

National Model United Nations **Week B**

March 24 – March 28, 2013



**Economic and Social Council Plenary
Documentation**

Economic and Social Council

Committee Staff

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Agenda

1. Millennium Development Goal 2 and Increasing Access to Education
2. Strengthening Coordination of Humanitarian Assistance and Relief
3. Confronting Family Poverty and Social Exclusion

Resolutions adopted by the committee

Document Code	Topic	Vote (Y/ N/ Abstention/ Non-Voting)
E/RES/1/1	Finance/Community	Acclamation
E/RES/1/2	Economic incentives	38/5/5
E/RES/1/3	Gender inequality	Acclamation
E/RES/1/4	Education & Conflict	37/7/4
E/RES/1/5	Family Education	44/0/4
E/RES/1/6	Infrastructure	42/3/3
E/Res/1/7	Training & Funding	37/7/4

The Economic and Social Council Plenary Summary Report

The Economic and Social Council Plenary 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. Millennium Development Goal 2 and Increasing Access to Education.

During the negotiations, the session was attended by representatives of 49 states and 1 observer. The committee adopted the agenda of 3, 2, 1.

On the second day, the body broke off into regional groups and selected five Vice-Presidents to assist the President as members of the Executive Bureau. The delegates chosen for each region were as follows: Ghana, Iraq, Slovakia, Argentina, and Norway. Some of the key themes that arose included: quality of education with a focus on vocational training; discussion of education in times of crisis in order to guarantee safe access to quality education and training; gender equality and perspective in educational systems, including the establishment of mentoring institutions; family investment in education, encouraging focus on marginalized violence in educational settings; economic incentives for investing in education; and access to education through the promotion of family values. By the end of the third session, five working papers were submitted to the Dais, focusing on the topics of quality education, educational infrastructure systems, economic incentives for continuing education, accessible and inclusive education and training, and focus on the family unit as a form of educational incentive.

On the third day, delegates continued to discuss and develop their working papers throughout three extensive committee sessions. Delegates discussed the topic of improving access to education. Throughout the fourth and fifth sessions, four more working papers were submitted, with topics including training and funding for educators, gender inequality, and education in conflict zones. The submission of these working papers brought the total to nine, with two merges between papers bringing the total to six. Of the merges, one focused on the topics of infrastructure, quality education, and scholarships, while the other was centered upon the issues of family education and the training of educators. The committee retained a calm atmosphere and a spirit of cooperation throughout the day and all delegates integrated themselves in discussion with working groups. Additionally, communication between the Dais and delegates was incredibly positive.

The fourth day saw two committee sessions. Three friendly amendments were introduced during the seventh session. Delegates continued to discuss the working papers, and all seven working papers were passed as draft resolutions. The eighth and final session took place at the United Nations. During this session, delegates gathered support for their draft resolutions, and voting procedure took place. Seven resolutions were passed, two were adopted by acclamation, and five through roll call votes that were all adopted with large margins, demonstrating the consensus and collaboration that had taken place throughout all the sessions for this committee.

Code: E/RES/1/1

Committee: Economic and Social Council

Subject: *Millennium Development Goal 2 and Increasing Access to Education*

NMUN • NY

1 *Addressing* the necessity of a follow up to the *Millennium Development Goals* (MDGs) as stated
2 in the United Nations (UN) *Millennium Declaration* in addition to *A/RES/55/2* and *A/66/126* that
3 expand opportunities for girls to complete primary and secondary education as vital to achieving
4 the MDGs,

5
6 *Understanding* the *Millennium Declaration's* MDG 2 which focuses on the achievement of
7 universal access to primary education for all children,

8
9 *Recalling* Article 26 of the *Universal Declaration of Human Rights* and its statement that free
10 and equal access to primary education is a fundamental and inalienable human right that requires
11 the provision and protection of all Member States,

12
13 *Guided* by Article 55.b of the *Charter of the United Nations* which includes the mandate of the
14 Economic and Social Council (ECOSOC) to find solutions to address international social- and
15 health-related problems and the negative impact that problems of this nature have on access to
16 girls' access to education,

17
18 *Mindful* of the connection between MDG 2 and MDG 3 which concerns gender equity and the
19 cross-cutting ideal of achieving gender equity through learning as inherent in both goals,

20
21 *Considering* the importance of the 2012 *World Atlas of Gender Equality in Education* and the
22 need to maintain a gender perspective in regard to MDG 2 as it positively impacts both girls and
23 boys,

24
25 *Having devoted* attention to the cultural diversity of each Member State and realizing that a
26 cultural focus is needed when considering gender focused education development,

27
28 *Acknowledging* the significant cultural and physical barriers that exist in developing education
29 worldwide and the need for local and regional solutions for developing countries,

30
31 *Cognizant* of the need to respect cultural heritage and of the significant role that education plays
32 in diminishing child exploitation such as premature marriage as laid out in the *International*
33 *Covenant on Civil and Political Rights*,

34
35 *Realizing* that the best way to address these issues is through regional cooperation such as
36 through the *Dakar Framework for Action* that sets up six region-specific education frameworks
37 to improve the global education situation and further decentralize education strategies,

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39 *Endorsing* the integral role that each school should play within its community,

40
41 *Highlighting* the need for the achievement of MDG 8 and its global partnership for development
42 through non-governmental organizations (NGO) in addition to UN bodies and agencies as well

43 as all other relevant stakeholders in order to further address regional problems and obstacles to
44 educational access including those of a cultural and physical nature and to find local solutions
45 through international cooperation,

46
47 *Noting* the positive impact that the Global Partnership for Education Fund has on developing
48 countries due to its three-step financial and technical assistance framework to improve national
49 education systems,

50
51 *Further noting* the beneficial work that has been done by the Education For All's (EFA) Fast
52 Track Initiative which works directly with developing countries in helping them implement
53 regional educational strategies to promote effective education development,

54
55 *Affirming* the need for increased attention on aid effectiveness and information sharing amongst
56 all Member States according to the scope of EFA's Global Coordination Mechanism which uses
57 information sharing and the spread of effective education by implementing Member State
58 focused assistance and strategies to harmonize efforts and increase the effectiveness of education
59 such as through the Economic Commission for Latin America and regional development banks
60 like the African Development Bank,

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62 *Recognizing* that sustainable development is necessary in increasing access to education for
63 targeted populations through the creation of safe and reliable modes of transport and access to
64 schools for children in order to encourage consistent attendance,

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66 *Further recognizing* that mapping existing human assets and patterns of vulnerability is an aspect
67 of planning that must be considered when assessing program effectiveness,

