

McKennaMUN VIII Background Guide



UN Human Rights Council (UNHRC)

April 4-5 2020
Claremont McKenna
College



DIRECTOR'S LETTER

Delegates,

It is my pleasure to welcome you to the United Nations Human Rights Council at MckennaMUN 2020! My name is Kelsey Braford and I am delighted to be your Director. I am currently a second-year student at Pomona College studying politics and sociology, and serve as the Secretary General of Pomona's Model UN team. This is my ninth time staffing a conference since I first started MUN five years ago. I love MUN because I believe in its ability to make a difference for students as an avenue for skill development and broadening horizons. I currently sit on the Board of Seattle-based non-profit Model United Nations Northwest, which manages conferences in Washington State and is implementing world issues curriculum into middle-school classrooms in the area to accomplish these goals!

My first-ever committee was a UNHRC, and I can remember how nervous I was before my first conference! I hope to foster a comfortable and welcoming environment for everyone at MckennaMUN 2020, as well as making it a fruitful educational experience. Whether this is your first or final conference, you can expect to have a fun and memorable weekend!

We will have the opportunity to discuss two pressing topics over the course of the weekend; human trafficking and access to education. Both of these topics relate to innate human rights, and finding solutions to comprehensively address these issues will be key to the success of the committee. Personally, I am passionate about both of these issues and am excited for delegates to work together to creatively address them in a resolution.

I look forward to meeting all of you at the conference, and eagerly anticipate your position papers in the meantime. Please do not hesitate to reach out should you have any questions!

Kelsey Braford,

Director

INTRODUCTION

The United Nations Human Rights Council (UNHRC) strengthens and promotes the protection of human rights around the world.¹ The council addresses human rights violations and makes recommendations on how to address such situations. It serves as “a forum for dialogue among states,” and, sometimes, as a result of that dialogue may issue resolutions that call upon nations to take specific actions, or investigate or monitor concerning situations.² In addition, the council receives complaints of human rights violations and manages the Universal Periodic Review (which reviews UN member states’ human rights records).³ The Advisory Committee “serves as the Council’s ‘think tank’ providing expertise and advice on thematic human rights issues.”⁴

HISTORY OF THE COMMITTEE

¹ “Welcome to the Human Rights Council.” United Nations Human Rights Council, 2019, www.ohchr.org/EN/HRBodies/HRC/Pages/AboutCouncil.aspx.

² “UN Human Rights Council.” International Justice Resource Center, accessed 5 January 2020, ijrcenter.org/un-human-rights-council/.

³ “UN Human Rights Council.” International Justice Resource Center.

⁴ “Welcome to the Human Rights Council.” United Nations Human Rights Council.

The UNHRC was created by the UN General Assembly through Resolution 60/251 in March 2006.⁵ It replaced the UN Commission on Human Rights, which started operation in 1946.⁶ Consisting of 47 member states elected by the UN General Assembly for staggered three-year terms, the committee maintains proportionate representation of each major geographical region.⁷ Based in Geneva, Switzerland, it works closely with the UN Human Rights Office of the High Commissioner.⁸ It also works with the UN Special Procedures, comprised of rapporteurs, special representatives, independent experts and working groups that “monitor, examine, advise, and publicly report on thematic issues or human rights situations in specific countries.”⁹

Topic I: Human Trafficking

INTRODUCTION

Human trafficking refers to the process through which individuals are forced or coerced into exploitative situations for economic gain.¹⁰ Deprived of basic human rights, victims are

⁵ “Welcome to the Human Rights Council.” United Nations Human Rights Council.

⁶ “Welcome to the Human Rights Council.” United Nations Human Rights Council.

⁷ “UN Human Rights Council.” International Justice Resource Center.

⁸ “UN Human Rights Council.” International Justice Resource Center.

⁹ “Welcome to the Human Rights Council.” United Nations Human Rights Council.

¹⁰ “Human Rights and Human Trafficking.” United Nations Human Rights Office of the High Commissioner, accessed January 1 2020, www.ohchr.org/Documents/Publications/FS36_en.pdf.

often forced into labor, sex, or marriage. Human trafficking not only strips victims of their freedom and puts them in unsafe situations, but it often also jeopardizes their access to necessities, including food, clean water, sanitation, housing, etc. Traffickers prey on those who are mentally, physically, or financially vulnerable, and conditions like natural disasters or political instability can make people more susceptible to trafficking.¹¹

Unfortunately, it is difficult to accurately estimate the real impact of human trafficking. Language barriers and fear of law enforcement are common obstacles that prevent victims from seeking help. While it is believed many victims fly under the radar going unreported, the U.S. Department of State estimates that 600,000 to 800,000 people are trafficked annually around the world.¹² Women and girls are disproportionately affected, representing 71% of slavery victims.¹³ There are massive economic incentives for traffickers, with the international market profiting over \$150 billion every year.¹⁴

¹¹ “What is Human Trafficking?” Blue Campaign, U.S. Department of Homeland Security, accessed 1 January 2019, www.dhs.gov/blue-campaign/what-human-trafficking.

¹² “Facts About Human Trafficking.” U.S. Department of State, 24 May 2004, 2001-2009.state.gov/r/pa/ei/rls/33109.htm.

¹³ “Trafficking and Slavery Fact Sheet.” Free the Slaves, accessed 1 January 2020, www.freetheslaves.net/wp-content/uploads/2018/04/Trafficking-ans-Slavery-Fact-Sheet-April-2018.pdf.

¹⁴ “Profits and Poverty, The Economics of Forced Labor.” U.N. International Labor Organization, 2014, www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_243391.pdf.



With estimates of over 40 million people victims of modern slavery as of 2016,¹⁵ human trafficking is a pervasive issue that calls for further action to more fully address. By examining both the history and current status of this issue it is evident that international cooperation is necessary to develop new policies to disrupt this illegal industry. To successfully tackle this problem, it is important to keep in mind both the visible effects of trafficking and the invisible root causes.

HISTORY

Human trafficking, or modern-day slavery, refer to slavery that persists in the 21st century and emphasize how slavery has changed over the course of human history. Slavery has been a persistent theme in human experience since some of the very first civilizations. In Mesopotamia in 1700 B.C. the earliest surviving set of laws, called the Code of Hammurabi,

¹⁵ "Global Estimates of Modern Slavery, Forced Labour and Forced Marriage." International Labour Organization and Walk Free Foundation, 2017, www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_575479.pdf.

includes provisions on slavery.¹⁶ Over millennia the means of slavery have changed dramatically but the basic violations of human rights have not.

During the Greco-Roman period slavery persisted but took different forms in depending on the society. In Greece, women and children were originally favored as slaves for domestic work. However, as cotton demand grew the demand for slave labor shifted to the agricultural sector.¹⁷ At one point, Athens actually had more slaves than citizens.¹⁸ Slavery was also very prevalent in Roman society, but they had different purposes for slaves. While in both Rome and Greece slaves worked in agriculture, in Rome they also acted as clerks, secretaries, and notably gladiators (gladiators fought to the death for entertainment).¹⁹ It was very common that the citizens of a *conquered* state would be enslaved by the *conquering* state.

The global slave trade truly began during the Middle Ages. The increasing globalization of warfare, spanning continents and crossing seas, meant that slaves were beginning to be transported far distances. European slaves were popular in Muslim countries and Vikings took slaves across Europe, focusing on the British Isles.²⁰ In China, the Tang Dynasty purchased

¹⁶ “Labor and Slavery in Mesopotamia.” Facts and Details, accessed 1 January 2019, factsanddetails.com/world/cat56/sub363/entry-6082.html.

¹⁷ “A Brief History of Slavery.” New Internationalist, 5 August 2001, newint.org/features/2001/08/05/history.

¹⁸ “A Brief History of Slavery.” New Internationalist.

¹⁹ “A Brief History of Slavery.” New Internationalist.

²⁰ “History of Slavery Part 2 - Slavery in the Middle Ages.” Restavek Freedom, accessed 1 January 2019, restavekfreedom.org/2018/08/02/history-of-slavery-part-2-slavery-in-the-middle-ages/.

European and Jewish slaves and their soldiers (and some allegiant pirates) brought slaves from all over Asia to China.²¹ The lengthy transportation and new sale processes of slaves marked a shift in how the slave trade operated. Formerly, countries enslaved conquered peoples and used them in their own country. These countries and other entities took people from their homelands, enslaved them, transported them somewhere else, and sold them. This paved the way for the Transatlantic slave trade.

The African slave trade transported over 10 million Africans across the Atlantic Ocean to the Americas.²² Spanning centuries, it operated from the 16th to 19th century, with approximately 60% of activity taking place in the 18th century²³. This marks another notable development in the history of slavery because it was a large-scale, government-sponsored, *sustained* human trafficking operation. It occurred over several generations and laid the foundations for how we think about slavery in the contemporary era.

Over the course of history, slavery has evolved alongside technology. As transportation practices made it easier and cheaper to travel, the slave trade was revolutionized. Similarly, the internet and social media also revolutionized how traffickers access vulnerable populations. Traffickers use the internet to post fraudulent or deceptive job opportunities, and often post

²¹ “History of Slavery Part 2 - Slavery in the Middle Ages.” Restavek Freedom.

²² Lewis, Thomas. “Transatlantic slave trade.” Encyclopaedia Britannica, 3 January 2020, /www.britannica.com/topic/Middle-Passage-slave-trade.

²³ Lewis, “Transatlantic slave trade.”

pictures of cash profits to lure in potential victims, preying on the poor and desperate.²⁴

Traffickers also use social media to develop relationships with potential victims²⁵ to gain their trust. The internet makes it possible for traffickers to isolate their victims and develop these relationships and groom children without any interference, like parental oversight or awareness of friends. This makes it very dangerous, especially for young children.

In addition, social media allows people to put *themselves* at risk by sharing lots of personal details about their lives publicly. In the same way that posting you are going away on vacation online makes your home vulnerable to theft, posting where you go to school, where you work, or what places you frequent makes it easier for traffickers to track you down. Traffickers also target people that post things suggesting low self-esteem, problems at home, or loneliness.²⁶ Traffickers can also turn social media into a weapon of deception by taking control of a victim's social media and continuing to use it, making the victim appear fine.²⁷

One aspect of slavery that has endured over time, aside from demand, are the various faces of it. While they have undoubtedly changed and may look very different than they did historically, there are several basic types of slavery: forced labor, sex trafficking, bonded labor,

²⁴ Withers, Mellissa. "Social Media Platforms Help Promote Human Trafficking." *Psychology Today*, 22 November 2019, www.psychologytoday.com/us/blog/modern-day-slavery/201911/social-media-platforms-help-promote-human-trafficking.

²⁵ "Human Trafficking and Social Media." Polaris, accessed 1 January 2020, polarisproject.org/human-trafficking-and-social-media.

²⁶ Withers, Mellissa. "Social Media Platforms Help Promote Human Trafficking."

