

NMUN•NY 2016



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Documentation of the Work of the United Nations Educational, Scientific and Cultural Organization (UNESCO)

Courage
for **peace**



Compassion
in **action**

CONFERENCE A

United Nations Educational, Scientific and Cultural Organization (UNESCO)

Committee Staff

Director	Alice Katharina Bauer
Assistant Director	Lauren Alyson Kiser
Chair	Armin Angermeyer
Rapporteur	Tom Goffart

Agenda

- I. Education for All: Strengthening Rural Education
- II. Protecting World Heritage Sites against New and Emerging Threats
- III. Promoting Women in Science

Resolutions adopted by the Committee

Code	Topic	Vote
UNESCO/1/1	Education for All: Strengthening Rural Education	28 votes in favor, 5 votes against, 6 abstentions
UNESCO/1/2	Education for All: Strengthening Rural Education	34 votes in favor, 2 votes against, 3 abstentions
UNESCO/1/3	Education for All: Strengthening Rural Education	Adopted without a vote
UNESCO/1/4	Education for All: Strengthening Rural Education	30 votes in favor, 3 votes against, 6 abstentions
UNESCO/1/5	Education for All: Strengthening Rural Education	34 votes in favor, 2 votes against, 3 abstentions
UNESCO/1/6	Education for All: Strengthening Rural Education	Adopted without a vote
UNESCO/1/7	Education for All: Strengthening Rural Education	30 votes in favor, 5 votes against, 4 abstentions
UNESCO/1/8	Education for All: Strengthening Rural Education	30 votes in favor, 2 votes against, 7 abstentions

Summary Report

The United Nations Educational, Scientific, and Cultural Organization held its annual session to consider the following agenda items:

- I. Education for All: Strengthening Rural Education
- II. Promoting Women in Science
- III. Protecting World Heritage Sites against New and Emerging Threats

The session was attended by representatives of 41 Member States. On Sunday, the committee adopted the agenda of I, III, II, beginning discussion on the topic of “Education for All: Strengthening Rural Education.”

By Tuesday, the Dais received a total of 10 proposals covering a wide range of subtopics. Improving the situation in rural areas by constructions on schools, training and exchange programs for teachers, and transportation systems as well as resources were discussed. Also the adaption of a curriculum to local needs and ensuring food for students was discussed. To reach rural areas more easily, it was suggested to reach them through educational television. To improve access to schools, possible challenges to accessing schools were addressed, and it was suggested to utilize school clustering. Also, gender parity in rural areas was acknowledged as an important issue. The delegates worked diligently and diplomatically to gain consensus on their solutions.

The ten proposals were merged into eight working papers, and by Wednesday morning, seven of the working papers had been accepted as draft resolutions. By Wednesday afternoon, all eight working papers had been accepted as draft resolutions. During voting, the eight draft resolutions passed with six unfriendly amendments and two friendly amendments. The delegates began discussing the next topic: Protecting World Heritage Sites against New and Emerging Threats. After debate on solutions to this topic, the body decided to adjourn the meeting until next year.



Code: UNESCO/1/1

Committee: United Nations Educational, Scientific and Cultural Organization

Topic: Education for All: Strengthening Rural Education

1 *The United Nations Educational, Scientific and Cultural Organization,*

2
3 *Recalling the 1995 Beijing Platform for Action, Article 34, which recognizes the importance of providing women*
4 *and girls with equal access to schooling in order to ensure their educational development,*

5
6 *Deeply concerned with the Education 2030 Agenda adopted during the 2015 World Education Forum regarding the*
7 *lack of action within the Agenda on gender inclusive schooling in rural areas, while noting the specific difficulties*
8 *existing within a rural setting discussed within A/HRC/RES/27/6 (2014),*

9
10 *Noting further the role of husbands, brothers and fathers, shown within Working Paper A/C.3/70/L.24/Rev.1, (2015)*
11 *in preventing rural women from gaining access to basic education,*

12
13 *Recognizing the success of educational programs offered by non-governmental organizations (NGOs) such as the*
14 *Sonke Gender Justice organization operating under the MenEngage global alliance in engaging men and boys in*
15 *supporting female education and dispelling gender norms,*

16
17 *Further recognizing the ability of events such as “Girls’ Day and Boys’ Day” offered in Germany in further*
18 *combatting gender stereotypes,*

19
20 *Cognizant of the United Nations (UN) Educational, Scientific and Cultural Organization’s (UNESCO) mandate to*
21 *strengthen regional and international cooperation while providing knowledge and best practices to Member States*
22 *and NGOs,*

- 23
24 1. *Notes with profound concern according to the 2015 Education for All Global Monitoring Report, the majority*
25 *of children in several Member States that are not attending school in rural areas are girls;*
26
27 2. *Emphasizes the recommendations contained in the 2014 UNESCO Priority Gender Equality Action Plan, which*
28 *aim to continue successful private partnerships;*
29
30 3. *Recommends that the educational workshops offered by NGOs be structured similarly to existing workshops*
31 *within the MenEngage Alliance such as the 2015 Sonke Gender Justice workshop in Sub-Saharan Africa to*
32 *disperse cultural norms that prevent men and boys from allowing women access basic education;*
33
34 4. *Endorses that local UNESCO offices spearhead efforts to coordinate the implementation of these Educational*
35 *Workshops between Member States and local NGO partners to ensure NGOs can access rural areas for the*
36 *provision of the educational workshops;*
37
38 5. *Encourages the promotion by Member States and local NGOs of events such as “Girls’ Day and Boys’ Day” in*
39 *concert with Educational Workshops to combat the idea of gender roles and gender specific vocations;*
40
41 6. *Invites Member States and NGOs to compile publicly available annual reports on the results of the Educational*
42 *Workshops to improve the efficacy, transparency, and implementation of these programs in rural areas.*



