing access to universal education as stipulated by MDG 2.
Taking into consideration Article 28 of the United Nations Convention of the Rights of the Child (UNCRC), which recognizes that States must guarantee the right of the child to education, with a view to achieving the right progressively and on the basis of equal opportunity,

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

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

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

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

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

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

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

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

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

Recognizing that there is a gap between the supply of education and the demand of education a result of:
a. The lack of short-term benefits that families often see when investing in education;

b. Families in poverty being unable to send their children to school because of the economic costs implied;

c. Impoverished Families prioritizing short-term needs like food and childcare over the long-term benefits of education;

The Economic and Social Council,

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

a. Using the United Nations Development Programme MDG tracking system to determine what countries will not meet MDG 2;

b. Forming the IFE group between the previously mentioned countries during the Post-2015 development Agenda conference to share best solutions to school absentee and discuss best strategies to increase school enrollment;

c. Establishing the most appropriate programs to implement in every Member State according to their economic and cultural background and educational necessities;

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

a. Partner with the MDG Gap Task Force to determine the most pressing obstacles to school attendance using the United Nations Development Program;

b. Determine which of the following incentive programs are the most appropriate depending on every nation’s needs and cultural values;

   i. Conditional Cash Transfer programs that provide cash payments to poor families conditional on their children’s school attendance;
   ii. Health incentives that would allow children to attend school;
   iii. Nutrition-based incentives that would improve children’s cognitive abilities;
   iv. Learning incentives that would allow children to receive quality education;
   v. Gender sensitive incentives that would make schools more accessible and secure for girls;

3) Calls for Member States to consider implementing the incentives in the IEA handbook after the upcoming post-2015 MDG conference and to share their experiences in the IEA Lessons learned Reports, which will:
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.
Reaffirming the sentiments of Article 26 of the Universal Declaration of Human Rights which calls for the universal right for free compulsory education in the elementary and fundamental stages,

Realizing the imminence of achieving universal primary education by 2015, pursuant to the objective of the Millennium Development Goal (MDGs) 2,

Recognizing the successful efforts by many African Union Member States in achieving a net gain of more than twenty percent in the enrolment of primary education between 1999 and 2009,

Aware of the fact that poor infrastructure conditions in schools hinder the delivery of quality education,

Taking into account the success of Italy’s Capacity Building for Our Local Sudanese Partners in improving school facilities and in importance of bilateral partnerships,

Highlighting the importance of relevant technologies in the classroom and their benefits to education which facilitates teacher-student communication and material preparation,

Recognizing the accomplishments made by the Arab Republic of Egypt’s Master Plan for Education which establishes ties between private enterprise and secondary and tertiary institutions to prepare students with realistic job training and further noting the importance of vocational training to provide specific skills needed for employment,

Calling to mind the significance of teachers’ preparedness to reach higher levels of student achievement,

Acknowledging the fragility of the lives of children at tender ages across the world and that good health conditions are vital for long term student well being and increased quality of education,

Commending multilingual education as one of the best opportunities for preparing children to get educated faster and build better societies in a globalized and intercultural world,

Noting with regret a lack of educational funding in various regions of the world,

Underlining the importance of ending corruption and embezzlement of public funds that hinder the smooth running within the education sector and the importance of Member States coordinating with non-governmental organizations such as Transparency International to oversee allocation of funds in Ministries of Education,

The Economic and Social Council Plenary,
1) **Recommends** Member States to adopt national policies for free and compulsory primary education with a strong enforcement capability and to ensure full accessibility to educational institutions;

2) **Encourages** Member States to increase access to education by ensuring sustainable road and bridge infrastructure to provide children with safer transportation to school and subsidizing public transportation fees;

3) **Recommends** Member States to create bilateral partnerships creating safe learning environments for students by providing sustainable construction models and repair method for school facilities with a special emphasis on clean water and sanitation to supplement the potential lack thereof in student households;

4) **Encourages** Member States and relevant organizations, in accordance with post-2015 Development Agenda of United Nations (UN) Task Team by:
   
   a) Making primary education more accessible by utilizing information and communication technologies (ICT) and digital media through detailed assessment on the performance and effectiveness of these measures;
   
   b) Actively promoting technology transfers between regions and countries;

