



*American Model United Nations*

**Committee for Development Policy**

**Report to the Committee for Development Policy  
on Monitoring the development progress of  
countries that are graduating and have graduated  
from the list of least developed countries**

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# 1 Executive Summary

2 The Committee on Development Policy Expert Group (CDPEG) is pleased to present to the Economic and  
3 Social Council (ECOSOC) its final report on the topic of monitoring the development progress of countries that are  
4 graduating and have graduated from the list of least developed countries. The following report covers a wide range  
5 of sub-topics and challenges faced by Least Developed Countries (LDCs).

6 During the duration of this commission, the experts of this body broke up into 6 different informal subcom-  
7 mittees and drafted policy recommendations to monitor the development progress of countries that are graduating  
8 and have graduated from the LDC list. Keeping in mind the Sustainable Development Goals, the six subgroups  
9 discussed: categorization, transition processes, graduation requirements, post-graduation, developmental partners,  
10 and long-term solutions

11 The first chapter of the report includes two draft resolutions, which CDPEG is submitting and recommending  
12 to ECOSOC for consideration and adoption. Resolution I/1 discusses post-graduation assistance and long-term  
13 solutions. This resolution is aimed at assisting recently graduated Member States continue improving development.

14 Resolution I/2 discusses how development partners should interact and assist LDCs and recently-graduated  
15 Members. It focuses heavily on the concept of issue-specific aid.

16 The deliberations and proceedings of the CDPEG, and is divided by the six informal subgroups that were  
17 created by the committee. Experts in CDPEG felt it was necessary to divide into informal groups in order to  
18 accurately and efficiently address the concerns expressed. This allowed each expert to allocate their time and  
19 knowledge adequately in a specific area of development. The subgroups drafted deliberations and resolutions which  
20 were then compiled into a single report.

## 21 **2 Matters calling for action**

### 22 **2.1 CDP I/1**

23 *Deeply Concerned* with the number of countries still on the Least Developed Countries (LDC) list,

24 *Reaffirming* that only five countries have graduated from the LDCs list in the thirty-seven years since  
25 ECOSOC met in 1981 for the Paris Declaration and Programme of Action to address the issue of the status of  
26 impoverished nations,

27 *Emphasizing* that each LDC has different needs that require individual focus and cannot be generalized  
28 across geographic regions,

29 *Recognizing* the State sovereignty of each LDC,

30 *Recalling* Resolution 67/226 in Quadrennial Comprehensive Policy Review laying out better arrangement  
31 for funding, priorities, harmonized operations and policy implementation monitoring,

32 *Acknowledging* how conflicts can affect the development of States, and stressing that only peace can provide  
33 an appropriate environment for development,

34 *Bearing in Mind* national health crises, like the Ebola crisis, deeply impact development, specifically in  
35 African States,

36 *Recognizing* the progress that LDCs have made in furthering sustainable development in their countries  
37 through the Sustainable Development Goals of 2030,

38 *Bearing in mind* the Istanbul Programme's innovative approaches such as: creative financing measures and  
39 strong cross-sector partnerships effectiveness,

40 *Emphasizing* the effect climate change has had on the development of specific States,

41 *Observing* the effect that debt cancellation by member states in bilateral and multilateral agreements, as  
42 well as no interest loans have had on nation building in LDCs,

43 *Recognizing* the low and no interest loans that Member States and NGOs have provided to least developed  
44 nations,

45 *Confirming* that post graduation assistance is necessary going forward, as a means of increasing the gradu-  
46 ation rate of LDC countries to meet the goals of the 2011 Istanbul Programme of Action,

47 1. *Emphasizes* the differentiation between the individual needs of LDC States in order to avoid regional  
48 generalizations in debate;

49 2. *Recommends* collaboration with non-governmental organizations (NGOs) to make primary education  
50 more accessible;

51 3. *Calls upon* NGOs and local populations to recognize and foster the need for equal access to education  
52 for all people, echoing the Sustainable Development Goals of 2030, specifically SDG4: Quality Education, SDG5:  
53 Gender Inequality, SDG10: Reduced Inequality;