Code: UNESCO/1/2

Committee: United Nations Educational, Scientific and Cultural Organization

Topic: Education for All: Strengthening Rural Education

1 *The United Nations Educational, Scientific and Cultural Organization,*

2
3 *Noting with regret* the vulnerability of children living in rural areas and the threats to their human security that they
4 are facing, such as challenges in civil, political, social, and economic development that hinder their access to
5 education,

6
7 *Noting also* the existing disparities in personal, economic, and food securities that contribute to an insecure
8 environment for rural populations,

9
10 *Expressing appreciation* for the work done by the 2015 High Level Political Forum (HLPF) on Sustainable
11 Development, under the Sustainable Development Knowledge Platform on rural education, and noting the lack of
12 discussion within this Forum on the issues of personal security, economic security, and food security,

13
14 *Recognizing* the continuous efforts of the United Nations (UN) Children's Fund (UNICEF) to increase awareness
15 and provide relief where children are affected by personal security issues, referring to protection from violence,
16 abuse, and threats to life,

17
18 *Underscoring* the work of non-governmental organizations (NGOs) to increase both the availability of technology
19 and the cooperation of Member States in efforts to improve security in educational development,

20
21 *Noting with satisfaction* the continued efforts of Child Protection Advisors, who function under the scope of the UN
22 Security Council's Department of Peacekeeping Operations (DPKO), to address security concerns for children and
23 increase their opportunities,

24
25 *Cognizant of* the principles of the Inter-Agency Network for Education in Emergencies (INEE), which looks to
26 promote peace by addressing security concerns that limit access to education,

27
28 *Fully alarmed by* the personal security threats that currently affect children in rural areas of Least Developed
29 Countries (LDCs), when using various transportation modes to go to school,

30
31 *Understanding* that bilateral, South-South cooperation, and the development of new forms of teaching are the keys
32 to strengthening mobile access to education, as established by the UN Educational, Scientific and Cultural
33 Organization's (UNESCO) South-South Cooperation Programme/Fund for Education in 2007,

34
35 *Acknowledging* that LDCs may lack trained professionals and programs in rural areas, and emphasizing that the
36 presence of better qualified teachers can increase rural educational standards, and further deploring that Articles 6
37 and 7 of the *Incheon Declaration for Education 2030*, adopted in May 2015, do not provide for specific political
38 action plans for rural areas, especially in terms of teacher training and proper reallocation of resources,

39
40 *Bearing in mind* Article 28 of the *Convention on the Rights of Child* adopted by General Assembly (GA) resolution
41 44/25 in 1989, stating that it is a mandatory right of all children to achieve primary education at no cost,

42
43 *Applauding* the adoption of the Sustainable Development Goals (SDGs), specifically SDG 2, which is to end hunger
44 and ensure food security and good nutrition, given that almost 66 million primary school-age children struggle with
45 hunger while still seeking education, and that children and their parents can devote clear attention to education if
46 they do not have to worry about their food source as well,

47
48 *Observing* the success of the Food for Education Programme (FFE), an initiative of the World Food Programme
49 (WFP), and fully convinced that this initiative has a great impact in school enrollment and attendance in rural areas,

50 and that one of its objectives is to fight against child labor, which encompasses 58.6% of the global agricultural
51 sector's labor force,
52

- 53 1. *Urges* Member States to realize how crucial it is to decrease the inequalities between urban and rural areas in
54 the education sector;
55
- 56 2. *Recommends* the HLPF on Sustainable Development expand the scope of its discussions to include the
57 following:
58
 - 59 a. Gather education specialists, governmental representatives, and international and local NGOs to
60 discuss improvement strategies in personal and food security for rural communities;
61
 - 62 b. Allow for the exchange of ideas and new methods in improving access to education and teaching
63 standards in rural communities, by discussing prospective advancements in the economic security of
64 rural families sending children to schools;
65
 - 66 c. Promote transparency between the aforementioned parties through the release of data reports, in
67 conjunction with the UNESCO Institute for Statistics;
68
- 69 3. *Emphasizes* the need for collaboration with NGOs, such as Education International and Care International, and
70 the urgent demand to increase technology transfers and capacity building between developed countries and
71 LDCs that would allow them to both exchange information with regards to security and education, as well as
72 collaborate to address security threats to children;
73
- 74 4. *Asks* the Security Council to review the mission of the DPKO with regards to Child Protection Advisors, in
75 order to expand its mandate to include security issues related to rural education, so that additional Child
76 Protection Advisors may be deployed to rural areas requiring additional security, as designated by the DPKO;
77
- 78 5. *Encourages* local education officials to increase cooperation with UNICEF in order to identify specific
79 measures that can be taken to improve the level of personal security in rural areas, including;
80
 - 81 a. Reallocation of local budgets to support teachers travelling between different communities, thus
82 promoting safety and increasing outreach and mobile education access in rural areas;
83
 - 84 b. Increased contributions by public-private partnerships (PPP) to facilitate infrastructure building for a
85 higher distribution of schools across rural communities;
86
- 87 6. *Recommends* that state governments of LDCs utilize guidelines provided by UNICEF to strengthen teaching
88 standards in their rural areas by:
89
 - 90 a. Having rural schools' curricula tailored to the lifestyles of those living in disenfranchised communities,
91 which entails the teaching of agrarian subjects, including, but not limited to, engineering, horticulture,
92 home economics, and other classes tailored specifically to local cultures of respective geopolitical
93 regions;
94
 - 95 b. Including local community centers and school officials in the participatory process of deciding course
96 subjects and optimal methods of instruction;
97
 - 98 c. Utilizing UNESCO resources and the International Institute for Educational Planning's guidelines to
99 implement more workshops that facilitate training of teachers and other educational professionals;
100
- 101 7. *Invites* governments and private businesses to establish PPPs for the objective of creating programs dealing with
102 fee exemptions, merit and income-based scholarships, and discounted tuition rates to children of all ages living
103 in isolated areas;
104

- 105 8. *Further invites* all Member States to increase contributions to the Food and Agriculture Organization of the UN
106 (FAO), and its joint Education for Rural People initiative with UNESCO, in order to ensure sustainable
107 agriculture and food assistance programs as a step towards providing necessary access to universal schooling;
108
- 109 9. *Urges* Member States to take advantage of the FAO and WFP's capacities to aid national governments in
110 reducing expenditure on traditional food-producing methods, as well as increasing modernized agricultural
111 productivity to promote education, by implementing initiatives and subsidies to promote better practices in food
112 safety, fishery skills, and irrigation management, all of which can allow adults of rural communities to apply
113 more time and finances towards improving their youth's education;
114
- 115 10. *Strongly advises* Member States to use UNESCO's national offices to organize informational campaigns that
116 can increase outreach of FFE programs and strengthen anti-child labor efforts.