5) **Requests** Member States to partner with the United Nations Children’s Fund, the World Health Organization, Red Cross, and Red Crescent in providing vaccination programs annually which would cater to preventive rather than curative measures of ensuring student well-being contributing to education and healthy future generations;

6) **Recommends** Member States develop realistic qualification standards in the form of tests and apply them for evaluation of teachers’ performance and further provision of incentives for teachers having the best results by:
   
   a. Utilizing intergovernmental agencies such as Common Wealth of Learning (COL) which have shown great success in Member States such as Ghana, Zambia, and South Africa to better educate teachers;
   
   b. Using distance education for teachers as a tool in raising literacy rates for all educators;

7) **Encourages** Member States to promote multilingual education as a new life standard and to ensure that instruction is given in both official and local languages, as set in motion and defined by United Nations Educational, Scientific and Cultural Organization (UNESCO), by following measures:
   
   a. Suggesting that Member States contribute to the creation of multilingual education programs to help train teachers in local, national and international languages;
b. Encouraging schools and kindergartens to provide optimum bilingual and multilingual development;

c. Elaborating special guidelines for bi-national and multinational families in cooperation with the UNESCO, which will provide linguistic instruction for parents to educate their children within the home;

d. Focusing on establishing and strengthening multilingual education to produce active members of the local economy and job market;

8) *Encourages* Member States ensure greater accountability and transparency in decision-making related to education to enable efficient allocation of government funds and resources by collaborating with relevant non-governmental organizations to be directed effectively.
Recognizing that literacy is a very important educational goal, an essential step in basic education, and an indispensable means for effective participation in society in a changing, modern world,

Considering illiteracy a main obstacle for achieving universal primary education which is the basis of the inter-generational educative processes,

Taking into account that according to the United Nations (UN) “literacy is a fundamental human right and the foundation for lifelong learning,”

Realizing that nearly two thirds of the world’s adult illiterates are women, according to the United Nations Development Group Thematic Paper on Millennium Development Goal (MDGs) 2 of 2011,

Convinced that literacy must be assured for the youth and adult population worldwide to allow them to develop essential life skills that enable them to address the challenges they can face in life, as mentioned in the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, and the Convention on the Rights of Child,

Recalling the General Assembly (GA) resolution 42/104, which proclaimed 1990 as International Literacy Year,

Noting that the 25th anniversary of the International Literacy Year will be celebrated in 2015,

Observing the GA resolution 61/16, which decides that the Economic and Social Council (ECOSOC) should continue to promote global dialogue through strengthening existing arrangements through an annual high-level dialogue,

Keeping in mind that in the 2005 World Summit, Heads of State and Government mandated the Economic and Social Council to hold Annual Ministerial Reviews (AMR),

Noting that the AMRs consist of an annual thematic review and national voluntary presentations in relation with the progress made within the MDGs,

Keeping in mind that the objective of the Annual Ministerial Reviews (AMR) is to assess progress in achieving the internationally agreed development goals and that the funding for these conference(s) will be regionally operated similar to the framework of the European Social Fund,

Further noting all efforts done by Member States and civil society around the globe focused on tackling adult illiteracy,

The Economic and Social Council,
1) **Recommends** the United Nations Secretariat designate Adult Illiteracy as the topic for the Annual Ministerial Review (AMR) of the (ECOSOC) of 2015, for creating a dialogue arena for sharing experiences and policies in seek of dealing with the post-2015 MDG era;

2) **Designates** that the aforementioned event will be called Annual Ministerial Review for Tackling Adult Illiteracy (AMRTAI), and will be held at the designated time of the 2015 ECOSOC Annual High-Level Segment;

3) **Proclaims** that several activities will take place at the national, regional, and global levels in preparation for the 2015 AMRTAI, as made with all previous Ministerial Reviews, such as a:
   
   a. Regional Preparatory Meeting on Adult Illiteracy in the Sub-Sahara;
   
   b. Regional Preparatory Meeting on Adult Illiteracy in Central and South America;
   
   c. Regional Preparatory Meeting on Adult Illiteracy in Southeast Asia;
   
   d. Global Preparatory Meeting on the Importance of Literacy as a way of empowering development;

