AGENDA: New Strategies for Post-EFA and Post-ESD 2015

PROPOSED BY: FINLAND

SUPPORTED BY: FRANCE, CHINA, INDIA, UNITED STATES OF AMERICA

SIGNATORIES: UNITED KINGDOM, SOUTH AFRICA, MEXICO, RUSSIAN FEDERATION, BRAZIL, NIGERIA, JAPAN

RECALLING that in the Universal Declaration of Human Rights (UDHR), the International Covenant on Economic, Social, and Cultural Rights (ICESCR), and the Convention on the Rights of the Child (CRC) the right of every individual to education is recognized as inalienable,

FURTHER RECALLING the Decade of Education for Sustainable Development (DESD) and resolution 3/52 of 29 October 1997, approved by the Third Committee on 6 November 1997, in which the six goals of Education For All (EFA) are proclaimed,

FULLY ALARMED that the deadline to reach the goal by 2015 is imminent and urgent in setting new goals after 2015,

RECOGNIZING the United Nations Educational, Scientific, Cultural Organization (UNESCO) Association Schools Project Network which incorporates different countries with various backgrounds creating an ambiance eligible for improving the quality of Education for Sustainable Development (ESD) with 9,000 UNESCO educational institutions existing in approximately 180 countries,

TAKING INTO CONSIDERATION the goals of EFA and ESD, which can be achieved by creating a new measurement for EFA and ESD, focusing on Information and Communications Technology (ICT) education, increasing funding for the movement, raising public awareness, promoting sustainable development themes in education, and improving the accessibility and quality of education,

1. PROPOSES 2015-2025 to be the Decade of Education for education for sustainable development and education for all;

2. REQUESTS UNESCO to introduce Education Development Index (EDI) which consists of:
   a) a category for EFA with criteria originating from the official five pillars of EFA which are:
      i) Early Childhood Care and Education that will be measured by: education level of mothers, number of children in the age range divided by the number of pre-schools in the nation,
      ii) Universal Primary Education that will be measured by: enrollment and completion rate of primary education,
iii) Life skills that will be measured by: comparison of unemployment rate between educated and uneducated population,
iv) Literacy that will be measured by: literacy rate,
v) Gender equality that will be measured by: male female ratio in primary education, that in higher education, and comparison of literacy rate of male and female,
b) a category for ESD to evaluate the degree of incorporation of criteria in national education policy and curriculum originating from the official list of ESD elements from ESD which are:
i) social elements including human rights, peace, national security, gender equality, culture diversity, health and Human immunodeficiency virus (HIV) & acquired immunodeficiency syndrome (AIDS), and governance,
ii) environmental elements including natural resources, climate change, rural development, sustainable urbanization, and disaster prevention and relief,
iii) economic elements including poverty reduction, responsibilities of cooperation, and market economy;

3. **CALLS UPON** UNESCO to develop an online learning network which provides high-quality educational resources and develop a foundational network containing:
a) the UNESCO Associated Schools Project Network section including:
i) ESD experts and scholars of each region giving and recording ESD lectures for students of UNESCO Associated Schools,
ii) UNESCO's to awarding projects that have promoted education for sustainable development regarding climate change, water shortage, fossil fuel depletion, natural disasters, cultural diversity,
iii) governments awarding and advertising innovative ideas relating to ESD as well as award winning ASPnet project ideas,
iv) ASPnet monitoring energy use and reporting the results online,
b) online lectures based on the reoriented textbooks and learning materials including sustainable development themes focusing on primary and secondary education,
c) high school level online lectures on Advanced Placed (AP) Environmental Science and International Bachelor (IB) Global Awareness as the first step towards an ICT based higher-level education,
d) the UNESCO Cooperative Union (name of a section in the website) that shares information about utilizing ICT in educational in both the developing and developed nations in ways such as:
i) distribution of life skills education in the agriculture and fishing sector by providing practical knowledge regarding cultivation of environment friendly crops,
ii) creating seminars in which experts and professionals will lecture about sustainable development in agriculture, fishing, etc.,
iii) creating partnerships between cities in developing countries and cities in developed countries for active donation of used computers in the school districts for introducing and developing ICT education;

4. **SUGGESTS** countries to encourage informal schooling and educate children from marginalized groups such as those in local shelters, juvenile centers and hospitals by:
   a) introducing the Teacher Assigned Homeschooling (TAH) where retired teachers are designated to the children in need and give feedbacks on home school material, which could be operated in the following two options, according to the level of ICT infrastructure in countries, by:
      i) using postal service, with the fees supported by the government, and setting deadline for students to finish the school material and send to the assigned teacher regularly, and the teacher should provide the feedbacks in a timely manner,
      ii) utilizing online based program where sufficient ICT infrastructure is existing,
   b) introducing the Teach Wisely Program, an online communication teaching program between teachers or professional volunteer including retirees, with a student who wishes to learn from the UNESCO online web portal;

