

NMUN•NY 2016



27 – 31 MARCH 2016

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

Courage  
for **peace**



Compassion  
in **action**

CONFERENCE B

# United Nations Educational, Scientific and Cultural Organization (UNESCO)

## Committee Staff

<b>Director</b>	Maxwell Lacey
<b>Assistant Director</b>	Claire Molk
<b>Chair</b>	Gianni van Balen
<b>Rapporteur</b>	Megan Deitz

## Agenda

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

## Resolutions adopted by the Committee

<b>Code</b>	<b>Topic</b>	<b>Vote</b>
UNESCO/RES/1/1	Education for All: Strengthening Rural Education	Adopted without a vote
UNESCO/RES/1/2	Education for All: Strengthening Rural Education	Adopted without a vote
UNESCO/RES/1/3	Education for All: Strengthening Rural Education	Adopted without a vote
UNESCO/RES/1/4	Education for All: Strengthening Rural Education	Adopted without a vote
UNESCO/RES/1/5	Education for All: Strengthening Rural Education	40 votes in favor, 2 votes against, 5 abstentions
UNESCO/RES/1/6	Education for All: Strengthening Rural Education	41 votes in favor, 0 votes against, 1 abstention

## 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 48 Member States. On Sunday, the committee adopted the agenda of I, II, III, beginning discussion on the topic of “Education for All: Strengthening Rural Education.”

By Tuesday, the Dais received a total of 12 working papers covering a wide range of subtopics, including data collection, information sharing, vocational training, retention and dropout rates, information and communication technology, gender equality, and funding. Mutual respect was maintained by the delegates in both formal sessions, through the acknowledgement of each other’s efforts and ideas, and informal sessions, through inclusive and productive discussion. Delegates were focused and creative when writing their papers, exploring multiple avenues and solutions and in doing so were positive and responsive to the challenge of merging their ideas.

On Wednesday, 6 draft resolutions were approved by the Dais, 5 of which had friendly amendments. The committee adopted 6 resolutions following voting procedure, 4 of which received unanimous support from the body. The resolutions represented a wide range of issues, including data collection and information exchange, e-learning and library resources, school lunches and transportation, children with disabilities, teacher training and learning resources, specialized curricula, and resources for rural communities. The delegates demonstrated an understanding and appreciation of the ethos and objectives of UNESCO and the United Nations as a whole.



**Code:** UNESCO/RES/1/1

**Committee:** United Nations Educational, Scientific and Cultural Organization

**Topic:** Education for All: Strengthening Rural Education

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

2  
3 *Reaffirming* Article 26 of the *Universal Declaration of Human Rights* in recognizing education as a fundamental  
4 human right,

5  
6 *Understanding* Article 28 of the *Convention on the Rights of the Child*, recognizing education as a fundamental  
7 right,

8  
9 *Having adopted* Article 1 of the United Nations Educational, Scientific and Cultural Organization (UNESCO)  
10 Constitution in expressing the need to promote security, peace, and culture through the respect and realization of  
11 universal education,

12  
13 *Emphasizing* the correlation between increased education and improved economy, as recognized by UNESCO in  
14 Education of the 21st Century,

15  
16 *Recalling* Paragraph 10 of the *2015 Incheon Declaration* and Target 4.6 of Education 2030 and the commitment to  
17 ensuring all youth and adults have access to basic literacy and numeracy skills,

18  
19 *Further noting* that life skills, including vocational training and apprenticeships, are key in enabling children and  
20 adults to make a sustainable living in rural communities,

21  
22 *Guided by* Strategic Objective 3 of UNESCO's Mid-term Strategy and its emphasis on achieving global education,

23  
24 *Reaffirming* the importance of the UNESCO Institute of Statistic (UIS) in education programs and Member State  
25 education, based on the Evaluation of the UNESCO Institute for Statistics 2007,

26  
27 *Observing* that social inequality is a primary barrier against the institution of education that prohibits economic  
28 growth and development, as described in the European Expert Network on Economics of Education (EENEE)  
29 Analytic Report Number 21,

30  
31 *Alarmed by* the knowledge that children between the ages of 3 and 8 in rural areas are twice as likely to be out of  
32 school as their urban counterparts, as mentioned in General Assembly resolution 65/138 and the "Education For All  
33 (EFA) Global Monitoring" report,

34  
35 *Taking into consideration* the World Bank's "Bringing the School to the Children: Shortening the Path to EFA"  
36 report, which states that low enrollment of students and teachers in rural areas is tied to geographical barriers such as  
37 distance traveled,

38  
39 *Deeply concerned by* the evidence presented via the Global Gender Gap Report of 2014 by the World Economic  
40 Forum in that there is a strong correlation between gender equality and education with gross domestic product  
41 (GDP) per capita,

42  
43 *Supporting fully* the dispersal of upgraded knowledge and training from qualified professionals in their respective  
44 fields with the incorporation of research and development,

45  
46 *Concerned by* the findings of UNESCO's Global Report on Adult Learning and Education and its highlighting of  
47 the lack of awareness of the need for adult education in rural areas as well as the scarcity of adult educators in these  
48 areas,

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50 *Emphasizing* the need for increased access to vocational training, as noted in the UNESCO-Technical Vocational  
51 Education and Training (TVET) Strategy 2016-2021,  
52

53 *Noting* that the Final Report of the 2015 World Education Forum highlighted education as a means to employment,  
54 allowing individuals to increase their income and thus reduce poverty and contribute to the region's sustainable  
55 development,  
56

57 *Applauding* the work of the Trinidadian Ministry of Science, Technology, and Tertiary Education in developing a  
58 complementary vocational curriculum to increase student interest by focusing on region-specific vocational needs,  
59

60 *Cognizant* of the positive impact skills-based education can have on rebuilding and supporting rural areas in times of  
61 conflict and post-conflict according to the International Labor Organization (ILO)'s Rural Poverty Briefs,  
62

63 *Noting with concern* the findings of UNESCO's "Education Under Fire" report, which underlines the long-term  
64 negative effects armed conflict can have on access to education due to lack of safety, child exploitation, and  
65 displacement,  
66

67 *Despairing* the lack of information available on best practices for education in situations of armed conflict,  
68

69 *Aiming* to enhance the UNESCO Transparency Portal to further the goals of the Education 2030 Framework for  
70 Action,  
71