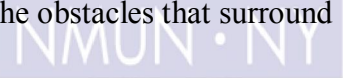
68
69 *Encouraged* by the work done through education incentive programs under the scope of
70 international bodies such as the World Food Programme's (WFP) School Feeding Initiative
71 which adheres to the spirit of the *Charter of the United Nations* of promoting human wellbeing
72 through education,

73
74 *Emphasizing* the importance of educating girls about safe and effective reproductive health
75 practices as this bears particular importance on girls in developing countries through the UN
76 Educational, Scientific and Cultural Organization's (UNESCO) EducAids Programme in order to
77 combat the obstacles of inadequate knowledge of reproductive health leading to a significantly
78 increased dropout rates amongst girls,

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80 *The Economic and Social Council,*

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82 1) *Encourages* Member States to incorporate the goals and strategies laid out in the MDGs,
83 including the emphasis of MDG 2 on abolishing primary education fees in developing
84 countries by subsidizing costs through coordinating aid effectiveness of multilateral
85 financial assistance;

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- 2) *Recommends* that Member States further the implementation of EFA’s Fast Track Initiative through increased financial assistance to relieve the obstacles that surround access to education within developing countries;
 - 3) *Calls for* the achievement of MDG 8 through multilateral funding sources, such as the Economic Commission for Latin America, the African Development Bank, and other economic commissions and regional development banks;
 - 4) *Further recommends* that all Member States participate in triangular cooperation including information and technology sharing and financial assistance in order to implement safe and effective transportation infrastructure and the strategic placement of schools, including roads and school buses, to ensure the secure transport of children to and from school;
 - 5) *Requests* that the international community renews its efforts in making schools the foundation of communities through:
 - a) Opening primary education buildings to the community as a cultural centre for civic activity, which will create a safe space and legitimize the school, thus spreading a positive image;
 - b) Utilising technology and information sharing to inform the community of activities and programs in the local school systems in order to keep the community in touch and involved with the school;
 - c) Ensuring the further accessibility of education for women and girls, including the provision of flexible hours in order to supplement the different time commitment needs of varying populations in regards to the aforementioned strategic placement of school facilities;
 - 6) *Stresses* the importance of self-reliance and establishing links to sustainable education development in both rural and urban areas, doing so by working with international organizations such as the UN Children’s Fund (UNICEF) in order to train and empower local female teachers;
 - 7) *Appeals* to the international community to hold its education strategies to a high standard and empower all interest groups, including NGOs, Civil Society Organizations, and other relevant stakeholders to form grassroots, localized education to help schools become integrated parts of the community, as well as to inform girls on post-educational opportunities;
 - 8) *Promotes* all Member States to increase financial assistance to the WFP’s School Feeding Initiative to increase participation in schools and incentivize attendance with an emphasis on girls’ empowerment in formal school education to specifically target MDG 2 target 1.A;

- 133 9) *Suggests* the expansion of UNESCO's EducAids programme by all willing and able
134 Member States through additional financial assistance and the fulfilment of previous
135 commitments, to better combat the hindrances to attendance in schools affecting girls by
136 educating them on safe and effective reproductive health practices;
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- 138 10) *Urges* all Member States to address the obstacles facing the achievement of universal
139 education, specifically gender disparities in school enrollment, by implementing the goals
140 and strategies of the *Dakar Framework for Action* by increasing aid effectiveness;
141
- 142 11) *Supports* the free and open flow of ideas and best practices through the utilization of the
143 EFA's Global Coordination Mechanism by implementing country-focused assistance and
144 strategies;
145
- 146 12) *Emphasizes* the need to implement policy interventions and programs initiatives seeking
147 to delay early marriage with increasing access to education and labor force including, but
148 not limited to:
- 149 a) Advocating for the adoption of legal frameworks guaranteeing eight to ten years of
150 uninterrupted basic education, such as those proclaimed by the Basic Education in
151 Africa Programme supported by UNESCO;
152
- 153 b) Providing tuition fees and monthly stipends for families with unmarried rural girls as
154 seen by the best practices such as Bangladesh's Female Secondary School Stipend
155 Programme that promotes initiatives by the local government together with
156 developmental partners;
157
- 158 c) Promoting female scholarship in order to keep girls in school and diminishing child
159 marriages, keeping in mind as a model the Ethiopian Berhane Hewan Programme
160 supported by UN Population Fund (UNFPA) centered in the African and Middle-
161 Eastern sectors that offer livestock incentive to families upon the program's
162 completion to give further educational incentives;
163
- 164 d) Providing formal sector employment opportunities for girls and women that require
165 secondary education in partnership with all relevant stakeholders focused on local
166 levels, such as PartnerAid that promotes small enterprise, training and consulting, and
167 small loans towards helping women in the area of employment beyond primary
168 education, in order to also increase the female attendance at secondary school with
169 such hopeful incentives;
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- 171
- 172 13) *Challenges* the international community to continue to discuss and expand upon the
173 individual and group needs of all populations in relation to increasing gender-inclusive
174 access to education to all regions throughout the world beyond the 2015 deadline of the
175 MDGs.

Code: E/RES/1/2

Committee: Economic and Social Council

Topic: *Millennium Development Goal 2 and Increasing Access to Education*



1 *Reaffirming* the dedication of all Member States and 23 Non-Governmental
2 Organizations (NGOs) to international cooperation and the *Millennium Development*
3 *Goals* (MDGs) and specifically MDG2,
4
5 *Observing* that financial assistance and monies have been sequestered in the MDG Fund
6 in order to accomplish the successful realization of the MDGs,
7
8 *Keeping in mind* the *Universal Declaration of Human Rights* (UDHR) and its promotion
9 and encouragement of equality regardless of religious or socio-economic status of an
10 individual,
11
12 *Recognizing* the effectiveness of the Global Partnership for Education in promoting short-
13 term educational plans in different areas across the globe,
14
15 *Bearing in mind* Article 24 of the *Convention on the Rights of the Child* and its call for
16 Member States to contribute to the development of all children within their borders
17 through the increased access to health facilities and primary and secondary education,
18
19 *Recalling* the goals of the *Dakar Framework for Action* and specifically the aim to
20 eliminate gender disparities in education,
21
22 *Recognizing* the potential of NGOs in the financial and technical assistance of students
23 preparing to participate in the workforce,
24
25 *Emphasizing* the role that the United Nations (UN) Educational, Scientific and Cultural
26 Organization (UNESCO) plays in local governments developing innovative programs
27 such as cash transfers to increase educational funding,
28
29 *Further recognizing* that dilemmas in primary education can lead to further problems in
30 secondary education,
31
32 *Deeply concerned* that over 100 million primary-school children are not in school
33 according to the UN Children's Fund's (UNICEF) Child Friendly Schools manual,
34
35 *Bearing in mind* the success of programs whose focus is to map the vulnerabilities in
36 local communities concerning equitable access to education,
37
38 *Taking into consideration* that 18 percent of secondary and post-secondary school age
39 young adults are currently in the workforce,
40

