

A Note from the Executive Board

Delegates,

The Executive Board of UNESCO welcomes you. We hope you have started the basic research, and have got an idea about the agenda at hand. Even though the ambit of the committee allows for a broader scope of debate, still keeping in mind the final outcome document, it is advisable to keep the verbatim of the committee within the mandate itself.

The study guide aims at providing you with a basic understanding of the agenda and helps you to take your research down the correct avenue. This is supposed to be neither the beginning nor the end of your research on the agenda at hand; it's merely supposed to direct and complement it. Also note that we expect you to think for yourself. The committee success depends a lot on the innovative skills and out of the box thinking of the delegates; and hence we want everyone to come up with a proper analysis and interpretation of your research and the facts so that we are able to set up a well-directed committee and no delegate is forced to merely read the research out.

A sound knowledge on the agenda at hand and being well-versed with your foreign policy are the qualities in a delegate the Executive board will be looking for. We look forward to a very successful committee with a proper

learning experience for the delegates, especially the ones with lesser experience. Feel free to contact us at any point of time whenever you come across any difficulty while researching.

Regards,

The Executive Board

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Note: We will be accepting position papers, countries need to mandatorily send position papers by the start of the day one of the committee.

The position papers will have 30% weightage on the total marking.

AGENDA:

Reviewing the implementation of the Education 2030 Framework for Action, and charting a follow up plan of action till 2030

About the Committee-

UNESCO is the United Nations Educational, Scientific and Cultural Organization. It seeks to build peace through international cooperation in Education, the Sciences and Culture. UNESCO's programmes contribute to the achievement of the Sustainable Development Goals defined in Agenda 2030, adopted by the UN General Assembly in 2015.

Mandate/ Vision-

UNESCO develops educational tools to help people live as global citizens free of hate and intolerance. UNESCO works so that each child and citizen has access to quality education. By promoting cultural heritage and the equal dignity of all cultures, UNESCO strengthens bonds among nations. UNESCO fosters scientific programmes and policies as platforms for development and cooperation. UNESCO stands up for freedom of expression, as a fundamental right and a key condition for democracy and development. Serving as a laboratory of ideas, UNESCO helps countries adopt international standards and

manages programmes that foster the free flow of ideas and knowledge sharing.

UNESCO's founding vision was born in response to a world war that was marked by racist and anti-Semitic violence. Seventy years on and many liberation struggles later, UNESCO's duty remains to reaffirm the humanist missions of education, science and culture. For a complete idea about the mandate and organisation structure, refer to the document (37 C/4) link given at the end of this guide.

The Sustainable Development Goals (SDGs)-

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030.

The 17 SDGs are integrated—that is, they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability.

Through the pledge to “Leave No One Behind”, countries have committed to fast-track progress for those furthest behind first. That is why the SDGs are designed to bring the world to several life-changing ‘zeros’, including zero poverty, hunger, AIDS and discrimination against women and girls.

Everyone is needed to reach these ambitious targets. The creativity, knowhow, technology and financial resources from all of society is necessary to achieve the SDGs in every context. To this extent, different committees of the UN, like UNESCO, UNDP are involved in ensuring a proper pathway to achieving these goals. A link to the SDG website has been provided at the end of the guide for in-depth understanding. In this committee session, we'll be focussing on the role of UNESCO in the field of education, for the accomplishment of the SDG 4.

UNESCO actively helped to frame the Education 2030 agenda which is encapsulated in SDG 4. The Incheon Declaration, adopted at the World Education Forum in Korea in May 2015, entrusted UNESCO to lead and coordinate Education 2030 through guidance and technical support within the overall SDG agenda.

Education 2030 Framework for Action (Incheon Declaration/ FFA)-

Ambitions for education are essentially captured in Sustainable Development Goal 4 (SDG 4) of the 2030 Agenda which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. The Education 2030 Framework for Action provides guidance for implementing the education commitments made in the 2030 Agenda for Sustainable Development at a national, regional and global level. In particular:

- it aims at mobilizing all countries and partners around Sustainable Education Goal 4 and its targets;
- it proposes ways of implementing, coordinating, financing and monitoring the new commitments; and
- it proposes indicative strategies which countries may wish to draw upon in developing their plans, taking into account different national realities, capacities and levels of development and respecting national policies and priorities.

5 key issues were addressed while developing the above framework, which are still valid till date and shall be kept in mind while discussing the implementation of the framework so far. These are-

1. Sustaining political commitment.
2. Strengthening national policy and practice.
3. Effectively mobilizing more financial resources.
4. Bringing the monitoring and reporting of progress to a new level.
5. Linking monitoring with action.

The above five issues could be informally considered as the main basis for the framework that was developed. Reviewing how far these issues have been resolved, follow up steps that can be taken to further the commitments to the issues above, can be one of the many pathways that the committee can decide to take for this session. Hence, exploring them in-depth is of utmost importance for the delegates.

