**Forum:**  Special Conference

**Question of:** Ensuring equal access to education by restructuring government education programs

**Main Submitter:** Colombia

**Co-submitters:** Morocco, Niger, Norway, Seychelles, Somalia, UNICEF, The Russian Federation, European Union, France, Belarus

THE SPECIAL CONFERENCE,

*Acknowledges* that many developing countries are lacking in education, primarily education for children through ages 1-12,

*Defining* education programs as “any program principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education [and other forms of higher or special education]” according to the U.S. Department of Education,

*Bearing in mind* the unequal access to education that is still present today’s society,

*Noting with approval* the effort made in Europe and More Economically Developed Countries (MEDCs) in Asia towards funding public schools and granting a more equal access to education,

*Taking into account* the impact standardized tests have in the inequality of the system,

1. Calls upon the creation of a subcommittee in the United Nations Educational, Scientific and Cultural Organization (UNESCO) called the Global Education Equality Committee (GEEC), which will ensure that isolated areas are not forgotten by governments by means such as but no limited to:
   1. making investigations and reports on each country’s equality in education,
   2. having annual sessions where these reports are discussed by all governments;
2. Encourages the creation of an organization that focuses on setting and maintaining different guidelines for the distribution and quality of education, as well as manage the funds needed for these guidelines to be attainable even for countries with fewer resources such as Less Economically Developed Countries (LEDCs), and would perform duties such as:
   1. Transporting materials and infrastructure needed for the construction and improvement of schools, as well as trained personnel to oversee the construction process,
   2. Encourage other nations to give support and aid,
   3. Making access to higher education easier with lower fees, scholarships and free online lessons,
   4. Setting a minimum number of scholarships for global universities from More Economically Developed Countries (MEDCs) to give to students from LEDCs that have fewer opportunities,
   5. More scholarships for more students to get the education their families or countries do not have access to;
3. Calls for the creation and maintenance of measures that will teach and ensure the quality of educational personnel around the world in order to properly instruct their students with the help of well trained teachers and professors from prestigious universities and organizations assisting the teachers of LEDCs on how to better assist their students, by:
   1. Ensuring the creation of a program that can both virtually and physically attend to the teachers’ needs, improving their quality of teaching,
   2. Conducting regular and thorough check-ups to verify quality and standard of teaching is maintained;
4. Requests the creation of a clear and definite ruling and protocol on how each country can maintain their GEEC aid status and become eligible to provide and receive help, which will ensure that:
   1. Regular and thorough check ups are conducted to verify quality and standard of teaching is maintained,
   2. Full-time teams that ensures the proper following of the determined protocol are developed;
5. Recommends the intake of a minimum scholarships awarded to students without the ability to pay tuition, adding equality to the educational program:
6. Intake of a minimum scholarships awarded to students without the ability to pay tuition,
7. Limitations and regulations that would require private education institutions to provide a minimum of scholarships per year;
8. Further recommends the creation of a global standardized test to avoid bias in the process of awarding grades, and this tests will be:
   1. Graded externally – people from across the world can be graded in an anonymous manner to avoid prejudice in grading,
   2. Equal to everyone – with a high variety of subjects to choose from, so it can be adapted to each member state’s cultural requirements;
9. Pledges to create accessible alternatives, facilities and infrastructures to ensure that all have access to the same standard and quality of equipment and education by providing access and support for people with physical and mental disabilities;
10. Decides to remain seized upon the matter.