

Forum: Special Conference on Building Civil Society Through Education
Sub-Commission 2

Issue: Promoting inclusive education of girls and women

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Introduction

Approximately 860 million people worldwide, and one in five adults, are illiterate, with over 60% being women. According to UNESCO, 130 million girls from the ages 6-17 are currently out of school, and 15 million girls of primary school age worldwide will never enter a classroom in their lifetime. Education is essential for women and girls to realize their fundamental human rights, achieve at their full potential, leave violent homes, and earn a sustainable living for themselves. Educating women and girls also benefits societies as a whole, leading to economic development as women are able to participate and make contributions to the economy and society. However, despite the benefits of educating women both for women themselves and for nations as a whole, as well as the goals already outlined by member states and the UN in years past, women worldwide still do not have access to education as a result of factors such as traditional attitudes towards gender roles, poverty, and gender-based violence.

As a result, several UN organizations and NGOs have focused their efforts in the past few years to solving this issue by promoting access to education for girls and women through conferences, conventions, and programmes, as well as by helping implement these action plans and frameworks in member states worldwide. By working on the basis of the Millennium Development Goals (MDGs) from 2000, and the Sustainable Development Goals (SDGs) and Education 2030 Agenda today, the UN is working hard to ensure that access to education for girls and women worldwide is granted.

Definition of Key Terms

Adult illiteracy

As defined by UNESCO, adult illiteracy is the percentage of the population aged 15 years and over who do not have the ability to both read and write with understanding a simple statement on his or her everyday life.

Gender discrimination

Any distinction, exclusion, or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment, or exercise by women, irrespective of their marital status, on the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil, or any other field ('Convention on the Elimination of all forms of Discrimination Against Women (CEDAW).’ Article 1)

Poverty line

The estimated minimum level of income deemed necessary to secure the necessities of life in a particular country (the international poverty line has been deemed \$1.90 a day according to the World Bank as of October 2015)

Millennium Development Goals (MDGs)

A declaration containing eight goals with measurable targets and clear deadlines for improving the lives of the world’s poorest people signed by 189 member states at the United Nations Millennium Summit in 2000

Human trafficking

The recruitment, transportation, transfer, harboring, or receipt of persons by improper means (force, abduction, fraud, coercion, etc.) for an improper purpose including forced labor or sexual exploitation

Sustainable Development Goals (SDGs)

A collection of 17 goals established in 2015 building on the MDGs as a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity

Education 2030 Agenda

Part of the 2030 Agenda for Sustainable Development, the Education 2030 Agenda aims to ensure access to education for all. The Education 2030 Framework for Action expands on this agenda, outlining an action plan for how member states can translate the policies outlined in the agenda into action within their nations by working with UNESCO and relevant NGOs or global partners.

Background Information

Education is essential for the empowerment of women and girls and for them to rise to their full potential. The economy and society of the world as a whole would also greatly benefit from more educated women. However, many factors such as poverty, child marriage and early pregnancy, gender-based violence, geographical barriers and poor infrastructure, and human trafficking, continue to hinder this from happening. All of these factors and more either cause women and girls to drop out of school or never be able to attend, hindering both their futures and society as a whole.

Key Issues

tion of education. Poverty preventing women and girls from access to education is deeply rooted in gender discrimination. Although both men and women suffer in poverty, women tend to have even fewer resources to cope due to gender discrimination. As a result, adequate education is out of reach for women and girls, forcing many to turn to sexual exploitation to make a living. Financial barriers preventing women and girls from receiving an education proves to be a difficult area to solve in many nations due to the discrepancies between different regions in terms of literacy rate and income. For example, only 4 percent of poor women in northwest Nigeria can read, compared to 99 percent of rich women in southeast Nigeria. Therefore, due to the disparity between income levels and financial barriers within countries themselves preventing women from access to education, poverty proves to be a difficult barrier to break.

Child marriage

Child marriage causes girls to drop out of school, hindering their own ability to earn a living, and consequently, the futures of their children. According to a World Bank report, over 41,000 girls under the age of 18 marry each day. Marriage often brings an end to a girl's formal education, as they become expected to drop out of school and take on their new roles as mothers and wives, taking care of their families and homes. Over 60% of women aged between 20-24 with no education are married before 18, due to parents seeing few alternatives for their daughters, poverty, and other factors. Furthermore, girls in child marriages trying to return to school end up facing legal obstacles in many countries, as certain regions forbid pregnant girls or young mothers from returning to school once married.

Violence

Gender-based violence is another main reason why women and girls are discouraged or unable to attend school. Sexual and physical harassment in public, as well as the psychological harm inflicted on women and girls as a result of abuse leads to low self-confidence and physical injury, confining them to their homes and causing them to lose interest in education. In addition, forms of child abuse such as excessive labor, verbal abuse, and neglect are major causes of the absence of girls and children in school. In some cases, abuse at home may even lead girls to marry young instead of continuing their education in order to be able to leave a violent home.

Poor infrastructure

Geographical barriers and poor infrastructure cause many women and girls to be denied access to education. Girls in particular facing these conditions may be stopped from attending school due to the safety and security issues involved due to geographical isolation, as relatives are less likely to allow their daughters to travel long distances to attend school. Furthermore, a poor school environment and infrastructure in terms of sanitation significantly affects adolescent girls, leading to poor achievement and increased likelihood of absence from school or dropping out.

Human trafficking

Women are most vulnerable to human trafficking when uneducated and poor. In developing countries especially, corruption and greed makes it possible for the proliferation of the sex trafficking industry. Although national and international institutions may attempt to regulate and enforce anti-

trafficking laws, corrupt governments and local police forces may even be participating in sex trafficking circles themselves. Therefore, sex trafficking is very lucrative in areas where there is a lack of education or legitimate employment, as many women and girls who are uneducated and are unable to secure a job may turn to sex trafficking to earn a living. Many women in societies where education and economic opportunities for women are undervalued face a greater risk of being abused, trafficked, or forced into sex slavery, even being promised work or education and a better life by sex traffickers.

Major Countries and Organizations Involved

UN Women

An organization dedicated to gender equality and the empowerment of women, UN Women was established in 2010 to accelerate progress on meeting the needs of women and girls worldwide. UN Women works with the governments of UN member states to design laws, policies, services, and programs in a vision to make the SDGs and equal participation for women worldwide. By working to increase women's leadership and participation through enhancing economic empowerment, as well as working to end violence against women, UN women focuses on increasing access to education for women and girls.

World Bank

Gender equality is central to the overall goals of the World Bank in ending extreme poverty and boosting shared prosperity worldwide as part of the framework of the SDGs. As part of its specific goals to promote girl's education and gender equality, the World Bank Group has undertaken an effort to ensure that women and girls do not feel vulnerable in their own households and to enhance their skills to increase job opportunities for them. In doing so, the World Bank Group covers financing and looks into analytical work to end child marriage, remove financial barriers that keep girls out of school, improve access to reproductive health, and prevent gender-based violence. The World Bank Group also works with member states to design projects working towards gender equality in order to tackle cultural biases against women and increase their access to social services and economic and social opportunities. For example, the World Bank has conducted analysis on keeping girls in school in Zambia and Malawi, and supports Syrian refugee girls in attending school in Lebanon, and in providing tuition teachers to vulnerable girls in Punjab and Pakistan.

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

Gender equality is a priority for UNESCO, as it is linked to UNESCO's efforts to promote the right of all peoples to education and to support the achievement of the SDGs. Formally adopted in 2015 at the UNESCO headquarters, the Education 2030 Framework for Action expands on the Education 2030 Agenda aiming to ensure education for all. Through the framework, UNESCO works with member states regarding SDGs 4 and 5 in order to ensure gender equality is achieved and that women and girls are empowered and are provided inclusive and equitable education.

UNDP (United Nations Development Programme)

The UNDP has been one of the leading organizations in working to achieve both the MDGs and now continues as a leader in the global effort to achieve the SDGs. The UNDP has made gender

equality in empowerment of women and girls in the economy and society through education central to their work since the establishment of the MDGs in 2000. The UNDP is now also working to end discrimination against women and girls in correlation with the SDGs, and has been working in several countries such as Iraq, Mali, and Afghanistan.

Canada

Canada has become the only nation in which working-age women have surpassed men in their educational experience, with 64.8% of working women having obtained post-secondary education compared to 63.4% of men. However, Canada still has significant progress to be made regarding the transfer of these educational skills and experience to the workplace, as there continue to be professions that seem designated towards women, such as childcare and nursing, and professions designated towards men, such as carpentry and welding, in Canada. Therefore, despite the immense support for women in Canada regarding education, there is still progress to be made in the workplace and the use of

Afghanistan

Although the Afghan government made promises in 2001 to ensure that all girls receive primary education, over 50% of Afghan girls still do not attend school. Only 37% of adolescent girls are literate, despite the fact that millions more Afghan girls are in school today than times under the Taliban rule. Donors and organizations such as the Human Rights Watch have been working with the Afghan government to develop models such as community-based education in order to allow girls to obtain access to education despite living in areas of conflict or where their safety could be threatened in travelling to school. Unfortunately, seeing as these programs are funded by donors and implemented by NGOs, there is no consistent connection with the government and the public-school system due to unreliable funding. As a result, Afghanistan is a country in which there is still a deep struggle for access to education for women and girls, due to an inactive government and disengagement from donors on the matter.