4) **Recommends** Member States develop National Workshops for Preparation before attending to the AMRTAI with the purpose of:
   
   a. Inviting appropriate NGOs to participate in expert panels for the purpose of involving them in the processes of deliberation;
   
   b. Facilitating dialogue between both developed and lesser developed Member States through internationally maintained best practice forums;

5) **Suggests** increased coordination with the General Assembly regarding the decision for the creation of a periodically occurring international conference, to be planned every time subsequently by the AMR, known as the Conference on the Evaluation of Adult Illiteracy in the World (CEAIW);

6) Recommends that Member States meet periodically at the CEAIW on a voluntary basis for evaluating the progress made regarding policies in relation to illiteracy;

7) **Suggests** that the periodicity of the conference will be decided during the Annual Ministerial Review in accordance with the convenience of the assistant Member States;

8) **Encourages** the AMRTAI to decide an agenda for the upcoming CEAIWs and to designate the logistical organization and direction of the CEAIW to specialized functionaries of:
a. The United Nations Children’s Fund (UNICEF);

b. The United Nations Educational, Scientific, and Cultural Organization (UNESCO);

9) **Recommends** the CEAIW submit to the ECOSOC a report after each meeting, which includes recommendations and mechanisms to improve national and international policies in relation with adult illiteracy post-2015;

10) **Suggests** that the conference will be funded by voluntary donations from Member States and from the United Nations Educational, Scientific, and Cultural Organization (UNESCO) as well as similar regional financial instruments such as the European Social Fund;

11) **Invites** all Member States to actively contribute and participate in the proposed initiative consisting in a periodical conference on adult illiteracy.
Recalling Article 13 of the *International Covenant on Economic, Social and Cultural Rights* and Article 28 of the *Convention on the Rights of the Child* which recognize access to education as a fundamental right of every child, as well as the Millennium Development Goal (MDG) 2 to achieve universal access to education, and the need for state governments to take the lead in implementing international programs and recommendations within their Member States,

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

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

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

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

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

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

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

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

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

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

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

Viewing with appreciation the involvement of financial institutions such as the Global
Partnership for Education Fund, the Multilateral Investment Guarantee Agency (MIGA) and the International Finance Corporation of the World Bank in UN programs and initiatives concerning access to education,

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

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

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

The Economic and Social Council,

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

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

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

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

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

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

      ii) The progress of each Member State towards the implementation of MDG2, as assessed by the three MDG Indicators relating to primary education, net
enrollment ratio in primary education, proportion of pupils starting grade one who
reach the last grade of primary education, and literacy rate of women and men
between the ages of 15 and 24;

iii) The progress of each Member State towards achieving universal access to
secondary and tertiary education;

iv) Successful initiatives implemented by governments and NGOs which have proven
to be effective in other regions faced with similar challenges;

c) The Panel create a set of international goals on the topic of providing greater access to
secondary and tertiary education that go beyond those proposed under the MDG2 and
that would encourage more Member States to implement programs to increase access
to education past the primary level;

d) The Secretary-General publish an annual report on these recommendations, to be
submitted to the General Assembly that would be based, in order to assess the
progress of all Member States towards primary as well as secondary and tertiary
education;

4) **Strongly encourages** Member States to provide various forms of support in order to
increase cooperation between NGOs working within their borders and that specifically
focus on increasing access to education for marginalized youths so that they can focus
their programs and work more efficiently;

5) **Recommends** that, in order to increase access to primary education, Member States still
working to achieve the MDG 2 consider:

a) Including in the mandatory curricula for government sponsored schools courses that
would, based on the standards laid out in the CRC promote the eradication of gender
stereotypes relating to boys as well as girls and by encouraging the mutual respect of
both genders, recognizing the need for increasing parity, especially in regards to
literacy rates, between genders in both schools and the workplace, and informing both
genders of the economic, political and social opportunities available to them in their
local communities;

b) Creating incentives for teachers to work in schools located in rural or dangerous
regions by increasing the salaries of teachers in these regions and by offering financial
aid to future generations of teachers who agree to work in these regions;

