

Position Paper Summary

Committee: United Nations Educational, Scientific and Cultural Organization

Topic: Promoting Equal Educational Opportunity

NO.	Country	Stance	Past action	Planned action
1	Algeria	.	<ul style="list-style-type: none">· After independence, this imbalance of educational resources has been improved. From 1980 to 1981, a nine-year consistent system of compulsory education was implemented for children between the ages of 6 and 16 and four principles have been formulated for democratization of education.· Nowadays, education is free for elementary and middle school students and college students enjoy grants and food subsidies, 97% primary school enrollment rate and 66% secondary school enrollment rate, making solid contribution to eliminating illiteracy.· Furthermore, Algeria provides different kind of educational opportunities for different people like	<ul style="list-style-type: none">· First, to make educational resources accessible under COVID-19, the development of online teaching needs to be improved, which put forward higher requirements on the educational environments and educational equipment like projectors and the Internet.· Secondly, educational resources in public schools are not equal, leading the popularity of private school.

			general education and vocational technical education to enable students to master basic knowledge of language, mathematics and physics and master certain production skills.	
2	Australia	<p>·Australia is increasingly concerning about the global trend of equity education and playing a positive role in promoting the education around the world .</p> <p>· We are desired to accomplish the equality of education and develop the ability under the COVID-19 challenges .、</p>	<p>· Under the Covid-19 attack ,Australia government established the official website(Coronavirus —official Australia government) to create information network facing at home and abroad and took actions to improve the education system under the new requirements brought about by the epidemic to fully maintain the domestic education order and protect the full right of education.</p>	<p>·Promotion in early childhood education and primary education: Australia government implements this idea to carry out the Child Care Subsidy to provide assistance to help you with a cost of childcare. We strongly consider the every family economic situation to provide the welfare to confirm the right of education. To be more specific, besides the normal assistance , we provide particular privileges to whose children are disabled and who are in the financial hardship.</p> <p>·The International Cooperation with education under the COVID-19: However ,The Australia encourages the member states to utilize the voluntary but beneficial existing countermeasures and experiences of every member states , seizing every opportunity to develop a more inclusive, equitable and effective education . The corporation provides significant chances for both developed and developing</p>

				countries to gain great mutual benefits—the exchange of learning opportunities (technology and fund) has been proved effective and contributive for developing countries.
3	Brazil	<ul style="list-style-type: none"> · The imbalance of basic education in Brazil is reflected in: the gap of basic education development level between regions is large; The gap between urban and rural areas, the gap between different areas in the city, and the repetition rate and drop-out rate of different schools in primary education are different. 	<ul style="list-style-type: none"> · The core of restricting Brazil to solve the problem of educational equality is teachers. The low salary of teachers in basic education directly leads to the lack of qualified teachers and the poor quality of education. The government has set up a "direct subsidy fund" to reduce the difference of teachers' wages between different regions. · Meanwhile, the proportion of education and finance should be stipulated in the form of constitution to ensure the funds for education at all levels, especially for basic education, so as to promote the stable development of education. · In view of the fact that there is a large gap between the rich and the poor in Brazil, governments at all levels have provided various funding schemes for students at the stage of basic education. 	<ul style="list-style-type: none"> · First, pay attention to the innovation of education system and solve the problem of basic education equity according to the national conditions. · Second, give full play to the pioneering spirit of local governments, set up educational reform experimental zones, give county-level governments greater education autonomy and other experience, encourage local governments to boldly carry out educational experiments, and gradually promote them in a wider range after gaining experience in promoting basic education equity. · Third, improve the system of educational financial transfer payment, and require the proportion of investment in the form of legislation. · Forth, balance the proportion of education investment at all levels.
4	Canada	·Canada has always been a firm supporter	·Children in Canada at the age of 6-7	·Canada <i>concluded</i> that the main obstacles of

