



Florida High Schools Model United Nations

FHSMUN 42

*CREATING A DIPLOMACY OF HEALTH, PEACE AND SUSTAINABILITY*

**UNITED NATIONS INTERNATIONAL  
CHILDREN'S EMERGENCY FUND (UNICEF)**

**STRENGTHENING EDUCATION SYSTEMS AND  
INNOVATION**

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## **COMMITTEE BRIEF**

### **Introduction**

While crises are typically headline-grabbing, geo-political, firefights between Member States and/or non-state actors, the global education crisis is no less important and precarious. It is only a matter of time before the ongoing education crisis exacerbates the already fragile state of affairs in the world. This was the state of global education prior to COVID-19. Before the pandemic began, the United Nations International Children’s Emergency Fund (UNICEF) published their 2019-2030 international education strategy, which was focused on providing universal education for the world’s children. The global strategy focused on three objectives: “(1) equitable access to learning opportunities; (2) improved learning and skills for all; and (3) improved learning in emergencies and fragile contexts.”<sup>1</sup> This education strategy is built off of the fourth Sustainable Development Goal (SDG), which states that the UN-system should “[e]nsure inclusive and equitable quality education and promote lifelong learning opportunities for all”<sup>2</sup>.

The hallmarks of the SDGs — inclusivity, equitable access, peace, environmental sustainability, international cooperation<sup>3</sup> — are present in the UNICEF global strategy and inform the work of UNICEF to enhance existing education systems while also adapting those systems to meet the needs of 21<sup>st</sup> century learners. While the COVID-19 pandemic has substantially disrupted these systems, especially among the world’s poor, UNICEF’s three objectives with the strategy have not changed. UNICEF’s recommendations to education systems must be met to prevent the pandemic from erasing education gains made across the globe.. Education is the foundation of any sustainable society, and the success of the world depends on the strength and innovation of its education systems.

### **“Where the people are many and their hands are all empty”<sup>4</sup>**

Achieving equitable access to education remains one UNICEF’s top priorities. The dimensions of inequality that are fueling the global “learning crisis”<sup>5</sup> have only been worsened by the COVID-19 pandemic. Before addressing some of the dimensions of inequality that fuel the crisis, and how the UN is working to mitigate them, it’s important to be acquainted with the breadth and depth of the crisis itself:

- “...by 2030, of the 1.4 billion school-age children in low- and middle-income countries, 420 million will not be on track to learn the most basic skills in childhood, and 825

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<sup>1</sup> United Nations International Children’s Emergency Fund (UNICEF), “‘Every Child Learns’ UNICEF Education Strategy 2019-2030” (New York, New York: UNICEF, September 2019), <https://www.unicef.org/media/59856/file/UNICEF-education-strategy-2019-2030.pdf>, 4

<sup>2</sup>United Nations General Assembly (UNGA), “Transforming Our World: The 2030 Agenda for Sustainable Development (A/RES/70/1),” October 21, 2015, 14

<sup>3</sup> UNGA, “The 2030 Agenda (A/RES/70/1),” 2

<sup>4</sup> From Bob Dylan, “A Hard Rains a-Gonna Fall,” in *The Freewheelin’ Bob Dylan*, Columbia Records, 1963

<sup>5</sup> UNICEF, “‘Every Child Learns’ Strategy,” 13

million will not be on track to acquire the basic secondary-level<sup>6</sup> skills they need to succeed in life, school and work.”<sup>7</sup>

- “Half of children with disabilities in developing countries are excluded from school.”<sup>8</sup>
- “Globally, 74 per cent of the *poorest quantile* adolescent girls, and 68 per cent of boys, have never set foot in a secondary school. In sub-Saharan Africa, it is 93 per cent of girls and 90 per cent of boys.”<sup>9</sup>
- “Only 50 per cent of refugee children have access to primary education and only 22 per cent of refugee adolescents are in lower-secondary education.” There are over eight million refugee children under the mandate of the United Nations High Commissioner for Refugees (UNHCR);<sup>10</sup> “[o]f the six million primary and secondary school-age refugees ..., 3.7 million have no school to go to.”<sup>11</sup>
- “Children in conflict-affected countries are 30 per cent less likely to complete primary school and 50 per cent less likely to complete lower-secondary school. ... By 2030, more than 80 per cent of the world’s poor will live in fragile and conflict-affected contexts.”<sup>12</sup>

