

Special Political and Decolonization Committee

Topic B:

The question of improving study and training facilities for inhabitants of Non-Self-Governing Territories



I. Introduction:

This research paper will cover the topic of improving study and training facilities for inhabitants of Non-Self-Governing Territories. Involved and affected countries and groups, conflicts and issues caused by relevant resolutions, and current situations will all be taken into consideration when researching all of the possible solutions for this issue. This paper will therefore aim to define the issue, the causes and examples involved, and all the possible resolutions.

II. Definitions of Some Key Terms:

Non-Self-Governing Territories: According to the UN charter, a Non-Self-Governing Territory (NSGT) is a territory “whose people have not yet attained a full measure of self-government”. Countries administering Non-Self-Governing Territories are referred to as administering Powers. Since 1946, decolonization has resulted in a decrease in the number of NSGTs (United Nations).

Self-determination: The process by which a group of people, usually possessing a certain degree of national consciousness, form their own state and choose their own government (Britannica).

Infrastructure development: The process of creating and improving physical and organizational structures, such as ports, roads, and logistics systems, to support economic activities (Infoscipedia).

Capacity building: The process of developing and strengthening the skills, instincts, abilities, processes and resources in an organization or community, necessary for adapting and thriving in a fast-changing world. Transformation is thus key to capacity-building, and it must be generated and sustained over time from within (United Nations).

Sustainable development goals: The 2030 Agenda for Sustainable Development was created by the United Nations in 2015 and established the plan to achieve “peace and prosperity for people and the planet, now and into the future”. To fulfill this, there are 17 Sustainable Development Goals (SDGs) that make up its core and cover all global aspects in urgent need of development, including SDG 4, aimed at achieving quality education, and SDG 10, aimed at reducing inequalities. The agenda relies on global partnership which is why collaboration among all member countries is key in achieving the goals (*United Nations*).

III. Background Information:

NSGTs are territories identified by the United Nations where the population has not yet achieved full self-governance. There are currently 17 NSGTs listed by the UN, spread across the Caribbean, Pacific, and other regions (United Nations). NSGTs are remnants of colonialism, and their governance is often tied to administering powers that oversee their development. The UN Charter outlines the responsibility of administering powers to promote the well-being of the territories' inhabitants and assist in their progressive development (United Nations).

Education is essential for socio-economic development, enabling self-reliance and empowerment of local populations. NSGTs may face several challenges related to study and training facilities, including: lack of appropriate infrastructure like schools or libraries; limited access to technology and the internet which enhances the global digital divide; a “brain drain”, where educated individuals leave these territories to search for better opportunities; dependence on the administering powers for developing school curricula and funding training facilities (UN General). Education and training are fundamentally important tools to enable self-determination and prepare NSGTs for possible independence (United Nations).

IV. UN Treaties/Historical Events:

The question of Non-Self-Governing Territories has been addressed in various UN treaties and historical events. The 1945 UN Charter laid the groundwork for decolonisation, with Chapter XI defining the Administering Powers' responsibility to promote the well-being of the people. The 1960 Declaration on the Granting of Independence to Colonial Countries and Peoples (Resolution 1514) reaffirmed the right to self-determination, which included equal access to

education. The International Covenant on Economic, Social, and Cultural Rights (1966) emphasised the right to education as essential to achieving social justice. Furthermore, the Decolonisation Committee (C-24) has repeatedly advocated for enhanced educational facilities in non-self-governing territories. Historical landmarks such as the International Decade for the Eradication of Colonialism (1990-2000) have emphasised the necessity of closing education gaps in these areas.

V. Main Issues:

The inhabitants of Non-Self-Governing Territories face numerous obstacles in accessing adequate study and training facilities. A major concern is a shortage of infrastructure, such as insufficient schools, universities, and vocational training centres, which restricts options for higher education and skill growth. Another issue is the reliance on Administering Powers, who frequently prioritise their own interests over the territories' development demands. Furthermore, the cultural and linguistic variety of these territories might present educational challenges, as curricula may fail to reflect local traditions or languages. Financial constraints, such as restricted funding and the high expense of obtaining an education abroad, increases these issues. Finally, the lack of long-term sustainable development methods in education creates a circle of inequality, leaving residents without the skills required for economic independence.

VI. Possible Solutions:

Solutions to the issue may address infrastructure building, technological integration, curriculum enhancement, financial support mechanisms, teacher training and recruitment, regional and international cooperation and youth empowerment. For example, new educational facilities can be built following certain guidelines, or digital literacy can be promoted while providing the necessary digital resources. Education can be made culturally relevant and there can be a specific focus on vocational training or STEM education. Some financial support systems can be scholarship or grant programs or microloans to families in order to support their children's education. Student and teacher exchange programs may also be a useful way to train local teachers and provide unique opportunities to students. Regional and international cooperation may mean developing shared training centers across neighbouring NSGTs or working with international bodies for technical support. Finally, it is important to consider creating youth leadership programs to promote entrepreneurship and civic engagement, as well as support for special needs education or community education initiatives.

Encourages NSGTs to collaborate with neighboring countries for shared resources and training programs.

Urges the establishment of dedicated funds for NSGT education and training infrastructure.

Promotes strengthening of UN oversight to ensure administering powers fulfill their responsibilities.

Invites all States to make or continue to make generous offers of study and training facilities to the inhabitants of those Territories that have not yet attained self-government or independence and, wherever possible, to provide travel funds to prospective students.

Urges the administering Powers to take effective measures to ensure the widespread and continuous dissemination in the Territories under their administration of information relating to offers of study and training facilities made by States and to provide all the facilities necessary to enable students to avail themselves of such offers;

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