

Forum: HRC 1

Issue: Promoting education in rural areas in LEDCs

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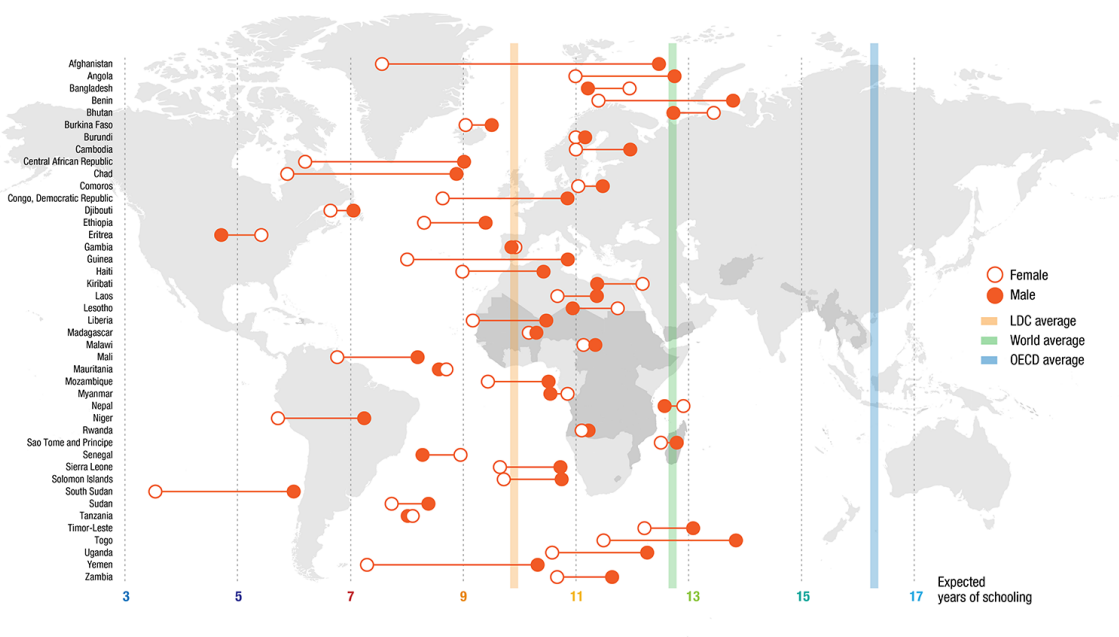
Position: Deputy President



Introduction

In 2015, data released demonstrated that 700 million children were currently enrolled in school. Yet, this average remains inconsistent due to the differences in children enrolled in developed countries and those who are less developed, leading a hypothesis that it would take around 100 years for children in developing countries to reach the level of education of those in more developed countries.

Education in less economically developed countries is a pressing issue, as the number of children educated decreases every year. The rate and access to education in less economically developed countries can be linked to the lack of resources and opportunities in the country itself. As we move further into the 21st century, these disparities in education and resource access become more persistent, affecting millions. In order to understand the complexity of education in less economically developed countries, matters such as cultural diversity and socio-cultural effects should be considered.



The UN, specifically sectors such as the United Nations Children's Emergency Fund (UNICEF), and the United Nations Education, Scientific and Cultural Organisation (UNESCO), have a focus on the promotion of education for both males and females, children and adults, in developing countries, promoting the adoption of sustainable plans to further implement and enforce educational access.

Definition of Key Terms

Less Economically Developed Countries (LEDC)

LEDC's refer to countries that are less economically developed than others. Factors such as birth and death rates, infant mortality, life expectancy, literacy rates, housing, and people per doctor, are qualities that characterize if a country is less economically developed.

School life expectancy

School life expectancy refers to the total number of years an individual of a certain age is expected to be receiving, assuming their possibility of being enrolled in school is the same as the ratio for their age.

African Union

Officially launched in 2002, as a successor to the Organisation of African Unity, the AU is a continental body formed by 55 member states which make up the countries in the continent.

Session of the Assembly Heads of States

Assembly which focuses on the determination of the African Union's policies, and establishes/adopts new ones to promote the growth of Africa.

Universal Declaration of Human Rights

It refers to a declaration which consists of civil and political rights. It has been adopted by most nations, and influences the presence of the rights to life, free speech, and privacy. It also consists of economic, social, and cultural rights, focusing on the rights to education, healthcare, and social security.