41 *Noting with deep concern* the report from UNESCO that notes the 16 billion USD annual
 42 shortfall in educational funding,

43
 44 *Taking note* of the elevated cost of schooling due to necessary expenditures for a quality
 45 scholastic environment as stated in *Education First*,

46
 47 *Taking into account* the limited possibilities or inability of some Member States to fully
 48 fund education in their individual Member States,

49
 50 *Aware* of Oxfam International’s position as an active member of the Global Campaign
 51 for Education and its involvement in poverty reducing programs in 94 Member States,

52
 53 *Welcoming* efforts made by both the international and national communities to provide
 54 long-term funding for all education and particularly for global citizens,

55
 56 *The Economic and Social Council*,

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 58 1) *Authorizes* the establishment of a Fund for Recognizing Educational Endeavors
 59 (FREE) under UNESCO to aid Member States in need of education by:

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 61 a. Organizing donations and allocating financial funds from multiple Member
 62 States and NGOs for students ages 14-27;
 63
 64 b. Forming non-governmental subsidies which can decrease or eliminate fees for
 65 students;
 66
 67 c. Dividing the funds for different target areas determined by Oxfam
 68 International and FREE collectively;
 69
 70 d. Creating a report that will be evaluated by UNESCO in order to measure the
 71 efficiency of scholastic financial funding and incentive programs that FREE
 72 will provide;

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 74 2) *Encourages* the use of economic incentives headed by FREE to increase
 75 enrollment in educational programs through:

- 76
 77 a. Small cash transfers in order to:
 78
 79 i. Prevent the need for students to join the workforce prematurely;
 80
 81 ii. Support students’ scholastic arrangements, specifically as students begin
 82 to seek secondary education;

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- 84 b. Subsidies implemented by the state, such as for low-cost housing and/or food,
85 which will allow:
 - 86
 - 87 i. All students to afford the basic necessities for support during their studies;
 - 88
 - 89 ii. NGOs to reach a young, new generation of participants;
 - 90
 - 91 iii. NGOs to form future contracts with secondary-school students who have
92 benefited from FREE;
 - 93
- 94 c. The recommendation of utilizing the Millennium Development Goal Fund in
95 order to grant scholarships addressing the hindrances created by:
 - 96
 - 97 i. Education fees such as tuition and books;
 - 98
 - 99 ii. Specific fees associated with school enrollment outside of tuition and
100 learning materials such as the free access to technology and
101 transportation;
 - 102
- 103 3) *Designates* that FREE have a board of directors composed of five members total
104 with one from each of the five regional blocs within the UN system who:
 - 105
 - 106 a. Serve five-year terms;
 - 107
 - 108 b. Be elected within their own regional blocs;
 - 109
 - 110 c. Hold elections that are staggered with one seat up for election each year;
 - 111
- 112 4) *Instructs* FREE and OXFAM to publish annual reports which will:
 - 113
 - 114 a. Detail the requirements necessary for Member State funding based on:
 - 115
 - 116 i. The economic stability and viability of a Member State or local region in
117 consideration;
 - 118
 - 119 ii. Regional poverty levels in a Member State or regional in consideration;
 - 120
 - 121 b. Delineate clearly to UNESCO and include:
 - 122
 - 123 i. The corporations and Member States which have donated to FREE;
 - 124
 - 125 ii. The amount of funds that each institution donated;
 - 126
 - 127 iii. How and why the funds were dispersed to the Member States chosen;

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- c. Establishing an Oxfam generated FREE Financial Assessment Report that will evaluate:
- i. The yearly budget of the FREE based on the funding received during the previous year;
 - ii. Quantifiable progress that has been made through the FREE, as shown by evidence pertaining to how monies were spent by Member States;
 - iii. Any future variables that may increase or decrease the need for FREE funding for all participating Member States;
- 5) *Reminds* all Member States to remain a positive influence in achieving secondary school education for males and females alike, while still maintaining national sovereignty and economic independence.

Code: E/RES/1/3

Committee: Economic and Social Council

Subject: *Millennium Development Goal 2 and Increasing Access to Primary Education*

N I M M I N I L N I V

1 *Recognizing* education as an essential component in impacting other development issues
2 such as poverty and gender inequality,

3
4 *Deeply disturbed* that according to United Nations (UN) Children's Fund (UNICEF) 35
5 million girls are not enrolled in school and that one out of five girls in the developing
6 world does not complete sixth grade,

7
8 *Concerned* that a gender gap in education still largely exists throughout the world,

9
10 *Keeping in mind* that the *Millennium Development Goals* (MDGs) 2 and 3 are not on
11 track to be achieved by the deadline of 2015 in all Member States,

12
13 *Guided* by the principle of "promoting and encouraging respect for human rights and for
14 fundamental freedoms for all" as stated in the *Charter of the United Nations*,

15
16 *Reaffirming* Article 26 of the *Universal Declaration of Human Rights* which outlines
17 education as a human right,

18
19 *Appreciating* the work of the UNICEF in creating programs that promote female
20 empowerment and that work to close the gender gap in education such as the UN Girls'
21 Education Initiative (UNGEI),

22
23 *Further recalling* the importance of the *Convention on the Rights of the Child* in
24 highlighting the fundamental rights of all children,

25
26 *Reiterating* the significance of education as a basic human right as outlined in resolutions
27 *A/RES/49/184* and *A/RES/55/2*,

28
29 *Fully aware* of the Education for All (EFA) initiative that advocates improving education
30 on all levels without discrimination,

31
32 *Noting* the success of South-South cooperation in alleviating economic and social issues
33 in developing Member States,

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35 *The Economic and Social Council*,

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37 1. *Emphasizes* the continued effort toward progress in achieving universal access to
38 primary education and gender equality by 2015;
39
40 2. *Requests* the holding of a Conference on Female Empowerment in Education in
41 Mumbai, India, due to UNICEF's strong presence and influence on education in
42 this Member State, during the month of April of 2014, where:

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- a. All interested Member States, UNICEF, other relevant UN agencies, educational experts, and other related bodies, will be invited to attend and discuss the issue of gender inequality in education, and will:
 - i. Examine the factors that still inhibit gender equality in education and engage in conversation concerning possible strategies to improve future progress;
 - ii. Consider and discuss the implementation of the Educated Young Girls' and Women's Alliance (EYGWA);
 - b. Attendees will decide which areas of developing Member States will most benefit from EYGWA and will make plans to introduce the program in those regions, and will:
 - i. Review the option of generating progress reports that monitor the successes of EYGWA that will be submitted by mentors and monitored by UNICEF in conjunction with other Member States;
 - ii. Discuss the potential of implementing these programs in other developing regions in the future based on progress reports;
 - c. Participating members will determine the possibility and conditions under which future Conferences may be held;
3. *Recommends* that the Conference shall be fully funded through UNICEF with the contributions of voluntary donations from Member States as well as participating UN agencies;
 4. *Further requests* that the Conference submit a best practices report on policies that have succeeded in reducing the gender gap in education, in order to:
 - a. Determine regional differences in gender issues in education;
 - b. Explore ways of modifying EYGWA to be more applicable to various regional contexts;
 5. *Calls upon* the Conference to discuss the establishment of EYGWA, which will work through UNICEF to utilize the resources and influences that UNICEF has already instilled in several developing regions;
 6. *Encourages* EYGWA to seek out educated young women in secondary education, and to:



- 88 a. Provide them with the opportunity to become volunteer mentors for young
89 girls who are in, or starting out, in primary education in developing
90 Member States;
- 91
- 92 b. Supply scholarship opportunities, through donations to UNICEF from
93 UNICEF's sponsors, to female mentors in order to create incentive to
94 pursue higher education;
- 95
- 96 c. Offer supplementary resources, such as information on childhood
97 development, that educate mentors on how to positively and effectively
98 influence their pupils so that:
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- 100 i. Mentors can act as a role model from which the young girls can
101 draw inspiration and become motivated to stay in school and
102 pursue higher education;
- 103
- 104 ii. Participating children will understand the influence that education
105 has in empowering females in social, economic, and political
106 spheres;
- 107
- 108 7. *Suggests* that EYGWA set a criteria that young women must meet in order to
109 become a volunteer mentor, which will:
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- 111 a. Require an application process for aspiring mentors, involving an
112 overview of the applicants' academic profile, followed by an interview
113 process;
- 114
- 115 b. Ensure that the young girls in primary education are being influenced by
116 women who have successfully employed education in their own lives;
- 117
- 118 8. *Supports* developing Member States to work together to alleviate social and
119 economic issues that impact South-South cooperation;
- 120
- 121 9. *Urges* all Member States to continue their efforts in achieving the issues of all
122 MDGs following the 2015 deadline, so that the international community can
123 foster social stability and peace.

Code: E/RES/1/4

Committee: Economic and Social Council

Subject: *Millennium Development Goal 2 and Increasing Access to Education*



1 *Concerned* by United Nations (UN) Educational, Scientific and Cultural Organization's
2 (UNESCO) report that armed conflict has claimed the lives of over two million children while
3 another six million have been left wounded and/or disabled in the last decade,
4
5 *Fully noting* that the 2011 Education For All (EFA) Global Monitoring Report states that 47
6 percent of out-of-school children are involved in conflict situations,
7
8 *Aware* that 300,000 children today are involved in child militias and that over fifty countries
9 currently recruit children under age 18 into armed forces with resulting traumatic experiences
10 which impede upon the educational reintegration of these children,
11
12 *Conscious* that UN Children's Fund (UNICEF) reports that ten million children have been
13 psychologically traumatized by conflict situations,
14
15 *Cognizant* of the fact that Article 26 of the *Universal Declaration of Human Rights* establishes
16 the right to education as one of the basic human rights agreed upon internationally and enshrined
17 in international law,
18
19 *Keeping in mind* that primary schooling of children is a pillar of the implementation of the *UN*
20 *Millennium Declaration* (A/RES/55/2),
21
22 *Recalling* the provisions of the General Assembly resolution on *The Right to Education in*
23 *Emergency Situations* as stated in (A/RES/64/290),
24
25 *Recognizing* the vital importance of education and its role as a foundation for economic and
26 cultural stability,
27
28 *Acknowledging* the transformative nature of education and its ability to lift populations out of
29 poverty,
30
31 *Fully aware* of the limited capacities of UN emergency response teams in conflict situations to
32 maintain an active level of awareness regarding education,
33
34 *Stressing* the shortcomings of local law enforcement in providing protection to schools due to
35 lack of comprehensive peacekeeping training,
36
37 *Encouraged* that the core component of the UN Office on Drugs and Crime's (UNODC) work
38 deals with training and building law enforcement capacity,
39
40 *Further recognizing* that schools must be zones of peace where children are granted protection
41 even in times of conflict,
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43 *The Economic and Social Council,*

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45 1) *Strongly encourages* the creation of the Program for the Removal of Threats to Education
46 in Conflict Times (PROTECT), which will:

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48 a. Ensure safe zones for children to learn during conflict situations;

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50 b. Provide learning materials for children afflicted by armed conflict;

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52 c. Assist in the rehabilitation of youth involved in or affected by conflict by providing
53 reintegration services for child combatants;

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55 2) *Welcomes* that membership in PROTECT be open to any Member States;

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57 3) *Urges* for the establishment and maintenance of “safe” schools, which will have the
58 same diplomatic status as embassies and be protected by local law enforcement;

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60 4) *Affirms* the implementation of collaboration efforts with local law enforcement with the
61 UNODC, which focuses on the re-education and re-structuring of local police forces for
62 the protection of educational facilities in areas of, or recovering from, conflict;

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64 5) *Directs* PROTECT to be involved in distributing a PROTECT toolkit to children during
65 times of conflict, which will include:

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67 a. Textbooks, in line with preset regional curriculum delineated by the UNICEF
68 Regional Education in Emergencies;

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70 b. Gender specific medical supplies;

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72 c. Writing utensils;

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74 d. Iodine tablets;

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76 e. Any other materials that may assist in increasing access to education;

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78 6) *Requests* the assistance of UNICEF, UN Development Program (UNDP), and the UN
79 High Commissioner of Refugees (UNHCR) to further PROTECT’s mission of providing
80 sufficient access to humanitarian aid and education;

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82 7) *Calls upon* the bodies listed previously to incorporate PROTECT into current refugee and
83 crises protocols;

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85 8) *Suggests* that PROTECT deploy various psychological, sociological, and educational
86 experts to ensure rehabilitation and efficient transition of children with Post-Traumatic
87 Stress Disorder (PTSD) back into mainstream society and educational settings, especially
88 those who were previously involved in child-soldier activities;

