

<b>Forum:</b>	Human Rights committee
<b>Issue:</b>	Granting access to education for lower social classes in developing countries
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## Introduction

The gap between ‘developed’ and ‘developing’ countries has characterised the modern world of the 21st century. While some (MEDCs) may provide education for all sections of the society, other countries -wether by choice or by inaptitude- might not guarantee this fundamental human right to all. It is crucial for those countries to provide education because it indirectly lays a path towards greater development. It is therefore one millenium development goal of the United Nations to achieve universal primary education. Article 26 of the 1948 Universal Declaration of Human Rights states that “everyone has the right to education”. However, this right is clearly not respected throughout the world. Despite considerable progress, about 113 million children worldwide were not enrolled in school at the end of 2003. It is very important to understand that no matter how expensive it may look, educating the world’s children costs less than not educating them! By taking poor children to school, the country ensures a long term decrease of poverty.

## Definition of Key Terms

*“Granting access to education for lower social classes in developing countries.”*

“granting” = to give or allow. Thus implying that different types of actions could be debated in this committee.

Social classes: hierarchical distinctions between individuals or groups in societies or cultures. Usually individuals are grouped into classes based on their economic positions and similar political and financial interests within the stratification system. Most societies, especially nation states, seem to have some notion of social class.

Education: to prepare individuals to become active, thoughtful members of society in both private and public life. Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits.

Developing countries: with a less developed industrial base and a low Human Development Index (HDI) relative to other countries. Also includes 'emerging' countries such as China, India etc.

## History/Background

- Short history of developing countries

After World War 2 and the decolonisation process, the world split into two types of countries: developed countries and developing countries. While many might affirm that the era of colonisation has terminated, economic influences and imperialism have kept a constant virtual colonisation system, therefore preventing many countries from developing. At the end of the 20th century, a few developing countries such as the BRICS (Brazil, Russia, India, China and South Africa) (for instance) were considered as 'emerging countries' due to their increasing growth and development. However, this idea seems to be fading in 2016 when most of those countries's incredible progress were slowed by the 2008 financial crisis.

- Relating to Education

The Millenium Development Goals set forth by the United Nations in 2000 called for universal primary education. Thanks to this, many Less Economically Developed Countries (LEDCs) have received help from the organisation. The UNICEF and UNESCO greatly contribute to raising awareness about the lack of education in certain countries and thus also help raising funds. The idea of eradicating tuition fees was often mentioned by UNICEF and HR

World Bank because it would greatly increase the enrolment of students. They even created the School Fee Abolition Initiative. However, this idea is hardly applicable nowadays and past attempts did not go far.

Overall, to be optimistic, the actions taken since 2000 have had encouraging results. Globally, there has been an increase in Gross Domestic Product spending on education of 60% since then.

There are various reasons why the United Nations made it one of its first goals to achieve this. One of the major motivation is the UNICEF's "multiplier effect" which involves the idea that an educated child will greatly reduce poverty and speed up the development of his country. Schools are also considered as safe havens for certain children who live in poor conditions: It not only educates but also provides a link with the exterior world, clean clothing, food and water.

## Key Issues

- According to the UNESCO, this November 2016, 61 million children are out of school. 20% of those have dropped out, 39% will soon drop out, 41 % will never enter.
- Many children in poor countries drop out of school before graduating. In 1999, the completion rate (the percentage of children of graduating age who actually completed primary school that year) was 73 percent in developing countries as a group—81 percent in East Asia, compared with 50 percent in South Asia and sub-Saharan Africa.
- Many people are still illiterates and innumerates today.
- About 59 million primary school children are denied their right to education.
- Sub-Saharan countries account for more than half of all out-of-school children worldwide
- Strong inequity between girls and boys!
- Unstable situations are undoubtedly linked to a lack of education. 36% of all children not attending schools live in zones of conflict and aid for education has globally fallen of 10% between 2010 and 2013, due to unstable financial times.