²⁷ "Human Trafficking and Social Media." Polaris.

forced marriage, and domestic servitude.²⁸ Bonded labor refers to when people are compelled to work due to a debt, and they must repay the entire amount through work before they are set free.

²⁹ Today, this often results in permanent slavery, as the creditor makes it impossible for the debtor to leave by adding on additional expenses to the original debt for housing and food, ever increasing the debt. This debt is also passed down generationally, meaning that after the enslaved person dies, a relative will inherit their debt.³⁰ This is the most common form of slavery today and is particularly popular in Asia, because in many places it skirts legal definitions of slavery and laws against it are not well enforced.

Domestic servitude is a face of slavery that has changed significantly over time and is less visible than other forms. In ancient times this face might have looked like forcing victims to perform domestic tasks, but now it often takes a different shape, remaining a type of forced labor but in unique contexts. The “seemingly normal” practice of live-in help often covers up this type of slavery,³¹ contributing to its lack of visibility. A common way that this occurs is when a migrant reaches a destination country and they are indebted from the travel, so they go to work domestically, but the employer tacks on expenses for food and housing (like bonded labor)

²⁸ “Slavery Today.” End Slavery Now, National Underground Railroad Freedom Center, 2020, www.endslaverynow.org/learn/slavery-today.

²⁹ “Bonded Labor.” End Slavery Now, National Underground Railroad Freedom Center, 2020, www.endslaverynow.org/learn/slavery-today/bonded-labor.

³⁰ “Bonded Labor.” End Slavery Now.

³¹ “Domestic Servitude.” End Slavery Now, National Underground Railroad Freedom Center, 2020, www.endslaverynow.org/learn/slavery-today/domestic-servitude.

making it impossible for them to pay off the debt.³² However, this is unique because it often begins as voluntary work and transitions to a situation that the person cannot escape, and they are unable to seek help due to fear of legal consequences. One example of this is found in the case of Sandra Bearden of Texas. She crossed the border into Mexico and went to a small, poor, village and met a family with a young girl, Maria. She promised the family that she would take Maria back into the U.S. and in exchange for domestic work Sandra would provide better housing, food, and education. However, after smuggling her across the border Sandra began abusing Maria and the work shifted from a voluntary agreement to slavery. Sandra is serving a life sentence for human trafficking and slavery.³³

Being cognizant of the role that slavery has played over the course of recorded human history is important to understanding how human trafficking has evolved and now operates. Transportation was revolutionary to the slave trade, as was the advent of the internet. Keeping in mind these historic catalysts when looking at modern human trafficking is key to developing effective solutions.

The Issue

³² “Domestic Servitude.” End Slavery Now.

³³ Bales, Kevin, and Ron Soodalter. “The Slave Next Door: Human Trafficking and Slavery in America Today.” University of California Press, 2010, pages 34-36.

Current reports suggest that the situation is getting worse, not better. However, it is difficult to make this assertion because it is based off of UNODC data that *reported* cases are increasing, and some contend that rather than there actually being more cases, this may just reflect an increase in reporting.³⁴ Or, it may be a combination of both. There has been a great increase in the capacity for countries to track and collect data on human trafficking over the past decade. In 2009, 26 countries had an institution that collected and disseminated data, and in 2018 that number had risen to 65.³⁵ In general, data collection on trafficking has improved globally, as represented by the chart below, and this has contributed to an increased capacity to convict traffickers.

Trends in the total number of detected trafficking victims, average number of detected victims per country and number of reporting countries, by year, 2003-2016



Source: UNODC elaboration of national data.

³⁴ Cole, Diah. "Global Report on Trafficking in Persons, 2018." NPR, 14 Jan 2018. www.npr.org/2018/01/14/588888888. new-heights-declares-u-n-report.

³⁵ "Global Report on Trafficking in Persons, 2018." United Nations Office on Drugs and Crime, United Nations, 2018. www.unodc.org/documents/data-and-analysis/glotip/2018/GLOTiP_2018_BOOK_web_small.pdf.

Report.”

es-horrific-

Detection of trafficking is followed by an increase in conviction rates, suggesting that the criminal justice response reflects the detection trend.³⁶ However, there is also evidence that in countries with low reported detection and conviction rates traffickers are operating “with a high degree of impunity”³⁷ because victims of trafficking from these countries are found in other regions. It is clear that the implementation of systems to detect and record human trafficking instances has been successful in not only collecting more data, but in using that data to hold traffickers accountable.

However, armed conflicts taking place around the world make it more difficult to convict traffickers while simultaneously making it easier for them to prey on vulnerable individuals. Political disruption and violent conflict foster environments that traffickers take advantage of. They offer jobs or help with travel arrangements to refugees fleeing their homes, often a trap to lure in potential victims before they force them into human trafficking.³⁸ Children traveling alone, often separated from their parents or family, are even more likely to fall victim to traffickers.³⁹

The most common types of trafficking vary from region to region, with sexual exploitation dominating across the globe as an internationally pervasive form of slavery. It is

³⁶ “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime.

³⁷ “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime.

³⁸ Cole, Diane. “Human Trafficking Reaches ‘Horrorific’ New Heights, Declares U.N. Report.”

³⁹ Cole, Diane. “Human Trafficking Reaches ‘Horrorific’ New Heights, Declares U.N. Report.”

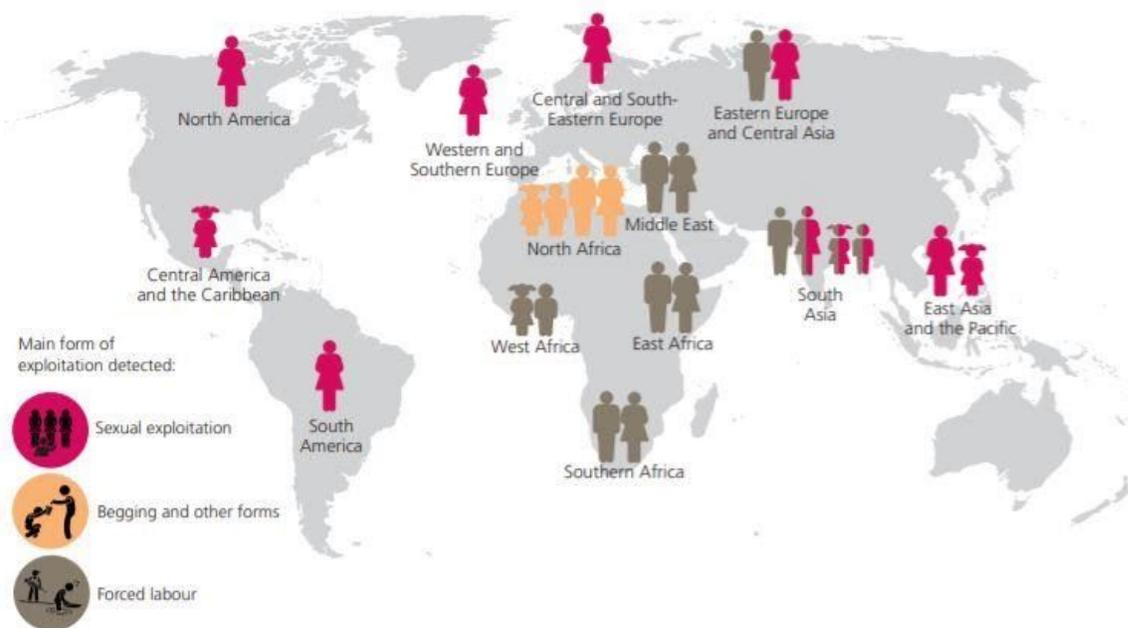
particularly pervasive in the Americas, Europe, East Asia, and the Pacific.⁴⁰ In the Middle East and Africa forced labor is the main form of trafficking, however the Middle East mainly involves adults, whereas Africa involves more children.⁴¹ South Asia and Central Asia have equal detection of sex and labor trafficking.⁴² Forced marriage, which is sometimes considered a form of sexual exploitation depending on the reporting agency, is more commonly found in South East Asia. Other types of trafficking include begging, organ removal, and forced criminality. Organ removal is common in North Africa, Central, South-Eastern, and Eastern Europe. However, when considering these statistics, it is important to keep in mind that these assertions rely on reported cases and cannot take into account undetected victims.

⁴⁰ “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime.

⁴¹ “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime.

⁴² “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime.

Main forms of exploitation and profiles of detected victims, by subregions, 2016 (or most recent)



When victims are trafficked into forced criminality, it is often difficult for them to escape because they are afraid of seeking help from authorities for fear of legal ramifications.

Individuals forced into sex work, begging, or other illegal trades are often misidentified as criminals rather than victims and they are charged and detained⁴³ rather than provided help. In addition, victims can even face criminalization when they return home and be penalized for “unlawful or unauthorized departure.”⁴⁴ Treating trafficked individuals as criminals often leads

⁴³ “Human Rights and Human Trafficking.” United Nations Human Rights Office of the High Commissioner.

⁴⁴ “Human Rights and Human Trafficking.” United Nations Human Rights Office of the High Commissioner.

to the deportation of foreign victims,⁴⁵ preventing them from participating in legal proceedings to gain justice.

Accounting for a staggering 10% of all transplants worldwide,⁴⁶ organ trafficking is particularly disturbing as it is one of the most underreported forms and the hardest to detect. This is due in part to the nature of organ trafficking; victims are often poor, dead, or dying (especially with regard to vital organs, like the heart and lungs). The most common organ trafficked is the kidney, because a donor can survive with only one.⁴⁷ While some of the victims that organ traffickers prey on volunteer to donate their kidney out of desperation, this is often under false pretenses. For example, traffickers target poorly educated individuals and other vulnerable people, like refugees, with false promises of money and safe transportation, or blatant lies like “kidneys grow back” or that its “abnormal to have two kidneys in the first place.”⁴⁸ There are many other victims who are not duped into organ trafficking but are *forced* into it. Some

⁴⁵ “Human Rights and Human Trafficking.” United Nations Human Rights Office of the High Commissioner.

⁴⁶ Efrat, Asif. “Organ traffickers lock up people to harvest their kidneys. Here are the politics behind the organ trade.” The Washington Post, 7 December 2016, www.washingtonpost.com/news/monkey-cage/wp/2016/12/07/organ-traffickers-lock-up-people-to-harvest-their-kidneys-here-are-the-politics-behind-the-organ-trade/.

⁴⁷ Tomlinson, Simon. “Inside the illegal hospitals performing thousands of black market organ transplants every year for \$200,000 a time.” Daily Mail, 9 April 2015, www.dailymail.co.uk/news/article-3031784/Inside-illegal-hospitals-performing-thousands-black-market-organ-transplants-year-200-000-time.html.

⁴⁸ “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime, page 31.

traffickers collude with medical professionals and tell victims that they are going in for a routine medical checkup.⁴⁹ One shocking documentary alleges that China harvested organs from political prisoners and their bodies were disposed of in incinerators in hospital boiler rooms.⁵⁰ The demand for organs far outpaces their availability, and organ trafficking offers a workaround for the most wealthy around the world at the expense of the poorest.