		<p>of promoting education equality.</p>	<p>must go to school for 6-year primary education and the compulsory education is provided for students up to 16 years old.</p> <p>·In Ontario and New Brunswick, the age even reaches 18.</p> <p>In addition, high educational funding guarantees that well-skilled teachers and high-quality education are almost able to benefits everyone.</p>	<p>promoting equity in quality primary education includes insufficient funding, inadequately-trained teachers and incomplete supervision system;</p> <p>·Canada suggests all members for putting forward and improving relative legislations on compulsory and primary education.</p> <p>· Canada proposes an internationally-coordinated education financing and funding system to cope with worldwide urgent crisis including catastrophe, influenza, etc. It is noticeable that education financing tends to be reduced during critical period, which possibly worsens equity in education.</p> <p>· Canada recommends an online platform concerning the sharing of educational resources established by all member states.</p> <p>·Canada suggests an operable supervision system to monitoring the implementation. It is effective to set assessments and examinations for students to check the quality of teaching after every education</p>
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				stage.
5	China	<ul style="list-style-type: none"> · China firmly upholds fairness in education, actively implements the fundamental task of cultivating people with compulsory education, emphasizes fairness in educational quality, comprehensively promotes education administration in accordance with the law, and consolidates the achievements in COVID-19 epidemic prevention. · China has continuously strengthen education resources allocation in cities and towns, expanding urban school degree of supply and reducing local education gap between urban and rural areas. 	<ul style="list-style-type: none"> · Since April 10, 2020.China's higher education has launched an international English language online teaching platform for colleges and universities with China's independent intellectual property rights, in the spirit of helping each other and sharing China's experience and achievements in online teaching. · Furthermore, China hosted the United Nations International Day of Education in January 15, 2021, which aimed at the equity and sustainable development of education in the post-epidemic era, not only did China provide a dialogue platform for education experts from various countries to discuss the global development of education and share their best experience and solutions in education, but also made new contributions to the early realization of the 2030 education goal and the joint building of a global education community 	<ul style="list-style-type: none"> · Pooling resources and expertise to provide free technical solutions and digital tools for those who need them. · Establishing a coherent and comprehensive emergency response system in case of unpreparedness such as COVID-19 pandemic. · Further promoting and expanding the fund-raising work of the International Education Foundation, strengthen the supervision and tracking of fund flows, and establish a complete and reasonable set of provisions for the allocation of funds in the face of emergency.

6	Cuba	<p>· Since the 1960s, Cuba has been committed to promoting educational development and equity in education.</p>	<p>· The Nationalization of Education Act, promulgated by the Cuban Government, declares that education in Cuba is public and free, and that education is a right enjoyed equally by all Cubans. In 2010, the net enrolment rate for children aged 6 to 11 years reached 99.3%, education for all the children has been largely achieved.</p> <p>· For students who are unable to attend school regularly, Cuban television has introduced distance learning videos to ensure their daily studies. The government has equipped all the class with disinfectant to ensure the students safety. In order to further control the Newcastle pneumonia epidemic effectively, vaccination against indigenous Newcastle pneumonia was introduced in the Cuban capital on May 13th, 2021.</p>	<p>· In the face of the epidemic, countries should put aside their preconceptions and fight the epidemic in unison.</p> <p>· Second, we should further improve our education system and promote compulsory education worldwide to ensure that every child has an equal right to education.</p> <p>Third, online education should not be the only solution to the education problem in the epidemic situation, offline education should also be taken seriously.</p> <p>Fourth, the root of the problem of inequitable distribution of educational resources lies in the lack of resources for education.</p>
7	Democratic People's Republic of Korea	<p>· Our country hopes all of the world can make joint efforts to promote equal opportunity in primary education under COVID-19.</p>	<p>· Since 2012, Democratic People's Republic of Korea has carried out the twelve-year compulsory education, to promote primary and secondary education. As a result, the coverage of</p>	<p>· First, well epidemic prevention and control is the basis of the following cooperation.</p> <p>· Second, in our country's opinion, the education during this special period is important and need to be treated seriously</p>

			<p>primary education is quite high. Our country focuses on education development and equity,so there is no tuition in the compulsory education and every student attends the school nearby. The courses in most of primary schools are the same, and there isn't many differences in the education quality.The leader of our country also concerns marginalized groups and some other groups, such as the fund for Chongryon..</p>	<ul style="list-style-type: none"> · Thirdly, more communications to share experience in promote equal opportunity in primary education under COVID-19 and exchange ideas are needed urgently. ·The forth point is about the infrastructure to provide the online courses.
8	Democratic Republic of the Congo	<ul style="list-style-type: none"> ·As the one of the most underdeveloped countries according to UN, Democratic Republic of Congo has been under severe social situation in education and medical hygiene. ·DRC has been committing to improving education equity. ·Pandemic, violence, corruption and poor governance are still obstacles in front of domestic education system. 	<ul style="list-style-type: none"> ·Government initiatives like making primary education free have made some progress. Involving the Sustainable Development Goal 4, DRC has received financial aid from UN, IRC and UNICEF as well. Some development has been achieved but the coverage, equality and curricula are still under terrible condition. 	<ul style="list-style-type: none"> ·First, the reform of social system, transforming the domestic goal to the development of economy. Expanding opening up and increasing export trade, introduce advanced technology. ·Secondly, the improvement of diplomatic relations with other countries, stopping wars or partial war and provide a stable social environment. ·Thirdly, the anti-corruption. Reforming government system. ·Fourthly, receiving aids from international organizations and cooperation with them. ·Fifthly, speeding up and expansion of vaccination to prevent the infection of COVID-