The FFA established one of the most important instruments of the UNESCO, for monitoring the implementation of SDG4- SDG-Education 2030 Steering Committee (SDG-Education 2030 SC). It is a democratic, multi-stakeholder

partnership, which provides strategic guidance to Member States and the education community, makes recommendations for catalytic action, advocates for financing, and monitors progress through the official source of cross-nationally comparable data on education, UNESCO's Institute for Statistics, and the editorially independent, authoritative and evidence-based Global Educational Monitoring (GEM) Report. The Committee ensures follow-up and review of education related targets within the 2030 Agenda through United Nations processes.

About the GEM Report-

Established in 2002, the GEM Report is an editorially independent report, hosted and published by UNESCO. At the 2015 World Education Forum, it received a mandate from 160 governments to monitor and report on:

- Progress on education in the Sustainable Development Goals (SDGs), with particular reference to the SDG 4 monitoring framework
- The implementation of national and international strategies to help hold all relevant partners to account for their commitments, as part of the overall SDG follow-up and review process.

Its users include but are not limited to: governments; experts (including academic researchers, think tanks and consultants); multilateral, international, regional and national development organizations; teachers and their unions; youth, students and their organizations; civil society and non-government organizations engaged in education; and the general public. The GEM report mentioned is of utmost importance for the delegates to look up (link provided at the end of the guide), since it outlines exactly how the monitoring process is carried out, the parameters involved and so on.

While the FFA created only the SDG-Education 2030 SC, there are certain other UNESCO instruments as well, some created before the FFA, some after, which have been important in paving a proper pathway to achieving SDG 4. These are briefly discussed below.

Global Instruments for SDG 4 Implementation by UNESCO-

At the global level, UNESCO convenes a Global Education Meeting every 4 years, the last one was held in December 2018. The main mechanisms for SDG 4 - Education 2030 coordination and partnerships include:

- the **SDG-Education 2030 Steering Committee** (described above)
- the **Global multilateral partners' platform**- The Global multilateral partners' platform, established at a meeting convened by UNESCO in July 2019, commits to maintain strategic dialogue among principals of multilateral partners and align work around a set of priorities to accelerate progress towards SDG 4.
- the **Collective Consultation of NGOs on Education 2030 (CCNGO-Education 2030)**- Civil society organizations (CSOs) play a central role in the implementation and monitoring of the 2030 agenda. The Collective Consultation of NGOs on Education 2030 (CCNGO/Education 2030) is UNESCO's key mechanism for dialogue, reflection and partnership with NGOs working in the field of education.
- the **E-9 Partnership** - The E-9 Partnership made up of Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, and Pakistan was first established in 1993. While the nine countries have less in common now than they once did, their individual and collective influence has grown.

Along with the abovementioned global instruments, a plethora of regional instruments are available as well, to be utilized for coordination and partnership between countries at the regional level. Examples include the Continental Education Strategy for Africa (CESA), which guides the African region, the Arab Regional Support Group for Education 2030, established by UNESCO for the Arab States, and so on.

Another important organ of the UNESCO, when it comes to reliable to data collection regarding education strategy implementations by different countries, is the UNESCO Institute for Statistics (UIS). The UIS works directly with countries to compile education expenditure data through an annual survey and helps to improve national statistical systems and adopt new methodologies, such as National Education Accounts (NEAs). The UIS helped to develop the NEA through a joint project with the UNESCO International Institute for Education Planning (IIEP) and *Pôle de Dakar*, with the support of the Global Partnership for Education (GPE). Its expanded mandate currently includes monitoring of the implementation of the SDGs, in the form of data collection to ensure the countries are keeping up with their commitments regarding the goals. Details regarding the UIS's functioning won't be mentioned here, since that is not important. What's important is that the

delegates understand that this particular organisation can be considered a very reliable source for obtaining in-depth information regarding the different countries, which would serve as an integral part of their position papers/ national submissions.

Useful Links-

- 1) <https://unesdoc.unesco.org/ark:/48223/pf0000227860>
- 2) <https://sdgs.un.org/>
- 3) <https://unesdoc.unesco.org/ark:/48223/pf0000245656>
- 4) <https://en.unesco.org/gem-report/about>
- 5) <https://en.unesco.org/themes/education2030-sdg4/regional-mechanisms>
- 6) <https://www.campaignforeducation.org/docs/post2015/SDG4.pdf>
(Guide to understanding the different components of SDG 4)

Kindly name the position papers, national submission, mail it to both deysayantan0964@gmail.com and mr.abanmandal.1999@gmail.com in a pdf format named in the following manner. "Country name" _ National Submission.

Eg.- India_National Submission.