**FORUM**: General Assembly

**QUESTION OF:** Measures to Promote Quality Education in Less Economically Developed Countries

**MAIN SUBMITTED BY:** France

**CO-SUBMITTER:** Russia, Uruguay, Finland, Democratic Republic of the Congo, China, Pakistan, Saudi Arabia, Ireland, Libya, Yemen

THE GENERAL ASSEMBLY,

*Recognizing* fundamental importance of quality education to foster sustainable developments and tackling global challenges,

*Reaffirming* the principles by the United Nations, considering its SDG goal 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,

*Draws attention to* the significant disparities in educational opportunities and outcomes, among countries particularly the less economically developed countries ( LEDCs),

*Further requests* the role of multiple stakeholders, including the governments, international organizations, and civil society in promoting quality education,

*Expressing its appreciation* to the efforts of various nations and organizations to provide support for education in LEDCs, including financial aid and capacity building inventiveness,

*Acknowledging* that education is identified as a fundamental right as stated in article 26 of the Universal Declaration of Human Rights (UDHR), and a crucial driver for economic growth, social progress and peace,

*Emphasizing* that in 2018, low-income countries spent an average of 3.2% of their GDP on education while high-income countries spent an average of 5.5%,

*Realizing* need of further awareness of the less economically developed countries’ educational situations,

*Bearing in mind* that the lack of quality education may lead to further problems related to illegal activities due to the lack of awareness,

1. Directs the UN and United Nations International Children’s Emergency Fund (UNICEF) to assist children including those of Less Economically Developed Countries (LEDCs) in receiving equal opportunities of education, in ways such as but not limited to:
	1. Providing governments of member states with monetary aids to establish affordable education systems through accumulating aids from initiatives such as but not limited to:
		1. loans from the World Bank,
		2. funds from the International Monetary Fund (IMF),
		3. voluntary donations from member states to UNICEF,
		4. funds from NGOs such as the Global Partnership for Education,
	2. Encouraging the governments of LEDCs to amend current system of schools in ways such as but not limited to:
		1. establishing more public schools,
		2. relocating schools in closer proximity to households with a maximum distancing of 10km in order for easier access,
		3. improving qualities of school facilities such as access to clean drinking water and sanitation of common areas,
	3. Urging MEDCs to participate in the funding of the UNICEF Innovation Fund’s school mapping project to utilize technologies in locating schools for addressing current issues and weaknesses;
2. Asks for financial support to the LEDCs to establish educational institutions and systems through the aids from Non-Governmental Organizations (NGOs) in ways such as but not limited to:
	1. Creating the International Education and Support Organization, IESO, that is under the UN’s management, which are mainly managed in ways such as but not limited to:
		1. requiring the UN nations that receive funding to annually participate in the conference discussing the improvements to the education,
		2. requiring the leading nations in educational sector to voluntarily send their educational expert to LEDCs,
	2. Providing loans to the LEDCs from foreign banks to the educational sector with the appropriate assessment in ways such as but not limited to:
		1. requiring LEDCs to provide specific plan on the usage of the loan,
		2. sending an investigation team before the borrowing loan to the LEDCs to check the circumstances;
3. Calls upon member states to allocate 18% of their national income towards education, with a focus on increasing investments in LEDCs to ensure adequate funding for infrastructure, teacher training, and educational resources in ways such as but not limited to:
	1. Developing and implement national educational plans that prioritize quality, inclusivity, and accessibility, with special attention to the needs of marginalized and disadvantaged groups, such as but not limited to:
		1. girls and women,
		2. rural communities,
		3. indigenous people,
		4. children with disabilities,
		5. refugees and Internally Displaced Persons (IDPs),
		6. children in poverty,
		7. children affected by conflict,
	2. Strengthening teacher training and professional development programs to enhance the quality of education and ensure well qualified educators,
	3. Promoting technological innovations and the use of digital resources to expand access to quality education, especially in remote areas in ways such as but not limited to:
		1. encouraging the private sector to invest in LEDCs by providing incentives for technology companies to establish a presence in these regions, promote knowledge sharing, and support local entrepreneurship,
		2. developing and promoting open-source technologies and educational resources, allowing LEDCs to access and adapt technological solutions at reduced costs and with greater flexibility,
		3. prioritizing capacity building and skills development programs for local communities in LEDCs to ensure they can effectively utilize and maintain the technology provided,
		4. implementing technology transfer programs that facilitate the exchange of knowledge and best practices between technologically advanced countries and LEDCs, with a focus on sustainable, locally relevant solutions,
		5. establishing funding mechanisms, grants, and low-interest loans to support LEDCs in acquiring and implementing technology and digital resources for education and development,
		6. providing technical assistance, expertise support to LEDCs in the implementation,
	4. Collaborating with international organizations to mobilize resources for education, including through the establishment of an Education for All Fund that encourages contributions from both public and private sectors;
4. Encourages MEDCs to provide financial assistance to LEDCs for the advancement of quality education and, in recognition of their support, offering the following incentives to:
	1. MEDCs that contribute a specified amount annually to a dedicated development fund, established for LEDCs, shall benefit from reduced trade barriers, including preferential trade agreements and lowered tariffs, for LEDC imports into their markets,
	2. Granting MEDCs access to shared research and development initiatives with LEDCs in the field of educational technology, curriculum development, and innovative teaching methods, fostering collaborative advancement in these areas,
	3. Recognizing MEDCs that financially support LEDCs with preferential consideration in the selection of international development projects and initiatives, promoting their engagement in global development and cooperation efforts,
	4. Promoting the inclusion of MEDCs' educational institutions, including universities and research centers, in the development of educational programs and initiatives in LEDCs, thus providing opportunities for international cooperation and knowledge sharing in ways such as but not limited to:
		1. providing scholarships, fellowships, and training opportunities for students and educators from LEDCs, with a focus on fields relevant to education and human resource development,
		2. fostering cultural and educational exchanges programs in LEDCs;
5. Urges Non-Governmental Organizations (NGOs), international organizations, and the civil society to raise public’s awareness on the issue of lack of quality education, potential consequences, and also promote the importance of quality education for sustainable development in ways such as but not limited to:
	1. Hosting physical and virtual campaigns in local areas including such as:
		1. technical seminars explaining the current status quo and true statistics found through surveys and research,
		2. publishing interviews with victims to show the lack of support for education,
		3. speeches by local officials on illicit issues preventing the effective provision of education,
	2. Publishing articles explaining the current situation and potential consequences on national media platforms such as:
		1. government-related web pages,
		2. major online and print newspapers and magazines,
	3. Hosting episodes on news programs or general TV programs to inform the general audience of current education status and potential areas of improvement and how people can contribute,
	4. Promoting the sharing of best practices and innovative approaches in education through platforms and online forums for knowledge exchange;