5. **CALLS UPON** member nations to raise public awareness of ESD and EFA initiatives by:
   a) holding regular seminars for the media to encourage spreading ESD and EFA-related programs through mass media,
   b) sponsoring public campaigns, international festivals, and other events for general public to encourage participation from the public through diverse means such as casting of renowned individuals and celebrities in promotion of the campaign under title of UNESCO,
   c) awarding outstanding projects promoting ESD and EFA from schools, teacher, private institutions, etc. around the world by:
      i) reporting the Ministry of Education in each country of awarded projects,
      ii) advertising awarded projects through media,
      iii) encouraging the UNESCO to approve 1500 models by 2025,
   d) recommending member nations to put further emphasis on cultural diversity, identity, and pluralism by recommending nations to use multicultural and indigenous perspectives in education:
      i) requesting member nations to improve the quality of the existing agencies to provide knowledge, strategies, training courses, and to monitor and report on the progress of the nation,
      ii) recommending member nations to increase the participation rate of students from diverse backgrounds,
      iii) requesting member nations to establish sustainable development centers in communities at both urban and rural areas to protect the traditional culture of
ethnic minorities, and to imply the idea of sustainable development to every individual,
e) further requests member nations to promote gender empowerment to eliminate gender
discrimination in schools and educational programs including:
   i) publishing gender neutral textbooks,
   ii) providing training to the teachers about importance in gender equality,
   iii) accessing gender friendliness of school program on the evaluation process of
   school,
f) offering sex education to children in order to help them prevent HIV&AIDS diseases, as
   well as to provided equal educational treatment to those who are already infected;

6. **RECOMMENDS** member nations to put further emphasis on cultural diversity, identity,
pluralism and gender empowerment to eliminate discrimination in schools and educational
programs by:
a) recommending nations to use multicultural and indigenous perspectives in education,
   i) requesting member nations to improve the quality of the existing agencies to
      provide knowledge, strategies, training courses, and to monitor and report on the
      progress of the nation,
   ii) recommending member nations to increase the participation rate of students from
      diverse backgrounds,
   iii) requesting member nations to establish sustainable development centers in
      communities at both urban and rural areas to protect the traditional culture of
      ethnic minorities, and to imply the idea of sustainable development to every
      individual;
b) further requests member nations to promote gender empowerment to eliminate gender
discrimination in schools and educational programs by:
   i) Publishing gender neutral textbooks,
   ii) Providing training to the teachers and communities about importance of gender
      equality,
   iii) Accessing gender neutrality of school programs as part of the school evaluation
      process,
   iv) Offering sex education to children in order to help them prevent HIV&AIDS
      diseases, as well as to provided equal educational treatment to those who are
      already infected;

7. **SUGGESTS** member nations to cooperate to increase the enrollment and completion of
primary and secondary education by:
a) introducing Pre-primary Education Initiative (PEI),
b) incorporate a mandatory program to inform students the effects of drug abuse, teenage
pregnancy, and HIV&AIDS so as to empower both the marginalized;

8. **RECOMMENDS** member nations to improve and ensure qualities of teachers in all level:
   a) providing the schools with human resources as well as learning materials to the institutions,
   b) some percentage of the teachers trained from the institutions will be teaching the students who do not have opportunity to study,
   c) introduction of Teacher for Teacher programs (TTP) for the underprivileged within the respective nations;

9. **EXPRESSES ITS HOPE** that member nations of the UNESCO discuss to refresh agenda statement about post-EFA and ESD by 2015 by,
   a) inviting a high level committee for discussion and proper guidelines,
   b) inviting an agenda statement proposal,
   c) coordinating and inventing a new statement before 2015;

10. **ENCOURAGE** implementation of effective financial system to collect aids and financial supports; and dedication of the member states to reach sufficient fiscal status for EFA and ESD:
    a) appeals to More Economically Developed Countries (MEDCs) to make further donation and aid to Less Economically Developed Countries (LECDs),
    b) further appeals to the Newly Industrialized Countries (NICs), which have been formally advantaged from the aids from the UNESCO,
    c) calls upon collaboration with international agencies such as World Bank(WB), United Nations Development Program(UNDP) and International Monetary Fund(IMF) for efficiency;

11. **FURTHER ENCOURAGES** application of the collected funds transparently to alleviate the corruption problem in developing countries through means of:
    a) aids in construction of educational infrastructure and programs as a replacement of direct financial aid,
    b) having direct financial aid be monitored by the UNESCO;

12. **APPEALS** to More Economically Developed Countries (MEDCs) to make further donation and aid to Less Economically Developed Countries (LEDCs) to reach marginalized children and encourages Newly Industrialized Countries (NICs) to also participate through cooperation of:
    a) aiding in construction of educational infrastructure and programs as an alternative of direct financial aid by state nations,
    b) coordination between member states with NGOs where opportunities for international
internships will be provided in order to give experience-oriented education,
c) governments with private sectors for projects such as gathering up used laptops in the
   country which businesses will repair and send to the students in need in other countries;

13. **SUGGESTS** that member states refrain from giving financial aid in the long term and:
   a) provide human resources to the underdeveloped countries,
   b) give advice for education policy based on the previous successful model,
   c) help training local specialists who will lead the EFA and ESD in the future.