

Template - editing

Forum:	Special Political Decolonization Committee
Issue:	Furthering and Sustaining Education Initiatives to Strengthen Communal Ties in the Global South
Student Officer:	Maraki Tadesse, Andreas Drahotský
Positions:	Chairs

Table of Contents

I. Introduction

II. Key Terms

- A. Inclusive and Quality Education**
- B. Education for Sustainable Development (ESD)**
- C. Global Citizenship Education (GCED)**
- D. Strengthening Communal Ties through Education**
- E. Localized Education Strategies**
- F. South-South Educational Cooperation**
- G. Capacity Building in Education**

III. General Overview

- A. The Role of Education in Strengthening Communal Ties**
 - a. Education as a Tool for Social Cohesion**
 - b. Global Citizenship and Shared Responsibility**
- B. Challenges and Pathways for Sustainable Education Initiatives in the Global South**
 - a. Addressing Inequity and Infrastructure Gaps**
 - b. Supporting South-South Cooperation and Local Solutions**

IV. Major Parties Involved

- A. United Nations Educational, Scientific, and Cultural Organization (UNESCO)**
- B. United Nations International Children's Fund (UNICEF)**
- C. Global Partnership for Education (GPE)**
- D. African Union (AU)**
- E. India**
- F. Brazil**
- G. Education Above All Foundation**

V. Timeline of Key Events

VI. Previous & Possible Solutions

VII. Conclusion

VIII. Questions to Consider

IX. Bibliography & Sources for further research

X. Works Cited

I. Introduction

Education has a significant impact on community harmony and social progress, particularly in the Global South, where socio-cultural as well as economic and historical barriers have impeded equal educational attainment. Though education activities have long been centered on access and literacy, long-term achievement demands education activities that foster greater community cohesion. Localization and contextualization of education activities not only increase literacy but also promote community cohesion and overcome social barriers. Aiming at the disparities, international initiatives have not alleviated large disparities because of infrastructural shortcomings, economic constraints, and socio-political tensions. Educational systems need to be bolstered through collaboration, capacity development, and education content contextualized culturally. Current trends point towards localized solutions and South-South cooperation, considering the vital importance of mutual experiences among developing countries. This essay addresses pedagogical approaches and cooperation that enhance social solidarity and social bonds, breaching current hurdles and mapping out paths for long-term educational progress. Ultimately, being able to advance and sustain education initiatives will empower communities, reduce social disparities, and create enduring peace and stability in the Global South.

II. Definition of Key Terms

A. Inclusive and Quality Education

Inclusive and Quality Education ensures that all learners, regardless of their background, gender, disability, or socioeconomic status, have equal access to meaningful, high-standard education. This term directly relates to the 4th Sustainable Development Goal (SDG) and is a reminder that sustainable education initiatives must go beyond access and aim to create systems that can nurture both individual potential and collective harmony in regions where education can unite fragmented societies.

B. Education for Sustainable Development (ESD)

Education for Sustainable Development (ESD) is a framework that was launched by UNESCO in 2020 to achieve the 17 Sustainable Development Goals by the year 2030. This framework is focused on equipping learners with all the necessary resources to understand the complexity of society, economy, as well as the environment.

C. Global Citizenship Education (GCED)

Global Citizenship Education (GCED) encourages learners to understand global interdependence while also teaching them the responsibility of creating inclusive, peaceful societies.

D. Strengthening Communal Ties through Education

Strengthening Communal Ties through Education involves building structures that promote collaboration and social cohesiveness. Education is essential to bringing people from diverse backgrounds together and fostering relationships that are based on shared values and cultures. Initiatives like this can nurture peaceful coexistence and bridge social divides for communities globally.

E. Localized Education Strategies

Localized education strategies adapt teaching methods and curricula and help provide resources and necessary materials to reflect the culture of the local communities. This ensures that education resonates with local realities, which increases student engagement and involvement in academic activities, equally increasing literacy rates and education standards. Localized strategies bridge gaps and aid in a deeper connection that empowers the youth.

F. South-South Educational Cooperation

South-South Educational Cooperation focuses on developing countries collaborating to share knowledge, resources, and expertise to improve education. This type of collaboration emphasizes mutual learning and respect for local contexts. For example, Brazil's support of Angola's vocational training and India's educational programs in Africa are key examples of this approach. By working together, these countries create innovative solutions to common challenges and build local capacity.