While each of these facets of the learning crisis are connected, there is not a single strategy that will address all of them at once. However, reducing inequities in order to promote inclusion in childhood education must be the first step toward addressing them. UNICEF states that the inequity fueling this crisis, among other factors, goes beyond the typical metrics of “wealth, location, [and] gender,” but is “associated with ... disability, mother-tongue instruction, ethnicity, displacement and subnational differences.”<sup>13</sup> Solutions to reducing these barriers to inclusion must be county-specific while following the principles established by UNICEF. Take, for example, gender exclusion. “Girls are disadvantaged in 62 per cent of [Lower Income Countries] and boys are disadvantaged in 63 per cent of [Lower Middle Income Countries]. Boys are also more likely to be disadvantaged in [Upper Middle Income Countries] and [High Income Countries].”<sup>14</sup> While UNICEF cannot reduce this disparity with a *single* policy, it can reaffirm its principles of inclusion and, with evidentiary support, propose solutions at the country- and regional-levels to both improve enrollment among girls in LICs while developing strategies to target existing biases, or reduce harmful practices, in those Member States. An example of this being UNICEF’s proposal to increase their work with Member States “to prioritize at least one year of pre-primary education in every country’s education sector plan, with a target of 10 per cent of education budget allocated to pre-primary education.”<sup>15</sup>

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<sup>6</sup> Secondary level education encompasses, for the American education system equivalent, middle and high school; middle school is equivalent to lower-secondary education, high school is equivalent to upper-secondary education. Primary education is equivalent to elementary school; pre-primary education is equivalent to pre-K, and early-childhood education.

<sup>7</sup> UNICEF, “‘Every Child Learns’ Strategy,” 13

<sup>8</sup> *Ibid.*, 15

<sup>9</sup> *Ibid.*, 16 Emphasis added

<sup>10</sup> United Nations High Commissioner for Refugees, “Missing Out: Refugee Education in Crisis” (UNHCR, September 2016), <https://www.unhcr.org/57d9d01d0>, 3

<sup>11</sup> United Nations High Commissioner for Refugees, “Missing Out: Refugee Education in Crisis” (UNHCR, September 2016), <https://www.unhcr.org/57d9d01d0>, 4

<sup>12</sup> UNICEF, “‘Every Child Learns’ Strategy,” 18

<sup>13</sup> UNICEF, “‘Every Child Learns’ Strategy,” 15

<sup>14</sup> *Ibid.*, 15

<sup>15</sup> *Ibid.*, 27

In order to improve access to quality secondary education, UNICEF first emphasizes that “alternative delivery methods” of education should be enhanced;<sup>16</sup> these methods include “catch-up classes, ... accelerated learning, second-change education, skills development training and apprenticeships” and the ability “for those who never attended school but are still age-eligible to enter primary [school]”<sup>17</sup>. To strengthen the ways education systems reach children with disabilities, UNICEF emphasizes the importance of “campaign[s] for the elimination of stigma and discrimination against children with disabilities” while encouraging those systems to “train[] teachers in inclusive pedagogy, promote accessible public buildings, especially schools, and assist in the provision of assistive devices and accessible learning materials”<sup>18</sup>. This intentionality in education policy planning is the approach UNICEF takes to get closer to achieving gender parity in secondary education, which includes “transform[ing] gender norms in education systems (policies, curricula, teacher education teacher deployment ... )”, and in creating and allocating budgets.<sup>19</sup> The process of gender mainstreaming, first adopted by the UN-system in 1997, will be critical in UNICEF’s efforts.<sup>20</sup>

## Education Systems

### *Improving Learning and Skills*

Education systems, although seemingly distant from the classroom itself, are built upon networks of community, school, and familial relationships<sup>21</sup> that strengthen and support one another. UNICEF identifies six key areas where systems conduct their work:

1. “Inspection ... of and support to schools & teachers
2. “Institutional development and management, governance
3. “Data, planning monitoring and accountability
4. “Assessments and accreditation
5. “Curriculum content (inclusive and linguistic context and to life skills and labor market needs)
6. “Financing (volume, equitable cost-sharing and spending)”<sup>22</sup>

UNICEF has identified areas where education systems should focus their efforts to both solve the global learning crisis while also “putting the learner at the centre ... and making learning the primary goal.”<sup>23</sup> These include: “gender- and disability-responsive planning ...”; “[s]upporting pro-poor policies and public expenditure ...”; “strengthening capacity at central and subnational

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<sup>16</sup> Ibid., 27

<sup>17</sup> Ibid., 27

<sup>18</sup> Ibid., 27

<sup>19</sup> Ibid., 28

<sup>20</sup> See Economic and Social Council, “*Gender Mainstreaming Extract from Report of the Economic and Social Council for 1997 (A/52/3)*,” 18 September 1997, 2: “Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.”