54 4. *Encourages* the discussion of climate change and sustainable development with youth populations;

55 5. *Stresses* the importance of community collaboration as opposed to collaboration with State leadership;

56 6. *Recommends* NGOs and community leaders to consider transportation accessibility in providing equal  
57 access to primary education;

58 7. *Advocates* for the creation of economic assistance for students from LDCs whom are enrolled in higher  
59 education institutions abroad to return to their nations of origin in order to retain the population of educated citizens  
60 within LDCs;

61 8. *Recommends* collaboration with NGOs to educate local healthcare professionals on new medical procedures  
62 and the use of technological innovations;

- 63 9. *Expresses* the importance of education on climate change in coastal and island LDCs, as well as on poten-  
64 tial sustainable development and climate change adaptation measures to foster infrastructure growth and economic  
65 productivity;
- 66 10. *Suggests* Member States improve the amount of trade benefits they contribute to LDCs as well as the  
67 stability of those contributions;
- 68 11. *Encourages* the continuation of favorable trade deals for LDC nations;
- 69 12. *Further recommending* a gradual phase out process of ten years be implemented in which preferential  
70 trade be given to LDCs to avoid relapse;
- 71 13. *Recommends* that Member States, United Nations agencies and bodies, provide a greater follow-up of the  
72 distribution of aid and funds, by making it a priority that LDCs receive the major parts of funding for development  
73 programs;
- 74 14. *Suggests* the formation of regional advisory boards by ECOSOC to better observe the country specific  
75 development problems that LDCs face and better suit LDC interests;
- 76 15. *Recommends* ECOSOC handle post graduation assistance by implementing:
- 77 (a) Long term no interest loans as they are the best way of providing post graduation assistance;
- 78 (b) An application process in which LDCs recommended for graduation can apply for said loans;
- 79 (c) Loans for projects that would provide long term, sustainable benefits to a graduating State, in  
80 line with Sustainable Development Goals of 2030;
- 81 16. *Decides* to remain seized on the matter.

## 82 **2.2 CDP I/2**

83 *Affirming* the importance of international cooperation and partnership in promoting development, particu-  
84 larly in states categorized as Least Developed Countries (LDCs),

85 *Reaffirming* the Declaration on the Granting of Independence to Colonial Countries and Peoples adopted by  
86 General Assembly on 14 December 1960, particularly in recognizing that historical and continued colonialism and  
87 neo-colonialism prevents the development of international economic cooperation and impedes the social, cultural and  
88 economic development of dependent peoples and militates against the United Nations goal of universal peace,

89 *Noting* the importance of the Sustainable Development Goals (SDGs) in achieving global equity and devel-  
90 opment, particularly SDG 10: Reduce inequality within and among countries,

91 1. *Emphasizes* the role and responsibility of developed nations in promoting growth and development among  
92 LDCs, while still maintaining the United Nations' commitment to equity and state sovereignty;

93 2. *Notes* that current and ongoing trade agreements between developed and developing countries and  
94 recognizes with concern the ways in which some trade agreements, despite their economic benefits have also caused  
95 increased depletion of natural resources within LDCs;

96 3. *Affirms* the importance of trade within the context of humanitarian and social efforts;

97 4. *Encourages* increasing preferential trade with LDCs and countries in the Global South to promote joint  
98 development;

99 5. *Reminds* nations of the responsibility of Organisation for Economic Co-operation and Development  
100 (OECD) countries to lead in liberalized trade policies;

101 6. *Recognizes* existing inequalities that are detrimental to LDC's ability to fund programs in healthcare and  
102 education;

103 7. *Recommends* the increased use of the Trade Development Index by nations engaging in bilateral and  
104 multilateral trade agreements;

105 8. *Recommends* that developing nations and developed nations receive a trade report from the UN Conference  
106 on Trade and Development (UNCTAD) every other year;

107 9. *Notes* the importance of humanitarian and social aid in promoting growth and development particularly  
108 in LDCs;

109 10. *Further notes* the potentially detrimental implications of aid that seeks primarily to benefit the self-  
110 interests of donor nations;

111 11. *Recommends* that issue-based aid be given in order to promote development and growth directly in areas  
112 or parameters in which a specific developing nation is struggling including but not limited to the following:

113 (a) countries facing terrorism;

114 (b) small and remote countries;

115 (c) landlocked countries;

116 (d) small island developing states;

117 12. *Recommends* that issue-based aid be given based the recommendations of the Committee on Develop-  
118 mental Policy Experts Group fully in line with reports published;

119 13. *Recommends* that the body consider how to implement more effective communication and administrative  
120 structures, as seen in bilateral aid agreements, as to allow for the most efficient use of multilateral aid funds and the  
121 reduction of exploitative practices in trade.