Code: UNESCO/1/3

Committee: United Nations Educational, Scientific and Cultural Organization (UNESCO)

Topic: Education for All: Strengthening Rural Education

1 *The United Nations Educational, Scientific and Cultural Organization,*

2
3 *Stressing its desire* in accomplishing the Sustainable Development Goals (SDG) stated by United Nations (UN)
4 General Assembly (GA) resolution 70/1 (2015) and in particular Goal 4, ensuring quality education,

5
6 *Recalling* Art. I.2 (a) and (b) of its 1945 Constitution, which call for collaboration to advance mutual knowledge and
7 equality of educational opportunities,

8
9 *Re-emphasizing* the principle of subsidiarity as stated in the 1999 report of the UN Development Programme
10 (UNDP) and in Art. 5 of the *Treaty on European Union* (2007),

11
12 *Firmly convinced* that further cooperation between the UN Educational, Scientific and Cultural Organization
13 (UNESCO) and UN Children’s Fund (UNICEF) fulfills the mission of implementing children’s rights,

14
15 *Recognizing* the successful actions headed by the global network Embracing the World in building houses in over 75
16 less developed countries and the possibility for UNESCO to play an important role in the improvement of human
17 society through education,

18
19 *Welcoming* the efforts and effectiveness of global initiative such as Build Abroad and Rotary Building Services and
20 recognizing the need to coordinate their actions,

21
22 *Mindful* of the ecological footprint left by the significant amount of material and resources currently being wasted
23 every day in our societies and of already existing programs working against this alarming development such as
24 “Books for Africa,”

25
26 *Appreciating highly* the efforts of the Global Book Fund aimed at increasing the supply, distribution, and use of high
27 quality and innovative textbooks, and of the Global Partnership for Education (GPE) aimed at uniting developing
28 countries with donors to provide best quality education in the world’s poorest countries by being the forth largest
29 donor to basic education in low and middle-income nations,

30
31 *Deeply concerned* by the lack of teachers and basic school equipment or means of transportation in rural areas,
32 which would be needed to ensure inclusive and equitable quality education and therefore strongly committed to
33 address this issue,

34
35 1. *Requests* the creation of an International Platform under the supervision of UNESCO which allows for the
36 coordination and cooperation of several multilateral actors such as Build Abroad, Embracing the World, Rotary
37 Building Services with the purpose of pooling their expertise and volunteer workforce and to channel their
38 efforts towards the project of constructing houses and/or restoring already existing buildings to host teachers in
39 rural areas with the following guidelines:

- 40
- 41 a. Identify the villages which are most in need for the physical presence of teachers due to their
42 geographical isolation;
 - 43
 - 44 b. Ensure the provision of a safe living and working environment to the teachers along with their families
45 in an effort to provide strong incentives for them to move to and teach in remote rural areas;
 - 46
 - 47 c. Emphasize the need for States which are benefitting from the housing project to ensure the teachers are
48 rewarded for their work and receive suitable salary to meet their basic needs;
 - 49

- 50 d. Organize a global promotional campaign in order to increase the participation of volunteers willing to
51 contribute to the above mentioned programs by collaborating with local communities;
52
- 53 2. *Further invites* all UN Member States to join a worldwide recycling initiative about mainly educational
54 materials - such as textbooks, encyclopedias and writing materials and means of transportation like school buses
55 - which otherwise would remain unused in the most developed countries, by especially focusing on:
56
- 57 a. Involving and addressing several actors in the process of recollecting the materials, such as:
58
- 59 i. Individuals, citizens from all over the world;
60 ii. Companies or enterprises;
61 iii. Local institutions;
62 iv. Non-governmental organizations (NGOs), such as Books for Africa, which collects used
63 textbooks, novels, dictionaries and donates them to schools across Africa;
64
- 65 b. Encouraging the recipient States to consider a collaboration with UN organs, such as UNESCO,
66 UNICEF and UNDP, in order to supervise and achieve a complete and effective realization of the
67 recycling project through regular meetings;
68
- 69 3. *Recommends* UNESCO to establish a mobile application called “Buy A Textbook” with the purpose of
70 collecting money to buy textbooks for children in rural areas by encouraging users to donate just a little amount
71 of money as a complementary measure whenever a recycling mechanism is limited due to issues of timeliness,
72 suitability and language differences, and suggests operating according to the following principles:
73
- 74 a. Committed to effectively employ the donations, UNESCO asks the GPE to carry out effective demand
75 forecasting as well as transparent reporting on textbook spending in order to identify areas with the
76 most urgent demands;
77
- 78 b. Possibly supported by the Global Book Fund, which could pool the demand for the textbooks after a
79 solicitation by UNESCO, the teaching materials can then be distributed to a single national institution
80 and then delivered to single schools in rural areas under the supervision and assistance made by the
81 Global Book Fund and subsequently the national institutions must report back to the Global
82 Partnership for Education;
83
- 84 c. Determined to assure that the donated money can be transferred directly to the Global Book Fund
85 without further deductions, UNESCO asks GPE to recruit voluntary software developers who will be
86 responsible for programming and maintaining the application;
87
- 88 d. Used as a mean to raise awareness among a significant part of the world’s population by providing
89 some relevant data about the critical situation of children in rural areas who still lack access to basic
90 education;
91
- 92 4. *Appeals* to all Member States to collaborate and consider innovative alternatives to ensure inclusive and
93 equitable quality education by providing human and technical resources to rural areas in need around the world.