<sup>21</sup> See Figure 8 in UNICEF, “‘Every Child Learns’ Strategy,” 31

<sup>22</sup> See Figure 8 in UNICEF, “‘Every Child Learns’ Strategy,” 31

<sup>23</sup> UNICEF, “‘Every Child Learns’ Strategy,” 38

levels in areas such as data, delivery, and accountability ...”; “[i]mproving the alignment of the education system with other sectors, such as social protection, health and labor”; working with social service providers to “address ... household financial barriers to equitable access and learning.”<sup>24</sup>

To create a comprehensive, Member State-specific plan (here, the plan could be Member State *adaptable*) to increase pre-primary education, delegates to UNICEF would, for example, have to “focus on five domains: planning and resource allocation; curriculum development; workforce deployment; family engagement; and standard setting and quality assurance”<sup>25</sup>. These are not policies that can be changed in a short period of time. These policies must be developed with Member States and assessed how they will translate to the sub-system level. Rather than create a plan for what might occur specifically in the classroom, delegates to UNICEF should create the framework for relevant parties to make those decisions, empowered by the education systems in which they operates. Delegates should also be aware that the strength of any systems-based effort is only as strong as it is measurable; UNICEF will be challenged over the course of the pandemic to collect the necessary data for effectiveness monitoring.

Education systems possess a unique ability to provide a wide range of other services through cross-system integration. Schools can work with health systems to “... [become] an integrated platform for services to deliver a wide range of children’s rights and child development outcomes”<sup>26</sup>. Schools can serve as delivery points for necessary childhood immunizations; schools can provide “[nutritional] supplementation (e.g. iron and folic acid)” and “comprehensive sexuality education, sexual and reproductive health and rights”; schools can also serv as intervention points for children in at-risk situations.<sup>27</sup>

### *Improving Learning in Emergencies*

Schools are not immune to the myriad of global crises affecting communities and populations: from natural disasters to armed conflict, UNICEF provides critical assistance to schools and refugee populations to ensure that children do not fall behind in their development. To mitigate the effect of these crises on children, delegates should focus on both “prevention (resilient systems) and response (education in emergencies).”<sup>28</sup>

Prevention (resilient systems) <sup>29</sup>	Response (education in emergencies)
Risk-informed programming should address multiple hazards, risks and shocks, including climate change.	... build on the increased use of cash transfers as an element of emergency response ...
... fostering values of inclusion, tolerance, human rights and conflict resolution.	... expand work on child protection in emergencies, focusing on physical, psychosocial, and cognitive protection for children and adolescents.
... make education financing and education systems more risk-informed and response, and to help governments to accommodate children affected by protracted crises.	... support recognition of learning, certification, mobility, accreditation and transition of displaced and migrating children and adolescents between education systems ...

<sup>24</sup> UNICEF, “‘Every Child Learns’ Strategy,” 38

<sup>25</sup> UNICEF, “‘Every Child Learns’ Strategy,” 32

<sup>26</sup> *Ibid.*, 30

<sup>27</sup> *Ibid.*, 30

<sup>28</sup> *Ibid.*, 34

<sup>29</sup> Everything in this chart c.f. *Ibid.*, 34-5. Quotations have been omitted for clarity.

The success of prevention and response systems lie with their ability to ensure populations without equitable access to education in areas (e.g. children with disabilities, girls) are not excluded from either part of a plan. UNICEF has the ability to create plans to address gender-based violence in these crises, as well working with the UNHCR to create accessible education for children with disabilities. The most vulnerable cannot be left behind in crises.

## Innovation

Innovative education allows for greater flexibility in delivery methods without compromising goals and skills established by education systems. But innovation does not always have to mean greater technology usage (although it typically does); UNICEF cites “a programme in Ghana that empowers local mothers and grandmothers to facilitate early childhood education” as a key example of innovation in practice.<sup>30</sup> The alternative delivery methods referenced in page three are a form of innovation. UNICEF states that “school and classroom-based innovations ... [must] empower and support teachers and pedagogical facilitators” while prioritizing “new approaches to personalized and adaptive learning ...”<sup>31</sup>. Any innovative strategy that is crafted must be “design[ed] for scale” and “buil[t] for sustainability”<sup>32</sup>. These principles underscore UNICEF’s commitment to ensuring that any strategy implemented at *any* level of the education system — either at the classroom, community, or national level — must be country specific and designed with clear learning goals in mind (goals that are measurable, of course).