72 *Recognizing* the universal popularity of football and its ability to bring people together despite gender, race,  
73 language or religion, to ensure the most marginalized rural areas are reached,  
74

75 *Furthering* the World Cup Legacy Trust in its quest to advance football development, education, health and  
76 humanitarian activities,  
77

78 *Acknowledging* the United Nations Office on Sport for Development and Peace (UNOSDP)'s Sport and the  
79 Sustainable Development Goals (SDGs), which highlights the potential for sport as a platform for education and  
80 skills training and the success of the United Nations Young Football Volunteers program in using football to reach  
81 out to marginalized rural areas,  
82

83 1. *Recommends* that the UNESCO Institute for Statistics collaborates with the Economic Commission for Latin  
84 America and the Caribbean (ECLAC), the Economic and Social Commission for Asia and the Pacific (ESCAP),  
85 the other UN regional commissions, and the Global Education Monitoring Report (GEM) to coordinate a new  
86 Investigation into Rural Educational Needs (IREN) Programme under UNESCO's supervision in order to  
87 establish an annual report to address the progress toward the goals of Education 2030 in rural areas by  
88 compiling:  
89

- 90 a. Economic information necessary for the integration of appropriate educational programs and the  
91 effective distribution of the specific educational resources required by each rural region;  
92
- 93 b. Regional employment figures in order to establish the most significant understanding of the required  
94 skills necessary for economic development;  
95
- 96 c. Best practices towards collaborations within regions to foster relevant region-specific curriculums and  
97 initiatives such as the Food and Agriculture Organization of the United Nations (FAO)/UNESCO  
98 Education for Rural People (ERP) initiative to take into account regional needs such as agriculture;  
99
- 100 d. Physical and mental disability occurrence rates, school statistics, and education barriers to promote  
101 education for all in rural areas;  
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- 103 e. Data on levels of social equality in education and economics to promote equal opportunity in the  
104 schools and labor market of collaborating states by working to investigate regional gender, race,  
105 religious, and sexual orientation disparities;

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- f. Recommendations from regional stakeholders who have an exceptional career promoting informal education and vocational training;
  - g. Assessments on the role geographical barriers can affect the distances or obstacles impeding access to schooling sites;
  - h. Information on obstacles preventing the integration of adults within their regional educational systems, including best practices in overcoming these barriers, in rural areas on a regional level;
  - i. Recommendations on achieving transparency of funds provided by United Nations bodies for the improvement of rural education within the Member State;
2. *Encourages* the full involvement of Member States and relevant regional organizations in data collection in order to build a more comprehensive database by preparing a formal report with the findings of the IREN for the various regions including the Arab, Asia Pacific, Latin American, African, and European and North America Regions by:
- a. Involving national governments in partnerships with the data collection as well as best practice sharing in improving education in all states in the region;
  - b. Increasing the capacity of the UNESCO-TVET forum as a platform for information sharing on education by encouraging the participation of expert organizations in the field of rural education;
  - c. Incorporating relevant non-governmental organization (NGO) partnerships to allow expert stakeholders to contribute their expertise;
  - d. Accepting voluntary testimony and perspectives of local teaching officials in each area;
3. *Decides accordingly* to utilize the findings of the IREN to promote education in rural areas by:
- a. Supporting the creation of a partnership between UNESCO and the international footballing body of the Fédération Internationale de Football Association (FIFA) as well as the International Sporting bodies of the International Olympic Committee (IOC) and the International Paralympic Committee (IPC) to create the It's Never Too Late To Go initiative to utilize and highlight the findings of the above report in order to:
    - i. Create several publicity campaigns and organize events during the World Cup, the Olympic games, and the Paralympics games to best utilize the global outreach of sports to raise awareness within the global community for the need for vocational training and adult education;
    - ii. Raise funds through the retention of a small percentage of event and game tickets to increase the reach and bettering of education in rural environments and finance other UNESCO education-based programs and initiatives as deemed necessary in the above reports;
    - iii. Later assess the successes of the initiative with the long term view of creating similar partnerships with the continental football governing bodies of the Union of European Football Associations (UEFA), the Confédération Africaine de Football (CAF), the Asian Football Confederation (AFC), the Confederation of North, Central American and Caribbean Association Football (CONCACAF), the Confederación Sudamericana de Fútbol (CONMEBOL) and the Oceania Football Confederation (OFC);
  - b. Endorsing the developing partnership between UNESCO, the United Nations High Commissioner for Refugees (UNHCR), and the United Nations International Children's Emergency Fund (UNICEF) to create The Swords to Plowshares Partnership in order to:

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- i. Emphasize the role of informal education by exchanging information on best practices for the implementation of education during conflict;
  - ii. Make recommendations to executive UNESCO conferences around utilizing nontraditional education forms including vocational training and Open and Distance Learning (ODL);
  - iii. Submit the recommendations and a report to the IREN;
- c. Supporting the expansion of the UNESCO-International Council for Adult Education (ICAE) partnership to include an adult education campaign in order to raise awareness of the need for lifelong learning opportunities and adult education and the need for adult educators in rural areas, using the experiences of UNICEF’s Girls’ Education Campaign, which raised awareness for the need to promote girls’ access to education through means such as:
- i. A social media campaign titled #UnitedForKnowledge to promote general awareness of the need for adult education in rural settings;
  - ii. The dissemination of the IREN reports and information;
  - iii. Advocacy through partnerships with relevant NGOs to provide guidance on sustainable practices;
  - iv. Frameworks and guidance to Member States on how to support rural adult and vocational education.



