



Amity International Model United Nations 2025



**United Nations Educational,
Scientific and Cultural
Organisation**

BACKGROUND GUIDE

LETTER FROM THE CHAIRPERSON

Greetings Delegates,

I welcome you to the simulation of the United Nations Educational Scientific and Cultural Organisation at the 16th Edition of AIMUN!

I understand that this may be the first of many conferences for a number of you. Given that, I want you to know that originality, creativity and logic is preferred over incredibly well structured and detailed solutions. When you come across new ideas, do run a basic common-sense check before you decide to use it in your content: all that shines is not gold.

You will find that this Background Guide covers a lot of basic, albeit incredibly important topics and concepts, and will serve as a starting point of your research. There are questions at the end, which have no one-serve-all solutions at all, but have significant scope to be molded into implementable models- that is where your role comes in.

As a final tip, be it unrequited, I advise you to question everything- not with an eye of suspicion but inquisitiveness. There are so, so many intriguing concepts you can come across with any agenda, especially in a committee as diverse as the UNESCO. I look forward to seeing each one of you turn up well researched, well stocked with questions for both me and the committee and grow as individuals in our time together. You may reach out to me via mail for valid queries.

Break a leg (or tear a placard)!

Chairperson

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With invaluable assistance from **Vice Chairperson:** Gauransh Mutreja

A GUIDE TO RESEARCHING

To understand any law/document better, always keep the following checklist in mind:

1. The reason why this law/document exists (for e.g. the Geneva Conventions were enacted to lay down the rules of war and for the treatment of all parties concerned in the wars.)
2. The nature of the document and the force it carries, i.e. whether it is a treaty, a convention, a doctrine, or a universally accepted custom or norm.
3. The areas where the document can be applied or has jurisdiction on (for e.g. international humanitarian law applies only to situations of armed conflict, whereas the human rights laws applies at all times of war and peace alike.)
4. The contents of the document at hand. You need not memorize any articles or rules of any convention or treaty, but should know what the document has to say in various situations that may arise in the committee.

For better clarity on Rules of Procedures, you may refer to:

<https://unausa.org/programs/model-un/>

While researching on your agenda, or country based policies, it is suggested that only the following reliable sources are considered. It is to be noted that these are the only acceptable sources to be accepted as proof.

UN Documents – Any UN body: - A. GA

(<http://www.un.org/en/ga/>)

B. UNEP (<https://www.unep.org/>)

C. UNESCO (<https://www.unesco.org/en>)

Charter Based Bodies and UN affiliated bodies:

A. UNFCCC (<https://unfccc.int/>)

B. COP (Governing body of UNFCCC)

C. ECOSOC (<https://ecosoc.un.org/en>)

State Reports – Any states report from their government portals:

A. United States of America – (<http://www.state.gov/>)

B. Russian Federation – (<http://eng.mil.ru/>)

C. People's Republic of China – (<http://english.gov.cn/>)

D. France – (<http://www.diplomatie.gouv.fr/en/>)

E. India – (<http://www.mea.gov.in/>) etc.

State owned Media agencies – Any report from state owned media:

- A. Russia Today (Russian Federation) – (<http://rt.com/>)
- B. BBC (United Kingdom) – (<http://www.bbc.com/>)
- C. Xinhua News agency (P.R. of China) – (<http://english.cntv.cn/>)

International Media Agencies:

- A. Reuters Reports on Incidents – (<http://in.reuters.com/>)

Sources not acceptable would include:

- Wikipedia – (https://en.wikipedia.org/wiki/Main_Page)
- Amnesty International – (<https://www.amnesty.org.in/>) and other similar news agencies.

While these will not be accepted as proof, they may be used for better understanding of any issue and even be brought up in debate, if the information given in such sources is in line with the beliefs of a government.