Organized crime networks are becoming increasingly involved in perpetrating organ trafficking but have always been key players in trafficking of all kinds. Highly organized networks tend to be very effective at maintaining covert, undetectable operations for long periods of time. However, individuals can also engage in trafficking, as illustrated by the aforementioned case of Sandra Bearden. For large-scale operations, it takes many people to run a human trafficking ring, and the *Handbook of Sex Trafficking* describes the players in such a network. *Recruiters* identify victims who are vulnerable. *Investors* fund the operation. *Transporters* facilitate the movement of a person or group who are being trafficked. *Employers* purchase the victim and exploit them. *Money Movers* launder the profits. *Facilitators* contribute to the process in some other fashion, by housing victims temporarily or by acting as *Informers* and providing information about transit procedures or other details.⁵¹ Experienced trafficking rings function

⁴⁹ “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime, page 31.

⁵⁰ Tomlinson, Simon. “Inside the illegal hospitals performing thousands of black market organ transplants every year for \$200,000 a time.”

⁵¹ Walker, Lenore, Giselle Gavia, and Kalyani Gopal. *Handbook of Sex Trafficking: Feminist Transnational Perspectives*. Springer Nature Switzerland, 2018, page 104.

very efficiently, and often have additional personnel to assist with carrying out their illegal activity.

The United Nations has taken steps to address human trafficking, yet the problem persists. One landmark action was taken in 2004, when the UNHRC passed resolution 2004/110 Special Rapporteur on trafficking in persons, especially in women and children.⁵² It “takes action on violations committed against trafficked persons and on situations in which there has been a failure to protect their human rights.”⁵³ It also supported country visits to study the situations of different countries and make recommendations, submitting annual reports to the UNHRC and General Assembly.⁵⁴

In 2007 the International Labor Organization (ILO), in conjunction with the UN Office on Drugs and Crime, launched the United Nations Global Initiative to Fight Human Trafficking (UN.GIFT).⁵⁵ This initiative recognized the role that technology has played in changing how human trafficking operates, and emphasizes combatting a “new generation of criminals.”⁵⁶ In

⁵² “Special Rapporteur on trafficking in persons, especially women and children.” United Nations Human Rights Office of the High Commissioner, 2017, www.ohchr.org/EN/Issues/Trafficking/Pages/TraffickingIndex.aspx.

⁵³ “Special Rapporteur on trafficking in persons, especially women and children.” United Nations Human Rights Office of the High Commissioner.

⁵⁴ “Special Rapporteur on trafficking in persons, especially women and children.” United Nations Human Rights Office of the High Commissioner.

⁵⁵ “UN.GIFT.HUB.” United Nations Global Initiative to Fight Human Trafficking, United Nations Office on Drugs and Crime, 2016, www.ungift.org/.

⁵⁶ “UN.GIFT.HUB.” United Nations Global Initiative to Fight Human Trafficking.

addition, it highlighted the importance that bystanders play in ending human trafficking. It offered suggestions for citizen action and instruction on how to recognize victims.⁵⁷ Another important result of UN.GIFT was an increased focus on human trafficking in the form of domestic servitude in diplomatic households.⁵⁸

Also in 2007, the Inter-Agency Coordination Group against Trafficking in Persons was created to improve inter-agency coordination.⁵⁹ ICAT provides a platform for the exchange of information and good practices on anti-trafficking and promotes the efficient use of existing resources. Its goal is to “works towards a comprehensive, coordinated, and holistic approach to human trafficking” paying special attention to gender and age.

The UNODC Voluntary Trust Fund for Victims of Human Trafficking (UNVTF), established in 2010, is a fund that provides humanitarian, legal, and financial aid to victims of human trafficking.⁶⁰ They operate through governmental, intergovernmental, and non-governmental channels to provide this assistance. Their victim-centered approach has been

⁵⁷ “UN.GIFT.HUB.” United Nations Global Initiative to Fight Human Trafficking.

⁵⁸ “UN.GIFT.HUB.” United Nations Global Initiative to Fight Human Trafficking.

⁵⁹ “The Inter-Agency Coordination Group Against Trafficking in Persons (ICAT).” The Inter-Agency Coordination Group Against Trafficking in Persons, accessed 4 January 2020, icat.network/.

⁶⁰ “United Nations Fund for Victims of Human Trafficking.” United Nations Office on Drugs and Crime, 2020, www.unodc.org/unodc/en/human-trafficking-fund/human-trafficking-fund_about.html.

successful in preventing re-trafficking, as they focus on a three-step approach; protection, legal assistance, and empowerment and prevention.⁶¹

Another key step the United Nations took was including human trafficking explicitly in goals 5, 8, and 16 of the Sustainable Development Goals (SDGs) in 2015.⁶² Target 8.7 calls for “immediate and effective measures to eradicate forced labor, end modern slavery and human trafficking, and secure the prohibition and elimination of the worst forms of child labor, including recruitment and use of child soldiers, and by 2025 end child labor in all its forms.”⁶³

Unfortunately, as this deadline approaches it is clear that child trafficking is nowhere near eradication. Currently, there are an estimated five million enslaved children worldwide.⁶⁴ While meeting the timelines set forth by the SDGs may not be feasible, more action can be taken to address human trafficking in all its forms.

Key Actors

Main detected transregional trafficking flows, 2014-2017

⁶¹ “United Nations Fund for Victims of Human Trafficking.” United Nations Office on Drugs and Crime.

⁶² Kabonero, Amanda. “Join the UN to Stop Human Trafficking.” United Nations Foundation, 2017, unfoundation.org/blog/post/join-un-stop-human-trafficking/.

⁶³ “The Sustainable Development Goals that Aim to End Human Trafficking.” UNICEF USA, 29 January 2016, www.unicefusa.org/stories/sustainable-development-goals-aim-end-human-trafficking/29864.

⁶⁴ “Child Slavery.” Anti-Slavery International, accessed 4 January 2020, www.antislavery.org/slavery-today/child-slavery/.



Source: UNODC elaboration of national data.

The Middle East and Africa

Many victims of human trafficking across this region are domestic, meaning that they are trafficked within their own country.⁶⁵ In the Sub-Saharan subregion, most convicted traffickers are citizens of the countries they are convicted in, or are citizens or nearby countries, meaning that traffickers are also domestic.⁶⁶ However, in the North African and Middle Eastern subregion

⁶⁵ “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime, page 41.

⁶⁶ “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime, page 82.

about 90% of traffickers are foreign.⁶⁷ Across the region as a whole, the main type of slavery that individuals are trafficked into is forced labor.⁶⁸ However, in Sub-Saharan Africa over 50% are children (especially in West Africa),⁶⁹ whereas in the Middle East nearly all victims are adults. Shockingly, male children account for the largest share of victims in North Africa, representing a staggering 33% of all detected victims. Unfortunately, there is limited data on this region and reporting methods could use improvement in order to more accurately measure and analyze human trafficking patterns.

Europe and Central Asia

Women and girls are the primarily trafficked in this region, accounting for a significant portion of all victims across the entire region.⁷⁰ With two thirds (and sometimes more) of cases involving sex trafficking, it dominates in this region.⁷¹ However, in the subregion of Eastern Europe and Central Asia where forced labor is more common, this is not true and sexual

⁶⁷ “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime, page 87.

⁶⁸ “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime, page 81.

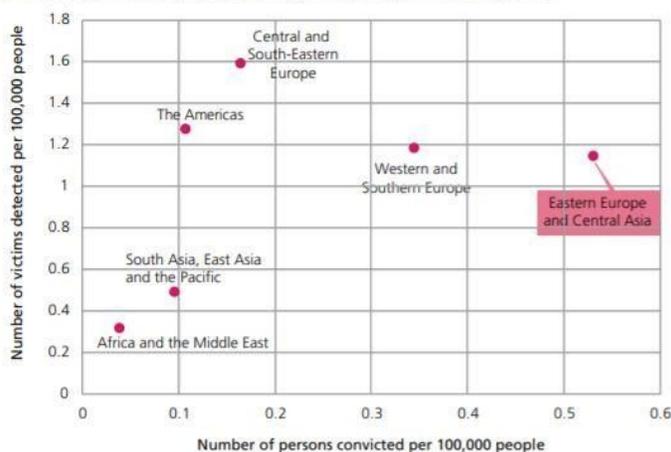
⁶⁹ “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime, page 80.

⁷⁰ “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime, page 51.

⁷¹ “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime, page 51.

exploitation represents just over half of cases.⁷² In most of this region the vast majority of traffickers are domestic,⁷³ however in Western and Southern Europe most traffickers are foreign.⁷⁴ Nearly all traffickers in Eastern Europe and Central Asia are domestic⁷⁵ which may contribute to this subregion's impressively high conviction rates. Others attribute these high rates to long-standing legislation.⁷⁶ Regardless, overall this region has some of the higher conviction rates relative to the rest of the world, an impressive achievement.

Subregions by their average trafficking in persons' conviction rates (horizontal axis) and victims' detection rate (vertical axis), in 2016 (or most recent).



⁷² “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime, page 61.

⁷³ “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime, page 62.

⁷⁴ “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime, page 52.

⁷⁵ “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime, page 62.

⁷⁶ “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime, page 63.

The Americas

In the Americas, a huge proportion of victims are from within the borders of their own country.⁷⁷ Similarly, most traffickers are citizens of their country of conviction.⁷⁸ The overwhelming majority of victims in this region are women and girls.⁷⁹ In the subregion of North and Central America and the Caribbean children make up two thirds of those trafficked, with female children alone representing over 50%.⁸⁰ Sexual exploitation dominates this region as well, however in South America a significant amount of trafficking is forced labor (32%).⁸¹ Illegal adoption is another common form of human trafficking in South America.

⁷⁷ “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime, page 41.

⁷⁸ “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime, page 78.

⁷⁹ “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime, page 70.