				19.
9	Ethiopia	<p>·Ethiopia has been devoted to improving the domestic basic education in two main parts: penetration rate and equality.</p> <p>·In order to reduce the bad effects of COVID-19 and provide every citizen with the opportunity of primary education, Ethiopia has taken measures to create an equal and healthy primary education environment. Moreover, we are here to seek international cooperation and help so that a win-win situation will be achieved in primary education.</p>	<p>·Ethiopia, invest funds in basic education to narrow the gap with developed countries.</p> <p>·Ethiopian government established a project aiming to eliminate this difference. The project included ensuring girls and boys have equal educational resources and status, promoting the idea of boy-girl equality, setting up consulting services for girls, etc. Such project has promoted the increase of the primary school enrollment rate of girls (from 30% in 1997 to 40% in 2004), causing a decline of the difference.</p> <p>·Ethiopia has started to hire teachers from all over the world, including China, USA, India, etc. Since the beginning of China-Ethiopia educational cooperation project, many Chinese teachers have been sent to Ethiopia, who were well received by the local government and people. In addition, our government has also sent many teachers abroad to conduct</p>	<p>·Consider multifaceted equality. Measures, such as establishing a foundation, introducing advanced education concepts from other countries, should be taken to eliminate these aspects of inequality.</p> <p>·Strengthen the international cooperation of anti-epidemic. Ways to help and cooperate include but are not limited to the supply of anti-epidemic sources, sending consultants for inspections, etc.</p> <p>·Online education sharing. We can establish cooperation of sharing online courses and other education sources with other countries like China, America, India, Indonesia, trying our best to ensure every primary student could get affordable, high-quality and equal education opportunity.</p>

			educational training.	
10	France	<ul style="list-style-type: none"> ·As a country who attaches great importance to human rights and equality, France has been always sparing no efforts in promoting educational equality after the WWII, the domestic education in France is tuition-free until the doctor phase. ·In face of the grim situation in such a special period, France promise that we will firmly stand together with the international society to meet and deal with the problems may emerge, and we will provide essential and timely support to countries that trapped in the dilemma and unable to provide qualified education to their students. 	<ul style="list-style-type: none"> ·To promote the SDG4 plan, France has donated 5 million euros to the UNESCO in. 2019.In the same year, France also paid 1.5 million euros to the UNESCO and UNICEF in support of their projects in Senegal, Cameroon and Togo. ·Apart from the measures above, as a firm partner of PME, France has provided 200 million euros as a resources complement for2018~2020, which will have positive effect in promoting educational equality. 	<ul style="list-style-type: none"> ·UNESCO should cooperate with other UN organizations to establish laws to abolish these discriminatory policies towards female, to make sure these regions are obeying the request, the UNESCO may send observers to there to supervise the condition, so that the discrimination towards female can be weakened to a rather low extent. ·France suggest applying more flexible measures that fit the actual condition of those backward regions. ·France suggest that member states of the UNESCO can sponsor some fund to be a loan just for those countries to cope with the educational problems, and UNESCO should send observers to supervise the fund flow, and report regularly.
11	Germany	<ul style="list-style-type: none"> ·Germany is still moving forward with reforming its education system and has introduced several policies to implement legal protection for children's primary education. 	<ul style="list-style-type: none"> · In November 2016, the German Federal Ministry of Education and Research announced the "Digital Package" to implement the "Education Informatization Strategy". It is a joint effort between the federal and state governments to effectively promote education informatization. · By 2021, the German federal 	<ul style="list-style-type: none"> ·Coordinate financial resources and rationalize the division of educational resources. · Accelerate vaccination efforts, construct a barrier against epidemics, and restore offline classes. ·Optimize academic evaluation methods. ·Organize training for teachers to use electronic devices for teaching. · Mobilize public interest organizations to

			government plans to invest 5 billion euros to fund 40,000 public and private schools to optimize IT facilities, including broadband connections, wireless ports, and the purchase of laptops and tablets.	promote the idea of gender equality in the education business.
12	India	Providing universal, high-quality education has been key to India's continued rise, and in the past few years, India has been playing an active role in promoting equal access to education and is committed to making substantive contributions to the development of global education through cooperation with regional countries and multilateral mechanisms under the current framework of the United Nations.	<p>·The Indian government has ensured universal and equal access to quality education by improving the legal system and adjusting policies, despite significant regional differences, school dropouts and gender discrimination. Through public-private partnerships, Indian has built a large number of schools, upgraded teaching facilities, trained good teachers and continued to promote literacy campaigns across the country.</p> <p>·India has participated in the UN Global Partnership for Girls' and Women's Education and joined the EFA Global Monitoring Report. On 21 January 2021, India successfully hosted the AFR India Business Summit, which promoted the cooperation between India and Australia in international</p>	<p>·Firstly, India seeks measures to solve the shortage of education funds. The Government of India supports and calls for the promotion of the public-private partnership model, which encourages extensive cooperation between multinational corporations and international groups and governments to expand funding sources and enhance their sustainability through the establishment of foundations and BOT models.</p> <p>·Secondly, India propose to vigorously develop online and distance education. Regarding The Global Education Coalition launched by UNESCO, the Government of India advocates wider and deeper open source of the curriculum and calls on relevant countries, schools and educational institutions to break down knowledge and technology barriers. India is also focused on the privacy and security of learners' personal information in online education,</p>