World Declaration on Education for All

The World Declaration on Education for All is considered a historic demonstration of countries' and nations' devotion to the establishment of educational opportunities for children, adults, and families, promoting opportunities to eradicate poverty.

Background Information

In 1948, the UN adopted the Universal Declaration of Human Rights, which stated education as a human right. The promotion of education by the UN took a step further later in the 20th century, promoting governments, organizations, and countries to become involved and contributors to this enforcement for education, as seen in the *World Declaration on Education for All*, a movement in agreeance for international cooperation in terms of the promotion of education. Further beyond this, countries and nations began to develop their own declarations to motivate education in their regions,

such as declarations in Asia supporting the education of children in Jomtiem and Dakar, and 164 more governments, overall coming together for the commitment of reaffirming *Education for All* as a goal for the new *Global Education Agenda* hoped to be achieved in 2030.

Sub-topic 1: Discussing the importance of building schools and providing amenities to LEDC in order to promote accessibility to education

In 2005, UNICEF published the “UNICEF’s child-friendly school manual,” in which guidelines were established on space and amenities children should have access to in education facilities. In 2020, UNESCO evaluated data which contained information about the availability of amenities in schools and education districts from least developed countries, compared to countries in the different continents. The results indicated that, compared to the 78% world average availability of sanitation facilities in primary schools, in least developed countries, only 54% of primary schools contained these facilities.

The International Monetary Fund, alongside the UN presented surveys and data of parents and caretakers in countries addressing the fact that one of the difficulties for allowing their children to attend school is the unavailability of purchasing materials or supplies such as textbooks and more, which, they believe should’ve been provided by the education facility itself. The lack of amenities provided, has led to a decrease in children’s enrollment in school in LEDC’s. Within those enrolled, parents and caretakers argue that due to the inefficiency or lack of access to supply, many children do not attend school.

Sub-topic 2: Ensuring Financial support and investments towards education in rural areas in LEDC's

One of the Millenium Development Goals consists of providing free, accessible, and worldwide primary education. When understanding the reasons to which children do not attend school, the economy of a country plays an important role in the development of these educational systems. Many children who attend school in rural areas and developing countries are taught by teachers which have not received proper education themselves, or are mostly underpaid. Many teachers in LEDC’s argue, and have demonstrated, that a crucial pillar in ensuring proper education is the access to finances which can provide supplies that are necessary for teaching and learning. These are not short of whiteboards, books, textbooks, writing supplies, pens, and paper.

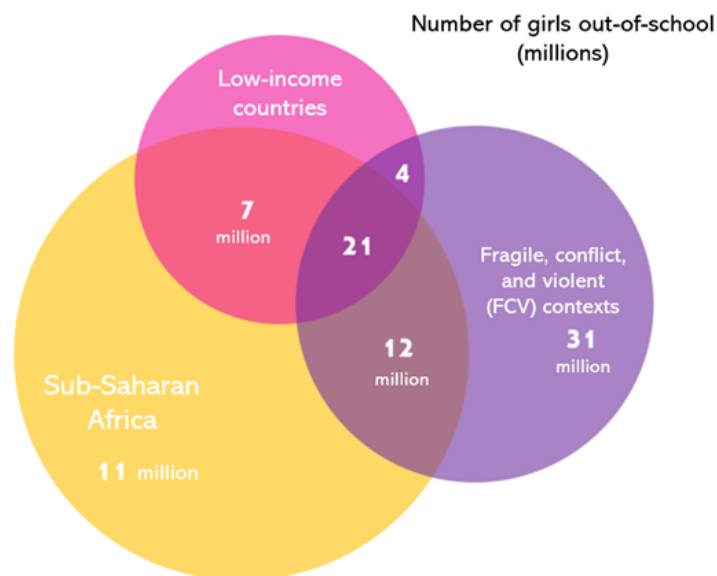
In order to promote education in rural areas, many nations, through declarations and goals, have established forms of financially supporting education and specific government branches which promote education. This financial support engages countries involved in resolutions for the enforcement of

education. This creates a strong network amongst developed and developing countries, where ultimately developing countries continue to receive aid towards education.

