**FORUM**: The General Assembly

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

**MAIN SUBMITTED BY**: New Zealand

**CO-SUBMITTED BY**: Rwanda, Laos, Egypt, Haiti, Libya, Czech Republic, Norway, Iran, Israel, Italy

THE GENERAL ASSEMBLY,

*Recalling* that Less Economically Developed Countries, or LEDCs, are defined as nations with lower levels of economic development and industrialization compared to advanced nations,

*Acknowledging* the fundamental importance of education as a basic human right being a key driver of social and economic development and having a critical role in the eradication of poverty,

*Recognizing* that, in line of Universal Declaration of Human Rights (UDHR), article 26 states, everyone has the right to education and education should be free for all,

*Bearing in mind* the lack of access to quality education has led to various illegal activities such as child labor, drug trade, and human trafficking in Less economically developed countries,

*Realizing* the need for concerted international efforts to support LEDCs in overcoming challenges related to inadequate infrastructure, teacher training, resource allocation for education, and limited financial resources,

*Noting with appreciation* the efforts of numerous LEDCs to enhance educational access and quality despite facing significant financial constraints,

*Noticing* that compared to low-income nations, high-income countries generate larger GDPs and have fewer youth generations, which enables them to allocate substantially more per capita spending on education,

*Understanding* that, according to the United Nations, while LEDCs only account for 13% of the world’s population, they are home to around 40% of the world’s poor population and that children in LEDCs attend 2.8 fewer years of school compared to the global average,

1. Calls upon member states and relevant international organizations to allocate additional financial resources and aid to LEDCs for the development and improvement of educational infrastructure including the construction of schools, provision of textbooks and access to technology in methods such as but not limited to:
   1. establishment of a dedicated fund within the United Nations to channel financial support to LEDCs, through means such as establishing a transparent and accountable mechanism for fund management, including quarterly financial reports and audits,
   2. collaboration with regional development banks and organizations to maximize resource allocation, including:
      1. collaborating with regional development banks to assess infrastructure needs,
      2. engaging in technology transfer agreements with developed countries;
2. Addresses all member states to develop sponsorship programs in order to broaden the number and types of actors involved in supporting education in LEDCs in ways such as but not limited to:
   1. collaboration with international organizations and non-governmental organizations experienced in educational development to share best practices and resources,
   2. donations from various nations,
   3. donations from individuals and private charity funds organizations through websites or direct transactions,
   4. checking by the IMF of events and funding reports if more than 1000 reports are received with the possibility of punishment;
3. Recommends the formation of an international fund by more economically developed countries, or MEDCs, to supply funding for improving education in LEDCs;
   1. distributing funds to various charities and Non-government Organizations such as, but not limited to:
      1. World Vision,
      2. Outreach International,
      3. Advocates for Africa,
      4. World Hope International,
   2. distributing funds to education sectors of LEDC governments in order to improve the public education within those regions;

1. Invites the international community to conduct periodic reviews and assessments of the progress made in promoting quality education in LEDCs and to share best practices and lessons learned among member states, such as but not limited to:
   1. regularly reporting on progress and challenges at UN conferences, with an annual conference dedicated to sharing outcomes,
   2. establishing a knowledge-sharing platform to disseminate successful initiatives, including:
      1. implementing a voluntary peer review system among member states, with feedback supplied to facilitate improvements,
      2. patterning with international research institutions to conduct in-depth assessments, with bi-annual research reports,
   3. hosting reginal workshops and forums for member states to share experiences and lessons specific to their regions;
2. Encourages member states to develop and implement policies that promote inclusive and equitable quality education, ensuring that all children, regardless of their economic or social background, have the opportunity to receive a quality education, and recommends:
   1. prioritizing the reduction of school-related costs for families, with a bi-annual review of cost reduction measures,
   2. adopting measures to supply education in conflict affected areas, including:
      1. developing community-based education initiatives in conflict zones, with quarterly progress assessments,
      2. offering psychological support for students affected by conflict, including the establishment of counseling centers and psychosocial support programs,
   3. establishing a monitoring and evaluation system to track the implementation of these policies and their impact on education quality,
   4. implementing of programs aimed at closing the gender and disability gaps in education;
3. Encourages member states to begin to raise public awareness of the poor education quality of LEDCs and methods of improvement through ways including, but not limited to:
   1. using online media advertisements to target worldwide users to aware the lack of education levels in LEDCs including but not limited to:
      1. establishing a professional website that includes information about the difficulty level for students in LEDCs to obtain education and decent quality of education,
      2. making public service advertisements on commonly used social media including YouTube, Facebook, Instagram, Twitter,
   2. raising awareness of the fact that less quality education can lead to various illegal activities such as child labor, drug trade, and human trafficking in LEDCs in ways including but not limited to:
      1. social media,
      2. education systems in developed countries,
      3. promoting articles on paper readings including newspaper, magazines, brochures;
4. Urges the establishment of teacher training programs and the recruitment of qualified teachers, both locally and internationally, to address the shortage of well-trained educators in LEDCs, with a focus on:
   1. forming partnerships between educational institutions in LEDCs and developed countries to facilitate teacher training and professional development exchanges,
   2. establishing a system for the exchange of educators between countries to share expertise, doing so by:
      1. establishing teacher exchange programs to support professional development,
      2. promoting partnerships with educational institutions to supply online training courses,
      3. specialized training that focuses on specific areas, such as inclusive education, special needs education, or STEM (science, technology, engineering, and mathematics) subjects,
      4. equipping pre-service teachers with the skills to digital tools for enhanced teaching and learning experiences,
   3. introducing financial incentives in ways such as scholarship grants for teachers in LEDCs who pursue further education in teaching, scholarships for schools.