

4 QUALITY EDUCATION



MODEL UNITED NATIONS

SOCOMUN XXXIII

FRESHMAN #4

TOPIC: QUALITY EDUCATION



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Freshman #4 Equal Access to Education for Girls

Hi delegates! My name is Collette Wagner, and I am so excited to be leading you all as your head chair for SOCOMUN XXXIII! I'm a senior at Santa Margarita and have been in MUN for 4 years. Throughout my time in this program, I have attended many conferences and received many awards. MUN has taught me many social skills such as public speaking, allowed me to connect with other kids locally, and has given me many leadership opportunities, like leading this awesome conference! Outside of the MUN classroom, I am a part of the girl's golf team, the girl's lacrosse team, involved in NHS, a student Ambassador, and Vice-President of the Operation Help-a-Hero Club. In my free time, I love to hang out with my friends, cook, and go to the beach. I am looking forward to meeting all the delegates within this committee and seeing the amazing hard work you put into preparation for SOCOMUN XXXIII!

Hey delegates! My name is Sofia Combel, and I am so excited to be your Vice Chair for SOCOMUN 2024! I am currently a junior at SMCHS and it is my third year in the MUN program. Apart from MUN I am on the JV Girls Basketball team, and I love to read! I look forward to meeting you all and having a great committee!

Hi delegates, my name is Ismene Cunningham, and I am the Rapporteur for your Freshman 4 committee, Equal Access to Education for Girls. I am a sophomore and it is my second year in MUN. It's an experience that I've learned so much from and continue to learn many new skills. Outside of school, I enjoy playing tennis and hanging out with my friends, many of whom I met through MUN. My best tips for a successful conference and overall MUN experience are to always participate, raise your placard, and do your best to be social with the other delegates.

The SOCOMUN XXXIII conference is geared toward MUN newcomers! We are the first conference that occurs at the start of the academic year; therefore, we will go through all the guidelines as our conference goes along. As you enter the committee, please take a seat, and settle in. After that, the roll call will begin. We will be taking attendance during roll call as well as providing name cards and placards to delegates. When you hear your county during roll call, which will be said alphabetically, please say present or present in voting to distinguish yourself as a participating delegate. Do not have any worries, delegate; this will all be discussed when committee meetings begin. Please feel free to write to us at socomunfresh4@gmail.com if you need any help or have any concerns. We will do our best to respond to you as soon as possible.

Good luck delegates!



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Background

The ability to have an education should be available to all individuals, regardless of gender. Around the globe, only 66% of women have made it past secondary level education, with a total of 130 million girls around the world out of school. This startling number is a result of many different factors, including location, culture, religious affiliation, and laws and regulations prohibiting women from receiving an education. Throughout history, women of all ages have been denied access to proper education because of so many different groups or governments, whether it be cultural, political, or religious reasons. These different groups believe that a woman is meant to be at home, not in the classroom. In countless countries globally, there are laws and mandates in place that deny females the ability to acquire education. These laws and/or mandates are created and implemented by governmental, community, and religious leaders, and are meant to limit or fully deny a woman's ability to achieve completing a basic education. When women are allowed to attend school and receive an education, they often are treated poorly and often face discrimination by teachers and male classmates alike. Girls face this discrimination while in school just for their presence because others do not consider females to be worthy of receiving an education. These groups and individuals who are against females attending school, seem to not realize the many benefits of girls acquiring an education. For example, if girls can attend school and receive a higher education, they can later get jobs and benefit the economy and community as a whole. In addition, it is found that a majority of women who have an education are less likely to marry young, which lowers the amount of child marriages around the world. Overall, when females receive an education, they are provided with skills that enable them to know more about the world around them, permitting them to have better knowledge of how to stay safe and be better equipped to advocate for themselves in different situations. These are just a fraction of all the different benefits of quality education being available for females across the globe.

Another large contributing factor to why girls globally do not receive the opportunity to safely attend school is because they live in war-torn countries. These crisis areas create extremely unsafe conditions for females to be in, let alone try to travel to school every day. War conditions tend to lower the number of girls attending school because they, or their families, do not want to risk their safety.

There are countless Non-Governmental Organizations, or NGOs, that strive towards bettering the opportunities for young women around the world to get a valuable education. First, the Malala Fund, founded by Nobel laureate Malala Yousafzai, works to invest in girls' educational programs and provide opportunities that ensure every girl can learn and lead. They aim to support girls in receiving their secondary education globally, focusing on nations such as Ethiopia, Afghanistan, Bangladesh, India, Brazil, Pakistan, and more. This international NGO works to advocate for females' rights to education by investing in educators and works to change policies that slow the number of girls attending school. Secondly, the organization Room to Read collaborates with governments and communities to build schools and libraries, as well as train teachers and provide scholarships for girls. This NGO has worked to help provide safe learning spaces for over ten million children worldwide. CARE is a third NGO that focuses on many different humanitarian aid topics but prioritizes girls' education. This organization aids females to achieve an education by offering better and safer learning facilities, providing



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girls with scholarships to enable financially troubled girls to receive an education, as well as promoting overall gender equality in schools. Furthermore, Plan International is an NGO that strives towards bettering conditions for children, so females are better equipped to attend school. The organization addresses barriers to girls' education like child marriage, poverty, and discrimination based on gender.