c) Taking into consideration issues of security related to school attendance and ensuring
safe means of transportation for children and teachers and especially girls, with
particular regard to schools located in dangerous areas;

d) Cooperating with UNESCO to elaborate the process to professionally trained teachers
in order to make them more aware of the issue of gender discrimination and
elimination of gender bias, disability-based discrimination, social and economic
marginalization, and all other forms of discrimination, and less likely to discriminate
against their students themselves;
6) *Invites* UNESCO to integrate the EAC initiative in the UN System by:

a) Establishing a Bureau as a subsidiary body of the UNESCO, to be located at the UNESCO headquarters in Paris, thus ensuring an efficient use of existing UN System resources, notably funds, personnel, and existing partnerships with Member States and International Organizations as well as NGOs;

b) Mandating the Bureau to:

i) Expand the education and training of members of the community through education committees, mothers’ associations, and functional literacy programs for adults;

ii) Implement the ideals of the UNESCO to primary education institutions and communities;

iii) Implementing the EAC program in close cooperation with regional actors and taking into consideration the specific socioeconomic circumstances of each region, notably by allowing student to continue working while attending classes in order to prevent economic barriers to the pursuit of education;

c) Inviting all current partner-organizations of EAC to continue their cooperation with strategic and implementing partners, some of which include the Bangladesh Rural Advancement Committee (BRAC), the United Nations Children’s Fund (UNICEF), Educate Girls, and the Norwegian Refugee Council;

d) Recommending to the Secretary General to establish a regionally representative executive board for EAC coordinating the implementation of EAC across all regions, members of which shall be appointed by strategic and implementing partners, and which shall:

i) Decide upon the exact application mechanism for the initiative, taking into account the regional distribution of the projects implementing the EAC program, as well as the urgency of implementing this program in certain areas;

ii) Elaborate optimal ways of including local communities in the process of fostering education, notably through teaching provided by traditional leaders, non-profit associations or religious communities, as well as creative and cultural events such as artistic or musical contests, public lectures, or concerts;

iii) Oversee the financing of the EAC initiative;

e) Recommending to the Secretary General to expand the sources of financing of the EAC beyond the Qatar Foundation to include sources such as:

i) Crowdfunding made possible through a Web site allowing both public and private organizations to choose the purpose towards which their donations will be used;

ii) A global fundraising campaign, which shall be designed and implemented under the leadership and oversight of the UN Special envoy for Basic and Higher
education and include engagement of public figures and popularly recognized figures;

iii) Financial assistance by the Global Partnership for Education Fund, the MIGA and the International Finance Corporation of the World Bank, which supports foreign direct investment to reduce poverty and encourage economic growth;

7) **Invites** Member States to consider ways to expand programs created under the MDG 2 in order to also increase access to secondary and tertiary education by implementing national programs such as:

   a) Quota programs, which set a minimal number of students from historically marginalized groups that must be accepted into educational institutions, ensuring that all members of a Member State’s population, regardless of their ethnicity, religion, or gender, are represented in institutions of higher education;

   b) Increased financial aid – in the form of scholarships, grants or loans – or working with NGOs, private entities and international institutions to make this financial aid more widely accessible to students from low-income families or other marginalized groups;

8) **Urges** Member States with strong university systems to facilitate the visa acquisition process for students from Member States with weak higher education institutions, especially if these students wish to learn the skills, such as how to train teachers and educators, which would enable them to build stronger educational institutions back in their home countries.
Reaffirming the Article 26 of the Universal Declaration of Human Rights and the guiding principles of ensuring of the rights of free education, at least the elementary education to everyone,

Recognizing the importance of education as a means to broadly enhance the socio-economic well-being of Member States by addressing various fields such as gender equity; prevention of diseases; knowledge on birth, health and reproduction; and ensuring environmental sustainability,

Reaffirming commitment to improve quality of education and to achieve the goals agreed on within Education for All (EFA) framework and the Secretary-General’s Education-First Initiative,

Acknowledging the Suggestions of the Report of the Secretary-General in ECOSOC resolution 83 of 2011, on the Annual Ministerial Review (AMR) 2011, on the implementation of the internationally agreed goals and commitments in regard to education,

