



# ECOSOC

## PACMUN 2016

Director: Matthew Martin

Chair: Jason Snow

Assistant Director: Stella Esensten-Cicon





# PACIFIC MODEL UNITED NATIONS

## ECONOMIC AND SOCIAL COUNCIL

Dear Delegates,

My name is Matthew Martin, and I am honored to serve as your Director of the Economic and Social Council for Pacific Model United Nations 2016. As a sophomore at Sky Valley Education Center, I have been involved Model UN since 9th grade. I am also serving as Under Secretariat General of Delegate Affairs at KINGMUN 2017, and Co-Chief of Staff at the middle school conference SkyMUN 2017. MUN has been a transformative experience for me. Through learning skills in public speaking, teamwork and collaboration, I have been able to improve my leadership qualities and learn more about current world events. I hope to pass on the great experiences to delegates, and provide the best conference possible for you!

Joining me as Chair of ECOSOC is Jason Snow. As a junior from Kentwood High school, Jason has been involved in Model United Nations for 3 years. Throughout his MUN experience, he has enjoyed participating in conferences, and keeping up with current world issues. As a leader of the MUN club at his school Jason has learned important qualities, such as leadership and diplomacy, that have aided him when attending conferences. Jason is excited to serve as Chair of ECOSOC, and is eager to meet delegates and answer any questions you may have.

Serving as your Assistant Director is Stella Esensten-Cicon, a senior at the Seattle Academy of Arts and Sciences. As an active participant in mock government programs, Stella is a member of her schools MUN delegation, Youth Legislature delegation, and Mock Trial team, as well as serving as student lead for five different political clubs. Stella is thrilled to be part of the PACMUN team, and cannot wait to provide a great experience for all delegates who attend.

The first topic delegates will address is Implementing Renewable Power Sources. In the modern world, with more fossil fuels supplying electricity to the citizens of the world, the environment suffers from larger scale global warming. Countries worldwide have searched for alternatives, leading to the discovery of renewable energy resources. This topic will encourage delegates to consider the

different sustainable resources that exist in the world today and procure solutions on how to implement them into nations worldwide.

Topic two is Assistance with Education in Developing Countries. Education plays a vital role in development of nations around the world; without an established school system and quality teaching, countries may suffer a developmental gap between other nations. This topic will challenge delegates to evaluate what education means in developed and developing nations, define equality for citizens in the school system, and provoke thoughtful, diplomatic debate.

If you have any questions about the committee or concerns, I encourage you to contact me through my email. I am ready to answer any questions you may have about the committee, conference, position paper or resolution writing, or PACMUN's Rules of Procedure (ROP).

From first year delegates to seniors, the Dais of ECOSOC encourages all participants to find new ways to learn and grow. PACMUN strives to provide the best conference experiences possible, a goal I believe can be obtained. I hope to provide a memorable conference for all students involved, and am excited to see you in November for PACMUN 2016!

Best Regards,

Matthew Martin

Director | Economic and Social Council

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## COMMITTEE INTRO

Established by 18 Member states in 1946, the Economic and Social Council (ECOSOC) serves as a principal organ in the United Nations (UN) (Committee Structure). Serving as the central mechanism for the activities of the United Nations system and its specialized agencies, this body of the UN supervises the subsidiary and expert bodies in the economic, social and environmental fields. (UN Economic and Social Council). Over the many years that ECOSOC has existed, it has undergone many different reforms to improve the way the massive body functions. An example of one of these reforms includes the General Assembly (GA) adopted Resolution 68/1 passed on September 20, 2013. This resolution shows recognition of ECOSOC's role in promoting debate, reflection and innovative thinking while identifying emerging international challenges and achieving a balanced integration of the three dimensions of sustainable development, which include social, economics and environment. Resolution 68/1 was one of the most far reaching reforms since 1991 for ECOSOC. Mandating the council to provide substantive leadership to the system, The committee adopted an annual themes, which staggered the different segments of the Council throughout the year, beginning a work program cycle in July, and monitoring and promoting the balanced integration of the ECOSOC system's three sustainable development dimensions. (UN Economic and Social Council)

As one of the six major organs of the UN, ECOSOC fulfills many purposes. Serving as the heart of the United Nations system to achieve and advance economic, social, and environmental development, ECOSOC is the central platform for fostering debate and innovative thinking to create a consensus to coordinate efforts to meet and surpass internationally agreed goals. After the main conference and resolutions, this committee will follow up with participants and check progress the nations have made. Under the main committee, ECOSOC has many different sub-committees to support it in handling more specific issues under the three dimensions of sustainable development. Some of these subsidiary bodies include the Commission on Science and Technology for Development (CSTD), Committee for Development Policy (CDP), and International Narcotics Control Board (INCB) (Subsidiary Bodies of ECOSOC). With the assistance of these subsidiary bodies, ECOSOC can provide the best information possible to all nations around the world from these bodies to continue into the future while improving economic, social, and environmental aspects of current world issues.