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- 9) *Recommends* that educators associated with PROTECT have cultural and linguistic understanding of the children whom they serve, in addition to a sufficient understanding of education techniques and expertise in the fields of math, science, and literature, and be selected based on regional needs in accordance with the Regional Education Position (UNICEF);
 - 10) *Calls for* the cooperation of Oxfam International, in conjunction with UNICEF, to first survey the needs for the implementation of PROTECT, based upon:
 - a. School attendance rates;
 - b. Numbers of children casualties in conflict situations;
 - c. Evidence of the use of child soldiers;
 - d. Attacks on educational facilities;
 - 11) *Expresses the hope* that the aforementioned cooperation between Oxfam International and UNICEF will yield data that can make PROTECT more efficient as it is implemented in the situations after initial surveys;
 - 12) *Strongly appeals* to all Member States that PROTECT be implemented as a measure to fully secure the well being of students and guarantee an increase in access to education regardless of conflict.

Code: E/RES/1/5

Committee: Economic and Social Council

Subject: *Millennium Development Goal 2 and Increasing Access to Education*



1 *Reaffirming* the importance of *Millennium Development Goal* (MDG) Two which seeks to
2 achieve universal primary education for girls and boys,

3
4 *Emphasizing* the importance to protect the rights of children as mentioned by the United Nations
5 (UN) *Convention on the Rights of the Child*,

6
7 *Noting* that the *Universal Declaration on Human Rights* (UDHR) declares that everyone has the
8 right to education,

9
10 *Recalling* the achievements of previous Economic and Social Council (ECOSOC) and UN
11 resolutions including the UN Decade for Human Rights Education (A/RES/49/184) and the
12 General Assembly resolution on the right to education (A/RES/55/2),

13
14 *Bearing in mind* the past efforts of Member States, UN bodies, and non-governmental
15 organizations (NGOs) to increase sustainable access to education,

16
17 *Deeply alarmed* by the fact that the MDG 2 has yet to be achieved in some Member States,

18
19 *Highlighting* the extraordinary success of the conditional cash transfer programs
20 Progreso/Oportunidades in Mexico and the Female School Stipend Program in Pakistan,

21
22 *Expecting* that educational growth can be achieved by focusing on the role of family,

23
24 *Believing strongly* that an increase in education begins by mapping vulnerabilities and utilizing
25 existing local capabilities,

26
27 *Having adopted* the significance of the role of the family in encouraging educational
28 achievement in light of the International Year of the Family and its twentieth anniversary in
29 2014,

30
31 *Having examined* the success of the UN Development Program's (UNDP) *Food at School*
32 program and interested in the possibility of integrating this idea in a more family perspective,

33
34 *Fully aware* that supplemental income support systems are necessary for impoverished families
35 to account for the opportunity cost of sending their children to school,

36
37 *The Economic and Social Council*,

- 38
39 1) *Endorses* the creation of the Rethinking Family Education Policy Program (RFEPP), in
40 which parents and children will actively participate in instilling education as a family
41 value, as it is a vital part of making educational access a sustainable reality;

42

- 43 2) *Further recommend* that the RFEPP should be financed and managed by Member States,
44 and in the extreme case that a Member State wants to implement RFEPP but currently
45 does not possess adequate funds, it is suggested that they request the assistance of
46 regional organizations, Member States, local communities, and NGOs;
47
- 48 3) *Draws attention* that ECOSOC should finance and organize biannual meetings between
49 ministers of education to ensure the success of the program, with:
50
- 51 a) The collaboration of UNESCO's efforts, Member States are encouraged to contribute
52 financially to the organization of this meeting;
53
- 54 b) Organizing alongside one another, Member States will decide the meeting location,
55 meeting destination should rotate biannually;
56
- 57 c) The meeting being organized and facilitated by the host Member States;
58
- 59 4) *Calls* for the implementation of a Food at School initiative in the RFEPP that:
60
- 61 a) Will act as an additional resource along side the successful World Food Program;
62
- 63 b) Will provide daily meals in schools to every child that attends school in the supported
64 areas of the RFEPP;
65
- 66 c) Will ensure that food given to students is predominantly provided by local partners;
67
- 68 d) Food produced by local partners will be paid by the national ministry of education;
69
- 70 e) Gives parents the opportunity to acquire agricultural technical skills in order to
71 become more self-sufficient in encouraging the creation of a bridge between parents
72 willing to learn agricultural techniques and local partners;
73
- 74 5) *Encourages* the adoption of an RFEPP night school initiative for parents or guardians of
75 students, to further encourage retention among students and assert education as a family
76 value, which will:
77
- 78 a) Seek to educate parents or guardians of students on the benefits and importance of
79 education, through locally developed and implemented night schools;
80
- 81 b) Be made available periodically, with the time, place, and frequency of meetings
82 decided upon by local communities;
83
- 84 c) Be divided into two categories, with the:
85
- 86 i) First priority pertaining to educating parents, guardians, and community members
87 on basic writing, reading, and arithmetic skills;
88

- 89 ii) Second category being a supplemental program to teach relevant vocational skills,
90 as these will reflect the specific needs and economies of local communities;
91
- 92 d) Also be attended by the students themselves, so they can engage in active learning
93 with their families:
94
- 95 i) Local teachers will be reimbursed for conducting these night schools, with funds
96 for this being allocated by the Member States;
97
- 98 6) *Calls upon* all local communities, regional NGOs, international NGOs, and Member
99 States to adopt a cash transfer program, to offset disincentives for children attending
100 primary and or secondary school, in order to readily finance the RFEPP, with the
101 understanding that:
102
- 103 a) This seeks to empower families by providing them with funding to sustain family
104 living costs;
105
- 106 b) Transfers will be allocated conditionally to families on the basis that children are
107 regularly attending and succeeding in school;
108
- 109 c) Local officials within the RFEPP will ensure that students are actively attending
110 classes and receiving nourishment as defined by the RFEPP and the World Health
111 Organization (WHO);
112
- 113 d) Additional funds will be allocated to families that are actively participating in
114 voluntary family educational initiatives within RFEPP, including, but not limited to,
115 programs addressed in clause 1;
116
- 117 7) *Requests* that within the RFEPP an initiative be designed, entitled Go Local, to address
118 community specific challenges regarding access to education and the retention of
119 students within the education system, noting that communities are in the best position to
120 represent family specific views:
121
- 122 a) Local communities will be granted the ability to pinpoint problems and needs that
123 hinder access to education and reduce retention within their region and these shall be
124 reported;
125
- 126 b) Those reports shall be sent to national RFEPP officials, chosen by individual Member
127 States within the Ministry of Education, for evaluation, and they shall be reviewed
128 biannually at ECOSOC meetings previously mentioned;
129
- 130 c) Local leaders will be asked to petition, by filling a formal report to RFEPP officials,
131 for funds and resources to alleviate these problems when critical needs arise;
132
- 133 d) Local aid will be allocated to the communities in most demand of assistance, with this
134 being determined by the Ministry of Education, individual Member States, and

135 RFEPF officials;

136

137 e) Local coordinators are target to be able to have a better understanding and an easier
138 access to the issue that face the families in need;

139

140 8) *Expresses its hope* to see Member States adopting the RFEPF in their individual countries
141 in order to develop a sustainable access to education;

142

143 9) *Further reminds* the importance of continuing to discuss and cooperate in the
144 achievement of MDG 2.