Remembering the imminence of the target date of 2015 for the fulfillment of the Millennium Development Goal (MDG) Goal 2 of achieving universal primary education for all with equitable benefits of education without discrimination to men and women alike; marginalized and disadvantaged groups of society, such as disabled and displaced people; refugees and immigrants,

Bearing in mind the request of the Secretary-General in the Outcome Document in General Assembly (GA) resolution 65/1 of2010, “Keeping the Promise” of the 2010 High-Level Plenary Meeting of the GA on the MDGs to “initiate thinking on a post-2015 development agenda,”

Recognizing the aim of United Nations System Task Team is providing system-wide support to the post-2015 consultation process, including analytical input, expertise and outreach,

Reminding that setting of the post-2015 MDGs should be fully discussed to ensure sustainable development,

Deeply conscious of the close linkage to the outcome document of GA resolution 66/288 2011, “The Future We Want” of the Rio+20 Conference on Sustainable Development,

Recalling the agreement taken by Department of Economic and Social Affairs (DESA) during the Commission’s ninth session in 2001 that international co-operation is required in order to ensure transport systems support sustainable development,
Noting the target of World Summit on the Information Society in 2005 which emphasizes young people should benefit fully from the opportunities provided by new Information and Communication Technologies (ICT),

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

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

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

The Economic and Social Council,

1) Recommends United Nations Educational, Scientific and Cultural Organization (UNESCO) develop and implement region-specific education programs to the Member States’ education curricula to better promote the value of education in each region, and to meet the needs of the people living in the area;

2) Recommends UNESCO launch the five-year long campaign: “Learn What You Need”, which aims to increase access to primary education, especially in rural and poor areas, with special regards to cultural and religious particularities and gender equality, and targets national and local policy makers and schools by:

   a. Emphasizing the value of primary education as a mean to increase families’ economic situation by gaining practical competences in fields relevant to their respective living conditions, such as agriculture and handcrafting, through issue-related school lessons and projects;

   b. Fostering poverty eradication, sustainable development, and the realization of equality through the self-empowerment of people with these teaching methods in primary schools;

   c. Including girls and boys alike and currently marginalized groups into the educational system;

   d. Encouraging national and local education policy makers and schools to tailor curriculums for pupils between the ages of five and ten years to meet special needs in the living conditions of pupils and cultural particularities under the demands of globalization;

3) Further recommends that the goals of the above-mentioned campaign shall be met in the following logistical framework:
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;
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

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

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

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

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

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

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

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

The Economic and Social Council,

1) Recommends Member States coordinate with the United Nations Office on the Coordination of Humanitarian Affairs (UNOCHA) and the United Nations Educational, Scientific and Cultural Organization in implementing initiatives that support education efforts in areas affected by conflict through means such as:

   a. Calling upon Member States to contribute funds to international organizations working in conflict regions, which can lead to long-term, mutually beneficial partnerships, including trade relations;
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.
Recalling the United Nations Millennium Declaration, particularly Millennium Development Goals (MDGs) Goal 2 “Achieving Universal Primary Education,”

Cognizant of the correlation between education and all other MDGs, particularly the role education plays in eradicating poverty and increasing social inclusion,

Approving the conclusions made in the Report of the Secretary-General on Keeping the Promise: a Forward-looking Review to Promote an Agreed Action Agenda to Achieve the MDGs by 2015,

Reaffirming the Universal Declaration of Human Rights and the basic rights to education highlighted in General Assembly resolution 217 A (III),

Appreciating the Argentine Republic’s contribution in raising awareness by hosting the 2012 Race for Education through United Nations Children’s Fund (UNICEF),

Noting with deep concern that there are individuals living in rural areas that still have not received equal opportunities in accessing education due to a lack of infrastructure,

Recognizing the progress of increased enrollment rates made towards providing universal education including progress made by the public sector to increase access to education through incentives and community based programs,

Noting with satisfaction the success of Conditional Cash Transfer programmes (CCT) in Ecuador, Argentina, Guatemala, Mexico, Peru, Morocco, Venezuela, Chile and other Member States,

Congratulating Member States on the progress made through the National Rural Access Program, a joint effort between the Italian Ministry of Foreign Affairs and the Afghani central government that specifically restores the transportation and agricultural infrastructure allowing increased physical accessibility to existing educational systems in Afghanistan,

