UNDP

United Nations Development Program

LETTER FROM SECRETARY GENERAL

Dearest Delegates,

It is with great pleasure and enthusiasm that I extend a warm welcome to each of you as you embark on your HASTRAIN'23 journey. As the Secretary-General of the Kadir Has University Model United Nations HASTRAIN Conference 2023, I am honored to guide you through this enriching experience of diplomacy, collaboration, and international engagement.

The Model United Nations is a unique way to practice your critical thinking, negotiation skills, and a deep understanding of global affairs. This study guide has been carefully crafted to provide you with the essential information and resources to navigate the complex issues that will be addressed during our conference. Whether you are participating for the first time or you are an experienced participant, this guide is designed to assist you in your preparation and contribute tothe success of your committee sessions.

I encourage you to approach the conference with an open mind, a commitment to understanding diverse perspectives, and a dedication to finding creative and effective solutions to the global challenges we face. Remember that your role as a delegate is not only to represent the interests of your assigned country but also to contribute to the collective effort of finding resolutions that benefit the international community as a whole.

As the Secretary-General, I am confident that the HASTRAIN'23 will be a memorable and transformative experience for each one of you. Take full advantage of the opportunities to engage with your fellow delegates, share your ideas, and build lasting connections.

In conclusion, I extend my gratitude to each and every one of you for your enthusiastic participation. May this be an amazing and rewarding experience I cannot wait to meet you all in person and witness the positive impact we can create together.

#welcomehome, Delegates!

Sincerely,

Aylin Rassad

LETTER FROM DEPUTY SECRETARY GENERAL

Dear Delegates,

It is with great enthusiasm and anticipation that I extend my warmest welcome to each and every one of you at the Kadir Has University Model United Nations Conference Hastrain'23. As the Deputy Secretary General, it is my privilege to be a part of this inspiring gathering of young minds and future leaders in diplomacy.

As you prepare for this conference, I urge you to dive into comprehensive research, critically analyze the provided study guides, and develop innovative policy recommendations. I understand the dedication and diligence required to excel in Model United Nations, and I am confident that each of you will rise to the occasion.

Through this conference, I hope to see you not only excel in the art of diplomacy but also develop a deeper understanding of global affairs, empathy for different perspectives, and respect for diverse cultures. Remember, the essence of MUN lies in fostering an atmosphere of dialogue, negotiation, and cooperation.

In addition to the committee sessions, Hastrain'23 offers a range of workshops, networking opportunities, and social events that are designed to enhance your overall experience. I encourage you to take advantage of these opportunities to expand your knowledge, build lasting connections, and forge friendships with like-minded individuals from around the world.

Your role as a delegate is not just to represent a country or organization, but to embody the ideals of global citizenship, empathy, and leadership. Your active participation and thoughtful contributions will undoubtedly shape the outcome of the conference.

As we embark on this MUN journey together, I extend my wholehearted support and encouragement to each of you. I am eager to witness your intellectual prowess, diplomatic finesse, and commitment to constructive dialogue during the sessions. At Hastrain'23, I am confident that your dedication and passion will set the stage for an unforgettable conference experience.

On behalf of the Secretariat and the entire organizing team, I wish you the very best in your preparations for the conference. Embrace the challenges, engage with an open mind, and let the spirit of diplomacy guide you towards impactful resolutions and enriching interactions.

I am honored to be a part of this transformative experience with you, and I look forward to meeting you all at Hastrain'23. #Welcomehome , all!