G. Capacity Building in Education

Capacity Building in Education focuses on strengthening the skills, knowledge, and resources of individuals and institutions in order to improve education systems. This includes training teachers, enhancing educational management, and supporting policymakers to develop and implement effective strategies. UNESCO's CapED programme works with countries to help them create evidence-based policies and improve technical, vocational, and non-formal education. As UNESCO points out, the goal is to ensure that education systems can equip students with the skills they need to succeed in life and work, especially for marginalized groups like women and youth.

III. General Overview

A. The Role of Education in Strengthening Communal Ties

1. Education as a Tool for Social Cohesion

Education is one of the most effective pathways to reducing social division and strengthening community ties. In the Global South, over **251 million children and youth** were still out of school as of 2024, many due to systemic exclusion linked to poverty, gender, ethnicity, and conflict.¹ Inclusive and localized education systems, which reflect local languages and cultural realities, are proven to increase community engagement, reduce social inequalities, and contribute to long-term stability in fragile contexts.² Ensuring that students are educated in a way that affirms their identity while fostering cooperation across differences is key to social cohesion.

2. Global Citizenship and Shared Responsibility

Education also prepares young people to act within their communities and as global citizens. Global Citizenship Education (GCED) encourages students to develop an awareness of global challenges such as climate change, human rights abuses, and forced migration. According to UNESCO, GCED cultivates “the values, attitudes and behaviors that support responsible global citizenship” —

¹ UNESCO, *Out-of-School Children*, last modified 2024, <https://www.unesco.org/en/articles/251m-children-and-youth-still-out-school-despite-decades-progress-unesco-report>

² Dynamic Language, “The Role of Localization in Education: Bridging Cultural and Linguistic Gaps,” accessed April 14, 2025, <https://www.dynamiclanguage.com/the-role-of-localization-in-education-bridging-cultural-and-linguistic-gaps/>.

building a generation of people who understand interdependence and embrace peace, tolerance, and sustainability.³ This global perspective reinforces communal ties at both local and international levels.

B. Challenges and Pathways for Sustainable Education Initiatives in the Global South

1. Addressing Inequity and Infrastructure Gaps

Despite its recognized value, educational access in the Global South remains deeply unequal. In sub-Saharan Africa, only **64% of children complete primary school**, and the rate is even lower in conflict-affected countries. Poor infrastructure, lack of trained teachers, and gender discrimination disproportionately affect rural and marginalized communities. Addressing these disparities is essential to empower youth and foster inclusive growth.

2. Supporting South-South Cooperation and Local Solutions

South-South partnerships have shown promising results in education reform. For example, Brazil's **Cooperation Agency (ABC)** has supported teacher training and curriculum development in Lusophone African countries, highlighting how shared linguistic and cultural ties can strengthen both education systems and communal bonds across borders.⁴ Localized solutions and regional collaboration are both proving to be essential for sustainable development and mutual empowerment.

IV. Major Parties

A. United Nations Educational, Scientific, and Cultural Organization (UNESCO)

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) is a special agency of the United Nations (UN) that works globally to improve education through initiatives like the Education 2030 Framework. It ensures that education systems are inclusive and of high-quality. By

³ UNESCO, "Global Citizenship Education: Topics and Learning Objectives," 2015, <https://unesdoc.unesco.org/ark:/48223/pf0000232993>.

⁴ <https://www.gov.br/abc/en/subjects/news/teachers-from-east-timor-are-trained-by-professors-from-brazilian-federal-institutes>

promoting Global Citizenship Education (GCED), UNESCO helps students to become active participants in building peaceful societies. Their work, which focuses on capacity building, provides member states with the tools and necessary resources needed to strengthen education systems, particularly in the Global South, where they work to ensure education is accessible to all, regardless of background.

B. United Nations International Children's Fund (UNICEF)

The United Nations International Children's Fund (UNICEF) is an agency of the United Nations (UN) that is committed to ensuring inclusive and quality education for all children, especially those in marginalized and vulnerable situations. Through its work in the Global South, UNICEF advocates for child-centered education policies and supports governments in building education systems that are resilient and sustainable. UNICEF also focuses on capacity building for teachers and education staff, providing resources to improve learning outcomes and ensure that every child, including those affected by conflict or natural disasters, has access to quality education.