ECOSOC holds an essential part in current world issues with its omnipresence to reform and aid. With primary work around sustainability and development, ECOSOC aims to promote and encourage expansion and invention. All of ECOSOC and its discussion, conclusion, and reformation is around the three pillars of necessary development: economical, environmental, and social. ECOSOC encompasses the goal to integration on each nation's logistical procedures, operates to increase humanitarian efforts, and allows growth to inter coordination within nations.

# TOPIC 1

## IMPLEMENTING RENEWABLE POWER SOURCES

### TOPIC INTRO

The implementation of new technology for clean energy sources has many advantages and disadvantages. With many of the different types of technology for such energy – including solar power, hydroelectric power, wind power, and more – more and more countries are looking to these more environmentally-friendly sources for power. Clean energy is also a more sustainable form of energy. While not harming the environment, it also avoids depletion of many non-renewable resources. This includes, but is not limited to, coal, oil and other fossil fuels, clean water, and clean air.

Many developing countries are unable to adopt clean-energy policies because of their thirst of energy to feed their economies. These countries may be unable to fund research required for initiatives to be passed while funding the production and implementation of the technology necessary to produce enough energy. Countries that are developing are also producing the highest levels of CO<sub>2</sub> emissions. Many developing countries support their economies on factory-based jobs. Many of these factories require oil- or coal-based energy. Burning these fuels are harmful to the environment through the release of many toxic gasses.

Periphery countries are also unable to enforce clean-energy initiatives. Economies that are unstable may have difficulties creating clean-energy, and can be more easily supported by using pre-established energy forms that require less investment. Many periphery countries also have problems with clean waste disposal and pollution. Creating clean-energy acts may have a positive effect on other problems, such as clean waste disposal as well as water and air pollution.

While many countries are unable to enact initiatives for clean-energy, many countries are also unwilling to enact clean-energy initiatives. Countries that rely heavily on oil-exports – such as Canada, Egypt, Saudi Arabia, Scotland, United States, and others – would have significant damage to their economies with the lack of exports. Some countries economy has a majority of its income come from oil-exports. These countries may not be able or willing to endorse initiatives that support clean energy as it may not only harm that country's economy, but may lead to a ripple effect that could harm the world economy as well.

While there are many stakeholders that are against clean energy, many core countries (first-world countries) support clean-energy initiatives. Many developed countries – as well as developing countries – have major air and water pollution problems. Multiple clean energy forms produce little to no air or water pollution. These solutions can increase the standard of living in many countries that have poor air

quality, as well as decreasing high death rates caused by contagions that travel through air or water. Major export countries that rely heavily on production may be unable to transition to clean energy because of its dependence on a high level of energy.

Costs to produce clean energy are another deterrent from creating initiatives to clean up the environment. These costs originate from production, maintenance, and proper disposal of damaged or broken technology. Many countries may be unable to afford such high-cost forms of energy, while other countries may find the benefits of clean energy outweigh the costs.

## HISTORY

Energy has been a vital part of development for nations since the industrial revolution. Much of the energy produced has been made from Coal, Natural Gases, and other heavy-polluting sources. What has been produced of that is areas that are now permanently damaged due to pollution, high levels of pollution world-wide, and some of the lowest living conditions that have ever been recorded due to muck and pollution in the air and water. These low living conditions can lead to deadly airborne illnesses, as well as birth defects, lower life-expectancy, and lower standards-of-living.

While pollution worldwide is rising, many countries economies rely on exports of oil and coal for energy. Sustainable development may harm these countries economies, having a negative effect on the standard of living for these countries, as well as a negative effect on the world economy and trade. Other countries rely on electricity provided by other countries. Limiting energy production in one country could also harm the energy consumption of another country.

Countries that are developing require large amounts of energy to sustain their industrialization. Many power sources that derive from natural resources produce more energy per dollar than sustainable energy counterparts. The high demands of energy and the lower outputs of sustainable methods require a larger investment than what most developing countries can commit to.

Sustainable energy is not limited to the current grid of energy already established. Solar panels and wind turbines can be set up in small scale in remote areas to power small villages or hamlets. This will allow advances in standards of living in areas where power is not readily accessible. While many forms of sustainable energy require a natural occurrence to produce energy, a combination of sources will allow energy production virtually anywhere.

## PAST UN ACTION

The UN has met many times regarding implementing renewable power sources. General Assembly Resolution 62/197, passed in August 2011, encourages countries to commit to clean energy to decrease the amount of air and water pollution. It also encourages countries to contribute to the implementation of the full Plan of Implementation of the World Summit on Sustainable Development, which is a framework for more sustainable development. The plan called for a "sense of urgency" to allow the world better access to energy and development. The General Assembly found that creating more sustainable development was connected to eradicating poverty, which both should be held at a high level of importance. The UN also passed Resolution 60/1 at the 2005 World Summit, prompting countries to support sustainable development. This was in response to the Millennium Development goals set in resolution 55/2.