Timeline of Events

Date	Description of event
December 18 th , 1979	The Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) is drafted.
September 3 rd , 1981	The CEDAW is put into effect.
September 4 th , 1995	The Beijing Declaration and Platform for Action is implemented at the Fourth World Conference on Women.
September 2000	The MDGs are implemented, including goals calling for achieving universal primary education by 2015 for both boys and girls.
October 2005	Representatives from 191 member states commit to support developing countries in the implementation of Education For All at the UN World Summit.
July 2010	UN Women is founded by the UN General Assembly to accelerate and focus on meeting the needs of women and girls worldwide.

May 26 th , 2011	UNESCO launches the Global Partnership for Girls' and Women's Education, with a focus on secondary education and adult literacy in Africa and Asia.
May 19 th , 2015	The World Education Forum 2015 opens in Incheon to discuss the global education agenda, establishing a global action plan for education until 2030.
November 4 th , 2015	The Education 2030 Framework for Action is adopted and launched at the UNESCO headquarters in Paris to provide guidance for countries on the Education 2030 Agenda.
April 2016	Jim Yong Kim, president of the World Bank Group, commits to invest \$2.5 billion over the course of five years for education projects aiming to directly benefit adolescent girls.

Relevant UN Treaties and Events

Since the implementation of the CEDAW in 1979 outlining the discrimination women face and member states putting the provisions of the convention into practice through ratification, the UN has continued to become increasingly more involved in the empowerment of women and education for women and girls worldwide. Although there is still much work to be done in order to achieve the goals outlined in the SDGs, the UN continues to focus on and draft action plans to meet the needs of women and girls including education today. The resolutions and conventions below include some of the most important documents outlining the actions of the UN on gender equality in education thus far:

- Convention on the Elimination of all Forms of Discrimination Against Women, 18 December 1979 (**A/RES/34/180**)
- Beijing Declaration and Platform for Action, 4 September 1995
- United Nations Literacy Decade: Education for All, 19 December 2001 (**A/RES/56/116**)

Previous Attempts to solve the Issue

MDGs

Two of the goals of the MDGs introduced in 2000 include the second goal to achieve universal primary education, and the third goal to promote gender equality and empower women. UNICEF took significant action towards achieving both goals. Regarding the second goal, UNICEF engaged in advocacy to emphasize the importance of ensuring that children attend school by partnering with NGOs and establishing UNGEI. UNICEF helped provide supplies to schools as well as clean water and sanitation in hopes of increasing attendance in school, as well as providing education in emergencies. However, despite the progress made in the overall attendance rate in primary education, equal numbers of boys and girls in school has yet to be achieved. In relation to the third goal of promoting gender equality and empowering women, UNICEF has worked to improve maternal health and access to reproductive care in hopes that attendance in school by girls would increase. However, gender parity still exists despite their progress, as there are still only 96 girls for every 100 boys in primary school.

Held in the UN Headquarters in March 2015, Beijing +20 was a conference focused on the education of girls and women. It specifically focused on challenges in the implementation of the Beijing Declaration and Platform of Action in achievement of gender equality and empowerment of women. The Beijing +20 conference was monumental in the progress of education for women, as governments implemented the policies outlined in the Platform for Action into their individual countries and reviewed progress every five years. This granted more women and girls than ever the opportunity to serve in political offices and protection by law against gender-based violence. However, despite the progress undertaken, no country has completed the agenda of the Platform for Action in gender equality in all dimensions of life, as women worldwide still do not have access to education or economic and social opportunities in the same capacity as men.

Possible Solutions

Despite the increasing efforts undertaken by the UN today in providing access for women and girls to education worldwide, many measures must still be taken in order to achieve the points outlined in the SDGs and ensure equal access to education. Firstly, volunteers from relevant NGOs or UN organizations could establish schools in developing countries by providing necessary materials or support, but also by training locals to be teachers in order to ensure sustainability of these programs in the long term and encourage involvement of the local community. Likewise, education centers and secure spaces where young girls and children in violent homes can attend in order to receive an education can be established by NGOs or UN organizations to prevent girls needing to go to extreme measures to escape violent homes such as child marriage.

For women and young girls already in child marriages or who stopped pursuing their education to raise their children and take care of their homes and families, relevant NGOs, UN organizations, or banks could microfinance women to empower them and allow them to earn an income, granting them greater control over their lives and influences on family decisions. Microfinancing and other forms of encouragement and incentive will be greatly beneficial not only to women and girls, but also to the community as a whole, as women are more likely to use their earnings to support their families in the future. Therefore, the results of microfinancing to women could be used as an incentive or form of encouragement by relevant NGOs and UN organizations to governments of member states where women are frequently denied access to education, as the government would benefit due to more people becoming educated and actively participating in the economy, leading to economic development.

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Appendix or Appendices

- I. Convention on the Elimination of all Forms of Discrimination Against Women: <http://undocs.org/en/A/RES/34/180>
- II. Beijing Declaration and Platform for Action: <http://www.un.org/womenwatch/daw/beijing/pdf/BDP-fA%20E.pdf>
- III. Education 2030 Incheon Declaration and Framework for Action: <http://unesdoc.unesco.org/images/0024/002456/245656e.pdf>

Forum: Special Conference on Building Civil Society Through Education
Sub-Commission 2

Issue: Fostering affordable access to education for all

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Introduction

Education, the action or process of providing schooling, or developing mentally and morally by instruction, is a human right that permits people to better themselves, their families, communities, countries, and even the world. The simple fact that you are currently reading this and understanding this means that you have received some form of education to a certain extent. But many children and adolescents worldwide do not have access to education and are therefore unable to receive this basic human right, around 262 million worldwide. Over half of these children out of school are in sub-Saharan Africa, and a quarter of them are in crisis affected countries. But these numbers are only estimates, as not all countries worldwide were able or willing to provide information, so that number is likely much higher. Many of these children are unable to attend due to affordability, distance, etc. Currently, the rate of children out of school has decreased yearly, but as economic crises continue and the depletion of international education funds stretch the resources the world is willing to devote to education, that number will stagnate and the schooling quality will decline. Some children cannot attend because of disability, but the number is unknown. There has been little research, and little data exists on child disability amounts, which prevents the development of effective policies and programmers worldwide. More children are able to attend primary school, and when secondary school is reached that number drops, but many in both have not received adequate schooling. And while schooling beyond primary and secondary is becoming more common for many European and Western youths, this is still very out of reach for many worldwide, who cannot afford the high costs of these institutions. But for those children and adolescents who have not been able to, or not completed primary or secondary school, that is not even in consideration.

Definition of Key Terms

Adolescents

People aged 10 to 19

Disability

An “umbrella term” covering impairments (problem in body function or structure), activity limitations (difficulty encountered by individuals in executing a task or action), and participation restriction (problems experienced in involvement in life situations). Disabilities can be physical, like the lack of a limb, mental, like mental illnesses and brain damage, and developmental.

Inclusive education

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Learning opportunities within the regular school system for groups that have been traditionally excluded, like the disabled and speakers of minority languages.

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Primary school

Learning and educational activities designed to give children fundamental skills in reading, writing and mathematics, and to create a foundation for learning and understanding of core areas of knowledge and personal development, preparing for lower secondary education.

Primary school aged children

Children typically aged 6 to 11

Lower secondary school

Designed to build upon primary education, lay the foundation for lifelong learning and human development where future education systems may systematically expand upon it. The programs within are organized around a subject-focused curriculum, and begin to introduce theoretical concepts.

Lower secondary school aged children

Children typically aged 12 to 14

Upper secondary school

Designed to complete secondary education in preparation for tertiary education, or provide skills relevant to employment, or both. It offers a more specialized and in depth instruction, as well as being more differentiated with increased options for courses.

Upper secondary school aged children

Children typically aged 15 to 17

Post secondary school (also known as tertiary education)

Builds on secondary education, providing students with learning activities in specialized fields of education. It is learning at a high level of complexity and specialization, including what is often understood as academic education, but also can include advanced vocational or professional education.

Background Information

Landmark united nations documents

Two extremely important United Nations documents exist in relation to education, on which all others are based.

The universal declaration of human rights

The Universal Declaration of Human Rights (UNDHR) states in Article 26 that: “everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.”¹¹

Convention on the rights of the child

The Convention on the Rights of the Child (UNCRC) states in Article 28 that State Parties shall in particular: “Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need”
“(c) Make higher education accessible to all on the basis of capacity by every appropriate means; (d) Make educational and vocational information and guidance available and accessible to all children; (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.”
“3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.”

Disabilities and education

Worldwide, discrimination against children and adolescents with disabilities leads to their reduced access to basic social services, especially education. But where there is not discrimination, there is often a lack of recognition of disability. Addressing these problems and promoting the inclusion of the disabled is necessary in all sectors. This can be accomplished through information sharing and advocacy, strengthening the policy of states, and facilitating access to disability services.

Policy development

The development of policies and programs relevant to the disabled is continuously hindered by the lack of data on children and adolescents with disabilities. Worldwide, there is little data collection and research on the subject, especially in Less Economically Developed Countries. Therefore, no reliable global estimates on child disability actually exist. Policymakers are forced to rely on the data on a state by state basis, with the accuracy and range of that data varying widely depending on the resources of the state.