Warm regards,

Nazrin Sadigova

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I. INTRODUCTION TO UNITED NATIONS DEVELOPMENT PROGRAMME

1. Historical Background

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The United Nations Special Fund (formed in 1958) and the United Nations Expanded Programme of Technical Assistance (founded in 1949) are the main components of the United Nations Development Programme. The United Nations General Assembly created the The United Nations Development Programme as it exists today in 1966.[i]

Figure 1: United Nations Development Programme Logo

2. Current Aim

Figure 2: Sustainable Development Goals

[2]The United Nations Development Programme (UNDP) is a United Nations (UN) agency that was established in 1965 with the goal of assisting nations in eliminating poverty and achieving sustainable human development, an economic growth strategy that prioritizes raising the standard of living for all people while protecting the environment and natural resources for future generations.[ii]

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[1] *United Nations Development Programme*. UNDP. (n.d.). https://www.undp.org/jposc/undp-0

[2] *Sustainable development goals investment initiative*. UNDP. (n.d.-a). https://www.undp.org/turkiye/projects/sustainable-development-goals-investment-initiative

3. Sustainable Development Goal Related to the Agenda

[3]Sustainable Development Goal 4 which is Quality Education seeks to provide high-quality, inclusive, and egalitarian education and to encourage possibilities for lifelong learning for all.[iii]

Figure 3: Sustainable Development Goal 4: Quality Education

Reaffirming that education is one of the most potent and effective drivers for sustainable development is the achievement of inclusive and high-quality education for everyone. By 2030, this aim guarantees that all boys and girls will have experienced free elementary and secondary education. It also aspires to achieve universal access to high-quality higher education, gender and wealth disparity eradication, and equitable access to reasonably priced vocational training.[iv]

II. AGENDA ITEM: ADRESSING CHALLENGES IN EDUCATION SYSTEMS GLOBALLY AND PROMOTING POLICIES TO ENSURE EQUAL ACCESS TO QUALITY EDUCATION FOR ALL

1. Introduction to Agenda Item

The process of promoting learning or the acquisition of information, abilities, attitudes, convictions, and behaviors is known as education. In particular, gender equity, the availability of proper school facilities, equipment, instructional materials and resources,

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[3] *Sustainable development goal 4 (SDG 4)*. UNESCO.org. (n.d.).
    https://www.unesco.org/sdg4education2030/en/sdg4

scholarships or teaching staff, and appropriate skill development are all aspects of quality education.[v]

In developing nations, 91% of children are enrolled in elementary education; nonetheless, 57 million children do not attend school. In sub-Saharan Africa, the proportion of unenrolled children is over 50%. Roughly half of primary school-age out-of-school children reside in conflict-affected areas. Over 60% of the 103 million young people who lack literacy globally are women.[vi]

2. **Challenges Affecting the Accessibility of Quality Education**

   a. **Marginalization and Poverty**

   The fact that numerous children still lack access to school is particularly noteworthy because of ongoing marginalization and injustice. Children lack access to basic education in both developing and developed nations due to disparities in sex, health, and cultural identity (ethnic origin, language, and religion). These children have no access to the education that is essential to their intellectual and social growth as they are on the margins of the educational system.[vii]

   Factors associated with poverty, such as parental illiteracy, sickness, and unemployment, increase the likelihood of not attending school. It is known that large number of underprivileged children are forced to drop out of school in order to work and support their families, or because they have health issues associated with lack of food.[viii]

   b. **Financial Deficit of Developing Countries**

   Many developing nations lack the funding required to establish schools, acquire supplies for education, employ and qualify instructors. The international community

has often promised insufficient funds to enable nations to set up universal education systems for all children.

Due to this overflow, classrooms with a wide range of educational backgrounds are combined together, which prevents every kid from receiving an education that corresponds to their unique requirements and skills. Consequently, there is still a high proportion of dropouts and educational failure.[ix]

c. Shortage of Classroom

Insufficient funds of the governments cannot provide a classroom which is well-designed for each student. Due to this situation, many children cannot get the education that is efficient and necessary for them.

Children are frequently squeezed into overcrowded classrooms, disintegrating classrooms, or learning outside in many sub-Saharan African nations.

A grade 1 classroom in Malawi typically has 130 students. Not only are there not enough classrooms, but there are also deficiencies in every necessary service that one would anticipate in a school, such as water supply and restrooms.[x]

d. Shortage of Trained Teachers

Due to the lack of funding of the governments, some may cannot provide well trained teachers. As a result, children may not get the proper education that they need.

e. Child Labor

Child labor is the primary effect of extreme poverty.