			<p>education. In November last year, Indian Prime Minister Narendra Modi also attended the G20 Summit via video link, carrying out extensive cooperation with countries in the field of education.</p>	<p>addressing urgent educational needs and ensuring continuity, quality and equity of learning.</p> <p>·Thirdly, India encourages solutions to existing educational problems. India calls on all countries to attach importance to the prevention of adolescent dropouts, strengthen publicity and public opinion intervention, improve relevant legal and policy systems, and ensure universal and equal access to quality education.</p> <p>·Fourthly, India initiates curriculum reform in primary education. Countries should commit to providing higher quality education and to developing children and young people's ability to think critically and innovate. Higher standards of education should be established internationally. The curriculum must include basic arts, crafts, humanities, games, physical fitness, languages, literature, culture, values, as well as science and mathematics.</p> <p>·Fifthly, India suggests to improve the system for monitoring dropouts and emergency reflection. The monitors, including special rapporteurs and special monitors, should be given more responsibility and authority. All countries should perfect and connect the emergency procedures to</p>
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				prevent the occurrence of the phenomenon of missing school under COVID-19.
13	Indonesia(Myanmar)	<p>·Indonesian nationals are generally not well educated. In terms of geographical distribution, the average education level of citizens in some big cities, such as Jakarta, Bandung, and Surabaya, is relatively high. In some rural and remote areas, the education level of citizens is low, and there are even a large number of illiterate people.</p>	<p>·The government has been implementing several strategies to ensure wider access to education, especially for the poor and disadvantaged groups. One of the programs is the Program Indonesia Pintar (PIP) or Smart Indonesia Program, launched in 2014. PIP was the refinement of the Bantuan Siswa Miskin (BSM) or Cash Transfers for Poor Students program.</p> <p>·Educational activities can be carried out physically and gradually, especially for higher education with a pilot project of local governments and following health protocols. Cultural arts activities are permitted with a maximum capacity of 25 percent, also following health protocols.</p>	<p>·Effective teaching and learning processes, focusing on teacher competencies. This includes support to enhance continuous professional development for in-service teachers, analyzing and strengthening professional preparatory programs for pre-service teachers, reviewing and informing the implementation of Indonesia's Teacher Law of 2005 and establishing student learning profiles.</p> <p>·Improving the delivery of education for all, including school management, financial transfers and teacher deployment. This work area includes a planned sub-national public expenditure review and on-demand assistance to the Ministry of Education and Culture.</p> <p>·ID-TEMAN also collaborates with Local Solutions to Poverty at the World Bank to implement the Kiat Guru pilot in conjunction with the Ministry of Education and Culture.</p>
14	Iran	<p>·It is urgent to improve the education emergency system. Therefore, Iran is determined to help UNESCO and cooperate with other countries, government organizations and non-</p>	<p>·The Compulsory Education Act passed by Parliament in 1943, The free primary education will be officially pushed to the whole country. In the 1960s, the white revolution, aimed at the full</p>	<p>1.Iran called on non-governmental organizations such as the United States, China, UNESCO and Waldorf Education to cooperate with teachers, principals, teaching materials and other designated resources to assist, and to share</p>