Creating information

In order to be able to collect information about children with disabilities, there must first be consistent conceptualization and definition of disability for the international community to utilize. United Nations organizations, like UNICEF, approach the problem by keeping their definition consistent with the United Nations Convention on the Rights of People with Disabilities, and the International Classification of Functioning, Disability and Health (ICF) by the World Health Organization. Within this framework, the focus is on the relationship between the disabled individual and the environment. The limitations and barriers between them and performing daily activities, and the restrictions and supports in place for hindering or facilitating social participation. Currently, the goal is to make these children and adolescents visible, and work from there.

Inclusive education

Special schools designed for the disabled exist, but they are often outside of the regular school systems, therefore costing extra. Additionally, there are few of these schools, so even when they exist they are out of reach for many disabled students. But these kind of schools are not ideal for children with disabilities, as when they are segregated into these schools, they do not receive a fair educa-

tional chance and are more isolated from the rest of society. Necessary steps must be taken to include children with disabilities in the regular school system, without it costing extra for them.

Primary education

At first glance, the 91% of primary school aged children (as of 2013) enrolled in school worldwide does not seem like a problem. The 9% of children outside of school are the problem. This is 59 or so million children not in school in 2013, 28 million boys and 31 million girls. Over half of the world's countries are close to the previous Millennium Development Goal of universal primary education, with net enrollment/attendance rates over 95%. But in about 25 countries, that rate is less than 80% of their children. But there are still around 59 million children as of 2013 out of school, with 1/3 of them living in west and central Africa, and 1/5 of them from east and southern Africa.

Problems in primary school access

While the Universal Declaration of Human Rights calls for education to be free in the primary and fundamental stages, this is often beyond the means of many states, which leaves their children behind. In numerous countries, children from the poorest 20% of the population are less likely to attend school than their peers who are better off. Additionally, children in rural areas are nearly two times more likely to not be in primary school as children in urban environments. But even after enrolling in and attending school, many children are still left behind. Of the 650 million children in the world of primary school age, 120 million do not make it to fourth grade, and another 130 million reach fourth grade but do not achieve a minimum level of learning, showing that even if there is access to education, if it does not reach a minimum standard, it is not truly applicable.

Secondary education

Secondary school education is another crucial step in the education process for young people, building on the basics learned in primary school and aiding them in further developing their skills for a bright future. 4 out of 5 children of lower secondary school age are enrolled in school. 83% of them are either in primary or secondary school, but in Less Economically Developed Countries, that number drops to less than 70%. Therefore, 62 million lower secondary school aged, and 141 million upper secondary school aged children were not in school as of 2015. The UNCRC encourages states to make secondary education accessible and available to every child, and take measures like making those schools free or offering financial assistance when there is the need, but once again, many states do not have the means to partake in this, so more children are left out of receiving their human right to education.

Problems in secondary school access

As secondary school is often not seen as important or necessary as primary school, resulting in fewer existing. And with the age these children have reached at this time, they receive pressure from families and communities to earn money to support their families and stay out of school in order to do so. There are huge disparities between the socioeconomic groups when it comes to secondary school, with less than 1/3 of children from the poorest 20% of the secondary school aged population attending secondary school, and 3/4 of the richest 30% of that population able to attend. This overall decrease for all the socioeconomic groups is partly due to secondary education being on the whole more expensive, and therefore less attainable. And with the higher prices

for these schools, there are also fewer of them, resulting in an overall decrease in attendance for urban and rural secondary school aged children, with only 72% of the urban population attending, and only 51% of the rural able to. When the children reach the age of upper secondary school, there is increasing pressure to get married or to work, so even larger numbers of these children are not in school. And while there has been an overall increase in school attendance over the years, many face learning difficulties inside the schools.

Standards in education

In 2012, the Programme for International Student Assessment found that many 15 year old adolescents struggle to master basic reading and numeracy skills in UNICEF supported countries. In most of the countries, over half of the students assessed failed to reach even the minimum level of performance in mathematics. And an estimated 250 million (of the 650 million) primary school aged kids aged children are unable to read, write, or do basic math, with over half of them having attended school for at least four years. This “wasted” time these children spent in school not being able to meet the minimum standards of learning is equivalent to about 129 billion dollars (USD), or 10% of the world’s primary education spending. Imagine how many more children could have gone to school with that amount of money.

Post secondary education

While post secondary education is not mandatory or necessary, the UNDHR calls for technical and professional education to be made generally available, and higher education to be accessible to everyone on the basis of merit. Technical and professional education can include secondary school education in forms of vocational training, so does not have to fall under post secondary, but “higher education” cannot mean anything but. And while many universities and colleges worldwide offer partial and full scholarship and other forms of financial aid, without the prerequisite education received from primary and secondary schools, children and adolescents cannot even begin to imagine being able to attend school beyond what they already think of as impossible.

Major Countries and Organizations Involved

UNICEF (United Nations International Children’s Emergency Fund)

UNICEF, in promoting the rights and wellbeing of each child and upholding the Convention on the Rights of the Child, holds education as one of the core components of its mission, and focuses on it as one of the main programs.

UNESCO (United Nations Educational, Scientific and Cultural Organization)

Education lies at the heart of UNESCO’s mission of building peace, eradicating poverty and creating sustainable development. They believe that education is a right for one’s entire life, and that access to it should be matched by quality. It is the only UN organization that possesses a mandate to cover all aspects of education, and is leading the Global Education 2030 Agenda through Sustainable Development Goal 4, through their Education 2030 Framework for Action.

WHO, as part of their goal to build a healthier future for people worldwide, focus on all areas of humanity's health and wellbeing, including disabilities. They have strived to define what disability is, and have created programs and instruments to diagnose and aid in treatment of many illnesses and problems, like disabilities.

CARE International (Cooperative for American Relief Everywhere)

CARE International is an organization active in over 90 countries dedicated to ending poverty. They follow their set of programming principles in various capacities, and have been very involved in the education of children in the new millennium. They have partnered with organizations like Educate a Child to improve access to and quality of education for children in nations worldwide.

Educate a Child

Educate a Child, a programme of Education Above All, launched by Her Highness Sheikha Moza bint Nasser of Qatar, aims to significantly reduce the number of children worldwide out of school. They do this through the creation of numerous projects in partnership with other organizations, such as buildOn. This partnership is with local governments, and mobilizes communities to initiate the building of schools in countries like Haiti and Mali.

Global Partnership for Education

The GPE is a global fund dedicated to developing and improving education in developing countries, working with international organizations, teacher organizations, donors, and others, to improve the education systems of these countries among other aid.

Handicap International

Handicap International is an organization focusing on disabled and vulnerable people. Working in 59 countries on 341 projects, one of their primary areas of action is inclusion and rights, where they work to ensure that disabled and vulnerable children are receiving their rights and are included in rights like education.

Save the Children

This international organization works in education to ensure every child receives a quality education. They have an innovative Literacy Boost programme to improve reading skills in young children, working with those children and teachers, and establishing activities like reading camps to ingrain this important ability. As well as a programme delivering education to out of school children by hosting classes at community centres, they work with organizations like UNICEF to deliver and improve education worldwide.

Burkina Faso

Struggling with recent political unrest and refugees from neighbouring nations, this landlocked country with limited natural resources has a poverty rate of 49% as of 2009, with nearly 950 thousand of the 3 million primary aged population out of school. With 60% of the 16.9 million people in the country being youth, education is crucial in improving the state of this state for the future.

Cote d'Ivoire

Still facing the aftermath of the political and military conflict that occurred in 2012, Cote d'Ivoire has begun to transition into relative peace, political stability, and community development. However, economic stagnation still causes problems with education. Out of the 3.1 million primary school aged children in the country, 1.1 million, or 37%, are out of school. The education in the country has been problematic in terms of accessibility and quality, but progress has been made over recent years for enrollment. The state is working with Educate a Child and Save the Children, among others, to improve the system.

Haiti

As the poorest country in the western hemisphere, over half of the population is impoverished. Many natural disasters in recent years have killed and displaced much of the population, with the 2010 earthquake interrupting the schooling of 2.5 million. CARE and EAC have been working with Haiti and have already supported the enrollment of 50,000 children into primary education, with more projects ongoing.

Mali

In the north of the country, instability and armed conflict has caused an influx of refugees into the neighbouring countries of Burkina Faso and Niger. 1 million of the 2.9 million primary school aged children in Mali are out of school; a situation the government has strived to remedy. But with 63% of the total population living in poverty, and 78% of the population lives in rural areas, this has proven a challenge. The government has created a ten year plan for the education sector, with the desire for all Malian children to complete a quality primary education. They have partnered with organizations like Educate a Child to build schools and train teachers.

Niger

A country with few natural resources, Niger has of late struggled with problems related to the desertification of their land from the expansion of the Sahara, and cyclical drought. One of the poorest countries in the world, school and supply fees strain the finances of families, resulting in some of the highest incidents of out of school children in the world. Of the 3.3 million of primary school age, 1.2 million are not in school. The country is partnered with multiple organizations to improve access to primary education.

Timeline and Events

Date	Description of event
December 10th, 1948	United Nations Universal Declaration of Human Rights (UNDHR) is adopted, a milestone document in the history of human rights drafted by those of varying legal and cultural backgrounds from all over the world.