<http://www.state.gov/>

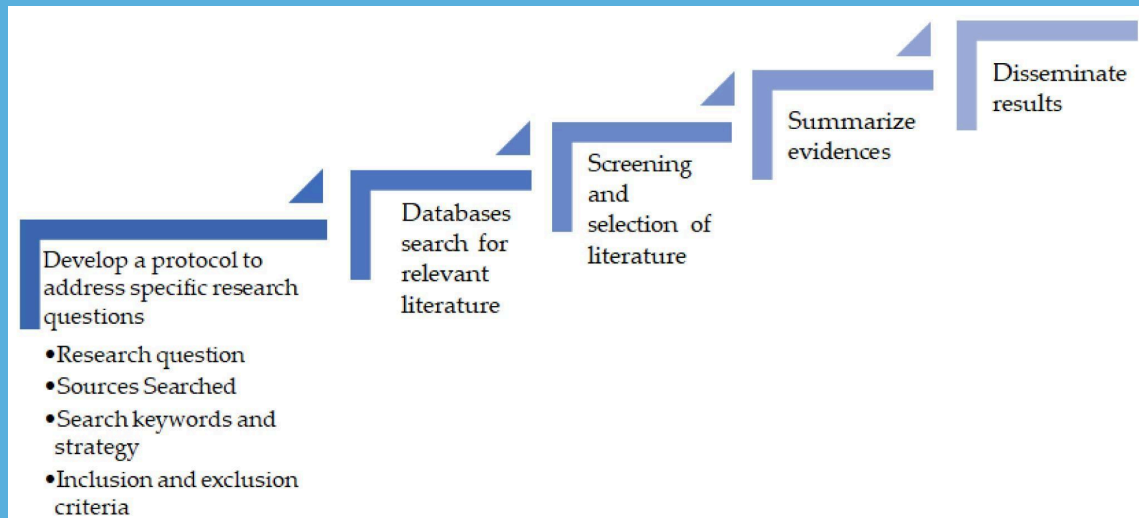
<http://english.gov.cn>

<http://www.diplomatie.gouv.fr/en/>

<http://www.mea.gov.in/>

<http://in.reuters.com/>

You may also look at the following chart, albeit a bit complex, this sums up how research should be ideally carried out.



INTRODUCTION TO AGENDA

Agenda: Fostering Global Peace through Inclusive and Equitable Education for Sustainable Development

To understand better, we will tackle the agenda in parts, while also discussing the scope of our agency- UNESCO, to deal with an agenda of this kind in the first place.

Sustainable Development is nothing but an approach that balances short term goals with long term sustainability objectives. It requires parties to consider the impact of their policies and decisions on multiple fronts, in this case- political, economic and social, amongst others.

When we say inclusive and equitable education, we are increasingly concerned with equity and inclusion in education due to several major global trends such as demographic shifts, migration and refugee crises, rising inequalities, and climate change. These developments have contributed to increasing diversity and warrant an examination of the impact of diversity on equity and inclusion in education.

How Education and Peace are interlinked

When we speak of global peace, we must also address the opposite- Violence also manifests itself in structural and cultural forms. Structurally, violence is embodied in unjust laws and

institutions that perpetuate gender, ethnic and social inequity and unequal access to resources and human rights for the most marginalized in societies. Such structural violence is often rooted in and derived from exclusionary beliefs and hateful ideologies that are shaped by political agendas. Furthermore, many contemporary threats to peace transcend borders, thus requiring a global response rooted in a global mindset. These understandings of the interdependence of various threats to peace require the designation of comprehensive and holistic educational strategies and approaches to address them. Context is also an important consideration, as the influences of collective histories, cultures, languages, structures and institutions shape local conditions and social and political relations. Thus, transformative education is context dependent, and must be responsive and adapted to local needs and realities

Educational goals and curricular as well as regulatory frameworks can affect equity and inclusion in govts. While equality in curriculum development means offering the same opportunities to all, this does not mean that everyone will benefit from the same curriculum to the same extent since there are other factors that may influence students' learning experiences and outcomes, such as socio-economic background and gender, among others.

In contrast, an equity-centred approach can be defined as one that provides all students with opportunities to develop the knowledge and skills that allow them to participate in further education and society, without lowering expectations due to their personal and social backgrounds.