The UN connected many forms of energy to pollution, and connected pollution in many ways to the decrease of living standards across the globe. These resolutions have been made in response to the 2002 World Summit on Sustainable Development, held in Johannesburg in 2002. At the time of the World Summit, 5 percent of the world's energy was accounted for being produced by sustainable sources. Today, an estimated 11 percent of the world's energy is accounted for being produced by sustainable sources, with a projected estimate of 15 percent by the year 2040. The percentage of sustainable energy includes biofuels, biomass, geothermal, hydropower, solar, and wind as sustainable energy.

In 2012 another World Summit was called acknowledging that using sustainable energy would not only improve health standards, but also improve agricultural practices while limiting the need of biochemicals for growth. The summit also called for sustainable energy to meet the Millennium goals set in resolution 55/2, making this the second time they have recognized the need for meeting these goals within a ten-year span. The summit also recognized that sustainable energy would allow affordable energy globally, including areas that did not have access to standardized energy solutions currently in place. The UN recognizes the troubles of implementing sustainable energy and fulfilling the Millennium goals.

## CURRENT SITUATION

Recent developments have allowed renewable energy sources to become more economically available. Advancements in battery-power technology have allowed storage of energy when primary sources of energy fail. As solar power has become cheaper and more widespread, it has created a reliable energy outlet, which in turn, gives more countries access to renewable energy. Other developments in filtering out toxins from coal and oil production are able to lessen the effect on the environment of these forms of electricity. Carbon Capture and Storage (CCS) is one method where

energy producers capture CO<sub>2</sub> emissions escaping coal plants and inject it underground.

Although renewable energy is an environmentally friendly source of power, there are some issues surrounding these new sources of energy. As of 2015, solar energy is 215 times more expensive to acquire than coal energy. Many developing nations have not received the opportunity to switch to other sources of energy, due to underdevelopment and weaker economies. Many of these countries also have a high population density, causing a high energy consumption to lead into a shortage of energy. Because of this density, pollution can become very thick in major industrial, residential, and commercial points.

Multiple of these mentioned diseases derive from pollution. These diseases include, but are not limited to, asthma and other lung diseases, cardiovascular failure, cancer, pregnancy issues, and in rare cases, death. Clearing the pollution from developing nations will decrease the death-rates while increasing the life expectancy, living standard, and overall Human Development Index (HDI) level.

Countries with high populations need more energy production to sustain themselves, causing higher levels of pollution. It is estimated that roughly 40 percent of carbon emissions are a direct result from energy. Larger populations are being subjected to larger pollution. While some developed countries are able to propose and execute plans that clean and filter pollution, many developing and undeveloped countries are unable to, due to a lack of resources, funds, and/or motive.

Pollution in area's have reached an all-time high. Densely populous areas are experiencing high levels of pollution. Reports have shown, however, that all high-population areas are not experiencing pollution the same way. Depending on situation, pollution can multiply rapidly when increasing population. Areas with rapidly-increasing population can experience high levels of pollution that they are not accustomed to treating.

Many populations have settled in valleys or are surrounded by elevated land. This natural bowl can trap in pollution, increasing the pollution levels even for a smaller population [4]. This natural anomaly can bypass the standard trend of high population leading to high pollution.

## BLOC POSITIONS

### RUSSIA

Russia is committed to working with national and international organizations to implement renewable power sources. By attending the United Nations Climate Change Conference and signing executive orders by President Vladimir Putin regarding these issues, the nation has shown its dedication to moving towards cleaner

forms of energy. With the ongoing oil price slump causing hydrocarbon production projects to become economically unviable, nations such as the Russian Federation have recognized the need to transition to sustainable energy. To date, over 20 percent of the nation's energy is supplied by sustainable resources, such as hydroelectric power plants. Hydroelectricity accounts for 16 percent of all energy produced in the country. With developments of new power plants, Russia believes in moving towards renewable energy, and would encourage other nations in converting as well.

## WESTERN BLOC

Having made new advancements in the world of clean energy, nations such as the United States of America and Canada are committed to improving access to environmentally friendly power supplies. In the United States, 14.8 percent of the nation's energy comes from sustainable power. While the U.S has committed to transitioning to sustainable energy, the nation still relies on fossil fuels as a main power source. Producing over 8.6 million barrels of oil every day, and over 73 percent of energy provided by fossil fuels, the process of converting to renewable resources may take decades to achieve. With 55.8 percent of Canada's energy coming from hydroelectric plants, and 8.3 percent from other viable sources, the country is well acquainted with the implementation and usage of renewable energy. These nations must now work to aid others in their efforts to become clean, stable energy providers.

