

Committee: UNESCO

Topic Area B: Education of Women

Country: Kenya

Delegates: Name (Ex: John Smith)

School: Rockford Auburn High School

As a major player in Sub-Saharan Africa, The Republic of Kenya has struggled with providing equal access to education for men and women. The Global Gender Gap Report 2017 ranks Kenya 76 out of 144 countries with significant inequalities between males and females in terms of education, health, representation in parliament, and participation in the labor market (USAID). Numerous students are unable to complete their primary education due to their inability to pay for school necessities such as books, pencils, and school uniforms (Verweyen). This is largely because of the fact that 43.4% of the population is below the international poverty line (UNICEF). From 1999-2010, the number of children enrolled in schools increased two fold, indicating the willingness of our nation to improve the education system and take action against a crucial problem. (WENR). As Kenya's economy is one of the highest in Africa, improving the education of women in this country specifically will have a dramatic impact on the rest of the region, and will bring the nation a step closer towards eradicating poverty and allowing Africa to have a more global impact.

In 2003, Kenya's government implemented a program that provided free primary education for all of its citizens. Following this, free secondary education soon became available in 2008 as well. As a result, the number of students enrolled in primary and secondary school increased. This prompted Kenya to build more schools and universities (WENR). The long-term effect of neglecting education leaves a huge skills deficit among young people, with 50% of men and 80% of women living in slums with no (work) income. This negatively affects the economy and overall state of the country. Recently, Kenya has passed a new Constitution in 2010, which provided a framework for addressing gender equality; this was especially enforced when Kenya participated in USAID's Women and Girls Lead Global Partnership, a media campaign empowering women to uphold the promise of this new Constitution (USAID). Kenya is also showing a strong commitment to funding more educational opportunities for women, with 6.7% of Kenya's GNP spent on education in 2010, as compared to other Sub-Saharan African countries, where the funding is around 4% (UNESCO).

Recognizing the major role that our nation plays in Africa, the government of Kenya is willing to work with other countries to address this issue of inequality. Kenya proposes to use the aid of media campaigns and technology, which will raise awareness about the importance of education for both sexes, and if properly implemented, it could leave a huge impact on Kenya's well being and growth. Technology can also be employed in the classroom to help students receive a better education, as it allows students to have global access to all news. With better education, higher quality teachers will become available for future generations as well. Other developed countries should help provide these resources, resting their trust in the great potential that Kenya has shown in recent years. Kenya strongly believes that a major obstacle for kids to attend school is the absence of schools within walking distance. Therefore, Kenya suggests allowing developed countries to fund projects, such as buses, that will help improve educational availability in Kenya, and eventually the entire African continent. By encouraging competitions

such as the Innovate Kenya Competition, young students will get the opportunity to express their ideas and help improve Kenya as a whole. In 2018, a female team was titled as a national finalist. This shows that by providing equal academic opportunities and experiences for males and females, Kenya may be “re-discovered” globally through the impact they have the potential to create. Kenya believes that it is crucial for women to be educated, as they are half of the future and have the ability to take Kenya forward through their academic accomplishments.

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Committee: UNESCO

Topic Area A: The Global Treatment of Indigenous Peoples

Country: Kenya

Delegates: Name (Ex: John Smith)

School: Rockford Auburn High School

Kenya believes that more should be done to ensure that indigenous peoples within Kenya are treated with the same respect as other citizens if they are willing to assimilate into Kenyan culture. Milka Chepkorir Kuto, a Sengwer and participant in the 2016 UN Human Rights Office Indigenous Fellowship Program said, “We have been facing a lot of human rights violations, forceful evictions, from our forest homes... and as a result we do not have a place where we can sit and say ‘this is our home.’” Evictions happen as a result of poor political representation of indigenous groups, due to multiple barriers that Kenya is trying to overcome. The indigenous are less likely to get jobs and provide for their families, resulting in malnutrition and hunger. In fact, Maasai children, who are part of an indigenous group containing more than 840,000 people in southern Kenya, are 4.3% more likely to be malnourished than non-indigenous Kenyan children. This makes it more difficult to integrate them into society because they have fallen so far behind. It details how pressing an issue this is, and it demands Kenya’s attention immediately.

In the past, talking about improving the state of indigenous peoples in Kenya was illegal. However, we have come a long way since then, and have recently done much more to provide services to indigenous groups. In Kenya’s 2010 constitution, it was clearly stated that the state must provide representation for “marginalized groups” in all levels of government, and promote the use of Indigenous languages and their free expression of culture. It even promotes dual citizenship, allowing groups such as the Maasai to benefit. In May 2017, The African Court of Human and Peoples’ Rights judged in favor of the Ogiek community of Kenya. They were recognized as indigenous people, won compensation from the Kenyan government, and were granted the right to stay in the Mau forest. Kenya is a member of the African Commission on Human and Peoples’ Rights, where states are required to submit a report every two years on the measures (legislative and otherwise) taken to uphold the rights and freedoms recognized and guaranteed by the Charter.

Kenya is calling for more action to help improve the treatment of indigenous people in Kenya and beyond, to help better the state of the world. There is still much to this issue that needs to be addressed, and Kenya strongly believes in investing its time and resources to improving the state of indigenous people globally, starting from within Kenya. Kenya should work together with the United Nations and other nations in Sub Saharan Africa to improve the lives of indigenous peoples in the region. Because of Kenya’s extensive impact on this region, allowing indigenous peoples more rights will open the gates for other countries to follow in their path, which will have a dramatic impact on the African continent. One of the biggest problems that indigenous peoples face today is the inequality regarding their finances. Kenya believes that first world countries should provide aid to countries with issues regarding indigenous peoples. Aid from other countries could help provide financial reparations to the specific indigenous groups that have been affected by unfair policies. Even developed nations struggle with providing equal opportunities for indigenous people in terms of education,

healthcare, and language preservation. The Maasai are undoubtedly at risk in regards to their overall health, as health facilities in Kenya are usually located in urban areas. Consequently, indigenous peoples have trouble accessing healthcare, which puts them at risk for HIV/AIDs, making their life expectancy 13.1 years less than the average Kenyan population. By providing more adequate educational resources, it will allow the indigenous people to address many of their health issues, and recognize the rights that they deserve. This can lead to the advocacy of language and cultural preservation, allowing them to be in the front lines of achieving this goal.

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