C. Global Partnership for Education (GPE)

The Global Partnership for Education (GPE) is a multi-stakeholder partnership, funded by the World Bank, that is solely focused on supporting countries in the Global South by providing funding and technical support to strengthen education systems. Their goal is to make education more inclusive, ensuring that every child, including marginalized groups, has access to quality schooling. By backing programs like the Education Sector Program Implementation Grants (ESPIG)⁵, which focus on localized education strategies, GPE helps countries tailor their education systems to their unique cultural and societal needs, bridging gaps and promoting sustainable education in the long term.

D. African Union (AU)

The African Union focuses on improving education across the continent through the Continental Education Strategy for Africa (CESA 16-25). This strategy aims to address challenges such as access to quality education, creating pathways for sustainable development. By promoting South-South cooperation, the AU encourages African countries to share knowledge and

⁵ <https://core.unesco.org/en/project/727MYA1003>

resources, strengthening local education systems and improving community ties, which is essential for regional stability and growth.

E. India

India plays a significant role in South-South Educational Cooperation, sharing knowledge and educational resources with other developing nations. Through initiatives like the Indian Technical and Economic Cooperation Program (ITEC), India helps countries in Africa and Asia improve their education systems, focusing on vocational training and teacher education. These efforts aim to build capacity in local education systems, empowering communities to develop and sustain quality education tailored to their needs.

F. Brazil

Brazil is a key player in South-South cooperation, offering educational expertise to countries in Africa and Latin America. Brazil's initiatives, like the Educational Technical Cooperation Projects that were created through the Brazil Cooperation Agency (ABC), focus on creating localized education strategies that reflect the specific cultural and economic contexts of its partner countries and promote better curriculum and vocational training for fellow Global South states. By working on education for sustainable development (ESD), Brazil not only improves education quality but also empowers youth, promoting global citizenship education (GCED) and fostering stronger community ties across regions.

G. Education Above All Foundation

Education Above All Foundation works to provide education to children in conflict zones and underserved areas. Through its Educate A Child initiative, the foundation helps remove barriers like gender inequality and poverty that prevent children from accessing school. By promoting education for sustainable development (ESD), the foundation empowers youth to create positive changes in their communities, fostering peace, social cohesion, and stronger communal ties.

V. Timeline

Date	Event
1948	The Universal Declaration of Human Rights is adopted, establishing

	education as a fundamental human right for all people ⁶
1960	UNESCO adopts the Convention against Discrimination in Education, promoting equal educational opportunities. ⁷
1990	The World Declaration on Education for All (EFA) is launched in Jomtien, Thailand, emphasizing universal access to basic education. ⁸
2000	The Dakar Framework for Action is established, committing countries to achieving the Education for All goals by 2015. ⁹
2015	The United Nations adopts Sustainable Development Goal 4 (SDG 4), aiming for inclusive and equitable quality education for all by 2030. ¹⁰
2020	The COVID-19 pandemic disrupts education systems worldwide, highlighting global inequalities in digital access. ¹¹
2022	The UN Transforming Education Summit is convened to address the global education crisis, focusing on equity, inclusion, and quality. ¹²
2023	The Green Climate Fund, Global Partnership for Education (GPE), and Save the Children launch a \$70 million initiative to build climate-resilient schools in vulnerable countries. ¹³
2024	Saudi Arabia pledges \$38 million to GPE to support education transformation in low-income countries. ¹⁴ The Islamic Development Bank and GPE celebrate the success of SmartED, an innovative financing tool that mobilized 500\$ million

⁶ "Universal Declaration of Human Rights," *United Nations Human Rights Office*, accessed April 2025, <https://www.humanrights.com/course/lesson/articles-26-30/read-article-26.html>.

⁷ "Convention against Discrimination in Education," *UNESCO*, accessed April 2025, <https://www.unesco.org/en/legal-affairs/convention-against-discrimination-education>.

⁸ "World Declaration on Education for All," *UNESCO*, accessed April 2025, <https://unesdoc.unesco.org/ark%3A/48223/pf0000127583>.

⁹ "The Dakar Framework for Action," *UNESCO*, accessed April 2025, <https://unesdoc.unesco.org/ark%3A/48223/pf0000121147>.

¹⁰ "Goal 4: Ensure Inclusive and Equitable Quality Education," *United Nations*, accessed April 2025, <https://sdgs.un.org/goals/goal4>.