Code: UNESCO/1/4

Committee: United Nations Educational, Scientific and Cultural Organization

Topic: Education for All: Strengthening Rural Education

1 *The United Nations Educational, Scientific and Cultural Organization,*

2
3 *Guided by Article 26 of the Universal Declaration of Human Rights that states education as a fundamental human*
4 *right for all peoples,*

5
6 *Recognizing the Sustainable Development Goals (SDGs), specifically Goal 4 promoting Education for All (EFA),*

7
8 *Commending the work of the Samsung Electronics Smart School Solution that has utilized solar-power technology*
9 *to create sustainable educational facilities in South Africa,*

10
11 *Seeking feasible measures to further expand the provision of educational contents in rural areas based on*
12 *technologies,*

13
14 *Approving developmental initiatives carried out by non-government organizations (NGOs) such as Relief*
15 *International and One Laptop Per Child (OLPC) that aim to create and develop infrastructure in rural communities,*

16
17 *Cognizant of the framework from the EFA in to the Education 2030 Agenda, specifically target 5, that ensures*
18 *inclusive and equitable education and promotes lifelong learning opportunities for all,*

19
20 *Further realizing target 8 in the Education 2030 Agenda that emphasizes the importance of gender equality and the*
21 *strive toward equal opportunities for all,*

22
23 *Strongly supporting the United Nations (UN) General Assembly (GA) resolution 65/187 (2010) that illuminates the*
24 *challenges rural women face in their ability to have access to higher education and job opportunities,*

25
26 *Recognizing the digital divide addressed in the UN Educational, Scientific and Cultural Organization's (UNESCO)*
27 *Medium-Term Strategy for 2014-2021 and understanding the difficulties faced by rural communities regarding*
28 *exposure to technological practices,*

29
30 *Mindful of the financial limitations Least Developed Countries (LDC) face in providing educational programs for all*
31 *and cognizant of the international community's commitment to addressing rural development as outlined in UN*
32 *Economic and Social Council (ECOSOC) resolution 2004/48 (2004),*

33
34 *Re-emphasizing the role of NGOs and regional actors in advancing education in rural areas,*

- 35
36 1. *Recommends that Member States incorporate the Science, Technology, Engineering, and Mathematics (STEM)*
37 *Action Plan, that works to increase the capacity of technological research by incorporating women in higher*
38 *education and research through:*
39
40 a. *Developing educational training for women and implementation of their knowledge within the specific*
41 *career path of STEM to facilitate the education of women and young girls in rural areas that should*
42 *have the same opportunities as their male counterparts;*
43
44 b. *Technological and vocational education due to the need for women and young children in rural areas to*
45 *learn this increasingly demanding field, as it is very underdeveloped in rural areas along with all fields*
46 *of higher education;*
47
48 c. *NGOs and other bodies of ECOSOC, such as the UN Institute for Training and Research (UNITAR),*
49 *to provide the financial assistance necessary to support the continued success and expansion of this*
50 *higher education for all found within rural areas to achieve gender parity in education;*

- 51 d. Tools that supply women with the means they need to receive the same educational and career
52 opportunities;
- 53
- 54 e. The realization of Member States that economic development leads to gender parity in higher
55 education;
- 56
- 57 2. *Advises* Member States to utilize solar-power technologies and create low cost, sustainable education facilities
58 that accommodate for resource limitations faced by LDCs in terms of limited accessibility to electricity and
59 educational funding, which entails:
- 60
- 61 a. The incorporation of the framework presented by the Smart School Solution currently operating in
62 South Africa which builds sustainable, solar-powered facilities out of recycled shipping containers;
- 63
- 64 b. The cooperation of Member States abundant in technological education and familiar with digital
65 frameworks to aid in the development of these rural facilities;
- 66
- 67 c. Assistance from NGOs such as Relief International in the implementation and funding of the proposed
68 infrastructure;
- 69
- 70 d. With recognition of the importance of creating sustainable education solutions for rural communities,
71 implores UN bodies such as the UN Development Program (UNDP) and UN Children’s Fund
72 (UNICEF) to become involved with the program;
- 73
- 74 3. *Invites* the currently ongoing program One Laptop Per Child to be one of the partners in the initiative outlined
75 to incorporate a technology-based approach to addressing rural education:
- 76
- 77 a. Providing electronic devices such as laptops to students who do not have enough access to schools;
- 78
- 79 b. Requesting funds from NGOs so that the project becomes sustainable;
- 80
- 81 c. Suggesting collaboration with Samsung Electronic Smart School Solution;
- 82
- 83 d. Further advertising the project to local communities in order to collect individual donors;
- 84
- 85 4. *Calls upon* Member States to engage in the provision of special training programs and seminars on a regular
86 basis to train teachers in rural areas on the use of technology to remain informed about new and emerging
87 technology;
- 88
- 89 3. *Advocating* for regular training programs to ensure teachers involved remain informed about new and emerging
90 technology whereby Member States should be actively involved in the organization of these programs through:
- 91
- 92 a. Technologically advanced Member States provide assistance through the placement of skilled
93 professionals in rural communities;
- 94
- 95 b. Highly skilled professionals create the most effective and appropriate program within the cultural
96 context;
- 97
- 98 c. Host countries must be receptive to foreign aid and are in no circumstance forced to participate in these
99 programs;
- 100
- 101 5. *Encourages* NGOs to contribute educational resources where feasible, including Information and
102 Communication Technology (ICT), that will further expand access to education and respect local culture and
103 customs:
- 104
- 105 a. To provide a cost effective alternative for low income families to receive early childhood education,
106 providing a proper foundation to permit future educational success;

107
108

- b. To allow developing societies to emerge and compete in the global economy through the creation of a more knowledgeable workforce.