November 20 th , 1989	The Convention on the Rights of the Child is adopted, recognizing the specific rights of people under 18, being human rights and beyond, given their vulnerability and dependence, with additional protections and provisions for vulnerable populations
September, 2000	The Millennium Development Goals were officially signed, committing world leaders to try to achieve eight goals by 2015, with one of them being universal primary education
May 22 nd , 2001	The International Classification of Functioning, Disability and Health (ICF), a framework created by WHO to measure health and disability at individual and population levels, as a classification of health and health related domains, is officially endorsed
December 13 th , 2006	The Convention on the Rights of Persons with Disabilities is adopted, following decades of work to change attitudes and approaches to disabled people from viewing them as objects of charity, medical treatment and social protections, to people with rights who can make their own decisions

Relevant UN Treaties and Events

- Universal Declaration on Human Rights, 10 December 1948 (A/RES/3/317)
- Convention on the Rights of the Child, 20 November 1989 (A/RES/44/25)
- International Classification of Functioning, Disability and Health, 22 May 2001 (WHA 54.21)
- Convention on the Rights of Persons with Disabilities, 13 December 2006 (A/RES/61/106)

Previous Attempts to solve the Issue

In the 2000 Millennium Development Goals, one of the eight was to achieve universal primary education by 2015, which has evidently been missed. But it came close, with 91% of primary school aged children enrolled in school in 2013 worldwide. Then with the successive Sustainable Development Goals, which were put in place in 2015 and are still in force, Goal 4 of 17 aims to ensure equal access to all levels of education for all children, including education for people with disabilities, extending from early childhood

education to technical, vocational, and tertiary education for all. Due to how recent this is, resolutions are still being created on the goals, and solutions are still being attempted.

All in school is a global initiative between UNICEF and the UNESCO Institute for Statistics, with the goal of reducing the number of children out of school around the world. Since its launch in 2010, the initiative has worked to achieve this goal by developing profiles of out of school children using statistical methods, linking these profiles to what leads to education exclusion, and identifying and implementing policies and other solutions addressing those causes. They have created an operation manual as a practical and detailed guide that provides tools and policy recommendations for how to put children into school to have quality educations. Additionally, the initiative releases regional and country reports about their findings and data, what has failed and what can be improved. The initiative has conducted successful projects in the past, as well as current ones that are ongoing. So far, this initiative seems to be successful in their goal of reducing the number of out of school children.

Possible Solutions

In order to solve this issue, all of the causes must be addressed, including the varying reasons why the young are out of school, and if there is access, why this is unsuccessful.

Children with disabilities are the primary group of those excluded from education, and therefore must be a central part of any solution. First, more research creating more data on disabled children, their numbers in countries, as well as a uniform definition that all states will accept, is crucial. Second, how to utilize this data to create more opportunities for disabled children and integrate them into the education systems. A guide or framework for this, which would be conducted by an existing UN organization or new sub-body, would be effective. Additionally, the utilization of NGOs currently working with UN bodies to facilitate the integration process of disabled children, and training of teachers in aiding those disabled children.

After children with disabilities, the second most crucial group is primary school aged children, and ensuing they receive an education. Many projects and programs between NGOs and UN bodies exist, such as UNICEF's Schools for Africa, or the All In School initiative. Expansion and duplication of these programs in other regions, as well as utilizing and developing the All In School operation manual is a viable solution. If this is not sufficient, the development of new partnerships and projects supporting more states, and guidelines more easily applicable, can be created.

Secondary school aged children is a group that can be overlooked, as they often have received some education so are not viewed as areas of concern. But the large numbers of young people of this age who do not possess sufficient literacy and numeracy skills after multiple years of schooling need to be addressed. Here, improving the quality of education through use of NGOs and projects in tandem with them, as well as policy development, is viable. Additionally, ways to encourage families and communities to keep the young in school, through easier access and subsidized education, or co-ops, should be investigated.

Post secondary education is rarely considered due to the often unseen need, but this does not retract from the importance. The young should not be prevented from pursuing further education solely due to their lack of awareness. Creating programs to bring awareness to these opportunities, as well as assisting with the access of these opportunities is important. But if solutions to improve the access to and quality of primary and secondary schools do not occur, then this cannot even be considered.

Working with states to create new and improve existing policies in relation to education is essential, as well as with communities and regions. Projects are much more successful when they involve who they will effect, and when those who will benefit have direct involvement.

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Issue: Building Civil Society Through MUN-Style Conferences

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Introduction

Our world is currently facing various problems, social, political, financial, cultural. Only a few of them are populism, terrorism, racism and xenophobia. These problems are evident in the everyday life of a citizen and cause serious damage to the human relationships, which could be utilized in order to achieve progress and not to spread hatred and a sense of distinction.

The creation of a civil society, therefore, is urgent, since human rights are continuously violated at all levels, even in the more “modern” countries. The only way to achieve a civil society is the development of major principles and values, such as the rigorous organization, the sharing of ideas and opinions, tolerance and acceptance of what is different. Those values should be adapted by a person from a very young age, in order for them to ripen and be used in an efficient way. That could be attained through the organization of MUN-style conferences, where students from all around the globe will come together to discuss and find solutions on issues that concern the global community. This way, the students will become aware of the current affairs, get sensitized and motivated to develop into active citizens of the future, develop their own opinions and learn to express their views, which might prove to be useful. Hence, MUN conferences are of great utility in preparing the new generation for dealing with any problems that might arise, such as poverty and war, and creating a civil society.

The current delegates which will later turn into active citizens of the future will be the ones who will make a change. Fresh ideas, a different mentality, along with respect and tolerance towards what is different will prepare the ground for cooperation not only among individuals but among the states.

Definition of Key Terms

MUN Conferences

Model United Nations, also known as Model UN or MUN, is an extra-curricular activity in which students typically take the role of the delegates of the United Nations and simulate UN committees.

This activity takes place at schools, which organize the whole conference¹.

Civil Society

A civil society means a society comprised of groups or organizations working in the interest of the citizens but operating outside of the governmental and for-profit sectors. It includes labor unions, non-profit organizations, churches, and other service agencies that provide an important service to

¹ Ryan. “What Is Model United Nations?” Best Delegate, Best Delegate, 4 Nov. 2007, bestdelegate.com/what-is-model-united-nations/.

society but generally ask for very little in return. It generally includes voluntary actions that do not require for something in return. Everything is done for the social benefit not the individual one².

Delegate

A person designated to act for or represent another or others³;

Committee

A person or group of persons elected or appointed to perform some service or function, as to investigate, report on, or act upon a particular matter⁴.

Background Information

There is a fair bit that one must understand before tackling the issue at hand, and the first of these aspects is the way in which the UN has been seen to address the issue of Civil Society in the past. The UN has, in the past, taken great interest in ensuring that Civil Society be protected as much as possible. As the protection of human rights is one the UN's primary goals⁵, it is no real surprise that they would be eager to protect Civil Society and provide for those people that might need it. In the UN's own words, "the UN recognizes the importance of partnering with civil society, because it advances the Organization's ideals, and helps support its work"⁶, and as the UN itself is quoted as saying this, one can imagine that they would be ready to work with this third sector of society without any issue. This is in fact the case, as for example, Non-Governmental Organizations (NGO's) are allowed presence in a series of different UN conferences and committees⁷, being active members of the functioning and running of the UN. While they do not vote on issues, this does not mean that their voices are left unheard. As such, it is quite clear that the UN remains very committed to working with the sector of Civil Society and that it stays true to claims that it makes regarding this sector. Furthermore, there exists a UN created and sponsored fund whose goal is specifically funding and assisting NGO's and other organizations in the Civil Society sector who are working towards bringing democracy and the voice of the people into a nation. It is known as the UN Democracy Fund (UNDEF), and as the name suggests, supports organizations working towards democratization⁸. The UN also has an organization, the "Integrated Civil Society Organizations (iCSO) System" that provides NGO's and other organizations working within the civil society sector with an opportunity to gain consultative status within ECOSOC, meaning they can provide advice and expertise to the ECOSOC body and sub bodies of ECOSOC⁹. Beyond these organizations, the UN also has a think tank concerned with creating

²White, David. "What Is a Civil Society? - Definition & Examples." Study.com, Study.com, [study.com/academy/lesson/what-is-a-civil-society-definition-examples.html](https://www.study.com/academy/lesson/what-is-a-civil-society-definition-examples.html).

³"Delegate." Dictionary.com, Dictionary.com, LLC, www.dictionary.com/browse/delegate.

⁴"Committee." Dictionary.com, Dictionary.com, LLC, www.dictionary.com/browse/committee.

⁵"What We Do." United Nations, United Nations, www.un.org/en/sections/what-we-do/.

⁶"Civil Society." United Nations, United Nations, www.un.org/en/sections/resources-different-audiences/civil-society/index.html.

⁷"Civil Society." United Nations, United Nations, www.un.org/en/sections/resources-different-audiences/civil-society/index.html.

⁸ Ibid

⁹ Ibid

solutions to the world's problem, which falls under the civil society sector. What we see through all of these organizations and efforts by the UN is that the UN remains strongly committed to working with and assisting the civil society sector, meaning there is great precedent for them to do so again with this topic.

