

A woman wearing a vibrant, multi-colored patterned dress and a matching headscarf is standing in a classroom. She is holding a pink microphone and speaking. In front of her, several young children in white school uniforms with red collars are seated at wooden desks, listening attentively. The classroom walls are decorated with educational posters, including a calendar and anatomical diagrams. A window with green frames is visible in the background.

Chair Packet MaMUN MMXVIII

Economic and Social Council

*“Tackling the Need for Greater
Access to Education in Nigeria”*

Written by Chair of the Economic and Social Council Committee: Mariam Al Mansuri

Forum: ECOSOC
Issue: Tackling the Need for Greater Access to Education in Nigeria
Student Officer : Mariam Al - Mansouri
Position: ECOSOC Chair

Table of Content

Context & Historical background	Page 3 - 5
United Nations Involvement	Page 5 - 7
Perspectives	Page 7
Questions to Consider	Page 8
Key Terms & Phrases	Page 8
Work Cited	Page 8 - 9

Context & Historical Background

Over the last ten years, Nigeria's (increasing more and more as time goes on) growth in population has put huge pressure on the country's useful things/valuable supplies and on already overstretched public services and basic equipment needed for businesses and the society to operate. With children under 15 years of age accounting for about 45 per cent of the country's population, the burden on education, as well as other areas have been severely left behind.

However, the eligible students are met with insufficient capacity and resources to offer them adequate education. This is more so in city-based areas where there is population pressure. Under these conditions, teaching and learning cannot be effective; that's the reason for the results are usually below expectation.

Another challenge in Nigeria is the issue of girls' education. In the North especially, the (difference between men and women) remains especially wide and the proportion of girls to boys in school ranges from 1 girl to 2 boys to 1 to 3 in some States.

Many children do not attend school because their labour is needed to either help at home or to bring added/more income into the family. Many families cannot afford the connected costs of sending their children to school such as uniforms and textbooks. For others, the distance to the nearest school is a major interference. Another cause of low enrollment, especially in the North, is cultural bias. Young girls are most commonly sent to religious school as opposed to a formal institution.

Even when children enroll in schools, many do not complete the first (or most important) cycle. According to current data, 30% of pupils drop out of first (or most important) school and only 54% transit to Junior Secondary Schools. Reasons for this low completion rate include child labour, serious money problems and early marriage for girls.

One of the leading causes for the lessened access to education in Nigeria is the increasing disturbance caused by Boko Haram. Boko Haram was founded in 2002 by Mohamed Yusuf in Maiduguri. The most commonly used translation of Boko Haram is “western education is forbidden.” Their official name is Jama’atu Ahlis Sunna Lidda’awati wal-Jihad, which in Arabic means “People Committed to the Propagation of the Prophet’s Teachings and Jihad.” Their

central belief is that when the British Imperialists occupied their country, they imposed a sinful, un-islamic lifestyle on Muslims. They established a religious complex consisting of a mosque and a school system, which soon was frequented by Muslims across Nigeria and neighboring countries such as Chad, Niger, and Cameroon. Through this endeavor, they orchestrating their ultimate goal- the creation of an Islamic State.

In 2009, a military task force proceeded with Operation Flush II in Maiduguri, Boko Haram's headquarters, and confronted Yusuf's followers, wounding 17 militants. Enraged, Yusuf denounced these operators and publicly called his followers to arms. This transgressed into a five day siege by Boko Haram on police stations, engaging in several gun battles, the result of which was a military crackdown. Mohammed Yusuf



was found and killed, and the circumstances around his death were greatly debated in Nigeria. Later, a video emerged which showed Boko Haram members being shot down in a line-up (about 800 casualties).

In 2010, Boko Haram reemerged under the leadership of Yusuf's deputy. The attacks thereafter grew deadlier and more sophisticated. They began incorporating explosives. In August, 2011, a suicide bomber associated with the group rammed a car bomb into the UN headquarters, killing 23 people. Events like such began frequenting northern and central Nigeria. They developed a trade-mark terror move, in which motorcyclists would commit drive-by shootings on a weekly basis, attacking high-profile targets such as politicians, religious leaders, and security forces in addition to their civilian targets.