Code: UNESCO/1/5

Committee: United Nations Educational, Scientific and Cultural Organization

Topic: Education for All: Strengthening Rural Education

1 *The United Nations Educational, Scientific and Cultural Organization,*

2
3 *Fully aware* that education allows the promotion of respect, freedom and rights as stipulated by the *Universal*
4 *Declaration of Human Rights* of 1948,

5
6 *Guided* by the Sustainable Development Goals (SDGs), specifically Goals 2 and 4, relating to equitable quality
7 education and the reduction of inequality within and among Member States,

8
9 *Believing* that the disparity of education between urban and rural education is a threat to economic development and
10 social advancement,

11
12 *Fully alarmed* that access to education in rural areas is affected by the lack of safe and efficient means of
13 transportation,

14
15 *Keeping in mind* that United Nations (UN) General Assembly (GA) resolution 65/183 (2010) emphasizes the
16 necessity of improving all aspects related to the quality of education within national systems,

17
18 *Recalling* GA resolution 56/183 (2002) to achieve the implementation of Information and Communication
19 Technology through all stakeholders including civil society and non-governmental organizations (NGOs) in addition
20 to governments,

21
22 *Aware of the International Covenant on Economic, Social and Cultural Rights (ICESCR)*, particularly to Articles 11
23 and 13, which respectively draw attention to food security and to the right to education,

24
25 *Acknowledging* the work already completed to promote education in rural areas by initiatives and organizations,
26 such as Education for Rural People (ERP) by the Food and Agricultural Organization of the UN (FAO), by the UN
27 Educational, Scientific and Cultural Organization's (UNESCO) Education for All (EFA), and the UN World Food
28 Programme (WFP),

- 29
30 1. *Expresses* its willingness to adopt a modern approach towards education in rural areas and the importance for
31 education for students to have access to high speed internet in order to provide them more learning
32 opportunities;
- 33
34 2. *Endorses* the collaboration between each Member State and the Communication and Information sector (CI) of
35 UNESCO to make more efficient connection networks for teachers through the creation of a web portal offering
36 the possibility of sharing opinions, information, and curriculum in the interest of a more attractive framework
37 for rural education;
- 38
39 3. *Calls upon* all Member States to promote the development and diffusion of the Education for Rural People
40 program by the FAO and the Education for All initiative;
- 41
42 4. *Emphasizes* the importance of improving production, conservation, and distribution of food by technical and
43 scientific knowledge and calls upon Member States to diffuse basic food education principles;
- 44
45 5. *Reaffirms* the need for Member States to develop alternative modes of transportation and the importance of
46 creating more efficient means of transportation;
- 47
48 6. *Encourages* the promotion of free access to sustainable transportation to facilitate access to schools without
49 harming the environment, such as bicycles, with the help of NGOs such as the International Bicycle Fund;

- 50 7. *Recommends* that Member States utilize road safety action plans previously implemented by the UN Economic
51 and Social Commission for Asia and the Pacific (ESCAP) to ensure that commutes to and from schools on
52 roads in rural areas are safe and efficient;
53
- 54 8. *Requests* the help of transportation sector to expand and the means of transportation in rural areas by:
55
- 56 a. Implementing and empowering public transportation agencies to examine better technological
57 practices, thus facilitating accessibility that disenfranchised populations tend to lack;
58
 - 59 b. Ensuring that those vulnerable to the geographic barriers that inhibit their attendance in schools are
60 aided in their efforts achieve access to education;
61
- 62 9. *Further recommends* the implementation and promotion of vocational programs built upon life-skills that foster
63 knowledge essential for economic and social development in education;
64
- 65 10. *Expresses* its hope to encourage the creation of schools by all countries in rural areas by offering the most
66 underprivileged population access to schooling and methods for improving their agricultural skills.



Code: UNESCO/1/6

Committee: United Nations Educational, Scientific and Cultural Organization

Topic: Education for All: Strengthening Rural Education

1 *The United Nations Educational, Scientific and Cultural Organization,*

2
3 *Recalling Article 26 of the Universal Declaration of Human Rights, which states that all people have the right to*
4 *education, and education shall be directed to the full development of the human personality and to the strengthening*
5 *of respect for human rights and fundamental freedoms,*

6
7 *Guided by Sustainable Development Goals (SDGs), particularly Goal 1, 4, 8, and 11 on no poverty, quality*
8 *education, decent work and economic growth, sustainable cities and communities respectively,*

9
10 *Deeply concerned that over 775 million people worldwide are illiterate and unable to obtain an education,*

11
12 *Acknowledging the variety of barriers facing individual Member States in their efforts to establish and maintain*
13 *effective rural education systems, including financial support, adequate transportation and resources, and cultural*
14 *understanding, among others, and the need for similar variety in solutions,*

15
16 *Reminded by United Nations (UN) General Assembly (GA) resolutions 65/163 (2011) and 63/154 (2009),*
17 *encouraging the UN Educational, Scientific and Cultural Organization (UNESCO) to cooperate with governments in*
18 *implementing sustainable development through education,*

19
20 *Acknowledging the geographical and economic lifestyles and challenges of rural poor, making them value work*
21 *more than education,*

22
23 *Emphasizing the importance of education addressing the specific needs of communities and individuals in providing*
24 *new opportunities for students, focusing strongly on developing basic educational priorities and goals,*

25
26 *Further concerned by the lack of available and developmentally appropriate opportunities for students with*
27 *disabilities in rural areas,*

28
29 *Affirming the importance of adapting these programs to be culturally relevant to the rural community and their*
30 *constituents to remain respectful of the ethnic, cultural, and linguistic background of rural communities to be served,*

31
32 *Expressing with appreciation the Dominican Radioeducativo/Comunirario Program implemented to further*
33 *alternative education,*

34
35 *Concurring with the 1993 Delhi Declaration and Framework for Action, children with minority native languages*
36 *learn more effectively when given multilingual education focusing first on their native language before transitioning*
37 *into state or majority languages,*

38
39 *Applauding the work of the Global Education Monitoring Report (GEMR), which aims to inform national policy-*
40 *makers, non-governmental organizations (NGOs), educators, universities, and society about educational challenges*
41 *facing states through comprehensive data analysis,*