Beyond Civil Society existing as a sector as defined by the UN, one could also look at civil society through the more common definition, namely communities of citizens¹⁰. While this is not necessarily the definition that the UN uses for official purposes, it is nonetheless a fairly common and accepted definition. Fortunately, this is an issue that is not unknown to the UN and is one that the UN considers highly important. The best indication of this is the UN's attention to human rights. The United Nations, being the authors of the human rights charter, a charter nearly universally accepted by all nations currently in the UN, have clearly taken the wellbeing of civilians and the citizens of the world into careful consideration. As such, it is not merely reasonable to assume but safe to guarantee that the UN would have the building of civil society as one of its highest priorities.

Finally, there is a third fairly important aspect of the concept of civil society that is quite useful to understand and consider when speaking about this issue, and that is the concept of civility. While it may seem pedantic to be dissecting the definitions of the individual words of the phrase, it allows us to have a more complete understanding of all of the possible outlooks of the topic. While "civil" can of course simply mean something of civilian concern, it also carries with it the meaning of courteousness and politesse. This particular definition is relevant to this topic mainly due to the nature of MUN style conferences, as they teach students to express ideas in an organized and methodical manner, which as a consequence is far more organized, calm and courteous, or in other words, civil. Thus one can say that when referring to the building of civil society through MUN style conferences, it may be that one wishes to build a more courteous and organized society, one that allows for the issues that plague our world to be discussed politely and effectively. This is part of the reason that the UN was created, to provide a platform of discourse to work towards the solution of common global problems, and as such it is an issue that is very relevant to the UN. Furthermore, this idea of what civility means perfectly complements the other two previously mentioned ways in which the question can be looked at, as in order to solve issues pertaining to the civil sector of the world, one must have a civil, organized platform through which to do so.

The next thing we can consider is how the UN has been directly involved in promoting or assisting MUN conferences in the past. Since the year 2000, the UN has been directly involved with certain MUN conferences to try and bring them closer in line with how the UN actually operates. They have assisted in the hosting of a MUN conference in New York in 2000 as well as some other conferences since then. Most importantly, however, the UN has created an outreach program known as "UN4MUN" whose main goal is to ensure that MUN conferences actually represent the true workings of the UN so that students can better experience what it is that occurs in UN meetings and conferences¹¹. We see that the UN does to some extent play an active role in trying to work with MUN organizers to create more, better and larger MUN conferences, even if its role is not necessarily as active as some might wish. Therefore, one can say that there is indeed precedent for the UN to be working together with MUN organizers, and organizers of other similar student events to create conferences that in some way simulate the functions of the UN. Despite this, there is much room for the UN to improve and create even better outreach organizations to try and further incentivize the adoption of and participation in MUN style conferences around the world.

¹⁰ "Civil." Merriam-Webster, Merriam-Webster, Inc., 4 Dec. 2017, www.merriam-webster.com/dictionary/civil.

¹¹ "Model United Nations." *United Nations*, United Nations, 2017, outreach.un.org/mun/.

Major Countries and Organizations Involved

UN4MUN

The first major party to consider is the UN4MUN organization. While it may not be the most relevant organization, it has nonetheless played a part in advancing MUN throughout the world. As has already been mentioned, they work towards trying to make MUN conferences more like the true UN so that it can give students partaking in the conferences a better idea of how the UN is run. As the people involved with this organization have both a deep link to the UN and to MUN, they are most likely to push for more UN supervised MUN conferences around the world.

United States of America (USA)

The next major party to consider is the United States of America, as they are perhaps the most important nation when it comes to MUN conferences as a whole. The USA is not only the birthplace of the UN, but also of MUN and many other similar types of conferences, such as Youth in Government (similar to MUN, however they instead simulate the United States Government)¹². The US has always been and remains a strong supporter of MUN conferences, with more than 150 conferences and thousands of students participating in MUN each year¹³. It is thus very clear that the US would be a strong supporter of UN assistance in hosting these conferences, and would be very much in favor of expanding MUN style conferences for the greater good.

Canada

Another nation that has a very similar position to the US is Canada. As a neighbour to the US, they have easy access to the many conferences hosted there. Furthermore, Canada itself hosts a myriad of MUN conferences, many of them being highly prestigious¹⁴. As a consequence, thousands of Canadian students participate in MUN each year, making it another of the largest participants in MUN conferences. This means that for largely the same reasons as the US, Canada would enjoy UN support of their conferences, and would be very much in favor of further expansion of MUN across the world.

Venezuela

Surprisingly, Venezuela also has a very large MUN culture, with many excellent schools and universities in Venezuela taking part in conferences every year¹⁵. Despite this, recent turmoil in the country is certain to have limited their capacity to continue being a leader in MUN. Because of this, it would be in Venezuela's greatest interest to have UN support for its conferences, as while they have historically had and continue to have a very strong MUN culture, these programs are certain to wither and die if not properly supported. Despite this, they may be less concerned with MUN due to other issues facing the country,

¹²“Youth and Government™.” The YMCA, YMCA of the USA, www.ymca.net/youthandgovernment/.

¹³KFC. “Which Countries Love Model UN the Most? Analysis of the G20 Countries of Best Delegate Fans.” Best Delegate, Best Delegate, 28 Dec. 2011, bestdelegate.com/which-countries-love-model-un-the-most-analysis-of-the-g20-countries-of-best-delegate-fans/.

¹⁴ Ibid
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¹⁵ KFC. “Which Countries Love Model UN the Most? Analysis of the G20 Countries of Best Delegate Fans.” Best Delegate, Best Delegate, 28 Dec. 2011, bestdelegate.com/which-countries-love-model-un-the-most-analysis-of-the-g20-countries-of-best-delegate-fans/.

and so if any large commitment is required from member states in a resolution looking to expand MUN conferences, they may very well choose not to support it.

Nations with great interesting in developing civil society and human welfare (such as Sweden)

Beyond nations that greatly prize MUN conferences, those that take a great interest in promoting the development of civil society and human welfare would also be interested in doing anything they can to further democracy and the wellbeing of people. Thus it is logical that the nations most concerned with Human Rights and the positive treatment of people would be interested in any resolution that might in some way improve human life. An excellent example of such a nation would be Sweden, who according to research conducted by USNews cares most about Human Rights¹⁶. Of course this does not immediately mean that they would seek to pass a resolution seeking to promote MUN style conferences, however if it can conclusively be said that such conferences would improve the lives of the people of the world, it is more than likely that nations such as Sweden would indeed wish to see such a resolution pass.

Timeline of Events

Date	Description of event
1952	The first secondary school-level MUN conference is held at Berkeley (BMUN).
1953	The first Harvard MUN conference is held (HMUN).
1968	THIMUN is founded, leading to the expansion of high school MUN conferences.
1972	The National Collegiate Security Conference (NCSC) is founded by Georgetown University to simulate government cabinets, influencing the emergence of crisis committees in MUN.
1991	Harvard WorldMUN is founded, leading to the expansion of university-level MUN conferences.
1999	UNA-USA Global Classrooms is founded, leading to the global accessibility of MUN.

¹⁶Leins, Casey. “Countries That Care the Most About Human Rights.” US News Best Countries, U.S. News & World Report L.P., 18 Sept. 2017, www.usnews.com/news/best-countries/articles/2017-09-18/the-10-countries-that-care-the-most-about-human-rights-according-to-perception.

August 2000	The UN co-sponsors the first MUN conference held at the UN Headquarters in New York.
2005	Weland and other MUN-related companies are founded, leading to the expansion of MUN in developing countries.
2006	Montessori MUN is founded, leading to the expansion of elementary and middle school-level MUN conferences.
2009	The UN4MUN initiative, a global MUN conferences created by the UN in order to lead workshops and ensure that real UN procedure is utilized in MUN conferences around the world, is launched by the UN.

Relevant UN Treaties and Events and Previous Attempts to solve the Issue

Seeing as the UN has only recently started to participate in and facilitate MUN conferences despite the fact that MUN has been in existence since 1952, there are not many treaties or resolutions on the topic at present. However, regarding UN involvement, the UN Department of Public Information has organized three Global MUN conferences in Geneva, Kuala Lumpur, and Incheon from 2009-2011 respectively. The UN has also launched the UN4MUN Initiative, consisting of guidelines for MUN programs in conducting conferences that are accurately based on UN procedure. As of now, the UN does not conduct its own conferences in the nature of Global MUN anymore, but rather gives advice and monitors MUN programs worldwide through the UN4MUN initiative. The resolutions and documents below include some of the training resources and procedural rules used or provided by the UN4MUN Initiative:

- UNITAR – Terms Used in Resolutions, 2005 (**JG-1/02/10**)
- Provisional Rules of Procedure, 1982 (**S/96/Rev.7**)

Possible Solutions

There are a variety of different solutions to this topic that each vary in scope and methodology as well as ultimate outcome, but that nonetheless do something to try and resolve the issue at hand. First among these is perhaps the simplest, and it is that the UN should create a body specifically tasked with propagating and organizing MUN style conferences around the world. It could consist of a mix of civil society representatives (meaning NGOs or other such organizations), representatives from UN member states, educational professionals and individuals employed with the express purpose of organizing MUN style conferences. By having such a variety in membership, these conferences would be less likely to:

- A. Be limited to single areas of the world, as by having a variety of representatives from many different states they could each give input and provide representation for their respective nations,
- B. Not follow proper UN or other proper procedure, as by having actual UN members and civil society representatives assisting in the organization of these events they can provide professional guidance on what course conferences should take and how they should be organized to best emulate the actual UN or another form of conference that the representatives of NGO's and other organizations may be well versed in,
- C. Lack funding or be poorly organized, as by having UN financial backing, conferences are more likely to be financially secure and by having dedicated employees whose job it is to organize MUN conferences, it is more likely that they will be well organized and managed.