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Code: E/RES/1/6

Committee: Economic and Social Council

Subject: *Millennium Development Goal 2 and Increasing Access to Education*



- 1 *Recalling* the Purposes and Principles of Article 1.3 of the *Charter of the United Nations* and its
2 call for international cooperation in solving problems of an economic and social character,
3
4 *Understanding* the importance of increasing access to education through regional partnerships
5 with international organizations and with supplemental assistance from a Financial Transaction
6 Tax,
7
8 *Acknowledging* the principles of the internationally recognized *Dakar Framework for Action on*
9 *Education for All* and the emphasis on the importance of quality education and its enhancement
10 by high standards of teaching as a goal of United Nations (UN) Educational, Scientific, and
11 Cultural Organization's (UNESCO) Quality Teachers for Education For All (EFA) program,
12
13 *Noting with concern* the lack of teaching resources and exchange of ideas amongst teachers from
14 the various Member States,
15
16 *Aware* of the 2015 deadline to meet the achievement of the *Millennium Development Goals*
17 (MDGs) as enshrined in the *Millennium Declaration* and particularly MDG 2 and increasing
18 access to education,
19
20 *Promoting* the need for quality education as a means to achieving MDG 2 through increasing
21 access to sustainable school materials and in the activities of the World Food Programme's
22 (WFP) School Feeding Initiative,
23
24 *Remembering* the principles outlined in Article 26 of the *Universal Declaration of Human Rights*
25 and which defines the universal right to education that is free and compulsory at all levels,
26
27 *Encouraging* the work of the UN Development Programme's (UNDP) Public Private
28 Partnerships (PPPs) for Local Service Delivery in promoting access to high quality education
29 especially for local populations,
30
31 *Emphasizing* the importance of the *2005 World Summit Outcome Document* and its reaffirmation
32 of the need to reduce disparities between rural and urban populations as well as increase access
33 to and completion of free and compulsory education of good quality,
34
35 *Bearing in mind* the need to bridge the inequalities between rural and urban areas in accessing
36 education and training opportunities of local populations for further local empowerment which is
37 emphasized by the International Labour Organization's (ILO) Training for Rural Economic
38 Empowerment Initiative (TREE),
39
40 *Confident* in UNESCO's *Convention on Technical and Vocational Education and Training*
41 (TVET) and especially its emphasis of the importance of TVET in promoting skills development
42 which contributes to overall economic development and access to education,

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Taking note of the importance of achieving the EFA Goals by 2015 with special regard to improving access and quality of education,



Acknowledging EFA Goal 6 which addresses improving measurable learning outcomes of education such as higher literacy rates as a result of increasing overall access to education,

Recognizing the efforts of UNESCO's Literacy Initiative for Empowerment (LIFE) in improving the literacy of vulnerable populations and especially girls which is an important aspect of increasing access to education,

Further acknowledging the efforts of the Economic and Social Council (ECOSOC) and all relevant parties in working towards the development of a post-2015 UN agenda to ensure continued sustainable progress towards development and the achievement of the Goals with specific reference to achieving universal primary education,

Recalling further the conclusions of the 2011 ECOSOC Annual Ministerial Review (E/2012/66) in its focus upon reaffirming Member States commitments to further future access to education,

Respecting the sovereignty of all Member States as defined by Article 1 of the *Charter of the United Nations*,

The Economic and Social Council,

- 1) *Encourages* all Member States to ensure that educational physical infrastructure and facilities are of good quality to promote access to education for all peoples, especially local populations, through such actions as, but not limited to:
 - a) Increased financial assistance through the promotion of public-private partnerships which work with local and regional development banks and Member States for the purpose of increasing the quality of local educational infrastructure;
 - b) The expansion of regional programmes and partnerships to include local populations in developing regions in the participation of building infrastructure which supports access to education;
- 2) *Calls for* the cooperation of all Member States, as well as local educational professionals and stakeholders, in working with UNESCO through the expanded implementation of its Quality Teachers for EFA program, to promote the higher quality standards of teachers and teaching curricula by:
 - a) Establishing mechanisms which monitor internationally accepted standards of education with regard to cultural differences, which include prior education and training experience, and ensuring that quality is maintained and updated throughout the teaching process;



- 89 b) Ensuring that local educational personnel have the ability to obtain a license through
90 teacher training institutions to identify themselves as highly skilled professionals and
91 able to work and stay within the local communities;
- 92
- 93 3) *Authorizes* the UN Children’s Fund (UNICEF) to provide teachers resources and further
94 education in teaching skills through a Teacher Exchange System (TES) to:
95
- 96 a) Recruit high-achieving teachers both from Member States with a well-established and
97 flourishing education system as well as teachers from Member States with less
98 developed educational systems;
- 99
- 100 b) Organize this program with the intention of highlighting the importance of teaching
101 as a profession and of sharing ideas between communities;
- 102
- 103 c) Have the eventual goal of creating a system of sustainability and self-reliance within
104 the education system of developing Member States that would not be reliant upon
105 outside experts but that would fully utilize the growing number of teaching
106 professionals in Member States;
- 107
- 108 d) Further facilitate the exchange of teachers from developing Member States to those
109 with more established educational systems in order for the sharing of valuable
110 experiences, background knowledge, and best practices;
- 111
- 112 e) Advise the ideal duration of the exchange depending on the specific needs of the
113 region and teachers in question;
- 114
- 115 f) Encourage all Member States participating in the exchange to fund the necessary
116 costs of transition for TES and to financially support participating schools;
- 117
- 118 4) *Strongly endorses* increased attention towards and access to sustainable education
119 mechanisms for improved attendance, such as:
120
- 121 a) Increasing the recycling of previously-used school materials and sharing among
122 Member States, with cooperation between UNESCO and local communities, to
123 provide for the needs of future generations;
- 124
- 125 b) Improving integration of local populations in implementing the WFP School-Feeding
126 Initiative in all regions, as a means to increasing access to incentives for staying in
127 school which will increase retention at all levels of education;
- 128
- 129 5) *Recommends* Member States to develop community and regional-based education
130 systems which can be achieved through the utilization of the UNDP’s PPPs for Local
131 Service Delivery, which will:
132
- 133 a) Increase the participation of local populations and stakeholders in the construction of
134 quality and efficient of educational facilities,