## COVID-19: Deepening the Learning Crisis

“By mid-April 2020,” Secretary-General António Guterres reported, “94 per cent of learners worldwide were affected by the pandemic, representing 1.58 billion children and youth, from pre-primary to higher education, in 200 countries.”<sup>33</sup> Similarly, it is projected that the Human Development Index will decline by 0.016 in 2020, the most rapid decline since the HDI was first recorded in 1991.<sup>34</sup> And while Member States have shifted from in-person to remote learning (or a mix thereof), the UN estimates that “distance learning in high income countries covers about 80-85 per cent [of learners], while this drops to less than 50 percent in low income countries.”<sup>35</sup> While platforms of remote learning can vary from country to country — “[r]adio, [t]elevision, [o]nline”<sup>36</sup> — only thirty-three percent of children around the world (up to twenty

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<sup>30</sup> “Strengthening Education Systems and Innovation.” UNICEF. UNICEF. Accessed January 17, 2021. <https://www.unicef.org/education/strengthening-education-systems-innovation>.

<sup>31</sup> UNICEF, ““Every Child Learns’ Strategy,” 40

<sup>32</sup> UNICEF, ““Every Child Learns’ Strategy,” 40

<sup>33</sup> Secretary-General António Guterres, “Policy Brief: Education during COVID-19 and Beyond” (New York, New York: United Nations, August 2020), [https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\\_policy\\_brief\\_covid-19\\_and\\_education\\_august\\_2020.pdf](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf), 5

<sup>34</sup> Secretary-General António Guterres, “Policy Brief: Education during COVID-19 and Beyond” (New York, New York: United Nations, August 2020), 11

<sup>35</sup> Secretary-General António Guterres, “Policy Brief: Education during COVID-19 and Beyond” (New York, New York: United Nations, August 2020), 12

<sup>36</sup> See figure 5 António Guterres, “Education during COVID-19 and Beyond,” 13

five years of age) have internet access,<sup>37</sup> meaning “... 2.2 billion children and young people aged 25 years or less – two-thirds of children and young people worldwide – do not have an internet connection at home.”<sup>38</sup> The strength of online/innovative delivery methods of education during the pandemic is only as strong as each student’s ability to connect to those services. And, while the pandemic’s end may now appear somewhat close for high-income Member States who will have early access to effective COVID-19 vaccines, there is no indication that middle- and low-income Member States<sup>39</sup> will have access to those same vaccines at the same time. Similarly, the Secretary-General reported that “[c]hildren with disabilities ... are not always included in strategies of distance learning” while [r]efugee and forcibly displaced children are ... deprived of access to support services offered through schools, such as school meals and psychosocial support programmes.”<sup>40</sup> Similarly, “[s]chool closures make girls and young women more vulnerable to child marriage, early pregnancy, and gender-based violence...”<sup>41</sup>.

If the education systems around the world wish to prevent large numbers of children from falling behind in their educational attainment, and prevent “23.8 million additional children and youth”<sup>42</sup> from dropping-out of school, then: Member States’ budgets must “maintain and, where possible, increase” education spending;<sup>43</sup> Member States must prioritize “[l]earners in emergencies and protracted crisis” to continue providing integrated social programs (from health to nutritional aid) to vulnerable children;<sup>44</sup> “increase[e] school reenrolment and attendance (especially of girls and children living in extreme poverty or food insecurity)”;<sup>45</sup> develop return-to-school plans that prioritize the health and safety of learners and teachers, especially “for students with special needs.”<sup>46</sup>

## Conclusion

UNICEF’s goal to ensure universal childhood education has never been more important. With tens of millions of children facing the possibility of not being able to continue their education, while millions more are unable to continue with theirs during the pandemic, it is clear that UNICEF’s priority must be with the most vulnerable children during the pandemic. At no point in the strengthening process should UNICEF abandon their goals of protecting and promoting those children who have been excluded from education in the past. Here is an opportunity to strengthen systems to promote and protect the cultural, historical, social, and