### 122 **2.3 Other recommendations for action by the Committee**

123 CDPEG recommends ECOSOC further deliberate on the current categorization of Least Development Coun-  
124 tries. Several delegations expressed concerns over the current markers need to qualify as an LDC and to qualify for  
125 graduation.

126 The Committee further recommends that ECOSOC encourages development partners to work with local  
127 communities and local organizations when implementing further action.

128 Additionally, CDPEG recommends ECOSOC look into the formation of a permanent advisory body that  
129 could help tailor graduation requirements to specific geographical blocs, challenges, or other factor.

130 Lastly, the Committee intensely debated how institutions alluded to in Resolution I/2 should be addressed  
131 and created. Several experts discussed the possibility of an advisory board during debate on this resolution, but no  
132 amendments were brought to the floor.

### 133 3 Consideration of the status

134 For its consideration of this item, the Committee had before it the following documents:

- 135 1. Programme of Action for the Least Developed Countries for the Decade 2011-2020 (A/CONF.219/3)
- 136 2. Comprehensive High-level Midterm Review of the Implementation of the Istanbul Programme of Action for  
137 the Least Developed Countries for the Decade 2011-2020 (A/CONF.228/L.1)
- 138 3. Com Handbook on the Least Developed Country Category: Inclusion, Graduation and Special Support Mea-  
139 sures, Second Edition

#### 140 2.1 Deliberations

##### 141 I. Consideration of the Categorization of LDCs

142 During the duration of this commission, the experts of this body broke up into 6 different informal subcom-  
143 mittees and drafted policy to monitor the development progress of countries that are graduating and have graduated  
144 from the Least Developed Country (LDC) list. Keeping in mind the Sustainable Development Goals (SDGs), the 6  
145 subgroups discussed: Categorization, transition processes, graduation requirements, post graduation, developmental  
146 partners, and long-term solutions

147 In consideration of the existing criteria for LDCs identification, the Committee for Development Policy -  
148 Expert Group (CDPEG) recognizes the importance of the Economic Vulnerability and Human Asset Indicators as  
149 concrete markers of progress. For example, the 2011 Istanbul Action Programme (IPoA) midterm review demon-  
150 strated that the Programme specifies a seven percent annual growth target; although various regions made significant  
151 progress, inability to meet the set standard will have significant ramifications on the attainment of other development  
152 targets. In contrast, to better encompass the needs of all developing States, the Committee recognizes the need for  
153 issue-based considerations. States within the LDC category have unique issues and, so as to further graduation  
154 success, the CDPEG would like the Economic and Social Council (ECOSOC) to consider working on a case-by-case  
155 approach. The experts of this body hope this would prevent the regional generalizations and better the use of foreign  
156 aid. Specific approaches within the context of each state allows for the recognition of differences, falling in line with  
157 the multiple dimensions of the pledge to leave no man behind, further highlighted by the IPoA.

158 CDPEG recommends the idea of reevaluating the categorization and consideration of LDCs by ECOSOC  
159 taking into account the fundamental and structural inconsistencies that inhibit LDCs development. The experts  
160 of this commission deliberated on establishing a holistic approach that would effectively tackle both Economic and  
161 Social issues. General concern was raised about the role of the SDGs in aiding the process of holistic issue based  
162 categorization. Most Representatives came to an agreement that emphasis on meeting the SDGs will enable ECOSOC  
163 to hold States accountable, not only where LDCs are concerned but in the advancement of the global community.