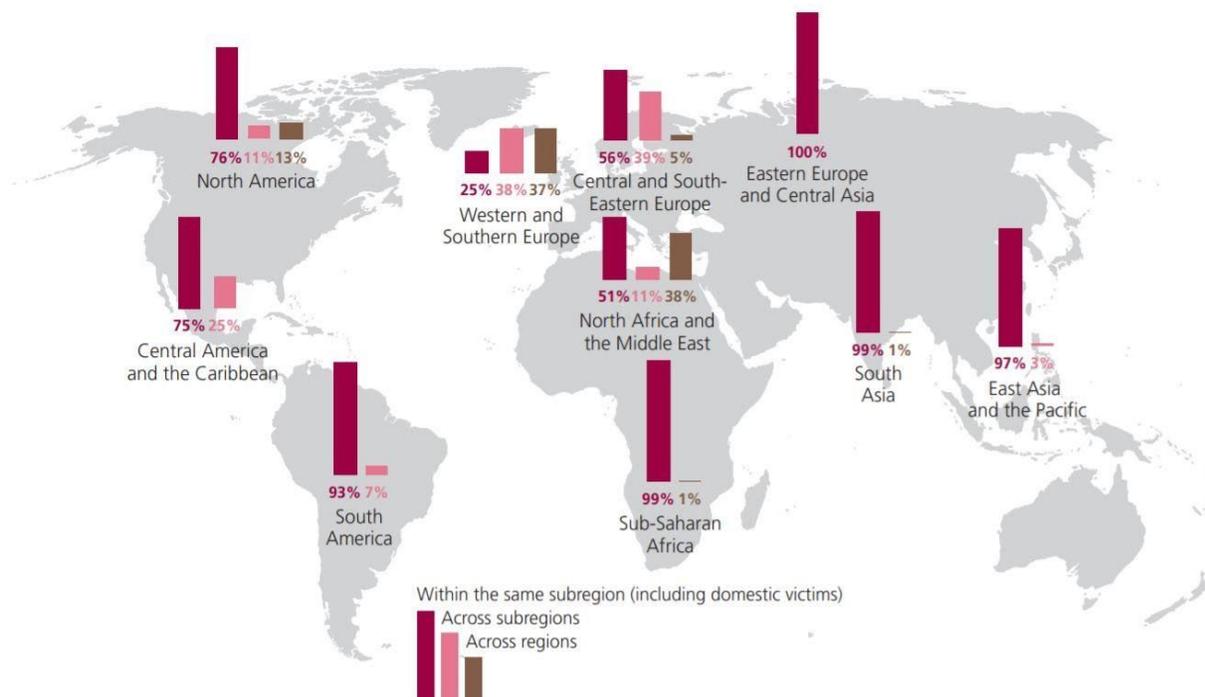
⁸⁰ “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime, page 71

⁸¹ “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime, page 77.

South Asia, East Asia, and the Pacific

This region is unique because very few people proportionally are trafficked into this area from other regions or subregions.⁸² Women and children are the most common victims, and this is especially true in East Asia and the Pacific.⁸³ Sexual exploitation is the most common, but not by a huge margin -- in South Asia specifically it is a near fifty-fifty split between sexual

Shares of detected victims by area of origin and of detection, by subregion, 2016 (or most recent)



Source: UNODC elaboration of national data.

⁸² “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime, page 41.

⁸³ “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime, page 67.

exploitation and forced labor.⁸⁴ Unfortunately, there is little information on traffickers in South Asia, but in East Asia and the Pacific countries report that most offenders are national.⁸⁵ Unique forms of slavery and trafficking, such as forced marriage and the illicit organ trade, are present in this region and often go undetected and underreported.

LOOKING AHEAD

Combatting human trafficking has only become increasingly difficult as the development of new technologies has made preventing and addressing this crime even more complicated. However, there are many ways to expand upon current and past UN initiatives and actions to enhance international efforts to end it. Any solutions that the UNHRC produces must address not only the visible effects of human trafficking, but also the root causes of it. Identifying these root causes is challenging and often region-specific but are key to comprehensively tackling modern slavery.

Examining what makes individuals vulnerable to trafficking is a good place to begin. For example, during violent conflicts political disruption often forces people into a position where they must flee their homes, and they are often desperate for safety, jobs, and necessities. In addition, when children are separated from their parents (either physically or via the internet)

⁸⁴ “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime, page 65.

⁸⁵ “Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime, page 68.

predatory traffickers can take advantage of them more easily. This is not true only for children though, and can also be true for adults separated from friends and family. In addition, when people post on social media intimate details about their lives, traffickers use this information to target them. These are just a handful of the many contributing factors to why someone might be susceptible to trafficking. Educating the public about this and taking steps to prevent these situations is important to ensuring traffickers do not have vulnerable people to prey on. Another solution might include prohibiting family separation in refugee camps or at border crossings. However, there are other political ramifications of such practices, including threats to safety and security of these persons and others.

Awareness campaigns have always been a key aspect of past UN and non-governmental organizations' actions, but they need to be revitalized and expanded upon. It is difficult for information on human trafficking to reach the more remote parts of the world, but they are also the places that need such information the most. Not only should awareness be raised to warn individuals for their personal safety, but to instruct the public on how to be aware of the signs of human trafficking for others' safety.⁸⁶

Another critical change that must occur has to do with how victims are treated. Properly identifying individuals as victims of heinous crimes rather than perpetrators or criminals is key to their recovery and eventual reintegration.⁸⁷ Furthermore, after such traumatizing, debilitating

⁸⁶ "Facts About Human Trafficking." U.S. Department of State.

⁸⁷ "Facts About Human Trafficking." U.S. Department of State.

experiences many victims need temporary assistance to get back on their feet and rehabilitated.⁸⁸

However, there is often little funding for such programs and, regardless, victims are frequently shipped back to their home countries or areas without much more than a hospital stay. Changing how we respond to victims and taking a more thoughtful, sensitive approach will help them readjust after being freed from slavery.

In many places, there is no institution that collects and reports data on human trafficking and expanding such resources would improve our ability to analyze patterns. There should be a strong focus on countries that lack any sort of data collecting systems, but capacity-building is necessary across the board.

Questions to consider

1. How can the UNHRC take an approach that combats both the “supply” and “demand” aspects of human trafficking?
2. What might your country do to address the transportation period of human trafficking, keeping in mind that this is often a more elusive part of trafficking?
3. How can the UNHRC approach this issue with a victim-focused mindset to increase the resources available to both those who are currently enslaved and survivors?
4. What can your country do to increase conviction rates of traffickers? What are current conviction rates?

⁸⁸ “Facts About Human Trafficking.” U.S. Department of State.

Further Reading

Human Rights and Human Trafficking, United Nations Human Rights Office of the High Commissioner: Provides a comprehensive overview on the status of human trafficking and discusses how this issue relates to human rights.

www.ohchr.org/Documents/Publications/FS36_en.pdf

Global Report on Trafficking in Persons 2018, United Nations Office on Drugs and Crime: Gives a statistically-based analysis of the current situation and challenges faced by regulatory bodies to eradicate trafficking.

www.unodc.org/documents/data-and-analysis/glotip/2018/GLOTiP_2018_BOOK_web_small.pdf

End Slavery Now: Offers more information about types of modern-day slavery and how victims are impacted.

www.endslaverynow.org/learn

Bibliography

“A Brief History of Slavery.” New Internationalist. 5 August 2001.

newint.org/features/2001/08/05/history.

“Bonded Labor.” End Slavery Now, National Underground Railroad Freedom Center. 2020.

www.endslaverynow.org/learn/slavery-today/bonded-labor.

“Child Slavery.” Anti-Slavery International, accessed 4 January 2020,

www.antislavery.org/slavery-today/child-slavery/.

“Domestic Servitude.” End Slavery Now, National Underground Railroad Freedom Center,

2020, www.endslaverynow.org/learn/slavery-today/domestic-servitude.

“Facts About Human Trafficking.” U.S. Department of State. 24 May 2004.

2001-2009.state.gov/r/pa/ei/rls/33109.htm.

“Global Estimates of Modern Slavery, Forced Labour and Forced Marriage.” International

Labour Organization and Walk Free Foundation. 2017.

www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_575479.pdf.

“Global Report on Trafficking in Persons, 2018.” United Nations Office on Drugs and Crime, United Nations, 2018.

www.unodc.org/documents/data-and-analysis/glotip/2018/GLOTiP_2018_BOOK_web_small.pdf.

“History of Slavery Part 2 - Slavery in the Middle Ages.” Restavek Freedom. Accessed 1 January 2019.

restavekfreedom.org/2018/08/02/history-of-slavery-part-2-slavery-in-the-middle-ages/.

“Human Rights and Human Trafficking.” United Nations Human Rights Office of the High Commissioner. Accessed January 1 2020.

www.ohchr.org/Documents/Publications/FS36_en.pdf.

“Human Trafficking and Social Media.” Polaris, accessed 1 January 2020,

polarisproject.org/human-trafficking-and-social-media.

“Labor and Slavery in Mesopotamia.” Facts and Details, accessed 1 January 2019,

factsanddetails.com/world/cat56/sub363/entry-6082.html.

“Profits and Poverty, The Economics of Forced Labor.” U.N. International Labor Organization.

2014.

www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_243391.pdf.

“Slavery Today.” End Slavery Now, National Underground Railroad Freedom Center. 2020.

www.endslaverynow.org/learn/slavery-today.

“Special Rapporteur on trafficking in persons, especially women and children.” United Nations

Human Rights Office of the High Commissioner, 2017,

www.ohchr.org/EN/Issues/Trafficking/Pages/TraffickingIndex.aspx.

“The Sustainable Development Goals that Aim to End Human Trafficking.” UNICEF USA, 29

January 2016,

www.unicefusa.org/stories/sustainable-development-goals-aim-end-human-trafficking/29864.

“Trafficking and Slavery Fact Sheet.” Free the Slaves. Accessed 1 January 2020.

www.freetheslaves.net/wp-content/uploads/2018/04/Trafficking-ans-Slavery-Fact-Sheet-April-2018.pdf.

“UN.GIFT.HUB.” United Nations Global Initiative to Fight Human Trafficking, United Nations Office on Drugs and Crime. 2016. www.ungift.org/.

“UN Human Rights Council.” International Justice Resource Center, accessed 5 January 2020, ijrcenter.org/un-human-rights-council/.

“United Nations Fund for Victims of Human Trafficking.” United Nations Office on Drugs and Crime, 2020, www.unodc.org/unodc/en/human-trafficking-fund/human-trafficking-fund_about.html.

“Welcome to the Human Rights Council.” United Nations Human Rights Council, 2019, www.ohchr.org/EN/HRBodies/HRC/Pages/AboutCouncil.aspx.

“What is Human Trafficking?” Blue Campaign, U.S. Department of Homeland Security. Accessed 1 January 2019. www.dhs.gov/blue-campaign/what-human-trafficking.

Bales, Kevin, and Ron Soodalter. “The Slave Next Door: Human Trafficking and Slavery in America Today.” University of California Press, 2010.

Cole, Diane. “Human Trafficking Reaches ‘Horrific’ New Heights, Declares U.N. Report.” NPR, 14 January 2019, www.npr.org/sections/goatsandsoda/2019/01/14/684414187/human-trafficking-reaches-horrific-new-heights-declares-u-n-report.