		<p>governmental organizations to improve the emergency system and promote the development of equal education by signing relevant treaties and taking corresponding measures.</p> <p>·In conclusion, Iran, as an active third world country, is willing to contribute in international affairs and is committed to promoting education equity and improving the education emergency system. Finally, Iran hoped that the advanced emergency response system established by all Member States during the current meeting would reduce the negative impact of emergencies on education development.</p>	<p>modernization of Iran. By promoting primary education in remote and backward areas, Change primary education from minority privileges to universal sharing. Then came the third education program, its purpose is to create fair educational opportunities for farmers and cities. The fourth education plan establishes a 5-3-4 school system, Education is compulsory and free at the primary level.</p> <p>·Payam-eNoor University the use of technology to provide distance education, this form of education breaks through time and space constraints. It is convenient for students in remote mountain areas.</p> <p>·Iran also attaches great importance to gender equality, After the Islamic revolution, the proportion of Iranian female students is rising. 1978-1979, Thirty-one per cent of new entrants are women. Ten years later, the proportion of women reached 46 per cent, and in 2011-2012 female students accounted for 63 per cent of total enrolment.</p>	<p>distance learning technology breakthroughs, equipment and related basic education.</p> <p>2.Iran recommended that all Asian countries attach great importance to the development of basic education and equal education, the principle of which is equity and inclusion. The required coverage basically includes access to high-quality teaching materials, adequate educational manpower, and the search for ways to make basic education more affordable.</p> <p>3.Iran believes that sustainable economic development and digital technological improvements are the best way to build resilience in the face of emergencies in third world countries.</p> <p>4.Iran called on third-world countries to reach agreement on teaching resource sharing, teaching manpower assistance and teaching technology communication.</p> <p>5.Iran is in favor of establishing an effective, rapid and flexible program of rapid operations to respond to emergencies such as epidemics and economic crises. In the case of countries, planning will have national budgets, national business processes, and specific staff.</p>
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15	Italy	<p>Italy has always been a positive role in promoting equal opportunity in primary education, and Italy has made substantive contribution to the equality education no matter what obstacles are in front of us.</p>	<p>the Ministry of Education allocated 85 million euros for remote learning activities. This included 70 million euros to provide children from lower socioeconomic backgrounds with digital devices and connectivity, 10 million for schools to acquire digital learning platforms, and 5 million for training teachers. Media outlets reporting on some preliminary results of a survey by the Ministry of Education claimed that by 18 March 2020, 67 per cent of schools (including preschools and kindergartens) had moved all of their classes online, potentially reaching 6.7 million of the 8.3 million students in Italy</p>	<p>Provide families with additional resources and improved digital devices to make sure that digital learning is accessible to all children, especially those in poor. The only solution to current situation that lacking equipment is money. Family need money to purchase ones that meet the standard of online teaching, while it balance the deficit of family as well.</p> <p>Schools could run short course for parents or caregivers to impart some tips, which may improve the study efficiency. That's a low-cost but high-paid solution to equal education. Parents' cooperation is a indispensable part in seeking to education equality. Before the epidemic, different social strata may devote different in relationship between parents and students. Lockdown policy offer a chance to stay with kids.</p> <p>School should assess students' learning results, collecting and analysing data, to support to students and subjects most impacted, and to improve learning delivery in the future. Use digital communication apps to stay in touch with school. Assessing</p>
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				children's potential learning loss as they return to school will be crucial to identify areas for support and remediation
16	Japan	<p>·Japan has always attached great importance to education, dedicated to letting every school-age child get educated. As a research by Organization for Economic Cooperation and Development shows, among world's 35 rich countries, Japan provides the most equal education.</p>	<p>·In 1947, Japan's Basic Law on Education was promulgated, which has been continuously improved in the implementation. There is a balanced allocation of teaching facilities in schools, with no distinction between key classes and regular classes.</p> <p>·What's more, Basic education is free and higher education is subsidized. Moreover, a system of regular teacher mobility is implemented within the scope of public basic education schools and a system of "universal learning area" is carried out.</p> <p>·Japan has also been contributed to achieve global education equality. In 2002, at the World Summit on Sustainable Development held in South Africa, Japan proposed the formulation of the United Nations Decade Plan on Education for Sustainable Development, which was adopted by the United Nations Security Council.</p>	<p>·First, making a balance between individuality and identity in inclusive education, in this way those middle class not satisfied with the normal effect of the equal education won't seek help for finding after-school tutoring agencies, even widening the gap.</p> <p>·Second, establishment sound policies for people with disabilities to attend regular schools.</p> <p>·Third, raising the average salary of teachers whose workload is heavy with the task of inclusive education, thus more teachers will be willing to dedicated to the development of inclusive education.</p> <p>·Fourth, carrying out international talent exchange and training programs, increasing funding and sending more teachers for the underdeveloped areas and countries.</p>

			<p>·In addition, from 2002 to 2007, Japan provided 250 million yen in aid for education development in low-income countries.</p>	
17	Kazakhstan	<p>·Kazakhstan attaches great importance to education in the country.</p>	<p>· In the context of the new crown epidemic, economic globalization, the rapid development of the information society and the knowledge economy, Kazakhstan is actively seeking solutions to the challenges facing the country's education development, in addition to cooperation with many developed countries, such as the United States and Germany.</p> <p>·In addition, measures such as online classes have been introduced to facilitate the maintenance of the country's educational level during the outbreak.</p> <p>· In order to create a social and professional elite and to support and develop talented and versatile children and young people, Kazakhstan gives priority to education in all its aspects and makes effective use of all human and financial resources.</p>	<p>·First, we will increase investment in education.</p> <p>·Second, speed up the construction of higher education network.</p> <p>·Third, adjust the talent training system. Fourth, adjust the national macro-development strategy.</p>

			<ul style="list-style-type: none"> · The political and socio-economic changes introduced in Kazakhstan in the late 1990s and early 2000s had an essential impact on education, such as allowing institutions of higher learning to exercise the relevant autonomy in running schools and guaranteeing teaching and learning, the diversity of institutions and the different manifestations of the curricula guarantee the development of the multi-ethnic Kazakh schools and the non-state (non-state) education sector. 	
18	Kenya	<ul style="list-style-type: none"> · Kenya has always put education first. · For promoting equal educational opportunity, much progress in educational quality and access remains to be made in Kenya. · Since the school closure in response to COVID-19, Kenya have been focusing on further developing the existing remote learning system (online and distance learning) to ensure students remain engaged. 	<ul style="list-style-type: none"> · Kenya spends about 20 percent of the government budget (or 6 percent of GDP) on education · In 2003, the government of Kenya instituted a free primary education for all program, and then did the same for secondary education in 2008. In 2010, the Constitution state clearly that every person has the right to education. What's more, the teacher performance appraisal development (TPAD) tool was set up to help education officials to upload the appraisals of every teacher 	<ul style="list-style-type: none"> · to facilitate production of online teaching and learning materials, and to expand existing distance learning programs · to train teachers to effectively support distance learning, including monitoring and assessment · to develop, and implement intervention programs targeting the marginalized and most vulnerable learners especially the girls and learners with special needs · to provide psychosocial support to learners, teachers, education officials and other stakeholders.