Key Concepts and Definitions

- **Inclusive education:** Welcoming every learner in ordinary schools and classrooms, adapting teaching and assessment to the learner.
- **Equity versus equality:** Equality provides the same resource to everyone; equity provides what each learner needs to succeed.
- **Peace education:** Systematic learning that builds empathy, critical thinking, conflict resolution, non-discrimination and non-violence.

- **Education for sustainable development:** Learning that equips people to make responsible decisions for environmental integrity, economic viability and social justice.
- **Conflict-sensitive education:** Planning and delivering education in ways that reduce tensions and do not exacerbate conflict.
- **Whole-school approach:** Aligning pedagogy, school culture, leadership, community engagement and policies to reinforce inclusion and sustainability.

Background and History

The idea of fostering global peace through inclusive and equitable education for sustainable development is rooted in the belief that education is not only a human right but also a powerful tool for social transformation, conflict prevention, and long-term peacebuilding.

Education after World War II

On Aug. 14, 1945, Japan accepted the Potsdam Declaration and surrendered unconditionally to the Allied powers. The overriding concern at the general headquarters (GHQ) of the Allied powers was the immediate abolition of militaristic education and ultra nationalistic ideology. This was the theme of a directive issued by GHQ to the Japanese government in October 1945. In early 1946, GHQ invited the United States Education Mission to Japan, and it played a decisive role in creating a new educational system. The mission's report recommended thorough and drastic reforms of education in Japan. The report was subsequently adopted in its entirety as the basic framework for a new democratic educational system. The Education Reform Committee, which was directly responsible to the prime minister, was established to make recommendations for the implementation of the new education. Based on these recommendations, the Japanese Diet passed a series of legislative acts that forged the foundation of postwar education.

Universal Declaration of Human Rights (1948)

Enshrined education as a fundamental right (Article 26): Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall

be made generally available and higher education shall be equally accessible to all on the basis of merit.

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. Parents have a prior right to choose the kind of education that shall be given to their children.

Peace Education

Throughout history humans have taught each other conflict resolution techniques to avoid violence. Peace education is the process of teaching people about the threats of violence and strategies for peace. Peace education activities that attempt to end violence and hostilities can be carried out informally within communities or formally within institutional places of learning, like schools or colleges. Peace education has been practiced informally by generations of humans who want to resolve conflicts in ways that do not use deadly force. Indigenous peoples have conflict resolution traditions that have been passed down through millennia that help promote peace within their communities. Rather than killing each other over their disputes, they employ nonviolent dispute mechanisms that they hand down from generation to generation through informal peace education activities.

The Dakar Framework Education For All

Meeting in Dakar, Senegal, in April 2000, the participants in the World Education Forum, committed to the achievement of education for all (EFA) goals and targets for every citizen and for every society. The Dakar Framework is a collective commitment to action. Governments have an obligation to ensure that EFA goals and targets are reached and sustained. This is a responsibility that will be met most effectively through broad-based partnerships within countries, supported by co-operation with regional and international agencies and institutions. vision of the World Declaration on Education for All (Jomtien 1990), supported by the Universal Declaration of Human Rights and the Convention on the Rights of the Child, that all children, young people and adults have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to be. It is an education geared to tapping each individual's talents and potential, and developing learners' personalities, so that they can improve their lives and transform their societies.

Millennium Development Goals (2000–2015)

The second of the eight development goals launched at the turn of the century called for every child in the world, boys and girls alike, to receive a full course of primary school education by 2015. Progress towards this lone target has been measured by looking at how many children enroll in primary education, how many complete the process, and how many 15- to 24-year-olds are able to read and write.

Additional International Norms and Frameworks

- **International Covenant on Economic, Social and Cultural Rights (Articles Thirteen–Fourteen):** Progressive realisation of free and compulsory primary education and development of secondary and higher education.
- **Convention on the Rights of the Child:** Non-discrimination, best interests of the child, survival and development, the right to be heard, and the right to education.
- **Convention on the Rights of Persons with Disabilities (Article Twenty-Four):** Inclusive education systems at all levels and lifelong learning.
- **Convention on the Elimination of All Forms of Discrimination against Women (Articles Ten and related):** Equal rights of women and girls in education.
- **Incheon Declaration and Education Two Thousand and Thirty Framework for Action (2015):** Implementation and financing roadmap for Sustainable Development Goal Four.
- **Sustainable Development Goal Four (especially Target Four point Seven):** Quality education for all, including education for sustainable development and global citizenship.
- **Safe Schools Declaration (2015):** Protection of education from attack and military use in armed conflict.
- **UNESCO Recommendation on Education for Peace, Human Rights and Sustainable Development (2023):** Contemporary guidance on content, pedagogy, assessment and governance to align education with peace and sustainability outcomes.