¹¹ "COVID-19 and Education," *United Nations*, accessed April 2025, <https://www.un.org/en/covid-19>.

¹² "Transforming Education Summit," *United Nations*, accessed April 2025, <https://www.un.org/en/transforming-education-summit>.

¹³ "Green Climate Fund and GPE Invest in Green Schools," *Global Partnership for Education*, December 2023, <https://www.globalpartnership.org/news/green-climate-fund-global-partnership-education-save-children-launch-investme nt-green-schools-cop28>.

¹⁴ "Saudi Arabia Pledges \$38 Million to GPE," *Global Partnership for Education*, February 2024, <https://www.globalpartnership.org/news/gpe-welcomes-kingdom-saudi-arabia-partnership>.

	<p>for education initiatives.¹⁵</p> <p>The African Union hosts the Third GPE Knowledge and Innovation Exchange (KIX) Continental Symposium in Addis Ababa, focusing on building resilient education systems in Africa.¹⁶</p>
2025	<p>Ghana secures a \$2.23 million grant from GPE to strengthen its education sector by enhancing policy planning and promoting gender equality.¹⁷</p> <p>China announces a significant educational reform, an initiative to integrate artificial intelligence (AI) into all levels of its educational system, aiming to develop essential skills among teachers and students.¹⁸</p>

VI. Previous and Possible Solutions

Past global education initiatives, such as the Education for All (EFA) program and the Dakar Framework, have had great success in expanding access and literacy levels across much of the world. Yet, sustainability has continued to be an elusive goal, frequently due to a lack of local ownership, inadequate resources, and neglected infrastructure maintenance. Earlier interventions, too often, were not contextually sensitive, disregarding local cultures, languages, and unique community needs, resulting in short-term impacts.

Current policies suggest increased focus on local pedagogy. Curricula incorporating contextualization of local languages, cultures, and functional needs of the communities have proved more effective in the participation and performance of students. For instance, incorporating indigenous knowledge into curricula has led to increased attendance and graduation levels of South American and African marginalized populations.

¹⁵ "SmartEd: Innovative Financing Tool," *Global Partnership for Education*, January 2024, <https://www.globalpartnership.org/news/global-partnership-education-and-islamic-development-bank-celebrate-innovative-financing>.

¹⁶ "African Union Hosts GPE Knowledge Exchange Symposium," *Global Partnership for Education*, March 2024, <https://www.gpekix.org/event/3rd-kix-continental-symposium-research-education-africa>.

¹⁷ "Ghana Secures GPE Grant," *Global Partnership for Education*, February 2025, <https://www.globalpartnership.org/node/document/download?file=document%2Ffile%2F2024-12-gpe-results-framework-ghana.pdf>.

¹⁸ "China's AI Education Reform," *Reuters*, April 17, 2025, <https://www.reuters.com/world/asia-pacific/china-rely-artificial-intelligence-education-reform-bid-2025-04-17>.

South-South education cooperation is another possible solution. Similar-minded nations from the Global South with similar socioeconomic and infrastructural challenges can benefit significantly from experience exchange. Brazil's successful vocational courses carried out in Angola are a prime example of the potential, where improved employment rates and higher integration into society can be obtained. India's African nation education programs further illustrate how useful exchanges of experience and knowledge sharing can be.

Technological integration provides additional ways to bridge the education gap. Digital platforms, such as mobile learning systems and virtual classrooms, supply accessible education to remote or conflict-affected communities. Technologies such as artificial intelligence (AI) and adaptive learning technologies, as illustrated by China's recent education reforms, have the potential to significantly enhance educational quality and coverage.

Successful capacity building is crucial to these solutions. Comprehensive teacher training programs and leadership development for institutions allow education systems to be able to transform and strengthen sustainably. Long-term policy-making assistance and administrative skill development improve the infrastructure required for resilient education systems.

Finally, long-term financing support comes with sustainable financing means such as multi-stakeholder partnerships and innovative financing such as SmartED. These models are capable of unlocking huge amounts of resources to invest in sustained education development and community development in the Global South.