42
43 *Recognizing the need for more robust, specific solutions to address global poverty and global illiteracy,*

44
45 *Promoting the Dakar Framework for Action, paying special attention to expanding access to education and*
46 *improving the quality of education,*

47
48 *Deeply concerned by the 2015 Education Under Fire Report released by the UN Children's Fund (UNICEF)*
49 *highlighting the effect of armed conflict on educational opportunities for refugees and internally displaced persons*
50 *(IDPs),*

51 *Expressing its appreciation* for the International Institute for Educational Planning (IIEP) under UNESCO which
52 was created to combat social inequalities and build resilience of education systems to improve learning outcomes for
53 those affected by educational disparities,
54

55 *Noting with satisfaction* the continuous efforts of existing programs, which seek to provide teacher and adult
56 education, such as the Technical and Vocational Education and Training (TVET) program,
57

58 *Urging* Member States to create quality primary and secondary education within rural areas, while also stressing the
59 importance of curriculum taught in the classroom,
60

61 *Further concerned* by lack of available and developmentally appropriate opportunities for students with disabilities,
62

63 *Recognizing* the importance of issues with security in schools and collaboration on these topics in regards to both
64 manmade and natural dangers, especially as it pertains to transport to and from school, teacher preparedness for
65 emergent situations, and planning for both manmade and natural disaster situations,
66

67 1. *Instructs* the UNESCO Institute for Statistics to develop a needs-analysis for use by Member States and/or
68 regional blocs to investigate potential opportunities for improvement, provide accurate information, and address
69 the specific challenges of:
70

71 a. School security;
72

73 b. Transportation to and from schools;
74

75 c. Teacher training;
76

77 d. Costs of school attendance;
78

79 e. Cultural competence of educators and other school staff as well as curriculum;
80

81 f. Multilingual education;
82

83 2. *Encourages* Member States to supplement academic components of rural education and increase educational
84 opportunities beyond the established classroom through implementing alternative education programs such as:
85

86 a. Traveling libraries and book collections made up of both culturally significant materials and teaching
87 aides;
88

89 b. Mobile historical exhibits purposed with enhancing the education of rural communities in the history
90 of their state and their region;
91

92 c. Mobile resources to be facilitated by whichever methods most convenient and available to individual
93 member-states;
94

95 d. Educational seasonal camps established to encourage and contribute to a greater interest in scientific
96 and cultural education programs to be facilitated by instructors present in the local community;
97

98 3. *Decides* to strengthen the IIEP and requests that the UN Economic and Social Council (ECOSOC) with
99 UNESCO review and consider expanding the budget of the IIEP, which currently funds educational initiatives;
100

101 4. *Mandates* the IIEP to collaborate with Member States to establish national alternative education systems aimed
102 towards increasing the accessibility and the continuation of education in rural communities;
103

104 5. *Fully supports* the inclusion of cultural competency mechanisms in the design of curriculums to be used
105 throughout each Member State, in order to help teachers carefully consider the circumstances in which their
106 students live and how it may impact their education;

- 107 6. *Recommends* each Member State work with IIEP to implement a supplemental education program, adapted for
108 the regional and local needs of the community, to be broadcast on their multimedia stations to further improve
109 the quality of rural education and teaching practices through both radio and television programs by:
110
- 111 a. Ensuring access to these materials in remote locations through the distribution of recorded materials
112 for use in community centers and schools without access to the Internet;
 - 113
 - 114 b. Using an interactive method of teaching which allows listeners to engage in learning;
 - 115
 - 116 c. Expanding of national initiatives on interactive radio programs aimed toward children to combine
117 interactive education with the wide-reaching access associated with radio technology;
 - 118
 - 119 d. Integrating educators studying or trained in a specific field in vocational training within the programs
120 by giving them monetary incentives through the IIEP;
 - 121
- 122 7. *Invites* all Member States to cooperate with UNESCO on the expansion of the IIEP to bring educational
123 opportunities to children and their families within their rural community by:
124
- 125 a. Increasing the inclusion of culturally relevant skills including, but not limited to:
126
 - 127 i. Domestic, agricultural, vocational, and technological skills;
 - 128 ii. In job-related tasks and training;
 - 129 iii. Maximizing employment opportunities and giving students real-world context for these fields;
 - 130
 - 131 b. Building community connections with potential employers in cooperation with the Technical and
132 Vocational Education and Training initiative;
 - 133
 - 134 c. Providing opportunities of free education for adult populations available in a variety of settings and
135 times;
 - 136
 - 137 d. Encouraging Member States, NGOs, and relevant charities to create mechanisms in which families are
138 offered financial incentives for participating in carpooling and other forms of shared transportation;
 - 139
- 140 8. *Suggests* IIEP to attract volunteer teachers from urban areas to rural areas for the purpose of local teacher
141 training that would lead to effective and appropriate pedagogy by:
142
- 143 a. Incorporating IIEP training programs called Advanced Training Programme (ATP) with existing
144 international volunteer teaching programs to ensure quality teaching;
 - 145
 - 146 b. Expanding existing programs for retired and on-leave teachers from developing countries to work with
147 teacher training programs in developing countries;
 - 148
 - 149 c. Assigning volunteer teachers for one-year missions to Least Developed Countries (LDCs);
 - 150
- 151 9. *Encourages* Member States to collaborate with the IIEP to meet local transportation needs and establish a local
152 transportation system under IIEP for students in order to provide a wider access to education;
153
- 154 10. *Encourages* Member States to adopt a system of school clustering with IIEP to expand access to education
155 where previous schools were remote by working with established schools to form smaller, more cost effective
156 clusters that may serve rural areas;
157
- 158 11. *Designates* the regional teachers conferences under UNESCO such as the Teachers for Education for All (EFA),
159 UNESCO-APIED, and the Southern African Regional Conference, and other regional teachers conferences to
160 expand as a global initiative and amend it to a unified platform in order to facilitate international information
161 sharing which will:
162

- 163 a. Take place annually at the UNESCO headquarters in Paris, France;
164
165 b. Allow teachers to take an active role by engaging in research;
166
167 c. Stimulate a quality education system that can be brought back to local communities;
168
- 169 12. *Expresses its hope* that Member States will offer scholarships to international educators to encourage them to
170 participate in an immersion into countries that have an immediate deficiency of qualified educators;
171
- 172 13. *Considers* the need to provide equal opportunities for all students including persons with disabilities;
173
- 174 14. *Emphasizes* the importance of Member States with minority languages implementing multilingual education
175 programs composed of the four stages recommended by the UNESCO Asia and Pacific Programme of
176 Education for All;
177
- 178 15. *Welcomes* Member States cooperate with local and international NGOs, such as the Association for the
179 Development of Education in Africa and SIL International, in implementing these programs;
180
- 181 16. *Supports* the location of schools between communities in rural areas, so that more students have access to the
182 same facilities and the student population can be concentrated in hopes of increasing attendance.



