



GENERAL ASSEMBLY THIRD COMMITTEE (SOCHUM)

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AGENDA: Alleviating the gender gap in education in the Middle East

SPONSORS: Australia, Brazil, Chile, Denmark, Egypt, France, Germany, Indonesia, Israel, Italy, Japan, Morocco, Pakistan, Republic of Korea, Saudi Arabia, Sweden, Switzerland, Thailand, Ukraine, United Arab Emirates, United Kingdom, United States of America

SIGNATORIES: Afghanistan, Canada, China, Iran, Nigeria, Russian Federation, Vietnam

MAIN SUBMITTER: Saudi Arabia

Resolution 0002 (2024)

Adopted by YMUN 2024 at its 16th meeting, on 20 January 2024

GENERAL ASSEMBLY THIRD COMMITTEE,

Deeply concerned about the growing educational gender gap in the Middle East and North Africa (MENA) region strongly linked with religious beliefs,

Recognizing the importance of the preservation of education rights regardless of gender as stated in Article 26 and Article 1 of the Universal Declaration of Human Rights,

Noting with concern the lack of teaching infrastructure and qualified teachers stemming from military conflicts within the MENA region,

Acknowledging the Sustainable Development Goal 4 regarding education,

Regarding the efforts to mitigate the issue such as the Safe School Declaration, a pledge to protect teachers and students during wars, which in turn were unfortunately failed,

Noting the destruction of educational institutions and the set back in educational development in the Middle East due to past conflicts,

Reaffirming the Security Council Resolution 1325 which urges all actors to increase the participation of women and incorporate gender perspectives in all United Nations peace and security efforts,

1. Recommends the facilitation of a more welcoming and encompassing environment for female education in the MENA region by increasing public awareness regarding female rights to education in ways such as but not limited to:
 - a. educating the public and citizens of states inside the MENA region regarding the impact of religious ideologies on female youth's education:
 - i. raising civil consciousness about its vulnerability to religious issues,
 - ii. yet keeping into consideration the sensitivity and significance of religious matters,
 - b. providing additional opportunities for women entering into the labour market after secondary and tertiary education such as:
 - i. additional scholarships to assist in successfully finishing their education,
 - ii. career development opportunities during and after school years,
 - iii. job information centres catered to sectors advantageous to females,
 - c. reinforcing social media campaigns on educational programs such as the Women's Education Campaign and Donation Campaign for Women's Education for further utilisation of existing resources;
2. Encourages the Organisation for Economic Co-operation and Development (OECD) and other governmental organisations to ensure the continuation of education in conflict zones in ways such as but not limited to:
 - a. constructing emergency education centres with remote learning,
 - b. facilitating the temporary reallocation of schools in war zones to non affected areas;
3. Endorses the implementation of education guidelines and curricula from More Economically Developed Countries (MEDCs) to MENA nations through ways such as but not limited to:
 - a. the adaptation of modern teaching philosophies to teachers in the MENA region,
 - b. making sure that the educators chosen to teach in MENA countries are qualified to teach said curricula through a screening process which would include,
 - i. a system for background checks to verify the credentials of the educators,
 - ii. conducting a qualification exam to ensure the abilities of the educators,
 - iii. interviewing said educators to confirm compatibility with students,
 - c. establishing teacher training programs to ensure proper oversight of said curricula through efforts such as:

- i. further implementation of the proposed Teacher Training Initiative for Sub-Saharan Africa (TTISSA),
 - ii. teacher exchange programs between the MENA region and More Economically Developed Countries (MEDCs),
 - iii. regular checkups by educational assessment bodies;
4. Calls Upon global cooperation between relevant entities to fund MENA countries in need of educational support in ways such as but not limited to:
 - a. promoting collaborative efforts regarding support in the MENA region in which MEDCs can participate,
 - b. collaborating with Non-Government Organisations (NGOs) to reduce gender gap in the MENA region including Sexual Exploitation & Abuse (ABAAD),
 - c. inviting the private sector to engage in Public-Private Partnerships (PPP) as a way of funding projects related to alleviating educational gender inequality through ways such as but not limited to:
 - i. instituting policies to ensure the transparency of partaking companies and governments to prevent any misuse of funds provided,
 - ii. cooperating with organisations such as Transparency International to review and monitor nationwide cooperation with beneficiary nations upon any suspicion of the misuse of funds,
 - iii. implementing policies that immediately halt to such sectors in the future,
 - d. incentivising private sector investments in educational infrastructure, scholarships, and teacher training programs in the MENA region with returns such as the guarantee of human resources to such sectors in the future whilst compensating these private sectors by reaching a written agreement for the amount of compensation per unit agreed upon by the two parties.