



American Model United Nations
Economic and Social Council

ECOSOC/I/2

SUBJECT OF RESOLUTION: Global Preparatory Meeting for Annual Ministerial Review (AMR) on Implementing the internationally agreed goals and commitments in regard to education

SUBMITTED TO: The Economic and Social Council

The Economic and Social Council

1 *Recalling* the United Nations commitment to implementing and upholding the
2 Universal Declaration of Human Rights (1948) and the International Covenant on
3 Economic, Social, and Cultural Rights (1966), as evidenced by the Millennium
4 Development Goals (MDGs),
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6 *Noting* the approach of the 2015 deadline for achieving the MDGs,
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8 *Noting further* that while much success has been had, the goal of universal primary
9 education remains a priority,
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11 *Reaffirming* that education is a right and that any act of discrimination prevents
12 enrollment and infringes upon that right,
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14 *Emphasizing* that all other development goals rely upon education as a foundation,
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16 *Affirming* that the education and funding of education of the world's youth is a
17 primary obligation of all Member States,
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19 *Fully aware* that not all programs and methods are applicable in all regions,
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21 *Convinced* of the need for the local determination of educational methods combined
22 with the need for regional cooperation in situations of local instability,
23

24 *Noting* that neighbor states in sub-regions often have similar cultures, requirements,
25 and needs in implementing educational standards,
26

27 *Recognizing* the need for tailored efforts to continue the United Nations' work toward
28 universal education.
29

30 1. *Endorses* the creation of voluntary Regional Educational Coalitions (RECs), by
31 the United Nations Educational, Cultural, and Scientific Organization (UNESCO) to
32 allocate current funds according to local needs and values as well as to increase oversight
33 as suggested by Australia:

34 a) According to the 22 regions as outlined by UNESCO based on linguistic,
35 economic, and cultural boundaries;

36
37 2. *Urges* that these RECs are subjected to a bi-annual audit and report, to be
38 completed in November of evenly-numbered years, by another randomly assigned REC:

39 a) Assessing the region's educational needs;

40 b) Recording how funds were utilized and whether such uses were appropriate within
41 the standards and framework of the RECs and effective within the region;

42 c) Ensuring that the below-listed priority areas were significantly addressed;

43 d) Compiling all regional reports into an Annual Educational Regional Initiative
44 Study (AERIS) to be done by UNESCO Executive Secretariat;

45 e) Reporting to AERIS through the Economic and Social Council on the results of
46 these reports for nonbinding recommendations and input from member states;

47
48 3. *Requests* that in exchange for the autonomy afforded them, RECs agree to focus
49 their attentions on three priority areas within education:

50 a) Allowing that regions adequately developed in a priority area may forgo it in favor
51 of more relevant issues;

52 b) Encouraging each region to develop unique programs to address issues within the
53 priority areas according to recommendations from anthropologists and with local
54 culture in mind;

55
56 4. *Names* increased accessibility to education as a priority, particularly for those
57 living in rural areas or conflict zones, migrants, and refugees:

58 a) Suggesting the consideration of mobile schools and distance learning to reach
59 those most remote and most nomadic;

60 b) Supporting regional collaboration to continue education in instances when local
61 governments may no longer have the resources or power to do so;

62 c) Setting a benchmark goal that in areas where motor transportation is readily
63 available, all children should live within 48 kilometers (30 miles) of a functioning
64 school, and in areas where it is not all children should live within 13 kilometers (8
65 miles) of one;

66
67 5. *Also names* as a priority the creation of a sustainable culture of education so as to
68 eliminate the need for continued educational aid in the future:

69 a) Encouraging job training and technology-based education;

70 b) Increasing opportunities for education for adults, parents, and community leaders;

71 c) Relying on the UNESCO data center's information on literacy, employment, and
72 enrollment rates to gauge progress;

73
74 6. *Further names* as a priority issue the creation of regional and local teacher training
75 schools to ensure high-quality teachers while reducing linguistic and cultural barriers
76 between teachers and students:

77 a) Encouraging local efforts to create incentives and encourage respect for those who
78 become teachers;

79 b) Attempting to ensure that class sizes remain as small as possible;

80 c) Actively pursuing the recruitment of local teachers with a minimum of 12 grade
81 education;

82
83 7. *Allows* that remaining funds may be used to the discretion of the RECs to address
84 local educational policy needs:

85 a) Including incentive programs for graduation, gender equality efforts, school meals
86 programs, the elimination of uniform fees and other class and social barriers.

87
Passed by consensus, with 0 abstentions