**Code:** UNESCO/RES/1/2

**Committee:** United Nations Educational, Scientific and Cultural Organization

**Topic:** Education for All: Strengthening Rural Education

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

2  
3 *Recalling Article 26 of the Universal Declaration of Human Rights (1948), Articles 28 and 29 of the Convention of*  
4 *the Rights of the Child, General Assembly resolution 56/116, and report 70/485, all which establish education as a*  
5 *human right,*

6  
7 *Acknowledging* the statutes and resolutions laid out by the Sustainable Development Goals (SDGs), and the  
8 *Commission on Population and Development Resolution (CPDR), which state poverty and isolation as the greatest*  
9 *threats to achieving universal access to education,*

10  
11 *Acknowledging* the 2030 Agenda for Sustainable Development, which highlights the goal of providing inclusive and  
12 *equitable quality education for all so as to promote lifelong learning opportunities and eliminating disparities in*  
13 *teacher training and access to materials between urban and rural centers,*

14  
15 *Reaffirming* the Global Education First Initiative (GEFI) created by the United Nations Secretary-General and its  
16 *objective to achieve universal access to education by using it as a “tool to drive development” and to “allow for the*  
17 *realization of human rights,”*

18  
19 *Recognizing* the significant achievement that the ConnectED initiative has had in the United States by eliminating  
20 *the barrier physical isolation poses to education in cooperation with The White House Rural Council, the Federal*  
21 *Communications Commission, the United States Agency for International Development (USAID), and private*  
22 *organizations such as Microsoft, Apple, and Verizon,*

23  
24 *Noting with deep concern* the lack of access to school facilities for many rural children due to factors such as  
25 *distance, unsafe roads, and family obligations, according to the World Bank report “Incentivizing Schooling for*  
26 *Learning: Evidence on the Impact of Alternative Targeting Approaches,”*

27  
28 *Acknowledging* the valuable research done in the area of data mapping broadband speeds across the world,

29  
30 *Having considered* the main cost barriers to education such as transportation, infrastructure, costs of books,  
31 *uniforms and the gender gap,*

32  
33 *Commending* the efforts made by World Bank on establishing an Education Management Information System  
34 *(EMIS) which provides systematic and quality data, and recognizing the 71 operations already implemented in*  
35 *developing countries as of January 2013 managing a portfolio of US \$9 billion, and underscoring the need for*  
36 *funding for educational development and the role that regional development banks play in this, as highlighted in the*  
37 *World Bank Education Strategy 2020,*

38  
39 *Recognizes* the support of the World Bank, Microsoft, and non-governmental organizations (NGOs) such as  
40 *Education International and Global Education Associates, as well as others in the private sector in establishing*  
41 *universal access to education through the promotion of technology,*

42  
43 *Acknowledging* the financial support by Global Partnership for Education, the United Nations Development  
44 *Programme (UNDP), the United Nations Children’s Fund (UNICEF), United Nations Girls’ Education Initiative*  
45 *(UNGEI), United Nations Population Fund (UNFPA) and UN-Women on previous programs such as GEFI,*

46  
47 *Guided by Article 13.2 of the International Covenant on Economic Social and Cultural Rights (ICESCR), which*  
48 *states that the development of a system of schools at all levels shall be actively pursued,*

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- 50 1. *Supports* this body in assessing the strengths and weaknesses of the ConnectED initiative for implementation on  
51 a global scale to enable development of online learning capacities in remote communities through:  
52  
53 a. Promoting web resources containing core subject courses taught in a variety of languages;  
54  
55 b. The use of educational resources and online teaching platforms, such as WeAreTeachers.com and  
56 epals.com to work in collaboration with teachers for primary education to have access to broadcast  
57 lessons in a variety of languages and courses to allow for international professional preparation and  
58 knowledge sharing that would benefit children in rural areas;  
59  
60 c. Promoting annual conferences for teachers held in major cities of each operational region with the aim  
61 of updating, improving, and enhancing the ongoing professional development with representatives of  
62 the United Nations Educational, Scientific and Cultural Organization (UNESCO) serving as  
63 moderators to ensure that the goals of Education Connect are met;  
64  
65 d. Development of an online system of learning that empowers teachers to reach students through Open  
66 Distance Learning (ODL) Initiatives;  
67  
68 2. *Suggests* the expansions of the existing UNESCO online library access portal through:  
69  
70 a. Partnerships with NGO libraries, and educational institutions to extend their support of the UNESCO  
71 Knowledge Societies program;  
72  
73 b. Using the upcoming World Summit on Information Society as well as the Mobile Learning Week 2016  
74 to facilitate collaboration between stakeholders;  
75  
76 c. Promoting the use of the preexisting UNESCO-Technical Vocational Education and Training (TVET)  
77 website for access to best practices, instructional aides and effective curricula;  
78  
79 3. *Encourages* Member States to emphasize the necessity to focus on such areas for technological development  
80 that currently have slower access to internet according to recent data mapping studies such as the regions of  
81 Africa, South America, the Middle East, and East Asia;  
82  
83 4. *Invites* Member States to establish transportable educational resources in rural communities to achieve quality  
84 dispersal of knowledge and information through methods such as:  
85  
86 a. Mobile resource libraries containing educational texts and e-learning materials;  
87  
88 b. UNESCO support in the form of advisory assistance in preparing and selecting texts, providing  
89 statistical data, and sharing best practices among Member States;  
90  
91 5. *Supports* Member States to establish funding in cooperation with public and private entities, which focus on  
92 expanding Internet broadband access as a means for strengthening rural education capacity through:  
93  
94 a. A partnership comprised of a range of actors and institutions including governments, United Nations  
95 agencies and the private sector including technology corporations;  
96  
97 b. Further introducing information and communication technologies (ICTs) to schools in rural areas such  
98 as the Development in Learning instituted by the United States, which offers mobile phones and Wi-Fi  
99 in rural areas as education resources for teachers;  
100  
101 6. *Further invites* interested Member States to form partnerships with the World Bank and other notable  
102 development banks to support rural education programs, such as the Sindh Education Sector Reform Project,  
103 that encourage further capacity-building through the:  
104

- 105 a. Provision of learning materials such as books, stipends, and other vital educational resources;  
106  
107 b. Training and hiring educators from rural areas to teach in their own communities through the  
108 expansion of mobile and eLearning programs;  
109
- 110 7. *Supports* Member States in stressing the significance of education as a human right that is not contingent on a  
111 person's residential area;  
112
- 113 8. *Invites* Member States to further collaborate with UNESCO and other United Nations bodies to implement the  
114 SDGs and the 2030 Education Agenda in order to ensure universal access to education.