- 9.6% of children between the ages of 5 and 17—160 million—are employed.

- 79 million people work in dangerous jobs.

- 300,000 of the 4.3 million children who are engaged in forced labor—such as debt bondage, prostitution, child soldiers, etc.—are employed by state agencies.[xi]

f. Discrimination

A significant portion of children are being denied access to school due to to their language, race, genre, or religion. Children who cannot speak the official language of teaching are denied the opportunity to receive an education in certain nations. Children living in unstable environments, as well as those with disabilities, constitute many of them.[xii]

g. Conflict Areas

Schools in conflict-affected nations are frequently demolished, taken over by the armed forces, or even targeted on purpose. Teachers and students may be the target. Over 2,400 reports of assaults on educational institutions and military usage of them were made in 2020, a 33% increase from the previous years.[xiii]

h. Malnutrition

In many of the developing nations in the world, when children are starving and malnourished, there is a strong correlation between shortages of food and low education. Up to 151 million children under the age of five are thought to have experienced growth delays or improper development.

A child's cognitive development and focus in the classroom can be impacted by malnourishment, which can lead to a lack of concentration. Children who are malnourished have a lower probability of being literate by the time they turn eight.[xiv]

3. Issues brought on by Lack of Educational Opportunities

The lack of educational opportunities can have far-reaching and detrimental effects on individuals, communities, and societies.

a. Unemployment and Underemployment

Lack of education can contribute to higher rates of unemployment and underemployment. Individuals with limited educational opportunities may struggle to find suitable employment or may be relegated to low-wage jobs with little job security.

The Organization for Economic Co-operation and Development (OECD) found that across all OECD nations:

- 83% of people with a university degree are employed;

- 74% of people with an upper secondary or non-university postsecondary education (e.g. a trade qualification) are employed;

- 56% of people without an upper secondary education are employed.[xv]

It concludes that lack of education results lack of job opportunities and therefore increases the rates of unemployment. Noting that Employment Rate refers to the number of persons in employment as a percentage of the population of working age.[xvi]

b. Increased Inequality

Educational disparities can exacerbate existing social and economic inequalities. Those who have access to quality education are better positioned to succeed in

various aspects of life, while those without such opportunities may face greater challenges and disparities.

Gender inequality also play a role in the employment criteria. In 2022, the EU employment rate of recent male graduates stood at 83.5%, while the corresponding rate recorded among recent female graduates was 81.3%.[xvii]

Employment rates of recent graduates (aged 20–34) not in education and training, by sex, 2022 (¹)
(%)
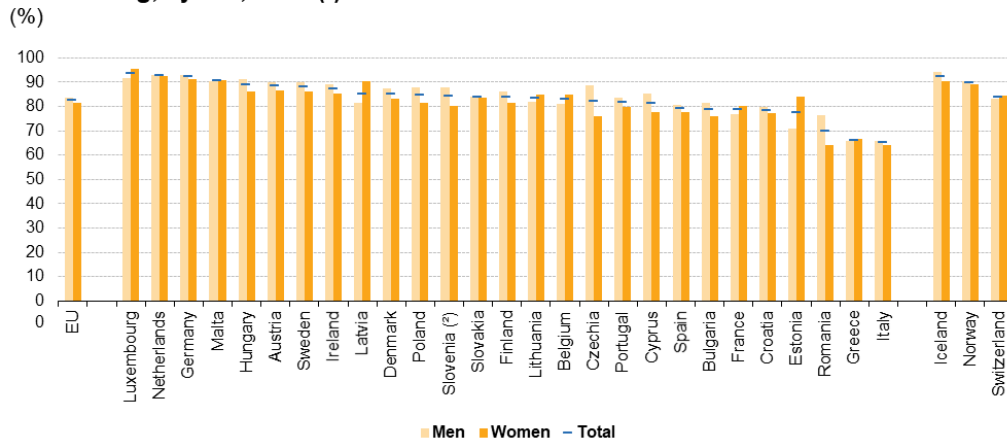
(¹) Graduates: with an upper secondary & post-secondary non-tertiary education or a tertiary education (ISCED 2011 levels 3–8); having graduated within one to three previous years.
(²) Women: low reliability.
Source: Eurostat (online data code: edat_lfse_24)