## LATIN AMERICA

Over the last decade, Latin America has embraced the promising option of renewable energy as a power source. In Central America, sustainable energy sources account for 34 percent of electricity produced in the region, with more untapped potential still waiting to be developed. An example of this is hydroelectric power. Within Latin America, hydroelectricity is capable of reaching installation costs below 1 million USD (United States Dollars) per megawatt. Financing is needed to fund efforts to support the production of clean energy before power plants can be developed. Organizations such as the Inter-American Development Bank (IDB) have provided capital to projects developing green power plants. While some nations have dedicated themselves to renewable power sources, others still rely largely on fossil fuels. In nations such as Venezuela, gasoline is 7.4 USC (United States Cents) per gallon, fossil fuels still play a major role in providing citizens power. With the demand of energy predicted to double in Latin America by 2030, nations in the region must determine what produces their power, and convert to cleaner, renewable resources.

## EUROPE AND EUROPEAN UNION

In the European Union, nations have adapted to meet the demand for renewable energy. As Bendt Bendtsen said, "Renewable energy technologies are the future." By 2020, nations in the European Union plan to have 20 percent of all energy

produced come from sustainable sources. To accomplish this task, EU countries have committed to reaching a national goal tailored to the country's specific economic status. For example, nations such as Luxembourg have a lower expectation for production due to lower economic status, while Norway has a higher goal. Some countries have exceeded their goals for sustainable energy production. These nations include Sweden, Estonia, Lithuania, and Bulgaria. Regional progress shows the commitment of the EU to convert from fossil fuels to clean, renewable power.

## CHINA

As a nation, China believes strongly in converting from fossil fuels to renewable energy sources. In 2015, China increased storage capacities for wind power by 34 percent and solar energy by 74 percent, while lowering coal consumption by 3.7 percent. Although China has made advancements in the field of sustainable power, the nation is still fossil fuel reliant both as an export business and power source. Exporting over 12,000 barrels of oil a day, and receiving 67.3 percent of energy from fossil fuels, China recognizes its need to move away from fossil fuel usage. While it may take decades to accomplish this goal, China is committed to working towards becoming acquainted with renewable energy sources.

## AFRICA

Africa's unprecedented economic growth has allowed renewable energy sources to expand in the surrounding nations. As the world has increasingly embraced modern sustainable technologies, African nations have taken action to provide self-sufficient energy sources for their citizens. To bring the countries in Africa a reliable, replenishable energy source, regional organizations have worked together to fund efforts to produce green power plants, with 20 billion USD predicted cost in 2030. During the period of time that clean energy sources are implemented, the nations of the African region are using fossil fuels to supply electricity to their citizens. From 2015 to 2030, nations will slowly transition from fossil fuels to renewable power sources, supporting the country's wishes to create an efficient, environmentally friendly way of producing energy.

## MIDDLE EAST

In the Middle East, opportunities for renewable power sources are abundant. With over 5 million square miles of desert, solar energy can be established to create sustainable, clean energy. Previously, Middle Eastern nations have not had the opportunity to harness solar power. Now, with lower oil prices, demographic pressure, and current technology, these countries have the opportunity to create solar plants that harvest the sun's power. With solar technology, such as photovoltaic cells, prices slowly declining, the opportunity to construct solar power plants has become economically feasible. The benefit of solar technology has led to rising satisfaction in

electricity demands, reduction of dependence on energy imports, and the release of unsustainable government subsidy programs. While some nations have been able to support the growing energy demand, others, such as Egypt, have not. In the case of Egypt, lack of investment and increasing demand have led to electricity shortages. It is vital that nations who have energy support those who do not to keep the demand for power in check.

## ASIA

Lack of funding in Asia has hindered its ability to implement renewable energy sources. As the region faces the harmful effects of climate change and an energy deficit, Asian nations are exploring alternative sources of power for the future, leading countries to consider sustainable energy supplies. Although Asia is determined to find a replenishable power source, it will come at a cost. The International Energy Agency estimates that a \$700 billion USD investment is needed through 2035 to provide Asia with a stable source of electricity. While national governments are tempted to implement an easier, less expensive fossil fuel source of power to maintain Asia's energy needs, organizations such as IHS Energy have explained the benefits of renewable sources with an economic risk/reward concept. While difficult to implement the clean energy sources with the lure of fossil fuels as a cheaper alternative, Asian nations must commit to a sustainable, stable energy future.

## CASE STUDIES

### RENEWABLE ENERGY DEVELOPMENT IN MOROCCO

After the global price decline in oil value economies across the Middle East and North Africa were devastated. While some nations patiently wait for the price of oil to increase, others, such as Morocco, have taken action to improve their economic stability without relying on fossil fuel products. Morocco's self-sufficiency mindset has driven the process of building a power plant that will reduce the 97 percent imported energy the country uses. Investing large sums of money into developing sustainable energy, Morocco has worked to build a new renewable energy project, the Noor-1 solar energy compound, located near the city Ouarzazate. Covering more than 4.5 square kilometers with 500,000 curved mirrors to produce energy, Noor-1 is considered one of the largest solar power plants in the world. Projected to produce up 2,000 megawatts of energy by 2020, the project has demanded \$9 billion USD, with a billion coming from a German Investment bank, \$596 million from the European Investment Bank, and \$400 million from the World Bank. Noor-1 will demonstrate that committed nations who transition to clean energy can succeed positively impacting countries around the world.