- Efrat, Asif. "Organ traffickers lock up people to harvest their kidneys. Here are the politics behind the organ trade." *The Washington Post*, 7 December 2016, www.washingtonpost.com/news/monkey-cage/wp/2016/12/07/organ-traffickers-lock-up-people-to-harvest-their-kidneys-here-are-the-politics-behind-the-organ-trade/.
- Kabonero, Amanda. "Join the UN to Stop Human Trafficking." United Nations Foundation, 2017, unfoundation.org/blog/post/join-un-stop-human-trafficking/.
- Lewis, Thomas. "Transatlantic slave trade." *Encyclopaedia Britannica*. 3 January 2020. [/www.britannica.com/topic/Middle-Passage-slave-trade](http://www.britannica.com/topic/Middle-Passage-slave-trade).
- Tomlinson, Simon. "Inside the illegal hospitals performing thousands of black market organ transplants every year for \$200,000 a time." *Daily Mail*. 9 April 2015. www.dailymail.co.uk/news/article-3031784/Inside-illegal-hospitals-performing-thousands-black-market-organ-transplants-year-200-000-time.html.
- Walker, Lenore, Giselle Gaviria, and Kalyani Gopal. *Handbook of Sex Trafficking: Feminist Transnational Perspectives*. Springer Nature Switzerland. 2018.
- Withers, Mellissa. "Social Media Platforms Help Promote Human Trafficking." *Psychology Today*, 22 November 2019, www.psychologytoday.com/us/blog/modern-day-slavery/201911/social-media-platforms-help-promote-human-trafficking.

Topic II: Access to Education

INTRODUCTION

Education not only facilitates the development of new skills and enhances a person's ability to understand the world around them, but it also propels them forward and affords them access to more opportunities. Ensuring that all children, regardless of geographical and socio-economic background, have access to education is key to increasing equity globally. Perhaps this is why it has been prioritized as an issue by the United Nations as goal four of the Sustainable Development Goals.⁸⁹ While insufficient childhood education is a prominent issue, the SDGs include provisions that seek to change the status of adult educational programs and resources. Focusing on the entire age spectrum, spanning from early childhood to adulthood, is important to a comprehensive assessment of the situation.

A report published in 2017 by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) found that 264 million children and youth do not attend school.⁹⁰ Many of these children are impoverished or live in impoverished areas that do not have the financial

⁸⁹ "Sustainable Development Goal 4." Sustainable Development Goals Knowledge Platform, United Nations, accessed 6 January 2020, sustainabledevelopment.un.org/sdg4.

⁹⁰ "Accountability in Education: Meeting Our Commitments." UNESCO, 2017, unesdoc.unesco.org/ark:/48223/pf0000259338.

resources to develop the infrastructure for an adequate educational system.⁹¹ This puts these children at a disadvantage from early on in their lives by denying them the right to education, and thus social and economic mobility. We know that “the more you learn, the more you earn,”⁹² because there is overwhelming evidence that higher educational attainment is positively correlated with salary and negatively correlated with unemployment rates.⁹³ There is also research to suggest that higher education is linked to healthier behaviors and more civic involvement.⁹⁴ The importance of an education cannot be stressed enough, and today many children and adults are deprived of it and the opportunities associated with it.

HISTORY

It is clear that access to education has historically been treated as a privilege rather than a right. Over the course of thousands of years, the more affluent members of society have consistently had better access (or access at all) to education. This is consistent with what we see

⁹¹ “Right to Education: Situation Around the World.” Humanium, accessed 6 January 2020, www.humanium.org/en/right-to-education/.

⁹² Torpey, Elka. “Measuring the Value of Education.” Career Outlook, U.S. Bureau of Labor Statistics, accessed 6 January 2020, www.bls.gov/careeroutlook/2018/data-on-display/education-pays.htm.

⁹³ Torpey, Elka. “Measuring the Value of Education.”

⁹⁴ “College Education Linked to Higher Pay, Job Security, Healthier Behaviors, and More Civic Involvement: New College Board Report.” College Board Communications Office, College Board, 9 January 2017, www.collegeboard.org/releases/2016/college-education-linked-to-hgher-pay-job-security-healthier-behaviors-and-more-civic-involvement.

today, with stratification not only within societies, but also among different nations. Wealthy developed nations offer better educational opportunities to their children than impoverished developing nations, similar to how wealthier segments of a society possess better resources than poorer segments. While the United Nations declared it a right in Article 26 of the Universal Declaration of Human Rights (1948),⁹⁵ this is unfortunately not the reality of the situation globally, nor has it ever been. To begin an assessment of the history of education, one can begin by looking at how education existed in hunter-gatherer societies and transformed over thousands of years to become today's school system.

For many people, when they think about education they think about traditional schools. However, education is not only when knowledge is disseminated by an instructor at an institution, it can be broadly considered as “the set of processes by which each generation of human beings acquire the culture in which they grow up.”⁹⁶ As ancient humans began to develop means of hunting, cooking, protection, and other skills, cultural transmission (or education) became necessary to preserve and pass down this knowledge.⁹⁷ Without schools, children in hunter-gatherer societies learned through “freely chosen activities” and self-directed exploration.

⁹⁵ “Universal Declaration of Human Rights.” United Nations, accessed 6 January 2020, www.un.org/en/universal-declaration-human-rights/.

⁹⁶ Gray, Peter. “The Evolutionary Biology of Education: How Our Hunter-Gatherer Educative Instincts Could Form the Basis for Education Today.” *Evolution: Education and Outreach*, Vol. 4, Issue 1, 26 January 2011, doi.org/10.1007/s12052-010-0306-1.

⁹⁷ Gray, Peter. “The Evolutionary Biology of Education: How Our Hunter-Gatherer Educative Instincts Could Form the Basis for Education Today.”

⁹⁸ In each community, education was accessible to all because they learned from adults and peers basic skills, and prior to the advent of specialized trades the things children needed to know were less advanced. For example, any member of a group could have taught children the basic skills that they needed to know to survive. In contrast, today not just anybody can teach trigonometry or other advanced skills that are now considered basic educational standards. During this era, there was little specialization except that based on gender⁹⁹ - since the beginning of human history men and women have been steered into different roles through differences in education (for example, teaching men hunting and women weaving), a phenomenon that persisted throughout history and continues today.

The Neolithic Revolution, or the Agricultural Revolution, marked a dramatic shift in human civilization. The advent of agriculture facilitated the transition from small and mobile hunting-gathering groups to large and settled farming peoples.¹⁰⁰ While agriculture required significantly more work than hunting and gathering, it produced an abundance of food. This meant that not everyone needed to labor in the fields, presenting the opportunity for some to specialize in skills, like pottery and metallurgy.¹⁰¹ The transition from nomadic lifestyles to

⁹⁸ Gray, Peter. "The Evolutionary Biology of Education: How Our Hunter-Gatherer Educative Instincts Could Form the Basis for Education Today."

⁹⁹ Gray, Peter. "The Evolutionary Biology of Education: How Our Hunter-Gatherer Educative Instincts Could Form the Basis for Education Today."

¹⁰⁰ Strom, Caleb. "From Hunters to Settlers: How the Neolithic Revolution Changed the World." Ancient Origins, 30 June 2018, www.ancient-origins.net/history-important-events/neolithic-revolution-0010298.

¹⁰¹ Martin, Peggy J. "AP World History." McGraw Hill Education, 2016.

permanent settlement also allowed for the development of schools. There is evidence that in ancient Greece, Egypt, Rome, and other places around the world children attended school to learn to read and write and do arithmetic.¹⁰² In Rome, children went to primary school to learn these simple skills, and young men went to secondary school to learn geometry, history, literature, and public speaking,¹⁰³ reflecting the differing value placed on girls and boys and exemplifying the difference in opportunities afforded to each gender.

Permanent settlement and the associated ownership of land also brought the stratification of society, separating the landowners from those who *depended on* the landowners.¹⁰⁴ These divisions became increasingly clear and problematic over time as the gap between wealthy and poor widened. From early agricultural societies to industrial Europe, poor children have worked as laborers while the wealthy were afforded the privilege of education.¹⁰⁵ For example, in ancient Rome the children of wealthy families were taught by private tutors, while other children attended school.¹⁰⁶ In the Middle Ages, poor children worked on farms, and if they were lucky may have the opportunity to be an apprentice for a specialized trade.¹⁰⁷ Children of lords and

¹⁰² Lambert, Tim. "A Brief History of Education." A World History Encyclopedia, 2019, www.localhistories.org/education.html.

¹⁰³ Lambert, Tim. "A Brief History of Education." A World History Encyclopedia.

¹⁰⁴ Gray, Peter. "A Brief History of Education." Psychology Today, 20 August 2008, www.psychologytoday.com/us/blog/freedom-learn/200808/brief-history-education.

¹⁰⁵ Gray, Peter. "A Brief History of Education." Psychology Today.

¹⁰⁶ Lambert, Tim. "A Brief History of Education." A World History Encyclopedia.

¹⁰⁷ Gray, Peter. "A Brief History of Education." Psychology Today.

masters, on the other hand, were able to get an education, pursuing their interests while securing their spot at the top of society, perpetuating their family's position.

Elite young men have always had better access to education, as evidenced by thousands of years of human history. Access to education has always been a problem for the poor and marginalized. However, this now extends to not just the poor members of a given society, but the poor members of international society - developing countries. Over time, the issue of access to education has evolved to be a problem that disproportionately affects poor countries.¹⁰⁸ This is because education wasn't developed at the same rate across the board - while some countries struggled with political corruption¹⁰⁹ and war or suffered under colonial rule, others - free from these barriers - were in a position to develop governmental programs like education while their economies thrived, providing the funding for such measures. This has led to the situation we see currently: there is massive inequality between children (and adults) of different countries stemming from economic disparities and incongruent development historically. This is in addition to issues that, on a smaller national scale, put women and girls and the poor at a disadvantage.

THE ISSUE

¹⁰⁸ "Right to Education: Situation Around the World." Humanium.

¹⁰⁹ Marchmont, Sarah. "Why are 'Poor' Countries Poor?" Bright Hope, 23 April 2018, www.brighthope.org/blog-stories/serving-the-poor/why-are-poor-countries-poor/.