Figure 4 Statistics of Employment Rates by Sex

c. **Poor Health Outcomes**

There is a direct link between health and education. Poorer health outcomes can result from a lack of educational opportunities because people may not have the information and tools necessary to make wise decisions about their health. In which pressures healthcare systems.

The Borgen Project research conducted in Uganda yielded staggering results: educated people in the country have 75% less chance to contract HIV/AIDS, while young people with good primary education have 50% less chance to contract the same virus.[xviii]

d. Social and Political Instability

Lack of education can contribute to social and political instability. Societies with large segments of the population lacking education may face challenges in governance, civic participation, and the resolution of conflicts through peaceful means.[xix]

e. Reduced Innovation and Productivity

Education is a crucial factor in fostering innovation and productivity. When large portions of a population lack educational opportunities, a society may miss out on the potential contributions of individuals who could otherwise have been innovators, entrepreneurs, and contributors to economic growth.[xx]

f. Limited Access to Information

Education is a key means through which individuals gain access to information. Without education, people may be more vulnerable to misinformation, lack critical thinking skills, and face difficulties in adapting to an increasingly complex and information-driven world.[xxi]

g. Social Exclusion

Lack of education can lead to social exclusion. Individuals who are unable to access education may find it difficult to participate fully in social, cultural, and community activities, leading to feelings of isolation and marginalization.[xxii]

4. Some Examples Related to the Current Status of Countries

a. Tanzania

While 244 million children and youth are out of school worldwide, the United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics (UIS) reports that 6,710,426 are in Tanzania. UNESCO collaborates with the Tanzanian government to expand enrollment and provide citizens with the information, critical thinking skills, and creativity needed to adapt to an ever-changing world filled with problems including climate change, health crises, and social injustices. UNESCO enables individuals to attain their full potential, establish more inclusive communities, and lay the road for a sustainable and prosperous future for future generations by investing in and prioritizing great education for all.[xxiii]

b. **Indonesia**

UNESCO has made strides in promoting inclusive lifelong learning environments. This entailed a concerted effort to meet the needs of all learners, with a special emphasis on vulnerable and disadvantaged persons and communities. UNESCO projects in Indonesia have been critical in breaking down barriers and addressing structural disparities in the education system. UNESCO has been establishing comprehensive lifelong learning strategies in Indonesia in conjunction with local stakeholders and education authorities. These policies seek to provide fair opportunities for all learners, regardless of background or situation.[xxiv]

c. **Liberia**

The country's history of civil war and health challenges has had a profound influence on education in Liberia. The civil war destroyed the education system, destroying schools and displacing students and teachers. The Ebola outbreak strained the education system even further, as schools shut down to stop the virus's spread,

disrupting academic continuity. Initiatives to repair and enhance the education sector were among the post-war recovery efforts. However, obstacles remain, such as poor infrastructure, a dearth of qualified teachers, and economic limits restricting access to high-quality education. Organizations, like Raise Your Hand Foundation (RYHF) and others focusing on education and vocational training, play an important role in addressing these issues and contributing to the restoration of Liberia's educational environment.[xxv]