##### 164 II. Transitioning from a LDC to a Developed Country

165 Regarding poverty and promotion of sustainable development, industrialization acts as a critical pillar.  
166 Nations of LDCs face unique industrialization challenges, which subsequently hinder the rest of their economic  
167 development. The SDGs acknowledge there is growing consensus that sustainable industrialization will act as the  
168 leading driver for structural transformation and economic growth within LDCs.

169 In consideration of the United Nations Industrial Development Organization report, the Group of 20 (G20)  
170 was created as an international forum that brings together the world's 20 leading industrialized and emerging  
171 economies. G20 members make up 85 percent of the global economy. One highlighted goal of the G20 is to support  
172 the growth of industrialization in LDCs. This body commends the work of the G20 and looks to them as the basis  
173 for the most recent and relevant ideas on managing industrialization within LDCs.

174 Within the G20, the localization of solutions is emphasized to support LDC sustainability. This is a critical  
175 perspective due to the diversity of key issues that exist within different States. The G20 conclusions promote knowl-  
176 edge sharing and peer-learning for best practices, policies, measures and guiding tools to increase the development  
177 of capacity within LDCs. These seem to be the least intrusive means by which to include voluntary and independent  
178 choice of assistance that includes ideas from the most advanced and economically successful States. Additionally,  
179 the G20 was created to engage multi-stakeholder discussions between the members of the G20 and LDC groups. The  
180 desired outcome of this is to foster a productive environment of investment and development that accounts for the

181 diverse needs of individual countries. The attitude of collaboration is one greatly championed by the experts of this  
182 body.

183 Sustainable agriculture, agri-business and agro-industry are all keys to sustainable development, because  
184 food is an elemental need of any human population. Labor to produce food can act as the foundation of newfound  
185 economies. If this type of labor can be made productive and assist food security, fundamental demand will supply  
186 the foundation of new economies and improved nutrition will aid the development of public health within these  
187 communities. Productive agriculture through nonhuman labor such as technological advancements often displace  
188 workers in developing countries. If the efficiency of agriculture is increased away from subsistence farming, other  
189 sectors will be encouraged to expand as well, thus keeping the country on track to implement long term SDGs.

190 Furthermore, supporting the ideas from the G20 baseline agricultural economies can increase support for  
191 training and skill upgrading to include small stakeholders, women, and youth. Similar strategies of focusing on  
192 specific industries that meet the most imminent needs of vulnerable populations can be applied in strategies that are  
193 specific to each nation and multi stakeholder agreement. Funding for these projects may be considered as possible  
194 assistant packages to these LDCs to help guide them toward graduation eligibility. With these firmly in place at the  
195 time of graduation eligibility, it will ensure that former LDCs will not fall back into LDC status when this funding  
196 is removed.

### 197 III. Graduation Requirements

198 The Member States of the CDPEG Working Group on Graduation Requirements (SCGR) expressed concern  
199 about the current triennial review timeline. The SCGR suggests maintaining the six year requirement, but rather  
200 than having only two review/check-in points, the experts suggested an increase to four checks in six years. By having  
201 reviews every one-and-a-half year, countries that are in the process of graduation can be better monitored and assisted  
202 in their hope of graduating and becoming independent strong nations. We additionally recommend that ECOSOC  
203 creates a permanent advisory body for each least developed country (LDC) in order to better tailor graduation  
204 requirements for each individual country. Experts recognize that there are considerable variations between LDCs  
205 and that there is not necessarily a universal graduation requirement that will equally benefit each country. The  
206 experts recognized the potential complications with this approach, specifically corruption and manipulation of data.

207 Following this, there was discussion on the discrepancy between the criteria that places countries on the  
208 LDC list compared with the criteria that graduates them. Population size was one significant issue area identified,  
209 specifically reconsidering the 75-million-person threshold for inclusion on the LDC list and possibly creating a second  
210 tier for high population countries that meet the criteria of an LDC, but are too densely populated. In addition,  
211 we recommend remedying the discrepancy between inclusion and graduation numbers in each of the categories.  
212 Specifically, this body discussed finding the source of the seventeen countries who have metrics that are too high to  
213 be included on the LDC list but too low to graduate from it. In order to accomplish this, the bar of inclusion could  
214 be raised to match that of graduation. It is counter intuitive that there are countries that would not be added to  
215 the LDC list today but remain on that list because of prior metrics.