1. Requests the establishment of a dedicated task force focused on the SDG 4 under the United Nations, in collaboration with relevant international organizations and stakeholders, to assess the impact of COVID-19 on education in LEDCs, including the extent of learning loss, the disruption of education infrastructure, and the affected teachers and students in ways such as, but not limited to:
	1. Developing and implement a comprehensive plan for mitigating the educational consequences of the pandemic in LEDCs, which includes recovery strategies, and measures to bridge the digital divide,
	2. Mobilizing resources to provide LEDCs with the necessary support to overcome the loss faced during Covid 19, including financial assistance, technology, and training, to enhance their education systems and adapt to remote and blended learning environments;
2. Calls the United Nations to organize an annual review session on the progress of quality education in LEDCs, inviting relevant international organizations, NGOs, to participate, share, and discuss regarding content such as but not limited to:
	1. Their experiences and successes in regard to their choice of method used to improve the quality of education,
	2. An annual progress report of LEDCs’ educational level progression by methods such as but not limited to:
		1. numeracy rate,
		2. literacy rate,
		3. primary school enrollment rate,
		4. HDI,
	3. Standardizing the quality of education for all countries, an essential measure to promote educational balance, and ensure everyone receives the minimums standards in learning;
3. Encourages governments to allocate sufficient budgetary resources to education, prioritizing the recruitment, training, and retention of qualified teachers, and ensuring competitive salaries and professional development opportunities to enhance their effectiveness in ways such as but not limited to:
	1. Calling for the development and implementation of comprehensive teacher training programs to improve teaching skills and subject knowledge in ways such as but not limited to:
		1. establishing partnerships with universities and educational institutes to provide pre-service and in-service teacher training programs,
		2. adapting practical classroom experience in pre-service teacher training programs,
		3. using of online platforms and resources to facilitate remote teacher training and professional development opportunities,
		4. creating mentorship programs where experienced teachers provides guidance and support to novice teachers,
	2. Calling for the provision of regular professional development opportunities, workshops, and conferences to update teachers on latest teaching methods and best practices,
	3. Recommending the provision of performance-based incentives and career advancement opportunities to attract and retain high-quality teachers in less economically developed countries by:
		1. establishing a performance evaluation system that recognize and reward teachers for their effectiveness and student outcomes,
		2. provision of additional support for teachers aspiring to taken on leadership roles, such as school administrators or curriculum coordinators;
	4. Establishing inclusive education training programs for children with disabilities or special needs, ensuring they have equal access to education,
	5. Organizing early childhood education programs for early childhood educators to help prepare them to work with young children and provide a strong foundation for future learning;
4. Calls upon governments and international organizations to increase investment in the construction and renovation of schools, to ensure adequate facilities conducive to quality teaching and learning in ways such as but not limited to:
	1. Urging the government to utilize a portion of the national budget in educational infrastructure and maintenance by:
		1. encouraging governments to identify and prioritize areas with the most need of infrastructure funding,
		2. establishing a percentage for the budget of construction and renovation of schools,
	2. Developing public-private partnerships that involve companies in the construction, maintenance, and funding of school infrastructure,
	3. Encouraging international organizations to provide technical and financial assistance to support the construction and renovation of schools in less economically developed countries in ways such as but not limited to:
		1. the establishment of grant programs that provide financial support to governments for education infrastructure projects,
		2. international organizations to provide guidance in school construction and design.