The Problem Landscape

1. **Access barriers:** Distance, unsafe routes, fees and hidden costs, lack of sanitation, disability-unfriendly buildings.
2. **Quality gaps:** Overcrowding, shortages of trained teachers, rote learning, language of instruction learners do not understand.
3. **Discrimination:** Gender norms, caste or ethnic bias, xenophobia, bullying, corporal punishment, stigma around disability and mental health.
4. **Conflict and crisis:** Attacks on schools, military use of schools, displacement, lost documents, trauma, disrupted learning.
5. **Digital divide:** Lack of electricity, devices, connectivity and digital skills.
6. **Climate change:** Heatwaves, floods, droughts and storms interrupt schooling; households face economic stress that pulls children out of school.
7. **Financing shortfalls and governance weaknesses:** Insufficient, unstable or poorly targeted funding; leakage and low transparency.

What Works: Policy and Programme Options

A. Rights, laws and governance

- Enact non-discrimination and inclusive education laws; integrate conflict sensitivity in national education plans.
- Establish clear national minimum standards for inclusion and safety, with local flexibility in delivery.
- Create school management committees with meaningful participation of parents and learners (including girls and learners with disabilities).

B. Teachers and school leadership

- Recruit, train and support teachers in inclusive pedagogy, non-violent classroom management, peace education and psychosocial support.
- Provide incentives for service in remote or crisis-affected areas; develop mentoring and peer-learning networks.

- Prepare school leaders to build respectful school cultures, prevent bullying and manage crises.

C. Curriculum and assessment

- Integrate human rights, global citizenship, media and information literacy, climate literacy and conflict resolution across subjects.
- Use mother-tongue based multilingual education in early grades with planned transitions to national and additional languages.
- Assess not only academic achievement but also social and emotional learning (empathy, collaboration, problem solving).

D. Safe, accessible and green schools

- Ensure ramps, handrails, accessible toilets, clean water and menstrual hygiene facilities; provide safe-to-school routes.
- Build disaster-resilient infrastructure (cool roofs, shade, raised plinths, early warnings) and clear safeguarding policies.

E. Targeted support for learners at risk

- Scholarships, meals at school, transport stipends, bridging classes, accelerated learning, school-based counselling and referral pathways.
- Flexible pathways: second-chance programmes, recognition of prior learning, and bridges from non-formal to formal education.

F. Technology used wisely

- Provide offline-capable digital content aligned with curricula; shared devices; training for teachers and learners.
- Use low-tech channels (radio, print) where needed; protect learner data and privacy; publish simple public dashboards to increase accountability.

G. Partnerships and financing

- Allocate adequate domestic budgets with equity-focused formulas; reduce leakages through transparency and community oversight.

- Use results-linked grants for inclusive outcomes (for example, completion rates for girls with disabilities).
- Partner with civil society, faith-based organisations and local businesses to extend services and mentorship.
- In emergencies, coordinate through humanitarian education clusters to avoid duplication and gaps.

Implementation Models (*new*)

- **Centralised models** support common standards, national assessments and economies of scale in textbooks and training.
- **Decentralised models** enable local languages, cultures and needs to shape delivery, while adhering to national minimum standards.
- **Mixed models** are often optimal: national standards and financing, with local flexibility in pedagogy, hiring and community engagement.

