

## Topic: Question of infrastructure and its contribution to education

*The United Nations Educational, Scientific and Cultural Organization,*

*Recognizing* the difficulties for some communities to access resources necessary in establishing a conventional education system for children including accessible transportation, sanitary and support facilities, access to technology, faculty and management, and ensuring child safety,

*Noting with deep concern* that Millennium Development Goal 2 (MDG) of achieving universal primary education by 2015 was missed, and although currently enrolment in primary education in developing countries has reached 91%, 57 million children still remain out of school,

*Keeping in mind* the impact that conflict can have on the accessibility of education and that an estimated 50% of children of primary school age who do not attend primary school live in conflict-affected areas,

*Further noting* that 103 million youth worldwide lack basic literacy skills, and that more than 60% of these youth are women,

*Taking into account* that article 28 of the United Nations Convention on the Rights of the Child (UNCRC) states all children have the right to primary education and should be encouraged to continue on to a higher education,

*Guided by* the United Nations Sustainable Development Goal 4, which strives to ensure inclusive and quality education for all and promote lifelong learning,

1. **Calls for** the implementation of a centralized curriculum called SPML (Science, Philosophy, Maths, Language) under the direction of UNESCO with aim to:
  - a. Identify, through the use of standardized testing regulated by member states, the weaknesses and strengths of nations' students to efficiently allocate teaching resources,
  - b. Increase availability of essential, philosophical, mathematical and scientific knowledge whilst creating modernized, workforce ecosystem,
  - c. Offer a national culture course to all up and coming students,
  - d. Provide SPML programs adapted to the educational level of the students, for example, philosophy could be taught orally in group discussions rather than by studying complex written texts;
  
2. **Invites** the PEB Working Group on Evaluating Quality in Educational Facilities to form a partnership with the UNESCO in providing education infrastructure evaluation service to all nations in order to assist them in future planning for improvement:
  - a. further discussion between the UNESCO and the working group will determine:
    - i. a contemporary and universal definition of "quality" educational infrastructure
    - ii. Ways in which the indicators for evaluating may vary for schools in MDCs and LDCs and regions of different conditions
  - b. generally, feedbacks of evaluations will be given to nations' and regions' School Construction Authorities annually, irregular evaluation service will be offered under countries' further requests if a country fails an inspection, then inspections will take place twice a year until a pass is achieved
  - c. the resources and personnel's needed for the evaluation processes will be funded by the UNESCO;

3. **Urges** the efficient establishment of amenities for primary to higher education financed by local governments and the UNESCO, which directly/indirectly aid the education outside of the general school classes such as but not limited to:
  - a. Necessary infrastructures in order to enhance the quality of education in a globalizing world:
    - i. public libraries accessible to a large number of surrounding schools to minimize the cost and maximize the effectiveness of such a measure,
    - ii. multi media rooms in order to provide access to the internet and modern technology required to compete in a modernized world,
  - b. Infrastructures which complement education:
    - i. science laboratories in schools to allow the safe experimentation and an increase the effectiveness of science education,
    - ii. sports grounds to provide a safe area for physical education,
  - c. The creation of actual classrooms will be prioritized over exterior Infrastructure, this clause hence applies to areas in which a sufficient amount of classrooms are already present;
4. **Urges** the international community in cooperation with the United Nations Educational Scientific and Cultural Organization (UNESCO) to re-coordinate methods for safer construction of schools through:
  - a. Funding community-school construction as this method seeks to provide safety and quality schools that would provide an enabling environment for active learning through complying with members of communities in order to ensure informed programmatic planning and design decisions to directly take part in its construction in addition to partnering with youth to foster the importance of education within local communities,
  - b. Creating supervision mechanisms under the control of UN agencies in order to:
    - i. Ensure that progress is made and is meeting with targets set
    - ii. Assess regional areas based on their educational, infrastructural, political and environmental conditions in order to aid countries absorbing refugees whom need to provide additional educational services.
    - iii. Ensure ethical teaching and appropriate legislative, social and educational measures are followed precisely;
5. **Requests** the creation of the UNISS (United Nations Initiative for Slum Schools), a program focusing on the implementation of schools in slums of LEDCs (Less Economically Developed Countries), based on the following sub-clauses:
  - a. For the purpose of this clause, the term “slum” will be defined as follows: “A densely populated usually urban area marked by crowding, deteriorated housing, poverty, and social disorganization,
  - b. The UNISS will be a UN (United Nations) program aiming to dispense free elementary education to all children, irrespective of gender, sex, religion or any other criterion, living in slums, led by the “Education for the 21st century” UNESCO (United Nations Educational, Scientific, and Cultural Organization) program in cooperation with the UNICEF (United Nations International Children’s Emergency Fund) “Education” branch,
  - c. Said schools will follow certain guidelines and criteria, including but not limited to:

- i. The material taught in these schools should follow each individual participating nation's official curriculum; hence, teachers originating from said member nations will be hired and appropriately trained in order to provide adequate quality education, and collaboration with regional or national governments will be necessary. The education provided should however include reading and writing skills, comprehension skills, and basic mathematics. It is furthermore suggested that schools provide education on matters such as hygiene, health, and safety rules
  - ii. School buildings must follow the GADRRRES (Global Alliance for Disaster Risk Reduction and Resilience in the Education sector) "2014 Worldwide Initiative for Safe Schools" guidelines, or if applicable, measures regarding school construction included in this resolution. Special attention must be paid to the presence of sanitation and drinking water
  - iii. When possible, to parents will be informed the advantages of their children's education; furthermore, it may be considered to offer families daily meals or monetary incentives equivalent to the average amount of money the child would have earned by working instead of attending school
- d. The UNISS will be sure to provide regular reports thereby on the implementation and functioning of these schools, and demonstrating the proper use of allocated funds;