In 2014, Boko Haram militants attacked Chibok, a region deep in north-east Nigeria, kidnapping 276 schoolgirls between the ages of 16 and 18 years old. Their leader claimed responsibility for a kidnapping in the organization's usual fashion: via video. This situation

sparked outrage in the global community, gaining heavy media attention online with #BringBackOurGirls. As of May 2017, over 100 girls are still missing. This was a step outside their usual territory, so these schools continued in their standard Western influenced education. In fact, many of the girls abducted were Christian.

Today, approximately 57% of Nigerian schools have been closed due to the Boko Haram insurgents. The situation in Nigeria is highly unstable: over the last few years, thousands of Nigerian civilians and soldiers alike have been killed and brutalized by the radical Islamic militants who call themselves Boko Haram. The Deputy Executive Director of UNICEF wrote in a press release after a visit to the region that the, “children in northeast Nigeria are living through so much horror.” Since the revival of Boko Haram, 2,295 teachers have been killed and 19,000 displaced. Approximately 1,400 schools in Nigeria had been destroyed, the majority of which are impossible to re-open due to extensive damage or unstable geographical situations. Children are frequently used as human bombs, and the situation has been made increasingly complicated by a significant cholera outbreak which has affected 3900 people, including approx. 2450 children. In committee, we expect delegates to work collectively to resolve this issue and help provide safe access to education, educational resources, and services for teachers. In addition to this, the council must take into account the dangerous lasting effects of Boko Haram, such as minefields and other forms of weaponry that might fall into the wrong hands.

UN Involvement

In the last few years, especially since the launching of the **Universal Basic Education Act**, much has been (accomplished or gained with effort) in the reconstruction of broken-down school buildings and construction of new ones, supply of desks and other needed furniture as well as the provision of toilet facilities.

There has not yet been any UN resolution regarding the effects or aftermath of a terrorist organization, it is important to ensure that no similar organization springs up in its place. The United Nations has tackled terrorist organizations head on with a various resolutions, including very recent ones. These are:

Resolution 2349, which was unanimously adopted. The Security Council “strongly condemned all terrorist attacks, violations of international humanitarian law and human rights abuses” by terrorist groups, which included Boko Haram and Islamic State in Iraq and the Levant (ISIL/Da’esh) in the region. This took a stand against actions including killings, abductions, child, early and forced marriage, rape, sexual slavery and the increasing use of girls as suicide bombers. It included the following reactionary Operative Clauses:

Clause 7: Calls upon the countries of the Region to prevent, criminalize, investigate, prosecute and ensure accountability of those who engage in transnational organized crime, in particular in arms trafficking and trafficking in persons;

Clause 13: Emphasises the importance of strengthening cross-border judicial cooperation in identifying and prosecuting perpetrators of human rights violations and abuses, as well as the most serious crimes, such as sexual and gender-based violence;

Clause 21: Calls upon Governments in the Region to ensure that the return of refugees and IDPs to their areas of origin is voluntary, based on informed decisions, and in safety and dignity;

Security Council Resolution 1373, which was adopted after the September 11 attacks in New York and Pennsylvania. This communicated a firm condemnation of the terrorist acts, and in the Security Council these countries unanimously adopted a resolution with steps and strategies to combat terrorism internationally, from cutting off their sources of funding to tracking down individual members. The following are direct excerpts:

Clause 1b: Criminalize the willful provision or collection, by any means, directly or indirectly, of funds by their nationals or in their territories with the intention that the funds should be used, or in the knowledge that they are to be used, in order to carry out terrorist acts;

Clause 6: Decides to establish, in accordance with rule 28 of its provisional rules of procedure, a Committee of the Security Council, consisting of all the members of the Council, to monitor implementation of this resolution, with the assistance of appropriate expertise, and calls upon all States to report to the Committee, no later than 90 days from

the date of adoption of this resolution and thereafter according to a timetable to be proposed by the Committee, on the steps they have taken to implement this resolution;