These conferences would additionally accomplish the following goals:

- A. Move towards actually building better civil society, as representatives from the civil society sector would provide guidance as to what would be the best course of action to take in order to most effectively build civil society,
- B. Encourage ever greater participation in MUN style conferences, as with an official UN seal of approval, the prestige of such conferences is nearly guaranteed to increase and more people would feel that there is value in actually attending such conferences,
- C. Reach areas that may traditionally not have had access to such types of conferences due to location, lack of national interest, lack of funding or otherwise precarious situations, issues that funding and organization by the UN would entirely bypass.

This is of course only one of many possible solutions, however it is certainly an effective one. It seems only logical that the UN's next step in supporting MUN is to directly host their own MUN conferences, especially considering how simple and straightforward such an initiative would be, so long as there is actual interest and support for such an initiative.

Another potential solution is one that also involves greater UN contribution to MUN conferences, however it is a far less direct approach and instead involves more indirect support of MUN and other similar conferences. The UN could create a fund that unlike UN4MUN would not focus on the closeness of MUN conferences to the real UN, but instead seek to provide funding to new or developing MUN or other similar types of conferences. This would mean that the UN would not need to focus as much time, effort, manpower and funding on merely organizing MUN conferences, and could instead see to it that those already doing so of their own accord with mostly private funding continue to see success. Funding from the UN could greatly expand conferences in poorer areas of the world where the access to private funding is limited, and could lead to conferences that would otherwise remain small becoming world leaders. This would ultimately achieve many of the same goals as the previously suggested solution, however what it loses in efficiency and impact it gains in cost effectiveness and simplicity. Again, this is of course only one of many possible solutions, and both solutions involve the UN directly taking action to improve and expand MUN style conferences. This is largely because the UN cannot impose anything upon NGOs or private organizations, and so can only request cooperation with them. This is far less efficient, and so it is clear that direct action taken by the UN is a far better course of action.

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Forum: Special Conference on Building Civil Society Through Education
Sub-Commission 2

Issue: Supporting education in emergencies and post-crisis
transition countries

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Position: Deputy President

Introduction

The topic of supporting education in emergencies and post-crisis transition countries is an extremely complex issue, one with multiple applications in reality. Despite there being a myriad of situations to which the issue applies, today it plays a very large role in the syrian crisis. The immediate importance and consequence of this conflict on the topic cannot be overstated. In fact, many people have deemed that the children of Syria today are a “lost generation”¹⁷ as a consequence of their displacement and complete lack of an education or childhood. Despite this issue being most clearly seen in Syria today, that is not to say that it does not play a part in other regions of the world. As a consequence of the Israeli-Palestinian conflict, many children have been displaced and are without education, for example. Fortunately, there are already organizations actively trying to resolve this issue, such as the EEPCT (Education in Emergencies and Post-Crisis Transition)¹⁸ and UNICEF, who have both had quite active roles in attempting to remedy the issue at hand. There are variety of interesting ways to tackle and explore the issue in question, as it is an extremely significant and sensitive issue, that is sure to enlist the interest of all nations present at the conference.

Definition of Key Terms

Education

The act of instruction. Usually conducted in an institution such as a school or university. Highly important to the topic as it is the central component of the topic. Importance of institutions is also quite large to the topic as they are generally the biggest obstacle to providing education in conflict regions.

¹⁷ Shaheen, Kareem. “Syria’s Lost Generation: Report Counts Cost of Collapse in Education System.” The Guardian, Guardian News and Media, 30 Mar. 2015, www.theguardian.com/world/2015/mar/30/half-of-child-refugees-from-syria-out-of-education-report-save-the-children.

¹⁸ “Education in Emergencies and Post-Crisis Transition: Global Evaluation* and Management Response.” United Nations Children’s Fund, 21 Dec. 2011, www.unicef.org/about/execboard/files/2012-CRP6-EEPCT-global_evaluation-10Jan2012.pdf.

Conflict

A severe argument or disagreement. In regards to this topic, one can add the additional aspect that it is often violent in nature. It is often so that regions in conflict will also be crisis or emergency regions, and so it can be said that if one can identify conflict regions, one can also identify emergency and crisis regions.

Literacy

The ability to read and write. Often used as an indication of how educated a group of people are. Can be used by a resolution in this topic to measure the success rate of any educational projects undertaken within the resolution.

Aid

Support or assistance in a useful manner. In the context of this question, it is the act of one nation providing some sort of assistance to another that is in need of assistance. Often takes the form of financial aid. Specifically to this question, financial aid to improve educational institutions is a highly significant component of the topic.

Refugee

Someone who has been forced to evacuate their nation for one reason or another. In the case of a situation such as Haiti, it can be due to a natural disaster. In a situation such as the one in Syria, it can be due to a conflict situation. Refugees are an especially complex and difficult problem to this question, as finding a sustainable way to provide education to such a diaspora of people can be extremely difficult.

Cooperation

Working together to reach the same goal. In an international context, can refer to nations cooperating to solve a greater issue that cannot be solved individually by one nation. A resolution might request that rather than simply provide aid, nations work together to produce a good system of education that may actually solve the issue at hand, rather than simply limit the consequences it has.

Background Information

The provision of education in conflict areas is not a new idea, and there is therefore a myriad of information that one can recall to try and produce stronger solutions. The first thing to note is that there have been many attempts to combat this issue in the past. For example, all of the nations bordering Syria that have large numbers of refugees have, to some extent, attempted to provide education to the refugees that they have taken. Generally, this education occurs in the camps that refugees reside in, and funding is provided in part by the host nation and in part through international funding. In Lebanon, genuine attempts are being made to provide the 500,000 school aged refugees with education. 250,000 of these children are currently in school, receiving some form of education. This does of course leave 250,000 out of school, which is a serious issue that needs to be addressed¹⁹.

Key issues

¹⁹ "Growing Up Without an Education." Human Rights Watch, Human Rights Watch, 19 July 2016, www.hrw.org/report/2016/07/19/growing-without-education/barriers-education-syrian-refugee-children-lebanon.

Funding is an extremely big problem for all of the states that find themselves in a similar predicament as Lebanon, as they simply cannot provide education for all of the refugees without completely bankrupting themselves. Many foreign states are thus attempting to provide assistance in the form of aid. This has, however, ran into a series of issues, as transparency of where the money goes is limited. The practical consequence is that the money sent by foreign states to fund education in these conflict areas is far greater than what is then received by the state meant to receive the money²⁰. In order to increase the effectiveness of aid, it is imperative that transparency be significantly augmented, for if it is not, it will be impossible to solve the issue.

Continuous conflicts

Education in states such as Somalia, Colombia and Afghanistan has been severely hampered by the conflicts faced in those regions for a variety of reasons²¹. Notably, the mere presence of fighting can cause significant damage to school infrastructure, and can prevent students from getting the education they desperately need. These states have each faced severe crises, such as the fall of the government and the rise of warlords in Somalia (starting with a civil war in the 1980's that continues today), the drug war with FARC in Colombia (even though they have now reached a peace settlement, the effects of the war live on) and in Afghanistan, years of war (largely stemming from the attempted Soviet Invasion in the 1980's) have made it nearly impossible to build up infrastructure peacefully. Furthermore, in nations facing civil war, it is often the case that schools and teachers are seen as symbols of the state and oppression, and are often targeted as a consequence²². It may thus be beneficial to attempt to alter the mentality of people so as to limit this perception, however how one can do this if children have no access to education is an extremely complicated question. Additionally, children may often find themselves with no choice but to work to support their families due to the extreme poverty faced in many conflict situations, thus preventing their access to education. In certain regions children can even be recruited as soldiers to fight in the very conflict preventing them from accessing education, further worsening the issue at hand²³. These are of course only the general trends seen in many conflict situations, and it is important to remember that every case will differ slightly from the other.

Displaced Peoples

The issue of both externally and internally displaced people makes it even harder to combat the issue of lack of education for a few different reasons. The first issue is that displacement simply makes it difficult to find those in need of education and providing them with communal education. Additional resources need to be invested in order to properly provide education to all of the displaced peoples, something that is made even worse when one considers that housing and basic supplies also need to be provided to displaced peoples. In the case of externally displaced people,

²⁰ Rau, Simon. "Following the Money." Human Rights Watch, Human Rights Watch, 14 Sept. 2017, www.hrw.org/report/2017/09/14/following-money/lack-transparency-donor-funding-syrian-refugee-education.

²¹ Justino, Patricia. "BARRIERS TO EDUCATION IN CONFLICT-AFFECTED COUNTRIES AND POLICY OPPORTUNITIES." All in School, allinschool.org/wp-content/uploads/2015/01/OOSC-2014-Conflict-and-education-final.pdf.