## IMPLEMENTATION STRATEGIES FOR RENEWABLE ENERGY SERVICES IN LOW-INCOME, RURAL AREAS

A study conducted by the International Energy Agency (IEA) in 2012, revealed that more than 1.3 billion people in low-income and rural areas lacked access to electricity globally, and 2.6 billion cooked with inefficient biomass fueled devices. Recognizing the shortage of electricity available to citizens internationally, the IEA took action by creating a framework to foster innovative strategies for solutions addressing this issue. Aspects solutions need to consider include understanding consumer need, preferences and capacity to pay, demonstrating the value of a new technology or energy service delivery model, building and maintaining consumer trust in the product and the supply chain, and designing financing and payment systems that fit consumer energy budgets. After examining the aspects above, the next step considered is national implementation of the solutions. Factors to consider before implementation include cultural practices, employment and seasonal income patterns, socioeconomic status, budget limitations, costs and characteristics of existing technologies and service providers. The IEA's framework has given projects guidelines to reference, allowing programs to meet standards that apply when they are implemented.

## GUIDING QUESTIONS

- What are some recent actions your nations has taken regarding installing renewable power?
- Are there challenges your nations faces when considering this issue? What are they?
- How capable is your nation of implementing renewable power?
- How reliant is your nation on fossil fuels?
- Why is your nation committed to switching to renewable power sources?
- Why is your nation against switching to renewable power sources?

## FURTHER READING

- <http://www.un.org/sustainabledevelopment/>
- <https://ec.europa.eu/energy/en/topics/renewable-energy>
- [https://www.wpi.edu/Pubs/E-project/Available/E-project-010808-194947/unrestricted/Alternative\\_Energy\\_IQP\\_California.pdf](https://www.wpi.edu/Pubs/E-project/Available/E-project-010808-194947/unrestricted/Alternative_Energy_IQP_California.pdf)

## TOPIC 2

# ASSISTANCE WITH EDUCATION IN DEVELOPING COUNTRIES

## TOPIC INTRO

Education is a necessary tool for development. Countries that are unable to properly educate citizens are unable to develop and create stable and self-sufficient economies. Many countries lack the necessary tools to educate citizens. Creating equal and accessible education for citizens is a large cost, and can be a challenge for many periphery and developing countries. Resources – such as teachers, schools, school supplies, and other required resources – may be inaccessible to countries with underdeveloped governments and economies. Developing education is the first step to a developed government and a developed economy.

There are many ways to Countries and NGO's are reaching out to help support education in foreign countries. Organizations, such as Education without Borders, Me to We, UNESCO, and many others are working together with governments, students, and educators to bring education to countries that lack resources to provide equal and consistent education. A consistent and equal education directly leads to a stable economy. A major part of required curriculum is sexual education. A high birth-rate leads to less people in the workforce, as well as inequality for women. Having equality in the workplace allows a higher standard of living, as well as an increase in stability in a country's economy.

Having a higher level of education also allows for more advanced jobs. Countries that are relying on jobs in the primary sector are unable to advance as fast as countries that rely on jobs in the tertiary sector of the economy. Having more advanced jobs allows for a country's economy be able to both be self-sufficient as well as collaborate with other countries' economies. This collaboration allows a more stable economy because of the ability to rely on other's if there is ever an event that will harm a country's economy.

Higher education levels lead to more stability within a country. Governments are less corrupt, standard of living is higher, and death-rates are lower from a result of better health care, more awareness for disease and prevention, and lower transmission of STI's.

While education is of high importance, many countries that may need help are unwilling to have their sovereignty violated. Countries may see NGO's and other government coming in to help as a sign of offense and may not take it well. Governments must still have the right to counter any offers that are provided to help sustain more development, and countries are not in the right for attempting to help

when the recipient country is unwilling to support it. Every country has its right to sovereignty and it must not be violated. To avoid offense being taken, awareness for why education is so important must also be acted upon. To spread awareness, many NGO's are helping countries with lower education levels. NGO's are able to help countries more freely not only because of economics on the giver's country, but also from a political view as well.

Countries that are unable to produce equal and consistent education are at a disadvantage for development because of the less opportunities available in the economy. This is a result of having more jobs in the primary sector of the economy and less in the tertiary sector. This is also a result of less awareness for disease prevention and a higher transmission rate of STD's. Creating equal education would improve development through a higher standard of living, lower death and birth rates, and a more self-sufficient economy. Many NGO's and countries are willing to help, and many support systems have been set up by willing nations to help aid the need of education.