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<sup>37</sup> United Nations Children’s Fund and International Telecommunication Union, “How many children and young people have internet access at home? Estimating digital connectivity during the COVID-19 pandemic,” (New York, New York: UNICEF, 2020), 4

<sup>38</sup> United Nations Children’s Fund and International Telecommunication Union, “How many children and young people have internet access at home? Estimating digital connectivity during the COVID-19 pandemic,” (New York, New York: UNICEF, 2020), 2

<sup>39</sup> In upper-middle income countries, 56 percent of children have internet access; 15 percent for lower-middle income countries; 6 percent for low-income countries. See United Nations Children’s Fund and International Telecommunication Union, “How many children and young people have internet access at home? Estimating digital connectivity during the COVID-19 pandemic,” (New York, New York: UNICEF, 2020), 4

<sup>40</sup> António Guterres, “Education during COVID-19 and Beyond,” 8

<sup>41</sup> António Guterres, “Education during COVID-19 and Beyond,” 10

<sup>42</sup> *Ibid.*, 10

<sup>43</sup> *Ibid.*, 21

<sup>44</sup> *Ibid.*, 22

<sup>45</sup> *Ibid.*, 22

<sup>46</sup> *Ibid.*, 19-20

practical knowledge of Indigenous peoples around the world; to build delivery systems that children living in rural areas; to integrate cross-sector social services into school infrastructure; and to ensure that education has no gender bias. These are the challenges that have always driven UNICEF's work, and they are no less important now.

### Guiding Questions for Debate

1. What educational challenges has your Member State faced, or is facing, and what strategies have they taken to increase educational attainment among children?
2. What innovative strategies, either technological or not, can be introduced during the COVID-19 pandemic to ensure that children without internet access are able to complete their education? Will these strategies be temporary, or will they last beyond the pandemic?
3. How should UNICEF coordinate with UNHCR for children who move from one education system to another — either because of forced displacement or because of migration — and how can those children be integrated into their new education system?
4. How can UNICEF's three objectives for their 2019-2030 strategy be adapted (without changing their goals) to meet the needs of children during the COVID-19 pandemic?
5. What strategies can UNICEF propose to Member States to increase enrollment and retention among children with disabilities, children in rural areas, and girls?
6. What if there is a humanitarian crisis, such as a natural disaster, in the next eight months during the pandemic? Does UNICEF, or do Member States, have strategies and plans in place to ensure that children are able to continue their education?
7. UNICEF identifies ways that their strategy can be implemented: "financial resources, human resources, and partnerships."<sup>47</sup> How do each of these three *How's* adapt to reaching children without internet access during the COVID-19 pandemic?
8. How can UNICEF create educational strategies that promote and protect the culture of Indigenous communities? What steps should UNICEF propose to education systems to reform harmful practices that have deprived Indigenous communities of their cultural identity, especially in schools?

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<sup>47</sup> UNICEF, "Every Child Learns' Strategy," 24

## **RESOURCE REVIEW**

### **United Nations Reports**

United Nations International Children’s Emergency Fund. “‘Every Child Learns’ UNICEF Education Strategy 2019-2030.” New York, New York: UNICEF, September 2019. <https://www.unicef.org/media/59856/file/UNICEF-education-strategy-2019-2030.pdf>.

Explores the state of global education in 2019 before recommending a series of policy proposals — at the international and national levels — designed to ensure that every child has access to free education. The report highlights world’s most vulnerable children (e.g. those attending, or unable to attend, school in humanitarian emergencies; children with disabilities without access to education) and how education systems strongly contribute to improving the quality of life of those children. The report reaffirms UNICEF’s commitment to eliminating gender discrimination in communities and recommends specific ways that education systems can gender-mainstream education policies. Delegates interested in collecting basic facts and statistics about the (pre-pandemic) state of global education should read pages 8-23 of the report. Delegates looking to focus on improving specific areas within education systems can concentrate on any number of the numerous sections and sub-sections in the report.

Secretary-General António Guterres. “Policy Brief: Education during COVID-19 and Beyond.” New York, New York: United Nations, August 2020. [https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\\_policy\\_brief\\_covid-19\\_and\\_education\\_august\\_2020.pdf](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf).