Clause 4: Notes with concern the close connection between international terrorism and transnational organized crime, illicit drugs, money-laundering, illegal arms trafficking, and illegal movement of nuclear, chemical, biological and other potentially deadly materials, and in this regard emphasizes the need to enhance coordination of efforts on national, subregional, regional and international levels in order to strengthen a global response to this serious challenge and threat to international security;

Different Perspectives

Nigeria: Boko Haram has wreaked havoc in Africa's most populous country. Their wave of bombings, assassinations and abductions was only the half of it. They are now fighting to overthrow the government and create an Islamic state. (*see description*)

Chad: Boko Haram has killed hundreds starting in 2015. They have also displaced more than 100,000 and damaged the Lake Chad basin's local economy. In 2015, violence heightened in the capital with several suicide bombings, but has since declined. Chad has made significant progress in lessening Boko Haram's involvement in their country by using significant military force, but the security risk hasn't disappeared.

Cameroon: Boko Haram's involvement in Cameroon is primarily for recruitment purposes. Before they started violent attacks in Cameroon, they came to our communities and promised wealth and status to youths who would follow them to Nigeria," said Bachir. "Most of us who were secondary school students rejected the offer." Others out of school "selling illegal watered-down fuel from Nigeria, textiles from Maroua [the administrative capital], farming and cattle rearing, took the offer. They were offered motorcycles and placements in Islamic schools in Nigeria."

Key Words

Boko Haram	Refugees	Universal Basic Education Act
Radical Islam	IDP	
Borno State	ISIL/ISIS	
UNICEF	Terrorist	
Maiduguri	Landmine	
Chibok Girls		

Questions to Consider:

How does population growth affect the access to education?

What are common applicants

What is Boko Haram's effect on local environments? How can we resolve it?

What is Boko Haram's effect on local economies? How can we resolve it?

What is Boko Haram's effect on local societies? How can we resolve it?

Has your country faced a similar problem in the past? Is it resolved (if so, how)?

Bibliography and Useful Links

"United Nations News Centre." *UN News Center*, United Nations, www.un.org/apps/news/story.asp?NewsID.

"Over Half of Schools Remain Closed in Epicentre of Boko Haram Crisis in Nigeria – UNICEF." *United Nations*, United Nations, www.un.org/sustainabledevelopment/blog/2017/09/over-half-of-schools-remain-closed-in-epicentre-of-boko-haram-crisis-in-nigeria-unicef/.

Press, The Associated. "Boko Haram Threat Keeps 3 Million Children out of School in Northern Nigeria." *CBCnews*, CBC/Radio Canada, 29 Sept. 2017, www.cbc.ca/news/world/boko-haram-school-closures-1.4314014.

“Boko Haram Violence Shuttters 57 per Cent of Schools in Borno State, Nigeria.” *Boko Haram Violence Shuttters 57 per Cent of Schools in Borno State, Nigeria* | *United Nations Radio*, 29 Sept. 2017, www.unmultimedia.org/radio/english/2017/09/boko-haram-violence-shuttters-57-per-cent-of-schools-in-borno-state-nigeria-2/#.Wd5yvTTabUI.

“The History Of Boko Haram. Here's All You Need To Know.” *LATEST NIGERIAN NEWS BREAKING HEADLINES NEWSPAPERS*, 19 Oct. 2015, www.nigerianmonitor.com/the-history-of-boko-haram-heres-all-you-need-to-know/.

“Who Are Nigeria's Boko Haram Islamist Group?” *BBC News*, BBC, 24 Nov. 2016, www.bbc.com/news/world-africa-13809501.

“Nigeria Chibok Abductions: What We Know.” *BBC News*, BBC, 8 May 2017, www.bbc.com/news/world-africa-32299943.

“The Children.” *UNICEF Nigeria - The Children - Education*, www.unicef.org/nigeria/children_1937.html.

“Young Guns: Cameroon's Boko Haram Problem.” *IRIN*, 21 Aug. 2017, www.irinnews.org/analysis/2017/08/11/young-guns-cameroon-s-boko-haram-problem.