## HISTORY

Society has valued education throughout history. In an effort to better educate its citizens the Prussian government offered broad access to schooling in 1763. While the advancements in education have improved since the 17th century, inequalities and lack of reachable instruction have led to inconsistencies in the quality of education available globally. In the 19th century, only 2 million children were enrolled in primary schooling worldwide. Today, nearly 90 percent of the world's school aged children are enrolled in primary school equaling more than 700 million students. Developed nations with an established learning systems offer accessible and stable standards of education, allowing citizens to obtain knowledge and receive qualifications, which prepare them to pursue job opportunities. Challenges facing developing nations include outdated materials and teaching methods. Outdated content, as far back as the beginning of the 20th century, results in a noticeable developmental gap in developing nations. If the educational gap between developed and developing nations is not closed, these countries will continue to fall behind, deepening the rift between "first world" and "third world" countries.

Accessibility, quality, outdated materials and methods are all challenges governments, whether democratic, communist, or regime, face when addressing the need for educational improvement within their nations. The topic of education has inspired a global movement. Some motivating factors behind the movement for providing global quality education include university success, nationalism, and human rights. Western Europe established the first university over 800 years ago. Originally established to educate clerks and monks, the university system is now considered a vital source of information for all who choose to attend. Present day universities serve an influential role in organization and validation knowledge around the world. Universities offer their academic populations the opportunity to expand existing

knowledge, pursue research vital to the evolution of man and obtain specialized employment skills that can be applied in the professional world. In addition to these great opportunities, universities can foster nationalism through teachings offered to their student body, allowing students to identify with the nation or state they are pursuing their education in. This has led to the rapid expansion of education efforts, especially in newly independent countries, and has given nations the opportunity to teach their citizens what it means to have pride for their country.

Although nations worldwide support the establishment of schools, it will take decades for developing nations to meet developed nations standard of quality education. Some of the developed regions in the world include North America, Europe, Japan, Australia, and New Zealand, and developing regions include Africa, Asia, and Latin America. Academic gaps have led to underdevelopment, poverty, and lack of human rights that are prevalent in today's society. The Millennium Development Goals (MDG's) were established in 2000 to highlight these issues and help determine solutions. The eight goals outlined in the MDGs allowed organizations and governments to have focuses for efforts towards conquering global issues. When the MDG's ended, the United Nations assembled, and created a new set of goals in 2015, named the Sustainable Development Goals (SDG's). With 16 goals in mind, nations, governments, and other organizations or coalitions have a guide to follow when considering what actions to take regarding issues related to development and education.

## PAST UN ACTION

As the fourth goal of the Sustainable Development Goals, ensuring inclusive, quality education for all and promoting lifelong learning is one of the foremost objectives of the United Nations. Many different treaties and resolutions have been passed on this topic to support efforts regarding this issue. On December 19, 2001, Resolution 56/116, United Nations Literacy Decade: education for all, was passed. Detailing the different actions taken by organizations, the paper gives credit to the United Nations Millennium Declaration, which established the Millennium Development Goals (MDG's), and encourages governments worldwide to take action towards reforming their educational systems. The resolution calls for the cooperation of UN member states in furthering their efforts to implement the World Declaration on Education for All, a document declaring access to education a mandatory human right for citizens around the world. Renewing efforts in developing national plans, the resolution calls for the Dakar Framework for Action, which is a set of guidelines to follow when creating programs to aid other countries in developing educational systems for their students, to be referenced.

In addition to resolutions and treaties, the United Nations has programs and funds to aid organizations in providing education for their citizens, such as the United Nations Educational, Scientific, and Cultural Organization (UNESCO). First established

in 1945, UNESCO believes that political and economic agreements alone are not enough to keep peace between nations. UNESCO is confident that intellectual solidarity and the basis of human morals keep goodwill among countries around the globe. Known as the “intellectual agency” of the United Nations, UNESCO serves an extremely important role in the world today. Mobilizing education to support universal access, building global intercultural understanding, and protecting freedom of expression are all major goals for the program. Currently, UNESCO is operating as a key association in developing educational programs and creating school systems internationally. The program has implemented a decision with nations such as Algeria, Egypt, Lebanon and Morocco to aid Israel in restoring the Status Quo that prevailed until September 2000, which would provide the nation with educational support to develop schools in the area.

Another organization that has taken action on this issue is ECOSOC. In July of 2011, the ECOSOC Annual Ministerial Review was held to implement the internationally agreed goals and “commitments in regard to education.” During this meeting, the committee had the opportunity to assess the state of the implementation of the United Nations Development Agenda, “analyze key challenges affecting the achievement of internationally agreed goals and commitments related to education, consider recommendations and proposals for action, and promote broad-based engagement through input from stakeholders.” Before the meeting took place, smaller meetings were held to gather information, with themes such as “Innovative Approaches to Reaching Women, Girls and the Marginalized in the Arab Region.” This allowed ECOSOC to have a bigger perspective when discussing the issues and solutions to improve them. Providing education to citizens is an issue prevalent in today's society, leading organizations such as UNESCO and ECOSOC to take action to assist ensuring the provision of schooling to citizens globally.