VII. Conclusion

Education plays a pivotal part in promoting social cohesion, stability, and communal solidarity in the Global South. Despite significant advancements made through prior interventions, longstanding challenges like infrastructural deficits, budgetary constraints, and weak teacher training still hinder the sustainable development of education. Effective solutions are therefore required to emphasize local ownership, cultural consideration, and context-specific interventions. Technological advancement and South-South collaboration further complement these actions by facilitating learning and sharing amongst peers. International organizations like UNESCO, UNICEF, and the Global Partnership for Education (GPE) provide necessary

support structures and financing needed for sustained success. Sustained educational gains require investment in capacity building and infrastructure, along with creative financing mechanisms. Collective international and regional action through these strategies can produce stronger, more inclusive, and more resilient education systems, leading ultimately to sustainable peace and better communal relations across the Global South.

VIII. Questions to Consider

- How can local stakeholders and international partners best ensure culturally sensitive and sustainable educational interventions?
- What financial strategies and mechanisms most effectively sustain educational initiatives, particularly in resource-constrained environments?
- How might emerging technologies, including artificial intelligence and digital platforms, be optimized to address infrastructural challenges and expand educational access?
- What measures can strengthen South-South cooperation to enhance mutual educational growth, knowledge sharing, and resource optimization among developing nations?

IX. Works Cited

ITEC : Indian Technical and Economic Cooperation, <https://www.itecgoi.in/index>. Accessed 20 April 2025.

African Union. "Continental Education Strategy for Africa." *Continental Education Strategy for Africa Documents*, 2016, <https://au.int/en/documents/cesa-16-25>. Accessed 20 April 2025.

"Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive." *UNESCO Institute for Statistics*, https://uis.unesco.org/sites/default/files/documents/education-2030-incheon-frame-work-for-action-implementation-of-sdg4-2016-en_2.pdf. Accessed 20 April 2025.

“Education in emergencies | UNICEF.” *UNICEF*,

<https://www.unicef.org/education/emergencies>. Accessed 20 April 2025.

“Global Citizenship Education | United Nations.” *The United Nations*,

<https://www.un.org/en/academic-impact/page/global-citizenship-education>.

Accessed 20 April 2025.

Global Partnership for Education. *GPE 2025 Strategy*. GPE, 2022,

<https://www.globalpartnership.org/node/document/download?file=document/file/2022-02-10-gpe-2025-strategic-plan.pdf>.

“Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all — SDG Indicators.” *UN Statistics Division*,

<https://unstats.un.org/sdgs/report/2017/goal-04/>. Accessed 20 April 2025.

Gregg, John. *Education for Global Citizenship*. Education Above All, 2012. *Education For Global Citizenship EN*,

<https://www.educationaboveall.org/sites/default/files/research/attachments/01.%20EducationForGlobalCitizenshipEN.pdf>.

“Homepage — Ministério das Relações Exteriores.” *Portal Gov.br*,

<https://www.gov.br/mre/en/>. Accessed 20 April 2025.

“Inclusive education | UNICEF.” *Unicef*,

<https://www.unicef.org/education/inclusive-education>. Accessed 20 April 2025.

McKenzie, Marcia, and Aaron Benavot. “Education for sustainable development.” *UNESCO*,

<https://www.unesco.org/en/sustainable-development/education>. Accessed 20 April 2025.

Moza, Sheikha. "Educate A Child | Education Above All Foundation." / *Education Above All Foundation*, <https://www.educationaboveall.org/our-programmes/educate-a-child>.

Accessed 20 April 2025.

"The Role of Localization in Education: Bridging Cultural and Linguistic Gaps." *Dynamic Language*, 1 May 2024,

<https://www.dynamiclanguage.com/the-role-of-localization-in-education-bridging-cultural-and-linguistic-gaps/>. Accessed 20 April 2025.

Vasquez, Karin Costa. *Advancing South-South Cooperation In Education And Skills*

Development. UNDP, 2016. *UNDP*,

[https://www.undp.org/sites/g/files/zskgke326/files/publications/11872%20-%20Advancing%20South-South%20Cooperation%20in%20Education_08_Web%20Version\(1\).pdf](https://www.undp.org/sites/g/files/zskgke326/files/publications/11872%20-%20Advancing%20South-South%20Cooperation%20in%20Education_08_Web%20Version(1).pdf).

"What you need to know about capacity development for education." *UNESCO*, 5 May 2023, <https://www.unesco.org/en/caped/need-know>. Accessed 20 April 2025.

"What you need to know about global citizenship education." *UNESCO*, 4 March 2025, <https://www.unesco.org/en/global-citizenship-peace-education/need-know>.

Accessed 20 April 2025.