Measuring Progress (*new*)

- **Access:** Enrolment and completion rates disaggregated by gender, disability, location, language group and income quintile.
- **Quality:** Pupil–teacher ratio, teacher training completion, classroom observation scores, textbook and assistive device availability.
- **Safety and inclusion:** Incidence of bullying, existence of safeguarding protocols, accessibility of facilities.
- **Learning:** Foundational literacy and numeracy by Grade Three; social and emotional learning scales by lower secondary.
- **Sustainability:** Share of schools with disaster risk plans; integration of climate and peace content across grades; energy and water efficiency actions.

Case Studies

1) Rwanda (Post-Genocide Reconciliation through Education)

It has been almost thirty years since the violent conflict and genocide that occurred in Rwanda between the warring Hutus and the Tutsis. Reflection,

hindsight, and history have all contributed to the peace building efforts Rwanda has taken to restore its country; however, Rwanda is a unique example of peace building measures because it doesn't quite fit the academic literature progression of peace and reconciliation.

Ricigliano (2012) states there are three key drivers of systemic change: structural, cultural, and behavioral change. Structural refers to systems and policies within the state; cultural includes norms, values, and patterns of shared basic assumptions; and behavioral refers to how individuals act in the state and how well they work together (Ricigliano, 2012). Change needs to take place at each of these levels for forward movement. Rwanda's efforts of peace building have created a "repressive peace" in the political and psychosocial spheres on these levels.

2) Syria and Refugee Education

This study discusses issues around the integration of Syrian refugee children into the Turkish school system by using the [case study](#) of a secondary school in the city of Gaziantep in the southeast of Turkey. Based on focus groups with teachers at the school who engage with the growing number of Syrian refugee children in their classrooms, this study highlights in particular the role of [Turkish language](#) skills in ensuring the integration of Syrian children in the Turkish educational system. The data obtained from the teachers illustrate the significant challenges they face given the lacking Turkish language competency of Syrian students. The study presents the solutions suggested by the teachers at the secondary school and their assessment of the success of the Promoting Integration of Syrian Children into the Turkish [Education System](#) (PICTES) (2016–2018) which was implemented to address the specific educational needs of Syrian refugee children. Using Paolo Freire's concept of the pedagogy of the oppressed as a theoretical framework, the paper argues that while enhancing Turkish language competency is crucial, it will not be effective as long as the intervention programmes primarily focus on language. Such programmes also need to consider the emotional well-being and [mental health](#) of Syrian refugee children, who suffer from the repercussions of the [traumatic experiences](#) caused by civil war and displacement, and provide avenues for integrating their perspectives in the classroom and in the wider school community.

3) **Afghanistan (Girls' Education under the Taliban)**

Taliban banned secondary education for girls in Afghanistan, shortly after their return to power in August 2021. While the issue of Afghan girls' secondary education has generated much discussion globally, governments and international institutions have yet to take meaningful action to reverse the Taliban's ban. The Taliban are systematically attacking women's rights by depriving girls of a full education, causing long-lasting harm to Afghanistan's education system and its people. Banning girls beyond grade six from school is a misogynist attack that institutionalizes gender inequality in Afghanistan's education system. The ban negatively impacts all areas of Afghan life and has dire societal, developmental, and economic consequences for the country's future. The harm increases with each day the ban remains in place.

- **Colombia – Schools as Zones of Peace:** Community-based peace education in areas once affected by conflict, with student mediation and arts programmes to rebuild trust.
- **Bangladesh – Rohingya response:** Learning centres with accelerated curricula, language bridging and psychosocial support for displaced children.
- **Finland – Universal support model:** Early identification of learning needs, tiered support within mainstream classrooms, strong teacher preparation.
- **Sierra Leone – Post-epidemic recovery:** Radio instruction combined with rapid teacher upskilling and safe school protocols after health crises.

Stakeholder Map

- **National governments:** Budgets, standards, teacher workforce.
- **Local authorities and school leaders:** Delivery, community trust.
- **Teachers and unions:** Professional recognition, training, safety.
- **Learners and parents:** Safety, relevance, participation in decisions.
- **Civil society and youth organisations:** Inclusion advocacy, innovation pilots.
- **Donors and development banks:** Financing and technical assistance.

- **Private sector and technology partners:** Infrastructure, connectivity, content, skills pathways.
- **Humanitarian actors:** Education in emergencies coordination and protection.