**Code:** UNESCO/RES/1/3

**Committee:** United Nations Educational, Scientific and Cultural Organization

**Topic:** Education for All: Strengthening Rural Education

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

2  
3 *Acknowledging* the sovereignty of all Member States as stated in Article 2.1 of the *Charter of the United Nations,*

4  
5 *Recalling* past initiatives such as Millennium Development Goal (MDG) 2: Achieving Universal Primary Education  
6 and the Dakar Framework for Action, both of which increased primary school enrollment, however failed to  
7 mention retention rates,

8  
9 *Recalling further* the Education 2030 Framework and specifically looking forward to Sustainable Development Goal  
10 (SDG) 4: Achieving Quality Education to accomplish the frameworks set in place with a focus on Target 1, which  
11 ensures that all students complete primary and secondary education,

12  
13 *Guided by* programs in accordance with Article 24 of the *Convention on the Rights of the Child* such as India's Mid-  
14 Day Meal Scheme, which increased attendance rates for the lowest income bracket by 39% in rural areas proving to  
15 be a successful means for increasing the retention of children in schools,

16  
17 *Noting the success* of United Nations Children's Fund's (UNICEF) Zimbabwe Education Transition Fund in the  
18 coordination of local non-governmental organizations (NGOs) for the distribution of uniforms, textbooks, and other  
19 school supplies,

20  
21 *Aware* of the successes of previously implemented programs such as Afribike and Mobilizing Africa, which have  
22 promoted sustainable means of transportation resulting in the increased enrollment of educational facilities for  
23 marginalized communities, as well as recognizing the concerns the World Bank raises in the vital role rural  
24 transportation has in developing rural education,

25  
26 *Alarmed* by UNICEF's 2015 report "Education Under Fire," stating 13 million children in rural areas do not attend  
27 school because of armed conflict and further focusing on the Education for All (EFA) Global Monitoring Report  
28 stating 246 million pupils are subject to violence on the way or within school,

29  
30 1. *Suggests* Member States strengthen the partnership with the World Food Programme (WFP) to strengthen the  
31 existing school meal programs through the creation of the Global Unified Lunch Partnership (GULP), to further  
32 support and encourage national capacity to provide children with proper access to nutrition through school  
33 meals, particular in rural areas by:

- 34  
35 a. Utilizing GULP to promote the creation of nutrition and drinking water program to meet the need of  
36 local rural communities as highlighted by the United Nations Global Nutrition Agenda (UNGNA);  
37  
38 b. Highlighting and promoting the practices of previous initiatives such as the Mid-Day Meal Scheme;  
39  
40 c. Increasing collaboration with UNICEF, the Food and Agricultural Organization of the United Nations  
41 (FAO), the World Bank, and state actors to strengthen GULP;  
42  
43 d. Assist Member States by promoting expert advice and experience, as well as coordination between  
44 members of GULP;

45  
46 2. *Encourages* Member States to model programs with frameworks similar to the UNICEF program, Zimbabwe  
47 Education Transition Fund, which coordinates with NGOs and local programs such as:  
48

- 49 a. Book Aid International and International Book Bank, which work to provide textbooks to marginalized  
50 students in rural areas at reduced cost and UNESCO's Every Child Should Have A Textbook initiative;  
51
- 52 b. The Educate a Child, which is a United Nations High Commission of Refugees (UNHCR) initiative,  
53 which recycles old school uniforms and textbooks for use by those in need;  
54
- 55 c. UNICEF's School in a Box program, which provides a multitude of school supplies for impoverished  
56 children;  
57
- 58 d. The Myanmar Development Partners (MDP), which focuses on financial planning for families in rural  
59 communities for the purchase of tuition and indirect costs related to education;  
60
- 61 3. *Recommends* Member States to address the correlation, raised by the World Bank, between transportation and  
62 rural education to increase accessibility to education through the coordination of NGO's and local governments,  
63 utilizing and expanding programs such as Afribike and Mobilizing Africa to provide fee-free, sustainable,  
64 secure, and anti-discriminatory transportation to rural communities by:  
65
- 66 a. *Collaborating* with the World Bank's Rural Travel and Transportation to provide sustainable  
67 transportation by:  
68
- 69 i. Facilitating local businesses to provide bike repair and other maintenance services to facilitate  
70 sustainability and efficiency;  
71
- 72 ii. Promoting an extended usage of existing and future means of transportation, including current  
73 automotive methods, through existing programs;  
74
- 75 iii. Stressing the need to strengthen sustainable transportation by including and improving public  
76 transportation such as bus systems that are specific to the needs of marginalized communities,  
77 which promote inclusivity modeled after Mobilizing Africa;  
78
- 79 b. Encouraging the United Nations Office for Disaster Risk Reduction (UNISDR) to include in their  
80 Worldwide Initiative on Schools (WISS) the safety of transportation by providing communities and  
81 families information provided by UNISDR on safety precautions;  
82
- 83 c. Cooperating with the World Bank's Global Road Safety Facility to encourage Member States to  
84 allocate resources to the development of road systems in rural areas through modeling programs off of  
85 the successful Peru Rural Road Program on a global scale;  
86
- 87 4. *Advises* Member States to tackle the issues regarding armed conflict mentioned in the Education Under Fire  
88 report and the EFA Global Monitoring Report to introduce safety measures for faculty, staff, and students in  
89 order to provide a safe learning environment such as:  
90
- 91 a. Emphasizing the need for students to be trained on how to respond during an event of violence of any  
92 nature by recommending affected communities to integrate safety training into curriculum;  
93
- 94 b. Educating teachers and community leaders on the correct and efficient method of action on how to  
95 respond during times of conflict to create secure and comfortable learning environments;  
96
- 97 c. Encouraging educational facilities to cultivate safe and secure environments that reduce and eliminate  
the existing fear based on current lack of safety in institutions of education that contribute to increased  
attendance of students as guaranteed by the *Convention on the Rights of the Child*.



**Code:** UNESCO/RES/1/4

**Committee:** United Nations Educational, Scientific and Cultural Organization

**Topic:** Education for All: Strengthening Rural Education

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

2  
3 *Reaffirming* that everyone has the right to education as per Article 26 of the *Universal Declaration of Human Rights,*

4  
5 *Taking note* of Article 13 of the *International Covenant on Economic, Social and Cultural Rights,* which recognizes  
6 the potential of an education directed to the full development of the human personality and sense of dignity available  
7 to everyone and at all levels,

8  
9 *Referring* to the Education 2030 Framework for Action, which sets out the strategies for achieving inclusive,  
10 equitable and quality education as well as to promote lifelong learning opportunities for all,

11  
12 *Applauds* the effort made by United Nations Educational, Scientific and Cultural Organization's (UNESCO) with  
13 the Education 2030 Framework For Action in order to emphasis the importance of an inclusive education as a  
14 cornerstone of a new transformative agenda aiming at promoting a lifelong learning opportunities for all,

15  
16 *Having* examined UNESCO's Eighth Consultation on Implementation of the Convention and Recommendation  
17 against Discrimination in Education and its emphasis on inclusive education, namely attending to students with  
18 special needs,

