Code: HRC/DR/R2-D2/1

Committee: United Nations Human Rights Council (UNHRC)

Topic: A Child’s Right to Education in the Midst of Political and Social Unrest

*The United Nations Human Rights Council,*

*Bearing in mind* the fact that many countries already have free primary education and many more countries are working towards gifting children their universal right of free primary education,

*Aware of* the diversity of the member states participating the United Nations Human Rights Council (UNHRC) and respecting their rights to maintaining state sovereignty,

*Believing* that the participation of children in academic programs is essential for countries in the transitory period towards decreasing political and social unrest, politically transitioning governments, and developing governments such as Venezuela, as is purported by United Nations Human Rights Council Resolution on the Right to Education (A/HRC/29),

*Having examined* the movement of teachers and academic officials from developing nations and, in specific, those facing political and social unrest,

*Further emphasizing* the importance of education geared towards youth in locations of political and social unrest,

*Encouraging* efforts towards political transformations in politically unstable locales geared towards improving living conditions within their respective communities,

*Deeply concerned* by the interruption of education that refugees encounter and the unstable political and social climate that they often migrate to,

*Draws attention* to the lack and difficulty of integration that refugees often face when migrating to new locations for asylum, compounded with local xenophobia and educational insufficiencies provided to refugees, furthering a lack of education towards the youth with relevance to political and social development,

*Recognizing* that the most important prerequisite to a healthy education is a safe learning environment, free from immediate threats of violence,

*Considering* the depravity of educational facilities for refugees and asylum seekers, faced in both their nation of origin and destination,

*Acknowledging* the grave issue of terrorist organizations and rebel groups who interrupt the security of educational systems and contribute to the political and social unrest in the aforementioned countries, as stated in the the International Covenant on Economic, Social, and Cultural Rights, United Nations Security Council (UNSC) resolution 1998,

*Fully Alarmed* by the damage rebel groups and non-governmental agencies have inflicted on schools and secondary education programs, as supported by the Yemen Panel of Experts in report S/2015/125, the UN Monitoring and Reporting Mechanism,

*Reiterating* the importance of maintaining a universal access to education, as framed in Article 13 of the Universal Declaration of Human Rights (UDHR), the International Covenant on Economic, Articles 28 and 29 of the UDHR on the Convention on the Rights of the Convention on the Rights of the Child, Social and Cultural Rights, and reinstated by Resolution A/HRC/8/10,

1. Endorses the hiring of women within local communities to provide educational opportunities to people within them;
   1. Therefore supplying employment opportunities for women within their communities and helping stabilize the political and social climate of the area through economic stimulus;
   2. Establishing a grassroots system for the allocation of educational officers and distribution of knowledge-based systems;
      1. Supported through curriculum and monetary resources supplied and drafted in association with the The United Nations Educational,Scientific and Cultural Organization and subsidiary organizations;
      2. Creating a base for case-specific educational systems to be implemented, tailored to the needs of their respective nations;

2. Expresses its hopes for the establishment of vocational training programs as a supplement for formal educational practices;

* 1. Especially focused in nations with great disparity in gender-based educational opportunities;
  2. Providing an educational system compounding traditional, governmental based educational programs with those directed at particular occupations and their skillsets;
     1. Therefore encouraging integration of citizens amidst political and social unrest;
     2. Encouraging economic stimulus within the respective nations, focusing on the development of practical skills that can be put to use immediately within a nation, therefore helping stabilize the social and economical systems through the use of education;
  3. Providing additional opportunities for focused secondary educational systems that keep children in school, especially in locations of political and social unrest;

3. Emphasizing implementation of inservice teacher training in locations of political conflict and social unrest, in order to protect not only security of students, but that of the teachers as well;

* 1. Considers the allocation of military and security officials by national and local governmental organizations to increase the level of protection within communities in conflict;
     1. Working alongside teachers and educational officials to provide them with heightened self-defense and emergency training, including first aid;
        1. Incorporating self-defense training into the curriculum, to extend the training to students;
     2. Based upon the level of corruption or stability of the government of said region;

4. Further invites the establishment of a regulatory framework for education providers, establishing minimum norms and standards for operating and establishing educational institutions;

* 1. Guided by human rights principles;
  2. Requesting the Special Rapporteur to conduct a study on the necessities for educational institutions;
     1. With focus on researching methods to ensure education meets reasonable quality standards through low-cost methods; supported by the Special Rapporteur on the right to education;
     2. To determine the capabilities of each region for providing and establishing said institutions;

5. Calls for capable states and NGOs to consider neutral funding for sovereign governments in order to increase funding for teachers in economically deprived nations;

* 1. Encouraging an increase in the numbers of teachers retained over the course of time in nations placed in political and social unrest;
  2. Supported by international volunteer organizations such as the Peace Corps;
     1. Calls upon the Security Council to pass resolutions related to peacekeeping zones, or advocating demilitarized zones that have educational facilities
     2. Providing nations facing political and social instability with educational resources while growing the experience and knowledge base of benefactor nations on the subject of internationally inclined education;
  3. Looking towards improving the number of teachers retained over the course of time and improving the number of teachers;
     1. By encouraging increased transparency in teacher recruitment, employment, and compensation policies;

6. Requests the aid of the United Nations Office on Drugs and Crime in combating the funding of terrorist organizations and rebel groups through funds acquired from illicit activity such as drug and environmental crime;

7. Encouraging cooperation with the “Refugee Teacher Management” Issue Brief of the United Nations High Commissioner for Refugees in order to expand upon their programs in which refugee teachers teach refugees after completing the move to new nations;

1. Creating job opportunities for refugees and boosting their economic standings, while improving their societal standings;
   * 1. Helping stabilize the conditions of refugees by establishing stabilized professions that support their respective communities;
     2. Ensuring that all agencies working with teachers use standard, common teaching policies;
     3. Providing all teachers with access to an initial induction, periodic training and school-based, in-service support to develop their teaching practices;
        1. Looking towards increased support and motivation of teachers
           1. Increasing the number of opportunities for teachers to participate in decision making and planning of their curriculum;
           2. Expanding the opportunities for teacher qualification and certification within respective nations, upon consent and and negotiation with local universities if possible;
           3. As emphasized by the United Nations High Commissioner for Refugees (UNHCR) Education Brief 5;
        2. Assisting children from states of crisis gradually re-enter into a normal way of living;
     4. Providing children with an educational curriculum tailored towards the home countries of refugees and education based in the host country;
        1. Preserving the refugees’ culture while integrating the indigenous culture;
           1. Complementing the education systems of a home country with information systems of the host country, such as language or history classes;

With the hopes of improving the social status of refugees through the tool of education, and speeding up refugee integration into the host country;

* + - 1. Promoting peaceful integration and breaking the barriers that separate the residents and refugees;
      2. By extending educational facilities and curriculums within nations of unrest based upon existing infrastructure and political situations;
         1. In nations suited with the economical facilities to do so, physically extend facilities to compensate for the changing curriculum;
         2. In economically limited nations suited with educational facilities for refugees, encouraging an adjustment of the curriculum to suit their home countries, with alterations;

8. Advocates for the idea of countries governments funding free education for all children to suit the host countries;

1. Understanding that some developing countries cannot spare the money to prioritize education for children;
2. Recognizing that non-governmental organizations cannot function as a long term solution in some regions, and hoping to transition towards a government-based educational system for furthered national unification;
   1. Looking towards the establishment of systems of bilateral and multilateral aid towards the funding of aforementioned education systems in order to complement NGO aid;
      1. With the goal of enacting a long-term solution to the crisis of education as a tool to combat political and social unrest in the aforementioned areas.