Code: UNESCO/1/7

Committee: United Nations Educational, Scientific and Cultural Organization

Topic: Education for All: Strengthening Rural Education

1 *The United Nations Educational, Scientific and Cultural Organization,*

2
3 *Reaffirming* the right to education as cited in Article 26 of the *Universal Declaration of Human Rights* (UDHR)
4 (1948) and in Articles 13 and 14 of the *International Covenant on Economic, Social and Cultural Rights* (ICESCR),

5
6 *Recognizing* the importance of strengthening rural education to achieve the Sustainable Development Goals (SDGs),
7 in particular Goal 4 on ensuring quality education and fulfilling the provisions of the *Education 2030 Framework for*
8 *Action* (FFA),

9
10 *Reaffirming* the Education 2030 FFA *Incheon Declaration*, ensuring quality education for all irrespective of their
11 race, gender or culture,

12
13 *Recalling* United Nations (UN) General Assembly (GA) resolution 66/288 (2011), affirming and recognizing the
14 importance of gender equality to achieve SDGs 4 and 5,

15
16 *Alarmed by* the 70% rate of rural children that cannot attend or do not have access to education because of the lack
17 of transportation, as well as by the 70% of girls and women worldwide who do not have access to qualitative
18 education, thus showing gender marginalization in administering education and making it difficult to achieving the
19 SDGs,

20
21 *Noting with regret* that nearly 17% of the adult rural population do not have access to basic education, two-thirds
22 being women, and thus limiting gender equality in relation to the administering of education of the students,

23
24 *Recalling* the UN 2015 Universal Primary Education Goal to set the school distance radius to at most 3 kilometres,

25
26 *Considering* the need to have a balanced distribution of schools and teachers in rural areas,

27
28 *Acknowledges* the past engagement of various non-governmental organizations (NGOs), civil society organizations
29 (CSOs), and public-private partnerships (PPPs) in promoting education for all,

30
31 *Recalling* the UN's goal for economically developed countries to share 0.7% of their annual Gross Domestic
32 Product (GDP) to Official Development Assistance (ODA), which includes, but is not limited to education,

33
34 *Expressing its appreciation* of the Education 2030 budgetary allocation benchmark of 4-6% of Least Developed
35 Countries' (LDCs) annual GDP to strengthen rural education within their borders,

36
37 1. *Establishes* the Rural Education Support Supervising Committee (RESSC) that would:

- 38
39 a. Consist of 20 UN Educational, Scientific and Cultural Organization (UNESCO) representatives of
40 Member States elected annually within which one supervisor will be elected by simple majority;
41
42 b. Exclusively supervise the pursuit of the agreed 4-6% benchmark of annual GDP spent on rural
43 education of LDCs and overlook the detailed long-term plans of LDCs unable to directly reach the
44 benchmark due to country-specific temporary hindrances;
45
46 c. Relocate funds to the RESSC that would in turn allocate funds to LDCs which comply with the
47 conditions of the agreed benchmark as an incentive as a recognition of their efforts;
48

- 49 d. Provide a report written by RESSC supervisor on the compliance of each country with their rural
50 education expenditure plans that will later be integrated into UNESCO's Global Education Monitoring
51 Report (GEM) published by the UN;
52
- 53 2. *Reiterates* the importance of gender equality towards achieving the SDGs in the strengthening of rural
54 education for all through incentive measures given by Member States such as providing schools with teaching
55 material to implement equity payroll for all teachers;
56
- 57 3. *Encourages* countries that have areas lacking access to education to work towards having equitable distances
58 between schools within a given region to maximize their accessibility for communities by:
59
- 60 a. Using Education Development Center, Inc.'s (EDC) method of geo referencing which relies on Global
61 Positioning System (GPS), as a means to precisely locate schools in rural area and collect data on the
62 distance between students' home and their schools in collaboration with the government;
63
- 64 b. Allowing geography specialists and other relevant stakeholders to analyze the data and develop a map
65 that reduces the radius that separates students from their schools;
66
- 67 c. Utilizing the map mentioned above for the planning of the future location of schools;
68
- 69 4. *Encourages* governments to work with NGOs such as, but not limited to, Save the Children USA (SCF) and the
70 International Center for Pedagogical Studies (CIEP) develop a community-based school system that would
71 allow:
72
- 73 a. Rural communities to adapt the curriculum to their needs in collaboration with government authorities;
74
- 75 b. Rural communities to choose the language of instruction for their schools in order to meet their own
76 needs;
77
- 78 c. Community members to work closely with teaching members in order to fully express their needs
79 concerning education in specific rural communities;
80
- 81 5. *Encourages* the promotion of education in rural areas through the establishment of an awareness program to
82 increase the education participation rate by stressing the necessity and financial benefits of quality education
83 that would include information sessions, and:
84
- 85 a. Would be designed for parents of school-aged children;
86
- 87 b. Would be given by teachers and educators with promotional and informative material developed by
88 UNESCO;
89
- 90 c. Would be aimed to encourage parents to send their children to school and to advise them on supporting
91 their children attending school;
92
- 93 d. Would promote information on gender equality and the importance of education for the advancement
94 of human rights.