Expressing with satisfaction the establishment of the Rutas Solidarias program implemented in Peru to provide free bicycles to students in rural areas,

Commending Mexico on the establishment of the Bilingual Literacy for Life program,

Applauding Venezuela on their Mission Robinson volunteer program that has been successful in using volunteers to teach adults,

Guided by the mandate of the Committee on NGOs (CNGOs),

Aware of the functions of the Open Date Foundation,
Recognizing the importance of international education in impoverished regions and rural areas that create development opportunities,

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

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

The Economic and Social Council,

1) Suggests Member States use innovative approaches to education such as community schools, mobile schooling, distance learning, and multi-grade teaching by:

a) Working to create community schools to serve as a local community center, healthcare center, and school to benefit the entire community in rural areas that will work by:

i) Being financed by NGOs and Member States’ budgets that are supplemented by microloans taken out by the community and a tax increase on luxury items to fund the creation of these schools;

ii) Providing extra-curricular activities for the students as well as continuing education and literacy opportunities for adult populations;

iii) Creating self-sustaining schooling programs within communities by:

(1) Working with already educated locals and outside individuals if needed to educate the initial community and encouraging community members to gain increased education and teaching degrees and returning to their community to pass on their education to future generations particularly focusing on fundamental education;

(2) Supplementing the community schools with increased infrastructure and learning resources in order to facilitate access to further educational opportunities through infrastructure building initiatives such as the National Rural Access Program;

b) Continuing to work with UNICEF and UNESCO in developing and implementing their already existing distance and mobile learning programs in rural areas;

2) Highly recommends that Member States educate people in rural areas and give opportunities to learn new ideas and skills abroad by implementing an International Exchange Program (IEP) that will:

a) Link students to public and private education institutions worldwide;

b) Benefit participating IEP individuals and communities by giving exposure to different cultures, ideas, and realities;
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;
7) *Reminds* Member States of the importance of multi-lingual and learner-relevant languages of instruction particularly within indigenous communities in order to solve language parity issues regarding social exclusion using the Bilingual Literacy for Life Program as an example that has been successfully implemented in Mexico;

8) *Supports* the development and expansion of adult literacy programs to provide the right to fundamental education within and outside of community schools and through available technology, which enables online and distance learning programs such as the Mission Robinson volunteer program that has been successful in the Bolivarian Republic of Venezuela as an example of using volunteers to teach adults;

9) *Suggests* that Member States and NGOs work together to provide learning resources that are comprehensive and easily accessible to all students, particularly those in rural areas;

10) *Encourages* all Member States to work towards achieving MDG2 by making primary education mandatory for their own populations in an effort to educate the citizens regardless of their gender or ethnicity, as called for in the Universal Declaration of Human Rights.
Recalling Millennium Development Goal (MDG) 2 in which Member States committed efforts to increase the enrolment of primary Education For All, a measure which was designed to increase educational access to all populations with an emphasis on women and girls,

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

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

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

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

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

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

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

Acknowledging existing educational practices are of the utmost importance and is of the utmost importance and is the right and responsibility of sovereign Member States to work collaboratively alongside developed nations to improve education systems such as Taught
Education, an educational tactic which is meant to bridge the gap between cultural and tradition priorities and quality education,

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

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

Acknowledges the perspectives of all Member States dedicated to improving the lives of boys and girls and thus the future of their state’s prosperity,

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

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

The Economic and Social Council,

1. **Considers** that the abolition of school fees in public primary schooling to be of the utmost priority for Member States in order to achieve greater prosperity for all;

2. **Calls upon** all Member States which are dedicated to providing equitable education for boys and girls to seek means, along with developed states, to provide affordable Education For All;

3. **Reaffirms** that the existence of school fees in public primary schools hinders achieving substantive progress toward Goal 2 of the MDGs for all states and populations, especially girls and the disabled;

4. **Implores** all countries to take mirroring steps to those of who are currently undergoing referendums and political discussions in their efforts to eliminate compulsory public primary school fees;