19  
20 *Further* taking into account Article 21 of the Education 2030 Framework for Action in which Member States call for  
21 particular attention to ensure access to quality education and learning for children with disabilities,

22  
23 *Emphasizing* the need for inclusion and equity in education as well as the need to address all forms of exclusion and  
24 marginalization, with a focus on those children with disabilities, as per Article 7 of the *Incheon Declaration,*

25  
26 *Guided* by Articles 24, 26 and 27 of the *Convention on the Rights of Persons with Disabilities,* which emphasize  
27 persons with disabilities' rights to education, to full independence, and to work on an equal basis with others,

28  
29 *Bearing* in mind that a fully inclusive basic education for all, is impossible without effective measures designed to  
30 improve adapted education facilities for children impaired by disabilities,

31  
32 *Noting* with regret the findings of to the 2015 Global Entrepreneurship Monitor Report, specifically that 93 million  
33 and 150 million children are estimated to live with disabilities,

34  
35 *Noting* further that according to the United Nations Children's Fund (UNICEF) Global Initiative on Out-of-School  
36 Children, an estimated 90% of children with disabilities in the developing world are not able to attend to school,

37  
38 *Deeply* disturbed that millions of children with disabilities are excluded from educational programmes due to poor  
39 data collection, as indicated in the UNICEF Children and Young People with Disabilities factsheet,

40  
41 *Recognizing* mechanisms such as the UNESCO-China Fund-in-Trust that funds institutions demonstrating interest in  
42 providing resources for the rural population,

43  
44 *Having* studied the Global Partnership on Children with Disabilities Task Force (Inclusive Education Task Force) on  
45 the Global Partnership for Education (GPE), which emphasizes the need for all teacher training efforts to include a  
46 module on disability-inclusive education, as well as the importance of the principles of accessibility and universal  
47 design as criteria for construction,

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- 49 1. *Offers* support and guidance for local non-governmental organizations (NGOs), specialized in engagement with  
50 children with disabilities, to provide teachers in rural areas with informational materials and training in order to  
51 raise awareness about the challenges faced by disabled children through methods including but not limited to:  
52
- 53 a. Information and communication technology (ICTs) that can serve as informational materials in regards  
54 to the needs of persons with disabilities;
  - 55
  - 56 b. Educational sessions, including seminars and workshops, integrated into the provisional schedule of  
57 upcoming Education 2030 events and conferences, in order to provide frequent updates on  
58 developments in specified disability education;
  - 59
- 60 2. *Recommends* rural educational institutions work towards the incorporation of sessions on disability awareness  
61 within their mainstream yearly syllabus targeting children in order to encourage tolerance and understanding in  
62 classrooms for increased education enrollment;- 63

64 3. *Suggests* educational institutions to recognize and respond when children with disabilities are marginalized,  
65 stigmatized, or not easily incorporated into the school system by promoting techniques inspired by the Inclusive  
66 Education Task Force of GPE’s vision in order to ensure a good quality education for all children by  
67 encouraging integration, acceptance, and tolerance within rural communities;- 68

69 4. *Invites* Member States to reinforce the Inclusive Education Task Force of GPE’s strategies toward challenges,  
70 such as the improvement of the quality of learning, by considering stressing the importance of rural  
71 communities’ special needs, especially for children with disabilities;- 72

73 5. *Encourages* Member States to introduce effective national or international measures towards children with  
74 disabilities in rural education, in order to acknowledge the inclusive-education vision initiated in the Education  
75 2030 Framework For Action in May 2015;- 76

77 6. *Calls upon* UNESCO to strengthen and therefore highlight the bonds between the overarching goals established  
78 in the Education 2030 Framework For Action and rural areas, more specifically the situation of children with  
79 disabilities in those areas;- 80

81 7. *Encourages* financial institutions and the international community to consider avenues of support such as a  
82 voluntary educational scholarship funds dedicated for disabled children to pursue their education in universities  
83 or professional institutions while also emphasizing the efficiency, transparency, flexibility and accountability of  
84 funding usage;- 85

86 8. *Advises* the secretariat of UNESCO to work in closer conjunction and collaborate with the Asian Infrastructure  
87 Investment Bank and the World Bank in order to establish the key practical obstacles faced by disabled students  
88 regarding transportation and the financial input required to resolve them.



**Code:** UNESCO/RES/1/5

**Committee:** United Nations Educational, Scientific and Cultural Organization

**Topic:** Education For All: Strengthening Rural Education

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

2  
3 *Recalling* Article 26 of the *Universal Declaration of Human Rights* and Articles 28 and 29 of the *Convention of the*  
4 *Rights of the Child* (CRC), which highlight and emphasize that everyone has the right to an equal and a quality  
5 education,

6  
7 *Applauding* the success of the former Education for All (EFA) alongside the Dakar Framework for Action,

8  
9 *Acknowledging* the worldwide vision of the Education 2030 Agenda, particularly 38C/RES15, towards the  
10 Sustainable Development Goals (SDGs), both of which take significant strides towards an equitable, inclusive, and  
11 quality education,

12  
13 *Recognizing* the work completed by the United Nations Educational, Scientific and Cultural Organization  
14 (UNESCO) and relevant non-governmental organizations (NGOs) to support primary education and secondary  
15 education as stated in the Incheon Declaration Framework for Action,

16  
17 *Recalling* Aspiration 1 of the African Union’s Agenda 2063, which calls for sustainable development and inclusive  
18 growth contributing to the prosperity of Africa, developing countries, and the international community as a whole,

19  
20 *Deeply concerned* by the lack of adequate educational facilities within a reasonable distance from disadvantaged  
21 communities as addressed in the International Monetary Fund’s (IMF) “Educating Children in Poor Countries”  
22 report,

23  
24 *Noting* that 75% of the world’s population has access to a radio, yet 58 million school aged children do not attend  
25 school because of exceedingly long distances, family responsibilities, and/or other circumstances,

26  
27 *Underlines* that access to the Internet in every region of the world is a precondition for an independent and  
28 individual learning process, such as e-Learning platforms,

29  
30 *Believing* in the International Task Force on Teachers for Education, which advocates the coordination of global and  
31 regional initiatives for knowledge creation and dissemination, while also facilitating access to technical support,

32  
33 *Fully aware* that teachers require greater incentives to teach in rural areas and acknowledging the suggestions listed  
34 in UNESCO’s Improving the Conditions of Teachers in Rural Schools Across African Countries which can be  
35 implemented in all regions of the world,