Code: UNESCO/1/8

Committee: United Nations Educational, Scientific and Cultural Organization

Topic: Education for All: Strengthening Rural Education

1 *The United Nations Educational, Scientific and Cultural Organization,*

2
3 *Alarmed* by the amount of rural communities who do not have the proper funding or opportunity to acquire quality
4 education,

5
6 *Reaffirming* Article 14 of the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP), which
7 notes the protection to the rights of all vulnerable peoples, inclusive of but not limited to women, children, and all
8 other disenfranchised populations in rural areas,

9
10 *Recognizing* the difference between quality of education in urban and rural communities,

11
12 *Emphasizing* the *2030 Agenda for Sustainable Development* and the Sustainable Development Goals (SDGs) agreed
13 upon by the United Nations (UN) General Assembly (GA) in 70/1 (2015), and specifically Goals 2 and 4, that
14 respectively have the objectives of combatting world hunger and ensuring compulsory and available education to all,

15
16 *Gravely concerned* that 17% of the world is still illiterate, as measured by the UN Educational, Scientific and
17 Cultural Organization (UNESCO) Institute for Statistics, and that the majority of this population is concentrated in
18 rural areas,

19
20 *Noting with deep concern* that developing nations do not have strong access to technology,

21
22 *Observing* that Information and Communication Technology (ICT) companies have the potential to strengthen rural
23 populations in terms of both economic and technological capabilities,

24
25 *Acknowledging* that human resource development is essential in the implementation of sustainable education policy
26 for the purposes of maintaining competitive growth for the Least Developed Countries (LDCs), primarily with
27 regards to social and economic matters,

28
29 *Reaffirms* the ideals of the *UN Convention against Corruption*, GA resolution 55/61 (2000), and reminds the body
30 what constitutes criminal actions such as government malfeasance, embezzlement, and corruption,

31
32 1. *Calls for* the implementation of regional Conditional Cash Transfer programs (CCT) in pursuit of the following
33 goals:

34
35 a. Achievement of marketable and sustainable education levels through the monitoring of student
36 matriculation rate increases as a result of financial alleviation through:

37
38 i. Monitoring of student work conditions, wage earnings, and work-type in assessing the
39 progressing being made;

40 ii. Funding of public forms of transportation that will allow for both minor and adult students to
41 travel to and from their academic institutions and efficiently;

42
43 b. Ensuring health and human developmental goals are met by the following:

44
45 i. The promotion of educational and professional development through the required attendance
46 of the youth and women in educational institutions as deemed appropriate by the UN
47 Children's Fund (UNICEF);

48 ii. The monitoring of such attendance to be decided on a periodic basis by UNESCO and its
49 subsidiaries, or as the body deems appropriate;

50

- 51 2. *Encourages* Member States to create and support programs that increase the level of education of low income
52 workers by improving vocational training in rural areas, which can in turn increase their standard of living;
53
- 54 3. *Strongly encourages* Member States to build satellite television systems by leveraging the expertise of those
55 Member States with pre-existing robust satellite television technology and with the collaboration of relevant
56 international organizations and stakeholders for the purpose of modeling a Global Educational System (GES) as
57 an extension to the productive efficiency of ICTs, and to television signals to the rural areas of the world, where
58 householders cannot access internet;
59
- 60 4. *Recommends* participating Member States to support the aforementioned program in proportion to its
61 financial capacity, so that the rural families in question can afford such devices, thus:
62
- 63 a. Resolving the issue of a lack of internet access to those unable to access the internet for purely social
64 and economic issues;
65
- 66 b. Resolving the issue of a lack of accessibility for those who can otherwise not have access to the same
67 technologies of developed countries;
68
- 69 c. Exposing children and adults to the basic knowledge that is already advantageous to the Western
70 world;
71
- 72 5. *Emphasizes* the need to create more accessible and safe school facilities;
73
- 74 6. *Recommends* that Member States implement an educational-exchange program to give teachers from developed
75 countries the opportunity to expand their experiences with respect to their own domestic career experiences and
76 to reduce the disparity of the quality of education amongst Member States by:
77
- 78 a. Further promoting the exchange programs of students between schools of international participating in
79 order to:
80
- 81 i. Raise the standard and quality of education, building bridging of communication between
82 urban and rural areas of participating Member States;
83
- 84 ii. Provide practical training and employing opportunities for students;
85
- 86 b. Encouraging participating Member States to engage periodic commission meetings regarding the
87 appropriation of students and teachers for execution of the above-referenced clause;
88
- 89 c. Promoting information on gender equality and the importance of education for the advancement of
90 human rights;
- 91 7. *Encourages* all Member States to consider implementing school nutrition programs to provide economic relief
92 to rural families, allowing children to maintain their own health, and keep children enrolled in school;
93
- 94 8. *Invites* Member States to follow the examples of UNESCO's *Associated Schools Project Network (ASPnet)* and
95 the model of the *School Vegetable Garden Project*, as school gardens should be used to enhance the food
96 quality and make meals at school self-sustainable;
97
- 98 9. *Recommends* fellow Member States promote a collaboration between the Ministers of Agriculture and Ministers
99 of Education to develop school programs focused on the educational needs and the growth and development of
100 cultural environments of rural areas;
101
- 102 10. *Encourages* partnerships between Micro Financial Institutions (MFIs) and non-governmental organizations
103 (NGOs) to fund educational projects that promote non-agricultural jobs in order to increase the job demand for
104 educated and qualified workers in rural areas in order:
105

- 106 a. To battle the increasing operational cost of micro loans, and it is encouraged that MFIs in developing
107 nations implement group loans to lower the costs of lending as group liability reduces the risk of
108 default by the borrowers;
109
- 110 b. For MFIs to operate in higher income countries, it would be appropriate to disburse individual loans as
111 the risk of default is lowered by higher economic output;
112
- 113 11. *Suggests* that Member States follow the actions of NGOs as Child Alert Mindanao Inc. based in the Philippines
114 and donate school supplies to children of rural areas.