Negotiation Guide for Delegates

1. **Start from shared principles:** Right to education, non-discrimination, safety of schools, value of teachers.
2. **Trade flexibility for standards:** Offer local flexibility on delivery in exchange for national minimum inclusion standards.
3. **Link peace and curriculum:** Make peace education and education for sustainable development cross-curricular, not stand-alone modules.
4. **Tie goals to funding:** Propose realistic, costed actions and suggest finance sources and partnerships.
5. **Measure and report:** Add a basic monitoring framework with public reporting.

Sample Resolution Language

Preambular suggestions

- Recalling the Universal Declaration of Human Rights Article Twenty-Six on the right to education and its aims;
- Recognising the link between inclusive, equitable education and the prevention of violence and discrimination;
- Taking note of the Sustainable Development Goal Four commitment to inclusive and equitable quality education and lifelong learning for all;
- Welcoming the Recommendation on Education for Peace, Human Rights and Sustainable Development adopted in Twenty-Two-Three;

Operative Suggestions

1. **Encourages** Member States to adopt national minimum standards for inclusion covering accessibility, non-discrimination, teacher training and safe school infrastructure;
2. **Recommends** the integration of peace education and education for sustainable development across curricula, with teacher guides and assessment tools;
3. **Calls upon** governments to prioritise mother-tongue based multilingual education in early grades with planned transitions;
4. **Urges** the protection of education from attack, endorsing the Safe Schools Declaration and conflict-sensitive planning;
5. **Invites** partners to support scholarships, school meals, transport stipends and psychosocial services for learners at risk;
6. **Supports** climate-resilient school infrastructure and disaster preparedness plans in all schools;
7. **Requests** regular public reporting of disaggregated access and learning data to strengthen accountability;

8. **Encourages** national teacher professional development frameworks on inclusive pedagogy and non-violent classroom management;
9. **Recommends** community-based school management committees with meaningful participation of parents and learners;
10. **Calls for** increased and better-targeted education financing, including results-linked support for inclusive outcomes.

Links to Visit

<https://www.unesco.org/en/global-citizenship-peace-education/recommendation>
<https://www.unesco.org/en/articles/what-you-need-know-about-unescos-recommendation-education-peace-human-rights-and-sustainable>
<https://www.unesco.org/en/sustainable-development/education>
https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/01/equity-and-inclusion-in-education_e8cfc768/e9072e21-en.pdf
https://www.internationaldisabilityalliance.org/sites/default/files/ida_ie_flagship_report_english_29.06.2020.pdf
<https://unesdoc.unesco.org/ark:/48223/pf0000381530>

Questions to Consider

1. Whether it is possible to decentralize education management so that diverse local needs are respected, while adopting a national (or international) minimum standard of inclusivity for all learners?
2. Can there be different models of governance in countries while accommodating a uniform/universal model for inclusivity?
3. How can technology and data transparency be leveraged?
4. Whether a legal framework can be developed? Can this be based on reciprocity?

Glossary

- **Accessibility:** Design of buildings, materials and transport so everyone, including people with disabilities, can use them safely and easily.
- **Bullying:** Repeated harmful behaviour (physical, verbal, social or online) with a power imbalance.

- **Disaggregation:** Breaking down data into groups such as gender, disability and location to see who is left behind.
- **Equity:** Providing each learner with the support needed to succeed.
- **Global citizenship:** Understanding global issues, empathy for others, willingness to act for a fairer world.
- **Inclusion:** Welcoming and supporting every learner in ordinary schools and classrooms.
- **Resilience:** Ability of schools and learners to keep going and recover from shocks such as conflict, disasters or epidemics.
- **Sustainable development:** Meeting the needs of today without harming the ability of future generations to meet theirs.

Additional Starter Sources

- UNESCO Recommendation on Education for Peace, Human Rights and Sustainable Development (2023).
- Education Two Thousand and Thirty Framework for Action (Incheon).
- Inter-Agency Network for Education in Emergencies Minimum Standards.
- National education sector plans on education ministry websites (look for inclusion, teachers and financing sections).
- Country data portals for disaggregated education indicators.