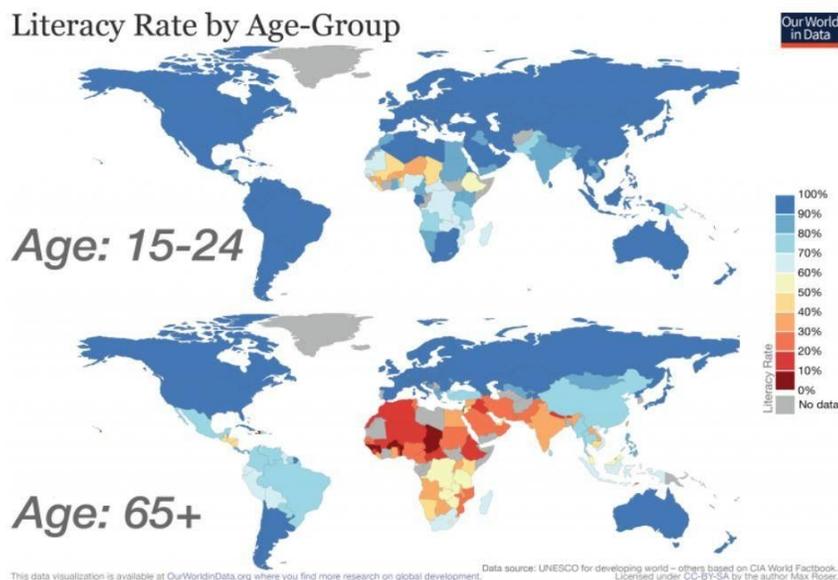
Making education more accessible to all, especially for the poor, women and girls, and those in geographically remote areas, is difficult for many reasons. Teacher shortages, poverty, lack of funding, and other obstacles create a barrier that prevents children and adults from receiving the education they are entitled to. However, it is important to remember that the situation is getting better overall. More and more people are gaining access to education - despite the situation improving more rapidly in developed countries. In 1820, only 12% of the world was literate.¹¹⁰ In 2016, 86% of the world was literate, effectively reversing the statistic.¹¹¹ Unfortunately, while many developing countries boast literacy rates of over 95%, many African countries, especially in sub-Saharan Africa, see rates closer to 60%.¹¹² There is data that suggests many regions, specifically North Africa and the Middle East, have drastically improved literacy in a single generation,¹¹³ as illustrated by the diagram below.

¹¹⁰ Roser, Max and Esteban Ortiz-Ospina. "Literacy." Our World in Data, 20 September 2018, ourworldindata.org/literacy.

¹¹¹ Roser, Max and Esteban Ortiz-Ospina. "Literacy."

¹¹² Roser, Max and Esteban Ortiz-Ospina. "Literacy."

¹¹³ Roser, Max and Esteban Ortiz-Ospina. "Literacy."



Poverty is both a cause and effect of inadequate educational access. It functions as an inhibitor to access as many impoverished children and adults are unable to attend school due to health or financial reasons. Children of poor families often must work from an early age to help support their parents and siblings.¹¹⁴ Health issues like malnutrition also keep children out of school.¹¹⁵ When children do not go to school and get an education, they become trapped in a cycle of poverty, unable to propel themselves out. Without an education they are often unqualified for opportunities that would otherwise help lift them out of poverty. Thus, low or nonexistent education also results in poverty, perpetuating the cycle.

¹¹⁴ “Right to Education: Situation Around the World.” Humanium.

¹¹⁵ “Right to Education: Situation Around the World.” Humanium.

Poverty not only limits access to education, but it makes it harder to learn. It is much more difficult for children who are tired or hungry to focus in school, impacting their ability to learn and often contributing to students dropping out. School drop-out rates are high, and can be multiplied based on factors like unemployment, illness and illiteracy of parents.¹¹⁶ A student's health and wellbeing is a common obstacle - inadequate medical care, poor nutrition, and substandard housing all make it harder for impoverished students around the world to learn,¹¹⁷ which effectively impedes upon their access to education.

Poor areas, especially the most remote, have little to no access to educational resources and programs. This is because it is difficult and expensive to implement such programs in distant or isolated areas, particularly areas without internet access. Limited availability of resources and teacher shortages only exacerbate this issue,¹¹⁸ and these are just some of the many unique issues education in rural areas faces. Many teachers do not want to be in remote areas due to isolation from other professionals, lack of resources,¹¹⁹ and even extreme temperatures and conditions.¹²⁰

¹¹⁶ "Right to Education: Situation Around the World." Humanium.

¹¹⁷ Parrett, William, and Kathleen Budge. "How Does Poverty Influence Learning?" Edutopia, George Lucas Educational Foundation, 13 January 2016, www.edutopia.org/blog/how-does-poverty-influence-learning-william-parrett-kathleen-budge.

¹¹⁸ "Teaching in Remote Areas." Educate the Children, Global Campaign for Education, 18 October 2018, campaignforeducationusa.org/blog/detail/teaching-in-rural-areas.

¹¹⁹ "Teaching in Remote Areas." Educate the Children.

¹²⁰ Walker, Alyssa. "Why You Should Become a Teacher in a Remote Area." Bachelor Studies, 11 April 2017, www.bachelorstudies.com/article/Why-You-Should-Become-a-Teacher-in-a-Remote-Area/.

In some places without internet or cellular service, teachers are not only physically isolated, but are completely cut off from the rest of the world.¹²¹ However, some countries, notably Australia, offer financial benefits to incentivize teachers to take on these positions.¹²² Rental subsidies, local allowances, and additional days off are just some of the ways they increase interest and retention.¹²³

Finding the funding for such initiatives can prove difficult. Many countries that struggle to keep their citizens healthy and nourished are unable to justify hefty non-necessity expenditures. While education is a human right, no one can argue that it is more important than feeding people. It is also difficult for countries to direct their attention to educational issues when they are engaged in violent conflicts. While the international community does provide financial assistance, it is not enough to fully fund programs that reach every child.¹²⁴

Adult programs remain underfunded and overlooked, especially in developing countries but around the world as well. Developing the skills of the available workforce is key for countries to be able to compete in the current economic climate,¹²⁵ however there is little focus on vocational and technical training programs to address this problem. These types of programs

¹²¹ “Teaching in Remote Areas.” Educate the Children.

¹²² Walker, Alyssa. “Why You Should Become a Teacher in a Remote Area.”

¹²³ Walker, Alyssa. “Why You Should Become a Teacher in a Remote Area.”

¹²⁴ “Right to Education: Situation Around the World.” Humanium.

¹²⁵ Middleton, John, Adrian Ziderman, and Arvil Van Adams. “Skills for productivity: vocational education and training in developing countries.” The World Bank, 2001, documents.worldbank.org/curated/en/391781468782110321/Skills-for-productivity-vocational-education-and-training-in-developing-countries.

are an important part of education efforts because they target a huge segment of society: the entire unemployed or underemployed adult population. In the past, the only courses available to adults were those that were designed for children, which was very unsuitable.¹²⁶ Developing specific materials for these programs that blends theory and practical application gives students industry-specific skills they can start putting to work quickly.¹²⁷ Both the lack of adult programs and the inadequacy of existing ones contribute to the ongoing neglect of adult education resources.

A final major barrier to equal access to education lies in the denial of education to women and girls. According to UNESCO, in 2016 63% of adults who were illiterate were women,¹²⁸ suggesting that gender disparities in education persist. In three regions, Northern Africa, Southern Asia, and sub-Saharan Africa, gender parity is especially poor.¹²⁹ Half of the 15 million girls that UNESCO estimates will never enter a classroom reside in sub-Saharan Africa.¹³⁰ While

¹²⁶ Coles, Townsend, and Edwin Keith. "Adult Education in Developing Countries." UNESCO, 1970, unesdoc.unesco.org/ark:/48223/pf0000075205.

¹²⁷ "Benefits of Vocational Training in Developing Countries." Vocational Training Center, accessed 7 January 2020, vocationaltrainingcenter.net/benefits-vocational-training-developing-countries/.

¹²⁸ "Creating Sustainable Futures for All; Global Education Monitoring Report, 2016, Gender Review." Global Education Monitoring Report Team, UNESCO, 2016, unesdoc.unesco.org/ark:/48223/pf0000246045.

¹²⁹ "UIS Fact Sheet." UNESCO Institute for Statistics, UNESCO, September 2016, uis.unesco.org/sites/default/files/documents/fs38-50th-anniversary-of-international-literacy-day-literacy-rates-are-on-the-rise-but-millions-remain-illiterate-2016-en.pdf.

¹³⁰ "Girls' Education." The World Bank, 25 September 2017, www.worldbank.org/en/topic/girlseducation.

poverty remains a primary inhibitor keeping girls out of school, violence, cultural norms, and child marriage are other significant causes.¹³¹ Over 41,000 girls under 18 are married every day, and this negatively impacts their “expected educational attainment, and with it, their potential earnings.”¹³² The World Bank has partnered with the United Nations Girls’ Education Initiative (UNGEI) and other groups to work towards changing this, and some of their projects have included stipends to improve school completion rates for girls and young women, skill-development programs, and gender-inclusive teaching and learning.¹³³ As a result, there have been tangible outcomes; in Nigeria school completion rates for girls jumped from 7% to 34% in just 4 years; and in Ghana 3450 high-school aged girls receive scholarships to attend school, relieving the financial burden.¹³⁴ Independently, the UNGEI seeks to close gender disparities in educational access by promoting girls’ education.¹³⁵ They do this through policy advocacy, support to governments, the sharing of good practices, and other ways.¹³⁶ Some of their main goals include increasing the amount of girls in secondary education and improving learning outcomes.¹³⁷

¹³¹ “Girls’ Education.” The World Bank.

¹³² “Girls’ Education.” The World Bank.

¹³³ “Girls’ Education.” The World Bank.

¹³⁴ “Girls’ Education.” The World Bank.

¹³⁵ “Vision and Mission.” UNGEI, accessed 7 January 2020, www.ungei.org/whatisungei/index_211.html.

¹³⁶ “Vision and Mission.” UNGEI.

¹³⁷ “Vision and Mission.” UNGEI.

Gender parity index (GPI) by region, 2014



Source: [UNESCO Institute for Statistics](#), June 2016

UNESCO, the only UN agency with a mandate to cover all aspects of education, is leading the Global Education 2030 Agenda, goal four of the SDGs.¹³⁸ This goal includes provisions that indicate that: primary and secondary education should be free and accessible to both boys and girls, early childhood education should be available, vocational and technical training should be accessible, gender disparities should be eliminated, literacy and numeracy rates increased, and that there be a significant focus on sustainability, among other things.¹³⁹

¹³⁸ “Education Transforms Lives.” UNESCO, accessed 7 January 2020, en.unesco.org/themes/education.

¹³⁹ Sustainable Development Goal 4.” United Nations.

These specific targets are all to achieve the goal of ensuring “inclusive and equitable quality education and promot[ing] lifelong learning.”¹⁴⁰ In addition to offering leadership in the attainment of this goal, UNESCO also provides guidance in education at regional and international levels to help strengthen educational systems.¹⁴¹ Some themes that they align their goals to include gender equality, sustainable development, health, and technical and vocational skills development.¹⁴²

While as a result of many educational initiatives the overall situation is improving, there is still a lot of work to be done. Finding a way to deliver better education to people globally, regardless of background, is a challenge that will require confronting the root causes of educational inequality and addressing the unique plight of impoverished and marginalized persons.