²² Justino, Patricia. "BARRIERS TO EDUCATION IN CONFLICT-AFFECTED COUNTRIES AND POLICY OPPORTUNITIES." All in School, allinschool.org/wp-content/uploads/2015/01/OOSC-2014-Conflict-and-education-final.pdf.

²³ Ibid

the additional hurdle of discrimination and cultural difference adds to the problem. Again one can look to Lebanon as a good example and overview of this issue. While the government there has passed a series of laws to attempt to improve the education situation, it is still very difficult for parents to afford school supplies, and a series of regulations prevent Syrians from attaining the right to work and live in Lebanon, making it near impossible to gain education for some of the refugees²⁴. This issues extends outside of the Syrian conflict, of course, as migrants who seek refuge in other states tend to have the exact same problem. For example, in Sweden, migrants from countries like Somalia and Afghanistan have a hard time adapting to the Swedish language and school system, often struggling as a consequence²⁵. The fact that such an issue occurs in a western state so far withdrawn from any conflict regions also serves to highlight how this issue extends beyond just the regions that actually suffer the conflict, as it affects all nations of the world in some manner.

Natural Disasters

Beyond education in conflict regions, there is the question of providing education in areas ravaged by natural disasters. The greatest example of this is Haiti after the earthquake that hit them in 2010. While the educational infrastructure was already extremely limited in the area, the poor construction quality of much of the educational institutes of the island left much of what they did have entirely destroyed after the earthquake²⁶. Today, Haiti continues to suffer from a severely limited degree of education. While of course the issue of education in conflict ridden areas is an issue of extreme urgency today, one cannot forget the impact of non-conflict related crises on the education of a nation.

Major Countries and Organizations Involved

Lebanon

Lebanon is involved mostly due to its closeness to the crisis in Syria. Due to the war that has been happening in their neighbour state, many refugees have crossed the border into Lebanon. This has resulted in a significant increase in the number of refugees in the nation: one in four people living in Lebanon is a refugee²⁷. Despite this, Lebanon has shown a large amount of willingness to develop education, creating programs such as RACE (Reaching All Children with Education) to try and provide as many children as possible with education²⁸. An important fact to consider is that Lebanon does not necessarily have an extremely strong economy, with a GDP of only 47.5 Billion Dollars. This is by no means weak, but it does mean that they would be highly reliant on foreign aid to keep their education programs alive. As such, their

²⁴ "Growing Up Without an Education." Human Rights Watch, Human Rights Watch, 19 July 2016, www.hrw.org/report/2016/07/19/growing-without-education/barriers-education-syrian-refugee-children-lebanon.

²⁵ "How Immigration Is Putting Swedish Schools to the Test." The Local Se, The Local Europe AB, 27 Apr. 2016, www.thelocal.se/20160427/how-immigration-is-putting-swedish-schools-to-the-test.

²⁶ Winthrop, Rebecca. "Haiti's Earthquake: Prevention and Preparedness Woefully Low." Brookings, The Brookings Institution, 14 Jan. 2010, www.brookings.edu/blog/up-front/2010/01/14/haitis-earthquake-prevention-and-preparedness-woefully-low/#cancel.

²⁷ "Growing Up Without an Education." Human Rights Watch, Human Rights Watch, 19 July 2016, www.hrw.org/report/2016/07/19/growing-without-education/barriers-education-syrian-refugee-children-lebanon.

²⁸ "Growing Up Without an Education." Human Rights Watch, Human Rights Watch, 19 July 2016, www.hrw.org/report/2016/07/19/growing-without-education/barriers-education-syrian-refugee-children-lebanon.

view on the situation is that foreign states have to do more to help them keep their programs alive, for they cannot survive without foreign assistance.

Jordan

Likewise Lebanon, Jordan is also accommodating a very large number of Syrian refugees, however it is nowhere near the same proportion that Lebanon has to deal with. On the other hand, however, their GDP is also lower than that of Lebanon, making it financially harder for Jordan to fund education in their country. As a consequence of this greater gap between available and needed resources in Jordan, they would be even more in need of resources than Lebanon. Thus, they would have the same or a similar stance to Lebanon, only to a greater degree than Lebanon.

Turkey

Turkey has the largest number of refugees, even though as a proportion of the population they are nowhere near Lebanon. They have historically taken the stance of wanting to move refugees out of Turkey, as they believe they have been given an excessive number of refugees. They have also been used as a gateway to Europe, however as some EU nations begin to send back refugees, many more are remaining in Turkey, further straining their resources. This impacts education most negatively in the sense that today, there is a growing issue of children not going to school in Turkey. A multitude of laws and bureaucracy keeps these children out of school, an issue that is in dire need of solution²⁹.

EU, US, Germany, UK, Norway and Japan

While each of these states will of course have different stances on the issue, they have one major point in common: together they donated 1.4 billion USD to education in Syria and in neighbouring countries³⁰. These nations have thus contributed a fair amount to education in conflict regions, and might be less willing to do so once more. On the other hand, out of these nations, only the EU and Germany have accepted any significant numbers of refugees from any conflict region, and will thus be doing less to directly provide education to people escaping crisis regions. As such, they may be willing to spend more money to try and limit the number of refugees they would be obligated to accept.

Countries of Gulf Cooperation council (Bahrain, Kuwait, Oman, Qatar, UAE)

The GCC countries have accepted extremely limited numbers of refugees from any of their border states³¹. Being so close to the conflicts, and being such wealthy states, it would seem logical for them to accept refugees, however this is not the case. As a consequence of this, they also provide near insignificant amounts of educational support to those affected by the conflicts near by them. The GCC countries

²⁹ "Turkey: Education Barriers for Asylum Seekers." Human Rights Watch, Human Rights Watch, 31 May 2017, www.hrw.org/news/2017/05/31/turkey-education-barriers-asylum-seekers.

³⁰ Rau, Simon. "Following the Money." Human Rights Watch, Human Rights Watch, 14 Sept. 2017, www.hrw.org/report/2017/09/14/following-money/lack-transparency-donor-funding-syrian-refugee-education.

³¹ "LEFT OUT IN THE COLD." Amnesty International New Zealand, www.amnesty.org.nz/sites/default/files/Left-Out_In_The_Cold_0.pdf.

may find themselves put under pressure by other states to increase support provided to nations in crisis, and do their part in providing education to the people affected by the many crises around the world.

Afghanistan, Colombia, DR Congo, Iraq, Nepal, Niger, Pakistan, Palestine, Somalia, Sudan, Thailand and Zimbabwe

These nations have all been ravaged by conflicts in the past few years, conflicts whose effects are still being felt today³². Their plights have, however, largely gone unnoticed due to the significance of the conflict in Syria today. As such, the lack of education in those regions is extremely severe. Additionally, many of these countries have always had poor education systems, as for example, migrants to Sweden from Syria tend to catch up far faster than those from Somalia³³. This means that many of these states would seek more general solutions that do not focus solely on Syria, and instead try to reach solutions for their nations.

EEPCT (Education in Emergencies and Post-Crisis Transition)

The EEPCT has, since 2007, been working to solve the very issue prescribed to this committee³⁴. They have had varying success, however it can at least be stated that they are experts in their field. Their view on the situation is fairly easy to describe, as their goal is, quite naturally, to provide education in emergencies and post-crisis transition areas. Their relevance is greatest, however, as a tool in a resolution, as their expertise would be extremely valuable to solve an issue like this one.

UNICEF

UNICEF has had a very similar role to the EEPCT, collecting funding and then attempting to provide education to children in need of education in conflict areas. The key difference between UNICEF and the EEPCT is that the EEPCT is dedicated solely to this one aim, while UNICEF has multiple aims in mind and will thus not be able to focus as much on this issue.

RACE

RACE (Reaching all children with education) is a program created by the Lebanese in an attempt to provide ever increasing numbers of refugee children in Lebanon with education³⁵. It has seen a fair bit of success, and continues to work towards meeting its goal.

Timeline of Events

³² Justino, Patricia. "BARRIERS TO EDUCATION IN CONFLICT-AFFECTED COUNTRIES AND POLICY OPPORTUNITIES." All in School, allinschool.org/wp-content/uploads/2015/01/OOSC-2014-Conflict-and-education-final.pdf.

³³ "How Immigration Is Putting Swedish Schools to the Test." The Local Se, The Local Europe AB, 27 Apr. 2016, www.thelocal.se/20160427/how-immigration-is-putting-swedish-schools-to-the-test.

³⁴ "PROGRESS EVALUATION (PREV) OF THE UNICEF EDUCATION IN EMERGENCIES AND POST-CRISIS TRANSITION PROGRAMME (EEPCT)." United Nations Children's Fund, Dec. 2010, pp. 1–116. ALNAP, www.alnap.org/help-library/progress-evaluation-of-the-unicef-education-in-emergencies-and-post-crisis-transition.

³⁵ "Reaching All Children with Education in Lebanon." Ministry of Education and Higher Education, www.mehe.gov.lb/uploads/file/2015/Feb2015/Projects/RACEfinalEnglish2.pdf.

Date – Description of Event

1948 – UN passes the declaration of Human Rights, affirming the right of all people, among others things, to have an education.

1948 – Creation of the state of Israel³⁶, which would spawn a number of conflicts (most immediately the war of independence) and resolutions attempting to tackle the issue of providing education for those affected by the conflict

1964 – Start of the conflict in Colombia between the government and paramilitary organizations, most notably FARC³⁷. This conflict has left many people without education and displaced within their own state.

