

# MUNAA

Background Paper

# UNESCO II

Monitoring and coordination  
of education development



Welcome, delegates.

MUNAA 2018 secretariat, moderators, directors, staff and DIS directors have been working hard through the last few months to make this event possible. We are glad to have every single one of you here.

This November 29, 30 and December 1st you will employ and develop skills to implement solutions to current and relevant world problems. You will also have the opportunity to face and debate different ideas and practice tolerance and respect, and of course you'll have the opportunity to reconnect with old friends and make new ones.

Our goal is that every single one of us becomes aware that developing and improving different skills is only the beginning and that our ultimate objective is understanding that giving up is not an option, that there are possible solutions to every issue and knowing that every action has a global reaction.

We hope that you all have the best experience and a lot of fun. Thank you for making this event possible.

Let's change the world together!



Ana Sofia Juarez Villarreal

*Secretary General, MUNAA 2018*

Every action, a global reaction



**DIS**

Department of International Studies



Committee: UNESCO

Topic b) : Monitoring and coordination of education development.

Director: José Luis Gonzalez Ramirez

Moderator: Galilea Portillo Martinez

## **II. Committee Background:**

UNESCO's mission is to contribute peace, sustainable development, and intercultural dialogue through education, the sciences, culture, communication, and information.

Our committee works to create the conditions for dialogue among civilizations, cultures, and people, based on respect for commonly shared values. It is through this dialogue that the world can achieve global visions of sustainable development and human rights, mutual respect and the alleviation of poverty, all of which are at the heart of UNESCO's mission and activities.

We expect to enhance access to quality instruction on economic advancement at all levels and in every single social setting, to change society by reorienting training and help individuals create learning, aptitudes, qualities, and practices required for supportable improvement. It is tied in with including supportable advancement issues, for example, environmental change and biodiversity into educating and learning. People are urged to be dependable on-screen characters who settle challenges, regard social assorted variety and add to making a more reasonable world.

### **III. History of the topic:**

While the earliest forms of written communication date back to about 3,500 - 3,000 BCE, literacy remained for centuries a very restricted technology closely associated with the exercise of power. It was only until the Middle Ages that book production started growing and literacy among the general population slowly started becoming important in the Western World. In fact, while the ambition of universal literacy in Europe was a fundamental reform born from the Enlightenment, it took centuries for it to happen. Even in early-industrialized countries, it was only in the 19th and 20th centuries that rates of literacy approached universality according to ourworldindata.org

### **IV. Topic Information:**

At the global level, where 57 million children in the world still remain out of school, “education” has emerged amongst survey respondents as one of the top two development priorities across the regions. Despite progress in the long run, however, large inequalities remain, notably between sub-Saharan Africa and the rest of the world. In Burkina Faso, Niger and South Sudan, the African countries at the bottom of the rank, literacy rates are still below 30%.

Over 265 million children are currently out of school and 22% of them are of primary school age. Additionally, even the children who are attending schools are lacking basic skills in reading and math. In the past decade, major progress has been made towards increasing access to education at all levels and increasing enrollment rates in schools, particularly for women and girls. Basic literacy skills have improved tremendously, yet bolder efforts are needed to make even greater strides in achieving universal education goals. For example, the world has achieved equality in primary education between girls and boys, but few countries have achieved that target at all levels of education according to the UN

Development education in youth work aims to support young people to increase their awareness and understanding of the interdependent and unequal world in which we live, through a process of interactive learning, debate, action and reflection. It challenges perceptions of the world and encourages young people to act for a more just and equal society at a national and an international level.

## **V. UN action**

Education for Sustainable Development (ESD) is recognized as a key element of quality education and a crucial enabler for sustainable development. The Sustainable Development Goals (SDGs) adopted by the global community recognize the importance of education in achieving their targets by 2030.

The Global Action Programme (GAP) on ESD, the follow-up programme to the Decade of ESD (2005-2014), seeks to generate and scale-up ESD and to accelerate progress towards sustainable development. The GAP aims to contribute substantially to the 2030 agenda, through two objectives:

- Reorienting education and learning so that everyone has the opportunity to acquire the knowledge, skills, values, and attitudes that empower them to contribute to a sustainable future.
- Strengthening education and learning in all agendas, programmes, and activities that promote sustainable development.

In 1953, it was decided to set up a Scheme of co-ordinated Experimental Activities in Schools of Member States in order to encourage the development of education in activities of the United Nations and the Specialized Agencies and in the principles of the Universal Declaration of Human Rights.

The plan started out with 33 schools in fifteen countries. Driven over five decades, by a growing number of enthusiastic and creative teachers committed to reinforcing the humanistic, cultural and international dimensions of education in view of world

developments, this modest initiative has now developed into one of the world's largest and most unique networks of schools.

In 2003, after fifty years of networking with a view to reinforcing the humanistic, ethical, cultural and international dimensions of education, ASPnet commissioned a Global Review evaluation to identify strengths and weaknesses of the network and recommend ways to enhance its effectiveness and chart its future course. The Global Review concluded "that ASPnet is in a unique position to effect improvement in educational quality as defined by the areas such as peace, democracy, rights, sustainable development and the quality of life.

## **VI. Conclusion**

The educational development has been attended by the UNESCO that every student has an education, but still, in the past few years, the statistics have been showing us that it's not enough. After the UN help, it has been reinforcing for the past 50 years in different schools from all over the world.

## **VII. Guiding question**

1. Which are the countries with the lowest educational level?
2. Where is the best educational system?
3. What needs an improvement in the educational system?

## **VIII. Bibliography**

[http://www.youthdeved.ie/about\\_us/what\\_is\\_development\\_education](http://www.youthdeved.ie/about_us/what_is_development_education)

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