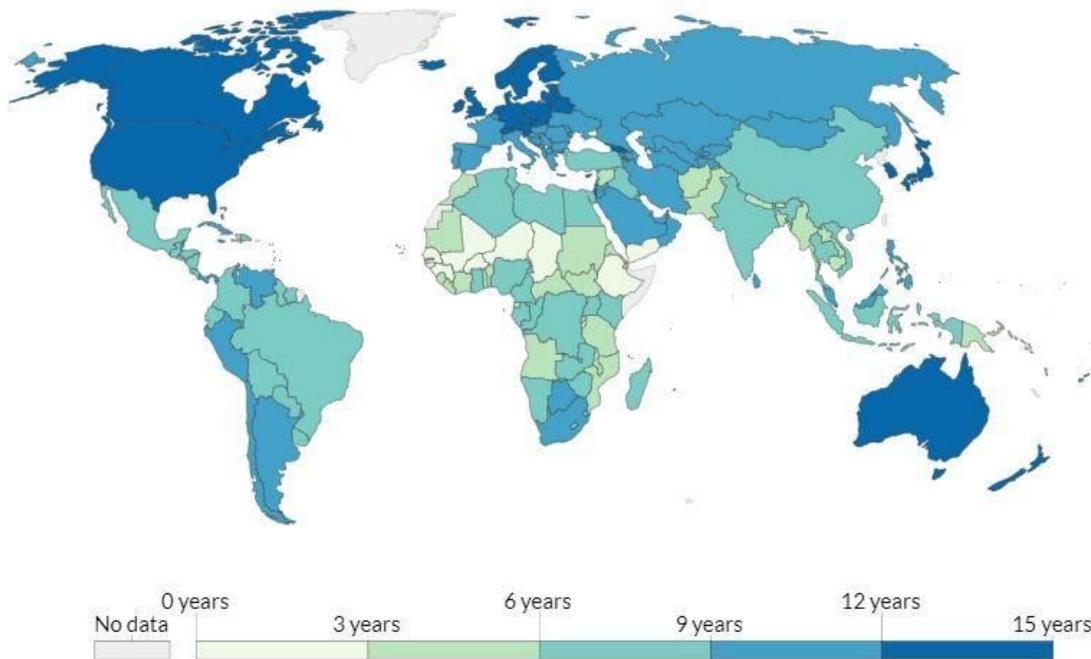
¹⁴⁰ Sustainable Development Goal 4.” United Nations.

¹⁴¹ “Education Transforms Lives.” UNESCO.

¹⁴² “Education Transforms Lives.” UNESCO.

Mean years of schooling, 2017

Average number of years of total schooling across all education levels, for the population aged 25+



Source: Lee-Lee (2016), Barro-Lee (2018) and UNDP, HDR (2018)

CC BY

Key Actors

North America and Europe

The overall status of education in this region is satisfactory. Characterized by high attendance rates and known for making big strides in achieving gender parity,¹⁴³ these countries

¹⁴³ Roser, Max, and Esteban Ortiz-Ospina. "Global Education." Our World in Data, 2020, ourworldindata.org/global-education.

have implemented effective policies to combat some of the most troublesome challenges that inhibit access to education. Most nations in this region boast an average time spent in school greater than ten years, with Germany topping the list at an average 14.1 years.¹⁴⁴ Western Europe has particularly excellent educational access with abundant vocational training programs and free tertiary education. However, in recent years the demand for resources has changed, with a shift towards technological interests.¹⁴⁵ Meeting the demand for new programs is something that this bloc struggles to keep up with. In addition, another common problem encountered by students from these areas is found in the complicated rules surrounding degree and certificate recognition.¹⁴⁶ While this is a problem on an international scale that limits the opportunities and mobility of students, it is also problematic within countries, with specific state and local requirements often further complicating the situation.

Africa and the Middle East

This region has made huge strides over the past century to dramatically improve the status of education. However, low attendance and accessibility continue to plague the region. In many places net attendance is lower than net enrollment, revealing that even kids who are

¹⁴⁴ Roser, Max, and Esteban Ortiz-Ospina. "Global Education."

¹⁴⁵ Rust, Val D. and Traci Wells. "Educational Roots, Reform in the Twentieth Century, Contemporary Reform Trends, Future Challenges." Education Encyclopedia, accessed 7 January 2020, www.worldbank.org/en/region/mena/brief/education-in-mena.

¹⁴⁶ Rust, Val D. and Traci Wells. "Educational Roots, Reform in the Twentieth Century, Contemporary Reform Trends, Future Challenges."

enrolled in school do not regularly go.¹⁴⁷ But, “schooling is not synonymous with learning,” as we know, meaning students who do attend are often not prepared to learn, afflicted by hunger or health problems that prevent them from focusing on learning.¹⁴⁸ In the Middle East and parts of Southern Africa, average lengths of time spent in school are moderate, at about 6-12 years, similar to those found in Latin America and much of Asia.¹⁴⁹ In contrast, sub-Saharan Africa reports some of the shortest schooling periods. In Burkina Faso, the average total amount of time spent in school is a mere 1.5 years.¹⁵⁰ While gender ratios remain poor,¹⁵¹ a positive development is that girls are actually outperforming boys in school.¹⁵² Another reason to be optimistic is that the average percent of GDP invested in education across this region is over 5.3%, an impressive figure.¹⁵³ One unique challenge that this area continues to face is a mismatch of skills being taught in schools with available jobs, impeding on economic growth and the employability of the labor force.¹⁵⁴

¹⁴⁷ Roser, Max, and Esteban Ortiz-Ospina. “Global Education.”

¹⁴⁸ Hoel, Arne. “Education in the Middle East and North Africa.” World Bank, 27 January 2014, www.worldbank.org/en/region/mena/brief/education-in-mena.

¹⁴⁹ Roser, Max, and Esteban Ortiz-Ospina. “Global Education.”

¹⁵⁰ Roser, Max, and Esteban Ortiz-Ospina. “Global Education.”

¹⁵¹ Roser, Max, and Esteban Ortiz-Ospina. “Global Education.”

¹⁵² Hoel, Arne. “Education in the Middle East and North Africa.”

¹⁵³ Hoel, Arne. “Education in the Middle East and North Africa.”

¹⁵⁴ Hoel, Arne. “Education in the Middle East and North Africa.”

Asia and the Pacific

This area has seen significant improvements in educational access in the 20th and 21st centuries, particularly in attendance rates and through the construction of new schools and development of new programs. Average school attendance is moderate compared to the rest of the world, mostly ranging from 6-12 years throughout the region.¹⁵⁵ Today, nine out of ten children in this region are in school, but this statistic masks deficiencies in retention, quality, and actual learning.¹⁵⁶ Some deterrents to school attendance include corporal punishment or discrimination in schools, especially in South Asia.¹⁵⁷ Girls and marginalized groups (like the poor and minorities) suffer pronounced disadvantages.¹⁵⁸ Poor gender parity¹⁵⁹ can be attributed to cultural norms that place additional hurdles for girls, preventing them from accessing education.¹⁶⁰

¹⁵⁵ Roser, Max, and Esteban Ortiz-Ospina. "Global Education."

¹⁵⁶ "Equal Access to Education in Asia and the Pacific." Asian Development Bank, accessed 7 January 2020, www.adb.org/sectors/education/issues/promoting-equity.

¹⁵⁷ "Education." UNICEF South Asia, accessed 7 January 2020, www.unicef.org/rosa/what-we-do/education.

¹⁵⁸ "Equal Access to Education in Asia and the Pacific." Asian Development Bank.

¹⁵⁹ Roser, Max, and Esteban Ortiz-Ospina. "Global Education."

¹⁶⁰ "Education." UNICEF South Asia.

Latin America and the Caribbean

Fourteen million children and adolescents in this region are outside the education system.

¹⁶¹ Economic inequality is high in Latin America and the Caribbean, posing a unique challenge for these countries. ¹⁶² According to UNICEF, wealthy children are 1.5 times more likely to attend early childhood education programs. This area has moderate average lengths of time spent in school, ranging from about 6-12 years. ¹⁶³ This region struggles with making education accessible, especially to disabled and indigenous populations. ¹⁶⁴ A staggering 70% of children with disabilities do not attend school. ¹⁶⁵ However, one way that they do excel is found in their achievements in gender parity. As one of the only regions to catch up with advanced economies in this metric, women and girls do not face significant institutionalized obstacles, especially relative to the international community, but this can be credited to ongoing programs that have facilitated this growth. ¹⁶⁶ Another challenge this region faces specifically is found in their lack of quality math and science resources. ¹⁶⁷

¹⁶¹ “Investing in Education.” UNICEF Latin America and Caribbean, accessed 7 January 2020, www.unicef.org/lac/en/investing-education-0.

¹⁶² “Education Gap in Latin America.” Educando, Worldfund, 2019, educando.org/education-latin-america/.

¹⁶³ Roser, Max, and Esteban Ortiz-Ospina. “Global Education.”

¹⁶⁴ “Investing in Education.” UNICEF Latin America and Caribbean.

¹⁶⁵ “Investing in Education.” UNICEF Latin America and Caribbean.

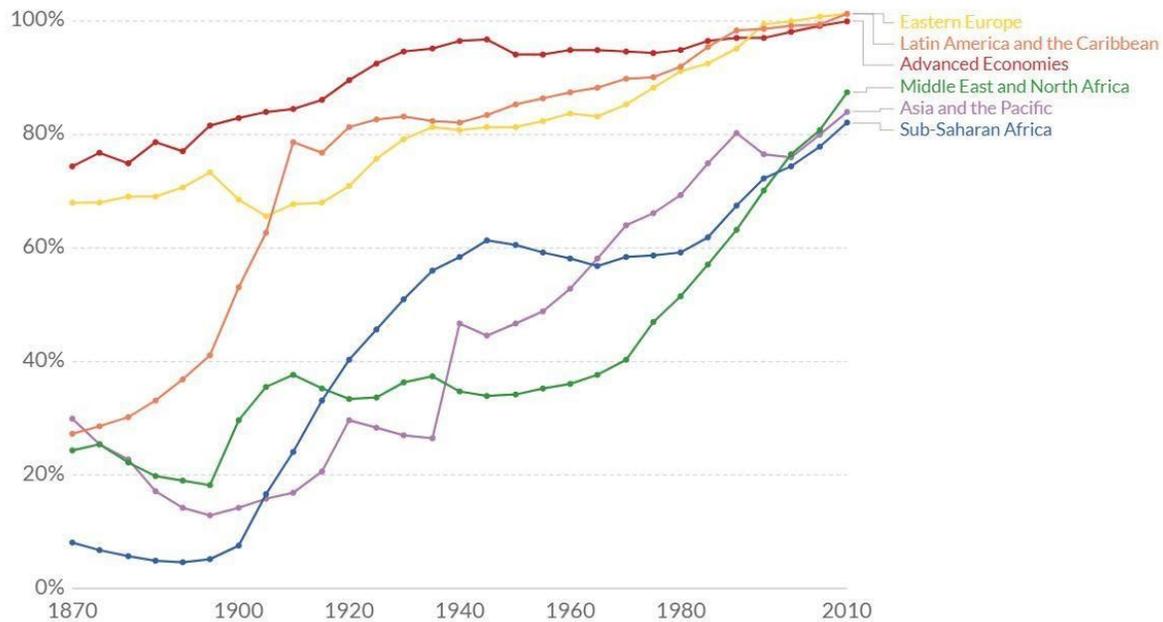
¹⁶⁶ Roser, Max, and Esteban Ortiz-Ospina. “Global Education.”

