

**COMMITTEE:** General Assembly 3

**QUESTION OF:** Developing the Prevalence and Quality of Education in Conflict-Stricken Areas

**MAIN SUBMITTER:** Poland

**CO-SUBMITTERS:** Australia, Greece, Japan, Venezuela, Viet Nam

The General Assembly,

*Aware of* the downfall of education due to the Covid-19 crisis which forced many schools to move classes to virtual platforms or even stop educating children,

*Further aware of* large inequalities remaining globally in the sector of education, such as the difference of quality and prevalence of education between MEDCs and LEDCs,

*Noting* the ongoing war in Afghanistan which destroyed its education system and leaves approximately 3.7 million children to be out of school from which 60% are girls,

*Recognizing* the work that already has been done by UN organization such as the United Nations International Children's Emergency Fund which came up with the "Safe School Declaration" to strengthen the security of educational institutions,

*Realizing* that according to Goal 4 in UNDP about half of all out-of-school children of primary school age live in conflict-affected area,

*Further recognizing* that enrollment in primary education in developing countries has reached 91% due to United Nations work,

*Believing* Member States should prioritize accessibility of education in rural areas and taking note of a higher population living in poverty typically being shown in rural areas,

*Alarmed by* the 57 million primary-aged children that remain without an education,

*Deeply concerned* at the 103 million youths who lack basic literacy skills, with more than half of them being from conflict-stricken areas,

*Affirming* education is a human right.

1. Encourages governments in conflict-stricken areas to
  - a. build educational establishments
    - i. for children to educate themselves to prevent poverty in the future
    - ii. for adults to receive education allowing them to pursue job opportunities instead of relying on illegal methods to get a steady income
  - b. provide new and improved resources for teachers and educators especially during times of conflict
  - c. set a uniform standard for all schools that is approved by the United Nations;

2. Draws the Attention to governments without state-provided education to provide
  - a. affordable education including families in the selected country that
    - i. earn a minimum wage
    - ii. earn an income below the minimum wage
  - b. security for more safety while studying
  - c. moral education
  - d. mental health education for everyone in need;
  
3. Calls upon the United Nations International Children's Emergency Fund (UNICEF) to
  - a. support governments that do not have the resources to implement educational systems on their own
  - b. help governments provide security for educational institutions in order to make sure that children do not have to be afraid of attacks while studying
  - c. support the children by ensuring they are able to receive their education with an adequate state of mental health provided by sending highly experienced teachers with backgrounds in psychiatry;
  
4. Urges the United Nations Children's Fund (UNICEF) and the United Nations Education, Scientific and Cultural Organization (UNESCO)
  - a. to hold a substantive dialogue on "Education, Human Rights, and Conflict."
  - b. to recognize child labour as a threat to students
    - i. who are attending school
    - ii. who have not attended school;
  
5. Recommends governments to create more intervention centers in order to
  - a. Provide teachers and students with more resources to effectively learn and teach within a safe environment.
  - b. Condemn social exclusion as a determining factor of education;
  
6. Declares the requirements for a country's "Quality of Education" as
  - a. Equal rights and education
    - i. of men and women
    - ii. of people who belong to a different culture
    - iii. of people who are disabled
  - b. literacy programs to increase literacy rate.

Honorable chair, fellow delegates and distinguished guests,

The delegation of Poland treats the possibility of participating in this week's conference with great gratitude and appreciation.

Education is one of the most important keys to a bright future. Unfortunately, not everyone can experience a high qualified education. Especially in conflict-stricken areas, children do not receive the education they deserve.

Goal 4 of the SDG's says "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." That makes it even more important that this resolution gets passed.

No education leads to no jobs. No jobs lead to crime - as mentioned in the Research Report of topic 1. And crime closes the vicious circle back to the first issue - no education.

The delegation of Poland and all of the co-submitters welcome any amendments being made to this resolution and want to state out that this not about having a perfect resolution, it is about helping children in need as fast as possible. Children who are not only taken away their childhood because of conflicts but also their whole life.

Not only taken away childhood, also their whole life, no education, no job, crime leads to first issue

-focus on children and adults, also living in poverty

-some governments are not capable of doing so->Unicef

-why mental health- conflict stricken areas, children experienced cruel deeds, importance

Amendments to clause 6

4a-Safe school Declaration

Experience what happens in those areas, an organization that interact with people in areas, know best what is needed, an organization that is on site

Child labour as a sub clause because it is connected to education but not the issue that is debated on

5b and take action in the case of a breach