In his report on the impact of COVID-19 on global education, Secretary-General António Guterres demonstrates how the pandemic’s disruption of schools has affected every learner around the world. While the report focuses on the UN-system (and not UNICEF specifically), it nonetheless provides the most accurate picture of what education looks like during the pandemic and what it might look like as the pandemic is brought under control. The report has three main sections that focus on the disruption of education because of the pandemic, what Member States have done to adapt learning, and what recommendations the UN has for Member States to ensure that no learners fall behind. All delegates are *high encouraged* to read, at the very least, the executive summary (pages 2-4) and review the policy recommendations proposed by the Secretary-General before crafting working ideas to strengthen education systems during the pandemic.

United Nations High Commissioner for Refugees. “Missing Out: Refugee Education in Crisis.” UNHCR, September 2016. <https://www.unhcr.org/57d9d01d0>.

UNICEF devotes considerable attention to educational needs of refugee and displaced children in their 2019-2030 education strategy. This report dives deeper into the existing UNHCR systems and delivery methods for children under the UNHCR’s mandate.

United Nations Children’s Fund and International Telecommunication Union. “How Many Children and Young People Have Internet Access at Home? Estimating Digital Connectivity during the COVID-19 Pandemic.” New York, New York: UNICEF, 2020. <https://data.unicef.org/resources/children-and-young-people-internet-access-at-home-during-covid19/>.

This report on internet connectivity for remote learners around the world demonstrates the considerable challenges UNICEF and Member States must overcome to ensure that all children have access to education during the COVID-19 pandemic. The report features sections on economic development and connectivity (p. 6), the disparity between urban and rural internet connectivity (pp. 7-8), the relationship between household wealth and connectivity (pp. 9-10), and internet connectivity for learners in Sub-Saharan Africa (p. 11).

Director-General Audrey Azoulay. “Report of the Director-General of the United Nations Educational, Scientific and Cultural Organization on the Implementation of Education for Sustainable Development in the Framework of the 2030 Agenda for Sustainable Development.” New York, New York: United Nations General Assembly, July 30, 2019. <https://digitallibrary.un.org/record/3825420?ln=en>.

This UNESCO report supplements much of the UNICEF’s 2019-2030 global education strategy while being more focused on the role that sustainable development (specifically SDG 4) plays in the next decade of education policy formulation. Pages 16-19 provide the framework proposed by UNESCO in crafting sustainable education policy in the next decade.

### **United Nations General Assembly Resolutions**

United Nations General Assembly (UNGA). “Transforming Our World: The 2030 Agenda for Sustainable Development (A/RES/70/1).” October 21, 2015. [https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A\\_RES\\_70\\_1\\_E.pdf](https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A_RES_70_1_E.pdf).

This UNGA resolution adopted and discusses the Sustainable Development Goals.

United Nations General Assembly (UNGA). “Education for sustainable development in the framework of the 2030 Agenda for Sustainable Development (A/RES/74/223).” January 24, 2020. <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N19/436/40/PDF/N1943640.pdf?OpenElement>.

This resolution provides an example of how SDG 4 has been integrated into global education policy by the General Assembly.

United Nations General Assembly (UNGA). “Education for democracy(A/RES/75/99).” December 28, 2020. <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N20/377/87/PDF/N2037787.pdf?OpenElement>

By linking education and the strength of democratic governance, this resolution draws “connections between democratic governance, peace, sustainable development and the promotion of human rights and fundamental freedoms”<sup>48</sup>

### **Guiding Questions for Position Papers**

1. What is the current structure of your education system? How many students are enrolled in pre-primary, primary, and secondary education? How many are enrolled in public education compared to private education? Is education free for students and families? Is it affordable?
2. Which policies has your Member States enacted to increase enrollment and promote SDG 4? Have they been a success or not?
3. Does your Member State receive education assistance from UNICEF or another global partner? If so, what does that assistance look like? How can that assistance be strengthened or made more effective?
4. Based on the plans and policies enacted, what can the global community learn from your Member State? Are there any plans or policies used in your Member State that you think should be implemented by UNICEF to benefit children around the world?
5. Which policies should UNICEF adopt to ensure that children can safely return to school during and after the pandemic? Which plans should be enacted to increase internet connectivity to the children who do not have an internet connection at home during the pandemic?
6. Has your country provided educational assistance to children in humanitarian emergencies, to displaced children? If so, what strategies worked?
7. What are the strategies that have worked in your Member State to increase for students with disabilities, girls, and rural students? Are these strategies able to be replicated around the world? Why did they work?

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<sup>48</sup> United Nations General Assembly (UNGA), “Education for democracy(A/RES/75/99),” December 28, 2020, 4