Sub-topic 3: Tackling Gender inequality in Education

In less economically developed countries, disparities of opportunities between men and women are seen at a larger scale. Statistics presented by UNESCO demonstrate how in 2023, over 120 million girls find themselves without access to education. Statistics also reflect how in low income countries, in primary school 78% of girls are enrolled, 10% less than the global average. In secondary school, only 31% of girls are enrolled, compared to the 66% global average.

UNESCO and the World Bank have narrowed the disparities in education to the term FCV, which refers to a criteria of how low-income countries and contexts affect the access to education, affected by Fragility, Conflict, and Violence (FCV). Patterns suggest that in FCV contexts, girls are most likely to be out of school, or exposed to poor education. Girls are 2.5 times more likely to not have access to education in FCV contexts, and 90% more likely to not be enrolled in secondary school, compared to non-FCV contexts. Countries in which the FCV criteria is seen, and has led to “learning poverty” include Chad, Burundi, Yemen, Niger, and Afghanistan. The stated countries have a 90% rate of learning poverty for both boys and girls.



Statistics also reflect the labor market outcomes, where significantly, it is suggested that women are less likely to pursue further education compared to men. These patterns can be linked to cultures and traditions of different countries, many seen in less economically developed countries. Yet, disparities in labor market outcomes and access to higher education has a menacing effect on the country's economic

development as a whole.

Global Education Agenda (2030)

Promoted by UNESCO, the Global Education Agenda consists of ensuring inclusive and equitable opportunities and promoting lifelong learning for all, and a set of targets to support this. It is also known as the 4th Sustainable Development Goal's (Quality Education) frequent agenda meetings amongst nations to discuss the promotion of education.

Millennium Development Goals

The Millennium Development Goals consist of 8 goals which nations in forums have agreed upon. These goals consist of; eradicating extreme poverty and hunger, achieving universal primary education, promoting gender equality and empowering women, reducing child mortality, improving maternal health, combat HIV/AIDS, malaria, and other diseases, ensuring environmental sustainability, and achieving global partnership for development.

Major Countries and Organizations Involved

UNICEF

UNICEF and the African Union, presented a report as a proposal for all African Governments to further implement education in their countries. The report offered statistics and future solutions to decrease the number of children and adolescents which lacked education and increase resources in order to achieve this. UNICEF further continues to press the issue on promoting education in LEDC's by providing initiatives to invite support towards LEDC's.

African Union

The African Union has played a major role in promoting education in the African continent, participating in forums and working alongside UNICEF and UNESCO on urging other countries to support less developed countries to further implement and support education.

UNESCO

On April 1st, 2015, UNESCO statistics released data on the decreasing number of availability for education for children in LEDC's. The statistics present not only the school life expectancy, yet also the rate of both male and female students enrolled in school. UNESCO takes upon a major role of the initiative of declarations in favor of promoting equitable education, influencing nations and promoting their own declarations.

South Korea

In 2015, the World Education Forum in Incheon, Republic of Korea adopted the Incheon Declaration, which consists of the motivation and support towards “Inclusive and equitable quality education and lifelong learning for all” supporting Dakar and Jomtiem to achieve goals by 2030.

Global Education Meeting (GEM)

The Global Education Meeting, is a forum organized by UNESCO in line with the Education Framework of Action for 2030, and it syncs with the High Level Political Forum on Sustainable Development (HLPF). The main focus surrounds sustainable development goal #4, Quality Education, and overall aims to enhance the cooperation towards education at a global scale.

United Nations High Level Political Forum on Sustainable Development (HLPF)

The UN High Level Political Forum on Sustainable Development is a subsidiary body of the General Assembly, and UNESCO forum. It is the main UN platform/forum for the discussion and enforcement of the sustainable development goals (SDG’s), by providing political leadership, guidance, and support towards plans of actions. In the case of the development of education in less economically developed countries, the HLPF participated in the Global Education Meeting (GEM) in order to propose solutions and determine efficient agendas in which countries could participate in the promotion of sustainable and accessible education.