5. **Encourages** Member States to follow the enrollment and literacy rate advances made in education by the African Union, the Association of Southeast Asian Nations, the Arab League, and the European Union for their commitment to establishing Education For All;

6. **Emphasizing** the commitment of the World Bank and the Catalytic Fund for providing financial commitment to the School Fee Abolition Initiative which was
established by UNICEF in 2005 in relation to Learning for All as emphasized in
respect to the “Strategy to Challenge the Statement of 2020;

7. **Suggests** Member States collaboratively approach the issue of educational
inequity and gender consciousness, using the Architecture San Frontieres
International organization as a framework for promoting a gender neutral
perspective within educational schools;

8. **Considers** the discrimination and gender-based bias girls face negatively affect
their accessibility to quality education;

9. **Highlights** the importance of free and accessible global education for all, as
outlined in the Universal Declaration of Human Rights, is within all Member
States responsibility to provide;

10. **Emphasizes** on the efforts made by UNICEF in relation their subsidiary body, the
UN Girls Education Initiative (UNGEI), which focuses on improving access to
education for girls and the disabled;

11. **Acknowledges** the efforts made by The Malala Fund For Girls Education,
launched by United Nations Educational, Scientific and Cultural Organization in
2012, which aims to supports girls education around the world through grants and
partner collaborations;

12. **Strongly advocates** the expansion of the School Fee Abolition Initiative (SFAI),
the primary program to which the abolition of compulsory public primary school
fees are concerned, which lies under the jurisdiction of UNICEF where the
objectives include:

   a. Providing technical support to countries, using the Food and Agriculture
      Organization’s Priority Framework as an appropriate model to distribute
      technical and logistical support;

   b. Enhancing global and national policy dialogues between Member States
      similar to the joint efforts between all Member States and their
      contributions to Project LINK;

13. **Calls upon** Member State that have access to adequate financial and social
resources to support the effective transition from fee-based compulsory primary
school to free public primary education;

14. **Urges** the creation of a sub-committee within the MDG Gap Task Force to
support the efforts of SFAI in coordination with UNICEF with the goals of:

   a. Increasing the scope of abolition programs to more developing countries
      whereas the current status of UNICEF is to maintain its current programs;
133 b. Advocate support whether financially or politically from developed and 
recent states for which have abolished fees;
136 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;
139 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;
145 e. Meeting semiannually in the nation in which the next project will be 
launched to discuss logistics of the upcoming projects;
149 f. To be chaired and maintained by the Office of the Secretariat of the 
United Nations;
152 g. To be funded by increased utilization of internationally donor-supported 
funds similar to the Education For All Fund;
155 15. Encourages Member States that have succeeded in abolishing school fees for 
primary education to strengthen efforts to abolish school fees for secondary 
education;
159 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;
163 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;
168 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.
Realizing the necessity for international coordination to address the United Nations (UN) Charter Article 55, calling for action on educational cooperation and the General Assembly (GA) resolution 66/137 of 2011, declaring free and accessible education as a human right,

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

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

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

The Economic and Social Council,

1. Establishes the Education Coordination Summit, which will be hosted by the State of Qatar in Doha between Fall 2013 and Fall 2014, which invites all Member States, on the topic of educational advancement, concerning immediate and long-term strategies for the implementation of Millennium Development Goal 2 and beyond, which encourages annual and five year assessments such as resurveying and conducting Member State censuses similar to the United States Census Bureau which conducts a national survey every ten years to revaluate the needs of the citizens including collection of information on children;

2. Recommends the establishment of an executive committee for the design and implementation of the Education Coordination Summit that will mirror the agenda of the UN Post-2015 Conference in addressing MDG 2 and convene a board of experts representing educational and cultural experts using the capacity of the administration and organization of the UN Secretariat, according to the following guidelines:

   a. Will be comprised of representatives of the UN, expert advisors, and global leaders and policymakers, such as representatives from the Khan Foundation, which uses social media such as Youtube.com to create free and global classrooms, members of the Human Rights Council, the International Labor Organization (ILO), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children’s Fund (UNICEF) and the UN Committee of Experts on Public Administration;
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:

Research (ISER), where a specific region took a global initiative and adapted to suit the demands of the region resulting in the Latin Model, LATIN MOD and the South African Model, SAMOD;

b. The Italian Development Cooperation joint operation with LINK 2007, a dialogue focused on prioritizing international coordination and collaboration regarding socioeconomic factors including the advancement of educational programs within lesser-developed countries on a progressive economic scale.
Recognizing the need for comprehensive and specialized social workers, especially educators, translators, and cultural experts, in implementation of regionally effective education programs, such as the training regimen pioneered by California’s Long Beach Unified School District in the United States, in addressing the diverse approaches, beliefs, and goals of individual Member States, similarly used by the office of United Nations Commission on Human Rights (OHCHR),

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

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

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

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

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

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

Fully aware that, according to United Nations International Children's Fund (UNICEF) estimates from 2007, there were at least 101 million children not regularly attending school and the majority of them belonged to minority groups, which suffer exclusion from social consideration and therefore exempt from education opportunities due to lack of accessible infrastructural support,
Recognizing the guiding principles of its resolution 66 of 2012, which stresses the importance of supporting local education systems through micro-financing programs like those designed by Cooperazione Internazional and Euro Microfinance Programme (EMP),

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

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

The Economic and Social Council,

1) Calls upon UNESCO to expand its Teacher Training Initiative to include concerns such as gender inequality and the improvement of world literacy by:

   a. Encouraging UNESCO to partner with non-governmental organizations (NGOs) specializing in education to recruit professionals in every Member State that can provide an initial training for at least one percent of each Member States’ teachers;

   b. The training will be organized and administered at the regional and local levels by the Initiative’s Field Offices such as those already functioning in Sub-Saharan Africa, and which would be expanded in accordance with this training program;

   c. Teachers that receive this initial training will then be responsible for training at least three other teachers on the same curriculum;

   d. All teachers that receive the training will be responsible for implementing principles of gender equality and literacy in their curricula;

   e. Once the training regimen has been completed, the Field Offices will evaluate their respective schools using basic assessment tests for students that will measure literacy rates and the parity of gender achievement;

   f. Based on these assessments, local Field Offices will make recommendations to improve future trainings and forward them to UNESCO’s Regional Offices for Education, which should also be expanded in accordance with this training program;

   g. Additional training regimens that incorporate these recommendations will occur every five years over the next 20 years, with every five year period
enabling UNESCO will provide a comprehensive report to ECOSOC of the
program’s success;

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

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

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

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

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

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

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

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

   i. Fifteen percent to a global education fund similar to the G8’s
      Education for All Fund or the Global Fund for Education, and
administered by the World Bank’s International Finance Corporation, in order to fund the programs specified in this document;  

ii. Eighty-five percent to domestic education systems within each Member State;  

iii. With initial overhead funding provided through normal budgetary means, to be paid back within five years by the global lottery fund described above;  

b. The expansion of UNESCO’s crowdsourcing initiatives for education, such as its Education for All Crowdsourcing Challenge, to be operated as follows:  

i. A crowdsourcing Web site and social media operation that enables individuals to make personal donations to educational systems in all Member States;  

ii. Displays the infrastructural needs of specific schools such as textbooks, desks, and computers, as defined by UNESCO’s education Field Offices, and toward which donations may be made;  

c. Diaspora bond programs as described by the Results for Development Institute, and initiated by individual Member States, characterized by:  

i. The availability of development bonds sold to immigrants by their native Member States, allowing for direct investment in States’ educational programs;  

ii. Limited logistical assistance from the World Bank’s International Development Association for Member States in need of organizational help;  

d. A group of committed education donors, including: France, Germany, Hungary, Japan, and the Republic of Korea, each of whom agree to donate a percentage of needed funds based on a future analysis of the total cost of the educational programs specified in this resolution, committing funds toward financial distribution and logistical mechanisms similar to the Education for All Fund;  

9) Designates the creation of an Educational Funding System—similar to that proposed by the Center for Global Development—that prioritizes the allocation of funds obtained by the methods outlined above by monetarily awarding primary and secondary schools that implement and design programs which embody the spirit of the UN Charter that design programs including:  

a. Gender equality and tolerance of other cultures as exemplified by the United Nation’s High Commission on Refugees and also the Cariplo Foundation;
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.