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b) Further ensure the participation of local professionals through their employment in such facilities in order to ensure education contributes to overall economic and cultural development and empowerment across all regions;

6) *Requests* that Member States join together to create an international conference every five years to be attended by teachers for the purpose of sharing successful teaching practices to:

a) Create a nomination and competition process in order to identify a delegation of individuals as “Teachers of Excellence” (TOE) of equal numbers from each Member State;

b) Allow conference participants to:

i) Have the opportunity to share the best practices in order to disseminate successful strategies among their peers from other Member States;

ii) Be nominated by school administrators and to go through a selection process that would be organized by each Member States’ local governing bodies’ education systems;

iii) Break into regional groups to elect representatives to lead the progression of the conference and the logistical management of the participants;

iv) Share the characteristics of classroom innovators and initiators of substantial improvements in educational environments and the overall successes of their school and students;

v) Join together in a location that would alternate between participating TOE Member States and that would ultimately be decided upon by a vote amongst the participating educators at the proceeding conference;

vi) Confer on textbook improvements and the substance of learning curriculum;

vii) Be accompanied by an administrative official from each Member States’ educational system in order that they can be assisted in sharing the best practices to individuals in their education system;

viii) Receive feedback for teachers on what they can do to improve their performance in the classroom and providing accountability that the mission of the conference is being fulfilled;

c) Be funded by a partnership of the International Monetary Fund (IMF), UNESCO, and World Bank;

- 181 d) Create an online database with universal access that would compile and record the
182 different teaching strategies and resources decided upon by the TOE attending the
183 conference in order that teachers around the world would be able to benefit from the
184 ideas created by the conference that will:
- 185
 - 186 i) Contain audio and visual records of all of the proceedings of the conference;
 - 187
 - 188 ii) Further include any substantive written documents that are produced by the TOE
189 participants;
 - 190
 - 191 iii) Be managed by the individuals selected by the aforementioned elections in order
192 from representatives to be chosen from each region;
 - 193
 - 194 iv) Be accessible to both educators from Member States and those that are in training
195 to become teachers;
 - 196
 - 197 v) Emphasize qualities of successful teachers such as creativity and dedication;
 - 198
 - 199 vi) Describe strategies for achieving success in the classroom as well as ideas
200 generated regarding textbooks and curricula;
 - 201
- 202 7) *Invites* Member States to increase cooperation with the ILO and regional organizations
203 through the enhanced implementation of its TREE Initiative in order to improve the
204 access by rural areas of quality training institutions to further incentivize all qualified and
205 educated populations to seek local employment and improve their local capacities and
206 well-being in the overall development of their communities;
- 207
- 208 8) *Calls upon* all local communities, regional organizations, international organizations, and
209 Member States to collaborate with regional development banks and UNESCO to promote
210 the implementation of national and regional TVET programmes in all developing areas,
211 which:
- 212
 - 213 a) Equips citizens with a solid set of skills that permit the obtainment of employment
214 and enables individuals to thrive in their fields, including both technical soft skills
215 such as socialization and cooperation and awareness of citizenship and civic duty, and
216 hard skills that allow citizens to pursue future careers;
 - 217
 - 218 b) Has been tailored to suit the needs of the local economies of the specific Member
219 States while keeping in mind that these needs vary between Member States especially
220 in the needs of participation in various economic sectors;
 - 221
- 222 9) *Further encourages* the creation of a database that would establish a relationship between
223 Member States attempting to implement vocational and apprentice programs and
224 companies looking to hire individuals from different regions of the world that would:
- 225
 - 226 a) Be compiled and managed by UNESCO and updated on the UN website;

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- b) Be highly cognizant of the diverse conditions on the ground and the various local employment and education needs as well as the different vocations most commonly found in participating Member States;
 - c) Identify matches between businesses in specific industries such as manufacturing and agriculture with the different economic emphases of Member States;
 - d) Facilitate cooperation between businesses and Member States by encouraging businesses to list for the database those skills that are most in demand for its employees;
 - e) Further consist of profiles of specific employment opportunities that companies would create and then submit to be compiled and categorized according to industry by UNESCO;
 - f) Request that Member States offer incentives or other encouragements for businesses to participate in the program by highlighting the great employee recruitment potential that is being built up through vocational programs in developing Member States;
 - g) Be targeted towards teaching professionals and schools to enable them to best assist their students to acquire necessary skills for employment;
- 10) *Further recommends* the integration of a gender perspective in UNESCO's LIFE as a way to enable all Member States to improve literacy rates of all populations and especially young girls by enhancing educational policy frameworks which focus on:
- a) Improving the attendance of girls in schools by preventing discrimination through awareness programs in the community at the local and national levels;
 - b) Increasing the quality and quantity of school materials to accommodate the needs of all young girls which will increase their opportunity to enrich and contribute to society;
- 11) *Urges* the creation of an international scholarship which will provide financial aid to facilitate the acquisition of an education abroad for undergraduate college students from Member States that would:
- a) Call on all financially capable Member States to contribute to a global monetary pool to be under the purview of UNICEF in order to fund the international scholarship;
 - b) Provide language training courses matching their destination Member States before recipients start their studies;

- 271 c) Further encourage Member States to send undergraduate students and teachers abroad
272 for further professional knowledge and teaching training needed in home Member
273 States;
274
- 275 d) Improve the quality of teaching and development of Member States;
276
- 277 e) Exchange students among all Member States;
278
- 279 f) Authorize UNICEF to decide the number of students for each Member State in order
280 to achieve the biggest efficiency of the scholarship;
281
- 282 12) *Requests* the implementation of all long-term projects by Member States, relevant non-
283 governmental organizations, UN bodies and personnel, and local populations, to align
284 with the approach of the post-2015 UN agenda and MDG Framework in realizing
285 continued progress in working towards the realization of sustainable achievement of the
286 current MDGs by:
287
- 288 a) Ensuring that appropriate attention is devoted to the specific needs of regions,
289 Member States, and groups, while also maintaining a global outlook;
290
- 291 b) Recognizing that local communities need to be empowered to fully address their
292 educational needs;
293
- 294 c) Maintaining accountability in the usage of finances through monitoring and the
295 stipulation of clear standards by which progress is measured;
296
- 297 d) Grounding the achievement of these goals within the human rights framework and
298 principles of development that are paramount to the UN;
299
- 300 e) Affirming that particular attention be accorded to Member States who have yet to
301 achieve MDG 2, while emphasizing that Member States who have achieved MDG 2
302 should ensure that these basic standards of education are maintained;
303
- 304 13) *Suggests* Member States pursue further discussions of the issues pertaining to the
305 expansion of quality education with the ultimate aim of achieving equity and accessibility
306 for all peoples