Timeline of Events

Date (start - end)	Name	Description
December 10th, 1948	Universal Declaration of Human Rights	Declaration in which nations agreed upon civil and political rights, and economic, social, and cultural rights, focusing on the rights to education, healthcare, and social security.
March 5th, 1990 - March 9th, 1990	World Declaration on Education for All	A declaration in which most nations became involved and dedicated towards the promotion of equitable education in less developed countries.
April 26th, 2000 - April 28th, 2000	World education forum in Dakar	The EFA is a global commitment for the promotion of proper education to youth, and adults. In the Dakar forum, 164 governments pledged to focus on

		accomplishing six of the EFA's goals by 2015.
September 2000	Millenium Development Goals	Consists of 8 goals (with 21 targets, and a series of measurable health indicators and economic indicators for each target. The UN was able to achieve 2 goals by 2015.
May 21st, 2015	Incheon Declaration	The Incheon Declaration constitutes the commitment of the education community to education for 2030, as well as the Agenda for Sustainable Development.
2015	Global Education Agenda	Adopted in 2015, its focus is to 'ensure inclusive and equitable quality education, and promote lifelong learning'. The goal is to achieve the factors on the agenda by the year 2030.
2020	Global Education Meeting (UNESCO)	The 2020 GEM, hosted online, is considered a groundbreaking event; where UNESCO with support from nations such as Ghana, Norway, and the United Kingdom served as guidance for educational advances. The focus of the meeting was to safeguard and reestablish education during the pandemic, aiming to establish global strategies related to education and its recovery.
2021	Global Education Meeting (UNESCO)	The 2021 meeting, hosted in paris, stressed the urgency of transforming global efforts to achieve SDG#4, Quality Education. By co-hosting with President Macron, the Paris Declaration on Education was established.
February 18th, 2023	UNESCO's and the African Union's report on the urgent matter of education.	In Addis Ababa, Ethiopia, the African Union and UNESCO urged governments to act upon the support of quality education for youth in the African continent, and prioritize it.
September, 7th,	36th Session of Assembly of Heads of State	The African Union adopts an education plan by

2023		UNICEF presented at this session.
2030	Sustainable development goal #4: Quality Education	The UN aims to promote free primary and secondary schools for all children, as well as equal and affordable access to high quality education, eliminating race, age, and wealth disparities.
2030	<i>Agenda on Education for All</i>	The Agenda on Education for All promotes literacy and life skills, as well as respect, diversity, and tolerance, and “cleansing society of stereotypes” and further enforcing not only standard education, but social education.

Relevant UN Treaties and Events

- UNESCO General Conference recommendation against Discrimination in Education, December 14th, 1960 (676).
- Convention against discrimination in education, United Nations Educational, Scientific and Cultural Organization 29 May 1962 (6193)
- Agreement between the Government of the French Republic and the Government of the Kingdom of Thailand in the fields of higher education and research, 23rd of April, 1999 (44488)
- Report by the Director-General on the implementation of and follow-up to the Dakar Framework for Action, UNESCO Executive Board, April 2nd, 2002 (164 EX/7)
- Financing Agreement (Additional Financing for Second Education Sector Investment Program) between the Republic of Mali and the International Development Association, May 6th, 2007 (44479).
- UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education 25th November, 2019 (72013)

Previous Attempts to solve the Issue

Previous attempts to resolve this issue consist of the UN’s UNESCO division alongside countries to develop declarations and agendas to promote the global support of education. Such as, the Global Education Agenda, Global Education Meetings (GEM’s), Agenda on Sustainability of All, and Millenium Development Goals. All these attempts implemented governments which looked to support goals to achieve equity in education for all people by 2030.

Possible Solutions

Sub-topic 1: Discussing the importance of building schools and providing amenities to LEDC in order to promote accessibility to education

Possible solutions for the building of schools and provision of amenities consist of treaties and agreements amongst the less economically developed countries, and major parties such as UNESCO, on building relationships with more developed countries which will contribute resources to achieve this goal. Supporting countries can consist of any which signed the 2030 plans, and is willing and able to provide efficient resources.

Sub-topic 2: Ensuring Financial support and investments towards education in rural areas in LEDC's

Similarly, by finding support from UNESCO, developing countries can be provided with support from developed countries which have agreed to support and urge the 2030 sustainable goals of equitable and high quality education for all. This includes members of the Dakar Declaration and Incheon Declaration.

Sub-topic 3: Tackling Gender inequality in Education

By establishing legislations in countries, the support from UNESCO can ensure equal opportunities are provided to both males and females in the country. Considering cultural based gender roles and inequities, calling upon the urging countries of the GEM's, and Education for All (EFA) members, by the provision of financial and resourceful support, the government will be left at hand of the equity in education.

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