1967 – Six-day war begins³⁸, leading to the occupation of Palestinian land as a consequence of the war as well as large amounts of refugees leaving the Israel/Palestine region, many of whom are still displaced and without education today

1979 – Soviet invasion of Afghanistan begins³⁹, leading to many years of conflict which have left thousands without access to education

1991 – Start of Somali civil war⁴⁰, which like the conflict in Colombia, has left extremely large amounts of groups without education and has destroyed vital educational infrastructure

2000 – Creation and adoption of the Millennium development goals, seeking to, among other things, enact universal education for all people by 2015⁴¹

2007 – Formation of the EEPCT⁴², signaling renewed dedicated effort to combat the loss of education due to conflicts

³⁶ “Creation of the State of Israel.” Anti-Defamation League, Anti-Defamation League, www.adl.org/education/resources/backgrounders/creation-of-the-state-of-israel.

³⁷ “Colombia's Farc Rebels - 50 Years of Conflict.” BBC News, BBC, 6 Oct. 2016, www.bbc.com/news/world-latin-america-36606568.

³⁸ The Editors of Encyclopædia Britannica. “Six-Day War.” Encyclopædia Britannica, Encyclopædia Britannica, Inc., 12 Oct. 2017, www.britannica.com/event/Six-Day-War.

³⁹ The Editors of Encyclopædia Britannica. “Soviet Invasion of Afghanistan.” Encyclopædia Britannica, Encyclopædia Britannica, Inc., 3 June 2015, www.britannica.com/event/Soviet-invasion-of-Afghanistan.

⁴⁰ Lewis, Ioan M., and Jörg H.A. Janzen. “Somalia - Civil War.” Encyclopædia Britannica, Encyclopædia Britannica, Inc., 27 Oct. 2017, www.britannica.com/place/Somalia/Civil-war.

⁴¹ “Millennium Development Goals (MDGs).” World Health Organization, World Health Organization, 2000, www.who.int/topics/millennium_development_goals/about/en/.

⁴² “Education in Emergencies and Post-Crisis Transition: Global Evaluation* and Management Response.” United Nations Children’s Fund, 21 Dec. 2011, www.unicef.org/about/execboard/files/2012-CRP6-EEPCT-global_evaluation-10Jan2012.pdf.

2010 – Earthquake in Haiti leaves much of the educational infrastructure in the country destroyed, highlighting the effects of natural disaster crises and emergencies on education around the world⁴³

2011 – Beginning of Syrian civil war which would create one of the biggest refugee crisis ever faced by the world⁴⁴, as well as adding extreme urgency to the issue of providing education for those in crisis areas

2014 – Creation of the RACE program by Lebanon⁴⁵, signaling continued commitment to provide education to refugees in Lebanon

Relevant UN Treaties and Events

No underline or bold: Somewhat relevant. Generally relevant, but not specifically relevant.

Underline: More relevant. Not directly related to topic, however not quite as general as simply tackling education as a whole.

Bold and underline: Very relevant and very specific to the situation at hand. Refers either exactly to the topic or in some direct way affects the topic.

- United Nations Decade of Education for Sustainable Development (2005-2014), [A/RES/70/209](#)
- United Nations study on disarmament and non-proliferation education, 2 December 2014, [A/RES/69/65](#)
- United Nations Literacy Decade: education for all, 21 Dec. 2010, [A/RES/65/183](#)
- **The right to education in emergency situations. 9 July 2010. A/RES/64/290**
- Supporting the United Nations International School in enhancing international education and promoting multi-cultural interaction, 18 Dec. 2008, [A/RES/63/198](#)
- **Offers by Member States of grants and scholarships for higher education, including vocational training, for Palestine refugees, 11 Dec. 2002. A/RES/57/120**
- Education aid to Non-Self-Governing Territories inhabitants, 3 Dec. 1998. A/RES/53/63
- **Education aid for Palestine refugees, 3 Dec. 1998. A/RES/53/49**
- Education for all, 12 Dec. 1997, [A/RES/52/84](#)
- Education and training grants and scholarships for Palestine refugees, 10 Dec. 1997. A/RES/52/60
- Progress made and problems encountered in the struggle against illiteracy: a mid-decade review - Cooperation to achieve education for all, 21 Dec. 1995, [A/RES/50/143](#)
- United Nations Educational and Training Programme for Southern Africa, 20 Dec. 1995. A/RES/50/131
- **Protection of Palestinian students and educational institutions and safeguarding of the security of the facilities of the United Nations Relief and Works Agency for Palestine Refugees in the Near East in the occupied Palestinian territory, 9 Dec. 1991. A/RES/46/46K**

⁴³ Winthrop, Rebecca. "Haiti's Earthquake: Prevention and Preparedness Woefully Low." Brookings, The Brookings Institution, 14 Jan. 2010, www.brookings.edu/blog/up-front/2010/01/14/haitis-earthquake-prevention-and-preparedness-woefully-low/#cancel.

⁴⁴ Rodgers, Lucy, et al. "Syria: The Story of the Conflict." BBC News, BBC, 11 Mar. 2016, www.bbc.com/news/world-middle-east-26116868.

⁴⁵ "Reaching All Children with Education in Lebanon." Ministry of Education and Higher Education, www.mehe.gov.lb/uploads/file/2015/Feb2015/Projects/RACEfinalEnglish2.pdf.

Previous Attempts to solve the Issue

There have been quite a few different attempts at solving the issue at hand, through a couple of different outlets. The first notable way in which an attempt at a solution has been made is through the formation of the EEPCT. As it is an organization specifically tasked with attempting to solve the issue of education in crisis and post-transition regions, it is clear that its mere existence proves that something has been attempted in terms of solving the issue. Furthermore, the organization has remained quite active since its inception, working towards trying to provide education to as many disenfranchised peoples as possible.

Beyond the EEPCT, multiple resolutions that can be seen under the resolution sections of this paper have been passed to attempt to solve this issue. The UN has been active in trying to solve this problem for a very long time, and recently it has paid even greater attention to the crisis. Even when not overtly looking to solve this exact problem, other related resolutions that in some way work towards mitigating the effects of lack of education in crisis and post-transition regions have also been passed.

Finally, many states have independently attempted to resolve this issue to some extent. The states most involved are those seen under the relevant organizations section. A fair portion of western states have donated very large sums of money to try and alleviate the problems faced by the nations affected by conflict, which all works towards solving the problem. Additionally, states like Lebanon and Jordan, that border states suffering from the issue described in this topic have also done much to provide education from the refugees and victims they have accepted into their nation, again working towards limiting the problem.

Possible Solutions

There are a fair few different ways in which one could try and solve this issue, none of which are quite the same. The first of these different ways involves looking at how aid money is distributed and communicated. This solution looks to essentially solve the issue of transparency in donations, and address the issue of sent money being greater than received money. By increasing transparency in aid, one can hope to incentivise states to donate more money as they see that their money is being used for their intended purpose. Furthermore, increased transparency would also increase the efficiency of donations, thus allowing them to be better used to improve education. It is also possible for UN member states to create a system of conjoined funding to directly subsidize education in crisis regions. Such a solution would allow the UN itself to provide aid to states in need, eliminating the need for individual nations to decide on their own. This would, like the first mentioned solution, streamline the whole process of aid provision, increase transparency of money use and increase confidence that that money is being used appropriately.

Another possible solution is to request that member states work together to directly provide teachers and improve teaching methods, rather than simply donate money. This carries with it a series of advantages. First, the issue of monetary transparency would be reduced as it would not be possible to steal or divert money if no actual money is being donated. Second, money is often not enough for states looking to provide education, as they lack the basic systems to create a functional education system. Therefore, being able to share expertise to create a better, more developed teaching system would be far more efficient and beneficial than simply sending money and hoping for the best. Finally, this system would also bypass the need to look for teachers and properly invest money entirely, simplifying the process of providing education and increasing the speed at which the problem can be solved.

A third potential solution is to request the use of UN defence forces, or the defence forces of willing states, in defending educators and educational institutes in conflict regions. In the case of UN forces, it would of course be absolutely necessary to first consult the Security Council, however with their approval it would be entirely feasible. This would carry with it a fair few benefits. It would decrease the risk of being a teacher in crisis zones, incentivising more people to teach in these areas. Protection would also reduce the issue of teachers being targeted due to being a symbol of the state, as with adequate protection they would no longer be easy targets for those seeking to harm them. Finally, expensive infrastructure would be less at risk, as if they are more defended they, too, would be less at risk of targeting or destruction.

Finally, it is possible for the UN to seek to cooperate with existing organizations already well versed in the matter at hand. First, the UN could choose to work with the EEPCT. This would be beneficial as the EEPCT is already highly experienced with education in crisis and post-transition areas, and so by relying on them more and increasing cooperation with the EEPCT, they can increase their operations and provide better and more education. UNICEF is also an organization who could be worked with, as they too have a fair bit of experience with this issue. Finally, it is possible that UNESCO can also be worked with as they, like the other two organizations, have some (admittedly more limited) experience with issues like this one. By providing UN funding and assistance to any of these organizations, they can perform better and provide considerably better services than they are currently providing.

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