Code: E/RES/1/7

Committee: Economic and Social Council

Subject: *Millennium Development Goal 2 and Increasing Access to Education*



- 1 *Acknowledging* the importance of education as key to Member State development,
2
3 *Remembering* the United Nations (UN) *Millennium Development Goals (MDG)* Two of
4 achieving universal access to primary education by 2015 and the program “Child
5 Friendly Schools” established in 2009 by the UN Children’s Fund (UNICEF),
6
7 *Recognizing* the high literacy rate of 84 percent among adults according to the UN
8 Educational, Scientific and Cultural Organization’s (UNESCO) Institute of Statistic in
9 most developed countries,
10
11 *Guided by* Article 73 of the *Charter of the United Nations* and Article 26 of the *Universal*
12 *Declaration of Human Rights*,
13
14 *Taking note* of A/RES/56/326 which proclaims the UN Literacy Decade and outlines the
15 global commitment to provide quality basic education for all children and adults,
16
17 *Deeply appreciative* of the international community on the progress of achieving 89
18 percent enrollment in pre-primary education by the year 2008 which is a growth from 83
19 percent in 2000,
20
21 *Noting with deep concern* the 48 million school-age children living without access to a
22 proper education,
23
24 *Fully aware* of the goals implemented by Education for All (EFA) financed by agencies
25 such as UNESCO and UNICEF,
26
27 *Concerned* by the unequal opportunities of pre-primary-aged children but is aware the
28 solution lies in increasing funding,
29
30 *Keeping in mind* the need to address road map for pre-primary education goals once the
31 MDG2 expires in 2015,
32
33 *Drawing attention* to the role of pre-primary education in both preparing children for
34 future education and allowing women to re-enter the workforce gradually by allowing
35 them to overcome the poverty barrier,
36
37 *The Economic and Social Council Plenary*,
38
39 1) *Confirms* that MDG2, as a first step towards universal, secondary, and tertiary
40 education, be re-established after 2015, especially for Member States that have
41 not been able to achieve the MDGs, and:
42

- 43 a. Member States should focus attention to improving the quality of secondary
44 and tertiary education by investing more of their Gross Domestic Product into
45 the educational sector;
- 46
- 47 b. Allowing for the promotion of common experiences through the mutual
48 sharing of resources to assist in financial, economic, and technical ways;
49
- 50 2) *Emphasizes* the lack of financial funding as one of the major reasons why Less
51 Economically Developed (LED) countries have not been able to achieve the
52 MDGs;
- 53
- 54 3) *Recommends* the expansion of pre-primary education opportunities by Member
55 States, particularly in regions which would benefit from more available
56 opportunities;
57
- 58 4) *Endorses* that educational training should be allocated for teachers in order to
59 secure the quality of education, especially in primary education;
60
- 61 5) *Requests* that all Economic and Social Council (ECOSOC) Member States
62 complement the existing UNICEF program “Child Friendly Schools” with a new
63 educational program entitled “Family Friendly Schools” financed by different
64 development institutions such as the World Bank Group, United Nation
65 Development Programme (UNDP), and UNICEF:
66
- 67 a. Providing opportunities for parents to earn additional wages by working in
68 various positions relating to the school;
- 69
- 70 b. Dispensing lessons for willing parents to:
71
- 72 i) learn writing and reading skills;
73 ii) explain the importance of education for their children;
74 iii) illustrate why girls especially have to attend school as a part of
75 overcoming gender inequality;
76
- 77 6) *Establishes* new ambitious and realistic goals for the post-2015 MDG2 in areas of
78 education as outlined below:
79
- 80 a. Member States that have already achieved their MDG2 are challenged to
81 establish quality education in their secondary and tertiary institutions;
82
- 83 b. Member States that have not achieved MDG2 are further assisted through
84 international education institutions and non-governmental organizations
85 (NGOs), and to help Member States achieve the goal;
86
- 87 7) *Designates* the increase of funding from UN bodies and development banks to
88 LED countries in order to achieve 99.9 percent universal literacy by the year 2030



- 89 working with NGOs as well as institutions such as the International Education
90 Fund (IEF) and other means of development funding to achieve universal pre-
91 primary literacy;
- 92
- 93 8) *Expresses its hope* for further usage of the MDGs beyond 2015 and that all UN
94 Member States rise to new challenges for the continued educational growth of the
95 global community, as well as to support developing Member States by
96 contributing to achieving goals;
- 97
- 98 9) *Calls upon* all Member States that have met the MDGs to support financially
99 assisting countries who have not met the MDGs in providing training for teachers,
100 investing in infrastructure in rural areas where schools are not as easily accessible;
- 101
- 102 10) *Encourages* all Member States that have met the MDGs to reevaluate their
103 national education curriculum with focus on marginalized, violence ridden and
104 rural areas and to increase the quality of teachers training in an effort to expand
105 the quality of education in secondary and tertiary level such as:
- 106
- 107 a. Focusing on increasing the quality of their secondary and tertiary education
108 year 2030:
- 109
- 110 i) This being measured by each Member State;
- 111 ii) Attention to secondary and tertiary institutions in marginalized
112 populations due to disability, race, or gender by 25 percent by the year
113 2030;
- 114
- 115 b. Improving the number of specialized teachers by 15 percent by the year 2030;
- 116
- 117 c. Increasing the enrollment rate of women and girls in secondary and tertiary
118 institutions by 30 percent by 2030 for countries that have less than 50 percent
119 female enrollment, while continuing efforts to provide quality secondary and
120 tertiary education for all students regardless of gender;
- 121
- 122 d. Accordingly increase the access to educational following by a non-
123 discriminatory policy;
- 124
- 125 11) *Reiterates* the fact that the progress of educational systems is essential to world
126 development, international consensus on common education strategies, and
127 substantial progress on the MDGs to lead to worldwide educational equality.