216 The second broad area discussed was reevaluating each metric used in graduation requirements, namely  
217 Gross National Income (GNI) per capita, Human Assets Index (HAI), and Economic Vulnerability Index (EVI). HAI  
218 was discussed at more length. The experts recognized the possible problems arising from having formal education  
219 requirements as it does not consider indigenous knowledge and the considerable legacy of colonialism in education  
220 being used to cement colonial regimes. However, the group did not believe this issue and the contentions around it  
221 were a relevant issue to CDPEG, but rather a task for ECOSOC at large.

222 Finally, EVI was the most contentious metric. Problems discussed with that metric centered around factors  
223 that did not result from actions by the country at issue, namely the inclusion of remoteness, amount of coastal land,  
224 and risk of natural disasters. While experts recognize that these areas do have significant economic effects, concern  
225 was expressed about the fairness of the inclusion of these metrics into consideration as they unevenly target countries  
226 in the tropics, generally, and Africa specifically. Instead, the body recommends the ECOSOC evaluate the efficacy  
227 of those categories to ensure equality among LDCs.

### 228 IV. Post-Graduation Assistance and Long-Term Solutions

229 The experts of this working group from Ethiopia, Botswana, Ghana, and Italy wanted to reiterate the im-  
230 portance of post-graduation assistance (PGA). Experts from Pakistan, China, Viet Nam, Trinidad and Tobago,  
231 and Chile felt it was important gravity of long-term solutions (LTS). While these initially functioned as two sepa-  
232 rate working groups, given the overlap of topics, experts from the aforementioned delegations decided to combine



233 deliberations.

234 Experts tasked with addressing post-graduation assistance began discussing financial assistance, while the  
235 LTS group focused largely on infrastructure. The idea of a grant was brought up to support long-term developments  
236 and progress immediately after graduation during the PGA Working Group. Remaining cognizant of current projects  
237 and organizations already in place, the group also discussed the need for NGOs, as well as other partners, whose  
238 specific function is to assist LDCs. This assistance could also be topical and specific, and there needs to be a balance  
239 between what LDCs maintain as their priority areas and what the international community feels is a broad priority  
240 area.

241 Attention was drawn to the IPoA. Experts felt it was important to specify what loans can be used. It is  
242 imperative to create resilience among graduated LDCs, which in turn, would protect them from potentially falling  
243 back into the LDC categorization. An example was offered on the use of no-interest loans. By that, the group meant  
244 bilateral loans given without interest. This could be in addition to or instead of specific aid previously mentioned.

245 While Member States and LDCs share similar needs, there are specific needs that must be addressed by  
246 other means. The creation of a Development Fund is a possible solution to the unique needs faced by every State.  
247 The PGA group also discussed recommending that ECOSOC create a subsidiary body in charge of this Development  
248 Fund. Given the information the committee received from the organization LDC Watch, we want to emphasize that  
249 this can also be referred to as post-graduation assistance. An application process would ensure that a subsidiary  
250 body of ECOSOC or other organization would give an LDC the unique assistance they require while ensuring the  
251 aid is put to proper use.

252 During the LTS Working Group, education was a principal conversation topic. The group stressed the need  
253 for NGOs and other partners to work cohesively within local communities while respecting their agency. Within the  
254 discussion of education, the group mentioned prioritization of primary education, higher education on challenges faced  
255 by the global community, and incentives on providing such higher education. Higher education institutions could  
256 be provided through skill-sharing and technological assistance through infrastructure programs and international  
257 organizations that are implemented in LDCs. Prevention of the phenomenon of brain drain is also of importance.  
258 The expert group felt attention should also be paid to the persistent barriers which result in gender inequality within  
259 education.

260 Additionally, CDPEG emphasized educating populations on good health and well-being. This could include,  
261 but would not be limited to, training health workers within communities, rebuilding public health facilities, and  
262 implementing sustainability measures.