¹⁶⁷ “Education Gap in Latin America.” Educando.

Gender ratios for mean years of schooling

Female-to-male ratio of average years of schooling, expressed in percents. All education levels for population aged 15-64. Regional estimates are population-weighted averages.

Our World
in Data



Source: Lee and Lee (2016)

CC BY

LOOKING AHEAD

While this issue faces unique burdens in different parts of the world, the root causes of inadequate access to education are standard. Solutions to address poverty, gender and geographical disparities, and adult programs will all be included in a comprehensive resolution. When considering possible solutions, it is important to keep in mind the historical background of this issue and the international gap between developed and developing countries. A focus on better balancing access to resources ensures that an equitable, not just equal, approach is taken.

Combatting poverty is difficult, but it remains a primary inhibitor of equal access to education and thus must be tackled. However, schools can be transformed to be weapons against poverty as well as educational centers. Making schools magnets by offering meals or health clinics (or both) to enrolled students has been shown to increase attendance rates.¹⁶⁸ This both increases attendance while combatting some of the effects of poverty that make it hard for students to succeed in school – hunger and health issues. Another issue students encounter is the “school vs. supporting family” dilemma,” which often forces them to choose one or the other.¹⁶⁹ In Mexico, the program “Prospera” is a conditional cash transfer initiative that gives families money if their children attend 85% of school days, in an effort to compensate for what their children could have made working.¹⁷⁰ However, such programs are very expensive and with current funding would be nearly impossible to implement, especially in poor or developing countries.

Addressing gender disparities requires not only financial investment but the willingness of states to challenge social norms. Allowing pregnant women to continue attending school, for example, is one way in which policy can be enacted to combat misogynistic ideas that keep women and girls from getting an education.¹⁷¹ Other initiatives, as exemplified by the World

¹⁶⁸ Charassangsomboon, Varissara. “Four ways to improve rural education.” Gov Insider, 2 July 2018, govinsider.asia/connected-gov/four-ways-improve-rural-education/.

¹⁶⁹ Charassangsomboon, Varissara. “Four ways to improve rural education.”

¹⁷⁰ Charassangsomboon, Varissara. “Four ways to improve rural education.”

¹⁷¹ “Five Steps to Stamp Out Gender Inequality in Education.” World Education Blog, 5 July 2019,

Bank, that use financial aid to assist girls and help them remain in school can yield tangible results.

Geographical issues are particularly difficult to address, as many of the unique challenges educators face are posed by a lack of infrastructure. However, investing in the development of technological resources and infrastructure could go a long way. For example, sending laptops loaded with educational materials in the most remote areas, where establishing a school would be impossible, is a good way to begin reaching people who need help the most – and have historically never received it. In addition, following the lead of Australia in offering financial incentives for teachers to encourage them to teach in these rural and isolated areas has also proven to be effective.

Lastly, adult programs represent another area in which education is inaccessible. Vocational and technical training materials exist – but at a price tag many cannot afford and also in forms that are not accessible (for example, digitally or in different translations). Using existing resources to develop a free and universally accessible set of training programs designed by experts in various fields could make it easier for many men and women to gain skills that make them immediately employable. However, finding ways to effectively disseminate this information poses a challenge.

While this is not a comprehensive list of all the areas that a resolution should address, these topics represent some of the most pressing issues preventing education access currently. Many of these goals can be attained by working with non-governmental organizations, but the solutions that require significant funding will be difficult to implement. Considering all funding options and maximizing current budgets will be key to an impactful resolution that stretches every dollar. In addition, it is important to consider quality of programs as well and quantity. Unequal quality of education across different geographical regions is part of the issue, so delegates should create solutions to address this.

Questions to consider

1. How can the UNHRC both maximize current budgets and secure greater funding for expanding access to education?
2. What types of marginalized groups face the *greatest* barriers to education access in your country? Women and girls? Linguistic minorities? Those who live in geographically remote areas?
3. What sort of initiatives to address the imbalance between developed and developing countries might the UNHRC endorse?
4. In what ways is your country's education system inadequate, and what are some creative solutions to address those deficiencies and failures?

Further Reading

Accountability in Education: Meeting Our Commitments, UNESCO: Offers a comprehensive overview of the current situation of the issue and how it aligns with the Sustainable Development Goals.

unesdoc.unesco.org/ark:/48223/pf0000259338

Literacy, Our World in Data: Provides a statistical analysis of literacy trends globally with an emphasis on regional development and divisions among generations.

ourworldindata.org/literacy

Creating Sustainable Futures For All: Global Education Monitoring Report, Gender Review, UNESCO: Comprehensively reports the current situation with regard to gender disparities in education.

unesdoc.unesco.org/ark:/48223/pf0000246045

Sustainable Development Goal 4, United Nations: Outlines targets and indicators for goal 4 and includes information on progress by year.

sustainabledevelopment.un.org/sdg4

Bibliography

“Accountability in Education: Meeting Our Commitments.” UNESCO. 2017.

unesdoc.unesco.org/ark:/48223/pf0000259338.

“Benefits of Vocational Training in Developing Countries.” Vocational Training Center.

Accessed 7 January 2020.

vocationaltrainingcenter.net/benefits-vocational-training-developing-countries/.

“College Education Linked to Higher Pay, Job Security, Healthier Behaviors, and More Civic Involvement: New College Board Report.” College Board Communications Office, College Board. 9 January 2017.

www.collegeboard.org/releases/2016/college-education-linked-to-hgher-pay-job-security-healthier-behaviors-and-more-civic-involvement.

“Creating Sustainable Futures for All; Global Education Monitoring Report, 2016, Gender Review.” Global Education Monitoring Report Team, UNESCO. 2016.

unesdoc.unesco.org/ark:/48223/pf0000246045.

“Education.” UNICEF South Asia. Accessed 7 January 2020.

www.unicef.org/rosa/what-we-do/education.

“Education Gap in Latin America.” Educando, Worldfund. 2019.

educando.org/education-latin-america/.

“Education Transforms Lives.” UNESCO. Accessed 7 January 2020.

en.unesco.org/themes/education.

“Equal Access to Education in Asia and the Pacific.” Asian Development Bank. Accessed 7 January 2020. www.adb.org/sectors/education/issues/promoting-equity.

“Five Steps to Stamp Out Gender Inequality in Education.” World Education Blog. 5 July 2019. gemreportunesco.wordpress.com/2019/07/05/five-steps-to-stamp-out-gender-inequality-in-education/.

“Girls’ Education.” The World Bank. 25 September 2017. www.worldbank.org/en/topic/girlseducation.

“Investing in Education.” UNICEF Latin America and Caribbean. Accessed 7 January 2020. www.unicef.org/lac/en/investing-education-0.

“Right to Education: Situation Around the World.” Humanium. Accessed 6 January 2020. www.humanium.org/en/right-to-education/.

“Sustainable Development Goal 4.” Sustainable Development Goals Knowledge Platform, United Nations. Accessed 6 January 2020. sustainabledevelopment.un.org/sdg4.

“Teaching in Remote Areas.” Educate the Children, Global Campaign for Education. 18 October 2018. campaignforeducationusa.org/blog/detail/teaching-in-rural-areas.

“UIS Fact Sheet.” UNESCO Institute for Statistics, UNESCO. September 2016. uis.unesco.org/sites/default/files/documents/fs38-50th-anniversary-of-international-literacy-day-literacy-rates-are-on-the-rise-but-millions-remain-illiterate-2016-en.pdf.

“Universal Declaration of Human Rights.” United Nations, accessed 6 January 2020, www.un.org/en/universal-declaration-human-rights/.

“Vision and Mission.” UNGEI. Accessed 7 January 2020.

www.ungei.org/whatisungei/index_211.html.

Charassangsomboon, Varissara. “Four ways to improve rural education.” Gov Insider. 2 July

2018. govinsider.asia/connected-gov/four-ways-improve-rural-education/.

Coles, Townsend, and Edwin Keith. “Adult Education in Developing Countries.” UNESCO.

1970. unesdoc.unesco.org/ark:/48223/pf0000075205.

Gray, Peter. “A Brief History of Education.” Psychology Today. 20 August 2008.

www.psychologytoday.com/us/blog/freedom-learn/200808/brief-history-education.

Gray, Peter. “The Evolutionary Biology of Education: How Our Hunter-Gatherer Educative

Instincts Could Form the Basis for Education Today.” *Evolution: Education and*

Outreach, Vol. 4, Issue 1. 26 January 2011. doi.org/10.1007/s12052-010-0306-1.

Hoel, Arne. “Education in the Middle East and North Africa.” World Bank. 27 January 2014.

www.worldbank.org/en/region/mena/brief/education-in-mena.

Lambert, Tim. “A Brief History of Education.” *A World History Encyclopedia*. 2019.

www.localhistories.org/education.html.

Marchmont, Sarah. “Why are ‘Poor’ Countries Poor?” Bright Hope. 23 April 2018.

www.brighthope.org/blog-stories/serving-the-poor/why-are-poor-countries-poor/.

Martin, Peggy J. “AP World History.” McGraw Hill Education, 2016.

Middleton, John, Adrian Ziderman, and Arvil Van Adams. “Skills for productivity: vocational education and training in developing countries.” The World Bank. 2001.

documents.worldbank.org/curated/en/391781468782110321/Skills-for-productivity-vocational-education-and-training-in-developing-countries.

Parrett, William, and Kathleen Budge. "How Does Poverty Influence Learning?" Edutopia.

George Lucas Educational Foundation. 13 January 2016.

www.edutopia.org/blog/how-does-poverty-influence-learning-william-parrett-kathleen-budge.

Roser, Max, and Esteban Ortiz-Ospina. "Global Education." Our World in Data. 2020.

ourworldindata.org/global-education.

Roser, Max and Esteban Ortiz-Ospina. "Literacy." Our World in Data. 20 September 2018.

ourworldindata.org/literacy.

Rust, Val D. and Traci Wells. "Educational Roots, Reform in the Twentieth Century,

Contemporary Reform Trends, Future Challenges." Education Encyclopedia. Accessed 7 January 2020. www.worldbank.org/en/region/mena/brief/education-in-mena.

Strom, Caleb. "From Hunters to Settlers: How the Neolithic Revolution Changed the World."

Ancient Origins. 30 June 2018.

www.ancient-origins.net/history-important-events/neolithic-revolution-0010298.

Torpey, Elka. "Measuring the Value of Education." Career Outlook, U.S. Bureau of Labor

Statistics. Accessed 6 January 2020.

www.bls.gov/careeroutlook/2018/data-on-display/education-pays.htm.

Walker, Alyssa. "Why You Should Become a Teacher in a Remote Area." Bachelor Studies. 11

April 2017.

www.bachelorstudies.com/article/Why-You-Should-Become-a-Teacher-in-a-Remote-Area

a/.

McKENNAMUN

VIII