

Welcome letter

Dear Delegates,

We welcome you to the 2016 Queretaro TJMUN. We, as your chairs, couldn't be more thrilled and excited to have you participate as delegates in the ECOSOC committee. We are glad you have chosen to join the TJMUN and be part of an amazing life experience. We have both been a part of it for many years and can tell you that you won't regret it. You will develop speaking, listening, leadership and persuasion skills which you will use for the rest of your life. We enjoyed planning this 8th TJMUN, but now is your turn to enjoy this committee and test all your debating skills towards situations that may not be in our country, but that doesn't mean they are not in another place of the world.

The ECOSOC committee is vital. We are well aware how the actions of one nation can have an impact on the social and economic aspects of all other nations. When considering the different issues that could be debated in the committee, we wanted to choose something that creates an interesting and fluid debate experience, that was a challenge. We truly believe that we have met our goal.

We have always thought true leaders don't create followers, they create more leaders. We are sure that if you are a delegate you are already true leaders. We expect from you nothing less than for you to come with the attitude and the willingness to meet a common resolution within the committee that benefits all parties involved. Thank you so much for choosing to join us in an experience you won't regret. Delegates, please feel more than welcome.

Sincerely,

Nicole Llamas and Alejandro Verduzco
ECOSOC Co-Chairs

Topic A: Topic A: Re-establishment of Quality Education systems in post-conflict fragile countries

Introduction:

Education is a basic human right, but an armed conflict is a major obstacle towards the implementation of an educational system in affected areas. It has been proven that half of all the primary-aged children that do not attend school, reside in conflict-stricken nations. Violent conflict affects the educational system in an extensive variety of ways. Almost all of them are direct such as the murder of students and teachers or the damage to schools and infrastructure whereas others are more indirect such as halting the opening of new schools or the increase of youth involvement in military conflict expecting to achieve a change in the system.

Topic outline:

A study done by UNICEF in 2015 revealed that 1 out of 4 children living in conflict zones do not attend school. In the affected countries, the percentage of children who do not attend school has increased from 30% in 1999 to 66% in 2015, and has increased in the Arab States, in South and West Asia. Conflict also tends to exacerbate gender inequality and disparities that exist in a country. Even when children have the opportunity to go to school, the quality of the education is often poor in these settings, with dilapidated classrooms, few learning materials, an irrelevant curriculum and teachers with little to nonexistent professional training. In addition, both the teachers and the students may be suffering from the traumas of war or natural disasters. Furthermore, the existing marginalization by gender, ethnicity or disability is often exacerbated by education systems in crisis. Displacement in particular can affect education, with limited access, poor quality, and gaps in its protective function. Compared to boys, girls are almost 2.5% more likely not to attend school if they live in conflict-affected countries, and young women are nearly 90% more likely to drop out of secondary school than their counterparts in countries unaffected by conflict.

The Democratic Republic of Congo is one of the countries with the largest number of out-of-school children. It has been estimated that 3.5 million children of primary age are not in school mainly because of dropout and military forces. Public education is a hybrid system comprising schools managed by the government and schools managed by faith-based organizations, which represent more than three quarters. Of the 72% of students in Democratic Republic of Congo who attend primary schools most of them are public schools run by religious communities (*écoles conventionnées*).

The numbers affected between 2002 and 2011 were greater by several multiples, with 107,000 people killed annually on average by natural disasters and 268 million affected each year; average levels of economic damages from natural disasters during this period totaled US\$ 143 billion annually. The UN

International Strategy for Disaster Reduction estimates that 175 million children are likely to be affected by natural disasters annually. A clear example, is the devastating earthquakes of April and May 2015 in Nepal, that damaged nearly 36,000 classrooms, leaving more than one million children lacking in access to safe, permanent places to learn.

Nigeria has 20% of the total out-of-school children population in the world. Adding to this challenge is the demographic pressure with about 11,000 newborns every day that overburdens the system's capacity to deliver quality education. In the Northern part of Nigeria, almost two-thirds of students are functionally illiterate. Nigeria is not the only country with illiterate population. Nigeria is not the only country with analphabetism. The reading average in Mexico is half book per Mexican in their whole life.

Essence of the debate:

In this committee we expect the delegates to discuss the environmental, economic and gender inequality aspects of the topic. As delegates you are expected, by means of international cooperation, to arrive at a solution, which is inclusive to all delegations and aspects of the issues. You must also consider the different causes of the topic.

Questions to consider:

- How can you establish a good economical plan to deal with security aspects, affecting the rest of the country?
- How can we increase education within countries in the middle of big insurgencies?
- How would you Re-establish the Education quality systems in post-conflict fragile countries?
- How can you make a possible action plan to help the countries that have suffered military forces interventions, natural disasters to recover their economy?
- How would you make this plan viable for all delegations, including the developing countries?
- How can you improve the quality of education in each country?
- What would be a viable solution to reduce gender inequality for both girls and boys to be able to attend school?
- After conflicts are over, how can you establish an economical plan affected nations can follow to stabilize their economy faster?

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