5. **Efforts to Ensure Quality Education**

   a. **Organizations**

      i. **United Nations Educational, Scientific and Cultural Organization**

         United Nations Educational, Scientific and Cultural Organization (UNESCO) aims to ensuring that every individual, regardless of socioeconomic background, gender, ethnicity, or geography, has access to a high-quality education. Improving educational quality for all is a question of equitable opportunity and a fundamental driver of social growth and prosperity.[xxvi]

      ii. **The United Nations International Children's Emergency Fund**

          The United Nations International Children's Emergency Fund (UNICEF) promotes cost-effective early learning and pre-primary education models, with an emphasis on children with disabilities and other disadvantaged children, as well as the implementation of early learning models in crises.[xxvii]

      iii. **Association for Childhood Education International**

An international network of educators and reformers of education, the Association for Childhood Education International (ACEI) is a global organization. Aim of the organization is 'to promote and support the optimal education, development, and well-being of children in the global community.[xxviii]

iv. Save the Children

Promoting worldwide education and children's rights is the mission of Save the Children. Save the Children provides teachers with excellent teaching practices and student engagement training in order to improve the quality of instruction and contribute to the guarantee of permanent and quality education.[xxix]

v. Education International

Education International is a Global Union Federation that brings together organizations representing teachers and other educators from throughout the world. It promotes for universal access to free, high-quality education and the rights and interests of teachers across the world. It actively promotes the formation of democratic teacher unions and places a premium on educator professional recognition.[xxx]

vi. The Global Partnership for Education

The Global Partnership for Education (GPE) is the largest international fund solely dedicated to changing education in low-income countries. Objective of GPE as a separate and collaborative partnership encompassing different

stakeholders is to deliver high-quality education, guaranteeing that each girl and boy may aspire to a future filled with hope, opportunity, and empowerment.[xxxi]

b. Campaigns

UNICEF is concentrating on teachers in South Sudan who like educating, supporting, and developing their kids in a campaign titled 'Teaching is not just my job - it's my passion.'. Goal of the campaign is to increase awareness and advocate for excellent education, as well as to emphasize that teachers in South Sudan are the backbone of the education sector. It aspires to encourage all devoted instructors, many of whom serve on a volunteer basis, and to stimulate a new generation of learners - even beyond the classroom.[xxxii]

The Raise Your Hand Foundation (RYHF) is an organization of volunteers committed to making a positive difference in Liberia, West Africa, a country that has encountered serious crises. Despite these challenges, RYHF has worked relentlessly to contribute to the rebuilding effort. RYHF has funded and supported the education of approximately 1,800 young Liberians to date. This assistance is available for a variety of educational options, including vocational training, community college, and university programs. The main purpose is to provide young students with the skills and knowledge required for significant careers in service to their country.[xxxiii]

c. Laws and Policies

i. Anti-Discrimination Laws

Discrimination in educational institutions is frequently prohibited under education laws. These regulations are critical for establishing welcoming

environments and preventing discrimination against students based on variables such as gender, race, ethnicity, religion, disability, or socioeconomic background.[xxxiv]

ii. Compulsory Education

Laws requiring compulsory education oblige children to attend school for a set number of years or until a specific age. This essential legislative provision strives to ensure that all children have access to education, establishing the groundwork for a literate and educated society.[xxxv]

iii. Quality Standards

Education legislation frequently specifies requirements for the quality of education given in schools. These criteria cover curriculum development, teacher credentials, assessment techniques, and overall educational achievements. Ensuring high-quality education is critical for individual and societal development.[xxxvi]

iv. Access the Education

Ensuring that all persons, regardless of background or situation, have equal access to and participation in education. Addressing enrollment, attendance, and access obstacles is critical.[xxxvii]

v. Teacher Training and Professional Development

Recognizing educators' vital role in the learning process and emphasizing their training and continuous professional development. Teachers who are well-

educated and motivated make a substantial contribution to the overall quality of education.[xxxviii]

III. QUESTIONS TO BE ADDRESSED

- What can be done to provide access to quality education for all?

- What factors contribute to the widespread occurrence of lack of quality education around the world, and what measures should be taken to eliminate it?

- What can be done to promote, publicize, and raise awareness of the lack of access to high-quality education?

- How can international organizations, laws, and campaigns strengthen their impact on the matter?

- What possible measures could be adopted to minimize the inaccessibility of quality education?

- Are there any further SDG violations that are being missed when addressing the agenda item? What are some ways to accomplish the SDG adoption?

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