## CURRENT SITUATION

Advances in research show that if mothers are able to read and write, their children have a lower chance of fatality [1]. When the mother is able to communicate effectively through various methods, it allows them to dictate what they need, allowing help when they need it. Improving maternal status in developing communities will also encourage equality between men and women. Creating a standard of gender-equality establishes a base for a larger and more capable workforce by allowing more people and more variety for establishment [2]. Encouragement of equal education within a country for all genders will allow a more stable economy and more stable social interaction within itself, and with other countries. Countries with greater levels of education and more stable governments are often more prevalent in the global sphere when it comes to their global trading and communication. Education allows for ease of communication between nations and a more rounded understanding of business and political concepts that dominate international relations.

Countries without proper education and low literacy rates are more likely to have corrupt governments. Having education in a country allows more means to societal and financial success other than power and control. But when there is limited education, there is often little to no mobility between social classes, making the only way to change one's situation is to gain political power through whatever, often tyrannical, means necessary. Proper education and higher literacy rates encourage democratic governments by providing means for the population to be aware of the local, national, and global events that dictate the events of their lives, allowing them to make educated decisions on what is best for themselves and their country.

Primary education, which includes fundamental sex ed, can decrease death rates and improve social standards within a country. Developing countries have increasing population of youth, which can be detrimental to infrastructure levels and keeping mothers out of the workforce. Many of the effects of this are improper sexual education [3]. Many countries with low education have high levels of infectious diseases, such as HIV. An increase in education would help eradicate these diseases allowing for a higher life-expectancy.

Research has shown that the increase in education will directly an increase in individual life expectancy as well. Having 10-12 years of education can almost double the life expectancy of a country over having only 0-4 years of education [3]. Even having a proper primary education can increase the life expectancy by almost 40 percent [3]. Allowing a longer life-expectancy can allow a country's economy to thrive by allowing the workforce to learn and grow with experience necessary for many of the jobs in the secondary and tertiary sectors of the economy. Proper education not only elongates the effectiveness of work, but also allows more meaningful work from the average working-class citizen, releasing the strain for a high population, lessening the need for government to provide for the overflow of people prominent in countries with low education.

## BLOC POSITIONS

### RUSSIA

From 1995 to 2005, higher education in Russia flourished, satisfied public demand, and attracted government funding for families and institutions. By the end of the 2011 and into 2012, 634 public and 446 private higher education institutions were servicing 6,490,000 students from around the nation. However, the financial crisis of 2014 caused instability in family incomes, loss of students in the educational system, and higher education demographic weakening resulted in a profound decline in the market of educational services. Russia is recovering from this detrimental incident. Establishing safeguards and encouraging reforms that would assist with the prevention of such a crisis in other nations is a cause Russia supports.

## WESTERN BLOC

Canada and the United States have established school systems to ensure students receive a quality education. Canadian law requires that children must enroll in school by age 6 and graduate by age 18. From 6<sup>th</sup> to 8<sup>th</sup> grade, students in the United States and Canada move from primary to secondary schooling. Along with high quality schooling, attendance rates in these nations excel. In the U.S. 95 percent of school aged adolescents are enrolled in school, and 99 percent are enrolled in Canada. As the U.S and Canada have established strong school systems, they are dedicated to assisting other nations with implementing high quality education programs.

## LATIN AMERICA

Latin American has made positive advancements in improving the quality of accessible education for its citizen in the last decade. Although some areas, such as the Caribbean, have not progressed as efficiently. Challenges facing the countries today include decreasing secondary education completion rates. Only 52 percent of youths between the ages of 20 and 24, and 20 percent of low income families are able to complete secondary education. Only 11 percent of secondary students chose technical professional training. As a result, programs suffer budget cuts reducing the number qualified applicants available to enter the workforce. Reduced market readiness directly correlates with the quality of teaching available and youth interest. Many secondary students have chosen to drop out, as the content taught does not relate to any possible employment opportunities. Educational content and application of knowledge must improve in order for Latin American nations to become academically successful.

## EUROPE AND EUROPEAN UNION

A new flow of revenue was created after the European Union' finance ministers endorsed Financial Transaction Taxes (FTT), which allows coordinated tax on financial transactions. Nations in the EU considered how to utilize this new capital. Recognizing the need, four nations, including Germany, France, Italy, and Spain, decided to invest excess funds from taxes into education worldwide. France has committed to giving ten percent of tax revenues from this new program to support efforts of providing education to citizens in developing nations. With 11 states in the EU adopting FTT's, it is suggested other nations should follow in the footsteps of France and donate some of the revenue gained to support developing nations in building school systems that will provide quality education to students worldwide.