36  
37 *Appreciating* the Education International Project, known as Quality Educators for All, and its work in assisting  
38 public authorities to meet their responsibilities to provide quality public education,

39  
40 *Reaffirming* Article 13.2 of the Addis Ababa Action Agenda where the development of a system in schools shall be  
41 actively pursued at all levels, especially in developing countries, least developed countries (LDCs), and small island  
42 developing states (SIDS),

- 43  
44 1. *Encourages* Member States to promote quality and equal access to education for all, in order to reduce the  
45 differences in educational quality between urban and rural areas and to increase the number of teachers in rural  
46 areas to promote their local expertise and knowledge through;

47

- 48 a. The promotion of a “Teacher for Teacher Program,” which pairs and exchanges urban and rural  
49 teachers during their studies to encourage preparation, social awareness, and international formative  
50 partnerships;  
51
- 52 b. Encouraging Member States to partner with regional associations of teachers with UNESCO’s Global  
53 Partnership of Education, which facilitates workshops and training programs for curriculum  
54 development, whilst taking into account regional culture and values;  
55
- 56 2. *Suggests* that Member States develop criteria, when appropriate, to connect well qualified educators from both  
57 urban and rural areas to share and promote best practices through the “Teacher for Teacher Program”;  
58
- 59 3. *Recommends* Member States explore and implement, when appropriate, measures to greater incentivize  
60 teaching roles in rural areas such as, but not limited to:  
61
- 62 a. A collaboration between United Nations volunteers, Habitat for Humanity, and UNESCO, who can  
63 provide suggestions and logistical aid, to develop affordable residential housing for rural teachers so  
64 that teachers have a safe place to live near the rural schools;  
65
- 66 b. A system of bonuses in which Member States, with the advice of UNESCO, can implement bonuses  
67 and benefits for all participating rural and urban teachers where appropriate;  
68
- 69 4. *Advises* collaboration between Member States and the International Telecommunications Union (ITU), to  
70 promote best practices around international educational livestreams and radio shows, alongside support through  
71 the UNESCO-China Funds-in-Trust (CFIT), for the purpose of supplementing the education of children who are  
72 unable to attend school due to distance, family, responsibilities, or the lack of a school in their community;  
73
- 74 5. *Invites* Member States to address the urban-rural divide in children’s educational curricula and provide greater  
75 support for future employment by:  
76
- 77 a. Considering the advantageous effects of allocating funds from respective national budgets to education  
78 and encourages Member States to do so, when appropriate, in order to finance scholarships along with  
79 the private sector, NGOs, intergovernmental organizations, and governmental organizations;  
80
- 81 b. Encouraging rural community leaders to use their influence to empower students through Global  
82 Reporting Initiatives (GRI), to stress the importance of education, which leads to employment and  
83 poverty elimination;  
84
- 85 c. Collaborating with the UNESCO/United Nations Children’s Emergency Fund’s (UNICEF) Child to  
86 Child Program in fostering mentorship schemes that would guide students in discovering their passions  
87 while also presenting them with other career opportunities in different territories;  
88
- 89 6. *Recommends* Member States biannually report data, specifically relevant to school attendance, to UNESCO’s  
90 Institute for Education Planning (IIEP) to support the implementation of flexible rural education;  
91
- 92 7. *Calls* for the continued collaboration between the World Bank and the International Commission on the  
93 Financing of Global Education Opportunities in order to facilitate the dissemination of financing to repair and  
94 maintain educational facilities in rural areas, especially through production of sustainable energy options,  
95 prioritizing countries in conflict, countries recovering from conflict, and developing countries;  
96
- 97 8. *Welcomes* a partnership between UNESCO, NGOs such as East African Playgrounds, and UNESCO-China-  
98 Funds-in-Trust (CFIT) to construct playground equipment that can generate power to provide electricity to rural  
99 schools;  
100
- 101 9. *Calls upon* the UNESCO General Conference, to convene in 2017, to discuss the topic of Microfinance  
102 Education for All (MEFA) that would enhance investment systems for educational opportunities in rural  
103 primary schools, with the objectives of:



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- a. Providing greater economic independence for parents in rural regions whose children are in elementary school;
  - b. Providing financing for agriculture equipment;
  - c. Reducing interest charges, which would enable the investment for people in rural regions;
10. Reminds those NGOs that have not done so to join UNESCO's Collective Consultation of NGO's on Education For All (CCNGO), in order to share best practices and methods on delivering quality education to all students in rural areas;
  11. Suggests Member States, when appropriate, update their educational systems and curricula with the objectives of greater inclusivity and responsiveness to the economic environment, gender equality, and new technologies.



**Code:** UNESCO/RES/1/6

**Committee:** United Nations Educational, Scientific and Cultural Organization

**Topic:** Education for All: Strengthening Rural Education

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1 *The United Nations Educational, Scientific and Cultural Organization,*  
2  
3 *Recalling the Convention on the Elimination Against all Forms of Discrimination Against Women (CEDAW)*  
4 *(1979), the Convention on Discrimination in Education (1960), Security Council resolution 1325 (2000) and*  
5 *resolution 2242 (2015), highlighting women as playing a major role in peacebuilding and security enhancement,*  
6  
7 *Highlighting the sentiment outlined in Article 10 of CEDAW in supporting efforts of expanding overall equality into*  
8 *both rural and urban areas,*  
9  
10 *Conscious of the fact that women and girls occupy an important role as actors of change in both urban and rural*  
11 *areas everywhere,*  
12  
13 *Examining the marginalized members of society in most need of international attention and application of tailored*  
14 *educational plans, especially women and indigenous peoples found in rural and remote communities,*  
15  
16 *Emphasizing the diversity of communities in which targeted and specialized education would effectively assist in the*  
17 *development of rural groups while keeping the culture and lifestyle of the community intact,*  
18  
19 *Raising concern for the inadequacy of infrastructure in rural educational facilities, as noted by multiple Education*  
20 *for All Global Monitoring Reports,*  
21  
22 *Taking into consideration the macrosystemic and microsystemic issues involved in extending education to rural and*  
23 *remote areas as outlined by National Rural Education Association through the research presented in A” Synthesis of*  
24 *International Rural Education Issues and Responses,”*  
25  
26 *Cognizant of the applicable definitions of macrosystemic issues for rural communities including but not limited to*  
27 *poverty, gender inequality, social discrimination, and out-migration,*  
28  
29 *Further cognizant of the definitions of microsystemic issues for rural communities including but not limited to*  
30 *curriculum relevancy, distance, displacement, and incentives,*  
31  
32 *Guided by the Beijing Platform for Action of 2015, which illustrates the importance of increasing gender equality in*  
33 *education,*  
34  
35 *Acknowledging the trend toward co-operation between national departments of Education and Agriculture with*  
36 *regards to achieving the Sustainable Development Goals target of ‘Education for Rural People,’*  
37  
38 *Complimenting the adoption of the environmental training program promoted by the Republic of Korea that allows*  
39 *an implementation of cost-effective training programs wherein women can mentor junior colleagues in education,*  
40  
41 *Concerned by the lack of funding for education and education supplies necessary for the development of rural*  
42 *education according to repeated Education for All Global Monitoring Report,*  
43  
44 *Taking into account that the insufficient education women receive hinders global socioeconomic, as well as cultural*  
45 *development, according to the Commission on the Status of Women to promote women’s and girls’ access to*  
46 *education, training, science and technology (2011) as well as Gender and Science: Women, agents of change (2015),*  
47  
48 *Acknowledging that 757 million people are illiterate, 63% being female, according to the United Nations*  
49 *Educational, Scientific and Cultural Organization’s (UNESCO) Institute for Statistics’ (IoS) September 2015 Adult*

