**Forum**: Special Conference

**Issue**: Measures to ensure equal access to education by restructuring government education programs

**Main Submitter:** People’s Republic of China

**Co-submitters:** European Union, The Kingdom of Denmark, The Slovak Republic, Islamic Republic of Iran, Swiss Confederation, Democratic People’s Republic of Korea, Amnesty International

*Alarmed*by the 67 million children at primary age being denied access to education,

*Noting*that according to the Universal Declaration of Human Rights Article 26 education is a basic human right,

*Noting**with satisfaction* Security Council Resolution 2601*,*

*Bearing in mind* that according to the United Nations (UN) 23.8 million additional children and youth (from pre-primary to tertiary) may drop out or not have access to school next year due to the pandemic’s economic impact alone,

*Emphasizing*that according to the World Bank, Returns to Investment in Education (2002), one additional school year can increase a woman's earnings by 10% to 20%,

*Alarmed* bythe fact according to (UIS Fact Sheet 56, p.2, September 2019) that129.2 million girls worldwide are out of school (2018), including 32.3 million girls of primary school age, 29.9 million girls of lower secondary school age, and 67 million girls of upper secondary school age,

1. Asks United United Nations Educational, Scientific and Cultural Organization (UNESCO), Non Governmental Organisations (NGOs), and individual donors to provide funding for resources, to students that don’t have the financial capabilities for attending school, including, but not limited to:
	1. textbooks
	2. school supplies
	3. financial compensation
	4. standardized tests
	5. bus programs
	6. subsidized or free breakfast and lunches;
2. Urges Member States and NGOs to offer grants and scholarships to impoverished communities and students that demonstrate academic excellence;
3. Further urges Member States to improve access to education in rural communities and communities in need through measures such as, but not limited to:
	1. investment by the government and NGOs into rural schools and outreach programs
	2. improvement and establishment of transportation systems to get students to school
	3. increased amount of small schools in rural areas
	4. improve current educational infrastructure and facilities including but not limited to:
		1. libraries
		2. schools
	5. increased access to the internet;
4. Requests the establishment of new voluntary education programs, funded by UNESCO, for rehabilitation after exposure to unfit environments, such as substance abuse or indoctrination into extremist views, as well as allowing individuals to apply to this program and be reviewed by the appropriate council, which can be created and regulated through measures such as, but not limited to:
	1. a curriculum decided by each Member State based on current high demand and necessary jobs in their nation as well as voluntary classes
	2. exposure to culture and tradition with the goal of increasing self and national awareness and creating a healthy way of dealing with trauma through art, also organised by each Member State
	3. include trained teachers and mental health professionals present to aid with the transition into society
	4. splitting classes into adults and minors;
5. Recommends Member States encourage mask-wearing within schools and provide free masks supplied by the UNESCO, NGOs, Local Government(s) and the World Health Organisation (WHO) to help prevent the spread of viruses, in order to ensure access to education for all;
6. Further requests Member States implement a system within each school funded by UNESCO, NGOs and donors in order to ensure equal access to those with disabilities which includes:
	1. building ramps, elevators, braille systems and accessible toilets
	2. hiring school counselors, therapists, and other personnel to help people with barriers to learning
	3. increasing the availability of:
		1. internship opportunities
		2. apprenticeship programs
	4. introductions to Para Sports;
7. Suggests that all Member States implement standardized testing that would be conducted every 3 years from the last year of primary school or the local equivalent, as well as every graduating year (middle to high school and out of high school or the local equivalent), across all schools for all students, in order to ensure equal transferring opportunities, by:
	1. appointing a governmental council on this task
	2. adjusting grade boundaries for every cycle, by using averages
	3. optionally providing averages to the U.N. every cycle, which could be used as a basis to request further funding
	4. analyzing the resulting data in order to find schools that score significantly lower than average, as well as finding whole areas
	5. abiding by previous special cases;
8. Trusts Member States will encourage and educate people regardless of gender, race or religion, in accordance with Article 1 of the Universal Declaration of Human Rights;
9. Further recommends the emergency increase of funding to the COVID-19 Global Education Coalition by UNESCO to provide for the above programs;
10. Determines that the COVID-19 Global Education Coalition should work more closely with educational institutions on the ground in Less Economically Developed Countries (LEDCs) to mitigate the negative educational effects of the COVID-19 pandemic on vulnerable and impoverished communities.