			<p>in the country to improving student outcomes and reducing gaps in student achievement. In 2011, the National Gender and Equality was established to promote gender equality and freedom from discrimination and relating to special interest groups including persons with disabilities and children in compliance with the Constitution of Kenya. In 2018, the national education management information system (NEMIS) technology tool is provided to analyze student's learning successes and challenges to monitor the situation of inequality.</p> <p>·Kenya is developing, producing and disseminating educational programs through various channels such as radio broadcasting, Education Television (EDU TV Channel), EDU TV YouTube Channel, and through the Kenya Educational Cloud (e-cloud)</p>	
19	Korea	<p>·Korea has been taking on an active role both domestically and internationally in respect to equal educational opportunity.</p> <p>·Korea mainly provides high-end remote</p>	<p>· In order to speed up the pace of electronic teaching materials, in March 2007, South Korea launched the "promotion plan for the common use of</p>	<p>·First, developing a distance learning ecosystem that reaches all learners, evaluates learning outcomes and brings on board multiple partners including telecommunication operators in order</p>

		<p>technical support and system establishment, as well as providing necessary economic aid.</p>	<p>electronic textbooks". Since then, the development and production process of electronic textbooks has been accelerated.</p> <p>·In June 2011, South Korea published "smart education promotion strategy", which established the goal of electronic development of all subject textbooks in primary education by 2015.</p> <p>· Furthermore, in 1991, the Korea International Cooperation Agency (KOICA) was set up under the Ministry of foreign affairs as a specialized agency for free aid, which laid a solid foundation for providing free aid to developing countries.</p> <p>·From 1991 to 2015, KOICA invested a total of US \$1176.82 million in foreign education assistance.</p> <p>·In response to the epidemic situation under special circumstances, on February 24, 2020, the Ministry of education of the Republic of Korea issued the "operation plan for primary schools, junior middle schools and senior high schools in the new semester</p>	<p>to support online studying.</p> <p>·Second, do a good job in epidemic prevention and control, and support domestic schools to consider the opening of school under the condition of good defense measures.</p> <p>· Third, reaching consensus with the world's major vaccine exporters on prioritizing vaccine supplies to teachers by region.</p> <p>·Forth, fair education policy for floating refugees and the establishment of institutions responsible for international refugee education.</p> <p>Fifth, be active in providing financial support to KOICA or other educational aid organizations to support their pro bono assistance to developing countries.</p>
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			of the 2020 academic year in response to covid-19" to all education departments and schools at all levels.	
20	Mexico	<p>·Mexico is one of the countries with the most uneven education development in the world due to disparity between rich and poor, general sexism in the Latin America, complex race structure and so on.</p>	<p>·Past actions can be mainly divided into 3 aspects: providing and perfecting legal protection, introducing medium- and long-term development plan, and increasing economy investment.</p> <p>·Article 3 of the Mexican constitution stipulates that citizens have the right to education in 1917. The 《2007-2012 National Education Development Plan》 focused on safeguarding the rights for vulnerable group and America's native Indians, while 《2013-2018》 made the core task to eliminate gender differences.</p> <p>·In addition, in 2012, Mexico has added high school education into the compulsory education system, becoming one of the few countries in the world that implement 15-year compulsory education.</p> <p>· In terms of financial inputs, government expenditure on education as a percentage of GDP has reached 4.7</p>	<p>·First, we hope to cooperate with ICPO and other countries to crack down on juvenile drug crimes. Specific measures may include constructing international information network, supporting human resources, material resources and financial resources.</p> <p>·Second, we expect to start with women's right. To draw up international laws and plan, build experience sharing platforms, design feminism and gender equity curriculum, train the teachers and set up fund together.</p> <p>· Third, we want to enhance global communication and collaboration. Mexican schools and universities are always willing to carry out pluralistic joint education programs. In the context of the epidemic, we can try the form of online education and degree, which reduces communication block and guarantees health at the same time, bringing new imagination to the equity.</p>