50 and Youth Literacy fact sheet, exemplifying the pertinence of addressing education accessibility and quality  
51 amongst the gender gap in rural areas,  
52

53 *Applauding* the efforts of Arunachalam Muruganantham to assist India's transition to become a 100% sanitary  
54 napkin country, yet gravely concerned that at least 1 in 5 girls in developing countries drop out of school due to  
55 health issues, lack of access to female sanitary products, and misinformation about women's health,  
56

57 *Recalling* the Second International Decade of the World's Indigenous Peoples, the Decade of Literacy, and the  
58 Decade of Education for Sustainable Development which collectively have experienced considerable success in  
59 areas of raising awareness, spreading knowledge, and improving the life's of rural and remote communities,  
60

61 *Commending* the example of the Malawi Gender Equality and Women's Empowerment Program efforts to lessen the  
62 dropout rates of young girls and women,  
63

64 *Believing* that young girls and women are inspired by what and whom they read about and commending the success  
65 of publications such as the New African Women magazine, published in all 54 countries in the African Union, and  
66 the distribution by the Macedonian Ministry of Labor and Social Policy of hundreds of textbooks emphasizing the  
67 contributions of influential women in academic history,  
68

69 *Having examined* the General Assembly resolution 59/174, which approves the funding methods and requirements  
70 utilized by the Second International Decade of the World's Indigenous People,  
71

72 *Acknowledging* the current international trend toward the correlation between the involvement of national  
73 departments of Education and Agriculture in relation to the Education for Rural people platform of the SDGs,  
74

75 *Viewing with appreciation* the funding from Rural Education Achievement Program (REAP), the Global Partnership  
76 for Education Fund, and the SDGs Fund,  
77

78 *Noting the success* of non-governmental organizations (NGOs) and independent programs such as the Barefoot  
79 College, which worked to spread education to villages and communities in areas that are difficult to access or  
80 Akon's Lighting Africa project, which worked to provide electricity and basic electrical appliances to rural  
81 communities across the continent,  
82

83 *Recognizing* the potential for advancement in both rural and urban education through the mutual diffusion of  
84 information,  
85

86 *Understanding* the potential for educational incentives to increase the quality of the life for extant rural communities  
87 through their respective trades and techniques,  
88

89 *Taking into account* trepidations that indigenous populations may have towards incorporating external facilities into  
90 their communities,  
91

92 *Having considered* that indigenous and rural populations have a tendency to reside in remote and typically  
93 inaccessible terrain that may prove to be hazardous without vehicular transport,  
94

95 1. *Proposes* the World Conference on Rural and Remote Education, a follow-up to the World Conference on  
96 Education for Sustainable Development of 2014, to be hosted by the Italian Republic in 2017, with a focus on  
97 the increased inclusion of rural and indigenous communities into international educational plans and systems for  
98 the purpose of advising the subsequent World Education Forum;  
99

100 2. *Further* suggests the World Conference on Rural and Remote Education adopts the objective of creating  
101 comprehensive and inclusive dialogues towards introducing hesitant rural and remote communities into modern  
102 educational practices by providing:  
103

104 a. Representation from all willing Member States;  
105

- 106 b. Panels of experts on marginalized communities that represent multiple global rural regions, relating to,  
107 but not limited to:  
108
- 109 i. Indigenous peoples, cultures, languages, and societies;
  - 110 ii. Women and girls, especially in remote and rural communities;
  - 111
  - 112 c. Research and data analysis on the marginalized communities such as those being conducted by the  
113 United Nations Population Fund (UNFPA), and several universities and educational institutions;
  - 114
  - 115 d. Dialogues that bring relevant NGOs together with Member States and applicable United Nations  
116 bodies and agencies to foster:  
117
    - 118 i. Cooperation in effective inclusion and education for rural communities;
    - 119 ii. The creation and implementation of targeted and specific educational curriculum created with  
120 a regional basis;
    - 121 iii. Advisement by specialized groups on preferable practices in interacting with and gradual  
122 inclusion of rural communities and indigenous peoples in education;
    - 123
- 124 3. *Request* the World Conference on Rural and Remote Education, in collaboration with the United Nations  
125 Permanent Forum on Indigenous Issues, advise Member States on the implementation of programs or initiatives  
126 to introduce specialized curricula for people in rural and remote communities, with a basis on regional  
127 differences, to improve their ability to thrive through the introduction and expansion of rural lifestyles, on the  
128 topics of:  
129
- 130 a. Agricultural focused education, advanced methods of animal husbandry, sustainable maritime and  
131 fishing methodologies, improved practices for craft working and textile production, other applicable  
132 rural or traditional occupations and lifestyles;
  - 133
  - 134 b. Targeted curricula to remote and rural communities;
  - 135
  - 136 c. Providing regionally specific, culturally sensitive, and gender inclusive education and knowledge  
137 distribution systems specialized in improving traditional, rural lifestyles;
  - 138
  - 139 d. Incorporating interactive and modular learning systems to improve the acceptance of information and  
140 to increase the spread and perpetuation of the culture of the groups of people;
  - 141
- 142 4. *Recommends* provisions for additional meetings of the conference to be held at locations and times, determined  
143 by the International Steering Group and affiliated groups, for the purposes of expanding the purview of the  
144 conference in order to better address issues facing rural and remote communities, to include:  
145
- 146 a. Participation of rural community leaders, both male and female, in order to facilitate the effective  
147 exchange of cultural ideas and needs for the success of future efforts;
  - 148
  - 149 b. Increased focus on gender equality and female empowerment in rural communities in order to better  
150 quality of life;
  - 151
  - 152 c. Other applicable topics related to the inclusion and education of rural and remote communities;
  - 153
- 154 5. *Welcomes* partnerships between UNESCO, the World Health Organization, and UN-Women to provide women  
155 and girls in developing countries with:  
156
- 157 a. Adequate training and information on women's health;
  - 158
  - 159 b. Access to low cost sanitary hygiene products;
  - 160