Not only are there so many NGOs that aim to make better educational opportunities available to girls worldwide, but the United Nations has implemented several initiatives aiming at the goal as well. UN Women is the United Nations entity dedicated to gender equality and women's empowerment. They work towards ensuring women globally have the opportunity to have a quality education, which in turn improves women's opportunities in the workforce later on. Additionally, The United Nations Girls' Education Initiative (UNGEI) is a partnership dedicated to gender-based equality in education and the empowerment of girls and young women in school systems. It is founded on an understanding that all children—girls and boys—have the right to learn in a safe and supportive learning environment. UNICEF also strongly promotes equal access to education for females, aiming to provide equal opportunities to education for both boys and girls around the world.

One of the many United Nations' Sustainable Development Goals is #4, equal access to education, with the main goal being to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (SDG). This Sustainable Development Goal is the foundation of this committee. It is essential to acknowledge that this goal has included accessibility in every aspect of schooling.

Possible solutions

This section is a brief overview and introduction of multiple possible solutions that can apply to the topic of equal access to education for girls. It is vital to keep in mind the many different approaches that a delegate can take when looking to combat this issue. For example, delegates can look to address conflict zones, gender discrimination in communities, impoverished areas, or unsafe conditions for females when looking to solve gender inequality in education. It is also very important for delegates to note that we are aiming to focus primarily on females who do not have access to education at all, as opposed to females who do receive education, but that is lower quality than males. All delegates should be aware of the country's policies as well as where their nation stands on the topic. It is expected that the UN would approve proposals, thus representatives shouldn't include any financial details in them. Although the bureau will remind them throughout the discussion, delegates should refrain from asking questions about finance during the debate. Generally speaking, while formulating proposals, representatives should start by figuring out what the root of the issue is.

In this committee, there are countries present from every part of the world, so it is very important to consider different views on female education. When approaching the issue, delegates should research their own country's stance on the issue, as well as research different views from a variety of cultures and religions globally. This will enable delegates to have a broader understanding of other nations' solutions and better prepare them to collaborate with others. For delegates, a possible solution could be working directly with local leaders, in the government, religious groups, or in the community.



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Working and collaborating with these different leaders can lead to better opportunities being available for females globally.

Also, it is important to note that in many regions where most women do not receive an education, the infrastructure is very low, so there may not even be schools available for these girls to travel to in the first place. This is a very common issue that arises, so delegates can look into different organizations or NGOs that work to aid girls who do not have schools readily available to attend.

Making sure your solutions are efficient and focused will benefit you greatly at SOCOMUN XXXIII. Keep in mind the importance of long-term and short-term solutions when creating your own, unique solutions. Additionally, you ought to have an implementation strategy that spells out the precise steps you intend to take to apply your solutions. You can do this by making multi-step solutions with acronyms as well as specifying NGOs and organizations you plan to partner with. Make sure these are international or based within your nation. We are looking forward to hearing about all of your new, original, and innovative ideas and proposals in our committee!

Questions to Consider

These questions are not to be answered, but to be used as a resource for preparation. Reflect on these questions and use them as you are formulating solutions and researching the topic.

1. What is your country's involvement with women's education?
2. Has the recent COVID-19 Pandemic directly impacted the availability of education for females?
3. What is the specific event, if any, that directly prevents education for women?
4. How can your nation make sure that females attending schools are in safe environments?
5. How do certain NGOs support your strategy to address this issue? And how do you intend to put these into practice?
6. What is your country's policy on this issue? Do they support or refute this problem?
7. How can you support females getting an education in remote, developing, and war-torn areas?
8. What type of incentives might the UN use to assist nations in establishing more accessible educational systems?
9. Has your country developed adaptable solutions for other countries and nations?



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SDG #4 Targets:

SDG #4 - Ensure inclusive and equitable quality education and promote lifelong learning.

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes **4.2** By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

Indicators

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.B By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries

4.C By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

Indicators

MUN Impact Statement:

Welcome all to SOCOMUN XXXIII! I hope all have a fun and enlightening time here at Santa Margarita's own MUN Conference! The SOCOMUN XXXII team hopes that you will leave this conference with new friends, new information, and a renewed desire to help make a difference in your community. If you wish to have an influence on the world, visit: <https://munimpact.org/resources/sdg-inventory/> You may also check out <https://sdgs.un.org/goals/goal4> if you're interested in the Sustainable Development Goals, and their ambitions.



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