			now, exceeding global averages. Having successfully accomplished MDGs in 2015, Mexico now regards SDGs as a guide and is conscientiously performing its duties.	
21	New Zealand	<ul style="list-style-type: none"> ·New Zealand has always been committed to the equal popularization of the education and a related completed and high-quality education system has been established. · New Zealand has been paying high attention to the education since the system of learning autonomy was established in 1989 · 	<ul style="list-style-type: none"> ·In 21 century,the education authorities of New Zealand proposed that the fundamental education should be implemented inclusive policy to provide high-quality and equal opportunity education to students from different cultural and economic backgrounds. · On February 3,2021,the 9th China-New Zealand Joint Working Group Consultation Meeting on Education and Training was held via online video. Both sides discussed and exchanged views on preschool education and other aspects. · The Maori Education Strategy: Ka Hikitia -Accelerating Success 2013-2017 and The Pasifika Education Plan 2013-2017 were important measures to build a more inclusive,equal and equitable education system. 	<ul style="list-style-type: none"> ·Establish a compulsory system according to the national political and economic environment and cultural background. ·Improve the quality of normal education, implement a regular assessment system, and promote the professional development of teacher. ·Implement and improve the education supervision mechanism to ensure the long-term implementation of education. ·Establish and improve cloud education system based on Internet+ to deal with emergencies like COVID-19.

22	Nigeria	<p>· Nigeria must first ensure political stability, which is a prerequisite for the effective implementation of educational policy, or, in the course of political changes, reach agreements as far as possible to reduce the change and blocking of educational policy, so as to ensure the continuation of educational policy.</p>	<p>Since 1951 , western regions such as Lagos have tried free compulsory education (primary schools), and somewhat beneficial attempts to the east. In the mid - 1970 s, the federal government contracted funds for all levels of education and gave primary and secondary schools to local governments. However, due to the reform of the economy, the responsibility of primary school compulsory education was delegated to the states in the early 1980 s, and the universal primary school education, which was only implemented in the mid - 1970 s, came to an end. In 1999 , when the new democratic government led by Obasanjo took power in 1999, it combined the Education for All Program (EFA) and the Millennium Development Goals (MDG) for free compulsory education in primary school and three years in junior high school. Although all three periods have been making intermittent efforts for the</p>	<p>·Nigerian governments in all periods have the willingness to promote the development of compulsory education and educational equity, but due to the turbulent political situation and turbulent economic conditions, policies related to compulsory education and educational equity are difficult to continue and have little effect.</p> <p>·Nigeria hopes to actively communicate and consult with countries in this meeting to explore more ways to promote education equity, reach programs in the interests of all countries, and jointly promote the development of education equity in the world.</p>
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			<p>realization of compulsory education, the compulsory education policy is difficult to continuously implement due to the turbulent political situation and fluctuating economic conditions in Nigeria. At present, Nigeria's policy on universal basic education also faces some common problems in the first two stages, and there are still great difficulties to solve these problems, which makes the prospect of realizing compulsory education confusing.</p>	
23	Russia Federation	<p>·Russia Federation, some 54 percent of 25- to 64-year-old Russians held tertiary degrees as of 2015, making Russia one of the most educated in the world. Furthermore, in terms of gender equality in education, just like in most of the countries, Russia also has both private and state schools in its education system; there is no gender inequality, however, between the attendees of either private or state school. Nevertheless, gender discrimination as well as property disproportion still pose great problems in the wide range of the world. Apart from</p>		<p>· To begin with, there should be a mutually beneficial relationship among various countries, fostering a sound international environment for the effective flow of talents worldwide.</p> <p>· The second solution is developing own countries' economy, government granting abundant funds in order to quality education at the same time.</p> <p>· Furthermore, technology, powering modern education vigorously, must be laid significant stress on.</p> <p>· Last but not least, culture, owning strong effects on individuals' notions, is not supposed to be neglected as well. In effect, most portions of</p>

		that, suffering the Covid-19, the global education has been hit hard, education opportunities cut down and quality education facing challenges.		gender inequality in education are brought by conservative and decadent ideas. Take advantage of positive culture, and only in this way can people's wrong views vanish thoroughly.
24	Saudi Arabia	·In Saudi Arabia, ensuring equal education opportunity available to every student has always been a priority to the whole government.	<ul style="list-style-type: none"> · The Ministry of Education has established a 10-year plan to outline the goals of public education. The plan is so detailed and considerate that it accounts for comprehensive aspects as it put forward distinct ideas and measures towards education in different phases and groups. ·With a profound accretion of religious culture, Saudi Arabia has made a lot of efforts to promote equal education opportunity in accordance with the Quran, a classic underpins all the national laws. · In Saudi Arabia, 6 years' primary education makes accessible to all students, free and mandatory. Based on basic Islamic culture, education in Saudi Arabia incorporates arts, literature, science, mathematics, computer and so on. Going far beyond it, Saudi Arabia also values students' 	<ul style="list-style-type: none"> ·all boys and girls should be treated equally. They should be taught together rather than be taught in separate classrooms. Also, team work in lessons matters regardless of the gender which would ensure students thrive in a setting where they can foster positive relationships. ·focusing on primary education for the disabled students. Special education is indispensable to the disabled. Accessible infrastructure and kind treatment are favored in equal education for students with disability. School should protect their safety and set up flexible curriculum for them. ·investment in internet infrastructure asks for more attention during pandemic period. Encouraging the rich and industries to set up more non-profit organizations in order to subsidize poor areas so that students born in relatively poor families can carry on their education without interruption. ·adopting two kinds of education methods during the pandemic. With respect to liberal arts lessons