## Major Parties Involved and Their Views

- [United Nations educational, Scientific and Cultural Organisation \(UNESCO\)](#)

The UNESCO is extremely active in the promotion of education thus leading the international agenda “Education for all”. They are very involved in dissemination of communication materials, raising awareness and mobilising help. Present in the Global Partnership for Education, the EFA. Created the Fast Track Initiative that supports LEDCS. The Organisation leads the Education for all (ESA) program.

- [United Nations Children’s Fund \(UNICEF\)](#)

It provides humanitarian and developmental assistance to children and mothers in developing countries. It is one of the members of the United Nations Development Group and its executive committee. UNICEF supports ESA and the sustainable development Goal 4 as well as the World Education Forum’s Dakar Framework for Action

- [The Private sector](#)

The World Bank and the U.S. Agency for International Development highlight private-public partnerships to bring skills, knowledge and materials to global education. Companies such as BP provide funds for education programs in many countries.

- The governments of developing countries. Some of them might not have the capability to assure a proper education for low-income families while others might use education as a tool for propaganda and other means un approved by the United Nations.
- NGOs are the ones acting in some very poor countries and are not to be forgotten.

## [Timeline of Relevant Resolutions, Treaties and Events](#)

Date	Description of event
1948	Article 26 of the Universal Declaration of Human Rights states that "everyone has the right to education"
1997	A resolution was adopted that called for Education for All. It asks governments to increase their commitment to fight illiteracy and allow the full development of the children's personality.
2000	The United Nations adopted the Millenium goal (MDG), promoting cooperation and help to eradicate poverty. Emphasis on education.
2002	Establishment of the Fast Track initiative (FTI), led by the Netherlands, to help the poorest countries progress toward the education MDG through both financial and technical support. In 2003.
2014	The Nagoya Declaration on Higher Education for Sustainable Development.

## Evaluation of Previous Attempts to Resolve the Issue

Most of the Previous attempts are stated before.

It is imperative to forge a new resolution on the issue due to the incapability of certain countries to adopt radical changes in promoting education. It is also important to help the countries in need and therefore correct the errors of previous resolutions and decisions.

To ameliorate the previous attempts, realism towards some countries' capabilities should be introduced and more help could be inserted.

## Possible Solutions

Before acting in any way, a good idea would be to ask Non governmental Organisations (NGOs) to work hand-in-hand with governments in order to collect data about the educational situation of each country and what may be the specific causes and challenges of each and every region. Without impartial, accurate and reliable information, it is extremely complicated to resolve the issue.

Most families that do not attend school often have a low-income. It is therefore imperative to ameliorate those situations in order to decrease child labour and increase attendance to school. The problem can not be treated superficially but has to be handled from the source of the problem: Poverty.

Infrastructures must follow. In some countries, families cannot send their children to school because it is too far or too crowded. It is important to achieve the creation of an additional fund in order to help countries to follow up with their promises and provide schools and teachers wherever they are needed. Of course, infrastructures like roads, trains and other transportation systems must be developed to grant access to educational structures.

With the previous point comes the crucial issue of corruption. Some countries have tried in the past to enhance their situation but are crawling under heavy corruption and the money sent does not accomplish much. This is why it is imperative to work with impartial, specialised NGOs to supervise and check those actions, thus assuring that the efforts made are useful.

In order to encourage participation in schools, the suppression of tuition fees would have an extremely positive impact on the problem. However, this has to be done if the government can support this decision and subsidise schools, pay teachers...

For remote places where it would be too expensive to create a school, it might be preferable to make small educational structures supervised by a few experts in order to provide smaller and unreachable minorities equal education. This leads us to our next point.

Flexibility. Indeed, even though the aim of this meeting is to provide an equal level of education for everyone, flexibility is necessary to reach all parts of the population and all households. Different types of educational systems should be introduced depending on whether the targeted area is rural or not, poor or rich, while respecting different cultural and day-to-day behaviours, religion, climates... For instance, if this part of the country is renowned for heavy monsoon in summer, then it is probably a good idea to close the school during this time. Another example: If a particularly poor and rural region has a certain

moment of harvest, it is important for the school to be adapted to this situation. The school should also accept different types of payments in order to adapt to the family's capabilities.

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