- 161 6. *Advises* Member States to work towards increased access for education for girls and women in rural areas  
162 through methods such as but not limited to:  
163
- 164 a. Usage of network education also known as e-learning, to be particularly used in geographically remote  
165 areas so as to expand the access of education;
  - 166
  - 167 b. Implementation of teacher touring procedures into rural areas, that do not have adequate access to  
168 resources such as internet and/or cellular data;
  - 169
- 170 7. *Encourages* the implementation of non-discriminatory policies for ensuring equal access to education in rural  
171 areas for both girls and women following examples of:  
172
- 173 a. The Fundamental Education Law and revisions in the Republic of Korea aiming at offering proper  
174 female human resources conditions, building a female-friendly environment in formal education,  
175 preventive education on sexual harassment as well as inclusive measures tackling insertion within rural  
176 areas;
  - 177
  - 178 b. The Support to Workers Center (CAT) anti-discrimination program in Mexico, which enables groups  
179 of 3-12 educators to visit workplaces to teach employers and coworkers about the equality in labor  
180 rights of women;
  - 181
- 182 8. *Strongly* suggest that Member States improve rural school facilities through multilateral efforts that take best  
183 practices from:  
184
- 185 a. The National Solidarity Plan (NSD) and the Third Pakistan Poverty Alleviation Fund, which improves  
186 rural school facilities through construction and renovation projects;
  - 187
  - 188 b. The Volunteers Initiative Nepal’s Women Empowerment Program, which runs education projects that  
189 aim to narrow the gender gap and quality of education for women in Nepal;
  - 190
- 191 9. *Recommends* national policies to implement quotas in educational facilities from rural areas, in order to promote  
192 equality in the classroom in terms of student gender and identity;  
193
- 194 10. *Supports* efforts to create educational systems based partially on incentives that address the specific and varying  
195 barriers that prevent women and indigenous populations from enrolling in schools or attaining admission to  
196 universities;  
197
- 198 11. *Encourages* continued partnerships between the New African Women Magazine, UNESCO, and UN-Women  
199 that create and spread the “I Am, I Can, I Will” Campaign, that not only inspire women, but also create role  
200 models for girls to look up to and follow;  
201
- 202 12. *Encourages* fellow Member States to consider adopting and scaling up periodic publications such as the  
203 biannual report “Women and Men in Macedonia,” so that relevant Ministries within Member States that have  
204 ratified the CEDAW may implement programs aimed at increasing the percentages of those indicators in the  
205 affected rural regions;  
206
- 207 13. *Recommends* the implementation of cost-effective training programs where women mentor female colleagues to  
208 be educators and leaders of the future;  
209
- 210 14. *Supporting* research and data collections such as those being conducted by the UNFPA, which seeks to study  
211 the multifaceted barriers women and girls face when entering science, technology, engineering, and math  
212 (STEM) fields;  
213
- 214 15. *Further Encourages* the examination of crucial roles both women and men play in rural societies in order to  
215 foster a greater understanding of educational priorities within regions;  
216

- 217 16. *Calls for* the cooperation between UNESCO and the United Nations IoS with data and information collected by  
218 regional and international NGOs involved locally in rural and remote communities in order to collect pertinent  
219 information of the current micro and macrosystemic issues present in communities for the purposes of better  
220 developing the agenda for subsequent conferences focused on rural education and inclusion;  
221
- 222 17. *Appeals to* able Member States, private universities, and other applicable institutions to donate books and other  
223 physical educational materials in order to help extend the effectiveness of the targeted educational programs;  
224
- 225 18. *Proposes* expanded methods of transportation to and from rural villages, for example, coordination with several  
226 of the existing 300 Memoranda of Understanding (MOUs) consider coordinating the repurposing of available  
227 surplus United Nations peacekeeping vehicles with each Troop/Police Contributing Country (TCC/PCC)  
228 through the Contingent Owned Equipment (COE) Working Group, or other expanded ideas, to result in:  
229
- 230 a. Transportation of personnel and equipment, to and from remote and/or rural communities, including:  
231
- 232 i. NGOs, such as the Barefoot College and CARE education;  
233 ii. Independent projects, such as Akon's Lighting Africa project;  
234 iii. International volunteers;  
235
- 236 b. Acting as mobile technology hubs and hot-spots to increase mobilization to technology and  
237 information for rural communities for the purposes of enacting targeted educational curriculum;  
238
- 239 19. *Supports* the expansion of completed programs promoting efforts in increasing access, literacy, and education  
240 such as:  
241
- 242 a. The Second International Decade of the World's Indigenous People, which acted as a continuation of  
243 previous programs focused on advancement, inclusion, and policy adaptation in respect to indigenous  
244 groups;  
245
- 246 b. The United Nations Decade of Literacy, which worked to strengthen formal and non-formal education  
247 in terms of literacy and learning ability;  
248
- 249 c. The Decade of Education for Sustainable Development as part of the effort associated with the  
250 Millennium Development Goals, to propagate education into previously unreached areas in hopes of  
251 increasing the sustainability of the growth of the communities;  
252
- 253 20. *Welcomes* available funding from the Rural Education Achievement Program (REAP), the Global Partnership  
254 for Education Fund, SDGs Fund, and similar international and regional programs in facilitating the outreach,  
255 involvement, and education of rural and indigenous peoples;  
256
- 257 21. *Invites* all Member States and NGOs to provide monetary, informational, and personnel support.