			physical fitness.	that demand few requirements for being present in the classrooms, students can have online lessons. For basic skill lessons that demand more need to do experiments, students should be taught in the classrooms with the support of full security. ·opening more public libraries. Collections need to be regularly updated and well-suited to students according to their age in primary education, with essential titles covering various subjects.
25	South Africa	<ul style="list-style-type: none"> · South Africa has long attached importance to education, supported the development of education, and attached great importance to promoting equal educational opportunity. ·South Africa has always maintained a friendly and cooperative relationship with all countries in the promoting of education and equal educational opportunity. · 	<ul style="list-style-type: none"> · In recent years, South Africa has invested a lot of money in education to speed up the improvement of basic education. And South Africa has formulated unified standards and norms and implemented the strategic reform of teacher education. · South Africa has implemented free university education and popularized higher education in October 2017, which can enable most families in South Africa to enjoy free university education and effectively improve the popularization rate of higher education. ·South Africa's main contributions to promoting the basic education and 	<ul style="list-style-type: none"> · First, promoting the communicating of educational experiences and modes between countries and South Africa, and promoting the progress of education mode. ·Second, increasing international investment in education related infrastructure to promote the development of education. · Third, improvement of emergency response system in public health field, and increase the exchange of epidemic prevention experience, ensuring the education during the epidemic period.

			promoting educational equity are investment in the education , the reform of teacher education system, as well as improving construction of infrastructure in some areas.	
26	Thailand	<ul style="list-style-type: none"> · Thailand is committed to promoting equal education opportunity and has made great contribution. · Apparently, Thailand ought to make more efforts to promoting equal opportunity in primary education under COVID-19 and provide innovative solutions to the present challenge in primary education with international cooperation. 	<ul style="list-style-type: none"> · In 2017, Thailand held UNESCO International Symposium and Policy Forum 'Cracking the Code: Girls' Education in STEM' · Thailand also started Capacity Development Training on Designing Innovative Education Projects for Out-of-School Children in 2017. 	<ul style="list-style-type: none"> · First, making sure the sustainability of the fund for primary education. Engaging more donors worldwide and tracing the use of the fund · Second, prioritize teachers in national COVID-19 vaccine rollout plans to make sure schools can be restarted safely · Third, more attention should be paid to the children dropped out of school resulted from the pandemic. Trying to give some innovative plans to provides these children with education
27	United Kingdom	<ul style="list-style-type: none"> · In UK , the education of children under the age of 11 is collectively referred to as primary education. · Here in UK, with the global back ground of pandemic. We are committed to explore solutions and take actions to promote primary education both at home and abroad 	<ul style="list-style-type: none"> · In 1967, UK put forward Educational priority areas(EPA) to equalize the competitive system in education for the children who suffer sever social and economical disadvantage due to the regions they live. · In 1998, UK put forward the policy of Education Action Zones(EACs) to help weakly-educated regions boost the quality of education. · In 2002, UK promulgated International 	<ul style="list-style-type: none"> · we hope we can have further bilateral and multilateral cooperation with international organizations including non-official and semi-official organizations, based on the experience and achievements we've had. · we hope our experience and concerns could be of constructive help to promote education equality not only for UK but also countries in need. ·

			Development Act which was in charge of Department for International Development (replaced by Foreign, Commonwealth & Development Office).	
28	United States of America	<ul style="list-style-type: none"> ·USA fully aware countries must ensure universal and equal access to equitable quality education and learning, which should be free and compulsory. ·USA supports countries in their efforts to reduce the direct impact of school closures, especially on disadvantaged groups, and to maintain the continuity of education for all through distance learning. 	<ul style="list-style-type: none"> ·Universal access to education. ·Equal Opportunity in Education: The U.S. Department of State and the U.S. Department of Education both support and defend the United States, which lays out Postsecondary Education, Career-Technical Education, Adult Education and other 6 goals on the improvements in student achievement needed at every level of education. · Coronavirus Response: The Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act), was signed into law on December 27, 2020 and provides an additional \$81.9 billion to the Education Stabilization Fund. Four grant programs were created through the CARES Act. 	<ul style="list-style-type: none"> ·Inclusive education: Guarantee the educational tolerance of schools and higher education institutions from the following aspects: Gender equality, Students from lower income families, Students from minority groups, Students with special needs. · Improve the existing problems of the International Education School: the United States proposes to simplify this process and set up special agencies among relevant countries to solve intermediate problems in international education. ·Improvement of the existing distance education system: guide learners' personal information privacy and security, to achieve the goal of cooperation to solve urgent educational needs, ensure continuity, quality and equity of learning.