263 Specific protections against climate change were mentioned in regards to island and coastal LDCs, though  
264 it was recognized that substantial discussion is more appropriate for a report concerning science, technology, and  
265 innovation.

266 The need for attention concerning peace and stability of a Member State cannot be overstated. It is difficult  
267 for LDCs experiencing civil (or international) conflicts to maintain any developmental progress they achieve. Pro-  
268 moting positive relations between ethnic and religious groups is one method of accomplishing this goal. Social and  
269 economic mobility may also address conflicts within groups.

270 Both groups expressed interest in monitoring the progress of LDCs and other Member States receiving aid  
271 or support. The committee wanted to stress the importance of a thorough and exhaustive follow-up method and  
272 periodic review of all programs implemented to address long-term solutions. By employing a review process, the  
273 international community will be better able to assess the needs of LDCs and LDC graduates.

## 274 V. The Role of Developed Countries in Assisting LDCs

275 Recognizing the impacts that colonization and paternalism have had upon the international community and  
276 particularly the way in which many western nations have negatively influenced the social, political, and economic  
277 development of currently-classified developing countries, esp. LDCs.

278 Taking this into consideration, the experts from Sudan, Slovenia, Spain and Japan deliberated the role of  
279 developed countries in assisting in the growth and development of LDCs and developing nations as a large, particularly  
280 in the context of globalization, inequality, and post-colonial realities throughout the world. In this process, we affirm  
281 state sovereignty and the importance of striving for equity and justice in collaborations and partnerships between  
282 developing nations and developed nations. Experts discussed the various ways in which nations assist one another,  
283 recognizing that trade and aid form the basis of these partnerships. This working group sought to examine these two

284 major roles and make recommendations on the ways in which these partnerships ought to function to most benefit  
285 countries graduating or seeking to graduate from the LDC list.

286 The experts from Sudan, Slovenia, Spain and Japan recognized the ways in which the status quo for both  
287 trade and aid have failed to promote growth and development of the level desired by the Istanbul Programme of  
288 Action, as well as the graduation goals for LDCs. Trade has primarily been prioritized between nations of the Global  
289 North and the Global South. However, we believe that it is important to build collaboration and promote trade  
290 between nations from the Global South as well. Furthermore, it is important to promote aid that is issue-based and  
291 specific to that which is hindering the growth and development in specific LDCs, so that countries are able to address  
292 the issues directly preventing graduation from the LDC list. Experts further recognized the issue of tied-aid and the  
293 potential danger countries on the LDC list may face from it, suggesting further investigation and conversation in  
294 these areas, particularly alongside developed nations. Following these deliberations, the experts from Sudan drafted a  
295 resolution alongside the experts from Slovenia, Spain, and Japan, that was passed by CDPEG with recommendations  
296 for ECOSOC.

### 297 **3.1 Actions taken by the Committee**

298 At its meeting on November 19, 2018, CDPEG approved for recommendation for adoption by ECOSOC an  
299 amended draft resolution on the subject of post-graduation assistance and long-term solutions for LDCs sponsored  
300 by Botswana, Chile, China, Ethiopia, Franc, Italy, Mexico, Pakistan, Russia, Slovenia, Sudan, Thailand, and Viet  
301 Nam. Before passage, the draft resolution was amended by Amendments A, B, C, D, and E. (For text of the final  
302 resolution, see chapter 1, section A, draft resolution I/1.)

303 Additionally, CDPEG debated a draft resolution on the topic of development partners of LDCs and issue-  
304 based aid for LDCs. Resolution I/2 was sponsored by Botswana, Ethiopia, Ghana, Japan, Russia, Slovenia, Spain,  
305 and Sudan. After approving Amendments A, B, and C for the draft resolution, the resolution was approved by the  
306 Committee. (For text of the final resolution, see chapter 1, section A, draft resolution I/2.)

307 A roll call vote was not called for the resolutions, and both were passed in placard voting procedures.

308 **4 Adoption of Report**

309 At the 29th AMUN Conference, on 20 November 2018, the draft report of the Committee was made available  
310 for consideration. The Committee considered the report and with no amendments, adopted the report. Passed by  
311 consensus, with no abstentions

Passed by consensus, with 0 abstentions