## CHINA

In China, education inspires heated debate throughout the nation. Residents in two dozen cities have begun protesting against the expansion of access to higher

education for students from less developed regions, leaving citizen to question if the government has the ability to manage class conflict. In the Chinese education system, students prepare for an exam, named the gaokao, that encompasses all of the knowledge previously learned from kindergarten to senior year. This test determines whether a citizen works in a well-paying job, or if they struggle in the grueling environment of construction or farming. In an attempt to allow more minority students into the school system, authorities have promoted the admission of students from underrepresented regions into high level colleges leading to lower admission rates for local students. The nation must reconsider the state of the educational system, and work to ensure universal access for all.

## AFRICA

In Africa, educational attainment rates are the lowest of any nations around the world. In 2005, only 18 percent of the population had access to primary, nine percent to secondary, and 1.5 percent to tertiary schooling. While the rest of the world keeps students in tertiary schooling for 4.7 years, schools in Africa only have 0.08 worth of education per citizen. This has led to speculation of whether the education gap will cause a developmental deficit among the African nations. Even with students in school, the educational system does not yield desired results. In the school system, 37 million African children only learn basic educational material leading to underdevelopment. If these countries are to have sustainable economies, the educational system must be reevaluated and tailored to the support student's needs for further growth.

## MIDDLE EAST

In the Middle East, education has prevailed in some areas, while facing challenges in others. From 2000 to 2010, the net enrollment ratios had increased from 86 percent to 94 percent. Primary education is universal, with girls receiving the same educational opportunities as boys. In fact, a reverse gender gap is present in the Middle East, with girls outperforming boys in the school system from grades 4-8. Dedicated government financing for schools and the regional push for better education has led to the improvement of literacy rates from 59 percent to 78 percent between 1990 and 2010. Although access to education is improving, quality of education can be subpar in these schools. Low quality education materials and a skills mismatch have left students enrolled not fully prepared for international standardized tests, leaving students without the opportunity to pursue higher level jobs. Providing educational accountability of materials taught, and preparing students to compete at a national and international level, schools throughout the Middle East must push reform efforts to provide informative, educational content for their citizens.

## ASIA

In Asia, rates of school enrollment at all levels are higher than any other region. During the 1970s, Asian youths accounted for two-thirds of the world's unenrolled school aged children. To date, primary education student enrollment rates have increased to 9 out of 10 children. While primary education enrollment rates have improved, government funding for secondary education opportunities have been neglected. As secondary education requires additional school campuses, and highly trained, professional staff, governments have opted out of providing this level of education. Although most of the younger population is enrolled in primary school, the quality of education they receive is questionable as a result of outdated materials and lack of qualified teaching staff. Citizens at all levels throughout the region face human resource challenges, such as basic human rights, and education shortfalls, prompting Asian nations to recognize the need for reform, both in accessibility to education and teaching quality.

## CASE STUDIES

### FRENCH EXTERNAL ACTION FOR EDUCATION IN DEVELOPING COUNTRIES

The French external action in developing countries offers aid programs which focus on education, serving as one of the key elements in economic development. From 2010 to 2015, France significantly contributed to promote the idea of universal primary education, referring to the first stage of formal education available to school aged children, for boys and girls in addition to a secondary education for citizens worldwide. The French strategy gives young citizens access to education, especially girls, with universal education through public schools and sponsorships from programs developed by the United Nations Universal Education and Millennium Development Goals (MDG). In addition, the program supported the reorganization of post primary education by diversifying educational and training paths including vocational and certificate opportunities after tertiary completion. Through cooperation of organizations and creation of opportunities for children to learn, France has empowered youths worldwide through supporting developing nations in their efforts to educate their young citizens.

### BRITAIN TO HELP 175,000 GIRLS IN WORLD'S POOREST COUNTRIES GET AN EDUCATION

In some of the poorest regions of the world, women and girls have been denied the right to receive a formal education. For this reason, the Department for International Development (DFID), a British company, will provide 100 million Euros to the Girl's Education College project, an organization supporting women and girls participating in the school system. This will allow girls who have either dropped out of school or never attended to receive academic instruction in their nations. The immediate focus of this global project is centered around the nations in sub-Saharan Africa. Furthermore, the project recognizes the challenge of assisting the 63 million

girls globally that have dropped out of school. Success of the program depends on cooperating nations working to achieve this common goal which will provide girls around the world access to an education.

## GUIDING QUESTIONS

- What are some actions your nation has taken?
- How many citizens are enrolled in your nation's schools?
- Have any educational programs been established in your nation?
- When were enrollment rates highest in your nation? When were they the lowest?
- What is the average age of enrolled students?

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<http://www.energycommunity.org/documents/SEA1.Success%20through%20sustainability%20.pdf>
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